

Indigenous Language Legislation Engagement Sessions: Community Report

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1. Introduction

a. First Peoples' Cultural Council

The First Peoples' Cultural Council (FPCC) is a provincial Crown Corporation formed by the government of British Columbia to administer the First Peoples' Heritage, Language and Culture Program. FPCC assists B.C. First Nations in their efforts to revitalize their languages, arts and cultures. Since 1990, FPCC has successfully distributed over \$40 million to British Columbia's First Nations peoples for language, arts and culture projects. First Peoples' Cultural Council serves 203 B.C. First Nations, 34 languages and a number of First Nations arts, culture and educational organizations. The legislated mandate of FPCC is to:

- Protect, revitalize and enhance First Nations heritage, language, culture and arts.
- Increase understanding and sharing of knowledge, within both First Nations and non-First Nations communities.
- Heighten appreciation and acceptance of the wealth of cultural diversity among all British Columbians.

b. Indigenous Language Legislation Engagement Sessions

The First Peoples' Cultural Council held five regional engagement and information sessions on language legislation across British Columbia in spring 2017. The engagement sessions had two main goals. First, we wanted to ensure that everyone is well-informed about the proposed Indigenous language legislation so that all have an opportunity to provide input to government. Second, we wanted to present our legislation framework to community members and collect feedback on this issue. The five sessions were held in Kelowna (May 17), Prince George (May 25), Richmond (May 31), Nanaimo (June 2), and Terrace (June 12). Highlights from the sessions are included in section 2 and complete notes of the sessions are included in sections 3-7. **We thank and acknowledge everyone who came out to engage at these sessions; we value all of the insights that were shared.**¹

2. Framework and Highlights from Engagement Sessions

Our framework for Indigenous language legislation is based on the First Peoples' Cultural Council's nearly three decades of experience working in collaboration with B.C. First Nations communities on language revitalization. In addition, it draws from a national dialogue session on Indigenous languages, which was held June 24-26, 2016 in Victoria, BC. Please refer to Galley et al (2016) for the full report from the national dialogue session, available in French and English (<http://www.fpcc.ca/about-us/Publications/>).

¹ We are also grateful to our partners in the five regions who helped us with coordinating these meetings and who contributed in many other ways: Dr. Bill Cohen, Dr. Judy Thompson, Larry Grant, Gary Manson, and Colleen Austin. In addition, we thank Dr. Ron Ignace for attending and speaking at three out of five sessions, Cynthia Jensen-Fisk for facilitating in Richmond, and FPCC staff Rachel Perkins and Britt Thorburn for additional note-taking.

Our framework for Indigenous language legislation advocates for the inclusion of the following seven areas:

1. Reclamation and revitalization
2. Indigenous language education
3. Recognition
4. Infrastructure
5. Capacity building
6. Guaranteed support
7. Indigenous leadership and control

The legislation framework proposal outlining these seven areas, the questions asked at the engagement sessions and highlights from the sessions are summarized in the table below.

Reclamation & Revitalization		
Outcome	Questions	Engagement Session Highlights
<p>Investment that results in <u>fluent speakers</u></p> <ul style="list-style-type: none"> ● Preschool language nests ● Adult immersion (Mentor-Apprentice programs, immersion classes, language houses) ● Family-based immersion programs ● Silent speaker programs ● Increase in domains of use <p>Extensive, high quality <u>documentation</u> of fluent speakers, with the infrastructure to support it (training, equipment, transcription, archiving, etc.)</p>	<p><i>How can the government support revitalization, beyond funding?</i></p> <p><i>What policy is needed?</i></p> <p><i>What organizations / institutions need to be on board?</i></p>	<ul style="list-style-type: none"> ● Immersion, immersion, immersion! ● ‘Cradle to grave’ education mindset that includes Indigenous languages; cohesion between levels (including programs for adults and teens) ● We have elders and children – missing gap in the middle ● Value of language for health and wellness: promoting health, creating wellness, addressing social issues, supporting children with special needs. ● Healing intergenerational trauma ● Ability to reclaim and revitalize the archived material including making old resources useable ● Revitalization = keep fish swimming in the rivers; preservation = smoking and canning fish. ● Document fluent speakers. ● Train language champions in revitalization. ● Urban Issue: support for off-reserve programs and funding; connecting extended family back to their territory; children in care ● Speed: must happen fast (given language status)

Indigenous Language Education		
Outcome	Questions	Engagement Session Highlights
<p>All Indigenous people must have access and opportunity to learn their Indigenous homeland language regardless of place of residence, and all who choose for their children (from preschool to Grade 12) to be educated in the medium of their mother-tongue must have that option. The legislation must include guarantees of adequate funding to:</p> <ul style="list-style-type: none"> • Prepare curriculum • Train fluent speakers to be teachers • Train non-fluent teachers to be speakers • Train <u>all</u> teachers in immersion practices • Provide for parallel programs (immersion and non-immersion) in communities where not everyone will opt for immersion 	<p><i>What supports do you need to make language education happen?</i></p> <p><i>What policies and infrastructure will support your goals?</i></p>	<ul style="list-style-type: none"> • Indigenous education rights can be based on Section 23 of the Canadian Charter of Rights and Freedoms • Land-based learning • Review/revise certification processes • Develop resources and templates for teachers; not start from scratch every time • Schools: time per day on language is not enough • Second language requirements in school don't support gaining and retaining fluency in a language • Mentoring plan to support new teachers – intensive language training for new staff, and supporting them in communities • Language programs should continue through summer • Schools and community programs need to be connected; schools alone will not revive languages • Link between schools and home • Support band schools to set up immersion teams – training, support and coaching • Public schools need to offer language of territory • Post-secondary institutions: research to develop pedagogical tools, culturally relevant processes for teaching and learning language • Post-secondary: support for linguists/students to do non-theoretical community-based work in partnership with communities

Recognition		
Outcome	Questions	Engagement Session Highlights
<p>National recognition with local implementation</p> <ul style="list-style-type: none"> • Recognition for all Indigenous languages (List to be developed in consultation with Indigenous experts.) • Official status in local domains (e.g., bilingual signs in traditional territories) 	<p><i>What does recognition or official status mean to you?</i></p> <p><i>What does it achieve? What is the outcome you want?</i></p>	<ul style="list-style-type: none"> • Section 35 of the constitution already recognizes Indigenous languages as part of existing treaty rights • Our languages need to be “official” languages – school districts need to offer access to them • Provincial legislation must fit with the federal legislation • Municipal and band-level policies too; language requirements in the workplace • Signage around urban areas (and on reserve). The right to our language in public domains • Radio stations (100% language), podcasts, media • Vital statistics: traditional names need to be permitted using Indigenous orthographies • Ensure that non-Indigenous people living in the territory recognize and know some of the language • Dialects: need to work together as a nation and language regardless of dialect • Reconciliation standpoint: recognition needs to occur systemically throughout society • Every sector of society should be affected by language policy: create places for people to go across all sectors with the language (fisheries, health, land management, education, etc.)

Infrastructure		
Outcome	Questions	Engagement Session Highlights
<ul style="list-style-type: none"> • A national office of an Indigenous Language Commission with regional offices to support the revitalization and documentation of each language • A coordinated and collaborative approach and investment across all ministries, institutions and organizations 	<p><i>What kind of infrastructure for funding, training and support is going to help you?</i></p>	<ul style="list-style-type: none"> • Create a federal crown entity that deals with all of the funding, Indigenous run, by people who actually do language education (e.g., Canada Council model) • Resource “warehouse” where people have access to the “language commodity” • National office based in BC because of number of languages; central hub and regional branches • Share resources among the bands – use curriculums, plans as starting points for other programs • Proficiency assessment tools need to be made available; training needed to assess • Quality control for teachers • Best practices and compliance: ensure that investment is creating speakers; monitor & assess • Move beyond measuring language by colonial standards; indigenize metrics • Language speakers need a safe zone to just meet and speak to each other; space for language in community and throughout Canada • Baseline study of languages to gauge progress • Language Commissioner to enforce the legislation

Capacity-Building		
Outcome	Questions	Engagement Session Highlights
<ul style="list-style-type: none"> • Evidence-based language planning to support all communities at their diverse levels • Target young people to be trained to lead community-based revitalization activities 	<p><i>What kinds of skills are needed?</i> <i>What are the best ways to receive training and support?</i> <i>Who are your language teams that will lead this work going forward?</i></p>	<ul style="list-style-type: none"> • Provincial funding at universities: most fluent speakers won't go to the campus; communities need to be funded as well • Train the trainer workshops to bring back to communities, e.g., in language revitalization, documentation, silent speaker programs, immersion for children and adults • Strategic language plans needed and language authority/body to oversee • Support communities at varying levels of readiness for language work (laddered process) • Training for administrators on language issues • Training for Elders to assist with quality documentation and to protect themselves from outsider copyright • Make human resources available to communities: in-community support for all capacity building
Guaranteed Support		
Outcome	Questions	Engagement Session Highlights
<ul style="list-style-type: none"> • A statutory guarantee of the funding necessary to support language revitalization initiatives • Funding must be based on the cost of what is needed to implement initiatives to recover, restore and maintain the vitality of Indigenous languages wherever Indigenous people reside 	<p><i>How is the funding delivered?</i> <i>Who receives and administers the funding at the community level?</i></p>	<ul style="list-style-type: none"> • Full-time language positions in communities (with realistic salary); fully fund teacher training • Sustained core investment needed • Based on need and a revitalization model not formulas • Eliminate competition between communities • Bands need to contribute to and support their language programs; hold councils accountable for language funding • Access funding outside of the band channels, e.g., fundraising and access to foundations

Indigenous Leadership & Control		
Outcome	Questions	Engagement Session Highlights
<ul style="list-style-type: none"> • All decisions and actions for Indigenous language development and implementation must be a collaborative process led by Indigenous language experts and Indigenous people of each Indigenous language • Funding must be made available for immersion proponents to be involved in the development of this legislation as soon as possible • Ensure that the appropriate principles of ownership, control, access and possession (OCAP) apply to Indigenous languages 	<p><i>Who are your language leaders?</i></p> <p><i>What is the body that speaks for/protects your language?</i></p>	<ul style="list-style-type: none"> • Need to be able to design our own systems and be autonomous in our decisions • It is our responsibility to get the language back • Policy has to make it clear that language belongs to the nations – not the government or outsiders who document it • Communities should drive the funding needs and opportunities (not the other way around) • Don't need another bureaucracy to hold the funds against us (e.g., INAC) • First Nations cultural centres, delegated authorities, societies: all are options for delivery of language programs

3. Kelowna Session: May 17, 2017

Location: Okanagan College

Kelowna Notetaker 1

Morning Session

How can legislation support outcomes?

(Framework shared – call for feedback)

- Federal government is outcome-focused
- We won't be at the table to write the legislation, so we need to be clear with our expectations, why we want certain things to be included in the actual legislation (as opposed to just in the strategic plan).

(See 'A Language Framework' from powerpoint presentation for FPCC recommendations)

Questions:

- BC has 60% of languages in Canada, therefore we need adequate funding. How do we ensure we get our fair share?
- How does province ensure that federal legislation is recognized at provincial level?
 - What is province doing to ensure the 'cradle to grave' education mindset includes Indigenous languages?
 - Why is province ignoring the TRC calls to action around languages?
 - Province does not think languages are important to FNs because they 'never bring it up' – we need to bring this up more often.
 - UNDRIP implementation includes language legislation – NDP has promised to implement UNDRIP
- Consider Nations legislation as well – needs to be paired with and developed with federal legislation to establish and enforce autonomy
- Language K-12, postsecondary standards to consider, plus our community-based way of doing things
- Need for resource 'warehouse' where people have access to the 'language commodity'
- Find ways to address issues, resistance from fluent speakers? Criticism for new ideas/initiatives?
- Younger, up and coming speakers need to be included in conversation – their voices are missing
- Nations need to create their own legislation, have representatives sit on revitalization committees
- Need to implement into school system (66% FN children in Kamloops region)
- Financial resources need to be included in legislation
- Financial decisions are being made based on criteria that don't fit the reality of the needs/programs
- Need voice/input with province – FNEESC input needs to include voice from communities
- Band schools = not all children live on reserve, therefore they don't get funding, so either they are educated for free, or province has reciprocal funding agreements, which equals barriers and hoops to jump through if we accept provincial finance

- Need for legislation to make it clear that we don't have to conform to white regulations or provincial curriculum standards that don't fit what we want to teach
- Need for fluent speakers to be certified as teachers without having to go through BCTF regulations
- Look at certification processes in the province to get recognition for teachers and language speakers, without having to do the whole 6-year certification process
- Immersion creates fluency = need for immersion schools and programs
- Immersion settings need to be a focus (language houses)
 - MAP has inefficient funding
- Levels of efficiency need to be created, we need immersion models
- We need to create opportunities for immersion
- Need to be able to design our own systems and be autonomous in our decisions
- Need flexibility in our legislation
- Summer months aren't funded – need for camps/ongoing funding over summer months
- Language fluency degree may address problem of post-secondary funding?
- Provincial funding at universities does not include community funding – most fluent speakers won't go to the campus – communities need to be funded as well
- Has to be funding at community level to be successful in immersion programs/language houses etc.
- Youth component – more funding for youth involvement
- Local ombudsman funding?
- Holding councils accountable for language funding
- Bands need to fund their language programs – need for task force to ensure bands are putting money into language programs, as outlined in their community plans
- Class size, manageability issues – 25 kids is too many to effectively teach language
- 3 points missing with this whole business
- We refuse to use it – we get together in English
- How many language programs can be funded in just over a million dollars? The \$69 million won't go far in BC
- Land-based learning (gardening example)
- Creation of building where people can go to hear the language that we are losing daily – need to get out and learn from the speakers
- The money is going to go to the legislators, the AFN, etc. – what is going to be left to the bands?
- Okanagan needs to create 3, 4 sites to 'residential-ize' language – gardens, haying etc.
- Roles and responsibilities have become commodified
- Legislation will bring language inside – into a building – we need to bring it outside – we need resource centres, gardens, convenience stores, gas stations etc. – stop seeing it as 'they're allowing us' – we need to take charge
- Legislation is not going to come close to giving a piece of our heart to our grandchildren, it is our responsibility

- Find a place to all get together in the language and get it back – wake up and put our children to bed in the language
- We need to avoid legislating the abolishment of language, culture, policy-driven genocide
- Our language is so deep in this land – we talk to animals, they listen, they understand – that’s how deep our language goes here. The rest of it is just buildings.
- What do we really get from the AFN, UBCIC, etc. – what do we actually get? They come to our table and say ‘no, you can’t have that’
- Nobody has the right to say “We’ll consider it” – it is our right.
- Internal issues stemming from residential schools, etc.
- Connecting extended family back to their territory
 - Language connects us to our territories
 - We have to figure out how to do this
- Federal legislation, UNDRIP – how do we position ourselves as Sylix?
- They give us money, then say we didn’t use it effectively
- How do we make the funding continuous?
- This is justice – not federal government being benevolent – they owe us.
- We need funding and connection to resources – not just money, but land, water, resources where we want some effort and funding put back into
- Learning on the land, have a place for kids to go learn – how can planners make that happen?
- Relationship structures – we need to develop our relationships and extended families
- Knowledge keepers, PhDs, people – we have the knowledge and resources, we need to figure out how to use our social and cultural capital to fund our way
- Unknown 2019 Trudeau government
- Power of legislation – bilingual act mandated us to learn French
- Our languages need to be ‘official’ languages – school districts need to offer access to them
- Initiatives are easy to wipe away – we need legislation
- Need to build experts into process.
- BC is 60%, we need a big chunk of that money
- Top-down approach is not the greatest for BC – we often don’t get what we need
- We need the same money the French legislation has
- Links between health and wellness need to be recognized
- Reference UNDRIP re: autonomy for culture and language
 - Recognize Canada is not the authority for Indigenous language
 - Canada will work with Nations
 - Harmonized legislation rather than legislation that supersedes
- Nations need to establish policy – should be doing that anyway
- Need to take ownership for ourselves – careful of dependency

Afternoon Session: ALI (Aboriginal Language Initiative)

- We have elders and children – missing gap in the middle – what can we do about that?

