



Kenhtè:ke Strategic Plan For Kanyen'kéha

2017-2022

Tsi Tyonnhéht Onkwawén:na
Tehota'kerá:tonh Jeremy Green Ph.D (ABD)

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BACKGROUND

After conducting strategic planning sessions with its board of directors in 2014 (Doxtator) and 2016 (Goodleaf), Tsi Tyonnhéht Onkwawén:na (TTO) was offered funding through the Association of Iroquois and Allied Indians (AIAI) to conduct community-based strategic planning sessions for the revitalization of Kanyen'kéha at Kenhtè:ke as a pre-condition to accessing future language funding through AIAI. This strategic plan will guide language planning at Kenhté:ke for the next 5 years (2017-2022) and will satisfy the requirement for community consultation as required by AIAI.

Additionally, the people of Kenhtè:ke can use this strategic plan to guide language planning and policy to give life to Kanyen'kéha so that is precious for all Kenhtekehrónon.

THE KENHTÈ:KE STRATEGIC PLAN FOR KANYEN'KÉHA

Creating the Kenhté:ke Strategic Plan For Kanyen'kéha

Tehota'kerá:tonh Jeremy Green was contracted by TTO to conduct the research and write the draft Kenhtè:ke Strategic Plan For Kanyen'kéha on June 20th, 2017. Tehota'kerá:tonh is a Ph.D candidate in the University of Hawaii's Ph.D. Program in Hawaiian and Indigenous Language Revitalization, is a sessional lecturer and researcher at Six Nations Polytechnic in the Ongwehonwe Language Degree Program, comes from Kenhté:ke and has been involved in Kanyen'kéha language revitalization for over 25 years. Through community-based research, Tehota'kerá:tonh engaged community members through guided focus group discussions to develop the Kenhté:ke Strategic Plan for Kanyen'kéha.

Strategic Plan Goals

- 1) To engage diverse sectors of the community at Kenhtè:ke through guided focus-group discussions that allow for communication, collaboration, discussion and inclusion;
- 2) To elicit community member's active involvement and input to design a strategic plan for Kanyen'kéha (the Mohawk Language) at Kenhtè:ke;
- 3) To develop a draft strategic plan for community language revitalization at Kenhtè:ke.

Strategic Plan Key Questions

- 1) What are Kenhtè:ke's vision, mission, and community goals for Kanyen'kéha?
- 2) What strategies and actions can be taken to create speakers of Kanyen'kéha?
- 3) What strategies and actions can each community organizations, bodies & departments play in meeting the overall vision, mission and goals for language revitalization at Kenhtè:ke through a development based approach to language revitalization?
- 4) Who leads and what is the communities level of engagement and involvement in the decision making process concerning the communities' language goals?

Vision

Our language is the precious and essential foundation of our Kenhte'kéha identity as a healthy, vibrant and distinct people: yesterday, today and into the future.

Mission

Together, the people of Kenhtè:ke will continuously raise up Kanyen'kéha to bring life to the language through our living culture(s).

Community Goals

A Person of Kenhtè:ke' Who Can Speak Kanyen'kéha Can:

- Be respectful, accepting and inclusive of other community members from diverse backgrounds and identities.
- Work together with others to achieve common goals that benefit the community.
- Meet the world with strength, confidence, pride, respect and a unique worldview as Kanyen'kehá:ka from Kenhtè:ke.
- Realize a sense of inclusion, belonging, relationship, connection and purpose to take an active role in maintaining the health and welfare of the community at Kenhtè:ke.
- Act as a role model and example to others of how a person who speaks Kanyen'kéha in the 21st century can contribute to the overall community wellbeing of Kenhtè:ke.
- Find a job or create their own place of employment as a speaker of Kanyen'kéha.
- Help others to promote, learn, teach, use and speak Kanyen'kéha at Kenhté:ke.

The Community of Kenhtè:ke' Will Be A Place Where:

- A strong place-based identity is promoted that is founded on the physical location of Kenhtè:ke as the place of Tsi Tkahá:nayen: the birthplace of the peacemaker, the founder of the Kanonhsonnyó:nwe' and the principles of peace, inclusivity cooperation, acceptance and respect.
- Everyone will have the opportunity to learn to speak and use Kanyen'kéha from birth to the elderly.
- Children will regain their birthright of learning to speak Kanyen'kéha in the home, from birth.
- Business and community services will be conducted in Kanyen'kéha.

Kenhtè:ke Strategic Plan For Kanyen'kéha Recommended Actions

The three interrelated areas of focus for this strategic report are¹:

- 1) **creating speakers** through acquisition planning;
- 2) establishing a foundation for **sustainable community language development** through status and prestige planning; and
- 3) designing **effective community engagement** processes to inform **decision making** to create a foundation for **leadership** 'by the people' from diverse sectors of the community.

The recommendations for the three interrelated areas of focus are explained below.

Creating Speakers

Building on the strong foundation established by MBQ, the Women's Circle, former parent community boards and committees, speakers and the longhouse community; Tsi Tyonnhéht Onkwawén:na² has been pushing the language forward through acquisition planning since 2004 through the Shatiwennakahará:tats Adult Mohawk Language Program;

¹ see Figure 1.

² Formerly 'Tsi Kionnheht Onkwawenna' established in 2002 (Hill, 2015: 9)

Kawenna'ón:we Elementary Immersion School and the Totáhne Language Nest. TTO has been supported financially through a substantial ongoing funding commitment from the Mohawks of the Bay of Quinte band council (MBQ). The right programs are in place to support language acquisition and some of the money is there to maintain full-time teacher positions. TTO and MBQ's efforts have created many learners at Kenhtè:ke with a strong base from which to pursue higher levels of speaking proficiency however few have achieved high enough levels of proficiency to teach effectively in any of TTO's programs.

The main challenges for creating speakers at Kenhtè:ke are:

- 1) lack of proficient speaking teachers at Kenhtè:ke.
- 2) lack of proficient speakers of Kanyen'kéha at Kenhtè:ke.
- 3) high rate of attrition of teachers in TTO programs.
- 4) lack of organizational stability due to the lack of a permanent home for TTO offices and language programs.

To meet these challenges, through community consultation this strategic plan recommends that:

- 1) TTO will hire a Teacher Recruitment and Support Officer³ (p.20)
- 2) TTO will design and implement a full-time, adult immersion program modelled after Onkwawén:na Kentyóhkwa's Adult Mohawk Language Immersion Program. (p.22)
- 3) TTO will collaborate with the community of Kenhtè:ke to build the Kenhtè:ke Language & Cultural Center. (p.22)

Sustainable Community Language Development

Kenhtekehró:non understand that sustainable community language development is a necessary condition for solidifying Kanyen'kéha into the future. The language has to have a life in the community in order for it to 'live'. This means that the language must be moved forward by having it become an essential component of the political, social and economic fabric of the community outside of schools and other educational settings. It must transcend the focus on language acquisition.

The main challenges for sustainable community language development are:

- 1) low language status of Kanyen'kéha.
- 2) Lack of political support, official recognition and protection of Kanyen'kéha at Kenhtè:ke.
- 3) Lack of language support for community members, organizations, band departments, business and institutions.

