



İY SŁÁCEL, Gilakas'la, member of a growing community and look
wiikšahik, tansi community of Indige- forward to joining
nitôtimak (greetings nous community mem- forces with you all to
friends). I am a grateful bers, educators, schol- continue this im-
visitor on WSÁNEĆ ars, administrators, sup- portant work! I raise
and porters and leaders who my hands to all those
Lekwungen territories, are dedicated to the who continue to sup-
on southern Vancouver port the work we do,
Island. My family is with the future of
nehíyaw maskikow our children in mind.
(Swampy Cree) from ekosi mâka, hiyhiy.
Northern Manitoba
(Norway House and
Cross Lake Cree Na-
tions) and I am also
Scottish-Canadian on
my dad's side. I am an
adult learner of
nehíyawîwin and a
to be a part of the FEL

Onowa McIvor, Executive Director, FEL Canada



- *Renew your FEL Canada membership annually (visit our webpage to renew)*
- *Check out our list of interesting websites*
- *View our recent submitted photographs*
- *Federal government announces Indigenous language legislation on the way*
- *Celebrate International Mother Language Day—Feb. 21, 2017 with all of your contacts*



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The Glendon Truth and Reconciliation Declaration on Indigenous

Languages (From <http://www.glendon.yorku.ca/crlcc/wp-content/uploads/sites/106/Glendon-declaration-Final-Draft-Oct-2016-public.pdf>, page 4)

FEL Canada participated in The Glendon Truth and Reconciliation Declaration on Indigenous Languages on behalf of all our members

We declare that, to truly celebrate the 150th anniversary of Canada in 2017

The Crown and Her Federal Government must formally acknowledge, without the need for litigation, that section 35(1) of the Constitution Act, 1982 includes Indigenous Linguistic Rights. (See Appendix A for discussion)

The Crown and Her Federal government must enact an Indigenous Languages Act. In doing so, it can be guided by the Report of the 2005 Task Force on Aboriginal Languages and Cultures, which responds to each of the five principles required by the TRC Report. (See Appendix B for discussion)

The Crown and Her Federal Government in enacting an Indigenous Language Act must create an Office of the Commissioner of Indigenous Languages, with three national Indigenous Language Commissioners, one for the First Nations, one for the Inuit, and one for the Metis, with an ancillary staff complement comparable to that of the Office of the Commissioner of Official Languages, and a Commissioner's representative located in each Indigenous Nation and/or Territory to assist with the carrying out of the intent of the Indigenous Language Act. (See Appendix C for discussion)

All of the above recommendations are subject to consultation with the three Aboriginal groups, First Nations, Inuit and Metis as identified in the Constitution Act, 1982, in a manner which respects the principle of free, prior and informed consent.

With respect to the Related Responsibilities of Post-Secondary Institutions, we further declare that:

1. Post-secondary Institutions must develop collaborative funding models to support Indigenous language initiatives open to research, pedagogy, and partnerships.
2. TRC Committees must be established in all post-secondary institutions
3. Post-secondary institutions must engage in Community building: both inside the university and between the institution and Indigenous communities and Indigenous community-based organizations
4. Varying qualifications and credentials of Indigenous people must be recognized and honoured
5. There must be cross-training and collaboration across university administrations, programs and faculty
6. Post-secondary institutions must develop programs in Indigenous language studies with a view to promoting full oral proficiency and literacy in Indigenous languages, with certification through college and university diplomas and degrees in Indigenous languages.

There must be Indigenous Cultural Competency Training for all post-secondary institutions which would include Governors/Regents, Administration, Faculty and Staff.

Time to Renew Your Membership?

Memberships should be renewed on a yearly basis.

Check to see if now is the time to renew yours.

Visit <http://www.felcanada.org/get-involved> for the online membership and Paypal link or send your paper application and a cheque by mail to FEL Canada.

FEL Canada's Participation at the Launch of The Glendon Truth and Reconciliation Declaration on Indigenous Language Policy, Nov. 18, 2016

By Mary Jane Norris

Background: Colloquium on “The Language Policy Implications of the Truth and Reconciliation Commission (TRC)”: On February 9th 2016, FEL Canada participated at The Colloquium on The Language Policy Implications of the Truth and Reconciliation Commission (TRC), held in Toronto at Glendon College, York University; and stated its support for the TRC recommendations in relation to language policy and education.

As outlined in Colloquium materials, this gathering of eighty-two Indigenous and non-Indigenous scholars was opened by Phil Fontaine, the former National Chief of the Assembly of First Nations. Colloquium discussions centered on the three TRC Calls to Action on language policy: Aboriginal rights and Aboriginal language rights; an Aboriginal Languages Act; and the appointment of an Aboriginal Languages Commissioner; and, a fourth area on the role of post-secondary institutions in creating degree and diploma programs in Aboriginal languages.

The overall aim of the February Colloquium was “... to produce a public Declaration and Next Steps document, directed to all those who can turn the Calls into Actions”.

FEL Canada's Statement of Endorsement for the Glendon Truth and Reconciliation Declaration:

At the public launch the Glendon Truth and Reconciliation Declaration, FEL Canada was represented during the reading of endorsers' names and statements by Adam Stone, the Executive Director of FEL Canada and fellow Board Director Mary Jane Norris, in the following Statement of Endorsement:

Statement of Endorsement:

On behalf of FEL Canada, we (Adam Stone and Mary Jane Norris) are here today to deliver a statement of Endorsement for the Glendon Commission (TRC) Declaration; and, to highlight some of FEL Canada's activities and plans towards supporting Indigenous Languages in Canada.

Who we are:

FEL Canada exists to safeguard cultural heritage for future generations by supporting the documentation, protection, revitalization and promotion of First Nation, Inuit and Métis languages in Canada, and endangered languages throughout the world. The organization was created through the combined effort of those who were involved in the 2013 international Foundation for Endangered Languages (FEL) conference in Ottawa.

Statement of Endorsement:

FEL Canada has supported and continues to support the efforts associated with the Glendon TRC Declaration. Earlier this year, our organization participated at Glendon's Colloquium on The Language Policy Implications of the TRC, stating its support for the TRC recommendations in relation to language policy and education. Today, FEL Canada endorses the Glendon TRC Declaration and its calls to action on Aboriginal language rights, an Aboriginal Languages Act, the appointment of an Aboriginal Languages Commissioner, and the Related Responsibilities of Post-secondary institutions.

FEL Canada's key aims, current activities, plans and future initiatives for supporting Indigenous Languages in Canada can help contribute to an increased awareness and collaboration concerning the aims of the Glendon TRC Declaration. For example, FEL Canada reported on the Glendon TRC Language Policy Colloquium in its February Newsletter.