- Strategic level planning – what do you have from DCH, post-secondary, other pockets was can go after?
 - Nations can look to other funding sources as well
 - DCH also funds arts programs – can we access that funding, too?
 - Look to other funding pots – at a nation level (provincially we get too caught up in provincial issues)
- New initiatives need to be funded – we need to look at new initiatives to make sure we aren't just doing the same thing over and over
- Database of assessment tools need to be made available – tools to assess fluency – will help us prove results
 - Who is going to assess that?
- Need to move beyond measuring language by colonial standards
- Need to create environments where people can use their language, based on needs ('feet wet' vs 'religion' vs 'working land') as everyone's needs are different
- MAP – limitations – need to shift to extended family system rather than just M/A
- NZ – funding applies to all parts of community and contexts, gardening projects, garages, backyards, etc.
- Expanding the sites and places where we can grow language, build community
 - e.g.: hunting camps, canoe camps, etc.
- We don't have place where people can go and tell stories, where people can just come listen – we need places where people can just come with no agenda (certification, job, etc.)
- Language nests are always mentor/student – there is no space to just experience
- We need a safe zone where language can just be what it is, go where it needs to go
- Always a matter of how to say “_____” instead of just being
- Even an hour a week of free-flowing language will enhance your program
- Language needs to be allowed to just roll and circulate – language speakers need a safe zone to just meet and speak to each other
- Non-speakers need to hear language spoken with no agenda
- Level of language/comprehension increases the more you hear conversation
- Unfettered interaction is good, but as a learner, you need to have someone who can translate so you can understand the context
- Dynamics of language learning – fear of speaking, learning from mistakes instead of 'being bad' at speaking language
- If you don't use it, you lose it – need to stay current, have places we can go to to hear it being spoken
- Need for multiple contexts and places – immersion, school, home, community – language needs to be an ongoing part of life
- Silent speaker programs in all communities – many silent speakers aren't known – they need a safe speaking space
- Identify silent speakers & provide program for them as part of a new initiative
- Language is in your blood, food, laughter... you will catch on if you hear it being freely spoken
- Language should be 'un-institutionalized' – dance, body language, socialization
- Beading, basket-making while sitting around talking – busy hands but also learning
- How do we as nations stand up together

- Train the trainer workshops to bring back to communities
- Socialization piece
- Quality rather than outcome – access, minutes, exposure
 - “how many people came out to the meeting?”
 - “20 people were exposed to 120 minutes of language”
 - “we do this twice a week”
 - etc.
- Self-assessments – good way to assess programs
- Collectively isolating languages, unintentional, but it’s happening
- Teachers can swap classes/days – teach each other’s classes one day a week
- “we want 80% fluency in our community before there is any reduction in funding” approach
- Turn it around, shift the justice, Indigenize the process!
- Singing, stories, teasing in language – this is how you learn fluency
- Bring the social aspect back into the teaching/process
- Demand funding for safe spaces for community to meet and speak, laugh, sing
- Preservation – everyday communication vs. words that always used, spoken, recorded
- Element of funding for language preservation/ recording/archiving
- Copyright issues? Once language is developed/archived/digitized etc.
 - Speakers were not willing to go ask a ‘white man’ to change their own language – we have to be conscious of that – no copyright on our information
 - Whatever is funded – policy has to make it clear that it belongs to the Nations – not the government
- Share resources among the bands – use curriculums, plans as starting points for other programs

Kelowna Notetaker 2

Morning Session

- Curriculum for teachers – need to develop resources for teachers so that they don’t have to start from scratch every time
- Get-togethers to speak the language – for learners – spaces and opportunities for language
- Supporting speakers to speak to the children
- Schools: time per day on language is not enough
- Post-secondary – language accreditation
- Reports from district principles
- Workshops to share what is working; sharing resources; access to resources and sharing between teachers, schools, nations, etc.
- Review community reports
- Providing resources to the homes – labelling things around the home, other strategies
- Signage around urban areas, around town – making the language visible
- Cultural training for all students in post-secondary, key programs
- Equipment to do the work required, and to replace them – funding to support this (making resources accessible, renewable)
- Supporting new teachers, with curriculum and technology and resources

- Building the dictionaries – comprehensive documentation to capture all of the language
- For everyone to share everything – for the resources to be in the whole community
- “The answer is in the children”: create the solid foundation for speakers
- Need to claim it: reclaim the power in the language
- Mentoring plan to support new teachers – intensive language training for new staff, and supporting them to work in communities
- Raising the profile of the language – start in the community (put the signs up, hold events, start groups)
- UNDRIP: Invite the Green Party to learn about this legislation
- Post-secondary institutions be legislated to support the language of the territories they are on
- Radio-stations
- Each nation should do their own declaration – how important the language is for their nation
- Resources: making sure everything is backed up with audio – having quality recordings that are stable, support with technology (apps, etc.); technology based learning resources
- Family-based programs: role reversal in that children are teaching their parents – need to support families
- Local nation languages are respected – Legislation to respect the nation’s language, governance, organizations – let the local people have a chance!
- Take control of our languages: train our own people to run the show
- Funding for capacity building and a plan
- Funding for top-notch language resources
- Power for decision making – locally
- Provincial organizations are simply to ensure that the money flows to the local communities
- LR as like a house: everyone has a role, and has to be coordinated and supporting each other – it doesn’t work when people are competing with each other
- Funding needs to be turned around so that it comes from communities rather than in the other direction – that communities drive the funding needs and opportunities (not like with SSHRC, where universities go to communities with projects already in mind)
- Ownership – not giving authority to the Federal government for the languages
- Directing the research: who directs what research needs to be done
- Support for best practices
- Gatherings – getting people together to speak the language: include the context of the culture – how do we relate to each other, how do we live with our cultural values
- Infrastructure: the infrastructure suggested is very colonial – based on the way the government works today, but in terms of language and culture First Nations need to dictate their own ways – there needs to be a new infrastructure to support Indigenous languages on their terms – it’s too easy to get caught up in the ‘federal government way’ and miss real support
- Resources need to be shared – ‘no one owns the language, it doesn’t belong to one person or organization’
- Teacher training and certification: no funding to keep the new language teachers full time – there needs to be pressure on the provincial government to actually support the language teachers
- All universities have a role in supporting the languages –and work on the community’s terms – to support them,

- Incorporate and assist the Elders and the silent speakers to take back the language – oral teachings are critical
- Venture agreements – sharing of resources
- Ability to reclaim and revitalize the archived material – resources from the Elders who have passed on -making those useable
- Important that everyone has a share of the money – can't be competition based
- New language money should be distributed evenly between each group/band, etc.
- New curriculum in BC – no funding allocated for development of this. Needs to be recognition of the core funding needed
- Leadership support
- New money shouldn't go to the BC provincial public school system; they have their own funding to direct to this - there's not project or language money set aside
- Teacher training that allows for high quality teaching – meaningful curriculum for public schools
- Funding: the timing of the funding calls – making sure the application process and timeline is realistic and achievable
- Traditional ways of learning: see it, do it, say it - no paper, no pencils
- Trustees in the school districts- need to have Aboriginal trustees
- No matter what the legislation is, it needs to be handed down to the communities – translated for communities so that they understand it and can support it

Afternoon Session

- What happens after the 3 years- up to the government. The funding is up to the government, what we do with it is up to us
- Communities to have a strategic plan in place – know what needs to be funded that will be lasting
- Cost sharing with the Councils (for things like paying apprentices) – being strategic about this
- Purchasing equipment that can be used in the long-term
- Teacher's unit plans for the year: quarterly; each with outcomes and resources needed, lesson plan and curriculum needs
- Teaching the team the skills needed to develop all the resources – training must be a part of the plan
- Language and culture camp – assessing outcomes (student learning, resources, etc.)
- Funding for groups to pilot planning documents – (Policy Guide and Camp guides)
- Collaboration and partnerships – partnering with other nations so that you are rebuilding something that has been created
- Planning to finish projects early so that there is a buffer
- Be strategic about when resources are printed to be able to use remaining resources
- Language Conference – to get together to share resources
- Communication – having good lines of communication

What is needed from FPCC

- training on equipment, best practices
- language coordinators in communities
- funding for capital purchases (money to purchase computers and other equipment that is need);
- time in January to revise / project amendment process – being able to shift dollars between categories – easier process (through interim reports)
- Meeting with FPCC and FNESC

- Revise website – survey users of the website to find out how they use it; make information easier to find
- Making training accessible online through YouTube – links to resources/videos with these technical skills
- In competition with councils etc.; Can individuals apply for funding? How can funding be accessed outside of the band channels?
- Resources: encourage everyone to digitize what they make so it is easy to share and send to everyone – have a digital copy instead of a hard copy all of the time
- Thinking outside the box – limitations around collaboration
- LNA is challenging to do that surveying – can limit community members
- 4 language conferences – Chief Atahm, FNSA, FNEESC x 2 – sponsor training intensives at these conferences (i.e. a full day) – as part of the venue that already exists that people are already at
- Connected classrooms – teaching language preservation (using connected classroom technology) – building capacity on how to do these technical skills
- Capacity and capital so that communities have the expertise and equipment going forward
- FPCC posting on website about current projects – what people are doing CURRENTLY (so people know what’s happening currently)
- Database like iTunes for storing information, tagging and searching, access rules around who can access what – intuitive and easy to use and search
 - FPCC research best practices, good options that could work
- Canadian Archives Association – free database archive
 - They provide workshops on how to do storage retrieval
- FPCC can work with DCH to extend boundaries of ALI (i.e. paying apprentices, doing curriculum, etc.)
- Repeat applicants get less so that new applicants get more
- Contracting proposal writers/coaches for communities that need support
- Adjusting amounts for trained/skilled workers (i.e. max \$200/day is not enough)

Strategies that get results:

- Mobilizing and engaging the community – community meetings
- Multiple avenues to access language
- Assessments to see what’s working / not working
- Adult programs: give adults the choice of level of participation; provide food; keeping sessions short; providing child care; singing as a group;
- Moving the language with the students up through the grades, and supporting them the summer
- Community initiating student jobs that will support language revitalization
 - Skills Link training, on the job training- accessing funding from other skills training programs – maximizing the opportunities
- Learning the stories and laws – traditional governance structures
- Protection of stories, knowledge and language: so that people can’t take it and write it differently

Kelowna Notetaker 3

- fall culture camp in Merritt for kids
- 10 days – hunting, tanned hide, storytelling
- language nests
- 3 students paid for one year – job to learn language

- models
- health/wellness
- pilot silent speakers
- psychological damages – different groups
- common medicine we all need
- based on *Chaptik* (stories) – language learning based on that and plans
- storytelling, teaching
- cultural centre: basket making, arts, protocols, traditional domains, plain & simple life
- technology – youtube, access, code talkers
- adults are forgotten; young families not targeted
- not in a classroom
- whole community into the circle – unless they are an endangerment to children
- resources – nation-based; groups compete for funding
- on res – make it possible, control it
- children on land, not just classroom learning
- local land based learning
- sharing, PLO (prescribed learning outcome)
- jurisdiction
- advantage traditional structures
- “language chief” in the nation
- language in a classroom
- identify committed people/fluent, full time
- core academic – transfer public system
- IEP (individual education plans)
- single parents
- plans
- language is one of the last things we have
- teaching in community
- public education systems – we are outnumbered
- teacher in our own community
- we have some res lands – home, free, strong
- accelerate – strongest medicine
- live on air program development, 24/7, 6am-10pm
- videos in language – need studio
- foreign movies – translate in language
- production
- accessibility to nation & intellectual property rights
- health and wellness – support young family

- address impact on community
- visitors work in community, not us
- 80 teachers grading FN
- 102 band operated schools
- demographics

- past -> paper – implement
- complaints – language commissioner
- special needs, cognitive skills sets
- 3 studies – language teaching empowers health of community

- curriculum - elementary
- geared for adult learners, reframed to be kid friendly
- language – school – strong model
- building resources - make their own
- develop resource package

- 1999 resource package refined
- adult – band office – learning how to talk
- teach as teaching tools
- \$ for cultural centre
- ensure survival of dialects
- each language
- regionally – Okanagan
- accountability – targeted spending on language

- certified teacher, fluent speaker – part-time job at school
- on paper – higher ups need to see that
- curriculum development, teaching, language ?, planning } enquire/social sciences units
- certified teachers not fluent
- team teaching helped her a lot
- \$ targeted just for language and special needs teacher
- University of Honolulu – no curriculum available
- retired – 2 shelves – working on a Merritt curriculum
- \$ for dialects – curriculum for different dialects

- Santa Fe - \$7000 – only speaker

- language legislation
- head start – grade 7
- official status local domains
- school's in Barriere – 15 minutes away

- kids not comfortable
- local municipality – have flag in square
- how important is it for our kids
- visuals, live in same area
- national office – travel

- recognition of Aboriginal languages

- equal funding
 - language teachers get trained at TRU
 - word of training (DSTC)
 - potential teachers – no money for post
 - fluent speaker – not all teachers can speak
 - fluent – curriculum, develop training
 - SFU – 9 month program
 - school board support
 - domains – more hours for language
 - teacher vs. 1 hr a week
-
- fluency is an issue – how do we establish?
-
- Merritt school district
 - fluency 24/7
 - teachers – certificate BC College of Teachers
-
- need to prioritize contracts
 - are people expecting these?
 - FAQ – page
 - scope and sequence – review of 2005/06
 - many tile – FAW on first page
 - IAHLA – province’s language fluency degree
 - framework – local delivery
-
- teacher certification
 - says practising on his card – he says he is fluent
 - each language – access and opportunity to learn
-
- local legislation
 - model
 - results, baseline study
 - stabilize loss
 - models
-
- what about resources for languages across BC
-
- blueprint
 - fluent speakers
 - support, resources, tools
 - plans
-
- gaps
 - steps – trout, saskatoons, flowers, bitter root, cherries ripe
 - computer
-
- guidelines – government – online
 - language groups
 - 60% - divide it equally
 - Shuswap strategy in place
 - 60% languages in Canada

