

Skátné



Enionkwaió'ten

COMMUNITY LANGUAGE PLAN

A five-year plan for language revitalization in Kahnawà:ke, 2018 – 2022



SKÁTNE ENIONKWAIÓ'TEN "WE ALL WILL WORK TOGETHER"

Acknowledgements

Skátne Enionkwaió'ten Community Language Plan



The information contained herein captures Skátne Enionkwaió'ten's activities from October 23, 2017 to May 31, 2018.

OUR SPONSORS:

Kahnawà:ke Education Center

P.O. Box 1000
Kahnawà:ke, Quebec
J0L 1B0
T.: (450) 632-8770
F.: (450) 632-8042
[www: *http://kecedu.ca/*](http://kecedu.ca/)



Aboriginal Languages Initiative

Aboriginal Peoples Program, Canadian Heritage
<https://www.canada.ca/en/canadian-heritage/services/funding/aboriginal-peoples/languages.html>

STEERING COMMITTEE

Our steering committee members represent the organizations, schools, and programs that provided letters of endorsement or support for the Aboriginal Languages Initiative grant which made this project possible.

Kawennanó:ron Lisa Phillips - KORLCC
Konwaronhiénhawe Two-Axe - Kateri
Tsohahí:io Lauren Deom - Karonhianónhnha
Ieronhienhá:wi Tatum McComber - Iakwahwatsiratátie
Iakohsontiio McComber - KSS
Warisó:se Chera Lahache - Tsi Niionkwarihò:ten
Tsitewaháhara'n

NIAWENHKÓ:WA

Canadian Language Museum for lending us their special travelling exhibit: "A Tapestry of Voices: Celebrating Canada's Languages" which was on display at both of our planning sessions. <http://www.languagemuseum.ca/exhibit/tapestry-voices-celebrating-canadas-languages>

FOR MORE INFORMATION:

SkatneEnionkwaioten.org
facebook.com/SkatneEnionkwaioten/

Project Leader

Kahtehrón:ni Iris Stacey
KEC Kanien'kehá:ka Curriculum Developer

Language Plan Coordinator & Editor

Wahéhshon Shiann Whitebean

Kanien'kehá:ka Translator

Kaia'titáhkhe Annette Jacobs

Kanien'kehá:ka Typist & Editor

Akwiratékha Martin

Planning Session Facilitators

Merrick Kahroniakete Diabo
Wahianó:ron Cassidy Meloche
Enhakenhnó:ton Norton

Graphic Design – Plan & Logo

Cheryl Delaronde

Printing

Impression Expo

Cover Photo

Wahéhshon Shiann Whitebean

Niá:wén to all of the KEC staff who helped with this initiative, especially: Alana, Darlene, Janice & Kim.

Published: April 2018

DISCLAIMER: The opinions, views, or information herein does not necessarily reflect that of the Kahnawà:ke Education Center, its governing board (KCSC) or partners. This community language plan is intended to be helpful and informative. The Skátne Enionkwaió'ten team has made every effort to ensure the accuracy of the information contained in this community language plan, the digital copy available on our website(s), and all supplemental materials. However, due to the fact that programming is always evolving and changing and that many factors are beyond our control, we cannot fully guarantee the accuracy of the information contained herein. We are committed to continuing to work collaboratively with community stakeholders to implement, monitor, and update our strategic community plan for language revitalization in Kahnawà:ke. Niá:wén for your patience and understanding.

Contents

Acknowledgements	2
Preamble	4
Community Vision	5
History of Language Revitalization	6, 7
Keynote Introductions	8
Invited Speakers	9
KEC Mobilization Framework	10
Our Approach	10
Current State of the Language	11
Fishman's Graded Intergenerational Disruption Scale	12
Project Workplan & Timeline	13
Community Organization Plans	14
Kahnawà:ke Education Center (KEC)	15
Kateri Tekakwitha School	16
Karonhianónhnha Tsi Ionterihwaienstákhkwa	17
Kahnawà:ke Survival School	18
Step by Step Child & Family Center	19
Indian Way School	20
Karihwanonon Tsi Ionterihwaienstákhkwa	21
Iakwahwatsiratátie Language Nest	22
First Nations Regional Adult Education Center	23
Tewatohnhi'saktha	24
Kateri Memorial Hospital Center	25
Kahnawà:ke Shakotíia'takéhnhas Community Services	26
Tsi Niionkwarihò:ten Tsitewaháhara`n Center	27
Kanien'kehá:ka Onkwawén:na Raotitío:khwa Language and Cultural Center	28
Kanien'kéha Ratiwennahni:rats	29
Tewahará:tat Tsi Niionkwarihò:ten	30
Language Programming at a Glance	31
Program Recommendations	32
Elder's Vision	33
Individual Participants	34
Youth	35
Community Goals	36
Exit Card Feedback	37
Strategic Planning	38
Conclusion	39
Budget / Wa'thwistahní:non	40
References / Karihwisáktha	40

Preamble

Kahtehrón:ni Iris Stacey, Project Leader

It has truly been an honor to have been a part of bringing together all community language programs, organizations and language advocates to develop a 5-year plan for language revitalization in Kahnawà:ke. Skátne Enionkwaió'ten has provided a space for us to celebrate, re-evaluate and strengthen all our efforts well as foster an increase in collaboration between all our growing programs. Very important to this process, is that it will also raise community awareness of all existing programing in Kahnawà:ke and invoke discussion on the current state of Kanien'keha in Kahnawà:ke.

For the KEC this process is especially important to the success of our Kanien'kéha programming. A whole community approach will ensure the supports exist for our children to continue to succeed in their Kanien'kéha learning both in and outside of school. The voice of community remains at the foundation of our all programming and that parent voice has always been strongly advocating for our children to have the opportunity to learn their language and culture. Together we also look to the broader community, in particular, to the community vision which places our language at the forefront.

As language workers and advocates of our community it is a call for us to pay attention and check in on our efforts. We have made great strides and this project is evidence of such successes. We are at a critical point as our first language speakers become less available. This project presents a great opportunity for us to envision and enact a plan

to ensure our children, grandchildren and 7 generations ahead will still have the words of our ancestors. A great communal effort is needed to raise up our next generations of first language speakers. Á:se tenhatikonsontóntie raotirihwá:ke.



Community Vision

In 2009, Kahnawa'kehró:non were asked to share their visions for the community. A visioning committee at the Mohawk Council of Kahnawà:ke compiled and presented a shared vision statement for Kahnawà:ke. According to this shared vision, **by 2029**

Onkwehonwehnéha (Kanien'kéha) will be the main language of communication in the home and community. The Skátne Enionkwaió'ten team included this vision in our planning to provide a potential time-frame for community-wide language goals.

Shared Vision Statement

In 2029, Kahnawa'kehró:non know, understand and live our roles and responsibilities as Onkwehon:we. Onkwehonwehnéha (Kanien'kéha) is the main language of communication in the home and community. Through our language and the daily practice of our culture we promote our strong collective identity. Kaianere'kó:wa, with its teachings of Skén:nen, Ka'satsténisera and Ka'nikonfri:io, is our guiding principle.

Kahnawà:ke is a socially, politically and spiritually unified community. All Kahnawa'kehró:non respectfully co-exist harmoniously and peacefully in a clean and safe environment. We are a community of close-knit families maintaining our connection with each other; where elders are admired, treasured and called upon; where children are safe, provided guidance and loved. We are well on the path to healthy mind, body and spirit. We live and teach our spirituality through our ceremonies and festivals as a way of elevating our spirit.

Kahnawà:ke is an independent self-governing community in control of our opportunities. All people are treated equally. The people are the government and have a voice in the direction of the future. We are an economically self-sufficient community with an expanded land base, where individuals are provided opportunities and encouraged to succeed. All Kahnawa'kehró:non are well- and fully-educated in mainstream and Onkwehon:we philosophies, confident in who we are.

We live in respectful co-existence with the peoples of the world and Mother Earth. We protect and defend our determination and territory with decisions based on our principles. We are proud and confident about our future.

<http://www.kahnawake.com/visioning/>

Presented by the Visioning Committee on December 7, 2009

History of Language Revitalization

Close to fifty years of language revitalization efforts in Kahnawà:ke

Kahnawà:ke has been invested in language revitalization for close to 50 years. Beginning in 1970, we have a rich story which deserves to be remembered and shared. Although quite brief here, it is hoped that this overview will represent our shared story in a good way. Our history as a community has shown that we were not immune to the devastating effects of the Indian Day Schools, residential school, land loss and the effects of modernization. Through relentless government policy that targeted Indigenous languages we came very close to losing our language many years ago. It is really important to reflect on the path we have taken to be where we are today and appreciate the foundational work of those before us.

