

CANADIAN COUNCIL  
ON LEARNING

**CCL**  **CCA**

CONSEIL CANADIEN  
SUR L'APPRENTISSAGE

**ABORIGINAL LEARNING**

Knowledge Centre

**APPRENTISSAGE CHEZ LES AUTOCHTONES**

Centre du savoir



*Animation Theme Bundle 3*  
***PROMISING PRACTICES  
AND PROGRAMS IN  
ABORIGINAL LANGUAGES***

*JULY 2009*



**First Nations Adult  
& Higher Education Consortium**



**UNIVERSITY OF  
SASKATCHEWAN**

## *Disclaimer*

*This report has been prepared for the Canadian Council on Learning's Aboriginal Learning Knowledge Centre by Blue Quills First Nations College. It is issued by the Aboriginal Learning Knowledge Centre as a basis for further knowledge exchange. The opinions and conclusions expressed in the document, however, are those of the author and do not necessarily reflect the views of the Aboriginal Learning Knowledge Centre members.*

## *Acknowledgements and Copyright*

*The Aboriginal Learning Knowledge Centre (AbLKC) is one of five knowledge centres established in various learning domains by the Canadian Council on Learning (CCL). CCL is an independent, not-for-profit corporation. Its mandate is to promote and support evidence-based decisions about learning throughout all stages of life, from early childhood through to the senior years. The AbLKC is co-led by the First Nations Adult and Higher Education Consortium (FNAHEC) and the Aboriginal Education Research Centre (AERC) College of Education, University of Saskatchewan.*

*The AbLKC is guided in its work by a Consortium of over 100 organizations and institutions, a steering committee, and six Animation Theme Bundles (Bundles) led by members of the Consortium. The Bundles are:*

1. Learning from Place—Narcisse Blood, and Ryan Heavy Head, Red Crow Community College, Cardston, Alberta
2. Comprehending and Nourishing the Learning Spirit—Dr. Marie Battiste, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan
3. Aboriginal Language and Learning—Dr. Leona Makokis, Blue Quills First Nations College, St. Paul, Alberta
4. Diverse Educational Systems and Learning—Saskatchewan Ministry of Education (Ted Amendt), Regina, Saskatchewan
5. Pedagogy of Professionals and Practitioners and Learning—Dr. Sakej Henderson, Native Law Centre, University of Saskatchewan, Saskatoon, Saskatchewan
6. Technology and Learning—Genesis Group, John and Deb Simpson, Yellowknife, Northwest Territories

*From the start, the AbLKC recognized that the reporting and monitoring function of the Canadian Council on Learning required a dialogue with Aboriginal people to define successful learning from Aboriginal Peoples' perspectives. Together with CCL, the national Aboriginal organizations and interested individuals who have taken up this work in communities and institutions across the country were invited to share their philosophies and understandings of successful learning. The result was three holistic learning models with shared philosophical values and principles. It is the view of the AbLKC that the iterative models which can be found at [www.ccl-cca.ca/aboriginallearning](http://www.ccl-cca.ca/aboriginallearning) will serve as a framework for development of indicators to report and monitor successful learning, as a framework in planning for successful learning for individuals and communities, and in discerning what is, indeed, 'a promising practice'. We believe there are many other potential applications of these models.*

*In working toward addressing gaps in understanding what constitutes successful learning and what Aboriginal Peoples aspire to and need to succeed in their learning endeavours, AbLKC wishes to acknowledge that what is available as evidence of success in the existing literature is often unclear and undefined, and perhaps not representative of Aboriginal Peoples' perspectives. Responding to*

Aboriginal Learning Knowledge Centre:  
Promising Practices and Programs in Aboriginal Languages

*the aspirations and needs of Aboriginal learners means valuing their collective intellectual traditions and identities as Aboriginal peoples.*

*This publication Locating The Literature: Aboriginal Languages Learning Bundle Synthesis Paper & Annotated Bibliography is available electronically (in English only) on CCL's Aboriginal Learning Knowledge Centre website at [www.ccl-cca.ca/aboriginallearning](http://www.ccl-cca.ca/aboriginallearning)*

*© 2009 Aboriginal Learning Knowledge Centre (co-led by the University of Saskatchewan, Aboriginal Education Research Centre, and the First Nations' Adult and Higher Education Consortium, Calgary, Alberta), Canadian Council on Learning. All rights reserved. This publication can be reproduced in whole or in part with the written permission of the Aboriginal Learning Knowledge Centre - Canadian Council on Learning. To gain this permission, please contact: [aerc@usask.ca](mailto:aerc@usask.ca) or [fnahec@fnahec.org](mailto:fnahec@fnahec.org) or [info@ccl-cca.ca](mailto:info@ccl-cca.ca). These materials are to be used solely for non-commercial purposes.*

