

**LEGISLATIVE ASSEMBLY OF THE
NORTHWEST TERRITORIES
9TH ASSEMBLY, 7TH SESSION**

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TABLED ON FEBRUARY 4, 1982

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EXECUTIVE SUMMARY

INUVIK BILINGUAL EDUCATION CONFERENCE

A bilingual education conference for Western Arctic language groups Inuvik on January 25-26, 1982. The conference was attended by:

1. community representatives (of each language group)
2. resource people currently involved in native language projects.
3. representatives of the Athabaskan Steering Committee, Dene Nation, Metis Association, C.O.P.E. Native Women's Association.
4. Territorial and Federal government representatives
5. Interested observers
6. Members of the press.

The purpose of the conference was to make recommendation to Dennis Patterson, Minister of Education, regarding policy for Native language programs.

Recommendations were presented to Dennis Patterson in these areas:

1. Community involvement in Departmental policy decisions.
2. Legislation recognizing aboriginal languages as official working languages of the Government of the Northwest Territories and recognized as such by Federal Government agencies.
3. Establishment of regional centres to be responsible for:
 - a) Training Programs
 - b) Curriculum Development and Implementation
 - c) Resources (human and fiscal)
 - d) Research
 - e) Staff Evaluation.
4. Establishment of a Dene Culture/Education Centre

5. Long term funding for Native Language Programs.
6. Extensive Research and Documentation of Aboriginal Languages.
7. Changes in skill certification and evaluation procedures.
8. Adult Education
9. Consideration of these recommendations by Special Committee in their final report.
10. Further conferences of this nature.

Addendum: Summary of Recommendations Presented.

INUVIK BILINGUAL EDUCATION CONFERENCE

JANUARY 25-27, 1982

INUVIK BILINGUAL EDUCATION CONFERENCE

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CALLING LETTER



**PARTICIPANTS
BILINGUAL EDUCATION CONFERENCE**

**BILINGUAL EDUCATION CONFERENCE
INUVIK, JANUARY 25-26, AND
MORNING OF JANUARY 27, 1982**

The Minister of Education, Hon. Dennis Patterson, wishes to develop a policy on language development for approval by the Executive Committee of the Government of the Northwest Territories. The policy will include standards and criteria for application throughout the Northwest Territories, recognizing that both government and community or regional organizations have a role to play.

In order to get input from regional and community organizations and from individuals, two bilingual education conferences will be held:

1. Western Arctic (Dene Languages and Inuvialuktun)
2. Eastern Arctic

Specifically, these conferences will provide recommendations to the Minister for the preparation of a Grants and Contributions Policy to assist community and regional groups, in cooperation with the Government of the Northwest Territories, to become involved in the development of bilingual education programs for schools with emphasis being placed on the native languages.

While it is expected that participants will wish to discuss a broad variety of topics, and make recommendations covering many areas of language work, the following list is presented to provide a basic framework for discussion. Participants are asked to consider these prior to attending the conferences.

1. LANGUAGE RESEARCH AND DEVELOPMENT

- linguistic research into native languages;
- further development of orthographies, grammars, dictionaries, etc.;
- current status of languages in communities;
- identification of community resources;
- involvement of native people in language research and development;
- community information programs;
- native languages in high schools.

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2. TRAINING

- literacy training for adults;
- oral language upgrading for adults;
- language instructor training;
- classroom assistant training;
- teacher training;
- training of native linguists, researchers and technicians;
- training for special skills in culture and language work.

3. CURRICULUM

- language of instruction;
- place of English in bilingual education;
- native language program development;
- native language learning/teaching materials development;
- culturally relevant programs for schools.

4. COORDINATING BODY/BODIES FOR LANGUAGE DEVELOPMENT

- establishing a joint Government/Community/Regional body to approve and monitor the Grants and Contributions Policy (possibly similar in nature to the Drug and Alcohol Coordinating Committee);
- Terms of Reference;
- place of groups such as the Athabaskan Language Steering Committee;
- sharing of information;
- support services and resource people required for language development work (e.g. linguists, programmers, etc.)

TRAVEL AND ACCOMMODATION

All travel and accommodation arrangements for the Western Arctic Conference will be coordinated by Darlene Mandeville, Department of Education, Yellowknife, telephone 873-7625. Most participants will travel to Inuvik on January 24, 1982 and return to their communities on the afternoon of January 27, 1982.

RESOURCE PEOPLE

In addition to community, regional and government participants, the following organizations are being invited to attend:

Department of Indian and Northern Affairs;
Secretary of State
Dene Nation
Committee for Original People's Entitlement (C.O.P.E.)
Native Communications Society
Athabaskan Language Steering Committee
Northern Heritage Centre
Special Committee on Education
Department of Information

FURTHER INFORMATION

Further information may be obtained from Fred Carnew, Assistant Deputy Minister, Department of Education, Yellowknife. Telephone 873-7234 or from Gina Blondin, Executive Assistant to the Minister of Education, Government of the N.W.T., Yellowknife. Telephone 873-7960.

Frederick I. Carnew

Frederick I. Carnew
Assistant Deputy Minister
Programs & Evaluation Branch

LIST OF DELEGATES

INUVIK BILINGUAL EDUCATION CONFERENCE
JANUARY 25 - 27

LIST OF DELEGATES

Resource People

Ethel D. Blondin-Townsend, Chairperson
Margaret Thom
Fibbie Tatti
Judy Tutcho
Andy Norwegian
Sarah Stewart
Cindy Chambers

Fort Providence, N.W.T.
Fort Providence, N.W.T.
Saskatoon, SASKATCHEWAN
Fort Franklin, N.W.T.
Jean Marie River, N.W.T.
Fort McPherson, N.W.T.
Fort Good Hope, N.W.T.

Athabaskan Language Steering Committee

Florence Catholique
Elizabeth Biscaye
Gladys Norwegian
Judy Tutcho
Susie Husky
Irene Roth
Fibbie Tatti
Darlene Mandeville

Snowdrift, N.W.T.
Fort Providence, N.W.T.
Fort Smith, N.W.T.
Fort Franklin, N.W.T.
Inuvik, N.W.T.
Yellowknife, N.W.T.
Saskatoon, SASKATCHEWAN
Yellowknife, N.W.T.

Department of Education

Dennis Patterson
Brian Lewis
Fred Carnew
Gina Blondin
Ken Norton
Cathy McGregor

Minister of Education
Deputy Minister
Assistant Deputy Minister
Exec. Asst. to the Minister
Co-ordinator, Academic Prog.
Program Spec. Social Studies

List of Delegates Con't.

Phil Howard
Margy Gilmour
Betty Harnum
Tim McDiarmid
Irene Roth
Nehume Loague
Dan Russell
Jack Loughton
Helene Beauchemin
Ed Duggan
Bill Stapleton

Dene Languages
Dept. of Education
Dept. of Education
Dept. of Education
Dene Languages
T.E.P.
Principal, Ft. Providence
S. C. O. E.
S. C. O. E.
Inuvik Reg. Supt.
Ft. Smith, Reg. Supt.

Others Officials

John McDonald
Valerie Assinewe
Gordon Lennie
Maureen Clements
Herb Norwegian
Pota Pikios
Donna Laing
Lee Selleck
Margaret Donevan
Ron Mackay
Rosemary Kirby
Bertha Allen

D. I. A. N. D.
Sec. of State
Metis Association
Dene Nation
Dene Nation
Northern Heritage Centre
Dept. of Information
Native Communication
Cultural Inclusion
Concordia University
Observer
Native Women Association

Community People

Margaret Vanloon
Sarah Jerome
Steve Kakfwi
Celine Proctor
Therese Pierrot
Judy Kochon
Doris Camsell

Loucheux
Loucheux
Northern Slavey
Northern Slavey
Northern Slavey
Northern Slavey
Northern Slavey
Southern Slavey

List of Delegates Con't.

Ted Blondin
Violet Chalifoux
Mary Elias
Donald Kaylik
Larry Osgood
Florence Catholique
Bob Simpson

Dogrib
Cree
C. O. P. E.
C. O. P. E.
C. O. P. E.
Chipewyan
Band Manager, Ft. McPherson

AGENDA

INUVIK BILINGUAL EDUCATION CONFERENCE
JANUARY 25 to 27, 1982

Family Hall Centre
Inuvik, N.W.T.

Agenda

Sunday, January 24, p.m.

One: Arrival of Delegates

Two: Preparation of Conference:

- A. Coordination of Chairpersons and Agenda Items.
- B. Coordination of Agenda Item Presentations by Team Members.
- C. Identification of Delegation (esp. Resource People).
- D. Overview of Set Agenda

Monday, January 25, 9:00 a.m. to 12:00 p.m.

