

Handbook for Year-Long Exchanges

Your Guide for Navigating an Exchange



Educator Exchange Programs
Barnett House
11010 142 Street NW
Edmonton AB T5N 2R1

Phone: 780-447-9400 (in Edmonton and area)
1-800-232-7208 (toll free in Alberta)
Fax: 780-455-6481
E-mail: exchanges@ata.ab.ca

Contents

Introduction	1
Letter from Kimberly Cave, Past Exchangee	2
Making Personal Arrangements	3
Making Arrangements with Your Exchange Partner.....	5
Sharing Information with Your Exchange Partner.....	7
Teaching in Your Host School.....	9
Considering Your Spouse/Partner	12
Contacting Past Exchange Teachers	14
Dealing with Problems.....	15
Cultural Adaptation.....	17
Survival Tips	21
Words of Wisdom from Past Exchange Teachers	23
Departure Checklist and Suggestions.....	27
10 Commandments for Exchange Teachers	33
Resources.....	34
Appendix A: Taxation Conventions	37
Appendix B: Sample Housing Agreement	38
Appendix C: Community, Home and School Information	41
Appendix D: Travel and Tourism Information.....	54
Appendix E: Consulate Information	55
Appendix F: ATA Code of Professional Conduct.....	56
Appendix G: Sample First Day Checklist.....	57
Notes	60



Educator Exchange 2020 group

Introduction

Congratulations on your successful exchange application! We're delighted to have you as a participant in the Educator Exchange Programs (EEP).

You have already spent many months applying and waiting to be accepted for this exchange, but the work isn't over: you now face several months of making personal and professional arrangements before you leave on exchange. The information in this handbook is intended to help you with these preparations whether your exchange is within Canada or abroad.

An exchange is a learning experience filled with opportunities and challenges. The first bit will likely be the most difficult, as you adjust to new surroundings, foods, colleagues and climate. You may be welcomed by the neighbours and friends of your exchange partner, or you may be left to your own devices. The same may happen at school, although you will likely be accepted more quickly in the school if you offer to help out with nonteaching activities.

The success of an exchange depends on the attitudes of the exchange partners. Keep an open mind—remember that you applied for the exchange because you wanted to experience a different education system and lifestyle. A positive attitude will get you far, as will your sense of humour. Careful planning can help you avoid unpleasant surprises. Don't hesitate to ask questions if you need to. Feel free to contact the Educator Exchange Programs for help.

Both exchange partners need to take their obligations and responsibilities seriously. Above all, be honest with each other. Open communication is crucial. You may hesitate to share or ask about delicate issues, but not sharing this information can lead to disaster. When someone doesn't feel comfortable enough to ask questions, a simple matter can grow into a larger problem.

We're confident that you will thrive in your exchange environment, and that you'll bring home memories and experiences that will stay with you for a lifetime. We hope you have an exciting and rewarding exchange experience!

The Educator Exchange Programs offers a suite of short-term exchanges and the potential for teachers and administrators to exchange within Alberta, Canada and abroad. Please visit teachers.ab.ca to stay up to date on program opportunities.

Currently, year-long exchanges are available only with Australia; the principles in this guide will pertain to other countries if they become available.

Educator Exchange Programs Staff

The EEP offers a suite of short-term exchanges and the potential for teachers and administrators to exchange within Alberta, Canada and abroad. Please visit teachers.ab.ca to stay up to date on program opportunities.

Welcome and congratulations!

When I was asked to write a welcome letter, I had no idea what to say and way too much to say all at the same time. Since you've got an entire package to wade through, I've compressed my advice (or tried!) to a small list to start.

1. Don't discount all the paperwork and experience you've already gone through and learned from. Your exchange began the moment you entered your first name on the top of the original application form and won't end for months—or even years—after you get back to “real” life. You already deserve a pat on the back.
2. Always remember this is *your* exchange. Spend it, plan it, hate it or love it in the way that works for you. Can't wait to travel every possible spare moment? Awesome—do it. Eager to live like a local and really get to know your own neighbourhood better than anywhere else? Perfect—do that.
3. If you make a million connections with places and people, fantastic. If you make a connection with only one person, one place, one thing, that's OK too. One “wonderful” may be all you need.
4. Be patient with those around you—friends, family, colleagues, foreigners, complete strangers—in their assumptions of your exchange experience. Smile, nod and wait until you get around the corner before you scream, laugh or roll your eyes.
5. You will experience the highest of highs and the lowest of lows. Embrace both extremes and every level in between—the sheer variety of good and bad is what makes an exchange so valuable, unique and not even close to replicable.

Lastly, here is a wise story excerpt to keep in mind for your adventure abroad—

In the midst of a marathon—the real one, and the marathon of complaints about aches, pains and frustrations—one runner interrupted me to ask “How's your left arm?”

My left arm? I looked at him like he was crazy. Had he not been listening at all? “My left arm is fine,” I said. “It's my legs, and my back, and my feet, and ...”

“Well, then,” he said, “focus on your left arm.”

As I continued along, watching him disappear into the crowd, I was distracted from my complaints by his bizarre suggestion. Just the simple shift in thinking about things made the next few miles easier.

Focus on what's working. Focus on what's working. Focus on what's working!

Whether you're embarking on a two-week or a year-long exchange, continue to be grateful for this magnificent journey that will be with you for the rest of your life!

Sincerely,

Kimberly Cave
kimberly@kimberlycave.ca

Making Personal Arrangements

Research, planning and preparation are key for a successful exchange experience. Some of these topics may not pertain to short-term arrangements but are worth considering.

Financial

It is essential that you take enough money to cover all your expenses until you receive your first salary payment. The amount you'll need will vary depending on the local cost of living, individual housing arrangements and the number of accompanying dependants. Also remember that there may be a delay in receiving your payments, depending on the time required for the transfer of funds to the appropriate bank. Maintaining a financial cushion is advisable throughout the exchange period.

There are various methods of transferring money from one country to another, including the following:

- Internet banking
- Bank draft
- Postdated cheques
- Bank card/credit card advance

Consult with your bank manager before adopting any of these methods. Some exchange educators also consult currency exchangers, such as Custom House and Thomas Cook.

Exchange educators have found that a letter of introduction from their bank manager was useful when opening an account in their host country. Bringing along your most recent account statement may be helpful as well.

Also, check with the bank or organization that issued your credit card to determine the validity of the card in another country and the maximum amount that can be charged in another country. Discuss the method of payment with your bank manager and your power of attorney. Also, advise your credit card company that you will be using the card in a new location so that they will know it has not been stolen.

If travelling abroad, it's a good idea to have local currency with you, and a couple different ways to access funds. ApplePay, for example, may not work everywhere.

Keep your passport, some cash and a spare credit/debit card in a safe place in your new home. Keep your important documents in the cloud.

For information on taxation, see Appendix A.

Legal

Before leaving the country, you should finalize your power of attorney, will and personal directive.

Also, designate a "community buddy" who will be the liaison between you and your exchange partner with regard to housing issues. This person has a responsibility in your absence to act on your behalf. He or she should have regular contact with your exchange partner.

Medical Insurance

Alberta educators on exchange continue to be employees of their current school board and, as such, are covered by the Alberta Health Care Insurance Plan (AHCIP). Advise the AHCIP of your absence so that it knows to expect claims from elsewhere, and so that it does not expire while overseas. You must also advise your extended benefits provider (ASEBP, SunLife) of your absence and be aware of how to make claims while overseas, and any changes to your benefits while away. Talk to your extended benefits provider to be informed about coverage in your particular health context while abroad (and that of any accompanying family members). Coverage while on exchange is excellent, but in some cases may vary from in-province. You may wish to consider additional coverage. It is the responsibility of the applicant to understand their extended health benefits while on exchange and determine what will best suit them. This will be detailed at the predeparture session.

Police Check

It is advisable to take a recent vulnerable sector police check with you. The police check may be required by your school or state district or by an organization with which you wish to volunteer. Receiving a police check is a lengthy process, so don't leave it until the last minute.

Registering with Your Embassy/High Commission

This is a way for you to provide your local and emergency contact information to the embassies and consulates in the countries you are visiting. This allows your government to contact you in case of an emergency, either in the country where you are travelling or at home.

Why should I register with the embassy?

We strongly encourage international travellers to register with the Embassy(s) in the countries they plan to visit. This makes it possible for the Embassy or Consulate to contact a traveler if necessary, whether because of a family emergency at home or because of a crisis in the country the traveller is visiting.

What is the benefit of registering with the embassy?

Registration allows the government official to

- notify you in case of any life-threatening situation in the foreign country or evacuation of its citizens;
- contact your family at home in case of emergency;
- contact you if there is an emergency at home or inform the authorized person from your registration how to contact you; or
- expedite the application of renewing or replacing your passport if your passport is stolen or lost.

Making Arrangements with Your Exchange Partner

Communication

Contact between you and your exchange partner should be initiated as soon as your exchange is confirmed and should continue regularly until the exchange begins. When communicating with your partner, be clear and diplomatic. Remember that you are trying to build a professional contract of trust and goodwill with someone you have never met, not addressing a friend. Once the business terms have been thrashed out and an understanding has been reached, you might consider developing a friendship from there.

A videochat application such as Skype, FaceTime or WhatsApp will allow you to see each other and hear each other speak. Interacting this way provides more information than e-mail does. If you have families, one way to build trust between your family members is to have them speak to each other. For example, your spouse could talk to his or her counterpart about nonwork activities, travel and the community, and the children could also talk to each other.

The contracts you will draw up and sign are basic legal guidelines. To our knowledge, no one has successfully taken an exchange partner to court over anything pertaining to the exchange. Trust is the key to a good exchange experience, and trust takes time and effort to develop, as well as a clear understanding of expectations.

Housing

If you and your exchange partner are engaging in a year-long exchange and plan to exchange accommodations, a reciprocal housing agreement is necessary. A housing agreement ensures that consensus has been reached on the treatment of properties and that it is stated in writing. A sample housing agreement is provided in Appendix B. Please contact the Educator Exchange Programs if you would like an electronic version of the agreement.

The ultimate responsibility for acquiring suitable accommodations rests with the individual exchange teacher. Alberta teachers are responsible for helping their exchange partners secure appropriate accommodations.

Consider the following points when undertaking a housing exchange:

- Exchange arrangements involving rented premises should be covered by agreements protecting the rights of the landlord and the exchange partner as tenant. It should be possible to reach an agreement for the duration of the exchange period that covers the particular circumstances of the exchange.
- At the end of the exchange period, the exchange teacher should give up the premises to the owner in good repair and in a clean and tidy condition.
- The exchange partner may not use the premises for purposes other than residential.
- During the exchange period, the exchange teacher should maintain the premises in good condition, at his or her expense, and repair any damage caused by him or her.

Please note that Educator Exchange Programs accepts no responsibility for the exchange of accommodations.

- The exchange educator should not be required to make any repairs to the premises unless he or she caused the damage.
- Advise your exchange partner if your insurance coverage depends on having the house checked regularly when occupants are on holidays.
- The exchange educator should not, without the consent of the owner, make any alterations to the premises.
- Do not change the accommodations leading up to the exchange, or put it up for sale.
- The owner should insure the property adequately against risks generally covered by a homeowners and householders policy.
- The owner should make provisions for the exchange educator to claim on this insurance policy so that necessary repairs can be carried out after the written permission of the owner has been granted.
- Consult your insurance company to ensure that you have adequate coverage for your home in your absence and for the belongings you take with you to your host country.

Remember that people choose to live according to their values and lifestyles (which may differ between cultures) and according to climate. Thus, housing may not be “equal.” Comparisons are counterproductive. Instead, try to determine how you can make the best of and learn the most from your exchange situation.

Vehicle Exchange

Vehicle exchanges between exchange partners are not advised. However, if you are considering a vehicle exchange, be aware of the following:

- Driving habits and experience differ significantly, especially with regard to winter driving.
- Vehicle repairs and replacement costs differ from country to country.

If you do exchange vehicles, an agreement similar to the housing agreement should be considered. Take into account insurance, repairs, kilometrage and so on. You may wish to place a limit on kilometrage or specify that the vehicle is to be used only for transport to and from school. These wishes should be clearly stated in writing to avoid later misunderstanding. Also, consider liability issues.