³ see Appendix: Teacher Recruitment and Support Officer Job Description

Kenhtè:ke Strategic Plan For Kanyen'kéha 2017-2022

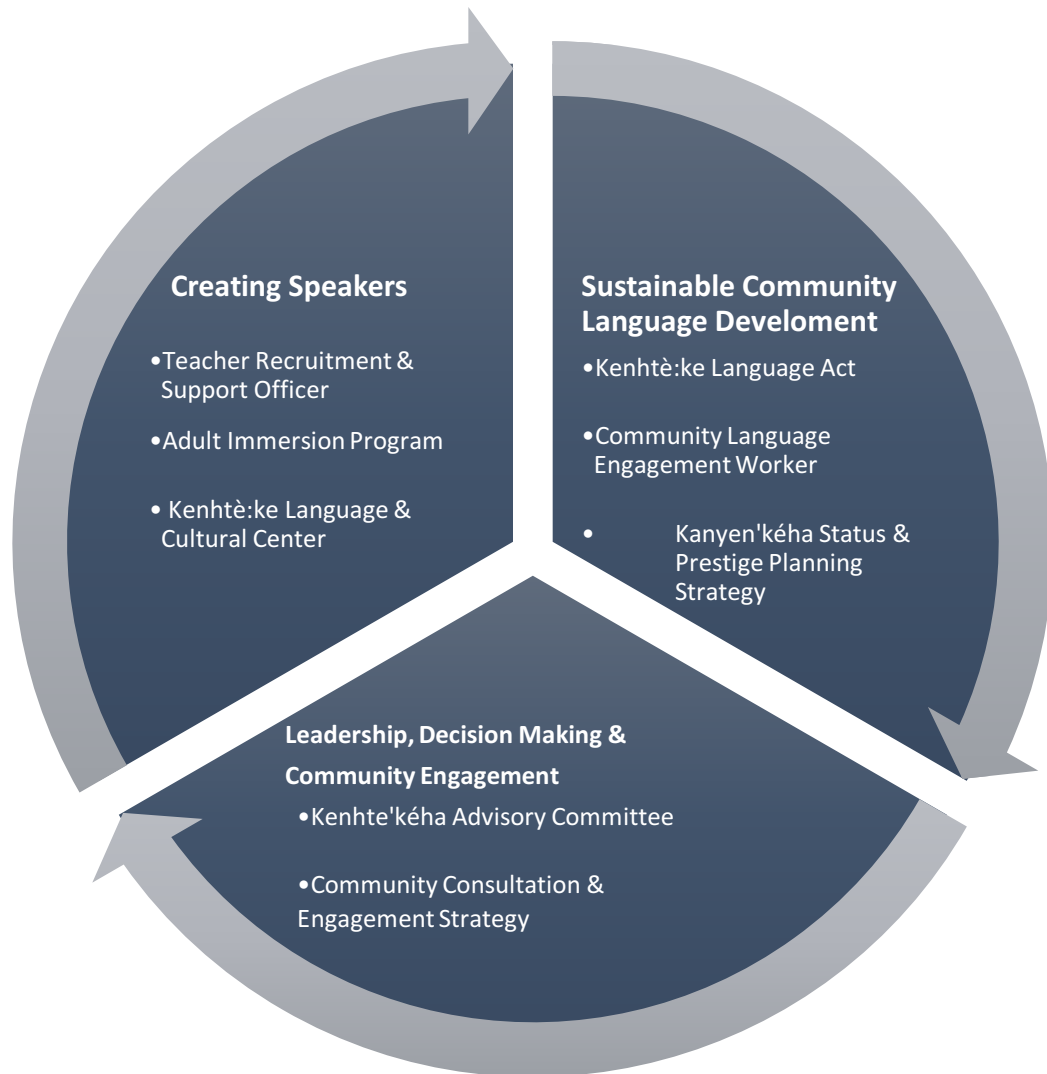


Figure 1 Kenhtè:ke Strategic Language Plan For Kanyen'kéha

The following steps are seen as critical to create a foundation for sustainable community language development:

- 1) The community will draft and adopt a Kenhtè:ke Language Law/Act; (p.26)
- 2) MBQ will hire a Community Language Engagement Worker⁴ (p.27)

⁴ see Appendix: Community Language Engagement Worker Job Description

- 3) The Community Language Engagement Worker will draft and implement a Kanyen'kéha Status and Prestige Planning Strategy (p.27)

Leadership, Decision Making and Community Engagement

Leadership, decision making and community engagement are interconnected and related. Community members want to be involved in, and have a say in decisions that affect them in regard to language planning at Kenhtè:ke. They also want to be informed of the efforts being made in their community on their behalf to raise up Kanyen'kéha.

The main challenges for leadership, decision making and community engagement are:

- 1) Lack of community involvement and representation in decision making processes.
- 2) Fragmentation and isolationist paradigms for people, families and organizations working to raise up Kanyen'kéha.
- 3) Lack of community knowledge, participation and broad base of support for TTO Programs.

The following steps are seen as critical to create a foundation for effective leadership and decision making processes that involve community members as active participants:

- 1) MBQ through the Community Language Engagement Worker will form the independent, volunteer Kenhté'kéha Advisory Committee (p.29)
- 2) TTO to draft and implement a Community Consultation and Engagement Strategy (p.31)
- 3) TTO to create an official website (p.31)
- 4) TTO to diversify its board of directors (p.31)

Implementation of the Kenhtè:ke Strategic Plan For Kanyen'kèha

A work plan will be created on August 29th, 2017 wherein this strategic plan will be presented to community members, MBQ representatives and the TTO board of directors. Participants will prioritize and draft a work plan for the implementation of the recommendations of this strategic plan.

List of Recommended Actions For TTO, MBQ & Community Members

	Tsi Tyonnhéht Onkwawén:na	Mohawks of the Bay of Quinte (TMC)	Community Members
Creating Speakers	Hire Teacher Recruitment & Support Worker	Build the Kenhtè:ke Language & Cultural Centre † «	Participate in language programs
	Create the Adult Mohawk Immersion Program		Use the language
Sustainable Community Language Development	Focus on creating speakers of Kanyen'kéha	Draft & Implement the Kenhtè:ke Language Act	Participate in community consultation process for Kenhtè:ke Language Act †
		Hire a Community Language Engagement Worker † «	Work with Community Language Engagement Worker to implement language into all aspects of community life † «
		Draft & Implement a Kanyen'kéha Status & Prestige Planning Strategy † «	
		Bilingual Signage «	
Leadership, Decision Making & Community Engagement	Appoint 1 representative to the Kenhte'kéha Advisory Committee	Lead the creation of the Kenhte'kéha Advisory Committee † «	Appoint representation to the Kenhte'kéha Advisory Committee from diverse sectors of the community †
	Create a Community Consultation & Engagement Strategy †«	Appoint 1 representative to the Kenhte'kéha Advisory Committee	
	Create a permanent TTO website for information sharing and promotion		
	TTO to diversify and fill vacant Board of Directors positions		

Table 1 List of Recommended Actions For TTO, MBQ & Community Members

† Supported by recommendation from 2014 Tsi Tyonnhéht Onkwawenna Strategic Planning Retreat (Doxtator, 2014)

« Supported by recommendation from 2016 Tsi Tyonnhéht Onkwawenna 25 Year Strategic Plan (Goodleaf, 2016)

METHODOLOGY

Conceptual Framework

Critical Theory

Through this research TTO sought to empower community members to further community efforts to reverse language shift and revitalize Kanyen'kéha. Through critical theory and conscientizing education (Freire, 1970), this study sought to deconstruct our present reality to understand and perceive clearly the Kenhtè:ke language revitalization movement in order to take action to transform it. Through critical theory TTO also sought to engage community members through dialogue and other research methodologies that empower and conscientize teachers, learners, administrators and other community members working to revitalization Kanyen'kéha.

Rotinonhsyón:nih Consensus-Based Approaches

Information was elicited from focus-group participants through free and open dialogue using Rotinonhsyón:nih consensus-based discussions which provided the structure for focus-group conversations. Through the discussions the goal was to come to 'one-mind' on study questions. This perspective of presenting knowledge with one voice is also consistent with our ancient principle of ska'nikón:ra (one-mind) and skarí:wa't (one-matter/way). It is said that through free and reasoned dialogue we come to recognize and negotiate our individual knowledge, experiences and needs. When a compromise is reached, we call it "wa'onkwarihwayénthahse". This means that the collective will has been articulated, recognized and strengthened. This collective will we call ska'nikón:ra/skarí:wa't. When put into action, ska'nikón:ra/skarí:wa't has great power. This power we call kasatsténhsera' (power). Once ska'nikón:ra has been achieved, the articulation of a collective voice is possible. This strategic plan presents the 'collective voice' of Kenhtekehró:non and seeks to empower the people at Kenhté:ke by recognizing and including their stories, knowledge, experiences and perspectives on what is required to raise up the language and give it life.

