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Truth and Reconciliation Commission of Canada Calls to Action

- Article 14.i states that "Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them."
- Article 45.ii necessitates an adoption and implementation of the United Nations Declaration on the Rights of Indigenous Peoples which also includes specific recognition of the right to revitalize and transmit Aboriginal languages.
- Article 13:1 recognizes that "Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures..."
- Article 14:3 declares that "States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language."

Upcoming Conferences

4th International Conference on Language, Education and Diversity (LED 2015)

November 2015 in Aotearoa NZ - <https://led.education.auckland.ac.nz/about-the-conference/> Conference program now available. Organizer: Dr. Stephen May. A few of the keynotes include Ryuko Kubota & Alastair Pennycook. In addition, Teresa McCarty and I will both present, as well as co-present there.

CIES 2016 in Vancouver, BC

<http://cies2016.org/> – While the focus of this conference is education, there is an active Language SIG in which scholars such as Fred Genesee regularly attend. Call for abstracts close Oct. 15, 2015

Language Issues SIG

a network of researchers and practitioners working to understand the role of language(s) in education, as well as the role of the languages of instruction in differing, and often contentious, political and cultural contexts.

Language Testing Research Colloquium 2016

<http://www.iltaonline.com/index.php/enUS/language-testing-and-related-conferences/gcalendar/3-ltrc-2016> June 2016 in Italy for those interested in assessment and testing



CILLDI's YIWCL program for young women
<http://www.ile.ualberta.ca/YIWCL>

New Undergraduate Indigenous Language Certificate

to be offered at University of Saskatchewan College of Education

tawâw. pihtikwê kihci-kiskinohamâtowikamikohk. There is space. Come into the great place of learning.

The Indian Teacher Education Program (ITEP) and Department of Curriculum Studies have partnered to offer the Indigenous Language Certificate (ILC).

The ILC is a **two-year, 10-course program** leading to a full immersion in an Indigenous language, and a strong understanding of indigenous teaching methodologies.

The certificate will be comprised of 30 credit units of ILC classes, completion of which along with a B.Ed. and/or B.A. (Native Studies/Indigenous Studies) prepares candidates to teach indigenous languages in Saskatchewan settings.

Registration is now open and this six-week course begins September 29th, 2015.

CILLDI - www.cilldi.ualberta.ca

Canadian Indigenous Languages and Literacy Development Institute (CILLDI)

CILLDI is devoted to Indigenous Language Revitalization. It advances the learning of first languages and cultures through a number of avenues, including its annual summer school, in-community programs, youth workshops, and public outreach. Language educators and activists attend CILLDI to take classes in Education, Native Studies, and Linguistics, three partner faculties working together to create a strong interdisciplinary program at the University of Alberta. Fully supported by a compliment of both Indigenous and non-Indigenous instructors and Elders, students from across Canada learn about the structure of languages, curriculum development, immersion strategies, language activism, and digitization, providing essential professional development tools. This past summer we had sixty students registered in graduate and undergraduate courses.

To learn more about the 17th annual CILLDI Summer School, held July 4 – 22 2016 in Edmonton, AB, please contact the CILLDI office at cilldi@ualberta.ca.

Professional Development Opportunities

- The Faculty of Education at UBC will once again be offering the **free Massive Open Online Course (MOOC), Reconciliation Through Indigenous Education**. It is intended to be a professional development tool for educators, and others, to think about changing practices in ways to be more inclusive of Indigenous ways of knowing in classrooms, schools, and community organizations.
- **NEW Undergraduate Indigenous language certificate to be offered at University of Saskatchewan College of Education** (see left sidebar for details)

Kevin Lewis, developer, notes, "Indigenous cultures, languages, identity and traditions will be foundational in the ILC program." The initial certificate will focus on Cree. This offering will be followed by a certificate in Michif, with other Indigenous languages to be added in the future.

Please share the course information with colleagues, students, and list-serves.

