



Global Voices & Local Classrooms

Charting a Path to Better Serving Newcomer Students In Prince Edward Island Schools

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Manager, Education for Development
UNICEF Atlantic

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Independent Consultant, doctoral research on war-affected children,
their coping abilities, mental health and resilience

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Foreword

In February 2008, UNICEF Canada met with the Minister of Education in Prince Edward Island. This inaugural meeting would lead to subsequent discussions, whereby UNICEF Canada embarked on a collaboration with the Prince Edward Island Department of Education and Early Childhood Development to develop newcomer awareness training and to provide educational resources for teachers.

The fundamental deliverables of this collaboration would include: a) the development, administration and analysis of two needs assessment tools, one designed for teachers and the other for students; b) the development and facilitation of a summer institute for teachers, called *Global Voices, Local Classrooms*, that aimed to raise awareness about the needs of newcomer children and youth, and to further examine those areas identified in the questionnaires as requiring significant support with the overall goal of increasing cultural competency, and; c) the recommendations to shape 6-8 training modules or workshops that would further develop cultural competency goals within the context of global education, and in doing so, answer to the needs of all students, but especially of newcomer students.

This document provides recommendations based on needs assessment questionnaires administered to teachers and students, a teacher institute, and meetings with education stakeholders. These recommendations are meant principally for the Prince Edward Island Department of Education and Early Childhood Development. In addition, they are useful for policymakers, administrators, and teachers in schools who seek to make informed decisions about effectively serving student newcomers while fostering global citizenship in all students.

We believe our recommendations will be a useful baseline to shape the delivery of global education in Prince Edward Island schools. Moreover, we hope that these recommendations will stimulate further discussions about how to integrate and coordinate the many global education opportunities that are sponsored by development NGOs like UNICEF, teachers' organizations, the Canadian International Development Agency (CIDA), and provincial ministries of education in Atlantic Canada.

Overview

The cultural mosaic of newcomer children and youth to Canada has undergone fundamental changes over the past fifty years that have transformed the school environment for all students and educators. By 2026, Canada's population growth is projected to be solely reliant on the arrival of immigrants (Statistics Canada 2003). During the first three quarters of 2006, Canada welcomed 193,164 new permanent residents. Although Ontario, Québec and British Columbia continued to attract the majority of newcomers, they each experienced a slight decline during this period.

Newcomers in Prince Edward Island

Conversely, all other provinces saw an increase in permanent residents, especially Prince Edward Island, Nova Scotia and New Brunswick, each of which attracted at least 33% more permanent residents than in the same three quarters in 2005. Today, these provinces continue to adapt to the increase in the proportion of newcomers, including children and young people in the school system.

Recognizing and managing existing and potential barriers to social inclusion, including in schools, is critically important in attracting, welcoming and retaining newcomers. Newcomer families usually invest great expectations in the academic success of their children – and thus, in the capacity of schools to support the social and learning needs of these children. Of course, human rights legislation protects against racism and other forms of unlawful discrimination in every province and territory in Canada. Moreover, people like to think that they and their community are friendly and welcoming, but the unfortunate reality is that racism and other forms of discrimination continue to occur, intentionally and unintentionally. The notion of a welcoming and discrimination-free community extends beyond good intentions, friendly “hellos” and neighbourly attitudes.

Every community, and in turn, every school, needs to protect the rights of all newcomers and ensure the equitable treatment of those whose skin colour, religious beliefs, sexual orientation, physical and mental abilities and ethnic ancestries, among other variables, are different from the majority of residents in that community or school. Implementing global citizenship in the mandated curriculum includes identifying children's rights issues affecting our schools, including aboriginal education, violence and bullying, and *the social inclusion of newcomer students and their families*.

UNICEF's Education for Development Programme considers the Prince Edward Island Department of Education and Early Childhood Development to be in a unique position to be proactive with the development of relevant policies and resource material that can address the projected increase in the number of newcomers that will be entering the school system and the communities of Prince Edward Island. Moreover, we look forward to contributing to future discourse that will lead to a journey of welcoming newcomers and preparing educators — a journey both enjoyable and rights-respecting.

Research Design

The following two sections of this report look at the main instruments that charted the path to our recommendations for increasing the cultural and global education competency of educators and schools. The first section summarizes the findings of a cultural competency questionnaire we developed and administered to teachers and students. The questionnaire aimed to assess and understand the Prince

Edward Island school environment within which newcomer students are to be welcomed. Given the short timeline and small sample size, our answers to these questions are tentative. They were designed, however, to provide us with a “snapshot” of the range of efforts and challenges experienced by educators and newcomer students, as well as an overview of the policy supports provided and/or understood by both parties. Each questionnaire included approximately 24 statements that participants were asked to rank based on agreement, or strong agreement (Appendix A).

The framework of each questionnaire supports the idea that newcomers need to have the cultures and traditions of their country of origin validated and accepted within the environment in which they are being welcomed. By validating cultural practices and traditions that include, but are not limited to, the food we eat and the way we live, we in turn increase a child’s sense of belonging. A sense of belonging has the ability to greatly enhance an individual’s sense of well-being and quality of life, including success in school.

The second major instrument we relied on was the voice of Prince Edward Island educators. We designed an institute called *Global Voices & Local Classrooms* that would reflect, validate and further define the range of efforts and challenges that were identified through the questionnaires. The institute design allowed educators to discuss, share, and thereby expand their knowledge of diversity, challenges, lessons learned and positive practices. We facilitated a cross-cultural simulation that would help develop their understandings of how culture shapes reality, and discuss interpretations of cultural knowledge. A major part of the institute included a facilitation and research technique known as the World Café. This allowed us to further assess specific areas of the questionnaire and elicit the voices and expertise of the participants. Participants were also provided with resources they could use in their respective schools or communities of work.

Section 5 presents the recommended professional development opportunities that would further increase the cultural competency of educators and schools, and provide a nurturing environment to welcome newcomers according to those areas highlighted by the questionnaires and the teacher institute. Finally, we conclude with some thoughts on the road ahead and provide references and appendices that include some of the tools used for the purposes of this collaboration.

Needs Assessment

The needs assessment involved the development and administration of two questionnaires, one for educators and another for students. To view the questionnaires, please see Appendix A.

A Educators

The questionnaire for educators provided a “snapshot” of their perceptions of how proactive the school system is in promoting and embracing issues of diversity for newcomer students. The questionnaire asked educators to rate their responses in accordance with a five point scale ranging from strongly disagree to strongly agree. Some responses helped to identify the educator’s awareness of government and board policies in the area of diversity, equity and human rights. Others provided a sample benchmark upon which to understand the cultural awareness of educators and the basis for future training and resource development. The questionnaire also asked educators to rate their responses in regards to the involvement of newcomer students and their parents in various school activities. Educators were then asked to rate themselves in regards to their ability to address and cope with the potentially traumatic cultural experiences of newcomer children. The questionnaire for educators was distributed to those who were registered in the summer institute. A total of twenty-two respondents were received and analyzed for the purpose of this report.