Data Collection

Strategic Planning Sessions

Two strategic planning sessions were hosted by TTO at the Tyendinaga Mohawk Community Center (Council House) from 12:00 p.m. to 4:30 p.m. and 5:30 p.m. - 8 p.m. on Monday, June 26th. Lunch and dinner were served to participants as a part of each session. TTO arranged for Mohawks of the Bay of Quinte employees to be able to take time off to attend the afternoon strategic planning session.

The afternoon session was attended by 17 participants including representatives from 4 band departments and 2 members of the elected council. Diverse community interest groups were represented and provided a good cross-section of input from the community. There were 2 note-takers hired by TTO who recorded main points and break out group discussions and

provided typed transcripts. A videographer and sound technician recorded both audio and video of the afternoon session and provided these to the researcher for analysis.

The evening session was attended by 14 participants representing diverse sectors of the community. There were 3 note-takers hired by TTO who recorded main points and break out group discussions and provided typed transcripts. A videographer and sound technician recorded audio and video of the evening session and provided these to the researcher for analysis.

TTO board of director members in attendance were pleased with the turnout of participants for the focus group sessions in terms of numbers and representation of diverse sectors of the community. An information poster inviting community members to the event was distributed on Friday, June 23rd.

Data Analysis

Data was analyzed using both qualitative methods. First, data from the focus group meetings was critically analyzed through the process of coding. First, through pre-set codes data was sorted, coded and analyzed. Second, through an inductive analysis of the data, emergent codes were generated by the respondents and from within the data itself. Data within each code that expressed similar themes was grouped together into specific yet separate categories. Each category was then explored in depth, looking specifically for the pre-set and emergent codes. Each code, its themes and categories were first examined independently and then relationships between the separate codes, themes and categories were examined through qualitative comparative analysis. Recommendations from this community strategic plan were then cross-referenced with Tsi Tyonnhéht Onkwawén:na's 2014 and 2016 strategic plans where in common strategies were highlighted and linked.

Methodology Summary

The methodology used for this study proved useful in answering study questions. It elicited community members responses representing diverse sectors of the community and clearly articulated: Kenhtè:ke's vision, mission, and community goals for Kanyen'kéha; the strategies and actions that can be taken to create speakers of Kanyen'kéha; the strategies and actions that each community organization, body & department can take to meet the overall vision, mission and goals for language revitalization at Kenhtè:ke through a sustainable development based approach to language revitalization; and who leads and what the communities level of engagement and involvement is in the decision making process concerning the communities' language goals.

RESEARCH FINDINGS

TSI NAHÓ:TEN TETEWÉHTÁHKWA

Kanó:ron táhnon teyotohwentsyóhnh ne Kanyen'kéha ne tsi nikanonhkó:ten ahonata'karitakhwá:hseke', ahonnonhiyóhstáhkwa:seke' táhnon ahotinakerahserahnira'takhwá:seke' ne Kenhtekehró:non; thetén:re, ón:wa'k, táhnon ohén:ton yawenonhátýe'.

VISION

Our language is the precious and essential foundation of our Kenhte'kéha identity as a healthy, vibrant and distinct people: yesterday, today and into the future.

TSI NAHÓ:TEN TEWANYÉN:TE

Ne Kanyen'kéha skátne nenhatiwennakaharatátsheke' ne Kenhtekehró:non ahatiwennahní:rate, ahón:ronke', ahontá:ti' nók ó:ni enshatirihwahní:rate' ne tsi niyonkwarihó:tens.

MISSION

Together, the people of Kenhté:ke will continuously raise up Kanyen'kéha to promote, teach, learn, use and bring life to the language through our living culture(s).

NE NIYONKWARIHENTÁTYE TSI TKENHTÉ:KE

Ne Yonhrónkha Kenhtekehró:non Ayekwé:ni:

- Ronwatirihwakwennyóhnhstha', ronwanathón:tats táhnon ronwanatya'tá:ra's tsi ya'tehotirotennyon ne ratikwé:kon Kenhtekehró:non.
- Skátne enhotiyó'ten' ahatirihwayé:rihte' tsi nahoten'shò'n' ratinyén:te'.
- Ne onhwentsyá:ke tenhonatawenryé:seke' ne Kenhtekehró:non táhnon kasatsténhsera, skén:nen, aterihwakwenyóntshera; ka'nikonhrí:yo táhnon Kenhte'kéha nenhatihawí:seke'.
- Ska'nikón:ra't enhonnen'nikonhrakwe'nón:ni' ahoti'nikón:rohte' ne tsi na'tehontenhonterónnyons, tehontaterihontónnyons, tehontatya'tá:ra's táhnon tehshakonathón:tats tahontate'nikon:rare' skén:nen ahonnonhtonnyóhnhseke' ne raononkweta'shón:a' ne Kenhtekehró:non.
- Ne ronhrónkha' nenshakona'tònhahse' ne Kenhtekehró:non ne ní:yoht tsi ahonata'karí:teke' táhnon skén:nen ayennonhtonnyònhake' ón:wa' kénh wenténnyons táhnon ohén:ton enkahá:wihte'.

- Ahonnonnhetsheratshén:rye' tsi nenthotiyo'tenhséra' né:tens ahatikwatá:ko' tsi nahó:ten enhonónhehkwe' ne ronhrónkha'.
- Enhshakotiya'takenhnhónhake' nótya'ke ahatirihó:wanahte', ahón:ronke', á:honhste' táhnon ahontá:ti' Kenhte'kéha'.

COMMUNITY GOALS

A Person of Kenhté:ke' Who Can Speak Kanyen'kéha Can:

- Be respectful, accepting and inclusive of other community members from diverse backgrounds and identities.
- Work together with others to achieve common goals that benefit the community.
- Meet the world with strength, confidence, pride, respect and a unique worldview as Kanyen'kehá:ka from Kenhtè:ke.
- Realize a sense of inclusion, belonging, relationship, connection and purpose to take an active role in maintaining the health and welfare of the community at Kenhtè:ke.
- Act as a role model and example to others of how a person who speaks Kanyen'kéha in the 21st century can contribute to the overall community wellbeing of Kenhtè:ke.
- Find a job or create their own place of employment as a speaker of Kanyen'kéha.
- Help others to promote, learn, teach, use and speak Kanyen'kéha at Kenhtè:ke.

The Community of Kenhtè:ke' Will Be A Place Where:

- A strong place-based identity is promoted that is founded on the physical location of Kenhté:ke as the place of Tsi Tkahá:nayen: the birthplace of the peacemaker, the founder of the Kanonhsonnyó:nwe' and the principles of peace, inclusivity cooperation, acceptance and respect.
- Everyone will have the opportunity to learn to speak and use Kanyen'kéha from birth to the elderly.
- Children will regain their birthright of learning to speak Kanyen'kéha in the home, from birth.
- Business and community services will be conducted in Kanyen'kéha.

Community Organizations, Local Businesses and Governments Can...To Support Kenhte'kéha:

- Network, build connections and establish relationships between MBQ departments, Tsi Tyonnheht Onkwawén:na', community organizations, local businesses, knowledgeable Kanyen'kehá:ka' cultural experts, speakers of Kanyen'kéha and community members to demonstrate a community commitment to promoting the value, acquisition and use of Kanyen'kéha at Kenhtè:ke.
- Use Kanyen'kéha-English translations on all websites, publications, communications, signage, and vehicles.
- Offer classes to employees to learn basic Kanyen'kéha to conduct community services.

