

# REVIVING YOUR LANGUAGE THROUGH EDUCATION



## BC First Nations Language Education Planning Workbook



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kinanâskomitinawaw (I am deeply grateful).

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# INTRODUCTION

**Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.**

(United Nations Declaration on the Rights of Indigenous Peoples, Article 14.1)

Since a time before memory, First Nations languages thrived on the lands now called Canada. More than 500 years ago foreigners arrived from lands afar and brought with them their languages. Through many devastating events such as genocide, colonialism, linguistic imperialism, new disease, forced relocation, upset of Indigenous economic, social and political systems as well as likely the most influential factor – the enforcement of colonial language-only residential schools for First Nations children – First Nations languages have declined in use and existence (McCarty, 2003). Some of the world's foremost authorities on language (Crystal, 2000; Dixon, 1997; Krauss, 1992), predict that of the approximately 6,000 languages presently spoken in the world, up to 90% will disappear within the next 100 years. Further, it is estimated that 96% of the world's languages are spoken by only 4% of its people (Bernard, 1996; Crystal, 1997). This means that most of the world's language diversity is in the stewardship of a very small number of people (UNESCO, 2003). Every time a language dies so does an expression of human experience like no other (UNESCO Ad Hoc Expert Group on Endangered Languages, 2003) as well as unique and irrecoverable knowledge in science, linguistics, anthropology, prehistory, psychology (Foundation for Endangered Languages, 2004), sociology, history, cosmology, ecology, spirituality and religious studies.

Indigenous people have begun a process of reclaiming their languages and working towards language revival and use in communities. Many communities are becoming increasingly sophisticated in their methods of revival, while at the same time original speakers of Indigenous languages are dying at a rapid pace with each passing season. Also, our right to learn and speak our languages has never diminished. Indian Control of Indian Education (NIB, 1972) affirmed our right to educate our children in our own ways. The United Nations Declaration of Rights of Indigenous Peoples reaffirmed this right in 2007.



## PURPOSE OF THIS WORKBOOK

**This workbook was created to assist First Nations language advocates, educators and communities who want to bring their languages back to everyday use in their community.**

This workbook is a user-friendly resource for planning First Nations language programs. It is meant for use by anyone who is interested - from community members, teachers, elders, parents, youth, school personnel, administrators, and community leadership. The hope is that First Nations advocates, educators and communities will be able to use this tool to further develop a clear vision for language education, fully understand their current language situation and resources, and exit with a comprehensive plan for achieving their vision.

There are many excellent resources available, and a lot of research has been done in First Nations Language revitalization. This resource is meant to compliment this work and will lead you to some of these resources already available. What is different about this guide is the focus on planning language education at any level in your community. Examples of this are early childhood language nests, including language as a subject in your school, creating an immersion class, or language classes for adults.

## WHY IS FIRST NATIONS LANGUAGE EDUCATION PLANNING IMPORTANT?

In order for First Nations languages to survive, our children must be speaking them. Most of our children spend the majority of their waking hours in daycare and/or school. Children learn language before they begin school and, in the majority of cases in BC, it is English they arrive with. If we want to revive our languages, and we are counting on our children being a part of this, we need to make education a central focus of our language revival plans. It is also crucial for children to be experiencing language at home, where they learn from their parents, grandparents and extended family members. Therefore, in order to teach the children at home and/or in classrooms, adults too need to be learning and speaking the language. Returning our languages to everyday use in First Nations communities will take the efforts of people of all ages - children, youth, adults, elders - and a commitment to life-long learning. And all of this takes planning.



## **THE VALUE OF FIRST NATIONS LANGUAGE EDUCATION BEYOND REVITALIZATION**

Maintaining or revitalizing a language can begin in many ways. It may be one person initiating a Mentor-Apprentice program or it may be a small group organizing community language classes. In many First Nations schools, community members have worked hard to include their language in their school or the public schools in their territory. Bilingual or immersion First Nations language education is in the minority in BC, however, we know that both hold many benefits beyond just continuing our languages.

## **BILINGUAL/IMMERSION PROGRAMS**

It is widely known from decades of research that learning more than one language has many benefits. Children, youth and adults who speak and understand more than one language have “cognitive advantages” (Ofelia, 2011) such that their brains show superior development later in life. In the case of First Nations people, they will gain a worldview that is difficult if not impossible to attain fully without knowing your language. Early First Nations political and language activists expressed this in 1972 (NIB),

The time has come for radical change in Indian education. Our aim is to make education relevant to the philosophy and needs of Indian people. We want education to give our children a strong sense of identity, with confidence on their personal worth and ability. (p. 3)

The Indian people are expressing concern that the native languages are being lost; that the younger generations can no longer speak and understand their mother tongue. If the Indian identity is to be preserved, steps must be taken to reverse this trend. (p. 15)

Much more could be done to educate parents about the benefits of bilingual and revitalization-immersion schooling. A group of researchers found that Alaskan schools that “used Yup’ik consistently as a primary language of instruction” (Wyman et al., 2010, p. 40) could demonstrate the highest English test gains. A study comparing English-language outcomes between a Mi’kmaq immersion program and a Mi’kmaq-as-a-second-language program showed that students demonstrated equivalent levels of English ability, while Mi’kmaq immersion students (not surprisingly) also developed stronger Mi’kmaq skills (Usborne, Peck, Smith & Taylor, 2011). These researchers concluded that, “Immersion programs can simultaneously revitalize a threatened language and prepare students for success in mainstream society” (p. 100).





GOLD RIVER SECONDARY SCHOOL



# 2

## WORKBOOK OVERVIEW

### BACKGROUND INFORMATION FOR LANGUAGE PLANNING

This workbook is a tool for your journey into language education planning. We begin with some background information that we hope will assist with your thinking about the various parts of planning for First Nations language education. The workbook will review:

- Various sites for First Nations Language Education
- Understanding how new language speakers are created

Following this, you will work through several exercises of gathering information and visioning/planning for your community's language dreams.

### LANGUAGE EDUCATION PLANNING STEPS

The following is a list of the suggested exercises for developing a plan for reviving your language through education. Each section provides space for you to work, from your community's perspective.

- 1) Forming your core group
- 2) Encouraging community involvement
- 3) Surveying language education in your and neighbouring communities
- 4) Environmental scan of language resources in your and neighbouring communities
- 5) Developing a vision and a plan for language education in your community
- 6) Evaluating what you did



## **PLANNING RESOURCES**

- Engaging parents and caregivers
- Teacher training and education
- Building curriculum
- Seeking funding
- Other resources for planning

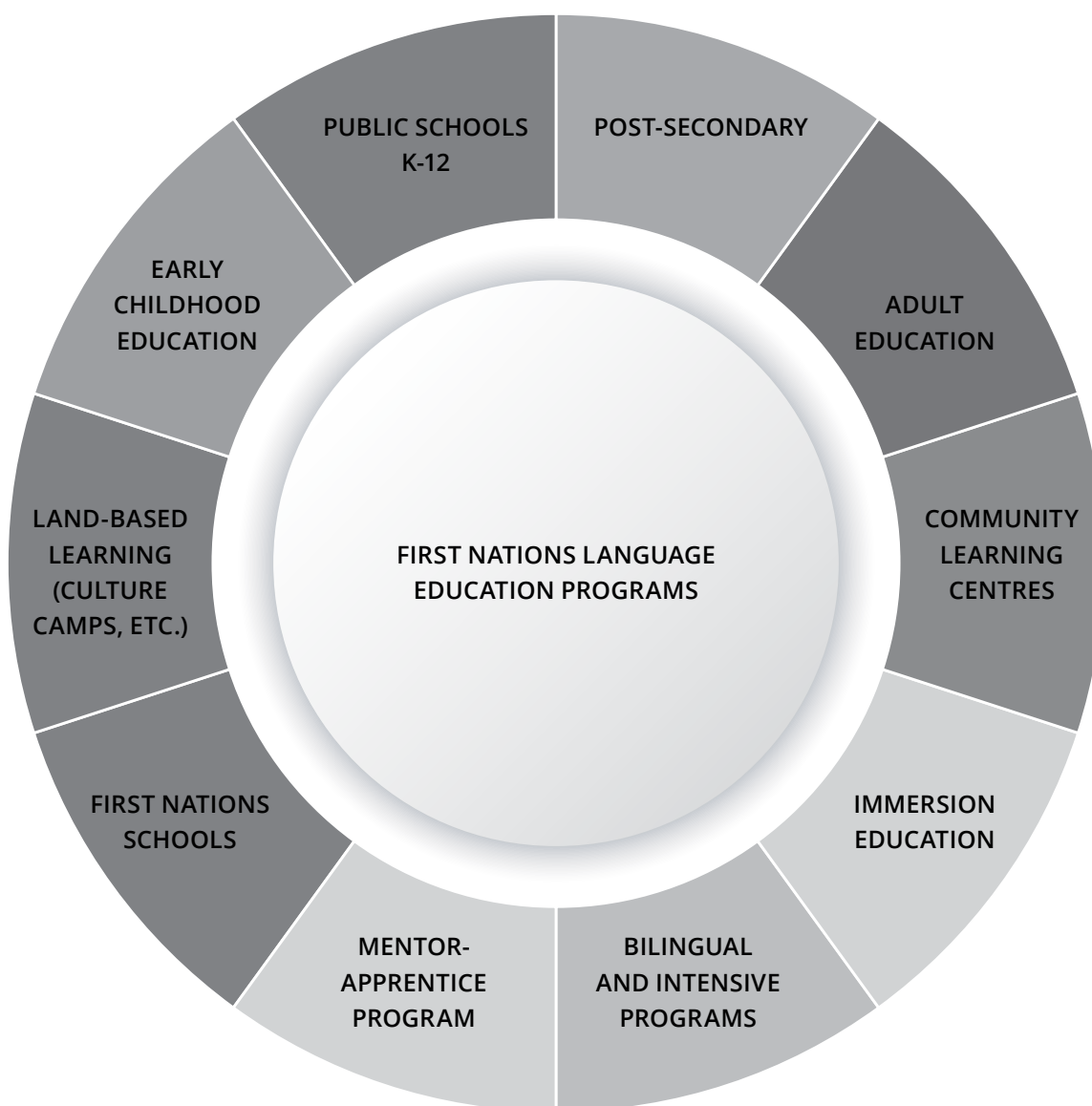
Once you complete the workbook and review the resources within, we hope you will implement your plan, and then revisit it and plan again – repeating this cycle of planning and implementing while you continue to move towards your community's language goals.





