



**Kenhté:ke
Strategic
Plan for
Kanyen'kéha**

2023-2028

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BACKGROUND

After conducting strategic planning sessions with its board of directors in 2014 (Doxtator) and 2016 (Goodleaf), in 2017 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 Kenhté:ke as a pre-condition to accessing future language funding through AIAI. Tsi Tyonnhéht Onkwawén:na hired language revitalization consultant Tehota'kerá:ton Jeremy Green to conduct the community consultation sessions. Tehota'kerá:ton completed the Kenhté:ke Strategic Plan For Kanyen'kéha 2017-2022 and presented the results to the community. The 2017-2022 plan is being used by diverse stakeholders in the community to support the revitalization of Kanyen'kéha at Kenhté:ke. Many of the recommended actions in the plan have been completed or are in-progress however progress was stalled and/or delayed due to the COVID-19 global pandemic.

There is a strong sense of optimism and positive momentum moving forward in that clear and evident gains are being made in the revitalization of Kanyen'kéha at Kenhté:ke.

Building on this momentum moving forward, Tsi Tyonnhéht Onkwawén:na again hired Tehota'kerá:ton Jeremy Green to engage the community to complete the Kenhté:ke Strategic Plan for Language 2023-2028. It is hoped that the people of Kenhté:ke can use this strategic plan to guide language planning and policy to give life to Kanyen'kéha so that it is precious for all Kenhtekehró:non.

CREATING THE KENHTÉ:KE STRATEGIC PLAN FOR KANYEN'KÉHA 2023-2028

Tehota'kerá:ton Jeremy Green was contracted by TTO to conduct the research and write the draft Kenhté:ke Strategic Plan for Kanyen'kéha 2023-2028 on June 25, 2022. Tehota'kerá:ton is an Associate Professor in Ogwehon:we Languages in the Faculty of Liberal Arts and Professional Studies, Department of Humanities at York University in Toronto, Ontario; and a language revitalization consultant who collaborates with individuals, organizations, groups, communities and nations to help them achieve their language and culture revitalization goals.

Tehota'kerá:ton comes from Kenhté:ke and has been involved in Kanyen'kéha language revitalization for over three decades. Through community-based research, Tehota'kerá:ton engaged community members through guided focus group discussions and small group discussions to develop the Kenhté:ke Strategic Plan for Kanyen'kéha.

COMMUNITY ENGAGEMENT

Community input and participation for the development of this strategic plan occurred at the Tyendinaga Mohawk Community Center on Tuesday, July 26, 2022. Two sessions were held at 12-2:30 pm and from 6-8:30 pm. The afternoon session had 42 participants and the evening session had a total of 22 participants for 64 participants total. Participants represented a broad cross-section of interest groups from within Kenhté:ke. Updates on the 2017-2022 strategic plan recommended actions were provided by the director of Tsi Tyonnhéht Onkwawén:na Callie Hill and Tyendinaga Mohawk Council (TMC) councilor Josh Hill.

initial recommendations for the 2023-2028 strategic plan were presented to 27 participants. On Thursday, November 17, 2022 from 6:00-8:00 p.m. at the Tyendinaga Mohawk Community Center. Participants were able to ask questions about strategic plan recommendations and suggested additional actions to achieve community goals.

STRATEGIC PLAN GOALS

- 1) To engage diverse sectors of the community at Kenhté: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 2023-2028 (the Mohawk Language at Kenhté:ke).
- 3) To develop a strategic plan for community language revitalization at Kenhté:ke.

STRATEGIC PLAN KEY QUESTIONS

- 1) What actions have been completed from the 2017-2022 Strategic Plan For Kanyen'kéha at Kenhté:ke?
- 2) What actions have yet to be completed from the 2017-2022 Strategic Plan For Kanyen'kéha at Kenhté:ke?
- 3) What barriers or challenges exist to completing the recommended actions from the 2017-2022 Strategic Plan for Kanyen'kéha at Kenhté:ke?
- 4) What is missing? What other actions are necessary right now to meet the vision, mission and goals for Kanyen'kéha at Kenhté:ke?

VISION

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

MISSION

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

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 a Kanyen'kehá:ka from Kenhté: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 Kenhté: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 Kenhté: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.
- Participate in language acquisition activities through social interaction (i.e./singing, cooking, land-based activities, slo-pitch, family-based activities, collaboration etc.).

The Community of Kenhté: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 Kanonhsyonni'òn:we and the principles of peace, inclusivity, cooperation, acceptance and respect.
- Everyone will have the opportunity 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.

KA'NIKONHRAHNIRÁ:TSHERA - MIND STRENGTHENING

WHAT ARE OUR COMMON GOALS?

- Strengthen our sense of community.
- To create proficient speakers.
- To understand the strategic plan and other actions to help where one is able.
- To be empowered while empowering others.
- To share experiences.
- To encourage others.
- To be inspired.

WHAT CAN I CONTRIBUTE?

- Increase accessibility to language and culture.
- Support language learners, speakers, teachers and administrators in their work.
- Encourage others to learn the language.
- Time
- Money
- Speak the language with others.
- Use and share our language.

WHAT ARE OUR GREATEST STRENGTHS?

- Ability to think into the future and plan accordingly.
- Work with neighboring territories.
- Love for our community and language.
- We are all family.
- Determination and will - we want this.
- Growing population.
- Persistent, resilient, strong and proud.
- Strength.