*Cite this document in the following format:*

*Blue Quills First Nations College, (2009). Promising Practices and Programs in Aboriginal Languages. (ISBN: 978-1-926612-39-3). University of Saskatchewan, Aboriginal Education Research Centre, Saskatoon, Sask. and First Nations and Adult Higher Education Consortium, Calgary, Alta. Retrieved day/month/year from (give website address of [www.aerc.usask.ca](http://www.aerc.usask.ca) or [www.fnahec.org](http://www.fnahec.org) or [www.ccl-cca.ca](http://www.ccl-cca.ca)).*

*For further information contact:*

*First Nations Adult and Higher Education Consortium  
#132, 16th Avenue  
Calgary, AB T2E 1J7  
Ph: 403.230.0080 Fax:: 403.212.1401  
E-mail: [vivian@fnahec.org](mailto:vivian@fnahec.org)  
Web address: [www.fnahec.org](http://www.fnahec.org)*

*Aboriginal Education Research Centre  
College of Education, University of Saskatchewan  
Room 1212, 28 Campus Drive  
Saskatoon, SK S7N 0X1  
Ph: 306.966.7576 Fax:: 306.966.1363  
E-mail: [marie.battiste@usask.ca](mailto:marie.battiste@usask.ca)  
Web address: [www.aerc.usask.ca](http://www.aerc.usask.ca)*

## Introduction

Aboriginal learning has three identified foundational themes based on place, spirit and Aboriginal language which forms the base of Indigenous knowledge and knowing that must be present to enhance learning opportunities and outcomes. It has also identified the importance of three other thematic areas which support learning; these include the response of diverse educational systems created to support learning, the pedagogy (underlying philosophical assumptions of curricular and methodological practices) of the professions/trades and practitioners, and finally the application of new technologies to assist learning.

Promising practices in this domain must address the three foundational themes and must embody in one form or another any one or all of the foundational principles:

- improves the learning of Aboriginal individuals (First Nations, Métis Inuit) and respects diverse learning styles in a holistic manner based on their spiritual, intellectual, emotional and physical selves
- legitimizes the voice of all Aboriginal people (First Nations, Métis Inuit) through *place* and culture, including the circle of learning and respecting how one generation passes knowledge and culture on to other generations
- encourages *a transformative approach* to learning which embraces Indigenous knowledge, experience and knowing while respecting mainstream knowledge and experience, and include both a formal and informal approach for learning programs that reach all ages
- supports *learning* and *community* by linking and encouraging the involvement of parents, Elders and community in order to build a successful learning continuum and healthy resilient communities.

### Animation Theme Bundle 3 – Aboriginal Languages

#### Kanien'kehá:ka Onkwawén:na Raotitíóhkwa Language and Cultural Centre

##### 1. Description of promising practice or program

Kanien'kehá:ka Onkwawén:na Raotitíóhkwa Language and Cultural Center (KORLCC), formerly known as the Kanien'kehá:ka Onkwawén:na Raotitíóhkwa Cultural Center was formed in 1977 by a group of educators and traditional people from Kanhawá:ke. The primary function of the organization is to actively promote, preserve and sustain the Kanien'keha language and cultural traditions. The mission states:

*"The mission of Kanien'kehá:ka Onkwawén:na Raotitíóhkwa Language and Cultural Center, a vital and dedicated catalyst for community change, is to lead and support all Kahnawakehró:non to practice, maintain, respect, renew and enhance development, delivery, and sharing with all peoples, cultural and educational activities which will ensure the continued existence of our*

*Aboriginal Learning Knowledge Centre:  
Promising Practices and Programs in Aboriginal Languages*

*present and future generations as Kanien'kehá:ka".*

The program is governed by the Kanien'kehaka Onkwawen:na Raotitiohkwa Language and Cultural Center's Board of Directors and operates under the management of the Executive Director. Throughout the program year, the program instructors and students ensure that program activities and lesson plans include the involvement of Elders, traditional knowledge keepers of history and cultural teachings; engage in networking with other local community schools by collaborating and participating in various language and cultural activities such as attending Longhouse festivals and socials that promote and instill language and cultural teachings about the significance of Longhouse festivals that take place throughout the seasonal/ceremonial calendar year.

The positive impact of the KORLCC language program on the community has been enormous. These impacts include an increase in the human resource pool of proficient Kanien'keha language speakers; has helped to minimize the gap of language teachers that are needed to serve in the local schools; young parents who graduated from the program have started up their own community-based Language Nest program; some graduates have found employment as televised media journalists or reporters working for the community's local media outlets or agencies. There is definitely a transformation in students gaining a positive attitude toward language learning and cultural development.