- **Prince Albert Grand Council (PAGC) Language and Culture Program:** The PAGC L & C Program has been involved with continued efforts to support initiatives which protect, promote and enhance language and culture programming within its 28 schools. Support services such as PD and school visits for language teachers are offered to provide on-going assistance in curriculum actualization, unit/lesson planning and teaching strategies.

In the resource development and production aspect, we have been busy researching and obtaining resources, developing word lists, phrase books, charts, a dictionary and computer applications. Please take a minute and visit our blog: <http://www.ablang2013.blogspot.ca/> Contact: Cheryl Herman at cherman@pagc.sk.ca or Otto Fietz at ofietz@pagc.sk.ca

What's Happening in the World of Languages?

- a. Come visit our new FEL Canada website www.felcanada.org
- b. *Crunching major language-related news from around the globe.* <http://languagemagazine.com/>
- c. Residential School Experience Drives Trent Prof to Preserve Indigenous Languages <http://www.northumberlandview.ca/>
- d. Should all students learn First Nations languages? <http://www.cbc.ca/radio/the180/keeping-whales-in-captivity>
- e. How Social Media Is Helping to Save Endangered Languages <http://mentalfloss.com/article/68609/how-social-media-helping-save-endangered-languages>
- f. Canadian Language Museum <http://www.languagemuseum.ca/canadian-language-museum> (see sidebar for more information)
- g. <http://www.cbc.ca/news/canada/ottawa/ottawa-couple-document-centuries-old-oral-language-to-sustain-it-1.3219025>

Recent Theses and Dissertations

Masters

- a. SXEDFELISIYE Renee Sampson - MEd 2014 - WÍÁLĶEN NE SĶÁL: SXEDFELISIYE's SENĆOŦEN Auto-ethnography. MILR Program, University of Victoria.
- b. Colleen Austin - MEd 2014 - Łoomsk dm małdm da na gakłgüüm (We will tell our children about respect). MILR Program, University of Victoria.
- c. Art Napoleon - MA 2014 - Key Terms and Concepts for Exploring Nîhiyaw Tâpisiwin in the Cree Worldview. MILR Program, University of Victoria.
- d. Fibbie Tatti - MA 2015 - The Wind Waits For No One: Nihts'ı Dene Ası Henáoréhıle t'e. MILR Program, University of Victoria.
- e. Callie Hill - MEd 2015 - Kanyen'kehá:ka: Awakening Community Consciousness. MILR Program, University of Victoria.
- f. Gail Blaney-MEd 2015-šegatč tat^o ǰeǰaǰe I will honor my family by living my Language. MILR Program, University of Victoria.
- g. Janice Billy - MEd 2015 - Exploring the use of traditional Secwepemc stories to teach language. MILR Program, University of Victoria.

Doctoral

- a. Martin Zeidler – PhD 2015 - A Language, a View and a Map: Indigenous Culture and Youth Mentoring, University of Alberta

Canadian Language Museum

Enjoy their online posts, article summaries and newsletters.

Founded in 2011, members of this organization present at conferences and events across the country to showcase recent initiatives that protect and empower languages found in Canada. Most presentations have so far involved various dialects of Canadian English, Canadian French, and Inuktitut.

If you were at the FEL conference at Carleton in 2013, you will recall they were there with information on Inuktitut syllabics.



Visit them on [Facebook](#)

Or online at

www.languagemuseum.ca/canadian-language-museum

The Internet and Language Education

Adam Stone

Though threats towards languages are as unique as the languages themselves, one of the most pervasive threats to language vitality is that of relevance. Often, languages are used less because they lose their relevance in domains of communication. In turn, this means that there are fewer situations where the language is readily used. This threat increases as fewer and fewer domains are available to speakers, or new domains are created, and the language ceases to be useful.

Languages with small populations or little access to the globalized world often get left behind when it comes to digital innovation, as speakers may be required to use a more dominant language to watch television, access education, and connect to the world through the internet.

