

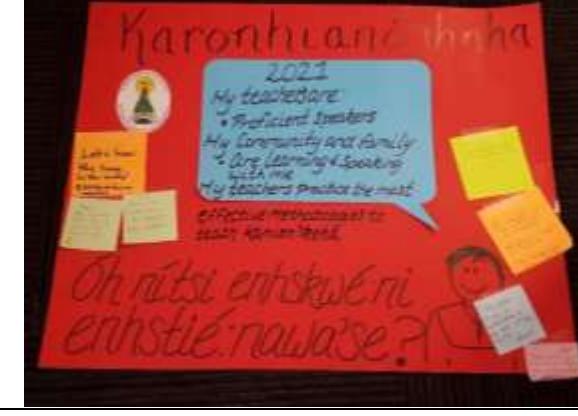
Skátne Enionkwaió'ten – Draft Organization/Group Language Plan

Karonhianónhnha tsi Ioterihwaienstakhwa

Kahentorehtha Jacco, Tsohahí:io Deom, Kanerahtanónhnha Jacobs, Kaníharons Phillips, Iakot'tshèn'en Jacobs.

<i>Mission & Goals</i>	<i>Stakeholders</i>	<i>Partners/Collaboration</i>	<i>Language & Culture Programming</i>
<ul style="list-style-type: none"> Tsi Nahò:ten Ionkwatihwaién:ni: Ioterihwíson ne Karonhianónhnha tsi Ioterihwaienstakhwa tsi eniakhirì:wawa'se ne ratiksa'okón:'a ne ahòn:ronke ne Kanien'kéha tánón ahtiweientéhta'ne tsi niiionkwarihò:ten's, ó:nen kit ho nentewe tsi tiotkonhón:we enkatátie ne onkwewén:na tánón tsi niiionkwarihò:ten's. Entiakwateweién:ton tsi eniakhirihónnien ne ahatihiatonhseraientéhta'ne, ó:nen ki' né:'e ia'tenkarihwaién:take tsi nahò:ten enhonhaterièn:tarake, ne iahontahsónteren ahonterì:waienste. The mission of Karonhianónhnha Tsi Ioterihwaienstakhwa is to foster an environment where our children can learn Kanien'kéha language and traditions so as to ensure our language and culture will continue to exist. We will provide a quality education geared to the development of each child to the fullest in the acquisition of the knowledge, skills, and attitude necessary to further their education. Providing a base/foundation for language and culture to elementary aged children 	<ul style="list-style-type: none"> The families and the community of Kahnawà:ke. Our school provides elementary education for children aged 4 to 12 years old and solely in Kanien'kéha from Nursery to Grade 4. 	<ul style="list-style-type: none"> KSDPP KSCS KOR language and cultural center Ratiwennahní:rats KEPO KSS Kateri Karihwanonon K103 Tsitewaháhara'n Center 	<ul style="list-style-type: none"> Kanien'kéha Immersion from Nursery to grade 4 Cultural professional development for staff Development of Tsi Niiionwarihò:ten Program and Pilot Projects Curriculum center
<i>Strengths & Resources</i>		<i>Future Collaborations</i>	
		<ul style="list-style-type: none"> KOR Ratiwennahní:rats Kahnawà:ke Environment office Tsi tewaháhara'n center KSS Karihwanonon Kateri K103 	<ul style="list-style-type: none"> Having former students further learning of the language to become teachers (former Ratiwennahní:rats students). Housing etagières from Kanien'kéha Tsitewaháhara'n & Ratiwennahní:rats to learn at Karonhianónhnha Language and cultural programming in the community is a direct product of students from our school Providing a base for students to speak Kanien'kéha Former students sending their children to our school