B Students

The questionnaire for students was twofold in design. In addition to comparing students’ perceptions to some of the perceptions revealed by educators, there were also questions intended to obtain a profile of — gender, age, grade level, country of birth of the students and of their parents, and parents’ education level were collected. Students were also asked to identify themselves and their friends with regards to different ethnicities. They responded to questions that pertained to how students felt about their involvement in the school community and various school activities. These were followed by a number of questions regarding issues of racism and discrimination. Students were also asked to rate their level of comfort in obtaining or seeking help within the school environment regarding these issues. A total of thirty-seven students completed the questionnaire.

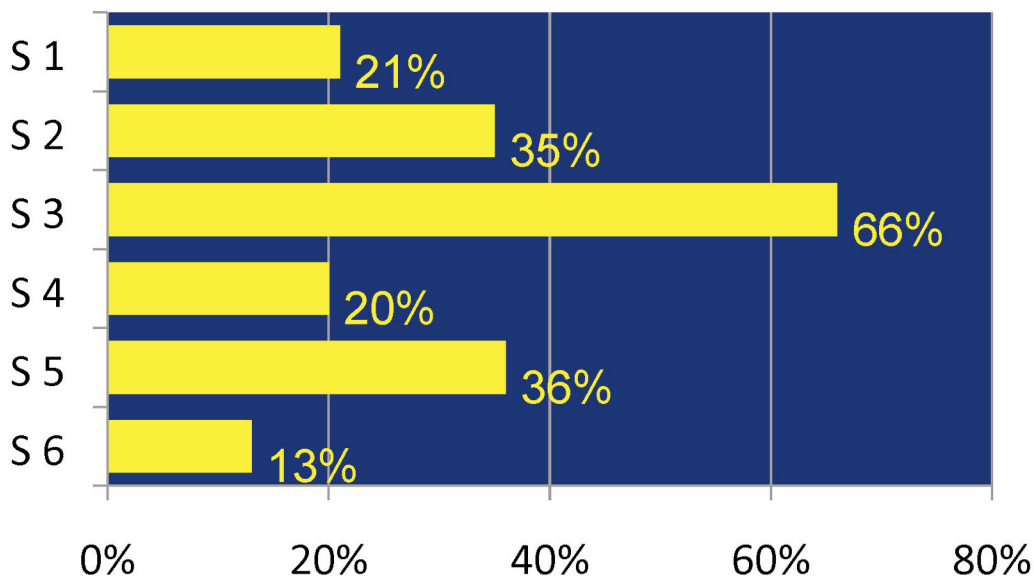
C Questionnaire Results

The results of the questionnaires for teachers and students are examined separately. Following individual results, a summary compares the questions and statements that were the same on each questionnaire in order to better understand the different perspectives of each group.

Results of Teachers’ Questionnaire

The teachers’ questionnaire was completed by a total of twenty-two teachers, all of whom attended the summer institute. Teachers were asked to rate how strongly they agreed or disagreed with a list of statements (labeled “S” in the tables). The results for statements one to six are illustrated in Table 1 below:

Table 1



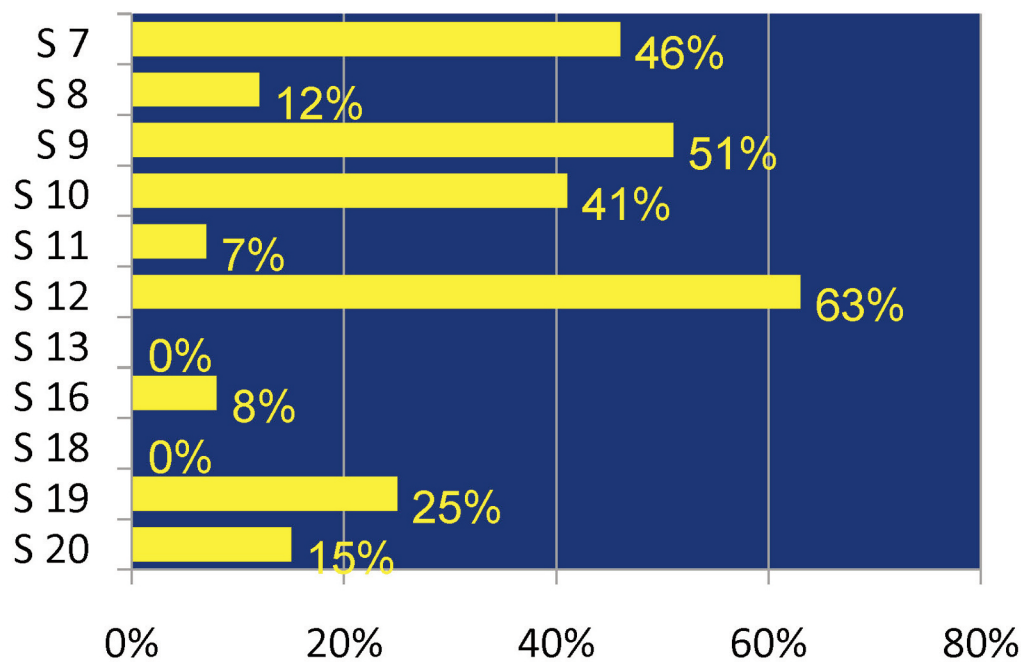
The results, shown in per centage, are clustered according to those who agreed, or strongly agreed with the statements in the questionnaire. To illustrate:

- **Statement 1:** 21% of respondents agreed, or strongly agreed that government and board policy statements that promote or embrace diversity, equity, and/or human rights were prominently displayed in their school.
- **Statement 2:** 35% of respondents felt that their awareness of other cultures was sufficient for addressing the needs of the children they taught.
- **Statement 3:** 66% of respondents felt that they were adequately skilled at recognizing bias, prejudice, and stereotyping within the school and community. This was the only statement with significant agreement.

The responses to other statements were not as significantly high, but could equally guide and shape future policy and resource development. Of particular significance to future professional development is that only thirteen per cent agreed that they felt informed about the current resources and organizations that could provide support for newcomer students.

Table 2 illustrates areas of significance in the second part of the questionnaire, for statements 7-20:

Table 2



Again, the results are clustered according to those who agreed or strongly agreed in response to each statement. Some of the more noteworthy responses:

- **Statement 12:** 66% (the highest per centage) of respondents agreed or strongly agreed that English as an Additional Language (EAL) was provided to all newcomers.
- **Statements 7, 9, and 10** resulted in approximately fifty per cent of the respondents agreeing with the statements. These three questions reflect the respondents’ affirmation that they had been provided with resource material or training that had increased their understanding of rights and diversity education, were comfortable approaching an administrator when confronting an issue of racial or ethnic discrimination, and that books and periodicals reflecting the ethnic or racial diversity of Canada were available in the school library.
- **Statements 8, 11, 13, 16, and 18-20** had a much lower rate of agreement. This illustrates a lack of awareness of school policies in the areas of racial or ethnic discrimination, the use of languages other than English in school displays and announcements, insufficient EAL services for all courses, a limited amount of ethnically diverse foods in school cafeterias, insufficient knowledge of how to cope with a child in crisis due to previous traumatic cultural experiences, and a limited number of mentoring systems for new students. Some of these responses also need to be understood in relation to the student population as illustrated in the student responses.