Briefly, in relation to Aboriginal languages, FEL Canada's five key aims encompass:

1. Support for the reclaiming and strengthening the use of First Nation, Inuit and Métis languages, in all contexts;
2. raising awareness about the diversity of Aboriginal languages, their value and challenges to their continuation;
3. developing new sources of funding and collaboration for language documentation and revitalization;
4. promoting the availability and use of Aboriginal languages in education at all levels in Canada, and the collaboration and sharing of educational expertise among language communities; and,
5. promoting the recognition of Aboriginal languages within Canada.

In supporting Indigenous Languages in Canada, FEL Canada works alongside grassroots organizations and facilitates the sharing of information through its Website, Facebook and Newsletter.

Saskatoon Public Library Renames Branch in Honour of Cree Language Advocate Freda Ahenakew: Cree Literacy Network Publishes its First Title in Tribute

By Arden Ogg, Cree Literacy Network, Winnipeg, MB

The news that Saskatoon Public Library's 20th Avenue Branch is to be renamed in honour of the late Dr. Freda Ahenakew was greeted with pleasure and approval across the Cree language continuum. Amongst her many descendants, and those who proudly claim connection to her through adoption, the reaction was one of genuine delight, because to them, Freda, who passed away in 2011, will always represent the kind of welcome and active pursuit of knowledge that libraries – and librarians – offer every day. To quote Freda's daughter, Dolores Sand, "She was a great believer in the power of education and of leading by example. We hope that many people will be inspired by this dedication in her honour as an indigenous woman,

scholar and leader in Cree language and culture preservation."

As director of the Cree Literacy Network, an organization dedicated to the pursuit of Freda's commitment to language revitalization (and as yet another of Freda's many, many adoptees), the library dedication seemed to me to demand a tribute in book form.

The resulting publication, the first ever under the Cree Literacy Network imprint, is to be launched at the library dedication in Saskatoon on Friday, February 10, 2017. The book is titled *nicâpân owâskahikan / Câpân's House: A family album from the home of Dr Freda Ahenakew*. Relying on dozens of family photos and with narration in Cree and in English, the book invites readers inside Freda's log

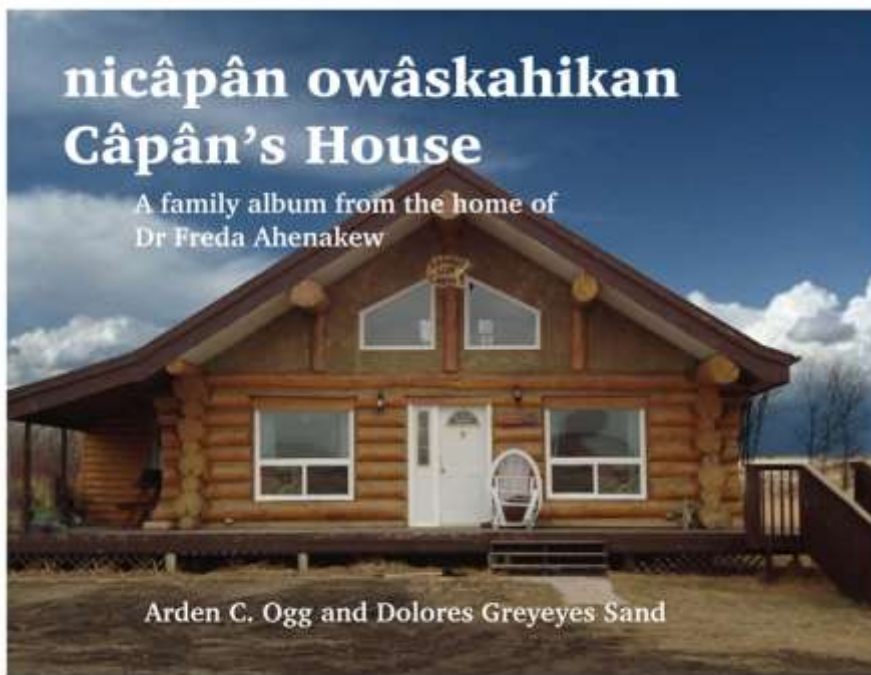
"She was a great believer in the power of education and of leading by example. We hope that many people will be inspired by this dedication in her honour as an indigenous woman, scholar and leader in Cree language and culture preservation."

cabin at Muskeg Lake Cree Nation in Saskatchewan for a peek at the warmth and welcome that was always offered there. It also teaches some of the Cree kinship terms that are frequently used in Cree communities, even those speaking English.

Thanks to support from the Office of the Treaty Commissioner (Saskatchewan), and Saskatchewan Indian Culture Centre, 200 free copies of the book will be distributed to the library's first visitors. Following the launch, the book will be available for sale through the Cree Literacy Network (creeliteracy.org/capans-house), where readers will also find an audio recording so they can practice their pronunciation and read along.

<http://creeliteracy.org/>

*Cree Literacy Network:
Creating connections that promote literacy in Cree language and culture*



Book Review: 100 Days of Cree (2016), McLeod

By Heather Blair, University of Alberta

Neal McLeod's **100 Days of Cree** (2016) is not a dictionary or a grammar book in the traditional sense, yet it is both. It is Cree philosophy embedded in language and organized thematically. Learning a language is a social process and McLeod introduces his readers to **“wîcihitok – help one another “ and “wîcihikowisi – to be helped by higher powers”**. McLeod starts his book by saying ***“Day 1 is working together. One of the key things about learning a language is that people assist each other in the process”*** (p.1)

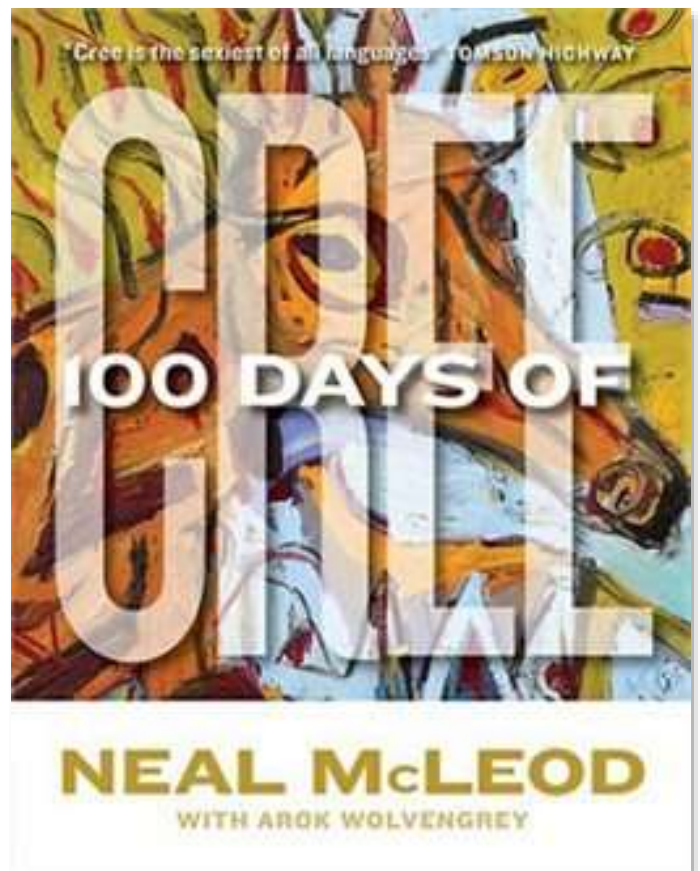
Neal started a Cree challenge on his Facebook page to reacquire a word a day in his ancestral language by asking those in his circle to contribute and work together on words, ideas, understandings, historical events and current day topics in a western Canadian Cree world. The result is this inspiring and illuminating collection. I am neither Cree nor a linguist but as a languages educator I found his story of Cree to be a very interesting and helpful read on my journey as a white woman colonizer-ally (Regan, 2010) supporting Indigenous languages revitalization. It is personal, charming, funny and thought provoking.

