

# **Háítzaqṽla Revitalization Framework**

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**In Collaboration With:**

Háítzaqṽ Elders & Langaug̃ Stakeholders

## Introduction

The purpose of this framework is threefold. Firstly, to outline Háítzaqv priorities for the revitalization of Háítzaqvł̥a. Secondly, to inform the reconciliation process between the Háítzaqv and Canada, by focusing on healing the impacts of colonial policies and processes on Háítzaqv language and culture. Thirdly, is to layout clear pathways to achieve our vision of Háítzaqvł̥a thriving for all Háítzaqv. The framework consists of three main sections: a five-year strategic plan for the revitalization of Háítzaqvł̥a, the reclaiming of governance over Háítzaqvł̥a and required infrastructure for Háítzaqvł̥a revitalization. This framework was created by three language champions in collaboration with Háítzaqv Elders and language stakeholders. The framework is informed by academic and community research on best practices for Indigenous language revitalization. The importance and urgency of revitalizing Háítzaqvł̥a was best stated by Háítzaqv Elder William Freeman, in a letter to the Chief Councillor Cecil Reid in 1972, “doing away with our language and culture is nothing short of cutting our own throats.” This framework will provide a strong foundation from which the housepost of Háítzaqvł̥a Revitalization will stand.

## Note on Háítzaqv & Háítzaqvł̥a

Háítzaqv is the correct spelling of Heiltsuk. Heiltsuk is an anglicized version of our nation's name and for the duration of this framework we refer to the Háítzaqv as such. Háítzaqv means to act and speak correctly as a human being. Originally Háítzaqv was not a tribal name, as the Háítzaqv had five tribes - list tribes here. After the smallpox epidemic of the late 1800's the Háítzaqv amalgamated into one tribe.

Háítzaqvł̥a translates into English as “the language of the Háítzaqv.” However there are five distinct dialects of the language, as each tribe spoke their own dialect with distinct pronunciation, tonal variation, and turns of phrase. It is important to note that Háítzaqvł̥a is a tonal language, where the tone of word changes the meaning of the word. This framework honours all dialects as different but equal.

## Language Work To Date

Please see attached baseline data study undertaken by Joann Greene

## Snapshot of Current Language Revitalization Efforts

The following is a list of current, ongoing Háítzaqvł̥a revitalization efforts, as of April 2018.

1. Reconciliation team working towards securing funding for language revitalization
2. Children ages 4 to 18 receive 2.5 hours of in-school language instruction per week
3. Adult language classes: 3, 1 hour classes and 2, 1.5 hour classes per week
4. Digitization of audio cassette tapes at HCEC
5. Recording of sound files for Háítzaqvł̥a online dictionary
6. 20 children ages 0 to 6 in Sasum House with 4 hours of bilingual language instruction 4 times a week

## **Strengths and Current Resources**

- Language and culture upheld as a vital priority by the Háiṭzaqv
- Háiṭzaqvḷa learning resources developed over 40+ years in the school and cultural centre - dictionary, books, powerpoints, songs, audio recordings, bilingual resources
- 30 fluent speakers, 10 active in language work
- Recordings of Háiṭzaqvḷa both audio and written
- Heiltsuk Language school program, Heiltsuk College language classes, Sasum House language program
- HCEC recordings of Elders and written resources (dictionary)
- UBC relationship and projects(online dictionary, language app, website, digitizing)
- Training sessions with fluent speakers for 1 hour every morning in school
- Children highly motivated to learn language and culture, which builds identity and wellness
- Háiṭzaqv systems of governance and care still in place
- Strong Elders who passed on teachings
- Strong leadership - hereditary and elected

## **Barriers Historical & Current**

The Háiṭzaqv have been working tirelessly for 40+ years to revitalize Háiṭzaqvḷa. However, the barriers listed below severely impact the progress that has been made in those years.

- Lack of funding and resources
- Intergenerational trauma around language learning from Indian Residential School and Colonization
- Lack of space for language learning
- Lack capacity building
- Lack of time & access to language
- Lack of Háiṭzaqvḷa Instructors
- Decreasing Number of Fluent Speakers
- No Standardized Curriculum - No Scope and Sequence
- English as First Language

The goals of our strategic plan, infrastructure, and reclaiming governance efforts will effectively address every one of these barriers. This framework is designed to further enhance the strengths of the community and overcome the barriers of colonization.

# **Strategic Plan**

## **Vision**

Haíłzaqvıa thriving for all Haíłzaqv.

## **Mission Statement**

To increase natural transmission of Haíłzaqvıa by increasing speaking, understanding, reading and writing of Haíłzaqvıa by all Haíłzaqv. To support a high level of community engagement in the revitalization of Haíłzaqvıa. To follow a holistic language model that meets the needs of all learners, grounded in Haíłzaqv values, culture, and worldview.

## **Objectives**

The five year strategic plan aims to accomplish the following objectives.

1. Increase the number of fluent Haíłzaqvıa speakers
2. Increased Haíłzaqvıa learners
3. Access to Haíłzaqvıa for all Haíłzaqv people
4. Support intergenerational healing around language trauma
5. Develop cohesive, comprehensive curriculum for all ages
6. Establish a dedicated space for language learning within the community
7. Immersion programs (adult, language nest, school age)
8. Wide spread use of language in community
9. Haíłzaqvıa as a high priority for the community
10. Active Language Authority Board
11. Continued preservation of Haíłzaqvıa
12. Community Language Team
13. Collaboration between all language stakeholders
14. More digital and physical language learning tools
15. Build capacity for language instructors and fluent speakers
16. Promote Haíłzaqvıa to increase community buy-in and uplift the status of the language

## **Goals**

*Double number of fluent speakers from 30 to 60 in five years, by focusing on waking up the silent speakers language and teaching young adults through an adult immersion program. Identify all Háiłzaqvıa understanders within 3 months. Research, design, and establish a language awakening program for 50% of understanders within 6 months. Fluency will be defined as being able to have a natural non-structured conversation in Háiłzaqvıa. Develop a fluency scale within 12 months. Create 10 more new fluent speakers in three years, 20 more in 4 years and 30 more in five years. All language stakeholders apply for mentor-apprentice program within 12 months.*

*Increase the number of people learning Haíłzaqvıa by targeting the 18+ and non-school engaged youth. Use multiple language learning initiatives to engage adult learners and urban*

*Heiltsuk - self-guided digital resources, adult immersion program, and Haíłzaqvł̓a courses at UBC.*

*Ensure all Haíłzaqv have access to Haíłzaqvł̓a through direct instruction or digital self-guided learning tools. We will launch a language learning app, complete the dictionary with audio files, and have online language lessons within 36 months. The app will be launched within 24 months. The dictionary will be complete within 36 months. There will be an online introduction to Haíłzaqvł̓a within 12 months, with an intermediate course to follow within 24 months. There will be access to physical language tools (vocabulary and grammar texts, CD's, tablets) and in community language lessons for on-reserve members.*

*Launch a community engagement process to design a healing process, including Haíłzaqv customs and ceremony, for all Haíłzaqv around language trauma. This process should address the impact of Indian Residential Schools and tap into healing funds targeted at Indian Residential Schools. The healing process should be underway within the first 12 months. Ensure that encouragement and patience are part of our gentle approach to language instruction to promote healing. Embrace mistakes and learning opportunities and include humour and laughter as part of language learning. Learning spaces need to be safe and promote confidence to communicate in language learners.*

*Develop a cohesive, comprehensive curriculum for all ages, with a clear scope and sequence of vocabulary and language skills. We will use our guiding principles for development of new curriculum. We will utilize a holistic language model that meets the needs of all learners, that is grounded in Haíłzaqv values, culture and worldview. We will have years 1 to 3 written in 15 months. Year 4 to 6 written in 36 months and year 7 to 10 written in five years. Curriculum should have strategies to address the challenges of having English as the base language. Utilize local artists and illustrators to produce high quality learning tools. Research should support the selection of strategies, scope, and sequence.*

*Design, fund and build a dedicated space for language learning, preservation and natural language transmission. Funding will be secured within 12 months, break ground on building in 15 to 24 months, building complete and operating within 36 months. The building will have an immersion space, a soundproof recording space, a kitchen, a lounge, and be around the size of the youth centre. The language centre will have a fully resourced budget, as well as all of the required supplies and language learning tools.*