The programs offered to the Kahnawáke community includes:

- Kanien'kéha Ratiwennahni:rats Adult Language Immersion Program
- Totá tánon Ohkwá:ri – a Kanien'keha language immersion children's puppet television series production
- Curriculum Development and Research Unit -
- Tehonatskiawhénhátie Tsi lohahi:io – Children's Summer Kanien'kehá Language and Culture Camp
- KORLCC Summer Language Institute Four Day Training Workshops
- Tewaterihwareniá:tha ("Spreading the News Around")- Televised Monthly Community Events Show
- Joe and Leo's Kanien'kéha Language Radio Talk Show
- KORLCC's 24 Hour Radio Talk Show – Digitized and Aired via Digital Cable Network
- Annual Tetewatierónnion All Kanien'kéha Language Variety Event Show – Community-wide event
- Annual All Kanien'kéha Strawberry Radio Show – Live Community Kanien'keha Language show hosted by community Elders
- Cultural Liaison/Educational Outreach and Exchange
  - Local Schools
  - Visitors/Tourists/Government Officials
  - International Educational Outreach and Exchange
  - Permanent Exhibits
  - Photographic Archives
  - Library Resource/Documentation Center
  - Cultural Development Workshop Activities

*Aboriginal Learning Knowledge Centre:  
Promising Practices and Programs in Aboriginal Languages*

- First People's Film Festival
- Annual Iroquois Social/ Echoes of A Proud Nation Pow Wow
- KORLCC Website, URL address <http://www.korkahnawake.org/>
- Rosetta Stone Level 2 Kanien'kéha Language Software Program

2. Foundational theme(s) and/or supporting themes addressed (check as many as needed):

- place,
- spirit and
- Aboriginal language
- response of diverse educational systems created to support learning,
- pedagogy (philosophical, curricular and methodological assumptions and practices) of the professions/trades and practitioners
- application of technologies to support learning.

3. Principles embodied in the practice(s) and programs (check as many as needed)

- improves the learning of community members and respects diverse learning styles in a holistic manner based on their spiritual, intellectual, emotional and physical selves
- legitimizes the voice of community through *place* and culture, including the circle of learning and respecting how one generation passes knowledge and culture on to other generations
- encourages a transformative approach to learning which embraces Indigenous knowledge, experience and knowing while respecting mainstream knowledge and experience, and include both a formal and informal approach for learning programs that reach all ages
- supports learning and community by linking and encouraging the involvement of parents, youth, Elders and community in order to build a successful learning continuum and healthy resilient communities.

4. Description of practices/program's goals, results.

The goals of Kanien'kehá:ka Onkwawén:na Raotitíóhkwa Language and Cultural Center (KORLCC) are:

**Goals**

- ✓ To provide all members of our community with the opportunity to increase their cultural awareness by fostering pride in our Kanien'keha heritage and traditions.
- ✓ To preserve, enrich and perpetuate our Kanien'kehaka language so that every member of our community actively seeks to use it and pass it on as the most precious possession of our people.
- ✓ To enhance our worldview and promote our traditional values of honesty, respect, sharing and sense of community.
- ✓ To act as a cultural resource center by providing a research/learning environment on all aspects of Iroquois culture generally and on the Mohawks of Kahnawake specifically.

*Aboriginal Learning Knowledge Centre:  
Promising Practices and Programs in Aboriginal Languages*

**Objectives**

- ✓ *Develop, deliver and implement various Kanien'keha Second Language Immersion Programs and activities for all age levels for the benefit of the community.*
- ✓ *Develop and produce various forms of multimedia language tools and digital technology to strengthen and support various Kanien'keha Second language learning programs for the benefit of the community.*
- ✓ *To fulfill the goals and objectives of Kahnawake's Language Law – The Kaianerenhserón:ni Ne Okwawén:na ón:we ne Kahnawake.*
- ✓ *To coordinate and implement various cultural educational workshops and activities to help increase the community's traditional cultural knowledge and history of who we are as Hotinonshonni Confederacy (Six Nations Iroquois Confederacy).*
- ✓ *To educate and increase the understanding of Canadian mainstream society about the history and culture of who we are as Kanien'kehaka people and the Hotinonshonni Confederacy through the delivery of various cultural workshops and seminars.*
- ✓ *To research, create and produce various curriculum language and cultural resources to support the organization's various language and cultural programs and activities for the benefit of the community.*
- ✓ *To increase the community's domain and access of language learning environments through the production and delivery of two local cable television programs.*

To support, promote and fulfill the mandate and goals of Kahnawake's Kanien'kehaka Onkwawén:na Raotitiohkwa Language and Cultural Center, and the Kahnawake community Language Law – The Kaianerenhserón:ni Ne Okwawén:na ón:we ne Kahnawake, the Cultural Center's work plan identifies each program by goals and outcomes. A listing of the programs offered by KORLCC in the 2008-09 annual report include:

**Programs**

**Kanien'kéha Ratiwennahní:rats Adult Language Immersion Program –**

The Kanien'keha Ratiwennahní:rats Adult Language Immersion Program is a community-based two year intensive Adult Language Immersion Program. The approach the Kanien'keha Ratiwennahní:rats Adult Language Immersion Program takes is from an oral and culturally-based approach to teaching Kanien'keha language as a second language to adult learners. To validate and affirm Kanien'kehaka worldviews, the program is conceptualized, developed and delivered from an oral and culturally-based language learning framework that reflects Kanien'kehaka/Haudenosaunee traditional cultural worldviews, values, teachings and belief systems.

