

**REVIEW  
OF THE  
DEVELOPMENTAL STANDARD  
TERM CERTIFICATE (DSTC)  
IN  
FIRST NATIONS LANGUAGE AND CULTURE  
  
FINAL REPORT**

Prepared for the  
First Nations Education Steering Committee (FNESC)  
by  
Franki Craig and Associates  
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## PROLOGUE

The First Nations communities have long recognized the need to engage the education institutions as partners in their efforts to preserve and revitalize the critically endangered indigenous languages in British Columbia. A significant body of work has been produced by community members, elders and scholars to produce, and make available to students and teachers, language materials and curriculum, dictionaries, mentoring and apprenticeship methodologies, story books and other learning resources for use in schools and community learning centres. The Developmental Standard Term Certificate in First Nations Language and Culture (DSTC) is an example of how such partnerships can contribute to the education of Aboriginal language teachers in British Columbia.

The *Report of the Royal Commission on Aboriginal Peoples*, published in 1996, acknowledged the inventiveness of Aboriginal Communities, tribal councils and other organizations in providing training and education for self-government. It identified six design principles that contribute to the success of Aboriginal programs:

- *Aboriginal people are central decision makers;*
- *The programs address the needs and priorities of Aboriginal People;*
- *The programs include Aboriginal perspectives and methodologies;*
- *They open doors for the participation of Aboriginal people;*
- *They emphasize partnerships and mutual understanding;*
- *They find creative ways to overcome obstacles.*<sup>1</sup>

In retrospect, it is evident that the process leading to the Developmental Standard Term Certificate in First Nations Language and Culture (DSTC) has embraced all of these principles. It is hoped that the review of the DSTC contained in this report will further contribute to increased mutual understanding and creative future development.

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<sup>1</sup> 1996. Report of the Royal Commission on Aboriginal Peoples, Volume 3, Gathering Strength, Chapter 5, page 543.

## EXECUTIVE SUMMARY

*Language is our unique relationship to the Creator,  
our attitudes, beliefs, values and fundamental notions of what is truth.  
Our Languages are the cornerstones of who we are as a People.  
Without our Languages our cultures cannot survive*  
Assembly of First Nations.

The 35+ indigenous languages of the First Nations in British Columbia are in a critical state of decline. Each year, the number of fluent speakers diminishes with the passing of elders. English has become the dominant language of home, school and community for most Aboriginal people. In light of this situation, First Nations are looking to the education system to work with them to build a cadre of fluent, qualified language teachers, and to increase the opportunities for language learning in the communities, schools, colleges and universities.

Together, the First Nations communities, the First Nations Education Steering Committee (FNEESC) and the BC College of Teachers (BCCT) developed a program framework that would enable students to earn a Developmental Standard Term Certificate in First Nations Language and Culture (DSTC). The work toward this certificate comprises three full years, or 90 credit hours, of course work at post-secondary institutions. The course work includes studies in an Aboriginal language indigenous to British Columbia, First Nations studies or culture, BCCT academic prerequisites and professional development in teaching. 22 of the credits must be under the auspices of an approved teacher education program.

Since its inception in 1999, five First Nations organizations, beginning with Sto:lo Nation, have partnered with post-secondary institutions and implemented DSTC programs. Although it is too early for a full evaluation of the programs, FNEESC commissioned a review of the DSTC programs in order to:

- collect and consolidate information on the development and implementation of the DSTC framework and programs, and
- make recommendations to enhance future development of the DSTC initiative.

The review has been conducted by an independent consultant through file research and administration of survey questionnaires to representatives of First Nations communities and participating post-secondary education institutions, students, School District personnel, the BCCT and FNEESC. The review has been somewhat limited by the timing of it over the summer months, when many educators and students were not available.

This review confirms anecdotal reports that the DSTC program has been successful in generating interest in the languages in many communities, and attracting students to become fluent speakers and qualified teachers. Although many students must take the program on a part-time basis, 15 have already

achieved the DSTC and seven have progressed beyond the DSTC to complete degrees or to ladder into professional certificates. The table below shows student enrollment and achievement, by program.