Results of Students’ Questionnaire

The student questionnaire began with basic profile questions in order to define the student population. A total of thirty seven students completed the questionnaire including seventeen males, eighteen females and two whose gender was not identified. Most of the respondents were in either grade 7 or 8¹ with a mean age of 14 years. Of these, 72% were from Asia. Of the remaining students, two were from Myanmar, two from Afghanistan, and one each from Mexico, South America and the Dominican Republic. The parents’ profile matched that of the students. All respondents reported speaking a language other than English at home. Most of the participants’ parents had some form of university or college education represented by 58% of fathers and 54% of mothers. Most of these students (84%) stated that they were participating in an EAL program. They lived on average with three other family members and in two-parent families. Many noted that their parents and siblings were also studying English. Students identified that a few of their friends were also from different cultural groups.

Table 3

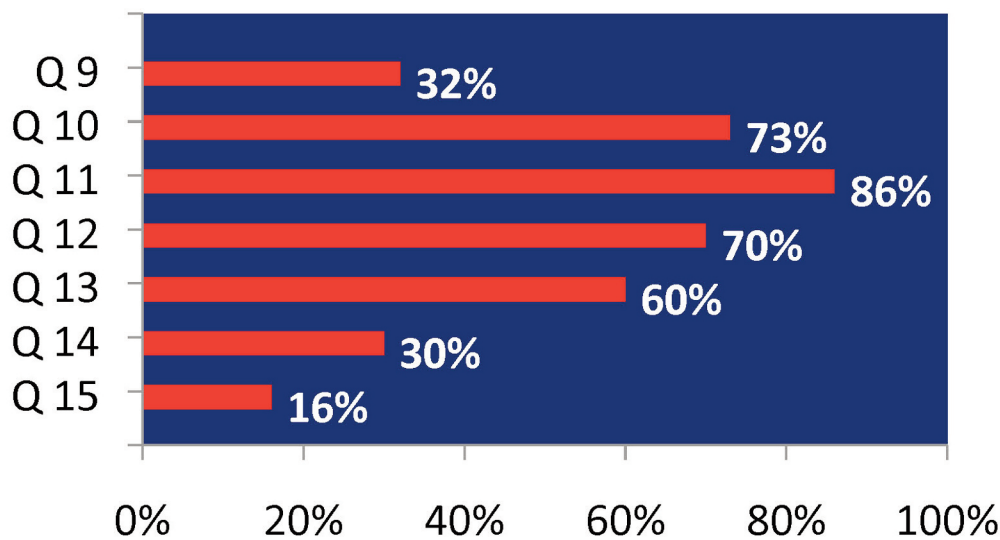


Table 3 reflects the per centage of affirmative answers to the questions. Some of the more noteworthy responses:

- **Question 10:** 73% of students affirmed that they felt a sense of belonging in their schools
- **Question 11:** 86% of students (highest positive response) affirmed that they felt a sense of safety within their school environment.
- **Question 12:** 70% of students agreed that their school has some form of welcoming/mentoring system for new students

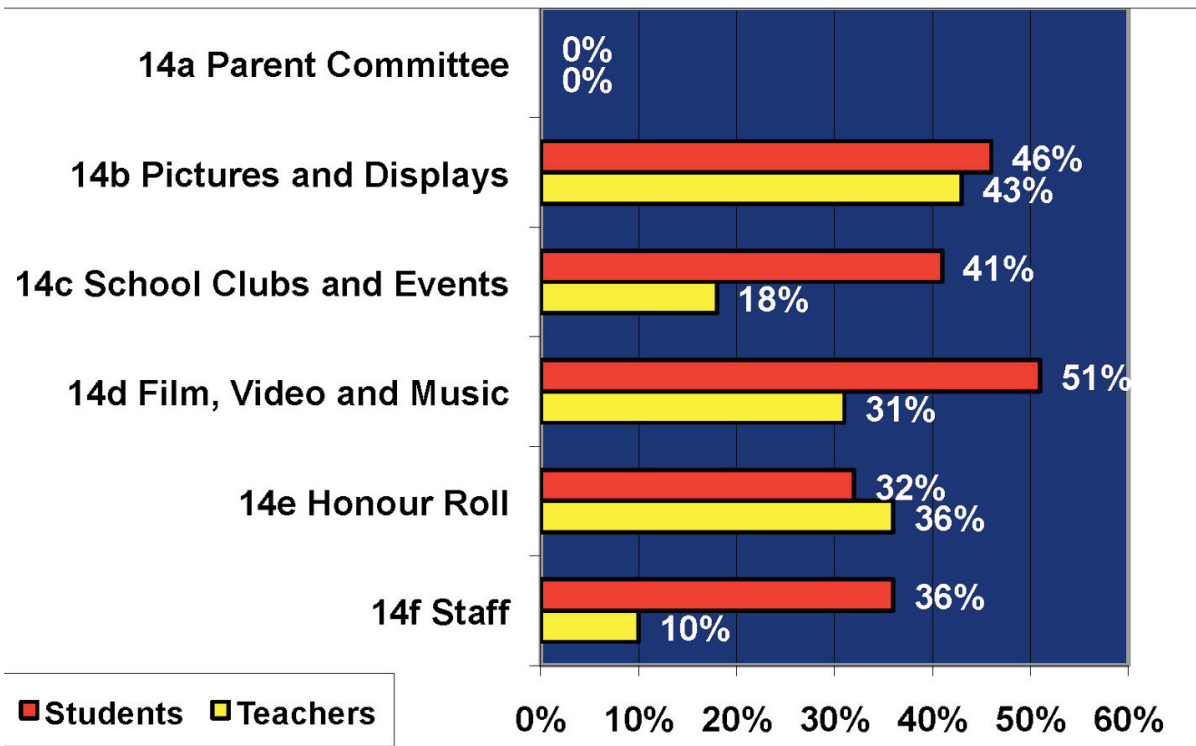
Only three questions scored below thirty per cent within this set of questions. These questions illustrated that not all knew the difference between an immigrant and a refugee, the majority did not feel that their

¹ Other students include one in grade 2, 4, 5 and two in grade 9.

culture was represented in the school library, and only sixteen per cent felt that the food in the cafeteria was diverse. Many noted that if their school did have a welcoming/mentorship program that they would be interested in participating.

