



**Aboriginal Language Teacher Education
in BC:**

Education and Certification Needs

Report prepared by

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**For First Nations Education Steering Committee
Aboriginal Languages Subcommittee**

May 1998



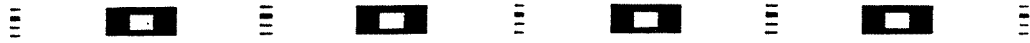


Glossary

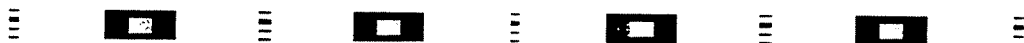
BCCT	British Columbia College of Teachers
BGS	Bachelor of General Studies
FNSL	First Nations as a Second Language
IRP	Integrated Resource Package
NITEP	Native Indian Teacher Education Program
PDP	Professional Development Program
SCES	Secwepemc Cultural Education Society
SD	School District
SEI	Secwepemc Education Institute
SFU	Simon Fraser University
TPR	Total Physical Response
UBC	University of British Columbia
UNBC	University of Northern British Columbia
UVic	University of Victoria

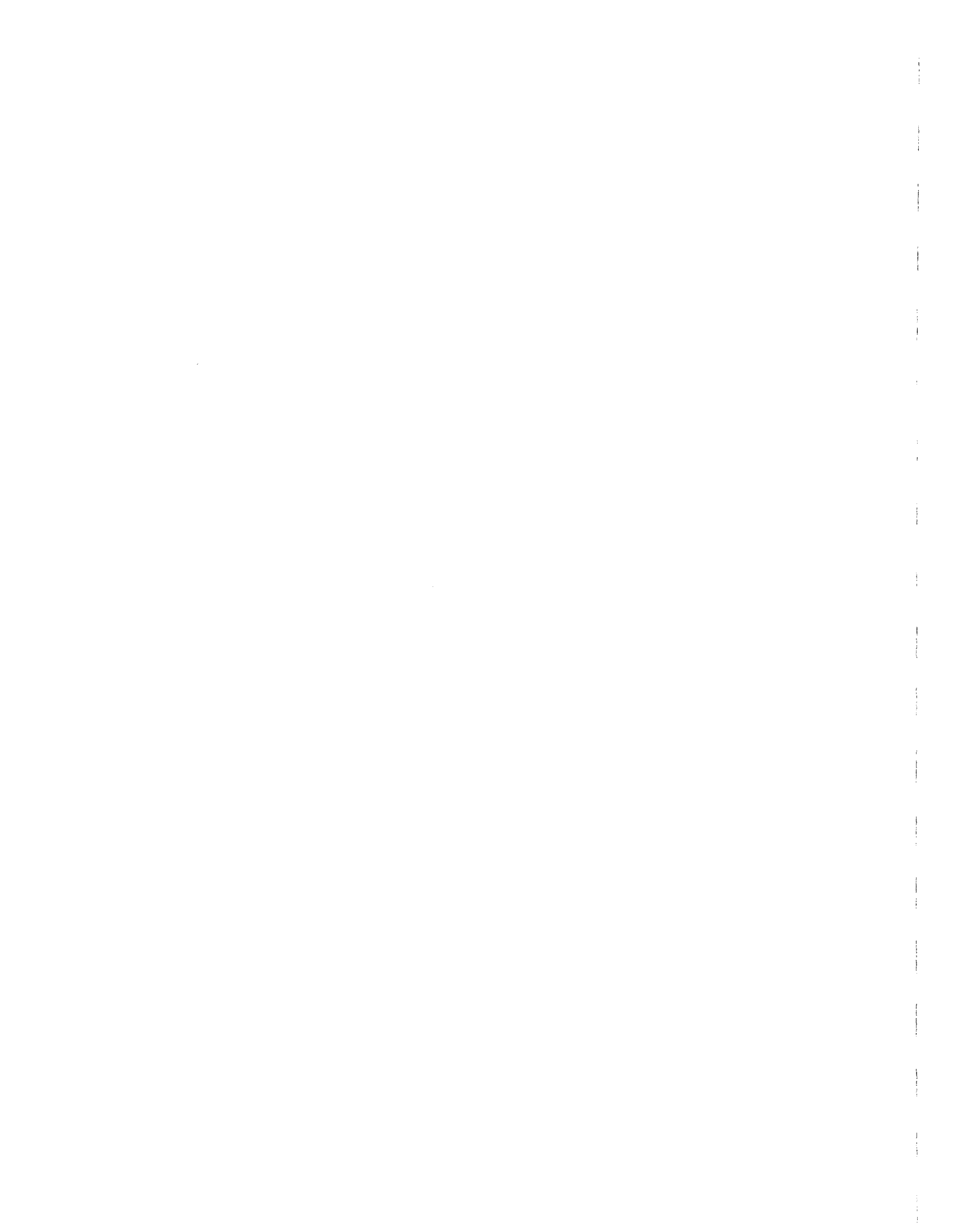
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1. Introduction

A. Scope of the Project:

In the Fall of 1997, the First Nations Education Steering Committee's (FNESC) Aboriginal Languages Subcommittee contracted the Secwepemc Cultural Education Society (SCES) in Kamloops to undertake a study to make recommendations with regards to training, education and certification needs for British Columbia Aboriginal language teachers. In particular, the project was to assess:

1. What training/certification do language teachers currently have?
2. What language teacher training programs are currently available?
3. How, where and by whom are programs developed and delivered?
4. What are the barriers to obtaining training?

In addition to the above, the objective of the research project was to identify training needs, assess how these needs can be met, and deliver a work plan and proposal for resourcing what has been identified as future Aboriginal language teacher education programs.

In order to research the issues stated above and to provide meaningful answers to questions about Aboriginal language teacher certification, training and education needs, we determined that the best approach would be to work within the overall context of assessing present Aboriginal language teaching and school programs in the K-12 education system, in so far as they relate to the present critical situation of Aboriginal languages in British Columbia, and what lies ahead in saving or maintaining them. Thus, the first portion of this report will review these issues. They have been addressed in much more detail in the *Handbook for Aboriginal Language Program Planning in British Columbia*, authored by Marianne Ignace, which the Aboriginal Languages Subcommittee of FNESC published in April 1998.

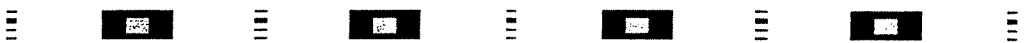
Following the assessment of present K-12 Aboriginal language programming in BC, we address training issues, and provide a description and analysis of the training and education that is currently available for Aboriginal language teachers at Aboriginal and public post

secondary institutes; and, building on such programs, what needs to be provided in the future.

Methods of Data Gathering

At SCES, Dr. Marianne Ignace, assisted by Mercedes Hinkson, Mona Jules and the clerical staff at the SCES/SFU program, undertook the research for this study. The data gathering was carried out in a variety of ways. First of all, it involved a set of focus group discussions, interviews and consultations with First Nations communities and First Nations schools, as well as school district personnel and Aboriginal language teachers. It also involved site visits and live and phone interviews with educators and administrators in Aboriginal language training institutes. We carried these out while keeping in mind acquiring information from a cross-section of people and organizations run by First Nations as well as non-Aboriginal that include Interior and Coastal language speakers and communities, those typifying single-community based and multi-community languages, those in both rural and urban settings. In particular, we benefited from discussions, interviews and workshops with the following organizations and individuals:

- Williams Lake Northern Secwepemc language teachers (a group of 12 local language teachers and speakers, and a representative from the Cariboo Tribal Council);
- Mount Currie Cultural Centre and Mount Currie language teacher training group (a group of approximately 15 lower St'at'imc language teachers and learners from Mount Currie);
- Lillooet Tribal Council, School District and Upper St'at'imc Language, Culture and Education Society (Bev Frank and Marilyn Napoleon);
- Yinka Dene Language Institute (Carrier — a group of approximately 30 Dakelh language teachers and learners, and a Yinka Dene Administrator);
- Nisga'a — Deanna Nyce, by phone;
- Nlakapmxcin language authority — discussions with Mandy Jimmie;
- Prince Rupert First Nations Language Teacher Education Program — interview with Kaui Keliipio, and information from Krisy Clifton and Debbie Leighton-Stephens;
- Secwepemc Language Curriculum Development Group; seven elders who form a curriculum working group);
- Bella Morris School District No. 73 First Nations Education Support Worker;

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- Lorna Williams, Vancouver School District — re: urban Aboriginal language programs;
 - Chief Atahm School, Chase — Aboriginal language immersion school, Principal Robert Matthew and teachers Janice E. Billy and Janice Dick-Billy, and Elder Lawrence Michel;
 - Bella Bella Community and School — language teachers Evelyn Windsor and Liz Brown, and principal Brenda Humchitt;
 - We also consulted on issues of Aboriginal language training with faculty at BC universities, including Dr. Margaret Anderson (UNBC), Dr. Henry Davis (UBC), Dr. Tom Perry and Dr. Donna Gerds (SFU), and Dr. Tom Hukari (UVic).

In addition, we relied on written information about existing Aboriginal language training programs from a number of Aboriginal language training institutions and public colleges and universities in the form of program and course descriptions, catalogues and other information which we solicited and accessed through catalogues and/or web sites.

Another focal research instrument was a survey questionnaire distributed to all school districts and First Nations schools in the province, which aimed at gathering data about the number and kind of Aboriginal language programs in the province, and the level of training or certification of present First Nations language teachers. It also attempted to identify present and future language teacher training and education needs. Many of the respondents also made very useful comments in the additional space provided.

Unfortunately, the mail strike in late November 1997 slowed down the returns of the survey, and some responses were received as late as the end of March 1998. Eventually, 47% of school districts returned the questionnaire. In view of the fact that of those that did not respond, the vast majority appear to have no Aboriginal language programs, the sample of responses appears to be reasonably representative of Aboriginal language programs in the British Columbia public schools. Of the total of 131 First Nations schools the survey was sent to, only 29 responded. However, it should be pointed out that 46 of the 131 First Nations schools on the FNESC mailing list are actually nursery/kindergarten and daycare programs, with the remaining 85 schools offering at least primary/elementary school programs and in some cases, secondary programs. Thirty-four percent of the First Nations elementary and/or secondary schools returned the survey; this sample, then, being at least somewhat representative.

The different data gathering techniques yielded a wealth of information with regards to the present situation of Aboriginal language teaching and language teacher training and education needs.

Summary of Findings

In brief, the research project substantiates what many First Nations language teachers and schools have said and felt for some time: The situation of Aboriginal languages in BC has become critical. Most of our Aboriginal languages have no speakers left younger than 40-60 years. Although some school programs have existed for 20 years, these have not resulted in Aboriginal language proficiency or use of the language among the younger generation, although they have had a meaningful and useful function as cultural appreciation and education programs, and programs which have helped to foster personal self esteem and cultural identity in school children.

At present, Aboriginal communities, language teachers and elders struggle to maintain and revive our languages. School education is seen as an important part of this by Aboriginal communities. Aboriginal communities usually express language revival and maintenance (which means producing fluent speakers) as a main goal of Aboriginal language education in the school. This, however, means improving the amount, quality and type of instruction in Aboriginal languages which is presently locally available.

In 1992, the BC College of Teachers created a First Nations Language Teaching Certificate based on proficiency in an Aboriginal language. Although a significant portion (24%) of Aboriginal language teachers in public and First Nations schools alike have Professional or Standard Teaching Certificate (which include full teacher education programs) and 20-25% have the First Nations Language Teacher certificate, to date, nearly half of all Aboriginal language teachers still have no certification at all. **Public schools and First Nations schools alike express a critical shortage of suitably qualified Aboriginal language teachers, and urgently recommend Aboriginal language teacher training and education that comprises skills in classroom management, literacy, curriculum design and use, organization, communication, Aboriginal language linguistics and, especially, teaching methods and strategies suitable for Aboriginal languages.**

Moreover, with the decline of Aboriginal languages and the present generation of language teachers near retirement age, there is a critical need to provide Aboriginal language proficiency training for the next generation of language teachers.

To date, mainstream teacher education programs at BC universities and university colleges have not addressed the need for skills and qualifications in Aboriginal language education. At present and sporadically during the past 20 years, however, various public colleges and Aboriginal institutions have provided courses and training modules for Aboriginal language teachers. Some, unfortunately, have been non-credit courses or certificates, and even those which provide(d) university credit usually did not lead to a credential recognized by the BC College of Teachers, although they often provided welcome and valuable training. In view of the fact that First Nations communities and Aboriginal language teachers stress the critical importance of **locally delivered and available** language teacher training and education, the models which are best suited for future Aboriginal language teacher education are:

- Courses and programs delivered to First Nations communities through the Secwepemc Education Institute partnership with Simon Fraser University combined with the Professional Development Program (PDP), a teacher education program which has been, and can be, locally delivered and can easily incorporate a specialization in Aboriginal language teaching; and
- The Prince Rupert First Nations Language Teacher Education Program, combined with University of Northern British Columbia courses in First Nations Studies, where arrangements for local delivery and support exist with First Nations communities.

Although the above existing programs provide basic courses, credentials (minors, certificates, teacher education programs) which should and can be utilized towards future Aboriginal language teacher education and certification, they all fall short of providing for Aboriginal language teachers with training comparable to that of teachers of other second languages, or of French immersion in BC. We will discuss and propose a new credential (minor) in Aboriginal language education which will provide a range of skills through university courses.

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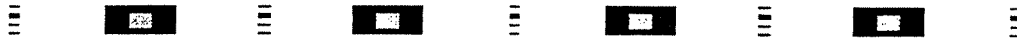
We would like to thank the First Nations Education Steering Committee and the members of the Aboriginal Languages Subcommittee for giving us the opportunity to carry out this important study. In particular we would like to thank the members and organizers of the focus groups, discussion groups, First Nations communities and institutes, and the participants in interviews, all of whom are listed above, for their invaluable help. Beyond the institutions and individuals who were helpful in the research for this particular project, we thank the many Aboriginal language teachers, institutions and communities who have shared their knowledge, experiences and concerns with us over the past few years. We also thank Mercedes Hinkson, Aboriginal language coordinator in the SFU program at Secwepemc Education Institute, for tabulating and summarizing our survey results and for participating in our consultations with Aboriginal institutes and individuals. And we thank Mona Jules, SCES language coordinator, for providing help and advice, and Debbie Donald for helping with editing this document.

Yiri7 re skukwstsétselp !

Marianne Ignace

Secwepemc Cultural Education Society/SEI Simon Fraser University Program

May 1998

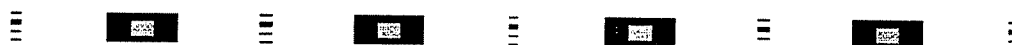


2. The State of Aboriginal Languages and Language Teaching in BC: Facts and Trends

As Marianne Ignace pointed out in the recent *Handbook for BC Aboriginal Language Program Planning* (FNESC April 1998), the majority of British Columbia Aboriginal languages are in a critical state. Previous estimates by the Assembly of First Nations (1990; 1992) and, more recently, by the Royal Commission on Aboriginal Peoples (1996), as alarming as they are, have tended to overestimate the number of speakers and users of Aboriginal languages in BC. Some of the facts that make the situation of BC Aboriginal languages critical are:

- Most of the 25+ Aboriginal languages of BC have only between a dozen and 100 fluent speakers left. Only a few speech communities have fluent speakers in the generation of 40 years and younger.
- Within Aboriginal language speech communities in BC, virtually no young children are presently raised speaking their ancestral language.
- Even the Elders who know how to speak their language often do not use it because few people will understand them, or they themselves have gotten out of the habit of speaking it.
- With English being broadcast into almost every home via television and radio, videos, as well as being predominant in personal communication, it has become the “power language” that continually tends to undermine efforts to teach younger generations their Aboriginal languages.

The circumstances are, in part, due to the devastating and far-reaching effects of the Indian Residential School System, which literally beat Aboriginal languages out of two to three generations of Aboriginal school children. They are also due to the continued education, since the 1970s, of BC Aboriginal children in an English-only school system which has consistently devalued the knowledge and use of their parents’ and grandparents’ languages.



At present — with a few exceptions in other Provinces — only a couple of the languages of the Dene family (Carrier and Chilcotin) have speakers of the younger generation, and are, to some degree at least, spoken in the home and community.

At the same time, there is a will by all First Nations speech communities to revive and/or maintain their languages. The importance of maintaining and reviving BC Aboriginal languages can be summarized as follows:

- The ability to speak one's language has a positive impact on personal and collective self-esteem, identity and sense of cultural belonging. Language and culture are closely connected and the loss of languages will result in the loss of a unique and immensely valuable part of Aboriginal heritage, which is itself an irreplaceable part of Canadian heritage.
- The Mission Statement of the BC Public School System states that "The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy." With respect to the education of First Nations people, this mission statement in turn is constitutionally mandated by the Canadian federal government. Aboriginal people in British Columbia will best be able to develop their individual potential to contribute to a healthy society and a prosperous and sustainable national economy if they are able to retain and revitalize the languages which connect them to their roots and identity.
- Current research on multilingual education and Aboriginal language retention also supports the position that learning a second language will enhance children's intellectual, emotional and social development instead of hindering it.
- In the context of the tragic history of Aboriginal language loss in this province, and in most parts of Canada, it should also be pointed out that Aboriginal language revitalization, maintenance and recovery in essence form part of an overall strategy of Aboriginal peoples to repossess their pasts, their histories, their cultures, and their collective and personal spirituality and identity. Where language revitalization has been successful, it was accomplished within the framework of healing the wrongs and

sufferings of the past and bringing about collective and individual wholeness as peoples and nations.

Maintaining and revitalizing Aboriginal or indigenous languages which most mainstream societies to this day tend to consider marginal, of little “real” importance and hardly worthy of official legal recognition, is a monumental task. It requires tremendous human resources, and in so far as it is tied to institutions which help in this effort, requires financial resources. This study will take the positive viewpoint that if urgent needs are expressed and explained, and if there are tangible ways to address these needs, then such resources should and must be found. The issue of resourcing Aboriginal language education will be addressed in the last portion of the study.

Research and examples from indigenous and non-indigenous efforts at language revival show that language revival and maintenance cannot take place by relying on the school system alone. Instead, the most important cornerstones of Aboriginal language revival and maintenance are the family and the local community. Research into indigenous and minority language retention and revival efforts has shown that restoring the **intergenerational mother tongue transmission** of Aboriginal languages in the home and family provides the best guarantee for reviving and maintaining Aboriginal languages (see Ignace 1998; Fishman 1992). However, where communities and their members are hard-put to restore intergenerational mother tongue transmission naturally in the home, institutions can help. A good example of this is the pre-school “language nest” concept, based on the New Zealand Maori Kohanga reo movement, where young children acquire an Aboriginal language that has become a “grand-mother tongue” in the setting of an immersion daycare. This effort, obviously, promises the best success if it is followed up by school immersion programs that continue instruction in the language during K-12 schooling, and adult/parent language courses that help reinstate the value and practical ability of speaking and using Aboriginal languages in the home and neighborhood.

Given that a significant amount of effort must focus on the home and community, the public school system and First Nations schools can play important and meaningful roles in the process of language revitalization. Ideally, Aboriginal language *immersion* programs from pre-school through K-12, if they are supported by family and community efforts to improve the use of Aboriginal languages, would offer the best chance of success.

Meaningful immersion programs, similar to existing French immersion (Cadre français) would include:

- full immersion at the K to Grade 4 level;
- followed by partial immersion to Grade 7; and
- followed by a bilingual program (approximately 30-40% Aboriginal language) at the secondary school level.

We will examine the training needs for Aboriginal language immersion teachers below on pp. 49-60.

Next to immersion programs, First Nations Language as Second Language programs (FNLSL) could provide a measure of success in producing proficiency among learners. This would involve existing and future school programs that have FNLSL (in lieu of French, for example) as core language programs, although the language instruction might start as early as in Kindergarten. Thus they might include:

- K-3 enrichment programs as locally developed enrichment programs, followed by
- a core language program (e.g. in lieu of French) from Grades 5-12, which can now be supported by the BC Ministry of Skills Training and Education's Second Language policy (MoEST 1996).

If serious revitalization of the use of an Aboriginal language in everyday life and in a home/community context is not the goal of a community, but if, instead, some knowledge of culturally and ceremonially important terms and phrases of the language is the goal, then language programs which aim less at proficiency than at appreciation of the culture and a very basic understanding of a few words and phrases, are meaningful vehicles. Such programs, then, would typically function as *enrichment* programs throughout all grade levels and as elective courses at the secondary school level.

→ In both cases, it should be stressed that Aboriginal communities need to realistically rethink and formulate the state of their language, their vision and goals for the future of their language they have, and what ideas, resources and institutions they have or can recruit to implement such a community or Aboriginal nation language plan.

3. Existing Aboriginal Language School Programs

Since the end of the Residential School era in the 1970s, and in the face of the decline of Aboriginal languages, Aboriginal language school programs have existed in British Columbia. Interestingly, the Northwest Territories and some Canadian provinces, as well as some areas in the United States, had “bilingual education programs” using the local aboriginal language as the language of instruction in the primary years to ease the transition into English for children who were still raised speaking their Aboriginal language. However, BC has never had such programs. When the province took over the field of Aboriginal education/curriculum in the late 1960s, the assumption was that English would be the only language of instruction, and this notion has guided the BC school system ever since. Although the *BC School Act* states that a “school board may permit an educational program in a language other than English or French (French immersion), provided that approval has been granted by the Minister and the educational program is offered in accordance with any regulations made under Section 5 of the School Act” (*Language Education in BC Schools*, Appendix I), this is almost never done in practice. Where immersion programs have come into existence, it has by and large happened at First Nations schools, and outside of the regulations of the public school system.

Present number and type of Aboriginal language School Programs in BC:

4. Public School Programs

Within the public school system, the current situation is as follows:

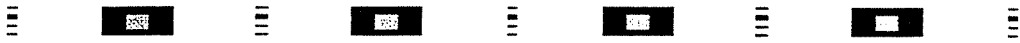
Of 59 school districts, there are 27 districts which have First Nations language programming, and 32 districts without First Nations language programs¹. Two districts that have no programs at present indicated that they were planning First Nations language programs for the future. Some districts have more than one language program. Five of the districts who responded fall into this category. For example, School District No. 27 in

Williams Lake has Chilcotin, Shuswap and Carrier programs, and No. 82 offers both Gitksan and Haisla languages in some of its schools. The tendency in BC is for language programming to be offered in rural districts with a proportionately large Aboriginal student population from particular Aboriginal nations and languages who come from Indian reserves in the school district's region or live off-reserve in the nearest urban area. By contrast, in most school districts in the Lower Mainland and southern Vancouver Island, Aboriginal students comprise only a tiny portion of the overall student population, and moreover tend to be of diverse Aboriginal origins. For example, SD No. 42 (Maple Ridge/Pitt Meadows) stated that of its overall student population, 8% are Cree, 3% Haida, 2% Ojibwa and 2% Dakota, although the Aboriginal Nation in this territory speaks a dialect of Halq'emeylem. SD No. 57 (Prince George) stated that its Aboriginal population comprised 70% Carrier, 15% Sekani, 10% Cree (with the remainder presumably miscellaneous Aboriginal). While the dominant language, Carrier, has a language program, no Aboriginal language program is offered in either Sekani or Cree.

Which Language?

Across Canada — and probably in much of the indigenous world — the tendency and protocol sustained by Aboriginal Nations and First Nations communities is for the language of the Aboriginal Nation on whose premises (territory) a school district is situated to be the Aboriginal language offered in its schools.

In some districts, the appropriate language to be taught is unambiguous, For example, SD No. 50 (Queen Charlotte Islands/Haida Gwaii) has an Aboriginal population of almost entirely Haida students. SD No. 92 is entirely situated in the Nisga'a Nation and run by a board of Nisga'a people. But other districts have two or more Aboriginal languages and Nations in their territory, such as District 27 (Shuswap, Carrier, Chilcotin), and District 57. The recent amalgamation of districts has created further multi-language and nation districts. For examples, SD 74, Gold Trail, which comprises Lytton, Lillooet, Ashcroft/Cache Creek north to Clinton and Canoe Creek includes significant Aboriginal populations of the Nlakapmx, St'at'imc and Secwepemc Nations and, since its amalgamation, is faced with offering and resourcing language programs in all three languages. Finally, we have already mentioned the urban districts, which tend to have heterogeneous urban Aboriginal populations. In the case of the Vancouver district, efforts



at Aboriginal language programming have failed due to the valid assertion of the local host First Nation (Musqueam) that its language should take priority; however, such a program did not get off the ground, and in the end this thwarted attempts to offer neighborhood-oriented programs in other Salish languages.

Types of Language Programs in the Public School System

At present, within the policies of the public education system (school districts) in BC, language courses fall into two categories: those under the BC Ministry of Education’s Second Language policy (which thus defines them as **core language programs**,) and those called **enrichment** programs which are outside of this policy. At the elementary school level, **enrichment** programs have the status of locally developed curricula (which can comprise roughly 20% of the curriculum). If they are offered at the secondary school level (especially grades 11-12), locally developed First Nations language courses are in most cases non-credit or general elective credit options. Since the new BC second languages policy took effect in 1997, Aboriginal languages which have developed either a provincially approved curriculum or a locally (school district-approved) curriculum for the Grade 5-12 level can be core language courses. Since, however, the Ministerial policy was issued only in the Fall of 1996, and since many Aboriginal language programs now face having to fit into or accommodate themselves to these guidelines, the distinction between core language programs and enrichment programs has become blurred.

Twenty-four of the 32 districts with an Aboriginal language program responded to our survey. Of these, 54% stated that their Aboriginal language program is a core program, and 33% defined their program as an enrichment program:

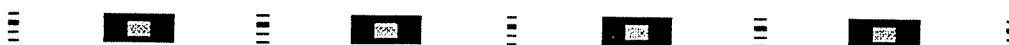
Table 1

Core Language Program	Enrichment Program	unspecified
54%	33%	13%

A. Core Language Programs

The 1996 Ministry of Education Second Language Policy states the following:

Policy Circular Number 97-03
Date of Issue: March 5, 1997
Province of British Columbia Ministry of Education, Skills and Training



(excerpt)

The Purpose of this policy circular is to:
describe the language education policy; especially the second language requirement for grades 5-8.

POLICY:

1. All students are expected to achieve proficiency in one of the official languages of Canada, either English or French.
2. Francophone children whose parents qualify for minority language rights under the Charter of Rights and Freedoms are eligible to receive French as the language of instruction.
3. All students, especially those of Aboriginal ancestry, should have opportunities to learn an Aboriginal language.
4. The Ministry encourages opportunities for all students to learn languages that are significant within their communities.
5. English and French will be taught as first languages, all other languages will be taught as second languages.
6. All students must take a second language as part of the curriculum in grades 5-8, except where students are:
 - identified as having special needs or are receiving English as a second language services (ESL); and
 - unable to demonstrate their learning in relation to the expected learning outcomes of the second language course; or
 - enrolled in Late French immersion in Grade 6.
7. School boards will choose which second languages will be offered. Core French will be the language offered if the school board does not offer an alternative.
8. Only second language curricula, which have education program guides listed in the Education Program Guide Order, are eligible to meet the second language requirement for grades 5-8.
9. Students must take a second language in Grade 8 now. Other aspects of the policy will be phased-in as follows:
 - students must take a second language in grades 5-7 beginning September 1997;
 - language curricula used to satisfy the second language requirement in grades 5-8 must be listed in the Education Program Guide Order by September 1997.
10. School boards may develop their own second language curricula for elective or additional language studies as permitted under the Local Programs Order.
11. School boards may apply to the Ministry to have their locally developed second language curricula given provincial approval (a locally developed second language curriculum which has received provincial approval is eligible to meet the second language requirement for grades 5-8).

The Language Education Policy was developed against the backdrop of the Federal official and minority languages policy. Its objectives are:

-
- 1) That all students in British Columbia become proficient in English
- 2) That minority francophone children can be educated in French (see Charter of Rights and Freedoms).
- 3) It makes particular reference to Aboriginal languages by noting:

The provincial government acknowledges the need to promote Aboriginal language and culture programs in British Columbia schools because they are indigenous to this province and are endangered. These languages should receive the benefit of extraordinary policy consideration. The government supports the need for understanding among cultures and encourages access to these languages for all students wherever possible. ... School boards are encouraged to support the language preferences of the local Aboriginal peoples. Boards should consult with Aboriginal communities to determine which languages may be offered in schools.

The Ministry of Education, Skills and Training will consider requests to financially support curriculum development for Aboriginal languages in addition to existing language and cultural funding already provided.

- 4) It deals with second language education, with the following provisions:
It “endorses” (but does not require) the learning of additional languages from K to Grade 4.

In addition, the policy regulates that all students, except those exempted through a special needs provision, **must** take a second language in grades 5-8 from 1997/98 on. Moreover, it requests that by the 1997/98 school year “eligible curricula to satisfy the second language requirement in grades 5-8 must be provincially approved.” For grade levels 9-12 (where language is not mandatory, since attendance in school is not mandatory), curricula need to be approved by the Ministry, although locally developed second language curricula can be approved as provincial curricula by the Ministry. The Ministry further noted that it would “consider approving provincial curricula for second languages in consultation with school boards and local communities” and promised that a language template would be provided to help school boards develop their language curriculum. This template in the form of a generic Grade 5-12 Second Language Integrated Resource Package (IRP) was issued and distributed in February 1997, although its computer disc-format which was promised at the same time has not been distributed by the time of this writing. Provincially

approved curricula have since been developed for French, and for the heritage languages Punjabi, Japanese, Mandarin, German and Spanish.

An important consideration when a First Nations community considers developing an IRP is: where languages are approved by the local school board and by the Ministry of Education for instruction at the Grade 5-12 level, the funds for language instruction will come out of district funds for instruction, rather than targeted funds or other initiatives. However, the offering of language instruction in this manner is then also subject to continuous school board approval, which, according to the Ministry is to be based on enrollment as well as other factors. Aboriginal languages which are offered in this fashion, then, must continue to have sufficient enrollment in order to be offered continuously.

The Ministerial approval of a language program involves the following steps: following the establishment of a need by the local community and the School Board, the school board initiates the IRP development and notifies the Ministry's Curriculum and Resources Branch. A team is then established to develop the draft IRP. The draft IRP needs to be approved by the school board, which forwards it to the Ministry for review and response. (See Chart, Languages Template Development Package, p.5.)

By early 1997, the situation that emerged for Aboriginal language programs from the new Language Education Policy was as follows:
For all Aboriginal language programs at the Grade 5-7 or 5-8 level, the new policy meant that in order for students to be able to take the Aboriginal language as a recognized second language, it needed almost instant provincial approval (i.e. by Fall 1997). Otherwise, students would have to switch to another provincially approved language, usually French, while the local First Nations language would be sanctioned as an "enrichment" course only, without satisfying the language policy. When they considered these implications, First Nations communities feared that the new policy would put the future of many First Nations language programs in jeopardy. Subsequently, the Ministry released a Ministerial order which would enable locally developed Aboriginal language courses to fill the language requirements, as an alternative to approval under the template. The Ministry noted that this alternative was developed "because of apprehension that the strict requirement of the template would eliminate Aboriginal programs. This alternative gives

local language programs the status of provincially approved courses.” (Personal communication from: Rob Henderson, MoEST, November 1997.)

There were and are also difficulties of protocol, First Nations/school district communications, and the appropriateness of language programs developed under the new policy. Some of these problems were expressed by First Nations educators and language teachers at meetings (see: *FNESC Aboriginal Language Subcommittee meeting, Kamloops, April 1997*):

- Since not all school boards have good working relationships with Aboriginal communities and First Nations, information about the language policy and IRPs in many cases has not been passed on to local aboriginal language organizations and/or First Nations, let alone Aboriginal language teachers.
- No process is in place for mandatory input into, let alone autonomy over, Aboriginal language IRPs by First Nations language communities. Under existing policy and guidelines, school districts, if they choose, can develop Aboriginal language IRPs without the participation of First Nations communities. Moreover, school district boundaries and Aboriginal language boundaries do not match; at present, many school districts include more than one Aboriginal language, which means that they either have to prioritize which language is to be developed, or ignore Aboriginal language IRP development; other Aboriginal nations/languages find themselves in more than one school district (for example, Shuswap is represented in five districts!), and are caught up in the bureaucracies of the districts which provide little opportunity or incentive for speakers/teachers of the language to work together on IRPs.
- There has been poor communication between the Ministry and First Nations organizations regarding the policy and its effect, but especially with regards to the approval process for IRPs.
- The language template is not entirely appropriate to the objectives, meaningful learning outcomes, teaching strategies, and cultural context of Aboriginal languages. At the same time, the existing template indicates that large sections “must not be modified” and “must appear in your language IRP exactly as written in the Languages Template”.

There is very little First Nations input and/or expertise at the Ministry level into the approval of Aboriginal language IRPs.

- While the Ministry of Education, Skills and Training has since declared that languages can be approved without IRPs, the latter are still recommended to obtain approval and recognition of First Nations languages in the BC school system.

To deal with some of these concerns, the new Ministerial order requires that local Aboriginal language courses can be developed only if a school board enters into an agreement with a First Nations community to provide courses in its language.

excerpt from:

**BC Ministry of Skills, Education and Training
Ministerial Order to Amend BC Second Languages Policy**

...adding the following section:

Local Aboriginal Language Course

5.1 Despite Sections 4 and 5, a board may offer to a student in grades 5-8 an educational program in a second language which does not meet the learning outcomes set out in an educational program guide if that program is

- a) a local Aboriginal language course developed in accordance with Ministerial Order 147/80, the Local Programs Order, and
- b) a board has entered into an agreement with the council of a Band for the provision of the local Aboriginal language course as part of a student's educational program.

