

WORKING WITH **KAREN** IMMIGRANT STUDENTS TEACHER RESOURCES



.....
Principal writers:

Lynn Farrugia, Renato Delcioppo,
Lah May Wah, Lei Thoo,
Hse Nay Paw, Ku Ku

.....
Editors:

Lynn Smarsh and Earl Choldin



The Alberta
Teachers' Association

This resource has been prepared with funding assistance from
Alberta Culture and Community Services
Community Initiatives Program.

Please copy freely and provide acknowledgement. The materials will also be available at the Canadian Multicultural Education Foundation website www.cmef.ca

Canadian Multicultural Education Foundation
2nd Floor, 10575 114 Street
Edmonton, Alberta T5H 3J6
Phone: (780) 453-2638
www.cmef.ca

Alberta Teachers' Association
11010 142 Street
Edmonton, Alberta T5N 2R1
Phone: (780) 447-9400
www.teachers.ab.ca

Published January 2015

Introduction

In order to facilitate better communication and success for immigrant students in Alberta schools, this booklet was developed by members of the Karen community and teachers from Edmonton Catholic and Edmonton Public schools. The Edmonton Mennonite Centre for Newcomers supported the work by assisting the Karen community and providing workspace and professional support for the meetings.

This is the third resource in a series developed by the Canadian Multicultural Education Foundation (CMEF) and the Alberta Teachers' Association (ATA). The first two, which explore working with students from Somalia and the South Sudan, are available from the ATA (www.teachers.ab.ca) and the CMEF (www.cmf.ca).

Principal writers: Lynn Farrugia, Renato Delcioppo, Lah May Wah, Lei Thoo, Hse Nay Paw, Ku Ku

Editors: Lynn Smarsh and Earl Choldin

Lynn Farrugia is a teacher with the Edmonton Public School Board.

Renato Delcioppo is a teacher with Edmonton Catholic School District.

Lah May Wah was a Grade 12 student at the time this document was written.

Lei Thoo represents the community at national meetings.

Hse Nay Paw works at a school as a lunch supervisor.

Ku Ku is a translator and was a teacher in refugee camps in Thailand.

Ariela Cerna and Matt Hundert of the Mennonite Centre for Newcomers in Edmonton assisted with the meetings.



The Alberta
Teachers' Association



Contents

Karen Culture in Canada | 3

Educational Challenges Faced by
the Karen Community | 7

Suggestions for Secondary Teachers | 9

Cultural Customs and Taboos | 12

Youth Discuss Youth | 13

Orientation Guide | 15

Resources | 36



(L-R) Lynn Farrugia, Ku Ku

Karen Culture in Canada

By Lei Htoo, Hse Nay Paw, Ku Ku, Lah May Wah,
Renato Delcioppo, Lynn Farrugia

Karen is the name given by the British to the group of people who lived in Burma and called themselves, *Pwyar ka Nyaw*. *Pwyar ka Nyaw* is also the name of their language. In the 1970s many Karen people were driven out of Burma and into Thailand. Because of the Karen allegiance to the Allies in World War II, while most Burmese supported the Japanese during that conflict, the Karen people were exiled from Burma.

Currently tens of thousands of Karen people live in nine UN refugee camps in Thailand. Conditions in the camps are restrictive, with limited educational and employment opportunities, and refugees are not permitted to work outside the camps. Since 2006, the government of Thailand and the UN High Commission on Refugees have been relocating the Karen to communities around the world. There are Karen people now living in Australia, Europe, the US and throughout Canada. The Karen community has a flag, a history, a language and a culture, but it does not have a country to return to.

The Karen began to immigrate to Canada in 2006. They can be found living in various communities across the country, including Saint John, PEI, Toronto, Hamilton, Windsor, London, Thunder Bay, Saskatoon, Regina, Calgary, Lacombe, Edmonton, Surrey and Langley. Edmonton and Calgary are each home to about 400 families.

Every three years, the Karen Committee of Canada meets in a different city to discuss issues of concern to the community.

Most Karen children currently in junior high and high

school were born in the camps in Thailand. Elementary-aged children are a mix of those born in Canada and those born in the camps.

Religion

American missionaries visited the Karen area of Burma in the early 1800s, converting many Karen to Presbyterian and Baptist Christianity. Most Karen in Alberta are Christian, but a few are Buddhist and Animist. Animism is a world view that plants, inanimate objects and natural phenomena possess souls.

The church is important in the life of Karen families. Presbyterian and Baptist churches in Edmonton have Karen ministers and offer a blend Karen and Western traditions. This is evident in wedding celebrations, where the women sing traditional songs as the wedding party enters the church, while the youth play new songs using nontraditional instruments such as guitars and drums as part of the ceremony. Children are highly valued and are an integral part of church life. They are typically involved in the music and the social justice ministries within their church.

School

In Burma, schooling was expensive and tuition was high. Schools offered Grades 1–12, but not all children were able to attend school because of the expense and

because schools were not accessible to those living in the hilly regions of Burma.

In the refugee camps in Thailand, schooling was free, with subjects covered including some social studies, math, science, Karen, Burmese, English and art. Camp schools offered Grades 1–12 from 8 am to 3 pm. The teachers were from the Karen community as well as from other parts of the world. Those from outside brought new perspectives to the schools and the community.

Parents trust the teachers as the school authority figures, and they trust the schools because education is valued in their communities. In general, parents feel very positive about the schools their children attend, and they understand age-appropriate placement. Most parents regularly attend parent-teacher conferences and other school events. They feel comfortable calling the school and talking to the teachers about questions and concerns. In fact, many Karen parents prefer to talk to teachers on the phone or in person rather than through notes. Parents have access to online report cards but appreciate hard copies as well.

The Karen community values jobs in the trades, such as cabinet-makers and electricians, as well as work in construction and agriculture. For young women, training in nursing, cosmetology and couture is prized. They are anxious that their youth stay in school to gain entry into these careers.

Young men and women marry early, and married people do not attend school with unmarried teens. The high school teachers working on this resource noted that students were leaving school after they turned 18 but before they were able to complete their high school diploma requirements.

Language

Pwyar ka Nyaw (the Karen language) is written in Burmese script, but it is related to Mongolian, not to Burmese. At present the Edmonton Public Library has no books in Burmese or in Pwyar ka Nyaw. The Edmonton Public School Board has translations in Pwyar ka Nyaw of critical communications such as school interviews and field trips as well as an introduction to School Zone (its online communication tool). It also has books in the Karen language that were ordered from Asia.

Students prefer to speak English with their friends but speak Pwyar ka Nyaw at home and with elders. The community is worried that the language may be lost, so in Edmonton, children are taught Pwyar ka Nyaw in Sunday school, and there are plans to establish an extensive Saturday school so students will acquire communication skills in both English and Pwyar ka Nyaw.

Regarding English, many children and parents find that Canadian teachers speak English very quickly. Also many words in English have multiple meanings, which makes the language even more challenging to learn.

Families

Karen families are usually large and intergenerational, with grandparents and extended family living together. Since leaving the camps, however, families have dispersed throughout the world. Many members of the committee who worked on this project have several siblings in other parts of the world as well as in Edmonton and Thailand.

At celebrations it is evident that elders have a valuable place in the culture as the keepers of the lore and traditions. Young people work together so that the celebrations honour everyone. Young adults live with their parents until they marry. When families have extra room, they take in cousins so that no one is alone.

The Karen people are beginning to sponsor their family members for immigration through Citizenship and Immigration Canada. The financial strain created by doing this is mitigated by their churches and by fundraisers.

Gender Roles and Parenting

Traditionally, Karen women stayed home to care for the children. However, in Canada both Karen men and women have jobs and both take care of the children and perform household chores.

Generally both parents are responsible for the disciplining of the children. Older siblings and grandparents may also handle discipline issues. When discipline is required, parents want to know all the information before delivering the consequences. Punishments include taking away video games and

having children sit quietly, but not hitting the children.

Older children are expected to do chores, depending on their age. The older they are, the more responsibilities they have. They might cook, clean and help out as needed. When children are able to understand, they are given jobs and chores that require more responsibility, such as shovelling snow and babysitting. Chores for children are somewhat gender specific—washing dishes for girls, mowing the lawn for boys.

Many children act as translators for their parents. This role reversal is disconcerting for both parents and children and can be a source of friction in the family. The Karen community has organized a group of translators that the community can access throughout Alberta. These people help out at school conferences and with medical appointments.

Support systems

Since coming to Alberta, the Karen community has created new support systems through extended family and friends. They can also turn to their counselors at agencies like Catholic Social Services, Multicultural Health Brokers or their church. Multicultural Health Brokers is an Edmonton group whose members include agencies that serve the immigrant community in the city. They meet, liaise and work together to provide wraparound services for people at risk. Similar groups are found in other urban centres in Alberta.

Health Issues

During their first years in Canada, the Karen experienced serious health problems, such as malaria, hepatitis B, asthma and tuberculosis. Now, seven years later, most of the community is healthy; however, high blood pressure, strokes, kidney disease and diabetes are becoming more common among the older people in the community.

In the camps, some children developed asthma and malaria, and many children chewed tobacco, which caused further health complications. Here in Canada, children catch the common childhood communicable diseases, especially chicken pox. They tend to have more weather-related health problems, such as asthma. It is rare that the children have food allergies.

Children are not typically taken for regular check-ups. Dental and eye exams were done upon arrival in Canada but not since then for some families. Only some parents know that those check-ups are common practice, and others are working and don't have the time. Children are taken to drop-in clinics if very ill. Parents give children over-the-counter medications for colds and pain.

Diet

Typically, Karen families eat three meals a day. In the Karen diet, rice is the most common food, followed by noodles. The community eats all types of fruits, vegetables and meat, including chicken, beef, pork and fish. The most popular fruits and vegetables are banana, pineapple, watermelon, sweet potatoes and sugar cane. Most people can digest milk. They like spicy food, although some believe eating it leads to high blood pressure.

Housing

Eighty percent of the community rents accommodation. Rental units are crowded, but the Karen do not consider this a problem. Typically two small families or a family and a related single person may live together. Constantly rising rents are a burden for Karen families. Those families in subsidized Capital Region Housing feel they are in a better housing situation because Capital Region Housing has stable rent linked to income.

