

# **The Administration of Heritage Language Schools in Multicultural Societies: The Case of the Hellenic School of Ottawa, Canada**

Many ethnic communities living in multicultural societies have established Heritage Language Schools (HLS) to transmit ethnic language and preserve ethnic culture. The administration of these HLS is no easy task however (Arvanitis, 2004; Pu, 2012; Tamis, 2010). Research is needed to help better understand how HLS programs, such as the Hellenic School of Ottawa (HSO), are administered and what can help enhance administration practices and the sustainment of these schools (Zoupa and Karlis, 2015). The purpose of this paper is to examine the perceptions of administration towards the administrative practices of the HSO. Specifically, the objectives of this study are to present the perceptions of HCO administrators toward: (1) the structure and objectives of the HSO, (2) the strengths and weaknesses of the administration of the HSO, and (3) suggestions for the enhancement of the administration of the HSO. Semi-structured interviews were conducted on ten former administrators of the HSO who have been responsible for operation of the HSO. It was found that the structure of the HSO focused on the instruction of the Greek language, including the four language skills- listening, speaking, reading, and writing; whereas, the objectives of the HSO focused on instilling a love for the Greek language. Moreover, administrators presented two strengths of the administration of HSO - (1) support from the HCO, and (2) people involvement as well as three weaknesses - (1) support from the HCO, and (2) people involvement. Further, the administrators presented ten suggestions for the enhancement of the operation of the HSO - (1) teachers of higher qualifications, (2) addition of more Greek-content activities, (3) time-frame expansion, (4) resources, (5) teacher support, (6) summer camps in Greece, (7) create school partnerships, (8) Webinars and seminars, (9) trips to Greece, and (10) engagement in Greek-content activities.

*Keywords:* Heritage Language Schools, Hellenic School of Ottawa, administration, ethnic language, ethnic culture.

## **Introduction**

The successful transmission of ethnic cultural identity is the goal of many immigrants in multicultural society. An attachment to the ethnic homeland of many immigrants comes with them during their travels to their new host society, and tends to stay with them during the acculturation period. Transmitting ethnic heritage to their descendants, including ethnic language, is of utmost importance for many immigrants (Tamis & Gavaki, 2002). In terms of assisting ethnic groups in preserving their ethnic culture and language, a plethora of ethnic families, under the administration and supervision of their ethnic communities, attempt to help their children preserve and develop their ethnic language and culture by attending ethnic schools (Arvanitis, 2004) or community-based HLS (Pu, 2012; Tamis, 2010). HLS are operated in order to

1 teach the ethnic language and culture, hence, for cultural preservation  
2 (Arvanitis, 2004).

3 Specifically, according for Pu (2012), HLS are operated by ethnic groups  
4 to develop cultural knowledge and linguistic skills related with their ethnic  
5 languages. These HLS usually operate on weekends or after the everyday  
6 school, in locations rented by the community, church or public or private  
7 schools (Pu, 2012). The curriculum of those schools usually focuses on  
8 language skills and culture (Pu, 2012; Tamis, 2010).

9 The main objective of HLS includes the learning and maintenance of the  
10 ethnic language, as well as learning of school subjects, such as literature,  
11 history, geography, and crafts and arts related to the culture of the country of  
12 origin, so that cultural awareness can be developed and cultural cohesion and  
13 ethnic identity can be supported (Hellenic School of Ottawa, n.d.; Pu, 2012;  
14 Tamis, 2010). The educational activities applied in cultural-ethnic schools  
15 focus on the preservation of the mother language and the cultural heritage of  
16 immigrants and their descendants.

17 The Hellenic School of Ottawa (HSO), Canada is an example of an HLS.  
18 The HSO was established in the late 1930's and has since then undergone  
19 many changes and adjustments (Hellenic School of Ottawa, n.d.). Today, the  
20 HSO offers classes and ethno-cultural leisure activities only once a week, that  
21 is, on Saturdays. The objectives of the HSO is the development and  
22 maintenance of the Hellenic language and culture (Hellenic School of Ottawa,  
23 n.d.).