- share knowledge
 - Mi'kmaq and Nlaka'pamux traded
 - sandpaper - dogfish
 - residential school \$ - Native Brotherhood Trust
 - Mentor-Apprentice
 - \$3000 transferred to institute – lost it
 - cultural camps
 - DSTC for language teachers
 - not involve other languages
 - kids no phones
 - language teachers – language PLC – build teachers' guides for semi-fluent speakers
 - 10 each band school – some themes at each school. Unity of curriculum
 - education plans needed
 - theme-based curriculum
 - in-service for teachers
-
- 2 culture camps, 10 days – dry meat, deer, fish
 - see it/do it
 - ceremony, cultural activity, procedures, offerings
 - hubs – medicines
 - provision – each community to create a plan
 - CCP – document what they said
 - feedback off reserve
 - stop there
 - ten year plan – barriers
-
- Friday – coming of age ceremony
 - tell stories
 - go out to train
 - 4 days in bush – how to survive and protocols
-
- target some speakers – new speakers – 3 semi-speakers
 - immersion program for whole year
 - reading and willing to go!
 - silent speaker – offspring to residential school
-
- table – education, justice, peace
 - change
 - if we get new \$ - has to be things developed
-
- team – education – one domain
 - 13 bands jurisdiction
 - 2-step dance
 - adult immersion
 - whole nation as a nation
 - each community
-
- film, camera, video clips
 - TV – edit in language at work
-
- policy – complements

- staff learn language as part of work (community)
- adult learning program – 2 years, 16 people, different bands within nation
- immersion

- teacher – models
- education strategy – plans
- language conference – Salish speakers
- talent show in language
- Karaoke
- Kallaball

- Elders' group get together – stories of James Tait
- listen to story to bring to life in Shuswap
- feeding each other – words
- lost words
- we need knowledge – morals/values/world outlook/birds/four-legged creatures

- policy
- nurseries – Hawaiian language nest
- tuition paid for ECD teachers
- Elders' meeting – Shuswap – all fluent
- agenda – here speak in language, hard immersion
- humour – no kids with Elders

- In-service
- more than one group in community
- grade assessment for languages (story about something)
- language programs – do you have someone in community to help with proposals?
- language team/deadline
- leaders in each community
- band administration, school contributes teachers
- agree on a nation level what our assessments are
- evaluations – consistent
- growth in the program

- word list – year, levels people have
- capacity to read, write, speak
- assess 15 words/week, 3 semesters

- K-8 – more time in language with younger kids. Older kids – intergenerational transmission. Emotional issues
- internalized point of view, shame – skill, confidence, self-esteem
- CP piece – plan
- CRTC – radio
- FN music/radio programs on the radio
- air show, towers
- proposal – north
- Merritt – 4 phrases on the radio
- radio show
- document – label mics, mic'ed up at once
- book – storage of knowledge

- handheld mics
- curriculum, dialects – change one or two letters
- books/templates
- \$ for fluent speakers – travel, honourarium, document them
- placenames with maps/do for territory
- water issues – document, record, protect
- foods – document this, GPS
- redlisted areas
- songs – record, document, share
- artifacts – hunting/fishing
- laminators
- protection/research plants/medicine/body

4. Prince George Session: May 25, 2017

Location: University of Northern British Columbia

Prince George Notetaker 1

- Chiefs' committee on language – AFN
- Official languages in each language territory!
- Language Planning: Community Plan Book “Language Policy and Planning”

Aboriginal Language Initiative Funding

- 5 million per year
- Language need assessment within the community
- Department of heritage
- A starting point to demonstrate to the government the need and also a way to demonstrate to the government that these findings are resulting in good outcomes – fluent speakers!
- University of Victoria – Degrees in language revitalization:

<http://www.uvic.ca/humanities/linguistics/undergraduate/programs/calr/index.php>

- Language revitalization committee:
 - Curriculum
 - Copyright
 - A safe place to have curriculum – a holder
 - Mandate language learning in order to receive social assistance
 - Create fluent speakers!
- Flash cards: http://www.avery.com/avery/en_us/Products/Avery-Flash-Cards.htm
- Royal BC Museum – receive historical material
- UBC First Nations support group
- Rotary club: library, daycare/after-school and other resources for language revitalization
- LANGUAGE HOUSE in Penticton
- An organization outside of the Chief and Council that receives funding and manages this funding
 - This should include a board of directors
 - These members should require qualifications: fluent speakers, experience teaching, etc.
 - This should include healing: healthy and safe environment with no negativity. Create a positive atmosphere, don't laugh at people, laugh with people.
 - Network with other people/communities who speak the same language and collaborate with them
 - Instil pride in being First Nations and celebrate our heritage
 - Explain what the government did to make us feel ashamed of who we are, recognize that these feelings were placed upon us and then move on
 - Work with school district to bring these information's and materials in to the public-school system
 - This should include song, dance and drum group development

- Health promotion: reduce alcohol and drugs, implement healthy eating and physical activity
- Find like-minded community members
 - Consistency is key!
 - Host a community dinner

Prince George Notetaker 2

Morning Discussion

- WLCS – language planning, coordinating with different communities – will be the basis for the input on the legislation (created vision, mission and goals)
 - Benefits of having similar to French – some kind of official status
 - Connection to the traditional territory – official status within the traditional territory
 - Vision for the future is to have fluent speakers – have done so much, but haven't produced fluent speakers. How to get there? Need reliable funding and capacity
 - Discussed UNDRIP and how to make that a reality
 - Missing from leg framework: making sure that non-Indigenous people living in the territory recognize and know some of the language
 - Collaboration – need to find ways to collaborate. People working on different dialects, working on language, need to find ways to work together
 - They have been working in a dictionary, standardizing the orthography, working on signage
 - Challenge for the society – not many people who can administer, so a few people are spending all their time proposal writing and administering – need training and capacity for this,
- In the past, there were no differences/boundaries between dialects like there are today – important to come together and support each other and not let these differences pull them apart
- They have their teachers and are working towards immersion, but they still don't have enough people. The Ministry won't certify the new teachers coming up. Some of the fluent speakers aren't very good with English (as a second language) – presents challenges
- Proposal writing off the sides of their desks to keep the programs running
- Have to lobby Chief and Council to get the funding for language
- Curriculum development – starting from scratch
- Lack of resources for language – need support for resources; development of a language committee to provide guidance to the work
- Controversies around spelling systems
- Signage in the language is important – e.g., stop signs in the language, other signage
- Training needs: support for Elders using the writing system for quality documentation
- Healthcare supports – signage at hospitals, etc. for speakers
- Need to promote the language to our own people – make sure people are aware
 - Make people want and **need** to learn the language – i.e. making language part of a job description, and then supporting it with training
- Competing against each other for funding – need to address this
- Immersion, immersion, immersion!
 - Teaching language as a subject doesn't work
 - Provide ways to train immersion teachers

- Revitalization & preservation: revitalization = keep the fish swimming in the rivers; preservation = smoking and canning the fish
 - Preservation is the tool – comes after revitalization
- Urgency – losing fluent speakers every day!
- More training is needed, capacity building
- Need to get people more interested in the language
- Equal distribution of the dollars – example of the Okanagan program from the States – intensive immersion program (Salish School of Spokane)
- Differences between funding amounts for ALI
- Need full time staff in the community to do language work – a full time language worker
- Often competing with the nation for language funding
- Need more pressure on the school district – e.g., non-Indigenous person teaching the language to the students; teachers don't get enough hours to stay as a language teacher
- Need support of funding from other funders too (e.g., BC Gaming Grants)
- Cultural side of things: need to make sure this is carried along with the language
- Urgency again – losing the Elders
- School district hires teachers but the students really aren't taught anything – there are not outcomes – not using effective methods
 - Teachers are not FN and/or not fluent
 - School districts just 'cover their butts' for language but aren't truly supportive – it's a screen to keep people from asking questions, taking real action
 - How do you get the districts on board?
- TRC – they are meant to help us take the language back – need the government to legislate revitalization
- Need funding to be equal – shouldn't have to be competing for it – federal government needs to legislate equal funding for languages, communities
- Curriculum – no curriculum out there, and no funding to prepare the curriculum
- Need a language authority – a stronger language authority – especially for certifying language teachers – need the language authorities to be stricter about certifying these teachers
 - Experience with language authority that only requires 50 words to pass a language teacher
- Need more training programs for teachers – with mentoring in immersion
 - Programs need to be relevant
- Need to push for full immersion in the school
- Tsilhqot'in – 700 speakers but young children are not learning
- Need to keep engaging with the Elders to keep quality language
- Lack of funding for language authority committees – small teams are overworked – can't do everything that needs to be done
- Need language experts who can read and write – need to support the learners who are making some errors, to make sure younger speakers have the skills
- Need funding, certified instructors,
- School system teaching – not sequenced; they're learning the same things over again
- Find ways to lock the dollars for language in, so that it can only be spent on language – to avoid the funding being diverted to other places
- Compendium legislation – provincial legislation that fits with the federal legislation
- Move to true control of education – First Nations leading First Nations education

- Official language status – map out territories and have official language recognition within the territory – treaty areas and territorial areas
- Own language legislation within the Nation can then lead the work and pull the people together
 - We need our nations to work together as a whole to rebuild our languages
- Dialects – need to work together as a nation and language regardless of dialect
 - “It doesn’t matter, as long as it’s the language – let’s teach it and bring it back”
- Need to bring pride back and value for the language to the people
- Value of language for health – promoting health, wellness, social issues, supporting children with special needs – can use this to wage a campaign among our own people, of why language is valuable
- National Language Culture Council – to distribute best practices across the country
- Need for a baseline study of languages to gauge progress –
- Idea – provincial language authority with a mandate to ensure the school districts are honoring their LEAs – need to support the small communities who face challenges for lobbying
- Language Commissioner to enforce the legislation

Afternoon Session

- Hire professionals to do language planning – using the language planning
- Making sure you’re getting BCRs ready for the year and the LNAs right at the beginning of the year
- Need support to develop strategies to achieve the outcomes
- Templates of successful proposals and reports
- LRPP was really useful for their community – making sure all communities have access to the LRPP
- Need core funding
- Need funding for a person to administer all the projects and the work
- Need to provide information about the additional funding sources – where else can people apply
- Hard to get everyone on board from all communities
- Summer language camp for families
- MAP is a successful strategy- but need continued funding and support for the communities –
 - Challenge is not having enough Mentors – need to get this going now before it’s too late
 - Important to look at this for the new dollars, make sure it’s accessible to communities for multiple years, and for cohorts
- Need to utilize the young people - especially those who know the technology
 - Needs to be the young paired with the old
- More funding for band schools
- Support band schools to set up immersion programs – training, support and coaching
- Curriculum from K – 12
- Leadership is a challenge – turnover is challenging, but language programs depend on support from leadership
- Getting interest from community members is a challenge
 - Doing activities out on the land helps get people interested
- Homeschooling – taking back control of education

Language Person

- Fluent speaker, reads and writes, has computer skills
- Coordination, writing skills, proposals, technical expertise, some language skills
- Team: language coordinator, fluent speaker, technician (recordings, a/v), proposal writer
- Like a good executive assistant – with this background
- One person in each community who could coordinate work in each community and collaborate with the same people in other communities
- Elder in residence to work with this person
- Needs to be assistant and coordinator position – so you get the expertise and the assistance that you need, i.e., people with degrees not making tea and taking out the garbage
- Having realistic pay – need to respect people's expertise
- Funding for a full time Elder
- Also, can contract out the little pieces
- Funding for Elder honoraria

Training

- Language certificate
- Digitization
- Immersion methodologies
- Cultural training - cultural skills
- Boat license and gun license to go out on the territory – wilderness first aid
- Mapping
- Research and interview skills – field work to work with Elders
- Coordinator skills
- Project management
- Social media & web design, graphic design, other technology, radio
- Transcription and translation
- Videographer / video skills

Prince George Notetaker 3

- provincial
- working LEA – not signed for 20 years
- FNEC looking at it
- elementary K-7 – 166 kids
- Aboriginal Ed department within school district
- provincial – collaboration, partnership not working
- might be opportunity with the outcome of the election – Min. of Education
- need provincial legislation

- who is at the table? Our First Nations lawyers
- FNSA last year – language support person had 110 schools
- provincial issue K-3
- curriculum – robust
- training teachers – speakers
- recognition – list agreed upon by community
- official status in local domains
- official language status – what is the scope?
- what is it, official status?
- local recognition

- Ministry of Education – we should send them a letter
 - grant – emergency services – place names – can't have that
 - TRC – fund different ways
 - vital statistics
 - cross ministry policy changes
 - community language document
 - who are your language teams?
 - guaranteed support
 - who are language leaders/body who speaks for a language?
-
- relationship/trust fund
 - literacy issues with Elders
 - Elders shy, speak at home
 - Aboriginal Head Start – language nests
 - basics – at a wall. Further conversational Carrier – want this. Learn one step ahead of us.
 - have to involve the families/caregivers
 - how to involve families?
-
- 25 years of language and culture but still at the same place – methodology
 - SD – education – lobby, fought hard
 - discussed – familiar story – methodology
 - domains – control
 - Q -> slow – what kind of catch phrase put in this for legislation for language
-
- come to community
 - more community gatherings
 - FP – have language, successful at it
-
- French immersion – our kids
 - parents – get them on board
 - FN – input “voices of own people”
 - curriculum/develop
-
- DSTC certificate – eye opener
 - language teacher with credentials
 - BEd, Masters – awesome
 - UBC – Masters curriculum
 - political/touchy side
 - both parents speakers
 - need legislation for language
 - kindergarten – immersion
 - immersion – field work
 - Chief Atahm, Mount Currie, K-3, K-3 dual
-
- need space – have teachers
 - credentials to language immersion
 - IRPs
 - training in immersion methodology
 - 3 communities – fluency degree

- language teacher – 3 fluent speakers left 94/85/85 or older
 - so far to go. Developed lexicon
 - Aboriginal Ed department in PG
-
- certificate – K-7 school with 166 kids
 - not all FN students
 - has to develop own materials
 - needs a team, computer skills
 - recorded all basic stuff
 - ideal team for curriculum?
 - Aboriginal Ed department within each school district
 - tech to connect with off reserve population
-
- listen to linguist – not the people
 - UNBC placename project – each area of UNBC in dialect
 - vowels – fine line with spelling – Dakelh way doesn't fit
 - take back language
 - one writing system– plan for
-
- language not a priority in our community
 - no buy-in from larger community
 - Carrier Linguistic Society
 - lots of documentation
 - youth – new tech/apps – Firstvoices
 - new school smartboards
 - daycare with kids – lack of money for daycare
 - curriculum development for high school
 - few hours a week
 - FN studies instead of language
-
- battle with unions - priority
 - doesn't want to meet
 - library position - \$1 billion funded
 - LEA – provincial issues
-
- Aboriginal Choice - no union
 - more books about local history
 - fairness in wages
-
- legislation – presentation come with 12 points
 - culture could be thought in one location – on the land, building safety
 - social/political issues barriers to languages
 - kids don't know how to hunt, take care of selves, survival future
 - record Elders/publish work, digitizes others from before
 - traditional medicines – novice going out – make medicines
 - copyright issues – wisdom keepers
 - partnerships
 - working committee – LNG \$, province, some money to deal with language and culture. Not fair – federal government
 - authority comes from community
 - books vs. on the land, tradition