Please note that Educator Exchange Programs accepts no responsibility for the exchange of vehicles between exchange partners.

Sharing Information with Your Exchange Partner

You should ensure that your counterpart is well informed about what he or she will be facing upon arrival in Alberta. Share the following information with your exchange partner well in advance of his or her arrival, and also leave a copy here for him or her. Sharing this information will facilitate and enhance the exchange process.

You'll find Appendix C very useful for this task.

Climate

If your partner is not familiar with Alberta, describe for your exchange partner the temperature variations in our province. Indicate the type of clothing required and whether you will be leaving any clothing for him or her and other family members to use. Be sure to explain that in the winter our buildings are warm but good outerwear is required. Suggest economical stores where winter wear can be purchased.

Education System

Describe our school system, holidays, term dates and so on. Indicate the dress code expected of teachers at your school, outline the teaching assignment and other duties (such as noon-hour supervision and sports) and list the equipment and facilities at your school.

Your exchange partner may ask for your help in finding appropriate schooling for his or her children. Remember that you are the best source of information regarding schools in your area.

Housing

When exchanging accommodations, a housing agreement is necessary (see the sample agreement in Appendix B). Additional insurance (a tenant's package) is advisable when bringing belongings to your host country.

Please be sure to share the following information with your exchange partner:

- A description of your house and neighbourhood
- A list of household appliances and their operating manuals, an agreement regarding major and minor repairs, and phone numbers of recommended repair services
- An estimate for monthly heating, telephone, electricity, water and sewage bills (if utilities payments will be assumed by your exchange partner)—remember that Australians are not used to winter heating bills like ours

If your exchange partner will be arriving during the holidays, consider leaving a small supply of food in your home.

Vehicle Arrangements

Information about used car prices, insurance, registration, maintenance and so on should be provided. “First-time driver” insurance rates for your exchange partner will be very high. If you will be exchanging vehicles, who will pay for insurance, repairs or the deductible in the case of an accident? Be sure to come to an agreement before the exchange year begins. Put the agreement in writing and be prepared to live by it!

Remember that Educator Exchange Programs does not recommend vehicle exchanges.

Medical Insurance

Upon arrival, your exchange partner can enrol in the Alberta Health Care Insurance Plan for the full exchange year. Additional coverage (for hospital stays or prescriptions) can be obtained from Alberta Blue Cross. Detailed information will be provided for exchange teachers at their orientation.

Medical Insurance for the Return Trip

Your exchange partner must purchase any desired medical insurance coverage for the return trip within the first weeks of arrival in Canada, or in the home country before the exchange year commences. Residence requirements at the time of purchase mean that it's not possible to buy this insurance in Canada just before returning home. Check that you are satisfied with the coverage for travelling to and from your exchange destination and for any trips you may be planning during school holidays.

Work and Student Authorizations

The exchange educator must possess a valid work authorization before entering the new classroom. All procedures required by the Australian consulate (or other consulate) and the new district or school must be followed.

The children of exchange teachers must have a valid student authorization before entering an Alberta classroom (and preferably before arriving in Canada). The Alberta school district should provide the incoming exchange educator with a letter of acceptance for their children. The exchange teacher will then present this letter to the Canadian consulate in order to obtain the necessary authorization.

The same will be true in other countries. Consult your exchange coordinator if you did not receive directions in your confirmation package.

A detailed session on how to apply for your visa will be part of the predeparture session.

Information on how to obtain your permission to teach in the exchange country will be provided at the predeparture session.

Teaching in Your Host School

Teaching Certification

Teacher certification is a separate process from work authorization. You must obtain appropriate certification that allows you to teach in the overseas classroom. The overseas exchange coordinator will advise on this process. Typically, it requires submitting your current and past teacher qualifications and certified documents, and undertaking a screening process that allows you to work with children. This will be covered in detail at the predeparture session.

During your exchange year, you will become a member of the staff of a school in another country. As such, you will be subject to rules and regulations as determined by the administration of the institution and the local school authority. This applies to arrangements for holidays or leave. It is your responsibility to be present on all instructional days unless special prior approval has been obtained. Please consult the *Procedures and Guidelines* document for further details.

Former exchange educators have made the following suggestions for approaching a teaching/administrative assignment:

- Be careful not to overstate when describing your abilities and qualifications.
- Obtain as much specific information as possible about the school and the courses you'll be teaching.
- Request a detailed description of the teaching/administrative assignment, including the timetable and (if available) an outline of courses to be taught, course content and daily routines (for example, attendance and home room).
- Find out the academic level of the students, the organization of the school and the goals of the administration.
- Determine the method of teaching used.
- Try to determine, as much as possible, what your host administrator expects. The principal is the contact regarding discipline matters.
- Contact the department head or principal in advance if there are potential problems and assume that you will find flexibility and people who are willing to help (or at least to meet you halfway).
- Ascertain exactly how your host school will be using your services.
- Don't expect to be given special treatment or to be the centre of attention.
- Initiate activities.
- Remember that you will be starting a new school year if you are exchanging to Australia. Staffing requirements may mean that the assignment you expected has changed. Be flexible in the same way you are in your Alberta school.



I will continue to value learning and growing.”

— Exchange participant

- Find out the school and area socioeconomic status (SES), the main community industries, and other factors that may impact learners.
- What are the behaviour standards?
- What does an inclusive environment look like there?
- What does diversity mean in their school context?
- What does behaviour management look like there?
- Have your partner describe relationships with administration.
- Is team teaching prevalent and, if so, what does it look like?
- What does planning time look like?
- School culture—what does it look like in your host school?

Please also refer to Appendix G, which will be a handy checklist for you to familiarize yourself with your new environment

The common thread running through these suggestions is research. Find out as much as possible about your school situation before you get into it. Don't hesitate to ask questions or ask to see examples before you get there. The Internet can be a wonderful source of information: look up your host school or educational authority and see what you can find.

Relationships with Colleagues

- Don't be disappointed if the other educators don't invite you to share your ideas or experiences. You are there to learn about education in their country.
- Avoid criticizing your new colleagues. Any criticism may be counterproductive. Remember that you continue to be guided by the ATA's Code of Professional Conduct.
- Keep in mind that you may be the only exchange teacher with whom your colleagues will have had the opportunity to interact, day to day, on a professional basis. You are, in this sense, representing the educators of your home country and province.



[My exchange] has changed me in ways I don't yet know, and will change the way I teach and handle new situations both in and out of the classroom."

—Exchange participant

Relationships with Students

- Learn the type of language to which the students best respond by listening to other teachers and students.
- Do not think that because you are a novelty at the school, you will be revered by the students.
- Be prepared to be treated like a first-year teacher or a long-term substitute teacher by the students.
- Be more formal and strict from the start than you may be at your home school. (Forget about the casual approach.)
- You may wish to initiate pen pal and blogging partnerships between your host and home schools.

Materials

- Bring books, maps, and photos or slides to show students about your home, school, community, province and country.
- Bring resource materials for any special units you especially enjoy teaching (your idea file).
- Bring business cards or mailing labels with your home and host addresses.

Alberta Kit

Consider taking items along that will be novel to people in the host country. This Alberta kit could prove useful.

Examples of items to include in the kit are maple syrup, a football, a hockey puck, a book to present to your host school, Canadian souvenirs, a Canadian flag, Halloween masks and costumes, Canadian (or Albertan) recipes, crafts, photographs or a PowerPoint presentation (showing snow, for example), travel guides, and video of a hockey or football game. Sharing your culture is one way to build a relationship with students.

Before your exchange, collect photos and posters and send them to your exchange site for creating “Four Seasons in Alberta” displays. Or how about a class correspondence project between your students at home and your host students?

Travel Alberta has some spectacular videos about our province that you can incorporate into your presentations.

Considering Your Spouse/Partner

Should your spouse not obtain or not wish to obtain employment during the exchange year, please remember that special attention may be required to help your spouse establish a new network of friends and activities. Your spouse, just like you, requires social interaction outside the family to reaffirm his or her identity.

Consider the following:

- Your spouse is the ideal person to do the legwork and take care of the paperwork and administrative details associated with your travel plans.
- The exchange journal (or memory book, or Facebook page, or blog) could be your partner's or spouse's responsibility.
- Planning the family's recreational activities could be your spouse's job.
- Who better than your spouse to prepare presentations on comparative lifestyles for various groups, clubs and organizations?
- Volunteer organizations always need help. Sports teams, cultural clubs, daycares and schools in your new community would all be thrilled to have volunteer assistance.
- Why not start a local or regional House-Spouse League with the help of your host exchange organization? In the past we've had spouses living in the same geographical area arrange cinema/artwalk days.

Partner/Spouse Wishing to Substitute Teach Abroad

Do you have a spouse/partner that hopes to work as a teacher abroad while you are on exchange? He or she needs to start the process of getting certified to substitute teach in that country as soon as possible.

IMPORTANT: The following guidelines apply only to *SPOUSES of exchange teachers who wish to work as a substitute teacher abroad*. Teachers participating in the exchange program are granted courtesy teaching certificates for the exchange year, and do *not* have to go through this process.

1. Contact your liaison in the host country to become knowledgeable about the process, which will be more involved than the teaching authority process that an exchange teacher has to follow. An exchange teacher is essentially fast-tracked for teaching authority under government teacher exchange agreements, and the exchange teacher is not subjected to the same application requirements. For instance, the spouse seeking substitute work may be asked to take a course upon arrival to certify him or her as a relief teacher and to give him or her the authority/permission to work with children. Detailed criminal record checks may be requested. It is important to also contact the department of education to ascertain exactly what will be required to qualify your spouse to teach on a substitute basis. For example, the South Australia Department of Education asks all teachers wishing to relief teach to complete a first aid course upon arrival to that state and obtain a department ID number. Again, your first point of contact is your overseas coordinator so that you can familiarize yourself with the policies and procedures of that region.

2. You can count on the department of education asking for many documents, including your practicum reports. It is much like when you as a teacher sought certification in Alberta through the Teacher Qualifications Service at the Alberta Teachers' Association. Those documents will be hard to obtain if you start the process once overseas, so we advise you to begin the process immediately so that you are not caught unprepared.
3. Be realistic about the potential start date. The process may take several months. Inquire with the department to see if the possibility of relief teaching in your area is likely or remote/ sporadic. Also check what timelines would be foreseen to be able to be granted teaching authority from start to finish, and allow for extra time if for some reason your documentation is not accepted the first time. If you need to do on-site courses that will delay your potential start date, don't count on being able to substitute teach immediately upon arrival.
4. Inform yourself on rates of pay, and budget conservatively for the potential income. Substitute work is irregular and should not be depended upon as a steady source of income.
5. Inquire about fees to get your spouse qualified to teach overseas with the department of education. Fees will vary from region to region.
6. Helpful hint: If your spouse is hoping to teach in the district in which you have been granted a teacher exchange, take advantage of opportunities to introduce your spouse to your new school and district and let them know that your spouse will be seeking substitute work. Letting them know ahead of your arrival may increase your spouse's chances of networking effectively and finding work quickly.



I'm excited to merge my new and old teaching practices."

—Exchange participant

This is only a brief outline of the process of obtaining certification to teach overseas. It is the responsibility of the person seeking substitute work to determine the specific details and regulations to qualify them to relief teach. This information is provided as a courtesy—the mandate of the program is to facilitate the work and certification of the exchange teacher who has been granted the exchange. We advise you to contact your overseas coordinator as to the steps to teach in a relief capacity to see if he or she can offer advice and assistance.



Contacting Past Exchange Teachers

The exchange experience requires serious consideration by all parties: the educator, the principal and the school district. The success of the exchange depends on all participants working together for the good of students. Sometimes it is helpful to compare notes with or ask for help from those who have had similar personal experiences.

Contacting educators who have recently been on an exchange, or educators who are currently on an exchange in Alberta, may help you in your preparations by allowing you to discuss matters with someone with personal experience. Your school district or EEP can provide contacts for you.