*Establish an adult immersion program that is full-time, full immersion, and fully funded. This program will coordinate with our existing language nest programs to create Haíłzaqvł̓a speaking homes. There will be 10 students enrolled per year in the language program. These students will be fully funded, including living allowance, and will receive post-secondary credit. The language nest will have up to 12 children enrolled ages 0-6, in the daycare building, all parents will commit to attending a week-long land based orientation and weekly language lessons. The language nest will be full time and full immersion. The language nest will use*

*interactive programing utilizing active play, music, food, circle time, and humour in their methods. Establish a land-based immersion program, in Bella Bella, for families, 15 months.*

*Haí'tzaqv̓la will be used widely within the community. There will be increased use of Haí'tzaqv̓la within cultural settings within 12 months. All prayers in community will be in Haí'tzaqv̓la within 12 months. All Haí'tzaqv̓ leaders will be introducing themselves in Haí'tzaqv̓la within 12 months. Establish intergenerational language programing, for example a Grandchildren Lunch, housed at the Elder's Building and/or Youth Centre, within 12 months, to foster connections between Elders and Children. The majority of the community will greet each other in Haí'tzaqv̓la within 36 months. All entities will have mandatory Haí'tzaqv̓la training for all staff within 36 months. Parents and children will be conversing in Haí'tzaqv̓la within five years, through language nest and adult immersion programs. Haí'tzaqv̓la will be used outside of language spaces within 5 years.*

*Increase the prioritization and status of Haí'tzaqv̓la within the community by raising community awareness. We will launch a communication campaign using social media, local ad channel, signage, online videos, and Heiltsuk radio with clear messaging of benefits of speaking Haí'tzaqv̓la and urgency to preserve language, within 12 months. We will work with all leadership - elected, hereditary, entities - to create buy-in around importance of Haí'tzaqv̓la. Ensure Haí'tzaqv̓la is included in all other community plans. Ensure resources are dedicated to Haí'tzaqv̓la and Haí'tzaqv̓la is listed a community priority. Have 20 minute immersion language training for all board in community, within 12 months. Hemas training program to have a language component, within 6 months.*

*The Haí'tzaqv̓la Authority Board will be meeting quarterly and working committees will be tasked and delivering objectives, within 12 months. All working committees will have met about each objective within 12 months.*

*The ongoing work of preserving Haí'tzaqv̓la will continue. The digitization process will be fully funded, including equipment, within 12 months. There will be comprehensive grammar text within 24 months. We will develop a digital language domains tool with pictures and sound files within 36 months. There will be ongoing recording of fluent speakers, with 10 fluent speakers recorded one or two times within the first 12 months. Conversational Haí'tzaqv̓la will be recorded and accessible, using natural pairs of speakers wihtin the community, within 24 months. All 400 cassette tapes housed in the cultural centre will be digitized and accessible to community. We will have a best practices for learning Haí'tzaqv̓la resources within 24 months. We will have decoding materials (phonics for Haí'tzaqv̓la) within five years. We will record audio and written forms of unrecorded Haí'tzaqv̓la words, at least 100 unrecorded words a years.*

*We will have a full community language team within five years. We will have 10 fluent speakers, a language coordinator, an assistant language coordinator, a digitization worker, and two technical workers all working together on Haí'tzaqv̓la revitalization within 12 months. We will have a curriculum design team consisting of a coordinator and two assistants within 15 months.*

*We will have a technical team for digital language tools within 24 months. We will have 10 Hái'tzaqv̓la instructors within 36 months.*

*All language stakeholders will be collaborating by having all entities attend Hái'tzaqv̓la Authority Board meetings, all curricula is being freely shared, resources are being pooled for professional development, communicating openly, participating in weekly Hái'tzaqv̓la training sessions, collaborating on funding proposals, using a shared calendar, and distributing a weekly bulletin.*

*There will be more digital and physical language learning tools developed and available to the community. These tools will include:*

- *A language learning app (24 months)*
- *Fully functioning dictionary with sound files, pictures, search functions, and categories (36 months)*
- *80 Ebooks within five years (20 in 12 months, +15 every year after 1st year)*
  - *CD's and physical books for all ebooks*
- *Online Hái'tzaqv̓la courses (Intro 12 months, Intermediate 24 months)*
- *Animations of Stories with translations and original content (5 years)*
- *Early literacy tools and picture dictionary (36 months)*
- *Heiltsuk Radio to host 5 to 7 language 30 minute lessons per week, broadcasted twice per day (6 months)*
  - *Heiltsuk Radio will have one hour of additional Heiltsuk content broadcasted per day (music, old interviews, etc)*
- *Learning Tips Sheet (6 months)*
- *Hái'tzaqv̓la sound and pronunciation learning tool (12 months)*
- *Hái'tzaqv̓la alphabet sound (12 months)*
- *Text on standard spelling and writing system (24 months)*
- *Hái'tzaqv̓la anthem (12 months)*
- *Engaging learning system for Hái'tzaqv̓la orthography (24 months)*
- *Create a culture and history book (24 months)*

*Build capacity for Hái'tzaqv̓la instructors by pooling resources and collaborating on training so that all language instructors can benefit from attending, twice a year professional development. Create post-secondary accredited program for language instructors. Ensure there are continued professional development funds available to all language instructors, including supporting language instructors to attend available immersion programs. Develop plan and strategy for bridging the divide between fluent speakers and language instructors, bring in necessary resources to ensure fluent speakers and language instructors are working as efficiently as possible to revitalize our language. There will be weekly Hái'tzaqv̓la-only gatherings for fluent speakers, understander and language learners centered around a meal or afternoon tea visit, within 3 months.*

*Promote Hái'tzaqv̓la to increase community buy-in to language revitalization. We will have community signs (road signs, buildings, in bookstore) in Hái'tzaqv̓la within 6 months. We will*

*have 50 QR codes around community within 12 months. We will post on social media 3 times per week in Haí'tzaqv̓la within 12 months. We will create Haí'tzaqv̓la videos as part of our social media strategy. We will have Haí'tzaqv̓la content on local ad channel within 6 months. We will have our Haí'tzaqv̓la radio programs active within 6 months. We will launch a community word of the week, with audio and written formats, within 6 months. The Language Coordinator will send out a monthly update/newsletter to the community on all language work and programs, within 3 months. This update will be posted online and distributed in the community. There will be monthly updates on Heiltsuk radio about language work and programs.*



## Timeline

Year 1	Year 2	Year 3	Year 4	Year 5
		10 more fluent speakers	20 more fluent speakers	30 more fluent speakers
Increased Háítzaqṽla learners				
Introduction to Háítzaqṽla Online Course	<ul style="list-style-type: none"> <li>Háítzaqṽla App</li> <li>Intermediate Háítzaqṽla Online Course</li> </ul>	Dictionary	Physical language learning tools in community	Ongoing Access to language learning for all Háítzaqṽ
	Curriculum for Years 1 to 3	Curriculum for Years 4 to 6		Curriculum for Years 7 to 10
Funding for Language Centre Secured	Break ground on language centre	Language Centre Built and Operating		Language Centre acting hub for Háítzaqṽla
10 students enrolled in Adult Immersion Program	10 students in Adult Immersion Program	<ul style="list-style-type: none"> <li>30 students in Adult Immersion Program</li> <li>1st 10 students graduate Adult Immersion Program</li> </ul>	20 students graduated Adult Immersion Program	30 students graduated Adult Immersion Program
12 children in language nest				
<ul style="list-style-type: none"> <li>Increased use of Háítzaqṽla in cultural settings</li> <li>Prayers given in Háítzaqṽla</li> <li>Háítzaqṽ leaders introducing themselves in Háítzaqṽla</li> </ul>		<ul style="list-style-type: none"> <li>Community greeting each other in Háítzaqṽla</li> <li>Mandatory Háítzaqṽla training in all entities</li> </ul>		<ul style="list-style-type: none"> <li>Háítzaqṽla used outside of language spaces</li> <li>Háítzaqṽla primary language in some Háítzaqṽ homes</li> </ul>
Communication				