Home to the first Indigenous immersion program in Canada, Kahnawà:ke exemplifies long term sustainability of our programs which are now facilitated and maintained by primarily second language speakers (Stacey, 2016). The need to reassess our situation is great, our history in language revitalization has seen only 2 studies which formally assessed

the effectiveness of community programs. First, was a study conducted in 1991 by the Kanien'kehá:ka Raotitióhkwa Cultural Center in collaboration with McGill University (Hoover, 1991). At that time, it found the elementary immersion program to be successful yet identified intergenerational transmission of the language to be a lacking. Following that study many initiatives were implemented to address the language gap.

This proposal is motivated by the findings of a recent study on the impact of second language speakers on language revitalization in Kahnawà:ke, conducted by Kahtehrón:ni Stacey through the University of Victoria. The study found that, although there have been



many successes in our efforts, Kanien'kéha in Kahnawà:ke remains endangered as the number of first language speakers continues to decline (Stacey, 2016). Stacey's research brings to the forefront several recommendations to move community efforts forward, calling on all stakeholders to strengthen their efforts "to ensure a rich unabridged language will be transmitted to future generations". The research showed

History of Language Revitalization

CONTINUED...

that despite extensive efforts our population of second language speakers are struggling to transmit the language in the home.

Kahnawà:ke's growing demographic of proficient L2 speakers has changed our focus from a primarily school based approach to a whole community approach for language revitalization. The Kanien'kéha Ratiwennahní:rats Adult Immersion Program which began in 2002 was key for our community, and allowed for the continuance and establishment of all our language programs. Yet there are many undeniable challenges to learning Kanien'kéha, and more so for second-language speakers to transmit the language to another generation (Dauenhauer, 2005). With Kahnawà:ke's many graduates, there are potentially many young families raising their children in the

language. It is unclear, however, to what extent these second-language speakers are using the language at home and throughout the community.

The Skátne Enionkwaió'ten Community Language Plan is quite timely, as language initiatives have been growing and expanding throughout the community. If all continue to be conducted in isolation we will see limited success in revitalizing Kanien'kéha. Establishing a unified plan to strengthen

Kanien'kéha in Kahnawà:ke will allow for collaboration between all Kanien'kéha language programming as we strive towards our community's vision to

"Kanien'kéha as the main language in the home and the community..."

Community Vision Statement 2009

once again see "Kanien'kéha as the main language in the home and the community..." (Community Vision Statement, 2009).



Keynote Introductions



Keynote Presenter **Kaia'titáhkhe Annette Jacobs**

Kaia'titáhkhe's passion for Kanien'kéha has always been apparent through her many years as a teacher, curriculum writer, principal, researcher, a McGill University adjunct professor, and much more behind the scenes work to strengthen our language. Her knowledge of language revitalization in Kahnawà:ke is rooted in first-hand experiences, overcoming many challenges and finding much laughter and camaraderie along the way. We acknowledge her for her dedication and love of the language, as well as for her continuous work to ensure our language will be everlasting.



Keynote Presenter **Karihwénhawé Dorothy Lazore**

Karihwénhawé has been leading the cause of language revitalization in our nation for many, many years. She was one of our first elementary immersion teachers here in Kahnawà:ke, and led Kanien'kehá:ka communities in developing the Kanien'kéha Language Standardization Project. She was the first teacher of the Kanien'kehá:ka Ratiwennahní:rats Adult Immersion Program alongside Konwaronhiá:wi Annie Deer. Karihwénhawé is acknowledged by many nations as being influential in their efforts as well. Still encouraging and supporting all the language work today, for many of us, Karihwénhawé has been our mentor, our teacher and our cherished friend.

Kwah ionkwatohnháhere tsi wesewarihwaié:na ne sénha aiesewarihwáthehte tsi nió:re tsi niiórihwá:nen ne aietewawennakará:tate ne onkwawén:na.

Invited Speakers



Opening Address **Tekaronhió:ken Frank Jacobs Jr**

Tekaronhió:ken has been a Kanien'kéha teacher in Kahnawà:ke for many, many years and remains a strong advocate for language revitalization in Kahnawà:ke. His impactful contributions in curriculum development, resource development and translation are invaluable. Now a retired teacher, he is still very willing to support the many adult learners with his great storytelling, good-hearted humor and very encouraging approach to teaching.

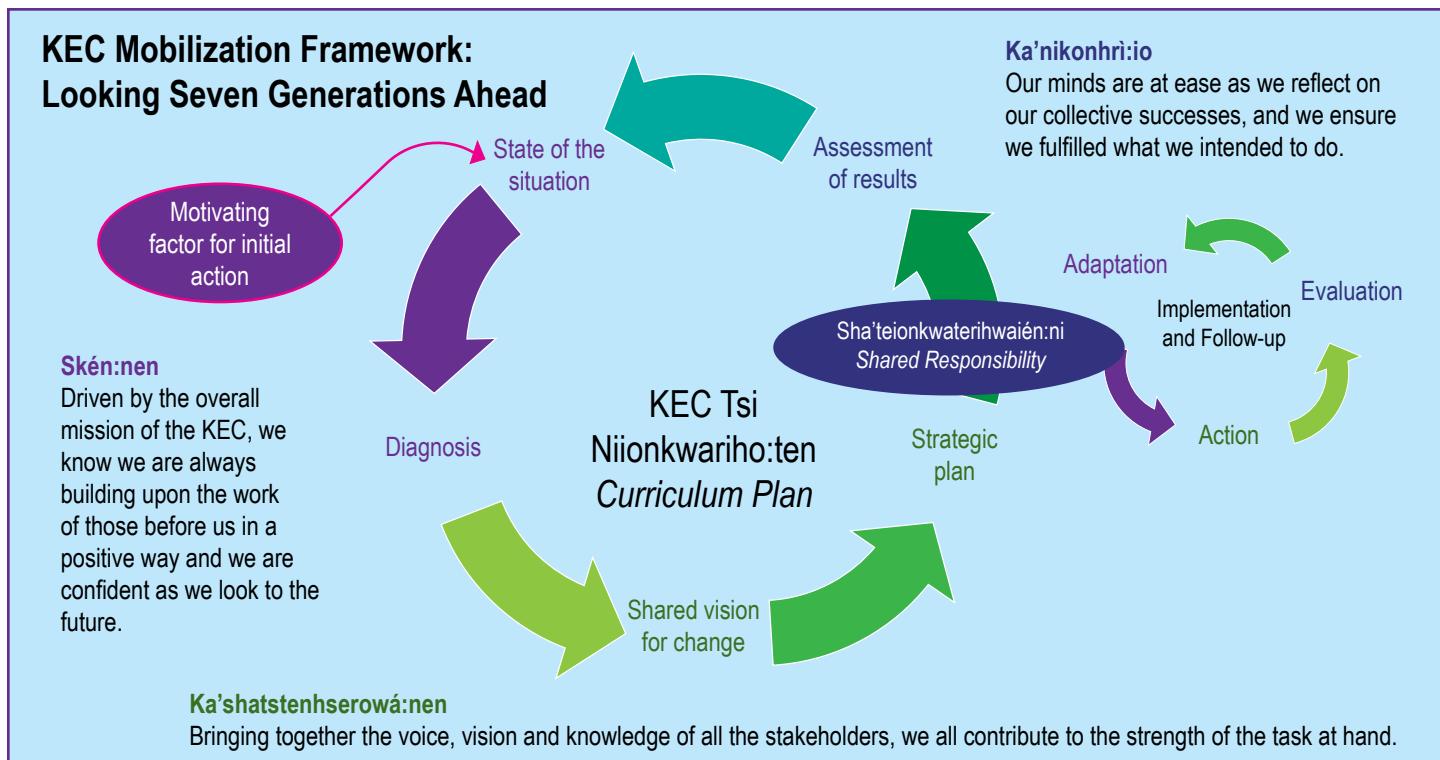


Invited Speaker **Kahrhó:wane Cory McComber**

Kahrhó:wane is a superior language speaker who spent many years dedicated to studying Kanien'kéha. He is currently co-teaching in the Kanien'kéha Ratiwiennahní:rats Adult Immersion Program, where he continues to encourage and inspire many adult language learners. He is highly respected for being very knowledgeable of our history, ceremonies and teachings. Leading by example, Kahrhó:wane and his wife Kanerahtóntha raise their 4 children in the language.