However, we caution you that generalizing from the experience of one exchange educator can be misleading. Every exchange is unique. Speak with as many educators as you can before making your own plans.

Dealing with Problems

Commitment to the Exchange

*Please remember that you are expected to complete the full exchange teaching assignment as set out in your confirmation of exchange letter. You have signed the acceptance form for the full exchange period, and breaking this signed agreement could have serious implications. (See *Procedures and Guidelines*.)*

Adjustment Hurdles

You may not have had time to consider the implications of teaching in another country for the first time. As an experienced teacher, you may find it difficult to deal with your lack of confidence when faced with a new and unusual teaching situation. You may feel lost and overwhelmed. These feelings are natural for a teacher on an exchange. After all, you have not even experienced this education system as a student, let alone as a teacher.

Culture shock is a cumulative response to many unfamiliar situations: jet lag; change of climate, food, accommodations and school; and the lack of a support group. Remember that the other members of your family are going through the same experience and thus may not be able to offer the same support they would at home.

Because of these combined stressors, a minor irritation or problem can be blown out of proportion. Examples of minor problems that have threatened to terminate exchanges are as follows:

- Comparison of the host country or school with home
- Changing housing since applying
- Problems with pets or plants
- Indiscreet comments made to the principal or other staff members during the first month
- Lack of wardrobe storage and coat hangers
- Exaggeration of minor health problems
- Negative attitude toward everyday events
- Interference from close relatives of the exchange partner
- Failure to follow instructions or advice (written or oral) given prior to departure

If you have a problem while on exchange, ask yourself, *Is the problem really as serious as I think it is? Is culture shock causing any of it? Is this really the problem or am I lonely? Do I have a positive attitude about the problem? Are there other things I could be doing to solve it? How can I live with the situation?*

When Problems Arise

Should a serious problem arise during the exchange year, seek advice from your school principal and then from the Educator Exchange Programs. Please take our contact details with you:

Phone: 780-447-9404

E-mail: exchanges@ata.ab.ca

E-mail is the most effective method of communicating with us, particularly from overseas. If the problem is major (professional or personal), contact the appropriate authorities before taking any other course of action. Avoid unpleasant correspondence with your exchange partner or local people. Do not involve your exchange partner's colleagues or friends unnecessarily in your personal or professional problems.

Please show the utmost tact in e-mail correspondence, remembering that an e-mail message is not accompanied by body language and can sound more harsh than intended. Also, remember that e-mail is not confidential and may be shared inappropriately, which can lead to serious consequences.

Try to be positive, adaptable and calm and to maintain your sense of humour. You are on the exchange to experience a different culture and learning environment. Stressors and difficulties are bound to arise—that's the nature of a learning experience, especially one in which you are immersed in a different culture. Remember that you're only there for a year. Try to appreciate the differences and challenges, and don't expect life in your host country to conform to your Albertan/Canadian expectations. Above all, remember that you are an ambassador for your school board, province and country and for your profession.

What If ...? Worst Possible Scenarios

No one wants to contemplate an accident, an illness or a death in the family, but any of these could happen during your exchange year. You and your family must consider all possibilities and decide on your plan of action in the event of any such occurrence.

Your will, personal directive, power of attorney and other personal affairs should be in order. If a member of your close family became ill or died, what would you do? Remember, you are committed to fulfilling your teaching assignment in your host country. What would you do in the event of disability? Have you checked your employee benefits package? Who would take care of your children should this become necessary? How would your children be returned to Alberta?

It is imperative that financial and human resources are in place to meet these personal crises, should they occur.



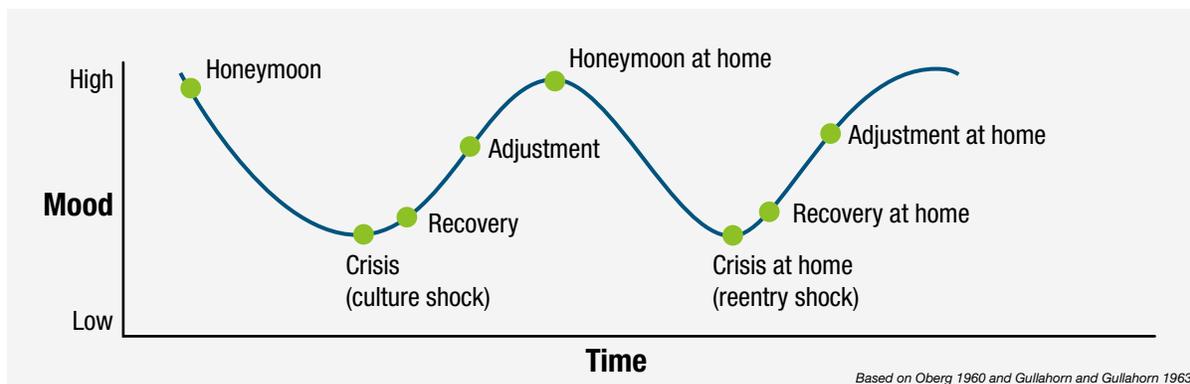
This has been
a very reflective
and reaffirming
experience."

— Exchange
participant

Cultural Adaptation

What Is Cultural Adaptation?

Cultural adaptation is a process many travellers experience, particularly if they spend an insignificant amount of time in foreign culture. When properly prepared and supported, travellers can adapt relatively well and experience minimal culture shock (a feeling of disorientation and discomfort due to the lack of familiar cultural cues [Martin and Nakayama 2000, 206]).



The cultural adaptation process is often illustrated as a W curve (see diagram). Initially, the traveller experiences elation or excitement about being in the new environment. This initial excitement can deteriorate into a state of sadness or confusion, generally as the traveller becomes aware of less desirable cultural characteristics or feels unable to function effectively in the host culture. Over time, most travellers recover to a place of cultural understanding and functionality.

A similar process occurs during re-entry—when a traveller who has been away from his or her own cultural context for a substantial period of time returns home. While away, many travellers romanticize home and are excited to return. However, home can feel foreign or overly mundane. Travellers may be frustrated with the rules or lifestyle of their home country or feel unable to relate with their friends and family. Again, with time, most travellers adjust to life in their home context.

The W curve provides a basic framework from which to understand cultural adjustment; however, not all travellers experience this predictable pattern. Recent research suggests that the cultural adaptation process can be more or less challenging based on “intensity factors” such as the following (Bennet and Paige 2008):

1. The degree of cultural difference between the home and host culture
2. The extent to which the traveller is immersed within a culture and the length of time in which he or she is immersed
3. The extent to which the host culture welcomes outsiders into the community

4. The traveller's prior intercultural experience
5. The traveller's ability to function in the language of the host culture
6. The accuracy of the traveller's cultural expectations

Significant preparation and support are necessary if a traveller is expecting a transition of great intensity. If someone with little intercultural experience is travelling to a place of considerable cultural difference for a lengthy duration, his or her ability to adapt would be enhanced by learning some of the local language and researching the host country and culture before departure.

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

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

(Adapted from Paige et al 2002 and Odgers 2009.)

Indicators of cultural adjustment

Honeymoon Phase

- Excitement
- Apprehension/nervousness

Culture Shock

- Confusion/disorientation
- Frustration and irritability
- Suspicion and stereotyping of host culture
- Crisis of identity
- Romanticizing home culture
- Struggle with simple, everyday activities
- Feeling like an outsider
- Withdrawal from host culture
- Insomnia or excessive sleeping
- Digestive problems
- Uncharacteristic weight fluctuation
- Deterioration in appearance (dress and grooming)
- Out-of-character behaviour with others (family, friends, colleagues)
- Complete adoption of host culture (ie, surrendering own identity)

Recovery and Adjustment

- Sense of mental well-being
- Comfortable and competent when engaging with the host culture
- Ability to complete everyday tasks with ease
- Ability to articulate likes and dislikes with regard to their home and host cultures
- Problem-solving capability

(Martin and Nakayama 2000, 211;
[http://studentservices.engr.wisc.edu/
international/cultureshock.html](http://studentservices.engr.wisc.edu/international/cultureshock.html)
[accessed August 5, 2010])

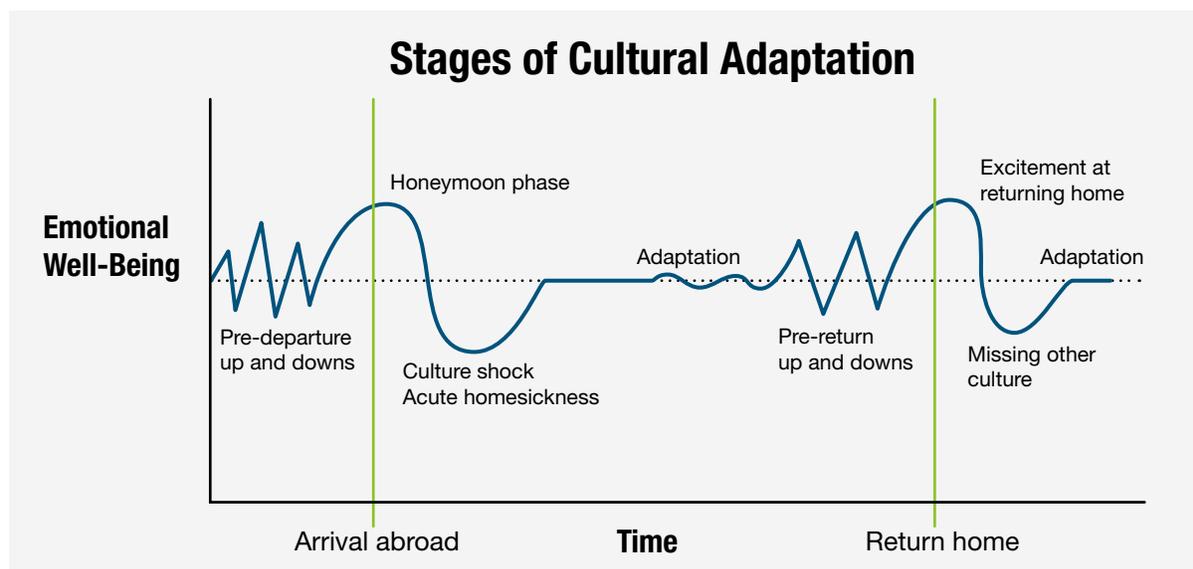
Cultural Adjustment Stages

Stage 1: Cultural Euphoria/Honeymoon

- You feel the initial excitement of being in a new culture.
- Everyone is new and wonderful, and you are eager to explore.
- Interpretations are necessarily realistic.
- Focus is more on visible aspects of the culture (food, scenery and clothing) and ignores the more complex and less obvious cultural aspects.
- Focus is on similarities rather than differences.
- Tourists can remain in this stage for entire stay.

Stage 2: Cultural Confrontation

- This stage is typically 1/3 to 1/2 the way through an experience.
- The initial excitement diminishes and cultural adjustment begins.
- This stage is characterized by confusion and frustration and is the most difficult stage.
- Feelings can shift from very positive to extremely negative.
- You may view the home and host culture in unrealistic terms—one is superior while one is lacking.
- This is because everything you used to do in home culture with ease appears more difficult due to the culture or language.
- Homesickness may also contribute to your feelings of discomfort.
- You may feel discouraged and begin to doubt whether you can learn the language or adjust to the culture.
- Be encouraged! Despite these feelings, you are making critical progress in expanding your cross-cultural awareness and developing your own strategies for coping with cultural differences.



Stage 3: Cultural Adjustment

- This stage represents the transition of our culture shock into significant cultural adjustment.
- You feel increasingly comfortable and competent in the culture, and these feelings prevail over the times you have felt frustrated or out of place.
- Homesickness may still be an issue, but you are interacting more effectively with people from the country.
- You start to look forward to the rest of your experience and what you can learn in the remainder of the exchange.

Stage 4: Cultural Adaptation

- In this stage, you have reached a point at which you have a great deal of confidence in your ability to communicate and interact effectively.
- You have a deeper understanding of the influence of culture in people's lives.
- While you have acquired considerable cultural knowledge, you recognize there is still much you don't know or understand.
- You have integrated many of the values, customs and behaviours from the new culture into your daily life.