GITWINKSIHLKW ELEMENTARY SCHOOL





**Figure 1:** Types of language education programs



## 3

## BACKGROUND INFORMATION FOR LANGUAGE PLANNING

### VARIOUS SITES FOR FIRST NATIONS LANGUAGE EDUCATION

In order to revitalize a First Nations language, a great deal of time, effort, and research must go into planning a language program. It requires cooperation amongst many community members, a shared passion to keep the language alive, and maintenance and upkeep of the program. Time spent planning First Nations language education is an important part of language revitalization.

Figure 1 shows the various forms of education that often exist in our communities. They are all potential sites for First Nations language teaching and learning. Language instruction may already be occurring in some of these sites in your community. It is important for these different programs to operate in concert with one another, as too often they operate in isolation. The language learning achievements at one level should be built on at the next.

### EARLY CHILDHOOD EDUCATION PROGRAMS

There are various different kinds of early childhood programs ranging from early childhood centres or daycares, to Aboriginal Head Start and language nest programs. Including language teaching in early childhood programs is an important part of your language revitalization plan. Through this planning you will explore the various places language is already happening in your community. Many highly successful and inspirational Indigenous language revitalization efforts from around the world have begun with a focus on young children.



### ■ Language Nests

*(Adapted from FPCC Language Nest Handbook, 2014)*

Language nests are language immersion programs where young children are immersed in a First Nations language. The programs can be for children from birth to five years of age and necessarily include fluent speakers. While these programs may seem like “daycares” what is different about them is they are offered in full immersion in the local First Nations language. The First People’s Cultural Council has an excellent resource to help you with your thinking about how to start and sustain a language nest program (see Appendix A: Additional Resources).



*Language Nests are often the starting place for First Nations communities beginning a language revitalization program, as they often lead to the creation of new adult speakers and higher levels of immersion programming (such as elementary school and beyond).*

### ■ Aboriginal Head Start

*(Adapted from BC First Nations Head Start website)*

These programs are for children from birth to six years old that enhance early childhood development, school readiness, and family health and wellness by focusing on six different areas: Culture and Language, Education and School Readiness, Health Promotion, Nutrition, Social Support and Parent and Family involvement

The focus on culture and language in these programs tends to be more language ‘exposure’ in nature with the inclusion of language as part of each day or week. However, it is possible to have an Aboriginal Head Start program as an immersion program if the community is interested in doing so.

## FIRST NATIONS SCHOOLS

First Nations schools are generally kindergarten through to grades 5-7, although some First Nations schools offer programming from preschool through to graduation. Many First Nations schools also house adult education programs.

First Nations language education has always been a foundational part of the BC First Nations school system. However, there is a wide range in language program offerings amongst the 130 First Nations schools in BC. Some are yet to offer any language programming, while a select few offer full immersion programs.



Figure 2 (p. 12) shows the range of language programming in First Nations schools in BC.

### ■ No current language instruction

Some First Nations schools in the province do not currently offer First Nations language classes in their schools. This speaks to the many challenges your community and/or school may be facing in revitalizing your language, such as: lack of fluent speakers, lack of educational resources, lack of funding, and/or lack of community or parent support.

If this describes your community or school, the first step is to move towards offering languages as a subject in your school. This is a very important step in capacity building, and as a message of the importance of your language to your community.

As a key part of the mandate of First Nations schools is the inclusion and celebration of First Nations language and culture, this workbook provides a valuable tool for you to implement a First Nations language education program in your school or community as a part of supporting broader First Nations language educational initiatives.

### ■ Language as subject



*The majority of language teaching that occurs in First Nations schools is 'language as a subject'.*

This model can range from 30-45 minutes a day, to 30-60 minutes a week.

Some Nations refer to these classes as “language appreciation” or “language exposure” classes. This is due to the recognition that while some language is being learned, *the main outcome of these classes is a greater appreciation and exposure to the language*, not the development of new speakers.

It is important to recognize that these programs can be extremely useful in drawing students into the language and creating interest in learning the language. Also, these classes can be an important building block on the road towards enhanced language education programs. For example, if you have no language classes happening in your community, this can be a good place to start.



What is equally important is to keep moving along the spectrum to reach your goals. For example if your goal is to create new children and youth speakers of the language, you will need to work together with other language supporters in your community towards the goal of full immersion programs.

### ■ Bilingual programs

This kind of program is rare in BC but not so rare in other parts of Canada and the world. In bilingual programs approximately half the instructional day is in the target second language (in this case, the local First Nations language) and the other half of the day in the dominant language (English or French). While most First Nations communities prefer immersion programs as they exclusively focus on the language which is often greatly underrepresented in the community, bilingual programs can provide an important stepping stone towards immersion. It can begin the emphasis on immersion-style learning but lighten the demand to have enough teachers to teach all day each day. Also it can assist with the process of developing immersion curriculum and other educational resources.

### ■ Immersion programs



*All First Nations language immersion programs that exist in BC are in First Nations schools.*

This is mainly for a few reasons:

- One – the First Nation has greater control over the school and planning choices;
- Two – there is a greater mass of First Nations children (generally) from the same language group in order to justify a program offered in the First Nations language, and;
- Three – First Nations people are generally more motivated to promote and privilege First Nations languages as the language of instruction.



**Figure 2:** Range of language programming in First Nations schools in BC.



Launching programs like this takes a great deal of community level support, as politicians need to be on board for allocation of funding and parents need to be willing to enrol their children in a First Nations immersion program.

One example of a BC First Nations immersion school is Chief Atahm School at Adam's Lake, BC. (See Kathy Michel's 2012 dissertation - link in References section - for more info.).

## **PUBLIC SCHOOLS**

Public schools run from Kindergarten to Grade 12 in urban and rural settings around BC. The majority of First Nations children in BC attend public schools.

There are many public schools that do not yet offer a First Nations language education program. If children from your community are going to public school it is important for you to advocate for programming in your First Nations language.

An excellent example of First Nations language programming in public schools can be found in School District 52, where students enrolled in public school are able to access Sm'algyax language programs from Kindergarten to grade 12. Recently the K-4 Sm'algyax program in the district has been expanded to include more schools. For example, Prince Rupert Elementary will offer Sm'algyax to all students from kindergarten to Grade 4 from September 2015 onwards.

Some secondary schools in BC are beginning to have First Nations language classes due to the "Integrated Resource Packages" that were developed some years ago. The Ministry of Education controls the accreditation of First Nations language programming in public schools. Sixteen First Nations language integrated resource packages (IRPs) have been given Ministry approval, which allows those First Nations language education programs to qualify as meeting the grades 5-8 second language learning requirement.

It is important to note that there are no First Nations immersion or bilingual programs in public schools. This highlights the fact that First Nations languages are not privileged within the public school system in the way they are in First Nations



**Figure 3:** Range of language programming in public schools in BC.



schools. It is also a result of First Nations languages operating within a system which was not designed to service First Nations language learning, but instead designed for advancing English, French and other international languages.

### POST-SECONDARY FIRST NATIONS LANGUAGE PROGRAMS

Most First Nations-controlled post-secondary institutes have language courses for credit and many have certificate, diploma or degree programs. First Nations Language courses can also be taken at many public post-secondary institutions for credit either course by course, or towards graduation with certificates, diplomas and undergraduate degrees.

### COMMUNITY-BASED ADULT LANGUAGES COURSES

Many communities offer language courses for adults to begin learning the language. These are sometimes offered for credit through a college or university (see above) but sometimes these are offered in a more organic way such as over lunch hour at the band office or after work in a community space.

### MENTOR-APPRENTICE PROGRAMS

The Mentor-Apprentice (also known as Master-Apprentice) program began in the late 1990s in California. Dr. Leanne Hinton worked with several tribes in California to create this method. The language situation in California is very similar to BC in that it has many different languages and low numbers of speakers in most of them. The language situation prompted the creation of this method that pairs a “mentor” speaker with a language learner, known as an apprentice. (In BC, the language speakers have preferred being called mentors, hence the different name for the program here.)

The formula recommended in a mentor-apprentice pairing is spending 10-20 hours a week together in complete immersion (no English) for a period of 2-3 years in order to create a new speaker. It is hoped that the person would by then be considered an ‘intermediate speaker’ in that they may not yet have advanced proficiency in the language, but should be able to hold a conversation on most everyday topics and understand most of what is said to them by a speaker.



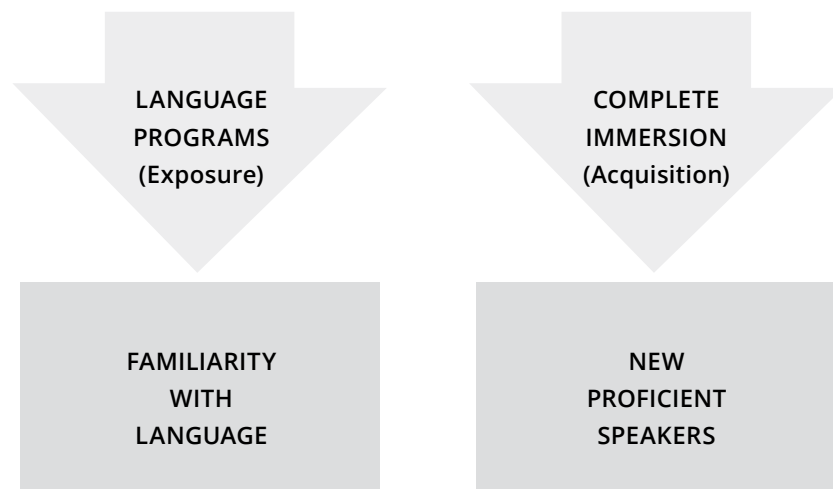
*While all of these methods can be considered in isolation it is important to see the relationship between them. That is, in starting **SOMEWHERE**, you will move along in your journey. Success and movement in any of these can inevitably drive the other initiatives and keep things moving along.*



## UNDERSTANDING HOW NEW LANGUAGE SPEAKERS ARE CREATED

Part of planning for language education in your community is understanding how to match your goals to the actions you take. Often communities state they want to create new speakers of the language but the activities they are doing, such as weekly language classes, will not lead to the creation of new speakers. Language programs with just a few hours a week of hearing or speaking the language will offer some benefits to learners, such as becoming familiar with some of the sounds of the language, learning some basic phrases like how to introduce themselves, or greet someone. However, this kind of language ‘appreciation’ or ‘exposure’ program will not create new speakers. It is important to understand that no one could become a proficient speaker of any language by solely relying on these programs. Rather we know from decades of second language research all across the world that it takes thousands of hours of hearing and speaking the language to become a new speaker of a language.