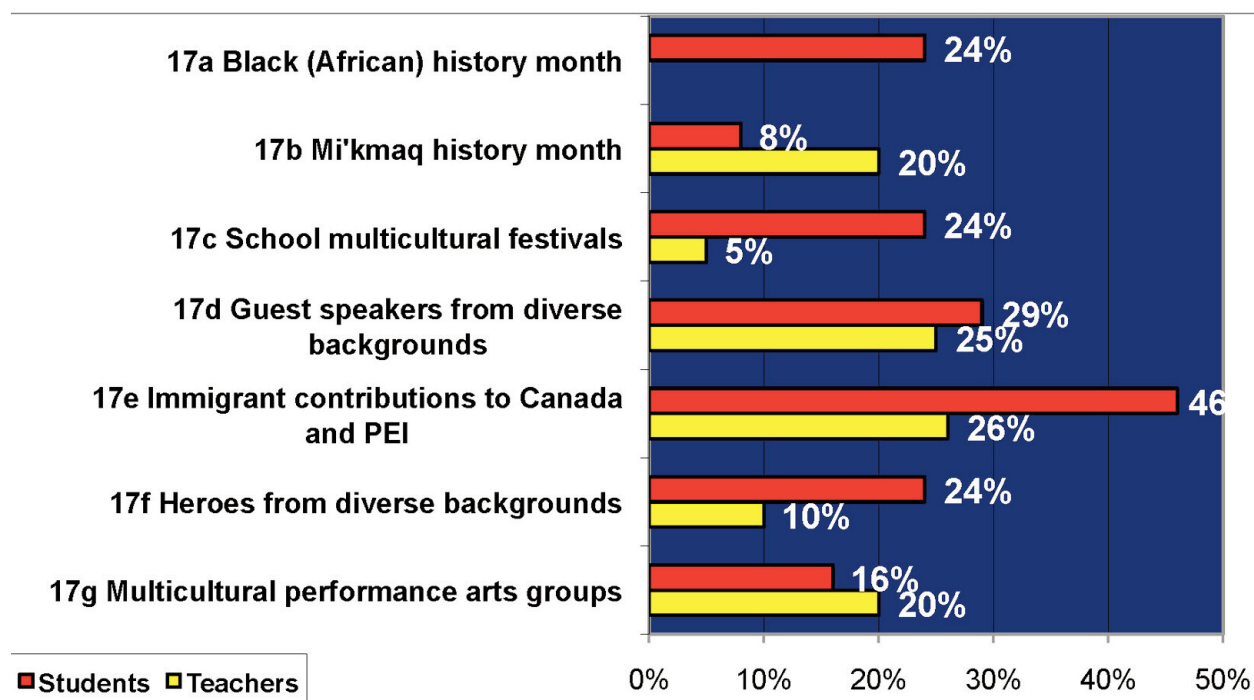
The questionnaire posed a number of questions that were similar for the teachers and students. Table 4 compares the responses to number fourteen on the teachers’ questionnaire and question sixteen on the students’ questionnaire, asking respondents to comment on the cultural diversity within their school in regards to displays, clubs, films, honour role and staff.

Table 4



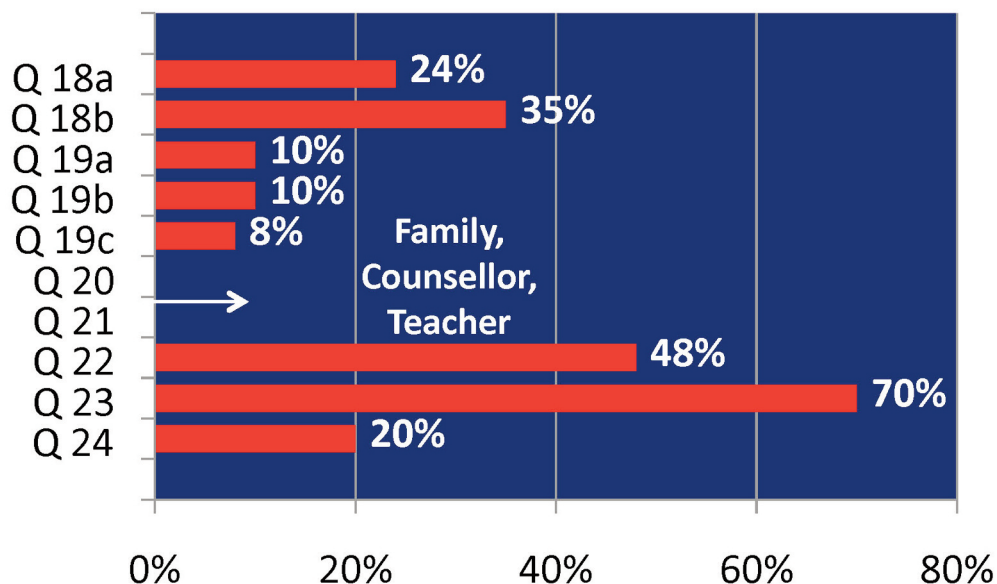
Although one might be tempted to interpret the significance of more positive student responses in table 4 to signal a more positive outlook on the part of students, this could lead to a false assumption. It should be noted that students were assisted by EAL educators which could have impacted the level of anonymity perceived by the respondents. One question of more significance is 14a, whereby 0% of respondents agreed that there was equitable newcomer parental involvement in school committees.

Further comparison of the different multicultural celebrations that take place in schools revealed similar results:

Table 5

In the majority of culturally based events, the students noted the presence of multicultural celebrations that teachers did not agree, or strongly agree, were well represented. However, this table is also illustrative of the fact that none of the celebrations listed evoked a score of above fifty per cent.

Students were also asked to comment on issues of bullying, racism and discrimination. The responses to questions eighteen to twenty four are represented in table 6.

Table 6

- **Question 18:** 24% of students agreed they felt that students of different culture/visible minority were more likely to be bullied; 35% also noted that these students were less likely to be involved in school activities.
- **Question 19:** Only 10% of students noted that they had been called upon to help solve issues of bullying, racism and various forms of discrimination.
- **Question 20 & 21:** When asked who they would go to for help, students identified their family first, followed by the school counselor, and then teachers.
- **Question 22:** 48% of the respondents also noted that they would say something to a friend if they experienced him/her making racial comments.
- **Question 23:** 70% of students also felt that teachers were very helpful in helping to solve issues of racism and discrimination.
- **Question 24:** 20% of students agreed that they discussed issues of human rights and diversity in their schools regularly.

D Conclusions

The questionnaires were developed to assess issues of cultural competency and recognition of diversity within the Prince Edward Island school district. The context of the assessment is such that Prince Edward Island does not have a large number of newcomers in comparison to other provinces. According to statistics Canada only five per cent of PEI's population is represented by immigrants. Immigrants are predominantly arriving from countries that are both culturally and ethnically diverse, but this is not making a huge shift in the number of visible minorities on the Island. For example, the average number of visible minorities in Canada according to the 2001 census was 13 %. At that time visible minorities represented .9 % of the population of PEI, a drop from 1% in 1991. Consequently, the questionnaire results in which the overall score illustrates a degree of lack of cultural competency and recognition of diversity is not surprising. However, the Department is in a unique position to be proactive with the development of relevant policies and resource material that can address the projected increase in the number of newcomers that will be entering the school system and thus optimize the anticipated transition for all students.

PEI Institute & World Café

The second major part of our research relied on the voice of Prince Edward Island educators through an institute we designed called *Global Voices & Local Classrooms*. After introductions and welcomes, the teachers participate in a community-building activity, “Why We Move & Why We Stay?” Following a short debrief, they moved into a team-building activity based on a diversity metaphor, ‘The Circle’. The morning ended with a cross-cultural simulation designed to expand their understandings of how culture shapes reality, and discuss interpretations of cultural knowledge.

The majority of the afternoon was organized around a World Café. This is a facilitation and research technique that allowed the researcher and facilitator to further assess specific areas of the questionnaire and elicit the voices and expertise of the participants. Participants were asked to move around the room at café-like tables where they could build upon each group’s contributions. Participants were given an opportunity to draft action plans for their schools and were also provided with resources they could use in their respective schools or communities of work.