Survival Tips

Some Helpful Coping Strategies to Develop Resiliency

Resiliency is the ability to successfully overcome challenges. Being tested or challenged professionally opens up the door to growth and reflection. There will certainly be struggles and times that get you out of your comfort zone.

Here are some ways to bounce back:

- Avoid seeing challenge as insurmountable.
- Accept that change is a part of living.
- Move towards your goals, and remind yourself what motivated you to undertake this challenge.
- Nurture a positive view of yourself. Remember it's not the speed that's important, but the direction.
- Find ways to relieve stress.
 - ♦ Understand your language and culture limits—if things get too overwhelming, take a break.
- Do what you do at home or something close to it.
 - ♦ What works for you at home when you are feeling down? Reading? Listening to music? Watching a funny movie? Give it a try in the exchange country as well.
- Express yourself.
 - ♦ Find someone who understands to talk things over—it may be another Canadian or international student. Singing, playing an instrument or dancing can also be a wonderful means of expression you can do by yourself or with others.
- Keep a journal.
 - ♦ Writing down your experiences can be a great way to vent and also to process and create a space to gain insights into your experience and the cultures surrounding you.
- Connect with family and friends back home
 - ♦ Write letters home or send e-mails to friends. Writing can be a valuable means of reconnecting when things aren't going so well. But set a limit. Too much time sending e-mail can make you feel you never emotionally left home. And that's not what you want, either!
- Stay active
 - ♦ Take walks, bike or engage in other kinds of physical activity. A good workout can be calming and therapeutic.
- Get to know your school principal (head teacher). This is key to the success of your exchange.
- Always be prepared to have your expectations altered. Not only is this an exchange of jobs but it is also an exchange of lifestyles. This will require some adjustment.
- Be candid in all correspondence with your exchange partner. Complete frankness is a necessity; however, share information in a considerate manner. Withholding information would be an injustice to your exchange partner.
- Approach the year as an exchange, not an even trade on all accounts. Some things will be better and some will be worse than what you are accustomed to at home. Realize that there will be subtle as well as obvious cultural differences, and try not to prejudge the experience.
- Watch out for the following questionable assumptions:
 - ♦ Culture shock doesn't affect you as long as you are aware of it.
 - ♦ Culture shock isn't as great in a culture where everyone speaks the same language as you.

- Be flexible. The exchange year becomes a marvellous experience only if one is flexible. Customs, food, climate—all are different in ways that are often so subtle as to be frustrating rather than quaint.
- Be humble and not a know-it-all. Remember that you are in someone else's country, and show an eagerness to learn. This attitude will encourage those around you to help.
- Stay excited. Be enthusiastic. Remain rested and in good health.
- Be prepared to
 - ♦ answer the same friendly questions over and over again, and
 - ♦ let life go on without you at home.
- Family members should be prepared to help each other adjust to the new living situation.
- Treat the whole experience as an interesting adventure; this will help you put problems into perspective.
- Try to turn what could be low moments during the year (the first entrance into a strange staff room, the first day of school for your children, Christmastime, the dark days of winter, the day the heat is excruciating or the washer breaks) into opportunities to learn about another culture and your own responses to the vicissitudes of everyday life. For example, exchange teachers in Alberta can have a car plug-in party on that first cold winter night, and Albertans in Australia will need to adjust to midterm breaks (two weeks off every ten weeks). Be aware that those low moments will pass.
- It may be up to you to initiate activities and friendships. Look for opportunities.
- Accept invitations on the first offer; people may be reluctant to offer an invitation a second time.
- Exchange letters or e-mails between your new class/school and your home school or exchange partner.
- Print business cards with both your Alberta address and your host address.
- Investigate community organizations. Friendships are often based outside of your school life.
- Arrange to meet the local mayor or other officials to talk about your home country or province. If you have a letter of introduction from your own mayor, consider an official courtesy call.
- Present a memento to your host school at the end of your stay (for example, a Canadian book, video, poster or flag).
- Begin a scrapbook or blog about your exchange year. Include the mementos you collect, photos and so on.
- Expect the unexpected.
- Above all, keep your sense of humour!

Words of Wisdom from Past Exchange Teachers

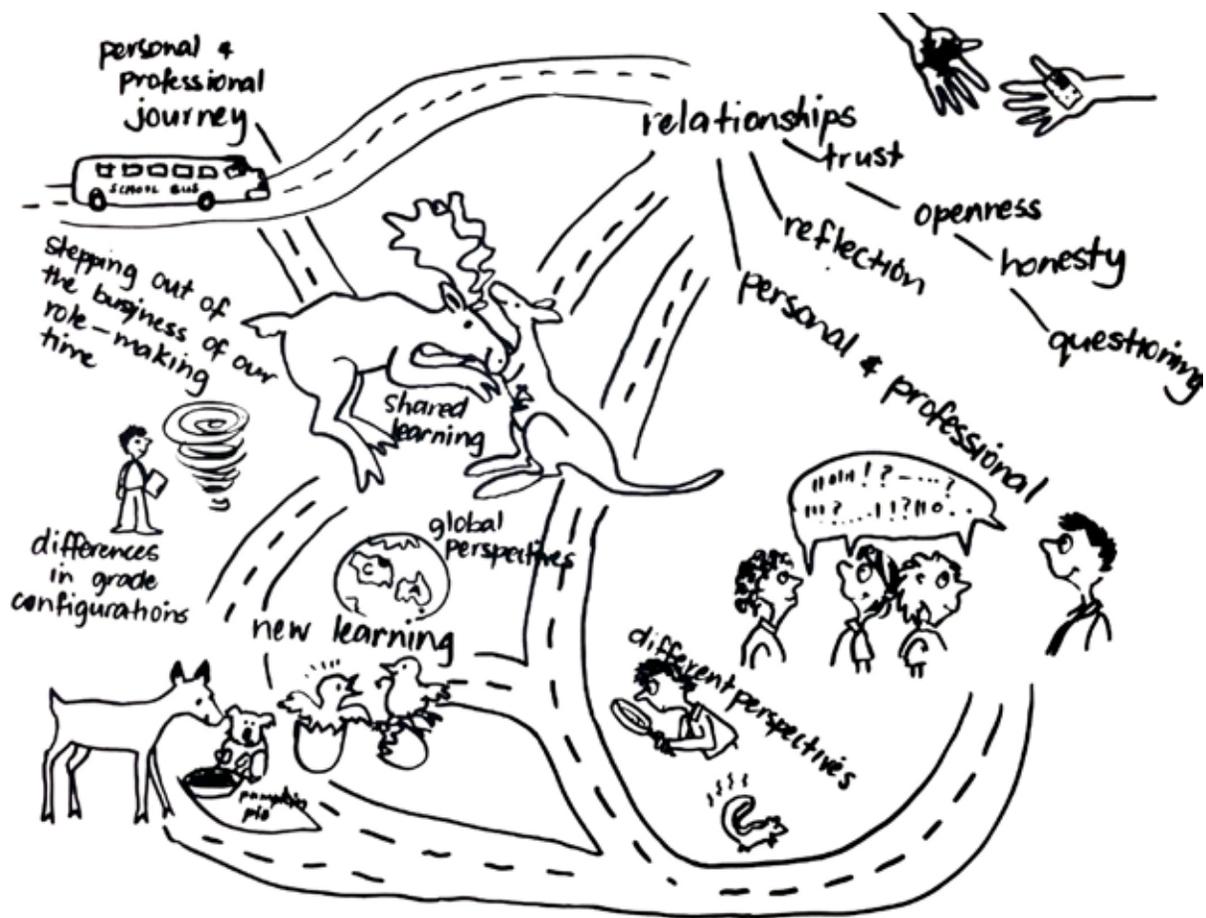
From Past Cohorts of Alberta Exchange Teachers

- Be prepared for a VERY busy first few weeks at work learning the ropes, and rely on helpful staff to sort things out with you. They are invaluable—those people who assist you in making it all make sense. It will be normal, I think, to question whether you are crazy doing this exchange but after the routine is established you will go with the flow and really start to see how valuable it really is. Celebrate every little accomplishment, like learning to drive and so on and confidently ordering food and other things. Staff and friends you make will be so impressed with your ability to transfer to the other side of the world for a whole year! While you are here ... TRAVEL! You never know when you'll be this way again.
- Don't exchange vehicles! A buyer's suggestion: I know everyone is on a different budget. I totally understand not wanting to spend much on a car, but remember everything is expensive. I know everyone is different and has different experiences. I know of two people on exchange right now who paid less than \$5,000 for the vehicle; they have had nothing but problems. Unfortunately, they put a lot of money into them. Last exchange we paid about \$5,000 for a car; we had some problems too. Just keep that in mind when you purchase a vehicle. Other note: most people have cellular phones and don't want to lose their numbers, so I used www.parkmyphone.com. There is a fee to park your number for the year, but it is cheaper than paying a telecommunications company to keep it for a year.
- I think there are a wealth of benefits to exchange. Having participated in four of them, I have watched the changes in education at home and abroad over the decades and see how challenging the job has become. Sometimes an exchangeee is treated like a golden gift with "star" status and sometimes they are treated as "invisible, figure it out yourself" and "we don't care where you are from" status. Needing to be prepared for all scenarios is realistic. It means that the stamina and resilience must be firmly in place to continue to be a learner at work while on exchange. Agreeing or disagreeing with regular practices often does not matter, and it might just reaffirm what you like at home *or* introduce you to something you will carry with you throughout the remainder of your service. Being able to make personal connections with people you might have with you for the rest of your life is invaluable, and a gift of exchange. Having a home and job and address in a community allows you to develop relationships on a completely different level than traveling—*so rich!* Of course, having the opportunity to explore another country in great depth is also a gift of exchange. Exchange demands that you stretch yourself both personally and professionally and is simply invaluable!
- Banking: we have been e-mailing money from our Canadian account to our partner's Canadian account, and they've been e-mailing from their Australian account to our Australian account. This has been saving a lot of money as far as converting currency and international banking fees.
- Take it all in. We are guests in their country. Encourage your friends and family to visit you. It is wonderful having friends and family from home see you in your exchange life. Take time to get to know your exchange partner. They are going through the same emotions, fears, anxieties and so on as you are. The insight you share with each other helps you both get through the challenging moments.



Australian Exchange, Orientation Day, January 25, 2019

- Flexibility is key. Nothing is ever going to go exactly how you planned it. That isn't a Canadian or a German or a Spanish or an Icelandic or an Australian thing—it's a life thing, so learn how to roll with it. Be open and honest about what you really want and keep an open mind. Say yes to everything!
- Be prepared for lots of meetings. Be open minded and willing to try new things. Travel as much as you can. Lastly, enjoy your time—it goes by really fast.
- Although the curriculum is different, I would have brought more resources from home to show one thing that we do at our school, such as inquiry. Start to research for Sim cards, library cards, bank accounts, car insurance, etc, but it would be *very* helpful if you get a utility put in your name with the Canadian address on it before you get here.
- Be excited and try to do as much as you can while you are here, both professionally and personally. Do what you have to do to make yourself comfortable at your new house, if that means buying some things or rearranging things a little. Both we and our exchange partner have decided together to do that.



- My attitude was to say yes to everything! Be prepared to be busy—your afternoons, weekends and holidays are full with every new experience you can jam into the year. There is very little down time.
- Jump in! No matter how much you do to prepare, you simply have to get into it! And you really won't know what you don't know until you get here.
- Use a travel agent for your flight. They can hold the ticket for the way home—worth the extra expense.
- Use your personal days or special leave prior to your exchange.

Australia-Specific Tips

- Explain to people that Rego will cost you roughly \$1,300 for the year, plus your \$800 for insurance. It's a \$2,000 hit you take before you purchase a car. Plus the fee to register the registration of your car—\$180. You may not be teaching what you think you are! I really wish I had been told that I would *not* get the grade that I was exchanging for. I wasn't informed what I was teaching until eight weeks before my departure.
- The breakdown of administration and grade levels in Australia is different. Usually your stage executive (assistant principal) is your supervisor! If the school is big enough, it will have a deputy principal (equivalent to our assistant principal in Alberta).
- Surprised at cost of living. Higher than expected.
- Staff are wonderfully accepting and helpful. Great social and professional environment. Assessment is done as formative apart from one or two major assessments per term. Terrific assessment pieces, but involve *lots* of marking. I recognized that the behaviour problems I was experiencing were not limited to my classroom. I confirmed that my classroom management and teaching practices were sound (my confidence was shaken for a while). Valuable experience: peer interactions (collaboration and socialization). My home school does not offer nearly the environment I'm experiencing here.