- Work cooperatively with the **Community Language Engagement Worker** who will provide support for Kanyen'kéha at Kenhtè:ke through:
 - translations;
 - proof reading;
 - create strategies to implement the Mohawk Language Standardization Conference Project Guidelines (new word creation, spelling, diacritical marks);
 - draft 'can-do' statements for MBQ employees minimum speaking abilities to offer community services using basic Kanyen'kéha;
 - write a job description, interview and hire a part-time language teacher who would teach language classes for MBQ department employees based on these 'can-do' statements;
 - protect, promote and advise to ensure Kanyen'kéha cultural integrity;
 - create Kanyen'kéha handouts, posters, pamphlets, print and media resources for MBQ departments, local businesses, community organizations etc;
 - create strategies for language acquisition and use throughout the community;
 - assist local governments in drafting a Language Policy;
 - Work co-operatively with TTO and MBQ to design a process and oversee the creation of a new Kenhte'kéha Advisory Committee (KAC);
 - attend TTO and KAO meetings and act as a liaison between TTO, KAC and MBQ to insure that the communities' interests for Kente'kéha are included.
 - consult with KAC for how to use Kanyen'kéha at community events;

Leadership: Who Will Lead?

Represented by a newly formed advisory committee representing a broad base of community members, organizations and interest groups, the people of Kenhté:ke will guide and steward the process of the regeneration of Kanyen'kéha so that the language is precious for everyone through the Kenhte'kéha Advisory Committee (KAC).

The new committee would be organized by the Community Language Engagement Worker who would solicit committee members from:

- language speakers;
- cultural experts;
- longhouse community;
- church community;
- business people;
- Quinte Mohawk School Enrichment Program;
- Ohahase;
- FNTI;
- Moira Secondary School
- parents of school aged children;
- 'youth' representative
- local businesses and entrepreneurs

- TTO
- MBQ (portfolio holder, department managers)

This new committee would advise MBQ and TTO of the communities' goals for Kenhte'kéha through the Community Language Engagement Worker and any other appointed representatives by KAC. This committee would draft its own terms of reference and function as an independent, volunteer community organization.

Tsi Tyonnhéht Onkwawén:na has been pushing the language forward at Kenhté:ke since 2005 and will continue to operate the Shatiwennakahará:tats Adult Mohawk Language Program, Kawenna'ón:we Elementary Mohawk Immersion School and the Totáhne Language Nest with a broader base of support from KAC and MBQ.

CREATING SPEAKERS

Kanyen'kéha is comprised of the language and the living culture of the people who speak and use Onkwéhonwehnéha at Kenhtè:ke. Many past efforts in acquisition planning have focused on the regeneration of both language and cultural practices. Creating speakers refers to what is critical today in order for Kenhtè:ke to have speakers of Kanyen'kéha tomorrow.

What strategies have been used to create Kanyen'kéha speakers at Kenhtè:ke?

In the 1970's-80's some remaining speakers offered unfunded volunteer classes for community residents and family members in their homes. Some of these speakers include the late George 'Pumpkin' Maracle, Vera Maracle, 'Tech' Green and 'Ike' Hill. David Kanatawákhon Maracle became the first, second language speaker and began documenting the language, creating teaching and learning resources and began teaching classes at Tyendinaga. Speakers from other Kanyen'kehá:ka communities visited to conduct feasts, funerals and ceremonies for community members at Tyendinaga.

In the 1970's second language education classes in Kanyen'kéha began at the Quinte Mohawk Indian Day School for grades K-8. The first teachers were the late Les Claus followed by David Kanatawákhon Maracle and Audrey Sero. The Native Dance program began in the 1980's.

The Native Women's Association donated an award for language and culture for the most deserving Quinte Mohawk School Grade 8 graduate. (year unknown)

In 1989 the Women's Circle brought in Jerry Macdonald to teach traditional songs and dances. This led to people being interested in the language to announce social songs and dances and also to open and close meetings with the Ohén:ton Karihwatékhwen.

In 1991, through community fundraising and MBQ support the first Mohawk Immersion Summer Day camp was held at Tyendinaga. The first teachers were Dorothy Lazore and Grace Mitchell. There were no speakers at the time young enough to interact with young children all day from Tyendinaga. Since that time we have been dependent on speakers from other communities' willingness to relocate to teach in our language programs.

In 1991 high-school Kanyen'kéha classes were offered at Moira Secondary School in lieu of the compulsory French credit for completion of the Ontario Secondary School Diploma (OSSD). By 1995 Kanyen'kéha was offered from grade 9 - OAC (Ontario Academic Credit [Grade 13]). Dorothy Karihwénhawe Lazore was the first teacher.

In 1992 the Ohén:ton Karihwatékhwen was being recited to open and close longhouse meetings, 'People's meetings, and social dances. By 1994 native students at Moira Secondary School were meeting in a separate room to recite the Ohén:ton Karihwatékhwen instead of staying in their home rooms to stand for O'Canada.

In 1992-1993 Tyendinaga hosted the Mohawk Language Standardization Conference which led to the Mohawk Language Standardization Project Conference Report that includes guidelines for the standardized orthography of the Mohawk language and for coining new words.

In 1996 a parent committee comprised of approximately 10 families formed to start an elementary immersion school for the children who had participated in the immersion summer day camps. Teachers were brought in from Kahnawá:ke' and included George Gilbert and Tsionerahtó:ken Philips. The school operated for 1.5 years.

In 2002 a group of parents, educators and community members created the Tsi Kionnheht Onkwawenna board, to promote Kanyen'kéha at Kenhtè:ke. Their first efforts consisted of hosting a series of '*Language Hero Dinners*' and a calendar of people learning to speak the language.

In 2003 Tsi Kionnheht Onkwawenna changed its name to Tsi Tyonnheht Onkwawenna (TTO).

In 2004 TTO received charitable status, acquired provincial funding from the Ontario Trillium Commission and hired a full-time coordinator.

In 2004 TTO started a 1 year, full-time adult language program in partnership with Brock University. This program operated in this format until 2007. MBQ provided funding for TTO to hire 3 teaching apprentices who would also be students in the program.

In 2008 the 1-year adult program became a 2-year adult program in partnership with Trent University and was called '*Shatiwennakará:tats*' '*They are Raising Up the Language Again*'.

In 2008 TTO also started the Totáhne Language Nest.

In 2009 Quinte Mohawk School began to offer an additional Mohawk Language Enrichment Program during regular school hours for children and families who want additional instructional time in Kanyen'kéha.

In 2011 TTO started the Kawenna'òn:we Elementary Immersion School, a private school for learners grades K-4.

Initially, the intent was to create speakers of the language who would then come back to become teachers for consecutive years' programs.

[Who Have Supported the Strategies?](#)

The above strategies were supported by community members, teachers, students, MBQ, parents of school aged children, elderly speakers and speakers from other Kanyen'kehá:ka'

territories. Financial support was provided from MBQ; the province of Ontario through the Ontario Trillium Fund, the Hastings County District School Board, the Department of Indian and Northern Affairs Canada and the Federal government through Heritage Canada.

What are the successes of the previous and current strategies?

The adult and child second language courses, adult and children summer day camps, elementary immersion school programs, standardization conference, revitalization of longhouse ceremonies and social dances, road signs etc. were successful in:

- Getting community members interested in the language;
- Educated community members about the language;
- Created awareness of the endangered state of the language;
- Provided opportunities for community members to acquire the language;
- Re-established traditional Kanyen'kehá:ka ceremonies, customs and practices at Kenhtè:ke;
- Created a base in Kanyen'kéha for learners at all age levels to proceed to acquire the language and become speakers;
- Contributed to a community identity as Kanyen'kehá:ka' from Kenhtè:ke;
- Brought together community members from diverse cultural, religious, economic and political backgrounds to work together to raise up the language;
- Established channels of financial support from MBQ to community groups and organizations working for the language;
- Established the language as precious and essential to the people and community of Kenhtè:ke;
- Strengthened ties of kinship and nationhood with our sister Kanyen'kehá:ka communities through resource sharing, participation, recognition, inclusion and mutual support through Kanyen'kehá:ka language and culture revitalization.