To make languages more relevant (and thus appealing) to an emerging generation who may be less inclined to learn the language of their ancestors or have less of an opportunity, it seems natural to want to focus on initiatives that increase the number of domains where a language is relevant. However, this can be a costly and time-consuming battle with policy-makers, governments, or a majority population, who may not receive, appreciate, or understand the benefits of empowering an indigenous or minority language.

There is however, an exception.

As the world becomes more connected, people of all ages rely on the Internet for employment, access to media, and education. Because the Internet transcends political boundaries and vast geographic distances while providing instant information, it is an extremely relevant domain for speakers of any language.

Over the past decade, numerous language education websites have promised cheap or free instruction in a variety of languages. The majority of these sites, such as Babbel, Duolingo, and LiveMocha (to name a few), offer professionally developed programs that include recordings, flash cards, comprehension tests, and contact with a native speaker. Though these programs are without a doubt effective, they rarely if at all focus on anything other than

the most widely-spoken international languages; they are businesses, and led by demand.

There are however, a few exceptions. FirstVoices is an online resource for learners of First Nations languages across Canada that provides both language and cultural education through stories recorded by elders, vocabulary lessons, and online games. Lessons are often designed in collaboration with in-class language programs, and are meant to be a learning aid.

Similarly, the Ottawa Inuit Children's Centre focuses on educating an emerging generation of Inuktitut learners by offering online games and activities.

In the program Memrise, lessons are created by anyone knowledgeable about a language, and are in the form of speaker recordings, flash cards, and grammar lessons. Those who create lessons need not be professionals or be employed by the company. Though this open-source form of education may lack certain quality controls found elsewhere, it draws from an incredibly large resource pool: the users themselves. As anyone can make a lesson, any language can be made available. I myself have used this program to create some of the first Inari Saami lessons available to English speakers.

Aside from language education, both Microsoft and Google are currently involved in initiatives to make their content available to speakers of languages with populations big and small. Though this in part is likely done to access new markets, it is also an important step in introducing languages to a new language domain as well.

Though some important educational programs are already available in many languages in Canada and across the world, online education is still in its early days, and there are still countless exciting opportunities for development. As the internet becomes increasingly relevant, many languages will need help in adapting to new domains, or be left behind.

**FirstVoices
provides both
language and
cultural
education**

Young Indigenous Women's Circle of Leadership (YIWCL), 2015

Rochelle Starr, Program coordinator and doctoral student at the U of A

YIWCL is a program for youth held at the University of Alberta. Our main event is in an 8 day immersion experience in the summer. The group this summer had 27 young Indigenous women ages 10-16. The Cree language is at the center of YIWCL, and is taught by fluent Cree language speakers and traditional knowledge holders. We also gather in call-back sessions 3- 4 times throughout the year to support the survival of Indigenous languages, identities and traditional teachings through mentorship and relationality. A secondary intention is to provide ways for the young women to know they belong and feel comfortable in the

We are making extraordinary impacts on the lives of the young women through language revitalization and Indigenous knowledge transfer

university environment with the hopes that one day they too will see themselves at a University. The call-back sessions over the year provide the youth with opportunities to meet and work with accomplished Indigenous women in their

community, and in the arts and theater worlds.

YIWCL, now in its 7th year, began as a program to explore Cree immersion methodologies, provide support for parents and grandparents who were enrolled in the University of Alberta's Canadian Indigenous Language and Literacy Development Institute (CILLDI) and provide the young women with leadership expertise.

While the parent's and grandparents are learning an Indigenous language, or gaining expertise in the areas of linguistics, endangered language documentation and revitalization, language and literacy learning, second language teaching and curriculum development, and language policy and planning, their daughters, and granddaughters are provided access to Cree language and Indigenous knowledge.