Our students and teachers welcome others from different countries, encouraging an exchange of experiences, knowledge and community.”

—Host country exchange participant

Departure Checklist and Suggestions

Congratulations! Your match is confirmed!

Now you must plan to ensure that both you and your exchange partner will have an excellent exchange experience. It is important to look at these four major areas.

1. **Communication and information exchange.** This extends to your teacher exchange partner, Alberta school administration and staff, new host school staff, EEP liaison, other teachers about to go on exchange, and liaison staff in the host country.
2. **Preparation in your school.** This involves your Alberta classroom, students and staff for the incoming exchangee.
3. **Logistics preparation.** This includes visa application, teaching authority approval, and medical, home and other personal arrangements.
4. **Travel plans.**

In the interest of making this process as smooth as possible, below is a suggested timeline to follow to prepare for your teacher exchange. Please feel free to work ahead on these recommended time frames; the more organized and proactive you are, the better.

Now

- Announcing the exchange.** In conjunction with your principal, plan how and when to formally announce the exchange to the parent community. Some exchangees have created letters, supplied information on websites and added blurbs in newsletters to get the whole community involved in welcoming and benefiting from the exchange experience.
- Read. Read. Read.** Read the accompanying documents. There are useful chapters on intercultural communication and ways to prepare for a successful experience. Go online to follow other exchange experiences by checking into the teacher exchange club website and following teacher exchange conversations on Twitter. Consider starting your own blog or Facebook page dedicated to the exchange experience and sharing it with EEP staff. Take out books specially selected by the ATA librarian to prepare you for an exchange (resources listed at the end of this checklist).
- Ongoing partner communication.** Lay the groundwork with your exchange partner for a successful exchange experience. Discuss thoroughly your Alberta school's and host school's community, and life in both countries. Be clear from the outset about how you will approach the exchange of homes. We recommend formalizing this with a written agreement. Regular communication before and during your exchange creates the space for open communication of any and all questions and issues that might arise. E-mail, phone, Skype and various smartphone apps are all good channels of communication.
- Promote exchanges.** Take the opportunity to spread the word about this PD opportunity. Consider writing articles for the *ATA News* and your local newspaper, and speaking at local PD days, district meetings and so on. The program relies heavily on word of mouth.

- ❑ **School information.** In your correspondence with your partner, ask questions about the school, teaching assignments, specific classes and the curriculum. Your partner will probably have similar questions. Now is a good time to send your partner your school handbook, staff and class photos, school newsletters and so on, or begin a class-to-class or school-to-school correspondence project. If you are exchanging to Australia, please remember that you will be starting a new school year, so assignments and readiness of your classroom will be very different from the fully functioning classroom you are leaving.
- ❑ **Bring as many resources** as you can. Make sure you determine the amount of lesson plans you will be leaving each other, unit plans and so on, and what that looks like. Don't assume you approach planning in the same way. Choose a couple of school buddies, and ask for the same.
- ❑ **School binder.** Prepare an orientation school binder to inform your exchange partner about the expectations of teaching, extracurricular activities and so on.
- ❑ **Ensure that all passports** reflect actual names and that they will not expire while away. Update now, before applying for visa.
- ❑ **Apply for** the long-form birth certificate at a registry if you don't have it.
- ❑ **Teaching authority.** Contact the liaison in the host country to start the process of gaining teaching authority from the host country's department of education. It is a process separate from getting your visa. There will be costs associated with applying for teaching authority that vary from region to region, and you may be required to submit a vulnerable sector criminal record check and teaching records stretching back to your practicums.
- ❑ **Spouse wishing to teach.** Spouses who wish to teach in that country will have to apply to qualify. Your liaison will advise on how to proceed.
- ❑ **School-aged children.** If you have school-aged children, you need to research where they will be going to school and if any costs are involved. Your counterpart is again the best source of information.
- ❑ **Travel information.** Consult www.voyage.gc.ca to obtain information about your destination.
- ❑ **Medical information.** Check into health care and medical and dental insurance coverage for you and your family and your exchange partner and his or her family. In particular, note the requirement to register with ASEBP through your school district contact and the out-of-country limits in your coverage. (This topic will also be covered in depth at the predeparture orientation.)
- ❑ **Climate.** Ask your partner about the climate of the area you are going to so that you can plan your wardrobe requirements accordingly. You may also wish to ask about the formality or informality of dress for work and social occasions.

Six months prior to departure

- ❑ **Forms.** Ensure that you have applied for
 - Canadian vulnerable sector police check and
 - any overseas police checks required.
- ❑ **School binder.** Prepare well-organized curriculum guides, unit plans and teaching materials for someone to use who is unfamiliar with your classroom and our educational system. Ask that the same be done for you in your destination school, and compare each other's. Reciprocity is ideal.

- ❑ **Visa.** Start collecting your visa documentation.
- ❑ **Legal documents.** Identify a power of attorney in your absence. Complete your will and personal directive, and leave copies of them with appropriate people.
- ❑ **Insurance.** Take care of house and auto insurance.
- ❑ **House details.** Establish with your exchange partner in writing such details as utility and telephone payments. Clear and concise written agreements avoid misinterpretation or confusion during and after the exchange. Put each other on utility bills to show that you are living at that residence.
- ❑ **Notify** your extended benefits provider of your absence and complete any necessary paperwork.
- ❑ **Alberta Health Care.** You are required to notify them that you (and family) will be overseas. Please note that you must get confirmation from them that they have been notified or you risk jeopardizing your Alberta Health Care coverage while overseas.
- ❑ **House binder.** Notes regarding appliances in your home (for example, care and maintenance instructions) would be useful to a new occupant. Consider putting together a binder containing in-depth information (for example, the microwave oven instruction book, how to use the DVD player, how to change the furnace filter and hot tub maintenance). Placing Post-it Notes on complicated appliances before you leave will be helpful to your exchange partner. Or consider making some short videos.
- ❑ **Travel agent.** Consult your travel agent to arrange the best travel package and required insurance. Be sure to get cancellation insurance in case the exchange cannot go through as planned because of an emergency on the exchange partner's side.

Four months prior to departure

- ❑ **Other exchange teachers.** Communicate with other exchange teachers. It can be very useful to network and lean on each other throughout this process. This will be made easier once you have met them at the predeparture orientation.
- ❑ **Visa.** Apply for your work visa. Keep hard copies of everything to track correspondence. Track your visa progress online and alert EEP staff of any delays or obstacles.
- ❑ **Documentation.** Keep up with the necessary documentation for a national/international exchange (passport, working permit, teaching authority, international driver's license and police check, which is required by most exchange destinations).
- ❑ **Housing.** Negotiate and sign your housing agreement with complete details on financial obligations, how and when bills are paid, expectations for care, use by visitors and the date that the contract concludes. Please do not fail to do this. The ATA does not take responsibility for housing issues.
- ❑ **Vehicle.** Talk with your counterpart about advice on purchasing a used car and provide this information to him or her.
- ❑ **Canadiana.** Collect items to bring to your host country. In another province or country you are often considered to be the resource person or expert on Alberta and Canada. You could collect information from your local tourist bureau, school district and professional organizations to use as references. Also plan to take along some pictures or videos (for example, "Seasons in Alberta") or make up a "Canadiana" pack (culture/literature) to help you with those presentations.

- Cellphone.** Check with your cellphone provider about usage abroad.
- Airline.** Check airline rules regarding luggage and carry-ons. Look at alternatives to shipping ahead of time.
- You and your exchange partner can put each other on the other's utility bills. You can then easily prove residency.
- Notify Alberta Health Care** of your absence, not via e-mail. Phone is best.

One month prior to departure

- Medications.** Obtain extra medications from your physician for the duration of your stay if possible.
- House binder.** Complete house binder for your exchange partner.
- Calendar.** Depending on the arrival date of your partner, you might have a week or two to collect favours from friends and neighbours. Developing a calendar of social activities might be a thoughtful way of welcoming your partner to Alberta. Sharing this with your exchange partner and talking about the crossover times are useful.
- School binder.** Complete your school binder and communicate to your partner where it will be kept.
- Visa.** Your visa will be granted two to four weeks prior to departure. Keep EEP staff abreast of your visa application.
- Teaching authority.** Make sure you have teaching authority from the host country's department of education.
- Book an orientation** with your principal/department head using the checklist in your orientation booklet.
- Bring hard copies** of all visa and teaching authority documentation, and also copies on a memory stick. It is also good to store important documents in the cloud.
- Medication.** Include copies of prescriptions for any medication you are carrying. Fill prescriptions to take with you.
- Credit card information.** Inform your credit card companies where you will be. Order a spare.
- Mail delivery.** Arrange for changes in mail delivery.
- Consulate.** Locate the contact information of the Canadian consulate nearest to your destination. Register with it.
- Welcome schedule.** Arrange for someone to meet and welcome your counterparts if you depart before they arrive.
- Copies of documentation.** Leave a photocopy of your passport, visa and itinerary with family or friends. Make sure your passport won't expire while you are away. Also upload a copy to the cloud.

- Travel documents.** Ensure that your name is the same on your air ticket, passport and photo ID.
- Exchange and visa documents.** Carry hard copies of your exchange and visa documentation on your voyage to produce to immigration officers and so on.
- Driver's licence.** Check that your driver's licence will be current for the full year you are away.
- Physician.** Ask your personal physician if he/she will accept your exchange partner as a patient and arrange the same with your partner.
- Address documentation.** Change your address on either a bank statement or utility bill to the foreign address and mail it ahead. This gives you a document to use upon arrival to prove residency. (Advise your partner that you will be doing this.)

Congratulations! Educator Exchange Programs wishes you a successful exchange experience.

In Country

- Meet with** your community buddy prior to school start-up.
- Meet with** your school buddy prior to school start-up.
- Meet with** your administrative/department head prior to school start-up.
- For New South Wales Australia-bound teachers,** complete the last step of Working with Children Check at a registry to complete the screening required for your teaching certification.
- Secure personal insurance** on your property in your new home.
- Put your passport, some cash, and a spare credit/debit card** in a safe place in your new home.
- Keep your important documents** in the cloud.

Disclaimer:

This list is only a guideline and, although it is thorough, it might not be exhaustive and might be subject to change as per the host country's policies. It is a compilation of feedback from past exchange teachers. The more information you can arm yourself with, the more prepared you will be, and surprises will be minimized. When preparing for an exchange, realize that flexibility is key as well as equal measures of patience and diligence.

If you would like to provide feedback on this checklist and timeline, please e-mail exchanges@ata.ab.ca.

Tips on creating your home and school binders

School binder

- Curriculum guides—hard copies and useful links online
- District calendar—hard copies
- School calendar—hard copies
- Teacher buddies
- Lesson plans—discuss with your partner how you wish to handle this. Reciprocity is ideal but not to be mirrored exactly. Establish your partner’s planning and preparation styles.
- Staff directory
- Who to go to for what

House binder

Home section

Think about your home from an outsider’s point of view. Sticky notes or manuals will help your counterpart run your DVD player, answering machine, hot tub and so forth. It is especially important to think about weather situations with which they would be unfamiliar—hoses, outdoor car plug-ins, blizzard preparations, winterizing a vehicle, snow shovelling obligations—just as you might be unfamiliar with grey water recycling, severe water restrictions, or bush fire and cyclone preparations.

To do local section

You may wish to prepare a package for your partner of self-guided tours (walking or cycling) that could be done independently. Area and city maps or bus route maps would be very helpful. Directions to the nearest grocery store, pharmacy and medical clinic would be useful. You may wish to talk to your counterpart about finding you a new doctor and dentist, and speak to your doctor and dentist about taking on your counterpart for the year you are away.