Kwah ionkwatohnháhere tsi wesewarihwaié:na ne sénha aiesewarihwáthehte tsi nió:re tsi niíórihwá:nen ne aietewawennakará:tate ne onkwawén:na.

KEC Mobilization Framework



Our Approach

Elders, Steering Committee, and Methodology

The **KEC Mobilization Framework** was developed by a team of KEC staff as a way to move forward with the KEC's commitment to Tsi Niionkwarihò:ten curriculum development and educational initiatives. The mobilization framework guides processes of planning, problem solving, and developing tasks in a manner that is respective of our Onkwehón:we ways as a positive culturally-based methodology. Taking this approach ensures that we continue to grow in a healthy and respectful manner, building on the work of our ancestors and those before us. Our worldview, community values, shared vision, and knowledge of the collective is the core of the framework, grounded within the interconnected teachings of the Kaianerehkó:wa: Skén:nen, Ka'shatstenhserowá:nen and Ka'nikonhri:io.

To ensure that this initiative was carried out as an inclusive process of co-creation based on consensus, a steering committee was formed comprised of community members that represented organizations and programs that offered letters of endorsement for the project. We also invited community Elders who offered support and guidance on the project and agreed to fill roles as keynote speakers and Elder participants at the community planning sessions.

Current State of the Language

Based on Fishman's Graded Intergenerational Disruption Scale

Rationale Why do we need a strategic plan for language revitalization?

Kahnawà:ke has a long history of language revitalization efforts going back almost fifty years. Despite many successful Kanien'kéha programs and initiatives, our language remains in an endangered state. What we lack is community-wide planning that identifies our strengths and obstacles in achieving our shared community vision, to have Kanien'kéha as the main language in the community.

Project Goals

- Identifying key stakeholders and inviting them to participate in the planning process
- Informing the community of the current state of the language
- Assessment of current language programming
- Assisting in the development of organization-specific goals and tasks for language revitalization
- Identifying broad community-wide goals for language revitalization
- Data collection analysis, and summary resulting in a community language plan
- Initiating a grassroots strategic planning process that can be renewed every five-years to ensure that Kanien'kéha is revitalized for the next seven generations (and beyond) in Kahnawà:ke.



Fishman's Graded Intergenerational Disruption Scale

Stage 1	<ul style="list-style-type: none"> Higher level education in the language, recognized as the co-language of the region, highest levels of government and education Established language authority needs to consistently advocating, monitoring and engorcing language use within the greater society, government, education, services, economics
Stage 2	<ul style="list-style-type: none"> Language used in government, mass media, government regulated language, greater economic viability Services and media are intended to reach everyone, governmental agencies and services are bilingual, national radio and television
Stage 3	<ul style="list-style-type: none"> This stage is frequently out of reach for reversing language shift, the language is used beyond the community, in neighbouring communities, language is being used within certain industries and areas of specialization Economically based opportunity where language is needed, where outside market seeks to meet the needs of the community, services are provided in the language
Stage 4	<ul style="list-style-type: none"> Language being used in the broader community, education, some work settings involving language revitalization Culturally based immersion schools, community controlled education, intended to reinforce family, home and community
Stage 5	<ul style="list-style-type: none"> Kanien'kéha literacy in home, school and community Literacy for inter-communal coomunication, language promotion and culturally based materials, fostering socialization in the language
Stage 6	<ul style="list-style-type: none"> Reappearance of the intergenerational family, the most crucial stage, most of the world's stable languages are here, language is spoken between and within all 3 generations of the family Young adult learners must choose and commit to raise their children in the language, create a demographic trend of Kanien'kéha speaking families, inter-family interaction
Stage 7 <i>Kahnawà:ke is situated at stage 7 - the threshold of stage 6</i>	<ul style="list-style-type: none"> Still some speakers elderly 65+, majority of L1 speakers beyond child bearing years, yet still social within the community Elders are best resources for authentic language, focus on building a young cohort of L2 speakers 12-40 target age, intentions of using language in the home, RLS effort focus on intergenerational continuity
Stage 8	<ul style="list-style-type: none"> Degree of language loss is advanced with very few remaining speakers, no opportunity for them to use the language conversationally - socially isolated Language Documentation, Language Reconstruction

This assessment table was prepared by Kahtehrón:ni Iris Stacey based on Fishman's Graded Intergenerational Disruption Scale (Stacey 2016, Fishman, 1991)

When Kahnawà:ke can attain and sustain stage 6, we will achieve the most crucial stage of language revitalization and stabilize the language.

Project Workplan & Timeline

Our Project Leader Kahtehrón:ni Iris Stacey and the Kahnawà:ke Education Center (KEC) secured the Aboriginal Languages Initiatives (ALI) grant in the fall of 2017. Kahtehrón:ni formed the Steering Committee and then recruited the Community Language Plan Coordinator, Wahéhshon Shiann Whitebean. Wahéhshon began working on our Skátne Enionkwaió'ten initiative in late October 2017. Due to the fact that the grant was received 3 months later than anticipated, many aspects of the initial workplan and timeline had to be condensed in order to ensure that this initiative was a success.

Timeline

Proposed/Requested:

July 1, 2017 to March 31, 2018

Actual: October 23, 2018 to March 31, 2018

Extension: The KEC independently extended the project for 8 weeks after March 31, 2018.

Community Language Planning Sessions

Stakeholders were identified by the Steering Committee. Electronic and print invitations were sent/delivered to stakeholders including community organizations that were asked to send representatives. In addition, Wahéhshon and Kahtehrón:ni booked time on K103 Radio's noon hour talk show (the week before each session) to

promote the project and provide contact information for any community members at large that were interested in participating. A Facebook page was also set up to help promote the project: <https://www.facebook.com/SkatneEnionkwaioten/>



Community Planning Session 2
Held at the Mohawk Legion in Kahnawà:ke on Thursday January 18, 2018.

Community Organization Plans

The majority of the participants invited to the community language planning sessions were representatives of schools, language programs, and organizations.

Community organizations were provided with a basic profile document as well as a planning document. It was clear at the first planning session that nearly every group/table present requested additional time to work on their planning documents, beyond session one. As a result, extensions were granted and the majority of session two was dedicated to completing and finalizing organizational language plans and community goals.

The data analysis and drafting of this final language plan document occurred in the weeks after the second planning session with input from community organizations and the Steering Committee.

The following section of the language plan provides an overview of each organization's planning document that includes a snapshot of the organization/school, their language goals, challenges, and their point of focus for the next five years (based on the priority areas identified by the Steering Committee).



Kahnawà:ke Education Center (KEC)

Kahnawà:ke education system administrative body governed by Kahnawa'kehró:non



In lasting partnership with parents and community, the Kahnawà:ke Education Center (KEC) ensures that all Kahnawa'kehró:non students will be given well-balanced

and superior learning opportunities. Our students achieve pride and self-sufficiency through powerful curriculum based on Kanien'kehá:ka language, values, beliefs and traditions along with sound academic principles and content, guided by innovative teaching methods. Our students will apply their knowledge and skills to their life goals in contemporary society while honoring our ancestors and building our future through seven generations thinking.



In the next five years...

The KEC is undergoing a paradigm shift in education, rooting all disciplines in the KEC Tsi Niionkwarihò:ten Program. A curriculum team has been established to renew and develop the Kanien'kehá:ka language curriculum from N-11 and establish clear proficiency benchmarks for our learners at all levels. An evaluation of the Karonhianónhnhna immersion programming is also underway and will assist in making strategic improvements to our immersion program focused on increasing student language learning success. Kanien'kehá:ka teachers will continue to receive language proficiency upgrades.

The KEC is proud to partner with the Aboriginal Languages Initiative to make Skátné Enionkwaió'ten possible and plans to continue to work collaboratively within the community to implement a five-year plan for language revitalization as well as to support the development of a new five-year plan in 2021/2022.

Website:
<http://kecedu.ca>

Language Goals

- To develop Kanien'kehá:ka curriculum in alignment with the KEC Tsi Niionkwarihò:ten Program in all our 3 schools with a clear progression of learning from N-11.
- To support our Kanien'kehá:ka teachers with professional development in 3 main areas: language proficiency, cultural proficiency and second language teaching pedagogies.
- To increase community collaboration in strengthening Kanien'kehá:ka in Kahnawà:ke.