<b>Program</b>	<b>Students Entering the DSTC</b>	<b>Students Achieving Laddering Certificates</b>	<b>Students Achieving the DSTC</b>	<b>Completing Degrees or Laddering into Prof. Certificates</b>
Sto:lo Nation/SFU (2002)	15		8	3-BEd; 1 BA
FN Education Advisory Council of SD 72/UVIC (2003)	23	15 FNLC		3
Siwiixó'osxwim Wilnatahl Gitksan/UNBC 2003)	14		7	
Chemainus FN/Malaspina University College (2004)	15			
Wilp Wilxo'oskwhl Nisga'a/UNBC (2005)	15	3		
Ts'msyen Sm'algyax Authority/UNBC (2006)	28			
<b>Total</b>	<b>110</b>	<b>18</b>	<b>15</b>	<b>7</b>

Sto:lo Nation/SFU (2002) and Siwiixó'osxwim Wilnatahl Gitksan/UNBC 2003) are among the earliest approved programs and to date, the only programs in which students have completed the DSTC requirements.

The BCCT has proven to be a responsive partner in working with programs that wish to customize the framework, or the delivery of the programs to better suit the needs of their communities. The following charts describe revisions that have been approved by the BCCT which make the programs unique.

#### **Revisions to the DSTC Framework**

Sto:lo Nation/SFU	<ul style="list-style-type: none"> <li>➤ Math and Science requisites were delayed until after the DSTC</li> <li>➤ English, Math and Science were offered through a Bridging into Education Program; the Bridging included a pre-university Math course and Halq'emeylem language maintenance</li> <li>➤ Indigenous Peoples Teacher Education (IPTE) courses were custom designed for Sto:lo language and culture considerations and taught in Sto:lo traditional territory; the 22 credits of IPTE were counted toward the Professional Development Program.</li> <li>➤ New course development that could be included as part of the degree program: three courses in working with technology, to develop multimedia language resources and to enhance their own fluency levels through videoconferencing communication over the web. Research related to this aspect of the program was beneficial.</li> </ul>
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<p>FN Education Advisory Council of SD 72/UVIC</p>	<p>This program is a four-step ladder program leading to the Bachelor of Education or Bachelor of Linguistics degree.</p> <ul style="list-style-type: none"> <li>➤ On completion of Year One language courses, students and approval from the Language Authority, students may apply for the First Nations Language Certificate from BCCT.</li> <li>➤ On completion of five Language Revitalization courses in Year Two, students are eligible for the Certificate in Aboriginal Language Revitalization.</li> </ul> <p>The Certificate in Aboriginal Language Revitalization (CALR) core courses were developed as a partnership between UVIC Continuing Studies, the Department of Linguistics and the En'owkin Centre. The four core courses include:</p> <ul style="list-style-type: none"> <li>➤ LING 180 Language Revitalization Principles &amp; Practices</li> <li>➤ LING 181 Introductory Linguistics for Language Revitalization</li> <li>➤ LING 182 Language Learning &amp; Teaching in Situations of Language Loss</li> <li>➤ LING 183 Field Methods for Language Preservation &amp; Revitalization</li> </ul>
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<p>Siwixo'osxwim Wilnatahl Gitksan/UNBC;</p> <p>Wilp Wilxo'oskwhl Nisga'a/UNBC;</p> <p>Ts'msyen Sm'algyax Authority/UNBC</p>	<p>The approach at UNBC has been to use the framework required by the BCCT and to create three credentials to allow students to complete the requirements of the DSTC in a ladder fashion:</p> <ul style="list-style-type: none"> <li>➤ Certificate in First Nations Language – 30 credits</li> <li>➤ Diploma in First Nations Language – 30 credits</li> <li>➤ Education Diploma in First Nations Language – 22 education credits and some of the academic prerequisites</li> </ul> <p>The program provides 92 credits in total.</p> <p>This framework was developed first by the Gitksan in partnership with UNBC and has since been adopted by the Nisga'a, the Tsimshian and the Carrier, but with content in their own languages and cultures.</p> <p>The Gitksan included a beginning immersion, an advanced immersion and a mentoring language course to increase language fluency.</p>
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<p>Chemainus First Nation/ Malaspina University College</p>	<p>The current program of course offerings represents a departure from the initial proposal to the BCCT. A new list of courses was submitted to offer more choice in the First Nations Studies courses, since those on the original list were not offered every year. The program is consistent with the DSTC framework approved by the BCCT, and has been developed with regard for the Acceptable Degree Policy of the BCCT.</p> <p>A unique aspect of this program rests in the collaboration with Chemainus Native College (CNC) where students may enter the program as a cohort by completing the CNC Introductory Hul'qumi'num Language Instructor Program. Students can participate in Pathways, a one-year laddering program to support students in their transition to academic learning. Pathways begins with a two-week summer institute in August and continues with seminar meetings throughout the academic year.</p>
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High costs and funding constraints pose the largest threat to the sustainability of the DSTC programs. Factors that have been identified as contributing to the high cost include: support to students requiring upgrading or specific tutoring to prepare for academic work; cost of developing new courses involving language and culture experts and course developers, cost of instruction for students to attain language fluency and literacy, small cohorts, remote delivery of courses and cost of maintaining the relationships between the First Nations communities who provide the students, the fluent speakers and the Language Authorities and the post-secondary institutions. These are the very same factors that contribute to the program's success. The table below shows the total estimated cost of a DSTC pilot project.