SUCCESSES OF THE PAST FIVE YEARS IN KENHTE'KÉHA REVITALIZATION (2017-2022)

- The work of revitalizing Kanyen'kéha (Mohawk language and culture) at Kenhté:ke has been a unifying agent bringing together diverse sectors of the community to work together and support one another to achieve community goals. People are eager to help, to work together and to learn.

- The increased number of people learning, speaking, teaching and using the language at Kenhté:ke has visibly and audibly increased. This was achieved throughout the community including families, organizations, associations and governments.
- There is a strong sense of positive and substantial momentum in moving forward that progress is being made in terms of language and culture revitalization. Keep this going!
- Community members are supporting language learning efforts through in-kind and diverse forms of financial support including hosting free language learning support and tutoring sessions, creating unique and inventive language learning resources, and providing bursaries for language learners.
- Community members are creating their own spaces for Kanyen'kéha language use outside of programs and institutions. There have been calls for more of this from many community members.
- Tsi Tyónnheht Onkwawén:na diversified its board of directors and increased its community engagement activities providing information and garnering a broader base of support from both local and regional communities.
- Tsi Tyónnheht Onkwawén:na continues to provide language programming for Kenhtekehró:non through Totáhne, Kawenna'ón:we, the Certificate Program Partnership with Queen's University and various iterations of the Shatiwennakahará:tats adult language immersion program.
- Tyendinaga Mohawk Council has followed through hiring the Community Language Engagement Worker who will now work to complete and implement the status and prestige strategy and to work with TTO and MBQ designates to resume the work of the Kenhte'kéha Advisory Council (KAC).
- Tyendinaga Mohawk Council has followed through with passing a motion-in-council to support the drafting of a Kenhté:ke Language Act/Law.
- The construction of the Kenhté:ke Language and Culture Center is progressing well with support, input and actions being supported by TMC, TTO and the KAC.
- Stakeholders of the Kenhté:ke Strategic Plan for Kanyen'kéha 2017-2022 followed through on implementation of the strategic plan!

CHALLENGES TO COMPLETING THE ACTIONS IN THE KENHTÉ:KE STRATEGIC PLAN FOR KANYEN'KÉHA 2017-2022

- The lack of first language Kanyen'kéha speakers makes it challenging to provide opportunities for emergent second language speakers to increase their proficiency.
- The uncertainty of long-term funding has slowed the pace of achieving community goals for language and culture revitalization.
- The COVID-19 global pandemic slowed the rate in which stakeholders were able to complete the recommended actions from the Kenhté:ke Strategic Plan for Kanyen'kéha 2017-2022.
- Individuals are increasing their speaking proficiency however a mass or group of proficient speakers has yet to emerge ('language silos').
- There is no long-term strategic plan focusing specifically on language acquisition for creating speakers of Kanyen'kéha.
- Language learners require increased support through language coaching (understanding how to learn to become a speaker and having support to monitor their own language learning process), financial support and mental/emotional support.
- Language learners are looking for spaces to use and speak Kanyen'kéha with others.
- The institutionalization of language and culture learning has limited language learning and use in homes, families and out on the land and in the community.
- Language learning and language use opportunities are not provided for learners and speakers at different levels of proficiency.
- The Community Language Engagement Worker has been tasked with teaching Kanyen'kéha to MBQ employees, taking them away from the critical work in the job description from the 2017-2022 strategic plan.

KENHTÈ:KE STRATEGIC PLAN FOR KANYEN'KÉHA 2023-2028 RECOMMENDED ACTIONS



The four interrelated areas of focus for this strategic plan are:

- A Creating Speakers
- B Sustainable Community Language Development
- C Leadership, Decision Making & Community Engagement
- D Community-Based Language Use

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

A CREATING SPEAKERS

Tsi Tyonnhéht Onkwawén:na	Mohawks of the Bay of Quinte (TMC)	Community Members
Draft and implement a long-term Strategic plan for creating		Participate in language programs.

Creating Speakers	adult speakers at Kenhté:ke	Build the Kenhté:ke Language and Cultural Center	Speak and use the language.
	Draft and implement a language learner support strategy		
	Continue other forms of language programming		

1) Long-Term Strategic Plan For Creating Adult Speakers at Kenhté:ke

Gains are being made in terms of increasing the number of people who participate in language programs. There are many community members who are graduates of various language programs at the Novice and Intermediate levels of speaking proficiency. Efforts to date have not translated into the creation of a mass or body of speakers of Kanyen'kéha at Kenhté:ke. Community members specify the need for a critical mass of people to be speakers who can establish a Kanyen'kéha speaking presence in local social spaces. The target age group are adult learners.

Major challenges to overcome in creating speakers include but are not limited to: lack of local proficient speakers, lack of proficient speaking teachers in Kenhté:ke, high rates of teacher attrition, lack of infrastructure to house language programs, the uncertainty of permanent, long-term funding to offer competitive salaries to teaching staff, the emigration of proficient speakers to other Rotinonhsyón:nih communities and lack of programming to be inclusive of learners at differing levels of proficiency (i.e./Beginner to Distinguished [ACTFL, 2021]).

In order to strategically address the issue of lack of Kanyen'kéha speakers in the community a concentrated, long-term, sustainable, strategic plan and a major investment will be required. This will require TTO, MBQ Administration and the community working collaboratively to achieve the desired outcomes.