The guiding questions used for the World Café along with a sampling of the ideas generated by participants are described below:

Question #1: *Brainstorm ideas to increase newcomer parents’ participation within the school community.*

- ✓ Welcome signs and school newsletters in different languages
- ✓ Services such as carpooling and translation for parents
- ✓ Multicultural days, international movie nights, weekly discussions of obstacles with parents
- ✓ Meetings to explain the school system to parents and opportunities for them to volunteer for field trips

Question #2: *What are some of the most powerful motivators to help children learn about global issues?*

- ✓ Images, music, and personal experiences
- ✓ Experiential rather than rote-learning
- ✓ Games from other cultures (early childhood especially)
- ✓ Inclusion of international current events into the curriculum
- ✓ Personal stories examining rights (eg. Holocaust)
- ✓ Participation in fundraisers and other school events
- ✓ Celebrities/heroes as motivators, and personal inspiration. “When a young person is inspired, action will follow”

Question #3: *In your work as an educator, describe one obstacle that you have faced regarding the increase of Global Voices in Local Classrooms. Also describe a solution you came across to deal with that obstacle.*

- ✓ The three F's--getting beyond, flags, fashion and food
- ✓ International friendship clubs
- ✓ Learning the language of inclusion
- ✓ Integrating other languages into the classroom in creative ways
- ✓ Multicultural books

Question #4: *What are some successful projects and/or activities and/or best practices do you know of to help make the link between the local and the global tangible, understandable and **doable** for students?"*

- ✓ The iceberg activity in which students use the metaphor of an iceberg to discuss what is seen and unseen in their own culture (suggestion for grade 4)
- ✓ A unit on children's rights that discusses both local and global concerns (suggestion for grades 5 & 6)
- ✓ Connecting the price of commodities with world events that students have catalogued in a scrapbook (suggested for high school)
- ✓ A scavenger hunt of where items in the classroom were made/then tacks are put on a world map
- ✓ Connecting to classes in different countries by mail or e-mail
- ✓ Hosting an international fair celebrating different cultures
- ✓ Doing a unit on a day in the life of children in different countries to compare and contrast
- ✓ Teachers or community members as role models discuss their own endeavours in the area of global citizenship
- ✓ Drawing upon the resources that have been developed in this area (from organizations like UNICEF)

Question #5: *Given how busy we all are, if you could choose one action/event/change for your school that you would like to commit to, what would that be?*

- ✓ Sharing and making available free translation tools like "Babblefish" from Google
- ✓ Getting involved in ensuring that school libraries acquire/display more diversity to increase teacher & youth awareness
- ✓ School newsletter translation (possibly with newcomer parent participation).
- ✓ Finding ways to honour ALL students.
- ✓ Dual language and multicultural books at the Confederation Centre.
- ✓ ECE conference with the Albatross simulation (this is the simulation that UNICEF's EDEV manager & volunteers facilitated at the institute)

Recommendations

Teachers have demonstrated enormous professionalism and creativity in their response to the needs of newcomer students in Prince Edward Island schools. Respect for diversity and a commitment to enabling each student to reach their potential were the hallmarks of their response at our summer institute in 2008, *Global Voices & Local Classrooms*. Based on the analysis of findings from the administration of the needs assessment tool, on the PEI Institute and a review of literature, we are recommending seven professional development opportunities. These could serve as a roadmap to increasing the levels of cultural competency in schools, and would lend a special focus on answering the needs of newcomer students.

1. Professional Development for PEI Educators

The main focus of professional development opportunities in the short term is recommended to raise awareness of the history and challenges experienced by newcomer students negotiating a second – or third – language, and a new culture. Recognizing that English language acquisition is vital to the effective integration of students, we have also included a workshop on strategies to improve English language acquisition in mainstream classes. Each workshop or event is prefaced with a short rationale and some ideas for implementation:

Workshop 1: Moving Minds! From Elusive to Inclusive Curriculum

Workshop 2: Changing Faces / Changing Places

Workshop 3: Building Bridges between Classrooms and Newcomer Families

Workshop 4: Untangling the Knot: Racism and Discrimination

Workshop 5: Helping Children Walk Away from Armed Conflict

Workshop 6: Educational and Language Needs

Workshop 7: Resource Services for Newcomer Children, Youth, and Families.

WORKSHOP 1: **Moving Minds! From Elusive to Inclusive Curriculum**

Rationale:

Educational institutions are our primary vehicle for creating a ‘just’ society. This is where educators and children spend long hours—transmitting attitudes and behaviours that either enhance or pose barriers for social inclusion. For this reason, teachers need to be adequately trained with curriculum focused on cultural diversity and inclusive practices. Teachers have roles and responsibilities as agents of the integration of newcomer children and youth. However, many teachers report the need for training on strategies and tools to work effectively with students from different cultural backgrounds. As we consider ways to support new Canadian children with the settlement and integration process, we must pay much closer attention to the support teachers, including pre-service teachers, are receiving in order to realize this vision of a ‘just’ and inclusive society.

About the Workshop

The focus of this workshop is to help prepare both existing and pre-service teachers to respond to the needs and opportunities presented by diverse student populations. There are four overarching questions addressed in the workshop:

1. What is inclusive curriculum?
2. What methods are effective for engaging teachers, including pre-service teachers, in intercultural inquiry?
3. What values, conflicts, and dilemmas about intercultural teaching emerge for teachers, including pre-service teachers? and,
4. What teaching and learning strategies enhance the development of intercultural competencies and rights-respecting practices?

Workshop Outline

Due to overwhelmingly positive responses from teachers who attended the PEI Institute during our study, we would recommend a similar one-day format for this workshop. This included a metaphoric community-building activity, a cultural simulation, and a facilitation technique called the World Café. Since there was time built in for the needs assessment analysis, we would recommend including one more experiential activity on diversity and a panel discussion, or a global Round-table. The panel could address transformative processes that can help build safer, more inclusive, and rights-respecting schools.

Policy Recommendations

- **Development of Cultural Competency through Teacher Preparation Programs**

Policy recommendations include building stronger connections between teacher preparation programs and school practices, additions and/or changes to teachers' professional codes of ethics, and changing curriculum or content delivery in post-secondary institutions.

Note: Regarding this last recommendation, UNICEF Canada is currently engaged in discussions with UPEI about curriculum reform through a Global Classroom Initiative with the Canadian International Development Agency (CIDA).

WORKSHOP 2: Changing Faces / Changing Places: The Changing Profile of Newcomer Students and Families

Rationale:

Newcomers to Canada, and in turn to Prince Edward Island, are arriving from vastly different areas of the world than they were fifty years ago. Today's Newcomers are predominantly from countries that are culturally, politically and ethnically different than Canada. Furthermore, significantly more of these individuals are refugees, many of whom are under the age of 19 years, and entering the Canadian school system. Unfamiliarity with basic school routines and regulations may cause newcomer students to experience school in Canada as confusing and even traumatizing.

At the same time, many teacher training programs do not make the knowledge of the diverse needs of newcomers mandatory through curriculum or course delivery. Consequently, teachers often feel ill-equipped to understand the cultural nuances of the newcomer students in their classroom. At the PEI Institute, teachers expressed a desire to go beyond the 'three F's' of perceiving culture, those being flags, food and fashion. For this reason, a workshop that introduces teachers to the demographic profiles of Canada's newcomer students and their families could enhance the ability of teachers to welcome both the students and their families into the classroom. Increasing the sense of belonging for newcomer children facilitates and increases their ability to feel safe and secure in their new learning environment. As the demographic face of PEI changes, it will become increasingly important that teachers be proactive in assisting all students to understand each other's worldviews, so that a rights-respecting culture is fostered among all students.