One: Presentation by Dennis Patterson, Minister of Education
Discussion Period.

Two: Inuvialuktun Language Project Presentation by Larry Osgood
(C.O.P.E.)

Three: Dene Language Project Presentation by Ethel Townsend
(Zhahti Koe Dene Language Project)

Monday, January 25, 1:30 p.m. to 5:00 p.m.

One: Language Research Development
Fibbie Tatti: Chairperson
Judy Tutcho: Co Chairperson
Discussion and Recommendation and Policies

Monday, January 25, 5:30 p.m.

Caribou Supper Sponsored by Dene Council Office at Band
Council Office.

Agenda Cont.

Tuesday, January 26, 9:00 a.m. to 12:00 p.m.

One: Training
Sarah Stewart: Chairperson
Sarah Jerome : Co Chairperson
Margaret Thom: Co Chairperson
Doris Camsell: Co Chairperson
Marg Vanloon : Co Chairperson

Discussions and Recommendations and Policies

Tuesday, January 26, 1:30 p.m. to 5:00 p.m.

One: Curriculum
Ken Norton : Chairperson
Sabet Biscaye : Co Chairperson
Sarah Stewart : Resource Person
Sarah Jerome : Resource Person
Margaret Vanloon: Resource Person
Dan Russel : Resource Person

Tuesday, January 26, 7:00 p.m. to 9:00 p.m.

One: Preparation Work for Coordinating Body/Bodies for Language
Development
Andy Norwegian : Chairperson
Larry Osgood : Co Chairperson

Wednesday, January 27, 8:30 a.m. to 10:00 a.m.

One: Coordinating Body/Bodies for Language Development
Andy Norwegian : Chairperson
Larry Osgood : Co Chairperson

Discussions and Recommendations and Policies

Overall Chairperson: Ethel Blondin-Townsend

Wednesday, January 27, p.m.

Departure of Delegates

Mahsi cho and have a good trip home.

SUMMARY OF MEETING

BILINGUAL EDUCATION CONFERENCE
INUUVIK, JANUARY 25-27, 1982

Day One

1. Meeting began with opening introduction by Ethel Blondin-Townsend of Fort Providence, Chairperson for the conference. Delegates introduced themselves.
2. Dennis Patterson, Minister of Education, addressed the delegation stating that Native language in every facet of government is a priority and that the Executive Committee has made a commitment to provide funding. He noted that this was the first comprehensive meeting of the Western Arctic language groups. Dennis then explained the purpose of the conference:
 - a) to address the broad questions concerning Native language development.
 - b) to provide recommendations for the establishment of policy for Native language programs.
 - c) to develop an overall plan for co-ordination of Native language programs (ie. role of parents, community, Native organizations, government, co-ordinating bodies).
3. Larry Osgood, Communications Officer for C.O.P.E., reported on the Inuvialuktun Language Project, and stressed the importance of language as a "carrier" of culture. He explained that the traditional process of language education is being replaced by classroom teaching and emphasized that traditional, fluent speakers must be involved in and under-

stand what is going on in the classroom.

4. The Zhahti Koe project at Fort Providence was outlined by Ethel Blondin-Townsend. She emphasized that an attitude of commitment, determination and optimism is required if Native Language Programs are to be successful. "We believe what we do is right... we need to be positive... we need to learn how to swim..."
5. a) Fibbie Tatti and Judy Tutcho co-chaired the session on Language Research and Development. Fibbie summarized her work in Native languages to date. Phil Howard outlined the work of the Department of Education in this area and noted that requests for Native language programs were greatly increasing.
- b) The delegation broke into three smaller groups for discussion and formulation of recommendations in this area, and reported back to the group as a whole. A discussion period followed.

Day Two

6. The session on Training began with a general discussion chaired by Sarah Stewart of Fort McPherson. The discussion highlighted several major concerns:
 - a) the need for parents to understand and support what their children are learning.
 - b) the erosion of the Native languages in many communities - need for adult education.
 - c) the need to assess the role of spoken and written Native languages in present and future Northern Society.
 - d) training for language instructors and researchers.

The delegation then broke into groups for further discussion and formulation of recommendations. A group discussion of the recommendations followed.

7. Ken Norton, Co-ordinator (Academic Programs) Department of Education, chaired the session on Curriculum. He began with an explanation of the process of curriculum development:

- a) Needs assessment
 - informed decision by community as to type of program they want.
 - assessment of student proficiency.
- b) Development of curriculum
 - what is a culturally relevant program?
 - role of the community, teachers, Department in determining content of the curriculum.
 - production of support materials what is required? who will produce these? how will they be funded?
- c) Implementation of curriculum
 - methodology - guidelines for teachers
 - class size
 - timetabling
 - role of Native language in delivery of content
- d) Evaluation
 - long range goals of the program - how will these be determined? by whom?
 - how will success/failure/be evaluated in programs?
 - how can program be revised if long term goals are not being met?

Ken also expressed concern regarding bilingual teachers

- Has their role been defined?
- Do they have the appropriate training?
- Where can they get necessary training?

Small groups were again formed for discussion and drafting of recommendations, with full conference discussion following.

8. Andy Norwegian and Larry Osgood co-chaired the final discussion regarding the establishment of a co-ordinating body for language development. Many concerns were raised and discussed:

- a) Type of board
 - membership
 - relationship to government, communities, and other organizations
- b) Powers and responsibilities of board
 - policy development
 - allocate funding
 - monitor projects

After lengthy discussion it was felt that until objectives of a co-ordinating body are more clearly defined, it would be premature to establish such a body. It was decided that:

- a) a meeting at a later date was required to further address this issue.
 - b) information from this meeting should be delivered to communities to allow them to have more input at a future meeting. Recommendations were drawn up to this effect.
9. It was felt that the Special Committee on Education should take recommendations from this conference into consideration when preparing their final report. A recommendation to this effect was drafted.
 10. The conference concluded Tuesday evening, January 26, 1982.

RECOMMENDATIONS AND DIALOGUE
SURROUNDING RECOMMENDATIONS

A) Community Involvement

Recommendation:

That the community be involved.

That a concise information package clearly describing the various kinds of bilingual programs which might be adopted, be made available to each community. The purpose of this package would be to help each community make decisions about the education policy it would like to develop.

Dialogue:

- excited by the wealth of us
- education can be a catalyst for the preservation and development of language
- schools cannot do it alone, more community/school communication required
- community programs have developed in isolation because of gap in Department programming
- transfer of resources (human and fiscal) to regional and community level
- parents need to play an active role in their childrens education
- parents need power to make decisions
- move control as close to local people as possible
- education needs to be relevant to the community
- funds should be made available for awareness in communities as well as for expertise and materials
- communities should be aware of options and ramifications for informed decision making
- community determined goals and evaluations

B) Official Languages In NWT

Recommendations:

That, through legislation, the aboriginal languages be made official languages in the N.W.T.

That a commission be established to oversee the implementation of aboriginal languages as official languages used in the government of the N.W.T.

That federal agencies, especially the Secretary of State and DIAND, recognize aboriginal languages as official languages in the N.W.T.

That the Executive Committee (GNWT) formally recommend to the Secretary of State and DIAND that they recognize aboriginal languages (specifically Dene and Inuit languages) and make available more funding in these areas.

Dialogue:

- the aboriginal languages should be relevant to the people
- the communities will be in a position to deal with language if it is legislated
- need power to enact all of the recommendations
- role of aboriginal languages in Government as a whole may determine their role in the school
- these recommendations won't go anywhere without someone doing their homework - we need to lobby

- there is a need for change in the colonial system -
the centerpiece is the recognition of aboriginal
languages
- government services should be provided in aboriginal
languages

C) Regionalism

Recommendations:

That the power to decide educational goals and needs should reside with community authorities (ie L.E.A., Band Council) but the realization of these goals (ie development of programs and materials, teacher training) can be done at the regional level for maximum usage of available resources.

Therefore, we further recommend that the development and implementation of programs (ie curricula) be coordinated with teacher training on a regional basis under the direction of the communities in the region.

That people with skills in curriculum development be identified and hired on a regional basis.

That a cultural institute be established as an umbrella organization for the Western Arctic with both Dene and Inuvialuit members that would:

- a) coordinate native education
- b) negotiate with the Executive Committee of the GNWT and with DINA

That each region must have available a staff to provide expertise and a clearing house for information for all the communities in the region, concerning:

- a) research, technical and cultural
- b) program development
- c) program implementation
- d) training for all the above
- e) general information, to allow informed decision-making

That a Dene Cultural/Education Centre (with funding from DINA Culture/Education Centres Program) be developed in the Western Arctic (equivalent to Inuit Cultural Institute).

That regional coordinators be hired to assist communities with native language needs.