Ignace (2015) points to the work of Michele K. Johnson, a Syilx (Okanagan, Interior Salish) woman from Penticton, BC. Ignace says, “[I]n describing her own and her young adult colleagues’ path to mid-intermediate level proficiency in Nsilxcen (Okanagan), Johnson (2013) estimates that it takes at least 1,200 “guided teaching hours” to reach mid-intermediate level proficiency, plus 2,400 or more additional practice hours to gain advanced level proficiency in a language (or perhaps realistically, more).”



**Figure 4:**

It takes thousands of hours of hearing and speaking the language to become a new speaker of a language.



## CONDITIONS NECESSARY FOR SUCCESSFUL SECOND-LANGUAGE LEARNING

There are many different approaches to language teaching and learning. However, many decades of second-language learning research has shown that certain conditions are necessary for successful second-language learning. They are:

- **TIME** Learners typically need thousands of hours of exposure to a new language in order to reach the point of high functioning. Programs must have sufficient quality (real examples of communication, e.g. use of full sentences), duration (enough hours per week, per month, per year), and intensity (avoiding long gaps between learning and practicing) to allow learners to gain this necessary experience. Finding time to learn is often touted as the number one challenge for adult language learners, yet ironically sufficient time spent is the primary factor in successful language learning.
- **OPPORTUNITY** Similar to, but separate from the time factor above, learners must have the opportunity to hear and practice producing the target language in a variety of topics of interest alongside others who are at similar stages of investment in learning the language (Ellis, 2005). This is an example of how Mentor-Apprentice can work well for small groups of learners.
- **ACCOMMODATION** Individuals' prior language learning histories, anxieties, difficulties, desires, goals, and personal preferences for learning must be assessed and considered by language teachers to expedite successful learning outcomes (Naimie, Siraj, Abuzaid, & Shaghali, 2010; Dörnyei, & Shehan, 2003). This is critically important when considering the trauma many First Nations people, families and communities have experienced in regards to language and culture.
- **APPROPRIATE CONTENT** Learners must have access to age-appropriate curriculum that is cognitively and socially relevant. This means that adults may not necessarily be comfortable learning (or teaching) popular children's songs such as "head and shoulders." The material learned must be well paced, as in not too slow or too much too quickly, with enough opportunity to review what has already been covered, time for reflection, and opportunities to practice in order to ensure learners retain what they have learned. Second-language learning research also underscores that this content must have an appropriate balance of 'focus on meaning' and 'focus on form'. Focus on meaning is demonstrated with actual communication, including speaking and listening. This must be balanced with a "focus on form" that include grammatical explanations, word endings, pluralization patterns, etc. (Ellis, 2005).



Given what we know, First Nations language learners are best served by focusing more on creating and adapting learning environments to provide these optimal conditions and less focus on specific approaches to teaching and learning (such as “Finding our Keys” or Mentor-Apprentice, etc.).

Research has shown that the only way for people to learn a language is through immersion. Thousands of hours must go into learning all different ways to use language from daily tasks, to more complex thought processes and ways of communication. The only way to create new, fluent speakers of a language is through total immersion on a daily basis, for extended periods of time.

For most, if not all, First Nations communities, the goal of language education is the creation of new speakers. As detailed above, the creation of new speakers will require the careful planning and implementation of a First Nations language education plan. The goal of this workbook is to support communities in understanding their current language situation and creating a plan for reaching their goals.

*(This section is an adapted excerpt from a forthcoming chapter – McIvor, in press.)*





KUMSHEEN SECONDARY SCHOOL



# 4

## LANGUAGE EDUCATION PLANNING STEPS

The following pages are the **heart of this handbook**. The pages leading up to this section were included to aid in your thinking about next steps in planning. Now, you will be led through various exercises to brainstorm where language is happening in your community, who your supporters are, and planning the next steps in language education for your community.

The following is a list of the suggested exercises for developing a plan for reviving your language through education. Each section provides space for you to work, from your community's perspective.

- 1) Forming your core group
- 2) Encouraging community involvement
- 3) Surveying language education in your and neighbouring communities
- 4) Environmental scan of language resources in your and neighbouring communities
- 5) Developing a vision and a plan for language education in your community
- 6) Evaluating what you did



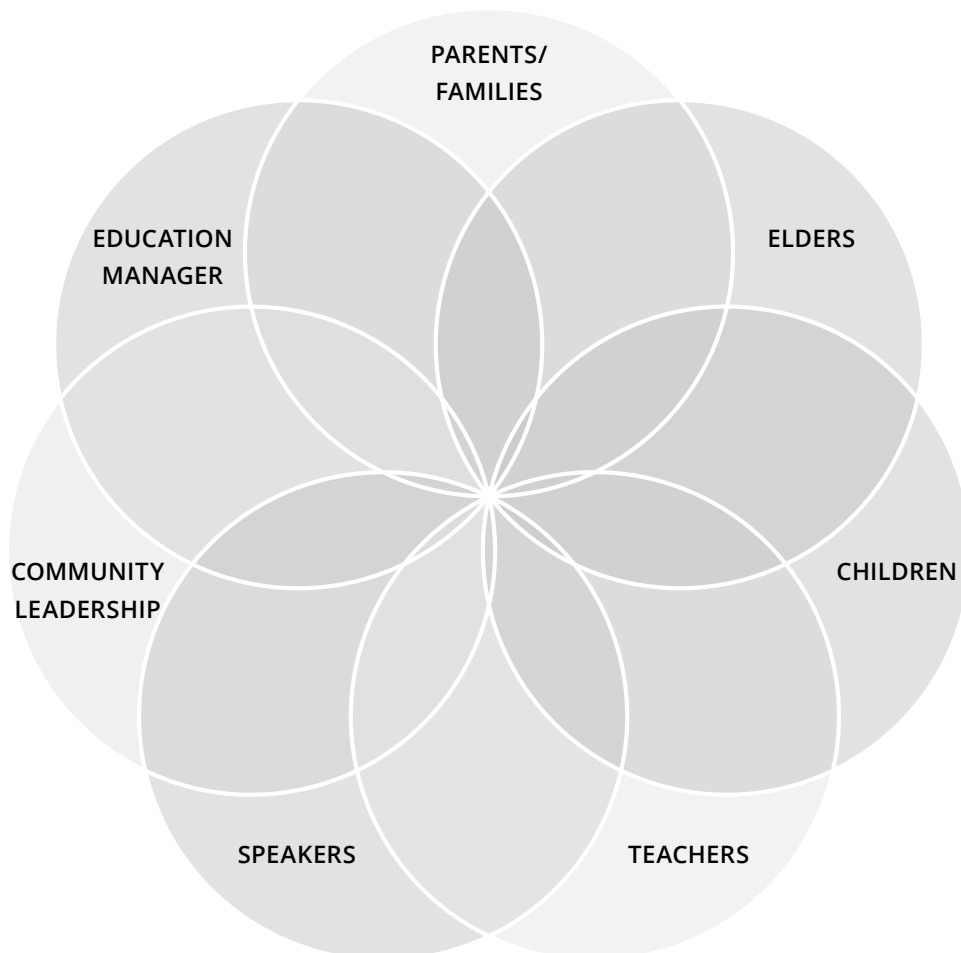
## (1) FORMING YOUR CORE GROUP

Language planning in your community is likely to be driven by a core group of dedicated people. This section is meant to provide a guide for forming and taking care of a core group. However, it is good to keep in mind that sometimes language revival efforts start very small. Sometimes it is just a few people such as close friends, or siblings, cousins, a mother-daughter Mentor-Apprentice team, or perhaps it is just you!

It is okay to start small, starting with those who are passionate and dedicated to reviving your language. But eventually, it will be important to draw others in to build your team of supporters and help the community to get excited about language learning, and seeing the language grow.

Here are some suggested steps:

### A. IDENTIFY PEOPLE THAT ARE GOING TO BE INVOLVED WITH YOUR LANGUAGE REVITALIZATION PROGRAM. For example:





## B. SETTING PROTOCOLS/NORMS/GUIDING PRINCIPLES FOR THE GROUP

- Will there be a group leader that plans the next meeting and follows up on tasks assigned?
- What will you call yourselves?
- It is important to write a **simple mission statement** for your group so that everyone is clear about the purpose of the group. This will help you to stay on track when you are meeting and other important issues that are happening in the community come up for discussion.

**Sample Mission Statement:** *The “Raven First Nations” language group is dedicated to the continuation and revival of our “Ravenese” language through effective and sustainable language education endeavours.*

- Once you have developed your mission statement together, it is important to establish some **guiding principles** for how you will work together. These will ensure that everyone feels heard and included, but also not overburdened with responsibility. Not all group behaviours can be controlled but setting some ground rules to go back to if need be may be really helpful. Taking an hour or two now to develop these guidelines while your group is forming could save you hours of possible strife in the future if things start to go wrong.
- The main areas to focus on are *ways of communicating*, *how you are going to manage conflict* and *keeping commitments to each other*.



### **Sample group principles:**

- 1) *We will always strive for respectful communication.*
- 2) *We will keep the language at the heart of what we do.*
- 3) *We will practice respectful listening and kind feedback.*
- 4) *We will make decisions by consensus.*
- 5) *Each of us will take responsibility for the tasks we agree to and report back to the group by the deadline.*





Consider ensuring both Elder and youth representation in your Core Group.

### C. DEVELOPING DECISION-MAKING PROTOCOLS

Your group will have to collectively decide how and when decisions will be made in regards to your language revitalization efforts.

Generally decision-making is either by **consensus** (everyone must agree or the idea is abandoned) or by **vote** (majority rules). If your group decides to use a voting system be sure to agree ahead of time whether you will vote publicly or by secret ballot. This will avoid possible conflict later when it is time to make a decision.

No matter what you decide, it is important to not let any structures hold you back and to stay focused on your language while having a good decision making protocol. You may want to consider ensuring both Elder and youth representation at these meetings as part of the group principles you create.

### D. TIPS FOR HOLDING EFFECTIVE MEETINGS

The number and frequency of meetings per month should not be overwhelming or too time-consuming. Many people who are dedicated to language work have full-time jobs and family commitments.