A program called NOW (Newcomer Orientation Week) has met with great success in addressing these challenges in other parts of Canada. NOW is part of the Settlement Workers in Schools program and is funded by Citizenship and Immigration Canada through local settlement agencies.

About the Workshop

The focus of this workshop is to introduce educators to the different types of newcomer students entering the Prince Edward Island school system and how it would feel to be in their shoes. There will be a presentation about how new Canadian immigration policies are changing the profile of newcomer students. The short term objective of this workshop is to increase the cultural awareness and sensitivity of teachers, especially about newcomer students. Long term objectives include a better and faster settlement and integration process of newcomer students into PEI schools. Newcomer students will be able to focus more on education, and the school culture will become more inclusive of newcomer families, and their cultures and beliefs.

Again, four overarching questions will be addressed in the workshop:

1. Who are Newcomers? What is the difference between an immigrant and a refugee?
2. How do our preconceptions and our "cultural baggage" affect our cultural perceptions?
3. What factors should be taken into consideration when assessing competencies and determining needs of newcomer students? and,

4. What are some best practices being employed elsewhere that enhance the settlement and integration process?

Workshop Outline

Our recommended outline comprises of a one-day format with the morning devoted to a presentation about changing newcomer profiles, some basic vocabulary, a simulation activity to explore common misconceptions, and a story-telling activity about coming to Canada that highlights the experiences of immigrant children. The afternoon would focus on a panel of newcomer students simulating case studies of actual experiences that newcomer students have reported. The final workshop activity we recommend is a how-to session that introduces the concept of a Newcomer Orientation Week (NOW) and the benefits for teachers, students and their families.

In a video clip of a teacher named Ruhee who worked at the piloting school for the NOW program, she asks the questions:

"How is this going to benefit me in my classroom? Why am I going to do this in August? I have my planning and stuff to do."

Her answer:

"The relationship that these newcomers build with the peer leaders, and the activities that they do build such a strong sense of inclusion in the classroom that it helps with any classroom management problem or strategy that you're trying to employ in your classroom."

WORKSHOP 3: Building a Bridge Between Classrooms and Newcomer Families

Rationale:

Literature reviews and common sense tells us that when parents are thriving, their children have more potential to thrive. Consequently, the needs of newcomer children and youth cannot be defined in isolation from the family. The stress of parents upon their arrival in Canada and the impact it can have on their children may spill over and have a negative influence on school performance. Moreover, enhanced relationships between educators and all parents, including newcomer parents, are a worthy objective.

As our needs assessment pointed out, newcomer parents, for the most part, are not equitably involved in the school community. Although our assessments did not extend to the parents, ample research demonstrates that this lack of involvement is accompanied by newcomer parents feeling hesitant and fearful of how this environment might impact their children.

Research has identified ways in which schools can better serve newcomer families. The insights gained from research are relevant to teachers, administrators, and other school personnel who

wish to develop stronger, more effective working relationships with parents who are newcomers to Canada.

Newcomer students come from many different countries of origin. Each has their own system of schooling which, for the most part, has different standards of conduct and curriculum than the Canadian school system. Differences in the structural and organizational context of the school are compounded by varying language needs among the students and their families. Furthermore, refugee children may arrive with a sporadic schooling experience or virtually no experience in the formal classroom setting.

Understanding the vast array of language and educational differences that exist among newcomers, so as not to make incorrect assumptions, could be a springboard to constructive and respectful dialogue.

About the Workshop

Imagine finding yourself in a new country where you can't speak the language, the food is strange, and you don't know anyone! This is what happens to newcomers all the time. It's hard to become part of a new country and community. Become part of the solution...

The focus of this workshop is to introduce educators to creative ways and best practices on the topic of welcoming and integrating newcomer families into school activities. The format will examine topics instead of questions. The topics are: a) Starting Points for Educators; b) History, Geography and Cultures of the World; c) Recognizing the Challenges for all Newcomers; d) Adapting Teaching Methods & Evaluation for Newcomer Students; e) Reaching out to Newcomer families; f) Six Types of Parental Involvement; and, g) Case Study: School Readiness Program for Newcomer Parents.

Workshop Outline

Our recommended outline is a one-day format themed on game shows and a 1950s diner turned cyber-café...

The morning would feature:

- Are you smarter than a newcomer parent? A game about world cultures
- Jeopardy: A game about challenges that newcomer parents face
- Who wants to be a Canadian? A game about reaching out to newcomer parents
- Prince Edward Island Idol: A game about cultural norms

Each game would be followed by a debriefing session during which handouts would be distributed on the various topics. The afternoon would culminate with a simulated 1950s diner turned cyber-café where a facilitated discussion would examine how we all react to changes. The task for the teachers in the workshop would be to design a space where newcomer parents would feel welcome as part of a school readiness program.

WORKSHOP 4: **Untangling the Knot: Racism & Discrimination**

Rationale:

Everyday we hear that our world is a “global village,” with increasing integration of cultures, economies, and borders. Whether it’s the cultural mosaic, or the concept of diversity, we have worked exceptionally hard over the years to welcome and value diversity in our schools. However, as educators, we must ask ourselves: Have those efforts resulted in eliminating racism or discrimination?

When posed to teachers at the PEI Institute, the resounding answer to this question was ‘no’. Just as we begin to think that racism is no longer a problem, it rears its ugly head.

We know that children don’t come into the world knowing how to discriminate—it’s a learned behavior that can be modified or prevented. Racism is first and foremost a condition of ignorance. The first step in eliminating racism is by casting light on false assumptions. In fact, there are endless ways to combat racism, but there is one major way that will assure its continuity, and that is doing nothing. Avoiding the issue and hoping it will go away. It won’t!

Literature specific to newcomer students defines racism and discrimination as one of the key factors that will impact their academic success. For those newcomer students who are visible minorities, the potential increases.

Schools, and in turn, teachers, need to assume a leadership role in educating students for rights-respecting citizenship.

About the Workshop

“Untangling the Knot” is a workshop that will introduce activities and teaching methods to help teachers prepare themselves and their students to participate productively and critically in a multicultural, democratic society.

Again, four overarching questions will be addressed in the workshop:

1. What are the differences between anti-racist education, multicultural education, and human rights education?
2. How do our preconceptions and our “cultural baggage” affect our cultural perceptions?
3. What can I do to respond to racism and discrimination? and,
4. What are key concepts & current issues that I should know about racism and discrimination today?

Workshop Outline

“Untangling the Knot” will open with a well-known activity that will be debriefed in a different way. The team-builder will be used as a parallel to anti-racism education and open the discussion about how anti-

racist education differs from multicultural education and human rights education. A brief overview of successful programs and others that produced unintended outcomes will ensue. The majority of the workshop will alternate between a youth-driven toolkit on combating racism through education and role-play scenarios that demonstrate the four-stage approach to responding to racism. The activities and games will each provide a different angle, and in turn, cast some light on false assumptions commonly associated with discrimination and racism.