That communities organize their efforts according to language group (Dogrib, Slavey, Loucheaux, Chipewyan, Cree, Inuvialuktun).

Dialogue:

- need more local and regional control
- regional centres established by language group:
 - pooling of resources (materials, expertise)
 - training programs
 - information distribution
 - curriculum development and evaluation
 - research
 - hiring
- involvement of community, Dene Nation, Metis Association, and COPE
- language development, upgrading and training has to be done at the local level
- the problem with T.E.P. is that it is too far away
- need to have regional context in programme development
- distribution of funding could be done at the regional level
- have regional high schools

D) Cultural Relevance

Recommendations:

That more time be devoted to teaching Native language in schools and that emphasis be directed to determining which other programs could be taught in the native language.

That curriculum development be seen as a coherent activity involving the following stages:

- a) Needs Assessment
- b) Program Development
- c) Implementation
- d) Evaluation

That funding be made available for 'on the land' language immersion programs as the basis of native cultural/language programs.

That, where a community wants a language program in their writing system, resources be made available.

That a "parallelism" be developed between GNWT, Dene Nation, and other such groups.

That local and regional history programmes should be included in Social Studies programmes in the present school curriculum.

That funding become immediately available for the production of audio/visual materials that facilitate the use of language experience methods in the teaching of native languages.

That the new education policy be based on traditional values and culture (esp. language).

That a community-controlled program, funded by Department of Education, be set up to encourage parental support of and participation in native language programs in schools.

That materials used in the schools reflect the local, regional, and national identity of aboriginal people.

That the present education ordinance accommodate the need for aboriginal languages in the classrooms upon approval of LEA's and Band Councils.

Dialogue:

- oral fluency has to be the priority: mastery is needed
- need structural changes in policy
- past policy has not reflected Dene and Inuit values: only token attempt at "cultural inclusion"
- Aboriginal languages should be an integral part of schooling
- content and methods must be adopted to local situation
- important to document the languages before they become eroded or extinct
- need to cope with the demands
- create language instruction and training in schools
- important to set guidelines for literacy facilities at Universities for their participation
- material has to be relevant to local people: based on their local history
- need to get everyone involved
- L.E.A.'s should be more aware of their "right" to program

- need to give classroom assistants more recognition
- need parent involvement
- testing needs to be developed
- we, as delegates should do public relations work
- local and regional powers needed
- Dene/Inuit Cultural Center needed

E) Funding

Recommendations:

- That funding and policy be established on a long-term basis.
- That the Department of Education make a list available of all sources of funding for native language programmes.
- That the minister of DINA be encouraged to make funds available for Dene Language development in the same way as it is made available to Inuit Language development.
- That funding be granted for a survey of oral history in the N.W.T. and to publish the results.

Dialogue:

- Executive Committee has made committment to fund Aboriginal Language programs
- in past, communities have had to compete for funding
- funding has been done on an adhoc basis
- Dene Nation has limited funding
- "Our language is dying...We put in a proposal but funding was not available...if language is a priority how much money is guaranteed and for how long?"
- we need committments
- we have to work out authority, funding and process
- money should not come from Cultural Inclusion budget
- funding, through DIAND, has been available for linguistic research for Inuit languages, but to date, has not been made available for Dene Languages

F) Research

Recommendations:

That extensive, comprehensive research be done into the area of the current status of native languages in communities, by language specialists, paying specific reference to levels of proficiency of children and adults.

That extensive research be done into language acquisition by native children in N.W.T.

That a well-researched writing and documentation system be established with the involvement of native linguists.

That funding be made available for continuous research and documentation in native languages and that copyright for these materials be retained at the community level.

That specific research be done to document Dene and Inuvialuit languages before further erosion.

Dialogue:

- problem is directing material
- priority is information collection and distribution
- pull all of the research together
- research by regions
- standardized orthographies are required
- the methods for "How to do language research?" must be analyzed and detailed
- research, thus far has been ad hoc
- need to know the status of language in communities

- need training for people to do research
- "do our own research with native researchers and linguists."

G) Training & Certification

Recommendations:

That TEP courses be available in regional centres, not necessarily at Fort Smith.

That TEP be re-organized into two options:

- 1) for those who wish to be trained to be specialist teachers of a Dene or Inuit language
- 2) for those who wish to be trained as teachers of all subjects in a native language

That the Department of Education provide extension courses in regions and communities for skill areas which are identified by the region/community.

That teacher training centres be established (by language group). This should include training for:

- 1) native language specialists
- 2) native language teachers working in the subject areas

That Native Language Specialist courses be made available and delivered on a regional level. Incentives, in the form of grants and bursaries, should be made available to encourage attendance by Native Language Specialists at job related courses (ie. university courses).

That there be classification of local specialists.

That native language instructors should be recognized as full fledged teachers or interim* teachers.

* (N.B. until certification process is defined).

That pre-orientation to native language and culture be a requirement for non-native teachers.

That training be a top priority, with funding for:

A) native language teachers:

- for upgrading and literacy in a first language situation
- for teaching N.S.L. (Native Language as a Second Language), including immersion programs
- for adult education

B) researchers:

- how to implement bilingual programs
- on language acquisition
- on needs in communities dependant on levels of language competency

C) communities:

- towards awareness of program options, available resources, powers of L.E.A.
- with a view to informed decision making

That native language instructor positions be established and a process for certification for these instructors, and that training for these instructors be made available in the regions. These positions would be filled by people who are presently in C.A. positions acting as native language instructors and by people trained specifically for this purpose in the future.

That the present role of C.A.'s be reviewed and that it be determined whether this classification should be replaced by these native language instructor positions, or whether C.A. positions are still required, in addition to the native language instructor positions.

Dialogue:

- people in communities should be recognized for their special skills
- role of Classroom Assistants has been unclear
- T.E.P. location is alienating
- need to have elders involved
- language upgrading and training should be done at the community level
- evaluation techniques need to be developed
- need community involvement as to what constitutes qualifications
- certification for language specialists
- regional development of T.E.P.
- need more than a native language curriculum guide
- non-native staff should be committed to program and sensitive to culture so they may adapt materials to local situation: therefore they should have access to training

G) (ii) Adult Education

Recommendations:

That there be more training in fluency and literacy. Evaluation procedures need to be developed to assess proficiency with the involvement of each community. (i.e. TEP graduates should have access to upgrading opportunities for their native language skills to include assessing proficiency of students, etc.)

That adult oral fluency and literacy upgrading in the native languages be made available to the communities. These courses could take several forms:

- (a) structured courses (i.e. manpower sponsored for job training)
- (b) night courses (adult education)
- (c) community workshops, home study programs

That funding should be made available for adult native language programs in communities. These programs would include:

- (a) training in oral fluency
- (b) training in literacy

Dialogue:

- Adult population has to be literate for literacy to work in the communities
- Training programs are needed at the community level in oral fluency and in literacy
- literacy must be functional
- classrooms are alienating for adults
- need to rely on adult involvement
- changes have to be dynamic
- adults need training in how to teach oral fluency
- Parents should understand what their children are learning
- job orientation courses at community and regional level

H) Further Recommendations

- A. That the minister present the recommendations of this conference to the Special Committee on Education and request that the Committee take them into account in their final report to the Legislative Assembly

Dialogue:

- the special committee should act on these recommendations

- B. That funds be made available for consulting with communities on this conference and for translation of its recommendations into Native languages, and that another conference be called to assess the government policies coming out of these recommendations before the May sitting of the Legislative Assembly.

Dialogue:

- details of this conference should be passed on to the communities. They should have the opportunity to respond
- need for another meeting to:
 - examine Special Committee's Report
 - decide on mandate and terms of reference for the coordinating body
 - examine budget
- provide more community input
- prioritize recommendations

- C. That the Native Press regularly include a feature on Native language programs

Dialogue

- there is a need for information disbursement

TEXT OF ALL RECOMMENDATIONS

ORIGINAL RECOMMENDATIONS OF WESTERN ARCTIC DELEGATION

LANGUAGE RESEARCH AND DEVELOPMENT

1. That extensive, comprehensive research be done into the area of the current status of native languages in communities, by language specialists, paying specific reference to levels of proficiency of children and adults.
2. That extensive research be done into language acquisition by native children in the N.W.T.
3. That the Department of Education make a list available of all sources of funding for native language programs.
4. That specific research be done to document Dene and Inuvialuit languages before further erosion.
5. That regional coordinators be hired to assist communities with native language needs.
6. That a community-controlled program, funded by the Department of Education, be set up to encourage parental support of and participation in native language programs in schools.
7. That funding be made available for continuous research and documentation in native languages and that copyright for these materials be retained at the community level.
8. That funding be granted for a survey of oral history in the N.W.T. and to publish the results.
9. That training be a top priority, with funding for:
 - a) native language teachers:
 - for upgrading and literacy in a first language situation.