What have been the main challenges or barriers to success for past strategies to create speakers?

- Lack of local, trained teachers who are proficient in the language.
- Lack of understanding of parents about the benefits of immersion education.
- Differing vision and goals has led to the fragmentation of people, families and organizations working to revitalize Kanyen'kéha at Kenhtè:ke.
- A perceived, limited, one dimensional approach to language revitalization by MBQ that focuses on financial and capital support only.
- Fear of MBQ council takeover of Kanyen'kéha regeneration efforts.
- Lack of diversity in board membership, speakers, and broader community support for Tsi Tyonnheht Onkwawén:na.
- Perceived 'clique' culture and mentality of Tsi Tyonnheht Onkwawenna.
- Lack of acknowledgement of the diverse cultures, lifestyles and customs of the community members of Kenhtè:ke who want to learn to speak Kanyen'kéha (however do not want to be told how to live their lives or 'how to be Mohawk').

- Lack of a permanent home for TTO language programs has caused instability for program staff, administration and participants.

Strategic Plan: Creating Speakers

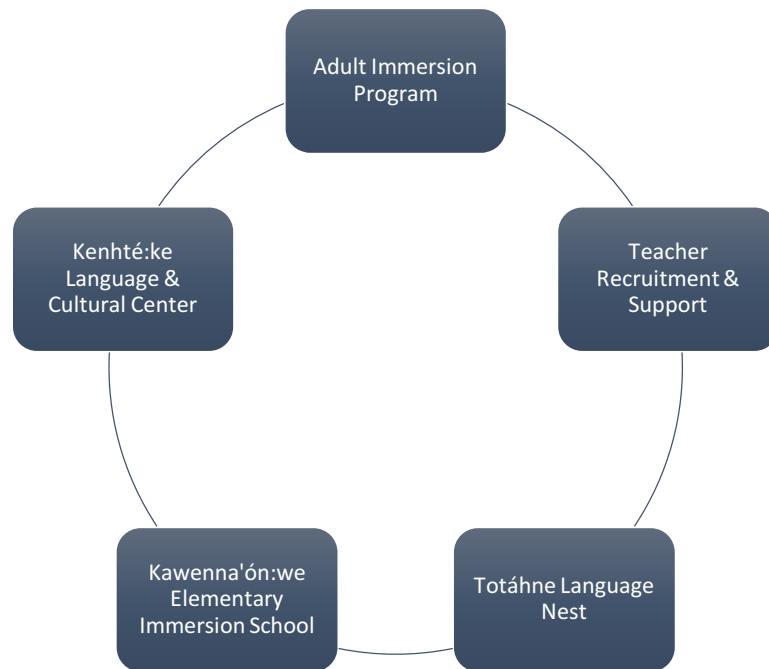
Key Problem: Lack of Proficient Teachers

Solution: Hire a Teacher Recruitment & Support Worker

Solution: Create a Teacher Recruitment Strategy

It is absolutely critical to the success of creating speakers at Kenhtè:ke that we are able to recruit and maintain proficient speaking teachers of Kanyen'kéha to support our already established language immersion and medium programs (see Figure 1).

Figure 2 Components For Creating Speakers



Teacher Recruitment & Support Worker

Language Problem 1: Lack of local, trained teachers who are proficient in the language.

Recruiting teachers of the highest quality who are professional, trained, experienced and proficient in Kanyen'kéha has always been a challenge at Kenhtè:ke since the 1980's. This is so because there are no native speakers left of Kenhte'kéha (the last one having passed in the late

1990's). Since this time, we have had to 'import' native speaking teachers from other Kanyen'kehá:ka communities. Although grateful for their relocation from their home communities, these speakers eventually return home and we are still left with no native speaking teachers.

The second part to this problem is that many of our talented young people leave to go to other Kanyen'kehá:ka communities to learn to speak Kanyen'kéha. After they become speakers they don't return to Kenhtè:ke to reside for several reasons including: marriage, family life, and employment.

The third part to this problem is that our past and current language immersion teachers have been 'overworked and underpaid' because of limited funds. They do not have adequate support in terms of teacher's assistants or prep time, breaks or relief; lack of time and resources for curriculum development, teacher training, personal language learning and growth or professional development; and lack of one, consistent physical site dedicated to the learning, teaching, speaking and community development of Kanyen'kéha is non-existent.

Solution: Tsi Tyonnhéht Onkwawén:na to hire a Teacher Recruitment & Support Worker.

The Teacher Recruitment and Support Worker will work under the Tsi Tyonnhéht Board of Directors to:

- Conduct a study on teacher attrition in TTO language programs for TTO. This may include questionnaires, surveys, interviews and focus groups with past and present teachers in TTO programs.
- Design a teacher recruitment strategy to meet the need for qualified teaching staff at Shatiwennakarátats, Kawenna'ón:we' and Totáhne. This may include securing finances to offer incentives to perspective teachers to relocate to Kenhtè:ke; to offer competitive salaries and to offer adult language learners bursaries to attend adult language immersion programs under contract to return to Kenhtè:ke to teach at one of TTO's programs for a specific amount of time .
- Work with current teachers to design individualized teacher and language training programs and conduct on-going research on best practices in effective immersion and second language education.
- Secure scholarships and bursaries to support language teacher training and language proficiency development for teachers in TTO programs.
- Network, establish relationships and partnerships with other Kanyen'kehá:ka language organizations in other Kanyen'kehá:ka communities to establish a Kanyen'kéha teacher education training program; link professional development day activities for immersion teachers; create a standardized teaching curriculum for pre-school, elementary and adult immersion with language benchmarks; .
- Create a promotional package outlining careers in teaching for Kanyen'kéha speakers.
- Design a test of minimum standards and requirements for teacher qualifications, experience, knowledge, skills and abilities for teachers and teacher's assistants in TTO programs.

Totáhne Language Nest

Language Problem 2: Lack of proficient teachers to staff the Totáhne Language Nest.

The Totáhne Language Nest has been one of TTO's most successful programs offering an immersion daycare experience for children ages 2-5 and providing support to parents who are participants in the Shatiwennakarátats adult language program. Totáhne's immersion environment is dependent upon maintaining the 4:1 ratio (children:Tota). The challenge is finding and maintaining 2 full-time Kanyen'kéha speaking 'Totas'.

Solution: Tsi Tyonnhéht Onkwawén:na to hire a Teacher Recruitment & Support Worker (see previous).

Kawenna'ón:we Elementary Immersion School

Language Problem 3: Lack of proficient teachers to staff Kawenna'ón:we Elementary Immersion Grades K-4.

Solution: Tsi Tyonnhéht Onkwawén:na to hire a Teacher Recruitment & Support Worker (see previous).

Key Problem: Lack of proficient speakers of Kanyen'kéha at Kenhtè:ke

Solution: Adult Kanyen'kéha Immersion Program

Adult Kanyen'kéha Immersion Program

Language Problem 4: Lack of highly proficient adult speakers of Kanyen'kéha at Kenhtè:ke.

Past efforts to create highly proficient speakers of Kanyen'kéha through adult language programs have established a strong base for the acquisition of the language (Green, 2017) however have not equated to the establishment of a mass of second language speakers at Kenhté:ke. Tsi Tyonnhéht Onkwawén:na seeks to build upon the efforts of past adult language programs to create a large body of second language speakers of Kanyen'kéha at Kenhtè:ke.

Solution: Create adult speakers of Kanyen'kéha through an adult immersion program modelled after Onkwawén:na Kentyóhkwa's 2-year adult Mohawk language Immersion Program.

Tsi Tyonnhéht Onkwawén:na will lead this effort with support from the Kenhte'kéha Advisory Committee, Community Language Specialist and Teacher Recruitment and Support Worker.