Community section

Create a section in the binder on your community. Leave names and phone numbers to allow your partner the choice to confirm, change or cancel plans. It also takes some of the onus off your designated buddy. As the school year progresses, your partner is bound to develop his or her own friendships. A little help at the beginning is a nice gesture.

Contact section

Create a section of contacts such as neighbourhood buddy, plumber, local fix-it person and so on.

Sample calendar to construct for your exchange partner

18 Arrival 1400 your “buddy Sue” Phone #	19 Dinner with _____ Phone #	20	21 Meet principal at school 1300 Phone #	22 Grocery shopping with _____ Phone #
23 Dinner with neighbours	24	25	26 Watch hockey game with _____ Phone #	27

10 Commandments for Exchange Teachers

1. Thou shalt not expect to find things as thou hast left them at home—for thou hast left thy home to find things different.
2. Thou shalt not take anything too seriously—for a carefree mind, one that is open to suggestions and ways of others, is the beginning of a good year. He that worrieth hath no pleasure; few things are ever fatal.
3. Thou shalt bring only half the clothes thou thinkest thou needs—and twice the money.
4. Thou shalt know at all times the whereabouts of thy passport/visa—thou canst not travel without them.
5. Since thou wast not blessed with roots, thou art not expected to stay in one place—thou shalt seize the opportunity to see and experience as much as possible.
6. Thou shalt not make thyself too obviously Albertan—when in Rome do somewhat as the Romans do.
7. Thou shalt not judge the people of a country by the one person with whom thou hast trouble.
8. Thou art a guest and he that treateth his host with respect is treated as an honoured guest.
9. People may not be so keen to hear of thy exploits as thou wilt be to tell them—so thou shalt join the Exchange Teachers' League!
10. Thou shalt recognize thy exchange year as a privilege and remember to thank everyone concerned.

Resources

EEP

www.teachers.ab.ca

Australian Department of Immigration

www.immi.gov.au/Pages/Welcome.aspx

Facebook Page

TeacherExchange Alberta
Request to be added as a friend

ATA library

The following books that deal with teacher exchanges and intercultural competencies can be mailed to your school for free:

The Art of Crossing Cultures
Storti, Craig. 2002. Boston, Mass: Nicholas Brealey.

Beyond Tourism: A Practical Guide to Meaningful Educational Travel
Cushner, Kenneth. 2004. Lanham, Md: Scarecrow Education.

Building Cultural Competence: Innovative Activities and Models
Berardo, Kate, and Darla K Deardorff. 2012. Sterling, Va: Stylus.

Cultural Education—Cultural Sustainability: Minority, Diaspora, Indigenous, and Ethno-Religious Groups in Multicultural Societies
Bekerman, Zvi, and Ezra Kopelowitz. 2008. New York: Routledge.

Cultural Intelligence: Living and Working Globally
Thomas, David C, and Kerr Inkson. 2009. San Francisco, Calif: Berrett-Koehler.

Four Skills of Cultural Diversity Competence: A Process for Understanding and Practice
Hogan-Garcia, Mikel. 2013. Belmont, Calif: Brooks/Cole, Cengage Learning.

Inter/Cultural Communication: Representation and Construction of Culture
Kurylo, Anastacia. 2013. San Francisco, Calif: Sage.

Intercultural Student Teaching: A Bridge to Global Competence
Cushner, Kenneth, and Sharon Brennan. 2007. New York: Rowman & Littlefield Education.

An Introduction to Intercultural Communication: Identities in a Global Community
Jandt, Fred Edmund. 2013. San Francisco, Calif: Sage.

Online resources

Global Affairs Canada – Country Insights – Cultural Information Australia:
https://www.international.gc.ca/cil-cai/country_insights-apercus_pays/ci-ic_au.aspx?lang=eng#cn-16

Culture crossing guide:
http://guide.culturecrossing.net/basics_business_student.php?id=13

Resiliency resource: <http://resiliency.ssw.umich.edu>

What's up with Culture? Great modules to work on! <http://www2.pacific.edu/sis/culture/>

Websites

ABC is Australia's national radio and television broadcasting corporation: www.abc.net.au

Australia Education Information: <http://www.australia.gov.au/information-and-services/education-and-training>

Australian Curriculum <http://www.australiancurriculum.edu.au>

Other print resources

The Art of Crossing Cultures.
Storti, C. 2001. 2nd ed. Yarmouth, Maine: Intercultural Press.

Basic Concepts of Intercultural Communication: Selected Readings.

Bennett, Milton. 1998. Yarmouth, Maine: Intercultural Press.

Burn-Up or Splash Down - Surviving the Culture Shock of Re-Entry.

Knell, Marian. 2007. Tyrone, Ga: Authentic.

The Big Guide to Living and Working Overseas.

Hachey, Jean-Marc. 2004. 4th ed. Toronto: Intercultural Systems.

Drive - The Surprising Truth about What Motivates Us.

Pink, Daniel. 2009. New York: Penguin.

Getting Things Done. Rev ed. Allen, David. 2015. New York: Penguin.

Gestures: The Do's and Taboos of Body Language Around the World.

Axtell, Roger. 1997. New York: Wiley.

Globetrotting or Global Citizenship - Perils and Potential of International Experiential Learning.

Tiessen, Rebecca, and Robert Huish, eds. 2013. Toronto: University of Toronto Press.

Kiss, Bow, or Shake Hands: How to Do Business in Sixty Countries.

Morrison, Terri, et al. 1995. Holbrook, Maine: Adams Media Corporation.

Maximizing Study Abroad: A Student's Guide to Strategies for Language and Culture Learning and Use.

Paige, R Michael et al. 2002. Minneapolis, Minn: Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota.

Mindful Leadership. Gonzalez, Maria. 2012.

Mississauga, Ont: Wiley & Sons Canada.

Survival Kit for Overseas Living.

Kohls, L Robert. 2001. 4th ed. Yarmouth, Maine: Intercultural Press.

Working Across Cultures: Applications and Exercises.

Gannon, Martin. 2001. Thousand Oaks, Calif: Sage.

Australian Cultural Information – Recommended Books, Films and Foods

Books: Underpinning the vast wilderness and thriving cities of contemporary Australia is a profoundly complex national identity, which has been filtered through a history of conquest and colonization. Understanding this mass

of contradictions is a difficult task for both locals and outsiders, and these works of fiction and nonfiction are a vital starting point for understanding contemporary Australia.

Nonfiction

Donald Horne—*The Lucky Country*

Patrick White—*Voss*

Peter Carey—*True History of the Kelly Gang*

Joan Lindsay—*Picnic at Hanging Rock*

Ruth Park—*The Harp in the South*

Fiction

Bill Bryson—*Down Under* (published as *In a Sunburned Country* in North America)

Bruce Chatwin—*The Songlines*

John Pilger—*A Secret Country*

Nicholas Shakespeare—*In Tasmania*

Robert Hughes—*The Fatal Shore*

Kate Grenville—*The Secret River*

Films: Known for the outback, its vibrant cities and beautiful beaches, Australia makes an impressive backdrop for many visual arts. While it has one of the world's most active film industries, many casual cinema goers may be hard pressed to think beyond *Crocodile Dundee* or *Mad Max* when trying to think of Australian movies. To rectify this, here are 12 Australian movies that you should add to your viewing list (in no specific order).

The Story of the Kelly Gang

The Adventures of Priscilla, Queen of the Desert

A Cry in the Dark (Evil Angels)

Picnic at Hanging Rock

Young Einstein

The Castle

Samson and Delilah (2009)

The Babadook

The Man from Snowy River

The Castle—a family's fight to save their home from being expropriated

Rabbit Proof Fence—The story of Aboriginal sisters who try to escape their residential school and return home to their family

Bran Nue Dae—An Australian Aboriginal teenager on a road trip—loads of adventures!

Television: The Australian Broadcasting Corporation (ABC), is a public broadcaster modelled after the BBC. It has no affiliation

with the American ABC that's owned by Disney. Here is a sample list of Australian telly shows that span the genre spectrum:

Neighbours
A Country Practice
Blue Heelers
Prisoner
Home and Away
Kath and Kim
McLeod's Daughters
The Paul Hogan Show
Skippy the Bush Kangaroo
Summer Heights High (parody of a high school drama teacher and students)

Music: Australians love their icons. Whether it's the Big Banana in Coffs Harbour, a meat pie at the footy, Kylie Minogue in a disco club or Vegemite on toast, we are not ones to shy away from tradition. Music has also played a huge part in shaping the Australian culture; here are a few iconic Aussie songs:

"True Blue"—John Williamson
"Down Under"—Men at Work
"Still Call Australia Home"—Peter Allen
"Khe Sanh"—Cold Chisel
"Great Southern Land"—Icehouse
"Beds Are Burning"—Midnight Oil

Food: Australian chefs are known worldwide for their "fusion cuisine," a blending of European cooking traditions with Asian flavours and products. Nevertheless, certain foods are recognized as national emblems, including Vegemite (a yeast extract spread on toast), Milo (a powdered base for chocolate milk drinks), Anzac biscuits (oat biscuits sent to soldiers in World War I), Tim Tams (chocolate biscuit), lamingtons (chocolate sponge cake) and damper (a wheat flour-based loaf traditionally cooked in the ashes of a fire by settlers).

Australia is not renowned for its traditional cuisine of meat pies and fish and chips. While Australians were long known as tea drinkers, coffee and wine have become increasingly popular.

If you prefer a gourmet meal, you will find phenomenal, authentic international cuisine thanks to the number and variety of cultures

that coexist within Australia. Get to know your local foodies and they will guide you towards good value for money and tasty cuisine in French, Italian, Lebanese, Brazilian, Japanese, Thai, Chinese, Greek, Indian, Spanish, Portuguese, Turkish, Korean, Indonesian, Vietnamese—and the list goes on. Enjoy!

Canadian Perspective

Books to read:

Bryce Courtenay was a prolific Australian author. He wrote many books, including *Four Fires* and *Solomon's Song*.

David Malouf: *Harland's Half Acre*, *Remembering Babylon*.

Television: Interestingly enough, you don't need to purchase a cable TV package in Australia to get great television. All the main channels can be accessed over the air and, as a result, you can watch some great Australian TV. I loved watching ABC (the Australian version of CBC) and SBS as they had amazing shows. Favourites included *Rove* and comedians Hamish and Andy.

Music: Australia has its own prolific music scene and the best thing to do to get a sense of it is to wander around all the music festivals that take place in spring and summer.

Foods: Due to its proximity to Asia, Australia has a love affair with Thai, Singaporean and Malaysian cuisines. British roots of European Australians are also evident by such very British foods as meat pies, and fish and chips. Don't be surprised to find either beets or a fried egg (or both!) on your patty when ordering a hamburger. With Italian and Greek immigrants having brought barista coffee culture to Australia decades ago, the country now has one of the best coffee cultures in the world. Amazing cafes with great coffee can be found on almost every urban street corner; this also means that Australia has its own very specific coffee vocabulary. You'll also find delicious Turkish, Lebanese and Italian foods everywhere.

References

Bennett, J, and M Paige. 2008. *Training Design for Intercultural Learning*. Portland, Ore: Portland State University Summer Institute for Intercultural Communication.

Gullahorn, J T, and J E Gullahorn. 1963. "An Extension of the U-Curve Hypothesis." *Social Issues* 19, no 3: 33–47.

Martin, J, and T Nakayama. 2000. *Intercultural Communication in Contexts*. 2nd ed. Mountain View, Calif: Mayfield.

Oberg, K. 1960. "Cultural Shock: Adjustment to New Cultural Environments." *Practical Anthropology* 7, no 4: 177–82.

Odgers, T. 2009. "Leading in International and Intercultural Education." Presentation to Centre for Excellence in Intercultural Education, Norquest College, Edmonton, Alta, February 10.

Paige, M, A Cohen, B Kappler, J Chi and J Lassegard. 2002. *Maximizing Study Abroad*. Minneapolis, Minn: University of Minnesota.

Appendix A

Taxation Conventions

The summary that follows has been compiled from information obtained from the Canada Revenue Agency. Inasmuch as conventions may change from time to time and special circumstances might alter cases, persons who may be affected are advised to seek further information from pertinent taxation authorities.

