

Prepared by the  
KEB Language Strategy Team

# KEB KIDWINAN NIKE'II GAA NOKIITAMANG

KEB Language Strategy Framework







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# ACRONYM GUIDE:

**AES:**

Anishinabek Education System

**KEB:**

Kinoomaadziwin Education Body

**PFN:**

Participating First Nations

**DSB:**

District School Board

**K-12:**

Kindergarten to Grade 12

# ACKNOWLEDGMENT:

We would like to acknowledge and express our gratitude to **Gordon Paquette** for providing the Anishinaabemowin translations included in this document.



# NOKIIWIN DIBAAJIMOWIN

## PROJECT DESCRIPTION



### E-ZHINAAGOKIBAN - BACKGROUND

Between 2018-2019, the Kinoomaadziwin Education Body (KEB) engaged in collaborative efforts with the Participating First Nations. A draft framework was developed through consultations with communities, outlining an eight-pronged approach to language revitalization across eight focus areas: immersion, learning the language program, curriculum/resource development, language camps/grassroots, online, school boards, teacher training, and apps.

In 2022, the Kinoomaadziwin Education Body secured a multi-year grant to advance language revitalization and reclamation efforts within the Anishinabek Education System (AES).

By 2023, our language team was established, we hired a Language Strategy Project Coordinator and four regional officers, the Anokijig, to develop a 10-year strategy. We then initiated extensive engagement with the Participating First Nations through surveys and community consultations.

As the work progressed, we combined the "Online" and "Apps" prongs into a single "Online Learning" category, refining the framework to seven prongs.

### NIKE'II NITAM GAA NOKIITAMANG - OUR STRATEGIC PRIORITIES

Our language strategy is designed to increase the prevalence of our languages spoken in schools, homes, and among families. It addresses the need for community engagement and teacher support, as well as curriculum enhancement within our K-12 environment.

The strategy aims to promote Anishinaabemowin and Lunaapeew languages in educational settings to foster cultural expression and enhance students' language abilities. It targets four key focus areas through seven strategic prongs:



# NIIWIN GEGOONAN GAA NAAGADAWENDAMANG

## FOUR KEY FOCUS AREAS

1. Creating teachers and immersive learning opportunities;
2. Building capacities for intergenerational transmission through school programs and curriculum;
3. Fostering collective action across the Anishinabek Education System; and
4. Engaging learners in the digital world.

# NIIZHWAASWI NIKE'II JI INI AABIJITOORYINGIBAN

## SEVEN STRATEGIC PRONGS

- Immersion
- Curriculum
- School Boards
- Online Learning
- Language Camps
- Language Learning Programs
- Teacher Training

## MINIK E DAGONIGAATEG GE E-ZHICHIGEYING

### SCOPE AND METHODOLOGY

Our objective is to develop a comprehensive, action-oriented language strategy that offers a clear roadmap for revitalizing the Anishinaabemowin and Lunaapeew languages within the AES over the next ten years.



# E-ZHICHIGEYING

## METHODOLOGY



### Wiji'iwin - Engagement

To understand the desires and capabilities of the Participating First Nations, two language surveys were created and conducted between January and April 2024. One survey targeted students while the other focused on community members, with over 500 participants completing the surveys. The Anishinabek Nation adopted and distributed the same survey to the First Nations outside the AES and achieved a similar response rate.

The Anokijiig team conducted field visits and community language assessments within each Participating First Nation to capture the current state of language use in each community. Identified community language champions (prominent figures promoting and using the language within our communities) were also connected with to enhance the engagement process to inform the draft strategy. Utilizing "A Guide to: An Act Respecting Indigenous Languages: A Tool for First Nations Language Revitalization" from the Assembly of First Nations and a modified Fisherman's Graded Intergenerational Disruption Scale, the team evaluated community requirements and assets. The Anokijiig carefully examined the existing resources and the prevailing condition of language within the Participating First Nations, noting community strengths and areas of need.

### Dibaabanjigewin - Analysis

In June, the language strategy team and senior management of the Kinoomaadziwin Education Body convened. During the initial session, the team examined and evaluated the fieldwork and survey findings in alignment with the 8-Prong Framework for language revitalization developed by KEB in 2018-2019. In the second session, the group delved deeper into the analysis, recognizing that the 'online' and 'apps' prongs could be merged into one 'Online Learning' prong. They further analyzed the data to establish local and systemic support measures, delineating the objectives associated with the revised 7 Prongs.

### Feedback Consultation/Engagement

In August 2024, the first draft of the language strategy was presented to the PFNs through Regional Education Council monthly meetings, in-community feedback consultations, and online promotion. 42 responses were received and then considered when editing the draft for leadership's final approval.

