

Tsi Tyónnheht Onkwawén:na

STRATEGIC PLAN 2018

JEREMY GREEN

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BACKGROUND

This strategic plan prioritizes the recommendations from the Kenhtè:ke Strategic Plan For Kanyen'kéha 2017-2022 that require action specifically from Tsi Tyonnhéht Onkwawén:na (TTO). This strategic plan provides a plan for the implementation of these prioritized recommendations.

METHODOLOGY

CONCEPTUAL FRAMEWORK

Transformative Research

This strategic plan utilized a transformative research approach. Transformative research seeks to revolutionize or interrupt the normal process of ideas, practices, technologies and knowledge (Kuhn, 1962). Transformative research is defined as:

"Transformative research involves ideas, discoveries or tools that radically change our understanding of an important existing scientific or engineering concept or educational practice or leads to the creation of a new paradigm or field of science, engineering, or education. Such research challenges current understanding or provides pathways to new frontiers." (National Science Board, 2007)

A transformative research approach allows for ingenuity, experimentation and the emergence of actions that emerge organically and that are based on the needs of the target population. This allows strategic planning participants to build their strategic plan to meet their specific needs.

Grounded Theory

Through a grounded theory approach (Charmaz, 2006) data for this strategic plan was collected and analyzed at the same time. Through this grounded theory approach the 4 recommendations from the Kenhtè:ke Strategic Plan For Kanyen'kéha 2017-2022 were prioritized through real-time discussions. Actions, outcomes and indicators were identified and prioritized through further discussions. A strategic plan for TTO emerged from these discussions to target specific TTO needs.

KEY STRATEGIC PLAN QUESTIONS

This strategic plan prioritizes and creates a plan for the implementation of the recommendations from the Kenhtè:ke Strategic Plan For Kanyen'kéha 2017-2022 that require action specifically from Tsi Tyonnhéht Onkwawén:na (TTO). The following key questions guided the strategic planning process:

1. What are the recommendations from the Kenhtè:ke Strategic Plan For Kanyen'kéha 2017-2022 that require action specifically from Tsi Tyonnhéht Onkwawén:na (TTO)?

2. What are the recommended actions for each of the recommendations?
3. What has TTO already accomplished for each of the recommended actions for each of the recommendations?
4. What is the priority sequence for the implementation of the recommendations?
5. What additional actions can be taken for each of the recommendations by TTO?
6. What is the priority sequence for the actions to be taken for each of the recommendations?
7. What are the goals, actions, actors, indicators, reporting, follow-up and time frames for each of the actions for each of the recommendations?

DATA COLLECTION

Data was collected at one strategic planning session at the Kà:niohte Library from 9:00 a.m. to 3:00 p.m. on Sunday, May 6th, 2018 and from 9:00 a.m - 12:00 p.m. on Sunday, June 3rd, 2018. These planning sessions were attended by TTO board members, the TTO director and were facilitated by Jeremy Green. A potential conflict of interest was raised by the TTO director as to whether her presence would negatively affect board of directors planning and discussion. The Board took a formal vote and agreed unanimously that the director's presence would positively support discussion. The directors' role was defined as being able to attend the sessions in order to provide information on TTO's programs, plans and actions. Strategic planning sessions were both audio and video recorded.

To answer key strategic planning session questions, participants reviewed, discussed and then prioritized the overall recommendations from the Kenhtè:ke Strategic Plan For Kanyen'kéha 2017-2022 that require action specifically from Tsi Tyonnhéht Onkwawén:na (TTO). The 4 recommended actions were: I) TTO to diversify board of directors; II) Teacher recruitment and retention; III) Adult immersion program and IV) TTO community consultation and engagement strategy. Participants were handed the *Establishing Priorities* sheet¹. They first read a description of each of the recommended actions. They then assessed the status or progress for each of the recommendations based on a likert scale (accomplished, progressing nicely, initial actions taken, no action has been taken, needs support, we need to get this going, urgent attention required!). Each rating on this likert scale was rated with accomplished being worth 1 point and urgent action required being worth 7 points. Scores were tabulated for the entirety of the ratings

¹ See Appendix A.

from all participants to come up with score totals to prioritize the recommendations. Participants then ranked the recommendations in order of need or importance from 1-4. A tally was then taken from all participant's rankings in order to come up with final rankings for each of the recommendations for this strategic plan.

Each recommendation was then addressed in priority sequence. Each recommendation is presented below in order of priority. A series of actions to achieve each recommendation from the Kenhtè:ke Strategic Plan For Kanyen'kéha 2017-2022 were reviewed and added. These actions were then also prioritized.