In June of 2008, a milestone was accomplished whereby Kanien'kehaka Onkwawén:na Raotitiohkwa Language and Cultural Centre graduated fourteen (14) adult learners from a two (2) year intensive community-based Adult Language Immersion training program that teaches Kanien'keha language as a Second language program and incorporates traditional cultural knowledge in the program curriculum activities.

**Objectives** of this program are:

- ✓ *To provide students with basic understanding of Kanien'kehá:ka traditional cultural teachings delivered within the context of language learning (Creation Story, Ohén:ton Karihwatéhkwén – Thanksgiving address).*
- ✓ *To increase student's functional linguistic and literacy skills and abilities by learning basic grammatical structures and writing systems.*

*Aboriginal Learning Knowledge Centre:  
Promising Practices and Programs in Aboriginal Languages*

- ✓ *To build language fluency capacity through a variety of teaching methods and practical applications.*
- ✓ *To prepare and increase employability of community participants.*
- ✓ *To increase the resource pool of proficient Kanien'keha speakers as per Kahnawake's Language Law - Kaianerenhserón:ni Ne Onkwawenna' ón:we Aónston ne Kahnawake.*

The Kanien'keha Ratiwennahní:rats Adult Language Immersion Program is based on the Kanien'kehaka traditional cultural calendar or seasonal ceremonial year. It is the position of our organization that it is imperative that Indigenous communities must develop, deliver and validate our own cultural educational institutions as an active expression of self-determination. In this view, Kanien'kehaka Onkwawen:na Raotitiohkwa Language and Cultural Center certifies and issues our own Kanien'keha Ratiwennahní:rats Adult Language Immersion Program certificate to students who graduate from our program.

To ensure our model works well, at the completion of each year of the program, the Language staff along with the Executive Director engage in a program review to review the course evaluations filled out by students; engage in discussions with the instructors as they provide self-reflection feedback for the year, review student attendance records, evaluate and assess the program's curriculum mappings, goals and objectives, course content and outlines and make adjustments where applicable in order to provide culturally relevant language learning experiences for adult learners.

As well, another factor that demonstrates how our program is working well is the monitoring and keeping track of student's progression by measuring their functional abilities to speak and understand Kanien'keha American Council on the Teaching of Foreign Languages Oral Proficiency Interview (OPI) tool. This is one of the assessment tools the instructors employ at the commencement of the program, mid-term and at the closing stages of the course modules. The Centre also utilizes an assessment tool that provides the instructors with insight to measure the level of proficiency when students first enter the program and when they exit.

To measure the success of our learners' fluency in the program, the students will go through a Oral Proficiency interview process to determine their level of functional abilities in speaking and understanding the Kanien'keha language. Then, throughout the year, the instructors will conduct mid-term and closing OPI to determine students' level of progression in speaking and understanding Kanien'keha language. One of the key curriculum maps or tools the instructors use to teach language to students is based on Dr. Greymorning's Accelerated Second Language Acquisition tool based on the use of culturally relevant images. To assess student's language learning experiences, the instructors have students identify the various images that are designed to build students fluency abilities in incremental stages. This process provides the instructors as well as students with insight to the level of progression in language learning and understanding.

As well, in terms of quantitative and qualitative indicators, the program has graduated over 80 students since its inception in 2002. We have fulfilled the community's language law and have increased the resource pool of proficient Kanien'keha speakers whereby many of these students have employment in our community's local agencies and schools as Language teachers, Teaching Assistants or working in administration. Others have found employment working a Media journalists offering local television programming in the Kanien'keha language. One year, young parents who were graduates from the program created their own Language Nest program. These are successful indicators or outcomes that this program has produced in terms of a successful community-based and controlled Adult Language Immersion program.

**Successful Outcomes** of the Kanien'kéha Ratiwennahní:rats Adult Language Immersion Program

*Aboriginal Learning Knowledge Centre:  
Promising Practices and Programs in Aboriginal Languages*

- ✓ June of 2008, graduated 14 Adult learners who have increased their oral proficiency and literary abilities in Kanien'keha and have increased their traditional cultural knowledge as well. Since 2002, the program has graduated over 80 adult learners.
- ✓ Increased Kahnawake's employability rates whereby several graduates of this program have successfully pursued careers in the teaching field of Kahnawake's school system; and have found employment as Kanien'keha language media journalists for Kahnawake's local media outlets.
- ✓ Increased the human resource pool of proficient Kanien'keha language speakers as Kahnawake's Language Law.

### **Community Kanien'keha Language Enrichment Classes**

**Goal** – To increase community access to Kanien'keha language classes to the community during the day and evening time. The objective of these classes is to increase the adult learners' oral proficiency in Kanien'keha and to promote active usage on a daily basis.