I think **100 Days of Cree** is an excellent book for teachers, undergraduate and graduate students in Native Studies, Indigenous languages education, bilingual education, and linguistics. I will definitely be using it this summer in our *Leadership in Language and Culture Education* course at CILLDI. Neal has introduced us to a new kind of leadership that an Indigenous languages advocate can take on in this day of 21 century social media resources.

References:

McLeod, N., & Wolvengrey, A. *100 days of Cree*. Regina, Saskatchewan: University of Regina Press

Regan, P. (2010). *Unsettling the settler within: Indian residential schools, truth telling, and reconciliation in Canada*. Vancouver: UBC Press.



Upcoming Conferences

The Full Circle Language Revitalization Education & Wellness Conference March 8-10, 2017, Saskatoon, SK

Presented by Meadow Lake Tribal Council Education

Conference Information

The Full Circle-Language Revitalization Education & Wellness Conference embodies all the areas of Language Revitalization. The Full Circle aims at providing intergenerational strategies to promote language learning in classrooms through the umbrella of Land, Languages, Relationship, and Culture. Furthermore, it ties the Ministry, Curriculum Outcomes, Instructional Resources, Assessment and Wellness to provide you with a full holistic model to language revitalization.

This conference is intended for Elders, educators, administrators, university students and anyone working with First Nation students. This conference showcases an array of presenters who are committed to truth and reconciliation in the areas that connect youth to land, language, relationships and culture in a holistic, responsive and reflective practice.

Registration Fees:

\$350 Participant Registration

\$200 Elder Registration

\$200 Student Registration


Contact fullcircle@mltc.ca or
www.full-circle-education-mltc.ca

(see pg. 20 for more details)

2017 Canadian Knowledges Mobilization Forum - May 17, 2017, Gatineau, QC

2017 Theme:

**Connections and
Partnerships:
Collaboration as a
Key to Knowledge
Mobilization**



**2017 Canadian Knowledge Mobilization Forum -
Forum canadien sur la mobilisation des
connaissances**

When
Wednesday, May 17, 2017 from
8:00 AM to 5:00 PM EDT
[Add to Calendar](#)

Where
Four Points Gatineau &
Canadian Museum of History
100 Rue Laurier
Gatineau, QC K1A 0M8

Greetings!
It is our great pleasure to invite you to contribute to and
participate in Canada's leading conversation on knowledge
mobilization.

The theme for the 2017 Canadian Knowledge Mobilization Forum
is: **Connections and Partnerships: Collaboration as a Key to
Knowledge Mobilization.**

We expect 200 people to come together on May 17-18, 2017 at
the Canadian Museum and History & Four Points by Sheraton
Gatineau. We would like to see you too!

Register Now!
[I can't make it](#)

All the details have been posted on the IKMB website
at: <http://www.knowledgemobilization.net/forum/>

The deadline for the Call for Content is March 15th!

See you in May!

Sincerely,
Peter Norman Levesque
Institute for Knowledge Mobilization - l'Institut pour la
mobilisation des connaissances
peter@knowledgemobilization.net
613-552-2725

<http://www.knowledgemobilization.net/forum/>

Congratulations University of Victoria Graduate Students

Master's of Indigenous Language Revitalization

- **Aiona Anderson**, Project titled: I HEAR MY SKÍXZE?S (MOTHER'S) VOICE: EMPOWERING ME TO RELEARN NĪE?KEPMXCIN (August 2016)
- **Bucky John**, Project titled: Language Essentials in St'at'imcets (September 2016)
- **Joan Brown**, Project titled: Culture is lived; language gives it life (July 2016)
- **Dawn Foxcroft**, Project titled: saač'inkin huuhtakšiih (We are Always Learning Together); Advancing nuučaanuł Adult Learners Through Peer-support (August 2016)
- **Kahtehrón:ni Iris Stacey**, Project titled: Ientsitewate'nikonhraié:rate Tsi Nonkwá:ti Ne Á:se Taa-hatikonhsontóntie; We Will Turn Our Minds There Once Again, To the Faces Yet To Come Second Language Speakers and Language Revitalization in Kahnawq:ke (August 2016)
- **Sarah Kell**, Project titled: Developing a Model for an Experiential Grammar Teaching Resource for Hul'q'umi'num' Junior Kindergarten Teachers (August 2016)
- **Jacqueline Jim**, Project Titled: WSÁNEĆ SEN: I am emerging: An auto-ethnographic story of SENĆOTEN learning (December 2016)
- **Pearl Harris**, Project titled: Lesson Plans for Teaching Resources in a Hul'q'umi'num' Junior Kindergarten (December 2016)
- **Cheyenne Gwa'amuuk**, Project titled: Sharing Sim Algyax (January 2017)



Canadian Multicultural Education Annual Harmony Brunch

Edmonton, AB, March 19, 2017

Purchase your tickets for this year's Harmony Brunch. Come join 250 community leaders observing the International Day for the Elimination of Racism through good food, networking, and a challenging presentation by keynoter, Robert Philp, Chief of the Commission and Tribunals, Alberta Human Rights Commission. The program is Sunday, March 19 at 12:30 at Nova Hotel Yellowhead.

Tickets are \$30 and can be purchased through www.eventbrite.com or by contacting admin@cmef.ca.



<http://www.cmef.ca/currenthb.html>

International Mother Language Day—February 21, 2017 Towards Sustainable Futures through Multilingual Education

<http://www.unesco.org/new/en/international-mother-language-day/>



“On the occasion of this Day, I launch an appeal for the potential of multilingual education to be acknowledged everywhere, in education and administrative systems, in cultural expressions and the media, cyberspace and trade.”