Kenhtè:ke Language & Cultural Center

Language Problem 5: Instability created from moving to different locations year after year for TTO programs has created a sense of lack of job security for teachers and low status of TTO language programs in the eyes of students and community members.

Solution: Working collaboratively with MBQ, local businesses, organizations and community members, TTO will find a permanent home for its offices and language programs while working for long-term sustainable community language development.

SUSTAINABLE COMMUNITY LANGUAGE DEVELOPMENT

Sustainable community language development refers to the process of the community moving towards sustainable use of the language. Sustainable community language development differs from 'language normalization' in that it does not just refer to 'the reclamation of higher-domains of language use' (Joshua Fishman's GIDS, 1991) although normalization is a part of the process. Sustainable community language development seeks to establish a broader base of support and usage throughout the community at Kenhtè:ke. Sustainable community language development seeks to transcend the focus on language acquisition to bring the language to life in a community context socially, economically and politically.

What strategies have been used to establish sustainable community language development at Kenhtè:ke?

The following is a chronological description of steps taken toward establishing sustainable community language development:

In 1994 the CKWE Mohawk Nation Radio 92.3 FM began offering programming to Kenhtekehró:non with the mission to "*promote Mohawk language, culture and traditions.*"

In 1995 community members began conducting traditional Mohawk longhouse ceremonies at Tyendinaga in Kanyen'kéha for the first time since the early 20th century. These continue today and have expanded to include medicine feasts and ceremonies, births, wakes, funerals, and weddings.

Since the 1980's MBQ Elected Council erected stop signs and some community signs (i.e./Beach Road and Salmon River damn, turtle crossing signs etc.) in Kanyen'kéha.

MBQ Elected Council created a language and culture portfolio to be held by one councillor.

MBQ Elected Council agreed to allocate annual finances to support Tsi Tyónnheht Onkwawén:na.

MBQ Elected Council offered their website www.mbq-tmt.org in both Kanyen'kéha and English.

TTO created a pamphlet of commonly used phrases and distributed these to band employees in band departments.

MBQ council meetings are opened with a prayer or speech in Kanyen'kéha.

Many community events are now opened and closed using the Ohén:ton Karihwatékhwen.

The Mohawk Singers continue to sing hymns in Kanyen'kéha when requested for community events and to support families during funerals.

Who Have Supported the Strategies?

Sustainable community language development has been supported by the longhouse community, MBQ Chief and Council, Tsi Tyónnheht Onkwawén:na, some band departments, local-area businesses and organizations, and individual community members and families.

What are the successes of the previous and current strategies?

Language normalization efforts by MBQ, the allocation of long-term funding to TTO from MBQ, the re-establishment of longhouse ceremonies at Kenhtè:ke and the incorporation of language and culture into community organizations activities have:

- Raised community awareness of the importance of Kanyen'kéha as an important cultural artifact and signifier of identity for Kenhtekehró:non.
- Re-established the practice of naming our children with Kanyen'kéha names.
- The language can be seen in the community on signage, pamphlets, websites and communiques.
- The language can be heard at schools, longhouses, churches, social gatherings, community events, on the internet, in some homes and on the radio (CKWE FM).
- Established financial stability and security for TTO programs.
- Contributed to the recognition of, and pride in a collective identity as Kanyen'kehá:ka people from Kenhtè:ke.
- Brought recognition and prestige to Kanyen'kéha in that it is an endeavor worth funding by MBQ Chief and Council.
- Brought together community members from diverse backgrounds to work for one common cause - Kanyen'kéha.
- Brought recognition, acceptance and acknowledgement from our sister Kanyen'kehá:ka communities that Kenhtè:ke is still a part of the Mohawk Nation.

What have been the main challenges or barriers to success for past strategies to Sustainable Community Language Development?

The main challenges to establishing sustainable community language development are the:

- Lack of fluent, native speakers of Kenhte'kéha to contribute to the regeneration process and provide leadership.
- Lack of understanding of the benefits of bilingual education.
- Lack of understanding of the benefits of place-based, culture-based education in Kanyen'kéha as PEOPLE FROM KENHTE:KE specifically.
- Lack of political support for Kanyen'kéha through official legislation and policy.
- Lack of a definition of a community goal for Kanyen'kéha at Kenhtè:ke.
- On-going and residual effects of colonization wherein community members have maintained and transmitted negative stereotypes about speakers of the language where in community members perceive Kanyen'kéha as 'backwards', 'cultural', 'traditional' and an impediment to progress, modernity, employment and success in the modern world.

- The effects of colonization have created an 'assumed Mohawk identity' that is restricted to 'traditional Mohawk practices' or 'longhouse ways' that are 'imposed' or 'pushed-on' community members who only wish to learn to speak Kanyen'kéha. (Some people want to learn the language but they don't want to be told how they should be living their lives).
- Fragmentation, segregation, discord, disunion and disassociation of groups, individuals, families, organizations and bodies within the community who are all working to give life back to Kanyen'kéha at Kenhtè:ke.
- Lack of community input, inclusion or voice to guide language policy and planning from a broad base of community support representing and including the many and diverse cultures, ways and lifestyles of community members at Kenhtè:ke.

Strategic Plan: Sustainable Community Language Development

The language has to have a life in the community in order for it to 'live'. This means that the language must be moved forward by having it become an essential component of the political, social and economic fabric of the community outside of schools and other educational settings. The following steps are seen as critical in these two areas: 1) Kenhtè:ke Language Law/Policy/Act and 2) Language Promotion (through status and prestige planning).

Kenhtè:ke Language Law/Policy/Act

Key Problem: Lack of political support and recognition for Kanyen'kéha at Kenhtè:ke

Solution: Kenhtè:ke Language Law/Act

Language Problem 5: Lack of political support and leadership.

The lack of fluent, native speakers of Kenhtè:ke to contribute to the regeneration process and provide leadership has left few to no examples of what a Kanyen'kéha speaking person is at Kenhtè:ke in the 21st century. Although MBQ has allocated funds to TTO for language programming, as a part of a larger strategy to promote the language through prestige planning MBQ and other local governments can give the language the recognition and prominence that it deserves as a key component of the identity and life of the people at Kenhtè:ke.

It is expected that the political representatives of the people of Kenhtè:ke will demonstrate leadership in modelling language use for community members by: taking language classes, personally developing basic speaking proficiency, offering language classes for employees, using the language in communications, and promoting the use of the language in delivering community services. This holds true as well for administrators of language programs.

Solution: Local governments will draft and pass a Kenhtè:ke Language Law/Act to recognize Kanyen'kéha as the official (co-official?) language of Kenhtè:ke.

National or official language status of indigenous nations within nation states is a key component to establishing long-term, sustainable language development to guide language policy and planning (i.e./Canada: French, English; Hawaii: Hawaiian, English; New Zealand:

Maori, English; South Africa - Afrikaans, English, Ndebele, Northern Sotho, Sotho, Swazi, Tsonga, Tswana, Venda, Xhosa and Zulu). National or official language status protects and promotes a language, raises its prestige and designates it as a key component of the identity of a people.

The Community Language Engagement Worker will work with the Kenhte'kéha Advisory Committee to design a process for community consultation and engagement to draft a Kenhtè:ke Language Law/Act. The CLS and KAC will also design and carry out a plan for the ratification, adoption, implementation and on-going assessment of the Kenhtè:ke Language Law/Act. A key component of the Kenhtè:ke Language Law/Act will be: bilingual signage; minimum speaking requirements for band employees, chief and council; and the protection and promotion of Kanyen'kéha.

Kanyen'kéha Language Promotion

Key Problem: Low language Status of Kanyen'kéha at Kenhtè:ke

Solution: Community Language Engagement Worker

Kanyen'kéha Status and Prestige Planning Strategy

Language problem 6: Although much progress has been made in terms of raising the language status of Kanyen'kéha at Kenhtè:ke, many negative attitudes towards Kanyen'kéha and speakers of Kanyen'kéha continue to stunt the growth, recognition and acceptance of the language as a necessary component of the life of Kenhtekehró:non.