Challenges

- Decreased number of first-language speakers & staff with high proficiency
- Lack of accessible woods/green spaces for place-based/outdoor learning and connections to land
- No clear progression of Kanien'kehá:ka learning outcomes identified from N-11
- No core funding for curriculum development.

Kateri Tekakwitha School

A Community Elementary School under the KEC



Kateri Tekakwitha School is an elementary school for children from Nursery to Grade 6. In addition to traditional singing and cultural activities (such as a monthly social), the school has a second language

Kanien'kéha program that provides students with the opportunity to hear, repeat, and use Kanien'kéha during 30-minute language classes. The staff attends cultural teachings and language upgrades whenever offered.

Language Goals

The overall language goal at Kateri School is to teach Kanien'kéha as a second language. Specifically, through the implementation of ACTFL, the goal would be to have students graduate grade 6 at novice low to mid level (ACTFL Second Language Speaker oral proficiency level).



Challenges

- Limited time
- Access to resources
- Elder visits
- Family support
- Curriculum and guidance on implementation
- Staff support through training, language workshops and courses for teachers to upgrade their language skills.

In the next five years...

The Kanien'kéha department would like to focus on ways to enhance and promote the use of Kanien'kéha on a daily basis and increase Kanien'kéha class time. Kateri Tekakwitha School plans to improve communication and collaboration with other community schools and will remain open to implementing, adapting, and supporting language revitalization initiatives within Kahnawà:ke.

Website:

<http://kecedu.ca/community-schools/kateri-school/>



Karonhianónhnha Tsi Ionterihwaienstákhwa

A Community Elementary School under the KEC



Karonhianónhnha Tsi Ionterihwaienstákhwa is a Kanien'kéha immersion elementary school for children from Nursery to grade 6. Karonhianónhnha fosters an environment where our children can

learn Kanien'kéha language and traditions to ensure that our ways will continue to exist in the future. Our children are provided with a quality learning experience geared to the development of each child to the fullest in the acquisition of knowledge, skills, and attitude necessary to further their education. In addition to full Kanien'kéha immersion, the school includes cultural professional development for staff, development of Tsi Niionwarihò:ten Program pilot projects, and a curriculum center.

Language Goals

The overall language goal at Karonhianónhnha Tsi Ionterihwaienstákhwa is to provide a base/foundation in Kanien'kéha through full Immersion from Nursery to grade 4.

Challenges

- Finding ways to increase the language proficiency of staff, support them as second language learners.
- Increase parent, family, and community participation and interaction.
- Motivating students to speak Kanien'kéha to each other in social environments.
- To effectively teach a second language.
- Balancing needs of the students with the demands of parents
- Academic curriculum demands – in need of Kanien'kehá:ka curriculum that is Onkwehón:we led and grounded in our worldview, without external influences.

In the next five years...

Karonhianónhnha Tsi Ionterihwaienstákhwa would like to focus on Kanien'kéha professional development for staff to improve the proficiency of teachers in Kanien'kéha (oral and literate) to advanced level through book clubs based on proficiency levels, available resources (Nora Deering book for beginners), KEC upgrades, and various study groups. They will also focus on increasing parent and family participation in the classroom as well as school-wide events and activities that foster a family-oriented environment at the school with more Kanien'kéha speaking opportunities. They plan to make the school a friendly 'Kanien'kéha only zone'. They would like to develop audiovisual tools showing natural speaking (with first language speakers), children and adults so that the children can listen and observe real language conversations.

Website:

<http://kecedu.ca/community-schools/karonhianonhnha-school/>



Kahnawà:ke Survival School

A Community High School under the KEC



Kahnawà:ke Survival School (KSS) is a community high school for youth ages 12 to 17. KSS began as a grassroots initiative and continues to provide the only high school educational program within the community. KSS students achieve pride and self sufficiency through powerful curriculum based on Kanien'kehá:ka language, values, beliefs and traditions along with sound academic principals and content, guided by innovative teaching methods.

Language Goals

The overall language goal of KSS is to teach Kanien'kéha as a core aspect of identity (rather than simply as a subject) by immersing students in a learning environment that naturalizes and supports Kanien'kehá:ka ways. Students have daily Kanien'kéha class, in addition to traditional studies. The school begins and ends each week with the Ohén:ton Karihwatéhkwen at assembly. The Kanien'kéha department has recently revised the Kanien'kéha curriculum to implement more efficient teaching methods in an effort to increase the speaking proficiency of students.

Challenges

- Lack of Kanien'kéha resource center and language lab.
- Lack of opportunities for students to hear and speak the language outside of Kanien'kéha classroom.
- Need more spaces, curriculum, and teachers
- Need to increase parent involvement and continue language learning in the home.
- Need full immersion program at the high school level.

In the next five years...

Kahnawà:ke Survival School will continue implementing new Kanien'kéha language and cultural curriculum in partnership with the KEC, including developing options for students to take additional subjects taught in Kanien'kéha. The school hopes to see an increase in parent and family involvement to offer language support in the home for students who are second language learners.

Website:

<http://kecedu.ca/community-schools/kahnawake-survival-school/>



Step by Step Child & Family Center

A Community Child Care Center



Step by Step Child and Family Center (SBS)

provides childcare and early education to young children ages zero to six years old. In partnership with families and a community of caring people, the Center offers innovative, culturally based, inclusive educational experiences to young children. SBS provides language and cultural programming through meaningful hands-on activities and experiences that our children and families can be totally engaged in.

Language Goals

Step by Step supports staff in acquiring language and cultural knowledge, including encouraging 2 staff members per year to attend 5 year language program or the two-year Kanien'kéha Ratiwennahní:rats immersion program. The goal of the center is to immerse children in Kanien'kéha language and culture from a young age through cultural activities such as traditional singing, socials, and instilling values through Ohén:ton Karihwatéhkwen. This includes an introductory Kanien'kéha class as well as a Kanien'kéha language and culture facilitator.

Challenges

- Lack of people knowledgeable in either culture, language or Early Childhood Education
- Staff changeover (summer & while attending language program)
- A need for planning within the hours of operation
- Ratios in classrooms (child / educator)

In the Next Five Years...

With a focus on overcoming existing challenges and obstacles, Step by Step will offer language resources to staff, ensure there are planning days (not for workshops or training), and establish a language and culture committee to implement language and culture learning initiatives for children, families and staff into overall strategic planning. The center would like to promote a supportive environment with role modeling, inclusion, and acceptance (no judgement) for everyone seeking to enrich their Kanien'kéha language and cultural knowledge.

Website:

<http://www.stepxstep.ca/>



Indian Way School

An Independent Community Elementary School



Indian Way School is an independent community elementary school for children from Pre-K to grade six. The priority of Indian Way School is to instill a well-rounded cultural and traditional foundation in Kahnawake's younger generation while preparing them for further schooling.

Language Goals

Pre-K and Kindergarten are full Kanien'kéha language immersion to give students a foundation in the language. Grades 1 to 6 have a Kanien'kéha and traditional studies curriculum suited to each child's needs. The goal of the school is to transmit Kanien'kéha language and culture in a highly adaptive learning atmosphere with a small classroom setting that emulates a home environment.

Challenges

- The drastic switch from immersion to exposure classes; student's language skills cannot be properly maintained
- Integrating Kanien'kéha in cross-curricular ways
- Lack of second language classroom materials (resources, learning outcomes, assessment tools – difficult to monitor language progress/regress over breaks)
- Time constraints (planning, school-wide activities, planning days – language planning day needed)
Need male role models



In the next five years...

Indian Way School will begin by establishing clear language learning goals for students as well as a volunteer parent community to help with planning activities based on language and culture goals. They anticipate developing a resource library and visuals containing Kanien'kéha goals, words, and phrases. They will foster an atmosphere at the school that encourages Kanien'kéha speaking through habitual cultural events during classes, recess, and lunch with constant speaking opportunities for students. Indian Way School hopes to increase collaboration with other schools and language programs on a regular basis and to engage in community-wide language learning initiatives.