Irina Bokova, UNESCO Director-General



TAKE ACTION TODAY: Go to the FEL Canada Facebook page and join the conversation—Like us and link us to your network

Cree Language & Culture Program: Nehiyaw Pimatisiwin (Cree Way of Life)

By Darlene Olson Edmonton Catholic School Board

The Edmonton Catholic School District is committed to Indigenous language retention. Through the development of a focused approach to support K-12 Indigenous language & culture programming for First Nations, Metis & Inuit students, the *Nehiyaw Pimatisiwin* Cree Language & Culture Program offers Cree language instruction to approximately 1,100 students. District Cree language teachers work diligently to support students to achieve target outcomes successfully. Students are provided opportunities for rich learning experiences through a variety of language based activities within caring & nurturing environments. These teachers are currently taking part in a series of 12 Professional Development workshops to support their teaching. ECSd fosters faith-based learning that engages students in a diverse and inclusive community, supporting all district students to reach their spiritual, physical, mental and emotional potential in 21st century learning environments.

**Nehiyaw
Pimatisiwin**
Cree Way of Life



EDMONTON CATHOLIC SCHOOLS

<https://www.ecsd.net>

Inuit Study Tour of Wales

By Kumiko Murasugi, Carleton University

The members of a task force from Inuit Tapiriit Kanatami (ITK), mandated to develop and recommend a standardized writing system for the Inuit language in Canada, participated in a five-day tour of Wales in December 2016 to learn about the revitalization and promotion of the Welsh language. The delegation to Wales consisted of fourteen members of ITK's Atausiq Inuit Titirasiq (AIT) Task Group, the Director of ITK's Amaujaq National Centre for Education (which oversees the standardization project), and Kumiko Murasugi, a linguist from Carleton University and FEL Canada Board member who is providing linguistic support for the project. The tour was sponsored by Prince's Charities Canada, a non-profit organization that supports the charitable work of Prince Charles, the Prince of Wales, in Canada. One of the Prince's core interests is supporting Canada's Aboriginal communities in their work on lan-

distribution of common Inuit language materials to be used in school curricula. A written standard would also facilitate communication across dialects and regions, strengthening Inuit unity and culture in Canada.

The purpose of the Wales tour was to provide the AIT Task Group with a deeper understanding of the cultural, social and institutional factors that supported the revitalization of the Welsh language, in order to help inform their work and uncover best practices regarding education and language promotion. The busy schedule included: a meeting at Bangor University with the Language Technologies Unit at Canolfan Bedwyr, the university's Centre for Welsh Language Services, Research and Technology; a day in Aberwyswyth visiting the Welsh Books Council, the National Library of Wales, and the Welsh Dictionary project at the University of

Wales; and in Cardiff, a tour of the Welsh National Assembly, meetings with the Welsh First Minister and Language Commissioner, a visit to an immersion elementary school, and a demonstration of assessment and training resources at WJEC. The highlight of the trip was a roundtable discussion and tea with Prince Charles at his Welsh residence, Llywyn-

Welsh Books Council to improve standards of book production and publication in Welsh and English. Inspired by the impressive collection of Welsh print and photographic materials at the National Library of Wales, they discussed the need and desire for a National Inuit Centre for Inuit artifacts and printed material in Canada's north. The Welsh First Minister, Carwyn Jones, provided them with a brief history of the Welsh language, and emphasized the important role of minority-language education in ensuring the survival of the language, as well as the importance of a standardized writing system in the recognition of minority languages. From the Welsh Language Commissioner, Meri Huws, they learned about her Office's activities and research promoting and facilitating the equal treatment of Welsh and English. Her report *The Position of the Welsh Language 2012-2015*, which outlines the Welsh language context, presents results of the 2011 census on Welsh language skills, and highlights current efforts to create new Welsh speakers, had been recommended as background reading for the Welsh tour. The roundtable discussion at Llywynwermod was an opportunity for the AIT Task Group to speak with Prince Charles about their work in their own regions, and reflect on what they had learned on the tour.

The AIT Task Group members returned home with fond memories of a beautiful country, and inspired by the Welsh people's passion for their language. They were impressed by the level of government support for Welsh language education, instruction, and promotion, and were grateful for the opportunity to visit the many organizations that took the time to ensure that the meetings were informative and helpful to their work at home. They are committed to remaining in touch with their new Welsh friends and contacts as they continue their endeavour to standardize the writing system of the Inuit language.



Inuit Delegation at Llywynwermod
Prince Charles' Welsh Residence

guage, education and employment.

The AIT Task Group was created in 2013 in response to *First Canadians, Canadians First: National Strategy on Inuit Education 2011*, a report by the National Committee on Inuit Education examining literacy and outcomes in Inuit education. One of the report's recommendations was to explore the development of a standardized writing system to facilitate the production and

wermod.

The AIT Task Group learned about language technologies being developed to help with language revitalization and promotion, such as electronic dictionaries, spelling and grammar checkers, and BydTermCymru, an online portal for translators that includes a terminology database and translation memory software. They heard about grants and services provided by the government-funded

The Canadian Language Museum <http://www.languagemuseum.ca>

The Canadian Language Museum was established in 2011 by a group of Canadian linguists to promote an appreciation of all of the languages spoken in Canada. We know that few countries can match Canada's rich and varied language heritage, which includes over 60 Indigenous languages from coast to coast, the official languages of French and English, and the many languages brought to this country by immigrants from around the world. The Canadian Language Museum works to encourage dialogue on language issues that are central to Canadian society, such as bilingualism, multilingualism, and language endangerment, preservation and revitalization.

The Canadian Language Museum's exhibit space is located in Glendon Gallery on the beautiful Glendon Campus of York University in Toronto. To date, the Canadian Language Museum has created five bilingual (English/French) travelling exhibits: *Canadian English, Eh?*, *Speaking the Inuit Way*, *Le français au Canada*, *Cree: The People's Language* and *A Tapestry of Voices: Celebrating Canada's Languages*. These exhibits all have an accompanying audio component. The exhibits are shown in rotation in the gallery space and have toured across Canada to universities, libraries, museums, community centres and festivals. The next exhibit *Read Between the Signs: 150 Years of Languages in Toronto* will open in May 2017; it explores Toronto's changing multilingual makeup as reflected in archival and contemporary photographs of streetscapes and will be part of the CONTACT Photography Festival.

The Canadian Language Museum shares many goals with FEL Canada. We are working to bring information about the richness of Canada's indigenous languages to a broad public. The exhibits *Speaking the Inuit Way*, *Cree: The People's Language* and *A Tapestry of Voices* both include discussions of language endangerment, maintenance and revitalization. We have started plans for an exhibit on the Haudenosaunee languages to open in 2020 that will develop out of community consultation. In addition, we are planning to carry out a survey in 2017 to gauge the interest in, and need for, a directory of corpora of Canadian Indigenous languages.