It is the intent of TTO that the Kenhte'kéha Advisory Committee (KAC) will assist in the further development of a long-term strategic plan for creating speakers using the community strategic plan as a guide. This coupled with the funding that has been accumulating from *the ISC New Paths* initiative could really boost serious concerted efforts at creating an initial base of Kanyen'kéha speakers. The participation of key community members, including leadership, is required for this to become a reality. Key parts of the plan include:

- creation of body of highly proficient adult speakers of Kanyen'kéha at Kenhté:ke.
- partnering with post-secondary institutions.

- offering competitive salaries for teaching staff on-par with comparable external positions.
- provide long-term employment and job security for teaching staff.
- acquire funding from local sources (donations, bursaries etc.).
- offer incentives to bring back Kenhtekhe:non who are teaching in other communities.
- provide diverse supports through sustainable community language development to teaching staff and learners (i.e./language learners get a credit towards their monthly mortgage or rent payment etc.).
- use current research on best-practices in language acquisition planning and creating speakers of Rotinonhsyón:ni and Onkwehon:we languages to guide creation of the plan.
- provide support to learners through diverse means.

2) Language Learner Support Strategy For Adult Learners

Community members and language learners have repeatedly mentioned the need for ongoing support throughout their language learning process. This requested support can be of several forms. The following is a 'wish-list' of ways that adult learners are requesting support:

- Establishment of a language family (group of like-minded language learners)
- Opportunities to use and learn the language in de-institutionalization settings (not just 'in the program' or 'at the school')
- language learning strategy training for language learners targeted to various levels of proficiency and commonality of experience
- Social-affective language learning strategy support and training (i.e./the unburdening session that TTO planned to host in August 2022).
- Consistent language learning strategy training included as a component of language learning programs.
- Meta-cognitive language learning strategy training for learners to learn to track their own language learning process and to set and monitor their own language learning goals.
- Hiring of a language learning coach to provide training and support for individual learners.
- Availability of counseling and support services from community agencies specifically made available for participants in adult language learning programs.
- A mechanism to provide learners a voice to have input into the language learners support strategy so that it is a living document.

3) Build the Kenhté:ke Language & Cultural Centre

This recommendation is carried over from the 2017-2022 Strategic Plan. To date, MBQ TMC has designated 8.5 acres of land at the old Shannonville World's Fair site for the Kenhté:ke

Language and Culture Center. MBQ TMC has allocated one-million dollars in funding for the initial site assessment, the completion of architectural drawings and the completion of a design brief. Architectural drawings for the center are complete. The building committee plans on completing the design brief in spring 2023.

B 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 Kenhté: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. Language normalization is addressed in section D below - Community-Based Language Use & Normalization

	Tsi Tyonnhéht Onkwawén:na	Mohawks of the Bay of Quinte (TMC)	Community Members
Sustainable Community Language Development	Draft and implement a language learner support strategy	The Community Language Engagement Worker will draft and implement the Kenhte'kéha Status and Prestige Planning Strategy	Participate in community consultation process for Kenhté:ke Language Act Work with the Community Language Engagement Worker to expand use of Kanyen'kéha

1) Status and Prestige Planning Strategy

The Community Language Engagement Worker will draft and implement the Kenhte'kéha Status and Prestige Planning Strategy to raise the language status of Kanyen'kéha at Kenhté:ke. This action is carried over from the 2017-2022 strategic plan. Recommendations include:

- resume language heroes annual dinner and celebrations recognizing individuals, learners, groups and families who demonstrate success in language and culture revitalization/normalization
- resume poster campaign (role model program)
- a list of speakers at/from Kenhté:ke and where they are/what they are doing
- TTO to continue information sharing about their activities, efforts and programs

2) Language Learner Support Strategy For Adult Learners

Continuing from section A above Creating Speakers, community members are requesting supports be offered from community bodies, agencies, governments, businesses, associations and individuals to further support the diverse body of current and perspective adult language learners. Recommendations for the strategy include:

- MBQ reduction of rental or mortgage during program duration.
- A policy change to MBQ education funding distribution guidelines so that students who attend community-based adult language programs are fully funded.
- Incentivizing - TTO still does this – TTO makes sure to accommodate all needs of the first language speaker that is coming to live here to teach i.e. a house is offered for rent.
- Subsidies and bursaries offered by local government departments, local business people and entrepreneurs to support language learners.
- Use of space and resources (i.e./classrooms, internet connection, computers etc.) at other local educational institutions to support language learning.

C LEADERSHIP, DECISION MAKING & 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.

	Tsi Tyonnhéht Onkwawén:na	Mohawks of the Bay of Quinte (TMC)	Community Members
Leadership, Decision Making and Community Engagement	Share responsibilities, delegate duties and collaborate with MBQ and community members	Re-establish & maintain the Kenhte'kéha Advisory Committee (KAC)	Appoint representatives to sit on the Kanyen'kéha Advisory Committee (KAC)
	Continue focus on creating speakers	MBQ TMC to pass a B.C.R. accepting the Kenhté:ke Strategic Plan for Kanyen'kéha 2023-2028	Participate in community consultation sessions for the Kenhté:ke Language Act/Law
	Continue information sharing as per 2017-2022 strategic plan recommendations	MBQ TMC to include in the resolution that progress on the Kenhté:ke Strategic Plan for Kanyen'kéha 2023-2028 is to be updated at a public meeting annually	Be informed of actions taken by TTO and MBQ
		Draft and implement the Kenhté:ke Language Act/Law	

	Share responsibilities, delegate duties and collaborate with MBQ and community members	
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1) Re-establish & Maintain the Kenhte'kéha Advisory Committee (KAC)

The Community Language & Engagement Worker, MBQ Director of Education and TTO will work together to re-form the Kenhte'kéha Advisory Committee. They will set regularly scheduled meeting times, draft a terms of reference, engage the broader community at Kenhté:ke to have input on decisions related to language revitalization that affect them and invite applications for representatives to sit on the KAC.