- for teaching N.S.L. (Native Language as a Second Language) including immersion programs.
- for adult education.

b) researchers:

- how to implement bilingual programs on language acquisition.
- on needs of communities dependant on levels of language competency.

c) communities:

- towards awareness of program options, available resources powers of L.E.A.
- with a view to informed decision-making.

- 10a) That native language instructor positions be established and a process for certification for these instructors, and that training for these instructors be made available in the regions. These positions would be filled by people who are presently in Classroom Assistant positions acting as native language instructors and by people trained specifically for this purpose in the future.
- 10b) That the present role of Classroom Assistants be reviewed and that it be determined whether this classification should be replaced by these native language instructor positions, or whether C.A. positions are still required, in addition to the native language instructor positions.
11. That each region must have available a staff to provide expertise and a clearinghouse for information for all the communities in the region, concerning:
- research, technical and cultural;
 - program development;

- program implementation
- training for all of the above;
- general information, to allow informed decision-making.

12. That the new education policy be based on traditional values and culture (especially language).
13. That a "parallelism" be developed between the GNWT, Dene Nation and other such groups.
14. That the community be involved.
15. That communities organize their efforts according to language groups (Dogrib, Slavey, Loucheux, Chipewyan, Cree, Inuvialuktun).
16. That a well-researched writing and documentation system be established with the involvement of native linguists.
17. That funding and policy be established on a long-term basis.
18. That more time be devoted to teaching native languages in schools and that emphasis be directed to determining which other programs could be taught in the native language.
19. That a cultural institute be established as an umbrella organization for the Western Arctic with both Dene and Inuvialuit members that would:
 - a) coordinate native education;
 - b) negotiate with the Executive Committee of the GNWT and with DINA.

CURRICULUM DEVELOPMENT RECOMMENDATIONS - GROUP 1

1. Recommended that the power to decide educational goals and needs should reside with community authorities (i.e. L.E.A., Band Council) but the realization of these goals (i.e. development of programs and materials, teacher training) can be done at the regional level for maximum usage of available resources.

Therefore, we further recommend that the development and implementation of programs (i.e. curricula) be coordinated with teacher training on a regional basis under the direction of the communities in the region.

2. Recommended that people with skills in curriculum development be identified and hired on a regional basis.
3. Recommended that funding be made available for "on the land" language immersion programs as the basis of native cultural/language programs.
4. Recommended that funding become immediately available for the production of audio-visual materials that facilitate the use of language experience methods in the teaching of native languages.

CURRICULUM DEVELOPMENT RECOMMENDATIONS - GROUP 2

1. We recommend that local and regional history programs should be included in Social Studies programs in the present school curriculum.
2. We recommend that, through legislation, the aboriginal languages be made official languages in the N.W.T.
3. We recommend that a commission be established to oversee the implementation of aboriginal languages as official languages used in the government of the N.W.T.
4. We recommend that federal agencies, especially the Secretary of State and DIAND, recognize aboriginal languages as official languages in the N.W.T.
5. We recommend that the present education ordinance accommodate the need for aboriginal languages in the classrooms upon approval of L.E.A.'s and Band Councils.
6. We recommend that materials used in the schools reflect the local, regional, and national identity of aboriginal people.

CURRICULUM DEVELOPMENT RECOMMENDATIONS - GROUP 3

1. Recommend that a concise information package clearly describing the various kinds of bilingual programs which might be adopted, be made available to each community. The purpose of this package would be to help each community make decisions about the education policy it would like to develop.
2. Recommend that curriculum development be seen as a coherent activity involving the following stages:
 - a) Needs Assessment;
 - b) Program Development;
 - c) Implementation;
 - d) Evaluation.
- 3a) Recommend that the minister of DINA be encouraged to make funds available for Dene Language development in the same way as it is made available to Inuit Language development.
- 3b) Recommend that a Dene Cultural/Education Centre (with funding from DINA Culture/Education Centres Program) be developed in the Western Arctic (equivalent to the Inuit Cultural Institute).

TRAINING RECOMMENDATIONS - GROUP 1

1. Recommend that adult oral fluency and literacy upgrading in the native languages be made available to the communities. These courses could take several forms:
 - a) structured courses (i.e. manpower sponsored for job training)
 - b) night courses (adult education)
 - c) community workshops, home study programs.
2. Recommend that Native Language Specialist courses be made available and delivered on a regional level. Incentives, in the form of grants and bursaries, should be made available to encourage attendance by Native Language Specialists at job related courses (i.e. university courses).
3. Recommend that the Department of Education provide extension courses in regions and communities for skill areas which are identified by the region/community.
4. Recommend that there be classification of local specialists.
5. Recommend that the Executive Committee (GNWT) formally recommend to the Secretary of State that they recognize aboriginal languages (specifically Dene and Inuit languages) and make available more funding in these areas.
6. Recommend that pre-orientation to native language and culture be a requirement for non-native teachers.
7. Recommend that the Native Press regularly include a feature on native language programs.

TRAINING RECOMMENDATIONS - GROUP 2

1. We recommend that, where a community wants a language program in their writing system, resources be made available.
2. We recommend that native language instructors should be recognized as full fledged teachers or interim teachers.
3. We recommend that T.E.P. be reorganized into two options:
 - a) for those who wish to be trained to be specialist teachers of a Dene or Inuit language;
 - b) for those who wish to be trained as teachers of all subjects in a native language.
4. We recommend that Teacher Education Program courses be available in regional centres, not necessarily at Fort Smith.
5. We recommend that there be more training in fluency and literacy. Evaluation procedures need to be developed to assess proficiency with the involvement of each community. (i.e. T.E.P. graduates should have access to upgrading opportunities for their native language skills to include assessing proficiency of students, etc.)

TRAINING RECOMMENDATIONS - GROUP 3

1. We recommend that funding should be made available for adult native language programs in communities. These programs would include:
 - a) training in oral fluency;
 - b) training in literacy.

2. We recommend that teacher training centres be established (by language group). This should include training for:
 - a) native language specialists;
 - b) native language teachers working in the subject areas.

FURTHER RECOMMENDATIONS

Recommend that the Minister present the recommendations of this conference to the Special Committee on Education and request that the Committee take them into account in their final report to the Legislative Assembly.

Recommend that funds be made available for consulting with communities on this conference and for translation of its recommendations into Native languages, and that another conference be called to assess the government policies coming out of these recommendations before the May sitting of the Legislative Assembly,

EVALUATION RESULTS

EVALUATION RESULTS

General opinion of the conference seemed to be positive. Nineteen (19) people answered the evaluation questionnaire which was distributed at the conference.

There were also two written comments:

"Given the events and the course of action taken at the conference the evaluation sheet is inappropriate. Some of the needs of the delegates were met by this particular conference and others were not. What is required is a follow-up conference to provide the necessary opportunity for the delegates to discuss the issues covered on this evaluation sheet."

"These answers should not suggest that I don't think the conference was a great success - I feel it was. However, these questions are demanding a lot! e.g. providing guidelines for standards."

A breakdown of the question/answer distribution is as follows:

(1 is high)

(5 is low)

EVALUATION

Bilingual Education Conference

Indicate on the scale 1 to 5 the extent to which the goals of the conference were met.

- | | |
|---|----------------------|
| 1. (a) Practical suggestions were made for language research | <u>1 2 3 4 5</u> N/A |
| | 9 5 3 1 1 |
| (b) Practical suggestions were made for the development of: | |
| (i) orthographies, grammars, and dictionaries for native languages | <u>1 2 3 4 5</u> |
| | 2 8 3 4 1 |
| (ii) community information programs | <u>1 2 3 4 5</u> |
| | 9 4 3 2 1 |
| (iii) native language in the community as a whole | <u>1 2 3 4 5</u> |
| | 7 5 3 2 1 1 |
| (iv) native in the high schools | <u>1 2 3 4 5</u> |
| | 2 2 5 4 6 |
| (v) native language in elementary schools | <u>1 2 3 4 5</u> |
| | 6 4 6 2 1 1 |
| 2. The conference provided guidelines for standards which will help the Minister of Education to form a policy on language development. | <u>1 2 3 4 5</u> |
| | 13 2 0 1 2 1 |
| 3. The conference provided criteria for implementing training programs for: | |
| (i) adults | <u>1 2 3 4 5</u> |
| | 3 5 7 4 |
| (ii) native linguists, researchers, and technicians | <u>1 2 3 4 5</u> |
| | 5 3 5 6 |
| (iii) people who need special skills in culture and language work. | <u>1 2 3 4 5</u> |
| | 7 6 2 2 2 |
| 4. The conference provided sufficient detail for curriculum development in: | |
| (i) native language instruction | <u>1 2 3 4 5</u> |
| | 5 6 2 2 3 |
| (ii) bilingual education. | <u>1 2 3 4 5</u> |
| | 6 3 4 2 3 1 |
| 5. An attempt was made to specify the role of: | |
| (i) the government | <u>1 2 3 4 5</u> |
| | 7 2 5 3 2 |
| (ii) the communitiy | <u>1 2 3 4 5</u> |
| | 13 4 1 0 1 |
| (iii) the region | <u>1 2 3 4 5</u> |
| | 10 5 3 0 1 |
| in the setting of criteria for language development | |

GENERAL: Check (a), (b), or (c)

To what extent did the conference meet the goals that were set?