As the community is able to afford houses, they are buying them near the rental units they used to occupy to remain connected to the community. The availability of rental units in smaller centres in Alberta may spur movement out of the major cities.





(L-R) Lei Thoo, Hse Nay Paw, Lynn Smarsh, Renato Delcioppo, Mee Mee Po, Matt Hundert, Lah May Wah, Lynn Farrugia, Ku Ku



Educational Challenges Faced by the Karen Community

By Lynn Farrugia

Teachers and other staff members may have little knowledge of the culture or background of Karen students.

This booklet includes a short list of resources (page 36) relating to the immigration of the Karen community to Canada as well as a section on Karen Culture (page 3 and page 15). Karen people take the education of their children very seriously, and they trust teachers and school authorities.

As well, teachers may not have background knowledge about the circumstances of the family. If the student was born in a refugee camp in Thailand, there may be a lack of documentation and health issues that the school should be aware of. If the student was born in Canada, the issues are different and may be related to poverty.

Parents may not understand the Canadian school system.

Homework expectations, evaluation systems, school system structure, teaching styles and home support

expectations in Canada may be very different than what the parents experienced in their own schooling. This booklet provides a parents' guide to Canadian schools in the Karen language.

Parents may not understand school communications.

While many Karen young people are now able to read and speak English, teachers still face communication barriers with parents. It is helpful to ask parents to bring a translator with them for teacher-parent interviews. Karen parents do not understand the student-led interviews that are increasingly being used in elementary schools. It is helpful to have a translator that the family trusts in this case.

There are similar problems with written communication that is sent home. The Karen language is written in Burmese script. In Edmonton Public schools, for example, only very important letters for family are printed in Karen. Teachers need to check with the family about their ability to read English, and if there is a problem, ask for assistance from the liaison workers at agencies such as the Edmonton Mennonite Centre for Newcomers.

Families may be experiencing intergenerational stress.

Parents may need support, especially through their children's teen years as the students and parents struggle with being between two cultures. Within the Karen community, there are strong family bonds and a desire to keep the language and the culture strong and vibrant.

Some students are dropping out because families are not aware of career options.

Parents want students to stay in school and complete their education. However, some parents are not aware

of career options and the support available for students to graduate and attend post-secondary institutions. Some students drop out to help support the family and repay transportation loans. Also, early marriage may be a family stressor. It is the tradition that married people do not attend the same school as unmarried students. It is an area of concern for schools when students leave suddenly without completing their diploma requirements.

The Karen community does not yet have an awareness or understanding of mental health issues such as depression or post-traumatic stress disorder. The stresses related to hiding from danger and then living in camps and under constant threat can wreak havoc with the mental health of some refugees and their children. Schools should have information available about mental health services in the area.



Back Row (L-R): Mee Mee Po, K'Pru Shee, Lah May Wah
Front Row (L-R): Mu Law La Baw, Lee Thoo

Suggestions for Secondary Teachers

By Renato Delcioppo

Teachers will be most effective by approaching Karen students positively. Karen students need to understand how much they are improving. They want to know what they need to improve on in order to move to the next level, and they need to feel confident that they **will** move up when they are ready. Parents told us that we should not make assumptions about students understanding a mistake or our expectations. They said that we should be specific about what the students need to improve.

Schools will be more successful with Karen students if there are aides in the classroom and community liaison workers or settlement workers that students and parents can talk to.

Parent involvement will also promote student success. Parents need to know and be concerned about how well their children are doing in school—they need to be **involved** in their education and not just be spectators. They need to come to parent-teacher conferences and phone the teacher for an appointment to see how their children can improve their performance.

To ensure students have the tools needed for success, discuss what works well in school for students that have grown up in Canada, as well as what works well for other immigrant students. This will include note-taking, test-taking, homework habits and organizational and study skills. Discuss the kind of problems they can foresee and provide examples of successful solutions in a positive light. This discussion can take an hour or longer

and must be visual as well as verbal.

Try to be aware when a student might leave the education system or is having trouble and then quickly deal with the situation by talking to the student as well as the parents.

In conclusion, through dialogue with the Karen students at the beginning of a school year as well as throughout the year, we can help them stay focused on what they need to do in order to be successful in the education system.

The outline below may be useful for your beginning-of-the-year session with your Karen students.

Tips for Success for Karen Secondary Students

Homework and studying

Do your homework when assigned and do it to the best of your ability. Be sure you understand what the teacher expects from you; if you are not sure, ask. Complete assignments as soon as possible and don't wait till the last minute. Set aside a certain time in the day every day and a certain place in the house for doing your homework.

Review your notes and lessons daily. School is not a 9 to 3 job only. You need to do extra work at home that is not assigned homework. Use your study time to

look up words, and use the Internet to get information so that you understand the topic more thoroughly. It is not enough just to read the information. You need to understand it and know it. Talk to your parents about the lesson topic in Karen. When you translate it into Karen, you will deepen your understanding of the topic.

Asking questions

Ask questions when you don't understand the material when it is taught. Do this right after the lesson is taught. Ask questions while you are working on the topic assignment.

Preparing for exams

When an exam is being held in a few days, you must study for longer periods of time. You may find exams hard in Alberta because in Alberta exams not only check your memory, but also your ability to apply the lessons to new situations.

Note to teacher: This type of exam writing can be specifically taught.

Getting organized

You need to have binders for your notes and work. Organize your binders by subject and date and topic;

don't just stuff your assignments in your textbook. Take your own notes when the teacher is lecturing; don't depend solely on the notes given to you.

Note to teacher: Karen children are paying attention when their arms are folded in front of them. In the Karen culture this shows respect. Organize the lesson so that students have an opportunity to write notes. Don't assume that all students will write notes while you are speaking. Assist the students in organizing their notes in binders with dates on pages and headings. Developing this skill in junior high will assist students as they move through to high school.

Getting proper nutrition

Proper nutrition is important for successful learning. Most students eat breakfast, but you must also have lunch so that you are able to learn in the afternoon.

Note to teachers: During our discussions we found that parents would prefer that the students eat Karen cuisine, but most youth do not like to eat lunches from home because they are perceived to be different. Many youth want to buy convenience foods for lunch, which expensive and often unhealthy. If school staff would encourage students to bring their own food, parents would be happier.



Writers Lei Thoo (left) and Renato Delcioppo

Developing language skills

In order to learn English you need to speak English. While in school—in class and out of class— **spea**k English with your Karen friends and make friends outside of your community. At home continue to speak Karen. Speak with your elders about school in Karen.

Planning your future

Canada will provide you with many opportunities later in life. You will need English; you will need a high school diploma; and you will need postsecondary

training. Begin thinking about your career now. Try to meet somebody in a career you are interested in and learn more about it. What do people actually do day-in and day-out in that career? Would I enjoy it? Do I have the aptitude for it? How would I prepare myself for that career? What education is needed?

At some time you may be tempted to drop out of school to take a full-time job. You and your family will want the money you can make when you are 17 or 18. But keep in mind that to make your full potential income, you will need a high school diploma and postsecondary training.



(L-R) Hse Nay Paw, Lynn Smarsh

Cultural Customs and Taboos

By Lei Thoo, Ku Ku and Hse Nay Paw
in Discussion with Renato Delcioppo,
Lynn Farrugia and Lynn Smarsh

The following is a list of some common Karen customs and taboos.

- A child may not touch an adult on the head.
- Older people may call others by name, but younger people refer to older people by their position in the family or the community, for example, “Honoured Father”. Children call their teacher “Teacher” out of respect and do not say the teacher’s name.
- Out of respect, a younger person does not make eye contact with an older person.
- When listening, children and adults sit with their arms folded. This is a sign of respect, not a defiant gesture.
- There is a misconception that Karen people have only first names. When registering the Karen in the camps, the UNHCR (United Nations High Commission for Refugees) did not ask for full names. As a consequence, incorrect names have been perpetuated because of mistakes made on camp documentation. Teachers need to ask Karen children how they prefer to be addressed.
- Karen culture is conservative and Karen teens are often shy, so they do not usually attend school dances. However, boys and girls may work together on school projects.
- Homosexuality is considered taboo.
- Knives are not to be given as gifts.
- Birthdays have only recently started to be acknowledged.
- Karen students participate in Christmas celebrations and other religious celebrations. Most Karen people are Christian.

Youth Discuss Youth

Lah May Wah and Ka Shee Ha, two Karen high school girls, interviewed by Matthew Hundert, a youth worker with Mennonite Centre for Newcomers

Matt: Are there traditional female and male roles?

Lah May Wah and Ka Shee Ha: Yes! By age nine or ten, girls are “expected to clean and cook and know good from bad. Back home in the camp, boys were expected to work at a young age; they had to watch over the family and be responsible.”

Girls clean the house and cook for their father and brothers. These chores are done when they wake up in the morning or in the evening. Their brothers do not have to do this. Their mom expects the boys to clean, but they don’t. To make up for this, the girls ask their brothers not to make a mess or cause problems and to stay clean.

Some sports are considered to be only for boys or only for girls. For example, girls play volleyball, badminton and tennis while boys play games like soccer and tekraw/caneball. This distinction may be because “girls aren’t that tough, and boys play too rough.”

In refugee camp schools, girls and boys sat separately in the classroom. Both teachers and students wore uniforms. In Canada everyone can sit together and only a few schools require uniforms.

Matt: Dating and friendship with boys is an important issue.

Lah May Wah and Ka Shee Ha: The way we live is about how adults view us, too. We are very conscious of how adults in the community, not only our



Lah May Wah working with Matt Hundert

parents, interpret our behaviour and social interactions.

“Parents are really strict with girls. You don’t talk to guys—if you do and adults see you, they will view you badly. You don’t want people to misunderstand and think that you’re dating. . . . You can be seen as a bad girl if you hang out with boys.”

“In the camps the girls had no friends who were boys. You did not hold their hands. Here it’s okay to have a

friend of the opposite sex, but you must not hold his hand.”

Boys get a similar, but less forceful, message about appropriate behavior and are treated more leniently. “Guys can go out in the daytime or nighttime, but girls can’t. If we go out, we get a lecture when we get home.” Both boys and girls will be questioned if they are out after dark.

There is emphasis placed on chastity and “beauty.” “Girls aren’t really allowed to do anything. You need to keep your ‘beauty’ safe, because there is a possibility that you will not get a husband otherwise. Back home, parents want a ‘clean’ daughter-in-law. Boys can lose their ‘beauty’ and it is not so bad.”