### Leadership Approval

In November 2024, the draft was presented to our 23 Chiefs and Proxies of our Participating First Nations for final consideration and approval to move forward. This was unanimously passed for approval. Miigwechwendam for the clear and unified direction to keep momentum for the language revitalization initiatives within the Anishinabek Education System.



# GAA MIIGIWEYIN, GAA ZHICHIGEYAANG, GAA MAAMWI NIKWETAMANG

## *Your Input, Our Actions: A Collaborative Response*

Preserving indigenous languages is crucial for maintaining cultural identity, fostering community connections, and enhances cognitive development in learners. We heard certain themes over and over again when connecting with community members and language experts.

YOU SAID:	WE WILL:
Kindness is the highest priority. <i>Gizhwewaadiziwin Niigaani Gichinendaagon.</i>	We will entrench kindness as the foremost tactic to every strategy goal.
Ceremony must be integral. <i>Manidookewin da Dagwaginde.</i>	We will build capacities and partnerships to increase the use of culture and ceremony in education systems where our children are attending.
We work in silos when collaboration amongst all partners is required.	The KEB will strengthen regional language collaborations and expand school-community connections to support PFN families in language learning.
The Ontario curriculum is outdated, there needs to be new standards that address varying proficiency levels.	The KEB will focus on the development of First Nation led curriculum products and increase the capacity for PFN voice by building on our regional infrastructure.
Intergenerational transmission and the engagement of families in language learning is crucial for language revitalization.	The KEB will respond to the need to support language activities that go beyond the classroom and K-12. We will focus our work on family engagement and intergenerational transmission. We will develop and strengthen school approaches that work in tandem with community language supports.
A focus on fun and games is important when engaging all levels in language learning.	We will use fun and games to create programming and curriculum that can be accessed by multiple groups and will target family participation in language learning and use at home.

# NIIZHWAASWI NIKE'II JI INI AABIJITOORYINGIBAN, MAZINIBII'IGAN

## SEVEN PRONG FRAMEWORK

PRONG	REASONING AND GOALS
<b>Ikidowin Naanda-gikenjigewin</b> <i>Language Learning</i>	Create a program that can be adapted to different systems, communities, and generations, providing various entry points for language instruction. Our goal is to establish a language learning program that highlights family engagement and cross-generational participation.
<b>Gikinoow'amaage Zhibii'iganan Zhitoowin</b> <i>Curriculum Development</i>	Encourage the creation of updated curriculum by collaborating with the Ministry of Education and organizations that are already working on language and cultural curriculum development.
<b>Gaa Nagijitoochin Ikidiwinan, Nokiiwin</b> <i>Language Camps</i>	Develop capacity through family-oriented language camps, and invite collaboration with community members, families, and health service providers.
<b>Mazinaabikiwebinigan Naanda Gikenjigewin</b> <i>Online Learning</i>	Focus on enhancing curricula to foster intergenerational learning. Create games, applications, and virtual reality experiences that engage. Promote youth engagement with the environment through digital activities and school-wide initiatives.
<b>Gikinoow'amaagegamik Naadamaagewin</b> <i>School Board Support</i>	Make sure there are well-defined channels for meaningful communication between First Nations and school boards regarding language programs and outcomes.
<b>Gekinoow'amaaged Nokiiwin</b> <i>Teacher Training</i>	Establish guiding regional language circles to provide leadership and direction. Expand partnerships with post-secondary education institutions for the recruitment of language teachers and their professional development. Facilitate and assist in the coordination of locally developed immersion training programs for teachers.
<b>Maamowi Gikoo'amaage Biminizha'igewin</b> <i>Immersion Programs</i>	Immersive environments are widely recognized as the most effective approach to language acquisition. The objective is to create immersive settings that foster fluency among speakers and enabling more speakers to partake in immersive learning experiences.

# GAA NAGIJITOOCHIN IKIDIWINAN, NOKIIWIN

HIGH-LEVEL  
LANGUAGE STRATEGY



## Language Learning : Miigwe'aadiziwin (Generosity)

We will collaborate with communities to create adaptable programs for students, foster language skill development within families, and bolster adult education support.