Not at all _____ To some extent 5 To a great extent 1 4

JD 2-82(1)

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INUVIK BILINGUAL EDUCATION CONFERENCE

JANUARY 25-27, 1982

INUVIK BILINGUAL EDUCATION CONFERENCE

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CALLING LETTER



**PARTICIPANTS
BILINGUAL EDUCATION CONFERENCE**

**BILINGUAL EDUCATION CONFERENCE
INUVIK, JANUARY 25-26, AND
MORNING OF JANUARY 27, 1982**

The Minister of Education, Hon. Dennis Patterson, wishes to develop a policy on language development for approval by the Executive Committee of the Government of the Northwest Territories. The policy will include standards and criteria for application throughout the Northwest Territories, recognizing that both government and community or regional organizations have a role to play.

In order to get input from regional and community organizations and from individuals, two bilingual education conferences will be held:

1. Western Arctic (Dene Languages and Inuvialuktun)
2. Eastern Arctic

Specifically, these conferences will provide recommendations to the Minister for the preparation of a Grants and Contributions Policy to assist community and regional groups, in cooperation with the Government of the Northwest Territories, to become involved in the development of bilingual education programs for schools with emphasis being placed on the native languages.

While it is expected that participants will wish to discuss a broad variety of topics, and make recommendations covering many areas of language work, the following list is presented to provide a basic framework for discussion. Participants are asked to consider these prior to attending the conferences.

1. LANGUAGE RESEARCH AND DEVELOPMENT

- linguistic research into native languages;
- further development of orthographies, grammars, dictionaries, etc.;
- current status of languages in communities;
- identification of community resources;
- involvement of native people in language research and development;
- community information programs;
- native languages in high schools.

.../2

2. TRAINING

- literacy training for adults;
- oral language upgrading for adults;
- language instructor training;
- classroom assistant training;
- teacher training;
- training of native linguists, researchers and technicians;
- training for special skills in culture and language work.

3. CURRICULUM

- language of instruction;
- place of English in bilingual education;
- native language program development;
- native language learning/teaching materials development;
- culturally relevant programs for schools.

4. COORDINATING BODY/BODIES FOR LANGUAGE DEVELOPMENT

- establishing a joint Government/Community/Regional body to approve and monitor the Grants and Contributions Policy (possibly similar in nature to the Drug and Alcohol Coordinating Committee);
- Terms of Reference;
- place of groups such as the Athabaskan Language Steering Committee;
- sharing of information;
- support services and resource people required for language development work (e.g. linguists, programmers, etc.)

TRAVEL AND ACCOMMODATION

All travel and accommodation arrangements for the Western Arctic Conference will be coordinated by Darlene Mandeville, Department of Education, Yellowknife, telephone 873-7625. Most participants will travel to Inuvik on January 24, 1982 and return to their communities on the afternoon of January 27, 1982.

RESOURCE PEOPLE

In addition to community, regional and government participants, the following organizations are being invited to attend:

Department of Indian and Northern Affairs;
Secretary of State
Dene Nation
Committee for Original People's Entitlement (C.O.P.E.)
Native Communications Society
Athabaskan Language Steering Committee
Northern Heritage Centre
Special Committee on Education
Department of Information

FURTHER INFORMATION

Further information may be obtained from Fred Carnew, Assistant Deputy Minister, Department of Education, Yellowknife. Telephone 873-7234 or from Gina Blondin, Executive Assistant to the Minister of Education, Government of the N.W.T., Yellowknife. Telephone 873-7960.

Frederick I. Carnew

Frederick I. Carnew
Assistant Deputy Minister
Programs & Evaluation Branch

LIST OF DELEGATES

INUUVIK BILINGUAL EDUCATION CONFERENCE

JANUARY 25 - 27

LIST OF DELEGATES

Resource People

Ethel D. Blondin-Townsend, Chairperson	Fort Providence, N.W.T.
Margaret Thom	Fort Providence, N.W.T.
Fibbie Tatti	Saskatoon, SASKATCHEWAN
Judy Tutcho	Fort Franklin, N.W.T.
Andy Norwegian	Jean Marie River, N.W.T.
Sarah Stewart	Fort McPherson, N.W.T.
Cindy Chambers	Fort Good Hope, N.W.T.

Athabaskan Language Steering Committee

Florence Catholique	Snowdrift, N.W.T.
Elizabeth Biscaye	Fort Providence, N.W.T.
Gladys Norwegian	Fort Smith, N.W.T.
Judy Tutcho	Fort Franklin, N.W.T.
Susie Husky	Inuvik, N.W.T.
Irene Roth	Yellowknife, N.W.T.
Fibbie Tatti	Saskatoon, SASKATCHEWAN
Darlene Mandeville	Yellowknife, N.W.T.

Department of Education

Dennis Patterson	Minister of Education
Brian Lewis	Deputy Minister
Fred Carnew	Assistant Deputy Minister
Gina Blondin	Exec. Asst. to the Minister
Ken Norton	Co-ordinator, Academic Prog.
Cathy McGregor	Program Spec. Social Studies

List of Delegates Con't.

Phil Howard
Margy Gilmour
Betty Harnum
Tim McDiarmid
Irene Roth
Nehume Loague
Dan Russell
Jack Loughton
Helene Beauchemin
Ed Duggan
Bill Stapleton

Others Officials

John McDonald
Valerie Assinewe
Gordon Lennie
Maureen Clements
Herb Norwegian
Pota Pikios
Donna Laing
Lee Selleck
Margaret Donevan
Ron Mackay
Rosemary Kirby
Bertha Allen

Community People

Margaret Vanloon
Sarah Jerome
Steve Kakfwi
Celine Proctor
Therese Pierrot
Judy Kochon
Doris Camsell

Dene Languages
Dept. of Education
Dept. of Education
Dept. of Education
Dene Languages
T.E.P.
Principal, Ft. Providence
S. C. O. E.
S. C. O. E.
Inuvik Reg. Supt.
Ft. Smith, Reg. Supt.

D. I. A. N. D.
Sec. of State
Metis Association
Dene Nation
Dene Nation
Northern Heritage Centre
Dept. of Information
Native Communication
Cultural Inclusion
Concordia University
Observer
Native Women Association

Loucheux
Loucheux
Northern Slavey
Northern Slavey
Northern Slavey
Northern Slavey
Northern Slavey
Southern Slavey

List of Delegates Con't.

Ted Blondin

Violet Chalifoux

Mary Elias

Donald Kaglik

Larry Osgood

Florence Catholique

Bob Simpson

Dogrib

Cree

C. O. P. E.

C. O. P. E.

C. O. P. E.

Chipewyan

Band Manager, Ft. McPherson

AGENDA

INUVIK BILINGUAL EDUCATION CONFERENCE

JANUARY 25 to 27, 1982

Family Hall Centre
Inuvik, N.W.T.

Agenda

Sunday, January 24, p.m.

One: Arrival of Delegates

Two: Preparation of Conference:

- A. Coordination of Chairpersons and Agenda Items.
- B. Coordination of Agenda Item Presentations by Team Members.
- C. Identification of Delegation (esp. Resource People).
- D. Overview of Set Agenda

Monday, January 25, 9:00 a.m. to 12:00 p.m.

One: Presentation by Dennis Patterson, Minister of Education
Discussion Period.

Two: Inuvialuktun Language Project Presentation by Larry Osgood
(C.O.P.E.)

Three: Dene Language Project Presentation by Ethel Townsend
(Zhahti Koe Dene Language Project)

Monday, January 25, 1:30 p.m. to 5:00 p.m.

One: Language Research Development
Fibbie Tatti: Chairperson
Judy Tutcho: Co Chairperson
Discussion and Recommendation and Policies

Monday, January 25, 5:30 p.m.

Caribou Supper Sponsored by Dene Council Office at Band
Council Office.

Agenda Cont.

Tuesday, January 26, 9:00 a.m. to 12:00 p.m.