- dictionary
 - knowledge holders
 - cancer issue – lots of it
 - group expert speakers, young adults
 - 9 fluent speakers
 - semi – 2 language learners
 - funding for full immersion programs
 - every community get a full immersion program
 - plan for teacher – need one funded in each community
 - language authority
 - come to to community to help solve the language issue – INAC
 - more books
 - domain – at home
 - women only attending the classes
 - men's group on Sunday in conversation
 - house – teach a family
 - survey – language/culture are our priority
 - stereotypes? FPCC could make a video on languages
 - messages – a campaign
 - don't talk Dakelh
 - immersion in woods, no cell services
 - traditional land, no trespassing, need to build cabins
 - culture and language all intertwined. Forest talking to you
 - train lots of people – plans
 - curriculum – to present to Ministry of Education
 - fluent speaking at same time
 - language app 2014 – cool
 - long term strategy – app not supported
-
- leadership system – part of language. Consult traditional system for governance
-
- student of language, trauma with language
 - 2017 – why it's important to flourish it, grow it. Sad.
 - mentor-apprentice
-
- believe government owes us
 - \$ not anything to government
 - powerful people – 2 fluent speakers
 - 8-year-old understands mom – bring it back
 - traditional holders – organizations, we need to heal before we participate
-
- goals – commands you need for drumming
 - get a name and use it
 - mentor-apprentice
 - healthy speakers
 - recorders for all things
-
- silent speaker – understands language, mother spoke
 - grandmother – transmission
 - legislation – BCTF, CUPE

- BCTF union needs to get members into education
 - apology – union needs education
 - learning – knowing your history
 - find it hard to read – learn from hearing and speaking
 - Elders communicate – know your territory, places, trips to learn names
 - MLA/MP on board
 - school board candidates
 - cultural camps – really good
-
- nations – residential school survivors
 - changed her for being with people from res. schools
 - important person to my family
 - prisoner at res. school
 - RCMP – if talked about experience
 - speak well
 - teaching – triggered issues
 - health program – CBT – healing program
 - healing – divided as a people, we need to collaborate
 - need to share – batlak system
 - program in PG schools
 - training qualified people, wages
 - Elders – protectionism
-
- 2005 report done
 - embedded in the constitution
 - technical group – seconded from DCH
 - models – bureaucracy
 - multiyear funding
-
- accountability - \$ has to go to languages
 - now – 2 policies – evenly across
 - 2 language grants for different ?
 - competitive
 - prioritize
 - courses – culture, teach tradition, hereditary chiefs, potlatch, plants, etc.

Q: What strategies are you going to be implementing? Are you ready? What support do you need from us?

- need space
- portfolio – land – gathering materials
- planning language
- curriculum development
- protectionism – take it with them
- charge band – own half of it
- copyright policy
- share resources
- first steps
- FNSA – curriculum specialists
- 2 workbooks from 1992 – changed, updated them
- phrases – people want conversations
- sharing – lead – new technologies

- encourage more sharing
- use technology
- Facebook
- Elders/mentors
- mentor-apprentice as a strategy
- immersion
- adult learners/language classes
- CFS – Carrier Family Services
- mandate – young people
- SA decided
- immersion methodology – TPR
- repatriate artifacts – create resources from that – Paris, Washington
- transliteration – Breath of Life
- education, history books
- create more apps – you have to come to university to learn about FN
- strategy – Moricetown Delgamuukw case
- infrastructure – space – teachers, resource space
- curriculum for high school
- adults – legislation – fair wage
- teams
- buy-in
- after school, on weekends
- online language revitalization program
- policy – employees to learn
- small community – 2-year cycle
- society – separate board of directors
- hub – authority – design signs, place names, H centres, awareness, promotion
- stories/language markers – recorded songs
- foundation, core values, healing } part of language
- start with footings
- door signs
- share them, common issues
- more language forums – provincial by languages
- national Aboriginal day – celebrate selves
- cultural activities – red paint on rocks
- promotion – continue art/language
- “need permission”
- ceremonies – not heard up here
- healing initiatives/ 2 children learning
- symbolic thing – 140 students
- cultural presentation
- include kids, peers
- new building = interests, H Bay booth
- culture introduced to FN sooner
- strategies – racism, love
- goal – strong start – diversity unknown
- special needs
- speech language pathology in language
- research – struggle in English but can say Dakelh perfectly
- new to communicate to our community how healthy our language is
- code of conduct

- positive atmosphere

New Language Funding and the ALI

- Hereditary chief: our nations divided by government – natives fighting for funding
- I've been running gauntlet all my life trying to be accepted by our people. We were conditioned to be divided
- Brain injury, diabetes
- I speak fairly well however I get triggered when I have to speak my language due to residential school issues and sometimes I cry about my experience
- School District 57 – offered 1200
- Formulas don't work very well for funding applications
- Base this on need
- Community & Education: 2 separate
- Evolving mechanism
- Canadian Heritage and First People. Develop education society to apply & receive funding. Keep it separate from band funding.
- Media transport funding – include this in application
- Cost sharing
- Language revitalizing training; intake administrator
- (Example) language house in Penticton (adult) – should include all ages
- Language authority and Board of Directors

Course Content

- territories with traditional names & attached to the people of the territories (hereditary chiefs)
- traditional means of keeping history – rock paintings
- potlatch system
- hereditary chiefs in Takla/community
- plants – medicinal, food
- importance of water
- government involvement in our history
 - on land
 - game warden
 - fishery
 - language removal
 - divided us
 - community vs. community
 - within the community – residential school you couldn't talk to your family
 - provincial parks reduce hunting/collecting
- hunting – time of year for each animal including fish “PBH Camp”
- holistic – body, spirit, mind, emotions
- alcohol & drugs & how it was imposed on our people and how it's used to cope with hardship
- our history
- dance, art, song
- traditional stories

5. Richmond Session: May 31, 2017

Location: Sandman Signature Hotel

Richmond Notetaker 1

Morning Sessions

- Dialectic issues – find ways to honour but work together
 - Welcome and encourage all dialects
 - How do we mitigate challenges in recognizing and teaching all dialects in a community?
- Language and land connection – who a community is, identity connection
Resources needed to help language workers learn languages of communities that they live in – allies to gain more opportunities for connecting to the language and culture
- Definitions of fluency – develop categorization for in between levels – how can we create an assessment tool to capture language at a practical level
- Language and land connection
- Agreement for who takes on what roles – strength in numbers, need to encourage communities working together – use language as a nation builder
- Strong language authority to govern quality of teaching – currently no quality control, resulting in languages being pidginized – need to maintain quality and sacredness of language
- Proper assessment for language teachers needed
 - Fluent speakers/friends to provide input for assessment processes and structures
 - Partnerships with institutions to establish community-controlled institutions – teacher development, curriculum, etc.
- Maintain control of the agenda in community – strength
- Language Authority – take control, provide infrastructure
 - Explicitly stated principles/framework/guidelines
 - For each language group
 - French has laws to govern their language – communities and nations should also work towards this
- More support for fluent speakers to pass on the language – currently not enough support/resources
 - Work done off the side of people’s desks – need dedicated positions and resources
- Students learning language at lunch hours, etc. – not in school
- Language principles (in Qs below)
 - External vs. internal
 - The priorities may shift between communities, based on their needs/capacity/language status
- Research
 - Language acquisition – child and adult
 - At a point where many are re-learning the language – need more research to support
 - Bilingual research, translation
- Social determinants of health lens

- Wellness – all-encompassing dimensions of health
- What wealth means in community – tied to and defined by land and culture
- Hands are held with allied organizations
 - Health programming implemented as part of language legislation
- Small communities – minimal workers and speakers to do the work
 - Stretch grants as far as possible
 - Overwhelming – so much work to do
 - Summer study positions for language programming – MAP, student programming, etc.
 - Need full time language workers! Language coordinator positions are necessary to oversee projects and guide their completion and success
- Silent speaker programs – wake up the language in silent speakers
- Language work has to be flexible
 - Communities need opportunities to receive funding that will support them based on their level of readiness
 - Breakdown of needs at different levels, and the funding to support these needs
 - Currently inconsistent (across all programming)
 - Training provided to communities to develop positions and programs
- Institutions need to support teacher training programs
 - Change from doing the work for the recognition/image – should be because they want to and are required to for reparation and reconciliation
- Language = identity
- Fluent speakers diminishing
 - Need more encouragement
 - Recognize the importance of pronunciation and sounds
- Influence communities to take part in life-long involvement/commitment
- Application of technology in language acquisition
- Immersion programming policy
 - Programming in critical age periods
 - Why do schools on community lands not have the policy/right to provide immersion programming? Why is there French immersion instead?
 - Link language policy to the school district – bring that right to the forefront
- Post-secondary Institutions training
 - Students in language programming for their whole lives, have strong sense of identity and connection with languages; still face barriers – lack conversational language abilities
 - Grammar tools to understand language important, but there is a gap in understanding language acquisition for Indigenous languages
 - Pedagogical tools needed
 - Research to support developing pedagogical tools, culturally relevant processes for teaching and learning language
- Immersion
 - The only way we will create fluent, proficient speakers
 - Second language requirements in school – models don't support gaining and retaining fluency in a language
 - Stumbling block – need certified teacher by provincial authorities that are also fluent in the language
 - Emphasis in communities' education departments - creating fluent teachers
- Assessment
 - Continued work on assessing levels of language fluency/proficiency

- e.g. First Nations Language Benchmarks
- Language acquisition – not just through a linguistic lens
 - All teachers require some training in LA (difference between adult and child language learning, etc.)
- Language groups: develop a multi-pronged, language development strategy
 - Schools alone will not revive languages, need other facets to create a more comprehensive approach
- Culture camps on the land; always connecting language, land and community
- Language in the home – bring training back to the parents/families
 - Incorporate various facets of technology to generate an interest in the language

Reclamation and revitalization: How does government support this, beyond funding? What policy is needed? What organizations/institutions need to be on board?

- Need to be applied at a local level, as well as a national level

Language education: What supports do you need to make language education happen? Policies? Infrastructure?

- Who has the right to teach the language?
- Expansion of FPCC’s current supports – open up programming for more reach
- Immersion not accessible for all communities – difficult if not enough fluent speakers
- Resources to support the “in-between” situations to enhance language programming in schools (i.e... In between a language nest, can’t operate in full immersion due to lack of resources (people and material))
- Breakdown between schools and the home – children will not retain the language if not carried over into the home

Recognition: What does recognition or official status mean to you? What does it achieve? What is the outcome you want?

- Identity a critical component
- Multilingualism – Indigenous peoples were historically multilingual – had some understanding
- Goals to transmit language knowledge across communities
- Recognition and official status = should be able to speak to co-workers in the language
 - Language perpetuated within the community - education, health centres, etc.
 - Access to resources
 - Radio, podcasts – technology – involving the language
 - Language policies – for education, health, etc.; community and government levels
- What does it achieve?
 - Fluency – maintaining the language
 - Enable legislation
- Develop institutional requirements for languages of the area
- Organization - have requirements for language knowledge of the area
- Developing new words and modernizing language tools to gain interest of the youth – how do we do that??

- Urgent need with decline in fluent elders
- Finding words for new things, and remembering/uncovering forgotten words that are not accessible in dictionaries
- Losing traditional language knowledge – need to act now for regaining those words before they are lost
- Pidginized words – find and document the traditional words to lessen pidginizing languages
- Go back to the stories
 - Brings out forgotten words, reconnects speakers with language that may have been lost previously
- Indigenous languages are like the periodic table
 - Piecing the language together – words that can be created are infinite
- Official language status
 - Localize
 - Reconciliation standpoint – the recognition piece needs to occur systemically – throughout society
 - Increase relevance (i.e. Identifying job requirements/hiring policies with Indigenous language requirement for that area) – important step in reconciliation
 - Not Indigenous population’s responsibility to lead the non-Indigenous population down the path of reconciliation
 - National act of parliament = light needs to be shone on the reconciliation standpoint and awareness
 - Oral translation
 - Support to translate what is important at the community level – not just parking bylaws, etc. (e.g., stories)
 - Recognition will give encouragement to communities for their languages
 - Everybody needs to do their part
- Funding for research
 - Policies directing requirements to go towards language research are needed nationally
- Language planning
 - Legislation should acknowledge the high threat of endangerment in BC
 - Should not be dividing up between provinces
 - Funding should be dedicated for language maintenance and revitalization only
- For language purposes only
 - Language planning specifics – books are not enough, training is needed for communities to effectively engage in language planning and implement community specific language strategies
- Tied to our language, but we have the rights to many languages that the system does not acknowledge
- Every sector of society should be affected by language policy – create places for people to go across all sectors with the language (fisheries, health, land management, education, etc.)
- Develop policies and procedures around four points: treaty-based, community-based, elder-centered, youth focused
- Encourage translation processes through technology
- How do we stage/design legislation that is flexible enough for communities to ladder language competencies?

- Can't always go directly into immersion – how do we support this ladder process, that will likely start at different steps/levels across communities
- Valuable members are removed from communities to do work – how can they be supported in using their expertise directly in community rather than having to do the work in institutions?
 - “Brain drain” in communities – need to bring that brain power back into the community, not outsourced externally
 - Institutions need to allow bringing programs INTO communities, not extracting community resources out to develop external opportunities
 - Cost to do this is high and communities are understaffed to keep the work internally – need to build the capacity first to start implementing this
- Who gets to decide that Elders aren't qualified to teach in schools?
 - Being a speaker does not translate to being a teacher – how do we get speakers and teachers, what is the process?
 - Team teaching good, but most communities don't have that capacity
 - Need to develop fluent speakers
- Institutions are the sites that language opportunities are wanted – how can we move outside of this perspective, it's not creating fluent speakers – we need to broaden our perspective and bring forth new ideas for how we offer language learning opportunities
- Legislation needs to be aimed at helping us determine how we can create a new generation of speakers
- Why does language money need to be grant-based?
 - Think of a new system – multi-year funding
 - Application process and reporting – how can this be improved OR removed?
- “Indian” has been taken out of Indian control in education – creating a barrier to having language in the education system
 - Use the opportunity to integrate transformative change in language education
 - Transform the IRP
- Government not structured for change – creates a barrier when we talk about creating real change
 - Need to take the opportunity to push forward with the new government
- Concept of accountability in government needs to be reframed/re-defined – make more reciprocal and consider the accountability of the applicant to THEIR community – is what is being done focused on the community need, and accountability to the people in the community?
- Hierarchy and standards for language programming – triggers residential school impacts and experiences – does not promote healing
 - Bring forth grassroots approaches to standards and assessing programs
- AFN meeting in June @ Sheraton Wall Centre Vancouver
 - Need to pull together more representation at the provincial level
 - BC is underrepresented in comparison to our language diversity
- Have language people involved in this higher-up language work
 - Important to include language speakers, but it is necessary to bring in people with experience in language work and strategies
- Change the process of how Elders are paid for their work – can't put a monetary value on their knowledge and expertise
 - Living wages/salaries? Depends on community capacity
- Need more flexibility and room in how funding is disseminated

Capacity-building: What kind of skills are needed? What are the best ways to receive training and support? Who are your language teams who will lead the work going forward?