### PARTICIPATING FIRST NATIONS CAN:

1. Implement adult learning programs and community activities supported by the KEB
2. Participate in regional language councils to ensure strategies and activities are First Nation led

### KEB SYSTEM-WIDE SUPPORT:

1. Regional capacity building to support First Nation activities and participation
2. Developing a language learning program that utilizes diverse media tools and emphasizes the integration of the language program with daily life
3. Strategies for promoting and communicating the language in a way that normalizes its use

**By year 1:** The KEB has developed a framework for a language learning program that builds capacity and prioritizes at home speaking and family participation. Regional capabilities have been enhanced to support the advancement of adult learning at the community level. A Lunaapeew language advisory table has been established. A communication plan for normalizing language use has been developed and approved. Success targets have been set.

**By year 3:** The KEB Language Program, featuring multiple entry points tailored for diverse audiences such as students, families and adults, has been developed and piloted for swift deployment across schools in the system. Key performance indicators\* show favourable results.

**By year 5:** Review and redesign of the Language Learning Program, along with resetting goals and performance indicators.

**By year 10:** AES Language Learning program is a provincial standard and supporting further curriculum and Anishinaabemowin/Lunaapeew teacher development.

\*Refer to the 'Performance Indicators & Standards of Success' section of this document for examples.



## Curriculum Development : Debwewin/Weelaamweet (Truth)

We will support the creation of an updated curriculum and establish connections with organizations already working on language and cultural curriculum development.

PARTICIPATING FIRST NATIONS CAN:	SYSTEM LEVEL SUPPORT:
<ol style="list-style-type: none"> <li>1. Encourage family engagement</li> <li>2. Collaborate within the region and with system initiatives</li> <li>3. Participate in digital capture of speakers and identification of existing resources for digital resource library</li> </ol>	<ol style="list-style-type: none"> <li>1. Curriculum Development</li> <li>2. Develop and manage a language Resource Repository</li> <li>3. Advocacy and participation in updating the Ontario curriculum</li> <li>4. Establish system-wide benchmarks and assessment tools</li> </ol>
<p><b>By year 1:</b> Funding and resources have been secured, and the system and regions have developed a digital plan to capture first speakers that has been approved.</p> <p><b>By year 5:</b> A comprehensive library/repository of curriculum resources including a dialect library is available within the PFN's and to Anishinaabemowin language teachers through out the province. The KEB has established a key role in the development of an updated Ontario Native Language curriculum.</p> <p><b>By year 10:</b> The KEB has uplifted Indigenous curriculum and aided in its development with regional and community support.</p>	

## Language Camps : Dibaadendiziwin/Noontayeelunsiit (Humility)

Organize an annual system-wide language event within AES encompassing cultural instruction, land-based methodologies, immersive environments, early years, and guest speakers from various regions across the system.

PARTICIPATING FIRST NATIONS CAN:	SYSTEM LEVEL SUPPORT:
<ol style="list-style-type: none"> <li>1. Define the ceremonies that belong in language learning for their community</li> <li>2. Host camps by partnering with local health and family teams</li> </ol>	<ol style="list-style-type: none"> <li>1. Host regional gatherings</li> <li>2. Capacity building for regional and first nation language camps and gatherings</li> <li>3. Develop partnerships (i.e. regional Indigenous organizations)</li> </ol>
<p><b>By year 1:</b> The KEB has identified opportunities with Participating First Nations regarding language camps including people, place, and season.</p> <p><b>By year 5:</b> Language camps are being consistently held through-out the system by the regions and communities.</p> <p><b>By year 10:</b> Local and regional language events have increased cultural, language, and ceremonial knowledge throughout the system.</p>	

# Online Learning : Aakodewewin/Meeskaniiteehaat (Bravery)

We will craft diverse online learning environments and applications.

PARTICIPATING FIRST NATIONS CAN:	SYSTEM LEVEL SUPPORT:
<ol style="list-style-type: none"> <li>1. Create engaging content and apps for students</li> <li>2. Support opportunities for teachers and students to build online resources</li> <li>3. Increase the use of existing KEB on-line resources for learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Create apps that provide a variety of language learning functions for both students and families</li> <li>2. Provide opportunities for teachers and students to build online resources</li> <li>3. Create a communication strategy for apps and online repository to drive usage by language learners</li> </ol>
<p><b>By year 1:</b> An assessment of community aspirations and cultural objectives for digital learning has been completed. KEB will secure funding and partnerships to support technical requirements. There is an increase in the existing KEB virtual secondary school language course enrollment.</p> <p><b>By year 5:</b> Digital resources have been developed piloted and tested are beginning to be in place for students K-12 for home and school. A language repository is accessed and contributed to regularly.</p> <p><b>By year 10:</b> Digital resources are in place supporting education systems, communities, teachers and learners.</p>	

## School Board Support : Minwaadendamowin/Weeli-punawaat (Respect)

We are dedicated to establishing transparent and effective communication channels between First Nations communities and school boards.