One: Training

Sarah Stewart: Chairperson
Sarah Jerome : Co Chairperson
Margaret Thom: Co Chairperson
Doris Camsell: Co Chairperson
Marg Vanloon : Co Chairperson

Discussions and Recommendations and Policies

Tuesday, January 26, 1:30 p.m. to 5:00 p.m.

One: Curriculum

Ken Norton : Chairperson
Sabet Biscaye : Co Chairperson
Sarah Stewart : Resource Person
Sarah Jerome : Resource Person
Margaret Vanloon: Resource Person
Dan Russel : Resource Person

Tuesday, January 26, 7:00 p.m. to 9:00 p.m.

One: Preparation Work for Coordinating Body/Bodies for Language Development

Andy Norwegian : Chairperson
Larry Osgood : Co Chairperson

Wednesday, January 27, 8:30 a.m. to 10:00 a.m.

One: Coordinating Body/Bodies for Language Development

Andy Norwegian : Chairperson
Larry Osgood : Co Chairperson

Discussions and Recommendations and Policies

Overall Chairperson: Ethel Blondin-Townsend

Wednesday, January 27, p.m.

Departure of Delegates

Mahsi cho and have a good trip home.

SUMMARY OF MEETING

BILINGUAL EDUCATION CONFERENCE
INUVIK, JANUARY 25-27, 1982

Day One

1. Meeting began with opening introduction by Ethel Blondin-Townsend of Fort Providence, Chairperson for the conference. Delegates introduced themselves.
2. Dennis Patterson, Minister of Education, addressed the delegation stating that Native language in every facet of government is a priority and that the Executive Committee has made a commitment to provide funding. He noted that this was the first comprehensive meeting of the Western Arctic language groups. Dennis then explained the purpose of the conference:
 - a) to address the broad questions concerning Native language development.
 - b) to provide recommendations for the establishment of policy for Native language programs.
 - c) to develop an overall plan for co-ordination of Native language programs (ie. role of parents, community, Native organizations, government, co-ordinating bodies).
3. Larry Osgood, Communications Officer for C.O.P.E., reported on the Inuvialuktun Language Project, and stressed the importance of language as a "carrier" of culture. He explained that the traditional process of language education is being replaced by classroom teaching and emphasized that traditional, fluent speakers must be involved in and under-

stand what is going on in the classroom.

4. The Zhahti Koe project at Fort Providence was outlined by Ethel Blondin-Townsend. She emphasized that an attitude of commitment, determination and optimism is required if Native Language Programs are to be successful. "We believe what we do is right... we need to be positive... we need to learn how to swim..."
5. a) Fibbie Tatti and Judy Tutcho co-chaired the session on Language Research and Development. Fibbie summarized her work in Native languages to date. Phil Howard outlined the work of the Department of Education in this area and noted that requests for Native language programs were greatly increasing.
- b) The delegation broke into three smaller groups for discussion and formulation of recommendations in this area, and reported back to the group as a whole. A discussion period followed.

Day Two

6. The session on Training began with a general discussion chaired by Sarah Stewart of Fort McPherson. The discussion highlighted several major concerns:
 - a) the need for parents to understand and support what their children are learning.
 - b) the erosion of the Native languages in many communities - need for adult education.
 - c) the need to assess the role of spoken and written Native languages in present and future Northern Society.
 - d) training for language instructors and researchers.

The delegation then broke into groups for further discussion and formulation of recommendations. A group discussion of the recommendations followed.

7. Ken Norton, Co-ordinator (Academic Programs) Department of Education, chaired the session on Curriculum. He began with an explanation of the process of curriculum development:

a) Needs assessment

- informed decision by community as to type of program they want.
- assessment of student proficiency.

b) Development of curriculum

- what is a culturally relevant program?
- role of the community, teachers, Department in determining content of the curriculum.
- production of support materials what is required?
who will produce these? how will they be funded?

c) Implementation of curriculum

- methodology - guidelines for teachers
- class size
- timetabling
- role of Native language in delivery of content

d) Evaluation

- long range goals of the program - how will these be determined? by whom?
- how will success/failure/be evaluated in programs?
- how can program be revised if long term goals are not being met?

Ken also expressed concern regarding bilingual teachers

- Has their role been defined?
- Do they have the appropriate training?
- Where can they get necessary training?

Small groups were again formed for discussion and drafting of recommendations, with full conference discussion following.

8. Andy Norwegian and Larry Osgood co-chaired the final discussion regarding the establishment of a co-ordinating body for language development. Many concerns were raised and discussed:

- a) Type of board
 - membership
 - relationship to government, communities, and other organizations
- b) Powers and responsibilities of board
 - policy development
 - allocate funding
 - monitor projects

After lengthy discussion it was felt that until objectives of a co-ordinating body are more clearly defined, it would be premature to establish such a body. It was decided that:

- a) a meeting at a later date was required to further address this issue.
 - b) information from this meeting should be delivered to communities to allow them to have more input at a future meeting. Recommendations were drawn up to this effect.
9. It was felt that the Special Committee on Education should take recommendations from this conference into consideration when preparing their final report. A recommendation to this effect was drafted.
 10. The conference concluded Tuesday evening, January 26, 1982.

RECOMMENDATIONS AND DIALOGUE
SURROUNDING RECOMMENDATIONS

A) Community Involvement

Recommendation:

That the community be involved.

That a concise information package clearly describing the various kinds of bilingual programs which might be adopted, be made available to each community. The purpose of this package would be to help each community make decisions about the education policy it would like to develop.

Dialogue:

- excited by the wealth of us
- education can be a catalyst for the preservation and development of language
- schools cannot do it alone, more community/school communication required
- community programs have developed in isolation because of gap in Department programming
- transfer of resources (human and fiscal) to regional and community level
- parents need to play an active role in their childrens education
- parents need power to make decisions
- move control as close to local people as possible
- education needs to be relevant to the community
- funds should be made available for awareness in communities as well as for expertise and materials
- communities should be aware of options and ramifications for informed decision making
- community determined goals and evaluations

B) Official Languages In NWT

Recommendations:

That, through legislation, the aboriginal languages be made official languages in the N.W.T.

That a commission be established to oversee the implementation of aboriginal languages as official languages used in the government of the N.W.T.

That federal agencies, especially the Secretary of State and DIAND, recognize aboriginal languages as official languages in the N.W.T.

That the Executive Committee (GNWT) formally recommend to the Secretary of State and DIAND that they recognize aboriginal languages (specifically Dene and Inuit languages) and make available more funding in these areas.

Dialogue:

- the aboriginal languages should be relevant to the people
- the communities will be in a position to deal with language if it is legislated
- need power to enact all of the recommendations
- role of aboriginal languages in Government as a whole may determine their role in the school
- these recommendations won't go anywhere without someone doing their homework - we need to lobby

- there is a need for change in the colonial system -
the centerpiece is the recognition of aboriginal
languages
- government services should be provided in aboriginal
languages

C) Regionalism

Recommendations:

That the power to decide educational goals and needs should reside with community authorities (ie L.E.A., Band Council) but the realization of these goals (ie development of programs and materials, teacher training) can be done at the regional level for maximum usage of available resources.

Therefore, we further recommend that the development and implementation of programs (ie curricula) be coordinated with teacher training on a regional basis under the direction of the communities in the region.

That people with skills in curriculum development be identified and hired on a regional basis.

That a cultural institute be established as an umbrella organization for the Western Arctic with both Dene and Inuvialuit members that would:

- a) coordinate native education
- b) negotiate with the Executive Committee of the GNWT and with DINA

That each region must have available a staff to provide expertise and a clearing house for information for all the communities in the region, concerning:

- a) research, technical and cultural
- b) program development
- c) program implementation
- d) training for all the above
- e) general information, to allow informed decision-making

That a Dene Cultural/Education Centre (with funding from DINA Culture/Education Centres Program) be developed in the Western Arctic (equivalent to Inuit Cultural Institute).

That regional coordinators be hired to assist communities with native language needs.

That communities organize their efforts according to language group (Dogrib, Slavey, Loucheaux, Chipewyan, Cree, Inuvialuktun).

Dialogue:

- need more local and regional control
- regional centres established by language group:
 - pooling of resources (materials, expertise)
 - training programs
 - information distribution
 - curriculum development and evaluation
 - research
 - hiring
- involvement of community, Dene Nation, Metis Association, and COPE
- language development, upgrading and training has to be done at the local level
- the problem with T.E.P. is that it is too far away
- need to have regional context in programme development
- distribution of funding could be done at the regional level
- have regional high schools

D) Cultural Relevance

Recommendations:

That more time be devoted to teaching Native language in schools and that emphasis be directed to determining which other programs could be taught in the native language.