In practice, core language programs in school districts tend to involve a number of hours of instruction per week (90-120 at the Grade 5-7 level; block system at the Grade 8-12 level) and are thus comparable in contact hours to French as a second language programs.

A. Enrichment Programs

These involve programs which do not fall under the second language policy. A number of enrichment programs exist at the high school level, providing elective credit for a First Nations language; however, they do not provide Grade 11 or 12 **second language** credit.

Since primary to Grade 4 Aboriginal language programs do not fall under the Ministerial policy, they count as enrichment programs under the present second languages policy.

It should be pointed out that some programs that were listed as core second language programs by school district respondents to our survey may indeed be enrichment programs. For example, one school district listed its programs as core second language programs, although the program has no scope and sequence, no IRP or IRP in progress. Some primary/elementary programs were listed as core, although they appear not to fall into the policy for the most part. An additional factor is that, in view of the second languages policy, some districts have begun phasing in Aboriginal language programs at certain grade levels, with further grade levels to be added on as cohorts progress through the program. Perhaps the responses to the questionnaire indicate the general confusion that exists at present about the subject of core language programs, IRPs, the second language policy, etc. My experience with local community and school district aboriginal language workshops has shown that the public policies, guidelines and frameworks surrounding Aboriginal language programming are poorly understood by both First Nations community members and teachers, and even by school district officials. In the latter case this is often due to the fact that Aboriginal language programs tend to be marginal parts of a school district's course offerings.

There is great variation in the availability of curricula and resources. Some language groups have detailed curriculum plans and instructional resources, while others have no plans and few resources, or have only recently begun to develop resources.

Are core language courses in the public system efficient in producing language proficiency? Although no systematic research on this topic was carried out through this project, most Aboriginal language programs at present do not produce proficiency in understanding, let alone speaking in Aboriginal languages. They by and large function by

teaching a small range of culturally significant words (animals, environment, hunting, gathering, fishing, crafts, and short expressions of greetings, introductions, action commands, number and color words, and the local alphabet). Interestingly, some First Nations as a Second Language programs produce fairly good First Nations language literacy skills, but little in the way of speaking and comprehension skills. While 12 of the 37 programs that responded noted that a scope and sequence existed for the language program, in general, there tends to be no clear cut scope and sequence for what constitutes communicative competence in the language, focused around number and range of vocabulary items known and mastered by students, as well as grammatical concepts.ⁱⁱ

B. Public School Enrichment Programs

Enrichment programs typically include primary Aboriginal language programs. Instruction varies from 15-20 minutes, two to three times per week to 45 minutes twice per week, or even 30 minutes four times per week. Most programs tend to provide short sessions of language instruction based around teaching colors, animals, numbers and alphabet. Few such programs provide a scope and sequence of learning outcomes and mandatory assessment strategies for students' progress in communicative competence (i.e. vocabulary building, grammar, pronunciation, listening and understanding skills).

C. First Nations School Language Programming

Among the 29 First Nations (Band-operated schools; 39% of which, have at least a primary program) which returned our surveys by December 10, 1997, a variety and range of school programs exist. Most of these schools operate K-3 programs, and many of them go to at least Grade 7 or 9. Five go to Grade 12. In some First Nations schools, the Aboriginal language program levels entirely match the general grade levels of the school, while a few of the First Nations Schools that have high school programs do not have Aboriginal language offerings at the high school level. Three of the respondents had Aboriginal language programs at all levels between K and 12. Instruction in the First Nations language is typically 60-120 minutes per week at the primary/elementary level and where it continues at the Grade 8-12 level, it then moves into a block system. Twenty-one of the 29 programs that responded stated they have a curriculum plan with a scope and sequence; the remainder function without such a plan or didn't know if they had one. Even among

the programs that stated they had a scope and sequence, the extent of this was fairly limited, or the curricular scope and sequence was not used by the language teachers who taught the language. This situation holds for both public and band operated schools.

D. Aboriginal Language Immersion Programs in BC

To my knowledge, there now exist a few immersion programs in First Nations operated schools in British Columbia. Among these are Chief Atahm School in Chase and Gitwangak Elementary School; and, I think, a primary level Tsilhqot'in immersion program was recently begun in the Williams Lake area.

One immersion school, Chief Atahm School, which operates a K-7 Secwepemc (Shuswap) language immersion program on the Adams Lake Reserve, responded to our survey. We also met with the principal, teachers, support worker and elder language teacher at the school to discuss training and other needs for immersion programs. Like other First Nations operated schools, Chief Atahm School faces the problem of being able to access only the minimal funds towards operation that the Department of Indian Affairs provides on a per-capita student base to First Nations schools. At the same time, immersion programs face higher staffing needs, and even more so, higher curricular and instructional resource needs than English language K-12 programs. In order for immersion language education to be effective and productive, all areas of the curriculum for the age levels taught must be translated and adapted into the Aboriginal language. Since First Nations operated schools cannot access targeted funds or Ministry of Education curriculum development funds, this is a very difficult task. At the same time, immersion programs like that of the Chief Atahm School program are fostering tremendously improved level of competence in students. Chief Atahm School has recently developed and begun to implement a scope and sequence of communicative competence (vocabulary, grammar, pronunciation) for its program.

It should also be pointed out that if language training for FNSL teachers is hard to come by, specialized and intensive training and education in Aboriginal language immersion teaching is almost non-existent in Canada. The two immersion teachers at Chief Atahm School have Professional certification from a mainstream teacher education program (SFU), and have improved their language fluency through work with elders in the

classroom and the community. The school has also intensively involved numerous fluent elders in the classroom through team teaching efforts, many in part-time roles. The school is also fortunate to have a fluent elder who has a teaching certificate as a part-time teacher and curriculum developer. Much of the teachers' Aboriginal language teaching skills have derived from workshops and courses through Secwepemc Education Institute and other organizations or from individuals, in Total Physical Response teaching, and recently, through collaboration with a local French immersion teacher.

Training in Aboriginal/indigenous language immersion teaching skills is more readily available in the United States. For example, in July 1998 the University of Hawai'i at Manoa is offering a week-long summer institute on advancing language immersion education.

In 1996, the Native Studies Program at St. Thomas University in Fredericton, New Brunswick, developed and began a Native Language Immersion Teachers Training program. It is supported by Mikmaq and Maliseet communities. Its purpose is to train "speakers of our languages to teach in the medium of the other tongue, and to retrain existing teachers who are fluent in their language to do so." The present program consists of twelve half-credit courses (i.e. three credits each), three of which are introductory, three in linguistics, three in methods; two are immersion courses (conducted in either Maliseet or Mikmaq). It was realized that "the state of our languages in the Maritimes is so bad that there are not enough university-age Native students who speak their language to sustain a full-time program in Native language immersion teaching. This means that we must draw on more mature people as potential teachers in an immersion program." The program aims at training a) qualified Native teachers who are also fluent in their languages, and b) fluent parents, "who need to be empowered with a new belief in their language, with skills to teach in the language, and with confidence in themselves."

The program also plans to have adult university credit extension courses for parents of future immersion children in order to improve their fluency and use of the languages. The program is still in the process of arranging credit for the teacher education program.

5. Why is it so Difficult to Attain Aboriginal Language Proficiency in the School System?

In general, among most schools, communities and individuals that we consulted with, existing First Nations as a Second Language programs do not tend to produce any significant amount of proficiency in the Aboriginal language taught, nor have they to date achieved the use of the Aboriginal language outside of the school among the younger generations.

Reasons:

- 1) Lack of use of Aboriginal languages in First Nations communities.
- 2) A fairly limited amount of instruction in First Nations language:
Primary: 15-20 min., 3-5 times/week
Elementary: 30-40 min., 3-4 times/week
Secondary: where it exists, in a block system.
Many primary/elementary programs are not followed up by a secondary program.
- 3) Lack of valuation of the language in the community, and lack of community support. In fact, many Aboriginal language teachers note that they are the only person in the community who promotes the language and teaches it to the young, and that parents and grandparents have become complacent thinking that they need not do any work in using and teaching the language to the younger generation.
- 4) Lack of curricular resources — often cited, but in reality this boils down to lack of training among teachers in how to effectively use existing resources and make up their own.
- 5) More significant is the lack of scope and sequence in two important aspects:
 - a) with respect to delivering a progressive and age-appropriate sequence of vocabulary and culturally as well as functionally relevant content;
 - b) with respect to delivering a scope and sequence of communicative and grammatical competence.

Knowing a language intuitively does not automatically mean that one can teach it. Aboriginal languages are extremely complex and difficult to learn. They involve grammatical concepts which are very different from English and other Indo-European languages. In some instances, the grammar of these languages is poorly described and has not been analyzed, although fluent speakers obviously know it intuitively. For Aboriginal language instruction beyond the very basic level, it is crucial for teachers to be able to describe and analyze their language in order to teach grammatical patterns and sequences.

- 6) Beyond this, language teachers require training in how to effectively teach communicative competence in a language.
- 7) Teachers skills in assessment and evaluation methods are very limited. In addition, few of the existing Aboriginal language programs have mandatory assessment and evaluation of students' improved communicative competence in the language.

Aboriginal language knowledge among students, even after several years of elementary/secondary instruction, tends to involve:

- a limited range of vocabulary (maybe 500 terms); and
- words only, or at best, a command over very basic sentence structure, such as simple declarative sentences, and very simple questions.

On the positive side, in communities where students still hear the language being spoken by elders, they tend to have fairly good pronunciation, especially if the school program enforces this. Thus, Bella Bella teachers noted that students had little difficulty with tone (Heiltsuk has two tones), whereas for outsiders, the pronunciation of the language is very difficult to grasp.

It was also noted and observed that students who had completed high school courses in a First Nations language, where much of the focus tends to be on reading and writing, had fairly good literacy skills in the language, although understanding and speaking skills lagged far behind.

While realizing that most First Nations as a Second Language instruction has not produced proficiency, language teachers and educators have noted that language programs do fulfill an important function in providing appreciation and knowledge of the local First Nations culture.

The immersion program at Chief Atahm School is the exception, with students in the intermediate grades who have had several years of Secwepemctsin immersion being considered quite functionally fluent by teachers and elders. A challenge for the school still remains to increase the use of the language outside of the classroom and to work with students' parents in helping them to become more fluent. To this effect, Secwepemc Education Institute/Simon Fraser University delivers local adult language courses.

6. Comparison: Other Core Second Language Programs — e.g. French; French immersion

It would be unfair to single out Aboriginal language programs as the only second language programs that do not produce proficiency in students after several years of study. Indeed, the general verdict among parents, graduates and educators is that French education in the BC public school system has, at least in the past, rarely produced students that became anywhere near proficient in French through school programs, even where these involved several years of study of the language.

Why?

- Lack of teacher training?
- More than this no need for average students in BC to gain communicative competence in French, since for the most part they rarely have the opportunity to use the language, let alone the need.

British Columbia's new Second Languages Policy, discussed on pp 15-21 above, obviously addresses this issue. It remains to be seen what the long-term effects of the policy will be.

French immersion, which has existed in Canada and in British Columbia since the 1970s, by contrast, has provided much more intensive education in the French language, and has led to much higher competence in French among students.

Communicative competence/listening skills:

As critics of French immersion have pointed out (e.g. Hammerly), French immersion has not guaranteed automatic command over grammatically and phonetically correct French after thirteen years of daily extensive exposure to French alone. In recent years, French immersion programs have increasingly built in error correction in vocabulary, pronunciation, and grammar, and grammatical patterning and drills.

7. Existing Certification Level of Aboriginal Language Teachers and Teacher Certification for Non-Aboriginal Languages

Some First Nations language programs have existed in BC schools for nearly 20 years. Many more have been in existence for five to ten years. For the first dozen years or more of language programs, as they were being implemented by public schools and in band-operated schools, the teachers who delivered language instruction were recruited from among the fluent speakers of the language. For most languages of BC this meant the recruitment of elderly individuals (my estimate is that 90% of them are women) who were fluent in the language but who usually did not have education and certification through the British Columbia College of Teachers as regular classroom teachers (e.g. standard or professional certification). The BC College of Teachers is an organization independent of school districts, the Ministry of Education, the BC Teachers' Federation and the Universities which train teachers. It does not offer teacher education, but it licenses or certifies teachers, as mandated by the BC Provincial government.

Until the early 1990s, Aboriginal language teachers were usually hired as teacher assistants, and thus at pay scales which were well below those of certified teachers. As teaching assistants, under the terms of the *BC School Act*, they also could not teach classes by themselves, but had to deliver language instruction under the supervision of a certified teacher, usually the regular classroom teacher. Aboriginal language teachers, educators

and others recognized that this situation in the school system did not do justice to the invaluable knowledge of fluent speakers/elders who taught the language.

In 1990-91, a committee of representatives from the BC College of Teachers and First Nations communities revised the existing by-laws of the College to allow for the certification of First Nations language teachers as valid teachers. In creating a new category of certification for First Nations language teachers, the College and the First Nations advisory committee who designed the new by-law considered that in British Columbia, due to the state of Aboriginal languages, most Aboriginal language teachers were elderly, and it was unreasonable to put them through a full four to five year teacher education program which would lead to Standard/or Professional certification. But, it was also recognized that proficiency in a First Nations language cannot be replaced by other criteria, such as level of education.

Eligibility for a First Nations Language Teacher Certificate therefore rests on the following criteria:

- a) the applicant must be proficient in a particular First Nations language; and
- b) it must be a local **First Nations Language Authority** which declares that a person is proficient in a particular language.

In addition to receiving a declaration from the language authority, the First Nations Language Teacher Certificate applicant must fill out an application form, submit two confidential letters of reference, official transcripts from institutions attended (where this applies), a verified copy of a birth certificate, and the application fee (currently \$140). The application authorizes the college to conduct a criminal record search. The certificate is initially an Interim First Nations Language Teacher Certificate, valid for a four-year period. After completing 1.5 years of teaching experience and by being recommended by a school superintendent (or assistant superintendent, or administrative officer) who has supervised and evaluated the applicant's classroom teaching performance, the interim certificate holder can qualify for a permanent certificate.

For First Nations languages, the most meaningful process of evaluation remains to be determined, since the school superintendent (or the assistant superintendent, or administrative officer delegated by the superintendent) is not usually a speaker of the First

Nations language. In turn, the executive officers of the First Nations language are often not trained teachers/evaluators. The FNEESC Aboriginal Languages Subcommittee and the BC College of Teachers have flagged the issue of the First Nations Language Teacher Certificates, since many obtained since 1993 are about to expire or have already expired.

We see a necessity to design and recommend a process for evaluating First Nations language teachers which will do justice to their teaching competence, as well as to their competence in teaching their particular First Nations language in a proficient and culturally appropriate manner.

By-law 2.B.01 (d) of the British Columbia College of Teachers specifies that:

- 1) The First Nations Language Teacher Certificate shall require the applicant to be a proficient speaker of a First Nations language; and
- 2) the First Nations Language Teacher Certificate may be issued to individuals who have been recommended by the appropriate First Nations Language Authority

Declaration of Language Authority

We, the undersigned, hereby declare to the College of Teachers that to the best of our knowledge, the person named in this application is a fit and proper person to teach our First Nation's language and culture; and We also declare that the person named in this application is a proficient speaker of our First Nation's Language and has a broad understanding of our culture and society.

Authorized Signatures (at least two):

As indicated above the by-law of the BC College of Teachers allows certification on the basis of proficiency in the language alone. First Nations language teachers are **not** required to complete a teacher education program at a university. However, many

language teachers themselves realize that proficiency in the Aboriginal language alone does not make them efficient language teachers. Among both school districts and First Nations schools, this was acknowledged as well. Some comments and suggestions were:

- “It is important for our First Nations language teachers to have skills in teaching and classroom management, yet there are no programs to assist with this unless they go through the regular teacher training courses.”
- “Most of our fluent speakers are elders. Their skills should be recognized and it should be recommended that they take training. Teaching in a classroom is very difficult.”
- “All our teachers are fluent and knowledgeable but lack classroom management, classroom readiness, curriculum development skills and language teaching methodology training.”
- “A First Nations language teacher should have all skills including, classroom management and organizational skills, how to handle students, how to test their knowledge of the language (assessment and evaluation).”
- Other schools added linguistics and technology training to teaching methodology, classroom management and day to day organizational skills.
- Classroom management skills were stressed by school districts in particular.

The very fact that Aboriginal language teachers who have certification from the College of Teachers have eagerly sought out language teacher training courses, workshops and in-services suggests that they themselves see the need for training, education and the upgrading of skills. Likewise, the American Indian Languages Institute, which since 1978 has provided training in language instruction for teachers, administrators and parents in the American Southwest, stated:

1. *We cannot teach language simply because we are speakers of that language. We must know what our language is like — its structure and function in everyday existence.*

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2. *Even when we know these things about our language, we cannot teach it effectively. We need to know how our language may be acquired by our children. If we know the process we have a better framework with which we can develop curriculum and teaching materials.*
3. *We need to know what a curriculum should include, in what sequence and how much... We must emphasize how we use our language if that language is to be useful. We therefore, do not teach a language just as an academic subject: We teach language as part of our total existence and as a basis for meaningful existence (Watahomigie and Yamamoto 1992, quoted in Fettes 1992).*

In addition to the issue of training not being addressed by the existing certificate, there is the issue of if and how First Nations language authorities constitute themselves. According to the BC College of Teachers, six years after the by-law was put in place, less than half of the Aboriginal languages of BC have created a First Nations Language Authority, making it impossible for teachers of languages without an authority to become certified language teachers.

Those communities/languages that have formed language authorities have also faced the issue of what will be the criteria for certifying individuals as "proficient." While some language authorities have well-established criteria for certifying language teachers, others have informal criteria for assessing fluency by consensus.

For example, the Upper St'at'imc Language Authority stipulates assessing the abilities of applicants through oral interviews and/or stipulates the completion of Beginner to Advanced level Aboriginal language courses. Secwepemc Language Authority at present has no assessment criteria but bases its certification of an applicant's proficiency in Secwepemctsin on consensus and its prior knowledge of the applicant's competence in the language.

Most critical perhaps for the future of the First Nations Language Teacher Certificate based on proficiency is the increasing and by now often critical lack of fluent or proficient speakers of Aboriginal languages in the young to middle aged adult generation.

8. Past and Present Aboriginal Language Teacher Education Programs

Although it appears that there is a tremendous vacuum and unfulfilled need with regards to Aboriginal language teacher training and education programs, a number of such programs, or at least courses, actually have existed in the past. Some continue into the present or have been developed recently. Below is a listing and critical analysis of their accomplishments and shortcomings. Overall, conversations with teachers and observations of effective language teaching programs have shown that language teachers have enormously benefited from them in the past. These courses offered by diverse institutions, some credit, others non-credit, have indeed yielded the only useful and meaningful language teaching skills. It should be pointed out that to date, all programs have aimed primarily at training to teach First Nations as a Second Language (FNSL), with very little focus on teaching immersion, although teachers in the hand-full of existing immersion programs have benefited from courses in some of these programs.

A. Universities and University Colleges:

1) **University of Victoria (Uvic):** UVic offered a Native Indian Language Diploma Program between 1974 and approximately 1980. Courses included the following, mainly offered through the Department of Linguistics:

LING 120	Principles of Phonology
LING 121	Principles of Morphology and Syntax
LING 122	Phonological Analysis
LING 123	Grammatical Analysis
LING 124	Discovery Procedures I (in grammar/morphology)
LING 125	Discovery Procedures II
LING 126	Pedagogical Grammars of Amerindian Languages
LING 127	Amerindian Lexicography
ED-B 490	Principles of Teaching Second Languages

These courses comprised approximately 27 credit hours and students completed them in one academic year. During the late 1970s, a number of Aboriginal people — mainly speakers of their languages from diverse backgrounds — completed all or some of these

courses. Eventually, the program was discontinued. Dr. Tom Hukari of the UVic Department of Linguistics wrote to us,

There were a number of reasons for discontinuing the program. I believe that the initial pool of interested applicants was eventually used up, so applications tapered off to the point where the numbers were too small. We did not attempt to actively increase that pool by advertising and this was due to two other concerns. First, we found it very difficult to deal with classes containing students who spoke different languages. (In fact, our faculty members took on horrendous course loads by splitting up classes into miniature sections according to language. If I recall correctly, I had about 30 teaching hours per week in 1974-75.) Second, we were concerned by the unenthusiastic reception many of our students had when they returned to their home communities. The diploma was not a passport to teaching in public schools, and it often offered graduates no special position within the local Band's educational/cultural administrative system.

However some local language teachers in the province learned to become proficiently literate in their language through this program, and also became quite good at linguistic analysis. The problems of the UVic Program seem to revolve around the issues Dr. Hukari stated:

- In the format chosen, it became difficult to accommodate speakers of diverse languages and language groups.
- Although students received UVic transcripts, the program did not lead to a credential recognized by schools and teachers.
- Moreover, in terms of language teacher training needs, it was heavily based on grammatical and phonetic analysis of languages by people who already knew how to speak them. It included only minor portions that focused on Aboriginal language curriculum and Aboriginal language teaching strategies.

Although the language diploma is defunct, a number of linguists at UVic continue to carry out work on Aboriginal languages in BC (e.g. Dr. Tom Hess, Dr. Hukari). UVic also offers an undergraduate degree in Linguistics which includes the usual range of Linguistics courses.

2a) Simon Fraser University Prince Rupert First Nations Language Teacher

Education Program: This program began as a liaison between the Simon Fraser University Faculty of Education and School District and the now defunct North Coast Tribal Council. At present, the Tsimshian Tribal Council is the First Nations partner. The program has been in existence since approximately 1990 and produced a first cohort of graduates with SFU Bachelor of General Studies (BGS) degrees plus the PDP (12 month teacher training) program in 1995. A new and ongoing cohort of 12 students began the program in January 1996 and is expected to graduate with a B.G.S. and PDP program in August 1999. In contrast to most other programs available for Aboriginal language teachers, the Prince Rupert program is a full credit and credential university teacher education program which leads to Standard and Professional certification with the BC College of Teachers. While the program provides credit academic courses through the SFU Faculty of Education and Faculty of Arts, its language component has mainly been provided through UNBC First Nations Studies courses. Students in the current cohort have completed four UNBC courses at three credit hours in the local Aboriginal language (of the 12 students currently enrolled, 11 are Tsimshian, one Nisga'a), with two more to follow. These courses have to date focused mainly on analysis of Tsimshian (Smalgyax) texts rather than conversational Smalgyax. They also completed a 6 credit hour SFU course, (LING 310) "Intensive Survey of Linguistic Analysis". In addition, the program has provided two courses in Aboriginal language teaching curriculum and methodology through the SFU Department of Linguistics and Faculty of Education. The benefit of this program is that it leads to actual teacher certification. In order to be more effective in training future language teachers — who cannot be presumed to be fluent — it may require more a) courses, b) more intensive training in proficiency in the Aboriginal language(s) of the area, and c) more extensive training in language teaching methodology and curriculum development.

At present, the Prince Rupert program is also addressing the training needs of present fluent speakers/language teachers by providing them with access to courses and mentoring in lesson planning, organizational skills, and assessment.

2b) Simon Fraser University (SFU): All of SFU's present efforts in Aboriginal language training are through either the Prince Rupert First Nations Language and Culture Teacher Education Program (see above), and, most comprehensively, through its partnership with Secwepemc Education Institute (SEI) in Kamloops.

Simon Fraser University offers a Certificate in First Nations Language Proficiency through its Department of Linguistics. This certificate is not offered at its Burnaby Mountain or Downtown Harbour Centre campuses, but only at Secwepemc Education Institute in Kamloops, and through SEI's liaison with numerous Aboriginal communities and organizations. SFU's Department of Linguistics offers a degree program in Linguistics, and like UBC, offers various courses in linguistic description of North American Aboriginal languages. SFU also offers a Minor program in First Nations Studies, which can include up to 12 credit hours (4 courses) in elective credit through Aboriginal language courses. At present, this Minor — which the BC College of Teachers recognizes as a teachable subject — is only available at SEI in Kamloops. Portions of it (although not the elective language components) have recently become available through distance education, and the university is planning to implement the Minor in Burnaby in the near future. In addition, SFU's Faculty of Education has offered courses in Aboriginal language teacher education, mainly at Secwepemc Education Institute and in Prince Rupert, targeted at providing language teaching methods, and curriculum and language literacy skills to Aboriginal language teachers and teacher trainees.

3a) University of British Columbia (UBC): UBC has recently developed a program in Linguistics and First Nations Languages as part of a Bachelor of Arts degree. Besides including first through fourth year courses in linguistic analysis with a focus on Native languages, it includes two levels of 6 credit hours each in a particular First Nations language aimed at listening, speaking, reading, writing and structural understanding of the language. The Musqueam dialect of Halq'emeylem (which is the First Nations language of the area) is the only language offered at present and so far at the basic level only. Most students in the present Musqueam language class (taught by SFU linguist Dr. Donna

Gerdts) are non-Musqueam. The UBC Linguistics Department has some good faculty experts in descriptive linguistics of North American Aboriginal languages, particularly BC Aboriginal languages, who have carried out extensive local language teaching and curriculum work with Aboriginal languages (e.g. Dr. Jay Powell, Dr. Henry Davis) or are well known experts in Northwest North American languages (e.g. Dr. Dale Kinkade). Yet UBC appears not to have at present a great priority towards the delivery of Aboriginal language courses in local First Nations communities, which limits its capacity towards work with First Nations communities in this area.

UBC offered summer courses for Aboriginal language teachers during the 1980s and early 90s through its Faculty of Education. En'owkin Centre (see below) has also offered UBC credit courses in Penticton, attended by language teachers from different areas of BC. Such courses have provided valuable training in teaching methods for language teachers and produced university credit. Unfortunately, they did not lead to a credential, nor were they part of an integrated program that led to a teaching certificate and/or degree.

3b) UBC Native Indian Teacher Education Program (UBC NITEP): The UBC NITEP program has for many years produced Aboriginal teachers with Standard and Professional Certification, with the help of several field centres (Kamloops, Chilliwack, and other locations). Most of these teachers have certification for elementary teaching. However, while some graduates of the NITEP program were already fluent or at least somewhat proficient in their language and have since been teaching in local Aboriginal language programs at public or First Nations schools, the NITEP program itself does not have a First Nations language teacher education component.

4) University of Northern British Columbia (UNBC): Offers courses in First Nations languages through its Department of First Nations Studies. A large number and range of Aboriginal language courses are listed in the UNBC calendar (1997/98), including:

- FNST 131-3 A First Nations Language: Level 1
- FNST 132-3 A First Nations Language: Level 2
- FNST 133-3 Carrier Language: Level 1
- FNST 134-3 Carrier Language: Level 2
- FNST 135-3 Haisla Language (Xa'isla'k'ala): Level 1

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- FNST 136-3 Haisla Language (Xa'islaq'ala): Level 2
 - FNST 137-3 Tsimshian Language (Sm'algyax): Level 1
 - FNST 138-3 Tsimshian Language (Sm'algyax): Level 2
 - FNST 139-3 Nisga'a Language: Level 1
 - FNST 140-3 Nisga'a Language: Level 2
 - FNST 220-3 Introduction to Linguistics
 - FNST 231-3 A First Nations Language: Level 3
 - FNST 232-3 A First Nations Language: Level 4
 - FNST 233-3 Carrier Language: Level 3
 - FNST 234-3 Carrier Language: Level 3
 - FNST 235-3 Haisla Language: Level 3
 - FNST 236-3 Haisla Language: Level 4
 - FNST 237-3 Tsimshian Language: Level 3
 - FNST 238-3 Tsimshian Language: Level 4
 - FNST 239-3 Nisga'a Language: Level 4
 - FNST 240-3 Nisga'a Language: Level 4
 - FNST 320-3 The Structure of a First Nations Language
 - FNST 321-3 First Nations Advanced Composition and Conversation: Level 1
 - FNST 323-3 First Nations Advanced Composition and Conversation: Level 2
 - FNST 324-3 First Nations Advanced Translation and Transcription
 - FNST 420-3 Developing Language Materials
 - FNST 421-3 First Nations Speeches and Stories
 - FNST 423-3 A Study of a First Nations Language Family and Its Linguistic Relatives
 - FNST 424-3 The Literature of a First Nation

On an ongoing basis, UNBC has offered various level Aboriginal language courses in Aboriginal communities of the coast (e.g. Haisla in Kitimaat, Tsimshian/Smalgyax in Hartley Bay and Prince Rupert through collaboration with the Tsimshian Tribal Council, and Dakelh/Carrier in Prince George). Courses in Wet'suwet'en language and culture have also been offered in Prince George). The most comprehensive and systematic use of UNBC's particular First Nations language and culture courses has occurred through its liaison with Wilp Wixo'oskwhl Nisga'a, the Nisga'a House of Learning. It has produced a first cohort of graduates with a Bachelor's Degree/Major in First Nations Studies/Nisga'a Studies. While this program, with the number and range of courses in Nisga'a language it

has included, has apparently produced proficient Nisga'a speakers, it was suggested to follow it up with a one-year teacher education program, which could then validly produce teachers with Professional certification in a particular First Nations language and culture ideally suited for teaching these subjects in local schools (Deanna Nyce, pers. comm.).

5) Malaspina University College: Malaspina recently created a Degree Program in First Nations Studies. The possibility of a concentration in the Study of a Particular First Nation includes 18 credit hours in a particular First Nations language. I am not sure to what extent any courses are actually offered, although I believe Cowichan (Halq'emeynem) courses were/are offered.

6) University College of the Cariboo (UCC): UCC offers courses in a First Nations language at the Basic Adult Education/College Prep level, under the designation FNLG 050 and FNLG 060. These at present are offered only through its affiliation with UBC's and Secwepemc Education Institute's adult education and bridging programs. No courses at the university transfer level exist. Interestingly, in 1978/79 linguist Aert Kuipers taught some classes in Shuswap (Secwepemc) reading and writing and grammatical analysis under the auspices of UCC (then Cariboo College) which were assigned college credit. However, this was a one-time initiative.

B. Aboriginal Institutes:

1) Yinka Dene Language Institute (YDLI): YDLI is located in Vanderhoof (approximately 100 km west of Prince George). Developed in 1988 through the Carrier-Sekani Tribal Council, School District No. 56 (now 91) and the College of New Caledonia, it promotes the speaking and development of the southern and eastern Carrier languages (Dakelh) through the archiving and production of language materials and through language teacher training. To this effect, YDLI has created a Carrier language teacher certificate program (Yinka Dene Language Instructor Certificate Program) in conjunction with the College of New Caledonia. This program, aimed at training teachers who are already proficient in Dakelh, consists of 450 hours of instruction in Language Structure, Second Language Teaching Methods, Professionalism/Classroom Management, Native Language Literacy and a practicum. Specifically, it includes the following courses:

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Language Structure

141 (year 1) 142 (year 2) 143 (year 3)

15 contact hrs. each module

Second Language Teaching Methods

152 (year 1) 152 (year 2) 153 (year 3)

30 contact hrs. each module

Professionalism/Class Management

161 (year 1) 162 (year 2) 163 (year 3)

15 contact hrs. each module

Native Language Literacy

171 (year 1) 172 (year 2) 173 (year 3)

30 contact hours each module

Practicum

197 (year 1) 198 (year 2) 199 (year 3)

In its course outlines and description, the YDLI certificate program is listed as carrying ten credit hours per year, which would thus comprise a total of 30 credit hours of work for graduates. However, it should be pointed out that these 30 credit hours of work are not articulated to be applicable to a university teacher education program (nor is the program listed in CNC's calendar), which means that they are not productive credits for future teacher education leading to teacher certification beyond the First Nations Language Teacher Certification with the BC College of Teachers.

All current teachers of the Carrier language in public and Band operated schools of the area seem to have gone through the program. The courses have provided useful and meaningful training in basic understanding of language teaching methodology, literacy, and understanding the structure of Dakelh. As I noted, its shortcomings appear to be that the certificate does not bear transfer credit and does not lead to a University/college degree or to a recognized teaching credential. YDLI is currently working towards a degree level Language Teacher education program and has begun working with the Secwepemc Education Institute to deliver credit courses in Dakelh and courses in language teaching methodology and curriculum. With the Carrier language continuing to erode in local communities — in most Carrier communities, it is only people in their 40s to 60s and over who are fluent speakers — one of the current concerns of YDLI and language teachers is to

build a new cohort of language teachers, who will need training in Dakelh proficiency before being able to teach the language.

2) En'owkin Centre: Serving the Okanagan Nation and located in Penticton, En'owkin Centre is an Aboriginal education institute, In 1989, 1990 and 1992/93, En'owkin Centre offered some well-liked and well-attended summer courses in Aboriginal language teacher training with credit through UBC. These were taught by Joyce Goodstriker, a TPR specialist, as well as Dr. Tony Mattina, linguist and Okanagan language specialist. A 1992/93 description lists En'owkin's courses as the following (all UBC credit). It should be noted that these courses are not available on an ongoing basis:

Linguistics 100	Introduction to Linguistic Concepts and Analysis (6 credits) i.e. approximately 78 contact hrs.
Linguistics 200	General Linguistics; Phonology and Grammar (6 credits)
Linguistics 300	The Structure of Okanagan (6 credits)/78 contact hrs.
Education 342	Teaching Native Languages in Elementary Schools (6 credits)
Education 390	- no title given - (6 credits)

En'owkin Centre operated an Okanagan language immersion camp at Penticton Reserve in the summer of 1993. Recently, En'owkin has again begun courses in Okanagan (Nsilc) language and language teacher education. In July/August 1997, it operated a four week summer session course in Okanagan language literacy and curriculum development. In addition, adult language classes at Level I Beginners and II Intermediate (oral, and advanced writing) have been offered recently. It is not clear whether these courses have university or college credit.