24 Just like all HLS, the administration of the HSO is not an easy task.  
25 Research is needed to help better understand how HLS programs, such as the  
26 HSO are administered ,and what can help enhance administration practices and  
27 the sustainment of these schools (Zoupa and Karlis, 2015). The purpose of this  
28 paper is to examine the perceptions of administration towards the  
29 administrative practices of the HSO. Specifically, the objectives of this study  
30 are to present the perceptions of HCO administrators toward: (1) the structure  
31 and objectives of the HSO, (2) the strengths and weaknesses of the  
32 administration of the HSO, and (3) suggestions for the enhancement of the  
33 administration of the HSO.

## 34 35 36 **Literature Review**

### 37 38 **The Heritage Language Programs of Ontario, Canada**

39  
40 Ethnic schools, or else community-based HLS can be classified into:  
41 weekend schools, after-schools, as well as summer schools, yet most of them  
42 are delivered during weekends for two or three hours per week. Classes are  
43 centered into language acquisition, culture, as well as music and art (Arvanitis,  
44 2004; Cheng, 2012; Pu, 2012). As Pu (2012) posits, community-based HLS are  
45 administrated by community members. Specifically, Cheng (2012) states that  
46 "community-based heritage language schools, are generally funded by religious

1 groups, local civic groups, and group of parents" (p. 119-120) and the  
2 administration of these schools is carried out by school administrators and  
3 instructors who generally volunteer and have a background in curriculum and  
4 teaching in the ethnic heritage language.

5 One of the most important factors for the quality in education is sound  
6 school administration (Chiaha, Ogakwu, & Amaefula, 2014). Little (1999)  
7 pointed out that the areas of administration that have to be adjusted to serve a  
8 cultural-maintaining purpose are the organization of the school and the  
9 school's policies and procedures. The organization of ethnic cultural schools is  
10 culturally orientated and includes cultural practices (e.g., customs, rituals,  
11 festivals) (Callins, 2006; Pu, 2012). More specifically, the resources, i.e., the  
12 materials in general, the curriculum, and the textbooks have to focus on the  
13 particularities of the culture. In addition, numerous cultural norms exist in  
14 these schools such as the fusion of academic and leisure activities for the  
15 attainment of educational goals (Chiaha et al., 2014).

16 The HLS programs of Ontario, Canada are administered by both the  
17 School Board- appointed by the Ministry of Education - and ethnic  
18 communities (Canadian Education Association, 1991). In 1991 it was reported  
19 that most of the School Boards in Ontario were in communication with ethnic  
20 communities. Specifically, they were in constant cooperation with  
21 representatives from ethnic communities, such as Parents Associations, other  
22 informal parent groups, as well as cross-cultural coordinators and school  
23 liaison committees (Canadian Education Association, 1991). Additionally,  
24 many of Ontario's school boards were financed by the Ministry of Education  
25 and were also financially supported by ethnic community groups in regard to  
26 resource materials and cultural activities (Canadian Education Association,  
27 1991).

28 There are many HLS programs in the province of Ontario that reported to  
29 have gained great contribution from the input of ethnic community members  
30 (Canadian Education Association, 1991). Particularly, parents' associations and  
31 ethnic community organizations provide financial aid, consultation on human  
32 resources issues and more broadly on the delivery of the program, as well as  
33 input into the classes' curriculum and on educational materials. Moreover,  
34 school liaison committees deal with heritage program issues (Canadian  
35 Education Association, 1991). Besides these, the involvement of parents or  
36 grandparents as classroom assistant volunteers, as well as teachers from parents  
37 associations assist in a variety of events, such as plays, concerts, etc., while  
38 also providing input into the delivery of heritage language programs (Canadian  
39 Education Association, 1991).

40 Most of the HLS programs of Ontario were ascertained to include cultural  
41 components in their programs (Canadian Education Association, 1991). HLS  
42 programs offer activities such as Christmas concerts, celebration of cultural  
43 holidays, concerts, trips, dance, drama, songs, poems, arts and crafts, cooking,  
44 as well as religious festivities. Activities such as these are deemed to be "the  
45 basis for communicative development of language" by the Canadian Education  
46 Association (1991, p. 30).