- Immersion teaching methods

Afternoon Session: New Language Funding and the ALI

- What strategies do you want to implement that will have the outcomes that you want? (i.e. language revitalization, new speakers)
- What do you need to get ready for the new funding?
- What can FPCC do to support you?
- **Meaningful purpose** for community language learning – need that desire
 - Incentives – especially for youth (e.g., iPad for them to connect with the language on their own)
 - Offering cultural exchanges/camps
 - National security – Mohawk and Navajo language used for coding during world wars
 - Meaningful purpose connected to job security and livelihood
 - Bring language into determining expertise/skills in the workplace – make language knowledge an entity that determines work experience, etc.
- Getting past residual barriers from residential schools
 - Healing is needed, but how do we tread lightly?
 - e.g., partnership with health authorities
- Recognition – e.g., checking qualification boxes for your language
- The band system affects leadership and communicating with each other
- Membership directly tied to language – if you want to identify as a community member, you need to commit to learning the language
- Language skill requirements in the workplace
- How can you serve people without some understanding of their language and culture?
- Encourage chief and council to take on a mentorship/leadership role with the language – need to lead by example
- Make the decisions – get what is needed to support the decisions and make implementation a successful reality
- Responsibility comes with recognition
 - Recognize when the language should be accommodated (e.g., mother fighting for birth certificate with child's traditional name)
- Technology tools
 - Translation apps, especially in social media (e.g., Facebook translating option, etc.)
- Support for learning language on the land
- Work towards making employment a result of learning the language
- Revitalization is the first step – evolve into maintenance
 - Create a comfortable point where conversations in language can occur and then evolve from there – even if this means borrowing words from English as a first step
- Use developing language skills to create employment opportunities
- Disseminate language knowledge widely – for example, medical dictionaries in the language shared with all medical personnel

- Stop talking around large concepts or ideologies in the language – slowly start to build and translate
 - Be gentle about the transition of bringing language into the workplace, etc.
- Barriers for language amongst new learners
 - Using English sentence structures for Indigenous languages, simplifying the sounds, word structures
 - Becomes problematic – can't do literal translations back and forth between English
 - Learners need to know the proper ways to speak the language
 - New learners don't have the ear to hear certain sounds = **importance of learning the language in early childhood**
- Use technology to teach the specific sounds/tones/pronunciation
- Language Authority
 - Support collective decisions around translations and creating new words
 - Prevent translations from becoming “muddied”
- Communications
 - Create a community hub – FAQs
 - For FV too

What can FPCC do to support you?

- Keep up with updates to our resources (e.g., FirstVoices improvements)
- Increased funding for FirstVoices
- Recordings on FV – speakers very soft spoken, not enough enunciation – missing sounds
- Recording tips and instructions for better quality recordings (see linguistics atlas) atlas-ling.ca
- “Indigitization” (UBC)
- Overall – more training, especially for technology
- Include a page on our website for in-community recording support – tips and strategies
- Make human resources available to communities
 - In-community support
- Policy support
 - Guidelines for developing policy for language acquisition programming (e.g., language nest policy, immersion program policy)
 - Develop general templates for communities to use – share what other communities are doing
 - Collect information about implementation practices – provide guidance for best practices, etc.
- Share training opportunities with neighbouring communities – more economical for communities to come together for training
 - Develop a communication network or publications for training opportunities
- Develop discussion forums for information sharing
- Increase conferences – and communication around these conferences
- Advocate for signage (e.g., hand-washing signs in washrooms)

New Funding – Are we ready?

- Need young people involved in LR
 - Energy AND the skills needed

- Passion for the language
- How to make language a priority for the young people?
- Guaranteed minimum income concept
 - Allows people to find their purpose rather than tying it to work that is not meaningful to them
- Affording wages for hiring Elders with expertise (PhD) difficult – working for the school districts pays better and provides travel compensation
 - Travel for Elders – often travel long distances for language work (e.g., daily travel to the language nest)
- Urban programming – need to reach those not living in community because the number is so high
- More accessible, face-to-face programs
- PRC process and allowable funding amounts
- Once there is more funding, need to provide a more reasonable distribution of the funds so that everyone has a shot at implementing their proposals
 - i.e. business plan – funding opportunities for various levels of community-readiness
- FPCC to act as a buffer within the competitive grant application cycle
- Disparity between funding for French language and Indigenous languages
- Mechanisms put in place for funding (provincial and federal) across sectors
- What is the criteria? Are their funding formulas for French language?

Richmond Notetaker 2

- urban context, started language class, finding teachers is a struggle
 - some things going on in territory but struggle between band and hereditary system
 - legislation: head office in BC because of 60% of languages
 - will be a challenge delivering it on a smaller scale
 - government needs to recognize us for all the individual speakers that we are
 - aboriginal languages need to be added into census
-
- how can linguists help with the revitalization efforts
 - funding for community liaisons to work with linguists or even funding
-
- push for status for our languages in Canada
 - need to come up with something as First Nations, know it's possible
 - invite all those people on the list to come to meeting – need to hear firsthand
 - collectively we are stronger
 - appreciates FPCC
 - panic mode in Bella Bella – 6 fluent speakers
 - equal funding status with French
 - every community needs immersion
 - funding for mentor apprentice – now in program, really committed to this
 - teachers need to build fluency
-
- documentation
 - U of A initiative met with lots of reactions but some kind of archiving is needed
 - capacity building – recognition for work done at different levels, not just formal credentials

- ways to get non-Indigenous Canadian population support this initiative – it's not that they don't care, they don't know. Cards at RBCM - positive feedback on exhibition.
- Smalgyax – worked with fluent speakers for 20 years
- been part of these conversations saying the same things for many years, feel frustrated but it's exciting
- doesn't always transfer to the provinces
- needs to be partnerships between FN organizations and leadership
- language status needs to reflect the support and resources – what does that mean
- bands pulled in different directions, not able to give language support
- young people are huge to the work
- teacher education, resource development
- have IRP but teachers still doing language appreciation
- have the language of the territory publicized, marketed, e.g., Agassiz RCMP put up signs, place names
- coordination – FNEC enforcing English. Halkomelem is protected from kids being pulled away but still hasn't done what we want it to do.
- teaching 900 hours of immersion to 15 students
- national association of indigenous language workers – form professional association
- how do we organize the people on the front lines
- no national organization is representing language teachers and speakers
- immersion-based approaches – goal to create language speaking communities
- framework for setting up proficiency assessment
- used for purposes of employment, e.g., Maori. Need to certify second level speakers and need to gauge levels of proficiency
- inclusion of the right to have children educated in our languages – Montana immersion schools act, Nunavut, Maori, section 23 of the charter states that if you are French/English language speaker – same language could be used in act. Guarantees that both governments need to provide resources for that right to be upheld. Government could be brought to court.
- broadcasting is a big issue for the bigger languages – maintain language use and having it in the environment. Just like Canada has to provide French radio language station. 100% Indigenous language broadcasting. New Zealand.
- Have federal legislation tie in to provincial legislation. Will be needed because many Indigenous youth go to public schools not band schools
- Funding agreements need to be 5 years long
- best practices and compliance – ensuring that the dollars going towards this are actually going to create speakers. Monitor and ensure that those things are happening.
- culture and language funding should be separated. language funding should be focused on revitalization
- opportunity to create a crown entity on a federal level that deals with all of the funding, Indigenous run, run by people who actually do language education. e.g., Canada Arts Council is a successful model for designing and controlling the management of language funding
- Cindy Blackstock human rights ruling, UNDRIP, New Zealand, Ron's report etc. Lots to look to

- BC should get a bigger share of the funding
- young people who want to be involved – going away for education takes them away from the elders – ways of completing undergraduate degrees around language work. Should not be unique to UVic. These are the young people that can carry language forward
- people who work with language are usually volunteers. No positions for people, no income. People who do administrative work would be supported.
- no official positions for language work outside of education e.g., curriculum development.
- what kind of resources can be made more available for curriculum development. Funding is one thing but what kind of partnerships can be put in place.
- pressure on students to be pulled in both directions. We want badly to contribute but have pressure to do theoretical work. No infrastructure in place to support certain kinds of partnerships
- Chief Atahm sharing curriculum resources, not inventing the wheel
- Meeting with SSHRC. SSHRC wants to work more with communities so communities get what they want out of projects. But that puts your career as an academic aside - challenge within the university setting
- Comment: Doesn't seem to be working to change things.
- Comment: SSHRC has also been racist, especially with CRCs
- council member
- doesn't want it to be part of INAC where they have to fight for funding. Part of an organization where money goes to language teachers. Partnerships – with province, e.g., minister of education so that students can receive language education
- no language beyond grade 6 in the public school
- funding around strategies like immersion
- social worker – did home study on Mormon family that went to language centre in Salt Lake City – go on mission after learning a language for 6 months
- speaker, res school survivor, work at UBC linguistics department for 5 years
- how can each BC FN be recognized in this legislation? They are named in other legislation. We have 34 languages.
- funding how will it cover all communities working on revitalization? What is the best way. Everyone needs to benefit from this.
- capacity building – support for language teachers and instructors, support for qualified people to develop curriculum,
- support for recording, archival support
- Secwepemc looking to develop a structure to bring people together. Plan at that level but also plan for individual communities. Accountability – government is hard on is but wants us to be
- Recordings in RBCM – when speakers are gone, who is going to translate. No funding support for them.

- finding ways of allocating funding that balance between competitive funding
 - broadcasting – increasing domains of use, not just school-based domains – TV shows, comic books, poets, funding creative documentation
 - simplicity of place names
 - support for language work outside of universities – linguists don't have a choice but to be tied to a university. Centres for language work but have some independence work.
-
- need to make it that the money is accessible. Too many hoops, rules, that prevent projects from being funded, e.g., res school money that was left over. You had to be in school already or ready to go right now.
 - projects that had money available but had to be one that was never done before
 - rules for funding must be appropriate for what we want to accomplish
 - every single public school should have a language class in the territory they are sitting in
-
- department of corrections – intergenerational trauma
 - enforce language in school, do transitions in language
 - white kids speak more. Mental health.
 - silent speaker
 - two students told by aunt not to speak in the language because not all understood

Broadcasting

- related to CRTC – tied broadcast to certain percentage of community of speakers e.g., 10% of 4000 or whatever
- required the shows to be in indigenous languages – huge learning opportunity, also creates jobs for translators, creative folks
- healing – e.g., our culture is rodeo
- language speakers in New Zealand are guaranteed a job: teacher, government agencies, broadcasting

Accountability

- multiple strategies
 - based on plans at language level and community level based on demographics
 - designed by us
 - multi-day conference to identify what is working in communities
 - end up with document that outlines best practices
 - we should be accountable to ourselves, not the government. Legislation should not have strings attached for what we are accountable for. If we don't have a language, we are no longer a nation. Legislation should be more about recognizing our language and our sovereign right to use our language.
 - our communities can define what accountability looks like
-
- other government institutions – military, etc., making time for language learning or acknowledgement

Afternoon Session

- how a postsecondary institution can support revitalization at a community level
- doing all these little projects and not really going anywhere. Having a plan
- struggle – teachers always have to go back to the beginning when new learners come in, never progress

- hoping to develop curriculum for grades K-6
- Ktunaxa UBC language blog – developed by students
- storybook on Crow and young girl
- students developed math program in the language

- different ways of sharing language teaching
- all of the resources are spent in schools
- 2 certificates offered at SFU, CapU
- all being taught through western education – that's not the right approach
- main goal is to have a K-2 immersion school, hope to expand to K-12
- priority right now is to create speakers
- can't solely rely on a linguistic approach to that – how do we do it? How do we reach and engage the parents and grandparents?
- how to structure language authority – right now only fluent speakers but gets taxing

- have Yinka Dene Language Institute
- work out of band-operated school
- have a lot of elders
- we are more on the land base and so we've been able to maintain language – go out in wilderness and work with the elders
- need to network more – 4 nations that have the same language but need to come together and share resources.
- dollars would help us come together, share curriculum, work together, start language authority to train language teachers, e.g., UNBC course in Quesnel but it's taught in English
- needs to be land-based activities
- provide funding for satellite office in the midst of our nation so we can all come as a group – for all Carrier-speaking nation
- intergenerational trauma from residential schools still apparent – alcohol, drugs, etc. The health of the community will determine how strong our language is. They are connected. We are losing a lot of young people.

- Gitksan has 5 different communities and everyone is doing their own thing and repeating what's been done. Work on something that could be all encompassing and then put it into different dialects.

- doesn't know who FPCC language advisory rep is, and Musqueam doesn't have a connection with their rep either. Wants to know rep – needs rep in their area. Is there money to travel? Need to have meetings with all communities – talk about stuff, the planning, the strategies.

- Thanks her grandparents for teaching her her language.
- knowing what kinds of resources are available – how many speakers, what resources already exist,
- hope to repackage linguistic materials for language work. But how does he know who to talk to? How does he talk to speakers about what they are having trouble learning? There's no way to do that except asking individuals.
- as a linguist, it would be helpful to have some sort of way to connect people who want to work on the language with those who want help. If FPCC could facilitate that, that would be great.
- central hub – little language houses for a language – learners, teachers, universities – a central place and people don't have to play telephone tag
- we still need people who may not be from our nation so that we have a start until we build capacity to have our own people do this. If it is a centralized place where people feel comfortable to come in.
- really important for us – the language planning program got us to establish a relationship with Katzie and Coquitlam.
- there's room to push within post-secondary institution for the goals of language revitalization. Time is precious and you need to make choices.

Facilitator: is there a need for some of the money to go to an entity such as FPCC to develop (with consultation) that would come up with a framework for everyone? If we could have help with that, we don't have to keep reinventing it. Would it be helpful to have a framework for planning in place? It might just be a check box?