3) Secwepemc Education Institute/SFU Program (SCES/SFU): In collaboration with Simon Fraser University, Secwepemc Education Institute (SEI) (part of SCES) has developed and delivers a wide and increasing range of Aboriginal language, language literacy, linguistics and language teacher education courses in Kamloops, in other communities of the Secwepemc Nation, and in other Aboriginal speech communities. In

1995, SEI, through the SFU Department of Linguistics, developed a First Nations Language Proficiency Certificate for particular Aboriginal languages: The certificate offers 27 credit hours nine courses including four courses in a specific Beginner and Intermediate level First Nations language, two basic linguistics courses (Introduction to Linguistics and Introduction to Phonetics) and three elective courses (which can be Advanced level, immersion or mentoring courses, or language teacher education courses), as follows:

- LING 130-3 Practical Phonetics
- LING 220-3 Introduction to Linguistics
- LING 231-3 Beginners level course in an Aboriginal language
- LING 232-3 Beginners level II course in an Aboriginal language
- LING 331-3 Intermediate level I course in an Aboriginal language
- LING 332-3 Intermediate level II course in an Aboriginal language

In addition to the above, students take nine credit hours (3 courses) which usually include:

- LING 431-3 Advanced level I course in an Aboriginal language
- LING 432-3 Advanced level II course in an Aboriginal language
- LING 360-3 Linguistics and Language Teaching

Courses towards this certificate have to date been offered for Secwepemctsin (Shuswap), in Kamloops, Williams Lake and Adams Lake; Upper St'at'imc (Fraser River Lillooet) in Lillooet; Lower St'at'imc in Mount Currie; Nlakapmxcin in Merritt; and Halq'emeylem in Chilliwack. Courses are scheduled to begin for Dakelh (Carrier) in Vanderhoof and for Heiltsuk in Bella Bella in Fall 1998. To date, approximately 20 people have graduated with the certificate, with an additional 20 or so expected to graduate in Fall 1998. The graduates include individuals who were already fluent in their language, but who have advanced their analytical knowledge of the language and learned to read and write it through these courses, as well as individuals who understood their language already but have learned to speak, read and write it. Finally, the courses have produced a small group of individuals who neither spoke nor understood their language before they started the courses but who have become fairly proficient through the set of courses.

In addition to the above, courses in Aboriginal language immersion (Ling 281-3) have been offered for participating language communities on request during summer sessions.

SCES/SFU is also currently piloting an Aboriginal language mentoring program. Through university credit courses, students who are already at an Intermediate level in the language (or who have good proficiency in understanding already) can work with an elder/speaker on a one-on-one basis to improve oral skills. This is done according to a contract which specifies the goals and objectives, number of hours (usually 40 per course), and method of evaluation.

SCES/SFU also offers on demand a series of credit courses in First Nations language teaching, including courses in Aboriginal language teaching methods and strategies (LING 360), curriculum development (through Faculty of Education), language literacy for teachers (various course designations), and classroom management (EDUC 326).

In addition, SCES/SFU has offered the SFU PDP program (12 month teacher education program, including practicum) in Kamloops in 1995/96 and 1997/98. Unfortunately, at this point, very few individuals have taken advantage of the opportunity to complete both the Certificate in First Nations Language Proficiency and the PDP program.

4) Nicola Valley Institute of Technology (NVIT): NVIT has recently begun to offer 6 credit hours of Nlakapmxcin (Thompson) at the Introductory level. In the past, SEI/Simon Fraser University courses in Nlakapmx language teacher education, Advanced Nlakapmx language, and linguistics have also been offered in collaboration with NVIT in Merritt.

9. What Is Involved in General Teacher Education in British Columbia?

It is important to understand the difference between teacher education and certification. In BC, the **British Columbia College of Teachers (BCCT)** is the body which regulates and sets policy for the certification of teachers in the public school system. It also issues teaching certificates. The College of Teachers is independent from the universities which plan and implement education programs towards teacher education and grant university teaching education degrees and diplomas, although BCCT's committees include representatives from universities. In order for teacher education programs of any kind to lead to teacher certification, they have to be approved by the BCCT.

For general teacher certification in BC schools, different kinds of certificates exist:

According to the BC College of Teachers' By-laws (1992), these include:

1) For **Elementary** teaching (K-7):

Professional Teaching Certificate

By-law 2B(a)

"The Professional Certificate shall require completion of a minimum four year program, or equivalent, of post-secondary school professional and academic or specialist studies beyond British Columbia Grade 12 or equivalent, including appropriate basic teacher education and qualification for a degree or degrees, or equivalent, acceptable to the College."

Prerequisite for a Professional Teaching Certificate is usually a Bachelor of Education (B.Ed) degree from a university or university college, or a Bachelor of General Studies or Bachelor of Arts Degree (120 credit hours of academics) plus a 12-month teacher education program including a short (6 week) and a long (12 week) practicum. Until Sept. 1, 2000, Education courses as part of a teacher education program (e.g. SFU's EDUC 404) will count as part of the 120 credit hours.

Standard Certificate

By-law 2.B.01 (b)

"The Standard Certificate shall require completion of a minimum 4-year program, or equivalent, of post-secondary school professional and academic or specialist studies beyond British Columbia Grade 12, or equivalent, including appropriate basic teacher education acceptable to the College."

Prerequisites for a Standard Certificate usually translate into three years of academic education (approximately 76 credit hours) plus a 12-month teacher education program.

Basic Certificate:

By-law 2.B.01.(c)

This certificate is issued to individuals who held a valid, non-expiring teaching certificate before 1987 (before BCCT was instituted), but who do not meet minimum requirements for a Standard Certificate.

In addition to the above, BCCT requires candidates for an **elementary teaching certificate** to complete a set of required academic courses including six credit hours in English, three credit hours in Math, three credit hours in a lab science, three credit hours in Canadian Geography, and three credit hours in Canadian History. If and where courses with First Nations history, First Nations literature etc. are available, they can count towards this, but the College of Teachers generally requests that they be taken through the respective university/college Departments of History, Geography, Math, etc.. Thus First Nations Studies courses generally will not count. The College of Teachers also requests that any new teacher education programs be pre-approved by the College in order to lead to certification.

2) Secondary Teaching Certificate (Grades 8-12)

In addition to completion of a teacher education program with practicums and courses, the prerequisites for secondary teaching certificates include the completion of a teachable Major or two Minors, one of which must be classified as a teachable Minor. Such Minors normally form part of a Bachelor of Arts or Bachelor of Education Degree. As teachable subjects, BCCT identifies a set of disciplines which are taught as core courses in schools, i.e. Biology, Chemistry, Physics, French, English, Geography, History, Mathematics, Visual Art, Theatre. It recognizes First Nations Studies as a minor only; however, **BCCT does not, at present, recognize First Nations languages in particular or in general as teachable subjects.** For future trainees who hope to teach in core Aboriginal language programs in the public system, this places serious constraints on being able to specialize in First Nations language teaching.

Some university teacher education programs integrate practicums and courses into a program offered over several years, with practicums near the beginning, middle and end of

the program (e.g. UBC NITEP; Prince Rupert Teacher Education Program); other teacher education programs, such as the SFU PDP offered at SFU and in Kamloops, concentrate practicums and teaching methodology and curriculum courses into a 12 month period.

A teacher education program typically consists of the following components (the example is taken from the SFU PDP program, but other programs have similar components, although perhaps in different sequence):

Semester 1:

EDUC 401 Introduction to Classroom Teaching
(six week practicum focused on observation and experience in a BC School)

EDUC 402-7 Studies in Educational Theory and Practice

A half semester of workshops, seminars, and lectures to introduce teacher trainees to basic curriculum and teaching methods appropriate for the age/grade level in which they will teach.

Semester 2:

EDUC 405 Teaching Semester
Long 12-week practicum where teacher trainees practice teaching under supervision of a school associate (classroom teacher) and faculty associate (University). Students are evaluated on their preparedness, classroom management and teaching skills at the end of the practicum.

Semester 3:

EDUC 404-15 Fifteen credit hours approximately of courses in curriculum use, classroom management, and other subjects, based on future planning, materials development and teaching strategies for subjects to be taught by the teacher trainee and/or on other relevant skills.

EDUC 326-3 Classroom Management and Discipline

EDUC 472-4 Language Arts

EDUC 475-4 Mathematics

EDUC 426-4 Teaching Children and Youth with Special Needs

Changed Regulations as of September 1, 2000

As of September 1, 2000, candidates for professional certification must have 150 credit hours, including a minimum of 60 credit hours of broad academic course work, related to course work taught in BC public schools. A minimum of 30 credit hours shall be at the senior level (defined as work in a discipline beyond 6 credit hours of introductory work and not of an introductory nature), and of the 30 credit hours of senior level course work no more than 18 credit hours can be of a studio or performance nature.

The 30 credit hours senior level course work may include up to 30 credit hours in what are considered as core teachable subjects (French, English, Geography, History, Biology, Chemistry, Earth Sciences, Math, Physics, Music, Visual Arts, Home Economics, Technology Studies) or any combination of subjects listed with a maximum of 12 senior level credit/semester hours in any one unlisted subject [including, for example First Nations Language/First Nations Studies, Linguistics, Anthropology] counting towards the required 30 credit hours. **This regulation seriously reconstructs the number of senior level courses in a First Nations language — usually offered through First Nations Studies or Linguistics — that candidates will be able to use towards a Professional Certificate!**

10. How Are French Language Teachers Trained?

How does the level and content of teacher education and training that is available for Aboriginal language teachers compare to the training available and required for French language teachers? French language teacher trainees are usually required to complete a Major in French. For a person who has already completed secondary school Grade 12 French, which includes several years of high school French, a Major in French comprises about 50 credit hours (about 16 courses) in French language, literature and linguistics. Twelve to 16 of these (four to five courses) are Beginner and Intermediate courses in spoken and written French; the rest include Advanced composition, literature and linguistics. In addition, for French teacher trainees a specific Minor in French Education is available which includes 20 or more credit hours (six or more courses) in both improving the student's command over French vocabulary and phonetics, as well as providing instruction in how to teach French (i.e. correcting and analyzing student errors in

pronunciation and grammar; teaching methods; existing French language training programs, etc.). For French immersion teacher trainees, universities offer some courses in teaching French immersion (e.g. SFU's EDUC 481-4, French Immersion), although these tend to be limited.

Given the diversity of First Nations languages in BC, the challenge is to offer courses and programs which offer instruction in a First Nations language beyond very basic levels. Besides the costs involved in offering such programs, there is also the need to develop curriculum and instructional resources for Intermediate and Advanced level courses. Language mentoring, whereby learners of a First Nations language learn on a one-on-one basis from elders/proficient speakers of the language, could be a useful vehicle for this.

11. The Need for More Qualified Language Teachers, and for More Training and Education

In order to assess the need for future language teacher certification and training, we asked school districts and First Nations schools to list the present certification level of their Aboriginal language teachers. The results of this were interesting (see Table 2 below).

Table 2: Certification Levels of Present Aboriginal Language Teachers School Districts (N=70)

Certification	Professional	Standard	First Nations	other *	none
%	17%	7%	20%	10%	47%

Table 3: Certification levels of Present Aboriginal Language Teachers First Nations Schools (N=63)

Certification	Professional	Standard	First Nations	other *	none
%	16%	8%	25%	4%	47%

* "other" included a few teachers on letters of permission from the College of Teachers and teachers who have the Yinka Dene Language Teacher Certificate, which, however, is not recognized by BCCT.

The results show that the certification levels for Aboriginal language teachers in the public system and in First Nations schools are nearly identical. While 24% of teachers in both systems have either Professional or standard certification, and 20-25% have the First Nations Language Teacher Certificate, the vast majority (47% in both cases) have no certification at all. Presumably, the large number of teachers without any certification now more than six years after the First Nations Language Teacher Certificate was created, has to do with the relatively small number of First Nations Language Authorities that have formed to date (about 12, according a previous FNEESC Aboriginal Language Subcommittee meeting with the BC College of Teachers). Considering that there are about 30 languages and additional dialects in BC, this leaves many Aboriginal language teachers without the possibility of getting this certificate.

Does the First Nations Language Teacher Certificate provide for better language teaching?

Judging by the fact that virtually all school districts and First Nations school personnel that responded to the survey and attached comments strongly requested and recommended better training and education for Aboriginal language teachers, the First Nations Language Teacher Certificate has not provided for optimal Aboriginal language teaching. Some comments from the surveys:

- “I think that individuals must take teacher training, not to legitimize the language, but to be able to teach it.” (SD No. 92)
- “Requirements for First Nations language teachers should be upgraded from a language teacher certificate to a teacher certificate or Bachelor’s degree in Education.” (SD No. 73)
- “Some teacher training needs to be provided and be mandatory within a reasonable time after the interim certificate is granted.” (SD No. 82)

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- “Most of the fluent Gitksan speakers are elders. Their skills should be recognized and it should be recommended that they take training. Teaching in a classroom is very difficult.” (Gitanmaax FN High School)
 - “All the skills of a regular teacher are required for a First Nations language teacher plus extra training in curriculum development. Our problem is the difficulty in finding fluent speakers who are willing/able to do teacher training.”(Haisla Community School)
 - Wilp Wil’xo’oskwl Nisga’a recommended a B.Ed. in Nisga’a language teaching and/or the (SFU) PDP program as meaningful training.

Language teachers in all communities and institutions with whom we discussed this issue were themselves eager to improve their language teaching skills, and have often sought out any available workshops, courses and in-service opportunities in order to do so. Especially those in more remote communities noted the lack of suitable programs. Bella Bella Community School wrote: “It is important for our First Nations language teachers to have skills in teaching and classroom management. Yet, there are no programs to assist with this unless they go through the regular teacher training courses.”

Do school districts and First Nations schools that have teachers with Professional or Standard Certification feel they have better language programs than those without?

This is a question which is difficult to answer. In the surveys and in our interviews and consultations, those First Nations schools and school districts which have one or more teachers with Professional and/or Standard Certification (i.e. language teachers who have completed a university teacher education program), such as Bella Bella Community School, Canoe Creek School, Eliza Archie School, and School Districts No. 27, 47, 50, stressed the importance of Aboriginal language teacher training and in-service. An important reason for this is that programs which train most of the contemporary language teachers, i.e. the UBC NITEP program, do not contain options for Aboriginal language training. While trained and certified classroom teachers can be expected to have superior classroom management, English communication, and day to day organizational skills, their teacher education usually has not provided them with literacy and linguistics skills in their

language, language teaching methods and strategies, or even language curriculum skills (which is a fairly specialized field). Even those First Nations schools and districts which were satisfied with the language teaching skills, fluency level and overall teaching skills of their certified language teachers noted that they would be in a critical situation if they had to replace those teachers, since replacements with the same level of education and fluency in the language simply do not exist.

As noted above, Aboriginal language teachers, school districts, and First Nations school personnel alike stressed that enhanced and improved Aboriginal language teacher education or training is an important condition for more effective Aboriginal language programs.

Indeed, school districts and First Nations schools expressed that finding qualified teachers to teach local Aboriginal languages was a **critical problem**, or at least somewhat of a problem (see table 4 below). Indeed, three of the four districts and schools that noted it was not a problem apparently construed the question to ask if they had qualified teachers available to teach in their programs. Since they all had well qualified and professionally certified teachers teaching the language, they listed qualified teacher recruitment as not a problem.

Table 4: Survey question: Is it difficult for you to find qualified language teachers for your Aboriginal language?

	critical	some problem	no problem
public schools	74%	21%	14%
FN schools	64%	28%	8%

A. The Need for Training Specific to Aboriginal Language Teaching

At present, according to the needs that were expressed in our surveys and consultations, training that school districts and First Nations schools alike emphasize as urgent and relevant include the following areas:

(SD= School District survey; FN=First Nations schools survey. Lowest score indicates highest priority):

- *oral proficiency in the FN language* (SD=1.2/FN=1.10)

It is significant that this skill was rated highest (We will address it below). For languages which have no fluent speakers in the younger generations, this will obviously mean proficiency training in the local Aboriginal language.

- *classroom management* (SD=1.32; FN=1.13)

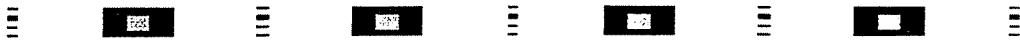
This is a critical area, and for language teachers it will involve understanding and practicing the connection between interactive and pro-active teaching strategies which can keep students engaged and focused.

Courses and programs in BC that address this need:

Classroom Management is taught as a standard course by faculties of undergraduate education at BC universities; e.g. SFU's EDUC 326-3, Classroom Management and Discipline.

- *language teaching methodology* (SD=1.32; FN=1.20)

While a number of workshops in Total Physical Response teaching have been made available to some Aboriginal language teachers in BC, there exists a great need for courses that address the theory and practice behind sound and proven methods of second language training, especially those that are appropriate for Aboriginal languages. Some of the coaches/instructors who have delivered workshops to BC Aboriginal language teachers in the past are Joyce Goodstriker (Blackfoot), Dorothy Lazore (Mohawk) and Bertha Segal-Cook. Some teachers have also attended language immersion teaching workshops in the US and Canada. However, in order to effectively make use of the full range of language teaching methods and strategies, especially when teaching more advanced students, teachers require much more than a single three-day workshop. Many language teachers eagerly attend and ask for additional workshops and courses but little is available, especially in remote communities. Also needed are courses that can address methods and strategies in immersion teaching, which some language teachers have attended in the US.



Although methods and strategies for teaching French immersion are different, Aboriginal language teachers could nonetheless benefit from the courses, workshops and in-services available to French immersion teachers.

Courses and programs in BC that address this need:

The SFU Program at Secwepemc Education Institute offers LING 360-3, Linguistics and Language Teaching, with an emphasis on Aboriginal language teaching methods and strategies; special topics courses in this subject have also been offered through the SFU Faculty of Education in Kamloops and Lillooet.

The SFU Prince Rupert Language and Culture Teacher Education Program has offered EDUC 498-4 in similar fashion.

UBC and En'owkin Centre have offered Education 342 Teaching Native Languages in Elementary Schools - (6 credits).

- ***curriculum development*** (SD=1.70; FN=1.27)

With many First Nations schools and Districts having embarked on curriculum (rather than instructional resource development), there is a perceived need for language teachers to have curriculum development skills. Some school districts and communities feel that curriculum development is a specialized skill not needed on a day-to-day basis by language teachers; however, few curriculum developers exist who are proficient in a language. Moreover, it has often been the case that where as Aboriginal language curriculum has been developed by outsider-specialists, the Aboriginal language teachers a) did not have the chance to acquire the conceptual skills to work with and use the curriculum, and b) did not or would not accept the curriculum as reflecting the needs and interests of the Aboriginal language itself. The new curriculum format called Integrated Resource Packages (IRPs) leaves unit design entirely up to the teacher, while organizing teaching strategies, learning outcomes, instructional resources and assessment methods into very broad curricula. This makes solid skills in understanding a curriculum, planning units, and finding one's resources etc. all the more important.



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Courses and Programs in BC that address this need:

UBC and En'owkin Centre have offered Education 342 Teaching Native Languages in Elementary Schools (six credits).

The SFU Program at Secwepemc Education Institute has offered special topics courses through the Faculty of Education on Aboriginal language curriculum development (i.e. EDUC 488-3), as has the Prince Rupert First Nations Language and Culture Education Program.

- ***literacy in the First Nations language*** (SD=1.45; FN=1.25)

While literacy in an Aboriginal language is not, strictly speaking, a prerequisite for teaching it, language teachers, school principals and school districts feel it is a useful skill for the language teacher to have. Being able to read and write the language allows for better unit and lesson planning, as well as student assessment. It allows for the integration of reading and writing into the language curriculum, and gives access to all kinds of written materials that can be used in the classroom; it functions as a mnemonic device (memory keeper) for the teacher, who is thereby able to keep track of the vocabulary and phrases he/she is teaching. Nonetheless, it should be kept in mind that for any language teacher, speaking and listening skills are more important than good literacy skills. Some Aboriginal language teachers who do not know how to read and write their language are making important contributions to their language programs by teaching only oral language, especially in early childhood programs.

Courses and programs in BC that address this need:

The SFU course LING 130, Practical Phonetics, offers the tools for literacy in a First Nations language by way of teaching the human production of speech sounds and their phonetic transcription. Generally, courses in specific Aboriginal languages offered by public and Aboriginal institutes (see below) teach literacy.

- ***day to day organizational skills*** (SD=1.5; FN=1.21)

Such skills include lesson planning, record keeping and ongoing assessment of students, all of which are critical components of a well-planned program.

Courses and programs in BC that address this need:

Training in this subject matter can and should be an integral part of the introductory portion of a teacher education program (e.g. EDUC 401/402). Teacher trainees further learn about and practice the art of day to day organizational skills throughout their short and long practicums.

- ***English (written) communication skills*** (SD=1.7; FN=1.46)
While these skills obviously are not part of language teaching per se, it was felt that they would help teachers communicate ideas and needs, carry out lesson and unit planning, and carry out assessment and evaluation.

Courses and programs in BC that address this need:

English skills can be acquired by teacher trainees through the 6 credit hours in English (i.e. ENG 101/102) which now form part of the pre-requisite for elementary teacher education. They can be further improved and practiced throughout the length of a language teacher education program, where teacher trainees will be evaluated on written assignments, essays, and other written exercises in English.

Additional subject matter which teachers and school district or school coordinators flagged, and which make sense, include:

- ***Basic understanding of linguistic analysis and understanding of the linguistic structure of the Aboriginal language.*** This can be achieved through one or two basic courses in Linguistics, such as LING 130 (Practical Phonetics) and LING 220 (Intro. to Linguistics), which form part of SFU's Certificate in First Nations Language Proficiency or, similarly, UBC's LING 100/101, in combination with Advanced courses in a particular Aboriginal language which address the systematic understanding of the grammatical structure of the language.
- ***Understanding the processes of language acquisition and language learning.*** Such knowledge is usually incorporated into the beginning of a course of language teaching

methodology, or can be taught separately as a linguistics course on Language Acquisition.

- *Understanding basic issues in language planning and language revitalization.* This subject matter can be included into courses in curricular design and language teaching methods.
- *Familiarity with policies, legislation and procedures involving the teaching profession.* This can be integrated into a course or module such as EDUC 401, Classroom Teaching, which is part of a teacher education program.
- *Understanding the connection between Aboriginal language and culture, in order to be able to teach the language as an integrated and viable part of existence.* This should and could form part of any course that teaches a particular Aboriginal language, and can also be integrated into First Nations Studies courses.

B. Training in Aboriginal Language Proficiency

For most of the present generation of (generally elderly) First Nations language teachers, proficiency in the First Nations language that they teach is not a problem. However, because of the declining state of BC's Aboriginal languages, it is increasingly difficult to recruit younger teachers who are proficient in a language. In all focus groups and discussions we have had, First Nations language speakers/elders were adamant that proficiency or fluency in the language is an irreplaceable prerequisite for teaching it. By proficiency, they mean:

- native-speaker-like command over the sound system of the language;
- good enough vocabulary range to carry out lessons in the language (this is even more important and more far-reaching for immersion programs);
- complete command over grammatical constructions in the language; and
- culturally appropriate speech.

As we noted earlier, most languages of BC at present have few proficient speakers under 40 years of age or even under 50. An additional objective of future Aboriginal language teacher education programs therefore should be to train future teachers in speaking, understanding, reading and writing the language they will teach. Since Aboriginal languages are complex and difficult to learn, and since there is a dramatic shortage of good teaching materials for most languages (especially beyond the Beginner level), this is a difficult task. It typically takes a person who starts “from scratch” several years of intensive study to become reasonably proficient in an Aboriginal language. For a person who already is at least somewhat proficient in understanding the language, it would take less time. We will see below that some programs exist already which offer proficiency training in First Nations languages. **Future Aboriginal language teacher education programs must include intensive proficiency training in specific languages. Rather than being offered at mainstream universities, these should and must be offered under the direction, and authority and on the premises of First Nations communities.** While Aboriginal language proficiency training, (ideally through university courses) is crucial for critically endangered languages, even less endangered speech communities such as Dakelh (Carrier) and Tsilhqot’in see a need for it, since members of the younger generations that do speak these languages are not as fluent as is deemed necessary for them to teach.

Available courses and programs in BC that address this need:

SFU Linguistics courses in First Nations languages: six credit hours at each of three levels (Beginner, Intermediate, Advanced), as well as a language immersion course, and two language mentoring courses (individualized instruction and drilling with a speaker/elder) are currently available through **Secwepemc Education Institute**. As was noted above, these courses can be combined into an Undergraduate Certificate in First Nations Language Proficiency. Also as noted above, at present, courses are available in Secwepemctsin (Shuswap), Upper St’at’imc, Lil’wat (Mount Currie), Halq’emeylem (Coast Salish/Chilliwack) and Dakelh (Vanderhoof). Subject to funding and availability of instructors, these courses are available for any First Nations language and can be delivered locally.

UNBC courses in particular First Nations languages are available at four levels. These have been taught for Dakelh (Prince George), Smalgyax (Prince Rupert and Hartley Bay), Haisla (Kitimaat) and Nisga'a (Nass River).

UBC has 6 credit hours of Introductory First Nations available. Currently only Musqueam is offered, but other languages may be offered in the future.

Malaspina College has 6 credit hours of Introductory Halq'emeynem Language (Cowichan Salish) available.

Nicola Valley Institute of Technology has FNLG 100 and 200 available for 6 credit hours in Introductory Nlakapmxcin (Thompson Language).

C. The Need for Practicum Options for Aboriginal Language Teaching Students

Graduates of teacher education programs generally agree that their practicums were extremely important in training them to be teachers. Teacher education students complete one short practicum of approximately 6 weeks, where they mainly observe the classroom teacher and assist, and carry out a very small amount of student teaching. Crucial in their training is the long practicum of approximately 12 weeks, where they take on much of the classroom instruction themselves under the supervision of the classroom teacher and a faculty associate from the university. Importantly, this also involves lesson planning, researching subject matter to be presented, conceptualizing and implementing relevant teaching methods. After their long practicum, student teachers are evaluated on their performance.

By contrast, Aboriginal language teachers, unless they have completed a teacher education program, are usually expected to go into a classroom "cold turkey". Equipped with certified proficiency in their language, often without so much as a curriculum plan (or sometimes without adequate training in implementing a curriculum plan), maybe a crash course in Total Physical Response method or something similar, these teachers are expected to function in a classroom setting, without ever having mentored with a well-experienced classroom or language teacher, and without having had a chance to

systematically learn and improve their teaching skills. At present, no provisions or models for Aboriginal language teaching students exist. Since, however, they are such a critical part of meaningful and credentialed teacher education, it may be useful to implement them. An important consideration here may be the supervision and evaluation, which could perhaps best be carried out through a team of fluent speakers and educators.

Courses and programs that address this need:

Existing teacher education programs which have practicums according to the BC College of Teachers by-laws include:

- UVIC Teacher Education Program
- SFU PDP program delivered in Burnaby and in a number of off-campus locations. This includes two First Nations programs (Kamloops and Prince Rupert). In the past, it has also been offered in small isolated communities, such as Mount Currie.

The UBC Teacher Education Program includes the UBC NITEP (Native Indian Teacher Education Program) which is available in Vancouver and partially (for first two years, including the short practicum) at other field centres, such as in Chilliwack and Kamloops. In the past, the NITEP program has also been offered in other First Nations communities.

A number of university colleges at present also offer teacher education programs, usually for elementary education. To my knowledge, none of these programs is available for local delivery. University College Teacher Education Programs include:

- Okanagan University College
- University College of the Cariboo
- Malaspina College?

D. Other Academic Courses Which Normally Form Part of General Teacher Education

As required by BCCT other relevant courses could include First Nations Studies, History, Geography, and also English and Math. Graduates of teacher education programs usually state that their overall analytical, organizational, and conceptual skills and subject matter knowledge have benefited from a range of such courses. Local availability, user-friendly delivery mechanisms and student support need to be in place for these, however.

Courses and programs that address this need:

Basic courses are offered at the 100 college/university level in English, Math, Canadian Geography, Canadian History and in First Nations Studies (e.g. SFU's Minor in FNST, UNBC's FNST Major, NITEP's Indian Studies courses). Some of these may be available through supported distance learning, or through local First Nations institutes/communities or public colleges and universities.

12. The BC College of Teachers Proposal

In 1995, the BC College of Teachers recommended to the FNEESC Aboriginal Languages Subcommittee the implementation of a **Developmental Standard Term Certificate**. BCCT proposed three basic components of a 90 semester hour program:

1. An academic component (30 semester hours) that may be undertaken at a community college (i.e. core courses in English, Math, lab science, and other academics).
2. An approved Teacher Education Program of 30 semester hours. This would normally include practicums/student teaching plus 30 semester hours (approximately ten courses) of Faculty of Education work in: specific areas of curriculum; fundamentals of education/pedagogy; classroom management; evaluation and assessment; and other practical and conceptual skills which teachers need. Included in this might be courses in First Nations language and culture, curriculum design and curriculum use, Introduction to Classroom Teaching, and Studies of Educational Theory and Practice.
3. A specialized program related to First Nations language and culture, comprising an additional 30 credit hours: this would include 30 credit hours of courses to produce oral and written proficiency in a particular First Nations language. It could also include courses in First Nations Studies involving First Nations culture and history. A challenge will be not to include sufficient instruction in the Aboriginal language itself, and to be able to offer courses which, after a maximum of 30 semester/credit hours of instruction, will produce proficient speakers.

Alternatively: Academic component (30 credit hours) and specialized program in First Nations language and culture (30 credit hours) add up to 60 credit hours. The core set of courses from (1.) that FNSL teachers need would involve English communication skills. Immersion teachers, in addition, would need to have knowledge of subject matter pertaining to elementary curriculum, that is Math, Social Studies, Science. For these subjects, however, they should receive training in translating and/or adapting content into particular Aboriginal languages.

Especially the third component would need to be carried out in conjunction with First Nations language authorities, communities and tribal centres (a model for this would be the existing First Nations Language Proficiency Certificate through SCES/SFU, delivered in collaboration with other First Nations). Also, assuming enrollment by cohorts of 12-14 teacher trainees at a time, the Teacher Education Program could easily be delivered into a First Nations community, or at least at a centre away from the Lower Mainland and within reasonable traveling distance for participants.

BCCT noted that the 30 semester hours of the academic component can be undertaken at a community college. Obviously they could also be taken at an Aboriginal post-secondary institute, provided the courses have college/university transfer credit or are offered through a partnership or accreditation agreement.

13. Aboriginal Language Teacher Education Program – Draft

A. Long/Full Time Option

The program below includes three years of Academic study (each approximately 27 credit hours over three semesters), plus a one-year Teacher Education Program with short and long practicums.

The particular credentials this program leads to include:

- Bachelor of General Studies Degree
- Minor in First Nations Studies (teachable Minor)
- Minor in First Nations Language Teaching and Education (to be developed)

- Certificate in First Nations Language Proficiency
 - Professional Development Program (12 month Teacher Education Program)
- Note that the B.G.S + PDP Program option is equivalent to a B.Ed. and fulfills requirements towards Professional Teacher Certification.

YEAR 1

Semester 1/Fall	LING 231-3	FNST 101-3	ENG 199-3	(elective-3 *)
Semester 2/Spring	LING 232-3	FNST 201-3	ENG 101-3	LING 130-3
Semester 3/Summer	LING 280-3			

Notes:

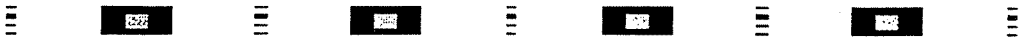
LING 231-3 and 232-3 constitute the first year of instruction in an Aboriginal language. Focus is on basic oral understanding and speaking; introduction to literacy. Subject to funds, they are available for local community delivery through the Kamloops SCES/SFU Program. Equivalentents at other universities are: UNBC FNST 101; UBC FNLG 100 (6); Malaspina FNLG.

FNST 101 exists as an SFU distance course. FNST 201-3 will be available as a distance course in January 1999.

ENG 199 and 101 are standard first year English courses required by BCCT as prerequisites for teacher education programs. A similar set of courses is available through Open Learning University as ENG 102/103, which focus on First Nations literature and writing.

LING 280-3 is a 3-credit summer language immersion course which enforces oral and conversational practice in a particular First Nations Language.

The Fall semester Year one elective could be HIST 201, The History of Western Canada. A Canadian History course is required by BCCT as prerequisite for teacher education programs. HIST 201 also meets elective requirements towards SFU's FNST Minor



YEAR 2

Semester 1/Fall	LING 331-3	FNST 301-3	MATH 190-3	LING 220-3
Semester 2/Spring	LING 332-3	FNST 401-3	GEOG 162-3	EDUC 2xx-3*
Semester 3/Summer	FNST Science			

Notes:

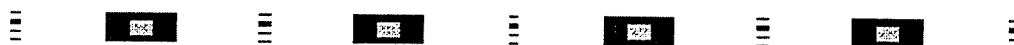
LING 331/332 are the Intermediate level of instruction in a particular Aboriginal language. Subject to funds, they are available for local community delivery through the Kamloops SCES/SFU Program.

MATH 190 is Elementary Math for Teachers. It, or a similar course, is required by BCCT as prerequisite for teacher education programs. Ideally, one should develop a Math course which would integrate First Nations concepts of Math.

GEOG 162 is required by BCCT as a prerequisite for teacher education programs.

FNST 301 and 401 are core courses towards the FNST Minor. The FNST Science course is a course which we have taught in Kamloops as FNST Ethnobotany course. A similar one would be SFU's BISC 310 or the UBC's Science Education course.

EDUC 2xx-3 (to be developed) is Teaching an Aboriginal Language in BC — an introduction to the subject of Aboriginal language teaching for future language teachers.