1

**2 The Hellenic School of Ottawa**

3

4 The HSO is co-operated by the Ottawa-Carleton District School Board  
5 (OCDSB), which is under the supervision of the Ministry of Education of  
6 Ontario, as well as the Hellenic Community of Ottawa (HCO) (Hellenic  
7 School of Ottawa, n.d.). The HSO is comprised of the language program, the  
8 *International Language Program (ILP)*, which is under the direction of the  
9 Ottawa Carleton District School Board and runs from 9:00am to 11:30am  
10 every Saturday. Also, the HSO consists of the cultural program, which is  
11 directed by the HCO and runs from 11:30am to 12:30pm every Saturday  
12 (Hellenic School of Ottawa, n.d.).

13 The administration of the cultural program of the HSO is under the  
14 direction of the HCO. The administrators responsible for the delivery of this  
15 program are the following: The School Director, the Parents and Guardians  
16 Association, and the School Liaison. A detailed description of the  
17 administrative tasks of each administrator follows, based on participants'  
18 descriptions.

19 The Director of the HSO is responsible for communicating and  
20 cooperating with the School Liaison, the HCO, the HSO Parents and Guardian  
21 Association (PGA), as well as the Site Administrator appointed by the Ottawa-  
22 Carleton District School Board. Specifically, the responsibilities of the Director  
23 include informing and giving report to the School Liaison about events and  
24 incidents that take place at the school. Also, the Director works with the lead  
25 teacher of the school in order to develop the curriculum (textbooks, school  
26 subjects, etc.). Moreover, the Director constantly works with the PGA and the  
27 HCO for financial matters of events and discusses with them ideas on how to  
28 best accommodate students' needs. Furthermore, the Director is responsible for  
29 the hiring process of instructors on behalf of the HCO; the instructors'  
30 performance evaluations, which has to report them to the HCO; the  
31 organization of monthly meetings with the instructors, as well as professional  
32 development events; the preparation of the instructors' payroll; as well as the  
33 preparation of the school calendar and the monthly newsletter to the parents,  
34 making announcements or informing them about upcoming events and the  
35 cultural theme of the month.

36 The PGA is the parent council of the HSO and it is consisted of the  
37 President, the Vice-president, the Treasurer, and members of the council. The  
38 PGA cooperates with the HSO Director and the HCO School Liaison in order  
39 to provide support to teachers and students by assisting them in organizing  
40 cultural events, extracurricular activities with a cultural content and by  
41 providing financial support by raising money to purchase school equipment,  
42 resources, and school material. Finally, the PGA is responsible for recruiting  
43 each Saturday's hall monitors of the HSO, who are responsible for assisting in  
44 students' supervision throughout the school day.

45 As far as the HCO School Liaison is concerned, he/she is the person who  
46 makes ties between the HSO and the HCO. The school liaison is responsible

1 for advising the school on certain matters (e.g. hiring teachers), as well as  
2 guiding the teachers by providing teaching support, training or continuing  
3 education. Moreover, the school liaison is, among others, responsible for  
4 funding and budget issues, and human resources issues. Finally, the HCO  
5 School Liaison attends regular meetings with the HSO Director and the PGA,  
6 discussing any type of issues and incidents there may be, as well as ideas on  
7 how to best advance students' learning.

8 The HSO is administered using the Management by Objectives (MBO)  
9 approach. MBO is a management model designed to focus on setting particular  
10 objectives and goals to be accomplished through joint collaboration of  
11 managers and subordinates. It involves establishing goals and selecting an  
12 effective mix of method and means to implement them (Elvik, 2008; Karlis,  
13 1989). Hence, given the goals of an organization that need to be achieved,  
14 organizational objectives are put forward, discussed, agreed on, and aimed at in  
15 accordance with the purpose of the organization. The MBO approach involves  
16 discussion for the transfer of objectives between the different levels of the  
17 organization.

18 It is customarily known that there is no administrative manual on how the  
19 HSO should be administered. It is operated according to the MBO model and  
20 for the most part this is the procedure that has been followed. Specifically, it  
21 seems that according to the objectives of the HSO, its main body of  
22 administration, that is, the HSO Director, the HCO Liaison, and the PGA  
23 collaborate and jointly formulate a group of specific goals, expected  
24 achievements, as well as timeframes for the accomplishment of goals while  
25 establishing individual responsibilities.