- before that – the advisor system isn't really working. It's not happening for 2 communities in this circle.
- FPCC is not hitting all the language experts from every community that you need to talk to. You have to talk to those people in the community who are doing revitalization. There are barriers to talk to the people that you need to talk to. You really need to look at the way you represent our nations. It's such a big vast area. Need another rep between the north and the south. If you want to reach us, you really need to reach us. Centralized place and maybe get FPCC to get out and give information sessions. Session that will travel around. Set up satellite offices – provide dollars for each nation.
- skeleton plan is fine, but needs to go hand-in-hand with traveling consultation for implementation. Tell me about your situation and let's turn it into something tangible that can work in each individual place.
- people need help filling out applications, even. That would support communities.
- we have a working relationship with FNSA. What's the connection?
- FNEESC has done a good job fighting for education but with all due respect, they use IRPs which is western-based. We need to go back to Indian control of Indian education. We need to have a serious discussion with FNEESC about that. And we can't continue with this 5 hours/week of language education. We need to transform the education system that is there. BC legislation on language would give us more

clout. We don't have the resources to run our own schools so they tell us how to run our schools. Why don't we just send kids to public schools then.

- is there still the problem with funding half way through the year? Funding cycle doesn't fit with needs of communities.

6. Nanaimo Session: June 2, 2017

Location: Vancouver Island University

Nanaimo Notetaker 1

Morning Session

- Investment with fluent speakers – language nest – challenge to get someone to commit to coming in on a regular basis. The speakers are retired, so can't commit to full time.
- Lots of silent speakers
- What is the policy going to do? What is the legislation going to do? We need a buy in from the communities. We need government to do stuff, but we need to do it to.
- Need for training, especially the tech piece. Funding is really needed.
- Health and language go together. Still lots of effects of residential school. Need to support families to raise healthy children, to help those children have success in school and with language
- Interest from communities is increasing
- Need more information out there about who is doing what and how people can get involved
- Challenge: no fluent speakers; have some silent speakers they are working with. So, need to look for old recordings and other documentation to use those resources.
- Toquaht – very scattered nation; people live all over the island. So trying to develop an online presence where people can keep in touch. Need to find and train people to do this kind of work.
- Funding is a key issue. There is competing demands for funding against language (from other areas) so need to prioritize language funding
- Legislation helps the “climate” in the country for recognition and respect. Need to create “climate change” around indigenous language recognition, acceptance and respect. Need recognition and respect that Indigenous Language is existing – aboriginal treaty rights. Aboriginal rights and title are enshrined in the constitution. So this legislation is just following through with that.
- Need for high level strategic plans
- Proposed legislation needs congruency in other law – i.e. how the money flows through the government.
- If there is recognition and respect for the constitutional responsibilities, it will facilitate tangible investment
- We don't want any less than what French parents want for their kids. Want to institute immersion education for children, locally.
- Good to have national recognition with local implementation
- Silent speakers – really a need to support them; have a safe space for them to have their healing journey. Acknowledgement of silent speakers means politicians are admitting their mistake
- Connection between language and health is really important

- Stigmas need to be broken around speaking the language in the school and community
- Learning how to teach. Fluent speakers don't know how to teach.
- Children in care: how to support them? Videos, videoconferencing? Have a cartoon in your language!
- How to bring families, communities on board? Giving them resources, helping them access learning opportunities.
- No language shaming (for learners who make mistakes)
- Stop signs in the language; having other signage in the community
- There's more demand for indigenous content than ever before, so the more we provide it, even more interest is created.
- Keeping our Elders healthy is important. It's a community duty to keep the Elders healthy. It impacts a lot.
- Training – training people to teach, to create materials, etc.
- Speed of the legislation – it's important that this happens fast to protect some languages
 - Needs to be in two parts; one part is the “endangered” part – needs immediate funding, and then phased out based on success of regenerating the language
 - Don't need another bureaucracy to hold the funds against us (i.e. INAC)
 - The quicker it flows to the community the better. We all have our priorities, we just need to put in the wheels and the engine
- Jurisdiction: need firm relationship with people who operate in your territories – a geographic commitment to working with the groups in the territory. How is language going to be shared in municipalities, etc. The geography and the culture are just as important.
- The databases and archiving – need a system that will be here 500 years from now. So that every word, phrase, audio tape and video tape is going to be there and useable into the future.
- Administration: when the money comes in, how is the money managed? For communities where the administration isn't supportive.
- Also, i.e. if you want to run for community leadership, having language skills is necessary
- Challenges with community organizations jumping on board. Need legislation/ policy to include pieces where municipality organizations know what they are expected to achieve – i.e. protocols, commitment to support
- For people who live away from their home community, that they acknowledge local territory- important for the legislation to address this.
- The public-school system took the language away; public institutions and organizations need to bring this back
- Canadians need to accept the challenge and let go of their fears around issues and open up – i.e. acknowledge language and land and other issues, and really engage on these things
- Canadians need to shift/open up their worldview to include language revitalization
- Funding for language needs to be very diverse. I.e. need people in marketing who can put out promo materials in another language,

- Silent speakers, few fluent speakers.
- The language is more than just a language – it's a way of living. The words can translate so many ways.
- Other legislations haven't been successful or haven't had follow through – how are we going to make it so that 25 years from now that things are still moving through It starts with you.
- Becoming healthy again is a key part of bringing back our language
- Language shaming can prevent people from speaking – need for healing
 - What is it going to take for us to become healthy and stop the shame?
Traditional practices can help
 - Economic development – people are busy all throughout the tourist season
 - A facility with infrastructure that is meant for healing and language in the off season, and can generate revenue in the tourist season
- Need to make this happen, after these conversations. Need a strategic plan where everything is connected into one, to have speakers who are speaking 25 – 30 years from now
- Have a central hub for all three regions, that branches into each of the three regions, that branches into the communities, to connect everyone together
- Things that need to happen at the federal, provincial and local levels
 - Federal level: recognition and funding are the only two things that are needed.
 - Funding – every nation needs funding. How is the funding divided? This isn't simple
- When tribes ask the government for things, they're usually asking for money.
 - Reasons for strengthening languages: justice (reparation); language = health; culture – a culturally diverse country is stronger than a mono-culture
- Question about citing tribes in the legislation? As a nation choosing to protect their language
- Currently no congruency with Ministry of Education or Ministry of Children and Families. I.e. everyone's work is siloed – no impetus to share across these organizations
 - Need a directive that institutions partner and share resources (i.e. between the school and community institutions)
- I.e. regional recognition is a low- or no-cost ways to create change. Legislation does affect the mood in the country
- Fully funded teacher training, like in the NWT
- It's an ongoing struggle with public institutions – we can be disregarded so easily
- Aboriginal Service Agreements with Institutions – first year this year that Indigenous people had to sign off - really made a difference, a useful relational change
- Many of these agreements are only worth the paper they are written on, unless they are really implemented – like many of the LEAs
- e.g., could there have to be a stamp on all communications within a territory – like with all companies and organization within Nuu-chah-nulth territory have to include a stamp or mark on their communications
- Need to educate Canadians about their own history

- Who's pushing reconciliation? Is there a budget for it? People don't know what they're doing. Like in Port Alberni, they made a subcommittee to talk about reconciliation. Need to put information out there about what it means and what people can do
- QLS – started in 2012. Started by people who wanted something to happen. Organic and non-political model has helped it be successful
- Some band administrators aren't even FN, so don't care about language. Just trying to live up to expectations of government in terms of reporting. Focused on other areas like fishing, or lands, etc. – but language is such an important piece of this
 - Many leaders can't speak any of the language. They can't introduce themselves or speak to their family, their house. It diminishes the significance of the work. How do we get stronger if our leaders don't support this?
 - This is by design! Need to redesign this and reset this.
- The legislation needs teeth! Needs recognition from the constitution. It's in the constitution and already affirmed.
- Language Commissioner for every province: make sure that what is legislated linguistically is implemented
 - Maybe need a language coordinator as well as a commissioner
 - Does the money go through the commissioner?
 - Would be helpful to have one source of information
- Have an Indigenous Language Ministry?
- Funding: FPCC take recommendations from language "authorities" on which projects should be funded – use the local recommendations to make more informed decisions

Afternoon Sessions

- Strategies: language class; working on a dictionary; some people have taken language courses;
- Need meetings to find out who can be involved – need to do community engagement
- Need technical support – especially training to build technology skills
- QLS made a strategic plan when they formed the org; met their ongoing goals. Need to get more specific about the future
 - i.e. ready to start diploma program at UVic if funding comes through
 - Darryl Kipp's rules – need to keep things moving and not be slaves to funding
- Make the language mandatory if you are working for the nation; also include healing in this – that they are working on their own health and healing
- One day a week lunch hour in language at the office – dropped off because everyone was so busy, but going to re-start
 - Going to practice introductions because there are so many meetings they are going to every day that they could use this
 - Fisheries meetings – a 5-minute language lesson in every meeting
- Distance learning that people can access on computers or phones etc.
- Planning for who is going to take over when the current language people aren't here any more
- Hard to find teachers in a community where people aren't used to raising their voice or speaking in public

- o Identifying resource people throughout the community, using buddy-teaching, so that the whole community becomes a teacher in one way or another
- We need to just ‘hang a shingle’ and do it! It is so complicated to be chasing funding all the time.
- Need curriculum – scoped and sequenced
 - o Standardizing the curriculum across the nation
- Trying to bring conversation to the home – community immersion to get more involvement from different ages
- Hard for communities that are really tiny- the work falls to people who are already busy full time. Need somebody there who can take the work and run with it. Majority of people live off reserve, so maybe have a station/gathering place in an urban area (Victoria) where many people live.
- Working on FV to support new language learners to read the language
- Implementing culture and language immersion on the island – through signage
- Starting at home is very important
- Give voices to silent speakers
- Creating resources (videos) in community to share with children in care off reserve
- Leadership and teambuilding training needed from FPCC; technical training (making videos, editing sound); hosting groups/gatherings to meet other language enthusiasts
- Need to become better teachers-
- Community activities are really important to engage everyone
- Need to start with the little ones - children because they can learn it so well
- Need the leadership on board, to lead the way; and the leadership has to come from us
- Need support to put things in order, to get everything in place (to build the plan)
- Need to look to others that are having success, who are farther ahead, and borrow their strategies
 - o Need to build one strategy for the whole language, that will work for everyone
- Immersion education is key; need to start with a language nest, and then build up to the school; need teachers to work in the nest – need to train young instructors
- No one community has enough resources to revitalize the language on their own – they need to work together to pool resources
- Needed from FPCC: more personnel with technical expertise to draw on; get the Cadillac of systems for people to use; support with getting alphabet on the keyboard, etc.
- Getting leadership on board: keep asking for specific things; get ready with your ask – know what you want, and keep asking
 - o Make sure everyone in the community –all the different departments are advocating for language
 - o Have somebody make a motion from the political body to get their support

Nanaimo Notetaker 2

- Need for trained professionals, funding – balance of education/certification vs. language speakers
- Policies to support allowing to train/certification of language speakers

- Fluent speakers needed in the program – children need immersion; therefore, teachers need to speak the language as leaders in community
- Language nests to start with fluent speakers – elders
- Being able to see the language – signage on streets/roads etc. – cooperation with municipal/regional governments
- Legislation to acknowledge credentials
- Capacity development in communities – funding to support school-aged children to learn languages in their communities, rather than attend university far away with no language speakers
- SFU has a program that supports language initiatives
- FNHA – language programs need to be supported
- Silent speaker programs
- Equal pay for language instructors
- Province’s role – what is their responsibility?
- Language challenge – no official recognition = no funding at the core level
 - Indigenous language funding comes out of targeted funding (not core funding)
- Indigenous languages need to be recognized as official languages in order to have them fall under core funding (like French)
- Funding attached through nominal role for those on-reserve
 - Gap between teachers vs. students for Indigenous languages
- Potential for legislation to make meaningful impact at provincial level
- Small group of people remaining to do the work
- “Be careful what you ask for” when it comes to official language status
- TRC calls to action to be part of the legislation
- UNDRIP needs to be part of the legislation
- Curriculum changes to be local and reflect the reality of their community
- Language fluency degree – 2 years in the community learning the language – consortiums are all on the mainland
- UVIC – wants to operate independently
- Flexibility and ability – universities need to change their regulations to continue with programs even if there aren’t enough students signed up
- Language houses/summer courses for staff/teachers
- Spokane Salish school – staff assessments for language levels – one hour a day language lessons – tied to contracts
- Different levels of language in communities
 - Strategy needed
 - Fluent speakers needed
 - Best practices that are working
- Set strategies and priorities for BC and in Nations and communities
- Visual learners – interviews on YouTube/media
- Technology use
- Opportunity to get official language status, therefore funding
- Policy/principles – government makes a lot of decisions
- Indigenous lens of decision making
- Need to support proficient adults
- Need for Indigenous input/lens in legislation
- Alter policies to meet the needs of the people

- Tie legislation to the language of the land, make an option for every school/community in that language territory
- Culturally informed – need to differentiate among English/French/Indigenous languages
- Phrasing – ‘founding languages’
- Core funded – not targeted money
- Regional in nature
- Core vs. targeted – should be ‘both’ ‘and’
- We need highways, health, education etc. to take responsibility
- Re-gain a generation of new speakers across Canada – huge infusion of new speakers in order to carry out the work
- Schools – important place where language happens (and also large part in demise of languages)
 - Languages should be for all children (both/and, not either/or)
 - Languages deserve to be recognized as founding languages before English/French
 - First Nations/Metis/Inuit need to do the work of identifying which languages are going to be listed – dialects can exist within those lists
 - The place to figure out which languages belong to which region is not a battle for settler courts
- Support for communities
- Leveling the playing field – becomes the norm, the expectation
- Communities have different levels of language revitalization
- Multi-year funding for their community/region
- Grant writing needs to be revised
- Levels of accountability for funding for FN governments is stricter than any other government
- Wording for grants is getting more difficult to understand
- Need technology, institutes and curriculum that’s usable – on and off reserve
- Bringing back our languages is everyone’s responsibility – leaders can recognize the territory and introduce themselves in the language of the territory to demonstrate the importance
- Bring back into everyday uses
- Have non-Indigenous people use the languages appropriately
- Budgeting – funding goes to a language department, not the general band office, etc.
- Legislation to protect the money, so others can’t change their minds

Questions

1. What strategies do you want to implement that will achieve the outcomes you need?
2. Do you have a language plan for your language group?
3. What do you need to support funding?
4. What can FPCC do to support you?