The KAC will be the main avenue for the creation, ratification and community confirmation of the Kenhté:ke Language Act. It will be an avenue for community members to have a voice in the direction of language revitalization at Kenhté:ke.

2) Share Responsibility, Delegate Duties and Collaborate

Much progress and headway has been made toward achieving the goals of the Kenhté:ke Strategic Plan for Kanyen'kéha 2017-2022 through each designated body carrying out actions that were recommended to be assigned to it. This includes MBQ, TTO and community members. In this way, a broader base of support was created to take action to achieve community goals for language revitalization as set out in the 2017-2022 strategic plan. This is a great achievement that has had a unifying effect on stakeholders and has created a sense of strong momentum moving forward. Keep this going! Additionally, other community organizations are looking for ways to contribute. The circle of groups and bodies who can contribute to achieving community goals for language revitalization can be ever-widening and inclusive.

3) Mohawks of the Bay of Quinte (TMC) B.C.R.

It is critical to achieving community goals for Kanyen'kéha at Kenhté:ke that MBQ TMC pass a B.C.R. accepting the Kenhté:ke Strategic Plan for Kanyen'kéha 2023-2028. This may indicate the need for MBQ TMC to designate a department or person(s) responsible to ensure the implementation, monitoring and reporting on progress of this strategic plan.

4) Kenhté:ke Strategic Plan for Kanyen'kéha 2023-2028 Annual Review

MBQ TMC is to include in the B.C.R. that progress on the Kenhté:ke Strategic Plan for Kanyen'kéha 2023-2028 is to be updated at a public meeting annually.

D COMMUNITY-BASED LANGUAGE USE & NORMALIZATION

According to Green (2017) language use is the single most important factor for any individual seeking to become a speaker of Onkwe'honwehnéha. These learners are 'fearless' and are not afraid to make mistakes when using the language; they speak the language outside of class with their peer group both in person and through social media and electronic devices (text, email, phone calls, skype, facetime). They force themselves to speak Onkwe'honwehnéha and when they don't know how to say something, they have a support network of speakers to assist them. Language use necessitates learning, and that what is learned is of use for the purposes of real, meaningful and purposeful communication with other speakers or learners of Onkwe'honwehnéha. It is clear, the path to becoming a speaker of Onkwe'honwehnéha includes use of the language with peer groups, at home, on social media, and for all other forms of communication with those who can understand it.

According to Wilson and Kamana (2009), "revitalization is finally a socio-cultural question, not a technical, pedagogical, demographic or even linguistic one. It is not about just learning and knowing a language, but using it and living in it and doing so in meaningful numbers." Therefore, language use requires interactions between L1 and L2 speakers in various contexts and types of social interactions. In reference to language normalization, there are domains and structures at Kenhté:ke where the symbolic use of Onkwe'honwehnéha is already normalized. These domains include the longhouse, traditional funerals and ceremonial and dead feasts. These domains can be considered to be the 'highest' domains for Kanyen'kéha language use. Language normalization (Aracil, 1982) is often defined hierarchically, placing greater importance on the reclamation of higher-status domains for the target language. In this sense, language normalization is most often characterized by use of mainstream media, television, radio, journalism and film or the delivery of governmental services in the target language¹. In the community meetings Kenhtekehró:non are not concerned with normalizing use of the language in the domains considered to be 'higher' by mainstream colonial society. 'Higher' domains for reclamation and designated as 'Kanyen'kéha only' by Kenhtekehró:non are grounded in family and community interaction that occurs throughout homes and on the land.

	Tsi Tyonnhéht Onkwawén:na	Mohawks of the Bay of Quinte (TMC)	Community Members
Community-Based Language Use	Community-based and organization level language use	Community-based and organization level language use	Family, group and volunteer language use

¹ See: www.mokuolahonua.com

	Create & maintain a Community Language Activity Bulletin Board	Community-based and organization level language use
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1) Family, Group & Volunteer Language Use

Increase opportunities for language learning, language acquisition and language use within the community and abroad through volunteer, individual, family and community-based efforts. This means that people come together in informal settings to speak and use Kanyen'kéha. Kenhktekehró:non stated that they would like more opportunities to speak and use the language in social settings and for fun and enjoyable activities in addition to participating in language programs. These types of activities may include:

- volunteering at an organization where Kanyen'kéha is taught or spoken.
- volunteering to mentor a person or a family (i.e./be a 'totáh')
- churches and faith based organizations.
- longhouse ceremonies, meetings and social dances.
- medicine societies and feasts.
- rites of passage ceremonies.
- singing societies, drum groups.
- open invitation to community members to attend land-based activities and family events.
- working in the garden.
- speaking Kanyen'kéha with one's family in public.
- clans develop their own language use initiatives.
- inviting knowledgeable people or speakers to attend family events.
- collaboration with families/individuals from other Kanyen'kehá:ka communities.
- social activities - sports, hiking, fishing, spearing, hunting, making mush, community clean up, work gangs, youth groups, dances etc.
- visiting.
- going on family outings (i.e./taking toddlers to the park, picking strawberries, going to the fair etc.)
- on-line chat groups, ZOOM groups etc.

