

The Manitoba Aboriginal
Languages Strategy (MALS)

Aboriginal Languages Teacher Education Program (ALTEP)

Final Research Report

Dr. Violet Okemaw
Indigenous Languages Consultant/Facilitator

Revised August 2022

The Manitoba Aboriginal Languages Strategy (MALS) Aboriginal Languages
Teacher Education Program (ALTEP) : Final Research Report (Revised
August 2022)

Includes bibliographical references.

ISBN: 978-0-7711-6519-1

Copyright © 2023, the Government of Manitoba, represented by the Minister of
Education and Early Childhood Learning.

Manitoba Education and Early Childhood Learning
Winnipeg, Manitoba, Canada

Every effort has been made to acknowledge original sources and to comply
with copyright law. If cases are identified where this has not been done, please
notify Manitoba Education and Early Childhood Learning. Errors or omissions
will be corrected in a future edition. Sincere thanks to the authors, artists, and
publishers who allowed their original material to be used.

All images found in this resource are copyright protected and should not
be extracted, accessed, or reproduced for any purpose other than for their
intended educational use in this resource.

Any websites referenced in this resource are subject to change without notice.
Educators are advised to preview and evaluate websites and online resources
before recommending them for student use.

This resource is available on the Manitoba Education and Early Childhood
Learning website at www.edu.gov.mb.ca/iid/index.html.

Disponible en français.

Available in alternate formats upon request.

Contents

List of Tables	v
Acknowledgements	vi
Background	1
Purpose of Research	2
Introduction	3
Meetings 2021 to 2022	4
Interviews with Post-secondary Institutions in Manitoba	5
Summary of Indigenous Languages Diploma and Certificate Programs in Canada	6
Aurora College	7
Lakehead University	7
Nunavut Arctic College	8
Yellowhead Tribal College	8
Yukon Native Language Centre	9
Overview of Indigenous Languages Degree Programs across Canada	10
Algoma University	10
University nuhelot'jne thaiyots'j nistameyimâkanak Blue Quills	11
First Nations University of Canada	11
Memorial University of Newfoundland	12
McGill University	12
University of Alberta	12
University of British Columbia	13
University of New Brunswick	13
University of Saskatchewan	14
University of Victoria	14
Overview of Indigenous Languages Programs in Manitoba	15
Brandon University	15
Red River College Polytechnic	16
University College of the North	16
University of Manitoba	16
University of Winnipeg	17
Summary of Research Findings and Recommendations/Calls to Action	18
Student Numbers and Aboriginal Language Courses	18

Aboriginal Languages Teacher Training Programs	22
Aboriginal Languages Programs in Manitoba	23
Professional Development for Indigenous Language Education at PSIs	24
Internal and External Partnerships	25
Staffing	26
Funding and Resources	27
Next Steps—Calls to Action	27
References	28
Appendix A: Telephone Interview Questions: Manitoba Post-secondary Institutions	31
Appendix B: Other Research on Indigenous Languages Teaching Programs	35
Appendix C: Teaching Indigenous Languages for Vitality, University of Winnipeg	40
Appendix D: Certificate in Teaching Ininimowin (CITI), University College of the North	41
Appendix E: Indigenous Language Certificate—Cree And Ojibwe, Red River College Polytechnic	44
Appendix F: <i>Indigenous Language Teacher Training Program: Phase One Research Report</i> Recommendations	46
Appendix G: <i>Aboriginal Language Teacher Education Program (ALTEP) Phase II: Building a Roadmap for the ALTEP Models Development</i> Research Report Recommendations	48
Appendix H: Summary of 2018 and 2019 MALS Research Reports' Recommendations	50
Appendix I: Teaching Indigenous Languages (TIL) Recommendations	52

List of Tables

Table 1: Indigenous Languages Teaching Diploma, Certificate Programs, and University Courses	7
Table 2: Bachelor's Degree, Diploma, Certificate, and Graduate Programs	10
Table 3: Number of Students in Indigenous Languages Courses and Respective Language Levels	19
Table 4: Language Teacher Programs, Language Programs, and Professional Development Sessions	20

Acknowledgements

The following project team worked tirelessly and dedicated their time researching Aboriginal languages education with a focus on Aboriginal languages teacher education programs in post-secondary institutions.

MALS-ALTEP Project Staff

- Dr. Lorena Fontaine, Associate Professor, University of Winnipeg
- Helen Robinson-Settee, Director of Indigenous Inclusion Directorate, Manitoba Education and Early Childhood Learning
- Dr. Violet Okemaw, Indigenous Languages Consultant (Contractee)
- Ramona Hallett, University of Winnipeg
- Kea York, Researcher, Manitoba Aboriginal Languages Strategy (February 2020 to August 2021)
- Hannah Johnson, Research Assistant, University of Winnipeg (November 2021 to January 2022)
- Priscila Ferreira da Silva, Research Assistant, University of Manitoba (March 2022 to present)

Postsecondary Institutions

- Dr. Heather Duncan, Brandon University
- Isabelle Bright, Red River College Polytechnic
- Dr. Ramona Neckoway, University College of the North
- Dr. Cary Miller, University of Manitoba
- Dr. Lorena Fontaine, University of Winnipeg

The MALS-ALTEP staff would also like to thank all the MALS membership, partners, and Council of Grandparents for their important contributions and feedback to this Aboriginal languages research initiative.

Background

In 2021/22, the Manitoba Aboriginal Languages Strategy (MALS)* partnered with the government of Manitoba, post-secondary institutions, and Indigenous communities to research Aboriginal languages** teacher education programs.

Several years ago, MALS identified a crisis shortage of Indigenous languages teachers in Manitoba. A recent school survey on Indigenous languages teacher training by the Indigenous Inclusion Directorate confirmed MALS's assumption, finding that 1189 Indigenous languages teachers are urgently currently required (Manitoba Education, Indigenous Inclusion Directorate, 2021).

Since 2015, MALS has undertaken two research studies that have identified areas that are required to create training programs that would effectively help teach Aboriginal languages. Specifically, these studies reported that working with post-secondary institutions is critical for developing Aboriginal languages teacher programming, which is critical for ensuring that existing Aboriginal languages programs in the Kindergarten to Grade 12 system and at the post-secondary level can continue.

In addition to the need for Aboriginal languages teacher training programs, support for Aboriginal languages programs at post-secondary institutions is equally critical. The current Aboriginal languages teaching population is over the age of 60, and language transmission is currently not occurring at home due to the legacy of the residential schools. Therefore, immersion programs and post-secondary programs play an essential role for teaching Aboriginal languages.


Second language learners are future Aboriginal languages teachers, but this will require recruitment, encouragement, and mentoring. Support for existing Indigenous language programs in post-secondary institutions and Kindergarten to Grade 12 bilingual programs is as important as supporting Indigenous languages teacher training programs.

Manitoba's K to 12 Education Action Plan, April 2022, includes a commitment to support Indigenous languages teachers as a provincial priority:

“Create a workforce planning framework focused on recruitment/retention of school staff in rural and northern communities and increasing French, Indigenous and Indigenous language educators” (17).

* A partnership agreement was signed on September 21, 2015, by four lead organizations including the Indigenous Inclusion Directorate (IID), Manitoba First Nations Education Resource Centre (MFNERC), University College of the North (UCN), and the Indigenous Languages of Manitoba (ILM). IID, ILM, MFNERC, and UCN provide Aboriginal languages education and teacher training, develop education programs, and provide services in Aboriginal languages. Membership and representatives consist of Grandparents from each of the Manitoba Indigenous languages groups, and representatives of leaders from the First Nations, Inuit, and Métis (FNIM) education organizations, provincial school divisions, and post-secondary institutions.

** The terms *Aboriginal languages* and *Indigenous languages* are used interchangeably throughout the report to align with the cited source material or program/initiative referenced.



Aboriginal languages teacher training programs are also a significant area of reconciliation. Call to Action 16 of the Truth and Reconciliation Commission (TRC) Calls to Action calls “upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.”

This call to action was informed by the 2007 *United Nations Declaration on the Rights of Indigenous Peoples*, which states the following in Article 14:

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside of their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Other recent initiatives that have identified Indigenous languages programming as an important priority area of reconciliation include the federal Indigenous Languages Act, 2019, as well as *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*, 2019.

An environmental scan of existing diploma/certificate programs and university courses, and an overview of Indigenous languages programs in post-secondary institutions across Canada, together with the Aboriginal languages research studies and reports reviewed for this report, clearly demonstrate that Indigenous languages teacher training is essential for the revitalization of Aboriginal languages.

Purpose of Research

The primary purpose of this research is to support the development of Aboriginal languages teacher education programs in Manitoba’s post-secondary institutions and ensure that Indigenous language teachers have training to teach Indigenous languages in post-secondary institutions and from Kindergarten to Grade 12. Specifically, the overall results will do the following:

1. Determine the needs of teachers to teach Indigenous languages.
2. Determine the number of students enrolled in the language courses/programs.
3. Determine the needs of K–12 Indigenous languages teachers in post-secondary institutions.
4. Determine the program needs for an Indigenous languages teacher training program.

Introduction


From February 2021 to June 2022, the Indigenous languages consultant (ILC) engaged in the following research, development, and meeting preparatory activities and presentations:

- reviewed various research reports completed by MALS, including Phase One (March 2018), and Phase II (October 2019), and concentrated on the recommendations and next steps to meet the initiative's objectives
- emailed information letters to all the post-secondary institution (PSI) representatives and conducted follow-up Zoom meetings and/or phone calls from May 2021 to June 2022
- conducted discussion meetings and presentations with the representatives of PSIs and the MALS stakeholders
- developed interview questions and conducted Zoom or telephone interview meetings with representatives from the post-secondary institutions, focusing on the research required for the research report
- conducted individual interview sessions with representatives from four of the five participating post-secondary institutions
- compiled, analyzed, and summarized data from the ZOOM/telephone interviews
- provided research report updates at the MALS Council of Grandparents' and membership meetings and other meetings as requested by the project leads
- analyzed and summarized the raw data from the individual telephone interviews with representatives of each of the post-secondary institutions
- developed and revised the MALS ALTEP research report drafts based on the feedback from the project leads and the representatives of the participating post-secondary institutions
- led ongoing research and developmental work for the MALS ALTEP research report
- submitted a draft outline to meet the objectives identified in the contract
- submitted the draft MALS ALTEP research report to the project leads


The timeline on the following page lists most of the meetings/sessions attended by the ILC from February 2021 to June 2022.