When asked about how boys from other communities are viewed, they said these expectations apply mostly to relationships with Karen boys. “It depends. You can be friends with guys from other nationalities if they are good people and you can trust them.”

Matt: How are children disciplined? By whom? When?

Lah May Wah and Ka Shee Ha: Anyone can discipline: parents, aunts, uncles or teachers. They think that if a child doesn’t do the right thing, you can hit them. “Our parents want us to be good people, so they hit us when we are little. When we are older, they expect us to know better, so they yell instead.”

Both said they “wonder why you can’t hit kids here.” We talked a little bit about the purpose of the laws protecting children. However, they said that in general, in the Karen community, parents “only hit when it’s the right time. They have control. Besides, our parents’ generation was treated worse.”

If a youth has an issue with a teacher, parents will lecture them about it. However, parents expect their children to solve their own problems at school, because they can speak English better and have a greater understanding of the school system.

Matt: What is expected of children? When?

Lah May Wah and Ka Shee Ha: “We get more freedom as we grow up. Little kids don’t have as much freedom yet.” As children grow up, “they still think you’re a kid, but they expect you to be responsible like an adult.”

In the refugee camps, there were high academic

expectations. Children had to learn three languages (Karen, Burmese and English) starting at Grade 1.

“Once Karen people come here, they change so much. They have freedom. Parents are tired from working, but they want their children to be successful and not have a hard life. Parents expect you to get a good job.” They will give examples of other immigrant communities that have been successful, such as the Chinese community, and encourage their children to emulate this success. However, none of the Karen community members who moved to North America under the resettlement program have graduated from university yet.

Matt: How do you feel about leaving school early?

Lah May Wah and Ka Shee Ha: There are good and bad reasons for leaving school. A good reason to leave school is to help parents out: “Some parents are tired and getting old, or they work at bad jobs. It’s hard to pay for the rent, electricity bills, food bills... so youth leave school to help their parents.” They said leaving school for these kinds of reasons is not common. More often youth leave school just because they don’t like going to school. “They think, ‘I’m grown up, I can do whatever I want.’”

Orientation Guide to Canadian Schools



This guide was originally developed for the second booklet in this series: *Working with South Sudanese Immigrant Students –Teacher Resources*, written by Athieng Riak, Abiel Kon, Maryanne MacDonald, Elaine Lou and Lynn Smarsh. Karen parents working on this resource were so impressed with it that they asked that it be translated into Karen and included in this resource booklet as well. One of the writers, Ku Ku, translated the guide, and Gay Poe Hai transcribed the script for printing. Karen parents may take the resource to parent-teacher interviews as an aide.

This is just one tool to assist schools and Karen families in better understanding and communicating with each other.

How to use this guide

Consider having this guide available when the student initially comes to register at the school. It may be housed in the general office or in the student services area. District intake centres should also have copies since parents will usually be accompanied by a settlement worker or interpreter when they visit that centre. The various points in the guide should be discussed collaboratively, and parents and their children should have the opportunity to ask questions. Parents should receive a copy to take home for future reference.

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

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

School/Home Communication

ကို/ဟံၣ်တၢ်ဆဲးကျိးဘၣ်ထွဲ

Parent-Teacher Interviews



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

မိၢ်ပၢ်ဒီးကျိးသရၣ်တၢ်ထံၣ်လိာ်အိၣ်သကိး



- မိၢ်ပၢ်ဒီးကျိးသရၣ်တၢ်ပုၤမၤသကိးတၢ်သ့ၣ်တဖၣ်လၢဖိသၣ်အတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အဂီၢ်န့ၣ်လီၤ.
- တၢ်ထံၣ်လိာ်အိၣ်သကိးမ့ၢ်တၢ်ခွဲးတၢ်ယၢ်တခါလၢနကတၢ်ပိၣ်နဖိအတၢ်လဲၤထီၣ်လဲၤထီၣ်လဲၤကျိးတခါန့ၣ်လီၤ.
- အလီၢ်မ့ၢ်အိၣ်တခါ, ကျိးကကျိးန့ၢ်န့ၢ်ပုၤကတိၤကျိၣ်ထံၣ်တၢ်, မ့တမ့ၢ်န့ၣ်လဲၤကိးပုၤတကၤလၢနန့ၢ်န့ၢ်အိၣ်သ့လၢကကတိၤကျိၣ်ထံၣ်တၢ်လၢနဂီၢ်န့ၣ်လီၤ.
- တၢ်ထံၣ်လိာ်အိၣ်သကိးညီၣ်န့ၢ်ယၢ်ဝဲၣ်ဝဲၣ်မံးန့ၣ်လီၤ.

School Fees



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

ကျိးအတၢ်လၢၣ်ဘူးလၢၣ်စုၤ



- မိၢ်ပၢ်ကဘၣ်လိးဝဲၣ်သိလုၣ်, လၢၣ်ဖးဒီးတၢ်မၤလိပိးလိအဂုၢ်အကတဖၣ်အဘူးအလဲၣ်အလီၢ်အိၣ်ဝဲၣ်အသိးန့ၣ်လီၤ.
- တၢ်လၢၣ်ဘူးလၢၣ်စုၤန့ၣ်သိးသ့ၣ်တဖၣ်အဂီၢ်န့ၣ်ဟ့ၣ်မ့ၢ်တန့ၢ်တခါနတၢ်ပိၣ်သကိးတၢ်ဒီးကျိးသ့ဝဲၣ်သိးနဖိကဆဲးထီၣ်ဘၣ်ဒီးကျိးကသ့ဝဲအဂီၢ်န့ၣ်လီၤ.
- နမ့ၢ်အိၣ်ဒီးကျိၣ်စ့တၢ်ဂ့ၢ်ကိတခါ, တလိၣ်လၢနကဘၣ်လိးတၢ်လၢၣ်ဘူးလၢၣ်စုၤလၢၣ်ဘၣ်.

School/Home Communication

ကို/ဟံပ်တတ်ဆဲးကျိးဘဉ်ထွဲ

Homework



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

ဟံပ်တတ်မာ



- ကိုဖိသုဝဲလံင်တတ်ကွဲးနီဉ်(ခါနညါး)လာကကွဲးလီဟံပ်တတ်မာလာကဘဉ်မာဝဲန့ဉ်လီ.ဝံသးစူသမံသမိးနဖိအလံင်ကွဲးနီဉ်ဒ်သိးနကသ့ဉ်ညါအဝဲသ့ဉ်ကဘဉ်မာတတ်မနုးမနုးလဲဉ်န့ဉ်တက့.
- နမာစာနဖိအဟံပ်တတ်မာမာတသ့တခီယုသ့ဉ်ညါ,လာကိုတခီဟံပ်တတ်မာကရု(သတ်နတသမုခုကဘ)အိဉ်တအိဉ်လဲဉ်န့ဉ်တက့.
- ပှတတကရုတနီကရုကရိဒးအိဉ်ထီဉ်ဝဲဒဉ်ဟံပ်တတ်မာကရုစုးကီးန့ဉ်လီ.

Letters/Phones Call from School



You might hear from the school when

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

လံင်ပရဒီးလီတဲစိအတတ်ကီးလာကို



လီတဲစိလာကိုတခီကကီးနုးဖဲ-

- နကဘဉ်ဆဲးလီနမံလော(သမ့)အရဒိဉ်အလီအိဉ်တဘျီလံင်လံင်.
- အဝဲသ့ဉ်အိဉ်ဒီးတတ်ဘဉ်ယိဉ်လာတတ်ဂုတခါခါအယိ.
- နဖိတလဲကိုဘဉ်ဒီးကိုအဝဲဒေးတခီတနဟုနတက့အဝဲသ့ဉ်လာတတ်နီတမံဘဉ်.

Delivery of Learning

တၢ်ဒီးန့ၢ်လၢတၢ်မၤလိအဂီၢ်

Textbooks



- Students DON'T always get a textbook for every subject.
- Students keep assigned textbooks for the school year.
- They MUST return textbooks at the end of the year in good condition. If they do not, they will have to pay for the textbook.

လံာ်ဖး



- ကိုဖိတဖၣ်တၢ်ဒီးန့ၢ်လံာ်ဖးလၢတၢ်မၤလိလံာ်ကိးဘျုးဒီးအဂီၢ်ဘၣ်.
- ကိုဖိတဖၣ်ကဘၣ်ဖိၣ်လံာ်ဖးလၢအကဘၣ်မၤလိဝဲသ့ၣ်တဖၣ်လၢန့ၣ်တၢ်မၤလိအဂီၢ်န့ၣ်လီၤ.
- အဝဲသ့ၣ်ကဘၣ်က့ၤဟ့ၣ်ကဒါက့ၤလံာ်ဖးတဖၣ်ဘၣ်ဘျီးဘၣ်ဒါဖဲန့ၣ်ကတၢ်န့ၣ်လီၤ. မ့တမ့ၢ်ဘၣ်တခါ, အဝဲသ့ၣ်ကဘၣ်လီၤစ့လၢလံာ်ဖးအဝဲန့ၣ်အဂီၢ်န့ၣ်လီၤ.

Other Learning Tools

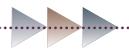


- Students use binders to organize learning materials and carry them into the classroom.
- Students are encouraged to organize their binders regularly.
- While a computer at home is very helpful to your child's learning, they DON'T have to have a personal laptop or other devices such as an iPod or cellphone.

တၢ်မၤလိပိးလိအဂုၤအဂတဖၣ်



- ကိုဖိတဖၣ်သ့ဝဲလံာ်တြိၣ်(ဘၣ်ညိန့ၣ်)လၢကက့ၤလီၤအတၢ်မၤလိပိးလိဘၣ်ဘျီးဘၣ်ဒါဒီးလဲၤဖိၣ်အိၣ်အုၤတၢ်ဒီးန့ၣ်လီၤ.
- ကိုဖိတဖၣ်အလီၢ်အိၣ်ဝဲလၢကသမံသမိးအလံာ်တြိၣ်ကိးကတီၢ်ဒီးန့ၣ်လီၤ.
- မ့ၢ်လၢနဟံၣ်အခိၣ်ဖျၢၣ်ထၢၣ်မ့ၢ်တၢ်လၢအဘျုးအိၣ်ဒိၣ်မးလၢနဖိတဖၣ်အတၢ်မၤလိမးဒီးအဂီၢ်အယိ, အဝဲသ့ၣ်တကြးအိၣ်ဒီးအနီၢ်ကစၢ်ဒၣ်ဝဲအ (laptop) မ့တမ့ၢ်ပိးလိအဂုၤအမ့ၢ် (iPod) မ့တမ့ၢ် (cell phone) တဖၣ်ဘၣ်.