Although YIWCL continues to support parents and grandparents enrolled in CILLDI, it has also welcomed young women from Edmonton, Alberta, Northwest Territories, and Saskatchewan. The young women come from different nations, such as the Dene, Nakota Sioux, or Metis. Parent feedback has indicated that they are appreciative that their

daughter is learning an Indigenous language other than their own, as there are no comparable programs in their language. YIWCL hope's to offer this kind of language programming in more Indigenous languages.

YIWCL's focus on Indigenous language and Indigenous knowledge mobilization and transfer is answering many of the recent recommendations and calls to actions made by the Truth and Reconciliation Commission of Canada (TRC). TRC's Call to action includes article 14.i, which states that "Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them". Action 45.ii necessitates an adoption and implementation of the United Nations Declaration on the Rights of Indigenous Peoples including specific recognition of the right to revitalize and transmit Aboriginal languages; Article 13:1 of the declarations recognizes that "Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures...". Article 14:3 declares that "States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language." YIWCL is practicing many of the TRC's calls to action and is in alignment with the necessity to mobilize Indigenous languages and Indigenous knowledge transfer.

The traditional teachings, and Indigenous knowledge shared with the young women is centered around a Cree world view as this is the language of our Cree teachers, however, many of the teachings are considered to be shared values among many Indigenous nations. The young women learn the value of women and how that influences their identity, traditional leadership, kinship, ceremony, and their relation with the land. The girls take part in numerous cultural arts such as dance, singing, beading, sewing, cooking, drama, and Indigenous games. Elders, Cree teachers, Ceremony, and the land all play integral roles in passing integral knowledge onto the next generation of women. The language is central and holds the values and teachings which the young women are immersed in.

YIWCL is a local group that is housed within the University of Alberta, operating on a modest budget. However, we are making extraordinary impacts on the lives of the young women through language revitalization and Indigenous knowledge transfer, thanks to a dedicated and growing team.

Research

NETOLNEW: 'One mind, one people' working to understand and enhance Indigenous adults' contributions to reviving Indigenous languages in Canada.

SSHRC funded Partnership Development Grant 2013-2016

Drs. Onowa McIvor and Peter Jacobs, are the co-investigators of this project. Dr. Anne Marshall is acting as a project advisor and research mentor to Peter and Onowa.



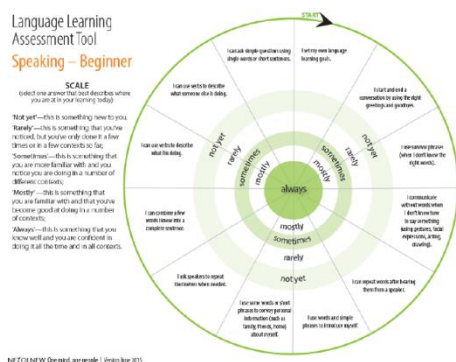
Documenting Elder speakers, curriculum creation and school-based language learning programs for preschool and K-12 children and youth have been the main foci for the Indigenous Language Revitalization movement to date. Yet, increasingly adult learners are being identified as the “missing generation” of learners while holding great potential to contribute to the revival of Indigenous languages Canada. This study is the first to focus on adult Indigenous language recovery beyond individual case studies.

Two leading Indigenous organizations bring considerable expertise and experience on Indigenous language revitalization, and in particular on Adult learning through Master-Apprentice style programming. Alongside these two Indigenous organizations, the University of Victoria-based partnership team jointly studying adult Indigenous language learning as a viable and increasingly popular strategy within the revitalization movement, asking: *What makes success possible and what are the challenges of adult Indigenous language learning using the Master-Apprentice program model as an increasingly popular approach for reviving the Indigenous languages of Canada and the USA?*

These community partners currently dedicate a significant amount of available resources to Master-Apprentice programming and therefore gain a more systematic understanding of what works and what does not work through

this research partnership. This knowledge will also facilitate informed decision-making and more powerful lobbying opportunities for partner organizations with all levels of government while encouraging knowledge mobilization across academic disciplines and within and across Indigenous communities.