WORKSHOP 5: **Helping Children Walk Away from Armed Conflict: The Special Needs of Children from Zones of Conflict**

Rationale:

Children experience armed conflict as child soldiers, refugees or internally displaced children, and separated or unaccompanied children. These young people have unique needs upon entering the school system. These include greater difficulties adjusting to Canadian culture due to lack of preparation, a history of sporadic schooling, and the possibility of suffering from trauma due a history of war, violence and/or persecution.

Based on their responses in the needs assessment, and supported by workshops at the PEI Institute, teachers feel that they need and want to understand the needs of these children in order to help them identify signs of emotional and mental ill-health that might be concerning, and that would ultimately impact the child's education.

About the Workshop

"Helping Children Walk Away from Armed Conflict" would set up an interactive education for development event to raise awareness about the challenges that children face when they are displaced from their homes, and offer teachers the opportunity to discover their own power to make a difference in the lives of these vulnerable young people. This workshop, really a simulated refugee camp, would present the ways in which humanitarian organizations like UNICEF support peace and normalcy for children in conflict and emergency areas through education and the creation of "child-friendly" spaces. This presentation would then act as a springboard for teachers to create their own safe spaces for all children, but especially for those coming from situations of conflict.

Four overarching questions will be addressed inside:

1. What are some of the special learning needs of refugees and children of conflict?
2. What is post-traumatic stress and are there signs I should look out for? How should I respond?
3. What can I do to respond to racism and discrimination? and,
4. What are resilient practices to address the needs of these most vulnerable students?

Workshop Outline

Facilitators would invite teachers into a simulated refugee camp to experience and learn more about the lives many vulnerable children face every day. Each teacher would receive an identity card to determine where to begin their particular journey, thus ensuring that each teacher receive more individualized attention from facilitators. Inside the camp, teachers would be introduced to some history on refugee camps, a slide show, case studies of child soldiers, video clips on refugee experiences, and the opportunity to examine and develop resilient practices that would make the transition of especially vulnerable children into Prince Edward Island schools less stressful.

WORKSHOP 6: Educational and Language Needs

Rationale:

Newcomer students come from many different countries of origin. Each has their own system of schooling which, for the most part has different standards of conduct and curriculum than the Canadian school system. Differences in the structural and organizational context of the school are compounded by varying language needs among the students.

Due to an instructional language deficit, a newcomer student can fall behind, or not be placed in the appropriate grade. Teachers need to understand the vast array of language and educational differences that exist among newcomers so as not to make incorrect assumptions. Traditionally, this has been the job of language, and especially EAL teachers. However, as the linguistic diversity in Prince Edward Island schools increases, many students will need support to allow them to achieve curriculum outcomes in all subjects. It only makes sense then, that all teachers working in a team approach would best support students who are learning English

Although many students become generally proficient users of English within two years, some students can require up to seven years to catch up to first-language English speakers, especially when it comes to academic language.

Differentiation is a “buzz word” in educational discourse. Essentially, it means the use of teaching methodologies that focus on the needs of the learner, rather than on the content being taught. In mixed-ability and EAL classroom settings, differentiation is a vital skill in the teacher’s repertoire of methodologies.

About the Workshop

This interactive and practical workshop will give participants a framework to develop skills for differentiating instruction in inclusive classrooms. Using skilled-based theory, educators will observe and participate in the process of differentiated teaching as it is explained and modeled.

The workshop will address four overarching questions:

1. What is differentiation exactly and why should I incorporate it in my classroom?
2. What differentiation strategies would be recommended in a class that has one student with ADHD, another with dyslexia, two EAL students, and another student who just arrived from a refugee camp?
3. Are there specific, individual learning and teaching adaptations that I should consider using with students learning English?
4. Could our school implement this theory alongside other theories, like rights-respecting pedagogy? And, could we do so in stages?

Workshop Outline

This two-part workshop will introduce teachers to an integrated and differentiated approach that could work in a linguistically and ability-diverse classroom. The day will open with a plenary on the subject of learning a new language and best practices. The teachers will then move into separate groups, based on grade levels. Each group will focus on the provincial policy regarding language development within their grade levels.

Language learning based strategies to increase the potential for language development will be applied to different curriculum outcomes.

WORKSHOP 7: Resource Services for Newcomer Children, Youth, and Families

Rationale:

There are a range of resources, organizations, and activities that support professional development for teachers in the area of newcomer students. However, teachers often lack the time to find them. Providing teachers with a toolkit which they can use as a starting point is a practical choice. Providing the opportunity to interact with the toolkit alongside their peers, and finding ways to integrate, or team-teach using the toolkit will make it more probable that teachers will leave feeling ready to implement their new tools as soon as they return to their respective classrooms.

About the Workshop

This is an interactive theatre of resources facilitated by those who know them best, other teachers and practitioners who have used them. Participants will move around stations where they will interact with different parts of the toolkit. Each participant will leave with his or her own, personalized kit.

Concluding Remarks

As its title suggests, this report aims to optimize the global voices in Prince Edward Island schools. In charting a path to better serving students and teachers, we have identified challenges and areas for improvement, while at the same time focusing on the successes, creativity, enthusiasm, and professionalism of Prince Edward Island teachers.

Supporting newcomer students, their families, and the teachers who interact with them is not a process that can take place in isolation. From our opening remarks, we have set out the hope that these recommendations will stimulate further discussions about how to integrate and coordinate many global education opportunities.

Based on the professional development we have recommended, there are other government levels that could play a significant role. At the federal level, for example, there are opportunities to expand school settlement services and language services, including translation and interpretation, specifically to promote parent engagement in their children's education. Further dialogue could also examine federal-provincial initiatives, such as inter-provincial programs that would elaborate funding formulae for English as an Additional Language (EAL), one recognizing the five to seven year period required to achieve academic proficiency in English.

Ongoing professional development for teachers and building stronger connections between teacher pre-service education programs and the classroom teacher should play a large role in any strategic vision that will respond to the learning and settlement needs of newcomer students and their families.

On behalf of UNICEF Canada, I would like to add that working with our colleagues at the Department, especially Janet Perry-Payne, and all the teachers who have participated in our work, has been an absolute privilege and pleasure. I think it is therefore appropriate to end with the words of one of those enthusiastic teachers:

"Thanks for the great workshop... I loved the format and the activities were tops. I was wondering, could I get a copy of that survey.. I want to share with my administrator the results... All the best and thanks again for a great professional development kick off for the school year... a perfect way to start indeed!"