Website:

<https://www.facebook.com/kahnawake.indianway>

Karihwanonon Tsi Ionterihwaienstáhkhwá

An Independent Community language program for children



Karihwanonon

Tsi Ionterihwaienstáhkhwá is an independent full Kanien'kéha immersion language program for children. The objective of the program is to revitalize Kanien'kéha by providing

a mother-tongue learning environment, immersing Kanien'kehá:ka children between the ages of 18 months to 11 years of age in our language and culture full-time. In addition, the program hosts mock festivals and socials open to family and community, as well as traditional singing and planting and harvesting teachings.

Language Goals

After 29 years, the program has proudly met their optimal language goal by contributing to the creation of intergenerational speakers with Kahnawà:ke as natural first language speakers and thinkers. The learning atmosphere is modeled after a home environment with small classroom sizes and two speakers/teachers to facilitate conversation as it would occur naturally in the home. In addition, mainstream subjects and curriculum are translated and adapted to Kanien'kéha (such as math and science).

Challenges

- Kanien'kéha speakers with a higher proficiency to teach within our program
- Parents continuing the language at home
- A high school immersion program for Karihwanonon students to continue language
- Network and outreach to our social supporters
- Stable and sustainable sources of funding

In the next five years...

Karihwanonon will focus on securing resources (staff and funding) to continue full immersion programming and add a Kanien'kéha immersion counsellor position to the program. The school will explore the possibility of finding a permanent location. Karihwanonon hopes to see increased language learning opportunities community-wide to assist parents and families to continue speaking the language at home.

Website:

<https://www.karihwanonon.com/>



Iakwahwatsiratátie Language Nest

A community parent and child language learning program



Iakwahwatsiratátie Language Nest is a supportive language immersion program for parents and children that includes cultural teachings (cycle of ceremonies, planting, cooking, etc...),

inter-generational transference of knowledge and language, healthy living, and an extended family concept. The program is primarily comprised of parents/caregivers and children ages zero to four years old but also includes expectant parents, grandparents, and older siblings.

Language Goals

The primary goals of Iakwahwatsiratátie is to help children to speak their first words in Kanien'kéha in an effort to create first-language speakers. The program focuses on bringing language into the home and re-instilling Kanien'kehá:ka ancestral family values including bonding, attachment, and nurturing through language. The language nest extended family concept empowers parents to be the teachers and role models to their children so that they see speaking the language as normal.



Challenges

- Lack of core funding (relying on grants and fundraising each year)
- Human resources (due to lack of funding, impacts meeting parent/child needs)
- Access to first-language speakers (potential future obstacle)

In the next five years...

Iakwahwatsiratátie plans to expand the program to include pre-natal Kanien'kéha classes, develop an adult and child proficiency rubric, and to secure long-term core funding. The program has recently begun creating children's books and resources for families to support language learning in the home through internet language lessons and children's television/web programming.

Website:

<https://www.facebook.com/Iakwahwatsiratatie/>



First Nations Regional Adult Education Center

A Community Adult Education Program



future employment objectives. The center offers continuing education programming for young adults that includes survival skills and language courses.

Language Goals

FNRAEC supports language and culture revitalization in the community by offering Kanien'kéha courses/programs on language (Kanien'kéha), cultural teachings, history (of Kanien'kehá:ka), in an open learning environment with learner-directed programming. A goal of the center is to approach Kanien'kéha language learning as a priority and integral part of education.



The First Nations Regional Adult Education Center (FNRAEC) aims to encourage and support learners so that they will develop and maintain the motivation they need to set and reach their educational and/or

Challenges

- Government funding (more emphasis on French and English, Kanien'kéha not treated as a priority)
- Outlook of students that Kanien'kéha is a "subject" and not a priority
- Space

In the next five years...

FNRAEC would like to offer a stepping stone immersion program for those waiting to attend Ratiwennahní:rats adult language immersion program. The center intends to make policy changes for Kanien'kéha language, culture, and history to be included in the High school equivalency. They will also incorporate Kanien'kéha into the social atmosphere of the school by creating podcasts, accessible resources, signage, and language lessons all in the language.

Website:

<https://www.facebook.com/fnraeckahnawake/>



Tewatohnhi'saktha

Kahnawà:ke Economic Development Commission



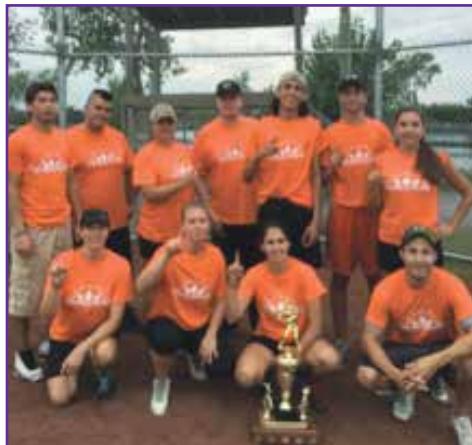
Tewatohnhi'saktha's mandate is to ensure that Kahnawà:ke is a self-sufficient community that fosters quality of life

for Kanien'kehá:ka and Kahnawa'kehró:non and creates collective prosperity for future generations consistent with our cultural values. The primary role in the community is to help and support businesses with the objective of creating jobs and help individual community members obtain the skills required to gain employment so they can financially sustain themselves and their families.

Language Goals

A goal is to continue supporting individuals participating in community language programs (funding for 4 Ratiwennahní:rats students).

Ensuring our staff are proficient in the language by providing access to Rosetta Stone as well as attending the Mohawk Council of Kahnawà:ke's 5-year language program. Our goal is to approach community economic development in way that is consistent with our cultural values including supporting ongoing efforts to revitalize Kanien'kéha.



Organizational
Softball
Tournament
2015.

Challenges

- To identify our role in the revitalization in consideration of Tewatohnhi'saktha's mandate
- Financial constrictions from Federal and Provincial funders criteria
- Promote the benefits of being tri-lingual (Kanien'keha for identity and French for employability)
- More flexible access to language (online courses, for example) to fit with scheduling

In the next five years...

Tewatohnhi'saktha's team will focus on identifying their role in language revitalization and strategizing ways to improve their impact and effectiveness, including shifting values if needed. They will also participate in the Tewahará:tat tsi Niihonkwarihò:ten language and culture network to better understand what is needs of the community are. They are also hoping to assist businesses looking for ways to provide new/better services to the community in Kanien'kéha.



Participation in the Spring Cleanup 2016.

Website:
<http://tewa.ca/>

Kateri Memorial Hospital Center

A Community Health Center & Medical Services Provider



The **Kateri Memorial Hospital Center (KMHC)** is a Team dedicated to strengthening the health and well-being of community members by providing, in partnership with others, quality medical and holistic services that respond to the needs of the community.

Language Goals

We believe it is the collective and individual responsibility of all Kahnawa'kehro:non that Kanien'kehá:ka be re-established as the first language of the Kanien'kehá:ka of Kahnawà:ke; in order to offer continued support and communication to our clients and residents, it is our responsibility to ensure staff are given the tools to enhance their Kanien'kéha language skills.

Challenges

- Commitment influenced by Political/religious beliefs, cultural malaise, not a priority for all staff.
- Funding
- Policy development, change job descriptions to reflect language law
- Access to support for second language learners (resources, speakers)
- Learning and supporting language learning while meeting needs of clients and residents for 24/7 hands-on care

Website:

<http://www.kmhc.ca/index.html>

In the next five years....

The KMHC is focused on 5 strategic goals for 2013 to 2019 which includes implementing a more client and family centered approach to care and launching the Traditional Medicine Services. They would like to secure funding to support in-house language promotion and learning opportunities for clients and staff, including an on-site speaker to mentor second language learners. KMHC will strategize methods to solidify staff commitments to in-house language classes and focus on improving the proficiency of point-of-service employees that serve Kahnawa'kehro:non.

Website:

<http://www.kmhc.ca/>



Kahnawà:ke Shakotìia'takéhnhas Community Services

Provides health and well-being support services to Kahnawa'kehrón:non



**K a h n a w à : k e
Shakotìia'takéhnhas
Community Services
(K.S.C.S.)** strives for a strong collective future for Kahnawà:ke by promoting

and supporting a healthy family unit. They provide services to all Kahnawa'kehrón:non (of all ages). Their mission is to encourage and support a healthy lifestyle by engaging with community through activities that strengthen our values of peace, respect, and responsibility with the collaboration of all organizations of Kahnawà:ke.