2) Community-Based Organization Language Use & Normalization

Community organizations, businesses and local governmental agencies are incorporating use of Kanyen'kéha into their places of employment. The Community Language Engagement Worker

(MBQ) can provide assistance for translations, word lists, sayings etc. This means that the Community Language Engagement Worker will need to reach out to community organizations, businesses and local governments with their contact information and scope of duties to assist these groups in increasing their language use. Current examples include:

- the MBQ communications officer trying to include more language in the community newsletter: pages are numbered in Kanyen'keha, word of the month.
- staff members at MBQ have been teaching coworkers how to say the Ohén:ton Karihwatéhkwen.
- FNTI offered a ZOOM space for Queens/TTO Certificate program students to practice and provided support.
- Real People's Media operates a radio station providing Onkwehón:we content. This includes playing the Ohén:ton Karihwatékhwen each morning.
- Seed Sanctuary includes some language.
- Kenhté:ke Midwives and the Kontinenhanónhnhha Tsi Tkahá:nayen (Tyendinaga Birthing Center) incorporates language use into their practice.
- Kanyen'kéha radio station

3) Community Language Activity Bulletin Board

The Community Language Engagement Worker will create and maintain an on-line bulletin board where community members and groups can publicly post invitations to Kanyen'kéha learners and speakers to join them for family, group and volunteer based initiatives where the language is intended to be used. The Community Language Engagement Worker would act as a moderator of the forum, or MBQ TMC can delegate someone within their umbrella to design, maintain and monitor the bulletin board as a part of the MBQ website. It is recommended to use an easily accessible app or forum and that a link to this forum can be shared on TTO, MBQ and other community business, organization and group websites. It is also recommended that events in the bulletin board be uploaded to downloadable IOS, Google and Android calendars that people can link to their calendars (i.e./icalendar etc.).

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APPENDIX A

UPDATE ON STATUS OF RECOMMENDED ACTIONS FROM THE 2017-2022 STRATEGIC PLAN AND RECOMMENDED ACTIONS FOR THE 2023-2028 STRATEGIC PLAN

IP - In Progress

INC - Incomplete

C - Complete

A Creating Speakers

A	Recommended Action	Who Was Responsible	Status	Description	Recommended Action 2023-2028
1	Hire a teacher recruitment and retention support worker	Tsi Tyonnhéht Onkwawén:na	IP	A teacher recruitment and support worker has not been hired. TTO has created internal strategies for support and recruitment. Strategic planning has been completed internally to create the position.	Hire a teacher recruitment and retention support worker. Draft and implement a teacher recruitment and retention plan.
2	Create a full-time, permanent, multi-year adult Kanyen'kéha immersion program	Tsi Tyonnhéht Onkwawén:na	IP	Full-Time, Permanent Multi-Year Adult Immersion Program A full-time, permanent multi-year adult immersion program has not been created. The main barriers to establishing this program have been the lack of allocation of permanent funding; lack of proficient teachers, and the COVID-19 pandemic. Presentation From Onkwawén:na Kentyóhkwa	Draft and implement a long-term strategic plan for creating speakers at Kenhté:ke through acquisition planning. This may also include corpus and status planning.

				In the spring of 2022, TTO brought in Rohahí:yo Jordan Brant, Director of Onkwawén:na Kentyóhkwa to present to the community what it takes to start a permanent, full-time adult immersion program.	
3	Focus on creating speakers of Kanyen'kéha	Tsi Tyonnhéht Onkwawén:na	IP	<p>Totáhne Tsi Tyonnhéht Onkwawén:na continues to operate Totáhne, Kanyen'kéha immersion pre-school.</p> <p>Kawenna'ón:we Tsi Tyonnhéht Onkwawén:na continues to operate Kawenna'ón:we, a Kanyen'kéha elementary immersion school.</p> <p>Curriculum Committee A curriculum committee was created in 2020. Members include TTO board of directors representatives, TTO staff and community members with educational knowledge and experience, skills and abilities. An open call for the Curriculum Committee was published in March 2020 and has a total of five members including TTO board representatives, staff and community members. The committee commenced their work with a complete review of the Kawenna'ón:we primary school curriculum. Goals of the committee include: hire a Curriculum Developer and language expert to carry out K-6 curriculum development, and to standardize the language used within the primary school.</p>	<p>Continue with current efforts until the Long-Term Strategic Plan for Creating Speakers of Kanyen'kéha at Kenhté:ke is completed.</p> <p>Draft and implement a long-term strategic plan for creating speakers at Kenhté:ke through acquisition planning. This may also include corpus and status planning.</p>