Campaign for Community Buy-In				
Active Language Authority Board				
Digitization process fully funded and equipped 10 fluent speakers recorded 100 unrecorded words recorded	Comprehensive grammar text Conversational Heiltsuk Recorded Best practices for learning Haíłzaqv̓ł̓a resrouce 200 unrecorded words recorded	Digital language domain tool 400 cassette tapes digitized and accessible 300 unrecorded words recorded	400 unrecorded words recorded	Haíłzaqv̓ł̓a decoding resources 500 unrecorded words recorded
Community Language Team	<ul style="list-style-type: none"> <li>• Curriculum Design Team</li> <li>• Technical Team for Digital Language Tools</li> </ul>	10 Haíłzaqv̓ł̓a instructors		
All language stakeholder collaborating <ul style="list-style-type: none"> <li>- Open communication and regular meeting</li> <li>- Resource pooling for professional development</li> <li>- Curricula freely shared</li> </ul>				
<ul style="list-style-type: none"> <li>• 20 eBooks</li> <li>• Heiltsuk Radio Programing</li> <li>• Learning Tips Document</li> </ul>	35 eBooks	<ul style="list-style-type: none"> <li>• 50 eBooks</li> <li>• Early literacy tools</li> <li>• Picture Dictionary</li> </ul>	65 eBooks	<ul style="list-style-type: none"> <li>• 80 eBooks</li> <li>• CD's and physical copies of eBooks</li> <li>• Animations of Stories in Haíłzaqv̓ł̓a</li> </ul>
Ongoing professional development for all language instructors Twice a year collaborative professional development sessions for all language workers				
Local signs in Haíłzaqv̓ł̓a, 50 QR codes around communiyt, 3 weekly posts to social media in Haíłzaqv̓ł̓a, Online videos in Haíłzaqv̓ł̓a, Haíłzaqv̓ł̓a content on local ad channel, Community Word of the Week Initiative				

## Strategic Plan Development Plan

We estimate with the further research required, community engagement, site visits, and high standard required for a solid strategic plan it will take 3 to 4 months to complete. All timeframes in the above timeline begin *after* the strategic plan is written.

## Scope of Budget

Coordinator	60 days	\$350/day	1	21,000
Review Team	30 days	\$300/day	2	18,000
Language Authority Board	3 meetings	\$3000/mtg	3	9,000
Elder Consultants	12 meetings	\$250/mtg	4	12000
Community Engagement Sessions	2 sessions	\$1000/session	2	2000
Parent Focus Group	1 focus group	\$500/focus group	1	500
Trip to 3 BC Immersion Programs	8 days	\$9,000	3	27,000
New Zealand Immersion Programs	10 days	\$7,000	3	21,000
Mohawk Immersion Program	5 days	\$9,000	3	27,000
Communications, Social Media, Printing		\$1500	1	1500
Production of Video Materials		\$5000	1	5000
Materials and Supplies		\$1000	1	1500

Total Estimated Cost \$145,50

## Supporting Academic Research

The revitalization of Háiłzaqvla and the wellness of the Háiłzaqv are undeniably linked. Dr. Richard E. Littlebear, as quoted in Paskus (2013), expresses the connection between communities and language - "language stores the wisdom of a group and language loss leads to the irrevocable loss of human cultural heritage. Each language expresses a mindset that is, in the end, unique to the community that speaks it" (1999,1995). It is an indisputable fact that a robust cultural heritage and identity are essential to the wellbeing of Indigenous people. There is also correlation between Indigenous Language knowledge increasing and youth suicide decreasing (Hallett 2007). This finding reinforces the Háiłzaqv understanding that language and life are linked, as best expressed by Wiliam Freeman, a Háiłzaqv Elder, "doing away with our language and culture is nothing short of cutting our own throats."

In looking at best practices for Indigenous Language Revitalization "it is important for organizations to resort to their traditional practices to define and achieve the successes based on their own models taught to them in their traditions and cultural practices." (Lanny & Ruff, 2017). Further supporting Háiłzaqv domains of knowledge as the drivers of the Háiłzaqvla revitalization process. Other important aspects of acreating a robust Háiłzaqvla revitalization

strategy is to “create standards of inclusion and community based on traditional knowledge” and “foundations for teaching the language are established by user friendly methods, inclusion, humor and more effective contact time to facilitate learning rather than the politically structured instruction mandated by state regulations” and having Indigenous peoples “define their own means of achieving their goals and objectives based on the best practices and the passion of those dedicated to this mission.” (Lanny & Ruff, 2017)

Additionally, “Securing funding and supporting language activists in the revitalization and maintenance of critically endangered Indigenous languages are essential if we are to save these languages from disappearing. Since the development and expansion of immersion programs has been identified as the best approach to preserving these languages, going forward it is important to help communities build language infrastructure. Documentation, including collecting and cataloging artifacts, creating, planning and managing archives, recording elders, and transcribing recordings, will help preserve existing materials and capture the wisdom of elders before it is too late. It is also important to train community linguists and researchers so the necessary knowledge and skills needed to create online and print dictionaries, syllabaries, apps, and multimedia are shared. It is important to capture the sounds, words, usage, and return revitalization—to everyday use, in addition to create language nests, and host culture camps. It is also important to provide ongoing, comprehensive professional development to language instructors and language advocates and support them as they design resources/materials and textbooks and grapple with lesson planning, curriculum design, assessment and classroom management.” have all been identified as necessary strategies in Montana, a leader in Indigenous language revitalization ( Carjuzaa & Ruff 2017).

The most successful Indigenous language revitalization programs are Indigenous language immersion schools (see Reyhner 2010, Reyhner & Johnson 2015). Therefore it is the desire of the Hái'tzaqv to establish immersion programs not only for school age children but for all life stage - language nests, immersion school, adult immersion program. Onowa McIvor found in response to the questions of “What methods are working well?”

*“Hermes (2007) draws upon the work of a number of prominent researchers to assert that “the Indigenous-immersion method is quickly being recognized as one of the most effective tools for restoring Indigenous language...” (p. 58). McCarty (2003) and longtime Indigenous language revitalization advocates Grenoble and Whaley (2006) also support language immersion. However, it is reflected in the literature that total immersion is not always possible (at least initially) and that communities may have to have a graduated or partial-immersion approach (Aguilera & LeCompte, 2007). Aguilera and LeCompte (2007) studied three Indigenous communities’ experiences with language immersion. They emphasize that immersion language learning can be successful without affecting a student’s performance in English and advocate for well educated bilingual and bi-cultural adults who will no doubt contribute in important ways to their nations and society as a whole.*

*Peter (2003) describes a “Culturally Responsive Evaluation” model created by an “Immersion Team” with the Cherokee Nation in Oklahoma. It is a tool they continue to refine and describe as an open-ended, culturally-responsive, useful and thorough tool which effectively identifies strengths and weaknesses of their program in order to continue to improve.”*

Our strategic goals and identified strategies are based on our own Háítzaqv knowledge, worldview, and values, as well as supporting academic research.

## **Supporting Research on Indigenous Language Revitalization Best Practices**

This Háítzaqvla Revitalization Framework team has engaged in conversations and/or researched the following language programs:

- Mohawk Adult Immersion Program
- Squamish Language Immersion Program
- Chief Atahm Immersion School
- Haida Gwaii Language Centre
- Sylix Language House
- WSÉNC School Board
- Hesquiaht Language Programs

### ***Onkwawenna Kentyohkwa - Mohawk Adult Immersion Program***

This program has 12 participants per year, between the ages of 18 and 50, and uses the root word methodology. The program is full immersion in Mohawk, full-time, Monday to Friday, September to May. Students are paid for the time they attend class. This program takes place over two years and a third year is being added. This program creates fluent speaker in the two year program, assessed by the American Council on the Teaching of Foreign Languages, Oral Language Proficiency Guidelines. This program was established in 1999 by Brian & Audrey Maracle. Brian said the biggest lesson learned for the program was “course is expensive and the community has to be prepared to spend money.”

### ***Squamish Language Immersion Program - In Partnership with Simon Fraser University***

This program has 15 participants per year, with students receiving a certificate in First Nations Language Proficiency from SFU. Students receive 1000 hours of language instruction, using immersion as the primary methodology. The instructor uses the Where Are Your Keys Methodology, and a variety of games and other learning activities. The program was established and is instructed by Khelsilem. He says one of the biggest lessons learned after the first year was “Make sure your students are supported. The less they have to worry about housing and daily needs the more engaged they can be in their learning. Also developing the curriculum, books, and classroom strategies upfront is so important. We were in a much better place to begin in the second year.”