### Estimated Costs of a DSTC Pilot Program

Phase One Planning		<b>\$ 91,700</b>	
Phase Two Implementation		<b>\$308,300</b>	
Year One	\$104,500		
Year Two	\$ 83,500		
Year Three	\$120,300		
Phase Three Planning and implementation of next 4 years		<b>\$558,485</b>	
Year Four	\$186,560		
Year Five	\$165,845		
Year Six	\$206,080		
<b>Total DSTC programme cost analysis for one cohort of students in a pilot programme</b>			<b>\$958,485</b>

Limits on student funding present another challenge to the DSTC program. Student funding regimes are designed primarily for single students entering post-secondary education directly from high school, or at most, requiring a year of upgrading to prepare them for university or college entrance. Most DSTC students are mature students who have family and community responsibilities. Many are holding down full-time jobs, and are on the part-time path to the DSTC. This often renders them ineligible for student funding from their Bands irrespective of the fact that they are making huge sacrifices to preserve the language for their communities. Moreover, it means these students are facing an eight to ten year commitment in order to achieve the DSTC credential.

Section five of this report contains a number of recommendations for addressing cost and funding challenges. Summer institutes or weekend block courses, where students from different language groups can come together to take Teacher Education Programs while retaining local delivery of the language and culture courses, are suggested as possible options for DSTC program delivery.

Having the DSTC programs adopted by the post-secondary institutions for delivery within their base budgets would result in a huge reduction in cost to the communities.

It is recommended that student funding dilemmas be addressed by strategic changes to student funding policies on the part of federal, provincial and First Nation administrations, plus targeted new funds.

There is consensus that the DSTC program alone is not sufficient to preserve and revitalize the indigenous languages in this province. As currently designed, it serves the K-12 system. Preservation of the languages depends on a capacity to deliver life-long learning from early childhood education (ECE), through the K-12 years and beyond. It requires respectful partnerships between institutions that are not accustomed to working collaboratively, like ECE, Education and Linguistics. It requires bringing together the best research on language teaching approaches, and new uses of technology to allow for the emergence of a new body of scholarship in indigenous language learning.

Many of the recommendations contained in this report are directed at improving coordination and communication. The DSTC partnership model requires the participation of the First Nation community, the Language Authority for that community, the development of local language curriculum and resources, engagement of fluent speakers and recruitment of dedicated learners. Ongoing coordination and communication are keys to its success.