#### **Successful Outcome/s**

- ✓ Offered part time evening and day Kanien'keha language classes to community members.

### **Ohkwá:ri Tánon Tsitha - Kanien'keha Immersion Children's Puppet Cable Television Production**

Ohkwá:ri Tánon Tsitha is a Kanien'keha language immersion children's puppet television series produced by Kanien'kehá:ka Onkwawén:na Raotitióhkhwa Language and Cultural Centre. The production team produced five (5) episodes and was aired monthly on Kahnawake's local cable television network - Paul's Communication. Grounded in the traditional cultural teachings and Kanien'keha language, each episode is approximately 20-25 minutes long that offers Kanien'kéha phonetic and dialogue exposure, several vocabulary word breakdowns and culturally oriented themes of the month. The intended audience is geared towards children ages six (6) years and under, and for adult learners wanting to take the initiative to learn the basics of Kanien'keha.

#### **Objectives** of Ohkwá:ri Tánon Tsitha

- To produce five (5) culturally relevant children's puppet television series to be aired on Kahnawake's local cable network.
- To increase community stakeholders' engagement and access to the Ohkwá:ri Tánon Tsitha programming by hosting a Live Puppet Show for the local pre-school children.
- To promote and foster oral proficiency and literary abilities in Kanien'kéha for children ages six (6) years and under and adult learners.
- To provide culturally relevant television programming content that promotes the viewers' understanding of our identity as Kanien'kehá:ka people and thereby increase one's self-esteem and civic pride.
- To explore and address issues within the context of the Kahnawake's Education School system's Language Lesson Curriculum map.
- To address the following health problem areas as thematic issues: diabetes, violence, drug and alcohol abuse, mental health and parenting.

#### **Successful Outcomes:**

- ✓ Produced five culturally relevant televised segments of Ohkwá:ri Tánon Tsitha program within a Kanien'keha language immersion context.

*Aboriginal Learning Knowledge Centre:  
Promising Practices and Programs in Aboriginal Languages*

- ✓ Increased community stakeholders' engagement and access to the Ohkwá:ri Tánon Tsitha programming by hosting a Live Puppet Show for the local pre-school children.
- ✓ Promoted and increased culturally relevant Kanien'keha language programs for children and fostered positive cultural identity for children.
- ✓ Promoted and fostered positive healthy style living for children by incorporating healthy thematic issues within the five televised segments.

**Curriculum Development and Research - Kanien'keha Language and Cultural Resources**

**Goal** of the Curriculum unit: To research, develop and produce updated culturally relevant curriculum resources to support the various Kanien'kéha language and Cultural programs offered by KORLCC and Kahnawake's local school systems.

**Tehonatsikawhenhatie Tsi Iohahi:io – New Pilot Program - Children's Summer Kanien'kéha Language and Culture Camp**

This new pilot summer program was created to promote and offer to Kahnawake's youth a learning environment to participate in various Kanien'keha language and culturally based activities.

**Goal** of the Program - The main goal of this program is to provide a five (5) week culturally based language immersion learning environment for children ages 6 to 12 years of age during the summertime.

**Key Objectives** of the Program:

- To increase community youth access to culturally based language learning programming.
- To promote, foster and strengthen positive cultural identity and self-esteem among the youth of Kahnawake.
- To fulfill Kahnawake's Language Law by providing culturally-based language learning programs for the benefit of Kahnawake Youth.
- To increase Kahnawake's youth language learning opportunities by participating language based activities.
- To network with other local community school summer programs by participating in culturally-based language learning activities.

**Successful Outcomes:**

- 15 Kahnawake youth participated in the Tehonatsikawhenhatie Tsi Iohahi:io Children's Summer Kanien'kéha Language and Culture Camp.
- Increased youth's positive cultural identity by participating in culturally based fieldtrip activities.
- Increased Kahnawake youth's understanding about eating healthy traditional foods embedded within a language learning environment.
- Increased Kahnawake youth's cultural understanding about the traditional roles and responsibilities of men and women.

**KORLCC Summer Language Institute – Four Day Training Workshops**

As part of KORLCC's Summer Language Institute, KORLCC hosted a variety of training workshops for four (4) days geared for educators, adult students and language educators that were interested in learning how to produce a local children's language and cultural immersion television show; and how to create language and culturally based educational resources and tools using various digital and multimedia technology. The main objective of this series of training workshops was to share best practices with educators, adult students and language educators on

*Aboriginal Learning Knowledge Centre:  
Promising Practices and Programs in Aboriginal Languages*

the kinds of program and projects KORLCC offers and the different technical and artistic skills and knowledge that are needed to produce and implement the various Kanien'keha language and programs and projects KORLCC offers to the community.

Day 1 - The Making of Tota tanon Ohkwa:ri: Pre-Production.