## 26 27 28 **Method**

### 29 30 **Participants**

31  
32 Ten administrators of the HSO were recruited and self-selected from a  
33 contact provided by the HSO. The size of the participants was a result of the  
34 small size of HSO administrators and their availability. As the  
35 phenomenological approach was deemed to be most suited for identifying the  
36 perceptions of administrators, the small sample size was deemed to be  
37 appropriate. As Higginbottom (2004) postulates, small sample sizes are utilized  
38 in phenomenological research, because of the in-depth nature of the  
39 interviewing.

40  
41

## 1 **Data Collection**

2  
3 In order to capture the experiences of the HSO administrators, a  
4 phenomenological qualitative approach, using semi-structured, face-to-face  
5 interviews was the means used to collect data. The interview questions focused  
6 on three main areas: (1) the structure and objectives of the HSO, (2) strengths  
7 and weaknesses of the administration of the HSO, and (3) suggestions for the  
8 enhancement of operation of the HSO.

## 10 **Results**

### 11 **Structure and Objectives of the Hellenic School of Ottawa**

12  
13 All ten participants described the structure of the school as focusing on  
14 both the instruction of the Greek language, including the four language skills-  
15 listening, speaking, reading, and writing- and identification and familiarization  
16 with the Greek culture. The appreciation of the Hellenic culture is targeted  
17 through cultural activities, such as songs, poems, theatrical plays, festivities, as  
18 well as through the instruction of Hellenic history, mythology, geography, and  
19 religion. As one participant described:  
20  
21

22  
23 It is consists of the language program that accommodates all levels of  
24 learning [...]. It also consists of the cultural component: History,  
25 geography of the country, cultural customs.  
26

27 Another participant stated that: "It is not only learning the Greek language.  
28 It is also learning a little more history, geography and through all the different  
29 phases of Greek religion [...]". Thus the ethno-cultural and ethno-religious  
30 values seem to predominate in the structure of the operation of the HSO.

31 As far as the objectives of the school are concerned, all participants agreed  
32 that the school's objectives can be summarized into instilling love for the Greek  
33 language, promotion of the Greek heritage, along with encouragement of social  
34 identification- i.e., students' interaction with other children with Greek  
35 background. For example, one participant noted:  
36

37 I think it's to introduce 2nd, 3rd, 4th generation students to aspects of  
38 Greek culture and Greek language that they wouldn't have the opportunity  
39 to experience anywhere else; learning a play, learning a song, going to a  
40 museum, doing something that exposes them to Hellenic culture and  
41 Hellenic language.  
42

43 Moreover, another participant stated that: "The general objective is to instil  
44 love for the Greek language [...]. Also, to instil an appreciation for the culture  
45 and the history of Greece [...]. There is the social part too: Getting to know kids

1 with Greek background". The objective of the HSO was thus deemed to build a  
2 love and closeness for Greek culture.

### 3 4 **Strengths and Weaknesses of the Administration of the HSO**

5  
6 **Strengths of the HSO Administration.** When asked to identify the  
7 strengths of the HSO administration of services two recurring themes were  
8 indicated by participants: (1) support from the HCO, and (2) people  
9 involvement. The results as presented below indicate that the greatest strengths  
10 of the HSO was deemed to be its people who administer the service – those  
11 within the HCO and those within the HSO.

#### 12 13 (1) Support from the HCO

14  
15 Support was a recurring theme that appeared from seven of the  
16 participants. Support stemming from the HCO via different ways, such as  
17 offering financial assistance, paying the teachers for the additional hour that is  
18 meant for cultural engagement, providing venues for cultural events, as well as  
19 equipment and resources for carrying out cultural events, not only contributed  
20 to the promotion of culture, but also to the creation of sense of cultural  
21 belonging. As one participant explains, the contribution of the HCO: "It's the  
22 contact with the Hellenic Community of Ottawa. That enables the broader  
23 contact". A further participant highlighted the the major support of the HCO as:

24  
25 The Hellenic Community helps a lot the Greek school. For example, there  
26 are some events that take place at the Hellenic Community and we use the  
27 space of the Hellenic centre and that means that all those costs are covered  
28 by the Hellenic Community [...]. Sometimes we use their microphones; we  
29 borrow them for events that take place. Of course, the Hellenic  
30 Community pays the teachers not only for the cultural program, but also  
31 one hour for preparation, one hour for the meeting that we do almost every  
32 month. The HCO supports the school financially and in many other ways.