Meetings 2021 to 2022

April 15, 2021 MALS-ALTEP Project Leads' Meeting	May 5, 2021 MALS Leads' Meeting	May 18, 2021 MALS Partners' Meeting	May 31, 2021 RRC, U of M, U of W, and Manitoba Education	June 1, 2021 UNC representatives
June 7, 2021 Brandon University	June 14, 2021 MALS Project Leads' Meeting	June 28, 2021 MALS-ALTEP Project Leads' Meeting	Sept 14, 2021 Red River College Polytechnic	Sept 15, 2021 Brandon University
Sept 16, 2021 MALS-ALTEP Project Leads' and U of W Meeting	Sept 29, 2021 Professional Certification Unit	Oct 15, 2021 MALS-ALTEP Leads' Meeting	Oct 22, 2021 MALS-ALTEP Leads' Meeting	Nov 10, 2021 U of W/Seven Oaks School Division
Nov 16, 2021 U of W/WSD	Nov 23, 2021 MALS-ALTEP Leads' Meeting	Dec 10, 2021 MALS-ALTEP Leads' Meeting	Dec 16, 2021 Red River College Polytechnic	Dec 17, 2021 U of W
Jan 9, 2022 U of M	Jan 10, 2022 Man Ed/MALS- ALTEP Team	Jan 20, 2022 MALS Membership Meeting	Feb 7, 2022 Man Ed., U of W, and U of Man	Feb 9, 2022 MALS-ALTEP Project Leads' Meeting



March 8, 2022	March 9, 2022	March 11, 2022	April 21, 2022	April 26, 2022
Brandon University	MALS Membership Meeting	MALS Grandparents Meeting	CODEM (Council of Deans of Education in Manitoba)	UNC



May 2, 2022	May 17, 2022	May 30, 2022	June 2, 2022	June 7, 2022
Aboriginal Education Research Forum	Red River College Polytechnic	U of M	Manitoba Aboriginal Language Strategy	Brandon University

Interviews with Post-secondary Institutions in Manitoba

From June 2021 to June 2022, the ILC developed, administered, and conducted Zoom or telephone interview sessions with four of the five post-secondary institutions in Manitoba. In addition, one university provided the required information in writing by email. Each of these institutions provided updated numbers for the research report in the following areas:

- Number of Students Enrolled in Indigenous Languages Programs/Courses
- Number of Students Enrolled in Indigenous Languages Teacher Programs
- Number of Indigenous Languages Programs Developed in Manitoba
- Number and Type of Professional Development Sessions for Language Teachers
- Findings and Recommendations

See Appendix A: Telephone Interview Questions: Manitoba Post-secondary Institutions.

This research report contains three sections. First, it provides an overview of Indigenous languages teaching diploma and certificate programs, as well as an overview of Indigenous languages programs across Canada. Second, it provides an overview of Aboriginal languages programs including teaching Aboriginal languages programs in Manitoba. Finally, it provides **recommendations/calls to action** based on the research findings and consultations with Manitoba's post-secondary institution (PSI) representatives and the MALS stakeholders.

Summary of Indigenous Languages Diploma and Certificate Programs in Canada

Since the 1970s, there have been several Aboriginal education programs developed in Canada; however, very few have offered specific training to teach Aboriginal languages:

- Kenanow Bachelor of Education program, University College of the North, formerly the Brandon University Northern Education Program (BUNTEP), Manitoba
- Urban Native Teacher Education Program (SUNTEP) and Indigenous Teacher Education Program (ITEP), University of Saskatchewan
- Aboriginal Teacher Education Program (ATEP), University of Alberta
- Native Indian Teaching Education Program (NITEP), University of British Columbia

Since then, several Indigenous languages programs have emerged across the country. Some of these programs include Indigenous languages teacher training, but Indigenous languages are generally offered either as certificate or diploma programs.

Diploma and certificate programs are important for Indigenous languages revitalization efforts generally; however, in order to teach in the Kindergarten to Grade 12 system in Canada, a bachelor's degree in education in an institution recognized by the provincial or territorial government is required.

Aboriginal teachers may be qualified to teach in a Kindergarten to Grade 12 languages program after meeting the provincial or territorial teacher training certification requirements. Unlike the diploma or certificate, university degrees and provincial-territorial certifications will also set wages on a higher salary scale.

This section provides brief descriptions of diploma and certificate programs offered outside of Manitoba. The information was obtained from post-secondary institution websites.

Table 1: Indigenous Languages Teaching Diploma, Certificate Programs, and University Courses

	Diploma	Certificate
Aurora College	✓	
Lakehead University	✓	✓
Nunavut Artic College	✓	✓
Yellowhead Tribal College	✓	✓
Yukon Language Centre	✓	✓

Aurora College

Aurora College provides an Aboriginal Language and Culture Instructor Program diploma. Students who want to participate in this diploma program are encouraged to apply if they have knowledge of an Indigenous language and culture. This program was developed to train people to become Indigenous languages instructors in the Northwest Territories. The courses in this program include Indigenous languages immersion and teaching methodologies related to teaching Indigenous languages. In this program, students will also participate in culture camps to gain cultural knowledge and land-based and place-based methodologies from Knowledge Keepers and Elders (Aurora College, 2021).

Lakehead University

Lakehead University offers the Indigenous Language Teacher Diploma Program. The program was formerly known as the Indigenous Language Instructor's Program, and provides students at Lakehead University the opportunity to gain knowledge, skills, and the qualifications to teach and learn different Algonquin languages, such as Ojibway and Ojibway-Cree. The Indigenous Languages Teacher's Diploma program also teaches Algonquian languages with the Ontario College of Teachers.

Additionally, Lakehead University has an Indigenous Language Certificate Program that helps support Algonquian language learning and allows students to add an Indigenous Languages Specialist certificate to a degree or to pursue a minor in Algonquian languages from this post-secondary institution (Lakehead University, 2022).

Nunavut Arctic College

The Nunavut Arctic College Interpreter Translation Diploma Program and Inuinnaqtun Language Revitalization Certificate Program are designed for students who want to pursue a career in interpreting and translating. This program covers language development, communication, and technical skills for interpreters or translators. The courses in this program focus on acquiring specialized vocabulary in technical areas and on consecutive and simultaneous interpreting in the Inuktitut language and culture.

The Inuinnaqtun Language Revitalization Certificate Program is designed for students who support community efforts by strengthening the students' perspective and understanding of the characteristics of language loss, and language maintenance and recovery. Students of the Inuinnaqtun Language Revitalization Certificate Program will also study the successes of language revitalization in Indigenous communities. This program honours Traditional Knowledge and practices to reach different communities and groups (Nunavut Arctic College, n.d.).

Yellowhead Tribal College

Yellowhead Tribal College offers a Bachelor's Degree in Indigenous Language Revitalization. This program is a three-year program that develops students' knowledge in language acquisition and language revitalization practices. Students can obtain a certificate, diploma, or degree within this program. The Bachelor's Degree in Indigenous Language Revitalization aims to provide foundational knowledge in the following languages: Cree/ Stoney, Nakoda, or Anishinaabe. Students are encouraged to focus on one language at a time or two at the most.

Students who graduate from the Indigenous Language Revitalization Degree program will have proficiency in one or two Indigenous languages, and in advocacy for revitalization in Indigenous languages, culture, and art. Students will also be grounded in ancestral knowledge of the lands and will have an understanding of relations. They will learn by observing, speaking, and writing in the chosen Indigenous languages, and by understanding cultural and Traditional Knowledge. Lastly, the students will work and learn with a holistic experience outside the classroom with Knowledge Keepers, Elders, linguists, and scholars (Yellowhead Tribal College, 2022).

Yukon Native Language Centre

The Yukon Native Language Centre and Simon Fraser University partnered to develop two programs for students who wish to gain conversational and literacy skills in an Indigenous language.

- The Certificate in First Nation Language Proficiency (CFNLP) is designed for students who want to gain fundamental knowledge in a First Nations language, such as literary, cultural, and oral skills.
- The Diploma in First Nation Language Proficiency (DFNLP) is designed for students who wish to become language instructors. The diploma program allows students to teach this language in classrooms or acquire fluency within their Indigenous language for family, cultural, and professional purposes.

The First Nations languages in the program are Southern Tutchone, Upper Tanana, Northern Tutchone, Gwich'in, Hän, Kaska, Tagish, and Lingít. The DFNLP prioritizes Yukon First Nation students to work with Knowledge Keepers, linguists, fluent speakers, Elders, and language revitalization practitioners. The above includes diploma or certificate programs for language teaching training programs. Training for interpreters or translators is also included. Some of these courses may cover content and requirements that can also be used for potential language teacher training programs (Yukon Native Language Centre, 2021).

Overview of Indigenous Languages Degree Programs across Canada

This section provides information on post-secondary institutions that offer undergraduate and graduate degrees in Indigenous languages across Canada.

Table 2: Bachelor's Degree, Diploma, Certificate, and Graduate Programs

	Undergraduate (B. Ed./B. Arts)	Diploma/ Certificate	Graduate Degree
Algoma University	✓		
Blue Quills	✓		✓
First Nations University	✓		
Memorial University	✓		
McGill University	✓	✓	
University of Alberta	✓	✓	
University of British Columbia	✓		
University of New Brunswick	✓	✓	
University of Saskatchewan	✓	✓	
University of Victoria		✓	✓

Algoma University

The Algoma University is the only university in Canada that offers a three-year undergraduate degree in the Anishinaabemowin (Ojibwe language) Program. The program provides basic to advanced level instruction in the language and culture. These courses include Introductory Anishinaabemowin I & II, Intermediate Anishinaabemowin I & II, and Advanced Anishinaabemowin I & II (Algoma University, 2018).

University nuhelot'įne thaiyots'į nistameyimâkanak Blue Quills

The Bachelor of Arts program specializes in Indigenous languages. The Cree language program, for example, offers Cree grammar, second language acquisition methodologies, improved literacy in Standard Roman Orthography and syllabics, and community revitalization activities and projects. The Bachelor of Arts in Dene focuses on developing fluency and literacy in the Dene grammar and second language acquisition methods. The Bachelor of Arts in Dene also uses ancestral knowledge and skills to prepare students to support language revitalization initiatives in their communities and classrooms.

The Master of Arts in Indigenous Languages program at Blue Quills University focuses on practical experience grounded in ceremony. The goal of this master's program is to develop a further understanding of language revitalization by using forums to exchange knowledge, ideas, and insights with research groups and partaking in academic conferences and seminars. Another goal of this graduate program is to develop students' linguistic knowledge of their language concerning second language planning. The Master of Arts in Indigenous Languages program focuses on the following topics: linguistic analysis, language revitalization, phonetics, second language acquisition, language documentation, and languages in the global context (University nuhelot'įne thaiyots'į nistameyimâkanak Blue Quills, n.d.).

First Nations University of Canada

The First Nations University of Canada offers a Bachelor of Arts and Honours in Cree, Saulteaux, or Linguistics. In addition, the Bachelor of Arts and the Bachelor of Education programs require a minor in language or linguistics for any Indigenous language. The university also offers a First Nations Language Instructors' Certificate (FNLIC), a Certificate of Extended Studies in First Nations languages (post-B.Ed.), and a master of arts specializing in Indigenous languages or linguistics (First Nations University of Canada, 2020).