### ***Chief Atahm Immersion School - Secwepemc Language Programs***

Chief Atahm is a Secwepemc Language Immersion School from kindergarten to grade 4. The school follows the BC Curriculum, in the medium of secwepemc language. The program started with a Language Nest, a full immersion model for children age 6 months to 3 years. From this starting point the program grew into a kindergarten and over the years into the program it is today. As of 2017 the intermediate program, grade 4 to 7, will be bilingual to help transition the students into an English based classroom, 80% Secwepemc language, 20% English. The school uses Total Physical Response and Total Physical Response Storytelling as their methodologies in their immersion program. Katherine Michel one of the founders of the school says the biggest lessons learned are “Establishing an immersion program is a lot of work, very time consuming. You have to be willing to work through summers and be willing to train those that are interested and can assist in specific areas: tech support, office etc.”

### ***Haida Gwaii Language Centre - Xaad Kihlgaa Hl Suu.u Society***

There are several Haida Language Learning Initiatives, that have recently found a home at the new language centre. The centre serves as home for ongoing language documentation, preservation, curriculum development, Haida language multimedia content, and classes. The language centre is located in the building previously used at the band office. The director of the centre shares their biggest lesson learned was around designing a centre with specific language learning in mind. They would have loved to have a soundproof room with high quality recording equipment to capture all of the rich language used during the Elder sessions.

### ***Syilx Language House***

The Syilx Language House is a non-profit society located in Penticton, BC that was established to create new speakers of the Nsyilxcn (Syilx) language. Nsyilxcn Language classes run twice a week for four years. Through these four years the learners complete 1,800 hours of language immersion in order to become Intermediate speakers in Nsyilxcn. The first cohort of 15 began in September 2015. This cohort of students will graduate in June 2019. The curriculum developed by the Spokane Salish School: [www.interiorsalish.com](http://www.interiorsalish.com) is used by the Language House as well as “cutting edge methods and intensive immersion”. Recording and transcribing of elders is used. The Paul Creek method along with the dedication of students is credited to the success of the Syilx Language House. The language house also works to preserve their language and records their elders speaking and telling stories. Each year the language house records and transcribes up to five hours of stories which works out to about 50 stories per year. Each story is transcribed and put on CDs and is shared with the different Syilx bands. The plan for 2020 is to have three different language houses within Syilx Territory and have 90 new students begin their 4 year, 1800 hour program of Nsyilxcn.

### ***WSÉNC School Board - Immersion School***

This organization runs a language nest and immersion school from kindergarten to grade 4. The program started with an adult education program centred on creating language apprecientices that are dedicated to language learning and work. They have a partnership with the University of Victoria to run a diploma in Indigenous Language Revitalization which ladders into a BEd

program. A language nest followed the adult program. The roll out of immersion in the school followed the initial language nest cohort up through the primary grades. Some of the biggest lessons learned shared by Tye Swallow are “funding cannot drive community work” and “focus on building your capacity first, as it will benefit your programs in the long run.”

### ***Hesquiaht Language Programs***

The Hesquiaht language programs centre on family centred, land-based immersion programs. They run cultural programs and camps that use immersion sets the primary methodology. Each program centres on a different cultural activity and teaches language, in sets, related to the activity. All programs are vertical - with children, adults and Elders all participating. The biggest lessons learned by Chuutsqa Layla Rorick “It all comes back to land and language. The land and language are connected in meaningful ways that are not easily expressed in English.”

# **Governance of Haítzaqv̓la Authority Board**

## **Terms of Reference**

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(Name of Haítzaqv̓ Language Authority Board in Haítzaqv̓la)

### **LANGUAGE AUTHORITY BOARD**

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Name of Language Authority in Language hereafter “Language Authority”

Haítzaqv̓la

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Name of the Language hereafter “the Language”

## **Placeholder for Section on Jurisdiction of Language Authority Board**

### **Haítzaqv̓la Dialects**

Wúyalitx̓v – The Outside People

Qvúqvaýáitx̓v – Calm Water People

Wúíłitx̓v – People of the Inlet

Yísdáitx̓v – People of Yísda

X̓íx̓ís – Down River People

### **Purpose of the Language Authority Board**

The purpose of the Language Authority Board is to support all Haítzaqv̓ to revitalize and preserve Haítzaqv̓la and

- To apply Gv̓l̓ás in regards to Haítzaqv̓la
- To make formal decisions on the revitalization of Haítzaqv̓la
- To promote the use of Haítzaqv̓la as the official language of the Haítzaqv̓
- To accredit all Haítzaqv̓la programs
- To approve new curriculum for Haítzaqv̓la instruction
- To develop and/or approve new vocabulary
- To formalize the Language Authority Terms of Reference
- To establish functional relationships and agreements with education institutions

### **Background of the Heiltsuk Language**

- Haítzaqv̓la - speaking the Haítzaqv̓ (Heiltsuk) language
- 5 dialects: Wúyalitx̓v – The Outside People, Qvúqvaýáitx̓v – Calm Water People, Wúíłitx̓v – People of the Inlet, Yísdáitx̓v – People of Yísda, X̓íx̓ís – Down River/Northern People
- Due to cultural genocide (1820 – 1960) the natural form of language transition came to a halt



- Haíłzaqvła (speaking the Haíłzaqv language) survived during the time of cultural prohibition through the deep commitment of elders and community members
- 1970 - Heiltsuk Tribal Council hired Linguist: John Rath worked with fluent speakers and working out of the Cultural Center developed a written system, dictionary and many learning
- 1978 – Bella Bella Community School, Haíłzaqvła, formal part of school curriculum
- 1997 – Waglisla Adult Learning Center, Haíłzaqvła, formal part of school curriculum
- 1999 – Qáqauáilás - Heiltsuk House of Learning (Daycare ) Include Haíłzaqvła in 0 – 6 program
- 2003 – Heiltsuk Kaxla Society include Haíłzaqvła in 0-6 programs
- 2002 - Qqs Projects Society (Kvai Summer Camps) include Haíłzaqvła in 0-6 programs
- 2009 – Hailika’as Heiltsuk Health Center: include Haíłzaqvła in 0-6 programs
- Comprehensive baseline study completed September 2017 to assess current language status: 2 percent of the Heiltsuk population are fluent speakers

### **Background on Language Authority**

- 1995 - Language Authority was formed in 1995
- 1995 - Protocol with B.C. College of Teachers
- Role and responsibility were to assess, evaluate and certify fluent speakers as educators
- Role and responsibility were to assess, evaluate and certify second language learners as teachers and educators of the Heiltsuk Language
- Validate and create new vocabulary
- Inactive for 10 or more years
- 2017 - Revitalized with new membership and commitment to reactivate Heiltsuk Language Authority Board

### **Roles and Responsibilities**

The primary role of the Haíłzaqv Language Authority Board is to support the revitalization and preservation of Haíłzaqvła for all Haíłzaqv. In addition, the Haíłzaqv Language Authority Board will:

- Represent the membership of the Language Authority Board
- Be comprised of fluent speakers of the language, stakeholder delegates, and community representatives
- Language Authority Board will meet quarterly
- Working Groups will meet as needed to complete work of Language Authority Board
- Assess, evaluate and certify fluent speakers of the Haíłzaqvła
- Certify Haíłzaqvła Teachers and Language Proficiency Certificate Holders
- Assess, evaluate and approve education materials developed for the purpose of teaching the language, history and culture
- Work collaboratively to support and seek funding for language initiatives
- Seek support from Hemas and Elected leadership to designate the Haíłzaqv Language Building as the home of the organization
- Set policy for copyright and guidelines for sharing of language resources and curriculum
- Set guiding principles for new Haíłzaqvła curriculum development

- Develop and support initiatives that benefit the language

### **Language Authority Board Membership**

The Language Authority Board consists of 26 members.