Delivery of Learning

တၢ်ဒီးန့ၢ်လၢတၢ်မၤလိအဂီၢ်

Teaching Styles



- Students do not just memorize facts.
- Teachers encourage creative thinking and questions.
- Students often work in groups to complete assignments and projects.
- Boys and girls work together and are treated equally.

တၢ်သီၣ်လိအကၢ်အဂီၢ်



- ကိုဖိတဖၣ်တဘၣ်မ့ၢ်ထဲလၢအတီၢ်ရူးတၢ်ဂ့ၢ်တၢ်ကျိတဖၣ်ဇိၤဘၣ်.
- ကိုသရၣ်သ့ၣ်တဖၣ်သ့ၣ်တၢ်သုးအိၣ်လိၣ်တၢ်ဆိကမိၣ်ဒီးတၢ်သံကွၢ်သံဒီးသ့ၣ်တဖၣ်န့ၣ်လီၤ.
- ကိုဖိသ့ၣ်တဖၣ်ညီၣ်န့ၢ်မၤသကိးတၢ်လၢအကၢ်ရူၢ်ဒီးသိးကဘၣ်မၤတၢ်လၢကဘၣ်မၤဝဲဒီးတၢ်တီၢ်ကျိ(စမသၤဣၤအ့ၢ်)တဖၣ်န့ၣ်လီၤ.
- ဝိၣ်မုၢ်ဖိဒီးဝိၣ်ခွါဖိတဖၣ်မၤသကိးတၢ်တပူၤလိတအိၣ်ဒီးတၢ်န့ၣ်တၢ်ဆၢဘၣ်.

English Language Learning (ELL)



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

အဲကလံးကျိၣ်တၢ်မၤလ



- ပုၤလၢအမၤလိအဲကလံးကျိၣ် (ELL) ကိုဖိတဖၣ်အဂီၢ်ကတံၢ်တၢ်ဝဲဒၣ်န့ၣ်လၢကလူၤထီၣ်တၢ်မၤလိအတၢ်ပၢ်ပၢ်နီၣ်တုၤထီၣ်ထီၣ်ဘးလၢအဲကလံးအကျိၣ်တၢ်နီၣ်လီၤ.
- ကိုဖိတဖၣ်ကမၤလိန့ၢ်အါထီၣ်တၢ်လၢ (ELL) တၢ်သီၣ်လိလၢအတၢ်လၢကဘၣ်လၢကစၢၤဘၣ်. အိၣ်ဝဲဒၣ်လၢတၢ်လီၢ်အဂၢၢ်အမ့ၢ်ကမ့ၢ်လံာ်ရိၤဒီးပုၤတၢ်သၢရိၣ်သ့ၣ်တဖၣ်န့ၣ်လီၤ.



Parents in Canada

တၢ်ကမိၢ်ကဟ်လၢကီၢ်ခဲန့ၢ်အပူၤ

Family Time



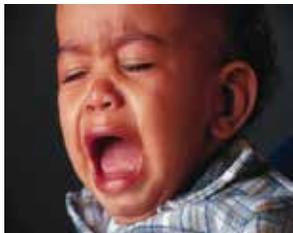
- Canadians value family time.
- Families often have dinner together.
- Parents spend time doing activities with their children, at home and in the community.

ဟံၣ်ဖိဃီဖိတၢ်ဆၢကတီၢ်



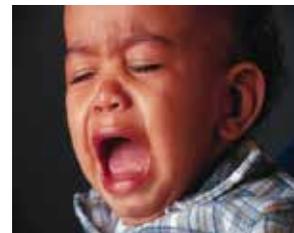
- ပုၤခဲန့ၢ်ဖိတဖၣ်ဟ်လုၢ်ဟ်ပူၤဟံၣ်ဖိဃီဖိတၢ်ဆၢကတီၢ်ဒိၣ်မးန့ၣ်လီၤ.
- ဟံၣ်ဖိဃီဖိတဖၣ်အိၣ်တၢ်က့ၢ်အိၣ်သကိးဟါတၢ်အိၣ်တပူၤန့ၣ်လီၤ.
- မိၢ်ဟ်သ့ၣ်တဖၣ်သ့ၣ်တၢ်ဆၢကတီၢ်လၢကဟ့ၢ်ဂဲၤဒီးအဖိသ့ၣ်တဖၣ်လၢဟံၣ်လၢဃီဒီးလၢပူၤတၢ်ပူၤန့ၣ်လီၤ.

Discipline at Home



- Physical punishment is illegal at school and at home.
- Parents set limits at home, and children have to take responsibility for their mistakes.

ဟံၣ်ဃီအတၢ်ဘျၢ

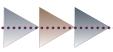


- တၢ်ဟ့ၣ်တၢ်စံၣ်ညီၣ်လၢအမ့ၢ်တၢ်မဆါနီၣ်ခိဖံးညၣ်န့ၣ်လၢက့ၢ်မ့ၢ်ဂ့ၢ်လၢဟံၣ်လၢဃီမ့ၢ်ဂ့ၢ်တဖၣ်တၢ်အဖိးသဲးဘၣ်.
- လၢဟံၣ်လၢဃီမိၢ်ဟ်သ့ၣ်တဖၣ်ကဘၣ်ဟ်ပနီၣ်တၢ်ဆၢကတီၢ်ဒီးဟ်လီၤတၢ်ဘျၢလၢဖိသ့ၣ်တဖၣ်အဂီၢ်ဒီးဖိသ့ၣ်တဖၣ်ကဘၣ်ဟ်မုၢ်ဒီးလၢအမ့ၢ်တၢ်ကမၣ်အဂီၢ်န့ၣ်လီၤ.

Parents in Canada

တၢ်ကမိၢ်ကၢ်လၢကီၢ်ခဲန့ၢ်အပူၤ

<p>Family Responsibilities</p>  <ul style="list-style-type: none"> • Children are encouraged to share family chores such as cleaning up rooms, lawn mowing and snow shoveling. • It's illegal to keep children at home to babysit younger siblings on school days. 	<p>ဟံၣ်ဖိဃီဖိအမူအခါ</p>  <ul style="list-style-type: none"> • ဖိသ့ၣ်တဖၣ်အလီၢ်အိၣ်ဝဲလၢကတိၢ်စၢမၤဟံၣ်ဃီအတၢ်ဖိးတၢ်မၤအမ့ၢ်တၢ်ကဆဲၣ်ကဆိၣ်,တၢ်ခွဲသိၣ်မၤကဆိၣ်လီၢ်မံၤအး,တၢ်ကူးနီၣ်ဒီးတၢ်ကွဲးကွဲးမူခိၣ်ဖိသ့ၣ်တဖၣ်န့ၣ်လီၤ. • လၢနကမၤနဖိတဖၣ်အိၣ်တၢ်လၢဟံၣ်ဒီးကွၢ်အပူၤဆံးတဖၣ်ဖဲတၢ်ထီၣ်ကွီၢ်န့ၢ်အဆၢကတီၢ်န့ၣ်တမ့ၢ်တၢ်လၢအဖိးသဲးစးဘၣ်. • မိၢ်ပၢ်ခဲၤလၢကအမူအခါအိၣ်ဝဲလၢကသိၣ်လိမၤယုၤဒီးဒုးဒိၣ်ထီၣ်ဖိတဖၣ်န့ၣ်လီၤ.
<p>Traditional vs Canadian</p>  <ul style="list-style-type: none"> • Canada is proud of its cultural diversity. • As a family, you can keep some important family traditions, and learn some new Canadian ways. • Successful immigrant children embrace both their old and their new culture's norms and values. 	<p>လၢ်လၢ်ထူသနူလၢကီၢ်ခဲန့ၢ်</p>  <ul style="list-style-type: none"> • ခဲန့ၢ်န့ၣ်ပၢ်ကမၤလၢအသးလၢအလၢ်အလၢ်ဒၣ်ဝဲလီၤဆီဒၣ်တၢ်န့ၣ်လီၤ. • ဖိဟံၣ်ဖိဃီဖိတဖၣ်အသိး,နဟံးယၢ်နဟံၣ်ဖိဃီဖိအလၢ်လၢ်ထူသနူလၢအရၢဒိၣ်တနီၤသ့ဝဲဒီးတကတီၢ်ပီၤမၤလိခဲန့ၢ်အကျဲအသိးစ့ၢ်ကိးန့ၣ်လီၤ. • ဖိသ့ၣ်လၢအဟဲသးလီၢ်သးကျဲလၢအတၢ်အိၣ်မူအပတီၢ်ထီၣ်ဘးတဖၣ်မ့ၢ်ပုၤသ့ၣ်တဖၣ်လၢအဟံးယၢ်လၢ်လီၢ်လံးဒီးအသိးခဲၤလၢကအသးအသ့ၣ်န့ၣ်လီၤ.



Gender Expectations

တၢ်ထံၣ်တၢ်မ့ၢ်လၢကွၢ်စိဘၣ်ထွဲမ့ၢ်ခွါ

Recreation



- Girls and boys both have options to play all sports or take up any hobby. Boys and girls participate together.
- Team sports require separation of boys and girls as they get older. Boys' size and strength requires this for safety.