Memorial University of Newfoundland

Newfoundland and Labrador's Teacher Education Program (TEPL) was developed in 1979 and modelled on similar programs, such as the former Brandon University Native Teacher Education Program in Manitoba. TEPL teaches Indigenous people from remote communities to be either classroom teachers or instructors of their languages. This program also offers language courses in Labrador Inuktitut to promote Indigenous language revitalization. When students complete this program, students will qualify to be classroom teachers and language instructors in Newfoundland and Labrador (Memorial University, 2021).

McGill University

The Certificate Indigenous Language and Literacy Education program is designed for Kanienkehaka (Mohawk), Algonquin, Cree, Inuit, and Mi'kmaq students who wish to engage, learn, and teach in their selected Indigenous languages. In addition, this program is aimed at students who want to teach an Indigenous language. The students can complete the certificate program within the Bachelor of Education for Certified Teachers program. This program is a 30-credit program certificate (McGill University, 2022).

University of Alberta

University of Alberta's Canadian Indigenous Languages Literacy Development Institute (CILLDI) is an intensive annual summer school certificate program. CILLDI aims to train Indigenous speakers and language educators in "endangered language documentation and revitalization, language and literacy learning, second language teaching and curriculum development, and language policy and planning" (University of Alberta, 2021, para. 1). Since 2000, the summer institutes have offered courses for Indigenous language teachers and instructors. CILLDI offers the Community Linguist Certificate, and the courses can be used as university credits for an undergraduate or graduate program (University of Alberta, 2021).

The University of Alberta offers a Bachelor of Arts in Native Studies with the option to major in Cree. The first three years of this program are taken in the Faculty of Native Studies, while the last two years are taken in the Faculty of Education.

University of British Columbia

The University of British Columbia offers a First Nations Endangered Languages (FNEL) degree program within the Institute for Critical Indigenous Studies. The FNEL undergraduate program specialization requires 66-course credits for the major and 36-course credits for the minor specialization and related areas. The language courses are offered at the introductory, intermediate and advanced levels. These courses include methodology classes on language documentation, conversation, revitalization, and reclamation of endangered languages, cultures, and Indigenous knowledge systems locally, regionally, and internationally.

Some of the 2021/2022 courses include Introduction to Endangered Language Documentation and Revitalization, Sounds of Endangered Languages, Conversation and Revitalization, Structure of Endangered Languages Conversation and Revitalization, and Technologies for Language Documentation and Revitalization, Lexicography and Heritage Resources in Endangered First Nation Language Revitalization (University of British Columbia, n.d.).

University of New Brunswick

The University of New Brunswick offers the Wabanaki Bachelor of Education, a four-year elementary education degree program. Wabanaki refers to the Wolastoqey, Mi'kmaq, Passamaquoddy, Penobscot, Abanaki, Innu, Inuit, Métis, and urban Aboriginal Peoples in New Brunswick. This program specializes in Wabanaki languages, perspectives, and cultures with support from Knowledge Keepers and Elders of the Wabanaki Peoples. Students participating in this program will engage with land-based and place-based pedagogies in Wabanaki communities and online learning. The cohort model of this program integrates students' lived experiences with current-day realities.

This degree program also offers a Mi'kmaq or Wolastoqey language certificate within the program. Half of the practicum involves instructing one of the languages at a community school. This program also qualifies students for New Brunswick Teacher Certification Level IV (University of New Brunswick, n.d.).

University of Saskatchewan

The Certificate in Indigenous Languages (ILC) consists of 10 courses as a part of a Bachelor of Education program. The Department of Curriculum Studies, College of Education, provides this two-year program. The focus is on complete immersion in an Indigenous language and gaining a strong understanding of Indigenous language teaching methods.

Courses offered include Methods 1 and 2 Second Language Methodologies; Introduction to Total Physical Response and Drama for Language; Introduction to Master Apprentice Program; Root Word Method of nêhiyawêwin; Traditional and Contemporary Music, Song and Dance; Digital Technologies for Indigenous Language Learning; Syllabics Literacy and Numeracy; Identity and Higher Learning nêhiyawêwin; and Immersion Language Camp nêhiyawêwin (University of Saskatchewan, 2022).

University of Victoria

The Indigenous Languages Revitalization master's degree program was developed with the Department of Linguistics. Students can receive a graduate certificate when completing four courses in this program. This program was designed to increase language skills and capacity in Indigenous communities in British Columbia and meet the needs of Knowledge Keepers and language revitalization researchers. Participating in this program will develop skills for successful language programs in communities to recover Indigenous languages and cultural and language revitalization.

This program is designed using an intensive format, with classes held at the University of Victoria. Students must attend classes for three weeks and participate in several five-to-eight-day sessions throughout the school year. The course work for the Master of Indigenous Language Revitalization is delivered through an online learning platform, and communication is maintained online outside the intensive sessions. The University of Victoria aspires to graduate new language scholars to support community efforts and post-secondary instruction to revitalize Indigenous languages (University of Victoria, 2021).

Most of the above provincial-territorial post-secondary institutions offer Indigenous languages as a major or minor within their diploma, certificate, or undergraduate degree programs. More than half of the post-secondary institutions provide certificates, and some allow for laddering the courses into an undergraduate degree. A few post-secondary institutions also noted that they offer Indigenous language specialization at the graduate level.

Overview of Indigenous Languages Programs in Manitoba

In Manitoba's post-secondary institutions, there are several Indigenous language programs that range from undergraduate degrees and courses to diploma and certificate programs.

There are two programs that offer Indigenous languages teacher training:

- University College of the North offers a certificate program in teaching Cree, which is available to fluent Cree speakers.
- University of Winnipeg is offering an online certificate or for-credit program in Teaching Indigenous Languages starting in September 2022.

The curricula for the languages courses from the two current Aboriginal languages teacher programs are included in the appendices section of this research report. The course listing for the Teaching Indigenous Languages (TIL) program, the program and course descriptions of Certificate in Teaching Ininimowin (CITI), and the Indigenous Languages Program: Cree and Ojibwe can be located in Appendices C, D, and E.

Brandon University

In the mid-1990s, Brandon University (BU) offered a four-year Integrated Bachelor of Education degree in teaching an Indigenous language. The Brandon University Native Teacher Education Program (BUNTEP), now the Kenanow Bachelor of Education program at the University College of the North, focuses on training language teachers in the Early and Middle Years. It requires 30 credit hours in a major and a minor in a teachable subject area, completion of education courses, and a student teaching component.

In addition, BU offers Cree, Ojibwe, and Dakota language courses at the introductory, intermediate, and/or advanced levels. (MALS-ALTEP meeting, Brandon University, 2021 & 2022, & MALS-ALTEP Meeting, PowerPoint Presentation, April 2022). Recently, BU reported that they have partnered with Opaskweyak Education Authority by offering Cree language courses as part of the Integrated Bachelor of Arts/Bachelor of Education program to the Cree language program staff. The students are expected to graduate in the fall of 2022.



Red River College Polytechnic

Red River College Polytechnic has a one-year certificate program focusing on Indigenous language learning and teaching. In this program, students can specialize in Anishnaabemowin (Ojibwe) or Ininimowin (Cree) language courses. This program is designed to support students to engage in Indigenous language revitalization by learning the fundamentals of reading, writing, and speaking in the Anishnaabemowin (Ojibwe) or Ininimowin (Cree) language. Students will be grounded in Indigenous world views while participating in this language program at the college. By completing this program, students will be qualified to be employed in Indigenous languages job-related opportunities in Manitoba, such as Manitoba's education system, early childhood education, and community languages programs (Red River College Polytechnic, n.d.).

University College of the North

The Certificate in Teaching Ininimowin (CITI) is designed for fluent Cree speakers interested in teaching immersion programs in their communities. This teacher-training program is a 10-month (31 credit hour) certificate. It is provided primarily to classroom teachers or teacher assistants who are fluent Cree speakers with a Bachelor of Education.

Some of the courses include Structure of Ininimowin; Miskasowin Aboriginal Identity and Belonging; Foundations of Aboriginal Language Education; Developing Community-Based Curriculum; Methods 1 and 2; Principles of Teaching and Learning; Learner Assessment; Developing Innovative Language Programs; Tradition and Change: An Aboriginal Perspective; and a practicum component. Upon completing the certificate, students can find employment in public schools, community programs, and government organizations requiring the Ininimowin certification (University College of the North, n.d.).

University of Manitoba

The University of Manitoba has a three-year track in Anishinaabemowin (Ojibwe) and Ininimowin (Cree) since 2019 and has been piloting a Michif language course and providing a course in Indigenous Language Planning and Development. The three-year degree stream in Indigenous Studies includes Anishinaabemowin and Ininimowin courses and an Indigenous language minor.

The Department of Indigenous Studies offered three levels of Anishinaabemowin courses in 2020/21. In addition, the degree provides students with a teachable area they can build on in the two-year general program in the Faculty of Education to become certified teachers.

University of Winnipeg

Teaching Indigenous Languages for Vitality

The University of Winnipeg, in consultation with community partners, offers a cohort-based Certificate in Teaching Indigenous Languages for Vitality. The Teaching Indigenous Languages for Vitality Certificate enhances the effectiveness of Indigenous languages teaching and learning through training current and future Indigenous languages teachers in effective and culturally nourishing pedagogies.

The Certificate in Teaching Indigenous Languages for Vitality prepares current and future language teachers to use culturally informed, community-based, and land-based methodologies to develop curricula and teach language courses that will result in increased home, family, and community usage of the Indigenous language. Students learn to evaluate methods, materials, and program designs in relation to their cultural authenticity and effectiveness in engaging students and building their communication skills in the language. They also learn how to work with various members of their community, including content-area teachers and fluent elder speakers, to create new and engaging curricula and learning activities for their learners. They learn to assess language proficiency in culturally responsive ways and measure their teaching effectiveness against their students' proficiency.

Graduates of this certificate program will have proficiencies required to teach their Indigenous language to a wide range of learners. Students may apply their completed coursework for the certificate to a future university degree such as a Bachelor of Arts or integrated Bachelor of Education.

The program consists of 10 courses (30 credit hours) designed for part-time students who wish to develop specific proficiencies in Teaching Indigenous Languages for Vitality. Each course is three credit hours and is university accredited (University of Winnipeg, 2022).

Thematic Major in Indigenous Languages

The Thematic Major in Indigenous Languages seeks to revitalize languages such as Cree and Ojibwe. It provides students with an interdisciplinary education in Indigenous languages that focuses on revitalization, planning, and communication. Students will explore the causes of language shift and endangerment while being introduced to—or while enhancing understanding of—these languages through community learning methods. The ways in which Indigenous languages have evolved will be examined, and students will learn about the process of language reclamation and what communities have done to preserve their language.

Graduates of the program will join a growing community of people who are dedicated to, and have the skills to support, the ongoing learning, speaking, researching, and teaching of Indigenous languages, contributing to the revitalization of Indigenous languages.