Solution: Hire a Community Language Engagement Worker (CLEW)

The Community Language Engagement Worker will be a full-time position. The CLEW will be hired by MBQ and work directly for the department of language and culture. To raise the language status of Kanyen'kéha at Kenhtè:ke the Community Language Engagement Worker will:

- Oversee the creation of the Kenhte'kéha Advisory Committee (KAC);
- Work with KAC to create terms of reference;
- Advise MBQ Chief and Council, Band Department Managers and Tsi Tyonnhéht Onkwawén:na on KAC decisions;
- Work with KAC and the community to draft a Kenhtè:ke Language Law/Act
- The CLEW and KAC will also design and carry out a plan for the ratification, adoption, implementation and on-going assessment of the Kenhtè:ke Language Law/Act.
- Create and distribute information and promotional materials on the effects of bilingual, second language, and indigenous language and culture education.
- Create a Role Model Program from speakers of Kanyen'kéha to show community members the diversity of employment opportunities, lifestyles and quality of life for speakers of Kanyen'kéha.

- Work with local governments, businesses, organizations, departments and bodies to: promote the use of the language in activities and events; and to provide translations for bilingual signage, communications and websites.
- Design a language promotion strategy to raise the status and prestige of Kanyen'kéha at Kenhtè:ke.
- Maintain a blog and website with links to social media where information is shared about important community developments for Kanyen'kéha at Kenhtè:ke.

LEADERSHIP, DECISION MAKING AND COMMUNITY ENGAGEMENT

Leadership in any endeavor is critical to its success. Decision making must be transparent and inclusive. It must represent the interests, lives, needs and people whom the decisions effect. The community itself must have opportunities for meaningful involvement in decision making processes that affect them through community engagement. This supports long-term sustainable community language development as community members will have a place, role and responsibility, and ownership over the language revitalization movement of which they are a part. Community engagement gives administrators the ability to know what is happening on the ground and what is needed at the right time to best help the language based on the real time needs of the community. In this way leadership and decision making is dynamic leading to effective language planning that meets community goals and gets results.

What strategies have been used for Leadership, Decision Making and Community Engagement at Kenhtè:ke?

In the 1970's second language and social dance classes began at the Quinte Mohawk Indian Day School for children in grades K-8.

In the 1980's, the Women's Circle was formed to educate the children of Kenhtè:ke in Kanyen'kéha. This was done as a response to the withdrawal of students from Quinte Mohawk School's imposed religion courses. The Women's Circle was responsible for raising the awareness of the importance of Mohawk language and culture in the community and re-established social songs and dances at Kenhtè:ke.

In the 1990's the Mohawk of the Bay of Quinte Band Council worked with community members to offer evening language courses, the Tyendinaga Mohawk Immersion Summer Day Camps and to bring native speakers from other communities to Kenhté:ke to work in second language programs at Quinte Mohawk School and Moira Secondary School.

In the mid 1990's a volunteer parent committee started an elementary Mohawk Immersion School which operated for 1.5 years.

In the early 1990's community members began conducting traditional Mohawk longhouse ceremonies and medicine feasts at Kenhtè:ke.

In the mid 1990's the Ohén:ton Karihwatékhwén was incorporated into the opening and closing of community events, meetings and gatherings.

In 2002 Tsi Tyonnheht Onkwawén:na was formed to oversee language acquisition efforts at Kenhtè:ke and is comprised of volunteer board members.

In 2015 Callie Hill completed a community language survey as a part of the requirements for her Masters of Education in Indigenous Language Revitalization at the University of Victoria, BC.

Who Have Supported the Strategies?

Community members, parents of school aged children, MBQ and TTO have provided leadership within their groups and organizations.

What are the successes of the previous and current strategies?

MBQ has provided financial support for language acquisition efforts since the 1970's. Parents of school aged children have been the driving force behind establishing summer immersion day camps and second language programs. Tsi Tyónnheht Onkwawé:na' has been pushing the language forward through immersion and medium language programs for all ages of learners since 2004.

What have been the main challenges or barriers to success for past strategies in Leadership, Decision Making and community engagement?

The main challenges to effective leadership, decision making and community engagement at Kenhtè:ke are:

- There is a lack of recognition and acknowledgement of successes and efforts by diverse leadership groups involved in any and all language efforts since the 1970's at Kenhtè:ke.
- Lack of diversity on TTO board of directors gives the impression that TTO is seen to be 'cliquey', 'closed' and not open to people outside of TTO.
- TTO feels that they do not have a broad enough base of support from the community at Kenhtè:ke.
- TTO board of directors has several vacant positions.
- Community members feel that they have no 'voice' or 'say' in the decisions shaping the programs designed to benefit them.
- Community members feel that they are not informed of TTO efforts, successes and challenges.
- Fragmentation, isolation of community members, groups, organizations, institutions and local governments who are working independently of one another to raise up Kanyen'kéha.

Strategic Plan: Leadership, Decision Making and Community Engagement

Kenhte'kéha Advisory Committee

Key Problem: Lack of community involvement in decision making

Solution: Kenhté'kéha Advisory Committee

Language Problem 7: Community members feel that they have no 'voice' or 'say' in the decisions shaping the programs designed to benefit them. Lack of diversity represented by TTO board of directors gives the impression that TTO is seen to be 'cliquey', 'closed' and not open to people outside of TTO. TTO feels that they do not have a broad enough base of support from the

community at Kenhté:ke. The fragmentation and isolation of community members, groups, organizations, institutions and local governments who are working independently of one another to raise up Kanyen'kéha have not created conditions for long-term sustainable language development at Kenhté:ke.

Solution: Represented by a newly formed advisory committee representing a broad base of community members, organizations and interest groups, the people of Kenhté:ke will guide and steward the process of the regeneration of Kanyen'kéha so that the language is precious for everyone through the Kenhte'kéha Advisory Committee (KAC).

The new committee would be organized by the Community Language Engagement Worker who would solicit committee members from:

- language speakers;
- cultural experts;
- longhouse community;
- church community;
- business people;
- Quinte Mohawk School Enrichment Program;
- Ohahase;
- FNTI;
- Moira Secondary School
- parents of school aged children;
- 'youth' representative
- local businesses and entrepreneurs
- TTO
- MBQ (portfolio holder, department managers)

This new committee would:

- be mandated through the Kenhté:ke Language Law/Act
- advise MBQ and TTO of the communities' goals for Kenhte'kéha through the Community Language Engagement Worker and any other appointed representatives by KAC.
- draft its own terms of reference and function as an independent, volunteer community organization.
- make recommendations to local governments and organizations working to raise up Kanyen'kéha (TTO, Quinte Mohawk School etc.).
- provide a forum for diverse community groups, organizations and institutions to meet to pool and direct scarce resources to community based projects that raise up Kanyen'kéha.
- provide a broader base of support for language revitalization activities at Kenhté:ke.
- provide a forum for the sharing and distribution of information of each representative organizations activities, needs, challenges and successes in terms of language revitalization.
- provide a forum for community members to address concerns with language revitalization efforts at Kenhté:ke.
- provide a forum for a community-based approach to language planning.

- advocate for Kenhte'kéha's revitalization through lobbying local, regional, national and foreign governments, institutions, organizations, bodies and peoples on behalf of the community of Kenhtè:ke.
- publish meeting minutes on-line and in other formats for ease of access by community members to ensure transparency.

TTO Community Engagement Strategy

Key Problem: Lack of community knowledge of TTO Programs

Solution: TTO Community Engagement strategy

Language Problem 8: Community members feel that they are not informed of TTO efforts, successes and challenges.

Solution: TTO will create a community engagement strategy.