You may want a chairperson for your meetings to keep meetings on track, as well as a note-taker to record what was discussed and tasks assigned. Consider utilizing email or document sharing programs between meetings, but keep in mind many elders may not access online documents and information and updates may have to be shared with them in person.



### E. PREPARING FOR BARRIERS

There may be many barriers that you face in the start, implementation, and continuation of your language revitalization program. These could range from funding, resources, or lack of community support - but perseverance is key.

Once a program gains momentum, and people see positive results many more people will join the effort and want to be included. Language revitalization efforts may start out small and gain momentum. The early stages provide an opportunity for re-evaluation and assessment of what is working, and what is not.

### F. TAKING CARE OF YOUR CORE GROUP

Your language revitalization working group may have grown into a core group of individuals that are making a personal commitment to keeping the language alive, and are committed to working with others on this goal. Be sure to honour the efforts of this group and ensure that they have adequate time to reflect on their efforts, and that their efforts are recognized and acknowledged. It is important that this group maintains personal, physical and spiritual balance in order to continue their efforts, or they will quickly get burnt out. It is a huge responsibility to work on keeping our languages alive, and a responsibility we must share collectively. Have different people in the group volunteer for different aspects of the work, as well as rotate tasks so that people are learning different transferable skills as part of the working group.

Feast together often with  
traditional foods to celebrate  
your hard work!





## (2) ENCOURAGING COMMUNITY INVOLVEMENT

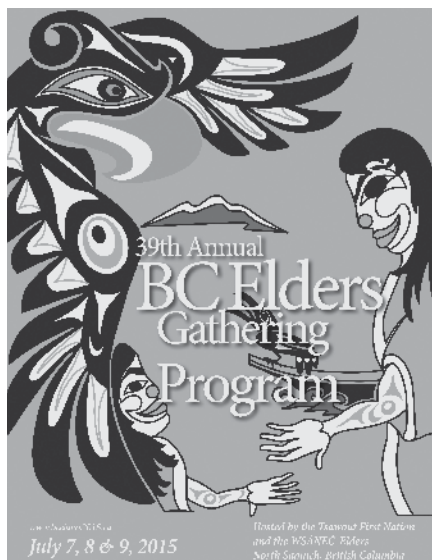
Successful language planning requires many members of the community to cooperate and collaborate. All sectors of the community should be encouraged to join your language planning team. An important First Nations teaching is that we all have different gifts and strengths to offer - having many different perspectives, ages and genders of community will strengthen your efforts.

Community involvement and community engagement are keys to success. Learners from all different programs require language exposure in as many different settings and with as many different people as possible.



**Figure 5** Encourage all members of the community to join your language planning efforts. Having many different perspectives, ages and genders of community will strengthen your efforts.





Posters, community newsletters, and social media, such as Facebook are good ways to attract and engage community members.



### WHAT IS THE BEST WAY TO REACH MEMBERS OF YOUR COMMUNITY TO INVITE THEM TO JOIN YOUR EFFORTS?

- |  |   |
|--|---|
| <input type="checkbox"/> Community newsletters               | <input type="checkbox"/> Hosting a "language night" or cafe |
| <input type="checkbox"/> Contacting each head of family      | <input type="checkbox"/> Door-to-door visits                |
| <input type="checkbox"/> Holding a language and culture camp | <input type="checkbox"/> Posters                            |
| <input type="checkbox"/> Personal invitations/phone calls    |   |



### (3) SURVEYING FIRST NATIONS LANGUAGE EDUCATION IN YOUR COMMUNITY

Gathering information on what is already happening in your community and neighbouring communities is an important first step. It is good to gather as much information as you can that is fairly easy to attain. **It is important not to get bogged down at this stage.** This is a thorough but quick evaluation of where things are at and where some potential starting places and people are.



#### SPEAKERS AND LEARNERS

##### WHO ARE YOUR SPEAKERS?

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##### WHO ARE YOUR LATENT SPEAKERS?

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##### WHO ARE YOUR LEADERS?

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##### WHERE IS LANGUAGE ALREADY HAPPENING IN YOUR COMMUNITY?

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Examples of places language might already be happening in your community:

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|---|---|
| <input type="checkbox"/> Language nest                        | <input type="checkbox"/> Preschool                      |
| <input type="checkbox"/> K-12 schools                         | <input type="checkbox"/> Evening classes for adults     |
| <input type="checkbox"/> Daytime classes for Nation employees | <input type="checkbox"/> In certain homes or workplaces |
| <input type="checkbox"/> During cultural ceremonies           | <input type="checkbox"/> Language and culture camps     |



It will be helpful to identify who and where your sources of support are and where to best put your focus on continuing to build interest and 'buy-in' for language revitalization efforts in your community. The following set of questions are meant to help you with this exploration.



## SOURCES OF SUPPORT

**WHO ARE PARENTS/FAMILIES WHO WANT THEIR CHILDREN TO LEARN THE LANGUAGE?**

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**HOW COULD YOU REACH OTHER PARENTS/FAMILIES IN THE COMMUNITY?**

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**WHO ARE THE BEST LANGUAGE SUPPORTERS IN YOUR COMMUNITY?**

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**WHO ELSE COULD YOU RECRUIT TO JOIN YOU?**

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Various options for teacher training and education are discussed in greater detail later on in the workbook. This section is meant for you to 'take stock' of your current teachers and teaching methods.



## TEACHERS

### WHO ARE YOUR LANGUAGE TEACHERS?

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### DO YOU HAVE OTHER TEACHERS WHO ARE NOT SPEAKERS/LEARNERS BUT HAVE TEACHING SKILLS?

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### WHAT EFFECTIVE METHODS OF TEACHING ARE YOUR CURRENT TEACHERS USING?

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### WHAT OTHER EFFECTIVE TEACHING METHODS CAN BE EXPLORED?

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## TRAINING NEEDS

**WHAT ARE THE TRAINING NEEDS OF YOUR CURRENT TEACHERS?**

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**WHAT NEW TRAINING COULD YOU ACCESS TO BUILD THE NEXT GENERATION OF TEACHERS?**

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**WHAT LEVELS OF CERTIFICATION AND TRAINING WILL BE NEEDED TO SUPPORT OUR LONG TERM GOALS AND VISION?**

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## (4) ENVIRONMENTAL SCAN OF LANGUAGE RESOURCES

Your community (and similar language communities nearby) likely has existing language curriculum and other resources. The following chart is meant to help you to brainstorm 1) where they are, 2) who has them, 3) who has access to them and 4) make a plan on how to gather them and build on what already exists.



NOTE: It is really important NOT to get bogged down at this stage. This step is meant to be a quick overview of language resources that already exist. This should take no more than a few days to complete. You can always build on what you have started when you discover new resources. Start with a quick scan and move onto PLANNING, which is the most important part!



### EXISTING LANGUAGE CURRICULUM? WHAT? WHERE?

.....

.....

### RECORDINGS? WHERE? WHO?

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.....

### WHO ARE YOUR NEIGHBOURING LANGUAGE GROUPS?

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### WHERE ELSE IS YOUR LANGUAGE STORED? eg. UNIVERSITY ARCHIVES, MUSEUMS, ETC.

.....

### WHERE ELSE IS LANGUAGE HAPPENING THAT MIGHT HAVE LANGUAGE RESOURCES. eg. TREATY NEGOTIATIONS?

.....

### WHAT RESOURCES HAVE BEEN CREATED?

.....

.....



## WRITING SYSTEMS (ORTHOGRAPHY)

Most First Nations languages have a writing system. Some groups have more than one writing system that have been developed over the years. This exercise is here to explore what writing systems exist as part of the puzzle of what additional curriculum and resources you will need to develop – and making decisions about which orthography or orthographies you will need to consider when doing so.



**IS THERE AN ORTHOGRAPHY FOR YOUR LANGUAGE?**

.....

**IF YES, IS THERE MORE THAN ONE?**

.....

**IS THERE AGREEMENT ABOUT WHICH ONE TO USE?**

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**IF MORE THAN ONE, WHICH ONE ARE MOST RESOURCES DEVELOPED IN ALREADY?**

.....

**COULD YOU USE BOTH/ALL AND JUST PRINT RESOURCES IN MULTIPLE ORTHOGRAPHIES?**

.....

**HAS YOUR COMMUNITY PARTNERED WITH ANY UNIVERSITIES OR PARTICULAR LINGUISTS IN THE PAST?**

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**IF SO, DOES THAT INSTITUTION OR PERSON HAVE RESOURCES THEY CAN OFFER TO ASSIST WITH LEARNING AND CREATING CURRICULUM RESOURCES?**

.....

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## (5) LANGUAGE PROGRAM PLANNING: VISION, GOALS, ACTIONS

The following set of exercises is meant for you to begin identifying your goals for language revitalization and language education in your community. This is a vital step in getting where you want to go. Take the time to pause and reflect as a group on what your ultimate destination is. These ‘big picture’ **goals** will be the foundation for the smaller **actions** that you will plan immediately after.

## VISION FOR LANGUAGE EDUCATION

A strong vision statement for language education will provide a launching point, motivation and act as a reference point as you execute your plan. Vision statements can be quite empowering as they allow your core group to envision what success will look like. The vision statement should answer the question, *what will language education look like if all of our efforts are met with success?*



**SAMPLE VISION STATEMENT:**

*Learners of all ages will be able to access quality First Nations language education. The different programs will work together coherently as learners transition through the years to build student fluency. We will work to attain the maximum amount of learner fluency that is possible within all of our education programs.*



## WHAT IS YOUR VISION FOR LANGUAGE EDUCATION?

This image shows a full page of white paper with ten horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.



**'BIG PICTURE' GOALS****WHAT ARE YOUR 3 BIG PICTURE GOALS FOR FIRST NATIONS LANGUAGE EDUCATION PLANNING?**

**Taking your time to think these through is really important as they will guide you in your next steps towards action!**

Examples include:

To teach our language in our school(s) as a subject

To start a language nest program

To shift our First Nations school to a bilingual or immersion school

1

2

3











### ADDITIONAL QUESTIONS TO CONSIDER IN SETTING UP ACTION STEPS

- How will you keep the momentum going in your language planning and actions?
- What will you do if your efforts start to fade away or you are not accomplishing what you set out to do?
- How will your group remain accountable to each other for the tasks you have agreed to do?
- How will you celebrate successes that occur along the way?
- How will you celebrate once you've achieved what you set out to do?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## 6) EVALUATING YOUR PROGRAM

It is important to evaluate language programs to see if they have been successful and to be honest about what worked and what didn't. This ensures that time, effort and funding are being used effectively and provides an opportunity to strategies and approaches accordingly. Acknowledging that what we are doing is not achieving our goals is not a failure, but an opportunity for improvements.