That curriculum development be seen as a coherent activity involving the following stages:

- a) Needs Assessment
- b) Program Development
- c) Implementation
- d) Evaluation

That funding be made available for 'on the land' language immersion programs as the basis of native cultural/language programs.

That, where a community wants a language program in their writing system, resources be made available.

That a "parallelism" be developed between GNWT, Dene Nation, and other such groups.

That local and regional history programmes should be included in Social Studies programmes in the present school curriculum.

That funding become immediately available for the production of audio/visual materials that facilitate the use of language experience methods in the teaching of native languages.

That the new education policy be based on traditional values and culture (esp. language).

That a community-controlled program, funded by Department of Education, be set up to encourage parental support of and participation in native language programs in schools.

That materials used in the schools reflect the local, regional, and national identity of aboriginal people.

That the present education ordinance accommodate the need for aboriginal languages in the classrooms upon approval of LEA's and Band Councils.

Dialogue:

- oral fluency has to be the priority: mastery is needed
- need structural changes in policy
- past policy has not reflected Dene and Inuit values:
only token attempt at "cultural inclusion"
- Aboriginal languages should be an integral part of schooling
- content and methods must be adopted to local situation
- important to document the languages before they become eroded or extinct
- need to cope with the demands
- create language instruction and training in schools
- important to set guidelines for literacy facilities at Universities for their participation
- material has to be relevant to local people: based on their local history
- need to get everyone involved
- L.E.A.'s should be more aware of their "right" to program

- need to give classroom assistants more recognition
- need parent involvement
- testing needs to be developed
- we, as delegates should do public relations work
- local and regional powers needed
- Dene/Inuit Cultural Center needed

E) Funding

Recommendations:

That funding and policy be established on a long-term basis.

That the Department of Education make a list available of all sources of funding for native language programmes.

That the minister of DINA be encouraged to make funds available for Dene Language development in the same way as it is made available to Inuit Language development.

That funding be granted for a survey of oral history in the N.W.T. and to publish the results.

Dialogue:

- Executive Committee has made commitment to fund Aboriginal Language programs
- in past, communities have had to compete for funding
- funding has been done on an adhoc basis
- Dene Nation has limited funding
- "Our language is dying...We put in a proposal but funding was not available...if language is a priority how much money is guaranteed and for how long?"
- we need commitments
- we have to work out authority, funding and process
- money should not come from Cultural Inclusion budget
- funding, through DIAND, has been available for linguistic research for Inuit languages, but to date, has not been made available for Dene Languages

F) Research

Recommendations:

That extensive, comprehensive research be done into the area of the current status of native languages in communities, by language specialists, paying specific reference to levels of proficiency of children and adults.

That extensive research be done into language acquisition by native children in N.W.T.

That a well-researched writing and documentation system be established with the involvement of native linguists.

That funding be made available for continuous research and documentation in native languages and that copyright for these materials be retained at the community level.

That specific research be done to document Dene and Inuvialuit languages before further erosion.

Dialogue:

- problem is directing material
- priority is information collection and distribution
- pull all of the research together
- research by regions
- standardized orthographies are required
- the methods for "How to do language research?" must be analyzed and detailed
- research, thus far has been ad hoc
- need to know the status of language in communities

- need training for people to do research
- "do our own research with native researchers and linguists."

G) Training & Certification

Recommendations:

That TEP courses be available in regional centres, not necessarily at Fort Smith.

That TEP be re-organized into two options:

- 1) for those who wish to be trained to be specialist teachers of a Dene or Inuit language
- 2) for those who wish to be trained as teachers of all subjects in a native language

That the Department of Education provide extension courses in regions and communities for skill areas which are identified by the region/community.

That teacher training centres be established (by language group). This should include training for:

- 1) native language specialists
- 2) native language teachers working in the subject areas

That Native Language Specialist courses be made available and delivered on a regional level. Incentives, in the form of grants and bursaries, should be made available to encourage attendance by Native Language Specialists at job related courses (ie. university courses).

That there be classification of local specialists.

That native language instructors should be recognized as full fledged teachers or interim* teachers.

* (N.B. until certification process is defined).

That pre-orientation to native language and culture be a requirement for non-native teachers.

That training be a top priority, with funding for:

A) native language teachers:

- for upgrading and literacy in a first language situation
- for teaching N.S.L. (Native Language as a Second Language), including immersion programs
- for adult education

B) researchers:

- how to implement bilingual programs
- on language acquisition
- on needs in communities dependant on levels of language competency

C) communities:

- towards awareness of program options, available resources, powers of L.E.A.
- with a view to informed decision making

That native language instructor positions be established and a process for certification for these instructors, and that training for these instructors be made available in the regions. These positions would be filled by people who are presently in C.A. positions acting as native language instructors and by people trained specifically for this purpose in the future.

That the present role of C.A.'s be reviewed and that it be determined whether this classification should be replaced by these native language instructor positions, or whether C.A. positions are still required, in addition to the native language instructor positions.

Dialogue:

- people in communities should be recognized for their special skills
- role of Classroom Assistants has been unclear
- T.E.P. location is alienating
- need to have elders involved
- language upgrading and training should be done at the community level
- evaluation techniques need to be developed
- need community involvement as to what constitutes qualifications
- certification for language specialists
- regional development of T.E.P.
- need more than a native language curriculum guide
- non-native staff should be committed to program and sensitive to culture so they may adapt materials to local situation: therefore they should have access to training

G) (ii) Adult Education

Recommendations:

That there be more training in fluency and literacy. Evaluation procedures need to be developed to assess proficiency with the involvement of each community. (i.e. TEP graduates should have access to upgrading opportunities for their native language skills to include assessing proficiency of students, etc.)

That adult oral fluency and literacy upgrading in the native languages be made available to the communities. These courses could take several forms:

- (a) structured courses (i.e. manpower sponsored for for job training)
- (b) night courses (adult education)
- (c) community workshops, home study programs

That funding should be made available for adult native language programs in communities. These programs would include:

- (a) training in oral fluency
- (b) training in literacy

Dialogue:

- Adult population has to be literate for literacy to work in the communities
- Training programs are needed at the community level in oral fluency and in literacy
- literacy must be functional
- classrooms are alienating for adults
- need to rely on adult involvement
- changes have to be dynamic
- adults need training in how to teach oral fluency
- Parents should understand what their children are learning
- job orientation courses at community and regional level

H) Further Recommendations

- A. That the minister present the recommendations of this conference to the Special Committee on Education and request that the Committee take them into account in their final report to the Legislative Assembly

Dialogue:

- the special committee should act on these recommendations

- B. That funds be made available for consulting with communities on this conference and for translation of its recommendations into Native languages, and that another conference be called to assess the government policies coming out of these recommendations before the May sitting of the Legislative Assembly.

Dialogue:

- details of this conference should be passed on to the communities. They should have the opportunity to respond
- need for another meeting to:
 - examine Special Committee's Report
 - decide on mandate and terms of reference for the coordinating body
 - examine budget
- provide more community input
- prioritize recommendations

- C. That the Native Press regularly include a feature on Native language programs

Dialogue

- there is a need for information disbursement

TEXT OF ALL RECOMMENDATIONS

ORIGINAL RECOMMENDATIONS OF WESTERN ARCTIC DELEGATION

LANGUAGE RESEARCH AND DEVELOPMENT

1. That extensive, comprehensive research be done into the area of the current status of native languages in communities, by language specialists, paying specific reference to levels of proficiency of children and adults.
2. That extensive research be done into language acquisition by native children in the N.W.T.
3. That the Department of Education make a list available of all sources of funding for native language programs.
4. That specific research be done to document Dene and Inuvialuit languages before further erosion.
5. That regional coordinators be hired to assist communities with native language needs.
6. That a community-controlled program, funded by the Department of Education, be set up to encourage parental support of and participation in native language programs in schools.
7. That funding be made available for continuous research and documentation in native languages and that copyright for these materials be retained at the community level.
8. That funding be granted for a survey of oral history in the N.W.T. and to publish the results.
9. That training be a top priority, with funding for:
 - a) native language teachers:
 - for upgrading and literacy in a first language situation.

- for teaching N.S.L. (Native Language as a Second Language) including immersion programs.
- for adult education.

b) researchers:

- how to implement bilingual programs on language acquisition.
- on needs of communities dependant on levels of language competency.

c) communities:

- towards awareness of program options, available resources powers of L.E.A.
- with a view to informed decision-making.

- 10a) That native language instructor positions be established and a process for certification for these instructors, and that training for these instructors be made available in the regions. These positions would be filled by people who are presently in Classroom Assistant positions acting as native language instructors and by people trained specifically for this purpose in the future.
- 10b) That the present role of Classroom Assistants be reviewed and that it be determined whether this classification should be replaced by these native language instructor positions, or whether C.A. positions are still required, in addition to the native language instructor positions.
11. That each region must have available a staff to provide expertise and a clearinghouse for information for all the communities in the region, concerning:
- research, technical and cultural;
 - program development;

- program implementation
- training for all of the above;
- general information, to allow informed decision-making.