TTO will create a community engagement strategy to inform community members of past, present and future language programs and initiatives.

This strategy may include:

- a TTO permanent website with links to information describing:
 - Totáhne, Kawenna'ón:we, Shatiwennakahará:tats;
 - board of directors and employee names, pictures and biographies;
 - contact information;
 - links to the minutes and recommendations of the Kenhte'kéha Advisory Committee;
 - links to the minutes of TTO board of directors meetings;
 - links to past strategic plans;
 - links to past TTO efforts in language documentation, promotion and other forms of corpus planning;
 - links to past annual reports;
 - links to the language promotion activities of the Community Language Engagement Worker;
 - links to on-line Kanyen'keha language learning resources;
 - a social media feed or permanent blog to inform community members of TTO activities in real time;
 - a mailbox for recommendations;
 - a link to TTO's YouTube channel;
- creation of a YouTube channel to be populated with TTO information and videos.
- monthly, quarterly, semi-annual or annual community information sessions hosted in person or online.
- an annual report delivered in person to the Kenhte'kéha Advisory Committee, local governments and community members.

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APPENDIX

Job Description: Teacher Recruitment & Support Worker

Qualifications: TBD

Salary: TBD

Term of Employment: Permanent

The Teacher Recruitment and Support Worker will work under the Tsi Tyonnhéht Board of Directors to:

- Conduct a study on teacher attrition in TTO language programs for TTO. This may include questionnaires, surveys, interviews and focus groups with past and present teachers in TTO programs.
- Design a teacher recruitment strategy to meet the need for qualified teaching staff at Shatiwennakahará:tats, Kawenna'ón:we' and Totáhne. This may include securing finances to offer incentives to perspective teachers to relocate to Kenhté:ke; to offer competitive salaries and to offer adult language learners bursaries to attend adult language immersion programs under contract to return to Kenhtè:ke to teach at one of TTO's programs for a specific amount of time.
- Work with current teachers to design individualized teacher and language training programs and conduct on-going research on best practices in effective immersion and second language education.
- Secure scholarships and bursaries to support language teacher training and language proficiency development for teachers in TTO programs.
- Network, establish relationships and partnerships with other Kanyen'kehá:ka language organizations in other Kanyen'kehá:ka communities to establish a Kanyen'kéha teacher education training program; link professional development day activities for immersion teachers; create a standardized teaching curriculum for pre-school, elementary and adult immersion with language benchmarks; .
- Create a promotional package outlining careers in teaching for Kanyen'kéha speakers.
- Design a test of minimum standards and requirements for teacher qualifications, experience, knowledge, skills and abilities for teachers and teacher's assistants in TTO programs.
- Conduct annual teacher performance reviews and provide oral and written reports to the TTO board of directors
- Attend TTO board of director meetings, events and activities
- Attend TTO staff and teacher meetings

Job Description: Community Language Engagement Worker

Qualifications: TBD

Salary: TBD

Term of Employment: Permanent

The Community Language Engagement Worker will be hired by MBQ and work directly for the department of language and culture. To raise the language status of Kanyen'kéha at Kenhtè:ke the Community Language Engagement Worker will:

- Oversee the creation of the Kenhte'kéha Advisory Committee (KAC);
- Work with KAC to create terms of reference;
- Advise MBQ Chief and Council, Band Department Managers and Tsi Tyonnhéht Onkwawén:na on KAC decisions;
- Work with KAC and the community to draft a Kenhtè:ke Language Law/Act
- Work with KAC to design and implement a plan for the ratification, adoption, implementation and on-going assessment of the Kenhtè:ke Language Law/Act.
- attend TTO and KAO meetings and act as a liaison between TTO, KAC and MBQ to insure that the communities' interests for Kente'kéha are included.
- consult with KAC, MBQ and TTO for how to use Kanyen'kéha at community events;
- provide translations or solicit contracts for translations for MBQ employees, departments, TMC, local businesses, organizations, institutions and community members;
- proof read all MBQ and community language communications;
- create strategies to implement the Mohawk Language Standardization Conference Project (new word creation, spelling, diacritical marks);
- draft 'can-do' statements for MBQ employees minimum speaking abilities to offer community services using basic Kanyen'kéha;
- write a job description, interview and hire a part-time language teacher who would teach language classes for MBQ department employees based on these 'can-do' statements;
- consult to protect, promote and advise to ensure Kanyen'kéha cultural integrity;
- create Kanyen'kéha handouts, posters, pamphlets, print and media resources for MBQ departments, local businesses, community organizations etc;
- advise the community on strategies for language acquisition and use.
- Create and distribute information and promotional materials on the effects of bilingual, second language, and indigenous language and culture education.
- Create a Role Model Program from speakers of Kanyen'kéha to show community members the diversity of employment opportunities, lifestyles and quality of life for speakers of Kanyen'kéha.
- Work with local governments, businesses, organizations, departments and bodies to: promote the use of the language in activities and events; and to provide translations for bilingual signage, communications and websites.

- Design and implement a language promotion strategy to raise the status and prestige of Kanyen'kéha at Kenhtè:ke.
- Maintain a blog and website with links to social media where information is shared about important community developments for Kanyen'kéha at Kenhtè:ke.
- create summer student positions to assist with the work of the Community Language Engagement Worker

Kenhte'kéha Advisory Committee Description

The new committee would be organized by the Community Language Engagement Worker who would solicit committee members from:

- language speakers;
- cultural experts;
- longhouse community;
- church community;
- business people;
- Quinte Mohawk School Enrichment Program;
- Ohahase;
- FNTI;
- Moira Secondary School
- parents of school aged children;
- 'youth' representative
- local businesses and entrepreneurs
- TTO
- MBQ (portfolio holder, department managers)

The Kenhte'kéha Advisory Committee will:

- be mandated through the Kenhtè:ke Language Law/Act
- advise MBQ and TTO of the communities' goals for Kenhte'kéha through the Community Language Engagement Worker and any other appointed representatives by KAC.
- draft its own terms of reference and function as an independent, volunteer community organization.
- make recommendations to local governments and organizations working to raise up Kanyen'kéha (TTO, Quinte Mohawk School etc.).
- provide a forum for diverse community groups, organizations and institutions to meet to pool and direct scarce resources to community based projects that raise up Kanyen'kéha.
- provide a broader base of support for language revitalization activities at Kenhtè:ke.
- provide a forum for the sharing and distribution of information of each representative organizations activities, needs, challenges and successes in terms of language revitalization so that the language is precious for everyone.
- provide a forum for community members to address concerns with language revitalization efforts at Kenhtè:ke.
- provide a forum for a community-based approach to language planning.
- advocate for Kenhte'kéha's revitalization through lobbying local, regional, national and foreign governments, institutions, organizations, bodies and peoples on behalf of the community of Kenhtè:ke.
- publish meeting minutes on-line and in other formats for ease of access by community members to ensure transparency.

TTO Community Engagement Strategy

This strategy may include:

- a TTO permanent website with links to information describing:
 - Totáhne, Kawenna'ón:we, Shatiwennakarátats;
 - board of directors and employee names, pictures and biographies;
 - contact information;
 - links to the minutes and recommendations of the Kenhte'kéha Advisory Committee;
 - links to the minutes of TTO board of directors meetings;
 - links to past strategic plans;
 - links to past TTO efforts in language documentation, promotion and other forms of corpus planning;
 - links to past annual reports;
 - links to the language promotion activities of the Community Language Engagement Worker;
 - links to on-line Kanyen'keha language learning resources;
 - a social media feed or permanent blog to inform community members of TTO activities in real time;
 - a mailbox for recommendations;
 - a link to TTO's YouTube channel;
- creation of a YouTube channel to be populated with TTO information and videos.
- monthly, quarterly, semi-annual or annual community information sessions hosted in person or online.
- an annual report delivered in person to the Kenhte'kéha Advisory Committee, local governments and community members.