PARTICIPATING FIRST NATIONS CAN:	SYSTEM LEVEL SUPPORT:
<ol style="list-style-type: none"> <li>1. Advocate for language priority in public systems in the DSB Indigenous Education Councils</li> <li>2. Advocate for teacher and knowledge keeper compensation equality with partner school boards</li> <li>3. Advocate for optimization of the student experience in language learning</li> <li>4. Create reciprocal relationships between schools and Participating First Nation communities</li> </ol>	<ol style="list-style-type: none"> <li>1. Advocate for language priority and a revised and standardized curriculum program in the public system and at the Provincial level</li> <li>2. Advocate for students &amp; teachers in teacher recruitment and retention, as well as effective student transition from First Nation to public systems</li> <li>3. Create scholarships and bursaries to drive to drive student interest, participation and retention in language career pathways</li> </ol>

**By year 1:** We will have developed a comprehensive advocacy plan that is based on existing relationships that will foster pathways to positive working relationships across the system.

**By year 5:** Through policy initiatives, we have focused on facilitating the transition of First Nation students to public schools. This effort emphasizes the inclusion of language classes and cultural learning opportunities in all schools, fostering collaboration between communities and educational institutions.

**By year 10:** Culturally appropriate Anishinaabemowin/Lunaapeew courses are a recognized mandatory Ontario Secondary School Diploma credit.

## Teacher Training : Nibwaakawin/Leepwaat (Wisdom)

The strategy will consider and implement professional development opportunities that would be advantageous for educators across the AES spectrum.

PARTICIPATING FIRST NATIONS CAN:	SYSTEM LEVEL SUPPORT:
<ol style="list-style-type: none"><li>1. Identify and encourage teacher candidates within their membership</li><li>2. Prioritize language learners seeking qualification</li><li>3. Attend AES teacher forums and professional development opportunities</li></ol>	<ol style="list-style-type: none"><li>1. Create pathways to certification</li><li>2. Build capacity within school systems to use Indigenous language throughout the school environment in all classes</li><li>3. Create standardized recruitment guidelines to support First Nation schools and public systems</li></ol>

**By year 1:** The KEB will build and define language certification circles and participation.

**By year 5:** The KEB has endorsed the creation of an Elders Circle to accredit language teachers collaborating with the Ontario Ministry of Education and Ontario College of Teachers.

**By year 10:** The KEB has enhanced the presence of Indigenous language instructors across all educational systems, improved the fluency of teachers, and implemented a new standard for Indigenous language usage in schools.



# Immersion Programs : Zaagidiwin/Ehwaalaat (Love)

Enable culturally immersive First Nation-led spaces through holistic strategies and arrange avenues for capturing speakers' insights.

PARTICIPATING FIRST NATIONS CAN:	SYSTEM LEVEL SUPPORT:
<div>1. Create locally developed opportunities and pathways</div> <div>2. Increase opportunity for immersion for all within community</div> <div>3. Collect digital copies of speakers</div>	<div>1. Create capacity for locally developed programs and events</div> <div>2. Develop a comprehensive immersion tool-kit for communities and schools</div> <div>3. Create capacity, acquire funding, and assist in the digital collection of speakers</div>
<div><b>By year 1:</b> We will provide awareness and support on language immersion programs currently in place. We will put in place administrative components required to support immersion programs and activities developed by the PFN's and regions.</div> <div><b>By year 5:</b> Create a suite of immersion supports and toolkits to drive increases in community immersion activities and programs.</div> <div><b>By year 10:</b> The KEB has established a programming framework to enable the delivery of up to 10,000 hours* of language content, tailored for immersive programs designed for utilization by communities and educational institutions.</div> <div>*Referring to Malcolm Gladwell's "10,000-hour rule," which suggests that achieving expertise in any skill requires 10,000 hours of dedicated practice.</div>	

The number 7 holds significant importance in Anishinaabe culture, with a history dating back to prehistoric petroglyphs. The Seven Grandfather Teachings remind us to live minobimaadizi, the good life. By relating the seven prong framework to the Seven Grandfather Teachings, we ensure that this language plan is viewed through a culturally holistic lens, keeping Anishinaabemowin beliefs and values at the forefront of our work.



## NIKE'I WAA ZHICHIGEYING *Implementation*

Further details on the implementation of this strategy, including key performance indicators to measure the project's success, are currently under development and will be shared at a later date.

## MINIK ENANGANDEK *Cost*

Further details regarding the financial resources needed to support the strategy's goals and activities are currently being developed and will be shared at a later date.