Language Programming & Goals

The K.S.C.S. Tsi Niionkwarihò:ten committee implements language and cultural activities for staff. They have also recently created a Tsi Niionkwarihò:ten Coordinator position to help meet a strategic objective to foster and accelerate active Kanien'kehá:ka ways of doing things, including more use of our language. K.S.C.S. incorporates Tsi Niionkwarihò:ten into youth programming within the Creek Runs Clearer, Á:se Tahontehiaróntie (Teen Group) and Onkwanièn:ra (Our Gang). K.S.C.S. staff

members attend the Mohawk Council of Kahnawà:ke language and culture training program.

Challenges

- The human resources and time dedicated to moving faster with Tsi Niionkwarihò:ten work, i.e. increasing language and cultural connections with Elder's Lodge residents who are speakers.
- Wide range of needs with many satellite offices and different mindsets and priorities working with Onkwehón:we and non-native staff.

Supporting healthy families and a healthy community is directly linked to the ability to pass on knowledge of our culture and language to the next generations. K.S.C.S. has made Tsi Niionkwarihò:ten a higher priority within the organization. Creating a shift towards incorporation of our ways, language and culture within the standard practices will begin with the development of a staff cultural orientation and learning process to help build cultural safety.

They hope to collaborate with the community language and culture network for family events and eventually to develop language sessions. In the meantime, they will strategize ways to help facilitate language and cultural learning in the workplace and at home by providing better access to resources through collaborative partnerships with other community organizations (K.O.R.L.C.C., Karonhianónhna curriculum center).

Website:

<http://www.kscs.ca/>

Tsi Niihonkwarihò:ten Tsitewaháhara`n Center

MCK Kanien'kéha Language & Culture Training Program



Tsi Niihonkwarihò:ten Tsitewaháhara`n Center

is committed to the enrichment of the social fabric of Kahnawà:ke by making the strongest and most determined effort to learn, revive, restore, use, perpetuate and "live" the beautiful Kanien'kéha language within the community.



Language Programming & Goals

The goal of the center is to empower and assist students to better communicate in Kanien'kéha through progressive language and cultural awareness education, ensuring they feel a renewed sense of pride and enthusiasm in who they are as Onkwehón:we people. The center offers Kanien'kéha language classes with a complementary online learning program, cultural workshop series, translation services, and an annual summer program.

Challenges

- Existing Policies - Organizational employees not being allotted time off work to attend classes or
- Ratiwennahní:rats Acquiring funding and teacher for an advanced class
- Space: Office space is too small and limits class size and activities and limited field work settings
- Collaborate with other programs and resource share and research funding opportunities
- Addressing the effects of intergenerational trauma that students carry with them that affects their learning.

In the next five years...

The center will focus on multi-media language and cultural development for the program. They intend to create programming and mentorship opportunities that reaches all age levels and categories – bridging the gaps that exist and bring everyone together. The center will work to increase attendance and continuity of students to complete the five-year training program through improved communication and collaboration with community organizations. In-house, they will ensure continued language promotion and everyday usage by employees and the Language and Culture Competency and Employee Performance Behaviour Expectations criteria is finalized and implemented for the MCK employee performance appraisal process.

Website:

<http://www.kahnawake.com/org/language/>

Kanien'kehá:ka Onkwawén:na Raotitióhkwa Language and Cultural Center

The primary language and cultural center in Kahnawà:ke



The mission of **Kanien'kehá:ka Onkwawén:na Raotitióhkwa Language and Cultural Center (KORLCC)** is to promote, preserve, and protect and enhance our language and culture within the community and beyond. The center holds the mandate in the community to lead and support language and culture programming. The center continues to play an integral role in language revitalization and has created a number of language and culture programs and initiatives throughout the years.

Language Goals

KORLCC's goals center around creating opportunities to celebrate the language and share traditional knowledge and skills. They strive to foster a safe strength-based language learning environment to create and encourage people to do their best by having specific, measurable, accountable/attainable, and results oriented goals. Language programming includes: Ratiwennahní:rats adult language immersion program, Tota tanon okwari, Cultural awareness month, Radio show – Live shows, Rotinonhnson:ni Language gathering,

Tetewatierónnion variety show, and craft/skills workshops.

Challenges

- Financial resources, lack of consistent multi-year funding to allow us to grow and plan, fundraising
- Human resources, report writing
- Space, in dire need of a new building
- Lack of a community-wide language plan
- Tota tanon Ohwari – skill set is demanding and specialized

In the next five years...

KORLCC will focus on continuing their language and culture activities and improving community collaborations and partnerships. They will be planning for a new building and examining the possibility of merging with the Tsi Nliionkwarihò:ten Tsitewaháhara`n Center. They will also begin planning for the 20th anniversary of the Ratiwennahní:rats program in 2022.

Website:

<http://korkahnawake.org/>



Kanien'kéha Ratiwennahní:rats

An adult language immersion program under KORLCC



KORLCC has supported language learning in the community and has helped create generations of second-language speakers in an effort to revitalize Kanien'kéha. Kanien'kéha

Ratiwennahní:rats is a two-year intensive adult language immersion program that was launched in 2002 and has been consistently operating within the community for 16 years.



Language Goals

The primary goal of Kanien'kéha Ratiwennahní:rats is to produce second language learners with the highest proficiency possible upon completing the program. The program has been integral supporting community-wide language revitalization by cycling students into roles where they may promote, teach, and transmit the language.

Challenges

- Trying to meet community needs (for more classes, adding a third year or advanced class)
- Lack of programs/schools for teachers and staff to increase proficiency
- Teacher Training Ops - challenge and keep up with the pace of technology and advances.
- Build stronger and more effective community collaborations and curriculum (and communal curriculum)
- Investing in staff, professional development to build stronger teams

In the next five years...

Ratiwennahní:rats will work in collaboration with K103 to produce daily financial phrases & weekly news broadcast. The program will continue to send 1 student to work with Iakwahwatsiratátié Language Nest. KORLCC and the Ratiwennahní:rats staff will focus on increasing support for their students and will examine the possibility of adding a third year to the Ratiwennahní:rats program. In 2022, Ratiwennahní:rats will celebrate the 20 year anniversary!

Website:

<http://korkahnawake.org/kanienkeha-ratiwennahnirats/>



Tewahará:tat Tsi Niionkwarihò:ten

Kahnawà:ke Language & Culture Network



Tewahará:tat Tsi Niionkwarihò:ten ("raising our culture")

Kahnawà:ke Language and Culture Network was initiated in May 2017 by the Tsi Niionkwarihò:ten

Tsitewaháhara'n Center. It brings together key people in our community working on or interested in areas of language and culture to discuss our needs, new ideas, funding opportunities, etc....



LANGUAGE GOALS

Formal goals and objectives are being developed but first and foremost it's a network for those organizations and individuals working or interested in the language and culture, to share resources, information, and to build possible collaborations. The network also supports the development of a strategic plan for the vision of language and culture in our community.

ACTIVE WORKING GROUPS

- Language & Culture Fair
- Community Resource Mapping
- Family Activities
- Alumni Peer Mentorship
- Language Resource Center

IN THE NEXT FIVE YEARS...

Until a formal plan is developed, the Network will look at continuing current working groups and target an annual collaborative community project that supports our language/culture revitalization efforts. The Network can also address important issues while ensuring that our language and culture is always at the forefront of our community's planning and vision.

JOINING THE NETWORK:

The Network is open to all Kanien'kéhá:ka of Kahnawà:ke. The meetings occur monthly on a rotating location/Chairperson basis until further development of formal roles. For more info or to confirm your attendance, please contact: Tsi Niionkwarihò:ten Tsitewaháhara'n office at 450-632-5993 or email:

Chera Lahache
Chera.lahache@mck.ca

Reaghan Tarbell
Reaghan.tarbell@korkahnawake.org



Language Programming at a Glance

Programs that provide Kanien'kéha language education for community members

School or Program	Age of Students	Language Learning
Iakwahwatsiratátie Language Nest	Babies, children, Pregnant women, other family members	Goal is for child to speak first words in Kanien'kéha (first language). Full immersion to support families year-round.
Step by Step	Children 18 months to 6.	Kanien'kéha preparatory class option (similar to immersion, waiting list)
Karihwanonon	Children 18 months to 11 years	Full immersion, goal is for child to speak first words in Kanien'kéha.
Indian Way School	Children 4 to 11 years	Immersion in nursery and kindergarten, 3 hours per week of classes grades 1 – 6.
Karonhianónhnha	Children 4 to 11 years old.	Immersion from Nursery to grade 4. 1 hour per day, grades 5 & 6.
Kateri School	Children 4 to 11 years	Half hour classes five days in a six-day cycle (all grades)
Kahnawà:ke Survival School	Youth 12 to 17 years	Between 5-6 hours of Kanien'kéha classes per week for all students from grade 7 to 11.
First Nations Regional Adult Education Center	Youth (16+) & Adults	Based on student choice, between 1 hour and 15 minutes up to 6 hours of Kanien'kéha per week.
Kanien'kéha Ratiwennahní:rats	Youth & Adults	Full immersion (2-year program)
Tsi Niionkwarihò:ten Tsitewaháhara`n Center	Adults (employees of community organizations)	Five years: 2-hour weekly classes for the first 4 years, 3-hour weekly classes year 5.