DATA ANALYSIS

Data was analyzed using a minimalistic approach. The strategic plan sought to simply document the suggested recommended actions, outcomes and key success indicators from strategic planning session participants in a format designed for ease of use and future reference for the TTO Board of Directors and by the TTO Director.

METHODOLOGY SUMMARY

As time was short, it was decided by participants that they would list required actions to support the prioritized the actions, their expected outcomes and key success indicators for the action. This strategic plan is presented below as a series of lists in priority sequence for recommendation and its component actions. It was felt by the group that this would be the most efficient and effective method for strategic planning for TTO and that this strategic plan would act as a support to help guide the current and future work of the director who will be implementing the recommendations from this strategic plan from 2017-2022.

KENHTÈ:KE STRATEGIC PLAN FOR KANIEN'KÉHA 2017-2022

RECOMMENDATION PRIORITIZATION & DESCRIPTION

The following chart shows the recommendations for each of the three areas of focus for the Kenhtè:ke Strategic Plan for Kanien'kéha 2017-2022. These three areas are further divided into vertical columns according to what community body is responsible to lead the implementation of the recommendation. Tsi Tyónnheht Onkwawén:na is indicated as responsible to implement recommendations in the yellow column. These prioritized recommendations for this TTO strategic plan are listed below.

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 Kenhté: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 Tyonnheht Onkwawenna Strategic Planning Retreat (Doxtator, 2014)

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

PRIORITY 1 TEACHER RECRUITMENT AND RETENTION

Total score: 35

Description

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.

Recommended Actions

- 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:
 - a. establish a Kanyen'kéha teacher education training program;
 - b. link professional development day activities for immersion teachers;
 - c. 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

Status: Urgent Attention Required

PRIORITY 2 ADULT IMMERSION PROGRAM

Total score: 34

Description

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 Tyonnheht 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.

Recommended Actions

Create adult speakers of Kanyen'kéha through an adult immersion program based on best practices in indigenous adult immersion.

Status: Urgent Attention Required

PRIORITY 3 TTO COMMUNITY CONSULTATION AND ENGAGEMENT STRATEGY

Total Score: 30

Description

Lack of community knowledge of TTO Programs. Community members feel that they are not informed of TTO efforts, successes and challenges.

Recommended Actions

TTO Community Engagement strategy

This strategy seeks to establish:

A. 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 director's 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;

B. creation of a YouTube channel to be populated with TTO information and videos.

C. monthly, quarterly, semi-annual or annual community information sessions hosted in person or online.

D. an annual report delivered in person to the Kenhte'kéha Advisory Committee, local governments and community members

E. Community Consultation Strategy

Status: Needs Support

PRIORITY 4 TTO TO DIVERSIFY BOARD OF DIRECTORS

Total Score: 11

Description

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:

- 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.

Recommended Actions

TTO to diversify their Board of Directors by adding more board members.

Status: Progressing Nicely.

TTO has increased their board from 5 members to 9 and seeks to add 4 more board members.

TSI TYÓNNEHT ONKWAWÉN:NA STRATEGIC PLAN

TEACHER RECRUITMENT AND RETENTION

A Teacher Retention Strategy

In the past, TTO has experienced a high-turnover of teaching staff within their programs. Several reasons were identified for the high-turnover of teaching staff: lack of native speakers at Kenhtè:ke and teachers must leave their home communities to relocate; lack of support for families of perspective teachers moving to Kenhtè:ke; lack of parity of competitive salaries; lack of benefits; the physical distance of Kenhtè:ke from other Kanyen'kehá:ka communities. The key question is: how do we keep our teachers here?

	Actions	Outcomes	Key Success Indicator	Who is Responsible ?
A1	Salary	Competitive salary.	Comparative salary to other Mohawk community immersion schools/community based programs	
A2	Benefits, vacation, leave time, pension, bereavement	SunLife	-Employee has current TTO SunLife Insurance	
A3	Language support	Each teacher will have enhanced proficiency through Social Media Language Learning, Computer Assisted Language Learning, Mentorship, MAP programs	Teacher Language Learning Plan	
A4	Professional development	TTO teachers have PD days and training opportunities		There is a budget
A5	Create sense of inclusion	'Welcome canoe'	Orientation program to introduce teacher to community	