တၢ်မၤဖုံသ့ၣ်ဖုံသး(တၢ်လိာ်ခိၣ်လိာ်ကွဲ)



- ဝိၣ်မ့ၢ်ဖိဒီးဝိၣ်ခွါဖိသ့ၣ်တဖၣ်လၢတၢ်လိာ်ကွဲကိးမံးဒီးအဖိခိၣ်မ့ၢ်ဂုၤ,အတၢ်သးစဲဒၣ်ဝဲအဖိခိၣ်မ့ၢ်ဂုၤဖဲအသးအိၣ်အဖိခိၣ်ယုထာဝဲသ့ၣ်န့ၣ်လီၤ.ဝိၣ်မ့ၢ်ဖိဒီးဝိၣ်ခွါဖိသ့ၣ်တဖၣ်မၤသကိးတၢ်တပူၤန့ၣ်လီၤ.
- တၢ်မ့ၢ်ဝိၣ်မ့ၢ်ဖိဝိၣ်ခွါတဖၣ်အနီၣ်ခိၣ်ထီၣ်တစဲးတစိတၢ်လိာ်ခိၣ်လိာ်ကွဲကရၢတဖၣ်မ့ၢ်လၢဝဲလၢအဝဲသ့ၣ်ကလိာ်ကွဲလီၤဆီကွၢ်မ့ၢ်ဒီးသိးဒီးတၢ်ဘၣ်ဒီးဘၣ်ထံးသ့တအိၣ်တဂ့ၤခိဖျိလၢဝိၣ်ခွါဖိအနီၣ်ခိၣ်ကွၢ်ဂီၤဒီးအတၢ်ဂံၢ်ဆူၣ်ဘါဆူၣ်အဖိခိၣ်န့ၣ်လီၤ.

Careers



- Girls and boys are encouraged to take up careers. This means delaying marriage.
- Careers are for both boys and girls.
- Both men and women hold positions of authority.
- Presently, more girls than boys attend postsecondary education.

တၢ်ဖဲးတၢ်မၤဘၣ်ဃးတၢ်လုၢ်အိၣ်သးသမူ



- ဝိၣ်မ့ၢ်ဖိဒီးဝိၣ်ခွါဖိသ့ၣ်တဖၣ်တၢ်ဟ့ၣ်သဆၣ်ထီၣ်အဝဲသ့ၣ်ဒီးသိးဒီးကဟံးထီၣ်ဖိၣ်ထီတၢ်ဖဲးတၢ်မၤဘၣ်ဃးတၢ်လုၢ်အိၣ်သးသမူန့ၣ်လီၤ.တၢ်အံၤအိၣ်ပညီမ့ၢ်ဝဲတၢ်ထုးယံာ်ထီၣ်တၢ်ဆၢကတီၢ်လၢတၢ်တုၤတၢ်ဖျိအဂီၢ်န့ၣ်လီၤ.
- တၢ်လုၢ်အိၣ်နီၣ်ခိၣ်သးသမူတၢ်ဖဲးတၢ်မၤဘၣ်ဃးအိၣ်ဝဲလၢဝိၣ်မ့ၢ်ဖိဒီးဝိၣ်ခွါဖိသ့ၣ်တဖၣ်အဂီၢ်န့ၣ်လီၤ.
- ဝိၣ်ခွါမ့ၢ်ဂုၤဝိၣ်မ့ၢ်ဖိမ့ၢ်ဂုၤအိၣ်ဒီးတၢ်စိတၢ်ကမီၤအပတီၢ်လၢအတုၤသိးန့ၣ်လီၤ.
- ဆၢကတီၢ်ခဲအံၤဝိၣ်မ့ၢ်ဖိတဖၣ်အနီၣ်ခိၣ်အိၣ်အါန့ၢ်ဒီးဝိၣ်ခွါဖိတဖၣ်လၢအထီၣ်ဝဲဒၣ်တီၤလီၤဆီ (post secondary education) န့ၣ်လီၤ.

Gender Expectations

တၢ်ထံၣ်တၢ်မ့ၢ်လၢကွၢ်ဖိဘၣ်ထွဲမ့ၢ်ခွါ

Academic Success for Boys and Girls



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

တၢ်ဖဲးလိမၤဒီးအတၢ်တုၤထီၣ်ထီၣ်ဘးလၢပိၣ်မ့ၢ်ဖိဒီးပိၣ်ခွါဖိတဖၣ်အဂီၢ်.



- ပိၣ်ခွါဖိဒီးပိၣ်မ့ၢ်ဖိခံဖုလၢတၢ်ဟ့ၣ်ဂံၢ်ဟ့ၣ်ဘါအဝဲသ့ၣ်ဒီးသိးကအိၣ်လၢကွၢ်အသ့ဝဲအဖိခိၣ်အသိးကတုၤထီၣ်ထီၣ်ဘးလၢတၢ်ကူၣ်ဘၣ်ကူၣ်သ့အပတီၢ်အထိကတၢ်န့ၣ်လီၤ.
- ကွၢ်အတၢ်လဲၤထီၣ်လဲၤထီၣ်မ့ၢ်ဂုၤဟံၣ်ဃီအတၢ်ရဲၣ်သဲကတီၢ်ဒီးတၢ်လုၢ်ဒိၣ်ထီၣ်ဖိသၣ်အတၢ်သ့တၢ်ဘၣ်တဖၣ်မ့ၢ်ဂုၤမ့ၢ်တၢ်လၢအရၢဒိၣ်ဝဲလၢပိၣ်မ့ၢ်ဖိဒီးပိၣ်ခွါဖိခံဖုလၢအဖိခိၣ်န့ၣ်လီၤ.

Washrooms/Change Rooms



- Girls and boys should use their own washrooms and change rooms.
- Most public washrooms and change rooms will be marked with a sign or picture that shows a man or a woman.

တၢ်ဟးလီၢ်/တၢ်ကလံၤကလဲၤသးအအး



- ပိၣ်မ့ၢ်ဖိဒီးပိၣ်ခွါဖိသ့ၣ်တဖၣ်ကြးသ့အဝဲသ့ၣ်အနီၢ်ကစၢ်ဒၣ်ဝဲတၢ်ဟးလီၢ်ဒီးတၢ်ကလံၤကလဲၤသးအအးန့ၣ်လီၤ.
- ကမ့ၢ်အတၢ်ဟးလီၢ်ဒီးတၢ်ကလံၤကလဲၤသးအအးတဖၣ်ဘၣ်တၢ်မၤနီၣ်ဃၢ်အီၤလၢတၢ်ပနီၣ်မ့ၢ်တဖၣ်တၢ်ဂီၤလၢအဖုးန့ၣ်ပိၣ်ခွါမ့ၢ်တဖၣ်ပိၣ်မ့ၢ်န့ၣ်လီၤ.

School Discipline—It's the Law

ကိုတင်ဘျာ-အဝဲန့ၣ်မ့ၢ်တၢ်သိၣ်တၢ်သီ

Attendance



- Girls and boys must attend school daily until they are 17 years old.
- School administration must report problems with attendance to a special board.
- Missing school can result in a large fine for the parents for each day missed.
- If your child can't go to school, phone the school.

တၢ်ထီၣ်ကိ



- ဝိၣ်မုၢ်ဖိဒီးဝိၣ်ခွါဖိသ့ၣ်တဖၣ်ကဘၣ်ထီၣ်ကိကိးနဲးဒီးတုၤလၢအသးအိၣ်(၁၇)န့ၣ်တစုန့ၣ်လီၤ.
- ကိအပူၤဘၣ်မူဘၣ်ဒါကဘၣ်ဟ်ဖျါထီၣ်တၢ်ဂ့ၢ်ကိသ့ၣ်တဖၣ်ဘၣ်ဃးဒီးတၢ်ထီၣ်ကိဆူပူၤဘၣ်မူဘၣ်ဒါလီၤဆီဒၣ်တၢ်န့ၣ်လီၤ.
- နဖိလၢထီၣ်ကိမ့ၢ်တသ့ဒုးသ့ၣ်ညါကိတက့ၢ်

Serious Offences



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

တၢ်လုၢ်သ့ၣ်ခါပတၢ်တၢ်သိၣ်တၢ်သီလၢအိၣ်



- တၢ်အုၣ်လိာ်ဆိးက့ၢ်,တၢ်မၤနၢၤမၤပုၤတၢ်,တၢ်အိၣ်မိၣ်ဒီးတၢ်ယုၢ်ကိသ့ၣ်တဖၣ်တၢ်ဟ်ပနီၣ်အိၣ်အမ့ၢ်တၢ်ကမၢ်လၢအိၣ်န့ၣ်လီၤ.
- တၢ်ဂ့ၢ်ကိးအံၤမ့ၢ်မၤဒီးအသးတကတီၢ်ဘၣ်တကတီၢ်န့ၣ်တၢ်အစၢကအိၣ်ထီၣ်ဝဲလၢကိမိအဝဲန့ၣ်တၢ်ကဒုးဆိကတီၢ်အတၢ်ဖိးလိမၤဒီးတဖၣ်တလီၢ်န့ၣ်လီၤ.

School Discipline—It's the Law

ကိုတင်ဘျာ-အဝဲန့ၣ်မ့ၢ်တၢ်သိၣ်တၢ်သီ

Illegal Activities



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

တၢ်ဟူးတၢ်ဂၢၤလၢအတဖိးသဲစး

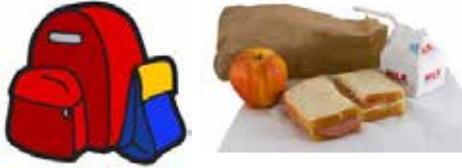


- ကသံၣ်မူၤဘျီးတမ့ၢ်တၢ်ဖိးသဲစးလၢကီၢ်ခဲန့ၣ်အပူၤဘၣ်.တၢ်အိသံးလၢကီၢ်တမ့ၢ်တၢ်ဖိးသဲစးဘၣ်.န့ၣ်မ့ၢ်သူ,ခါမ့တမ့ၢ်စိၣ်ဖိးကသံၣ်မူၤဘျီးန့ၣ်တၢ်ကကိးဟူၤန့ၣ်လီၤ.မိၢ်ပၢ်တဖၣ်တၢ်ကကိးအိၣ်သိးကထံၣ်လိၣ်သးဒီးဟူၤကီၢ်လၢကီၢ်န့ၣ်လီၤ.
- တၢ်မၤဘၣ်ထွဲလိၣ်သးလၢအတဖိးသဲစးဒီးကသံၣ်မူၤဘျီးကရၢအဖိခိၣ်ဟူၤကီၢ်ကဘျါရဲတၢ်ဂ့ၢ်အဝဲန့ၣ်လၢကီၢ်န့ၣ်လီၤ.မိၢ်ပၢ်တဖၣ်တၢ်ကကိးအိၣ်တဘျီဃီန့ၣ်လီၤ.
- ကီၢ်ဖိတဂမ့ၢ်မၤကမ့ၢ်တၢ်သိၣ်တၢ်သီန့ၣ်,တၢ်ကဆိကတီၢ်အတၢ်မၤလိတစိၣ်တလီၢ်မ့တမ့ၢ်ထူးထီၣ်ကွဲၣ်အိၣ်လၢကီၢ်န့ၣ်လီၤ.
- ကီၢ်ဖိတဂမ့ၢ်မ့ၢ်အိးလိးဘၣ်ဖုးအိၣ်န့ၣ်,မိၢ်ပၢ်တဖၣ်အမူအဒါအိၣ်ဝဲလၢကဘၣ်လိးဝဲန့ၣ်လီၤ.