*These are regularly funded programs that have operated for many years. In addition to these, there may be other small-scale classes and learning opportunities in Kahnawà:ke.



Program Recommendations

These are organizational and programming specific recommendations. This plan in its entirety is meant to initiate the community-wide strategic planning process.

In the next five years...

- All programs complete goals/plans set in language programming sessions.
- Community-wide evaluation/assessment of language programming efficacy.
- Begin reform of programs for optimal proficiency outcomes based on age and length of study in each program (E.g. ACTFL benchmarks).
- Create accessible learning opportunities for those attending school outside of the community and full-time workers (land-based summer programs, web-based learning, etc.)
- Create an immersion program at the high school level (youth 12 to 17).
- Add a third year and/or 1 year of advanced proficiency level study (E.g. Kanien'kéha Ratiwennahní:rats). It is crucial to increase the number of advanced second language speakers in the next five to ten years due to advanced age of our first-language Elder speakers.
- Language and culture is a top priority to the vast majority of Kahnawa'kéhró:non. We must realign our resources and organizational focus to reflect this.



Elder's Vision

Elder's from our community that were part of our language planning

At planning session one, a group of community Elder's discussed the old songs in the language and the fact that they never hear them. We included one of these old songs (Kahnawà:ke) in planning session two and added it to our community goals.

A group of Elders participated at both sessions and were provided with their own documents to record any ideas, suggestions, or comments. Our facilitators also had discussions with Elders and recorded their responses (see below).

SUMMARY FROM SESSIONS 1 & 2

Activities/Events for Elders & Community

Coffee club for friends

Revive the old songs (i.e: Kahnawà:ke)

Form an Elders and fluent speakers group/committee to focus on Kanien'kéha language promotion. Tape and record them speaking Kanien'kéha.

Story documentation: personal and community stories.

Community storytelling festival

Vision for the language:

To make and use the language as a living language within the hearts and minds as Onkwehón:we.

Messages to our youth and future generations:

Love our language enough to speak it fluently everywhere and to everyone.

Use full Kanien'kéha names – do not shorten it.

Form an inter-community language revitalization group. Call it "stage 6" (working title)

Education was the oppressor and still is.

More bilingual conferences with simultaneous translation.

Start a language fund



Individual Participants

Individual community members that requested seats were also included and the Skátne Enionkwaió'ten team maintained an open-door policy at both planning sessions, meaning that any walk-in community members would be welcomed and included.

INDIVIDUAL SURVEY QUESTIONS

What organizations/groups in the community are you a part of?

Do you speak Kanien'kéha? (Beginner, Intermediate, Advanced, First Language)

What types of language learning opportunities have you had?

What are your personal language goals?

What can you do as a community member to support language revitalization?

What additional/new language activities/programs would you like to see in the community?

How can we all work together to reach our shared vision of language in the community?

The following is a summary of data collected through 11 completed individual (18+) surveys. Youth (17 and under) and Elders (65 and up) were grouped separately from these results.

Similar responses written by at least three or more respondents:	<ul style="list-style-type: none">Personal goal of increasing language proficiencyNeed for language learning opportunities for students attending school off reserveDesire to learn, teach & pass on languageMore/improved language resourcesIncrease language learning activities and support for children and families (home or web-based)
Speaking Ability	<ul style="list-style-type: none">Those that identified as "beginner" often learned language through community schoolsThose that identified as "Intermediate" were either former Ratiwennahní:rats students or actively involved in Kanonhsesne (Longhouse)
On working together to reach our shared vision	On working together to reach our shared vision Other than increasing support, community members offered very different responses. This presents the possibility that community members are unsure of how to achieve the shared vision for language revitalization.

Youth

It was expressed at planning session one that greater efforts should be made to include our youth. Accordingly, a group of six grade 11 Kahnawà:ke Survival School students attended the second planning session as representatives of the school. A planning document was specially designed for this group of youth and in addition, they completed individual surveys.

Individual Youth Surveys (6)

Same questionnaire as individuals 18+

- Nearly every youth participant mentioned the goal or need to mentor the younger generation to teach the language
- Nearly every respondent used the term “to pass on the language” as a personal goal.
- Half of the youth respondents stated there is a need to prioritize Kanien’kéha over English or French (language learning)
- The majority of the youth self-identified as “intermediate” speakers.

KSS STUDENT GROUP PLANNING DOCUMENT

Language goals and needs as KSS students	<ul style="list-style-type: none">• Longer/more Kanien’kéha classes• Label everything in the school• More contact with Elders in the school• More cultural/traditional learning & activities
Challenges	<ul style="list-style-type: none">• Not enough opportunities to speak/use language• Motivation to learn the language (attitude)• Peer encouragement/modelling to speak
The future	<ul style="list-style-type: none">• All youth in the group plan to continuing learning or teach the language in the future
How does the language make you feel?	<ul style="list-style-type: none">• Whole as a person• Overwhelmed• Proud• Happy
How do you feel about the efforts to revitalize the language in Kahnawà:ke?	<ul style="list-style-type: none">• “We feel it could be better because there’s a lot of talk about it being brought back but not sufficient efforts being made”.
Are there any questions you would ask [the community]?	<ul style="list-style-type: none">• Are we really doing everything we can to bring back the language?• Are we holding back?
Messages to the community about the language:	<ul style="list-style-type: none">• Don’t be ashamed to speak the language• Speak to your children and to your grandchildren• Everyone needs to take it seriously because once it’s gone, it’s gone...

Community Goals

Community-wide goals that everyone can participate in

After our first planning session on November 23, 2017 our steering committee suggested creating goals or activities based on priority areas that all Kahnawà'kehró:non could participate in. At planning session two on January 18, 2018, participants were asked to brainstorm ideas based on three broad goals that were put forward by our steering committee.

COMMUNITY-WIDE GOALS & IDEAS

Learning the Kahnawà:ke Song by 2019*	Kanien'kéha in the home	Kanien'kéha as language of point-of-service within Kahnawà:ke
<ul style="list-style-type: none">• 2019 campaign: 50 years of reclamation of Kahnawà'kehró:non Tsi Niionkwarihò:ten.• Make songs available on websites, played more often on the radio and at community events• Play the old songs as “hold music” on organization phone lines.• Make music videos of the old songs with children	<ul style="list-style-type: none">• Label the home and use visual support (reminders)• Parent and child language classes or activities on evenings or weekends.• Language game night• Designated Kanien'kéha time in the home to speak and tell stories in the language.• More tv shows & media for different ages (dub popular shows in the language)	<ul style="list-style-type: none">• Community-wide policy amendments to support use of language• Visible words in organizational buildings and business.• Offer courses to staff for language used regularly in their business or organization.• Policy, funding, and support for people to take language training

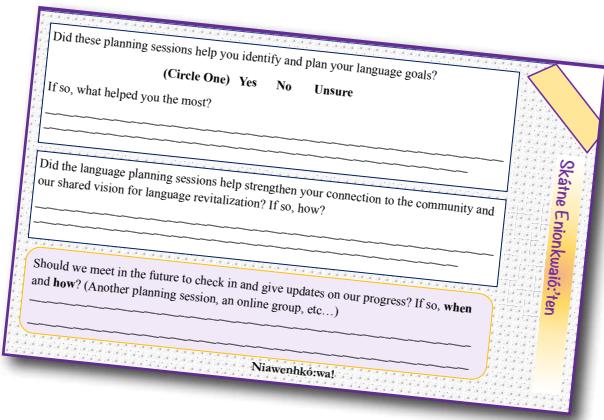
*After reviewing the comments from the community goals and the exit cards, it was determined by the steering committee that the recommendation would be to learn the “old songs” in the language and not just a single song.