### PREPARATION

#### Create a plan for evaluation

- Who will you talk to?
- How will you test the language learners?

### TEACHERS

- Identified Mentors and Teachers
- Plan for certifying teachers?
- Re-certification of existing teachers
- Are there enough supports?
- Were additional training opportunities possible?

### CURRICULUM

- Were you able to develop or update the curriculum you needed?
- Were you able to obtain any curriculum or resources from neighbouring language groups?
- How effective has your curriculum been in meeting the language learning goals?

### WORKING GROUP

- Has this group met regularly?
- Are you meeting the goals you set out at the beginning of the year?
- Are there any changes you see you could make to improve things?

### LEARNERS

- What were the learners' goals (or goals set for them)?
- How well did they feel supported in their learning?
- Did they meet their learning goals? (Or if children/youth, the goals set for them?)
- Be sure to test the learner's abilities to get a true sense of the learning that has occurred.

### PARENTS/FAMILIES

- How have we involved parents and families?
- Are they satisfied with their children's development and progress?
- What are their concerns?
- What do they see as the big successes?
- Are they enthusiastic to keep going?



Language work can take time. It is good to allow something to run its cycle such as September to June if it's a school-based program or the full 300-500 hours of a Mentor-Apprentice pairing. It is okay to evaluate along the way but also to have a good look at the end of the first year.

Doing an evaluation is an excellent opportunity to include all members of the community for feedback and suggestions on improving, or starting a language revitalization project. Be sure to incorporate ideas and suggestions into your revised plan!



*For a sample evaluation tool, see Appendix A: Additional Resources.*



# 5

## PLANNING RESOURCES



### ENGAGING PARENTS AND FAMILIES

In order for any First Nations language program involving children to be successful, parental/family involvement is critical. Students must be able to utilize the new language they are learning in many different settings, especially in everyday situations. Language use must involve every day, relevant activities that are meaningful to the learner.

#### HOW PARENTS AND FAMILIES CAN BE INVOLVED

- Take adult language learning classes if available
- Start language learning classes if none are currently offered
- Initiate a Mentor-Apprentice program for yourself
- Listen to recordings – play them in your car and in your home, especially when the children are around
- Review concepts with your child (shows them you think it is important, and you will also be able to learn alongside with them!)
- Volunteer in the class/learning environment (this is an excellent way to be exposed to more language, and spend more time with your child! They will see you trying to learn also, and will receive the message that you think it is important for both/all of you.)



- Use the language as much as possible in everyday situations as you learn – practice, practice, practice
- Be a courageous language learner as a role model for your child



*See Appendix A for a few sample resources that can be created for engaging parents and caregivers.*

## TEACHER TRAINING AND EDUCATION

### EFFECTIVE TEACHER TRAINING

Various levels of teacher training exist. Some First Nations language teachers do not hold any training or certifications. It is helpful for teachers to receive some training in effective teaching methods, especially when it comes to the creation of new language speakers. There are many different methods but it is important for teachers to have a good understanding of how languages are learned as second languages in order to carry out the most effective teaching methods.

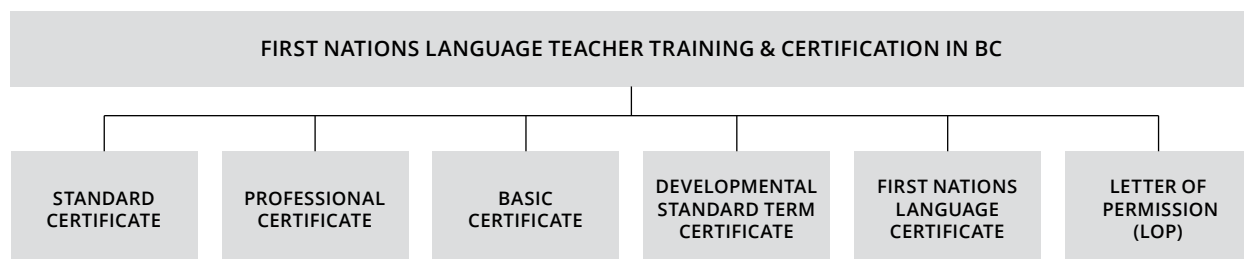
The following are the existing options for teacher training in BC, and you will need seek out the right teacher certification processes to assist you in achieving your vision.

We are beyond simply wanting to increase the numbers of First Nations language teachers in classrooms (although this is an important goal). We have a much better idea now of the type of training that First Nations language teachers need to be successful. Therefore, taking stock of where your language teachers are currently at and assessing the kind of support they need is essential in meeting the goals you have set out. Your language teachers are a very precious resource and supporting them needs to be an important part of your plan in moving forward.

### TEACHER CERTIFICATION

There are various types of teacher certification in BC, ranging from full professional, permanent certificates to temporary letters of permission. It is important for you to seek out teacher certification processes that will assist you in achieving the vision you have for language revival in your community.





**Figure 6:** In BC Teaching Certifications are issued by the BC Ministry of Education, Teacher Regulation Branch

### BC TEACHER'S REGULATION BRANCH (TRB)

To teach in a public school in BC, you will need a teaching certificate issued by the **BC Ministry of Education, Teacher Regulation Branch (TRB)**. The TRB assesses applicants for certification, evaluates teacher education programs, issues teaching certificates, and enforces standards for certificate holders. (BC Teacher's Federation) <https://bctf.ca/OpportunitiesForMembers.aspx?id=16124>)

Various types of certification entitle language teachers to different levels of teacher authority and rates of pay.

- **STANDARD CERTIFICATE** Four years of university training (undergraduate degree)
- **PROFESSIONAL CERTIFICATE** Five years of university training (4-year undergraduate degree plus one year of professional teaching training)
- **BASIC CERTIFICATE** Teachers that were certified when a four year university program was not required.
- **DEVELOPMENTAL STANDARD TERM CERTIFICATE** Requires three years of university training. This is a temporary certificate that requires upgrading to the Professional Certificate within four years. (However, DSTC holders can apply for an extension up to an additional four years grace before upgrading to professional certificate.)
- **FIRST NATIONS LANGUAGE TEACHING CERTIFICATE** Upon the recommendation of an established First Nations Language Authority, the Teacher Regulation Branch issues this certificate. It does not require a degree, but rather fluency in the language as determined by the appropriate language authority. It is a permanent certification; however, it restricts teachers to teaching language and culture only and these teacher's generally receive lower pay than a fully certified teacher.



- **LETTER OF PERMISSION (LOP)** If First Nations Language Teachers do not meet the education or training requirements a Letter of Permission MAY be issued. This authorization is only valid for one year at a time. Much like the First Nations Languages Teaching Certificate, teachers are restricted to teaching Language and Culture, however with a LOP it is at the discretion of the TRB.

## POST-SECONDARY PROGRAMS FOR TEACHERS IN BC

- Nine universities in BC have teacher education training to the professional certificate level. That means receiving either a bachelor of education degree or a post-degree diploma (for those that already have a degree in another discipline.)
- Several universities offer the DSTC (First Nations Language focused explained above), which is the first three years leading to a BEd.
- One program (so far) exists specifically focused on becoming a proficient speaker and fully certified teacher in BC (University of Victoria - Bachelor of Education Language Revitalization Program). This program has a dual-focus on building on student's proficiency levels as well as their teaching skills over the duration of the 4-year program. This program includes a 'laddered credential' that allows students to leave the program when necessary after Year 1 with a Certificate in Aboriginal Language Revitalization, after Year 2 with a Diploma in Indigenous Language Revitalization, or through the full four years to the BEd in Indigenous Language Revitalization.

## PROFESSIONAL DEVELOPMENT

It is important to keep in mind that you will need to create a plan for language teachers specifically in your region. It is a reality that most professional development (Pro-D) events put on by schools and school districts are not necessarily culturally or practically relevant for First Nations language teachers. Creating a specific Pro-D plan for your language teachers that matches your overall language goals can assist you in creating the type of program your community envisions.

### ■ Furthering language proficiency

Many First Nations language teachers in BC are second language learners themselves who are continuing to learn their language. Sometimes even those



who are first language learners may want to continue building their proficiency level. Professional development for language teachers in your area might include assisting them to increase their proficiency levels as well as the range of their teaching skills.

There are many different kinds of language teacher training available and most can assist speakers to continue building their own proficiency while learning how to support others to build theirs. Most language learning training focuses on one particular teaching method such as Total Physical Response, or Finding your Keys, or Accelerated Second Language Acquisition (Dr. Stephen Greymorning), Mentor-Apprentice Method, etc. Sometimes this training is offered by another First Nations person or group, sometimes an organization, sometimes a First Nations-controlled institute, other times a public post-secondary institute. Inquire with others as to how these have worked for them, or if there are others they would recommend. Going to conferences focused on language revitalization and learning about new teaching methods can be a good way to learn about new methods also.

Some places in Canada that offer Indigenous language professional development are: Chief Atahm School; En'owkin Centre; Canadian Indigenous Language and Literacy Development Institute (CILLDI) held every July at the University of Alberta; and Blue Quills College (also in Alberta).

### ■ Furthering teaching skills

When creating a plan for furthering the development of your teachers refer back to the sections earlier on 'Understanding how new speakers are created' and the 'Conditions necessary for effective language learning'. This section should guide the selections you make in terms of bringing trainers into your community or supporting your teachers to go elsewhere to receive training. Creating these 'conditions' for learners should be the aim and therefore the focus of the kinds of training they receive.

Ongoing formal and informal training for First Nations language teachers is sometimes available through different organization such as FNEC and FNSA. Check their websites regularly for opportunities or contact the Manager of First Nations Language and Culture at FNEC. At times, post-secondary institutions will have professional development courses as well, such as some of those listed above. Be sure to ask if the focus of the course is on "communicative teaching strategies" rather than only grammar, etc.

These kinds of opportunities can provide fun and interactive ways of teaching and learning a language.