The Language Authority will be comprised of:

- Six representatives who are recognized fluent speakers of the Haíłzaqv Language
- Two representatives whose language is sleeping (understands Haíłzaqvł̓a doesn't speak)
- Two youth representatives, under the age of 25 and active in the language and culture
- Two parent representatives, with children ages 0 to 18
- Two Haíłzaqv Yímas (Hemas) representatives
- Two Haíłzaqv Wíúmaqs representatives
- Two community representatives, Haíłzaqv with vested interest in Haíłzaqvł̓a
- Eight professional stakeholder delegates:
  - BBCS
  - Heiltsuk College
  - Káxl̓a Child & Family Services
  - Hailika'as Heiltsuk Health Centre (Sasum House)
  - Social Development (Day Care)
  - Qqs Projects Society
  - Heiltsuk Tribal Council
  - HIRMD (HCEC)

### **Roles & Responsibilities of Stakeholder Delegates**

- Attend quarterly meetings
- Reports on Organization's Language Work
- Recommendations for Community Reps
- Contribute to decision making of Language Authority Board
- Provide and recommend technical staff for working groups
- Participating in working groups relevant to organizations language work
- Makes available all curriculum resources to other LAB member organizations
- Collaborates to provide meeting space

### **Roles & Responsibilities of Speaker Delegates**

- Attend quarterly meetings
- Contribute to decision making of Language Authority Board
- Contribute to working groups
- Contribute to new language creation
- Contribute to curriculum approval and development
- Clarifying and standardizing language rules

### **Roles & Responsibilities of Community Representatives**

- Attend quarterly meetings
- Contribute to decision making of Language Authority Board

- Contribute to working groups

### **Language Authority**

The Language Authority Board

- Is responsible for all decisions by the committee and the subcommittee.
- The Language Authority Board will provide a reporting system to track progress, decisions, and ratify decisions by the subcommittee
- A quorum of nine members must be present before a meeting can proceed, including three speaker delegates

### **Working Committees**

- Working committees – individuals with relevant expertise and technical staff provided by stakeholders
- All working groups will be provided sufficient information about their roles
- All working groups will develop a “terms of reference”
- Terms of reference will clarify role, purpose and responsibility of working groups
- Working groups will be created and dissolved as needed

### **Required Working Committees**

The following sub committees are identified:

- Funding
- New vocabulary
- Certification & Accreditation
- Policy
- Curriculum Approval
- Collaboration with Educational Institutes
- Language Revitalization Centre

### **Language Revitalization Coordinator & Assistant**

The Language Revitalization Coordinator will:

- Coordinate Language Authority Board meetings and working group meetings
- Work collaboratively with all language stakeholders
- Promote language learning, preservation and access
- oversee implementation of 5 year strategic plan
- oversee establishment of language revitalization centre
- guides new curricula development
- documents new language and standardized language rules
- supports collaboration with educational institutes
- manages budgets for Language Authority Board, Language Revitalization Centre and Strategic Plan
- Supervises Language Revitalization Assistant
- Contributes to new proposals developed by the Language Authority Board

The Language Revitalization Assistant will:

- Prepare agendas and issue notices

- Prepare documents for discussion and comment
- Distribute agenda one week prior to meetings to representatives
- Take notes of proceedings and prepare minutes
- Distribute minutes to all committee members
- Minutes must be accepted by the Chairperson
- Organize and book travel
- Collect stakeholder reports and distribute with agenda
- Handles logistics of meetings (catering, meeting space, invites)

## Placeholder for Section on Intellectual Property Rights

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### Jurisdiction of Haítzaqvļa Authority Board

The ultimate jurisdiction over Haítzaqvļa lays with the Haítzaqvļa Authority Board, which answers the Haítzaqv people. The Haítzaqvļa Authority Board is responsible for applying Haítzaqv gvīļās in regards to language, therefore the Haítzaqvļa Authority Board will be body to govern our language. There will be no top down dictation from the provincial or federal government on issues of Haítzaqvļa revitalization efforts. The Haítzaqvļa Authority Board has the ultimate authority to determine how Haítzaqvļa will be preserved, taught and developed. The Haítzaqvļa Authority Board has the ability to create and approve new Haítzaqvļa words and forms. The Haítzaqvļa Authority Board is responsible for the preservation, promotion, qualification of Haítzaqvļa teachers, and methodologies used to teach Haítzaqvļa. The Haítzaqvļa will be responsible for accrediting any organization that engages in teaching Haítzaqvļa to ensure best practices are being used. Haítzaqvļa Authority Board will determine how language monies are spent. The Haítzaqvļa Authority Board will be responsible for determining how Haítzaqvļa is used in the public domain.

### Guiding Principles For Haítzaqvļa Curricula Development

*These principles will serve to guide all current and future development of Haítzaqvļa curricula.*

<ul style="list-style-type: none"> <li>• Uplifts Haítzaqv Identity</li> <li>• In line with Haítzaqv values</li> <li>• Promotes Haítzaqv worldview</li> <li>• Incorporates Haítzaqv histories and stories</li> <li>• Prepares learners to pass on Haítzaqvļa</li> <li>• Inclusive of community voices</li> <li>• Embraces all dialects of Haítzaqvļa</li> <li>• Teaches within Haítzaqv seasonal cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Immersion Model</li> <li>• Incorporates Haítzaqv beliefs and spiritual practices</li> <li>• Revitalizes Haítzaqv customs and culture</li> <li>• Outdoor, place-based education model</li> <li>• High expectations and high standards of learning</li> <li>• Promotes use of everyday language</li> </ul>
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## **Job Descriptions**

### **Language Revitalization Coordinator**

#### ***Overview***

This position will be responsible for coordinating all Hą́tʔaąvł̨a revitalization initiatives. They will coordinate the Hą́tʔaąvł̨a Authority board meetings and working committees. They will work collaboratively with all language stakeholders. They will work to promote language access, learning and preservation.

#### ***Responsibilities & Duties***

- responsible for implementation of 5 year strategic plan
- responsible for overseeing language centre development
- responsible for guiding new curricula development
- documenting new language and standardized language rules
- collaborating with education institutions
- in charge of budgets for LAB, centre, strategic plan
- supervise staff
- proposal writing

#### ***Qualifications***

- Knowledge of and active in Hą́tʔaąvł̨a language, culture, community
- superior organization and communication skills
- management experience
- project coordination experience, including budget management
- post-secondary education in relevant field or equivalent experience
- open to professional development

***Wages:*** \$50,000 to \$65,000 a year depending on experience and education

### **Language Revitalization Assistant**

#### ***Overview***

This position will support the Language Revitalization Coordinator in coordinating Hą́tʔaąvł̨a revitalization initiatives.

#### ***Responsibilities & Duties***

- logistics of LAB meetings (catering, space)
- Minutes
- Travel
- meeting materials
- scheduling (working committees, quarterly meetings)
- Working committee report collection - printing - distributing communications

#### ***Qualifications***

- two years similar work experience
- grade 12 or equivalent
- excellent written and verbal communication skills
- capable with a variety of technology
- excellent organization skills
- open professional development

***Wages:*** \$35,000 to \$40,000 a year depending on experience and education

## **Curricula Sharing Agreement**

An important part of moving forward with Háítzaqvı́a revitalization is honouring the work of the passed 40 years. Therefore a curricula sharing agreement will be created for the Háítzaqvı́a Authority Board. The curricula sharing agreement must be signed by all stakeholders of the Háítzaqvı́a Authority Board. The curricula sharing agreement will apply to all resources, both physical and digital. Requests for resources must be honoured within five business days. Cost of printing or copying will be borne by requesting party. All resources must be added to digital catalogue within three months of signing the agreement. Within twelve months of signing the agreement the organization must commit to having PDF copies of resources available - as much as possible. Borrowed copies should not be the master copies. All borrowed copies must be returned within five business days. There will be a proper borrowing procedure established and must be followed. The request form should be submitted to both the organization and the Háítzaqvı́a Authority Board. If the terms of the Curricula Sharing Agreement are violated two warnings will be issued. A third violate will see the organization/party removed from the Háítzaqvı́a Authority Board. There will be an appeals process established. Any warning or removal letter may be appealed, evidence must be provided of compliance with agreement. A working committee will decide on appeals. If deadlines to have resources available are missed a letter will be issued asking the organization to submit a plan to be in compliance with the agreement within three months. There will regular reminds to all organization to upload resources and pdfs sent out at regular intervals. The purpose of the Curricula Sharing Agreement to promote collaboration among all Háítzaqvı́a Authority Board members and break down some of the established sylos, ultimately benefiting all language learners and language revitalization efforts. The Curricula Sharing Agreement will also avoid work and resources being duplicated.