Summary of Research Findings and Recommendations/Calls to Action

This section includes the summary findings and recommendations or calls to action based on the number of students, Aboriginal language courses, language teacher training programs, and any professional development sessions offered at Manitoba's post-secondary institutions. In addition, this section of the research report includes other recommendations from four of the five post-secondary institutions collected through scheduled meetings, interview sessions, and research retrieved from their individual websites.

In Manitoba, the Professional Development Unit (PDU) determines who qualifies for a teaching certificate in Manitoba. In addition, the PDU will analyze the credit hours of the program to ensure that all requirements are met to teach at the Early/Middle Years or Senior Years level. Currently none of the teacher training programs in Manitoba focus on teaching Indigenous languages.

Student Numbers and Aboriginal Language Courses

Most post-secondary institutions in Manitoba offer Ininimowin (Cree) or Anishinaabemowin (Ojibwe) language courses—Dakota and Michif are offered as required.

None of the post-secondary institutions offer Dene or Ojibwe-Cree language courses. Although most PSI representatives reported increased enrolment in their language courses, university cuts to courses or programs, insufficient enrolment, and racism experienced by students might impact future course offerings. Some of the other challenges include, but are not limited to, the following:

- The hiring of one instructor per language course(s) and offering only one course per term to students impedes the achievement of competency and fluency levels.
- No curriculum, instruction, and assessment course(s) are available to teach Indigenous languages in any of the post-secondary institutions.

The following table presents an inventory of students enrolled in Aboriginal languages courses with respective course levels.

Table 3:

Number of Students in Indigenous Languages Courses and Respective Language Levels

	Cree Language Course	Ojibwe Language Course	Michif Language Course	Total no. of students enrolled
University of Manitoba	55 students (Level 1, 2, 3)	100 students (Level 1, 2, 3)	30 students (Level 1, 2)	185
University of Winnipeg	9 students (Level 1, 2)	33 students (Level 1, 2)	—	42
Brandon University	21 students	21 students	—	42
Red River College Polytechnic	0	15 students (Level 1)	—	15
University College of the North	107 students (1st & 2nd year)	—	—	107

Recommendations/Calls to Action

Offering Indigenous language courses is essential to the survival of learning and teaching the ancestral languages; therefore, the following recommendations are critical:

- Develop a recruitment strategy to encourage young speakers or second language learners to become teachers.
- Establish an application process with enrolment deadlines, and advertise to students or prospective students for each institution.
- Advertise programs more prominently on websites in order to attract undergraduate students; for example, promote the availability of online language courses to a broader audience.

“Having this type of program delivered in a hybrid model of in-person and online would also allow students in First Nations communities or from the UW’s Walls to Bridges program to access this type of program” (University of Winnipeg representative, 2021).

- Develop language courses and a practicum component on teaching Indigenous languages.

During the time frame of this research project, the University of Winnipeg developed 10 language courses (30 credit hours) for a certificate program in Indigenous languages. In addition, the University of Winnipeg and the University of Manitoba discussed and confirmed that they would be offering a teaching Indigenous languages program, potentially leading to a Bachelor of Education degree.

Representatives from the other PSIs recommended the following:

- Offer a broader range of courses at future summer institutes by all the PSIs (e.g., a cohort of 20 or more students).
- Offer multiple classes per term in the language of study or offer more comprehensive course selections.
- Strengthen the foundation for administrative cooperation on course transfers and scheduling.
- Strategize for language teacher buy-in on developing a collaborative laddering of language themes, skills, and knowledge.
- Enable credit sharing of Aboriginal languages courses between PSIs to give students more options on section availability.

The following table presents examples of language teacher training programs, language programs, and any professional development sessions offered through the post-secondary institutions in Manitoba.

Table 4:
Language Teacher Programs, Language Programs, and Professional Development Sessions

	Language Teacher Programs	Language Programs	Professional Development Sessions
Brandon University	—	<ul style="list-style-type: none"> ■ Language courses/workshops offered in partnership with a FNEA 	<ul style="list-style-type: none"> ■ 10-day Dakota language session ■ Participation in Indigenous language conferences/workshops ■ Elders/Knowledge Keepers support
Red River College Polytechnic	—	<ul style="list-style-type: none"> ■ One Certificate in Indigenous Language (Ojibwe or Cree) 	<ul style="list-style-type: none"> ■ Participation in Indigenous language conferences/workshops ■ Elders/Knowledge Keepers support ■ Cree language workshops for language staff

	Language Teacher Programs	Language Programs	Professional Development Sessions
University College of the North	<ul style="list-style-type: none"> One Certificate in Teaching Ininimowin Program 	—	<ul style="list-style-type: none"> Elders/Knowledge Keepers support
University of Manitoba	—	<ul style="list-style-type: none"> Two undergraduate degree streams in Cree and Anishinaabemowin and a minor in Indigenous languages An Indigenous language speaker-in-residence program Native Studies Dept. offers a minor and major in Cree, Ojibwe, and/or Dakota 	<ul style="list-style-type: none"> Indigenous languages featured Participation in Indigenous language conferences/workshops Elders/Knowledge Keepers support Partnerships with First Nations on language revitalization program planning, development, and evaluation Regional Learning Hubs
University of Winnipeg	<ul style="list-style-type: none"> One Teaching Indigenous Languages Program 	<ul style="list-style-type: none"> Thematic Major 	<ul style="list-style-type: none"> Participation in Indigenous language conferences/workshops Elders/Knowledge Keepers support Partnerships with First Nations on language revitalization program planning, development, and evaluation

Aboriginal Languages Teacher Training Programs

Other than the Teaching Indigenous Languages for Vitality through the University of Winnipeg and the Certificate in Teaching Ininimowin from the University College of the North, there is **no current Bachelor of Education program specializing in teaching Indigenous languages in Manitoba.**

However, all PSIs agreed that a joint partnership would benefit future Aboriginal languages teacher training opportunities. For example, one PSI representative stated:

“Ideally, a teacher training program for Indigenous languages would be developed in partnership with other post-secondary institutions in Manitoba as well as with Indigenous organizations such as MALS, Indigenous Languages of Manitoba, and the Manitoba Indian Cultural Centre” (University of Winnipeg representative, 2021).

Recommendations/Calls to Action

- Develop and deliver joint Indigenous languages teacher training programs.
- Develop a Bachelor of Education Program (Early, Middle, and Senior Years) that focuses on teaching Indigenous languages.
- Train teachers to teach Indigenous languages in an Indigenous language. For example, language teachers/instructors in the University of Winnipeg’s Teaching Indigenous Languages pilot program said that they were hired to teach Cree or Ojibwe because they could speak the language, but revealed that they had never been trained to teach an Aboriginal language.
- Develop courses as a base for a new program proposal for Teaching Indigenous Languages—a similar program structure as the pre-service teaching program offered at the University of St Boniface for teaching French.
- Offer a joint Indigenous languages program in second language acquisition for adult learners in Indigenous languages.
- Provide training of fluent speakers to become second language teachers/faculty to teach post-secondary courses, courses toward micro-credentials, and community language classes.
- Offer training opportunities for Kindergarten to Grade 12 teachers to teach Indigenous languages in Indigenous languages revitalization course practicums in Indigenous communities.

- Provide curriculum writing training opportunities for first language speakers in Indigenous communities.

Aboriginal Languages Programs in Manitoba

The 2019 *Aboriginal Language Teacher Education Program (ALTEP) Phase II: Building a Roadmap for ALTEP Models Development* report, Appendices 3 to 5, include the following summary data:

- Survey of Post-secondary Aboriginal Language Courses in Manitoba
- Survey of Post-secondary Aboriginal Language Programs in Manitoba
- Teacher Training Programs in Manitoba

Specifically, Appendices 3 and 4 of that report list the Aboriginal languages courses and programs offered by each of the institutions in Manitoba, along with the accreditation, course format, prerequisites, features of the program, future developments, and information about whether articulation agreements, Elder involvement, land-based components, and other program components are in place. Unfortunately, due to the restricted time frame of this research report, these study results have not been updated.

However, during the 2021 to 2022 time frame, the PSIs confirmed that they offer a variety of Aboriginal languages courses and programs. These include, but are not limited to, the following:

- Indigenous Language Certificate in Anishinaabemowin (Ojibwe) and Ininimowin (Cree)
- three-year degree streams within Indigenous Studies in Anishinaabemowin and Ininimowin. The program provides a teachable area for a two-year general program for potential certification of teachers.
- Indigenous languages minor: three levels of Ojibwe since the 2020/2021 academic year
- a pilot of Michif Language and Indigenous Language Planning and Development courses
- Aboriginal language major in the Cree language
- a minor in Native languages in the Native Studies Department; courses include introductory and intermediate Ojibwe language courses, Ojibwe Literature, and Structure of the Ojibwe language
- a four-year degree program in Indigenous languages at the University of Winnipeg, which offers Indigenous languages as a thematic major. It includes core and elective courses in Indigenous studies, linguistics, and language revitalization. The University of Winnipeg has four years to apply to the province for full program status and is in discussion with the University of Manitoba about the possibility of applying for a joint program.

Recommendations/Calls to Action

- Adopt frameworks for recognizing Indigenous knowledge and body of work as credential equivalents.
- Offer a post-bachelor's degree in teaching Indigenous languages.
- Provide training in positions such as Indigenous languages teachers, language revitalization strategists/consultants, policy developers and analysts, linguists, translators, and transcribers within the joint degree programs.
- Meet current community needs of schools offering Indigenous languages courses or programs.

Professional Development for Indigenous Language Education at PSIs

The individual post-secondary institutions shared a few professional development sessions during this timeframe. For example, two post-secondary institutions are offering language courses to a northern First Nations Education Authority, and another reported that they provide language workshops as requested. Other PSIs said their language staff attend workshops and conferences and engage in additional training opportunities. One university department also promotes Indigenous languages within their institution by featuring them as one of their Indigenous languages revitalization events (University of Manitoba representative, 2021).

Recommendations/Calls to Action

- The Province of Manitoba needs to recognize former language and land-based experiences and other prior professional/training opportunities, similar to the Prior Learning Assessment and Recognition (PLAR) program. The program would allow the language teachers/instructors to demonstrate the acquired Indigenous knowledge and skills through their life and work experiences. Furthermore, the language teachers/instructors can gain credits for one or more courses that would lead to a certificate, diploma, or degree.
- Enhance training opportunities for Indigenous languages teachers/instructors for the development of Aboriginal languages documents/guides for yearly, unit, lesson, and other program planning.
- Develop Indigenous languages learning benchmarks for post-secondary Aboriginal languages courses and Kindergarten to Grade 12 language resources.