#### 33 34 (2) People involvement

35  
36 Another relevant theme that was mentioned by five participants stressed  
37 that the administration is run through capable administrators who are interested  
38 in the cause and are eager to ensure that the program is managed soundly.  
39 Administrators were not only limited to the Director, the PGA, and the HCO  
40 School Liaison, but also the instructors of the HSO were included. As one  
41 participant stated:

42  
43 There are a few key people who are very experienced in all of these things  
44 and very willing to teach others [...] They are going to do things either on a  
45 personal level, or on a community level to promote that educational culture

1 [...] you are going to find out that people are interested in promoting their  
2 culture and they're going to encourage you to do it too.

3  
4 **Weaknesses of the Administration of the HSO.** Participants were also  
5 asked about their perceptions towards any weaknesses of the delivery of the  
6 program. Themes that were indicated by participants were: (1) funding, (2)  
7 lack of human resources, and (3) insufficient time.

8  
9 (1) Funding

10 Interestingly enough, despite the fact that the HSO obtains financial  
11 support from both the HCO and the PGA, four participants stressed that there is  
12 need for additional funding in order to better administer the cultural program.  
13 One participant expressed "I wish we had more money to help out with more  
14 things". Another participant stated that "there's always an issue with the  
15 funding [...]. You need money to administer all these activities". Moreover, a  
16 further participant noted "we do have the support from the HCO and the PGA,  
17 but there could be other stuff we could do if we had further financial  
18 assistance".

19  
20 (2) Lack of human resources

21  
22 Four of the participants reported that the amount of people responsible for  
23 the administration of the cultural program is limited and that there is need for  
24 more people to get involved. Specifically, participants regarded that more  
25 parents should be involved in administrative tasks related to the PGA  
26 responsibilities. Further, a more direct participation on behalf of the parents in  
27 the administration of the school would motivate the students to be more willing  
28 to engage in the school program. As one participant indicates:

29  
30 I think every PGA needs more parents involved. I think always the same  
31 group of people will get involved or help. I think if the children see their  
32 parents more involved in the Greek School, it will make them more to  
33 want to be there and participate in what is happening.

34  
35 (3) Insufficient time

36  
37 The HSO was initially operated from 9:00am to 11:30am, yet the program  
38 was extended to an additional hour-up until 12:30pm every Saturday. Despite  
39 the expansion, some participants regarded that the time for cultural activities is  
40 still insufficient. Further, they did not consider that three and a half hours once  
41 a week is an adequate timeframe that could lead to the acquisition of  
42 knowledge on the Greek culture and maintenance of the cultural heritage. One  
43 participant mentioned that: "it would be surely better if we had more time".  
44 Whereas, another participant stated that:

45



1 The school is only every Saturday- once a week- and we don't have  
 2 enough time. I have parents meeting with me and telling me "you are  
 3 doing so wonderful job, but it should be twice a week". In the past it was  
 4 twice a week, I think Wednesdays and Saturdays- two hours on  
 5 Wednesdays and three hours on Saturdays. That would help the students  
 6 with learning the Greek language and with getting them to understand the  
 7 Greek culture.

## 9 **Suggestions for the Enhancement of Operation of the Hellenic School**

11 This section provides the administrators' suggestions in order to ameliorate  
 12 language services provided at the HSO, as well as suggestions to pass on  
 13 Hellenic culture. These suggestions may aid in eliminating weaknesses of the  
 14 HSO administration while contributing to the maintenance of the Hellenic  
 15 heritage. Below are the suggestions presented by the participants: (1) teachers  
 16 of higher qualifications, (2) addition of more Greek-content activities, (3) time-  
 17 frame expansion, (4) resources, (5) teacher support, (6) summer camps in  
 18 Greece, (7) create school partnerships, (8) Webinars and seminars, (9) trips to  
 19 Greece, and (10) engagement in Greek-content activities.