Arising from this project is also an Indigenous Language Learning Assessment Tool (sample page below), in order to measure the efficacy of language learning amongst the adult participants.



Onowa McIvor, Ph.D | Assistant Professor | **Indigenous Education** | Faculty of Education | UVic

<http://www.uvic.ca/education/prospective/indigenous/index.php> | T 250.721.7826

Language Learning Assessment Tool

Speaking – Beginner

SCALE

(select one answer that best describes where you are at in your learning today):

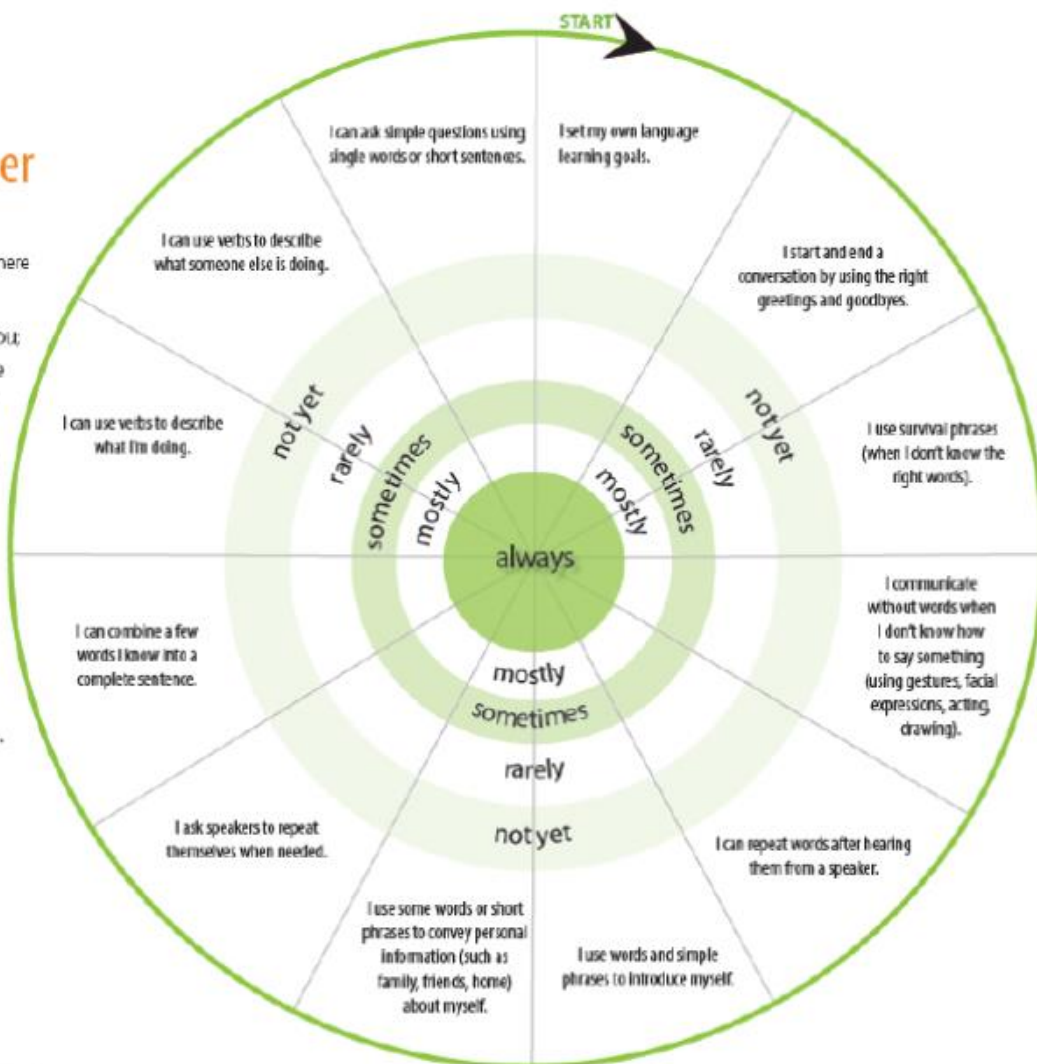
'Not yet'—this is something new to you;