2015 FNEESC  
Language Champions



Other suggestions:

- Attending language conferences and focusing on attending sessions that have to do with language teaching or developing curriculum, etc. can be a great way to learn new skills and expand your knowledge base.
- Working with neighbouring nations to share resources, knowledge and training costs to attend together or bring trainers into your region.

## CURRICULUM BUILDING

### DEVELOPING A CURRICULUM PLAN



*Developing and maintaining an effective and innovative curriculum is essential to your successful plan to revive your language through education.*

Through the environmental scan of your Nation, you should have identified who your resource people are, including those who have skills in building curriculum (even if it is not in language work). You should also have begun to identify who else you are related to linguistically and have a plan for contacting your “language neighbours” to see what curriculum and resource development work they are doing.



It is an extra challenge for First Nations communities to develop their own language teaching curriculum as they generally cannot buy a program, download from the internet, or go to their local teacher supply store and purchase curriculum.

However, the advantage is you get to develop curriculum and curriculum resources that suit your Nation, your culture and your values. The resources you develop can reflect your people, your land and your culture and can be tailored to suit the vision and plan you have articulated in completing this workbook.

That said, there is no use “reinventing the wheel.” Learning about effective second language learning methods can make your curriculum development more effective. For example, putting a lot of energy into creating flashcards for the alphabet may not be a good use of time if we know that memorizing the alphabet does not help us learn a language. It might be better to create flashcards that show people doing things or landscapes that you can talk about what is going on in the picture, in order to teach in full sentences. So, rather than “B” is for Bear, saying, “The bear is fishing”, or “The girl is brushing her teeth” – although of course this would all be in your language.

An important part of creating a curriculum plan first is learning about different language learning methods and deciding what yours will be founded upon or what combination of methods you will use and then developing lesson plans accordingly. This could be one-hour lesson plans if that is all that is being taught each week, or full day plans if you are teaching all day immersion. Once you have a set of lesson plans to get you through a few months or one year, you can begin to gather or develop the resources that will match and support your teaching methods.

It is important to remember that the development of your vision and goals will inform the type of program you choose to pursue, which will inform the development of the building of learning resources to support these goals. These learning resources and curriculum development plan will also inform teacher training and professional development needs. The creation of curriculum that doesn't match with the vision and goals for the language program identified by the community or school is common when there is not a comprehensive language education plan in place. It is essential to target your curriculum and resource development activities to suit your intended program and goals.

## SHARING RESOURCES

Be sure to be in touch with all groups of the same or similar language groups and ask what kinds of lesson planning, curriculum and resource development work they have been doing and if they are willing to share. Offer to share what you have

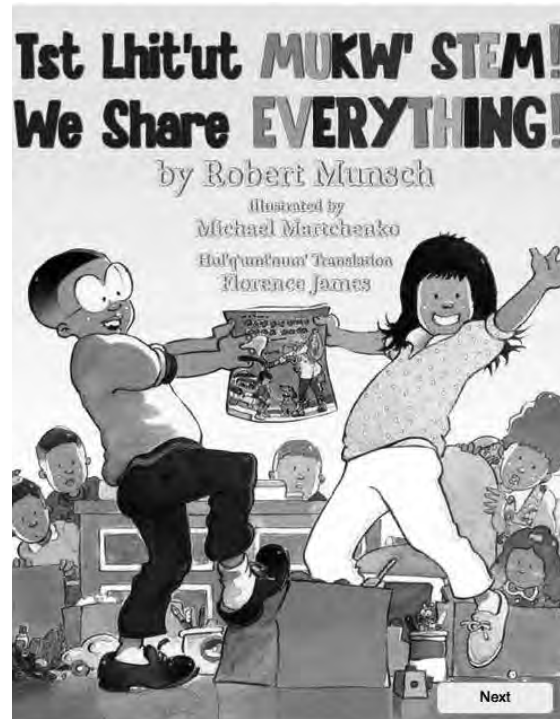


developed. Sharing resources is one of the most effective and time efficient ways of moving ahead on your language planning. Although curriculum and resource development are extremely important and often absolutely necessary, if you can borrow, adapt, purchase, etc. it will save you much time, cost and energy!

Of course, be sure to gain permission for use of materials acquired, and as is customary, always respect protocols when it comes to the sharing of traditional knowledge and language – ensuring there is a clear understanding of all parties around respecting the ownership of traditional knowledge that may be within the resources shared.

Recently the Canadian author Robert Munsch has given permission for First Nations in Canada to adapt and publish his books in their languages. Granted the topics may not always easily translate, but if you can find titles and story concepts that work it could be a great way to get some picture books more quickly published in your language.

Access online version at  
[http://abed.sd79.bc.ca/  
curriculum-resourcess/  
robert-munsch-project/](http://abed.sd79.bc.ca/curriculum-resourcess/robert-munsch-project/)







*For more ideas and more in-depth discussion of First Nations language curriculum building, see 1) British Columbia Kindergarten – 12 First Nations Languages Curriculum Building Guide written by Marianne Ignace (2015), available through the FNESC Language Department and the FNESC website, as well as the 2) First Nations Schools Association, Curriculum and Resources for First Nations Language Programs in BC Resource Directory available at*

[www.fnesc.ca/wordpress/wp-content/uploads/2011/05/FNSA\\_Resource\\_Directory\\_2009.pdf](http://www.fnesc.ca/wordpress/wp-content/uploads/2011/05/FNSA_Resource_Directory_2009.pdf).

## FUNDING

Eventually funding will be important for any language education plan. However, you do not need funding to get started. All you need are interested and motivated people (sometimes it starts with just one!) in your community to start the process of talking about how you are going to begin.

Creating a plan is key. This should be your first step. Then you can begin to figure out what activities you can do with little to no funding and which other activities (such as creating an immersion school) that would require more substantial funding to run.

Funding may not always be available. You may receive no, or very little, funding for a while and it is important to figure out how to carry on anyway with what you can. But if a funding call comes out or you obtain some funding, it is important to have a plan ready on how to maximize those funds most effectively.



*Having a generic funding proposal prepared that covers the basic areas that most funding calls ask for will allow you to be agile and respond quickly when funds become available.*

Do not let lack of funds stop you. Some of the most important language work in the world began with very little funding (this is especially true for Language Nests). But be prepared for when funding opportunities arise by planning ahead!

## PARTNERSHIPS

Different community partners will have a variety of contributions to your language revitalization efforts which may range from financial contributions, to resources and staffing or resource people.



## **GRANTS**

Grants are non-refundable payments to an organization by an external organization or party. There are a number of different federal and provincial grants available with different application dates.

Please see the Canadian Heritage site for a list of some of the available grants.  
[www.pch.gc.ca/eng/1267813935128/1269392221055](http://www.pch.gc.ca/eng/1267813935128/1269392221055)

## **FOUNDATIONS**

The First Peoples' Cultural Council has an excellent list of foundations that support First Nations language revitalization efforts.

<http://www.fpcc.ca/language/toolkit/OtherFundingSources.aspx>

## **MAXIMIZING EXISTING FUNDS**

Different departments in an organization may be able to contribute to language revitalization efforts. There may also be people in the community that have knowledge and skills that will benefit your project and hiring external services may not be necessary. For example, grant writers, or desktop publishers. Also, you may be able to save by updating and improving resources rather than purchasing new curriculum every time.

## **STRATEGIC PLANNING**

Knowing the strengths and resources in your community will be a huge benefit in the planning stage of your language revitalization plans. It is important to set out short, mid and long-term goals for your project and revisit these goals regularly.



# 6

## CONCLUSION

The key purpose of this workbook is to provide extensive step-by-step tools to assist you with planning your efforts. In addition, it contains information that we hope will help you to further your thinking about reviving your language through education efforts.

Remember to reach out to others working to revive their languages. There is much we can learn from one another with the approaches we are trying. Also your “language neighbours” might have valuable resources, curriculum, lessons plans, recordings and otherwise they might be willing to share.

Start where you are at and find your supporters. Slowly (or quickly if you are so blessed!) grow your language revival efforts and be sure to revisit what you have done once a season or once a year to see what needs adjusting and what new directions you might want to take. There is no greater frustration than using most of your precious energies and efforts and not seeing the results you are hoping for.

Education has a powerful part to play in the revival of our languages at all levels. Our littlest community members, our adults, and especially our precious speakers should have the opportunity to learn and grow together, allowing our languages to thrive once again. Thank-you for your good, hard work and continued dedication to the beautiful languages of these lands.

Now go back to the beginning and make sure you work through the workbook and keep things moving in your community – we need you!