### 21 (1) Teachers of higher qualifications

23 According to five participants, in order for the HSO to best administer  
 24 language services, it is necessary for the HSO to recruit instructors fluent in  
 25 Greek- preferably native Greeks. If this is not an option, since most of the  
 26 teachers' first language is English, the administration of the HSO could provide  
 27 professional development opportunities and workshops for the teachers so that  
 28 they can perfect their language skills and transmit them to students. As one  
 29 participant stated:

31 I would love to have more professional development opportunities for the  
 32 teachers themselves. I know that some of our teachers don't come from  
 33 Greece and Greek is not their first language and that plays an important  
 34 role in teaching Greek itself. I would love to have workshops for those  
 35 teachers.

37 Another participant recommended that the HSO hire instructors proficient  
 38 in Greek or train them to reach this level. This was articulated in the statement  
 39 below:

41 The way to do it I think is to have teachers who can speak Greek well, if  
 42 they are not teachers themselves provide them with some training and  
 43 some techniques for helping them teach- because teaching is a skill- but I  
 44 think, ultimately, you need people who can speak the language very well  
 45 and are passionate about it [...] so that the students can hear what Greek  
 46 should sound like.

1 (2) Addition of more Greek-content activities  
2

3 While five participants regarded that the HSO would need more better  
4 qualified teachers, three of the participants suggested that the HSO includes  
5 more Greek oriented activities that can assist students in advancing their  
6 language level. As stated by one participant: "more Greek content teaching  
7 activities could be added". Such activities could include presentations to the  
8 public, theatrical plays, Greek movies, (Greek) music performances, and  
9 museum presentations.

10  
11 (3) Time- frame expansion  
12

13 As aforementioned, one of the weaknesses of the administration of the  
14 HSO is related to the limited time of instruction. Related to this stated  
15 weakness, two administrators perceive that in order to best administer language  
16 services, the language instructional time should be increased. This is clearly  
17 articulated in the statement below made by one of the participants:  
18

19 More teaching hours. In the older times they had lesson twice a week,  
20 Wednesday and Saturday. Later on it became once a week but only until  
21 13:30 (from 9:00 to 13:30). Not all children stayed (until 13:30), but most  
22 of them did and better teaching work was done.  
23

24 Another participant also presented the rationale for increased instruction  
25 time. This participant believed that it would be beneficial for language  
26 mastering if more time was added by stating:  
27

28 I realize now that we don't have enough time. We have so many things to  
29 cover in terms of the curriculum and in terms of the events- we prepare  
30 four main events- but if we had more time, it would be something that  
31 would help the students to better acquire the Greek language.  
32

33 (4) Resources  
34

35 Lack of resources was also noted as a weakness of the administration.  
36 Hence, two administrators suggested that if the HSO could find the way and  
37 had more enriched resources, students would be provided with the opportunity  
38 to engage in more linguistic activities. This point was emphasized by one  
39 participant as follows: "having more resources is very important and creating  
40 opportunities for students to work on activities that would help in acquiring the  
41 language.  
42

43 (5) Teaching support  
44

45 While some participants' suggestions varied into teacher's professional  
46 development, time, and resources, an administrator, on the other hand,

1 recommended that assistance could be offered to teachers in the classroom by  
2 either parents or volunteers who could help in the language learning process.  
3 This point was stated by the participant as follows:

4  
5 What would actually help is to have an aid for the teachers, to help even  
6 the ones that do not understand what is going on in the class- whether it is  
7 a parent or somebody else or a volunteer. I think that would help the  
8 teachers a lot and the kids, so that the teacher can focus on teaching.

9  
10 (6) Summer camps in Greece

11  
12 It was suggested by one of the participant that the organization of summer  
13 camps to Greece be organized by the HSO. The argument that was presented  
14 was that summer camps would help the students familiarize themselves both  
15 with the language and the culture. This participant stated the following:

16  
17 There are also summer camps in Greece and we informed the parents  
18 about this through the newsletter, however, those camps were cancelled  
19 [...]. If they are immersed into the Greek surrounding, they are in Greece  
20 and they talk to people in Greek, this is how they will learn the language  
21 for sure.