The Canadian Language Museum looks forward to collaborating with FEL in the near future.

Elaine Gold Ph.D, Director CLM



The exhibit *Speaking the Inuit Way*, in the Centre for Indigenous Studies, University of Toronto



The Listening Station



View of the Canadian Language Museum's gallery space, Glendon Gallery with the exhibit *Le français au*



Exterior View of the Canadian Language Museum at Glendon Gallery, Elaine Gold at the door

Indigenous Languages Act Announcement: Prime Minister Pledges Funding and Recognition of Indigenous Languages

By Martin Zeidler, PhD, Edmonton, AB

Making a statement in Gatineau, Quebec during a First Nations Assembly of Canadian Indigenous leaders, Prime Minister Justin Trudeau on December 6, 2016 that announced the Canadian government will introduce an Indigenous Languages Act in hopes of preserving and revitalizing First Nations, Metis and Inuit languages in Canada (<http://www.cbc.ca/news/politics/afn-meeting-bellegard-downie-trudeau-1.3882476>). Trudeau's language announcement was made during an address covering Indigenous issues his government has engaged with during his first year in office.



Trudeau specifically spoke of a "new walk together" with Indigenous people. The Prime

Minister pledged a \$2.6-billion cash injection to First Nations education which to date has constructed six new schools, created learning spaces for some 2,000 students, and is constructing a further 31 with more than 100 in the planning pipeline.

Despite the political rhetoric, there is reason to feel hopeful primarily due to the current demographic of Indigenous Canadians. Currently, First Nations people have the youngest demographic in Canada, with a median age of 28, while the median age for non-aboriginal Canadians is 41 (<https://www.aadnc-aandc.gc.ca/eng/1100100014298/1100100014302>). This current generation, the 7th since the late 1800's when the residential school system was put in place, has the potential to seed, nourish and groom many thousands of young adolescent into future language speakers.

Sarah Jerome, a former N.W.T. languages commissioner, and one of the less than 400 Gwich'in language speakers in the N.W.T., is mostly encouraged by the idea of federal legislation. "I think it will bring our First Nations across Canada together, specifically with the languages that are not being recognized right now across the provinces."

(<http://www.cbc.ca/news/canada/north/indigenous-language-federal-act-nwt-reactopm-1.3888056>)

As such, this timely announcement by the P.M. offers the promise of a very powerful opportunity. Through access, funding and opportunity, this announcement has the potential to bring together generations of Indigenous community members to work to engage, guide and foster young people with practices in the language of their heritage. Working from within the community in building bottom up practices that nourish young people in the literacy and cultural practices of their heritage is essential to this powerful opportunity. The guidance of local Elders and language advocates has never been more important.

Currently there are around 60 Indigenous languages spoken by Indigenous Canadians. However, of these remaining languages and regional dialects, many are only spoken by Elders and those of the older generations. Due to residential schools younger members of many communities have been distanced from access and participation in the language and cultural practices, expressions and protocols, and traditions and ceremony of their heritage. As such, it is expected that of these remaining languages, only Cree, Ojibway and Inuktitut have the necessary population base to allow for their sustenance into the foreseeable future. (<https://www.aadnc-aandc.gc.ca/eng/1377004468898/1377004550980>)

For an informative summary, overview and more current information on Canadian Indigenous languages, as well as what some current research communities are investigating, please connect to the [FEL Canada](http://www.felcanada.org/) website and the following University of British Columbia website:

<http://indigenousfoundations.arts.ubc.ca/home/culture/languages.html>

<https://www.felcanada.org/>

Websites to Check Out!

Follow these links to learn more about language revitalization projects around the world.

<https://www.thevintagenews.com/2016/10/04/the-ainu-the-little-known-indigenous-people-of-japan-and-russia/>

This article is about the Indigenous people of Japan and Eastern Russia. It has amazing photographs and a historical overview of the Ainu people.

<http://www.cbc.ca/radio/unreserved/lost-found-and-shared-indigenous-language-speakers-on-the-rise-1.3745010>

The Squamish language, Skwxwú7mesh snichim, is on the brink of extinction, with fewer than 10 fluent speakers remaining. Read more: <https://www.sfu.ca/sfunews/stories/2017/aboriginal-peoples-supplement/sfu-races-to-preserve-bc-first-nations-languages.html>
APTN News: [A Language Warrior on how learning his traditional language affected his dreams](#) (May 24, 2016)

Âpihtawikosisân: [That our languages thrive, not merely survive: Skwomesh immersion](#) (March 19, 2016)

The Tyee: [The Life-Saving Movement to Reclaim Indigenous Language](#) (Feb 4, 2016)

[CBC Unreserved: Khelsilem turns anger over colonialism into motivation to learn Skwomesh](#) (Jan 24, 2016)

[North Shore News: Squamish language; SFU to debut full-time program in Squamish Language immersion](#) (Jan 15, 2016)

[CBC: Skwomesh language activist to launch 'trailblazing' immersion course at B.C. university](#) (Jan 15, 2016)

[ile.ualberta.ca/yiwcl—yiwcl - ILE | Indigenous Languages Education - Young Indigenous Women's Circle of Leadership \(YIWCL\)](http://ile.ualberta.ca/yiwcl—yiwcl - ILE | Indigenous Languages Education - Young Indigenous Women's Circle of Leadership (YIWCL))

Useful learning resources:

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

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

<http://blog.linguistlist.org/fund-drive/featured-linguist-matthias-brenzinger/>

<http://www.fnesc.ca/resources/publications/>



Endangered Indigenous Languages Presentation

by Mary Jane Norris

Some selected handouts/slides

During the Launch of the Glendon Declaration, the urgency of the issue of language endangerment was addressed in a power point presentation by Mary Jane Norris on “The Endangered State of Indigenous Languages in Canada: A Demographic Perspective”. Drawing on Census- and UNESCO- based analyses of Aboriginal language data, the presentation provided an overview on various aspects of the state of Indigenous languages in Canada.

Results on the levels of languages vitality and endangerment were summarized for the some 90 different UNESCO-based Indigenous languages spoken across Canada. These classifications and levels of endangerment for individual languages are based on a revised 2015 version of those originally developed and mapped for Canada in the UNESCO Atlas of the World’s Languages in Danger, including the online Atlas. This most recent update of interactive language maps can be found at <http://www.norrisresearch.com/maps.htm>. A brief overview and a demo of these maps were also provided earlier at the Language Colloquium in February (See FEL Canada Newsletter 2, February 2016).

Some selected census-based demographic trends in the state of Aboriginal languages over some 25 years were also discussed and illustrated.

