

B.C.'s Language Authority & Language Plan Development

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First Peoples' Heritage, Language and Culture Council

First Peoples' Cultural Council

- Crown Agency
- Established 1990
- Legislation - First Peoples' Heritage, Language and Culture Act
- Funding - Arts, Language
- Resource development

Mandate

- Funding and support for the revitalization and maintenance of BC Indigenous arts, culture and language.
- Provide support and advice to leadership on initiatives, programs and services related to Aboriginal heritage



Who We Serve

- 204 First Nations communities
- 24 Tribal Councils
- Urban Aboriginal groups
- 34 languages and 60+ dialects
- Aboriginal artists
- Arts organizations



B.C.'s Language Situation

- language diversity
- geographic diversity
- insufficient funding
- many communities
- many language champions



Workshop Overview

- PART 1: Language Authority
 - What is a language authority? (FPCC language authority)
 - FPCC language authority (Model and 3-phase plan)
 - Best practices
- PART 2: Making a Language Plan
 - 8 steps to community language revitalization
 - Planning - key points

Part 1: Language Authority

BC's (FP) Language Authorities

Name	Language
Secwepemc Cultural Education Society Meteltwéw-kt es Knucwentwéw-kt	Eastern, Western & Northern Secwepemc
Coqualeetza Cultural Education Centre	Upper Stó:lō- Halq'eméylem
Upper St'at'imc Language, Culture and Education Society	St'at'imcets
Nuu-chah-nulth Language Authority	Nuuaaṇuṭ
Treaty 8 Dane-zaa Language Authority	Dane-zaa
Okanagan Nation Language Authority	Nsiyxcən (Okanagan)
Xaad Kihlgaa Hl Sii Society	ᖃaad Kil / ᖃaaydaa Kil
Nicola Tribal Association	Nleʔkepmxcín
Tsilhqot'in National Government	Tsilhqot'in
WSANEC School Board	SENĆOŦEN

Definition

- A language community dedicated to the revitalization of the language through strategic planning in all areas of language including:
 - creating new speakers
 - increasing the domains of language use
 - documentation
 - authorizing vocabulary, orthographies etc.
 - setting standards and criteria for proficiency
 - teacher training
 - securing ongoing language funding
 - advocating for the language
- Language authorities should include all communities that share a common language.

Objective

- To strengthen and support B.C. First Nations to move towards more strategic, long-term and coordinated approaches to language and cultural revitalization.



Outcomes

- Create a plan for revitalizing the language
- All First Nations communities sharing a language collaborate under one language authority
- Share information and resources among stakeholders within the language group
- Address language needs through projects
- Create a sustainable language entity

FPCC Language Authority Model

- adapted from Language Authorities around the world: *New Zealand-Maori, Ontario, Hawaii and BC*
- based on work done in BC
- a model, not a rule



Language Authority Model



Important Model Elements

1. Language is owned by the people-
Speakers & community members are in control and responsible for what happens with the language.
2. Collaboration, inclusion (dialects) & consultation are necessary-
By working together, progress will happen. Save money, resources & TIME!
3. Language is a part of all areas of daily life-
Family, education, health, community etc.
4. Language revitalization requires work on many different types of projects and prioritizing

Language Authority 3-Phases

FPHLCC Language Authority and Planning 3-Year Plan

	PHASE 1 (YEAR 1) GET READY	PHASE 2 (YEAR 2) GET SET, GO	PHASE 3 (YEAR 3) GOING!
CONSULT	<ul style="list-style-type: none"> • Create a preliminary interim language team/committee • Gather community support • Meet with community language stakeholders 	<ul style="list-style-type: none"> • Encourage community participation and mobilization • Consult with community stakeholders regularly 	<ul style="list-style-type: none"> • Mobilize more community Members • Consult with community stakeholders regularly
PLAN	<ul style="list-style-type: none"> • Pre-Plan: set-up, prepare, schedule, plan meetings, budget etc. • Create a vision of language revitalization 	<ul style="list-style-type: none"> • Identify funding sources • Create short-term and long-term plans 	<ul style="list-style-type: none"> • Review and revise short-term and long-term plans
ASSESS	<ul style="list-style-type: none"> • Assess the language status - Community Language Needs Assessment • Research previous/ongoing work on the language 	<ul style="list-style-type: none"> • Re-assess the language status - Update Community Language Needs Assessment • Research all work done on the language 	<ul style="list-style-type: none"> • Review community language needs & priorities • Evaluate the success of ongoing projects, revise and re-plan if necessary.
WORK	<ul style="list-style-type: none"> • Set priorities for the language • Build community Language Authority and Planning structure (team/committee with representation from all communities) • Designate core language team members • Develop Language Authority and Planning Terms of Reference • Identify Language Authority and Planning "jurisdictions" and responsibilities 	<ul style="list-style-type: none"> • Meet with Language Authority and Planning core language team and community language stakeholders regularly. • Review priorities for the language • Plan and implement language projects based on community language priorities 	<ul style="list-style-type: none"> • Implement projects • Meet with Language Authority and Planning core language team and community language stakeholders regularly
ENVIRONMENT	<ul style="list-style-type: none"> • Identify & Assess the community language environment & attitudes. • Understand historical situations and different points of view • Create a plan for dealing with objections & criticism. 	Strategies	Strategies

Language Authority – 3 Phases

*Each language community is different- this is a general plan *

- **Phase 1 (Year 1): Get Ready**
Identify needs and direction, consult
- **Phase 2 (Year 2): Get Set, Go**
Language Authority and Plan: build, plan, consult, meet, implement the plan, start projects
- **Phase 3 (Year 3): Going!**
Implement projects, re-assess needs, plan more projects

“Best Practices” from B.C.