Day 2- The Making of Tota tanon Ohkwa:ri: Production and Post-Production

Day 2 – Afternoon Workshop - Rosetta Stone CD-Rom Workshop

Day 3 – Multimedia DVD Production – Half-Day Workshop

Day 3 – Digitally rendering illustrations in Photoshop

Day 4 – Workshop on Kanien'keha Proficiency Program and Assessment – Full Day

**Successful Outcomes:**

- Participants increased their knowledge and understanding about the steps and planning required in the production of a children's televised puppet show in the Kanien'keha language.
- Participants increased their knowledge and awareness about the essential skills required of a Director in the coordination and production of a children's televised puppet show.
- Participants increased their knowledge and skills about the Rosetta stone Kanien'keha language software program.
- Participants increased their knowledge and skills about the utilization of DVD production using video, audio and photos to make a digital interactive language tools.
- Participants increased their knowledge and understanding on how to prepare linerart for the rendering process, and methodically approach rendering using Adobe Photoshop.
- Participants increased their understanding about how to implement a proficiency Assessment tool to assess the Kanien'keha language.

**Tewaterihwareniá:tha (“Spreading the News Around”)- Channel 4 Monthly Community Events Show**

This program airs monthly on our own community cable television network called Paul's communication for a total of 12 episodes per year. This is another television show that is produced and aired in the Kanien'keha language.

**Goal** of the Program: To promote the various Kanien'keha language and cultural events that are taking place in the community within the Kanien'keha language.

**Key Objectives** of the Program:

- To assist Kanien'kehá:ka Onkwawén:na Raotitiókhwa Language and Cultural Centre in providing and increasing the community's knowledge and understanding of the various issues/events that take place in Kahnawake.
- To increase community access to multimedia Kanien'keha language programming aired on Kahnawake's local cable network.

**Successful Outcomes:**

- Produced 12 monthly televised community-based programming.
- Digitized and archived culturally-based language programming for the benefit of the community.

*Aboriginal Learning Knowledge Centre:  
Promising Practices and Programs in Aboriginal Languages*

- Fulfilled the Kahnawake Language Law by producing and archiving culturally based community language programming for the benefit of the community.

**Leo and Joe's All Kanien'keha Language Radio Talk Show**

**Goal** of the Program: To host and broadcast live, a one hour all Kanien'keha language Live Radio Talk Show aired on Kahnawake's Radio station for the benefit of the community on a weekly basis.

**Key objectives:**

- To engage in community advocacy by providing community access to Kanien'keha language aired on Kahnawake' local radio station.
- To increase community wide access to language programming by providing weekly live radio talk show programs in the Kanien'keha language.
- To preserve and maintain the Kanien'keha language and oral traditions through recording and use of digital technology.
- To fulfill the Kahnawake Language Law- Kaianerenhserón:ni Ne Onkwawenna' ón:we Aónston ne Kahnawake by producing 52 week live radio talk shows in the Kanien'keha language.

**Successful Outcomes:**

- Engaged in community advocacy by providing community wide access to Kanien'keha language.
- Increased community wide access to language programming by providing live radio talk show programs in the Kanien'keha language.
- Preserved and maintained the Kanien'keha language through recording and use of digital technology.
- Fulfilled the Kahnawake Language Law - Kaianerenhserón:ni Ne Onkwawenna' ón:we Aónston ne Kahnawake by producing 52 week live radio shows

**KORLCC's Radio Talk Show Aired on Paul's Channel 2 Cable Network**

**Goal** of the Program – To expand and promote the delivery of Kanien'keha language programming for the benefit of the community utilizing digital and cable technology.

**Key Objectives:**

- To preserve and maintain the Leo and Joe's Live Radio Kanien'keha language Talk Show utilizing digital technology.
- To increase community access to diverse Kanien'keha language programming by hosting on a 24 hour basis.
- To increase digitized data language programming content for the benefit of the community.
- To fulfill the Kahnawake Language Law- Kaianerenhserón:ni Ne Onkwawenna' ón:we Aónston ne Kahnawake by promoting and preserving the Kanien'keha language and oral traditions.

**Successful Outcomes:**

- Preserved Kanien'keha language and oral traditions through audio-digital recording.
- Increased community access to Kanien'keha language programming via Paul's cable network Channel 2.
- Increased KORLCC's language documentation by recording and preserving Kanien'keha language programming utilizing digital and cable technology.

### **Annual Tetewatierónion Kanien'keha Language Variety Event Show**

**Goal** of the Program: To actively promote and encourage Kahnawake's local schools, the wider community and other Kanien'kekaha communities, to learn and speak Kanien'keha.

#### **Key Objectives:**

- To engage community wide participation and support in KORLCC's annual Kanien'keha language Variety Event show.
- To encourage Kahnawake's local schools to actively participate and support KORLCC's efforts to strengthen and promote the Kanien'keha language by having students perform skits in the Kanien'keha language.
- To strengthen networking and support with other Mohawk communities by inviting their schools to participate in KORLCC's annual Kanien'keha language Variety Event show.
- To fulfill the Kahnawake Language Law- Kaianerenhserón:ni Ne Onkwawenna' ón:we Aónston ne Kahnawake by promoting and preserving the Kanien'keha language.