YEAR 3

Semester 1/Fall	LING 431-3	LING 360-3	(FNLG 311-3*)	(FNLG 312-3*)
Semester 2/Spring	LING 432-3	(FNLG 313 *)	EDUC 4xx-4	FNST elective
Semester 3/Summer	LING 481-3	FN Language Mentoring	Proficiency Test	

Notes:

LING 431/432 are the advanced level of instruction in a particular Aboriginal language.

FNLG 31, 312, 313 need to be developed. They involve:

FNLG 311 - Learning and Teaching Vocabulary

FNLG 312 - Corrective Phonetics

FNLG 313 -3 Learning and Teaching Grammatical Concepts in a FN Language

YEAR 4

Semester 1/Fall	EDUC 401/402	Intro. to Teaching		
Semester 2/Spring	EDUC 404	15 c/h of EDUC courses		
Semester 3/Summer	EDUC 405	Practicum		

After year four, students need an additional 38 credit hours of electives to complete a Bachelor of General Studies or Open University Bachelor of General Studies Degree. This could be done through a Year five full time option, or through summer courses at universities or colleges, distance education or a mixture of delivery mechanisms. Many teachers in BC schools are currently completing B.Ed's or B.G.S. to upgrade to Professional Certification from Standard Certification or Letters of Permission.

B. Short or Part-Time Version

The short or part-time version of the program includes three years of part-time study with 24 credit hours per year for a total of about 60 credit hours, which can be added to through further course-work (locally delivered, Distance Education or at Aboriginal or public colleges/universities) and eventually lead to a Bachelor's Degree. Moreover, for fluent speakers approximately 15 of these credit hours could be **challenged** (course challenge is a process by which, within the policies of universities, students can be assessed and evaluated on their knowledge equivalent to the content of a course. If successful, they usually pay tuition and then receive credit for these courses on their transcript). This option would allow a First Nations language teacher or teacher trainee to continue work in the classroom or elsewhere while upgrading his/her credential. However, unlike Option A, it does not include a full teacher training program but only a one-semester practicum.

Option B can lead to the following credentials:

- A Bachelor of General Studies or similar by completing an additional 60 credit hours part-time;
- a Certificate in First Nations Language Proficiency through courses or course challenge; and
- Core courses towards a Minor in First Nations Studies.

YEAR 1:

Semester 1/Fall	LING 231-3	FNST 101-3 (Distance)
Semester 2/Spring	LING 232-3	elective (Distance/local)
Semester 3/Summer	LING 130-3	LING 280-3

Notes:

The above includes an Introductory level Aboriginal Language (locally delivered) courses, which can be challenged. Two additional courses can be locally delivered, taken through Distance Education or at a local college. The two courses during the summer semester can be locally (LING 280) or regionally (LING 130) delivered.

YEAR 2:

Semester 1/Fall	LING 331-3	FNST 201
Semester 2/Sping	LING 332-3	elective (Distance/local)
Semester 3/Summer	EDUC 280-3	LING 220

Notes:

Year two includes an Intermediate level Aboriginal Language (locally delivered) course, which can be challenged. Two additional courses can be locally delivered, taken through Distance Education or at a local college. The two courses during the summer semester can be locally (LING 280) or regionally (LING 130) delivered.

YEAR 3

Semester 1/Fall	LING 431-3	LING 360-3
Semester 2/Sping	LING 432-3	Practicum
Semester 3/Summer	EDUC 326-3	EDUC 498

Notes:

Year three includes Advanced level Aboriginal Language (locally delivered) which can not be challenged, since it includes the study of the structure of the local Aboriginal language. The second course in Semester one (LING 360) involves teaching methods and strategies. The two courses during the summer semester can be locally or regionally delivered. They include Classroom Management (EDUC 326) and Curriculum Development (EDUC 498 or similar).

To be developed:

A Minor in Aboriginal Language Education, based on the model of the SFU Joint Minor in French and Education.

Objective:

To prepare teachers for the profession of Aboriginal language teaching in British Columbia public schools and First Nations schools. To provide an understanding of Aboriginal language teaching and to broaden students' knowledge of an Aboriginal language in so far as it relates to effectively teaching it in classroom situations.

Rationale:

Teaching methodology, strategies, resource use and development of an Aboriginal language require intensive training on par with the training provided for French language teachers.

Prerequisite course:

EDUC 281: Teaching an Aboriginal Language in BC

An introduction to the field of Aboriginal language teaching, including First Nations as a Second Language and immersion programs; Aboriginal language community planning and revitalization; work with endangered languages; principles of second language teaching.

Courses:

LING 360-3 Linguistics and Language Teaching: Aboriginal Language Teaching Strategies and Methods

EDUC 4xx-4 Aboriginal Language Curriculum Development

LING/EDUC 311-3 Learning and Teaching Vocabulary of a First Nations Language.

Includes strategies in teaching and memorizing vocabulary; creation of new words and vocabularies in an Aboriginal language to facilitate its use in a modern context.

LING/EDUC 312-3 Corrective Phonetics of a First Nations language

Provides students with the knowledge and techniques needed to address the pronunciation problems of students in their language classes, and to improve their own command over the pronunciation of an Aboriginal language.

LING/EDUC 313-3 Learning and Teaching Grammatical Concepts in a First Nations Language

Provides students with the knowledge and techniques of teaching sentence patterns and sentence structure in a FNSL or immersion setting.

14. The Need For Local Delivery and Flexible Modes of Delivery

Throughout our consultations, interviews and focus groups, First Nations communities and language teachers emphasized very strongly the need for local delivery of as many of the components of an Aboriginal language teacher education program as possible. Given our discussion of existing Aboriginal language teacher education courses, or components of a program, and the above draft of an Aboriginal language teacher education program, the following possibilities may all be considered.

All Aboriginal language courses are to be locally (or at least regionally) delivered. By local delivery we mean delivery directly in a First Nations community. By regional delivery, we mean delivery at an Aboriginal post-secondary institute or in a location within reasonable commuting distance for First Nations communities that share a language. Usually, provided that participants can pay tuition or are eligible for post-secondary student sponsorship of tuition, courses break even in terms of costs if they are attended by 20-25 students. For large First Nations communities, then, local delivery might well be feasible. For smaller communities, delivery can more feasibly be carried out regionally. Mechanisms can be arranged between Aboriginal communities or institutes and the universities or colleges which provide the credit courses and credentials.

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Courses in linguistics, language teaching methodology, and language curriculum, as well as courses towards the program in First Nations language education, likewise can be offered regionally or locally, depending upon feasibility, and arrangements with the universities, colleges or Aboriginal institutes which offer or facilitate them. Such courses can also be offered as summer language institutes, where appropriate for speakers of languages in the same language family, or otherwise, for speakers of diverse languages. Past experiences with Aboriginal language summer institutes at Secwepemc Education Institute, En'owkin Centre, and UBC have shown that courses in language teaching methods, curriculum development and linguistics can meaningfully be offered to an audience of speakers of diverse languages.

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Courses in First Nations Studies and in other elective subjects (English, Math, Geography, History) can be delivered locally, or where this is not possible or feasible, can be offered

through supported distance education, or through public colleges or Aboriginal post-secondary institutes.

**15. How Many Aboriginal Language Teachers Need To Be Trained?
Projected Costs: Can Training Be Feasible?**

Compared to French language education, Aboriginal language education is a small field. Based on returns from our survey questionnaires, our estimate is that at present, there are some 100-120 Aboriginal language teachers working in public schools, and an equal number in First Nations schools. First Nations schools with daycare and nursery programs only probably bring the number of First Nations school language teachers to about 200. Within the next 1-10 years, virtually all of those teachers will retire and thus will need to be replaced.

Proficiency training for Aboriginal language teachers can also act as proficiency training for other community members, early childhood education workers, university students and others. Aboriginal language courses cost approximately \$ 6,000 per course to deliver (including cost for instructor, elders/teaching assistant(s), and if necessary travel). As stated above, such courses break even only if they are attended by approximately 20-25 students.

The Aboriginal language teaching component of a program (Minor in Aboriginal Language Education, other Linguistics courses) can be regionally delivered, thus becoming reasonably cost efficient. Delivery cost per course, including instructor travel, would usually amount to approximately \$ 7,000.

Elective courses and/or other academic courses that form part of the program can be accommodated through existing delivery mechanisms at Aboriginal institutes, public colleges and universities and through distance education, and would therefore not present additional costs.

Teacher education programs with courses and practicums (e.g. PDP program or other one year modules) are the most costly portion of a language teacher education program. They cost approximately \$150,000-175,000 per cohort of 12-15 students to deliver at a local or

regional centre. On the other hand, Aboriginal language teacher students could be integrated into cohorts of general elementary or secondary teacher education students.

As our analysis of existing Aboriginal language teacher education programs shows, a few centres at present provide the bulk of Aboriginal language courses and programs. These include: SFU in collaboration with Secwepemc Education Institute (which serves seven Aboriginal language centres in the BC Interior and Fraser Valley) and Prince Rupert First Nations Language and Culture Teacher Education Program (which serves the North Coast); UNBC, in particular the Regional Prince Rupert Centre which collaborates with the Tsimshian Tribal Council, Wilp Wixo'oskwhl Nisga'a, Haisla First Nations, and other communities; and UBC, which has an emerging First Nations Language and Linguistics Program and the NITEP Teacher Education Centre (although for the most part, UBC prefers to bring students to its First Nations House of Learning in Vancouver rather than engaging in community delivery of courses and programs).

Where administrative support for student admission, registration, and program coordination exists at these centers, it only makes sense to make use of, and build up on, this expertise together with such services. If this were the case, Aboriginal language teacher education could be delivered with relative cost efficiency. Below is a budget for language courses and language teacher education courses delivered to eight communities/regional centres for one year. If funds and local delivery are available, about 30 communities/regional centres may actually require courses, which would need to be offered in four-year cycles.

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A. Budget 1

One-year Teacher Education Program (PDP) Budget:

1 Faculty Associate	\$65,000
17% benefits	\$11,050
1/2 Time Coordinator	\$30,000
17% benefits	\$ 5,100
4 sessional instructors	\$19,847
8% benefits	\$ 1,588
Faculty Associate Travel	\$ 2,000
Sessional Travel	\$ 8,450
Administrative Support	\$10,000
Office/instructional supplies	\$ 5,000
Total Costs:	\$158,035

B. Budget 2

Aboriginal language course delivery
based on delivery of average two courses at 30 communities
(approximately 60 Aboriginal language courses @ \$ 5,200/course)
Ten Aboriginal language teacher education courses
less: tuition revenue (average ten students/course)

(\$260 x 10 x 60)	\$ 364,000
Travel funds for instructors	\$ 30,000
Contracts/honoraria for speakers/elder TA's	\$ 60,000
Mentoring funds (@ \$ 1,000 per student/mentor contract)	\$ 30,000
Total:	\$ 484,000
Registration support and community liaison @ 10 %	\$ 48,400
Grand Total:	\$ 532,400

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ⁱ (only seven of the districts with no program responded; the remainder are estimates)

ⁱⁱ Recent consultations courses and workshops on Aboriginal language teaching strategies and curriculum development by Mercedes Hinkson and myself with a number of Aboriginal languages in coastal and interior BC has shown the near-absence of such plans. Interestingly, the provincial second languages template, which is oriented towards the "functional-notional" and communicative approach to second language teaching, provides no incentive for developing a framework for progressive learning outcomes that enforce and assess vocabulary building and command over grammar. On the other hand, such a framework is critical if a program's goal is to lead to proficiency in a language. French immersion programs in BC, for example, have recently developed frameworks for communicative goals that enforce type and range of vocabulary, grammatical concepts and increasingly correct pronunciation (see, for example, Document de Base, SD 73); Some Aboriginal language programs have recently begun working with and instituting such



frameworks. Of note is the Upper St'at'imc language program (SD 74) for Grades 5-12, Chief Atahm School's draft of a scope and sequence of communicative goals, and SD 73's framework for Grades 5-12



Appendix 1

School District Questionnaire & Responses

QUESTIONNAIRE

School District _____

Address _____

Telephone Number _____

Contact Person _____

1. Please list the First Nations languages represented in your School District (for example, Haida, Halkomelem, Shuswap, Lillooet, Cree.)

a. _____

b. _____

c. _____

d. _____

e. _____

2. Approximately what is the number and percentage of district enrollment from the predominant First Nations language group within your district?

a. _____	_____
First Nations Predominant Language	Number and Percentage of Students

3. What is the approximate percentage of First Nations students from other than the predominant First Nations language groups within your district?

_____	_____
Approximate % of students	Language/Language Group

_____	_____
Approximate % of students	Language/Language Group

_____	_____
Approximate % of students	Language/Language Group

_____	_____
Approximate % of students	Language/Language Group

4. Does your district have a First Nations language(s) program(s)?

yes

no

5. What types of First Nations language programs are in place run by your district, and how many hours per week are these language programs delivered?

		Immersion	F.N. Core Second Language	F.N. local enrichment program
a.	_____	<input type="checkbox"/> # hrs	<input type="checkbox"/> # hrs	<input type="checkbox"/> # hrs
	School _____ Language _____			
b.	_____	<input type="checkbox"/> # hrs	<input type="checkbox"/> # hrs	<input type="checkbox"/> # hrs
	School _____ Language _____			
c.	_____	<input type="checkbox"/> # hrs	<input type="checkbox"/> # hrs	<input type="checkbox"/> # hrs
	School _____ Language _____			
d.	_____	<input type="checkbox"/> # hrs	<input type="checkbox"/> # hrs	<input type="checkbox"/> # hrs
	School _____ Language _____			
e.	_____	<input type="checkbox"/> # hrs	<input type="checkbox"/> # hrs	<input type="checkbox"/> # hrs
	School _____ Language _____			
f.	_____	<input type="checkbox"/> # hrs	<input type="checkbox"/> # hrs	<input type="checkbox"/> # hrs
	School _____ Language _____			

6. Please list the grade levels for each First Nations language(s) taught in your district.

a.	_____	<input type="checkbox"/>	K-3	<input type="checkbox"/>	4-7	<input type="checkbox"/>	8-12
	language _____						
b.	_____	<input type="checkbox"/>	K-3	<input type="checkbox"/>	4-7	<input type="checkbox"/>	8-12
	language _____						
c.	_____	<input type="checkbox"/>	K-3	<input type="checkbox"/>	4-7	<input type="checkbox"/>	8-12
	language _____						
d.	_____	<input type="checkbox"/>	K-3	<input type="checkbox"/>	4-7	<input type="checkbox"/>	8-12
	language _____						
e.	_____	<input type="checkbox"/>	K-3	<input type="checkbox"/>	4-7	<input type="checkbox"/>	8-12
	language _____						

7. For which grade levels and First Nations languages are there curriculum plans involving a Scope and Sequence which are approved by the district as the local curriculum?

a.	_____	_____
	Grade Level	Language
b.	_____	_____
	Grade Level	Language
c.	_____	_____
	Grade Level	Language

d. _____
Grade Level Language

e. _____
Grade Level Language

8. Has your district developed Integral Resource Packages for First Nations languages?

yes

no

9. Are Integral Resource Packages in the process of being developed?

yes

no

10. What is the certification level of your First Nations language teachers?

B.C. Professional Teaching Certificate

_____ number of teachers

B.C. Standard Teaching Certificate

_____ number of teachers

First Nations Language Teaching Certificate

_____ number of teachers

Other Certification (specify below)

_____ number of teachers

No certification by B.C. College of Teachers

_____ number of teachers

Comments: _____

11. Do you have problems finding enough qualified applicants to teach First Nations languages?

No problem

Some problem

Critical

12. In your opinion, does the current level of certification (i.e. the First Nations Language Teacher Certificate under BC CT bylaw 2B01(d)) for First Nations language teachers meet your needs?

yes

no

Comments: _____

13. What skills and education in order of priority do you recommend for First Nations language teachers?

	high	some	none
Oral proficiency in First Nation Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy in First Nation Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language teaching methodology training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum development training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Day to day organizational skills (i.e. record keeping, lesson planning; student assessment and evaluation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Secwepemc Cultural Education Society & Simon Fraser University
345 Yellowhead Highway
Kamloops, B.C. V2H-1H1

14. What do you identify as further needs in the training and education of your First Nations language teachers?

15. Does your district collaborate with local First Nations Language Authorities and /or First Nations organizations in delivering language programs?

yes

no

Comments: _____

Please return completed questionnaire by December 5, 1997 to the address below.
If you have any questions contact:
Dr. Marianne Ignace
(250) 828-9799
SCES/SFU
345 Yellowhead Highway
Kamloops, B.C. V2H-1H1

Certification Chart

SCHOOL DISTRICTS TEACHER CERTIFICATION					
School Districts	Professional	Standard	FNL Certificate	No Certification	Need for qualified teachers
School District #19					
School District #20					
School District #23					
School District #27 Chilcotin	4		7	7	Critical (Urban)
School District #27 Shuswap					Critical
School District #27 Carrier					Critical
School District #28			1		Critical
School District #37					
School District #39				data not readily available	
School District #42					
School District #46					Some problem
School District #47		1		2	Critical
School District #49					
School District #50	2	3		8	Critical
School District #52	1	1		4 letter of permission	Critical
School District #53				2	Some Problem
School District #54				2	
School District #57				Other- Yinka Dene	Critical
School District #63					Critical
School District #67					
School District #68				2 letter and 2 none	No problem
School District #70				3	Critical
School District #73			1		Critical
School District #79	1			5	Some Problem
School District #82 (1)	2	2			Critical
School District #82 (2)			1		Critical
School District #82 (3)	2				No problem
School District #92			2	2	Critical

Skills and Education Chart

SCHOOL DISTRICTS TEACHERS SKILLS AND EDUCATION March 10, 1998							
School Districts	Oral proficiency in FNL	Literacy in FNL	Language teaching methodology	Curriculum development skills	Day to day organizational skills	English communications skills	Classroom management skills
0=no answer							
1=very important							
2=somewhat important							
3=not important							
School District #19	0	0	0	0	0	0	0
School District #20	0	0	0	0	0	0	0
School District #23	0	0	0	0	0	0	0
School District #27 Chilcotin	3	2	1	1	2	1	1
School District #27 Shuswap	1	1	1	1	1	1	1
School District #27 Carrier	1	1	1	1	1	1	1
School District #28	1	2	1	1	1	2	1
School District #37	0	0	0	0	0	0	0
School District #39	1	1	1	1	1	2	1
School District #42	1	1	2	2	2	1	2
School District #46	1	1	1	1	2	1	1
School District #47	1	2	1	2	0	1	1
School District #49	0	0	1	0	1	0	1
School District #50	1	1	1	2	1	2	1
School District #52	1	1	2	2	2	2	2
School District #53	1	1	1	1	1	2	1
School District #54	1	1	1	1	1	1	1
School District #57	1	1	1	2	1	2	1
School District #63	1	2	1	2	1	2	1
*School District #67	1	2	1	2	1	2	1
School District #68	1	1	3	3	2	3	2
School District #70	1	1	2	3	2	2	2
School District #73	1	1	2	2	3	3	3
School District #79 (1)	3	3	2	2	2	1	1
School District #79 (2)	2	2	2	2	2	2	2
School District #82 (1)	1	1	1	2	1	2	1
School District #82 (2)	1	3	1	2	3	3	2
School District #82 (3)	1	1	1	1	1	1	1
School District #92	1	2	1	1	1	1	1

SCHOOL DISTRICTS COMMENTS ON TEACHER CERTIFICATION
March 10, 1998

School district #23

Problem at this time with the Okanagan Language Authority not agreeing to have the language taught in Public Schools. we have a partnership with the Westbank First Nation to promote language and cultural activities for students.

School District #27

Shuswap: Cumbersome process for Shuswap Elders. Not having a Northern Shuswap Language authority slows up the process of certification. Very difficult to find Shuswap language teachers due to language loss.

Carrie: Problem finding fluent Carrier language teachers in the urban areas. Difficult to replace and find fluent speakers to fill in on the leaves of absences.

School District #28

We are finding our adult teachers are feeling a little apprehensive about entering the classroom and would like more in the areas of classroom management. Our School District Community and Yinka Dene Language Institute are addressing this need.

School District #42

We could not find a qualified language teacher when we offered the Halkomelem language class at the elementary level.

School District #46

Elders need to speak the language, not only with each other, but out in the community. The children K- 12 are learning our language. The middle group, ages 20-50 are not —too big a gap. More translated books, tapes etc., are needed for everyone, birth > adult. Need a younger group trained to be First Nations teachers

School District #47

The current BC College of Teachers bureaucracy surrounding letter of permission for FNL teachers is not satisfactory.

School District #53

There is a need to revise the criteria in certifying language teachers. The language is in danger of becoming extinct. And also the fluent speakers are getting older and it is hard for Elders to teach.

School District #73

Requirement for FNL teachers should be upgraded from a language teacher certificate to a teacher certificate or a bachelor degree in Education.

School District #79

The local Tribal Bands are not applying for their language teachers to be Language Certified Teachers. I feel sad that First Nations people talk as if language revival is important, but do not want to pay their teacher "on par" as other language teachers.

We need to convey to FN organizations that language revival must be done in partnership with the school and the community. How are FN organizations reviving the language in FN communities/tribal offices/homes?

Hul'qumin'um language classes are taught in partnership with the classroom teacher and a cultural teaching assistant. the classroom teacher bring in the classroom knowledge and the cultural teaching assistant traditional cultural knowledge.

SCHOOL DISTRICTS COMMENTS ON TEACHER CERTIFICATION
March 10, 1998

2

School District #82

Some teacher training needs to be provided and be mandatory within a reasonable time after the interim certificate is granted.

School District #92

I think that these individuals must take teacher training, not to legitimize the language but to be able to teach it.

School district #27

- Methodology.
- Short and long term planning.
- Classroom management.
- Report card writing.
- Teacher commitment and professionalism.
- Assessment and evaluation.
- Understanding special needs children.

School District #39

We were working with 2 language groups to support them in their efforts to teach their languages to their families. We found teachers, curriculum and facilities, but we were denied funding to hold the classes. It is important to work with families rather than only children in classes to support a language community. We are in a unique situation to support a language community in Vancouver because we don't have a local predominant FN language.

School District #47

- Networking with other FNL teachers.
- Central place to exchange resource materials.
- Technology training, computers, CD ROM, video.
- Because of the specialized need of language teachers we need teachers-on-call to have an equal amount of training.

School District #52

- Awareness of the realities and expectations of working within an institution.
- Motivational strategies, how to make learning a second language fun for the students and the teachers.

School District #53

Presently to get the most out of the program. We must attach a certified teacher to the program to provide for classroom management, instructional skills and union contracts needs. This is expensive.

The language speakers (fluent) need and interim certification. This will give them incentive to work at a standard or professional cert.

We need help developing IRPs for these program. The FNL teachers do not have the time nor the expertise to do so. Small districts like ours do not have the funds to do so. Consortiums can be formed, i.e., Okanagan is common among several districts, but this requires the will, time, and funding of all partners.

Expertise for developing IRP is where? Ministry needs to act as a clearing house for this. Must Districts develop the French IRPs?

If a teacher is instructing in A School District or Band Operated School they need all the skills mentioned in the questionnaire. There is team teaching that could be done.

School District #57

- Classroom management.
- Curriculum planning.

School District #68

- Classroom management.

- Teaching methods.
- Planning.
- In-service for language teachers is very important.

School District #70

- Development of resources is critical.

School District #73

- Curriculum development.
- Teaching methodology training.
- Classroom management.
- Day to day organizational skills.

School District #79

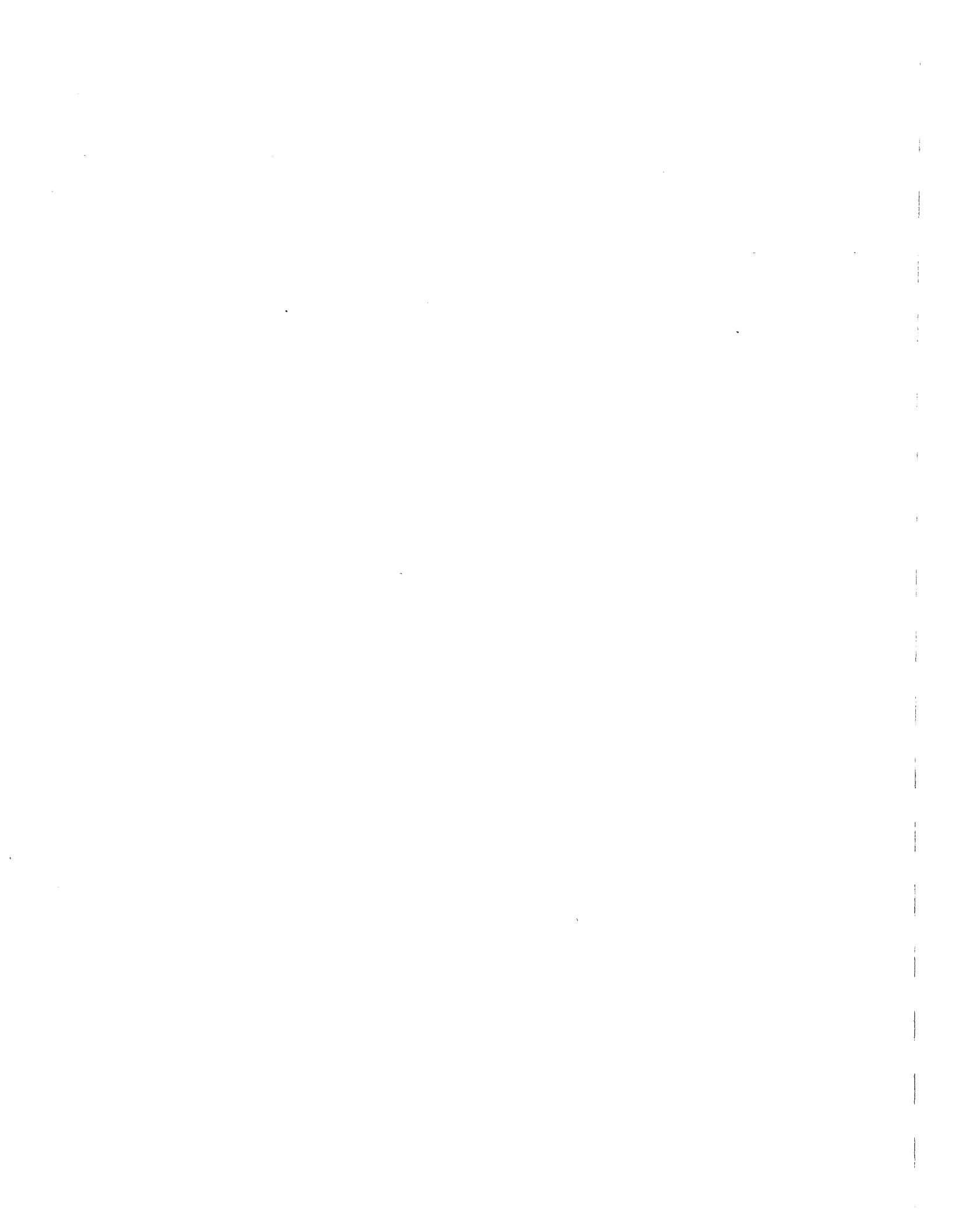
- I prefer to consider FN "culture" teachers rather than "language" teachers. An extensive "awareness" with FN culture in general and local group culture in particular is necessary.
- I think some people here have the skills of natural teachers. these are the kind of people that are needed in the schools. If they are natural teachers, then the criteria for certification specified in the questionnaire would be easily met. We want to ensure success of language teachers in the classroom.
- How to write the language.
- Different strategies to teach language rather than chalk and talk type of strategies.
- How to use game, songs, drama, technology, etc., to teach language.
- How language is learned by a child.
- How to develop resources to support learning in the classroom.
- I recommend that research be started on which Educational Practices best support FN students in learning the language (after school programs?)
- That a FN language committee be struck to investigate language issues.
- That support be provided for the development of FNL resources.

School District #82

- All skills are essential and cannot really be ranked.

School District #92

- Bring the university to the community.
 - Mandate provincially via Education
- Steering committee that these teachers learn to teach and comply with requirements of the program to make it as legitimate as English, French, Mandarin, etc.



Appendix 2

First Nations School Questionnaire & Responses



QUESTIONNAIRE

School Name _____

Address _____

Telephone Number _____

Contact Person _____

1. Which Aboriginal language is spoken in the community served by your school?

2. What grade levels does your school have?

Grade K _____ Grade 1 _____ Grade 2 _____ Grade 3 _____

Grade 4 _____ Grade 5 _____ Grade 6 _____ Grade 7 _____

Grade 8 _____ Grade 9 _____ Grade 10 _____ Grade 11 _____

Grade 12 _____

3. Does your school have an Aboriginal language program?

yes

no

3. Approximate number students in the school who take the language program.

a. Grade K _____
Total number of students _____ Students enrolled in the language program _____

b. Grade 1 _____
Total number of students _____ Students enrolled in the language program _____

c. Grade 2 _____
Total number of students _____ Students enrolled in the language program _____

d. Grade 3 _____
Total number of students _____ Students enrolled in the language program _____

e. Grade 4 _____
Total number of students _____ Students enrolled in the language program _____

f. Grade 5 _____
Total number of students _____ Students enrolled in the language program _____

g.	Grade 6	_____	_____
		Total number of students	Students enrolled in the language program
h.	Grade 7	_____	_____
		Total number of students	Students enrolled in the language program
i.	Grade 8	_____	_____
		Total number of students	Students enrolled in the language program
j.	Grade 9	_____	_____
		Total number of students	Students enrolled in the language program
k.	Grade 10	_____	_____
		Total number of students	Students enrolled in the language program
l.	Grade 11	_____	_____
		Total number of students	Students enrolled in the language program
m.	Grade 12	_____	_____
		Total number of students	Students enrolled in the language program

4. For which level of the First Nations language is there a curriculum plan involving a Scope and Sequence?

a.	Grade K	_____	_____	_____
		Yes	No	Don't know
b.	Grade 1	_____	_____	_____
		Yes	No	Don't know
c.	Grade 2	_____	_____	_____
		Yes	No	Don't know
d.	Grade 3	_____	_____	_____
		Yes	No	Don't know
e.	Grade 4	_____	_____	_____
		Yes	No	Don't know
f.	Grade 5	_____	_____	_____
		Yes	No	Don't know
g.	Grade 6	_____	_____	_____
		Yes	No	Don't know
h.	Grade 7	_____	_____	_____
		Yes	No	Don't know
i.	Grade 8	_____	_____	_____
		Yes	No	Don't know
j.	Grade 9	_____	_____	_____
		Yes	No	Don't know
k.	Grade 10	_____	_____	_____
		Yes	No	Don't know
l.	Grade 11	_____	_____	_____
		Yes	No	Don't know
m.	Grade 12	_____	_____	_____
		Yes	No	Don't know

5. How many hours per week is the Aboriginal language taught at the various levels?

- a.

_____	_____
Grade K	Hours per Week

- b.

_____	_____
Grade 1	Hours per Week

- c.

_____	_____
Grade 2	Hours per Week

- d.

_____	_____
Grade 3	Hours per Week

- e.

_____	_____
Grade 4	Hours per Week

- f.

_____	_____
Grade 5	Hours per Week

- g.

_____	_____
Grade 6	Hours per Week

- h.

_____	_____
Grade 7	Hours per Week

- i.

_____	_____
Grade 8	Hours per Week

- j.

_____	_____
Grade 9	Hours per Week

- k.

_____	_____
Grade 10	Hours per Week

- l.

_____	_____
Grade 11	Hours per Week

- m.

_____	_____
Grade 12	Hours per Week

6. Does your school have an Integral Resource Package for the language available?

yes no Don't know.

7. Is an Integral Resource Package in the process of being developed by your public school district?

yes

no

Don't know.