				<p>Teacher Support Since 2019, a first language speaker hired by TTO supports Kawenna'ón:we and Totáhne teachers to continue to increase their Kanyen'kéha speaking proficiency. Additionally, one of the teachers has been regularly mentored by another first-language speaker from Kanehsatá:ke.</p> <p>TTO/Queen's University Certificate in Mohawk Language and Culture Program Since 2018, 27 students have graduated in two cohorts from the TTO/Queen's University community-based Certificate in Mohawk Language and Culture program.</p> <p>Ratiwennókwas Through a six-year Social Sciences Humanities Research Council (SSHRC) partnership grant with the University of Victoria, TTO through its Ratiwennokwas program is developing a curriculum geared towards advanced level speakers through documentation of first language speakers. The documentation will then be converted into various segments and curriculum blocks that could be used for advancing proficiency in Kanyen'kéha.</p> <p>Indigenous Teacher Education Program (ITEP) Community Based Program</p>	
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			<p>A TTO and Queen's University memorandum of understanding was approved by the TTO board to move forward with the Indigenous Teacher Education Program (ITEP) for delivery in May 2023. An advertisement recently went out to the public to invite applications for perspective students. The TTO Curriculum Committee is currently working on an ITEP passport component, which will be language and culture specific to the community of Kenhté:ke.</p> <p>Haudenosaunee & Waldorf Inspired (HAWI) A collaboration with a group called HAWI formed that includes elementary immersion schools from Kenhté:ke, Ohsweken and Akwesasne. Senior staff met weekly and organized virtual staff/student events and professional development activities during the 2020-2021 school year. TTO teaching staff and some administrative staff are currently enrolled in a virtual HAWI foundations program, which bridges Haudenosaunee cultural understandings with Waldorf pedagogy (as a precursor to an apprenticeship program being offered at the Skaronhyasehkó:wa Tsyohterakenra'kó:wa Tsi lontaweya'táhkwa.</p> <p>Kanyen'kéha Children's Books With a Canadian Heritage grant in 2019, TTO published 10 original bi-lingual children's readers and republished a set of 20 children's readers, a collaboration with the Woodland Cultural Centre.</p>	
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			<p>The set of 30 books were shared with the Kenhté:ke community, sister communities and urban centers with large Rotinonhsyonni populations.</p> <p>Tsítha Through an Ontario Trillium Fund Grant, TTO launched a Kanyen'kéha language learning website called Tsítha. The website is useful for language learners at all levels of learning. Stories target learners at the intermediate level of speaking proficiency. Local speakers provided the voices for the main characters.</p> <p>Mentor-Apprentice Program Five participants began a full-time immersion program in September, 2022. The goal of the program is to have participants increase their speaking proficiency. A first language speaker and highly proficient second language speaker teach the program. The goal is for the graduates to take up teaching positions in the full-time, permanent Shatiwennkahará:tat's language program.</p> <p>Language Unburdening Sessions TTO engaged community members with health, mental health and language backgrounds in December 2021 to plan for a language unburdening process. The intent of the unburdening process is to provide community members with space and tools to address</p>	
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				intergenerational burdens that may impede their language learning. A dry run is planned for August 2022, with delivery to students in the Certificate in Mohawk Language and Culture program planned for September 2022.	
4	Build the Kenhté:ke Language & Cultural Centre	<p>Mohawks of the Bay of Quinte (TMC)</p> <p>Tsi Tyonnhéht Onkwawén:na</p> <p>Community Members</p>	IP	<p>Funding has been secured to complete a design brief and the services of an architect have been secured.</p> <p>Approximately 8 acres has been designated by TMC for the site of the Kenhté:ke Language & Cultural Center at the former Shannonville Fair Grounds.</p> <p>A site-assessment has been completed by TMC to ensure environmental considerations are implemented.</p> <p>An open call for the Building Committee was published in January 2021, which now has a total of 9 members that includes 2 board member representatives, TTO staff and 6 community members.</p> <p>An open call for a Fundraising Committee was published in May 2022, which has a total of 3 members.</p>	

5	Participate in language programs	Community Members	C IP	<p>Onkwawén:na Kentyóhkwa Several community members attended and graduated from the Onkwawén:na Kentyóhkwa Adult Immersion Program in Ohsweken.</p> <p>Bursaries & Subsidies for Language Learners Community member Seth Lefort provides subsidies to students who attend the Onkwawén:na Kentyohkwa Adult Kanyen'kéha Immersion Program.</p> <p>A bursary was created in memory of Karihwawíhson Joe Brown called Tawatá:tis for community members pursuing language learning through language programs. The first bursaries were distributed in September, 2022.</p> <p>Kanyen'kéha Study Groups Several community members formed and operate volunteer study groups for Kanyen'kéha learners both on-line and in-person.</p>	
6	Use the language	Community Members MBQ (TMC) TTO	IP C	<p>Kenhté:ke Seed Sanctuary In addition to preserving and distributing seeds and promoting Kanyen'kehá:ka and Rotinohsyón:nih foods, the Kenhté:ke Seed Sanctuary includes language use.</p> <p>Kenhté:ke Kanyen'kehá:ka Kanonhsés The Tyendinaga Mohawk Longhouse ('Sadies Lane Longhouse') continues to provide a space where</p>	