School Day Routines

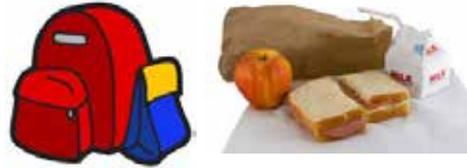
တၢ်လၢပုၤညိၣ်န့ၢ်မၤအိၤဖဲတၢ်ထီၣ်ကိၣ်မ့ၢ်န့ၢ်အဆၢကတီၢ်

Personal Belongings



- Children carry their books in a backpack.
- Children bring a healthy lunch and snacks to school in their backpacks.
- Parents should check the backpack for important papers and homework assignments from school.

နီၢ်တၢ်အတၢ်ဖိတၢ်လံၤတဖၣ်



- ဖိသၣ်တဖၣ်ဝဲဒၣ်အလံာ်လၢထၢၣ်ဝဲဒၣ်အပူၤလီၤ.
- ဖိသၣ်တဖၣ်ကြၢးဖဲတၢ်မိၢ်ဆိတၢ်အိၣ်(တၢ်အိၣ်လၢအဟ့ၣ်တၢ်အိၣ်ဆူၣ်အိၣ်ချ့)ဒီးတၢ်အိၣ်ကဆၢ(ညၢချ့)ဆူၣ်လၢအထၢၣ်ဝဲဒၣ်အပူၤန့ၣ်လီၤ.
- မိၢ်ဖိတဖၣ်ကြၢးသမံသမိးထၢၣ်ဝဲဒၣ်လၢလံာ်ကဘျံးအရူၤဒိၣ်တဖၣ်အဂီၢ်ဒီးဟံၣ်တၢ်မၤလၢတၢ်ကဘၣ်မၤဝဲဒၣ်အိၣ်လၢအဘၣ်တၢ်ဟ့ၣ်လီၤအိၣ်လၢကိၣ်န့ၣ်လီၤ.

Movement in School



- Grade K–6 students keep their backpacks and coats in a coatroom in the classroom.
- Grade K–6 students stay in one room most of the day.
- Grade 7–12 students have lockers for their belongings.
- Students go from room to room for different classes. Teachers usually stay in one classroom.

တၢ်ဟူးတၢ်ဂဲၤလၢကိၣ်ပူၤ



- ကိၣ်ဖိစးထီၣ်တီၤဖိသၣ်တုၤလၢယုတီၤတဖၣ်ဟ်အထၢၣ်ဝဲဒၣ်ဒီးဆူၣ်ကၢဖိခိၣ်လၢဆူၣ်ကၢအဖၢးပူၤလၢအအိၣ်လၢတၢ်မၤလိတီၤဒီးပူၤန့ၣ်လီၤ.
- တီၤဖိသၣ်တုၤလၢယုတီၤကိၣ်ဖိတဖၣ်အိၣ်လၢတီၤဒီးတဖၣ်အပူၤအါဒၣ်တၢ်တက့ၢ်လၢတနံၤအတီၢ်ပူၤန့ၣ်လီၤ.
- နွံတီၤဆူၣ်တဆံခံတီၤကိၣ်ဖိတဖၣ်အိၣ်ဒီးတၢ်ဟ်အလီၢ်(သုခုန့ၣ်)လၢကဟ်အတၢ်ဖိတၢ်လံၤအဂီၢ်န့ၣ်လီၤ.
- ကိၣ်ဖိတဖၣ်လၢလၢတီၤတတီၤဆူၣ်တတီၤလၢလံာ်တၢ်မၤလိလီၤဆိအဖိခိၣ်န့ၣ်လီၤ. ကိၣ်သရၣ်တဖၣ်ညိၣ်န့ၢ်အိၣ်ဝဲဒၣ်လၢတီၤဒီးတဖၣ်အပူၤန့ၣ်လီၤ.

School Day Routines

တၢ်လၢပုၤညီၣ်န့ၢ်မၤအိၣ်ဖဲတၢ်ထီၣ်က့ၢ်မုၢ်န့ၢ်အဆၢကတီၢ်

Prepare for Class



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

တၢ်ကတဲၣ်ကတီၢ်လၢတီၢ်ဖး



- က့ၢ်ဖိသ့ၣ်တဖၣ်အမူအဒါအိၣ်ဝဲဒၣ်လၢကဘၣ်လၢဆူတီၢ်ဖးတတီၢ်ဖှၢ်စ့ၣ်ဘၣ်ဆၢဘၣ်ကတီၢ်န့ၣ်လီၤ.
- ဖိသ့ၣ်တဖၣ်ကြးလဲၤတူၤဆူက့ၢ်တချးက့ၢ်စးထီၣ်ဒီးဘၣ်န့ၣ်လီၤ.
- က့ၢ်ဖိတဖၣ်ကဘၣ်ကတဲၣ်ကတီၢ်ဟံၣ်စၢအလံာ်အလံာ်ဒီးဟံၣ်တၢ်မၤဒီးဟဲဆူက့ၢ်န့ၣ်လီၤ.
- ဖဲက့ၢ်ဖိသ့ၣ်တဖၣ်တန့ၢ်ဟံၣ်တၢ်တမံၤမံၤဘၣ်အခါန့ၣ်,အဝဲသ့ၣ်ကြးဃုတၢ်မၤစၢလၢသရၣ်အအိၣ်န့ၣ်လီၤ.သရၣ်တဖၣ်အိၣ်ဒီးဝဲလၢအဝဲသ့ၣ်ကသံက့ၢ်တၢ်န့ၣ်လီၤ.

Homework Is Daily



- Your child should do homework every day. They should work on large assignments over a few days or sometimes weeks.
- Not all homework is for marks. If there is no assigned homework, your child should review notes or read.

ဟံၣ်တၢ်မၤမ့ၢ်တၢ်လၢတန့ၢ်ဒီးတန့ၢ်အဂီၢ်

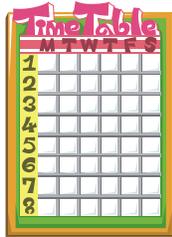


- နဖိကြးမၤဟံၣ်တၢ်မၤကိးန့ၣ်ဒီးန့ၣ်လီၤ.
- အဝဲသ့ၣ်ကဘၣ်မၤတၢ်လၢအကဘၣ်မၤဝဲလၢအအါတဖၣ်လၢတဘျးသီမ့တမ့ၢ်တဘျီတခီၣ်လၢအနွံတဖၣ်န့ၣ်လီၤ.
- ဟံၣ်တၢ်မၤခဲလၢတမ့ၢ်လၢတၢ်ကဟ့ၣ်အမးအဂီၢ်ဘၣ်.ဖဲဟံၣ်တၢ်မၤလၢအဝဲသ့ၣ်ကဘၣ်မၤဝဲတအိၣ်ဘၣ်အခါအဝဲသ့ၣ်ကဘၣ်က့ၢ်ကဒါက့ၢ်တၢ်မၤနီၣ်မၤယါမ့တမ့ၢ်ဖးလံာ်န့ၣ်လီၤ.

School Day Routines

တၢ်လၢပုၤညီၣ်န့ၢ်မၤအိၤဖဲတၢ်ထီၣ်ကိၣ်မ့ၢ်န့ၢ်အဆၢကတီၢ်

School Timetable



- From Grade 7 on, when school begins, you will get a schedule that your child must follow.
- The schedule tells what time each class starts and where classrooms are. Teachers help students to understand the schedule.

ကိၣ်တၢ်ပၢ်ပနီၣ်တၢ်ဆၢကတီၢ်



- စးထီၣ်လၢနွံတီးဒီးဆူညါန့ၣ်,ဖဲကိၣ်စးထီၣ်အဆၢကတီၢ်နကဒီးန့ၣ်ဘၣ်လၢတၢ်ရဲၣ်လီၤလၢနဖိကဘၣ်လူၤထွဲအိၤန့ၣ်လီၤ.
- လၢတၢ်ရဲၣ်လီၤကတဲဘၣ်ဃးတီးတတီးစ့ၣ်စးထီၣ်အခါဖဲလဲၣ်ဒီးတီးဒီးအိၣ်ဖဲလဲၣ်အဂ့ၢ်န့ၣ်လီၤ.ကိၣ်သရၣ်တဖၣ်မၤစၢၤကိၣ်ဖိၣ်သိးဒီးကနၢ်ပၢ်လၢတၢ်ရဲၣ်လီၤန့ၣ်လီၤ.