A6	Social Community of speakers to engage with.	Regular interaction with speakers (somehow).	Teacher language learning plan	
A7	Isolation pay	Research what the competitive salary would be (isolation pay). This could come from the teacher enhancement money from INAC.	Standard isolation pay.	
A8	Kenhtè:ke promotion plan	Promotional video on TTO's YouTube & Website -imbed TTO high frequency google analytics (Tyendinaga, Mohawk Language, Adult Immersion, Bay of Quinte) -approach local business people; MBQ economic development	Anyone anywhere with any device can access. -send link to video to email contacts - ask other organization to host the video on their sites -	
A9	Personal Development	Healthy, happy teachers	Wellness Plan	
A10	Recommendations from teacher attrition study	Add to teacher retention strategy	Revised teacher retention strategy	
A11	Collective bargaining agreement/employees rights & protections/standards Employment policy.	Draft policy (Grievance policy, hiring, firing, vacation time, leave time)	Teacher job security. Employment policy.	The board.
A12	Job security Totahne & Shatiwennakara:tats to negotiate 2 year funding agreement (already a model/precedent 5-year agreement 2005-07)	Offer a multi-year contract or in-determinant teacher positions subject to review and employer evaluations.	The teacher stays. Signed multi-year contract.	Director & BOD representatives.

	Kawenna'onwe: FTE's from INAC (nominal role)			
A13	Re-signing Bonus	Re-signed at end of August. They receive 45% of 8 weeks' pay after resigning		
A14	10 or 12 month pay option			
A15	Teacher pre-session internship. Would be a paid internship. Signing bonus if they chose to come and work.	A teacher.	A signed contract. Teacher is in classroom, on site day 1.	
A16	Succession plan			

B Conduct Teacher Attrition Study

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.

	Actions	Outcomes	Key Success Indicator	Who is Responsible?
B1	Access funding	Money	Letter of approval, agreement	
B2	Identify possible researchers	A name of a researcher (with alternates).	List of names.	-BOD & Executive Director
B3	Hire researcher	contract	Signed contract	
B4	Make initial research plan	<ul style="list-style-type: none"> -outline the problem -determine the purpose of the study -identify key study questions -identify data collection tools (survey, focus groups, interviews) -determine participants -define role of researcher - create a budget - establish time frames & work plan -list of deliverables: final report with recommendations - links to relevant information 	- Research Proposal	-Executive Director
B5	Job description for the researcher	Job description draft	Approved job description	
B6	Make list of past & current teachers, employment history, with contact info	Compiled database	Given to researcher	

B7	Informed consent form	Draft	Signed by participants & the researcher	
B8	Conduct the Research & Complete Study	Teacher Attrition Study	Teacher Attrition Study	

C Teacher Recruitment Strategy

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.

	Actions	Outcomes	Key Success Indicator	Who is Responsible?
C1	Look to other 5 communities for teachers. (speakers, students in adult language immersion programs etc.)	Teachers in TTO programs. Interest in coming to Kenhtè:ke.	Perspective teachers participate in a paid internship, pre-session.	
C2	Promotion of TTO at local career fairs to promote careers as a Kanyen'kéha language teacher	More recruits or interest in becoming K teachers	Attendance at ___ events. Spoke with ___ # of students. Gave presentations at ___ # area high-schools, senior elementary grades.	Teacher recruitment and retention officer.
C3	contract adult language learners and give bursaries to have them return to teach	Teacher candidates under contract		
C4	create a promotional package outlining careers in teaching for Kanien'kéha speakers	Attractive print package for marketing Promotional video uploaded to TTO sight and on social media (Instagram/snapchat) (twitter/facebook)		

C5	Go into high-schools and promote TTO as an employer	More recruits or interest in becoming K teachers		
C6	Long-Term Strategies			
C7	Short-Term Strategies			
C8	On-the job, teacher training – mentorship program.	program outline & promotional strategy.	Create teacher/speakers	
C9	Incentivising (Pay grid: salary; based on growing proficiency levels).	Research on existing best practices from other language programs.		
C10	Conduct research best practices in B8. Ask Pila and Larry (Hawaiians), Inuit School Board in Quebec Strategies	See B8-B9		Rod has contacts for Inuit SB.
C11	Partnerships with teacher education programs (I.e./TTO's programs become 'laboratory schools' NTEP/ATEP: Queen's, Trent, U of T, Brock, Nipissing; Language Teacher Education Program: Queens (Anishnaabe); SNP (Rotinonhsyonnih) (had an immersion stream [ATEP; SweetGrass]); Carla (Minnesota); CILDE (University of Saskatchewan; UVic (NETOLNEW); High-school co-op students for	<p>TTO's programs become sites for teacher education program practicum.</p> <p>TTO programs to become associate schools with associate teachers. (will be different – can make it our own).</p> <p>Develop unique programs in concert with local institution.</p> <p>Strategy session to make a plan for who to partner with and for what specifically.</p> <p>TTO reconciliation framework (overcoming 'decolonization-fallout' to achieve goals).</p>		