'Rarely'—this is something that you've noticed, but you've only done it a few times or in a few contexts so far;

'Sometimes'—this is something that you are more familiar with and you notice you are doing in a number of different contexts;

'Mostly'—this is something that you are familiar with and that you've become good at doing in a number of contexts;

'Always'—this is something that you know well and you are confident in doing it all the time and in all contexts.



NETOLNEW One mind, one people | Version June 2015

Recent Photos

University of Victoria



Indigenous Programs, Events and Graduates!



University of Alberta





Call for Chapter Proposals

NEW BOOK: *Promising Practices in Indigenous Teacher Education*

Publisher: Springer Education

Proposal Format: Chapter proposals should be 500 words (maximum) and include a proposed title, name and affiliation of author(s), contact information, and a 75-word biographical statement. Please submit proposals as Microsoft Word attachments in Times New Roman, 12-pt. font. Please send any inquiries and your proposals to ied@uvic.ca.

Proposals are due by: October 16, 2015

Notification of acceptance by: November 13, 2015

Full chapters due for peer review by: February 29, 2016

Completed chapters should be 4500-5000 words (max) excluding references.

Editors: Dr. Paul Whitnui, Dr. Carmen Rodríguez de France, and Dr. Onowa McIvor. Indigenous Education --- Faculty of Education, University of Victoria --- Lekwungen and WSÁNEĆ territories (Victoria), British Columbia

Book Overview:

This book will provide a more comprehensive view of Indigenous Teacher Education from Indigenous peoples themselves working within a variety of specialised areas in tertiary/post-secondary educational settings across Canada, the US, Mexico, Australia and Aotearoa/NZ. This book will explore the emerging, developing and contemporary practices that are helping to shape what we currently do within many initial teacher education programs today. Furthermore, finding ways to close the educational gap, concerning both the real and perceived underachievement of Indigenous students, remains an important goal.

This book aims to provide a comprehensive view of navigating systemic challenges, issues and experiences facing Indigenous teacher programs. As Indigenous peoples, being able to exercise control, make decisions, transmit our worldviews and benefit from current directions in education is fundamental to empowering our own aspirations in education.

The defining features of this book are an international focus on Indigenous teacher education programmes across North America and the South Pacific with a common colonial experience; a focus on training of Indigenous and non-Indigenous pre-service teachers; a strength-based approach -focusing on programmes and approaches that demonstrate success; and highlighting collaborative approaches to improving outcomes for Indigenous peoples in Teacher Education.

We invite proposals within each of the following four themes:

1) The place of Indigenous Education in mainstream teacher education programmes:

--- What work is being done to broker the space of Indigenous Education in mainstream teacher education programmes, and how? What are the outcomes of the increasingly mandatory requirements for Indigenous-focused courses or content in teacher education programs across the four nations mentioned?

2) Training Indigenous language teachers:

--- What work is being done to train Indigenous language teachers, and how? What are the differing contexts and what are the outcomes of these undertakings?

3) Indigenous governed and delivered teacher education programmes:

--- What work is being done to advance Indigenous governed and delivered teacher education programmes, and how? What are the outcomes? (e.g. ITEP, ATEP and Indigenous institution develop and controlled programmes)

4) Graduate Indigenous educational leadership programmes:

--- What work is being done to advance graduate Indigenous educational leadership programmes, and what has been the resulting influences on our education systems?