Canada/Australia

For persons working in the host country, taxes will be payable only in the home country if the individual is present in the host country for period(s) not exceeding 183 days in the taxation year* (of the host country) and either

- a) the remuneration does not exceed, in the said year, the greater of
 - (i) 3,000 Canadian dollars and
 - (ii) 2,600 Australian dollars; or
- b) the remuneration is paid by or on behalf of an employer who is not a resident of the host country.

In circumstances other than the above, the individual is deemed to be a resident of the host country for taxation purposes, and taxes for the taxation year are payable to the host country. Hence, in cases where the individual is in the host country for periods exceeding 183 days in a given taxation year, with remuneration in excess of C\$3,000 or AUS\$2,600, taxes will be payable in the host country.

*In Canada, the taxation year coincides with the calendar year (that is, January 1 to December 31).

Canada/UK

The tax convention between Canada and the United Kingdom is substantially the same as the Canada–Australia agreement as described above, but with no constraints or limits to amounts of reimbursement. In other words, section (a) in the foregoing description is not part of the Canada–United Kingdom agreement.

Canada/US

The Canada–US tax convention stipulates that remuneration will be taxable only in the home country if

- a) such remuneration does not exceed \$10,000 in the currency of the host country; or
- b) the recipient is present in the host country for period(s) not exceeding 183 days in a given taxation year and the remuneration is not borne by an employer who is a resident of the host country.

In circumstances other than the above, taxes are payable in the host country. Thus, a person working in Alberta for more than 183 days and receiving remuneration in excess of \$10,000 in Canadian currency in a given taxation year would be required to pay taxes to the host country.

The key here is residence within a taxation year. Only exchange teachers from Australia are directly affected as only they are required to pay Canadian income tax.

Appendix B

Sample Housing Agreement

This sample agreement is provided as a guide only and does not reflect any involvement or responsibility to the contracting parties by Alberta Education or the Alberta Teachers' Association.

This AGREEMENT made this _____ day of _____, 20_____.

BETWEEN:

(name and address of the Alberta teacher)
(hereinafter called "the Landlord")

- and -

(name and address of the visiting teacher)
(hereinafter called "the Tenant")

WHEREAS the Landlord is a teacher in the province of Alberta, in the country of Canada, and the Tenant is a teacher in _____ (home address of Tenant).

AND WHEREAS the Landlord and the Tenant wish to exchange teaching positions and residences for a term of one year.

AND WHEREAS the Landlord and the Tenant wish to enter into an Agreement to state their respective rights and responsibilities with regard to the Tenant's use of the Landlord's residence.

IT IS HEREBY AGREED AS FOLLOWS:

1. The Landlord shall let to the Tenant the residential premises known as _____ (Alberta teacher's address) (hereinafter called "the Premises") TOGETHER with the furniture and fixtures and effects in the Premises (an inventory of which is attached) for a fixed term of one year from the _____ day of _____ (month) of _____ (year) (hereinafter called "the Exchange Period"), or sooner if determined by mutual agreement.

2. The Tenant shall, in lieu of rent, provide the Landlord with reasonable accommodation, free of charge, in _____ (Tenant's home city), for the Exchange Period.

No notice shall be required from either the Tenant or the Landlord to terminate the tenancy at the end of the Exchange Period.

3. The Landlord hereby agrees with the Tenant as follows:

- (a) To supply the Premises in a reasonable state of repair and reasonably clean to the Tenant at the commencement of the Exchange Period;
- (b) To keep in full force and effect all insurable coverage on the Premises and the contents thereof;
- (c) To be responsible for all mortgage or rental payments and property taxes for the Premises for the Exchange Period;
- (d) To pay for the cost of repair and replacement, due to normal wear and tear, of hot water, central heating, electrical or air conditioning systems in the Premises.

4. The Tenant hereby agrees with the Landlord as follows:

- (a) Not to make any alteration in or addition to the Premises;
- (b) Not to do anything on the Premises that may be a nuisance to the Landlord or to the occupiers of the adjoining Premises;
- (c) Not to damage the Premises or the furniture, fixtures and effects;
- (d) To keep the Premises in good repair and condition, secured from the risks of damage by fire, burglary or otherwise;
- (e) To leave the Premises at the end of the Exchange Period with all the furniture, fixtures and effects in a clean state and condition, reasonable wear and tear excepted, and to make good and pay for the repair of or replace all furniture, fixtures and effects that were broken, lost or destroyed during the Exchange Period;
- (f) To pay all water, electricity, telephone, cable, gas and other expenses payable in respect of the Premises;
- (g) To provide insurance coverage for the tenant's own personal effects while occupying the Premises;
- (h) Not to sublet the Premises or share the Premises or any part thereof;
- (i) To promptly notify the Landlord of anything on the Premises which requires substantial maintenance or repair;
- (j) Not to use materials stored in areas designated by the Landlord (eg, basement, garage, etc);

- (k) To keep all grassed areas of the Premises regularly mown and all cultivated areas free of weeds and to keep all sidewalks near the Premises cleared of snow and ice;
 - (l) To permit the Landlord or his duly authorized agent, after giving 24 hours' notice or without notice in the event of an emergency or if the Tenant has abandoned the property, to enter the Premises for the purpose of examining the condition of the Premises, furniture and effects.
5. If the Landlord or Tenant commits a breach of this Agreement, the party who committed the breach is responsible for all reasonable damages resulting from the breach.
6. THE TENANCY CREATED BY THIS AGREEMENT IS GOVERNED BY THE *ALBERTA RESIDENTIAL TENANCIES ACT* AND IF THERE IS ANY CONFLICT BETWEEN THIS AGREEMENT AND THE ACT, THE ACT PREVAILS.
7. This Agreement shall for all purposes be interpreted in accordance with the laws of the province of Alberta, and the Courts in Alberta shall have exclusive jurisdiction to determine all matters arising from this agreement.

Signed by the Landlord in the presence of:

_____	_____
Landlord	Witness

	Witness

Signed by the Tenant in the presence of:

_____	_____
Tenant	Witness

	Witness

Appendix C

Community, Home and School Information

Please fill out this information for your exchange partner. Send the information to your partner prior to the exchange and also leave a copy in your home. Exchange partners in the past have found this to be very useful.

Section 1: Information About the House and the Area

House address: _____

Phone number: _____

Nearest shopping centres:

Nearest doctor: _____

Nearest dentist: _____

Nearest bank/ATM: _____

Nearest primary school: _____

Nearest bus stop: _____

Bus route number: _____

Nearest train station: _____

Essential Phone Numbers

Ambulance		Electricity supplier	
Doctor		Gas supplier	
Dentist		Phone company	
Fire service		Local police	
Emergency		TV/Internet provider	

Other Useful Contacts

Purpose	Name	Phone Number
Household structure insurance		
House contents insurance		
Plumber		
Electrician		
Handyman		
TV/video/radio repair		
School colleague living nearby		

Household Items

Item	Available (√ or X)	Storage Location	Remarks
Barbecue			
Bed linen			
Blankets			
Brooms, etc			
Camping equipment			
Car tools			
Cleaning materials			
Clothesline			
Compost heap			
Cookbooks			
Cutlery			
Dictionaries			
Dishes			
Electricity meter			
Fans			

Appendix C Community, Home and School Information

Item	Available (√ or X)	Storage Location	Remarks
First aid materials			
Fuse box and fuses			
Furnace and filters			
Garden tools			
Garden hose			
Garbage cans			
Gas meter			
Heaters			
Hot water system			
Hairdryer			
Insecticides			
Iron and ironing board			
Keys			
Lawnmower			
Light bulbs			
Phone book			
Security alarm			
Smoke alarm			
Street directory			
Tap washers			
Tea towels			
Tools			
Vacuum cleaner			
Water main tap			

Household Appliances

Appliance	Idiosyncrasy	Maximum I Will Pay for Repair	Recommended Repair Service
Alarm clock			
Blender/mixer			
Calculator			
CD player			
Computer			
Dishwasher			
Dryer			
Electric blankets			
Electric can opener			
Electric fans			
Electric fry pan			
Electric kettle			
Floor polisher			
Freezer			
Iron			
Microwave			
Coffee maker			
Piano/organ			
Radio			
Refrigerator			
Slow cooker			
Stove (gas/electric)			
TV			
Toaster			
Vacuum cleaner/ system			
Washing machine			

Note: In Australia, electrical appliances operate on 240 volts AC and use three-pin plugs. The wall sockets have off/on switches. British three-pin plugs do not fit Australian wall sockets.

Items Not Available for Use

I have put all my priceless heirlooms away. Everything else, with the exceptions noted below, is for your use.

Care During Absences from the House

During absences from the house, please make sure these areas are taken care of. (Remember to share with your exchange partner any insurance requirements of having your home checked periodically to maintain coverage.)

Sporting Equipment for Your Use

Item	Available (✓ or X)	Storage Location	Remarks
Bicycles			
Golf clubs			
Tennis racquets			
Squash racquets			
Skis			

Camping Equipment for Your Use

Item	Available (√ or X)	Storage Location	Remarks
Air mattresses			
Backpack			
Camp stove			
Coolers			
Sleeping bags			
Sleeping mattresses			
Tent			

Toys and Games for Your Use

Item	Available (√ or X)	Storage Location	Remarks

Recreational Facilities in the Area

Maintenance and Cleaning

Item	Schedule	Instructions
Carpets		
Floors		
Gardening		
Garbage collection		
Gutters and downpipes		
Indoor plants		
Lawn mowing		

Shopping Locations

Item	Location
Alcohol	
Books	
Drugstore	
Clothing	
Fruit and vegetables	
Groceries	
Newspapers and magazines	
Meat	
Gas and car needs	
Sewing needs	
Stationery	

Home Services

Service	Supplier	Payment Method
Milk		
Newspaper		
Garbage collection		

Transportation

Transportation Service	Company	Phone Number	Address
Airline			
Bus			
Car rental			
Train/LRT			
Taxi			

Community Services

Service	Location	Phone Number
Baby health care		
Babysitting		
Churches		
Library		
Post office		
Swimming pool		
Travel agent		

What You Shouldn't Expect to Find

We lack the following items and services you may be used to at home:

Section 2: Information About My Family and Neighbours

My Family

My spouse's name is _____

Her/his occupation is _____

Her/his interests are _____

My children's names and ages are

My Neighbours

Neighbour's Name	Location	Address	Phone Number

Section 3: Travel Arrangements

My travel plans *to* your country are as follows:

Day/Date	Airline and Flight Number	From	To	Arrival Time

My travel plans *from* your country are as follows:

Day/Date	Airline and Flight Number	From	To	Departure Time

Section 4: School Arrangements

Key school information is as follows:

School name	
Street address	
Postal address	
Phone number	
Fax number	
Website	
Distance from house	
Hours	
Principal	
Assistant principal	
Timetable person	
Department chair	
School secretary	
Teacher's aide	
Custodian	
Librarian	
Tech support	

School materials are located as follows:

Programs of study	
Course outlines	
Keys	
Stationery	
Textbooks	
Your desk	
Photocopier	
AV equipment	

Clerical assistance is available from

This person can perform the following tasks:

If you need to be away from school or must leave during the day, notify

Substitute booking:

Staff parking arrangements:

Other teachers you could ride with:

The staff room is located

It is necessary to supply

Lunch arrangements are

You have been assigned the following extra duties, which occur at the following times:

Attendance procedure:

Teachers on staff who are very helpful:

School semester dates for your exchange year:

Term 1:

Term 2:

Term 3:

Term 4:

Section 5: Reception and Assistance Information

When you arrive, the following people can meet you at the airport/station, provided they know in advance of your plans.

Name	Relationship	Address	Phone Number

The following friend/colleague/relative will be extremely helpful in an emergency:

Name	Relationship	Address	Phone Number

Section 6: Miscellaneous

Appendix D

Travel and Tourism Information

By contacting your local Alberta Visitor Information Centre or the nearest consulate general of the country to which you are travelling, you can get a variety of brochures, maps, tourist and accommodation guides, and so on. The following contact information may be useful.