- 1) Get a strategy – develop a plan
 - Language plan and resources on FPCC website
 - Dedicated staff members
 - Flexibility with funding/job descriptions

- Agreement on the outcome – be honest as to what you’re aiming for
 - Match the strategies – need expertise, understanding of what will achieve those outcomes
 - Use multiple strategies, be flexible with plans
 - Efficient process – don’t want to fight with other communities for the same money, fill out cumbersome documents
 - TRC process – good enough? Should be the driving force behind this.
 - Auto-documents for proposals (like FNEESC) CRT
 - Time constraints – too short, not enough notice
 - Core group that specifically works on language – be careful of burn-out, need for people to step in the spot and carry on with the plan
 - Get youth involved – make them feel how much they’re needed to continue these plans
 - Encourage community members to step in and help out
 - Feed people, get them involved
 - All ages need to be represented in the panel/group – parents need to be involved
 - Need language authority in communities – need to iron out issues and explain titles/choices
 - Use data from LNA to encourage language growth
 - Use LNA to help with planning
 - Version control of dictionaries, use of fonts/linguists – no central way of spelling
 - Get staff to use language to answer the phone
 - Have staff trained to deliver the classes and programs they are supposed to be delivering
 - Tough to get buy-in from administration
 - Focus on fluent speakers, not writers
 - Hire people who can use technology to make it easier in the future
- 2) Outdated plans – need to be dusted off
- Materials may be developed but need to be updated
 - Time, resources
 - Many of these jobs are done off the side of your desk, no time to plan for things that haven’t happened yet
 - MAP in community
 - Get leadership on board
 - Language house/department needed in community
 - Change plans to focus on whole community, not just children
 - Think 500 year from now – will people have the same access to the documents?
 - Database needs to be transferrable to other databases
 - Elders to speak to youth, teach them the language for next 20 years
 - Preservation of critical data
 - Make use of Archives Canada’s free database
 - Develop safety nets so information is accessible and doesn’t get lost in shuffle
- 3) What do you need to do to get ready for new funding?
- Talk
 - Plan – big wish list needs a realistic, staged plan

- Resources, people, books, technology
- Central location
- Support to create a plan
- Decide on priorities
- Develop a mission statement and goals – check back often – are you adhering to those missions and goals with every action you take?
- Work with neighboring Tribes
- Have an outside/separate entity govern language files/strategies (Maori, Hawaii?)
- Get proposals in early so that people of influence in Ottawa can see that there are multiple strategies working together all at once
- Language nests, immersion houses are becoming renowned worldwide- federal agents need to award the money out, or decide it isn't needed
- BC knows a lot, even if it seems we don't, so make sure you get your plans, proposals, decisions in and out there in the media

4) What can FPCC do?

- Workshops – how to create a plan
- Bring communities together to discuss creating plans
- Visit communities – assess needs
- Do analysis with the communities – include them in the process, make sure they have ownership
- Simplify application processes
- Evidence-based direction within input
- Supply guides to writing plans (use existing FPCC/FNESC guides)
- Gather success stories closer to home
- Language exhibit at RBCM
- Reinforcing what we're already doing well – research, advocacy, report-writing – puts BC on the map as a leader on language revitalization
- Across Canada – no provincial organization that is at the level of FPCC as far as what we do
- Create more language-specific positions

Nanaimo Notetaker 3

Morning Session

- start cycle of mother tongue transmission
- first language speakers
- not living in traditional territory
- organizations
- languages don't belong to us, we belong to the language
- how does it filter down to individual leaders?
- someone with the energy to lead
- language program in house
- language teacher job – hang onto student for extended time
- ramp up mentor-apprentice with ten years

- pot of \$ anyone can access
- individual – council
- our own bureaucracy is an issue

- Cowichan writing system
- process for literacy

- accountability

- band-operated school/immersion
- team building – young people
- meaningfully employed
- hire them, keep working
- focus ideas, find ideas
- idea – of who wanted to be involved
- adult learners
- buy-in to program - structure
- outreach – help community members understand why language is important
- not quite connected
- invested in adult education with elder people in place
- deeply care – \$, plans, get them and keep them
- student connect – progress to next phase
- vision evolves – start, be flexible
- aware of role of language revitalization
- look to places who found success – New Zealand, Chief Atahm.
- How did they succeed? Immersion, language nests
- We're doing it.

- lack of money
- culture education centre
- AFN – plan, no money
- school – some money
- council added OSR (own source revenue)
- make it work
- 10 year – 1 million unbudgeted
- holding pattern
- plan and do it

- BC set - federal legislation
- how do we get BC on board?
- funding: mentor/apprentice and OSR
- gap in band funding
- secured funding, run with programs

- teacher should do the teaching, not administration and seeking funding
- employment/training – language into program
- languages in all departments
- our opportunity to write down what we need

- can't be comfortable in the world, no pride

- policy not working
 - try our own way – proven not to work
 - our own school – connect to land, creator, spirit
 - collect foods for community
 - do traditional education in part
 - plan – led by evaluators, need a team
 - strength, identity, release negative emotions
-
- now sentences vs. one word learning
 - commitment from government to keep in school/college programs/adult
 - UVic – learned husband's dialect
 - took course/training
 - recognize different dialects
 - teach kids own dialect
 - \$, finances/School District 84
 - isolated, hour every day/class
 - supportive teacher
 - teachers want to learn
 - implement to the class
 - \$/support from the government
 - teacher training specific to language, more structure
-
- fluent speaker, excited about this
 - a dialect is lost
 - documentation
 - more fluent speakers vs. teaching in school
 - complete immersion education
-
- lost 4 fluent speakers in last year
 - parents' programs – adult ed
 - not very far yet at home
 - not produce just one person – mentor-apprentice
 - priority – 10 people
-
- passionate person
 - discipline, preparedness
 - take it on, responsible
-
- documentation
 - method – how to produce learning and teaching on documentation
 - speakers' proficiency level – dream
-
- 2 things
 - school – flourishing/school domain has promise
 - not at home – parents indifferent, need to bridge
 - classroom-based initiatives
 - outreaches
 - interest, competing issues
-
- vision: acquire home base for language itself
 - house archives, documentation, curriculum, resource development

- hub for language teachers and learners: SENĆOŦEN house
- monolingual space
- education – careful re: integrating our education too deeply within school wall. See beyond walls
- homeland – outdoor education aspects
- education philosophy
- preschool learning
- land/cultural education
- goals of education – what we want our kids to know
- green initiatives – environment
- we are born in our language – it’s a birthright
- sacred vessel – how we should live from time of creation
- how to look after our homeland
- beliefs/laws are one
- it’s our belief system
- without it we lose our way
- where we are coming from
- documentation – situation was very ?
- those people priority – while authentic key there
- School Board, heritage society
- UVic 5 year program
- get info down, base work needs to be done
- diff. -> one writing system
- it divides us/agreement to work in one system
- Saanich Indian School Board
- language must be perpetuated in community
- Elders documentation – moved back into school board
- digital recordings
- mentor-apprentice – huge part of survival
- 7 apprentices with Elders, 300 hours each year
- trainee program – projects in language to work on, produce materials
- teacher programs – UVic – taught language in evenings
- team – grew – long term plan
- board/community accepted it 90%
- own immersion school opened
- still work as a team
- no one of us own language. We belong to language. Work together.
- resource centre, place to gather
- pro. development, adult centre
- writing/texting alive in tech domain
- Teachers need:
 - language coach
 - support/lesson plan
 - silent speaker – resources

- intern – UVic – this year
 - lesson creation
 - PLLC
 - 4 communities – binders
 - 500 sentences
- support grants – 21 posters
 - pilot project book
 - need a facility – store resources
 - library – cupboards – digitize it
- immersion – alone
 - education – word by word
 - team = reports good
 - parents – inquiring
 - gap – adults/parents
- home/daycare – craving more
 - need extra language
 - 2 year diploma program
- learned language together
 - FN program
 - deep for her – parents fluent
 - 3 generations of residential school
 - lots of loss, foster home
 - big emptiness – raise kids
 - language/culture part of your DNA
 - history, family, stories
 - language/culture on the land
 - class's cultures, stories
 - culture – role at the health clinic
 - adults
 - little guy learning songs
- history – changes
 - traditional/modern teachers
 - language revitalization is healing
 - own experience – cultural identity
- reawakening of spirit
 - whole is gone – beauty, life is worth it
 - proud of ourselves
- youth focus
 - Elders in school
 - respect same as teacher and paid as teacher
 - youth fluently speaking
 - AFN youth rep
 - adult education

- opportunity for schools like UVic
- learn connected to language
- fluent Elder in class
- longest teacher knows language
- graded on performance
- learn local history
- sent to tribal council, bands

- finally hired a teacher
- awareness not proficiency

- language nests – all kids
- outside of school harder

- parents – frustrating
- grade 6 – disrespected with 2 hrs/week only

- not a class for language
- identity/respect – lose it in the school system
- changing in school
- systems
- challenge – protectionism, not sharing
- openly as a child/love more
- respect who you are, show we are strong
- home school

- go out and take it
- mentor apprentice

- residential schools – help with this
- Elders don't understand writing system
- write our own systems
- so powerful to have own
- teaching keeps us out of trouble
- electronic stuff – iPad – not at the party

- sister went to residential school – not speak languages
- silent speaker programs

Afternoon Session

- challenge – incorporate ideas
- CCC plans – mentors paired with community
- planning
- autonomous language centre
- support – language plan
- language plan development workshop
- Elders – complements supports ed in school
- urban – show support
- goal – local fluent speakers, health
- think big, beyond
- better hold on language

- away from home
- parents
- school – funding
- cultural centre – emergency place

- 14 tribes
- benefit to all/dictionary/language group
- cultural centre, care for potlatch collection
- claim – effects of potlatch prohibition
- option for structures

- consistency/person
- online lessons
- beats spirit – own feelings

- young teachers/young parents
- soccer – coaches talk to them in language
- healing – on board, soccer camp in language

- tuition sharing
- delivered in community
- annual time to plan – 6 months or year – too busy, product not relevant, control
- professional development and planning
- school rolling plan
- evening classes

- more communications re: languages
- move outside our own community
- travelling to course – need in communities more
- UVic – pay courses
- course grants to do it
- corporate – offer resources

- open planning to broader community, larger community support
- municipality, community organizations – support language learners
- Wales examples
- learn some languages

- Language Needs Assessment, training, skills,
- addictions, roots, values
- team
- mental health – language
- spiritual health
- broader community open to planning

- ECE program
- get specific immersion training – how to
- culture and language camps – English – training
- volunteer – admin leave, 1 lead, FPCC, foot soldiers, government

- for take on language resp. step back five years

- samples of plans
- training workshops, TPR
- next phase – present
- 2 Elders from dictionary
- connections
- celebration
- obstacles – book/history
- mentor-apprentice – trust for book
- plan
- Elders together for dictionary/documentation
- tapes/CDs
- phrases – teachers
- young people pick up material, learn to speak
- change what able to fund
- infrastructure/capital
- Saanich SD – process for band-operated school
- PS system
- band schools
- vision – plan – control
- TFA – pot for language/culture, transportation, tech

- idea – booklet at airport - information

7. Terrace Session: June 12, 2017

Location: Kitsumkalum Community Center Hall

Terrace Notetaker 1

Morning Notes

- Teacher training program is needed
- Continuum of immersion out towards the parents – to continue the language from school to the home
- Materials and resources are needed, i.e. posters, games, etc.
- Funding: need regional funding (not in Ottawa)
 - When applications are submitted, that the need is recognized. That people aren't saying "oh you don't need that". We know what we need.
 - Language people need to be paid as a full-time job; pay the language teachers and speakers, and learners!
- We need to be proud of who we are and take the shame away from speaking our language. We can do this in our Head Start programs and in our schools. We need our own schools in our communities
- Many challenges as fluent speakers are passing.
- We're not moving ahead because they are painting every community with one brush, "it has to be this way" – they think because it works for one community it works for everyone, but it doesn't
- Need teacher training programs – even if they aren't through universities, etc. – just need to make it accessible, and acknowledge the expertise of the Elders
 - Our language speakers are the experts, are the professors
- There are no 'levels of language'. Elders brought kids to feasts so they could learn. Everybody learns whole language together
- Funding two positions – the Elder and the teacher – for the community
- Elders need to be supported to feel comfortable and confident to share what they have
- Need an easy application process; in-kind contributions or matching funding isn't feasible
- Criteria for language teachers – need to make it more accessible to more people
- Each person in every community would have a certain % of funding geared towards language and culture – mandatory funding for each child and person in the community
 - Also, capital funding for spaces, signage, etc.
- A position with funding (permanent) for a language and culture coordinator for the community
- A language centre/school – top of the line, not a little storage room – but everything you need to teach language and culture
 - Space for songs and dances, for feasts, a library of resources, computers
 - Making SPACE in the community for language
- Sometimes teacher training for fluent speakers causes them to filter their natural language into an unnatural way of teaching – need a way to have teaching teams so that the fluent speakers can just speak and teach in a natural way
 - Multiage learning and multiage teaching
 - Thinking back to how we learned growing up, and how our grandparents learned, and incorporating that into the way we teach now. Language is not a subject area like science or social studies. This is who we are.

- Ownership of our school – we need the freedom and flexibility to say this is what we need, and this is what we want to do
- Infrastructure – need funding for a full-time employee in each community
- Every community needs policy– i.e. every child has a right to education (just like social assistance, health, education, etc.)
- Provide capacity training, encouraging language champions to work together
- Language and Culture Resource Centre
- The language should be treated like a full-time job
- Important that leadership take responsibility to learn the language
- Need to honor the knowledge of the Elders with appropriate payment
- Value of mentor-apprentice program – passing on language and cultural knowledge
- Need for spaces and technology to do appropriate recording of Elders – recording studios with sound-proof spaces, equipment, etc.
- Need maintenance for the language spaces (i.e. renovating and maintaining those buildings and spaces used for language)
- Need to record and document every single dialect
- Facing challenges in the schools, in terms of resourcing for teachers, language classes, having time for teaching, resources, etc.
- Creating new words, naming places that don't already have names
- Making resources available to every home – i.e. dictionaries or glossaries – that everyone has access to these resources
- Statistics – the statistics need to reflect that the languages are endangered – need to make sure that these are accurate
 - Need to develop more detailed statistics and need funding to collect more accurate statistics for the language – so people can go and do surveying to collect accurate information
- Funding can't be distributed evenly across provinces – need to acknowledge the number of languages in
- Task Force committee isn't representative of people in communities – it was all people who lived off reserve
 - Infrastructure – money needs to get to the grassroots, not be eaten up by all different levels of infrastructure (federal, provincial, regional, etc.)
- Nisga'a doesn't get any FNESC education dollars – they are losing out
 - When treaty people don't get the dollars, the Canadian government is getting out of having to pay
 - Don't want to get to a place where they're not able to access any money because they have treaty
- Collaboration- integral to this process- communities need to collaborate
- The Feds need to recognize treaty nations – this co-writing of legislation with the AFN may remove treaty nations from this process
- How will the federal and provincial governments consult treaty nations?
- LNA system – need support with this
 - It is an important process to track the status of languages
- Need bridging the generations from the speakers to the younger people
- Creating fluent speakers- immersion is very important. We as nations need to do our homework and figure out what needs to be done. How do we create cohesion from one demographic to the other? (i.e. ECE into K -12 into adult learner)
- Resources can't be hoarded – resources need to be shared with all communities and programs with the same language
 - Have a mini conference for each language to share resources, access training, etc.?