In addition to the power point presentation, a set of handouts with figures, maps and demographic highlights were also provided to participants during the discussion.

The following are a few of the selected handouts and slides that were included in the presentation.

Selected Slides / Handouts from Presentation “The Endangered State of Indigenous Languages in Canada: A Demographic Perspective”, Mary Jane Norris, November 18th, 2016, Glendon, Toronto.

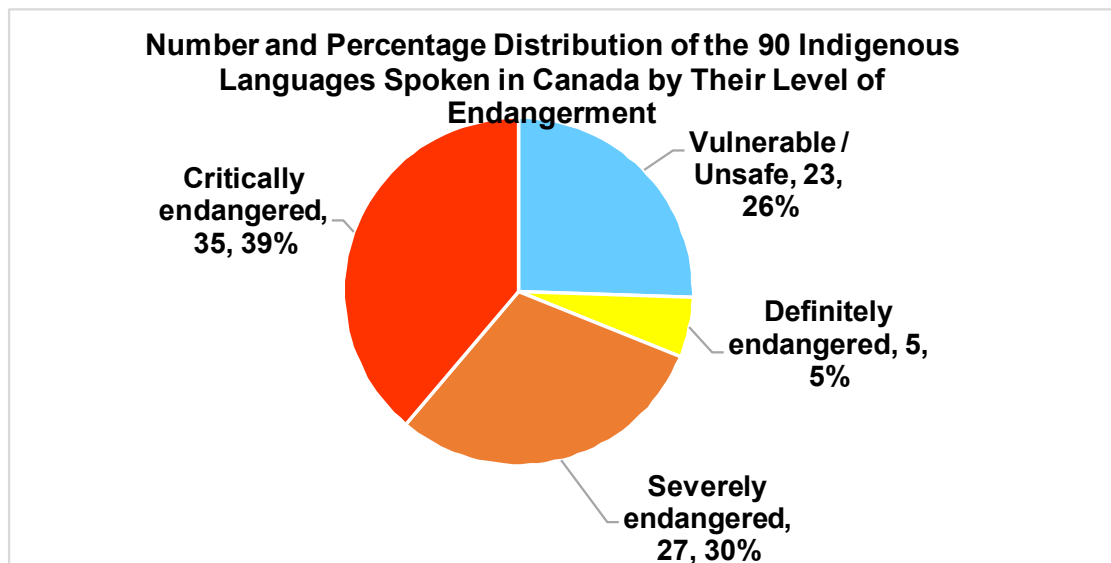
Indigenous Languages Spoken in Canada:

90 different Indigenous languages are currently spoken in hundreds of Indigenous communities across Canada

Language Endangerment and Indigenous Languages:

Three out of four of the 90 different Indigenous languages spoken in Canada are endangered...

Many Aboriginal children are no longer learning or speaking the traditional languages of their parents, grandparents, or great-grandparents as their mother tongues








Source: Norris Research Inc. (NRI) 2016 <http://norrisresearch.com/maps.htm> :

Revised and updated (2006 Census-based), 2015 version of UNESCO 2009 *Atlas of World's Languages in Danger*
<http://www.unesco.org/languages-atlas/>

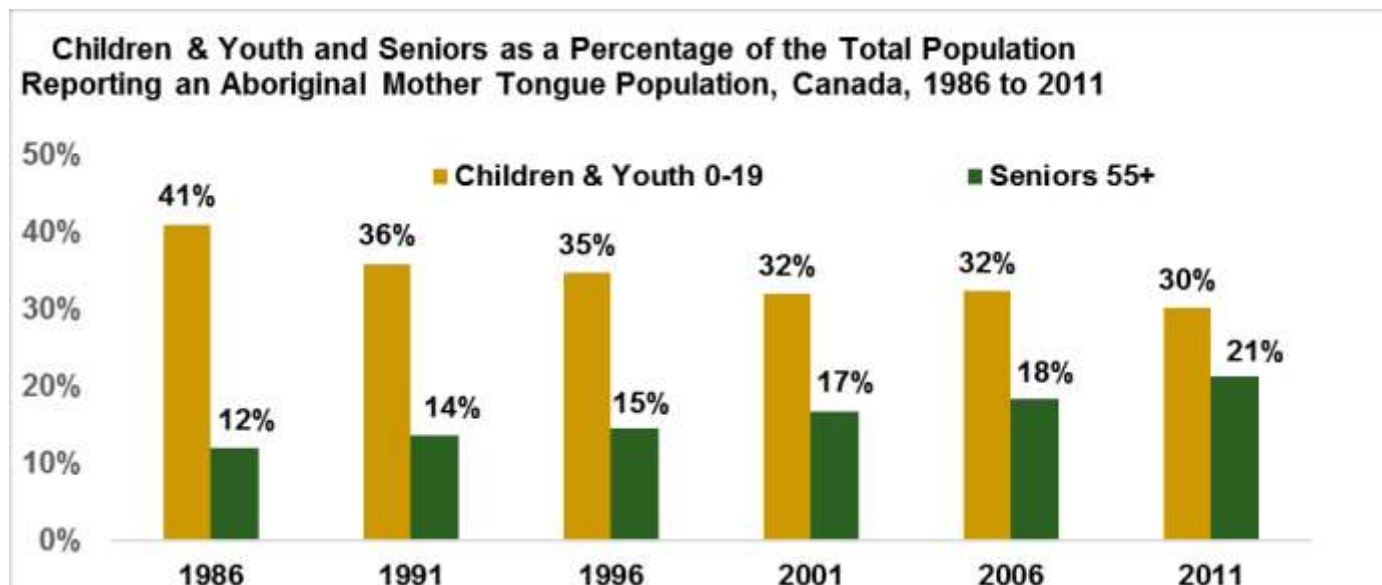
UNESCO-Based Degrees of endangerment: <http://www.unesco.org/languages-atlas/>

The terminology is based on UNESCO's **Language Vitality and Endangerment framework** that establishes six degrees of vitality/endangerment based on nine factors. Of these factors, the most salient is that of intergenerational transmission.

Degree of endangerment	Intergenerational Language Transmission	
safe	language is spoken by all generations; intergenerational transmission is uninterrupted >> <i>not included in the Atlas</i>	
 vulnerable	most children speak the language, but it may be restricted to certain domains (e.g., home)	
 definitely endangered	children no longer learn the language as mother tongue in the home	
 severely endangered	language is spoken by grandparents and older generations; while the parent generation may understand it, they do not speak it to children or among themselves	
 critically endangered	the youngest speakers are grandparents and older, and they speak the language partially and infrequently	
 extinct	there are no speakers left >> <i>included in the Atlas if presumably extinct since the 1950s</i>	

Language Endangerment and Demographics:

Aging Populations are Reporting an Aboriginal Mother Tongue, as the Shares of Children and Youth Decline



Source: Census of Canada, 1986–2006; 2011 NHS. From Norris, Mary Jane 2016: *Aboriginal Languages in Canada: Generational and Community Perspectives on Language Maintenance, Loss, and Revitalization*, In David Long, Ed, *Visions of the Heart: Canadian Aboriginal Issues*, 4th edn, 209-240. Toronto: Oxford University Press.

