


Skátne Enionkwaió'ten– Draft Organization/Group Language Plan

Iakwahwatsiratátie (Language Nest)

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<i>Mission & Goals</i>	<i>Stakeholders</i>	<i>Partners/Collaboration</i>	<i>Language & Culture Programming</i>
<ul style="list-style-type: none">• To provide a supportive language immersion network for parents and children including cultural teachings, intergenerational transference of knowledge, healthy living and an extended family concept.• Bringing language into the home• Empowering parents to be the teachers and role models to their children so that they see speaking our language as normal.• For children to speak their first words in Kanien'kéha• Re-instill our ancestral family values including bonding, attachment, nurturing, etc... through language.• Re-ignite mothering intuition	<ul style="list-style-type: none">• Parents of children age zero to four (and caregivers)• Expecting parents• Grandparents• Older siblings	<ul style="list-style-type: none">• KOR• Ratiwennahní:rats• Karihwanó:ron• Wahón:nise tho niihtón:ne• Tewahará:tat tsi Niionkwarihò:ten language and culture network.• KSS• Step by Step• 7 Generations• Iori:wase• Front Porch Publishing	<ul style="list-style-type: none">• Yes, Kanien'kéha immersion for families with young children• Children's television shows• Children's books• Healthy interactive cooking using indigenous foods, planted and harvested in our own gardens• Online language lessons (video)• Traditional singing classes for families• Tewatia'taró:rok evening gatherings incorporating aóskon onwehonwehnéha conversation with activities such as games, cooking, etc.
<i>Strengths & Resources</i>		<i>Future Collaborations</i>	<i>Successes</i>
<ul style="list-style-type: none">• Proficiency has notably increased in participants (depending on level of participation of parents)• Language is living, conversational (parents and children are able to converse to various degrees depending on their proficiency level).• Parents feel comfortable in their language learning• Family oriented network/support system• Creating Kanien'kéha resources: videos, books & labels for children and adults.• Curriculum has become more structured and effective while maintaining the natural home environment		<ul style="list-style-type: none">• Ratiwennahní:rats (we have students participating and helping to facilitate as well as visiting our program but we would like more collaboration between the two groups as a whole. Also to use the program as an effective model & methodology)• Karihwanoron & Karonhianónhnha: to set up a system for our children who already have language prior to starting school (enrichment)• Pilot mentoring project with Ukwatsi'náhkwa language nest in Oneida Wisconsin.• Sosan Montour (Kateri)• Song book with other language programs• McGill University	<ul style="list-style-type: none">• Provided a network for families of young children with similar language learning goals.• Provided an outlet for parents to use language with their children as they would at home.• Exposed parents and children to gardening (planting, harvesting), tree tapping, as well as several other land-based teachings.• Children are speaking their first words in Kanien'kéha.• Increased proficiency levels according to ACTFL scale.• Language transference at home with other family members• Exposed to cycle of ceremonies. Empowered parents to attend/reattend Kanonhsesne with their children.• Grounding and healing of intergenerational trauma in adult participants; renewed sense of identity; socialization, connection & bonding through language; parents and children connecting with first language speakers in their families; assists parents battling depression, feelings of isolation & self-esteem issues