- Also make sure that resources are up to date with current technology
- Different parts of the community are doing things, but they're not coordinated or working together
- "If we learn the language who will we speak to?" – need to motivate youth to see opportunities with the language
- Changing language – creating new words for things that never existed – making sure you have a name for everything, a way to talk about everything in the language

Afternoon Session

- Urgency –need to target those who are semi-fluent to get over the plateau of learning and gain higher proficiency
- Implement early childhood immersion and reach out to young parents
- Have a multi-year plan as a nation, with dollars attached. All service providers are on the same page
- The political will has to be there
 - Had a meeting about the language; everyone was concerned. But the same meeting had happened 15 years ago. What has happened in the last 15 years? We need the political will to be there. We're taken up with putting out fires all the time.
- We get tied up in the legalities of licensing with Head Starts etc. They were originally intended for language and culture and they are nothing like what they are supposed to be for.
 - Licensing for Head Starts needs to be changed so that it allows for real teaching of language and culture
 - Head Start dollars should be tied to teaching language and culture
 - Need funding for teachers of ECE programs so that it is realistic to get a job in that area
- Need support for Elders who have no one to speak to; making sure all the old words are captured
- Signs in the language in the community
- Reach out to silent speakers; people who understand and would speak if they had someone to speak to - reach out to them to become teachers, and make sure they are paid
- Start with the little ones, then make sure it moves up through the grades
- Reach out to parents: need immersion programs for parents, in the evenings
- We need money to get this started, to get language classes going
 - Learners need to be paid, so that they can afford to study the language and take care of their families
- How do we get everyone on board in our community to develop a language plan?
 - Need to get leadership involved; leadership needs to back it up
 - The community has to back it up too!
- FPCC can help create community language support; buildings, activities, other ways to pull the communities together
- Identify speakers and learners within each community; have MAP teams in every community
- FPCC can help with programs, developing curriculum for language classes
- Need teachers
- FPCC can help by bringing all the little pots of project funding together based on the community's needs – making sure that everyone has access to funding
- Need more awareness for people who don't buy in to language

- o i.e., sharing with parents how beneficial it is for children to have another language at a young age
 - o Need a vibrant language authority – bringing in leadership from all areas
- Need for resources – hard to teach without resources, and these need to be shared
- Would be good to have a resource person to come to the community to develop a language plan
 - o More economical this way rather than shipping people off to Vancouver and learning in a group – the plan/training can be unique to the community
 - o But could also be good to make training accessible to groups of people
 - o Strategic planning training is needed – for people who can then go and teach the rest of the community
- Charette-style facilitation/training for planning?
 - o Or world café

Terrace Notetaker 2

- funding part – analysis as minority languages
- promote – to make our people to learn language – government provides this to French
- new jobs – have to learn language, need to learn language
- promote why we need to do this in the whole country – if mentor-apprentice gets 58 applications, all get funded
- immersion, immersion, immersion
- revitalization – berries, preserves
- will die off – work together
- access plus preservation, immersion is priority
- language nest
- work with Elders now has to happen

- new to language revitalization
- son speaks language more fluently than I do
- policy – non-Haisla staff not interested in who we are as a people

- retired teacher, 23 years, K-12
- address on/off reserve money
- urban address has no access to these \$ - local of where you live, access \$ via band
- no \$ secured for off reserve
- Haida want to culture and language – address access – not ten hoops
- mentor-apprentice – reject letters to program are discouraging. Elders qualified. Hard to take language.
- knowledge holder
- challenging – any other avenues? Who to go to?
- need to do more/time
- curriculum – need to share this. Can't reinvent the wheel all the time. Continuously starting over.
- ironic – who do we access that from?
- training \$ a huge issue

- small village, language dying out
- Elders are gone
- fireman/nurses/people that are not culturally aware
- language has to do with people. Different languages, we think differently

- remember healthy places, the safe places
- Success by Six, the early year tables
- put culture into it/lifestyle, way of life
- prof comes to community
- cultural educators are needed
- FN child – visual, doing it as part of life
- knowledge to incorporate on land
- keep funding separate from the band. Community association. Arms' length, separated and protected
- bring culture back into our lives
- help with mental health and addictions
- reconnect to language – healthcare
- principal
- 70 students – if we had more space we would grow
- parents believe strongly in language/culture
- building fluency K-3 model
- American Sign Language and our language
- no paper and pens
- home study – parents and kids
- masters' degree in language revitalization
- sharing is really important
- most fluent speakers are also learners
- understanding what our marker is for language vitality
- say to everyone until we reach full vitality of our language, we need to be funded
- educate currently in community
- \$ once we are there
- funding - everyone is an expert vs. people doing the work, vs. new people grabbing the \$, have not been doing the work
- outsiders – companies trying to do language revitalization, setting up a company, they want our dollars. Here is where we need to go. Continue to honour our work
- taxpayers need to know why this is so important!
- stand strong – why we want our languages to become vital
- protections for language learners against changes. Regardless of changes, we will have what we need
- cultural advisory for school
- grandfather – 1900s priests learned language, wrote, spoke at every feast. Gatherings still today, priest still doing this
- our language not impossible, see it getting stronger. Soon many speakers. New fluent speakers. Children from different nations speaking well.
- lots of hope. It's there. It's coming!
- Silent speakers, we are all mixed now.
- seven nations from one girl – your bloodline is who we are
- a job to do in school – teaching. If doing it just for \$, there is something wrong. Too smooth, there's something wrong. If it's rough then you are right.
- change – discouraged to speak, no language in school. Grandparents wanted us to be successful. Now it's better to show we can learn English.
- team teaches the kids, have to keep ahead of kids, lots of fun

- worked in health field; language is huge
 - more you know who you are, where you come from, gets feet well planted
 - K-11 = more confident, because you know who you are. If not they are easy prey.
 - kids/youth – there are no bad kids. They need solid healthy adults around them.
 - \$ can be used to get an understanding for our youth – so they don't drift off and get lost, hurt or killed
 - Thunder Bay – 14-year-old – number of kids there
-
- 30 kid school K-7
 - school there late 80s
 - prioritize language/culture
 - been in mentor-apprentice
 - advocated for the board
 - role in school – language/culture teacher assistant
 - see a lot of pros and cons
 - FN school can do quality language learning
 - policies – organizations within your community - need to learn language to get a job in community
 - our organizations should have gatherings, pool into different areas, share resources
 - messaging: Indigenous education – awareness to parents and school district – it's just as important as French
 - school district vs. band school – parents
 - regional office ideas – have voices heard
 - ECD – none of my credits transfer to teacher
 - post-secondary – need to come north so we don't have to leave home
 - legislation – acknowledge language experts and work our people do
 - masters' in language revitalization – housing an issue
 - no organizations can hire people/infrastructure
 - more language programs
 - who are leaders – dad, chiefs play a huge role in advocating for language
 - having culture can be healing, have a different outlook on life; see language healing young parents, youth, Elders
 - Elders need to know that young people are stepping up
 - land-based programming
-
- 4 years learning language
 - linguist, teach in school, language activist
 - dream big – some ideas not mentioned. Hard to believe in this because government let us down
 - simple, streamlined process
 - place names given recognition
 - Hazelton, maps, this is the name of mountains. This is the real name of this mountain. Upstream nation calls it this, and this nation calls it this.
 - First Nations are a complex society around for thousands of years
 - language acquisition – what children do
 - language learning – what adults do
 - need support for both types of learning
 - Polish – special needs – they didn't understand multilingual children acquire language differently
 - language learning education for teachers

- need schools focus
 - encourage speakers to speak at home, value -> acknowledge doing something important
 - something for speakers we value
 - pay to speak
 - less \$ provide support for family
 - successes and failures of language revitalization efforts. Need to focus on what works
 - background - \$ app – Gitksan art into the school. Students' ownership of the school.
 - Bella Coola – Nuxalk School has lots of FN art. Feels good to be there. Students are really proud.
 - teacher training in ESL – those kinds of skills can be transferred over
 - colonization, decolonization and TRC process – Euro-based
 - education system
 - all government people including prime minister – understand how their perspective is harmful to First Nations.
-
- immersion
 - flash cards back in the day
 - What does reconciliation mean to you?
 - What is means in language and education
 - BC government, 30 years ago, did a review
 - Aboriginal section – what's the problem there? No identity, oral learning style
 - What does identity mean? Intergenerational – white middle class individuals, no Aboriginal content
 - French/Chinese immersion
 - proud – K-3 academies
 - immersion kids are gifted
 - frame legislation -> early childhood learning – sponge
 - overhaul
 - what's important – language, arts, laws are important
 - the land – rename creeks, rivers
 - song/dances – why after 3pm? All this in the language
 - son own blanket = proud Gitksan person
 - reconciliation – messaging to government
 - build a plan, goals, decade or two
 - revitalize – current state of language – 10%? 5%? What caused this? How to deal with the power of English.
 - regional approaches – dialects. Share curriculum with neighbours
 - How many words to learn a year?
 - Name the languages – all to be identified
 - companies – can we get \$ from them? Integrated some resources, working towards goal, foundations, etc. Tax write-off. Summit justice, residential schools
-
- language coordinator, learning since '94
 - legislation – extremely pleased to hear all the ideas
 - come basic – need it for a building
 - recording devices
 - encourage more traditional speakers to speak
 - teacher – doesn't understand child grew up in the language
 - get together more

- protection from companies!
 - we need to identify our own resources
 - people – we didn't have \$ to finish program, criteria, whole process has to start again. Goal of our sharing materials.
 - Chief Atahm – do our own workshops. Small building. Based on parents.
 - longhouse – separate from school and politics – big vision
 - losing Elders fast and furiously
 - just finished the LNA. Sees the benchmarks
 - didn't have a language authority, curriculum developer
 - need to bring all curriculum together
 - share ideas and common goals
-
- went to residential school
 - father knew language well – used it every now and then. Better off to learn English, told kids
 - found self in language, proud cause of learning language. Get people interested to learn language – go to a good counselling session
 - experience it only when they learn their language. Express what to learn
 - What's stopping them? Method. Doing it where they struggle.
 - worked with elders in different job – so much just listened to them talk and laugh
 - guiding – talking about I can't wait until young people learn language so can all laugh together. How can I help these young parents?
 - model – Bryan Maracle
 - young parents to learn the language – pay to use language at home
 - struggling to stay in full immersion
 - wrote to band office to teach the language
 - health clinic – I want to ask them
 - parents are excluded – create opportunities
 - adults more – language house
 - staff at health clinic
 - gather the stories – speaking to Elders, need to capture these, document these
 - have our own place with all language staff
-
- most successful with adult learners
 - invest in adults
 - certain steps – invest in a ladder way – adults teach at school
 - language house program
 - language immersion camps
-
- project by project vs. language plan
 - 3 year plans not sustainable
 - \$ language for your community – 25 year language plan
 - the urban piece has to be developed as a language plan
 - each major city and x number of speaker needs
 - language plan costed out
 - “house”
 - all domains are covered

Afternoon

What can we do to make jobs easier?

What do we want to do? Numbers of speakers? Language plans?

- language nest, adult language program in development
 - adult language program most important
 - language curriculum in school
 - half day immersion in kindergarten
 - SENĆOŦEN model
 - need adult speakers – language house
 - adults learn as well as children
 - language immersion camps – guarantee certain number of participants. Vacation
 - going by review \$ for adult language, language nest
 - success had with adults
-
- language revitalization ideas, language nest, need to get in place
 - use our fluent speakers, younger people to do a mentor-apprentice, build capacity around fluent intermediate/advanced – have them get certified – look at SA area
-
- Kitimat – boom of work and people moving
 - be employed to learn the language
 - fine tune a language plan for the nation
 - a credited course
 - homage to those that have done work – interview, archive info, dictionary
 - digitization – make it accessible
 - dictionary, many apps
-
- Haidas in Massett/Skidegate - 12 young students, money from council, Haida nation, second year
 - Massett just starting
 - with money, all Haida active to learn
 - 6 Elders, in movie, cultural component, weaving regalia
-
- translation, written docs, maps, 370 villages
 - history of each village – chief
 - who we are, where we come from
 - lawyers, Elders
 - work to be done yet
 - curriculum development from the work done with lawyers
 - off island and seek \$. Like to know, help any people that want to learn. Future programs.
 - please say – help you out – why you are rejected
 - list of other funders, Facebook site reminder, laugh with us
-
- Elders are gone – memories. Language not dead but growing.
-
- language revitalization strategy
 - educate taxpayer of history – understand why this is so important
 - residential school society – why we need to come
 - get people on board with outcomes
-
- what do you want to do?
 - pockets of work and look at others doing good work
 - identify what we are doing – join forces: research and documentation, bring good

- work together, see gaps or needing help
- really important to include the youth
- understand value, history of what we are doing
- young people involved hands-on with planning
- we are doing this for them
- young people are tech wizards. Get them involved in the tech piece
- language/culture are extracurricular – NO! This is our life. Language camp not extracurricular, tied to their education
- building relationships is key

- lived culture and language – hands-on
- act is message through songs, stories
- lots of questions – children asking grandparents – forces the people to ask questions
- grandfather's masks – fire
- Nisga'a mouse story, sand flea story, mosquito story – great grandparents. Practice this play, transfer to students
- art

- develop more speakers
- training
- policy – domains
- commitment to learn language
- curriculum based on language and culture

- have someone develop a plan
- fund us to write a letter
- 15 hours/week – assist, plan
- drop-in 6-9 weekdays
- counselling course – connect with person
- drop-in – connect with anyone
- some or all age groups, treated like a home, like my home
- plan – approach people half-fluent
- interview people one to one
- express how it's important
- engage – they are willing – connection

- letter – they need to have a plan as a sample to present to leadership; template

- Nisga'a language revitalization plan 3rd phase
- school district, school, home, silent speakers
- plan – encourage all entities, ECD to Elders
- teach Elders to write
- fluency/comprehension
- phrase/word
- looking to engage community
- head start, youth
- fear of speaking – teach

- identify people that want to learn
- language camp, mentor-apprentice } own source funding
- Nisga'a has language authority

- head start, school district
 - mentor-apprentice is huge way to go, new resurgence } outcomes
 - measure what we are learning
 - baseline data for schools
 - 45 minutes of Elder (tape) and Bible – this is a warm hug
 - speak to baby – started to lose language
 - formal/functional language (feast/at home)
 - control \$ - run out
-
- translating borrowed words – objects
 - there are words not used
 - time, measure of day – go in to correct
 - look at old words
 - Verna Williams did a dictionary 3-4 years ago
-
- grandmother – no word for it, not ours
 - how many people have a member trained in language revitalization?
 - have a language plan – we need one
 - Elder together, talk about the language because not many speakers
 - head start staff uncomfortable – in the middle
 - slowly staff started to change – staff thinking about the language nest and how important it is
 - staff use language with the kids – pay more \$
-
- band office – language lessons – such a diff. atmosphere
 - “hi” in the language
 - feels good to hear the language
 - spread the language
-
- training \$, networking, best practices
 - inspiration
-
- what is reconciliation in the language?
 - colonization & decolonization, prove our title
 - court of law – what does it mean in your language
 - people need to address this

References

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