## Haítzaqvıa Authority Board Implementation Plan

Deliverables	Resources	Short Term Outcomes	Long Term Outcomes
Develop and formalize decision making process for LAB	LAB meeting, stakeholder time for working committee	Board begins to meet	Decisions are made by LAB
Approval of new curricula resource	Meeting Space	new curricula approval	Standardized curricula for all language programs
Working groups are established	Coordinator & Assistant	terms of reference	board governance is clear
Submitting a funding proposal for the strategic plan	Stakeholder Time	proposal submitted	long term funding is secured
Review and approve strategic plan	Meeting Space, LAB meeting (space honorariums)	working group are established	work gets done on language priorities
Formalize terms of reference	LAB meeting (space, honorariums)	board meetings	collaboration between stakeholders

## Next Steps For Haítzaqvıa Authority Board

1. Identify all members
2. First official meeting of Haítzaqvıa Authority Board
3. Working group members are identified
4. Haítzaqvıa Authority Board to review and approve strategic plan

## Scope of Budget For Haítzaqvıa Authority Board

Meeting Space	\$0
Catering	\$2,600
Speaker Honorariums	\$8,000
Community Reps	\$4,000
Working Group Budget	\$12,000

Estimated yearly cost of Haítzaqvıa Authority Board \$26,600

# **Infrastructure**

## **Introduction**

The purpose of the Háit̓zqv̓la Revitalization Centre is to centralize Háit̓zqv̓la revitalization initiatives. This will allow for increased collaboration between language stakeholders and the funnelling of resources to increase efficiency of revitalization efforts. The building will be a dedicated language learning and preservation centre. The centre will be the home for a language nest, adult immersion program, community language classes, a language learning lab, cultural language programs, Háit̓zaqv̓la resource library, documentation and preservation efforts.

The need to engage in effective and efficient language revitalization of Háit̓zqv̓la is urgent beyond measure. Only thirty Háit̓zaqv̓ are fluent speakers of Háit̓zaqv̓la. This is a direct result of the trauma suffered by Háit̓zaqv̓ children in Indian Residential Schools. Háit̓zaqv̓ children were given two weeks to learn English upon entering Indian Residential School, if they had not mastered it by the end of the two weeks they were beaten for speaking Háit̓zaqv̓la. These children came home to Háit̓zaqv̓ homelands and became parents. These parents refused to teach their children Háit̓zaqv̓la as they knew they would be beaten in Indian Residential School and in the Bella Bella Indian Day School for speaking Háit̓zaqv̓la. Háit̓zaqv̓ children were told the outright lie that “your language has no value.” The intergenerational trauma caused by this message still ripples in the lives of Háit̓zaqv̓ children today. Háit̓zaqv̓ children born today are still being robbed of the opportunity to be raised in their own language and worldview. A language revitalization centre will go a long way in correcting this ongoing impact of Canadian policy and practice.

## **Rationale For Háit̓zaqv̓la Revitalization Building**

The Háit̓zaqv̓ community currently has no dedicated space for our language revitalization initiatives. It is vital that Háit̓zaqv̓ people have a dedicated, safe space to learn and speak their language. The intergenerational trauma of Indian Residential Schools have lasting impacts on our language learning. By creating a language learning centre we will be able to make Háit̓zaqv̓la more accessible to all Háit̓zaqv̓. Building a centre allows us to have a space dedicated to and specialized for language revitalization. A revitalization centre will serve as a hub for all language programs and services, allowing for collaboration and resource pooling. Háit̓zaqv̓la is in grave danger of going to sleep. One one percent of the Háit̓zaqv̓ people speak the language and drastic measures are required to revitalize the language for future generations. The Háit̓zaqv̓ know what we need in order to be successful in our language revitalization efforts, a building is part-and-partial to our self-determination as a people.

## **Background Analysis**

The previous efforts at language revitalization have typically been isolated with various organizations and limited in scope. The Bella Bella Community School offers 30 minutes of language 5 times a week to school age children. There are two day care programs for 3 & 4



year olds that offer some language. There are adult language classes offered by the college. The Heiltsuk Cultural Education Centre houses resources and engages in language documentation and preservation. Kvai Camp, run by Qqs Eyes Projects Society, offers language instructor at summer camps to children aged 9 to 14.

The school language program is limited by time, only 30 minutes a day. Additionally, the policies of the school are not conducive to earnest language revitalization but more akin to a core french program in BC public schools. The language program within in the school is often challenged for space and has had a high turnover of language teachers due to unsupportive policies. The two day care programs are run by two different organizations - Heiltsuk Social Development and the Hailika'as Heiltsuk Health Centre. Both have been challenged by lack of funding and the red tape of licensing, causing both programs to run sporadically. Both programs also are at capacity when running, with full waitlists. The Heiltsuk College Program offers adult language classes that have outgrown their initial space and are now offered in the largest classroom space, with no room to grow, but lots more interest in classes. The Heiltsuk Cultural Education Centre is perceived as being inaccessible by the community limiting its usefulness as a resources centre. However, the recent efforts to put the Háit'zaqv̓la dictionary online has increased community engagement in self-guided language learning. Kvai Camp is a land-based program that offers language camps and language instruction, this model allows for deep rich language learning. The limits of this program are its seasonal nature and inaccessibility of the location of the camp, 30 nautical miles from Bella Bella and without a dock.

Having all of the community language programs run by different organizations and targeting different age groups has caused a mishmash of results in terms of language revitalization. There is a high demand for language programs in the community, as a result programs often struggle to access fluent speakers, with only 30 Háit'zaqv̓la speakers left. A language revitalization centre that centralizes services and program will allow for efficient use of resources, including fluent speakers. A centre will address the limits of space experience by all of the above programs. The centre will allow for increased collaboration between all language stakeholders and pool of funding that flows into the community for language revitalization.

## **Relevance to National & Provincial Policies**

Establishing a language revitalization centre as a hub for language revitalization initiatives is in line with both Heiltsuk priorities, national and provincial policies. Language revitalization has been identified as one of the five priority house posts by Heiltsuk leadership.

Prime Minister Justin Trudeau stated *"our government will enact an Indigenous Languages Act, co-developed with Indigenous Peoples, with the goal of ensuring the preservation, protection, and revitalization of First Nations, Metis, and Inuit languages in this country"* in December of 2016. The federal government has committed to reconciling its relationship with First Nations and is actively engaged in Hascistut with the Heiltsuk First Nation. The National Chief of the Assembly of First Nations, in 2017 said "Our languages are central to our ceremonies, our

relationships to our lands, the animals, to each other, our understandings, of our worlds, including the natural world, our stories and our laws.” Further supporting the urgent need to being Háítzaqv̓la revitalization in earnest.

Truth and Reconciliation Commission of Canada Call to Action #14 states:

*“We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:*

- 1. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.*
- 2. Aboriginal language rights are reinforced by the Treaties.*
- 3. The federal government has a responsibility to provide sufficient funds for Aboriginal language revitalization and preservation.*
- 4. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.*
- 5. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.”*

Provincially, Premier John Horgan announced BC’s commitment to revitalizing Indigenous languages in the 2018 BC Budget Speech. “British Columbia is home to 60% of First Nations languages in Canada, with more than 30 unique languages and 61 dialects. But our First Nations languages are in a state of crisis. Eight languages are severely endangered, and 22 are nearly extinct. That’s why we are committing \$50 million this fiscal year to support the preservation and revitalization of Indigenous languages in B.C. is funding will flow immediately, because there is no time to lose.”

The Union of BC Indian Chiefs passed a resolution in 2017 “Supporting Revitalization of Indigenous Languages.” In the resolution the UBCIC states ““Indigenous languages form the bedrock of continuity for the survival and well-being of Indigenous cultures from one generation to the next. This important intergenerational responsibility has been severely disrupted by colonialism and colonial practices, laws, policies and practices of discrimination, assimilation, forced relocation and residential and boarding schools, among others.”

## **Use & Access of Revitalization Building**

The building will house immersion programs both the adult immersion program and language nest. It will house a resource library and self-guided learning equipment. It will serve as the hub for the preservation of Háítzaqv̓la by housing the recording and digitization projects. It will be the home of the Háítzaqv̓la Radio programs. It will host drop in language programs, as well as formal classes. It will serve as meeting space for the Háítzaqv̓la Authority Board. It will be office space for the community language team.