Indigenous/Aboriginal Languages in Canada: Some UNESCO- and Census-based selected highlights

Mary Jane Norris, November 2016

- UNESCO-based number of different Indigenous languages currently spoken in communities across Canada: **90**
- Number of Aboriginal people in 2011 reporting an Indigenous language as a Mother Tongue: **202,500**
- Percentage of Aboriginal people reporting an Indigenous language as a Mother Tongue: **14.5%**
- Percentage speaking an Indigenous language most often at home: **8.5%**
- Percentage speaking an Indigenous language at least regularly at home: **5.5%**
- Percentage reporting the ability to conduct a conversation in an Indigenous language: **17.2%**
- Percentage share of children and youth (ages 0–19) in the total Aboriginal / Indigenous mother tongue population in 1986: **41%**
- Share of children and youth in the Aboriginal mother tongue population in 2011: **30%**
- Percentage share of older adults (age 55 and over) in the total Aboriginal / Indigenous mother tongue population in 1986: **12%**
- Share of older adults in the Aboriginal mother tongue population in 2011: **21%**
- Percentage of Aboriginal people aged 65 and over who reported an Aboriginal language as their mother tongue in 2006: **33%**
- Percentage of Aboriginal children with an Aboriginal mother tongue in 2006: **15%**
- The minimum recommended (UNESCO, 1996) percentage of children who must learn a language if it is not to be considered endangered: **30%**
- Average age of the population reporting an Aboriginal Mother Tongue in 1986: **28 years**
- Average age of the population with an Aboriginal Mother Tongue in 2011: **35 years**
- The percentage of the 90 languages in Canada spoken by most children in 2006: **26%**
- The percentage of the 90 languages no longer learned as a mother tongue by children and spoken mostly by the parental generation and up in 2006: **5%**
- The percentage of the 90 languages not spoken by the parent generation, but spoken mostly by grandparents and older generations in 2006: **30%**
- The percentage of the 90 languages whose youngest speakers are grandparents and older, who speak the language partially and infrequently, in 2006: **39%**
- Percentage of Aboriginal people who reported being able to conduct a conversation in an Aboriginal language that is not their mother tongue (suggesting acquisition as a second language), in 2011: **22%**
- Second Language Speakers tend to be younger than people who learned their Aboriginal Language as a Mother Tongue: In 2001,
- Percentage of Aboriginal Mother Tongue speakers under the age of 25: **38%**
- Percentage of second language speakers of Aboriginal languages under the age of 25: **45%**

18th Annual Indigenous Language Revitalization Summer School

July 10 - 28, 2017

at the

University of Alberta
Edmonton, AB

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Certificate

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CILLDI 2017

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This summer, CILLDI courses include:

Introduction to Cree

NS 103: Cree Immersion for Adult Beginners
with Dorothy Thunder, MSc

This course provides a grounding in the proper pronunciation and core vocabulary of Plains Cree. Students will also gain familiarity and practice with the basic linguistic structures of the language, with a focus on conversational use. No prior knowledge of Cree is assumed.

Taught from July 10-19 at the
18th Annual Indigenous
Language Revitalization
Summer School




CILLDI 2017

Protect, Preserve, Promote, Practice, and Pass On Your Language

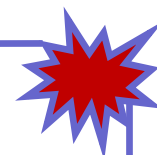
www.cilldi.ualberta.ca 780-248-1179 cilldi@ualberta.ca

10-28 July 2017 at the University of Alberta in Edmonton, AB





CILLDI 2017



Indigenous Language & Culture Education for Classroom, Schools and Communities *University of Alberta Indigenous Languages Education*

Learn about FNMI strategies to meet student outcomes..

- ♦ Weave and integrate Indigenous FNMI Language & Culture strategies in your teaching portfolio.
- ♦ Upgrade your know-how skills and understanding of Indigenous languages and cultures in a modern and contemporary classroom.
- ♦ Learn through collaboration with other indigenous teachers and students.
- ♦ Learn how to build and support positive self esteem for your students utilizing indigenous knowledge and practice in the classroom and school community.
- ♦ Learn directly from Elders in Class
- ♦ Examine Indigenous policy planning

BLOCK 1 - July 10 - July 18

EDEL 306 Introduction to Literacy & Language Development in Indigenous Languages - *Focuses on planning for teaching diverse language needs in the classroom*

EDEL 460/595 Sustaining Indigenous Language & Culture Traditional Knowledge - *Examines restoration practices, weaving culture into teaching practice.*

EDEL 461/595 Teaching Indigenous Language in an Immersion Classroom - *Provides teachers with practical tools and hands-on strategies*

EDEL 496/595 FNMI Leadership for Language Education & Culture - *Blended Online Leadership Course - Introduction to course July 10th at CILLDI*

BLOCK 2 - July 19 - July 28

EDEL 462/595 Developing Classroom Curriculum Materials for the FNMI Classroom- *Focuses on holistic approaches to teaching Indigenous languages.*

EDEL 463/595 Indigenous Assessment in FNMI Language Classrooms - *Examines ways to build assessment practices for instruction*

EDEL 496/595 Literacy and Drama in Indigenous Language Education - *Explore the power of Language in theatre use in drama and storytelling*

EDEL 496/595 FNMI Leadership for Language Education & Culture - *Blended Online Leadership Course Face to Face July 19, 20, 21 during CILLDI*

Contact us to Register

CILLES Office Phone: (780) 492-4188, or
Call - CILLDI Consultant at (403) 463-7673
Email us - cilles@ualberta.ca

Apply - for Open Studies at www.registrar.ualberta.ca
Register - using Beartracks, once you have received a student ID

Check out our Website for more information on courses we offer!

www.ile.ualberta.ca

CILLDI Summer 2017 On-line Blended Course EDEL 496/595*

First Nations, Metis and
Inuit
Leadership for Teaching
Languages & Culture

A blended learning* course designed to prepare teachers, students and participants to promote, and integrate language revitalization and preservation strategies for instructional practices, community participation and collective thinking.

During this course you will:

- Prepare to develop learners' oral and written FNMI languages.
- Understand the challenges to language preservation
- Strengthen your leadership ability to advocate and support language initiatives
- Address language policy and planning at the community level.
- Lead actions supporting families, parents, grandparents, and youth.