8. What is the certification level of your First Nations language teacher (s)?

B.C. Professional Teaching Certificate

_____ number of teachers

B.C. Standard Teaching Certificate

_____ number of teachers

First Nations Language Teaching Certificate

_____ number of teachers

Other Certification (specify)

_____ number of teachers

No certification by B.C. College of Teachers

_____ number of teachers

Comments: _____

9. Do you have problems finding enough qualified applicants to teach your Aboriginal language?

No problem

Some problem

Critical

10. In your opinion, does the current level of certification (i.e. the First Nations Language Teacher Certificate under BC CT bylaw 2B01(d)) for First Nations language teachers meet your needs?

yes

no

Comments: _____

11 What skills and education in order of priority do you recommend for First Nations language teachers?

	very	some	none
Oral proficiency in First Nation Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy in First Nation Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language teaching methodology training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum development training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Day to day organizational skills (i.e. record keeping, lesson planning; student assessment and evaluation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

12. What do you identify as further needs in the training and education of your language teachers?

13. Does your First Nations school collaborate with your local First Nations Language Authorities and /or First Nations organizations in delivering language programs?

yes

no

Comments: _____

14. Does your First Nations School collaborate with the School District in your area in providing First Nations Language Curriculum and First Nations Language Teacher Training/Inservice?

yes

no

Comments: _____

Please return completed questionnaire by December 5, 1997 to:
Dr. Marianne Ignace
SCES/SFU
345 Yellowhead Highway
Kamloops, B.C. V2H-1H1

Language Programs Chart

SCHOOL DISTRICTS LANGUAGE PROGRAMS March 10, 1998						
School Districts	Language	Program Type	Grade Level	Scope and Sequence	IRP	IRP in Progress
School District #19	no program	no program	no program	no	no	no
School District #20	no program	no program	no program	no	no	no
School District #23	Okanagan	no program	no program	no	no	no
School District #27	Chilcotin	Core 2-Language	K-3,4-7,8-12	yes	no	yes
	Shuswap	Core 2-Language	K-3,4-7,8-12	yes	no	yes
	Carrier	Core 2-Language	K-3,4-7,8-12	yes	no	yes
School District #28	Carrier	Enrichment	K-3	no	no	yes
School District #37	Halkomelem	no program	no program	no	no	no
School District #39	no program	no program	no program	no	no	no
School District #42	Cree 8%	no program	no program	no	no	no
	Haida 3%	no program	no program	no	no	no
	Ojibway 2%	no program	no program	no	no	no
	Dakota 2%	no program	no program	no	no	no
School District #46	Sechelt	Core 2-Language	K-3, 4-7, 8-12	no	no	yes
School District #47	AyajvOum	Core 2-Language	K-3,4-7,8-12	yes	no	yes
	Sliammon					
School District #49	Nuxalk	Core 2-Language	4-7,8-12	yes	no	no
School District #50	Haida	Core 2-Language	K-3, 4-7, 8-10	8th grd	8th grd	yes
School District #52	Tsimshian	Not specified	K-8	no	no	no
School District #53	Okanagan	Core 2-Language	K-3, 4-7	yes	no	yes
School District #54	Witsuwit'en	Enrichment	K-3, 8-12	yes	yes	n/a
School District #57	Carrier 70%	Core 2-Language	4 to 7	yes	no	yes
	Sekani 15%	no program				
	Cree 10%	no program				
School District #63	Saanich 80%	no program	no program	no	no	no
	Halkomelem 2%	no program	no program	no	no	no
School District #67	Okanagan	Enrichment	K-3,4-7	no	no	no
School District #68	Halkomelem	Enrichment	K-3,4-7,8-12	yes	no	yes
School District #70	Tla-o-qui-aht	Enrichment	K-3,4-7,8-12	no	no	no
	Huu-ay-aht	Enrichment	K-3,4-7,8-12	no	no	no
School District #73	Shuswap	Enrichment	K-3, 8-12	yes	yes	n/a
School District #79	Halkomelem	Core 2-Language	8 to 12	yes	no	no
		Enrichment	K-3, 4-6	yes	no	yes
School District #82 (1)	Gitksan	Core 2-Language	K-3,4-7,8-12	no	no	no
	Haisla	Core 2-Language	8 to 12	no	no	no
School district #82 (2)	Gitksan	?	K-6	no	no	yes
School District #92	NisGa'a	?	K-3,4-7,8-12	?	no	yes

Bands Language Programs

BAND OPERATED SCHOOLS LANGUAGE PROGRAMS April 23, 1998					
Band Operated Schools	Languages	Grade levels	Scope and Sequence	IRP	Plans for IRP
Aatse Davie	Sekani	K-8	yes	no	no
Bella Bella	Heiltsuk	K-7	yes	no	no
Canoe Creek	Shuswap	K-3	yes		
Chalo	Cree/Slavey	K-7	yes	no	Don't know
Chief Atahm	Shuswap (E)	N-7	yes	yes	
Eliza Archie School	Shuswap	K-12	yes	K-3	in progress
Gitanyouw	Gitksan	K-8	no	no	no
Gwa'asala	Kwakwala	K-8	yes	no	no
Gitsegukla	Gitksan	K-7	yes	no	in progress
Gitwangak Adult School	Gitksan	G 9-12	yes	no	
FN High Sch./Gitanmaax	Gitksan	G 9-12	yes	no	
Haisla Community School	Haisla	K-7	yes	no	don't know
Hartley Bay	Swalgyase	K-12	yes	no	yes
Kitasoo	Heiltsuk/Tsimshian	K-12	don't know	no	no
Kitwanga	Gitksan	K-7	yes	no	yes
Ktunaxa	Ktunaxa	K-3	yes	no	no
Lau, wclnew	Sencoten	K-3	yes	no	yes
Moricetown	Wet'suwet'en	K-6	yes	no	don't know
Nt'ákminlhkalha	Upper Stat'imcets	K-9	yes	no	no
Qwam Qwum Stalcut	Halkomelem	K-2	yes		
Q'wiq Wiyelst	Shuswap	K-7	yes	yes	
Sen Pok Chin	Okanagan	G 2-10	no	no	no
Snaw-Naw-As	Halkomelem	K-2	no	no	no
Tsay Keh Dene	Sekani	K-9	no	no	no
T'lisalagwi'lakw	Kwakwala	K-9	no	no	don't now
Wagalus	Kwakwala	K-1	no	no	don't know
Wilp NisGa'a	NisGa'a	post sec. 1-6	yes		
Xit'olacw	Lower Stat'imcets	K-12	yes	no	no
Ya Thuy thut	Halkomelem	no	no	no	no

Bands Certification

BAND OPERATED SCHOOLS TEACHER CERTIFICATION April 23, 1998						
Band Operated Schools	Professional Certificate	Standard Certificate	FN Certificate	Other	No Certification	Need for qualified teachers
Aatse Davie			1		2	Critical
Bella Bella	n/a	n/a	n/a	n/a	n/a	n/a
Canoe Creek	1					Critical
Chalo			2			Critical
Chief Ataham	1	3			4	Critical
Eliza Archie School	1					Critical
Gitanyouw						Some problem
Gwa'asala Nakwaxda'xw			1			Critical
Gitsegukla			1			Some problem
Gitwangak Adult School			1	interim		Some problem
FN High Sch./Gitanmaax	1					Critical
Haisla Community School					1	Critical
Hartley Bay	1				1	Critical
Kitasoo Community					3	Critical
Kitwanga	1					Some problem
Ktunaxa			2			Critical
Lau, welnew			2			Critical
Moricetown			1			Critical
Nt'ákminlhkalha						Critical
Qwam Qwum Stalcut				1	4	No problem
Q'wiq Wiyelst					1	Some problem
Sen Pok Chin				1	2	
Snaw-Naw-As					1	Critical
Tsay Keh Dene					2	
T'lisalagwi'lakw			2		2	Some problem
Wagalus					diploma	Some problem
Wilp NisGa'a					6	Critical
Xit'olacw	3	2	1			No problem
Ya Thuy thut						

Bands- Teachers Skills

BAND OPERATED SCHOOLS TEACHERS SKILLS AND EDUCATION							34402
Band Schools	Oral proficiency in FNL	Literacy in FNL	Language teaching methodology	Curriculum development skills	Day to day organizational skills	English communication skills	Classroom management skills
1= very important							
2= somewhat important							
3= not important							
0= no answer							
Aatse Davie	1	1	1	1	1	2	1
Bella Bella	1	1	1	1	1	1	1
Canoe Creek	1	1	1	1	1		1
Chalo	1	2	1	1	1	2	1
Eliza Archie School	1	1	1	1	1	1	1
Gitanyouw	1	1	1	1	1	1	1
Gwa'asala	1	1	1	1	1	1	1
Gitsegukla	1	1	1	1	1	1	1
Gitwagak Adult School	3	3	1	1	2	3	2
FN High Sch./Gitanmaax	1	1	1	1	1	2	1
Haisla Community School	1	1	1	1	1	1	1
Hartley Bay	1	1	1	1	1	2	1
Kitasoo	1	2	2	1	1	2	1
Kitwanga	1	1	2	2	3	1	1
Ktunaxa	2	2	1	1	1	2	1
Lau,weknew	1	1	3	2	2	2	2
Lax kw'alaams	1	1	1	2	1	1	1
Moricetown	1	2	1	1	1	1	1
Nt'ákmínlhkalha	1	1	1	1	1	1	1
Qwam Qwum Stalcut	1	1	2	1	1	1	1
Q'wíq Wiyelst	1	2	1	2	1	1	1
Sen Pok Chin	1	1	1	2	2	2	2
Snaw-Naw-As	1	1	1	1	1	1	1
Tsay Keh Dene	1	1	1	3	1	2	1
T'lisalagwi'lakw	1	1	1	1	1	2	1
Wagalus	1		1	1			1
Wilp NisGa'a	1	1	1	1	1	2	1
Xit'olacw	1	1	1	1	1	1	1
Ya Thuy thut	1	1	2	2	2	2	2

Aatse

- Adequate translation of native Languages to English.
- Training and practice in speaking FNL.
- Development of materials

Bella Bella

It is important for our FNL teachers to have skills in teaching and classroom management. Yet, there are no programs to assist with this unless they go through the regular teacher training courses.

- Methodology
- Curriculum development
- Classroom management

Canoe Creek

Practice in the classroom with another teacher. This would help the teacher to be more effective and be more at ease in the classroom. Teachers should try to use the language more often with the elders.

The FNL teacher should have interest in learning more and be able to take courses. There is always room for improvement.

Chief Atahm

We need an extended supervised practicum following the SFU model. The Second Language model should be abandoned in favor of the Immersion model. Look beyond British Columbia for successful alternative models. Bring in sessional people from successful language programs in other parts of the world.

FN High School/Gitanmaax

Our student populations 86, primarily these students have dropped out of regular schools. Our school is tailored to the students needs, most of our students are Gitksan. In order to attend our school, all students must take Gitksan language and culture. Our teacher Ms. Fitzpatrick is a retired teacher, she is Gitksan.

Standards and objectives for the FNL.

- Aboriginal languages are taught this fact should be recognized so that standards will be developed.
- Most of the fluent Gitksan speakers are Elders their skills should be recognized and it should be recommended that they take training. Teaching in a classroom is very difficult.

Gitwangak Adult School

- All our teachers are fluent and knowledgeable but lack classroom management , classroom readiness, curriculum development skills and language teaching methodology training.

Gitanyouw

- Language, spelling and curriculum development.
- Our own traditional laws.
- Community involvement.

Gitsegukla

A FNL teacher should have all the above. Most important would be:

**BAND OPERATED SCHOOLS COMMENTS ON LANGUAGE PROGRAMS,
CERTIFICATION AND SKILLS FOR FNL LANGUAGE TEACHERS**

2

- Classroom management and organizational skills.
- How to handle students.
- How to test their knowledge of the language.
- Teaching the language should include cultural activities in the curriculum: crafts, food preparation, games, etc.

Gw'asala

- Knowing about child development.
- What can be expected from children at certain age levels.
- What is appropriate curriculum for different levels.

Haisla community School

All the skills of a regular teacher are required for a FNL teacher plus extra training in curriculum development. Our problem is the difficulty in finding fluent speakers who are willing/able to do teacher training.

Hartley Bay

- Linguistics
- Technology training (Computers CD ROM)
- Research, report writing
- Multiculturalism (compare and contrast)

Moricetown

- How to do proper assessment and evaluation.

Qwam Qwum Stalacut

- Require more funding to advance the language/culture delivery.
- Curriculum development training for student assessment and evaluation.

Q'wiq Wiyelst

- Teaching methodology.
- Classroom management.
- Day to day organizational skills

Tsay Keh Dene

- The most important thing is for the teacher to have control of the classroom, and that the teacher implements strategies to help facilitate language learning.

T'lisalagi'lakw

- Technology training.

Wagalus

- It is very important for FNL teachers to have classroom management skills.

Wilp Wil'Xo'oskwl NisGa'a

- Accredited B. Ed., M. Ed., Ed.D/Ph.D in NisGa'a Language Teacher Training.
- One year PDP training program for those who already have a degree in a related field.
- I would add linguistics (at least 2-levels-university) to the list. Also should strive for higher degrees whereby FN people are contributing to this world of academia.

**BAND OPERATED SCHOOLS COMMENTS ON LANGUAGE PROGRAMS,
CERTIFICATION AND SKILLS FOR FNL LANGUAGE TEACHERS**

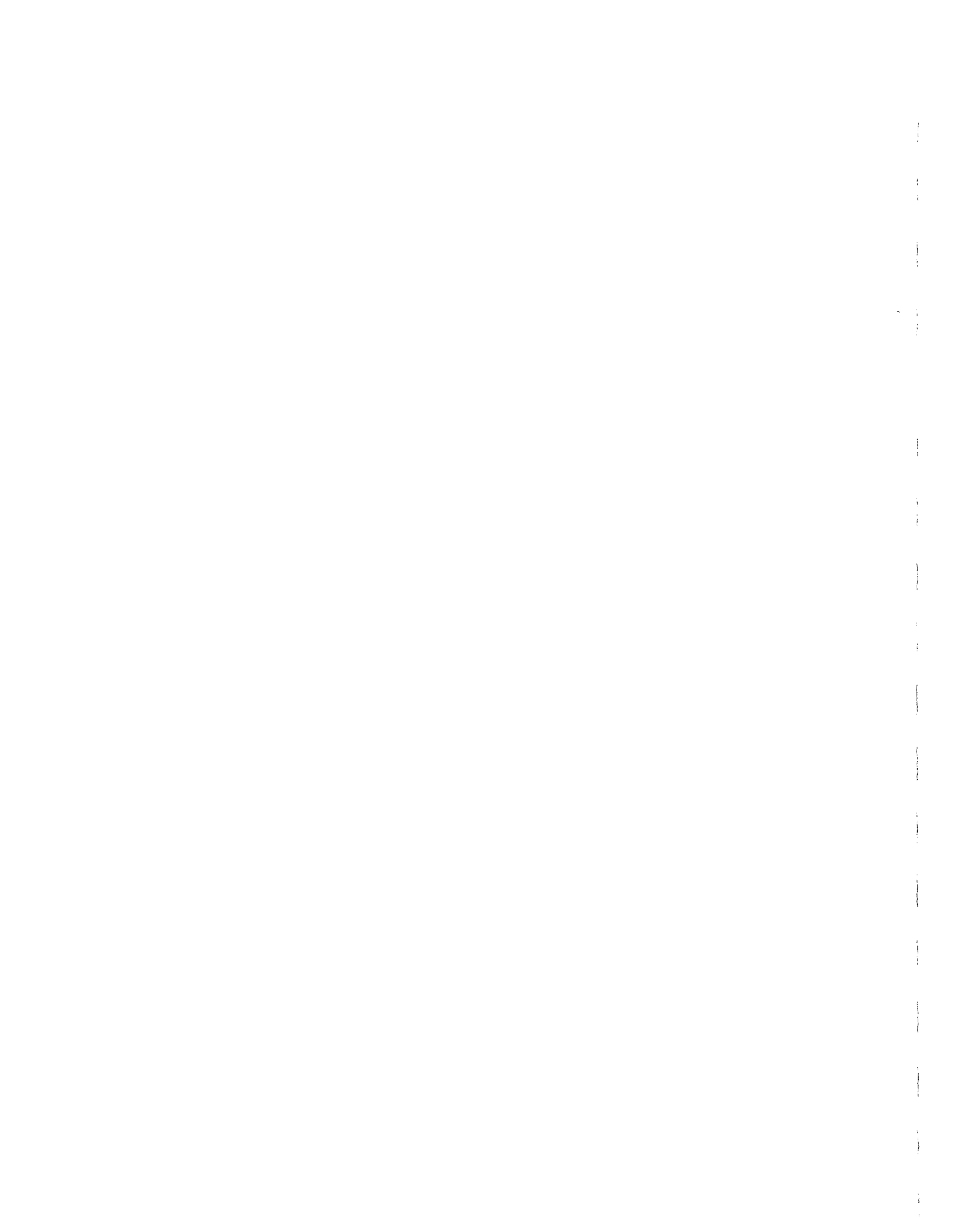
3

Xit'oläcw

Our School board is concerned about the BC Ministry's involvement in developing language and FNL Curriculum. Such curriculum should be copyrighted by Bands and FN organizations.

Appendix 3

Nisga'a Language Program



NISGA'IA LANGUAGE & CULTURE COURSES

Wilp Wilxo'oskwhl Nisga'a
&
University of
Northern British Columbia

A:\COURSES.NIS
LAI02-06-97

FNST Nisga'a 309-1, Issues in Internal Organization for Contemporary Indigenous Peoples of the World
An introductory survey of contemporary issues for Indigenous Peoples of the World in which students will research and present seminars on specific issues such as political organization, economic and environmental strategies, and strategies for cultural survival in which decision making within the First Nations is involved through an analysis of Nisga'a relationships with political, educational, and economic organizations outside of Canada.
Prerequisite: NONE

FNST Nisga'a 400-3, Community-Based Research Project Applying First Nations Research Methods
Group projects will be undertaken in partnership with a community or organization under the supervision of a faculty person.
Prerequisites: FNST NISGA'A 300 -3

FNST Nisga'a 401-3, Art and Material Culture of the Nisga'a Nation
A survey of the major sources in the literature on Nisga'a art and material culture with an emphasis on contemporary Nisga'a art forms. This seminar will invite Nisga'a artists to participate.
Prerequisites: UPPER DIVISION STANDING

FNST Nisga'a 302-3, First Nations Health and Healing
A survey of the concepts of health, healing, and wholistic medicine, including a review of major published materials on Nisga'a health services and healing methods. The seminar will focus its study around the history and development of the diagnostic centre.
Prerequisites: UPPER DIVISION STANDING

FNST Nisga'a 403-3, Nisga'a Religion and Philosophy
A seminar on the philosophical and religious concepts underlying Nisga'a society. Nisga'a elders will be invited to participate in this seminar.
Prerequisites: UPPER DIVISION STANDING

FNST Nisga'a 404-3, Nisga'a Environmental Philosophy and Knowledge

A seminar on the knowledge and attitudes about the environment in Nisga'a culture. Resources will include an analysis of Nisga'a speeches and actions around fisheries and forestry and reflection with those who have been active in this area.
Prerequisite: UPPER DIVISION STANDING

FNST Nisga'a 405-3, Advanced Seminar in Nisga'a Studies-Extending the Discipline
Transcription and translation from English to Nisga'a and vice versa.

Prerequisite: FNST NISGA'A 240-3

FNST Nisga'a 420-3, The Literature of the Nisga'a Language
A study of Nisga'a literature.
Prerequisite: FNST NISGA'A 240-3

FNST Nisga'a 421-3, Nisga'a Songs and Poetry.
A study of Nisga'a songs and poetry.
Prerequisite: FNST NISGA'A 240-3

FNST Nisga'a 422-3, Nisga'a Speeches and Stories
A study of Nisga'a speeches and stories. Analysis of the various linguistic variations which accompany different kinds of speeches and stories.
Prerequisite: FNST NISGA'A 240-3

FNST Nisga'a 423-3, A Study of Nisga'a And its Linguistic Relatives
A study of Nisga'a and its linguistics relatives.

FNST Nisga'a 424-3, Nisga'a Lexicography
How to make a dictionary in the Nisga'a language. Students will gain practical experience by working with existing dictionaries.
Prerequisite: FNST NISGA'A 220-3

FNST Nisga'a 601-6-18

For those majoring in the Nisga'a language, up to 18 credits for independent study can be given with the permission of the Chair.

FNST Nisga'a 169-3, Nisga'a Culture-Level 1
This course will focus on an overview of Nisga'a culture, especially Nisga'a origins and clan histories.

FNST Nisga'a 170-3, Nisga'a Culture-Level 2

This course will focus on Nisga'a culture through the study of Txeemsin stories and their influence on the development of Nisga'a society.
Prerequisite: FNST NISGA'A 269-3

FNST Nisga'a 200-3, Methods and Perspectives in First Nations Studies

An introduction to approaches to the cultures of contemporary First Nations including ethics and working with communities through the study of Nisga'a law, the Nisga'a land ethic, and past research efforts in the Nass Valley.
Prerequisites: REGISTRATION AS A MAJOR IN FIRST NATIONS STUDIES OR PERMISSION OF THE PROGRAMME CHAIR FOR WILP WILX'OSKWHL NISGA'A STUDIES

FNST Nisga'a 205-3, Seminar in First Nations Studies-Defining

Questions for the Discipline

Major topics in the discipline will be introduced through the study of published materials and through discussion with Nisga'a elders.

Prerequisites: REGISTRATION AS A MAJOR IN FIRST NATIONS STUDIES OR PERMISSION OF THE PROGRAMME CHAIR FOR WILP WILX'OSKWLH NISGA'A STUDIES

FNST Nisga'a 206-3, Nisga'a Oral Literatures

An introduction to Nisga'a oral literature, story telling, and the analysis of discourse structure through a study of the Ayuukhl Nisga'a and discussion with an elder.

Prerequisites: NONE

FNST Nisga'a 207-1, Issues in External Relations for Contemporary BC First Nations

An introductory survey of contemporary issues for BC First Nations in which students will research and present seminars on specific issues (land, environment, rights, constitution) through a study of the relationship of the Nisga'a Tribal Council to other governments and organizations.

Prerequisites: NONE

FNST Nisga'a 208-1, Issues in External Relations for Contemporary Canadian First Nations

An introductory survey of contemporary issues for Canadian First Nations in which students will research and present seminars on specific issues (self-government, cultural artifacts, constitutional definitions) emphasizing a study of the Nisga'a participation in the Constitutional discussions.

Prerequisites: NONE

FNST Nisga'a 209-1, Issues in External Relations for Contemporary Indigenous Peoples of the World

An introductory survey of contemporary issues for Indigenous peoples of the world in which students will research and present seminars on issues (land rights, environment, revolutionary movements, education) through a study of the Nisga'a participation in a variety of international activities.

(Educational developments in the U.S. and the Pacific Rim, Globe 90/92, Brazil, World Council of Churches, etc.)

Prerequisites: NONE

FNST Nisga'a 269-3, First Nations Culture-Level 3

A study of Nisga'a laws and customs governing the use of the land and its resources. This course may be taken concurrently with FNST Nisga'a 201-3.

Prerequisites: FNST NISGA'A 170-3

FNST Nisga'a 270-3, First Nations Culture-Level 4

A study of the Nisga'a laws and customs governing the resolution of conflict, trade internally and with other Nations, including an examination of those areas in which Nisga'a law and custom conflict with Western law and values.

Prerequisites: FNST NISGA'A 269-3

FNST Nisga'a 300-3, Research Methods in First Nations Studies

Major methodologies such as participant observation, archival research, interviewing techniques, and statistical analysis will be considered in the context of Nisga'a participation in a variety of research studies and in the light of the goals of the discipline.

Prerequisites: FNST NISGA'A 200-3

FNST Nisga'a 305-3, Seminar in First Nations Studies-Sources for the Development of the Discipline

Theoretical approaches to the discipline of Nisga'a Studies will be examined and compared with the theoretical approaches of allied disciplines such as anthropology, literature and cultural studies.

Prerequisites: FNST NISGA'A 205-3

FNST Nisga'a 307-1, Issues in Internal Organization for Contemporary Canadian First Nations of BC

An introductory survey of contemporary issues for BC First Nations in which students will research and present seminars on specific issues such as political organization, economic and environmental strategies, and strategies for cultural change through an analytical study of the Nisga'a relationship with other British Columbia First Nations organizations.

Prerequisites: NONE

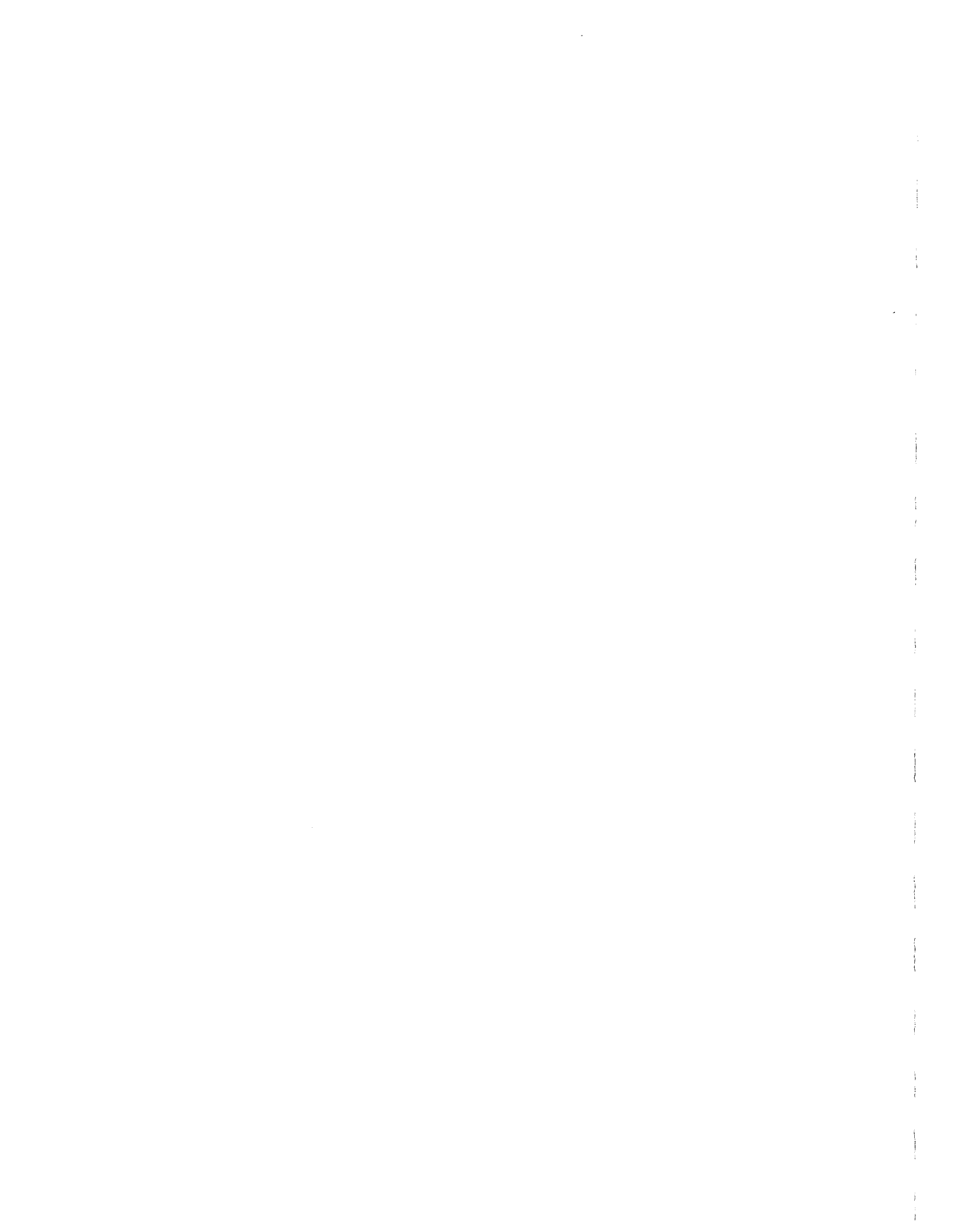
FNST Nisga'a 308-1, Issues in Internal Organization for Contemporary Canadian First Nations

An introductory survey of contemporary issues for Canadian First Nations in which students will research and present seminars on specific issues such as political organization, economic and environmental strategies, and strategies for cultural survival through an analytical study of the Nisga'a contributions to the Assembly of First Nations constitutional discussions and through a review of the alliances created with other groups and the Nisga'a around the environmental issues posed by the Amax tailings disposal into Alice Arm.

Prerequisites: NONE

Appendix 4

Prince Rupert First Nations Language & Culture Teacher Education Program



C-2

Draft of First Nations Language and Culture Teacher Education Program - Prince Rupert
As of April 24, 1997

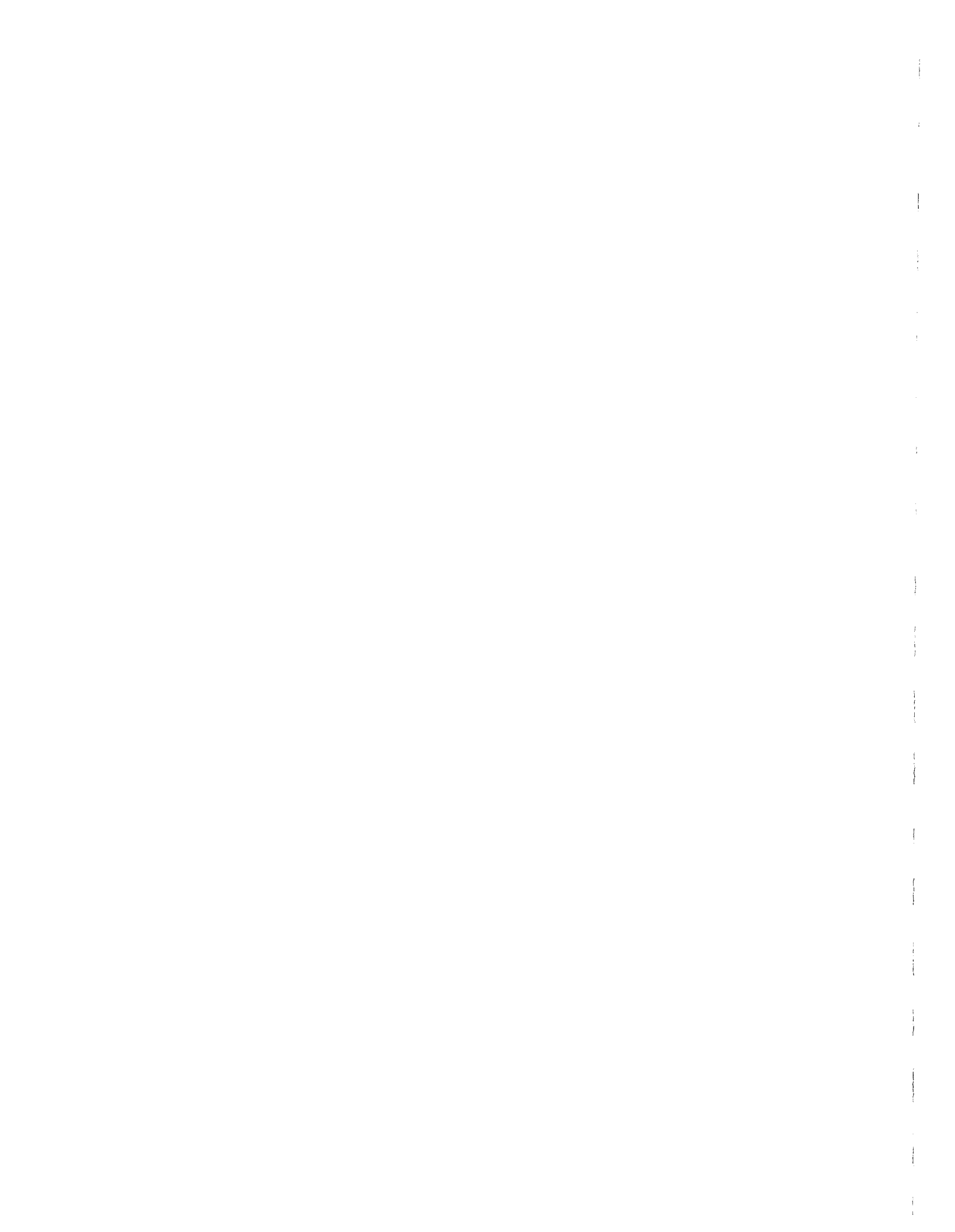
	Jan - April '96	May - June '96	July - August '96
Sept - Dec '96	ENGL 101-3 Miki FNST 101-3 Brown EDUC 425-4 Mussell MATH 190-4 Izumi SFU (14)	HIST 102-3 Arndt FNST 137-3 Dunn FNST 138-3 Dunn (9)	No Courses
ENGL 199-3 Perkins EDUC 490-2 Leighton - EDUC 491-2 Stephens LING 310-6.5 Miller BISC 310-3 Compton (10)	Jan - April '97 LING 310-6.5 Miller FNST 167-3 Leigh-Steph GEOG 162-3 Arndt FNST 201-3 Kelipio (15)	May - June '97 FNST 237-3 Dunn FNST 238-3 Dunn FNST 168-3 Leigh-Steph UNBC UNBC UNBC (9)	July - August '97 No Courses
Sept - Dec '97 EDUC 370-3 EDUC 473-4 FNST 301-3 LING 360-3 DISC (13)	Jan - April '98 EDUC 401/2 <i>Jan 2000</i> SFU UNBC SFU (15)	May - June '98 EDUC 498-4 LING 361-3 SFU SFU (7)	July - Aug '98 EDUC 475-4 EDUC 472-4 On campus? SFU SFU (8)
Sept - Dec '98 EDUC 405-15 (15)	Jan - April '99 LING 431-3 FNST 302-3 FNST 401-3 EDUC 426-4 SFU UNBC SFU SFU (13)	May - June '99 FNST 303-3 FNST 402-3 UNBC SFU (6)	July - Aug '99 FNST 304-3 Free Choice (3) UNBC (6)
			TOTAL 140

JB:ch



Appendix 5

Secwepemc Education Institute Language Program



Secwepemc Education Institute

Certificate in First Nations Language Proficiency

The Simon Fraser University Program in Kamloops is well known for its Aboriginal languages and linguistics program. Linguistics has been taught at this campus since Fall of 1989. In the Fall of 1990 the first Secwepemc language class was introduced. Since then, our Aboriginal language, linguistics and language teacher training education courses have grown rapidly and are known nationally.

The First Nations Languages Proficiency Certificate is intended for individuals who wish to acquire and/or improve their conversational and literacy skills in a particular aboriginal language for purposes of teaching this language in elementary or secondary schools, or to adult learners in First Nations communities. It is also suitable for anyone wishing to enhance their knowledge of an aboriginal language for cultural reasons or professional needs.

Courses in Aboriginal Languages and the Certificate in First Nations Language Proficiency are currently available, in cooperation with local First Nations communities and language authorities, for the following languages: Secwepemc (Kamloops, Chase, Williams Lake); St'at'imcets (Lillooet and Mount Currie); Nl'akapmxcin (Merritt); and Halq'emeytem (Chilliwack), and Dakeh (Carrier) will be available in Vanderhoof as of Summer 1998. All courses are taught by fluent speakers of the language and/or are team-taught by a linguist and a fluent speaker or elder.

Courses in other locations and/or in other languages can be offered at the request of the First Nations communities/organizations. Contact the SFU Program (250) 828-9799 for further information.