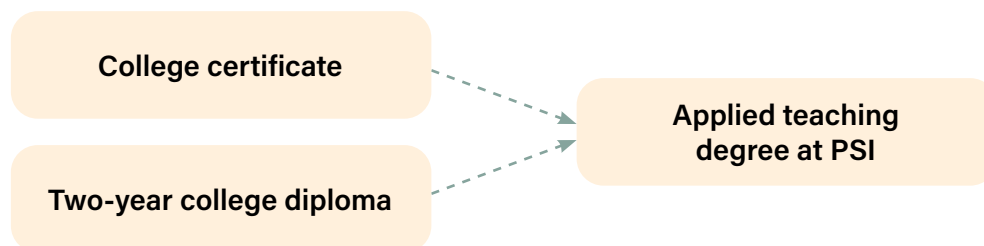
- In addition to being developed, Indigenous language learning benchmarks for each year of learning need to become part of the curriculum taught in Indigenous teaching programs. Developing teacher skills in applying Indigenous languages learning benchmarks to assess students' progress is equally critical (University of Winnipeg, 2022).

Although language benchmarking is considered vital for all PSIs, further questions asked included,

“How do we benchmark Indigenous languages, or is it an essential component? Is this what we need to do?” (Brandon University representative, 2021).

Internal and External Partnerships

Representatives from all of the post-secondary institutions in Manitoba expressed the importance of establishing internal and external partnerships based on enhancing the languages courses of their existing certificate, diploma, and/or language programs. The following diagram illustrates a laddering approach to programming that could be solidified through an articulation agreement or a joint degree program:



“Prioritize the work necessary to establish agreements with [other universities] for students in Indigenous language programs to transfer language credits between campuses. This will require policy agreements and ongoing collaboration between departments” (University of Manitoba representative, 2021).

Recommendations/Calls to Action

- Ensure future opportunities to collaborate and partner with other PSIs and/or First Nations.
- Ensure ongoing cooperation between Indigenous Studies and Education departments in all institutions when scheduling courses.
- Ensure interdepartmental collaboration within an institution and/or between multiple institutions to create a consortium approach to programming.
- Encourage cooperation and language lesson laddering between Indigenous language instructors in all institutions. This process could also include province-wide laddering recommendations that institutions should/must adhere to.
- Direct community involvement with the post-secondary institution is significant.
- Develop a formal certification process.

Staffing

The post-secondary institutions expressed challenges in hiring language staff for most of their language courses, which included a lack of financial resources to hire long-term staff or develop new programs to accommodate specific needs of students and individual communities, scarcity of accredited teachers, and inequalities in employment and compensation packages for potential future staffing.

Recommendations/Calls to Action

- Prioritize the employment of first language speakers in residence and events as part of a language revitalization plan.
- Develop and hire additional full-time faculty/instructor positions for Anishinaabemowin or the other Aboriginal languages in Manitoba.
- Employ other sessional instructors/professors as part of a three-year progression, which would lead to the commitment of funds for long-term planning, and to the enhancement of different language competencies within the Indigenous languages course offerings.

Funding and Resources

The post-secondary institutions shared the importance of having new and ongoing funding for new language programs, curricula development, and the purchase of print and non-language resources.

Recommendations/Calls to Action

- Hire full-time faculty positions to teach Indigenous languages and for Aboriginal Languages Teacher Education Programs.
- Approach Crown charities or religious organizations to fund an endowed Chair, and other language staff positions.
- Establish a centre at a Manitoba post-secondary institution to develop language resources and multimedia resources, such as videos, movies, and video games, in Indigenous languages, to expand students' learning opportunities.

Next Steps—Calls to Action

July 2022 and Beyond

Based on the discussions and presentations with post-secondary institutions and the Province of Manitoba, the research report's collection of Recommendations/Calls to Action stresses that the Province of Manitoba, in collaboration with the post-secondary institutions, do the following:


- Increase the number of certified Indigenous languages teachers in Manitoba.
- Increase the number of certifying Aboriginal languages teacher education programs in post-secondary institutions, including laddering or joint programs between institutions.
- Develop joint Indigenous languages teaching programs with post-secondary institutions in Manitoba to be delivered in Indigenous communities.
- Develop a temporary teaching certificate for fluent Indigenous language speakers who do not have a post-secondary degree.

The province has committed to continue working with partners and sectors on the **Calls to Action**, which are critically required to support and offer post-secondary Aboriginal languages programs in Manitoba.

References

- Algoma University. (2018). *Our Anishinaabemowin program*. <https://algomau.ca/academics/programs/anishinaabemowin/>.
- Aurora College. (2021). *Aboriginal culture is the cornerstone of our society*. Aboriginal language and culture instructor diploma. <https://www.auroracollege.nt.ca/future-students/explore-programs/education/aboriginal-language-and-culture-instructor-diploma/>.
- First Nations University of Canada. (2020). *Indigenous languages*. <https://www.fnuniv.ca/academic/undergraduate-programs/indigenous-languages/>.
- Lakehead University. (2022). *Indigenous language instructor's program*. Aboriginal education. <https://www.lakeheadu.ca/programs/departments/education/aboriginal-education/nlip>.
- Manitoba. (2022). *Manitoba's K to 12 Education Action Plan*. https://www.edu.gov.mb.ca/k12/action_plan/docs/actionplan_eng.pdf.
- Manitoba Aboriginal Languages Strategy. (n.d.). *About us*. <http://www.malsmb.ca>.
- Manitoba Aboriginal Languages Strategy (MALS). (2018). *Indigenous language teacher training program: Phase one research report*. MALS. <http://www.malsmb.ca/docs/iltp-report.pdf>.
- Manitoba Aboriginal Languages Strategy (MALS). (2019). *Aboriginal Language Teacher Education Program (ALTEP): Phase II: Building a roadmap for ALTEP models development*. MALS. <http://www.malsmb.ca/docs/altep-report.pdf>.
- Manitoba Education. Indigenous Inclusion Directorate. (2021). *Manitoba School Survey on Indigenous Languages Teaching*. https://www.edu.gov.mb.ca/iid/indigenous_languages.html?print.
- McGill University. School of Continuing Studies. (2022). *Certificate (cert.) Indigenous language and literacy education*. <https://www.mcgill.ca/continuingstudies/program/certificate-cert-indigenous-language-and-literacy-education>.
- Memorial University of Newfoundland. (2021). *Indigenous languages in Memorial's Linguistics Department*. <https://www.mun.ca/linguistics/about/indigenous-languages-in-memorials-linguistics/>.
- National Action Plan. (2021). *Missing and murdered Indigenous women, girls, and 2SLGBTQQIA+ people national action plan: Ending violence against Indigenous women, girls, and 2SLGBTQQIA+ people*. <https://mmiwg2splus-nationalactionplan.ca/>.

- National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019). *Reclaiming power and place: The final report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*. <https://www.mmiwg-ffada.ca/final-report>.
- Nunavut Arctic College. (n.d.). *Programs: Inuit culture*. <https://arcticcollege.ca/culture>.
- Red River College Polytechnic. (n.d.). *Indigenous education: Indigenous language Anishinaabemowin (Ojibwe)*. <https://www.rrc.ca/indigenous/indigenous-language>.
- Truth and Reconciliation Commission of Canada (TRC). (2015). *Truth and Reconciliation Commission of Canada: Calls to action*. https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf.
- United Nations. (2007). *United Nations declaration on the rights of Indigenous people*. https://www.un.org/esa/socdev/unpfii/documents/faq_drips_en.pdf.
- University College of the North. Centre for Aboriginal Languages and Culture. (n.d.). *Certificate in Teaching Ininimowin*. <https://www.ucn.ca/sites/languagesculture/Pages/Certificate-in-Teaching-Ininimowin.aspx>.
- University nuhelot'jine thaiyots'j nistameyimâkanak Blue Quills. (n.d.). *Indigenous Language*. <https://www.bluequills.ca/>.
- University of Alberta. (2021). *Canadian Indigenous Languages Literacy Development Institute (CILLDI)*. Study. <https://www.ualberta.ca/canadian-indigenous-languages-and-literacy-development-institute/study/index.html>.
- University of British Columbia. First Nations and Endangered Languages Program. (n.d.). *Pursuing an undergraduate degree with FNEL*. <https://fnel.arts.ubc.ca/program/pursuing-an-undergraduate-degree-with-fnel/>.
- University of New Brunswick. (n.d.). *Wabanaki B. Ed. (4 year, Elementary)*. <https://www.unb.ca/academics/calendar/undergraduate/current/frederictonprograms/bachelorofeducation/index.html#wabanaki>.
- University of Saskatchewan. (2022). *University catalogue 2022–2023: Certificate in Indigenous Languages (ILC)*. <https://programs.usask.ca/education/certificate-in-indigenous-languages/index.php#ProgramRequirements30creditunits>.
- University of Victoria. (2020). *Indigenous Education: About the Master's of Indigenous Language Revitalization program*. <https://www.uvic.ca/education/indigenous/graduate/program/index.php>.
- University of Winnipeg. (n.d.). *Indigenous languages: Teaching Indigenous Languages*. <https://www.uwinnipeg.ca/indigenous/indigenous-languages/teaching-indigenous-language.html>.



Yellowhead Tribal College. (2022). *Indigenous Language Revitalization Degree Program*. https://ytced.ab.ca/programs-courses/programs/Indigenous_Language_Degree_and_2_Year_Pre-Education_Diploma_Program.

Yukon Native Language Centre. (2021). *Yukon Native Language Centre/Simon Fraser University Course Offerings: YNLC/SFU First Nations Language Proficiency Programs*. <https://www.ynlc.ca/training/cfnlp.html>.

Appendix A: Telephone Interview Questions: Manitoba Post-secondary Institutions

Manitoba Aboriginal Languages Strategy (MALS) Aboriginal Languages Teacher Education Programs (ALTEP) Development Survey

The primary purpose of this survey is to find how MALS-ALTEP can assist and support the development of Aboriginal languages teacher education programs at Manitoba's post-secondary institutions. The survey will also determine the number of students enrolled in the language courses/programs, and teachers participating in professional development sessions. This initiative aims to increase the number of Indigenous languages teachers/instructors and the proficiency of language speakers, to ensure graduates of the ALTEP find employment, and to provide training for teachers developing Kindergarten to Grade 12 Indigenous languages programs.

* = Required.

Part 1: Institutional Profile

Please note that detailed information requested in this section may be included in Appendices 3 – 5 of the 2019 ALTEP Phase II Research Report. Provide updated information as required.

Name of institution: *

Check all that apply:

- Brandon University
- Red River College
- University College of the North
- University of Manitoba
- University of Winnipeg

Other: _____

Identify the specific Indigenous language (s) of the current courses offered in your institution.

Check all that apply:

- Cree / Ininimowin
- Dakota
- Dene
- Michif
- Ojibwe / Ojibway / Saulteaux / Anishinaabemowin
- Ansinemowin / Ojibwe-Cree / Island Lake Dialect
- Inuktitut
- Indigenous / First Nations ...Studies

Other: _____

How many students are currently enrolled in your Indigenous / Aboriginal language courses/programs in your institution, and list specific titles of each program names:

- 1-10

Program Names: _____

- 11-20

Program Names: _____

- 21-30

Program Names: _____

- 31-40

Program Names: _____

- 41-50

Program Names: _____

- More than 50

Program Names: _____

How many students are currently enrolled in your Aboriginal language teacher training program(s) in your institution, and list the specific program/course: *

- 1-10

Programs / Course Titles: _____

- 11-20

Programs / Course Titles: _____

- 21-30

Programs / Course Titles: _____

31–40

Programs / Course Titles: _____

41–50

Programs / Course Titles: _____

More than 50

Programs / Course Titles: _____

How many Aboriginal language teacher programs have been developed in your institution?
Please list the year(s) and name of programs:

What types of Aboriginal language professional development sessions are being offered to current teachers?