			<p>longhouse ceremonies are conducted in Kanyen'kéha.</p> <p>Real People's Media Radio Real People's Media operates a radio station with Onkwehón:we content and programming. This includes playing the Ohén:ton Karihwatékhwen each morning.</p> <p>Rites of Passage Ceremonies Community members continue to offer rites of passage ceremonies that provide opportunities for language and culture learning.</p> <p>Tyendinaga Mohawk Territory Newsletter The MBQ communications officer is including more language in the community newsletter through numbering the pages in Kanyen'kéha and providing a 'Word of the Month' section.</p> <p>TMC Opening Meetings with the Ohén:ton Karihwatékhwen TMC has been opening their council meetings with the Ohén:ton Karihwatékhwen in Kanyen'kéha.</p> <p>TTO Board of Director Language Lessons The TTO board of directors has adopted a 15 minute language learning session at the beginning of meetings.</p>	
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B Sustainable Community Language Development

B	Recommended Action	Who Is Responsible	Status	Description	Recommended Actions 2023-2028
B1	Focus on creating speakers of Kanyen'kéha	Tsi Tyonnhéht Onkwawén:na	IP	See above.	
B2	Draft & Implement the Kenhté:ke Language Act/Law	Mohawks of the Bay of Quinte (TMC)	IP	<p>TMC passed a resolution in November 2021 that community-members should have the right to receive services, have services provided in Kanyen'kéha.</p> <p>A motion-in-principle was approved for the Kenhté:ke Language Act by TMC.</p> <p>In terms of the act itself, with input from the language worker, the advisory committee and TTO together they molded what the act would look like in terms of the details.</p> <p>TMC has not yet passed the Act. There is momentum moving forward that the Act will be passed in the near future following increased input through community consultation and with input and research from the newly hired Community Language Engagement Worker (began work August 8th, 2022).</p>	The Community Language Engagement Worker engage the Kenhte'kéha Advisory Council (KAC) to draft a work plan with actions, timelines, designation of responsibility, indicators and success criteria to complete a draft Kenhté:ke Language Act/Law.
B3	Hire a Community Language	Mohawks of the Bay of Quinte (TMC)	C	A Community Language Engagement Worker was hired by TMC and began work August 8th, 2022.	

	Engagement Worker				
B4	Draft & Implement a Kanyen'kéha Status & Prestige Planning Strategy	Mohawks of the Bay of Quinte (TMC)	IP	The recently hired Community Language Engagement Worker is working on creating a draft Kanyen'kéha Status and Prestige Plan/Strategy.	Draft and implement a Kanyen'kéha Status & Prestige Planning Strategy. Engage the Kenhté:ke Advisory Council, TMC & TTO to ensure implementation.
B5	Bilingual Signage	Mohawks of the Bay of Quinte (TMC)	IP	Through a OTF grant, TTO designed and erected large Ohén:ton Karihwatéhkwén signs around the community and provided a scaled model of a replica longhouse birdhouse to Birdhouse City in Picton. TTO has provided sign translations to MBQ, Community Wellbeing Centre and the Indigenous Interprofessional Primary Care Team. TMC's website Mohawks of the Bay of Quinte is available in Kanyen'kéha and English at https://mbq-tmt.org	The Community Language Engagement Worker will provide assistance to community members, organizations, businesses etc. to provide translations for signage into Kanyen'kéha as per the original job description.
B6	Participate in community consultation process for Kenhté:ke	Community Members	IP	MBQ (TMC) has appointed Director of Education Heather Green to work with TTO and the Community Language Engagement Worker to design a community consultation and engagement process to draft the Kenhté:ke Language Act/Law.	Read information and updates to be informed on the progress of the Kenhté:ke Language Act/Law. Attend public meetings.

	Language Act/Law				<p>Participate in an online forum to post ideas and comments on the draft.</p> <p>Appoint a representative to sit on the Kenhte'kéha Advisory Committee.</p>
B7	Work with Community Language Engagement Worker to implement language into all aspects of community life.	Community Members	IP	<p>The Community Language Engagement Worker commenced employment August 8th, 2022.</p> <p>There is a sense that a broader base of community members are working together and/or collaborating to achieve language and culture goals.</p>	<p>The Community Language Engagement Worker will draft, complete and implement a Kanyen'kéha Status and Prestige Plan/Strategy.</p>

C Leadership, Decision Making & Community Engagement

C	Recommended Action	Who Was Responsible	Status	Description	Recommended Actions 2023-2028
C1	Appoint 1 representative to the Kenhte'kéha Advisory Committee	Tsi Tyonnhéht Onkwawén:na	C	TTO appointed a representative to the Kenhte'kéha Advisory Committee who attended meetings while the committee met throughout 2019-2020.	
C2	Create a Community Consultation and Engagement Strategy	Tsi Tyonnhéht Onkwawén:na	IP	<p>Many actions have been taken by TTO to engage and inform the community as to their activities and actions.</p> <p>TTO has provided various virtual sessions with the intent of engaging the community on what it means to be Kanyenkehaka. These include keynotes from Tom Porter, Marlene Brant-Castellano, a governance panel that contrasted traditional vs modern governance and a discussion on the evolution of the language shift in Kenhté:ke.</p> <p>TTO delivered a Lunch & Learn session in April 2022 and invited staff at MBQ, FNTI, IIPCT and other community organizations to learn about our mandate and programs. Other outreach meetings have been held with staff from Good Minds and Home Support in Spring 2022.</p> <p>In 2018-2020 TTO received funding with the goal of development of a Mohawk Nation language group,</p>	<p>TTO is to be commended for providing opportunities for community engagement and being proactive and inclusive by inviting community members to apply to join their board of directors and their various committees. Also, for information sharing and reporting their actions, activities and events.</p> <p>Continue the good work.</p>