	research; loyalist college; st. Lawrence college ECE program (research). FNTI.	Lobby MBQ to set Kanien'kéha language teachers as a funding priority. (MOVE TO INCENTIVISATION) Take the lead on partnerships (work out differences – stand in there and ‘work-it-out’).		
C12	Attend high-school, adult language programs, University, College career fairs, post-secondary information sessions to promote TTO			
C13	‘Head-hunting’ starting in high-school: offer summer employment, (go to specific schools: Moira); ALL Kanyen’kehaka Communities.			

D Hire a Teacher Recruitment & Support Worker

Description

At Kenhtè:ke there is a 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.

Recommended Actions

Tsi Tyonnhéht Onkwawén:na to hire a Teacher Recruitment & Support Worker. See job description below:

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.

	Actions	Outcomes	key success indicator	Who is Responsible?
D1	Job description (time requirements in community)			in: Community strategic plan
D2	Find \$\$\$ for a salary, travel, advertising,			
D3	Job posting/head-hunting			
D4	Establish a hiring committee & interview process			
D5	Determine qualifications & salary			
D6	Interview guide			
D7	Short list			
D8	interview			
D9	Offer job/negotiate terms of employment			
D10	Kanyen'keha Proficiency requirement (add to qualifications)			

E Teacher support and Training

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.

Network, establish relationships and partnerships with other Kanyen'kehá:ka language organizations in other Kanyen'kehá:ka communities to:

- a. establish a Kanyen'kéha teacher education training program;
- b. link professional development day activities for immersion teachers;
- c. create a standardized teaching curriculum for pre-school, elementary and adult immersion with language benchmarks;

Secure scholarships and bursaries to support language teacher training and language proficiency development for teachers in TTO programs.

	Actions	Outcomes	Key Success Indicator	Whose Responsible?
E1	individualized teacher language training plans creating speakers.	ACTFL OPI Rating Plan to increase proficiency		
E2	Teacher learning plans. (incorporate E1 & E3). Curriculum delivery.	Where to go and what teaching skills to acquire or improve. Professional Development.		
E3	individualized teacher language teacher training plans Language teaching	Partnerships with other Kanien'kéha immersion schools and curriculum centers for sharing of resources Mentorship		
E4	conduct on-going research in best-practices in L2 and immersion teaching, learning & assessment	Work into learning plan TTO sent teachers to Six Nations Language Commission PD Days		

E5	acquire \$\$ to support teacher training & language proficiency development			
E6	link PD day activities with other indigenous language program PD	Partnerships, Memorandum Of Understanding Find contact person Webinar's (interactive); partner w/people who have those systems (Distance-Ed), zoom. Acquire technology or capacity to offer.		
E7	create standardized teaching curriculum for Totáhne	Kindergarten Readiness Program Language Curriculum/Benchmarks for Totahne		
E8	create standardized teaching curriculum for Kawenna'ón:we with language benchmarks			
E9	Second language teachers from other elementary immersion, language schools or programs.			
E10	Establish partnerships, build relationships with other Kanyen'kehaka organizations (with teachers or adult language programs).			
E11	create standardized teaching curriculum Shatiwennakarátats with language benchmarks	Learning Outcomes are completed for the 1 weekend/month + 1 week summer session.		

E12	Re-define the role of the 'teacher' to make it more attractive to perspective 'teachers' (i.e./language master/mentor/specialist) "look at our terminology"	Come up with a 'new' term for 'teacher' Instructor Mentor Facilitator Yakorihonnyen:nis		
E13	Revisit the job description			
E14	Pursue establishment of a national Kanyen'kehaka body to oversee Kanien'kehá:ka language revitalization	(see 1993 standardization conference model) National proficiency guildelines for L2 speakers of K. Rotinonhsyonnih Language Cooperative.		committee

F Teacher Evaluations

	Actions	Outcomes	Key Success Indicator	Who is Responsible?
D1	Design a test of minimum standards and requirements for teacher qualifications, experience, knowledge, skills and abilities for teachers in TTO programs.			
D2	Conduct annual teacher performance reviews and provide oral and written reports to the TTO board of directors			

ADULT IMMERSION

Description

There is a 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 Tyonnheht 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.