Check all that apply:

Workshops

Training sessions

Conferences

Other: _____


List titles of workshops, training sessions, and conferences that your institution has offered to date:

Part 2: Recommendations

This section focuses on information required for developing and delivering Indigenous languages teacher training programs.

How can your institution increase the number of certified Indigenous language teachers in Manitoba?

How can your institution increase the number of certifying Aboriginal language teacher programs, including laddering and/or joint programs between institutions?



What is the possibility of developing and delivering joint Indigenous language teaching programs with other post-secondary institutions in Manitoba?

Choose only **one** option:

- Not possible
- Possible
- Very possible

Other: _____

Would your institution be able to develop a temporary teaching certificate for fluent Indigenous language teachers who do not have a post-secondary degree?

Choose only **one** option:

- Yes
- No
- Maybe

Other: _____

What type of discussions need to take place regarding curriculum, instruction and assessment courses for Indigenous language teaching for post-secondary Bachelor of Education programs?

What other recommendations do you have regarding developing post-secondary Indigenous language teaching programs?

Appendix B: Other Research on Indigenous Languages Teaching Programs

Above and beyond the language revitalization initiatives obtained from post-secondary institutions across Canada, Indigenous language scholars and allies have conducted literature reviews locally, regionally, and nationally on the need for Indigenous languages certification. As well, language activists and advocates have conducted many language revitalization activities and provided specific recommendations for learning and teaching Aboriginal languages. However, despite the research done over the past few decades, there is still a great need to enhance Aboriginal languages education. Some of these recommendations include but are not limited to the lack of teacher and curriculum development, Elder and youth involvement, language resources, promising programs, language immersion strategies, and theoretical frameworks to enhance Indigenous languages education across Canada.

Several scholarly articles, language reports, and other research documents on Indigenous languages teacher programs have been published. Summaries of some of these research papers and other related documents on Indigenous languages teaching training programs and provincial/territorial certification across Canada are provided below:

Blair, H., Okemaw, V., & Zeilder, M. (2010). *Review the research literature on promising programs, practices, curriculum, and teacher development for Indigenous languages education.* Report written for Meadow Lake Tribal Council, Meadow Lake, SK.

Heather Blair, Violet Okemaw, and Martin Zeilder report on research literature on Indigenous languages programs, practices, curriculum, and teacher development to enhance Indigenous languages education. In this report, the authors focus on professional/teacher development and training, by presenting the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) program at the University of Alberta. The authors propose that the three-week intensive summer program provides Indigenous languages teachers with the environment to engage with Indigenous language researchers, linguists, Elders, Knowledge Keepers, and other advocates of community learning. In addition, other Indigenous languages teaching programs are specified. This report also presents resources for second-language learning and curriculum, and theoretical frameworks that help support language learning.

Blair, H., Paskemin, D., & Laderoute, B. (2005). Preparing Indigenous language advocates, teachers, and researchers in Western Canada. In J. Reyhner, O. Trujillo, R. L. Carrasco, & L. Locard (Eds.), *Nurturing Native languages* (pp. 93–104). Flagstaff, AZ: Northern Arizona University.

Heather A. Blair, Donna Paskemin, and Barbara Laderoute in “Preparing Indigenous Language Advocates, Teachers, and Researchers in Western Canada” discuss the position of Indigenous languages in Western Canada. The authors examine the shortage of educators, community linguists, and researchers before developing the CILLDI. This paper presents the emergence, funding, and development issues of the CILLDI program. The themes discussed in this paper are Indigenous Language Education, Curriculum Development, Post-secondary Education, Language Programs, Indigenous Populations, Financial Support, and Indigenous Language Research.

Blair, H., Tine, J., & Okemaw, V. (2011). Language warrior: Young women’s circle of leadership. *Canadian Journal of Native Education*, 34(1), 89–102.

In this article, Heather Blair, Janine Tine, and Violet Okemaw describe creating the Young Women’s Circle of Leadership program. The goal of this program was to assist young women to engage in activities that support language revitalization, Indigenous Knowledge Systems, and listening to Elders. Other activities included in this program work toward creating a cooperative, fun, and caring environment. The Cree immersion program is described in this article beginning with introductions, appropriate protocols, and simple conversational strategies. In this article, the authors describe Gerald Taiaiake Alfred’s conception of reclaiming the warrior spirit as the program’s foundation. This article also presents participants’ opinions and an overall summary of the Young Women’s Circle of Leadership program.

Gardner, E. (Stelomethet). (2004). Tset hikwstexw te sqwelteltset, we hold our language high. *Canadian Journal of Native Education*, 28(1/2), 130–148.

Ethel B. Gardner in “Tset hikwstexw te sqwelteltset, We Hold Our Language High,” reflects the importance of the Halq’eméylem language to the Stó:lō identity, community, and culture. Dr. Stelómethet Ethel B. Gardner is from the Skwah First Nation in British Columbia. Gardner is from the Stó:lō Nation and is an elder scholar at the University of the Fraser Valley, Simon Fraser University, and Nicola Valley Institute of Technology. Gardner reports on the small number of Elders and Knowledge Keepers fluent in the Halq’eméylem language and aims to provide language revitalization programs. In 1995, The Stó:lō Shxwelí Halq’eméylem Language Program was created to educate adults who aim to become fluent in the Halq’eméylem language and to obtain a teaching certification. Gardner enrolled in this program and explains her experience addressing the missing intergenerational link between language fluency within Stó:lō communities. The author connects to Stó:lō world views with lived experiences learning the Halq’eméylem language. Gardner concludes that the Canadian government is morally responsible for the attempted erasure of the Halq’eméylem language. Gardner also states that Stó:lō leaders could benefit from learning the Halq’eméylem language to develop a deeper understanding of how language creates a strong Stó:lō identity, community, and culture.

Haggart, K. (2018). *Indigenous languages in Canada: A scan of the landscape* (pp. 1–27). Ottawa, ON: University of Ottawa.

Kelly Haggart reports on the ongoing Indigenous languages revitalization programs and efforts across Turtle Island. Haggart is currently in the process of receiving her Master of Education in Societies, Cultures and Languages at the University of Ottawa. In this report, Haggart broadly scans the landscape across Turtle Island for Indigenous languages revitalization programs from September 2017 to December 2017. Haggart focuses on the various post-secondary institutions that provide teacher training programs for Indigenous languages instructors. The author's concern with Indigenous languages programs in post-secondary institutions is that they do not encourage communities to ask their Elders and Knowledge Keepers to share knowledge in programs. Haggart concludes that the goal for the University of Ottawa and other post-secondary institutions across Turtle Island is to find different ways to support community efforts for language revitalization.

Mclvor, O. (2009). Strategies for Indigenous language revitalization and maintenance. In M. Sénéchal (Ed.), *Encyclopedia of language and literacy development* (pp. 1–12.). London, ON: Canadian Language and Literacy Research Network.

Onowa Mclvor, a maskiko-nehiyaw (Swampy Cree) and Scottish-Canadian, analyzes past and present Indigenous languages revitalization strategies. Mclvor examines in this paper the resurgence and revitalization of Indigenous languages and revitalization strategies. Mclvor focuses on discussion questions and future directions for the continuation of Indigenous languages. Mclvor broadly focuses on immersion practices (cross-generational/ community-based) such as one-to-two week extended intensive programs that centre on the language's outdoor learning and daily life experience.

Ontario College of Teachers. (2010). *Aboriginal Teaching and Teacher Education*. First Nation, Métis and Inuit conversations.

This document reports on the conversations between the Ontario College of Teachers and the First Nations, Métis, and Inuit communities regarding what support is needed to teach Indigenous children and what resources teachers require to teach Indigenous languages and culture. Indigenous knowledge certification on becoming a certified teacher is also discussed. This report presents different paths and perspectives from which teachers can engage with the Indigenous community to have future opportunities for teaching Indigenous languages and culture.

Ottmann, J., Abel, J., Flynn, D., & Bird, S. (2007). *A Survey of the literature on Aboriginal language learning and teaching.* Language Research Centre of the University of Calgary. (pp. 29–40). https://www.researchgate.net/publication/234641841_A_Survey_of_the_Literature_on_Aboriginal_Language_Learning_and_Teaching.

Jacqueline Ottmann, Jennifer Abel, Darin Flynn, and Stan Bird present an extensive literature search of Indigenous languages teaching, learning, and programs. The authors examine three topics related to Aboriginal Language Teacher Recruitment and Development: recruiting Elder/community members to teach, challenges, and teacher development programs. The authors suggest from the combined literature that Elders and community members should be encouraged to lead in recruitment. Elders carry links to Indigenous epistemologies, and community members create bigger pools of Indigenous Knowledge Systems. The report also suggests that Elders be present to support language teaching. The challenges are that Elders and Knowledge Keepers face expectations of creating lesson plans and material and maintaining teaching decorum within the classroom. These expectations are excessive for an Elder/Knowledge Keeper who may not have experience in the classroom or a teaching degree. The final topic within this chapter examines teacher development programs. Researchers generally agree that those teaching an Indigenous language must have an element of teacher development. The literature within this section suggests that Indigenous language teachers need community and should not learn in isolation. Integrating proper teacher training within the Indigenous languages teaching program will benefit the teacher, the class, and the students.

University of Victoria. (2017, November 23). *NETOLNEW: One mind, one people and 42 Indigenous languages.* UVic News. <https://www.uvic.ca/news/topics/2017+onowa-mcivor-indigenous-language+media-release>.

The University of Victoria presents an Indigenous languages revitalization project called NETOLNEW that will engage with nine Indigenous-led partner organizations representing 42 distinct languages across Turtle Island. This project will support efforts to learn and create a research network to revitalize Indigenous languages. Onowa McIvor, who is working with the NETOLNEW project, mentions that a unique feature of the study that focuses on the “missing generation” will focus on adult language learning. McIvor describes that project will contribute to the Calls to Action presented by the Truth and Reconciliation Commission of Canada that call to increase Indigenous language audio resources and the presence of Indigenous languages. This project will be Indigenous-led for Indigenous language learning projects. Those participating in the project are asked to learn Indigenous languages and speak the language in daily life and activities.

University of Winnipeg. (2019). *Report on Indigenous Languages Planning Session.* (pp. 1–29).