**FEL
CANADA**

**Foundation for Endangered
Languages Canada**

Member Benefits:

- Newsletter on current Indigenous language events both locally and nationally
- Network with like minded advocates across the country
- Make a difference for people of all generations learning languages
- Learn about new resources and new opportunities to **REVIVE, REVITALIZE & MAINTAIN** Canadian Indigenous languages



Strengthening First Nation, Inuit and Métis Languages of Canada

Making a difference in the future of Canada's Indigenous Languages

www.felcanada.org/

felanguagescanada@gmail.com

Join Today!

Key Aims of FEL Canada

1

to reclaim and strengthen
use of First Nation, Inuit and Métis
languages and endangered
languages in all contexts

2

to raise awareness of the diversity
of Aboriginal and endangered languages,
challenges to their survival, their value to
community and individual well-being, health and
educational outcomes, and their value to shared
human heritage

3

to develop new sources of
funding and collaboration, and to
allocate resources for use in the
documentation, preservation and revitalization
of Aboriginal and endangered languages

4

to promote the availability and use of
Aboriginal languages in education at all levels in
Canada; to enhance educational quality and outcomes;
and to enable collaboration and the sharing of educational
expertise among language communities

5

to promote the recognition of Aboriginal languages as national and co-official languages
of Canada, and to work out responsible ways in which this recognition can be implemented

**Get involved! Visit our website for more
details and to join FEL Canada**

www.felcanada.org/



Images: Felanguagescanada.org; Felanguagescanada.org; Felanguagescanada.org; Felanguagescanada.org; Felanguagescanada.org; Felanguagescanada.org; Felanguagescanada.org; Felanguagescanada.org; Felanguagescanada.org; Felanguagescanada.org



Strengthening First Nation, Inuit and Métis languages of Canada

MEMBERSHIP FORM

FORMULAIRE D'ADHÉSION

Date: _____

Name Nom : _____

Address Adresse : _____

Telephone Téléphone : _____

Email Courriel : _____

| | |
|--|----------|
| Membership Adhésion | |
| <input type="checkbox"/> Individual Individuelle | \$ 25 |
| <input type="checkbox"/> Organization Organisme (nation, community, company, school, department, foundation, etc.) | \$ 50 |
| <input type="checkbox"/> Student or youth under 25 Étudiant ou jeune de moins de 25 ans | \$ 10 |
| <input type="checkbox"/> Donation Don | \$ _____ |
| Total | \$ _____ |

| | |
|---|--|
| Preferred language of communication from FEL Canada <i>Langue de communication préférée de la FEL Canada</i> | |
| <input type="checkbox"/> English <input type="checkbox"/> Français <input type="checkbox"/> Other Autre : _____ | |
| Mother tongue / heritage language <i>Langue maternelle ou d'héritage :</i> Other languages spoken or signed <i>Autres langues parlées ou signées :</i> | |

How would you like to be involved? *Comment aimerais-tu t'impliquer ?*

- | | |
|---|--|
| <input type="checkbox"/> Administration | <input type="checkbox"/> Language education <i>Éducation de langue</i> |
| <input type="checkbox"/> Communications | <input type="checkbox"/> Language documentation <i>Documentation linguistique</i> |
| <input type="checkbox"/> Computer support <i>Informatique</i> | <input type="checkbox"/> Policy / social research <i>Politique / recherches sociales</i> |
| <input type="checkbox"/> Fundraising <i>Levée de fonds</i> | <input type="checkbox"/> Other Autre (provide details <i>donner détails</i>): _____ |

Please complete this form and return it by email to felanguagescanada@gmail.com.
Membership dues and gifts can be paid on our website (<http://www.felcanada.org/>, "Get involved") or sent by cheque to
Foundation FEL Canada, 1212 Albany Dr Ottawa ON, Canada K2C 2L4

SVP remplissez ce formulaire et retournez-le par courriel à felanguagescanada@gmail.com.
Frais d'adhésion et dons peuvent être payés à notre site web (<http://www.felcanada.org/>) ou par chèque envoyé à la
Fondation FEL Canada, 1212 Albany Dr Ottawa ON, Canada K2C 2L4