#### **Successful Outcomes:**

- A resounding success of over 300 adults and children gathered with family and friends to participate in various skits spoken only in the Kanien'keha language.
- Other communities such as Ahkwesasne and Oshwé:ken also participated in the event show as well.
- Fulfilled Kahnawake Language Law- Kaianerenhserón:ni Ne Onkwawenna' ón:we Aónston ne Kahnawake by promoting and engaging community wide participation in KORLCC's annual Kanien'keha language variety event show for the benefit of the community.

### **Annual All Kanien'keha Strawberry Radio Show**

**Goal** of the Program: To promote and increase community wide access to Kanien'keha language programming through the delivery of Live Broadcasting Kanien'keha language programming through Kahnawake's K103 Radio station hosted by Kanien'kehá:ka Onkwawén:na Raotitióhkhwa Language and Cultural Centre.

#### **Key Objectives:**

- To engage community Elders to host a half day live Kanien'keha language programming aired Live on Kahnawake's K103 community Radio program.
- To promote and encourage local schools and other nearby Kanien'kehaka communities to engage in activities done in the Kanien'keha language.
- To fulfill the Kahnawake Language Law- Kaianerenhserón:ni Ne Onkwawenna' ón:we Aónston ne Kahnawake by promoting and preserving the Kanien'keha language.

#### **Successful Outcomes:**

- In mid-June, KORLCC hosted a half-day Live Radio programming hosted by local Elders in the language.
- Students from local schools participated in the event by singing songs in the language.
- Fulfilled Kahnawake Language Law- Kaianerenhserón:ni Ne Onkwawenna' ón:we Aónston ne Kahnawake by promoting and engaging community wide participation in KORLCC's annual *Strawberry Radio Show* in the Kanien'keha language.

**Rosetta Stone Level 1 & 2 Kanien'keha language software project completed.**

## **Cultural Program Activities**

### **Cultural Liaison/Educational Outreach and Exchange**

- ✓ **Local Schools** - The organization's Kanien'kéha language staff continues to act in the capacity of a cultural facilitator to support Kahnawake's school system by promoting Kanien'keha language and traditional cultural knowledge and experiences through the delivery of various cultural workshops, presentations and traditional singing and dancing in collaboration with the children and teachers.
- ✓ **Visitors/Tourists/Government Officials** - In 2008, Kanien'kehá:ka Onkwawén:na Raotitíókhwa Language and Cultural Center (KORLCC) hosted various cultural educational workshops for visitors ranging from university students, authors, scholars and government officials to conduct research on Haudenosaunee history and culture.
- ✓ **Presentation at the International Expert Group Meeting on Indigenous Languages, United Nations, New York.** KORLCC staff attended and presented at an international Language conference that was hosted by the *International Expert Group Meeting on Indigenous Languages, United Nations, New York* in January of 2008. A key milestone was achieved whereby KORLCC staff attended and presented a Position Paper to the world community on KORLCC's Best Practices in implementing various Language and Cultural revitalization programs and services for the benefit of Kahnawake's local community.
- ✓ **Participation at the Expert Group on The Rights of Indigenous Peoples, United Nations, Geneva, Switzerland.** KORLCC participated at the first Expert Group on the Rights of Indigenous Peoples meeting on the theme on the Right to Education for Indigenous Peoples as outlined in the United Nations Declaration on the Rights of Indigenous Peoples. The presentation made by KORLCC was submitted and adopted by the Expert Group on the Rights of Indigenous Peoples.
- ✓ **Meeting with United Nations Education Scientific and Cultural Organization.** A KORLCC representative met with officials from the United Nations Education Scientific and Cultural Organization (UNESCO) in Paris, France to raise the profile of the Cultural Center and share Best Practices in the work the Center does as it relates to Language and Cultural Revitalization.

### **Cultural Development Workshop Activities**

As part of its mandate, Kanien'kehá:ka Onkwawén:na Raotitíókhwa Language and Cultural Center coordinates and delivers various cultural workshops and/or Seminars at the Center for the community and the general public.

The primary objective of this program activity is to increase the community and general public's access to culturally relevant educational programs and activities that promote, reinforce, and increase the transmission of traditional cultural knowledge, history and cultural traditions of Hotinonshoni:ni history and culture from a historical and contemporary context.

### **New Pilot Activity-Two Day Workshop on History and Role of Residential School and Impacts on Language and Culture**

In the fall of 2008, KORLCC's Kanien'keha Ratiwennahni:rats Adult Language Immersion program started with a new cohort of adult learners enrolled in the program. Based on the feedback and discussions from KORLCC Language instructors and language staff, KORLCC integrated a 2 day workshop that focused on the history, role and impacts of the Residential School and its impact on Indigenous communities as it relates to Loss of Language and Culture to the new cohort group of students.