12. That the new education policy be based on traditional values and culture (especially language).
13. That a "parallelism" be developed between the GNWT, Dene Nation and other such groups.
14. That the community be involved.
15. That communities organize their efforts according to language groups (Dogrib, Slavey, Loucheux, Chipewyan, Cree, Inuvialuktun).
16. That a well-researched writing and documentation system be established with the involvement of native linguists.
17. That funding and policy be established on a long-term basis.
18. That more time be devoted to teaching native languages in schools and that emphasis be directed to determining which other programs could be taught in the native language.
19. That a cultural institute be established as an umbrella organization for the Western Arctic with both Dene and Inuvialuit members that would:
 - a) coordinate native education;
 - b) negotiate with the Executive Committee of the GNWT and with DINA.

CURRICULUM DEVELOPMENT RECOMMENDATIONS - GROUP 1

1. Recommended that the power to decide educational goals and needs should reside with community authorities (i.e. L.E.A., Band Council) but the realization of these goals (i.e. development of programs and materials, teacher training) can be done at the regional level for maximum usage of available resources.

Therefore, we further recommend that the development and implementation of programs (i.e. curricula) be coordinated with teacher training on a regional basis under the direction of the communities in the region.

2. Recommended that people with skills in curriculum development be identified and hired on a regional basis.
3. Recommended that funding be made available for "on the land" language immersion programs as the basis of native cultural/language programs.
4. Recommended that funding become immediately available for the production of audio-visual materials that facilitate the use of language experience methods in the teaching of native languages.

CURRICULUM DEVELOPMENT RECOMMENDATIONS - GROUP 2

1. We recommend that local and regional history programs should be included in Social Studies programs in the present school curriculum.
2. We recommend that, through legislation, the aboriginal languages be made official languages in the N.W.T.
3. We recommend that a commission be established to oversee the implementation of aboriginal languages as official languages used in the government of the N.W.T.
4. We recommend that federal agencies, especially the Secretary of State and DIAND, recognize aboriginal languages as official languages in the N.W.T.
5. We recommend that the present education ordinance accommodate the need for aboriginal languages in the classrooms upon approval of L.E.A.'s and Band Councils.
6. We recommend that materials used in the schools reflect the local, regional, and national identity of aboriginal people.

CURRICULUM DEVELOPMENT RECOMMENDATIONS - GROUP 3

1. Recommend that a concise information package clearly describing the various kinds of bilingual programs which might be adopted, be made available to each community. The purpose of this package would be to help each community make decisions about the education policy it would like to develop.

2. Recommend that curriculum development be seen as a coherent activity involving the following stages:
 - a) Needs Assessment;
 - b) Program Development;
 - c) Implementation;
 - d) Evaluation.

- 3a) Recommend that the minister of DINA be encouraged to make funds available for Dene Language development in the same way as it is made available to Inuit Language development.

- 3b) Recommend that a Dene Cultural/Education Centre (with funding from DINA Culture/Education Centres Program) be developed in the Western Arctic (equivalent to the Inuit Cultural Institute).

TRAINING RECOMMENDATIONS - GROUP 1

1. Recommend that adult oral fluency and literacy upgrading in the native languages be made available to the communities. These courses could take several forms:
 - a) structured courses (i.e. manpower sponsored for job training)
 - b) night courses (adult education)
 - c) community workshops, home study programs.
2. Recommend that Native Language Specialist courses be made available and delivered on a regional level. Incentives, in the form of grants and bursaries, should be made available to encourage attendance by Native Language Specialists at job related courses (i.e. university courses).
3. Recommend that the Department of Education provide extension courses in regions and communities for skill areas which are identified by the region/community.
4. Recommend that there be classification of local specialists.
5. Recommend that the Executive Committee (GNWT) formally recommend to the Secretary of State that they recognize aboriginal languages (specifically Dene and Inuit languages) and make available more funding in these areas.
6. Recommend that pre-orientation to native language and culture be a requirement for non-native teachers.
7. Recommend that the Native Press regularly include a feature on native language programs.

TRAINING RECOMMENDATIONS - GROUP 2

1. We recommend that, where a community wants a language program in their writing system, resources be made available.
2. We recommend that native language instructors should be recognized as full fledged teachers or interim teachers.
3. We recommend that T.E.P. be reorganized into two options:
 - a) for those who wish to be trained to be specialist teachers of a Dene or Inuit language;
 - b) for those who wish to be trained as teachers of all subjects in a native language.
4. We recommend that Teacher Education Program courses be available in regional centres, not necessarily at Fort Smith.
5. We recommend that there be more training in fluency and literacy. Evaluation procedures need to be developed to assess proficiency with the involvement of each community. (i.e. T.E.P. graduates should have access to upgrading opportunities for their native language skills to include assessing proficiency of students, etc.)

TRAINING RECOMMENDATIONS - GROUP 3

1. We recommend that funding should be made available for adult native language programs in communities. These programs would include:
 - a) training in oral fluency;
 - b) training in literacy.

2. We recommend that teacher training centres be established (by language group). This should include training for:
 - a) native language specialists;
 - b) native language teachers working in the subject areas.

FURTHER RECOMMENDATIONS

Recommend that the Minister present the recommendations of this conference to the Special Committee on Education and request that the Committee take them into account in their final report to the Legislative Assembly.

Recommend that funds be made available for consulting with communities on this conference and for translation of its recommendations into Native languages, and that another conference be called to assess the government policies coming out of these recommendations before the May sitting of the Legislative Assembly,

EVALUATION RESULTS

EVALUATION RESULTS

General opinion of the conference seemed to be positive. Nineteen (19) people answered the evaluation questionnaire which was distributed at the conference.

There were also two written comments:

"Given the events and the course of action taken at the conference the evaluation sheet is inappropriate. Some of the needs of the delegates were met by this particular conference and others were not. What is required is a follow-up conference to provide the necessary opportunity for the delegates to discuss the issues covered on this evaluation sheet."

"These answers should not suggest that I don't think the conference was a great success - I feel it was. However, these questions are demanding a lot! e.g. providing guidelines for standards."

A breakdown of the question/answer distribution is as follows:

(1 is high)

(5 is low)

EVALUATION

Bilingual Education Conference

Indicate on the scale 1 to 5 the extent to which the goals of the conference were met.

- | | |
|---|----------------------|
| 1. (a) Practical suggestions were made for language research | <u>1 2 3 4 5 N/A</u> |
| | 9 5 3 1 1 |
| (b) Practical suggestions were made for the development of: | |
| (i) orthographies, grammars, and dictionaries
for native languages | <u>1 2 3 4 5</u> |
| | 2 8 3 4 1 |
| (ii) community information programs | <u>1 2 3 4 5</u> |
| | 9 4 3 2 1 |
| (iii) native language in the community as a whole | <u>1 2 3 4 5</u> |
| | 7 5 3 2 1 |
| (iv) native in the high schools | <u>1 2 3 4 5</u> |
| | 2 2 5 4 6 |
| (v) native language in elementary schools | <u>1 2 3 4 5</u> |
| | 6 4 6 2 1 |
| 2. The conference provided guidelines for standards which will help the Minister of Education to form a policy on language development. | <u>1 2 3 4 5</u> |
| | 13 2 0 1 2 |
| 3. The conference provided criteria for implementing training programs for: | |
| (i) adults | <u>1 2 3 4 5</u> |
| | 3 5 7 4 |
| (ii) native linguists, researchers, and technicians | <u>1 2 3 4 5</u> |
| | 5 3 5 6 |
| (iii) people who need special skills in culture and language work. | <u>1 2 3 4 5</u> |
| | 7 6 2 2 2 |
| 4. The conference provided sufficient detail for curriculum development in: | |
| (i) native language instruction | <u>1 2 3 4 5</u> |
| | 5 6 2 2 3 |
| (ii) bilingual education. | <u>1 2 3 4 5</u> |
| | 6 3 4 2 3 |
| 5. An attempt was made to specify the role of: | |
| (i) the government | <u>1 2 3 4 5</u> |
| | 7 2 5 3 2 |
| (ii) the community | <u>1 2 3 4 5</u> |
| | 13 4 1 0 1 |
| (iii) the region | <u>1 2 3 4 5</u> |
| | 10 5 3 0 1 |
- in the setting of criteria for language development

GENERAL: Check (a), (b), or (c)

To what extent did the conference meet the goals that were set?

Not at all _____ To some extent 5 To a great extent 1 4