- Community Inclusion
- Representation
- Roles & Responsibilities
- Communication
- Teachers/Training



Overcoming Community Challenges

- Identify challenges.
- Discuss.
- Build awareness.
- Create a plan and strategies.
- **Encourage positive attitudes** towards all language revitalization work.
- **Include everyone**, even those who were not supportive at first.
- **Respect all opinions.**
- **Continue your work with a positive attitude.**
- **Invite more community members** to participate.
- **Promote inclusion & positive thinking** towards language revitalization work.
- Keep going!

Part 2: Making a Language Plan

Purpose of a Language Plan

- Leverage financial resources
- Gather support for your work
- Long term success
- Language revitalization



* Note: These steps need not necessarily be followed in this exact order. Each community is different.

1- Language Status

Knowing the status of your language will help you identify your community's language needs.

How many people speak/use your language? Include ALL dialects.
• *fluent* • *semi-fluent* • *latent learning* • *non speakers*

- What attitudes do people have about the language?
- How often/where is the language used?
- What resources are there in your community?
• *people* • *materials* • *resources*

2- Community/Leadership Support

- Is there community support?
leadership support & community interest, support
- How to mobilize the community?
inclusion, promotion, education & celebration of the language



Leadership Support (Language Policy)

- Mission statement about the language.
- Statement about the philosophy and value of the language.
- Statement declaring the official language(s) of the nation.
- List of the prioritized language planning goals.
- Policies could include:
 - *Statement on policies about orthography and literacy, such as agreeing upon an official writing system.*
 - *Statement about intellectual property rights, copyright, archival rights, etc.*
 - *Statement about social, cultural, religious, situational and political constraints that may affect language programs.*
 - *Statement about the importance of all dialect groups working together while still respecting dialect differences.*

3- Research

- What work has already been done on the language? Create a library or archive space where copies of previous work (stories, curriculum, recordings) can be kept to be accessed by all.
- What have communities in other parts of B.C./the world done to revitalize their languages?
- What methods work well for language revitalization?
- Look to other communities as models.



4- Language Goals

- Identify the language status, community needs & priorities.
- Set goals according to needs & priorities.

- What are your language community's priorities?
- What are some reachable goals for your community?
- Identify both short-term and long-term goals.
- What kind of projects will best help achieve your goals or priorities?

5- Project Planning- Taking Action

- Decide on projects that address your goals & priorities
- Plan the nuts and bolts of your projects
Who? What? When? Where? How?
- Key team of committed community members
- Get input from community (including Elders)
- Project participants, staff, resources
- Positive language environment
- Logistics

6- Implement Projects, Project Ideas:

- Language Immersion Activities (all ages), e.g. language nest, master-apprentice language learning, after-school immersion programs
- Teacher Certification and Training
- Material and Curriculum Development
- Adult Language Classes
- Employee Language Programs
- Computer Language Translation Program
- Language and Culture Camps
- Community Signage
- Media
- Policy making
- Documentation

7- Use the Language More

- Encourage community members to use the language in all areas of daily life.
 - *in homes, parents/children, families*
 - *at social gatherings*
 - *in the schools, daycares*
 - *leadership & communication*
- Involve the whole community
 - *schools, government, social events, business*

8- Keeping the Language Alive

- Long-term planning
- Policy, declaration, philosophy
- Create a need to use the language
- Make the language visible and ubiquitous
- Commitment and involvement of all generations
- Official recognition of language



Step 1: Language Status

- Return to Step 1 regularly.
- Find out:
 - How has the language status improved?
 - Have the projects been successful?
 - Are there more speakers? Younger speakers?
 - Is the language used more often?



Reassessing and Planning

- Assess the status of the language regularly
- Measure your success
- What worked & what didn't?
- Celebrate the life of your language
- Speak your language!



Language Authority & Planning Sample

St'at'imc Culture and Language Council

11 communities, 3 dialects

Purpose :

- To form a single language authority
- Acknowledge dialect differences and form 3 regional language branches that operate under the same goals and principals
- Develop and formalize language revitalization plan and TOR
- Address issues of orthography, new vocabulary, materials development, documentation, teaching/training
- Develop a process to accredit language teachers
- Develop process and tools for assessing language fluency
- Ensure the integrity of language education programs and projects

Language Authority & Planning Sample

20 year language plan

Goals:

- Renew fluency
 - promote community awareness and usage
 - develop language resources
 - immersion programs
 - traditional teaching
 - leadership support and language use
 - leverage funding
- Teaching strategies, community strategies, nation strategies, additional actions, responsibilities

Language Authority & Planning Sample

Recommendations:

- Dialects be acknowledged but not become a road block
- Chiefs and council accept, support and implement the language revitalization plan in their respective communities
- Chiefs and council include financing for the plan
- Chiefs and council develop and implement language and culture policies
- Designate a language and culture portfolio - create a position
- Ensure quality teacher certification and training
- Acknowledge that holistic approaches are necessary, including healing programs

Q & A

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