Recommended Action

Create adult speakers of Kanyen'kéha through an adult immersion program based on best practices in indigenous adult immersion.

- Priority 1 Conduct a Research Study on Best Practices in Adult Immersion Education
- Priority 2 Design an Adult Language Immersion Program
- Priority 3 Assess Capacity to Deliver (Environmental Scan, Needs Assessment, Identifying Gaps, Comparative Analysis)
- Priority 4 Implementation Plan For an Adult Immersion Program
- Priority 5 Building, Site Selection, Facility
- Priority 6 Instructors
- Priority 7 Curriculum
- Priority 8 Resources
- Priority 9 Student Recruitment, Retention & Success
- Priority 10 Core-Program Funding
- Priority 11 Assessment, Evaluation, Matriculation & Graduation Requirements
- Priority 12 Student Contract (Attendance, stipend, achievement, probation, expulsion, incentives)
- Priority 13 Student Bursaries
- Priority 14 Student Handbook
- Priority 15 Shatiwennakarátats Coordinator

A Conduct a Research Study on Best Practices in Adult Immersion Education

	Actions	Outcomes	Key Success Indicator	Whose Responsible?
A1	Access funding	Money	Letter of approval, agreement	

A2	Identify possible researchers	A name of a researcher (with alternates).	List of names.	-BOD & Executive Director
A3	Hire researcher	contract	Signed contract	
A4	Make initial research plan	<ul style="list-style-type: none"> -outline the problem -determine the purpose of the study -identify key study questions -identify data collection tools (survey, focus groups, interviews) -determine participants -define role of researcher - create a budget - establish time frames & work plan -list of deliverables: final report with recommendations - links to relevant information 	- Research Proposal	-Executive Director
A5	Job description for the researcher	Job description draft	Approved job description	
A6	Talk to former students (all program registrants (P/DNC) and instructors, people who don't complete the course.			
A7	Informed consent form	Draft	Signed by participants & the researcher	
A8	Conduct the Research & Complete Study	Teacher Attrition Study	Teacher Attrition Study	

FUTURE STRATEGIC PLANNING DIRECTION

With a total of only 7 hours of discussion time for the TTO strategic planning sessions, the actions, outcomes, key success indicators for only 1 recommendation for TTO from the Kenhtè:ke Strategic Plan for Kanien'kéha 2017-2022 was completed (Teacher Recruitment and Retention).

Future strategic planning could focus on completing the actions, outcomes for key success indicators for:

1. Adult Immersion
2. TTO community consultation and engagement strategy
3. Diversify Board of Directors

REFERENCES

Green, J. (2017). Kenhtè:ke Strategic Plan for Kanyen'kéha 2017-2022. Tsi Tyónnheht Onkwawén:na: Tyendingag Mohawk Territory.

APPENDIX A

Establishing Priorities

Strategic Plan Recommendations

Ranking	Action from strategic plan	accomplished!	progressing nicely	initial actions taken	no action has been taken	needs support	we need to get this going	urgent attention required!
4	I TTO to diversify board of directors							
1	II Teacher recruitment and retention.							
2	III Adult immersion program.							
3	IV TTO community consultation & engagement strategy.							

1. Individually, rank each action from the strategic plan in order of importance from 1-5.
2. For each action, check the progress of each action.
3. In your groups, come to a consensus on the rank and progress for each action.
4. Appoint 1 person in your group as the speaker and reconvene with the whole group.
5. Jeremy will mediate the between the 2 groups to come to a consensus on order of ranking of each action and its progress.

Establishing Priorities

I TTO to Diversify Board of Directors

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:

- 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.

4) TTO to diversify its board of directors (p.31)

II Hire a Teacher Recruitment & Support Officer

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.

This strategy seeks 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 Shatiwennakará:tats, Kawenna'ón:we' and Totáhne. This may include securing finances to offer incentives to prospective 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:
 - d. establish a Kanyen'kéha teacher education training program;
 - e. link professional development day activities for immersion teachers;
 - f. 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

III Adult 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 Tyonnheht 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 based on best practices in indigenous adult immersion.

This strategy seeks to:

Create adult speakers of Kanyen'kéha through an adult immersion program based on best practices in adult language immersion programs.

IV Create a Community Consultation & 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 seeks to establish:

F. 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 director's 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;¹
-

G. creation of a YouTube channel to be populated with TTO information and videos.

H. monthly, quarterly, semi-annual or annual community information sessions hosted in person or online.

I. an annual report delivered in person to the Kenhte'kéha Advisory Committee, local governments and community members

J. **Community Consultation Strategy**