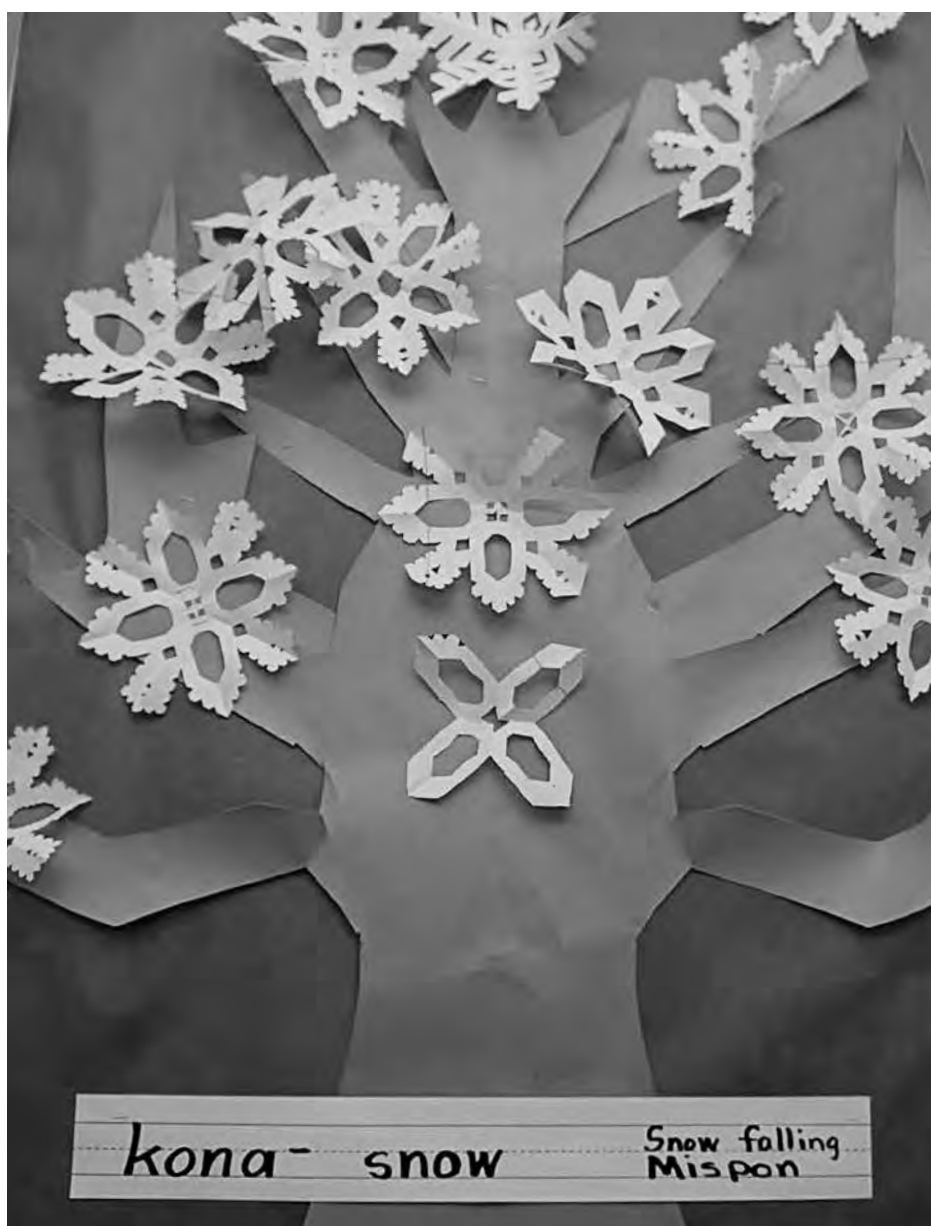
AMY WOODLAND SCHOOL



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CHALO SCHOOL

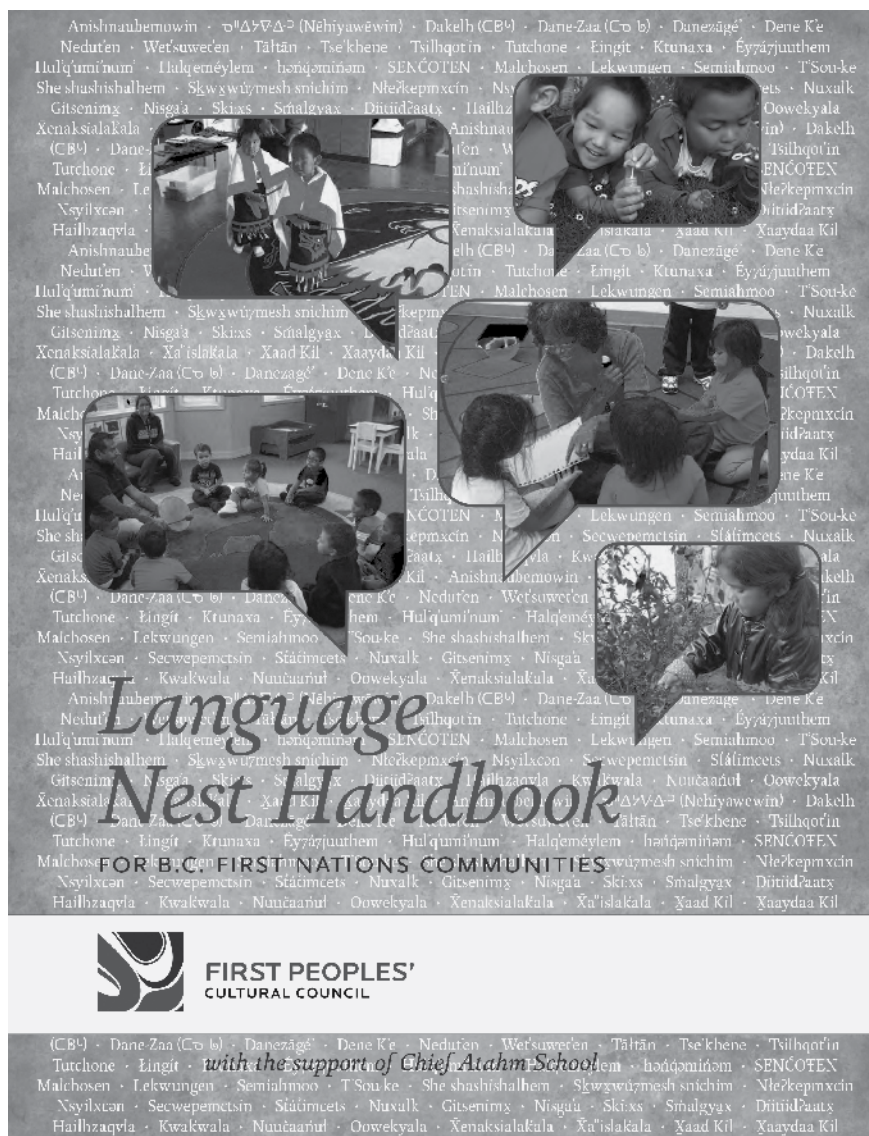




# **APPENDIX A**

## **ADDITIONAL RESOURCES**









You can order Leanne Hinton's book *How to Keep Your Language Alive* for about \$20 through Heyday Books [heydaybooks.com/book/how-to-keep-your-language-alive/](http://heydaybooks.com/book/how-to-keep-your-language-alive/)



## FIRST PEOPLES' CULTURAL COUNCIL

INDICATORS OF SUCCESS<sup>7</sup>

<p><i>Planning</i></p> <ul style="list-style-type: none"> <li>• How much progress is made</li> <li>• How much learning takes place</li> <li>• How sufficient it is</li> <li>• How well it prepares us for the next step</li> <li>• How inclusive it is</li> <li>• How well it incorporates everyone's point of view</li> </ul>	<p><i>Training of Teachers</i></p> <ul style="list-style-type: none"> <li>• How well it meets the teachers' expectations</li> <li>• How satisfied the teachers are with it</li> <li>• How well it prepares the teachers to meet the challenges of the classroom</li> <li>• How consistent it is</li> <li>• How well is it attended</li> <li>• How timely it is</li> </ul>
<p><i>Caretakers/Parents</i></p> <ul style="list-style-type: none"> <li>• How satisfied they are with their child's development</li> <li>• How involved they are in their child's learning, both in the classroom and at home</li> <li>• How enthusiastic they are in endorsing the program</li> <li>• How satisfied they are with the quality and quantity of orientation they were provided</li> <li>• How satisfied they are with the communication they receive from their child's teachers about upcoming events</li> <li>• How much they learn about Cherokee language and culture</li> <li>• How much they participate in the center activities</li> <li>• How much they participate in children's language and culture development outside the center</li> </ul>	<p><i>Immersion Preschool Teachers</i></p> <ul style="list-style-type: none"> <li>• How much enthusiasm and pride they have in their work</li> <li>• How dedicated they are to the program</li> <li>• How patient they are with the children and themselves</li> <li>• How much they use Cherokee both in and out of the classroom</li> <li>• How much they feel supported and assisted by the immersion team, the parents, and the C. N.</li> <li>• How satisfied they are with:             <ul style="list-style-type: none"> <li>• Materials</li> <li>• Classroom environment</li> <li>• Progress of their students</li> <li>• Their own teaching abilities</li> <li>• The hours of work they put in every day</li> <li>• The respect they get from the others for the special work that they do</li> <li>• Their emotional state</li> <li>• The training they receive</li> <li>• The expectations set for them and their students</li> </ul> </li> </ul>
<p><i>Immersion Team</i></p> <ul style="list-style-type: none"> <li>• How much input is given according to individual styles</li> <li>• How satisfied they are with the progress of the program in meeting the goals they set</li> <li>• How involved they are according to their individual capabilities</li> <li>• How well they endorse the program</li> <li>• How well they cooperate and use teamwork to get tasks completed</li> </ul>	<p><i>Children</i></p> <ul style="list-style-type: none"> <li>• How well they can understand and converse with others in Cherokee</li> <li>• How well they identify with Cherokee culture</li> <li>• How much their English continues to develop outside of the classroom as their bilingual skills grow</li> <li>• How well they develop:             <ul style="list-style-type: none"> <li>• Social skills</li> <li>• Motor skills</li> <li>• Cognition</li> <li>• Emotion</li> </ul> </li> </ul>



## BILINGUALISM AND IMMERSION QUESTIONS & ANSWER SHEET

**1. Question: What is language immersion education?**

**Answer:** It's a type of education that helps English speakers learn a second language (SENĆOTEN language). Within an immersion school all courses including academics subjects such as Math and Language Arts are taught in the target language. Through the increased contact with the language, students accelerate their learning (WSB, 2014).

**2. Question: What are some of the benefits of knowing a second language?**

**Answer:** Some benefits to learning a second language include: There is evidence bilingualism results in increased cognitive development and abilities, including memory skills and problem solving. Language learning assists in developing stronger literacy skills. Research suggests that language learners develop a more positive attitude toward the target language and/or the speakers of that language increases the number of speakers for threatened languages and minority languages.

**3. Question: Will learning another language affect my child's English language skills?**

**Answer:** The results of 30 years of studies undertaken from St. John's to Victoria are clear and consistent; early total immersion students tend to lag behind English program students in more technical aspects of the language (e.g. capitalization and spelling) until they have had a year or two of English language arts. However, by grade 5 or 6 they perform as well as their English program peers (Chief Atahm, 2009).

**4. Question: If the parents don't speak the language, is that going to be a problem?**

**Answer:** No, it is not a problem. Parents and family members can seek help from the school to learn ways to support their children at home. It is helpful for parent to show enthusiasm and positive responses to their child's efforts. Family members can show support by attending language classes and by visiting people and places where the language is being used.

**5. Question: Should I still read to my child in English?**

**Answer:** Yes it will help the child to take an interest in reading. It will also increase their understanding of English and the world around them and assist in their overall development.

**6. Question: Can I bring my child to learn an immersion language at any age?**

**Answer:** The earlier your child starts the closer they will achieve native-like fluency and pronunciation in the language.

**7. Question: Will my child learn English? (reading and writing)**

**Answer:** Immersion programs typically introduce English content in the intermediate grades, after comprehension, speaking, reading and writing skills are well established in students. This provides a foundation for a transfer of skills to take place from the second language to English.