22  
23 (7) Create school partnerships

24  
25 It was also suggested that students of the HSO communicate regularly with  
26 students from Greece in order to enhance their knowledge of Greek language.  
27 Besides students from Greece, they could be in touch with other students of  
28 Greek descent from all over Canada or the U.S. As the participant stated:  
29 "Something else that would be a wonderful idea is to create school  
30 partnerships- relationships with schools from Greece- and have students from  
31 Greece talk to our students here [...]. So, that would be something, but it  
32 requires a lot of organization".

33  
34 (8) Webinars or seminars

35  
36 Conversely, one of the participants suggested that the school could get  
37 involved with the Internet side of the education for the teachers and  
38 administrators to benefit. In other words, more on-line resources and  
39 opportunities need to be utilized by the HSO>

40  
41 Maybe, I would like to see some webinars or seminars to introduce new  
42 techniques and show what we are aiming at, what we are planning of  
43 changing and hear what the teachers have to say and then be able to adjust  
44 the manuals. I think it would be necessary to have a connection-that's  
45 what's missing right now.

46

1 (9) Trips to Greece  
2

3 All ten participants suggested that trips to Greece or even summer camps  
4 in Greece are the optimum way to pass on the Hellenic culture to students of  
5 Greek descent. All participants recognized that it may not be a  
6 recommendation that could be carried out easily, due to financial reasons; it is  
7 though the soundest way to integrate into Greek heritage. As one participant  
8 explained: "The best solution is a visit to Greece. We should encourage that  
9 and do what we can to do that. It's another thing to learn about this place far off  
10 away and another to experience it.  
11

12 (10) Engagement in Greek-content activities  
13

14 All of the participants indicated that participation into more Greek-  
15 oriented activities is a major contributor for maintaining the Hellenic heritage.  
16 Those activities are varied from watching Greek movies, reading Greek books,  
17 listening to Greek music, participating in theatrical plays, participating in  
18 Greek dancing, participating in religious events, getting involved with what the  
19 HCO has to offer, participating in the Greek festival and so on. As one  
20 participant noted:  
21

22 Try and live it. So, whether it is watching Greek videos, going to  
23 museums, going when possible to Greece, having a community of people  
24 who are also Greek, reading stories about Greek history and Greek culture,  
25 going to church; Living it, identifying yourself as a Greek-Canadian;  
26 whether it's the food, the music, the language, having it as part of your life  
27 and your day-to-day existence.  
28  
29

30 **Conclusion**  
31

32 For HLS programs to operate successfully, a lot depends on the efforts put  
33 forth by administrators. As little research has been conducted on HLS  
34 programs and the perceptions of administrators, this study purported to  
35 contribute to this limited research by examining the perceptions of  
36 administrators of the HSO. The results present findings on the administrative  
37 structure and objectives of the HSO, the strength and weaknesses in the  
38 administration of the HSO, as well as suggestions for improvement for the  
39 administration of the HSO.  
40

41 It was found that the structure of the HSO focused on the instruction of the  
42 Greek language, including the fourlanguage skills- listening, speaking, reading,  
43 and writing; whereas, the objectives of the HSO focused on instilling a love for  
44 the Greek language. Moreover, administrators presented two strengths of the  
45 administration of HSO - (1) support from the HCO, and (2) people  
46 involvement; as well as three weaknesse - (1) support from the HCO, and (2)  
46 people involvement. Further, the administrators presented ten suggestions for

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 2 qualifications, (2) addition of more Greek-content activities, (3) time-frame  
 3 expansion, (4) resources, (5) teacher support, (6) summer camps in Greece, (7)  
 4 create school partnerships, (8) Webinars and seminars, (9) trips to Greece, and  
 5 (10) engagement in Greek-content activities.

6 As these findings are relevant and particularly practical for the HCO, while  
 7 also making a contribution to research, it is recommended that more research  
 8 be conducted as administrators change and education continues to evolve. It is  
 9 also recommended that more research be conducted examining ethnic groups  
 10 involved in HLS programs to provide a more diverse perspective of findings.

## 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45

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