<i>Obstacles & Challenges</i>	<i>Communication</i>	<i>Monitor, Evaluate, Accountability</i>
<ul style="list-style-type: none"> • Many of our staff are second language learners and need support to become more proficient speakers • Provide activities/opportunities to pull in community members/families/parents to speak with students and interact together. • Provide opportunities in every lesson, activities so that students can talk to each other with limitations. • Parental involvement extending to families in school/life activities. • To get students motivated to speak to each other • To teach effectively a second language. • Having second language teachers teaching an English curriculum to English speakers in Kanien'kéha. • Support for second language teachers who are second language learners • Academic curriculum demands • Parental demands that shift the goals, mission, vision of the school in terms of meetings everyone's demands • Too many consultants that are guiding and informing education that aren't Onkwehón:we 	<ul style="list-style-type: none"> • Social media • TV special programming • Through school events, parents/community involved. • Newspaper • Radio • Committee meetings/AGA <p>In the future:</p> <ul style="list-style-type: none"> • Collect data • Inform and update staff on increasing staff fluency • Monthly newsletter (highlights sent to parents) 	<ul style="list-style-type: none"> • Oral proficiency assessment tools (need to be developed) • O.P.I for teachers proficiency • Participating in language events, track events by observation. <p>Accountability:</p> <ul style="list-style-type: none"> • Regular meetings • Communication of goals • Monitoring of strategic/language plan by team • Encouragement and motivation (different events) • O.P.I • "can do" statements
<p><i>Impact & Effectiveness</i></p> <ul style="list-style-type: none"> • Our programming is effective but we need support in all areas: cultural programming, language support (SL strategies). • Speaking opportunities (interpersonal language) in natural conversation. • How we involve community in our school • Create speaking activities, to have events that engage families or community to be more inviting (both in class and school-wide) • Family oriented (speaking opportunities) • Kanien'kéha only zone in the school 	<p><i>Response & Future Directions</i></p> <ul style="list-style-type: none"> • Kanien'kéha PD: <ul style="list-style-type: none"> • To improve the proficiency of teachers (advanced) in Kanien'kéha (speaking & writing) • Mohawk for beginners and Nora Deering • Book club (beginner, intermediate) • KEC upgrade • Study groups: expand on the units, pronouns, tenses, double pronouns, once a week. • Kanien'kéha writing orthography improvement for teachers. <ul style="list-style-type: none"> ○ Include parents/families in data collection ○ Include parents/families in speaking opportunities whether in classroom, school-wide events ○ Great-grandparents, grandparents, parents, and children involved in small activities that promote speaking activities. ○ Create a tool: different videos showing natural speaking with first language speakers with children and adults so they can listen and hear real language. 	
<p><i>Q: Is it unclear to your group/org what your role is in language revitalization?</i></p>	<p><i>Does Kahnawà:ke need a community-wide Council or Committee to direct and support language revitalization?</i></p>	
<p>No.</p> <p>Group/Org Comments:</p> <p>Collaboration form organizations, need to have an avenue to share progress throughout the five years and accountability, and possibly a review.</p> <p>Possibly the steering committee to make a date and give updates, yearly vision of goals of all the organizers.</p>	<p>Yes, to monitor goal progress.</p> <p>To support language revitalization.</p> <p>Steering committee, take note of people's observations.</p>	

Strategic Vision Board Comments	Session One Board
<ul style="list-style-type: none"> ○ Let's hear the language in the halls/everywhere (recess) ○ Share Kanien'kéha curriculum with all of the community, \$ ○ Visits to classrooms to converse with children ○ All staff are role models for the language ○ I can speak to you in Kanien'kéha to the best of my ability – parent. ○ Class exchanges with Kateri to show students who speak Kanien'kéha how important it is to be a speaker. 	

Year	Vision & Goals	Activities, Action Items...
2017 & 2018	<ul style="list-style-type: none"> ➤ PD Language upgrade: language classes for teachers to increase proficiencies. ➤ To increase language in the halls and everywhere ➤ 6-week language course: 6 teachers to help improve proficiency ➤ To get parents/families involved in planning to support language at home and in school ➤ To make small groups to study language (see activities) 	<ul style="list-style-type: none"> ✓ 10 week language course for SL Kanien'kéha. Teachers making it a Kanien'kéha only zone in all school areas. ✓ Being more accountable (staff – all) ✓ Be encouraging to <u>all</u> students and positive re-enforcement. ✓ Consistent in being accountable and re-evaluating constantly through PLCs then to language committee: 1. SL practices. 2. Language initiatives. 3. Improve proficiency for teachers. ✓ Meet vertically to discuss language ideas for increasing proficiency and study to be prepared.
2019 <i>*UN Year of Indigenous Languages</i>	<ul style="list-style-type: none"> ➤ Work as a school with parents/families/elders to work on a speaking project. ➤ KEC implement a language proficiency course for all Karonhianónhnha staff ➤ To maintain Aóskon onkwehonwe'neha in <u>all</u> areas of school (in closed spaces, staff room, and offices, etc...) and meetings. ➤ Maintenance and accountability for study groups 	<ul style="list-style-type: none"> ✓ Organize more frequent projects/activities that pull in families/elders on a small scale (per class) that provide speaking opportunities (ex. A class organizes a Midwinter activity and involves family/elders in class). ✓ Classes to help increase oral proficiency and writing proficiency (for staff) ✓ To implement a rule for all adults to speak in all areas of the school to support all staff to use language at all times. Meetings/staff room, everywhere.
2020	<ul style="list-style-type: none"> ➤ To evaluate proficiency and effectiveness of teacher's language initiatives to increase their proficiency levels. ➤ Evaluate how we are supporting parents/families increasing speaking opportunities. ➤ Maintain activities and previous goals. 	<ul style="list-style-type: none"> ✓ Continue being accountable and re-evaluate programming. ✓ Use OPI, analyze results to see proficiency progress. ✓ Evaluate effectiveness of goals/possibly reset goals? ✓ Meet with parents to present how well parents participate/support language through language activities. ✓ Maintain activities and previous goals through language teams, PLCs, FNSSP.
2021 <i>*Prepare for next five-year community language plan.</i>	<ul style="list-style-type: none"> ➤ Provide opportunities for community members/parents/families to interact with our students on a regular basis ➤ More of our teachers are increasing proficiency levels in their personal proficiency levels. ➤ Use best SL practices to deliver language programming for students. 	<ul style="list-style-type: none"> ✓ More frequent activities will be visible and implemented that involve community/Elders/Families that promote speaking opportunities ✓ Constantly working on: language course work, study groups, and using language without students around in all areas of school, and with families, elders, and community. ✓ Implements SL PD in methods of teaching. ✓ Ensures all staff (teachers) are using best SL practices.