The purpose of the building will be language revitalization. All Háítzaqv̓ who have desire to learn the language will have access. There will be process established so that all language

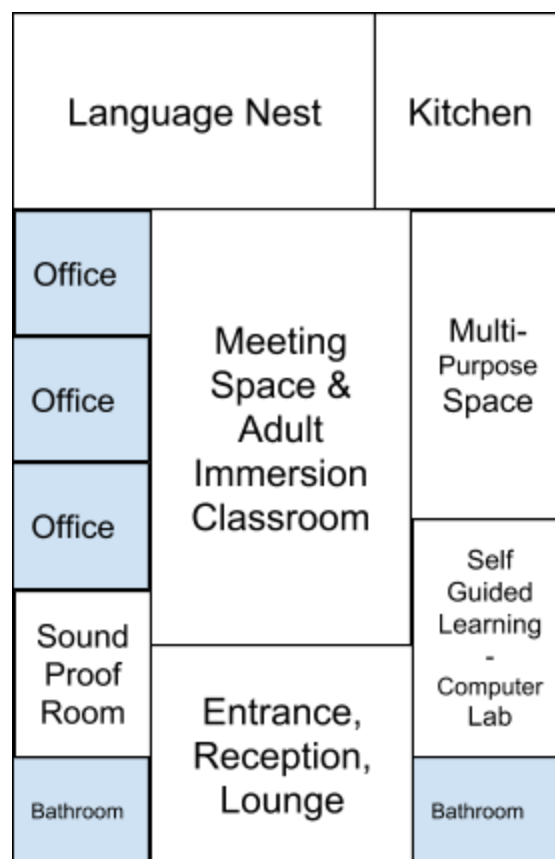
programs can access the building. The priority for access will go to programs whose focus is language revitalization. Second priority for access will be for cultural uses. Any programs that wish to access the space whose focus is not language or cultural will be tertiary priority for access.

## Staffing, Design, and Equipping of Haíłzaqvı́a Revitalization Building

The Community Language Team will be based out of the Haíłzaqvı́a Revitalization Building. The team will include the Haíłzaqvı́a revitalization coordinator, Haíłzaqvı́a revitalization assistant, Haíłzaqvı́a Revitalization Centre Director, curriculum team, tech team, Receptionist, Elder in Residence, Technical Support Worker, Language Nest Staff, Instructor for Adult Immersion Program, Assistant Instructor for Adult Immersion Program, Janitor and Maintenance person.

The design for the building should include a large open meeting space, a multi-purpose room, a soundproof recording room, three offices, a language nest space resembling a home (including a kitchen). A two story building around the size of the youth centre will sufficiently meet the demands of the planned programs.

This is very preliminary sketch of what the first floor of the Haíłzaqvı́a Language Revitalization Centre could look like.



Ideally the building should be equipped with the following:

- Audio visual recording equipment
- Smart board
- Sound system
- Front row, classroom voice projection technology
- Whiteboards, wall and individual
- A class set of tablets
- Audio enhancing meeting equipment
- Cassette, CD, VHS, & DVD digitizer
- Computers for digitization, self-guided instruction, and office use
- Digital storage system and back up
- Fire and waterproof storage
- Physical primary learning and literacy supplies
- High capacity printing capabilities
- Camera set
- Flip charts, wall charts, pocket charts,
- Laminator
- Label printer
- Binding machine
- Traditional food preparation and preservation supplies
- Sewing machines
- Overhead projector
- Kitchen supplies
- Screen (smart TV, project and screen)

## **Scope of Budget For Revitalization Building**

Estimated Cost \$1,000,000

<b>Potential Expenses</b>
Design of Centre
Community/Language Board Design Consultations
Building Plan
Lot Prep
Construction
Utility Hook Ups (water, power, sewage)
Language Equipment
Furnishings
Utilization Plan (usage, access, programs, employees)

## **Sensitivity Analysis**

The ultimate objective of establishing a Language Revitalization Centre is to increase the number of Háiṭzaqvḷa speakers. The centre will act as a safe, specialized space for language learning. The centre will increase access to Háiṭzaqvḷa for all Háiṭzaqv by serving as a hub for language revitalization initiatives - language nest, adult immersion program, classes, self-guided instruction, preservation, documentation, and governance meetings. By centralizing services we will increase collaboration by all language stakeholders. A language revitalization centre will support the objective of healing from the impact of colonization and Indian Residential Schools on Háiṭzaqv people and our language.

There will be economic benefits to the community as a result of the establishment of language revitalization centre. The centre will cost \$1,000,000 dollars to build and equip. In the short term, these funds will bring construction jobs into the community. In the long term the centre will bring language revitalization funds and jobs into the community. The centre and its initiatives will build capacity in the community and create employment.

There are no obvious environmental sensitivity issues. The site has been committed to development, initially for a new Heiltsuk Cultural Education Centre, since the early 1980's. The site is gravel, with no vegetation. The proposed site is between the Bella Bella Community School and Youth Centre, in the centre of Bella Bella. There is a school garden immediately to the south of the site. The language revitalization centre will not block the garden's southern exposure and should not impact the garden's productivity.

Heiltsuk Tribal Council has the ability to track and report on the required \$1,000,000 budget. HTC has built two similarly sized buildings in the past five years - the youth centre and new fire hall. The youth centre cost \$509,000 to build and the new fire hall cost \$1,700,000 to build. The capital works manager estimates it costs \$300/sq foot to build a public building in Bella Bella. Because of the isolation of the community and the need to ship in building supplies, there is some risk of the project going over budget. However, this risk can be mitigated by following best practices established by the community and analyzing previous capital projects to ensure enough funds are in place to complete the building on time and on budget.

There is a high level of community buy-in to Háiṭzaqvḷa revitalization efforts. Breathing life back into our language and creating a home for Háiṭzaqvḷa within our community is directly in-line with addressing Háiṭzaqv priorities of healing, wellbeing, and social development. In a community survey, conducted by the team who wrote this framework, 98% of respondents are interested in learning Háiṭzaqvḷa. However, less than 50% of respondents were actively engaged in learning Háiṭzaqvḷa. This gap speaks to lack of access to Háiṭzaqvḷa learning opportunities for the Háiṭzaqv. Háiṭzaqv leadership have identified language revitalization as one of the five priority house posts for our reconciliation process. In community meetings to discuss this framework our Háiṭzaqv Elders and fluent speakers identified a clear mandate that

every effort to revitalize Háiṭzaqvḷa should be made. Háiṭzaqv youth and children are high engaged and motivated language learners. Further more 74% of Heiltsuk parents would enrol their children in a language nest and other language learning programs.

From a technical perspective - A lot has been identified for the Háiṭzaqvḷa Revitalization Centre, between the school and youth centre, in the centre of Bella Bella. For the sake of longevity, the design of the building should take into consideration the following factors: high rainfall, proximity to ocean, seasonal winds and storm. The building must be located about the tsunami line and be seismically sound. As the majority of fluent speakers are elderly, many with mobility issues, the building to be designed to be accessible. The demand for space far outstrip the supply in Bella Bella. Every community building acts as a multipurpose building because of the premium on space in the community. For example, the Elders Building not only serves as a hub for Elder services and programming, but is regularly used for community meetings, cultural programs, youth programs, and private events. As Bella Bella is an isolated community, accessible only by boat or airplane, shipping issues and costs often slow process on building project. The Háiṭzaqv community has many trained carpenters and just graduated 12 carpenter apprentices, who could be utilized to work on the construction of the building. Bella Bella has a local sawmill and the Háiṭzaqv have access to 50 cubic metres of timber per person under our free use permit.

## **Project Monitoring and Evaluation**

A working committee of the Háiṭzaqvḷa Authority Board will be responsible for the monitoring of the building project. Having a clear budget with regular spending reports will allow the working committee to carefully monitor the project to ensure its on budget. In partnership with the contractor the working committee will establish a clear timeline. This will allow for monitoring of any delays to ensure the projects stays on time.

The success of the Háiṭzaqvḷa Revitalization Centre will be evaluated by a yearly review of the objectives laid out in the five-year strategic plan and timeline, by the Háiṭzaqvḷa Revitalization Board. Thirty six months from the opening of the Háiṭzaqvḷa Revitalization Centre a follow-up to the baseline data survey, conducted by Joann Green, will take place. This will allow the Háiṭzaqv to assess how many more fluent speakers have been created through the language revitalization initiatives. Additionally, a follow up community survey will take place one year after the establishment of the centre to gauge whether the gap between demand for and access to language learning opportunities has begun to close. These three methods of evaluation will allow for adjustments as needed to Háiṭzaqvḷa revitalization efforts.