Underlying all of the recommendations for going forward with the DSTC and beyond is the matter of commitment: commitment on the part of the First Nations leadership to give high priority and ongoing support to the preservation and revitalization of their languages; commitment on the part of the communities to acknowledge and give voice to the people who are learning and teaching the languages; commitment on the part of the post-secondary institutions to give life to the proposed Aboriginal Post-Secondary Education Strategy, and to make a space for Aboriginal programs and Aboriginal ways of knowing and learning within their institutions and their base budgets.

There is general agreement among DSTC stakeholders that First Nations jurisdiction over education will have a positive impact on future development of Aboriginal teacher education and other education programs in the province of British Columbia. The

positive impact of First Nations jurisdiction is expected to increase as assumption of jurisdiction moves into the next phases to include Early Childhood Education and Post-Secondary Education.

Finally, key informants stressed the importance of recognizing and celebrating success. Traditionally, First Nations are oral societies in which matters of importance are recognized and witnessed in public ceremonies. Steps toward preserving and revitalizing the language are matters of importance.

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Appendix I: *First Nations Education Steering Committee Aboriginal Language Grants – Final Report*

Appendix II: University of Victoria, Faculty of Education. *First Nations Culture and Language Programme. Developmental Standard Term Certificate (DSTC): Costing of Pilot Programme.*

## 1.0 INTRODUCTION

In 1999, the BC College of Teachers (BCCT) approved the framework for a new certificate for teacher qualification: the Developmental Standard Term Certificate in First Nations Language and Culture (DSTC). This framework is the product of a collaborative effort between First Nation communities, the First Nations Education Steering Committee (FNESC) and the BCCT. It is designed to contribute to preserving and revitalizing the 35+ endangered languages that are indigenous to BC by working to increase the number of qualified Aboriginal language teachers within First Nations communities and the education system.

The need for such a certificate was confirmed in a 1998 survey conducted by the Secwepemc Cultural Education Society on behalf of FNESC, in which Aboriginal Language Teachers reported, in order of priority, the skills that they considered necessary to be an effective language teacher<sup>2</sup>:

- Oral proficiency in the First Nations language
- Classroom management skills
- Language teaching methodology
- Curriculum development skills
- Literacy in the First Nations language
- Day to day organizational skills
- English (written) communication skills

The Developmental Standard Term Certificate in First Nations Language and Culture was designed to address these skill requirements.

In addition to the 1998 survey, FNESC secured federal funding to distribute to First Nations communities to support two related initiatives: Summer Institutes, and preliminary Community Work regarding Aboriginal Language Teacher Training Programs.<sup>3</sup>

Nine communities offered Summer Institutes, most in partnership with post-secondary institutions. The Summer Institutes served to increase interest in the languages among community members, and demonstrated the value of local delivery of courses. 83 of the 89 students who registered in Summer Institutes successfully completed their courses.

Nine communities received Community Work funding to begin to develop an Aboriginal Language Teacher Training Program that would fit into the DSTC program. Although communities found these projects to be very challenging given the short time frame available, all of the communities indicated that they had laid a positive foundation within their communities for an Aboriginal Language Teacher Training program. The information collected by the

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<sup>2</sup> Aboriginal Language Teacher Education in BC: Education and Certification Needs. Dr. Marianne Ignace. May 1998.

<sup>3</sup> First Nations Education steering Committee Aboriginal Language Grants – Final Report.

communities provided more input to the negotiations with BCCT for the DSTC framework. Appendix I of this report contains a copy of the *First Nations Education Steering Committee Aboriginal Language Grants – Final Report*.

The DSTC is developmental in that, while it restricts certificate holders to teaching First Nations language and culture, it provides for a ladder to higher certification. It is a term certificate in that it is good for a four-year term with an option to renew for four more years.<sup>4</sup>

The first DSTC program, a partnership between the Sto:lo Nation and Simon Fraser University, and designed to prepare teachers to teach the Halq'emeylem language, was approved September 27, 2002. Since that time six additional programs have been approved in other Aboriginal language regions of the province.<sup>5</sup> FNEESC and the BCCT have heard anecdotally that the projects have met with great success in attracting students to become qualified to teach First Nations language and culture and attracting more Aboriginal teachers into classrooms. It is now time to reflect further on the DSTC Programs' successes, challenges and future opportunities.