Tourism Calgary

200, 238 11 Avenue SE
 Calgary AB T2G 0X8
 1-800-661-1678 (toll free)
www.visitcalgary.com

Alberta Tourism

PO Box 2500
 Edmonton AB T5J 2Z4
 1-800-252-3782 (toll free)
travelinfo@travelalberta.com
www.travelalberta.com

Edmonton Tourism

Visitor Information Centre
 World Trade Centre Edmonton
 9990 Jasper Avenue
 Edmonton AB T5J 1P7
 1-800-463-4667
www.exploreedmonton.com

Tourist Information

Australia

www.australia.com

Germany

www.germany.travel/en/index.html

Spain

www.spain.info/en

Australian Tourist Commission

416-925-9575
 1-800-677-5213 (toll free)

“Bon Voyage, But . . .”

External Affairs Canada
 Passport Office
 16 Floor, Canada Place
 9700 Jasper Avenue
 Edmonton AB T5J 4C3
 1-800-232-9475 (toll free)

Alberta Motor Association

Edmonton Kingsway Centre
 11220 109 Street
 Edmonton AB T5G 2T6
 403-471-2040

Membership Information Phone:
 403-474-8640

United Kingdom

www.visitbritain.com/ca/en

Iceland

<https://www.iceland.is/>

Appendix E

Consulate Information

Australia

Australian High Commission

Suite 1301, 50 O'Connor Street
Ottawa, Ontario K1P 6L2
Telephone: 613-236-0841
Fax: 613-786-7621
www.immi.gov.au

Germany

Consulate General of the Federal Republic of Germany

Suite 704 - World Trade Centre
999 Canada Place
Vancouver, BC V6C 3E1
Telephone: 604-684-8377
Fax: 604-684-8334
www.vancouver.diplo.de

Iceland

Embassy of Iceland

360 Albert Street, Suite 710
Ottawa, ON K1R 7X7
Telephone: 613-482-1944
E-mail: icemb.ottawa@utn.stjr.is
<https://www.government.is/diplomatic-missions/embassy-of-iceland-in-ottawa/embassy-information/>

Spain

Consulate of Spain

607 Wolf Willow Road
Edmonton, Alberta T5T 1E7
Telephone: 780-444-9146
gbgarcia@shaw.ca

United Kingdom

United Kingdom Consulate Canada

5100, 150 6 Avenue SW
Calgary, Alberta T2P 3Y7
Telephone: 403-705-1755
Fax: 403-538-2181
ukincanada@fco.gov.uk

Appendix F

ATA Code of Professional Conduct



The Alberta Teachers' Association

CODE OF PROFESSIONAL CONDUCT

The Code of Professional Conduct stipulates minimum standards of professional conduct of teachers but is not an exhaustive list of such standards. Unless exempted by legislation, any member of The Alberta Teachers' Association who is alleged to have violated the standards of the profession, including the provisions of the Code, may be subject to a charge of unprofessional conduct under the bylaws of the Association.

In relation to pupils

1 The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, gender expression, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.

2 (1) The teacher is responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating progress of pupils.

(2) The teacher may not delegate these responsibilities to any person who is not a teacher.

3 The teacher may delegate specific and limited aspects of instructional activity to noncertificated personnel, provided that the teacher supervises and directs such activity.

4 The teacher treats pupils with dignity and respect and is considerate of their circumstances.

5 The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgment of the teacher, to do so is in the best interest of the pupil.

6 The teacher may not accept pay for tutoring a pupil in any subjects in which the teacher is responsible for giving classroom instruction to that pupil.

7 The teacher may not take advantage of a professional position to profit from the sale of goods or services to or for pupils in the teacher's charge.

In relation to school authorities

8 The teacher protests the assignment of duties for which the teacher is not qualified or conditions which make it difficult to render professional service.

9 The teacher fulfills contractual obligations to the employer until released by mutual consent or according to law.

10 The teacher provides as much notice as possible of a decision to terminate employment.

11 The teacher adheres to agreements negotiated on the teacher's behalf by the Association.

In relation to colleagues

12 The teacher does not undermine the confidence of pupils in other teachers.

13 The teacher criticizes the professional competence or professional reputation of another teacher only in confidence to proper officials and after the other teacher has been informed of the criticism, subject only to section 24 of the *Teaching Profession Act*.

14 The teacher, when making a report on the professional performance of another teacher, does so in good faith and, prior to submitting the report, provides the teacher with a copy of the report, subject only to section 24 of the *Teaching Profession Act*.

15 The teacher does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another teacher.

16 The teacher recognizes the duty to protest through proper channels administrative policies and practices which the teacher cannot in conscience accept; and further recognizes that if administration by consent fails, the administrator must adopt a position of authority.

17 The teacher as an administrator provides opportunities for staff members to express their opinions and to bring forth suggestions regarding the administration of the school.

In relation to the profession

18 The teacher acts in a manner which maintains the honour and dignity of the profession.

19 The teacher does not engage in activities which adversely affect the quality of the teacher's professional service.

20 The teacher submits to the Association disputes arising from professional relationships with other teachers which cannot be resolved by personal discussion.

21 The teacher makes representations on behalf of the Association or members thereof only when authorized to do so.

22 The teacher accepts that service to the Association is a professional responsibility.

Approved by the 2018 Annual Representative Assembly pursuant to the Teaching Profession Act.

Please note:

- Items 13 and 14 of the Code of Professional Conduct do not pertain to reporting to the Association on the possible unprofessional conduct of another member.
- The *Teaching Profession Act*, section 24(3), requires members to report forthwith to the executive secretary on the unprofessional conduct of another member.

Appendix G

Sample First Day Checklist

Content	Instructions needed to complete activities	Support staff to help you complete tasks
This column simply groups information under a heading so it is easy to find when you need it.	Follow these instructions carefully. They provide you with questions (Q) to ask, actions (A) to carry out. Tick them off to ensure you address everything.	This column will help you identify the person/place to find support to complete the associated activities.
<input type="checkbox"/> Welcome to School	A brief meeting with your principal or deputy to greet you and provide a basic snapshot of the school, including <ul style="list-style-type: none"> • A brief outline of the school's history • Context, student population • School priority areas 	Principal/deputy principal/head teacher can facilitate this for you.
<input type="checkbox"/> Orientation of school grounds—a walking tour	<ul style="list-style-type: none"> • You will be taken on a walking tour of the school including toilets, library, faculty staff rooms, shared facilities, photocopying etc. • A: Identify your classroom(s) 	Head teacher/induction team leader
<input type="checkbox"/> Daily sign in/out	<ul style="list-style-type: none"> • Q: What is my legal responsibility around signing in/out of school? • Q: What time should I arrive at school each day? • A: Identify location of sign-in/out book during your school tour 	Head teacher/induction team leader Sign-in sheet: usually outside the front office Sign-out book (for leaving early): front office
<input type="checkbox"/> Library	<ul style="list-style-type: none"> • A: During the tour of the library, discuss the facilities available • A: Organize borrowing for yourself • Q: What are the rules on students borrowing? • Q: How to book the library facilities? 	Librarian
<input type="checkbox"/> Roll call	<ul style="list-style-type: none"> • Q: Are the rolls marked electronically? • A: Identify location of rolls • Q: Is there a time frame around returning rolls each day? • Class and roll call rolls are a legal document • Never allow students to mark/alter the roll; rolls should never be in the possession of students • A: Access and read information on correct marking procedures 	Print room Head teachers
<input type="checkbox"/> Print room	<ul style="list-style-type: none"> • Q: What are the photocopying limits and procedures? 	Print room
<input type="checkbox"/> Sport rolls—procedures and location	<ul style="list-style-type: none"> • Q: Where do I locate the sports rolls? • Q: Where do I find sport equipment? • Q: First aid procedures and emergencies • Q: Rules of travelling to/from sport • Q: Duty of care while at sport and rules around transportation of students. 	Sports advisor
<input type="checkbox"/> Staff information	<ul style="list-style-type: none"> • A: Complete a staff information form 	Senior admin manager

<input type="checkbox"/> Staff handbook	<ul style="list-style-type: none"> • A: Obtain a copy of the staff handbook. • It provides valuable information about school processes; keep it close to refer to. • You should find many answers to your questions here. 	Download at T Drive/ Induction Program/Staff Handbook
<input type="checkbox"/> Staff contact list	<ul style="list-style-type: none"> • A: Print staff contact list • A contact list is needed for relevant phone numbers and it will also help you to identify which faculty staff are in. 	Head teacher admin Senior admin manager
<input type="checkbox"/> Teaching timetable	<ul style="list-style-type: none"> • A: If your head teacher hasn't already organized a copy of your timetable, have one printed ASAP • Q: Any questions about understanding your timetable should be directed to your head teacher • A: Familiarize yourself with the location of the rooms where you will be teaching; ask faculty members to show you, OR you will find a picture of the school map in your handbook 	Head teacher admin
<input type="checkbox"/> Class lists	<ul style="list-style-type: none"> • A: Print your class lists <ul style="list-style-type: none"> - If you have begun at the beginning of a year or subject change, then expect class lists to change for the first few sessions. Keep them updated. - Notify your head teacher of any students who are on your list, but aren't attending. - If a student attends your class and is not on your class list, send them to the HT with a note advising of this. 	Front office
<input type="checkbox"/> Playground duty roster. Wet weather changes (if applicable)	<ul style="list-style-type: none"> • A: Access a copy of the playground duty roster and map of the area • A: Access a copy of the wet weather timetable (if applicable) 	Head teacher admin
<input type="checkbox"/> Out of class passes, late passes	<ul style="list-style-type: none"> • A: Collect some new out of class passes and keep them handy • Collect all passes from students, destroy the passes, record lateness in your roll with an L. 	Print room
<input type="checkbox"/> Phone number to call in sick	<ul style="list-style-type: none"> • Q: What is the number to call in sick/absent? (Program it into your phone.) • Q: Expectations of leaving class work and procedures when you are absent? 	Head teacher admin
<input type="checkbox"/> Bell times and routine changes	<ul style="list-style-type: none"> • A: Access a copy of the bell times. • Q: When are the staff meetings, morning tea, assemblies, other? • Q: What are my responsibilities at assemblies? 	Staff handbook
<input type="checkbox"/> Emergency procedures	<ul style="list-style-type: none"> • A: Keep a copy of the emergency procedures in your daily planner, until you become familiar with them. • Q: How will I know which bell means what? 	Staff handbook
<input type="checkbox"/> Log ins/ passwords/ e-mail/laptops	<ul style="list-style-type: none"> • A: Organize the following: <ul style="list-style-type: none"> - School computer login - DER laptops (if applicable) - School management software login - eLearning platform login 	School technology administrator
<input type="checkbox"/> ICT facilities in the school	<ul style="list-style-type: none"> • Q: How do I book shared ICT facilities? • Q: What ICT facilities do I have access to? • Q: What ICT facilities do the students have? 	Head teacher
<input type="checkbox"/> Internal communication	<ul style="list-style-type: none"> • Q: How do I communicate with other staff members? • Q: How do I communicate with students? • Q: Where will I find my mail, pay slips etc.? • Q: What are the expectations about reading daily communications? 	Head teacher, induction team leader

Appendix G Sample First Day Checklist

<input type="checkbox"/> Keys	<ul style="list-style-type: none"> • A: Gain keys to access relevant areas and rooms. • Q: Procedures for loss or return of keys? 	Head teacher
<input type="checkbox"/> Dress code	<ul style="list-style-type: none"> • A: Download a copy of the DEC dress code policy • Q: What are the expectations for presenting a professional image at my school? • Q: What is considered appropriate sportswear? Is there a school shirt? 	Head teacher Download at http://www.nswtf.org.au/files/dec_dress_code.pdf
<input type="checkbox"/> Resources— board markers, diary, Cardboard, etc	<ul style="list-style-type: none"> • Q: How do I access teaching resources? • Q: Does the school supply a teacher diary? 	Head teacher
<input type="checkbox"/> School hours and beyond	<ul style="list-style-type: none"> • Q: Expected arrival and leaving times • Q: Gates open/close times • Q: After-hours procedures and safety 	Head teacher