<i>Obstacles & Challenges</i>	<i>Communication</i>	<i>Monitor, Evaluate, Accountability</i>
<ul style="list-style-type: none">No core funding (we rely on grants and fundraising from year to year) Access to a first language speaker could become a challenge within the next five years<ul style="list-style-type: none">Human resources (we do not have the human resources or funding to accommodate the needs or wants of the parents). There is interest of potential employees but funding is lacking to support it.Seek community sources of funding for core elements.Look into how second language learners are increasing proficiency to take over when there are no first language speakers available.Expand grant applications to cover needed human resources<ul style="list-style-type: none">Too much leniency NOTE: this has been addressed with ongoing professional development as well as by updating and reinforcing our program policy	Facebook (public page) Occasional radio talk show presentations Information booths at events Word of mouth Local media (articles) Website	<ul style="list-style-type: none">Evaluation of language abilities of participants at entrance and exit of the program and then follow-up to see how/if they continue to progress.Our funders require program reports.Developing a proficiency rubric for adults and childrenParticipatoryEvaluate using mothering intuition method.Phenomenal logical studyObservation
<i>Impact & Effectiveness</i>	<i>Response & Future Directions</i>	
<ul style="list-style-type: none">Based on the increased proficiency of participants, yes it is effective. More visibility within the community<ul style="list-style-type: none">Based on feedback from parent participants, all points mentioned in the successes section of this document have been expressed as having huge impacts on overall wellness of parents as individuals, their relationships with their children and on the dynamics of their families as a whole	<ul style="list-style-type: none">Expand program to include pre-natal Kanien'kéha classesSecure long-term fundingEnsure that we are fully accommodating all levels of learners within all family sectorsOffer resources for beginner & advanced classes to future participants to prepare for immersion environmentSupport proficient speakers to maintain or excel in their language and teach their children<ul style="list-style-type: none">To raise 1st language speakers	
<i>Is it unclear to your group/org what your role is in language revitalization?</i>	<i>Does Kahnawà:ke need a community-wide Council or Committee to direct and support language revitalization?</i>	
N/A	There definitely needs to be more communication and collaboration between organizations (sharing of resources, working together on activities and helping each other to make ideas come to life).	

Strategic Vision Board Comments	Session One Board
<ul style="list-style-type: none">Buddy system with older language learners to provide speaking opportunitiesWork with Karihwanoron toward permanent building and land?Make collaborations with other Rotinonhsón:ni Nations	

eting Goals!

<i>Year</i>	<i>Vision & Goals</i>	<i>Activities, Action Items...</i>
2017	<ul style="list-style-type: none">➤ Championing language within the community	<ul style="list-style-type: none">✓ Participating in the language fair✓ Evening language support for families (pilot) singing, beginner classes, game night✓ Children’s book with audio CD “Kanatakon Kahnawà:ke
2018	<ul style="list-style-type: none">➤ Continue to participate and build up language network➤ Train new upcoming facilitators. Ongoing Professional Development<ul style="list-style-type: none">▪ Tech course<ul style="list-style-type: none">• Build proficiency for L2 workers➤ Find funding and participate in training (i.e. ACTFL)	<ul style="list-style-type: none">✓ 2018 Language Fair – complete✓ Language internet lessons –ongoing✓ Children’s show (18 new episodes) -ongoing✓ Evening language support for families working parents (beading, singing, beginner classes, game night, cooking) -ongoing✓ Healthy Kanien’keha cookbook –ongoing
2019	<ul style="list-style-type: none">➤ Collaborate to celebrate and promote language within the community➤ Annual or seasonal community Language Events (Family oriented)➤ Policy review (done, ongoing)➤ Early childhood milestones➤ professional development	<ul style="list-style-type: none">✓ Provide a community space for other language initiatives✓ Develop feeder system for immersion schools (first language speakers) to meet and collaborate to ensure the needs of L1 children are being met.✓ Begin participatory action research project – upcoming✓ Library of children’s books available for families and schools, community to access<ul style="list-style-type: none">○ Collaborate with other language programs and community members✓ Ongoing community event that promotes use of language and intergenerational family fun✓ Language lessons for staff (done, ongoing)✓ Reaffirm parents roles and responsibilities inside and outside the nest✓ FB challenges – interactive videos✓ Create curriculum that will utilize unit themes and grammatical concepts to ease the transition between proficiency levels of poverty while creating an assessment guide for parents
2020	<ul style="list-style-type: none">➤ Website➤ Have more language resources available for families	<ul style="list-style-type: none">✓ Create language nest model to assist in implementation of new language news (satellite program)✓ Look for funding for website
2021 <i>*Prepare for next five-year community language plan</i>		<ul style="list-style-type: none">✓ Complete participatory action research project.