## 1.1 Purpose of the Project

The purpose of this project is to conduct a review of the Developmental Standard Term Certificate (DSTC) programs and framework from a number of perspectives: participating First Nations organizations, students, instructors, the BCCT and program contacts. Its objectives are:

- To collect and consolidate information on the development and implementation of the DSTC framework and programs, and
- To make recommendations to enhance future development of the DSTC initiative.

This review is not intended to evaluate individual programs. That task remains with the project proponents, who are required to develop a process for reviewing their individual programs and approving changes to them.

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<sup>4</sup> An Information Booklet Prepared by the British Columbia College of Teachers in Collaboration with the Aboriginal Language Sub-Committee of the First Nations Education Steering Committee. 2<sup>nd</sup> Edition, June 2006.

<sup>5</sup> The Carrier Language and Culture Society/University of Northern British Columbia DSTC Program in Carrier Dakelh – Nak'azdli Dialect was approved on July 6, 2006 and is not included in this review.

## 1.2 Methodology

The review was conducted through file research and interviews with First Nations communities, post-secondary education partners and other key stakeholders. This approach is a form of action research designed to give participant members an opportunity to share their experience and make suggestions for positive change.<sup>6</sup> Key stakeholders identified by the DSTC Committee included:

- Communities: Language Education Authority or Committee, Education Administrators/Coordinators responsible for post-secondary funding, Chief and Council, Elders, fluent speakers in the classrooms (advice) instructors
- Universities, Teacher Education Programs
- DSTC Programs: Coordinators, current students as well as those who left the programs
- BCCT (Laura Bickerton) and FNEESC (Christa Williams)
- School district representatives

## 1.3 Report Organization

This report is organized in five sections. Following this introduction, Section 2 describes the genesis of the DSTC framework and how it has been adapted by the six DSTC programs in order to suit the needs of their particular communities. It will outline the contexts in which the programs are being delivered, and feature the notable successes of each.

Section 3 will feature the challenges of the programs from the perspectives of the communities, the BCCT, FNEESC, students, and the supporting post-secondary institutions.

Section 4 will explore strategies for addressing the challenges, and outline suggestions for future directions for teacher education brought forward by the various stakeholders. Where possible, this section will distinguish those issues that can be addressed by the individual program partners, those that need to be addressed through changes to federal, provincial, First Nations or institutional policy, and those that will need to be addressed through fundamental structural changes to the DSTC framework.

Section 5 will contain conclusions and recommendations for actions to be taken to enhance the future of the program.

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<sup>6</sup> Thomas Gilmore, Jim Krantz and Rafael Ramirez, "Action Based Modes of Inquiry and the Host-Research Relationship," *Consultation 5.3* (Fall 1986): 161 quoted in Rory O'Brien, "An Overview of the Methodological Approach of Action Research." Faculty of Information Studies, U. of Toronto, 1998.

## **2.0 THE DSTC FRAMEWORK AND ITS APPLICATION**

### **2.1 The DSTC Framework<sup>7</sup>**

The framework for the Developmental Standard Term Certificate in First Nations Language and Culture is a work-in-progress. Beginning with an existing model for a DSTC in Trades, and adapting it to address the needs of language educators as documented in a report commissioned by the Aboriginal Languages Sub-Committee of the First Nations Education Steering Committee (FNESC)<sup>8</sup>, senior staff from the BCCT and FNESC worked together to develop a suitable framework. The need for flexibility was identified early on and subsequent changes to the original framework were accepted by the Council of the BCCT.

The resulting framework for a DSTC in First Nations Language and Culture is designed to provide First Nations language and culture teachers with detailed education in:

- Particular First Nations or Aboriginal languages spoken in British Columbia
- First Nations Studies or culture
- The College of Teachers' academic prerequisites, and
- Professional development in teaching

This framework is intended to focus attention on the state of indigenous languages in the communities and to increase language fluency and literacy.