**10. Question: Why should parents consider going to an immersion language program?**

**A.** If you are interested in getting reconnected to your language and culture an immersion environment is ideal. Immersion schooling provides a happy and healthy environment that helps connect families and communities (Chief Atahm, 2009).

Sample resources that can be created for parents.

Created by Xway'Waat (Deanna Daniels), 2015. Used with permission.









The Indigenous Language Institute (ILI) has published ten volumes of its new Awakening Our Languages series, a result of an in-depth analysis of Tribal Language Programs nationwide.

The volumes are:

- Handbook 1: Introduction
- Handbook 2: Developing materials and activities for language teaching
- Handbook 3: Conducting a language survey
- Handbook 4: Envisioning a language program
- Handbook 5: Knowing our language learners
- Handbook 6: Knowing our language teachers
- Handbook 7: Training our language teachers
- Handbook 8: Designing curriculum
- Handbook 9: Evaluating our language program
- Handbook 10: Understanding first and second language acquisition

Google search "Awakening our Languages series" for ordering information. Approx. cost \$80 for set of 10 to be shipped to Canada







# B

## APPENDIX B-1 SAMPLE FORMS



## CURRENT STATUS OF FIRST NATIONS LANGUAGE EDUCATION

<b>Educational level</b>	<b>Existing programs</b> (Location of existing program)	<b>Extent of language instruction</b> (How much time)	<b>Current language teachers</b> (How many language teachers Years of experience Certification level Age)	<b>Curriculum and learning resources</b> (What curriculum guides and learning resources are available)	<b>Funding</b> (How is the program funded Is the funding sustained)
<b>Early years (0-5)</b>					
<b>Elementary (K-7)</b>					
<b>Secondary (8-12)</b>					
<b>Adult education</b>					
<b>Community-based programs</b>					



LANGUAGE EDUCATION PLAN – VISION AND GOALS

VISION:		
GOAL #1	GOAL #2	GOAL #3
Long-term links	Long-term links	Long term links











[illegible][illegible]



LANGUAGE TEACHER EDUCATION, TRAINING AND SUCCESSION STATUS

Current Language Teachers					
Name	Current teaching level	Certification /Training	Years of experience	Years to retirement (~)	Notes

Educational Level Language Teacher Needs			
Educational level	Teachers in place	Teachers needed	Notes
Early years (ages 0-5)			
Elementary (K-7)			
Secondary (8-12)			
Adult Education			
Community-based programs			

Current Language Teacher Training Desires			
Name	Training priorities	Possible sources	Notes







B

**APPENDIX B-2  
SAMPLE FORMS - FILLED IN**



## CURRENT STATUS OF LANGUAGE EDUCATION

Educational level	Existing programs	Extent of language instruction	Current language teachers	Curriculum resources	Funding
<b>Early years (age 0-5)</b>	<ul style="list-style-type: none"> <li>Community daycare centre</li> <li>Some community members send children to daycare centres off-reserve (no language instruction is offered)</li> </ul>	<ul style="list-style-type: none"> <li>morning routine and calendar activities (approx. 10 minutes per day)</li> <li>occasional visits from Elders and language speakers</li> </ul>	<ul style="list-style-type: none"> <li>8-10 staff members</li> <li>1 is a first language speaker (not a trained language teacher, but has ECE certification)</li> <li>Other staff members are not language speakers</li> </ul>	<ul style="list-style-type: none"> <li>Calendar and morning routine materials</li> <li>Some craft and story time materials</li> </ul>	<ul style="list-style-type: none"> <li>no funding specifically targeted to language and culture</li> </ul>
<b>Elementary (K-7)</b>	Public elementary school language program	<ul style="list-style-type: none"> <li>45 minutes per week for every student in the school (including non-Aboriginal students)</li> </ul>	<ul style="list-style-type: none"> <li>1 language teacher in the school</li> <li>intermediate speaker</li> <li>fully certified – also teaches social studies (prep relief position)</li> <li>teacher training in elementary – not in second language teaching</li> <li>early 30s</li> </ul>	<ul style="list-style-type: none"> <li>all learning resources have been developed by the current and past language teacher</li> <li>workbooks, grade level binders, craft projects binder</li> <li>No curriculum guide in place</li> </ul>	<ul style="list-style-type: none"> <li>Language program funded using targeted Aboriginal education dollars</li> <li>Prep-relief position funding using core funding</li> </ul>
<b>Secondary (8-12)</b>	No program	No program	No program	No program	No program
<b>Adult education</b>	No program	No program	No program	No program	No program
<b>Community-based programs</b>	<ul style="list-style-type: none"> <li>Lunchtime language lessons at Nation office</li> <li>Language-focused community dinners – once a month</li> </ul>	<ul style="list-style-type: none"> <li>lunchtime language once a week for 45 minutes – started two years ago</li> <li>Community dinners for two hours – combination of language lessons and presentation in the language – once a month</li> </ul>	<ul style="list-style-type: none"> <li>retired language teacher taught for over 20 years in public school – had a First Nations Language Teacher Certificate</li> <li>community dinners have just started this year</li> </ul>	<ul style="list-style-type: none"> <li>retired language teacher uses materials that she developed for the public school program – conversational in focus</li> </ul>	<ul style="list-style-type: none"> <li>Lunchtime sessions paid for by Nation administration</li> <li>Community dinners are potluck and run by volunteers</li> </ul>



## LANGUAGE EDUCATION PLAN – VISION AND GOALS

**VISION:**

*Learners of all ages will be able to access quality First Nations language education. The different programs will work together coherently as learners transition through the years to build student fluency. We will work to attain the maximum amount of learner fluency that is possible within all of our education programs.*

**GOAL #1**

Build a common understanding of essential language learning outcomes amongst the different education program levels.

**GOAL #2**

Increase the amount of language instruction in our daycare centre, so half of daily activities are carried out in the language

**GOAL #3**

Build a plan for the identification and training of individuals interested in becoming language teachers

**Long-term links**

Working towards developing a continuum of learning and building a framework for future curriculum activities

**Long-term links**

Increasing language instruction in our daycare centre, to build towards establishing a Language Nest

**Long term links**

In order to sustain/expand current programs and build new ones, well-trained language teachers will be a necessity



## ACTIVITY CHART – GOAL 1: SAMPLE PLAN

GOAL 1						
Build a common understanding of essential language learning outcomes amongst the different education program levels.						
ACTION	WHO	RESOURCES	COST	WHEN	DESIRED OUTCOME	FOLLOW-UP ACTIVITIES
Establish essential learning outcomes working group	- All language teachers - Interested committee members (will work to include other interested community members and fluent speakers)	- Working group member time - venue and refreshments -	0-\$100	Within 1 week of project launch – week 1	- confirm working group members - schedule future meetings - confirm task of working group (identify from the broad perspective the essential language learning outcomes for each level of education)	-Confirm meeting dates -Plan for community engagement meeting
Hold community meeting to gain input into essential learning outcomes	-Working group - Committee members - interested community members	- venue and catering (food a must) - meeting advertisement and promotion - meeting planning	\$800	By week 3	- community input into essential learning outcomes - identification of key necessary components identified by community - additional volunteers for language committee and/or curriculum working group	- record community input
working group meeting to identify essential learning outcomes	working group members	- venue - release time for teachers/and or pay for time (3 days) – will seek donation of time from employers - IT equipment for recording outcomes - record of community input	\$3000	By week 6	- 1 <sup>st</sup> draft of essential learning outcomes for each level (broken down either by age, grade or language learning level)	- providing a copy of 1 <sup>st</sup> draft to all working group and language committee members



Scan of supporting resources	- each language teacher will endeavour to identify existing learning resources which can be used to support specific essential learning outcomes	- teacher time - access to all resource locations - communication with all parties that may be holding resources	By week 8	- identification and sharing of supporting resources - incorporation of resources into essential learning outcomes document	- photocopying and sharing of resources amongst programs as needed
2 <sup>nd</sup> community meeting	- working group - language committee - interested community members	- language committee time - meeting planning - AV needs - venue and catering	By week 10	- presentation of 1 <sup>st</sup> draft essentials document to community - community feedback and responses to first draft - increased interest and engagement in language education	- record all community feedback
working group meeting to incorporate community feedback and refine essential learning outcomes	- working group	- venue - release time for teachers/and or pay for time (1 day) – will seek donation of time from employers - IT equipment for recording outcomes - record of community input	By week 12	- 2 <sup>nd</sup> draft of essential learning outcomes – learning resources listed - identification of learning resource gaps and needs for teacher professional development	- completion of 1 <sup>st</sup> edition of essential learning outcomes
TOTALS:					
Next Steps and long-term planning		Next steps: - creation of learning resources to support essential learning outcomes - providing professional development for teachers to support essential learning outcomes - Move towards implementation of essential learning outcomes		Long Term implications: - First step in creating a comprehensive curriculum for language learning - identification of some resource and teacher training needs	



**LANGUAGE TEACHER TRAINING, EDUCATION AND SUCCESSION STATUS****Current Language Teachers**

Name	Current teaching level	Certification/Training	Years of experience	Years to retirement (~)	Notes
Teacher A	Early years	ECE Certification Not trained specifically for language teaching	15	10	Currently oversees all activities in the language On language committee
Teacher B	K-7	BEEd./Professional Certificate Elementary focused training	5	25-35	On language committee
Teacher C	Adult/community-based	formerly had a First Nations Language Certificate	20+ years in K-7	Currently semi-retired	On language committee, still wants to teach

**Educational Level Language Teacher Needs**

Educational level	Teachers in place	Teachers needed	Years to retirement (~)	Notes
Early years (ages 0-5)	1	1	10	ECE certified but not trained in language teaching
Elementary (K-7)	1	1	25-35	Intermediate fluency level and interested in increasing fluency
Secondary (8-12)	0	1	N/A	
Adult Education	0	1	N/A	
Community-based programs	1	1 (to fill current programs)	Undecided	Teacher is semi-retired

**Current Language Teacher Training Desires**

Name	Training priorities	Possible sources	Notes
Teacher A	Training courses specific to language teaching (strategies)	Regional colleges and universities, teacher training programs, DSTC courses offered on neighbouring community in the past	
Teacher B	Increased language fluency	Mentor-Apprentice Program (see above)	
	Training courses specific to language teaching (strategies)		
	Curriculum and learning resource development	Master's Degree programs in curriculum	
Teacher C	Training courses specific to language teaching (strategies)	(see above)	









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