## **Infrastructure Conclusion**

Based on our sensitivity analysis a language building will meet its objectives of centralizing and streamlining language initiatives to increase efficacy. The Háiṭzaqvḷa Revitalization Centre will aid the healing of the impact of colonization on both the Háiṭzaqv and Háiṭzaqvḷa. Establishing a Háiṭzaqvḷa Revitalization Centre is in line with Heiltsuk priorities, and national and provincial policies of both government and first nations leadership organizations. The Háiṭzaqvḷa

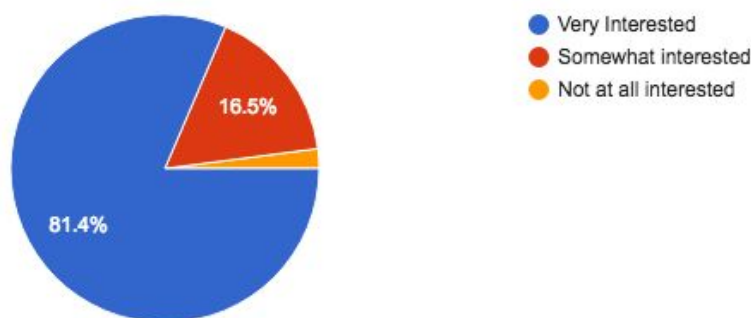
Revitalization Centre will promote the process of decolonization within the Háiṭzaqv community by supporting social, emotional, spiritual, and mental wellbeing and resilience in all Háiṭzaqv from womb to tomb.

## **Community Demand For Language Learning**

As part of the designing this framework we created an online community survey, distributed via social media, to determine the demand for language learning within the Háiṭzaqv community, both urban and on-reserve. As of Wednesday, April 11th, 2018 we have received 100 responses to the survey. We have determined there is a high demand and interest in learning Háiṭzaqvḷa among the Háiṭzaqv.

### **How interested are you in learning Heiltsuk?**

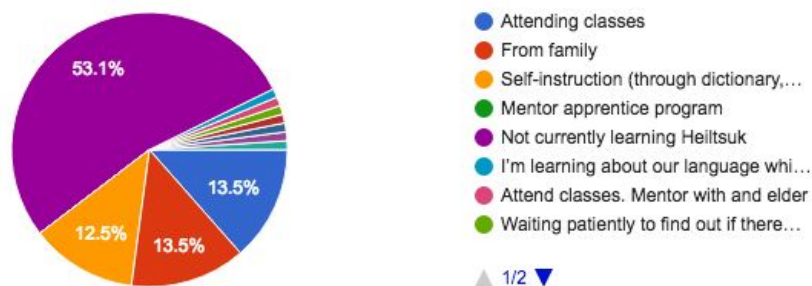
97 responses



Our community survey also showed us that despite a high level of interest in learning Háiṭzaqvḷa, less than 50% were actively engaged in language learning. This speaks to the lack of access to Háiṭzaqvḷa learning opportunities for our people.

### **Are you currently learning Heiltsuk? If so how are you learning Heiltsuk?**

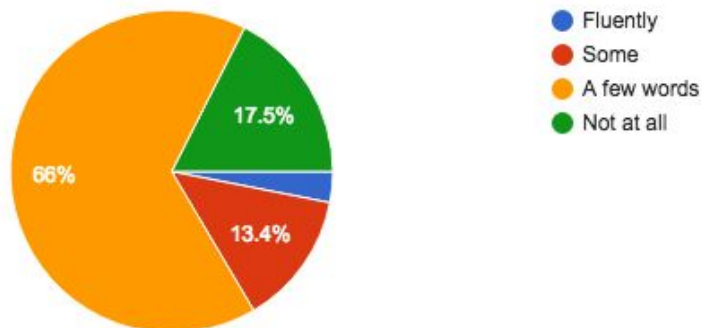
96 responses



The community survey reinforced previous research on the state of our language and the urgency to undertake revitalization efforts. Only 6 people responded that they were fluent speakers of the language. However, we know this is a higher percentage than actually exists, as can be expected of a language survey as fluent speakers with a vested interest in the language are more likely to respond. A more comprehensive research project undertaken by Joann Green tells us that only 1% of Heiltsuk people speak Háit̓aqv̓l̓a.

### Do you speak Heiltsuk?

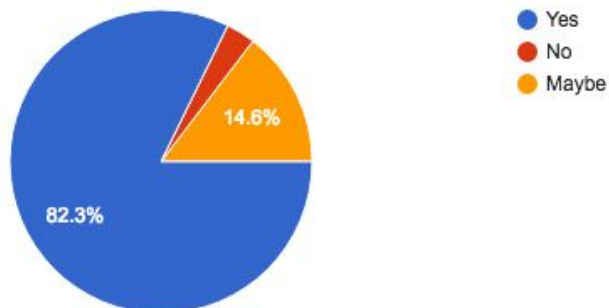
97 responses



The following questions give us insight into the demand for specific types of language learning.

### Are you interested in attending language classes?

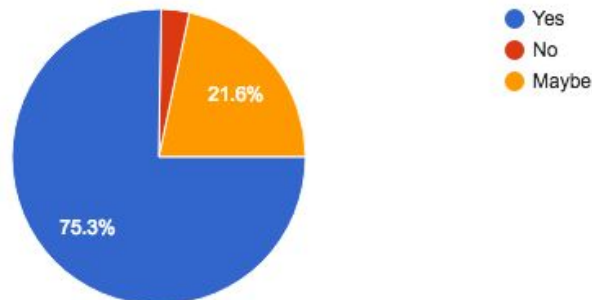
96 responses





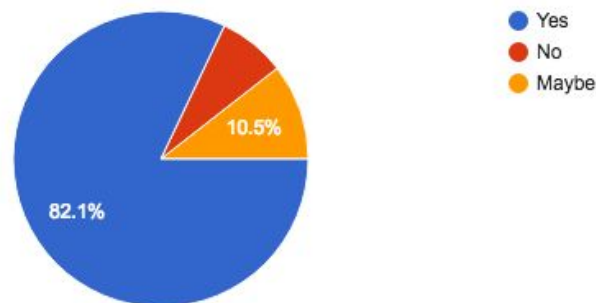
### Would you be interested in participating in drop-in language programs?

97 responses



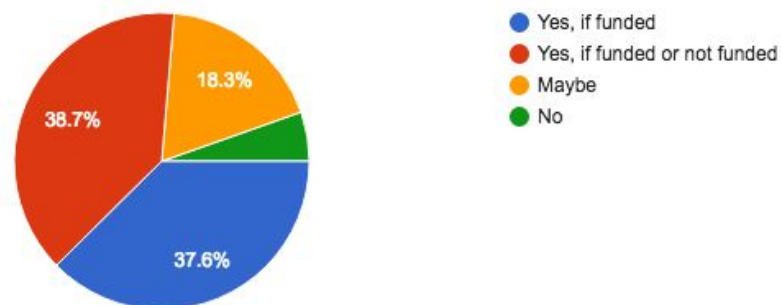
### Are you interested in self-instructed language learning with digital tools?

95 responses



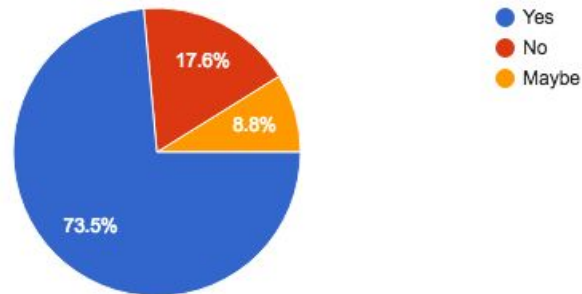
### Would you be interested in enrolling in full-time adult immersion program?

93 responses



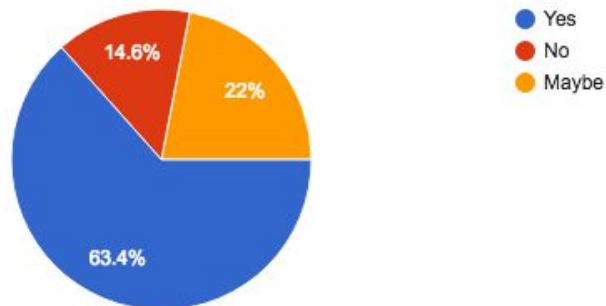
Would you be interested in enrolling your child ages 0-6 in a language nest program?

68 responses



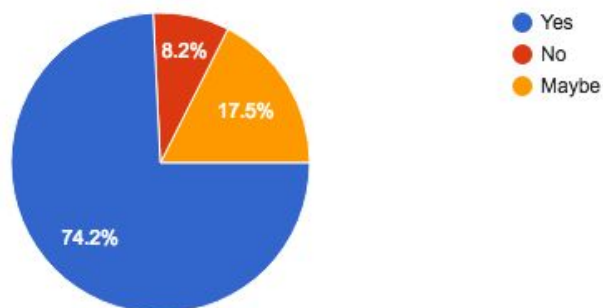
Would you be interested in enrolling your children in a Heiltsuk immersion school program?

82 responses



Would you be interested in completing an online Heiltsuk course?

97 responses



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