In this report, the University of Winnipeg presents the Indigenous languages revitalization plan called the Indigenous Languages Planning Session that was held in 2019. The goal of this session was to discuss the development of the University of Winnipeg's new Thematic Major in Indigenous Languages. This report identified that Manitoba does not have degree programs in Indigenous languages. The Indigenous Languages Planning Session participants included Knowledge Keepers, Elders, community members, students, and staff. Also included in the session were post-secondary institutions such as Red River College Polytechnic, University of Manitoba, and University College of the North. The first day of presentations consisted of Indigenous language academics from different post-secondary institutions, such as Onowa McIvor, Patricia Shaw, and Northwest Territories representative Angela James, who summarized their programs and best practices in developing Indigenous languages programs. Next, this report introduces undergraduate degrees in Indigenous languages provided by PSIs such as Algoma University, nuhelot'jine thaiyots'j nistameyimâkanak Blue Quills (formerly, Blue Quills First Nations College), First Nations University of Canada, Six Nations Polytechnic, University of British Columbia, University of Victoria, and Yellowhead Tribal College. The certificate and diploma programs mentioned in this report are available at Georgian College, Lakehead University, and Queen's University. The graduate programs mentioned in this report are available at Simon Fraser University, University of Regina, First Nations University, and Carleton University. To conclude, Manitoban post-secondary institutions recommend that each program view each program's different levels of involvement, such as collaborations with Indigenous communities, partnership opportunities, and programs that accommodate flexible scheduling for mature students and Knowledge Keepers.

Steinhauer, D., King, A L., Blair, H., & Lamouche, J. (2010). *Indigenous Language Instructors' Certificate Elders Circles.* (pp. 2–37).

This report focuses on how Indigenous Knowledge informs the design and development of Indigenous languages certification in Western Canada. This document presents a literature review examining Indigenous languages, language learning programs, and Indigenous languages teaching programs. In addition, the report presents the findings and research of working groups that consisted of post-secondary institutions and Elders across Western Canada. The goal of the Elders Circles was to find integral themes and to develop a plan and design when creating an Indigenous Language Instructors' Certificate program. The Elders Circles found that the themes of specificity, cultural fluency, land, position and value, control, community focus, commitment, Elders as a resource, utility, immersion and history, and culture to be integral and said they must be included when developing an Indigenous Language Instructors' Certificate. To conclude, this report finds that to teach Indigenous languages is to hold an incredible amount of responsibility as the lessons and context of learning an Indigenous language are beyond a classroom's scope.

Appendix C: Teaching Indigenous Languages for Vitality, University of Winnipeg

During the 2020/2021 academic year, Indigenous Languages of Manitoba and the University of Winnipeg partnered on a pilot project to develop a Teaching Indigenous Languages (TIL) Program. TIL was piloted during the spring and summer sessions of 2021. Two evaluations were conducted that include program recommendations from the students, staff, and TIL administrators. Based on the recommendations, the curriculum was revised and ten 3-credit-hour courses were developed.

Program Details

The Teaching Indigenous Languages for Vitality Certificate is designed for part-time students who wish to develop specific proficiencies in Teaching Indigenous Languages for Vitality.

Course Components:

Each course is university accredited, and they are offered consecutively, on the following topics:

1. Multilingual Learners
2. How Languages Are Acquired
3. Linguistics for Communicative Teachers
4. Critical Intercultural Competence in Schools
5. Effective Methods in Language Teaching
6. Student-Centred Indigenous Language Teaching
7. Culturally Sustaining Assessment of Indigenous Languages
8. Multiliteracies and Pedagogical Technology
9. Intergenerational Collaboration for Language Vitality (Capstone)
10. Tutorial Apprenticeship: Indigenous Language Field Experience Mentorship

Appendix D: Certificate in Teaching Ininimowin (CITI), University College of the North

The Certificate in Teaching Ininimowin (CITI) program description is based on the documentation received from the former administration.

CITI is designed to prepare fluent Ininimowin (Cree language) speakers, and certified and non-certified teachers/instructors, to train as language immersion classroom teachers in their communities. The students will enhance their Ininimowin teaching practices by learning about appropriate second language methodology for Aboriginal languages. In addition, they will gain historical knowledge of their community Aboriginal language dialects and dialects in Canada. Ininimowin is used as the program's medium of instruction to enhance oral, written, and interpersonal communication skills and, most importantly, to develop Cree concepts. Students will develop language curriculum and programs for their schools and write in both Standardized Roman Orthography (SRO) and syllabics.

CITI is a 10-month program (one calendar year) offered one week per month, either at a regional centre or at main campuses in The Pas or Thompson. The program's course offerings include the following:

UC.CAL.1005 Structure of Ininimowin

This course is an introduction to the study of language and applied linguistics for Aboriginal language teachers. Course topics include the sound system, sentence patterns, verb structure, and the syntactic patterns of Ininimowin in relation to orthographies and syllabics. This course will examine the ways in which an Indigenous world view and philosophy affect language structure and use in Ininimowin. Students will be required to write and translate short texts.

UC.CAL.1000 Miskasowin Aboriginal Identity and Belonging (3.0 credit hours)

This course explores how Aboriginal identity and sense of belonging are informed by the philosophical beliefs and constructs central to the world view of Indigenous people. Students will examine how Indigenous people have maintained their cultural beliefs through family and community. The concepts of *nîcisanitowin* and *wâhkotowin* and will be explored to develop understanding of place and language.

UC.CAL 1006 Foundations of Aboriginal Language Education (3.0 credit hours)

This course explores the foundations of Aboriginal language education from pre-contact to contemporary contexts. Students will examine traditional language learning processes, language development and language acquisition in Ininimowin, second language acquisition, and bilingual learning processes.

UC. CAL1010 Developing Community-Based Curriculum (3.0 credit hours)

The goal of this course is for students to prepare community-based curriculum. Students will learn and apply the components of Aboriginal language curriculum that affirms the culture and heritage of the community. Students will develop community-based resource material for teaching Ininimowin.

UC.CAL 1015 Practicum (3.0 credit hours)

Completion of a 40-hour practicum in a classroom setting is required for successful completion of the course and program. The practicum will include opportunities for the candidate to observe, plan, and teach under the mentorship of a cooperating teacher. Attendance is mandatory. With respect to holidays, interns follow the schedule of the school and not that of the University.

UC.CAL.1020 Methods 1 (Teaching Methods) (3.0 credit hours)

This course will focus on teaching methodologies as outlined in the Kinanaw Learning Model to increase verbal and written skills in the Ininimowin language. Students will learn various language teaching methods for core programs, bilingual, and immersion programs.

UC.CAL.1022 Methods 2: Computers & Technology (3.0 credit hours)

This course will focus on the development of basic computer skills to enhance Ininimowin language learning. Students will learn how to apply video and audio technology material for teaching the Ininimowin language curriculum.

UC.CAL 1025 Principles of Teaching & Learning (3.0 credit hours)

This course is an introduction to the principles and practices of Aboriginal language teaching. The Kinanaw Learning Model will be used to develop appropriate teaching practices, teaching methods for adults and children, and learner autonomy for Ininimowin language teaching and learning.

UC.CAL.1035 Learner Assessment (3.0 credit hours)

This course will introduce appropriate assessment and evaluation procedures in Ininimowin language curriculum development. Students will have an opportunity to plan, design, and implement assessment and evaluation tools for Ininimowin language learning.

UC.CAL1040 Developing Innovative Language Programs (3.0 credit hours)

This course will provide an opportunity for students to work with community Knowledge Keepers and Elders in a land-based setting to develop innovative culture-based curriculum.

UC.ABS.1001: Tradition and Change: An Aboriginal Perspective (1.0 credit hours)

This innovative course introduces students to Indigenous traditional teachings through the use of Sharing Circles, group activities, and other Indigenous cultural practices, and by working with traditional and non-traditional teachers. Students will learn about the historical and contemporary issues of Indigenous people and actively participate in various culturally based experiences, including a feast. Students may not hold credit for both KC.ABS.101 and UC.ABS.1001

Appendix E: Indigenous Language Certificate—Cree And Ojibwe, Red River College Polytechnic

Red River College Polytechnic has a one-year certificate program focusing on Indigenous language learning and teaching in Anishinaabemowin (Ojibwe) or Ininimowin (Cree). This program is designed to support students to engage in Indigenous languages revitalization by learning the fundamentals of reading, writing, and speaking in Anishnaabemowin or Ininimowin. Students will be grounded in Indigenous world views while participating in this language program. Upon completing the program, students may be employed at Indigenous language job-related opportunities in Manitoba, such as Manitoba's education system, early childhood education, and community language programs.

The Red River College Polytechnic website lists the following courses for the Cree and the Ojibwe language specializations.

Indigenous Language—Ininimowin (Cree)

The Ininimowin (Cree) language program is a one-year (eight-month) certificate program, and for Terms 1, 2, and 3 of Year 1, the following courses are offered:

- Introduction Curriculum Development and Design
- Land-Based Learning 1
- Applied Technology 1
- Cree Culture and Language 1
- Applied Technology 2
- Applied Indigenous Learning and Methodologies 1
- Cree Culture and Language 2
- Cree Language and Structures 2
- Work Practicum
- Developing Units, Lesson Plans and Class Materials Using Indigenous Language
- Learning Outcomes, Assessment and Rubrics
- Applied Indigenous Learning and Methodologies 2
- Cree Language Structures 3
- Work Practicum

Indigenous Language—Anishinaabemowin (Ojibwe)

The Anishinaabemowin (Ojibwe) language program is a one-year (eight-month) certificate program, and the following courses are offered during Terms 1, 2, and 3 of Year 1:

- Introduction Curriculum Development and Design
- Land-Based Learning 1
- Applied Technology 1
- Anishinaabemowin Culture and Language 1
- Applied Technology 2
- Applied Indigenous Learning and Methodologies 1
- Anishinaabemowin Culture and Language 2
- Ojibwe Language Structures 2
- Work Practicum 1
- Developing Units, Lesson Plans and Class Materials Using Indigenous Language
- Learning Outcomes, Assessment and Rubrics
- Applied Indigenous Learning and Methodologies 2
- Ojibwe Language Structures 3
- Work Practicum 2

The above course descriptions for the Cree and Ojibwe specialization can be retrieved from <https://catalogue.rrc.ca/Programs/WPG/Fulltime/INDLF-CT/CoursesandDescriptions>.

Appendix F: *Indigenous Language Teacher Training Program: Phase One Research Report Recommendations*

Recommendations and Next Steps

In-Depth Research on Former Teacher Education Programs

1. Undertake in-depth research into the former BUNTEP and current PENT programs. These appear to be historically successful models to use as foundations for future programs. The challenge might be assessing how various factors have changed and how the new program will need to reflect these new realities.

High School Students' Needs and Wants

2. Identify and assess the needs of high school and new university students that are considering a career in Indigenous languages education. None of the data gathered in this report reflects the needs and wants of the next generation of potential Indigenous languages teachers.

Accreditation and Funding

3. Determine what sort of accreditation would be needed to access post-secondary education funding in the province of Manitoba. The insights from the Algoma trip suggest other Indigenous education programs are keen to enter these funding circles.