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



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

တၢ်သံကွၢ်လၢနကသံကွၢ်နဖိလၢတၢ်ထီၣ်ကိၣ်မ့ၢ်န့ၢ်အလီၢ်ခံ



- တနံၤအံၤတၢ်မနုၤမၤအသးလၢကိၣ်လဲၣ်
- နသရၣ်ပုၤန့ၣ်န့ၣ်လၢတၢ်ကတီၢ်လၢယဂီၢ်တခါခါခါ
- တနံၤအံၤတၢ်လၢအဘၣ်သ့ၣ်ဘၣ်သးန့ၣ်ဒိၣ်ကတၢ်မ့ၢ်တၢ်မနုၤလဲၣ်
- တနံၤအံၤနသးဖုံကစီၤခါ
- လၢဟံၣ်တၢ်မၤအဂီၢ်နကဘၣ်မၤတၢ်မနုၤလဲၣ်

School Day Routines

တၢ်လၢပုၤညီၣ်န့ၢ်မၤအိၣ်ဖဲတၢ်ထီၣ်က့ၢ်မုၢ်န့ၢ်အဆၢကတီၢ်

Going to Bed and Waking Up



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

တၢ်က့ၢ်မံၣ်က့ၢ်ဂၤဒီးတၢ်ဖုၤသံနီၣ်ထီၣ်



- နဖိၣ်ကြၢၢ်သ့ဝဲဒၣ်န့ၢ်ရံၣ်,တၢ်မုၢ်မ့ၢ်ဘၣ်.လၢကသ့ၣ်ညါတၢ်ဆၢကတီၢ်လၢကဘၣ်က့ၢ်မံၣ်ဒီးဂၤဆၢထၢၣ်န့ၢ်လီၤ.
- တဘျီတခီၣ်,က့ၢ်ကဘၣ်တၢ်ပျီၣ်အိၣ်မ့ၢ်တၢ်အသိၣ်လုၣ်တလဲၤတၢ်ဘၣ်ဖဲလၢမုၢ်ခိၣ်ကလံၤသီၣ်ဂီၤတဂ့ၤဘၣ်အဆၢကတီၢ်န့ၢ်လီၤ.ဒီးကန့ၢ်မုၢ်ခိၣ်ကလံၤသီၣ်ဂီၤကစီၣ်လၢဂီၤခိၣ်လၢအဘၣ်တၢ်ဖၢၣ်ဖျါအိၣ်လၢကွဲၤလုၣ်လီၤမ့ၢ်တၢ်ကွဲၤဟူဖျါန့ၢ်တက့ၢ်.

Health



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

တၢ်အိၣ်ဆူၣ်အိၣ်ချ့



- နဖိၣ်အလီၤမုၢ်ကီၢ်မ့ၢ်တၢ်အိၣ်ဒီးတၢ်ဆါလၢအဘၣ်ကံၣ်က့ၢ်ဖိအကတဖၣ်သုၣ်အမုၢ်တမူဒီးဖိ(measles)တၢ်ထီၣ်ထီၣ်(chicken pox)သ့ၣ်တဖၣ်န့ၢ်ပျဲအိၣ်ဖိသၣ်လၢဟံၣ်တက့ၢ်.
- ဒုးထံၣ်နဖိၣ်ဒီးခဲကသံၣ်သရၣ်ယုၤလါတဘျီတက့ၢ်.
- လဲၤမၤကွဲၤနဖိၣ်အမဲၣ်ချ့ကိးန့ၢ်ဒီးန့ၢ်တက့ၢ်.
- ကိးန့ၢ်ဒီးန့ၢ်လဲၤကိးနဖိၣ်သိးကသံၣ်သရၣ်ကမၤကွဲၤအိၣ်အဂီၢ်န့ၢ်တက့ၢ်.

School Programs

ကိုအတတ်ရုံတတ်ကျွန်

Helping Children



- There are programs in schools and communities to help young children get ready for kindergarten.
- If children have not been able to go to school in their countries, there are literacy classes to help them fill the gaps in their education.

တတ်မစောဖိသင့်တဖန်



- တတ်ရုံတတ်ကျွန်အိတ်ဝဲဒင်လကွဲဒီးပုတဝါကရုံသုတ်တဖန်လကမစောဖိသင့်ဆဲးကအိတ်ကတ်ကတီးအသးလတီးဖိသင့်အဂီန့်လီ။
- ဖိသင့်တဖန်လအထံအကီတခီမုာ်တမလိမဒီးဘင်တတ်ဘင်နုတ်လံာ်လံာ်အိတ်လအဝဲသုတ်ကမလိတတ်အဂီလကမစောအဝဲသုတ်မပုတတ်လီဟိလအတတ်ကျွန်ဘင်ကျွန်သုအဂီန့်လီ။

Special Programming



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

တတ်ရုံတတ်ကျွန်လီဆီ



- ကွဲဖိတကအတတ်မလိမဒီးမုာ်တလဲထီၣ်လဲထီၣ်ကဲၣ်ဆိးစးထီၣ်လတတီးတုအုယံာ်တီးနုၣ်,တတ်ရုံတတ်ကျွန်လီဆီအိတ်ဝဲလကမစောအဝဲသုတ်လူထီၣ်တတ်မလိအပတီၢ်ချုးဒီးမနာတတ်အဂီန့်လီ။
- လကွဲတခီမုာ်မလကနဖိထီၣ်ကွဲဒီးမလိတတ်လတတ်ရုံတတ်ကျွန်လီဆီတခီနုၣ်,နုၣ်ကြးသံကွာ်ဘင်မနုအယံာ်လဲၣ်နုၣ်တကုၢ်,တတ်မုာ်လံာ်ကွာ်မိမုာ်ဒ်သိးဒီးကမစောနဖိလလူထီၣ်တတ်မလိကချုးအဂီန့်လီ။
- အလီမုာ်အိတ်လတတ်ဒီးစးလီဆီအဂီန့်နုၣ်နကဘင်တတ်မနုလကနကမပုလံာ်ဟုၣ်တတ်ပျဲနုၣ်လီ။တတ်ဒီးစးနုၣ်အလီအိတ်ဝဲလကမစောကွဲဒ်သိးဒီးကမကွာ်နဖိဘင်ဘျီဘင်ဒါနုၣ်လီ။

School Programs

ကိုအတတ်ရည်တတ်ကျွမ်း

Provincial Tests



- In Alberta, provincial tests are in the spring of Grades 6, 9 and 12.
- The Grade 9 test marks help decide the student's high school courses.
- The Grade 12 test marks are used for college entrance.
- Marks of 75% or higher mean that your child has more academic options.

တိုက်ရိုက်တမ်းစမ်း



- လာ(Alberta)အပူပဒိန်တမ်းစမ်းအိတ်စ်ဖန်လာ(spring) အဆာကတိုက်လာပုသ,ပုယုတိုက်,ခွံတိုက်ဒီးတဆံခံတိုက်တဖန်နည်လီ။
- တမ်းစမ်းအမေးလာပုခွံတိုက်ကထီတိုက်မာစာလာက ဆာတတ်ကိုဖိအတိုက်ထီကိုလံာ်လံာ်လာကဘဉ်မာလိဝ်နည်လီ။
- တမ်းစမ်းအမေးလာပုတဆံခံတိုက်ဘဉ်တိုက်သူအီလာတိုက်ကနည်လီဖှဉ် စီမိအဂီနည်လီ။
- တမ်းစမ်းအမေးခွံဆံယံမူးကယဒီးဆူအဖိခိဉ် အခီပညီမုာ်ဝဲနဖိအိဉ်ဒီးတိုက်လာအကဘဉ်ယုထာဝဲအါ နိဉ်တက့ာ်လာတိုက်မာလိမာဒီးအဂီနည်လီ။

Promotions



- Each year a student progresses from grade to grade.
- Teachers look at report cards and provincial tests to make course plans with you and your child.

တတ်သုးထီဉ်အတိုက်



- တနံဉ်စုဉ်စုဉ်ကိုဖိတဂါအတိုက်ထီထီဉ်လာတတိုက်ဒီးဆူတတိုက်နည်လီ။
- ကိုသရဉ်သုဉ်တဖန်ကွာ်ကိုဖိအလံာ်ဟ်ဖျါဒီးပဒိန်တမ်းစမ်းအမေးဒီးဆာ တတ်သကိးဒီးနဒီးနဖိလာကရဉ်ကျွမ်းလံာ်တိုက်မာလိလာနဖိအဂီနည်လီ။

Assessments

တၢ်သမံသမိး

Types of Assessment



- Written assessments (writing assignments and exams)
- Oral assessments
- Group work
- Presentations
- Peer assessments (student assess each other)
- Self-evaluations (students assess their own work)

တၢ်သမံသမိးအကလုာ်ကလုာ်



- တၢ်သမံသမိးလၢတၢ်ကွဲး(တၢ်ဒီးစဲးလၢတၢ်ကွဲး)
- တၢ်သမံသမိးလၢထးခိၣ်
- တၢ်မၤတၢ်လၢကရူၢ်
- တၢ်ကတိၢ်န့ၣ်လဲတၢ်ဂ့ၢ်တၢ်ကျိၤ
- ကွဲးတၢ်သမံသမိးလိာ်သးကဲးကဲး
- နီၣ်ကစၢ်အတၢ်သမံသမိးလီၤက့ၤသး

Expectations



- Students are not ranked in the classroom. Teachers do not compare children in the classroom.
- Teachers ask students to achieve to the best of their ability and a little beyond.

တၢ်မ့ၢ်လၢကွၢ်ဖိ



- ကွဲးတဖၣ်တၢ်တထံၣ်လီၤဆီအပတီၢ်လၢတီၤပူၤဘၣ်.ကွဲးသရၣ်တဖၣ်တထံၣ်သတြီၤကွဲးလၢတီၤပူၤဘၣ်.
- ကွဲးသရၣ်တဖၣ်အဲၣ်ဒီးဝဲလၢကွဲးတဖၣ်မၤတၢ်လၢအနီၣ်ကစၢ်အတၢ်သ့တၢ်ဘၣ်ဒၣ်ဝဲအဂ့ၢ်ကတၢ်တုၤထီၣ်ထီၣ်ဘးတၢ်ပၤနီၣ်မ့ၢ်တမ့ၢ်အါန့ၢ်န့ၢ်ဒီးအလီၤအိၣ်ဝဲန့ၣ်လီၤ.

Assessments

တၢ်သမံသမိး

What Is Taught



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

တၢ်မနုၤဘၣ်တၢ်သိၣ်လိအိၤလဲၣ်



- (Alberta) ဒီတဘျီညါအိၣ်ဒီးတတီၤဘၣ်တတီၤလၢတၢ်ကဘၣ်သိၣ်လိအိၤန့ၣ်လီၤ.လၢတၢ်ကဘၣ်သိၣ်လိအိၤတဖၣ်ဘၣ်တၢ်မၤဝံၤအိၤလၢက့ၢ်အန့ၣ်တဆံခံန့ၣ်န့ၣ်လီၤ.
- ဖိသၣ်ကိးဂၤဒဲးကဘၣ်မၤလိလၢအဲၣ်ကလံး,တၢ်မၤလိထီၣ်ရီၤ,စ့အုၣ်,တၢ်စူး,နီၢ်ခိပိညါဒီးလၢတၢ်ယုတၢ်အိၤသ့ၣ်တဖၣ်န့ၣ်လီၤ.
- ဖိသၣ်တဖၣ်အလီၢ်အိၣ်ဝဲအၣ်လၢကမၤတၢ်ဂုၤလၢတၢ်သိၣ်လိအိၤပတီၢ်ဒဲးလၢညိၣ်သိၣ်ဒိၣ်လၢတန့ၣ်ဘၣ်တန့ၣ်န့ၣ်လီၤ.