The certificate consists of 27 credit hours of course work. Eighteen of these credit hours must be earned by completing beginner and intermediate level courses in the aboriginal language itself. Six of these credit hours involve courses in introductory linguistics and practical phonetics. The remaining courses include optional advanced courses in the language, descriptive linguistics of the same language, or course in aboriginal language teaching methodology, aboriginal language literature or aboriginal language curriculum development.

Students are required to complete or achieve equivalent credit for the following courses:

LING 130-3 Practical Phonetics
LING 220-3 Intro. To Linguistics
LING 231-3 Intro. To First Nations Language I*
LING 232-3 Intro. to First Nations Language II*
LING 331-3 Descriptions and Analysis of a First Nations Language I*
LING 332-3 Description and Analysis of a First Nations Language II*

Course Requirements

In addition, students must complete at least 9 credit hours selected from among the following courses:

LING 241-3 Languages of the World
LING 260-3 Language, Culture and Society
LING 360-3 Linguistics and Language Teaching Theory
LING 361-3 Linguistics and Language Teaching Practice
LING 430-3 Native American Languages
LING 431-3 Language Structures I*
LING 432-3 Language Structures II*

* these course may only be counted towards a certificate if the subject matter of each is the same First Nations language.

Simon Fraser University Program

345 Yellowhead Highway
Kamloops, B.C.
V2H 1H1

Ph: (250)828.9799 Fax: (250) 828.9864

E-Mail: sfu@secwepemc.org

"knucwentsutce me7 knucwewecwkp"
help yourself and help one another

environmental anxiety; and it is the one concern that is shared in some respect by every cognizant human being on the planet. Population history underlies the history of rising and falling civilizations; it is implicit in the growth and demise of cultures; and it is applied to the design and implementation of modern public policy. An objective of this course is to come to terms with the relationship between the history of population changes and its legacy in the late 20th century. This will be pursued through a study of demographic principles, theories and examples and a study of the demographic experience of Amerindian peoples in the context of global phenomena since c. 1500.



LING 130-3
Practical Phonetics

This course is an introduction to the discrimination and transcription of speech sounds for the purposes of research and teaching. The North American Phonetic Alphabet will be used. Focus will be on the sound systems of the Interior Salish Languages. Practical applications are for Aboriginal language teaching and for understanding the development of writing systems.

LING 220-3
Introduction to Linguistics

This course will introduce a number of languages of the world and ask what it means to be a speaker of that language. We will explore how speakers know their language both as a grammatical system and as part of the overall cultural system. The second part of the course will focus on the part language plays in the shaping of communities. We will focus specifically on the cultural context of the Interior Plateau of British Columbia.

Ling 221-3
Introduction to Phonology

The principles of phonological analysis.
Prerequisites: Ling 130-3, Ling 220-3

Ling 222-3
Introduction to Syntax

The principles of syntactic analysis
Prerequisite: Ling 220-3

Ling 321-3
Phonology

An overview of theoretical principles in phonology.
Prerequisites: Ling 221-3 or Ling 310-3

Ling 322-3
Syntax

The study of sentence structure in language through a survey of constructions of syntactic theory.
Prerequisites: Ling 222 or Ling 310-3

Ling 323-3
Morphology

Word structure in natural languages and its relationship to phonological and syntactic levels of grammar.
Prerequisites: Ling 222-3, Ling 222-3, or Ling 310-3

Ling 430-3
Native American Languages

Structural and genetic characteristics of Native languages of America, with special emphasis on languages of the Northwest. Detailed examination of one language or language family.
Prerequisites: ling 221-3 and Ling 222-3; or Ling 310-3

LING 231-3
Introduction to a First Nations Language I

Available for:

Secwepemctsin in Kamloops & Williams Lake

Nxe?kepmxcin in Merritt

St'at'imcets in Lillooet & Mount Currie

Halq'emeylem - Sto'lo in Chilliwack

This course is the Beginners I level for the ae sound system (phonology) of the language by way of the practical alphabet.

LING 232-3
Introduction to a First Nations Language II

A continuation of LING 231-3. The focus is on further comprehension and speaking skills, vocabulary building and understanding/ speaking more complex sentences.

LING 331-3
Description and Analysis of a First Nations Language I

Available for:

Secwepemctsin

Nxe?kepmxcin

St'at'imcets

This is the first course of the Intermediate level in the above languages. Students will further increase their comprehension (listening) and speaking vocabulary and, through Total Physical Response exercises and other practical activities, will begin to get command over correct sentence structure, word endings and other important parts of grammar. During the course, students will also improve their ability to read the language in the practical alphabet and begin to write it.

LING 332-3
Description and Analysis of a First Nations Language II

A continuation of LING 331-3

LING 431-3
Language Structures I

Available for:

Secwepemctsin

Nxe?kepmxcin

St'at'imcets

This course is the first in the Advanced level language courses for the above languages. The course will focus on more advanced skills in understanding and speaking, including listening to, reading, and to a lesser degree, saying and writing dialogue, public speeches, traditional and contemporary stories, songs and other cultural activities.

LING 432-3
Language Structures II

A continuation of LING 431-3

LING 480-3
Topics in Linguistics I

This is a mentoring course which will give advanced students of a First Nations language, or those who are already fluent in the language, the opportunity to a) practice and improve their language skills under the tutelage of an elder according to a set of objectives set at the beginning of the course, or b) work under the supervision of the First Nations language coordinator in advancing their skills in analyzing and presenting their language.

Prerequisites: 12 credit hours of upper division linguistic courses.

LING 481-3

This course is a continuation of LING 480-3.

Prerequisites: 12 credit hours of upper division linguistic courses. NOTE: may be taken without LING 480

LING 360-3
Linguistics and Language Teaching:
Aboriginal Language

This course will explore theoretical models and practical approaches to second language teaching and learning with emphasis on aboriginal languages. Topic to be examined include: first and second language acquisition models, language teaching strategies, i.e. Total Physical Response, Immersion, communicative language teaching, grammar-translation and audio lingual methods; teaching First Nations languages in the school system; working with curriculum and learning resources setting goals and evaluating student performance.

LING 361-3
Aboriginal Language
Curriculum Development

This course will expose present and aspiring Aboriginal Language teachers to concepts and methods of developing aboriginal language curriculum suitable for the needs of their communities and languages. Issues to be covered include: setting goals, language program; theoretic unit development; formulating learning outcomes; developing and working with learning resources; lesson plans; evaluating students and setting standards for program evaluation.

MATH 11
Non-Credit Algebra 11

This course is designed to help students who do not have BC Math 11 with a C average (or equivalent) and/or mature students who need to refresh their algebra. The course will cover number systems, order of operations, polynomials, and linear and quadratic equations. It should help reduce "Math anxiety" and prepare students for Mathematics or Statistics courses for credit.

MATH 100-3
Precalculus

This course is designed to help students access calculus which is compulsory for business administration, economics, computing science and many other majors and minors. Equivalent to BC Math 12, this course would also be of benefit for students wanting to take STAT 103-3 (although it is not a prerequisite). Essential concepts of algebra, trigonometric functions, logarithmic and exponential functions are surveyed. Review sessions will be available before tests.

Prerequisite: BC Math 11 (or equivalent) with a grade of at least C, or instructor's permission.

MATH 110-3
Introductory Mathematics for the Social and Management Sciences

Linear and quadratic functions, sequences and sums, compound interest, exponential and logarithmic functions, counting techniques, probability.

This course may not be taken for credit by students who already have credit for any Mathematics course for which this course (or BC Math 12) is a prerequisite. Students may not count more than one of MATH 100 and 110 for credit. MATH 110 may not be counted towards the Mathematics minor, major or

law reform in Canada.

**CRIM 311-3
Minorities and the Criminal
Justice System**

An analysis of political, economic and ethnic minorities and their relationship with the criminal justice system. Included is a critical analysis of possible discordance, disharmony or conflict between ethnic or racial minorities such as Native Indians, Inuit, Metis, Doukhobor, and others and the legal and social norms of the "host" majority.

Prerequisite: CRIM 101

**CRIM 333-3
Women, Law and the State**

This course examines the relationship of women to the law and the state. A broad range of topics will be examined, including feminist perspectives on law and the state, women and racism, family, sexuality, reproduction and the state, violence against women and women and children in the criminal justice system.

Prerequisite: CRIM 101 and 135; CRIM 231 recommended

**CRIM 419-3
Indigenous Peoples, Crime and Criminal
Justice**

An in-depth examination of indigenous people and the criminal justice system. Historical and contemporary consideration of indigenous-white contact. Indigenous conflict with the law and involvement in the criminal justice system. Crime and the delivery of criminal justice services in the North, including the role of the R.C.M.P. and the activities of the circuit criminal court. Examination of federal and provincial policies designed to reduce over-representation of indigenous peoples in the criminal justice system. The creation of indigenous-controlled programs and criminal justice structures to reduce indigenous conflict with the law. Comparative study of other

jurisdictions, including Greenland, the U.S. and Australia.

Prerequisite: CRIM 101

**ECON 103-3
Principles of Micro Economics**

The intent of this course is to provide students with an introductory understanding of 20th Century economics and how it relates to contemporary First Nations economies. The course will cover three areas: "the economic problem" and potential solutions; the market economy and economic jargon – inflation, unemployment, interest rates, economic growth, demand, supply, money and banking; and a practical approach to community within First Nations.

**ECON 105-3
Principles of Macro Economics**

The principle elements of theory concerning money and income, distribution, social accounts, public finance, international trade, comparative systems, development and growth.

**EDUC 326-3
Classroom Management**

An examination of contemporary approaches to classroom management and discipline, including a consideration of legal, organizational and administrative issues. The major goal of the course is to enable students to comprehend the basic principles and tenets of a number of management approaches and to translate these principles into specific teaching strategies and skills.

Prerequisite: 60 hours of credit.

DEPARTMENT OF LINGUISTICS
Linguistics 130 (Kamloops)
Practical Phonetics

FALL SEMESTER 1996

COURSE CHAIR: Dwight Gardiner (with Mona Jules)

PREREQUISITES: None

COURSE DESCRIPTION:

This course is an introduction to the discrimination and transcription of speech sounds for the purposes of research, language learning and language teaching. While the North American Phonetic Alphabet will be discussed, we will focus on the Secwepemctsin sound system and its practical alphabet. This course has practical applications for anyone learning or teaching Secwepemctsin, and for the understanding of the development of practical writing systems in general.

REQUIRED TEXTS: None

GRADES:

Weekly Quizzes	50%
Mid-Term	20%
Final	30%

Department of Linguistics
Linguistics 220-3 (Kamloops)
Introduction to Linguistics: Secwepemctin

Spring Semester 1997

Course Chair: Dwight Gardiner

Prerequisites: None

Course Description:

This course will introduce linguistic theory and analysis. We will look at the properties of grammar that are shared by all natural languages. This course will focus on the grammars of the Interior Salish Languages.

Required Tests:

O'Grady, William and Michael Dobrowsky, 1992. Contemporary Linguistic Analysis. Copp Clark Pitman. Toronto.

Grades:

Grades will be based on three quizzes worth 33% each. Each quiz will consist of two parts- an in-class quiz and take home assignment.

Ling 231
Introduction to an Amerindian Language I: Secwepemctsin
3 credits
Course Outline

This course is the beginners' level of Secwepemctsin. The focus of the course is for students to get oral comprehension skills and beginning speaking skills for simple dialogue, commands and actions, cultural and everyday things and activities. Students will also be introduced to the sound system (phonology) of the language by way of the practical alphabet. The Total Physical Response method will be used.

Students will be introduced to approximately 250-300 basic vocabulary items. We will also cover greetings, common phrases, questions and answers, simple action sentences, future and past tenses. At the end of the course, students will give a short oral presentation on a topic of their choice in Secwepemctsin.

Assessment:

participation	20%
oral quizzes	25%
written quizzes	25%
presentation	30%

Ling 232
Introduction to an Amerindian Language II: Secwepemctsin
3 credits
Course Outline

This course is the second semester of Secwepemctsin. Students expand their oral comprehension skills and speaking skills for commands, conversation, and cultural activities. Students are expected to learn approximately 250-300 vocabulary items.

Students will consolidate their knowledge of the sound system (phonology) of the language and of the practical alphabet, and continue to investigate Secwepemctsin word formation and sentence structure. Topics to be covered include full-sentence questions and answers, action sentences, negation, and the progressive aspect.

At the end of the course, students will give a short oral presentation on a topic of their choice in Secwepemctsin.

Assessment:

participation	20%
oral/ written quizzes	50%
presentation	30%

Recommended texts:

Shuswap Language Package, Secwepemc Cultural Education Society.
A Shuswap Course, May Dixon and A.H. Kuipers.

Ling 331
Structure of an Amerindian Language I: Secwepemctsin
3 credits
Course Outline

This is the first course in the intermediate level of Secwepemctsin.

After reviewing material learned in the first year, students will further increase their comprehension (listening) and speaking vocabulary, being introduced to approximately 250 new vocabulary items. Through Total Physical Response exercises and other practical activities, students will begin to get command over correct sentence structure, word endings and other important parts of grammar. Students will also improve their ability to read the language in the practical alphabet and begin to write it, using a personal journal written in the Secwepemctsin.

At the end of the term, students will give a short oral presentation on a topic of their choice in Secwepemctsin.

Assessment:

participation	10%
oral quizzes	20%
written quizzes	20%
presentation	25%
journal	25%

Ling 332
Structure of an Amerindian Language II: Secwepemctsin
3 credits
Course Outline

This is the second-semester course in the intermediate level of Secwepemctsin.

Students further increase their comprehension (listening) and speaking vocabulary, being introduced to approximately 250 new vocabulary items. Topics to be covered in Secwepemctsin sentence structure include the transitive system, the deictic system and aspectual distinctions. Students will improve their ability to read and write the language in the practical alphabet, by means of a personal journal written in Secwepemctsin and weekly homework assignments.

At the end of the term, students will give a short oral presentation on a topic of their choice in Secwepemctsin.

Assessment:

participation	10%
quizzes	40%
presentation	25%
journal	25%

Recommended texts:

A Shuswap Course, May Dixon and A.H. Kuipers.
Shuswap Language Package, Secwepemc Cultural Education Society.

Ling 431
Structure of an Amerindian Language I: Secwepemctsin
3 credits
Course Outline

This is the first course in the advanced level of Secwepemctsin.

The course will focus on more advanced skills in understanding and speaking Secwepemctsin, including dialogue, public speeches, traditional and contemporary stories, songs and other cultural activities. Students will further develop their reading and writing skills using culturally relevant stories and other written materials, along with the writing of a personal journal in Secwepemctsin.

At the end of the term, students will give a short oral presentation on a topic of their choice in Secwepemctsin.

Assessment:

participation	10%
oral quizzes	20%
written quizzes	20%
presentation	25%
journal	25%

Ling 432
Topics in an Amerindian Language II: Secwepemctsin
3 credits
Course Outline

This is the second-semester course in the advanced level of Secwepemctsin.

This course focusses on advanced skills in understanding and speaking Secwepemctsin, including dialogue, public speeches, traditional and contemporary stories, songs and other cultural activities. Students will read culturally relevant stories and legends, begin to write and present their own stories, and develop their transcription skills. Students keep a personal journal written in Secwepemctsin and are required to show evidence of interaction with elders outside class time.

At the end of the term, students will give a short oral presentation on a topic of their choice in Secwepemctsin.

Assessment:

participation	10%
quizzes	40%
presentation	25%
journal	25%

Recommended texts:

A Shuswap Course, May Dixon and A.H. Kuipers.
Shuswap Language Package, Secwepemc Cultural Education Society.

SCES/SFU Program Kamloops
Ling 360-3 Aboriginal Language Teaching Strategies and Curriculum
Instructor: Dr. Marianne B. Ignace

Course Outline

This course will provide aboriginal language teachers with conceptual and practical skills towards teaching their language in the classrooms, and towards developing and implementing curricula. Following a brief introduction to the objectives and schedule of the course, the first three days of the course will feature a workshop by Dr. Berty Segal-Cook. Participants will be introduced to language teaching strategies based on the Total Physical Response method. During the second portion of the course, we will work on various aspects of understanding and developing aboriginal language curriculum. This will include the following topics: What is curriculum? Integrated Resource Packages; setting goals, objectives, rationales and learning outcomes; developing thematic units; lesson planning. As a class, we will (weather permitting) have a field trip on July 24, where we will study aboriginal plant use, and participants are invited to develop the outline of a sample unit and a lesson plan on aboriginal plant knowledge and use.

Course Schedule:

July 17, 18, 19 9am - 4 pm

Language Teaching Workshop with Berty Segal-Cook

July 24, 25, 26, 9 am - 4 pm

Language Curriculum Development:

July 24 - am: Introduction to curriculum development and language program development

July 24 pm: Field Trip

July 25 - Thematic Unit development and lesson plans

July 26 - Integrated Resource Packages

Evaluation:

Participation - 20%

Project - 50%

Presentation 30%

Appendix 6

Yinka Dene Language Instructor Program



Yinka Dene Language Instructor Certificate Program

Course Overview

This program is accredited through the College of New Caledonia. This program will prepare individuals to teach their language in an educational setting. Upon satisfactory completion of the course requirements, participants will receive a joint certificate and transcript from the Yinka Dene Language Institute and the College of New Caledonia.

An instructional team accredited by the Yukon Native Language Centre will be contracted to deliver this training.

The course is designed to be delivered over a three year period in increments of one week training sessions. The program requires the completion of 30 credits for successful completion.

Prerequisites

Applicants are required to be fluent in the Carrier language and able to read and write Carrier. A grade 10 level in English is highly recommended.

Apply to : Coordinator
 Language Instructor Program
 Yinka Dene Language Institute
 Bag 7000
 Vanderhoof BC V0J 3A0
 Administration (250) 567 9236 Fax: (250) 567 3851
 Classroom (250) 567 2125

Language Instructor Certificate Program Overview			
Course Name	year 1	year 2	year 3
Language Structure (LS)	141	142	143
Second Language Teaching Methods(SLTM)	151	152	153
Professionalism/Class Management (PRO)	161	162	163
Native Language Literacy (NLL)	171	172	173
Practicum (Prac)	197	198	199
Total Hours	150	150	150
Total Credits	10	10	10

Language Instructor Certificate Program - Year One			
Course Name	Course Number	Course Hours	Total Credits
Language Structure (LS)	141	15	1
Second Language Teaching Methods(SLTM)	151	30	2
Professionalism/Class Management (PRO)	161	15	1
Native Language Literacy (NLL)	171	30	2
Practicum (Prac)	197	60	4
Total Credits for Year One			10

Language Structure 141 (LS 141)

Applied Linguistics for language teachers:

- basic sounds and sentence patterns of Athapaskan languages
- practice in listening and speaking skills required for classroom teaching
- comparison of specific traits in various Yinka Dene Languages and dialects

Second Language Teaching Methods 151 (SLTM 151)

Introduction to the basic of second language instruction:

- use of the curriculum guide
- short range lesson planning
- basic drill methods
- practice in teaching basic vocabulary simple sentence structures to primary level students
- language activities for primary level instruction
- oral testing techniques and material production

Professionalism 161 (Pro 161)

Professionalism issues relating to primary level language instruction:

- classroom management
- discipline techniques
- staff relations and student record keeping

Fieldwork includes completing day book records and student attendance and progress records.

Literacy 171 (Lit 171)

Introduction to literacy in student's native language:

- review of basic sounds and structure of practical alphabet
- practice in reading and writing simple curriculum material including lesson plans and simple narration

Practicum 197 (PRAC 197)

Completion of 60 hours of classroom experience in a native language program. Individual instruction and assistance in establishing a professional relationship with the school and community. Evaluation of applied Second Language Teaching Methods 151.

Language Instructor Certificate Program - Year Two			
Course Name	Course Number	Course Hours	Total Credits
Language Structure (LS)	142	15	1
Second Language Teaching Methods(SLTM)	152	30	2
Professionalism./Class Management	162	15	1
Native Language Literacy (NLL)	172	30	2
Practicum (Prac)	198	60	4
Total Credits for Year Two			10

Language Structure (LS) 142

Additional topics in applied linguistics including:

- distribution of North American Indian languages
- names and groupings of Yinka Dene languages
- introduction to tone
- basic linguistics analysis of material taught in elementary and intermediate classrooms

Second Language Teaching Methods 152

Practice and application of second language instruction at the intermediate level including:

- practise in the basics of second language instruction
- introduction to grade level adaptation of curriculum material
- lesson planning for the intermediate level
- language activities for intermediate level instruction
- oral testing techniques and material production

Professionalism (PRO 162)

Professional issues relating to intermediate level language instruction:

- classroom management
- motivation and discipline at the intermediate level
- staff and community relations
- classroom record keeping
- fieldwork including completing daybook records
- student attendance and progress records

Literacy 172

- additional practise in transcribing materials in student's native language
- introduction to procedures for eliciting and recording of cultural materials with the assistance of native elders

Practicum 198

Completion of 60 hours in an intermediate native language program. Individual instruction and assistance in establishing a professional relationship with the school and community. Evaluation of applied Second Language Teaching Methods 152.

Language Instructor Certificate Program - Year Three			
Course Name	Course Number	Course Hours	Total Credits
Language Structure (LS)	143	15	1
Second Language Teaching Methods(SLTM)	153	30	2
Professionalism/Class Management	163	15	1
Native Language Literacy (NLL)	173	30	2
Practicum (Prac)	199	60	4
Total Credits for Year Three			10

Language Structure (LS 143)

Additional examination and analysis of selected linguistic features of Yinka Dene Languages with particular reference to verb structure and basic syntactic patterns.

Second Language Teaching Methods 153 (SLTM 153)

Practice in the basics of second language instruction at the primary and intermediate level including:

- long range planning and grade level adaptation of curriculum material
- teaching listening skills
- introducing dialogue activities and development of new activities and materials for elementary language instruction

Professionalism 163 (PRO 163)

- motivation and discipline in the elementary classroom
- professional approach to problem solving in staff and community relations
- making use of school and community resources
- analyzing student progress for self evaluation

Field work includes completing day book records, long range plans, overview plans, preview plans, student attendance and progress records

Literacy 173 (LIT 173)

Examination and transcription of more advanced materials:

- kinship systems
- place names
- personal names
- other cultural information

Practicum 199 (PRAC 199)

Completion of 60hours classroom experience in a native language program including:

- individual instruction and assistance in establishing a professional relationship with the school and community
- evaluation of applied Second Language Teaching Methods 153

Mime-Version: 1.0
Date: Wed, 7 Jan 1998 11:17:32 -0800
To: hinkson@sfu.ca (hinkson@sfu.ca)
From: hukari@UVic.CA (Tom Hukari)
Subject: Re: Greeting from Kamloops

The one-year Native Indian Language Diploma Programme ran from 1974 to ca.1980 under the auspices of the Faculty of Education and the Department of Linguistics. It did not officially cease to exist on paper until perhaps the end of the decade.

Courses or special sections were devised. These evolved into the following by the 1978-9 academic year:

Ling 120 Principles of Phonology
Ling 121 Principles of Morphology and Syntax
Ling 122 Phonological Analysis
Ling 123 Grammatical Analysis
Ling 124 Discovery Procedures I
Ling 125 Discovery Procedures II
Ling 126 Pedagogical Grammars of Amerindian Languages
Ling 127 Amerindian Lexicography
Ed-B 490 Principles of Teaching Second Languages

Students completed these courses in one academic year.

There were a number of reasons for discontinuing the program. I believe that the initial pool of interested applicants was eventually used up, so applications tapered off to the point where the numbers were too small. We did not attempt to actively increase that pool by advertising and this was due to two other concerns. First, we found it very difficult to deal with classes containing students who spoke different languages. (In fact, our faculty members took on horrendous course loads by splitting up classes into miniature sections according to language. If I recall correctly, I had about 30 teaching hours per week in 1974-5.) Second, we were concerned by the unenthusiastic reception many of our students had when they returned to their home communities. The diploma was not a passport to teaching in public schools and it often offered graduates no special position within the local Band's educational/cultural administrative system.

Tom

p.s. If you want, I can mail you photocopies of the relevant sections of the 1978-9 uvic calendar, although I'm not sure the course descriptions are all that informative. I rather doubt that I can lay my hands on course outlines.

Mime-Version: 1.0
Date: Wed, 7 Jan 1998 11:20:36 -0800
To: hinkson@sfu.ca (hinkson@sfu.ca)
From: hukari@UVic.CA (Tom Hukari)
Subject: Re: Greeting from Kamloops

p.p.s.

I'd be interested in obtaining information about other postsecondary programs in First Nations languages in the province. I would like to see something happen in Duncan and personally would not be unhappy if it were offered as an extension of an existing program, rather than as a revival of the Uvic NILDP.

Tom

>
>I hope you are well and wonder if you could answer a few question for me.
>Marianne Ignace and myself are conducting a survey to assess native teacher
>training needs. We have send a questionnaire to every School District in
>the province and also to band operated schools. A few teachers responding
>to the questionnaire have mentioned that they have a Native Language
>Teaching Diploma from the University of Victoria. I was aware of the
>program, but I don't know the exact course requirement that were necessary
>for obtaining the diploma.

>
>If that information is available, I would really appreciate if you could
>answer the following:

- >
>(a) the core course requirements;
>(b) what years was the program operating;
>(c) the reason why it stopped operating.

>
>Basically, we would to compare your program with what we offer here in
>Kamloops and with the other Native Language Teacher Training Programs
>offered through out the province.

>
>Thank you for your help,

>
>
>Mercedes

Appendix 7

UBC Linguistics and First Nations Languages



Department of Linguistics and First Nations Languages

LINGUISTICS 100 (3) *Introduction to Language and Linguistics.*

This course provides a general introduction to the field of linguistics.

Language is one of the most significant characteristics shared by all human races and cultures. This course investigates the complexity and diversity of distinct linguistic systems from around the world. The fundamental issue to be addressed is: given the obvious and seemingly exotic range of differences encoded in the world's languages, what kinds of essential similarities are shared by them all? What systematic principles characterize these linguistic universals and what parametric constraints govern the nature of possible differences between languages? Students will develop methodological skills for the description and analysis of the speech sounds, of word-formation processes, and of the structure of syntactic and semantic systems in a variety of languages. Through this cross-linguistic comparison, the course seeks to characterize what the essential properties of language are which define it as a universal and uniquely human cognitive system. Related questions include how dialects differ, how languages change, how children acquire language, how language is processed in the human brain.

No previous knowledge of linguistics is assumed, nor are there any prerequisites.

LINGUISTICS 101 (3) *Languages of the World.*

This course provides an introductory survey of the linguistic map of the world, examining how languages are genetically classified and how different languages evolve. Students will investigate the principles underlying different writing systems (e.g. from Chinese characters to Micmac hieroglyphics and Cree syllabics) and the decipherment of historical documents (e.g. Egyptian hieroglyphics). Issues of languages in contact, minority language endangerment, language death, and the role of English as a world language will also be discussed.

There are no prerequisites to this course, though students may be interested in combining it with LING 100.

For further information on programs in Linguistics, and for an Undergraduate Course Booklet, contact the Department of Linguistics, Buchanan C-369 (604-822-4256).

UBC Programs and Course Offerings Relevant to First Nations Languages and Linguistics

First Nations Language Courses:

FNLG 100 (6) First Nations Language: An introduction to one of the First Nations languages of British Columbia. Emphasis will be on accurate pronunciation and listening skills, conversational ability, basic literacy skills, an understanding of basic grammatical structures, and the study of oral traditions in their cultural context. No prior knowledge of the language is assumed. [3-1; 3-1]

FNLG 200 (6) First Nations Language: An intermediate level study of one of the First Nations languages of British Columbia. Emphasis will be on increasing fluency in conversational ability, enhancing pronunciation and comprehension skills, expanding vocabulary, extending literacy and grammatical understanding, and further study of oral traditions in their cultural context. Prerequisite: FNLG 100 in the same language. [3-1; 3-1]

FNLG 100 and FNLG 200 constitute a two-year sequence (two 6 credit courses) of First Nations language study. The importance of a 2 year sequence of language study is two-fold. First, it will allow students to acquire in-depth knowledge in speaking, reading, writing, and structural understanding of one of the endangered aboriginal languages of our province. Secondly, any UBC student will now be able to take formal instruction in one of the First Nations languages of B.C. to satisfy the Faculty of Arts Language Requirement.

Ling 310 — *Phonetics Practicum* (3 credits): Practice in the discrimination, production, description, and transcription of speech sounds from a variety of human languages, including several First Nations languages. These skills are particularly valuable for any kind of work on languages with sounds and sound patterns very different from English (e.g. ethnobotany, geographic place names, oral history, both first and second language learning, speech therapy, legal/medical translation, etc.). [prerequisite: Ling 100 or 200 or 420, or Engl 329]

Ling 431/432 — *Field Methods* (3/6 credits): Elicitation, transcription, organization, and analysis of data from a native speaker of a language not commonly studied. Languages which have been studied in this course include St'át'imcets (Lillooet Salish), Nl̓eʔkepmxcin (Thompson Salish), Nisgha, Gitksan (Tsimshianic), Chilcotin (Athapaskan). [prerequisite: Ling 310 and 400]

Ling 433 — *Native Languages of North America* (3 credits): Survey of the indigenous languages of North America. Study of the basis of genetic classification of these languages and areal similarities among them. The structure of representative languages will be presented and contrasted. The present status of American Indian languages will be considered. [no prerequisites]

Ling 434 — *Native Languages of Canada* (3 credits): Classification and structure of the indigenous languages of Canada. Survey of their present status, native language programs, and efforts to perpetuate and enhance their use. [no prerequisites]

UBC Programs and Course Offerings Relevant to First Nations Languages and Linguistics

Department of Linguistics, UBC Major in First Nations Languages and Linguistics

First Year

- First Nations Language 100 [FNLG 100]
- Linguistics 100 and 101

Second Year

- First Nations Language 200 [FNLG 200]
- Linguistics 200 and 201

Third and Fourth Years

60 credits including:

- Linguistics 310, 300, 400, 431, 432, 433, 434
- an additional 9 credits from:
Linguistics 301, 401, 437, 405, 319, 427, 435

Recommended Courses

The following courses in other departments are particularly recommended for students interested in the Major in First Nations Languages and Linguistics:

Anthropology 100, 220, 221, 301, 304, 329, 401, 431.

History 135, 302

Political Science 406

Music 403

Geography 426

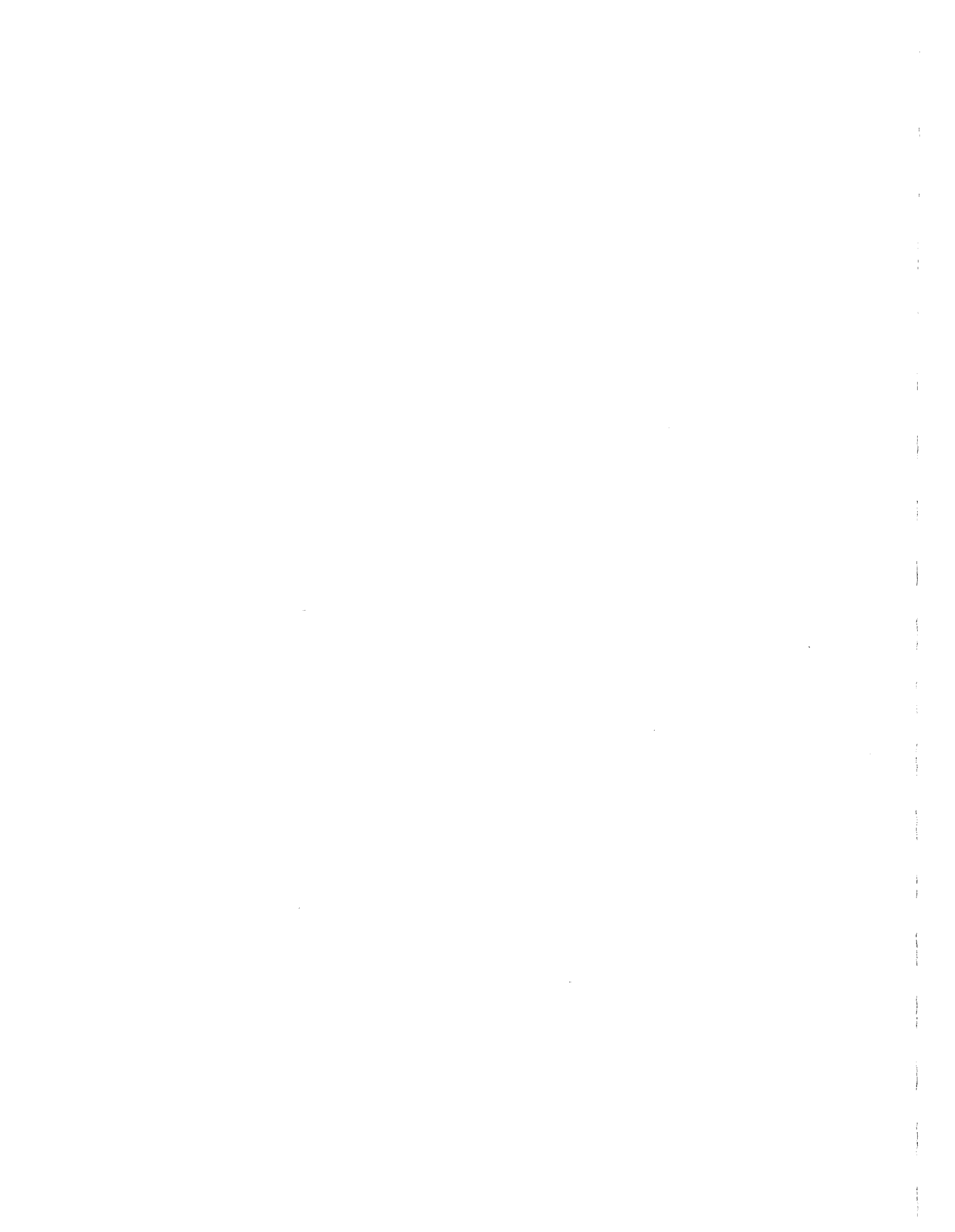
Fine Arts 369

Up to 6 credits of coursework may be taken outside the faculty. Recommended options include:
Education 140, 240, 342, 441, 442

Rationale:

This proposal for a new undergraduate Major in First Nations Languages and Linguistics aims primarily to address an urgent and well-defined need: to train students, particularly (but not exclusively) First Nations students, so that they may acquire the linguistic and research skills necessary to engage in first-hand documentation, analysis, and revitalization of the endangered First Nations languages of British Columbia. BC is the ancestral home of more than 30 aboriginal languages belonging to 8 genetically distinct language families: virtually all of the extant 26 languages are threatened with extinction, many within the next decade. It is particularly vital to train First Nations peoples themselves with the requisite methodological skills because (i) their active participation in the community-level revitalization programs will contribute significantly to the ultimate relevance and success of these endeavors, and (ii) native-speaker linguists can contribute more significantly than anyone else to the academic body of knowledge on these extraordinarily complex languages.