Exit Card Feedback

Exit cards were presented at the end of planning session two

Due to our open-door policy, we were prepared for 100 participants at both language planning sessions. Nearly everyone who participated at session one attended session two. There were between 80 and 90 participants at each session. 56 anonymously completed exit cards were submitted at the end of session two on January 18, 2018.



Question	Response Summary
<p>1-A Did the planning sessions help you identify and plan your language goals?</p> <p>Options: Yes, No, Unsure (Circle One)</p>	<p>(Out of 56 completed exit cards)</p> <p>Yes: 45</p> <p>No: 1</p> <p>Unsure: 7</p> <p>OTHER: 2 Somewhat, 1 circled all responses</p>
<p>1.B If so, what helped you the most?</p>	<ul style="list-style-type: none"> Sharing ideas with like-minded people Having time specifically for language planning Collaborating & networking
<p>Q. 2 Did the language planning sessions help strengthen your connection to the community and our shared vision for language revitalization? If so, how?</p>	<p>Majority responded “yes”</p> <ul style="list-style-type: none"> Encouraging to see what others are doing (passion & commitment) Motivated by speakers Concerned about what will come out of this, need community-wide implementation
<p>Q. 3 Should we meet in the future to check in and give updates on our progress? If so, when and how?</p> <p>(Another planning session, an online group, etc...)</p>	<p>Nearly 100% “Yes” responses.</p> <p>Time frames posed by respondents for language planning sessions varied from 3 months, quarterly, every 6 months, and once a year. Based on the responses, it seems that by-annual meetings would be appropriate and a web presence would also be beneficial.</p>

Strategic Planning

Goals, objectives, and strategies to focus on for the next five years

Goal	Reappearance of intergenerational speakers (including first language)
Objective	Ability to speak between and within all 3 generations of family (grandparents, parents, and children).
Strategies	<ul style="list-style-type: none"> Encourage young adult learners to choose and commit to raise their children in the language. Support these families with resources, funding, and family focused learning opportunities. Role modeling, mentorship, and positive reinforcement - celebrate the language and acknowledge success stories in Kahnawà:ke.
Goal	Kanien'kéha as a living language: normalized and natural in the community.
Objective	Community-wide effort to revitalize Kanien'kéha through awareness and collaboration between organizations, schools, and businesses.
Strategies	<ul style="list-style-type: none"> Active community participation & organizational representation at Tewahará:tat Tsi Niionkwarihò:ten language and culture network. Community-wide in-depth study on the state of Kanien'kéha in Kahnawà:ke. All stakeholders to implement their five-year plans, Skátne Enionkwaió'ten to continue for the next five years. See also: recommendations on page 30.
Goal	Long-term vision: Onkwehonwenéha (Kanien'kéha) is the main language of communication throughout Kahnawà:ke.
Objective	Bi-annual community-wide language planning in addition to long-term planning and assessment.
Strategies	<ul style="list-style-type: none"> Develop community wide policies supporting language learning, points-of-service, and employment incentives. Establish an accessible Kanien'kéha Resource Center or language consortium. * Continued long-term planning and forecasting to provide directives for Skátne Enionkwaió'ten five-year strategic language planning in the future. *

All Kahnawa'kehró:non are stakeholders in the revitalization of our language.

*Language Consortium: Provides accessible resources to community members and organizations/language programs that are working to revitalize Kanien'kéha (resources such as a language library, CAN-8, etc.). In addition, supports community strategic language planning with dedicated staff strictly for language revitalization. Requires further discussion and consultation with stakeholders.

Conclusion

Wahéhshon Shiann Whitebean, Project Coordinator

For the first time in nearly fifty years of language revitalization efforts in Kahnawà:ke, we have initiated a **community-wide strategic language plan**. When we reach the crucial “stage 6” (p.12), our language will stabilize and from there we expect it to rapidly flourish. This plan should be viewed as the beginning of the planning process. We have begun taking steps to ensure that this initiative continues for a minimum of the next five years.

lakwanorónhkhwa nonkwawén:na. We all love our language.

Our community has strong feelings about our language. The shame that many community members express about not being able to speak is rooted in the suppression and erasure of our language and identity through Indian Day Schools and Residential Schools, as well as many other continued colonial pressures (Reid, 2004). However, community members continue to be driven by their love of the language as a source of identity, strength, and feeling “whole as a person”. Those of

us who are second language learners know how much we have healed and grown as individuals and as a community through the language.

Our approach must be to support, encourage, and motivate Kahnawa'kehrón:non as language learners backed with concrete strategy, guidance, and support. **Onkwehonwehnéha (Kanien'kéha) must be a priority not just as a subject, spiritual or cultural component but socially, politically and economically as well.** Going back to Tsi Niionkwarihò:ten and the KEC Mobilization Framework (p. 12), it will take all of these aspects combined for Kanien'kéha to be a true “living language” in Kahnawà:ke and the Kanien'kehá:ka Nation so that we can be whole as a people once again.

Ó:nen'k tsi shé:kon skátne enionkwaió'ten ne aióhnheke ne onkwawén:na.

We all must continue to work together to keep our language alive.



Budget / Wa'thwistahnhí:non

REVENUES:

October 23, 2017 to March 31, 2018

Source of Funding	Amount
Aboriginal Languages Initiative	\$51,791
Kahnawà:ke Education Centre (Shortfall)	\$650
Subtotal - Cash	\$52,441
Kahnawà:ke Education Centre	\$6,350
Subtotal In-Kind	\$6,350
Total Revenues:	\$58,791

EXPENDITURES:

October 23, 2017 to March 31, 2018

Expenditures by Category	Amount
Salaries, Professional Fees & Honoraria (Coordinator salary, Elder honoraria, translation)	\$25, 500
Event/Venue (hall rental, materials, supplies)	\$1,450
Promotion & Communication (publishing, graphic design, printing, ads)	\$15,750
Hospitality Food & Beverages	\$2,250
Administrative Expenses	\$6,841
Subtotal – Cash	\$51,791
In-kind Expenses (other)	\$6,350
Subtotal In-kind	\$6,350
Total Expenditures:	\$51,791

ADDITIONAL REVENUE & EXPENDITURES:

April 1, 2018 to May 31, 2018

Kahnawà:ke Education Centre Project extension – 8 weeks (Part-time Coordinator Salary)	\$4,160
---	----------------

References / Karihwisáktha

Akwasasne Economic Development Agency, AEDA. (2011). CAN-8 virtual lab. Retrieved from <http://aeda.ca/akw/index.php/can-8-virtualab>

Clementi, D., & Terrill, L. (2014). The keys to planning for learning. Future, 3(4), 2013.

Dauenhauer, R. (2005). Seven hundred million to one: Personal action in reversing language shift. Etudes/inuit/studies, 29(1-2), 267-284.

Fishman, J. A. (1991). Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages Multilingual matters.

Green, J. (2017). Kenhtè:Ke strategic plan for kanyen'kéha 2017-2022. Unpublished manuscript.

Hinton, L., & Hale, K. (2001). The green book of language revitalization in practice Brill.

Hohepa, M. K., & Robson, V. (2008). Māori and educational leadership: Tū rangatira. AlterNative: An International Journal of Indigenous Peoples, 4(2), 20-38.

Hoover, M. L. The Kanien'kehaka raotitiohkwa cultural center.(1992), the revival of the mohawk language in Kahnawà:ke. Canadian Journal of Native Studies, 12(2), 269-287.

Jacobs, K. A. (1998). A Chronology of Mohawk Language | April 1, 2018 to May 31, 2018 nstruction at Kahnawà:ke. Endangered Languages: Current Issues and Future Prospects, 117-123.

Reid, G. F. (2004). Kahnawake: Factionalism. Traditionalism, and Nationalism in a Mohawk Community (Lincoln: University of Nebraska Press, 2004), 134-149.

Sandrock, P. (2010). The keys to assessing language performance: A teacher's manual for measuring student progress American Council on the Teaching of Foreign Languages.

Stacey, K. I. (2016). lentsitewate'nikonhraié:Ra'te tsi nonkwá:Ti ne A:Se tahatikonhsontónie we will turn our minds there once again, to the faces yet to come second language speakers and language revitalization in kahnawà:ke. Retrieved from <https://www.uvic.ca/education/assets/docs/Kahtehronni-FinalMEd.pdf>