# JI GIKENDAMANG GASHGICHIGED GE DIBAKONIGEWIN AABIJITAAGAN *Sample Performance Indicators & Standards of Success*

To measure strategy effectiveness, we will align indicators with AES learning outcomes, vision, and mission statements, and evaluate progress using various approaches. We will select indicators reflecting program objectives to assess effectiveness, make data-driven decisions, and showcase language investment value. Here are some examples of how performance could be evaluated:

- **Minik e Giizhtooaad - Completion rates:**

This measures the percentage of learners who complete a Language Learning program, this indicates community level of engagement and commitment.

- **Gikenjigewin gaa Debinamang - Language Use & Acquisition:**

Assessing learners' language use and acquisition is crucial in measuring program or strategy effectiveness. Pre- and post-activity assessments or quizzes can be used to evaluate the increase in language use, acquisition, and understanding.

- **Anishinaabek e Ni Inendamowaad - Participating First Nation family & community feedback:**

Collecting feedback from learners regarding their satisfaction, perceived usefulness, and relevance of the strategies provides valuable insights into the strategy effectiveness. Surveys or feedback forms can be used to gather this information.

- **Nowaj Ini Gashgichige - Performance improvement:**

Tracking indicators, such as language use, quality, or student, family or community satisfaction, before and after strategy programs or activities helps assess the impact of the strategy on language acquisition and use. Comparing indicators can show us the effectiveness of the strategy.

- **Mino Anangande - Cost-effectiveness:**

Evaluating the financial investment in language programs, including expenses related to content creation, delivery platforms, and knowledge keeper or professional fees, helps gauge the cost-effectiveness of the language initiatives. This measure considers the financial investment in training compared to the outcomes achieved. It involves analyzing activity costs, including development, delivery, and evaluation expenses, against the benefits gained.



- **Pii e Ini Nagajiid - *Time to competency:***

Measuring the time it takes for learners to achieve competency or proficiency in language use can indicate the efficiency and effectiveness of the strategy or activity.

- **Gaa Ganawendang ge gaa Ini Miigiwed - *Retention and transfer of learning:***

Assessing learners' ability to retain and transfer knowledge and language skills to their school, home or work environment is critical in measuring the long-term impact of the strategy. Follow-up assessments or performance evaluations will help determine the retention and application of learning.

- **Giiwe diba'igemagag - *Return on Investment (ROI):***

Evaluating the financial return on investment by comparing the strategy costs to the quantifiable benefits such as increased community, family and use of language in schools, or increased delivery throughout the system will help assess the overall effectiveness of the strategy or activity at hand.

- **Jibwaa ge Shkwaa Giizhiitaad, Gagwejitoowin - *Pre- and post-assessment scores:***

We will measure how much language knowledge has been acquired and retained by comparing learners' performance before and after language learning strategies or activities.

- **Jibwaa ge Shkwaa Giizhiitaad, Gagwejitoowin - *Key Performance Indicators (KPIs):***

Monitoring specific measures related to language use, such as activity engagement, meeting strategy timelines, or community and school satisfaction ratings, helps evaluate the impact of the strategy on actual outcomes.

- **Minik Wanichiged - *Error Rates:***

Tracking the frequency of errors in content, for example, using irrelevant wording or tense errors, provides insights into the effectiveness of training interventions.

- **Minik diba'igan e Nokiid - *Training Time:***

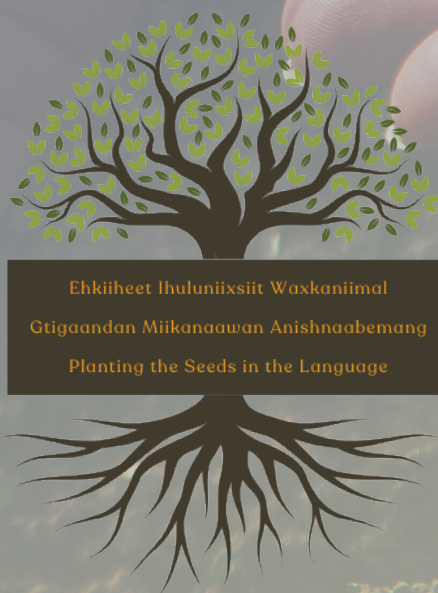
Measuring the time required for learners to complete training modules or achieve desired fluency outcomes indicates strategy efficiency. Monitoring learners' time on language activities also provides insights into their active participation and interest.

## FOR MORE INFORMATION

### Please contact:

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Ehkiiheet Ihuluniixsiit Waxkaniimal  
Otigaandan Miikanaawan Anishnaabemang  
Planting the Seeds in the Language

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