The proposed Major in First Nations Languages and Linguistics differs from the general Major in Linguistics in (i) focussing particularly on applied theory and methodology for research, documentation, archival records, analysis (Ling 310, 431, 432), and (ii) providing for significant exposure to linguistic properties, genetic affiliations, revitalization programs, etc. of other First Nations languages of North America (Ling 433, 434), as well as the in-depth study of specific First Nations languages (First Nations Language 100, 200; and often the content of Ling 431, 432). It should be pointed out, however, that the structure of the program also provides substantive coverage of the core theoretical areas (Ling 300, 400), so that students graduating from this program would also be well prepared for graduate-level study in Linguistics.



Appendix 8

En'owkin Centre Okanagan Language Teacher Education

September 23, 1992

To: First Peoples' Heritage, Language and Culture Council
#7 - 2475 Mt. Newton X Rd.
Saanichton, B. C. V0S 1M0

From: Okanagan Language Teacher Trainees
En'owkin Centre
257 Brunswick St.
Penticton, B. C. V2A 5P9

Re: lut ksənłíptməntəm i? sqíl^wtət (Dissemination of Okanagan Language Materials)

ł'əł'áq'a?t (Abstract)

In the spirit of the May 1990 First Peoples' Heritage, Language and Culture Act, aimed at maintaining, preserving, and enhancing Aboriginal language programs in British Columbia, we submit this proposal to:

1. Give presentations to the seven Okanagan speaking Bands in British Columbia, and to three Colville speaking districts in Washington State, to introduce them to the Okanagan Language Materials prepared through the efforts of the En'owkin Centre;
2. Organize and run a two-week Okanagan Language Immersion Camp;
3. Continue the production of better and more advanced language materials.

n?áwqən i? səntər'í'úsc (Background)

The En'owkin Centre runs an Okanagan Language Program aimed at training speakers of the Okanagan Language to become Okanagan Language instructors. We all know that one who speaks the language--any language--is not automatically qualified to teach that language. The rules of language are largely subconscious, and only after serious analysis can one venture into the classroom to teach. The En'owkin Centre offers a series of courses that prepare students to Level One entry as certified language instructors in the public schools. The courses are:

Linguistics	100	(6 credits)
Linguistics	200	(6 credits)
Linguistics	XXX	(6 credits) ¹
Education	342	(6 credits)
Education	390	(6 credits)

All these courses carry University of British Columbia credit. The Education courses train students in all aspects of classroom preparation and performance; the Linguistics courses train in linguistic analysis. The linguistics courses are taught by Dr. Anthony Mattina, who has long-standing experience in the study of the Okanagan language in the Penticton area and in the Inchelium area, where two closely related dialects of the language are spoken. A brief description of each of the linguistics courses follows, aimed at aiding the evaluators of this proposal to judge its soundness.

Linguistics 100 Introduction to linguistic concepts and analysis. The course is designed primarily, but not exclusively, for speakers of languages (such as Okanagan and other North American Indian languages) that do not have a long tradition of writing. First the instructor discusses the primacy of the spoken language over its written form, and then he explains why in order to study the structure of a language it is necessary to reduce it to a written representation. The instructor will then introduce the phonetic conventions, and explain the basic principles of phonological analysis. He will also discuss and exemplify the analytical procedures to segment words into morphemes (the units of sound sequences with an associated meaning); and sentences into constituents (subject, predicate, object, etc.).

Linguistics 200 General Linguistics -- Phonology and Grammar. In Part I the instructor will review phonetics and the basic principles of phonological analysis. He will then discuss and exemplify at length the analytical procedures to segment words into morphemes. In Part II he will train students to analyze sentences into constituents (subject, predicate, object, etc.).

Linguistics XXX. The structure of Okanagan: Phonology, Morphology, and Syntax. Extensive handouts and materials will be provided. Syllabus, outline and sample materials available for review.

At present fourteen students are enrolled in the linguistics classes being taught at the En'owkin Centre. All are making satisfactory progress and all are expected to be able to

¹The class number is yet to be assigned by the the University of British Columbia.

perform classroom duties as teachers of the Okanagan Language. Besides speaking the language, it is essential that teachers of the language know how to write it in an unambiguous and clear fashion, and how to read what they and others have written in this orthography. The choice of symbols has been made: these are standard linguistic symbols slightly modified in a couple of instances to accommodate the tastes and needs of the Okanagan speakers. Each symbol stands for one and only one sound--there are no ambiguities such as English 'read' or 'bow'. Beyond the ability to read and write the language is the ability to analyze each word into each morphological unit, and each sentence into its syntactic constituents. All trainees are working toward obtaining a good grasp of the structure of the language.

Work in these classes is proceeding apace, and the following preliminary materials are expected to be ready for classroom testing by the end of April, 1993:

A set of audio tapes for student use, ranging from the simplest repetition drills to improve one's pronunciation, to more advanced exercises that ask for the production of appropriate paradigmatic forms in response to a prompt (for example, first person form after a second person request: 'Is this your book?' 'Yes, this is my book.');

A (printed) pronunciation primer to accompany the tapes of pronunciation drills;

A (printed) grammar primer to accompany the tapes of grammatical exercises;

A (printed) collection of texts and readings, with audio recordings of these texts, to be used as anthologies in language classes;

A set of video tapes for home and classroom use, featuring the Okanagan language used by native speakers, with subtitles of the Okagan original and accompanying (printed) transcripts of these texts.

It is the intent of the Okanagan Language Instructor Trainees to disseminate information about these materials; to demonstrate their use; to gather input from Okanagan and Colville speaking communities; and, in response to these comments and other felt needs, to continue the development of these materials. This proposal is a request for funds to make possible these activities, described more in detail in the following section. An appendix includes hard copy samples of (1) the phonetic symbols necessary to transcribe Okanagan; (2) excerpts from the pronunciation primer; (3) excerpts from the grammatical primer; and (4) excerpts from the anthology of texts.

i? kscəŋq'a?ilstət i? ksçk^wúltət (Details of Proposed Activities)

We propose to structure our activities in the following phases:

1. (May 17-June 4) Three weeks (fourteen working days) of intensive preparatory work aimed at copying sufficient amounts of materials for the presentations to follow; rehearsing the presentations themselves; practicing classroom performances in mock laboratory sessions; preparing a brochure describing the language materials; and preparing a video tape promoting these materials. In this period the trainees will form four teams, each with a leader, and will assign the sites to be visited by each team. They will also organize the Okanagan Language Immersion Camp, to be run during the third phase of the project (see below). All these sessions will be held in the Language Classroom and in the Audio-Visual Laboratory of the En'owkin Centre.
2. (June 7-June 25) Three weeks (ten working days) during which site visits will take place. Each visit should consist of a morning and an afternoon session. Educators, elders, students, and the Okanagan public at large will be invited to attend these presentations, and to participate in the discussions about the pedagogical materials. The ten sites we propose to visit are:

Location	Band Name	Local spelling	Engl. rendition	Km
spáxmen	Upper Nicola	Spaxomin	Douglas Lake	169
nk'mápəlqs	Head of the Lake		Vernon	114
tqa?k ^w íniwt	West Bank		West Bank	45
cu?cwíxa?	Upper Similkameen	Chu-chu-way-ha	Hedley	76
sənpíntktən	Penticton		Penticton	2
sməlqmíx	Lower Similkameen		Keremeos	60
nk'mip	Inkameep		Oliver	45
sk ^w ant	Colville		Omak	154
nspíləm	Colville		Nespelem	218
nca?líwm	sč ^w iłpx		Inchelium	282

3. (July 5-July 16) Two weeks (fourteen working days) during which the Trainees will run an Okanagan Language Immersion Camp. Participants will spend that entire time at a suitable location where Okanagan will be spoken to the maximum extent possible. Elders and the Okanagan public at large will be invited to participate as their personal schedules allow, and they will be urged to use Okanagan as the sole

language of communication. Tentative location: Owl Rock, on the sənpiŋkstiŋ Reserve.

4. (July 26-August 13) Three weeks (fifteen working days) of intensive work at the conclusion of the foregoing activities, aimed at improving, expanding, and revising the Okanagan Language materials as needed. Location: En'owkin Centre.

Okanagan Indian Educational Resources Society

lut ksəńíptməntəm i? sqílx^wtət (Dissemination of Okanagan Language Materials)

i? sk'əłc'káks i? sqlaw' (Budget)

Instructional Costs:

Wages (54 days @ 7.5h x 14)	\$45,360	
Benefits (10%)	<u>4,535</u>	
		\$49,895

Operational Costs:

Co-ordinator Travel	\$3,000	
Travel	2,220	
Supplies and Materials	2,500	
Program Aids (Non-capital items)	5,000	
Publishing/Printing	5,000	
Immersion Camp Food/Preparation	<u>7,000</u>	
		<u>\$24,720</u>

ESTIMATED BUDGET FOR THE PERIOD: \$74,615

OKANAGAN LINGUISTICS

INTRODUCTORY COURSE

WITH TONY MATTINA & JEANNETTE ARMSTRONG

4 WEEK SUMMER COURSE

JULY 14TH - AUGUST 8TH, 1997

FOR OKANAGAN SPEAKERS WHO WISH TO LEARN

TO READ & WRITE OUR LANGUAGE

& PLAN A LEVEL ONE CURRICULUM.

THIS COURSE IS FOR ADULTS TEACHING

IN SCHOOLS &/OR ADULT LANGUAGE

& CULTURAL EDUCATION PROGRAMS.

CLASSES WILL BE STRUCTURED TO BEST

ACCOMMODATE STUDENTS.

ALL MATERIALS & SUPPLIES PROVIDED.

EN'OWKIN CREDIT FOR OKANAGAN LITERACY.

REGISTRATION DEADLINE: JUNE 16, 1997

TUITION: \$300.

COURSE SUBJECT TO ENROLLMENT NUMBER.

TO REGISTER, CONTACT

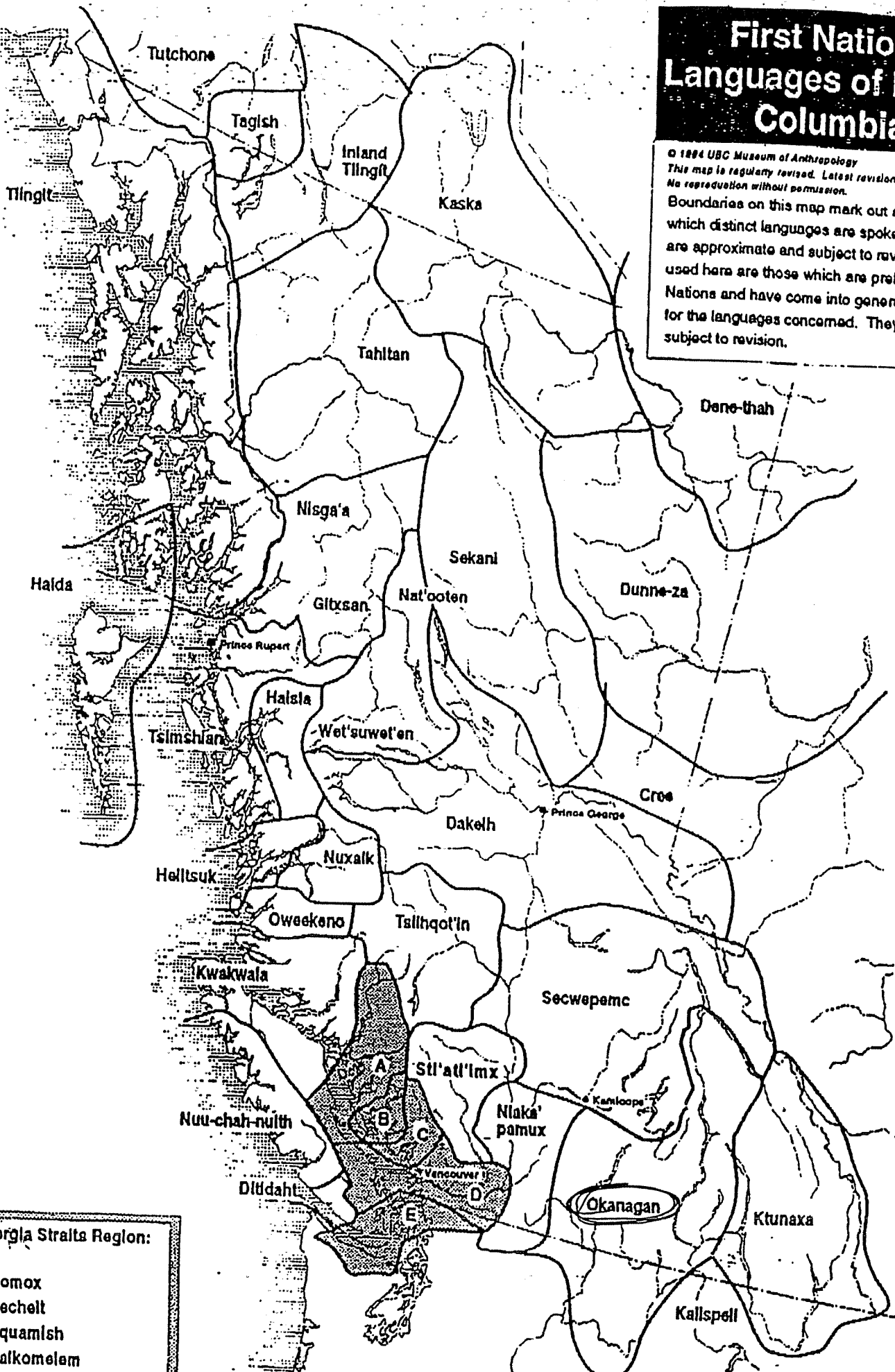
EN'OWKIN CENTRE

PHONE: 250-493-7181 FAX: 250-493-5302

First Nations Languages of British Columbia

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 This map is regularly revised. Latest revision April 1, 1998.
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Boundaries on this map mark out areas within which distinct languages are spoken. The areas are approximate and subject to revision. Names used here are those which are preferred by First Nations and have come into general acceptance for the languages concerned. They are also subject to revision.



Georgia Straits Region:

- A) Comox
- B) Sechelt
- C) Squamish
- D) Halkomelem
- E) Straits Salish

24/2

OKANAGAN LANGUAGE IMMERSION ONE WEEK CAMP

Owl Rock Camp - Penticton Indian Reserve
July 5 - 9, 1993

- Total Immersion for Beginners
- Okanagan Ancestry
- Married into Okanagan
- Native Interpreters
- Visitors

This program will be instructed by En'owkin's
Okanagan Language teacher training class.

NO TUITION OR REGISTRATIONS FEES!!!!

Food and donations to camp kitchen most welcome

- Bring own camping gear - tents, sleeping bags and
suitable clothing
Some sleeping quarters available
Bring food if you can (meals provided)
Bring your own dishes & cutlery

TO REGISTER: Contact En'owkin Centre
at 493-7181 by 4:30 p.m. JUNE 25, 1993

Conditions:

- a) No English spoken to or by anyone - sign language and Okanagan only.
- b) Families bringing children must agree to work with instructors to communicate in Okanagan only.
- c) Families must provide supervision for anyone under 12 years of age.
- d) Youth 13 - 16 to have supervisor or a signed consent form from parent or guardian to be assigned a supervisor for discipline purposes.
- e) No ghetto blasters, radios or portable T.V.'s
- f) Tape recorders for recording language only (only blank tapes please)
- g) No drugs, alcohol or mind altering agents.
- h) Full immersion for entire duration of camp.
- i) All visitors are welcome, contact the Camp Supervisor at Owl Rock Camp.

For more information for attendance call:
Delphine Derickson or Grace Greyeyes at
493-7181 or fax: 493-5302

June

LANGUAGE IMMERSION PROGRAM INSTRUCTIONS

SITUATION

A Immersion Language Camp.

1. Five days starting Monday to Friday for one week beginning July 5 to July 9, 1993.
2. Good weather now being experienced but can change, so be prepared.

MISSION

En'owkin Centre and its staff are mandated with setting and operating a one-week Language Immersion at Owl Rock Camp from July 5 to July 9, 1993.

In April 1985, concerned elders decided on a uniform writing system for writing the language, but speaking the language at this camp is the primary concern by all Okanagan families and other interested persons.

EXECUTION/IMPLEMENTATION

- #### B. Concept of Operation--the concept is total immersion language speaking for one week at Owl Rock Camp:
1. Upon arrival, students will be attending a one-half day orientation in Okanagan and then everyone must try not to speak English for the duration of the encampment, except in dire or extreme circumstances.
 2. Each language teacher will be assigned to a task or situation for their part of the program.
 3. They may rotate at the pleasure of the Language Coordinator.
 4. Language activities will be furnished to each of the Instructors for their groups.
 5. Each group will be organized into teams.
 6. All activities will be under the supervision of the Language Instructors and broken down into five teams.

C. Coordinating Instructions:

- a. Set up camp: Afternoon 5th July, 1993
- b. Break up camp: Morning of 9th July, 1993, and return to respective homes.
- c. Wake up time 6:00 a.m. Bedtime - 11:00 p.m.

Formation/Assignment of Group Instructors

Instruction for teaching at designated areas

Upon reaching Owl Rock Camp, Instructors and helpers, pick up programs. For duration of immersion language encampment and daily activities, keep in touch with one another.

Safety precautions to be instilled upon all participants.

Advise all participants where the "First Aid Station" is located.

SERVICE SUPPORT

Food and Cooks are provided

D. Supplies

1. Food donations gratefully accepted
2. Clothing and equipment (see list/poster)
3. Bring proper camping gear - tents, bedding, clothing, eating utensils - NO PAPER PLATES ETC.

E. PERMISSION RELEASE and/or MEDICAL RELEASE FORM:

Re: Language Immersion Camp - Owl Rock Camp

July 5 to July 9, 1993

My child/children has my permission to attend the Language Immersion Camp.

NAME: _____

AGE: _____

DATE OF BIRTH: _____

B.C. Medical Plan Number: _____

DOCTORS NAME: _____

Allergies:

Special Medical Problems, if any:

Signature of Parent or Legal Guardian:

PHONE: _____

Emergency Contact Person: _____

* VEHICLES WILL BE AVAILABLE FOR MEDICAL EMERGENCIES.

Language Participant/Student Supervision:

1. Families must provide supervision for anyone under twelve (12) years of age:
2. Youth 13-16 years of age must have a supervisor or a SIGNED CONSENT FORM from the parents or guardian to be assigned a supervisor at camp for discipline and control purposes.
3. Immersion Language encampment will not be a BABYSITTING OR CHILD CARE service for the duration of the course.

F. Personnel:

Grace Greyeyes
Sarah Peterson
Maxine Rose Baptiste
Delphine Derickson
Andrew McGinnis
Sarah Pierre
William Qualtier
Theresa Dennis
Herman Edwards
Marlowe Sam
Sandy Lezard
Lyle Bonneau

Language Association &
Resource Personnel:

Jeannette Armstrong
Glen Douglas
Mary Ann Baptiste
Joan Bent
Wilfred Tom
Nancy Biccum
Clara Jack
Theresa Tom
Richard Armstrong
Maggie Kruger
Doreen Louie
Jonas Manuel
Amy Tom
Hazel Squakin

CAMP DIRECTION AND SUPERVISION

G. Camp Director--Marlowe Sam; Camp Director Assistant-
Andrew McGinnis or Sandy Lezard are responsible for:

- 1) Grounds supervision
- 2) Camping places
- 3) Wood and Water

EN'OWKIN AND/OR PERSONNEL WILL NOT BE RESPONSIBLE FOR ACCIDENTS,
INJURIES OR THEFTS!!!

ASSIGNMENT OF YOUTH SUPERVISORS

B. Language Immersion Coordinator--Delphine Derickson;
Language Immersion Assistants--Grace Greyeyes and Lorna
Jardine and be delegated to:

- 1) Schedule group instructors
- 2) Group activities
- 3) Teaching materials and supplies
- 4) Take messages
- 5) Announcements of activities.
- 6) Coordination of all activities.

C. Head Cook and Shopping Coordinator--Sarah Peterson and Bill
Qualtier and will insure that there are:

- 1) Sufficient food and cooking supplies
- 2) Food shopping
- 3) Supervise cooking schedules
- 4) Supervise clean-up schedules.

D. Language Resource Personnel:

- 1) Clara Jack
- 2) Andrew McGinnis*
- 3) Joe Pete Saddleman
- 4) Victor Antoine
- 5) Sandy Lezard*

E. Visitors Escort/Guide:

- 1) Sandy Lezard*
- 2) Marlowe Sam
- 3) Lyle Bonneau

F. Miscellaneous:

As the situation arises or demands the foregoing instructions
may be revised in order to meet the circumstances of
additional revised instructions may be issued to cover
situations not here covered but may arise.

*In addition to their other duties.

All activities of the Camp are sanctioned by and under the
direction of the En'owkin Centre.

MEBUBANK INDIAN BAND
R.R. #13, S-2, C-6
Westbank, B.C.
VOH 2A0

Upper Nicola Indian Band
Box 37
Merritt, B.C.
VOK 2B0

Colville Confederated Tribes
(Omak District)
P.O. Box 150
Nespelem, Washington
99155
U.S.A.

Colville Confederated Tribes
(Nespelem District)
P.O. Box 150
Nespelem, Washington
99155
U.S.A.

Colville Confederated Tribes
(Inchelium District)
P.O. Box 150
Nespelem Washington
99155
U.S.A.

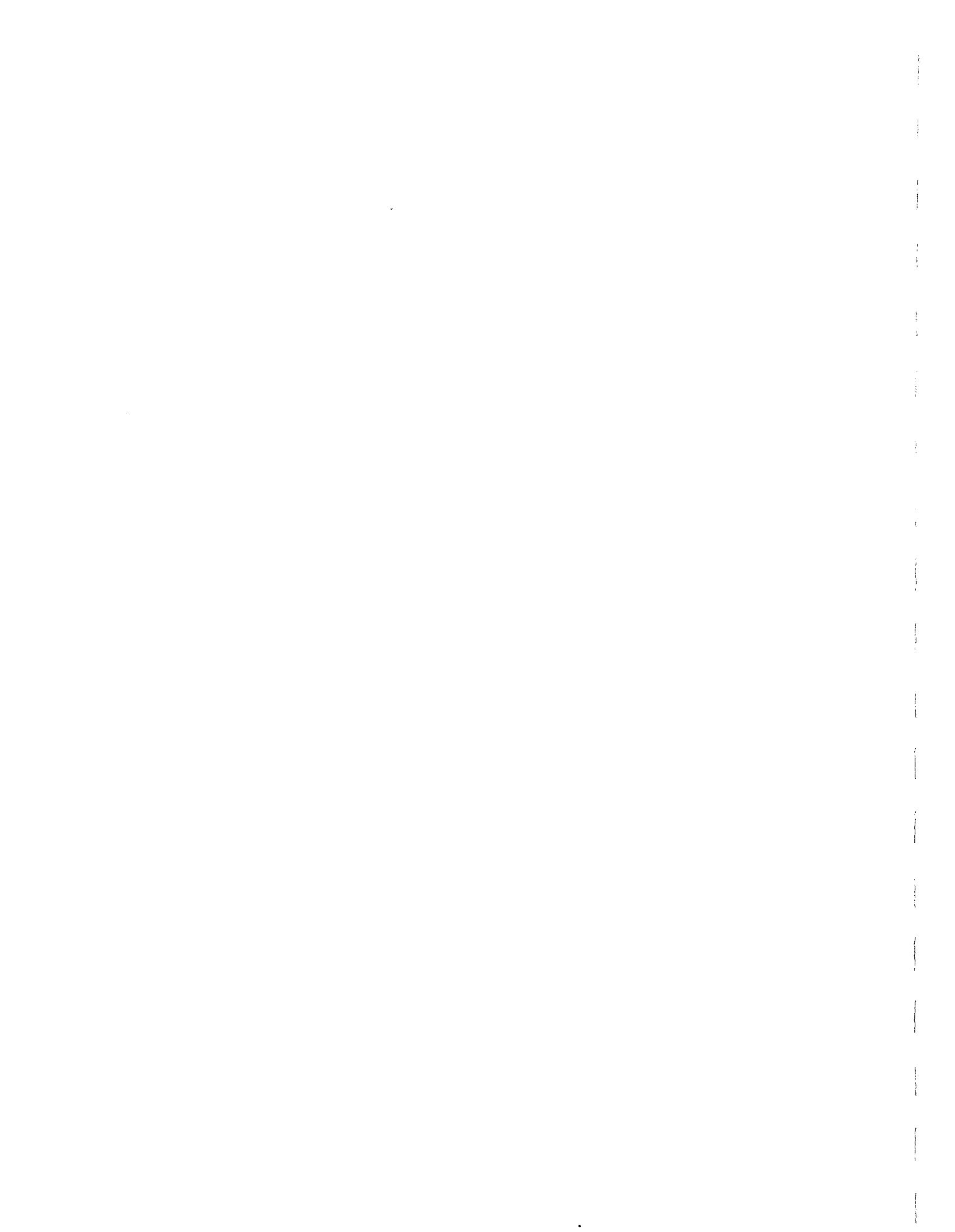
Okanagan Indian Band
R.R. #17, S-8, C-20
Vernon, B.C.
VIT 7Z3

Penticton Indian Band
R.R. #2, S-80, C-19
Penticton, B.C.
V2A 6J7

Osoyoos Indian Band
R.R. #3, S-25, C-1
Oliver, B.C.
VOH 1T0

Lower Similkameen Indian Band
517 - 7th Avenue
Box 100
Keremeos, B.C.
VOX 1N0

Upper Similkameen Indian Band
Box 310
Keremeos, B.C.
VOX 1N0



Appendix 9

Sto:lo Nation Halq'emeylem Language Program



1. ELIGIBILITY

Stó:lō Nation is an aboriginal agency responsible for the delivery of services and programs to its First Nations members located throughout Stó:lō territory from Fort Langley to Yale.

2. MISSION STATEMENT

The purpose of Stó:lō Nation is to create a better world for our children, we, the Stó:lō Government House, endeavour to provide high quality services, practice and promote cultural values, protect and manage our resources and operate in a fair, honest and respectful manner.

3. EXECUTIVE SUMMARY

Halq'eméylem is the traditional language of the Stó:lō people. Language provides our people with an identity. Without a sense of purpose our people cannot develop positive self esteem. Since the Halq'eméylem Language Program has started much work has been done by the instructional and support staff such as curriculum development, teaching methodology, instructional design and evaluation, elements of instruction and teaching strategies. We have restructured our Halq'eméylem course profiles as follows:

- HALQ 100 - Introductory level
- HALQ 200 - Beginners level
- HALQ 300 - Intermediate level
- HALQ 400 - Advanced level

We are addressing the following program areas:

- investigating certification through a Stó:lō Language Authority
- teaching methodology skills
- restructuring curriculum

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- seeking course accreditation
- offering Linguistic courses
- providing beginners computer training
- providing a supportive learning environment for students
- coordinating student practicum placements
- providing Arts & Crafts workshops
- participating in cultural ceremonies, prayers and songs
- curriculum development on Stó:lō dialects and name places
- providing volunteer training
- developing language videos
- working together with our fluent Halq'eméylem Elder speakers
- gathering Halq'eméylem stories and legends
- providing Halq'eméylem Language teaching tools

It has become quite clear to us that more teaching materials are required in order to successfully teach the Halq'eméylem Language. The teaching materials include books, audio and visual tapes with culturally relevant activities to assist in the reviving of our Halq'eméylem Language. The development and research phase also provides an opportunity for our language teachers and instructional support staff to upgrade their language and teaching skills.

Language teaching and learning are becoming increasingly important as the world's borders shrink. Globalization requires the education system to provide opportunities for children to learn a wide range of languages at the elementary and secondary levels. Ethno-cultural communities have, for many years recognized the importance of providing language education for children and adults. However, there have not always been a sufficient number of opportunities for language teachers to receive training and upgrading.

The Halq'eméylem Language Program intends to promote language learning as a means of communication rather than a subject. Language

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is central to cultural identity. Language enhances self-esteem and pride which promotes effective social adjustment. As the work progresses in the preservation and continuance of our Halq'eméylem language, much valuable insight is revealed about Stó:lō culture. The more we learn the more important it becomes to rebuild and retain our Halq'eméylem language and in turn Stó:lō culture. We are applying for an operating grant for \$60,000.00 as we continue the work towards the revival of our Halq'eméylem Language.

4. BACKGROUND

A Halq'eméylem Language Immersion Classes ran from October, 1994 to April, 1995. Twenty students participated in the class learning from a team of instructors. This team consisted of: Dr. Geoff Mills of the University of Victoria, who provided us with a curriculum outline, including units with various themes, functions, and situations; Ms Isabelle Harvey, a language teacher who assisted in developing lesson plans and schedules in accordance to Dr Mills outline; Wanda Lewis and Tess Ned novice Halq'eméylem instructors who both taught the language and developed the lessons and schedules along with the elders and the language teacher; Stó:lō Elders: Tillie Gutierrez, Rosaleen George, and Edna Mallette, and Stella Cordero, the French Immersion teacher taught teaching methodology.

Nearly, all students completed this Level One Program, and received participation certificates. Those who completed Level One are now awaiting certification through a Language Authority and the BC College of Teachers. The immersion class was successful in teaching Halq'eméylem and also provided us with the opportunity to identify areas that needed more work for the future success of the program.

It became quite clear that more teaching materials are required in order to successively teach the language. The materials needed include books, and audio and video tapes of culturally relevant activities that are done

completely in Halq'emeylem language. The teaching staff have done much more work such as defining the Four Levels of teaching Halq'emeylem, and collecting various materials to aid in teaching the language. This work still continues as we grow.

Stories from the Elders collected by anthropologists over the years have been transcribed into the established Halq'emeylem orthography in order to provide classes with much needed written materials. Audio and video tapes have been recorded with culturally relevant activities such as canoe building, fishing, hunting, and ethnobotany, in order to record Halq'emeylem descriptions of the activity. This development and research program operated up until August 11, 1995.

The Halq'emeylem Language Program now consists of two language instructors, a program coordinator and three Elders.

5. HISTORY

Halq'eméylem is the traditional language of the Stó:lō people of the lower Fraser Valley and their neighbours on the adjacent shores of Vancouver Island. Twelve of the seventeen remaining Halq'eméylem linguistic tribal groups are Stó:lō, and within these twelve Stó:lō Tribes we estimate that there are only 12 fluent Halq'eméylem speakers. These people are almost without exception over the age of seventy. We estimate that there are probably an additional 24 people who can understand simple conversational Halq'eméylem and who have a rudimentary speaking vocabulary. Clearly, unless something is done immediately the Halq'eméylem language will be but a memory for Stó:lō people in the very near future.

Within traditional Stó:lō territory there were a number of linguistic dialects. Each of these dialects was subtly different in diction, pronunciation and syntax. This enabled Stó:lō people to immediately recognize a person's community of origin. Currently, these dialect differences are recognized by the remaining Halq'eméylem speakers. They point out that the major and

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most obvious differences in the language are between the upriver and downriver speakers. The dividing line for the dialects is roughly near what is now the city of Abbotsford. the Vancouver Island people speak yet another dialect of Halq'eméylem.

Expert linguists like Geoff Mills, Ph.D., of the University of Victoria confirm what the Elders have been telling us for years, namely that it is impossible to fully understand a culture without understanding its language. Value systems are unique to different cultural groups and these values can only be communicated effectively through original language. Young Stó:lō children today are unfortunately detached from their traditional culture because they are unable to pick up the traditional teachings in a culturally and linguistically appropriate manner. Even "body language" changes when people communicate in a different language.

Language provides people with an identity. Without a sense of identity people cannot develop positive self esteem. The low self esteem suffered by most Stó:lō children is symptomatic of the disintegration of the Halq'eméylem language. educators tell us time and again that unless we can improve Stó:lō children's self esteem we will not be able to motivate them to remain, and, more importantly succeed in school. Likewise, Stó:lō children and families feel alienated from their own culture when they cannot communicate in Halq'eméylem. It is a matter of pride.

The Halq'eméylem language has not reached the verge of extinction because the Stó:lō people do not value it, Rather, the Halq'eméylem language has been subjected to systematic government policies aimed at cultural and linguistic eradication. The first "Indian residential" school to open in British Columbia was in Stó:lō territory, at what is now called Mission. It was also the last residential school to close in the province. At these schools children were forbidden to speak the Halq'eméylem language.

Later, Stó:lō people found that if they could not speak English they could not find employment within the mainstream of society. Thus for generations, missionaries and government agents actively discouraged the

use and teaching of the language. Sadly many of the graduates of these residential schools then discouraged their children from learning the language. It has only been within the last generation that people have taken a real interest in reviving the language and culture, and yet, the required resources and tools have largely been unavailable or inaccessible.