Core Competencies

- **Leadership attributes that will get you there!**
- **Professionalism - what is it?**
- **Attitude - adjusting our styles**

Dr. Heather Blair - University of Alberta

Linda Pelly - University of Alberta

Apply - on Open Studies at
www.registrar.ualberta.ca

Register - using **Beartracks** once you receive a student ID www.beartracks.ualberta.ca

Check our website for more information on courses we offer! www.ile.ualberta.ca

Topics

- Indigenous languages loss
- Indigenous Language and policy
- Indigenous Language stabilization & maintenance
- Understanding sociocultural context of languages, literacies, and Indigenous knowledge.

Online classes (Asynchronous)

- Date: July 10th - August 18th

** Blended learning classes are taught in person and online. Asynchronous learning uses online resources to facilitate communication across time and places.*

On campus classes during CILLDI Week

- Date: July 19 - 21, 2017
- Time: 9:00 am - 4:00 pm

**** All class times include breaks.**

For more information contact us at:

CILLES Office

Phone: (780) 492-4188 or (403) 463-7673

email: cilles@ualberta.ca





Wanook Horn-Miller



Walaid Zahra



Dr. Sean Lessard



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Curriculum

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Student Driven Curriculum

Instructional Resources

Technology Based Supports

Student Centered Academic Materials

Outcome Based Learning

Immersion Model for First Language

First Languages Support Curricular Outcomes

Assessment

Strength Based Assessment Model

Land Based Education

March 10th, 2017

Academic Lens

Addressing Wellness as part of Curriculum

Community Connection

Youth Development to Support a Healthy Mind

Connecting Community and School

Connecting the Community to Modern Day School

Digital Connections to traditional teaching

Registration

\$350.00 /Participant Registration Fee

\$200/ Elders Registration Fee

\$200.00/ Student Registration Fee

March 8th, 9th & 10th, 2017 Saskatoon Inn, Saskatoon Saskatchewan



Keynote
Drew Hayden Taylor

Keynote Indigenous Youth Panel



Chiyenne Longman



Greg Francis

Keynote
Tom Hierck



Evening Wellness Activities; Drama Workshops, Writing Workshops, Painting, Traditional Games, Storytelling

For more information contact us at: fullcircle@mltc.ca or www.full-circle-education-mltc.ca

International Mother Language Day: International Linguapax Award 2017

In honour of Mother Language Day 2017, Linguapax announced its annual award today - to Matthias Brenzinger. He is a first-rate scholar of seminal importance in the field of language endangerment and revitalization; he has been a pioneer of this field and has remained relevant for three decades; he has devoted a substantial part of his time in support of endangered language communities, and he has been a facilitator of numerous projects, studies and initiatives, readily sharing his time and energy for scholars and activists alike. Last but not least, he has been involved with numerous languages and communities, first and foremost in Africa but also in Europe, the Americas, Australia and in Asia. Read his interesting autobiography at: <http://linguistlist.org/studentportal/linguists/brenzinger.cfm>



Sources from pages 13-15

For 90 Languages and Levels of Endangerment:

Source: Norris Research Inc. (NRI) 2016. <http://www.norrisresearch.com/maps.htm> : Results from NRI are a revised and updated (2006 Census-based) version of the original UNESCO 2009 Atlas of World's Languages in Danger <http://www.unesco.org/languages-atlas/>

For 2011 Statistics at beginning, and the third last point:

Source: Statistics Canada – Catalogue no. 99-011-X2011003 “Aboriginal peoples and language” http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/99-011-x2011003_1-eng.pdf

For minimum percentage of children learning a language:

UNESCO. 1996. Atlas of the World's Languages in Danger of Disappearing. Edited by Stephen A. Wurm. Paris: UNESCO Publishing. Cited in:

Norris, Mary Jane, 2010: “Canada and Greenland” Chapter on Endangered Languages in 3rd edition of UNESCO Atlas of the World's Languages in Danger” Editor Christopher Moseley. Paris: UNESCO Publishing, <http://www.unesco.org/culture/languages-atlas/>

For Comparisons of Statistics over time: 1986 to 2011 – average ages, % shares of children & youth & seniors:

Source: Censuses of Canada, 1986–2011; 2011 NHS. From Norris, Mary Jane 2016: Aboriginal Languages in Canada: Generational and Community Perspectives on Language Maintenance, Loss, and Revitalization, In David Long, ed, Visions of the Heart: Canadian Aboriginal Issues, 4th Edition, 209-240. Toronto: Oxford University Press.

For last two points on estimates of percentage of mother tongue and second language speakers under age 25:

Source: 2001 Census of Canada. From Norris, Mary Jane, 2007. “Aboriginal Languages in Canada: Emerging Trends and Perspectives on Second Language Acquisition.” Canadian Social Trends, Statistics Canada, Cat. No. 11-008. <http://www.statcan.gc.ca/pub/11-008-x/2007001/pdf/9628-eng.pdf>

***Strengthening First Nation,
Inuit and Métis
Languages of Canada***

www.felcanada.org

Jacqueline Filipek – University of Alberta

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cheque to/ou par chèque envoyé
à la Fondation **FEL Canada**



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<input type="checkbox"/> Individual <i>Individuelle</i>	\$ 25
<input type="checkbox"/> Organization <i>Organisme</i> (nation, community, company, school, department, foundation, etc.)	\$ 50
<input type="checkbox"/> Student or youth under 25 <i>Étudiant ou jeune de moins de 25 ans</i>	\$ 10
<input type="checkbox"/> Donation <i>Don</i>	\$ _____
Total	\$ _____

Preferred language of communication from FEL Canada <i>Langue de communication préférée de la FEL Canada</i>
<input type="checkbox"/> English <input type="checkbox"/> Français <input type="checkbox"/> Other <i>Autre</i> : _____
Mother tongue / heritage language <i>Langue maternelle ou d'héritage</i> : Other languages spoken or signed <i>Autres langues parlées ou signées</i> :

How would you like to be involved? *Comment aimerais-tu t'impliquer ?*

- ☐ Administration
- ☐ Communications
- ☐ Computer support *Informatique*
- ☐ Fundraising *Levée de fonds*
- ☐ Language education *Éducation de langue*
- ☐ Language documentation *Documentation linguistique*
- ☐ Policy / social research *Politique / recherches sociales*
- ☐ Other *Autre* (provide details *donner détails*): _____

Please complete this form and return it by email to/SVP remplissez ce formulaire et retournez-le par courriel à felanguagescanada@gmail.com. Membership dues and gifts can be paid on our website/*Frais d'adhésion et dons peuvent être payés à notre site web* (<http://www.felcanada.org/>, "Get involved") or sent by cheque to/ou par chèque envoyé à la Foundation FEL Canada, School of Linguistics and Language Studies, 1125 Colonel By Drive Ottawa ON, Canada K1S 5B6