			<p>called the Rotinohsyonni Language Cooperative. The goal was to collaborate, network and work together. Two gatherings were held, and well attended by groups from every language family - history in the making. This was project-based funding and while networking did occur, it required concerted effort to continue; several communities regularly ask about the continued collaboration.</p> <p>TTO has engaged with many organizations outside of the community including Regent Theatre, Lennox and Addington Library and Archives, PEC County Museums, Tweed Theatre, and the Kingston Indigenous Languages Nest.</p> <p>Canadian Heritage funding of 2021-22 allowed for initial development of a CRTC licensed Indigenous Type B community radio station, that has the capacity to provide Kanyen'kéha in each of the 1,110 homes in the community and beyond. A volunteer radio committee was established in January 2022 who meet weekly on continued development of the radio station. It is anticipated that an internet radio station will commence while waiting for the CRTC license to be approved, which can take between 12-18 months to complete.</p> <p>A virtual language discussion was recorded and shared on our FB page and YouTube channel, facilitated by Trish Rae and Karen Lewis.</p>	
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				<p>Several virtual workshops and one in person language day were delivered in partnership with the Kingston Indigenous Languages nest in early 2022 as part of SILS 2021 outreach.</p> <p>Other offerings to the community have included culturally based activity kits, publication of Healing through Storytelling to honor community IRS survivors, creation of a short film based on Council Minutes of 1800, virtual language lessons for Breastfeeding group, virtual panel discussions about a variety of topics, Cultural Awareness Month events annually in April, and Annual NIPD events in June.</p> <p>TTO will hold an Annual General meeting in the Fall of 2022; the board members are currently reviewing the Constitution to identify gaps.</p> <p>TTO has provided various virtual sessions with the intent of engaging the community on what it means to be Kanyenkehaka. These include keynotes from Tom Porter, Marlene Brant-Castellano, a governance panel that contrasted traditional vs modern governance and a discussion on the evolution of the language shift in Kenhté:ke.</p>	
C3	Create a permanent TTO website for information sharing and promotion	Tsi Tyonnhéht Onkwawén:na	C	The www.tto-kenhteke.org website has been operational since July 2020. TTO also has a facebook page @TTOKenhteke and a YouTube channel. Facebook and Instagram pages for Totáhne and Kawenna'ón:we were created in July 2022 to	

				<p>increase community visibility of the school aged programs.</p> <p>TTO publishes a monthly e-newsletter to a listserv produced from interested contacts.</p> <p>TTO rebranded their logo, redesigned their brochures and provided many press releases on important events and activities over the past five years.</p>	
C4	TTO to diversity and fill vacant Board of Directors positions	Tsi Tyonnhéht Onkwawén:na	C	The TTO Board of Directors currently has a total of 10 board members that include community members and others who have demonstrated a strong desire for involvement in Kanyen'kéha revitalization. The board members' names and bios can be found on the TTO website. The board meets quarterly and consults regularly on matters of importance to the organization. Beginning in 2022, the BOD incorporated language lessons as a component of their quarterly meetings.	
C5	Lead the creation of the Kenhte'kéha Advisory Committee	Mohawks of the Bay of Quinte (TMC)	IP	<p>Kenhte'ké:ha Advisory Committee – was created but dissolved. There is an intention is to re-establish this committee.</p> <p>TTO's recommended action in terms of the Kenhte'kéha Advisory Committee was to appoint one representative to the committee. With the appointment of Tracey Gazely to MBQ Education Director, in early March 2020, the Kenhte'kéha</p>	The Community Language & Engagement Worker and Director of Education work together to form the Kenhte'kéha Advisory Committee, set regularly scheduled

				<p>Advisory Committee (KAC) began to meet semi-regularly for several months with representatives from TMC, MBQ Senior Admin and TTO. The main topic of discussion was the Language Law, the <i>ISC New Paths</i> funding and the hiring of the Community Language Engagement Worker.</p> <p>TTO, Tracey Gazley, Josh Hill, David & Joe Brant worked to create an ad hock committee in 2019. Heather Green met with the group a few times but it did not continue.</p> <p>The <i>ISC New Paths</i> funding needs to be clarified by MBQ Senior Staff before solid and continued planning can occur. Questions that linger are the actual amount of funding available and a timeframe (whether this is an internal MBQ timeframe or a required ISC timeframe). Tracey resigned from her role in early 2021, and the KAC stopped meeting shortly thereafter.</p> <p>A couple years ago, Joe Brant switched from an elementary school administrator to work toward language and cultural revitalization within the community and worked with the KAC.</p>	<p>meeting times, draft terms of reference and engage the broader community at Kenhté:ke and invite applications for representatives to sit on the KAC.</p>
C6	Appoint 1 representative to the Kenhte'kéha Advisory Committee	Mohawks of the Bay of Quinte (TMC)	C	Director of Education Heather Green has been appointed to represent TMC on the Kenhte'kéha Advisory Committee.	

C7	Appoint representation of the Kenhte'kéha Advisory Committee from diverse sectors of the community	Community Members	IC	Community businesses, organizations, associations, groups, families, clans etc. can appoint one person to represent them to sit on the Kenhte'kéha Advisory Committee.	The Community Language Engagement Worker will invite community members to apply to sit on the Kenhte'kéha Advisory Committee.
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