Since the early 1970's much has been done to document and record the Halq'eméylem language. UBC linguist Dr. Brent Galloway, working with UCB fluent Halq'eméylem speaking elders, had created a 14,000 word computer based Halq'eméylem dictionary. He has also compiled a user friendly place name data base and classified word list lexicon among other resource materials.

More important Dr. Brent Galloway also devised a written form of Halq'eméylem which is devoid of the typically confusing and complex symbols used by most academic linguists. The written Halq'eméylem language employs standard English letters and punctuation symbols.

With the above mentioned preliminary work compiled and waiting implementation on, all that remained was to develop a program for delivery. With the assistance of Elders and Dr. Geoff Mills we believe we now have such a program. It is hoped that after one year of operating this program we will have a pool of fluent Halq'eméylem speakers who can then begin teaching Halq'eméylem to students in the public school system and at reserve based workshops. We already have commitments from the Chilliwack School District that they will employ graduates from this program as language instructors. Other school districts have also expressed interest in hiring these graduates in identical capacities, as have Bands and Tribal Councils. Moreover, we are currently making arrangements with the B.C. College of Teachers to have these graduates accredited as special language teachers.

6. PROJECT DESCRIPTION

The purpose of the Halq'eméylem Language Program is to deliver courses through Stó:lō Nation to address the concerns identified in the History section of this proposal.

Our commitment to holistic education is translated into program design that addresses the needs of the whole person. While the primary focus is on the intellectual development of the individual, equal attention is given to the development of the physical, emotional and spiritual aspects of a balanced person.

This is done by introducing language, culture and art into the program of study. Students are given opportunities to learn from Elders, and Spiritual leaders traditional ways of thinking and coping with life issues. In addition, courses include First Nation history content in our language training.

7. PROGRAM GOALS

The Stó:lō Halq'eméylem Program is to revive the Halq'eméylem language among the Stó:lō people by creating a pool of fluent language teachers. These teachers will then be employed in teaching Halq'eméylem to Stó:lō children, adults and non-native school children in both public and Stó:lō community based programs.

Students are taught Halq'eméylem in a holistic manner. In keeping with their holistic approach programming was designed to address all aspects of personal growth and development: Physical, Emotional, Intellectual, and Spiritual/Cultural. The innovative programming demonstrates concern with empowering students to become self-directing individuals. The program continues to address attitudes as well as skill areas. We provide a supportive learning environment dedicated to students growth and independent functioning while learning their native language.

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Stó:lō students develop an appreciation for the unique Halq'eméylem form of communication, as they develop cultural and linguistic fluency. With this fluency will come an equivalent increase in student self-esteem, achievement and academic and social success. Our program goals are as follows;

- to understand and revive Halq'eméylem language and Stó:lō culture
- to become a fluent speaker
- to regain our identity
- to teach and learn holistically
- to respect and follow our traditional/contemporary values and beliefs
- to develop and cultural and linguistic fluency
- encourage student success
- develop new innovative curriculum
- to foster and build pride, self esteem and self confidence
- to improve communication skills
- to encourage communication between fluent language teachers, Elders and the students

8. COURSE INFORMATION

COURSE	COURSE NAME	START DATE	END DATE
HALQ 100	Introductory level	Sept/97	Dec/97
HALQ 200	Beginners level	Sep/97	Dec/97
HALQ 300	Intermediate level	Jan/97	Apr/98
HALQ 400	Advanced level	Jan/97	Apr/98

9. COURSE PROFILES

HALQ 100

Halq'eméylem 100 is an introductory level language course for those who had little or no previous Halq'eméylem instruction. Equal emphasis is placed on the spoken and the written word. An intensive study of important aspects of pronunciation, vocabulary and grammar are presented through the use of Elders, audio visual techniques, drill patterns, flash cards, pictures, videotapes, and written material. Testing is performed on a weekly basis, at mid-term and on final examination..

HALQ 200

Halq'eméylem 200 is a beginners language course for those who have completed Halq'eméylem 100 program of instruction. Equal emphasis is integrated with the formal and informal practices of Stó:lō culture through the spoken and written language. Continued aspects of pronunciation, vocabulary and grammar are presented through the use of Elders, audio visual techniques, drill patterns, flash cards, pictures, videotapes, and written material. A course component consists of a beginners level of Language teacher training. A practicum project is required by using the concepts of curriculum development, a study of selecting and sequencing learning activities, unit and lesson planning, methods of managing laboratory and practical experiences and course student evaluation.

HALQ 300

Halq'eméylem 300 level 3 is an intermediate language course for those who have completed HALQ 100, HALQ 200 program of instruction. Equal emphasis is integrated with the formal and informal practices of Stó:lō culture through the spoken and written language. Continued aspects of pronunciation, vocabulary and grammar are presented through the use of Elders, audio visual techniques, drill patterns, flash cards, pictures,

videotapes, and written material. A course component consists of a intermediate level Language teacher training. A practicum project is required by using the concepts of curriculum development, a study of selecting and sequencing learning activities, unit and lesson planning, methods of managing laboratory and practical experiences and course student evaluation.

HALQ 400

Halq'eméylem 400 is an advanced language course for those who have completed HALQ 100, HALQ 200, HALQ 300 program of instruction. Equal emphasis is integrated with the formal and informal practices of Stó:lō culture through the spoken and written language. Continued aspects of pronunciation, vocabulary and grammar are presented through the use of Elders, audio visual techniques, drill patterns, flash cards, pictures, videotapes, and written material. A course component consists of an advanced level Language teacher training. A practicum project is required by using the concepts of curriculum development, a study of selecting and sequencing learning activities, unit and lesson planning, methods of managing laboratory and practical experiences and course student evaluation.

10. THEME

The philosophy of the Halq'eméylem Language Program is to:

- Emphasis on communication-exchanges of real information; socially and culturally appropriate and to the fulfilment of a function.
- Begin with a theme: determine the lesson(s) and what activities will be used to achieve the objectives.
- Grammar/vocabulary are explained only as far as they help oral and written expression, so that the aim can be achieved.

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The program offers four levels, beginner, intermediate, advanced and instructions training. Each level is based on the 23 themes established by Dr. G. Mills. These themes are:

- establishing, maintaining, ending social contact
- identifying oneself and others and asking identification.
- identifying and asking about objects in the immediate vicinity
- asking about and identifying family members
- asking about and describing one's community (A)
- asking about and describing one's community (B)
- describing a major event (A) A fishing expedition
- describing a major event (B) Drying fish
- describing a major event (C) A hunting expedition
- describing a major event (D) A feast or Potlatch
- describing a major event (E) A wedding
- describing a major event (F) a baptism
- expressing likes and dislikes
- Issuing, accepting, and refusing invitations, apologising
- explaining and resolving
- getting things done - instructing, ordering, advising, persuading
- agreeing and disagreeing
- asking/ telling about an accident, argument or a fight
- expressing approval/disapproval
- making arrangements
- asking and Telling
- transportation and travel
- making a transaction

11. SUPPORT SERVICES

Tutoring support is provided on an on-going basis by the language instructors, instructional support staff (Elders) and peers. On-site personal, financial and academic counselling is available to all students. Cultural activities are incorporated into the Stó:lō Halq'eméylem Language Program. Community Elders visit to discuss pre-determined topics of interest and to offer support and guidance to the students and staff. Students can make appointments with Stó:lō Education Services, or their Band Education Worker to address issues such as; career planning, goal setting, course selection, financial aid, band policies and procedures, and other student requests. School districts cooperatively work to provide student practicum placements for the Halq'eméylem Language Program.

12. QUALIFICATIONS

Stó:lō Nation integrity and academic standard for our Halq'eméylem Language Program is credible within our communities. Halq'eméylem Language instructors are selected based on their knowledge of the subject and their experiences with First Nations people and communities.

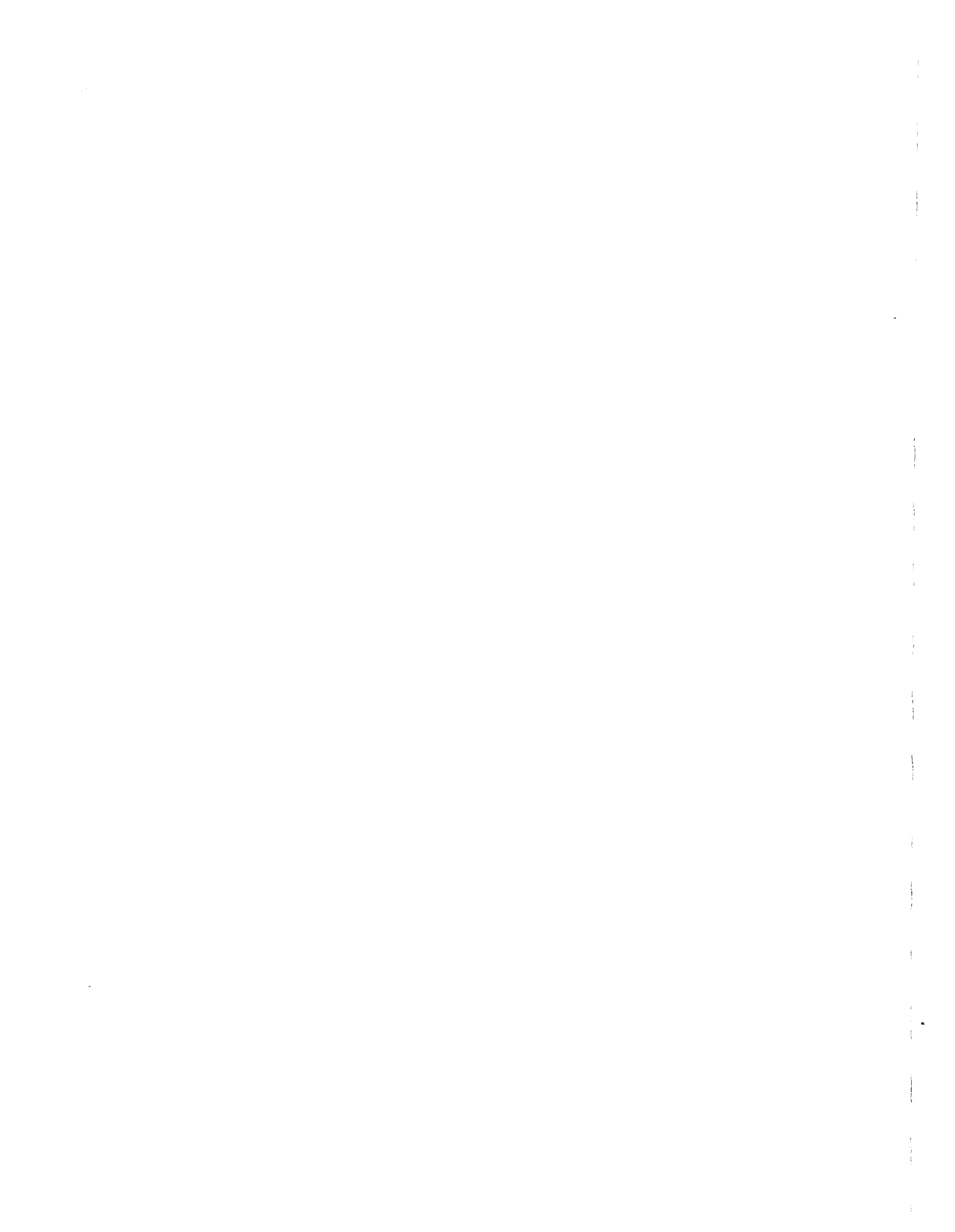
Since the beginning, the Halq'eméylem Language instructional staff at Stó:lō Nation have received high praises for their work and continue to demonstrate a strong commitment to the vision of preserving the Halq'eméylem language and a genuine concern for the students well-being.

Stó:lō Nation has contributed many years of leadership experience in the field of educational services and programs within the Stó:lō territory and it's successful representation and service to bands in the area.

Stó:lō Nation has approached Simon Fraser University for a working partnership relationship on program development, linguistic and language course accreditation. Stó:lō Nation has proposed for SFU to offer Linguistic courses in the Fall, 1997 LING 231-3 (Introduction to an Amerindian Language 1) followed by the Spring, 1998 semester LING 130-3 (Practical Phonetics).

Appendix 10

Excerpt from BCCT Bylaws



and suitability for membership in the College, as defined in Section 25 of the Teaching Profession Act.

(c) References written by a relative of the applicant shall not be acceptable.

2.D.05 The applicant shall be required to provide a post secondary academic and work history. The applicant may be required to explain any gaps in this history.

2.D.06 The applicant shall be required to inform the College as to whether she/he has ever been convicted of or been given a conditional or absolute discharge on a criminal offence or its equivalent in another jurisdiction.

2.D.07 The applicant may be required to provide the College with documentation related to her/his criminal record.

2.D.08 The applicant shall be required to inform the College as to whether she/he has ever been issued a certificate of qualification to teach which is not currently in good standing, or has ever been suspended for just cause.

2.D.09 The applicant shall be required to sign a declaration that the information given on the application form is complete and correct.

2.E Evaluation of Applications for Membership

2.E.01 Where the preliminary inspection of an application for membership raises a concern as to whether the applicant is a person of good moral character or is otherwise a fit and proper person to be granted membership, the application shall be referred to the Registrar.

2.E.02 It shall be the responsibility of the Registrar to screen the record and to make the decision as to whether the applicant should be admitted to membership in the College.

2.E.03 If the Registrar has any doubt whatsoever she/he shall refer the application to the Membership Investigation Sub-Committee for inquiry as authorized by Section 26(3) of the Teaching Profession Act.

2.F Evaluation of Criminal Records

2.F.01 Where the preliminary inspection of an application for membership shows that the applicant has a criminal record, the application shall be referred to the Registrar.

2.F.02 It shall be the responsibility of the Registrar to screen the record for relevance and to make the decision as to whether the applicant should be admitted to membership in the College.

2.F.03 If the Registrar has any doubt whatsoever s/he shall refer the application to the Membership Investigation Sub-Committee for inquiry as authorized by Section 26(3) of the Teaching Profession Act.

2.F.04 The registrar may consider that the circumstances of the case warrant a criminal record search. If this is requested then information obtained from the search must be assessed on the basis of the relevance of the criminal record history to the duties and responsibilities of a member of the College.

2.F.05 Charges or allegations for which no conviction was obtained may be considered an impediment to admission to membership.

2.F.06 Offenses for which the applicant has been convicted and has been given a conditional or absolute discharge may be considered an impediment to admission to membership.

2.F.07 If at the time of application the applicant is serving a sentence for any criminal offence, membership in the College may be denied.

2.F.08 If an applicant has been convicted of or been given a conditional or absolute discharge on a criminal offence or its equivalent in another jurisdiction, membership in the College may be denied. Any offence may be assessed for relevance to an applicant's suitability for membership.

2.G Evaluation of Application for Certification

2.G.01 The evaluation of the qualifications submitted by an applicant shall be carried out by an evaluator or Registrar of the College.

2.H Criteria for Certification - General Principles

2.H.01 Qualification for certification shall be based on the following principles:

- (a) proficiency in English, or in the case of an applicant preparing for assignment in Programme Cadre de Français, proficiency in French;

- (b) a broad understanding of Canadian culture and society;
- (c) professional preparation suitable to undertake teaching assignments appropriate to the British Columbia curriculum;
- (d) specific knowledge appropriate to the British Columbia curriculum; and
- (e) an appropriate balance between professional and other studies.

2.H.02 Grade 12 Equivalence

- (a) A student who is accepted for enrolment by a government accredited Canadian university acceptable to the College shall be considered to have achieved grade 12 equivalence.
- (b) Notwithstanding the generality of the above, a student enrolling at Memorial University, Newfoundland, or in the CEGEP program in Quebec following secondary school graduation from grade 11, shall not be considered to have achieved grade 12 equivalence until accepted for enrolment in the second year.
- (c) For a student who attended a university acceptable to the College located outside Canada, grade 12 equivalence shall be considered to have been achieved at that point in her/his program which is deemed by the College to be equivalent to completion of British Columbia grade 12.

2.H.03 Quality of Training

Only academic and professional course work completed at institutions acceptable to the College shall be accepted for certification purposes. Transfer credit from other colleges and universities which has been accepted by post-secondary institutions shall be evaluated independently by the College's evaluators.

2.H.04 An applicant preparing for an assignment in other than Programme Cadre de Français or a First Nations language program whose first language is not English, and who the evaluator believes does not meet the oral and written command of English, requirement shall be required to write the Language Proficiency Index or an equivalent test, and may be required to complete course work and/or a practicum through a B.C. university acceptable to the College.

2.H.05 An applicant preparing for an assignment in Programme Cadre de

application, the First Nations language teacher certificate may be extended for additional four year periods.

- (c) The endorsed First Nations language teacher certificate can be made permanent by fulfilling the requirements as outlined in 2.C.02(e).

2.D Application for Membership and Certification

2.D.01 Application for membership in the College and/or a certificate of qualification must be made on the form provided by the College. The application must be accompanied by the full amount of the evaluation fee.

2.D.02 Before any consideration is given to an application, except in cases which fall under Bylaw 2.D.03 all required documentation must be available to the College. If any of the requirements are missing, the applicant shall be so advised and the application set aside pending receipt of the missing components.

2.D.03 In exceptional circumstances an application may be considered without complete supporting documentation provided that there is evidence that substantial efforts have been made to obtain it. In such cases verification of academic expertise by reference to one of the provincial universities may be required, and appropriate course work and practicum be prescribed before a certificate of qualification is granted.

2.D.04 An applicant for membership in the College must supply the names, addresses, and telephone numbers of two references.

- (a) If the applicant is on the list of persons recommended for membership by the institution whose teacher education program is approved by the College, this recommendation shall be considered to constitute one reference. The College shall require, in addition, the provision of the name, address and telephone number of one further reference who can attest to the applicant's character and suitability for membership in the College, as defined in Section 25 of the Teaching Profession Act.

(b) If the applicant's teacher education was completed outside British Columbia, the College shall require the provision of the names, addresses and telephone numbers of two references who shall be

- (i) either the applicant's current or most recent employer, or a member of the Faculty of Education at a government accredited college or university acceptable to the College, and
- (ii) one other person who can attest to the applicant's character

application for the permanent certificate, or

(iii) has verified substitute teaching service amounting to at least seventy-five days in one school year, or one hundred days in two consecutive school years, which, when converted to a fraction of full time, can be accumulated to a total of 1.5 years in the six year period prior to the date of application for a permanent certificate; and

(iv) is recommended for a permanent certificate by a school principal or immediate supervisor who is a member of the College, and who has supervised and evaluated the applicant's classroom performance.

(f) In the event that a recommendation as described in 2.C.02(e)(iv) above is not possible, the registrar may make arrangements for evaluation of the applicant's performance by some other member of the College.

Note

See Bylaw 2.I.03 for further conditions on the granting of an interim certificate.

2.C.03 An evaluation of performance specified in Bylaw 2.C.02 shall be at no cost to the College.

2.C.04 Developmental Standard Term Certificate

(a) A developmental standard term certificate is a certificate endorsed in the area of specialization with an expiry date.

(b) The period of validity of the developmental standard term certificate shall normally be four years from the date of issue. Upon application, a developmental standard term certificate may be extended once for another four year term.

(c) The developmental standard term certificate shall be issued to an applicant who meets the criteria for certification as defined in 2.B.01(e).

2.C.05 First Nations Language Teacher Certificate

(a) A First Nations language teacher certificate is an interim certificate endorsed for a specific native language.

(b) The period of validity of the First Nations language teacher certificate shall normally be four years from the date of issue. Upon

Français whose first language is not French, and who the evaluator believes does not meet the oral and written command of French requirement shall be required to write the Language Proficiency Index or an equivalent test, and may be required to complete course work and/or a practicum through a B.C. university acceptable to the College.

2.H.06 When the College determines an applicant has completed the requirements of a British Columbia teacher education program approved under the authority of Bylaw 5.C and is eligible to be granted membership and certification, she/he shall be granted a permanent certificate as provided in Bylaw 2.C.01(b).

2.I Criteria for Certification - Professional Preparation

2.I.01 a) Approved Program

When the College determines that an applicant for membership and certification has successfully completed, within the ten years prior to the date of application, the professional requirements of a British Columbia teacher education program approved under the authority of Bylaw 5.C and has been recommended by the Faculty of Education of the institution where the approved program resides, she/he will be deemed to have met the professional requirements for certification.

b) Acceptable Program

When the College determines that an applicant for membership and certification has successfully completed a teacher education program acceptable to the College which must include a minimum of 15 units (or equivalent) of course work in education, and a minimum of 12 weeks of supervised student teaching in an acceptable classroom setting, she/he will be deemed to have met the professional requirements for certification.

2.I.02 The Interim Standard and Interim Professional Certificate

(a) An applicant must have successfully completed a teacher education program acceptable to the College which must include a minimum of 15 units or equivalent of course work in education, with a minimum of 12 weeks of supervised student teaching in an acceptable classroom setting.

(b) An acceptable teacher education program must include studies in:

(i) human development and learning,

(ii) educational foundations (history, philosophy, sociology),

- (iii) curriculum and instruction,
- (iv) diagnosing and providing for the educational needs of individual students,
- (v) evaluation and testing.

(c) An applicant who meets the requirements for interim certification but who has not held a regular teaching position in the ten years prior to the date of application

(i) may be granted interim certification, if they are deemed by the British Columbia College of Teachers to have experience within the last 10 years comparable to regular teaching experience; or

(ii) shall be required to successfully complete six units or equivalent of updating course work in education methodology and a minimum of 6 weeks practicum in an acceptable classroom setting supervised by the Faculty of Education at a British Columbia university recognized under the Universities Act before being granted an interim certificate.

(d) An applicant for a certificate of qualification who has not held a regular teaching position in the twenty years prior to the date of application, shall be required to successfully complete a full teacher education program at the Faculty of Education of a B.C. university recognized under the Universities Act and acceptable to the College.

2.I.03 The First Nations Language Teacher Certificate

An applicant qualifying for a First Nations Language Teacher Certificate under 2.B.01(d) shall have the recommendation of the appropriate First Nation language authority to teach the First Nation language and culture; and shall have a broad understanding of First Nation culture and society.

2.I.04 Developmental Standard Term Certificate

An applicant qualifying for a Developmental Standard Term Certificate under 2.B.01(e) shall require the completion of:

- (a) a teacher education program acceptable to the College and an interprovincial trades qualification recognized by the College, or

program approved by the College under the authority of Bylaw 5.C offered by a British Columbia post-secondary institution and has been recommended by the Faculty of Education of that institution to the College for a certificate.

(c) An applicant who meets the requirements for an interim Professional or interim Standard certificate and who, in addition, has completed updating requirements including a supervised practicum and 15 units or equivalent of instruction at a British Columbia university, in professional or academic courses, leading to completion of the requirements for certification shall be deemed to have completed a teacher preparation program and shall be granted a Permanent Certificate.

2.C.02 Interim Certificates

(a) An interim certificate is a certificate with an expiry date.

(b) The period of validity of the interim certificate shall normally be, but shall not exceed, 4 years from the date of issue. Upon application an interim certificate may be extended.

(c) An interim certificate shall be issued to an applicant who meets the criteria for standard or professional certification but whose teacher education program was completed outside British Columbia, or in British Columbia prior to 1974.

(d) Any person holding an expired interim certificate may be issued a further interim certificate upon compliance with these bylaws at the time of application for reinstatement of the interim certificate.

X (e) A person holding a valid British Columbia interim teaching certificate may, upon application, be issued a permanent certificate when she/he

(i) has been employed in a position for which a valid certificate of qualification is required on a regular full-time basis, or equivalent, for at least 1.5 years, or equivalent, in a British Columbia public school or independent school acceptable to the College during the validity period of the interim certificate; or

(ii) has been employed in a part-time position for which a certificate of qualification is required, for at least 25 of full-time when the part-time service can be accumulated to a total of 1.5 years in the six year period prior to the date of

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recognized by the College, or
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→ (b) a First Nations language program of studies in teacher education acceptable to the College.

(ii) completion of a First Nations program of studies recognized by the College.

2.B.02 Endorsement of Certificate

(a) At the discretion of the College, any certificate of qualification issued may be endorsed as to the area or areas of teaching competence or specialty and/or the type of school for which it is valid. Such endorsements may be applied only for very specialized programs.

(b) Any certificate which is endorsed shall be an interim certificate except those endorsed for Programme Cadre, Vocational Education, and the First Nations Language Teacher certificate.

(c) An endorsed interim certificate issued or reinstated after July 22, 1990 shall not be made permanent until all deficiencies in academic requirement are met except those endorsed for Programme Cadre Vocational Education, and the First Nations Language Teacher Certificate.

(d) Extension of the endorsed interim certificate shall be granted only once, for a further four year period.

(e) Applicants who have completed post-secondary studies in the French language only and who do not meet all academic requirements may be issued an interim certificate endorsed for teaching in French Immersion programs or Programme Cadre only provided that the College deems the studies to be suitable.

2.C Validity of Certificate

2.C.01 Permanent Certificate

(a) Except where an expiry date is specified on the credential at the time of issue, any Professional certificate, Standard certificate, or Basic certificate is deemed to be permanent unless suspended or cancelled under the provisions of the Teaching Profession Act.

(b) Except as provided for in Bylaw 2.C.02, no expiry date shall be specified on any Professional, Standard, or Basic certificate issued where, within the 10 years prior to the date of application for initial certification, the applicant has completed a teacher preparation

2.J Criteria for Certification - Academic Preparation.

2.J.01 a) Approved Program

When the College determines that an applicant for membership and certification has successfully completed, within the ten years prior to the date of application, the academic requirements of a British Columbia teacher education program approved under the authority of Bylaw 5.C. and has been recommended by the Faculty of Education of the institution where the approved program resides, she/he will be deemed to have met the academic requirements for certification.

b) Acceptable Program

When the College determines that an applicant for membership and certification has successfully completed a teacher education program acceptable to the College which must include a minimum of 15 units (or equivalent) of course work in education, and a minimum of 12 weeks of supervised student teaching in an acceptable classroom setting, she/he will be deemed to have met the academic requirements for certification.

2.J.02 The Interim Standard and Interim Professional Certificate

An applicant for interim certification must have successfully completed a teacher education program acceptable to the College which must include a minimum of 15 units or equivalent of course work in education, with a minimum of 12 weeks of supervised student teaching in an acceptable classroom setting.

(a) All applicants shall have successfully completed a minimum of one 3 unit or equivalent undergraduate English course.

(b) In addition to the requirements of 2.J.01(a), applicants whose initial teacher education preparation is for assignments at the Year One or Year Eight levels must have completed a minimum of fifteen units or equivalent of their studies in faculties other than the Faculty of Education, which includes the following academic course work:

- (i) 3 units or equivalent of laboratory sciences and/or mathematics, and
- (ii) 3 units or equivalent of Canadian studies, and

- (iii) a total of 9 units or equivalent of additional academic studies.

The courses qualifying for academic background may not include professional course work from another discipline.

- (c) In addition to the requirements of 2.J.01(a), applicants whose initial teacher education preparation is for assignments at the levels of Year Nine and above must have completed a minimum of 70% of their studies in Faculties other than the Faculty of Education. These studies must be in fields of knowledge that are compatible with the curriculum expectations in British Columbia secondary schools, and in sufficient depth to ensure an appropriate knowledge and understanding of the subject. The following options indicate the appropriate depth:

- (i) a major consisting of a minimum of 15 units or equivalent of senior level course work in a specific subject area, or
- (ii) two minor concentrations consisting of a minimum of 9 units or equivalent of senior level course work in each of two specific subject areas.

The subject areas chosen for either major or minor study must be subject areas which are widely taught in British Columbia secondary schools.

- (d) An applicant who holds a certificate of qualification from a jurisdiction outside British Columbia acceptable to the College may be excused a deficiency of a maximum of six units (or equivalent) of academic course work provided that

- (i) she/he has successful full-time teaching experience deemed comparable to British Columbia teaching experience, as evidenced by official teaching reports, for at least five consecutive years within ten years or less of the first date of application to the College, and

- (ii) the academic deficiency is not the minimum requirement of 3 units or equivalent of undergraduate course work in English.

- (e) An applicant from outside British Columbia, or an applicant applying for reinstatement of a B.C. interim certificate,

- (i) to whom the provisions of Bylaw 2.J.01(d) do not apply, and

issued:

- (a) The Professional Certificate,

The Professional Certificate shall require completion of a minimum 4-year program, or equivalent, of post-secondary school professional and academic or specialist studies beyond British Columbia Grade XII or equivalent, including appropriate basic teacher education and qualification for a degree or degrees, or equivalent, acceptable to the College.

- (b) The Standard Certificate

The Standard Certificate shall require completion of a minimum 4-year program, or equivalent, of post-secondary school professional and academic or specialist studies beyond British Columbia Grade XII, or equivalent, including appropriate basic teacher education acceptable to the College.

- (c) The Basic Certificate

The Basic Certificate shall be issued to those individuals who held a valid certificate issued under the authority of the School Act on December 31, 1987 but who did not meet the minimum requirements for a Standard Certificate as of January 1, 1988. This certificate will be issued to those individuals who held non-expiring Elementary Basic certificates, Elementary B certificates, Permanent First Class certificates, or Instructor's Diploma (Secondary) certificates effective December 31, 1987.

- (d) The First Nations Language Teacher Certificate

- (i) The First Nations Language Teacher certificate shall require the applicant to be a proficient speaker of a First Nations language, and

- (ii) The First Nations Language Teacher certificate may be issued to individuals who have been recommended by the appropriate First Nations Language authority.

- (e) The Developmental Standard Term certificate,

The Developmental Standard Term certificate is a term certificate which shall require the completion of basic academic and teacher education acceptable to the College, and

- (i) completion of an interprovincial trades qualification program

2.A Eligibility for Membership

2.A.01 To be considered eligible for membership, a person:

- (a) must be of good moral character and otherwise a fit and proper person to practise the profession of teaching; and
- (b) must have completed a program of professional and academic or specialist preparation offered in a British Columbia post-secondary institution and acceptable to the College, or, in the case of applicants from outside British Columbia, must have completed a program of professional and academic or specialist preparation with requirements comparable to those applicable in British Columbia offered in a College or university acceptable to the College; or, in the case of an applicant for a First Nations Language Teacher Certificate, must provide evidence from the appropriate First Nations Language authority that s/he is a proficient speaker of his/her First Nations' language; and
- (c) may be required to provide evidence acceptable to the College
 - (i) that his or her command of written and spoken English is satisfactory for the purposes of effectively carrying out the teaching function in British Columbia; or
 - (ii) that his or her command of written and spoken French is satisfactory for the purposes of effectively carrying out the teaching function in British Columbia; and
- (d) may be required to provide evidence as to the nature of any and all service previously given in the capacity of a teacher; and
- (e) may be required to provide such other information as is deemed by the College to be necessary.

2.A.02 The College may refuse to grant membership or issue a certificate of qualification to any person whose certificate is not in good standing in the jurisdiction of origin unless the applicant can satisfy the College that the non-currency of her/his certificate is not a result of professional misconduct, conduct unbecoming a member, or incompetence.

2.B Categories of Certificate

2.B.01 The following categories of certificate of qualification for teaching may be

- (ii) who is deficient in not more than six units or equivalent of academic course work,

may be granted interim certification, but must complete the deficiencies before extension of the interim certificate or the issuance of a permanent certificate is considered.

- (f) Any deficiency in excess of six units (or equivalent) must be completed before an interim certificate is issued.

2.J.03 The First Nations Language Teacher Certificate

An applicant qualifying for a First Nations Language Teacher Certificate under 2.B.01(d) shall have the recommendation of the appropriate First Nation language authority to teach his/her First Nation language and culture.

2.J.04 The Developmental Standard Term Certificate

- (a) An applicant qualifying for a Developmental Standard Term Certificate under 2.B.01(e) shall require the completion of:
 - (i) a basic academic program of studies acceptable to the College and an interprovincial trades qualification recognized by the College, or
 - (ii) a basic academic program of studies acceptable to the College and a First Nations language program acceptable to the College.

2.K Member not in good standing

2.K.01 A person

- (a) whose membership is suspended for cause, in accordance with the Teaching Profession Act Section 36(b) or Bylaw 6.M.02, or
- (b) whose membership is suspended for being in default of the payment of any fee, levy, fine, or penalty, in accordance with Bylaw 8.A.04, and bylaw 8.D.03, or
- (c) whose membership is suspended for being in default of annual dues, in accordance with Bylaw 8.D.04, or

(d) who holds an invalid certificate of qualification shall be considered a member not in good standing.

- 2.K.02 A member not in good standing shall have all the rights and responsibilities of membership except the right to
- (a) hold a position for which membership is required,
 - (b) run for any office of the College,
 - (c) nominate a candidate for any office of the College,
 - (d) vote in any election of the College,
 - (e) attend or speak at an Annual Meeting of the College,
 - (f) receive an upgraded certificate of qualification, or
 - (g) receive copies of the Report to Members.

2.L Examination of Records

2.L.01 Any member may examine her/his personal records by requesting, in writing, an appointment to do so within the hours established by the Registrar for the general operation of the College offices. Such a request will not be unreasonably denied or delayed.

2.L.02 Any member may examine the minutes of Council meetings, other than "Confidential" or "In Private" minutes, by requesting an appointment to do so within the hours established by the Registrar for the general operation of the College offices. Such a request will not be unreasonably denied or delayed.

2.L.03 The Registrar is empowered to review each file prior to member access, and remove those documents protected by solicitor/client privilege.

These Bylaws will become effective February 17, 1992 providing the Governor-in-Council does not disallow in whole or in part

British Columbia College of Teachers

Bylaw 2 Membership

These Bylaws will become effective February 17, 1992 providing the Governor-in-Council does not disallow in whole or in part