Short-, Medium-, and Long-Term Strategic Plans

4. Develop short-, medium-, and long-term strategic plans for an Indigenous Language Teacher Training Program (ILTTP). These plans should prioritize various objectives and goals that need to be addressed to ensure the program's success and sustainability over time. Possible priorities and strategic goals could include the following:
 - staggered development (e.g., focus on one language first)
 - rotating travel schedule for delivering the program in communities across the province
 - identifying extracurricular support mechanisms that would help extend the language learning opportunities outside of a formal classroom environment

- developing a financial plan to help prioritize short- and long-term funding needs and to identify potential funders based on their interests in supporting an Indigenous languages teacher training pilot program

Current Education Program Gaps

5. Identify the gaps that exist between current education programs and the needs that primary and secondary schools have in delivering Indigenous languages education cross the province. More specifically, find ways to ensure the ILTTP not only addresses these issues but is in constant contact with these schools in order to stay flexible and respond to their changing demands.

Pros and Cons of Establishing Partnerships

6. Assess the pros and cons of establishing partnerships with universities and colleges in the province. This report presents various voices that presented good arguments both in favour of and in opposition to such partnerships.

Various Levels of Indigenous Languages Teacher Training

7. Determine if there is a way to establish training programs that support various levels of Indigenous languages teacher training based on the fluency needs of the teaching environment. In other words, do all Indigenous languages teachers need the same level of language expertise and accreditation? It appears that the data suggests there may be a way to accredit individuals for certain types of Indigenous languages teaching based on their knowledge and expertise. This could potentially help alleviate any staffing shortages in the short and medium term.

Appendix G: *Aboriginal Language Teacher Education Program (ALTEP) Phase II: Building a Roadmap for the ALTEP Models Development Research Report Recommendations*

The following recommendations are meant to help MALS and their partners reflect on elements deemed to be of particular value when developing ALTEP models in Phase III.

Articulation Agreements

1. Develop articulation agreements between all of Manitoba's post-secondary institutions that provide Aboriginal languages and teacher training programs/courses.

Laddering Approaches

2. Review Red River College Polytechnic's "laddering" approach to their Aboriginal languages programs.*

Financial Planning

3. Develop a financial plan to help prioritize short- and long-term funding needs and to identify funders.

Manitoba School Divisions' Involvement

4. Invite Manitoba school divisions to participate in upcoming meetings with the ALTEP Working Group and establish committed interest in employing new Kindergarten to Grade 12 teachers with a specialization in Aboriginal languages. Participation from school divisions will ensure that they have input on the final design of the program and curriculum.

* For more information, see Appendix 6 of the MALS *Aboriginal Language Teacher Education Phase II: Building a Roadmap for Model Development* report (2019).

High School and University Students Needs

5. Identify and assess the needs of high school and university students that are considering a career in Aboriginal languages education and raise them in later discussions with participating PSIs and other relevant partners.

First Nations Communities and MALS Grandparents' Needs

6. Ensure that the needs of First Nations communities and the knowledge of the Grandmothers and Grandfathers are integral elements of ALTEP.

Type of Post-secondary Program

7. Determine if ALTEP should be a specialized Bachelor of Education program, an undergraduate degree that can be applied to pursuing a Bachelor of Education, a Post-Baccalaureate specialization, or none of the above.

Certification Standards

8. Determine who will set the standards for certification (short- and long-term).

Short-Term Teacher Permits

9. Establish an understanding for broad standards to enable more effective short-term teacher permits with greater community involvement.

Community-Based /Land-Based Opportunities

10. Determine if one post-secondary institution is better suited to offer community-based/ land-based opportunities, and then expand this assessment to include a full resource inventory of each PSI in order to establish a baseline from which ALTEP models can be most effectively and efficiently built.

Appendix H: Summary of 2018 and 2019 MALS Research Reports' Recommendations

Summary of 2018 and 2019 Research Report Recommendations

Certification Standards	2018 Report	2019 Report
Accreditation	✓	✓
Short-Term Teaching Permits		✓
Standards		✓
Community-Based Initiatives	2018 Report	2019 Report
First Nations Communities		✓
Land-Based Opportunities		✓
MALS Grandparents' Needs		✓
Students' Needs and Wants	✓	✓
Funding	2018 Report	2019 Report
Identify Funders	✓	✓
Financial Planning		✓
Gaps	2018 Report	2019 Report
Current Education Program Gaps	✓	
Language Programs	2018 Report	2019 Report
Laddering Approaches		✓
Languages Teacher Training	✓	

Partnerships	2018 Report	2019 Report
Articulation Agreements		✓
Internal and External		
Manitoba School Divisions		✓
Pros and Cons	✓	
Research	2018 Report	2019 Report
Teacher Education Programs	✓	
Staffing	2018 Report	2019 Report
Concerns		
Strategic Planning	2018 Report	2019 Report
Short-, Medium-, and Long-Term	✓	

Appendix I: Teaching Indigenous Languages (TIL) Recommendations

University of Winnipeg TIL Recommendations

1. Make TIL a credited (and accredited) course. Surprisingly and despite the literature, none of the students or teachers felt TIL was out of place at the University of Winnipeg. In fact, they found it carried weight and merit that was important for their employment and futures. TIL staff felt it was important to consider the costs and financial supports available to the students.
2. Create a long-term strategy to support the movement of TIL into and onto community. A five-year plan would help set up yearly targets for growth and change. This may include research into the realities of conducting courses in community and the best ways for the TIL to provide support for community-led training.
3. Create a Teaching Indigenous Languages hub or node of activity to support the work of speakers, teachers, and learners. This works to fight the isolation language teachers face and helps create a supportive community of language speakers, teachers, and learners. It could be an online space, but the participants all felt that seeing and working with each other in person was the best way to learn and to create community.
4. Conduct further research into the experiences of the language teachers. The evaluation revealed many gaps in access to resources, and it will be important to document the extra layer of work that language teachers experience in their roles. Understanding these challenges is critical for helping TIL grow and meet the needs of community.
5. Communication is key. All participants noted their positive experience was related to strong communication among partners.
6. Reconsider the time frame for the course to fit into teachers' schedules post-pandemic. This includes extending the course and holding the course at different times of the year.
7. Redesign the intake process so that students complete the application in their language.
8. Provide opportunities for the course to include a language laboratory, more time with Elders, time on the land, and time for project-based learning.

9. Emphasize, in the curriculum of the course along with teaching, applied learning that aligns with the what the students are taking into their own classrooms. For example, have the students learn how to use the language in lesson plans by creating TIL outcomes that put their learning into action. Consider future growth for TIL in more specialized areas. The students asked to see, specifically, a master's degree program for Teaching Indigenous Languages.

ILM (Indigenous Languages of Manitoba) TIL Recommendations

- **Project-Based Learning:** While never identified as “project-based learning,” nearly all of the interviewees focused on teaching strategies that can be easily classified under the larger PBL framework described by both of them. From land-based learning to acquiring skills to develop their own resources and curriculum documents, these assignments reflect active learning that prioritizes learning while doing and not the more traditional university approach of learning and then doing that is reflected in the program’s current modules.
- **Curriculum:** While not everyone agreed that curriculum was necessary for Indigenous languages education, everyone agreed that there needs to be some sort of framework that helps guide teachers in their approach to teaching their students. It appears that some of the resistance to curriculum stems from the idea that curriculum is often dictated by the province or from some Western perspective. This raises interesting questions about how the TIL program might unpack ideas around curriculum, framework, pedagogy, bimatizowin, and other important concepts that often act as the foundation to discussions surrounding education and social, cultural, and organizational expectations surrounding its ultimate objectives.
- **Selflessness:** Many of the interviews suggest that a certain degree of selflessness—whether it be “leaving your ego at the door” or knowing that one doesn’t become a teacher for oneself—is required to be an Indigenous languages teacher.
- **Community:** Community appears as much as a potential partner for the program as it does an avenue for promotion and outreach for the program. This suggests that perhaps the program might be best served by developing promotion partnerships with communities.

- Mother tongue versus additional language learners: There is a clear recognition that teaching an Indigenous language to a student who sees the language as their first language is much different from teaching it to someone who is learning it as a second or third language. In a similar light, knowing if a prospective teacher learned their Indigenous language as their first or additional language would also help the program better tailor what pedagogical skills they focus on during the TIL program.
- Knowing and being true to oneself: Many of the interviewees brought up questions that revolved around students needing to make sure they look deep inside themselves and understand who they are. This process of personal reflection seems to be a critical bellwether and almost acts as a process through which true knowledge is learned, confidence is built, and a calling to become an educator is confirmed. Some interviewees did not so much bring up the questions but spoke of fasting activities that would illicit a similar questioning.

TIL Summary Recommendations

Based on the feedback received in these interviews, this report puts forward the following recommendations (in no particular order):

- Develop an interview element to the application process that evaluates the linguistic capabilities of prospective students. While all questions posed to the prospective student should be asked in an Indigenous language, they should be allowed to respond in English if necessary. These interviews should also pose questions beyond a conversational nature and ask the prospective student to reflect on topics such as “Who am I?,” “Where am I from?,” and “Where am I going?,” as well as investigating their interest in becoming an Indigenous language teacher.
- Develop an online resource list for the program’s required materials that is also available to the Indigenous languages teacher community and interested public. This would help prospective students assess the program’s resources as well as provide current students access to the materials. Additionally, an online resource list would provide long-term access to these resources once student teachers are out in their classrooms.
- Consider developing a module that is all about teaching prospective student teachers how to create and manage resources. This could include developing interviewing and recording skills, as well as skills related to the ever-growing list of technologies that are supposed to support educators.
- Commission a report to determine what the Teaching Indigenous Language program would look like if reorganized under a project-based learning framework.

- Establish boundaries for how western concepts like curriculum, philosophy, pedagogy, and so on, are introduced and used in the program. Based on the interviews summarized in this report, the use of these terms not only differed somewhat based on the individual, but they often seemed to limit rather than help expand or contribute to the interviewee's comments. In many instances the interviewees explicitly said how such English terms are problematic since their meaning and guiding principles do not really translate. And the effort of trying to do so is energy better spent by the teachers teaching the language from an Indigenous framework that is already built into their language.
- Build a module or unit that forces students in the various Indigenous languages teacher training paths to teach each other their respective languages. As noted in interviews, this highly effective approach not only enables the prospective students to put their teaching skills into practice, but more importantly, provides first-hand experience of how these strategies do or do not work for beginners, which is a situation most of them will not have found themselves in for many years.
- Look into building either a module or a pre-program component that focuses on the three major self-reflective questions raised by the interviews. These questions seem to be critical to the processes of becoming a confident and meaningful educator.
- Based on the feedback received, it may be beneficial to conduct some research in various communities across the province to understand the percentage of students in schools who consider an Indigenous language to be their first language. The feedback in the report suggests that individuals learning an Indigenous language as a second or third language respond better to different learning strategies than do individuals that consider it their mother tongue. The percentage of these two different groups of language learners might dramatically change how the program understands the role and required skills future Indigenous languages teachers will need to best serve their students.