Dina Desveaux

Manager, Education for Development
UNICEF Canada

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Cultural Competency and Diversity



TEACHER QUESTIONNAIRE



Canadian International
Development Agency

Agence canadienne de
développement international

**How proactive do you perceive yourself
and your school on the topic of diversity?
Please rate the following statements and
place a check mark in the appropriate box.**

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1. Government and board policy statements that promote or embrace diversity, equity, and/or human rights are prominently displayed in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel that my awareness of other cultures is sufficient for addressing the needs of the children I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I feel adequately skilled at recognizing bias, prejudice and stereotyping within the school and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The school staff is adequately trained to address attitudes and behaviours that are counterproductive to respecting the rights of the school population on the basis of their ethnicity, gender, sexual orientation or other perceived difference.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. When intolerant views or behaviours occur, students are consulted regarding how to address or solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel adequately informed about the current resources (or those being developed) and the organizations that can provide support for the (educational and psycho-social needs) of newcomer students from other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I have been provided with resource materials or training that have/has increased my understanding for the need to promote rights and diversity education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When confronting a situation of racial or ethnic discrimination, I am aware of the policy in this regard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. In a situation like # 8, I would feel comfortable going to or obtaining support from my administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My school (or community) library contains books and periodicals that reflect the ethnic and/or racial diversity of Canada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Languages other than English (particularly those languages spoken by newcomer students) are used in displays, policy guidance (for students or parents), and announcements at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
12. English as an Additional Language (EAL) is provided for all newcomer students at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. EAL services are sufficient for our student population and available for all courses. E.g. a math test would have an EAL teacher provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Racial/cultural minorities are equitably represented in:					
• parent committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• pictures and displays in the halls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• school clubs and school events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• films, videos, and music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• honour roll	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Minorities are proportionately represented in:					
• late arrivals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• suspensions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• sports and other extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The school's cafeteria food is reflective of different ethnicities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Multiculturalism is celebrated in my school. E.g.:					
• Black (African) History Month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Mi'kmaq History Month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• school multicultural festival	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• guest speakers from diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• immigrant contributions to Canada and PEI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• heroes from diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• multicultural performing arts groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I feel adequately briefed about how to cope with a child in crisis as a result of a traumatic cultural experience [e.g., a female child is crying because of repercussions from genital mutilation]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Does the school have a welcoming/mentoring system for new students?	<input type="checkbox"/> Yes		<input type="checkbox"/> No		<input type="checkbox"/> Unsure
20. If the answer to the previous question is yes, is there a mentoring system for students to mentor new students?	<input type="checkbox"/> Yes		<input type="checkbox"/> No		<input type="checkbox"/> Unsure

Thank you for your time.

For analysis reason, could you please identify your position (for example, EAL teacher, vice-principal, etc.) at your school? _____

Cultural Competency and Diversity



STUDENT QUESTIONNAIRE



Canadian International
Development Agency

Agence canadienne de
développement international

Children and youth from all parts of the world refer to Canada as home. Early settlers to Canada were most often from Europe. Many of these early settlers spoke either English or French. Today newcomers arriving in Canada are from many different places, such as Asia, Africa and the Middle East. Many do not speak English or French. Their appearance and clothing and daily life might also be different from many others in the school. To help understand the experiences of newcomer children and youth, the Prince Edward Island Department of Education in collaboration with UNICEF Canada's Atlantic region has developed the following questionnaire. With your help we hope to learn more about the experiences of newcomer children and youth within the school system.

All information will be confidential. This means that nobody will know exactly what you said. Your name will not be on the questionnaire. This means that if you say something you think you should not say nobody will know you said it. We hope this helps you feel more comfortable about filling out this questionnaire.

PART I: Background Information

1. How do you define your gender: male, female, or other?	<input type="checkbox"/> Male		<input type="checkbox"/> Female		<input type="checkbox"/> Other	
2. What grade are you in? (Please circle)	7	8	9	10	11	12
3. Date of birth	Month			Year		

4. Country of birth _____

5. Mother's country of birth _____

6. Father's country of birth _____

7. What city/town do you live in? _____

8. Language (s) spoken at home _____

9. Father's education (Please check if the answer is "yes")

☐ Finished high school

☐ Some university/
college education

☐ University degree

10. Mother's education (Please check if the answer is "yes")

☐ Finished high school

☐ Some university/
college education

☐ University degree

PART II: Individual and Family

1. Are you in an EAL program? ☐ Yes (If yes, answer questions in the grey box)
☐ No (If no, go to the question after the grey box)
2. How many family members do you live with? _____
 3. Please list the family members that you live with:
(such as 1 father, 2 sisters, 1 uncle) _____

 4. Go back to question 3 and please circle the people in your house who are also studying English.
5. Please check the cultural groups that you think are represented in your school:
 - a. ☐ Aboriginal/ First Nations
 - b. ☐ African/Caribbean
 - c. ☐ European (British, French, Irish, German, Dutch, Ukrainian, Italian, etc.)
 - d. ☐ East Asian (Chinese, Japanese, Korean, etc.)
 - e. ☐ South Asian (East Indian, Pakistani, Sri Lankan, etc.)
 - f. ☐ Southern Asian (Cambodian, Filipino, Indonesian, Vietnamese, etc.)
 - g. ☐ West Asian (Afghani, Iranian, Arab, etc.)
 - h. ☐ Latin American, South American, Central American
 - i. ☐ Australian, Pacific Islander
 - j. ☐ Other, specify: _____
 - k. ☐ Don't know
 6. How many of your friends are of a different cultural group than yourself?
☐ None ☐ A Few ☐ Most ☐ All
 7. Please identify from the list (in question # 5) which cultural groups your friends come from: _____

 8. Canada is a better country because people from many different cultures live here:
☐ Strongly Disagree ☐ Disagree ☐ Neutral or not sure ☐ Agree ☐ Strongly Agree

Please answer the following questions with either "Yes" or "No" — or if you are not sure answer "Not Sure"	Yes	No	Not Sure
9. Do you understand the difference between immigrant and refugee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you feel a sense of belonging within your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you feel safe within your school community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Does your school have a welcoming/mentoring system for new students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. If the answer to 12 was yes, would you be interested in participating as a mentor for a new students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the school (or community) library contain books and/or magazines about your culture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the cafeteria serve food from many different countries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are groups of colour/cultural represented in your school in: a. pictures and displays in the halls b. school clubs c. films, videos, and music d. honour roll e. staff	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
17. Is multiculturalism celebrated in your school? Examples: a. Black (African) History Month b. Mi'kmaq History Month c. school multicultural festival d. guest speakers from diverse backgrounds e. immigrant contributions to Canada and PEI f. heroes from diverse backgrounds g. multicultural performing arts groups	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
18. Are students of different culture/colour treated any differently in your school? a. Are they picked on or bullied by other students? b. Are they less involved in school activities?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
19. Have students in your school ever been asked to help solve problems of: a. Bullying b. Racism c. Discrimination (sexual, physical, ethnic, or any basis)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

20. If you had a problem, who would you go to for help?

21. If he/she was unavailable, who is the second person you would go to for help?

22. You hear someone talking about people of a different colour/culture. They use a racist name. What would you do?

- a. ☐ Nothing-it doesn't bother you
- b. ☐ Nothing-although you think it is wrong to say things like that.
- c. ☐ Tell your friends that you think it is wrong to say things like that.
- d. ☐ Other _____

23. How helpful are teachers in solving the above situations?

- ☐ Not Helpful ☐ Somewhat Helpful ☐ Helpful ☐ Very Helpful ☐ Issues not discussed in my school

24. How often do you talk about children's/human rights and diversity education in your school?

- ☐ Not at all ☐ Sometimes ☐ Once a month ☐ Once a week ☐ Once a day

Thank you for all your answers. Your answers are very important to us. Your answers will help us understand the experiences of newcomers and help us to learn more about what is needed to make your school the best place to be for all.

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