Reporting



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

တၢ်ပၢ်ဖျါ



- တန့ၣ်အတီၢ်ပူၤနကးဒီးန့ၣ်တၢ်ပၢ်ဖျါတဘျီဘျီန့ၣ်လီၤ.လၢတၢ်ပၢ်ဖျါအပူၤအိၣ်ဒီးလၢအမးဒီးတၢ်ကတီၤဘၣ်ပးနဖိအဂ့ၢ်အက့ၢ်လၢက့ၢ်သရၣ်န့ၣ်လီၤ.ခိဖျိတၢ်ပၢ်ဖျါအဖိခိၣ်န့ၣ်မ့ၢ်အိၣ်ဒီးတၢ်သံက့ၢ်သံဒီးတခါဆဲးကျိးဘၣ်ဒီးက့ၢ်တက့ၢ်.
- ကတီၤတၢ်ဒီးနဖိဘၣ်ပးဒီးအလံၣ်တၢ်ပၢ်ဖျါအဂ့ၢ်တက့ၢ်.ဝံၤအလီၢ်ခံဆဲးပနီၣ်နမးဒီးဆၢကဆါက့ၢ်အိၤက့ၢ်ဖဲက့ၢ်မ့ၢ်ယုက့ၢ်ဘၣ်ပုးအိၤအခါန့ၣ်တက့ၢ်.
- ဝဲလါယုအလၢန့ၣ်နကးဒီးန့ၣ်ဘၣ်တၢ်ပၢ်ဖျါလၢခံကတၢ်တဘျီလၢတန့ၣ်အဂီၢ်န့ၣ်လီၤ.

Graduation

တၢ်ဖျိထီၣ်ကိ

Aim High



- In senior high school each course is worth credits. Graduating students must have at least 100 credits. This means they must take 25–30 courses over three years.
- Courses include English, social studies, sciences, math, physical education, career and life management and options.

တၢ်ပညိၣ်လၢအထီ



- လံာ်တၢ်မၤလိတကတီၢ်စုၣ်စုၣ်လၢတီၢ်ထီၣ်ကိကြးဒီးအပတီၢ်လၢအထီၣ်ဘးန့ၣ်လီၤ. ကိဖိလၢအဖျိထီၣ်တဖၣ်ကြးဒီးန့ၣ်အပတီၢ်လၢအထီၣ်ဘးအဇၢကတၢၢ်(၁၀၀၁မနီၣ်ငါအကျ)န့ၣ်လီၤ. အခိပညိၣ်မ့ၢ်ဝဲအါန့ၣ်ဒီးသၢန့ၣ်အတီၢ်ပုၤအဝဲသ့ၣ်ကဘၣ်ဟံးန့ၣ်တၢ်မၤလိအကတီၢ် ၂၅-၃၀ န့ၣ်လီၤ.
- တၢ်မၤလိအကတီၢ်ဟံးယုၣ်ဝဲဒၣ်ဒီးလံာ်အဲကလံး, တၢ်မၤလိထီၣ်ရီၤ, ဝဲအုၣ်, နီၣ်ခိပိညါ, တၢ်လုၢ်အိၣ်သးသမုတၢ်ဖံးတၢ်မၤ, တၢ်အိၣ်မူအတၢ်ပၤဆုၣ်ရဲၣ်ကျဲးဒီးလံာ်လၢတၢ်ယုထၢအိၣ်သ့ၣ်တဖၣ်န့ၣ်လီၤ.

College and University



- Students can complete the high school diploma requirements at high school or as adults at a community college.
- Students need at least a 70% average in five academic subjects for college entrance.
- English 30 is used for entrance to many college programs.

ခိလုၢ်ကိဒီးဖျၢၣ်စိမိၤကိ



- ကိဖိတဖၣ်မၤန့ၣ်တၢ်ဖျိထီၣ်တီၢ်ထီၣ်ကိလံာ်အုၣ်သးသ့ၣ်လၢတီၢ်ထီၣ်ကိ, မ့တမ့ၢ်ပုၤဒီးတၢ်ခိၣ်တၢ်တကၢၤအသိးမၤန့ၣ်လၢပုၤတတဖျၢၣ်စိမိၤတခီသ့ၣ်န့ၣ်လီၤ.
- အလီၢ်အိၣ်ဝဲလၢကိဖိတဖၣ်ကမၤန့ၣ်အမးတၢ်ထီၣ်ယု(၇၀) မျးကယၤလၢလံာ်ယံာ်ဘုၣ်, လၢကထီၣ်ဘၣ်ခိလုၢ်ကိအကီၢ်န့ၣ်လီၤ.
- အဲကလံး(၃၀)ဘၣ်တၢ်သုအိၣ်လၢတၢ်န့ၣ်လီၤကိအတၢ်ရဲၣ်တၢ်ကျဲးလၢခိလုၢ်ကိတဘျုးဖျၢၣ်န့ၣ်လီၤ.

Graduation

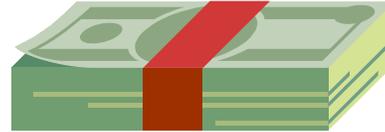
တၢ်ဖျိထီၣ်ကိ

Paying for College and University



- College and university fees cost several thousand dollars. Textbooks and other materials are also very expensive.
- Students can work part-time and go to school part-time. Students can also apply for scholarships and loans.

တၢ်လၢၢ်ဘျးလၢၢ်စ့ၤလၢၢ်ခီၣ်လ့ၢ်ကိဒီးဖျိထီၣ်မိၤကိ



- ခီၣ်လ့ၢ်ကိဒီးဖျိထီၣ်မိၤကိအတၢ်လၢၢ်ဘျးလၢၢ်စ့ၤလၢၢ်ခီၣ်လ့ၢ်လၢၢ်တၢ်ဘျးကထိညါလီၤ.လၢၢ်ဖးဒီးတၢ်ပိးတၢ်လီၤအဂတဖၣ်စ့ၢ်ကိဒီးအဖျိဒိၣ်ဝဲဒၣ်ဒိၣ်မးန့ၣ်လီၤ.
- ကိဖိတဖၣ်မတၢ်လၢၢ်တၢ်ဆၢကတီၢ်တဝ်ဒီးထီၣ်ကိလၢၢ်တၢ်ဆၢကတီၢ်တဝ်သ့ဝဲဒၣ်န့ၣ်လီၤ.ကိဖိတဖၣ်ပတံထီၣ်စ့ၤအမ့ၢ်(scholarship)မ့တမ့ၢ်ကိဖိစ့ၤလၢၢ်သ့စ့ၢ်ကိဒီးန့ၣ်လီၤ.

Careers



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

တၢ်ဖိးတၢ်မၤဘၣ်ထွဲတၢ်လုၢ်အိၣ်သးသမ့



- လၢၢ်ကိဝဲန့ၢ်အဖျိတၢ်လုၢ်အိၣ်နီၣ်ခိတၢ်ဖိးတၢ်မၤကိကလၢၢ်ဒီးဘၣ်တၢ်ဟ်လုၢ်ဟ်ပုၤအိၣ်န့ၣ်လီၤ.တၢ်က့ၣ်လဲၣ်မၤကၤဒီးတၢ်လုၢ်အိၣ်သးသမ့အတၢ်သိၣ်လိတဖၣ်ဘၣ်တၢ်မၤလိအိၣ်လၢၢ်ခီၣ်လ့ၢ်ကိန့ၣ်လီၤ.
- လၢၢ်အုၣ်သးဘၣ်ယးဒီးတၢ်က့ၣ်လဲၣ်မၤကၤညါန့ၣ်တၢ်မၤန့ၢ်အိၣ်လၢၢ်တၢ်မၤအဖိခိၣ်န့ၣ်လီၤ.
- ပုၤမၤမ့ၢ်ကိဖိဝဲကွၢ်အတၢ်ဖိးတၢ်မၤသ့ၣ်တဖၣ်ဘၣ်တၢ်ဟ်ခိၣ်ဟ်ကဲအိၣ်ဂ့ၤဒီးတၢ်ဟ့ၣ်အဘျးအလဲဂ့ၤမးလီၤ.



Resources

Compiled by Lynn Farrugia

Barron S, A J Allot, K Ewers, E Larkin, J Okell, A Swain, K VanBik and S M Yin. 2007. "Refugees from Burma, Their Backgrounds and Refugee Experiences." Washington, DC: Center for Applied Linguistics. Also available at <http://www.culturalorientation.net/learning/populations/burmese> (accessed August 13, 2014). This is a multifaceted monograph of the Karen refugee experience in the US.

Cummins, J. 2001. "Bilingual Children's Mother Tongue: Why Is It Important for Education?" *Sprogforum* 7, no 19 (February): 15–20. An article from Professor Cummins of the University of Toronto encouraging the continuing development of a child's first language to support the development of the child's learning of English.

Hill, J D, and K M Flynn. 2006. *Classroom Instruction That Works with English Language Learners*. 1st ed. Alexandria, VA: ASCD.

How Can a Boy. 2012. Produced and written by Jane Gurr. Documentary. Ottawa: Kublacom Pictures. Additional information on the film may be obtained by contacting the producer at jane.gurr@sympatico.ca. If the film cannot be accessed, the trailer is worth watching at howcanaboy.com

Neiman, A, E Soh and P Sutan. 2008. "Karen Cultural Profile." EthnoMED website. <http://ethnomed.org/culture/karen/karen-cultural-profile> (accessed October 12, 2014).

This monograph gives a view of life in Burma and in the Thai camps, with a specific focus on health issues. It came from a roundtable discussion with the Karen community in Seattle and Minnesota.

Smeaton, D M. 1887. *The Loyal Karens of Burma*. London: Kegan Paul, Trench & Company.

This book traces the history of the Karen people, describes their life in Burma and recounts some cultural tales and their contact with Christian beliefs.

The Karen people: culture, faith and history, Published by the Karen Buddhist Dhamma Dhutta Foundation © 2010, 2011 http://www.karen.org.au/docs/Karen_people_booklet.pdf, (accessed October 12, 2014)