This 2 day educational workshop served as a mini-introductory workshop as part of the Kanien'keha Ratiwennahni:rats Adult Language Immersion Program. As well, this activity also served as a new pilot activity that was found to be a very important component which will now become a integrated activity into the Adult language immersion program.

The main objectives of this 2 day workshop was twofold: **1)** to address issues that affect adult learners learning a second Indigenous language such as barriers and challenges, and **2)** to increase students' awareness and understanding about the history, role and impacts of the Residential Schools, and its linkages to issues surrounding language and culture loss, language revitalization and survival.

#### **Key Impacts of Workshop**

- ✓ The objectives of this workshop were successfully met by increasing students' awareness and understanding about the history, role and impacts of Residential school from a historical and national context.
- ✓ Increased students' understanding about the impacts of Residential school on Indigenous families, communities and nation context.
- ✓ Increased students' understanding about the connections and linkages between the loss of language and culture, history and role of Residential School and its impacts on Indigenous families, communities and Nations.
- ✓ Local Elder as Guest Speaker increased students' understanding about the history and role of Residential School and its impact on Kahnawake's families and community from an international context.

#### **KORLCC's Permanent Exhibition**

This program is designed to educate and raise the awareness to community members and visitors about the Hotinonshon:ni history and culture, with a focus on Kahnawake from a historical and contemporary context.

#### **Art Exhibitions**

The main objective of this activity is to provide a venue to local community artists to support their artistic talents for the benefit of the community and the general public as well.

#### **First Peoples' Film Festival**

Kanien'kehá:ka Onkwawén:na Raotitíókhwa Language and Cultural Center hosted the 16<sup>th</sup> Annual First Peoples' Film Festival showcase in collaboration with Montreal's Terres En Vues/Land Insights in Kahnawake. Key objectives of this activity is to increase community access to culturally relevant educational programs; and to promote Indigenous filmmakers by showing various films and documentaries in the community and the Montreal area.

### **Annual Iroquois Social/ Echoes of A Proud Nation Pow Wow**

Kanien'kehá:ka Onkwawén:na Raotitióhkhwa Language and Cultural Center hosts the annual Iroquois Social at Kahnawake's annual Echoes of A Proud Nation Pow Wow.

### **Historical Photographic Archives**

The main objective of this activity is to preserve Kanien'kehaka history through photo collection documentation and archiving.

### **Library Resource/Documentation Center**

Kanien'kehá:ka Onkwawén:na Raotitióhkhwa Language and Cultural Center's library resource/documentation Center continues to serve as a Research Center for many students, scholars and visitors from the local universities, colleges and other countries who express a keen desire and interest to expand their education and cultural awareness about the history and culture of who we are as Kanien'kehaka nation, and the Hotinonshon:ni Six Nations Iroquois Confederacy.

### **Monthly Center Spread for the Community's Eastern Door Newspaper**

Each month, Kanien'kehá:ka Onkwawén:na Raotitióhkhwa Language and Cultural Center provides a Centerspread in the community's local newspaper, the Eastern Door, that contains a section providing Kanien'keha language lessons and updates on the various cultural events and other activities Kanien'kehá:ka Onkwawén:na Raotitióhkhwa Language and Cultural Center has organized for the benefit of the community.

### **Kanien'kehá:ka Onkwawén:na Raotitióhkhwa Language and Cultural Center Website**

KORLCC's website is another multimedia internet tool used to post events, distribute and share information to the community and the general public on the organization's programs offered, current events and activities that are taking place in the community, and to promote Kanien'kéha language. The website is currently under revision.

#### **5. Description of how success is measured or monitored?**

Each of the programs offered by the KORLCC have identified outcomes that are measured through a variety of ways,

- Alignment with Language Law
- Numbers of graduates from Adult Immersion Program
- Increased human resource pool of proficient Kanien'kéha language speakers
- gauging participant numbers
  - from Kahnawake community, schools, by age
  - from other Mohawk, Iroquois, or other languages represented
  - frequency of visits (hits) identified by website usage
  - Rosetta Stone software sales
  - numbers of users tuned into radio and television
- number of events hosted

*Aboriginal Learning Knowledge Centre:  
Promising Practices and Programs in Aboriginal Languages*

- radio broadcasts per year
- television broadcasts per year
- increases in numbers of collections holding: print, audio, video, photographic, digital, cable
- increased circulation of library resource/documentation centre
- evaluations of participants in activities, programs, workshops
  - increased skills developed
  - impact on cultural knowledge and understanding gained
  - language proficiency assessment tool implementation
  - positive cultural identity development
  - positive healthy living for children and self-esteem
- Annual General Reports generated and distributed showcasing milestones and achievements as well as identifying future initiatives

6. Lifelong learning continuum affected.

- early learning (pre-natal to age 5)
- Pre K- 3
- Grade 4-6
- Grade 7-9 Middle Years
- Grade 10 -12
- Post Secondary
  - Trades
  - Professions
- Workplace learning
- Community learning