BCCT academic prerequisites include six credits of English, three credits of Math, three credits of laboratory science and six credits of Canadian Studies. Communities require that students have course work in First Nations studies and First Nations Language. Some Canadian Studies may be obtained through courses in First Nations Studies; however, course work that is to be used toward the Canadian Studies requirement must be approved by the BCCT prior to being offered within a program.

First Nations language courses are required because the number of fluent speakers is small, and rapidly diminishing with the passing of elders. For this reason, teachers need to understand the dynamics of language loss, language revitalization and language development.

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<sup>7</sup> This section is adapted from An Information Booklet Prepared by the British Columbia College of Teachers in collaboration with the Aboriginal Languages Sub-Committee of the First Nations Education Steering Committee, 2<sup>nd</sup> Edition, June 2006, augmented by personal interviews.

<sup>8</sup> Ignace, M.(1988). Aboriginal Language Teacher Education in BC: Education and Certification Needs. A Report prepared for the First Nations Education Steering Committee Aboriginal Languages Sub-Committee.

Achievement of the DSTC certificate requires three full years, or 90 credit hours, of course work at post-secondary institutions. Twenty-two of those credits must be under the auspices of an approved teacher education program.

The DSTC framework includes a full-time framework and a part-time framework. The full-time framework provides an integrated program of studies in teacher education, which ideally can be completed in a three-year period.

- Year 1 – 30 credits - should contain a mixture of professional education studies, some of the credits toward fulfillment of the College of Teachers' prerequisites, and course work in First Nations language or First Nations Studies.
- Year 2 – 30 credits – should contain professional education studies, continued course work toward First Nations language and culture, and may contain further credits toward meeting the College of Teachers' prerequisites.
- Year 3 – 30 credits – composed of professional educational studies and continued course work in First Nations language and culture. It must contain a practicum in a First Nations Language classroom, but the practicum need not be full-time. In cases where First Nations language classrooms are not available, BCCT will consider alternative placement situations, but needs to be consulted.

The advantage of this model is that the professional education courses are taken along with the academic content courses, which build together toward greater knowledge and skill in teaching. The disadvantages are that the students must attend full-time, which can be expensive, and that the program must be able to fill the professional education courses each year.

The part-time framework enables students to take the non-professional courses at their convenience, either full- or part-time, and once that course work has been completed, apply to a program of professional study. The advantage of the part-time approach is that the student can continue to work while studying and spread the cost of study over a longer time period. The disadvantage is the long road to completion, and the risk that students may not be guaranteed acceptance into the professional education program after they successfully complete the non-professional course work.

Flexibility has been built into the framework, so that in some cases the academic prerequisite course work may be deferred until after the Developmental Standard Certificate program is completed. For example, Math and Science may be deferred since DSTC holders cannot teach these subjects. Flexibility has also been built into the full-time program in that the credit value for each year may vary from 30 as long as the total minimum standard of 90 credits is met.

## 2.2 Sto:lo Nation/Simon Fraser University DSTC Program in First Nations Language and Culture: Halq'emeylem

Approved by the BCCT – September 27, 2002

### 2.2.1 The Program

The Sto:lo Nation/Simon Fraser program is the flagship project for the DSTC in First Nations Language and Culture. At Sto:lo Nation, the program is administered, along with the Sto:lo Shxweli Halq'emeylem Language Program, by the Education Division of the Community Development Department. Since the inception of the DSTC program, the University College of the Fraser Valley has also become an active partner.

Academic Requisites	Language and Culture On-going	Education ** January – December 2003
English (6 credits)	Halq'emeylem Levels I–IV* (12 credits)	Indigenous Peoples Teacher Education 301 (8 credits)
First Nations Studies (6 credits)	Linguistics Proficiency (18 credits)	Indigenous Peoples Teacher Education 302 (6 credits)
	Intensive Halq'emeylem Fluency *(24 credits)	Indigenous Peoples Teacher Education 303 (8 credits)
	Elective (3 credits)	

\* The community-developed Halq'emeylem courses were not accredited prior to the development and approval of the DSTC.

\*\*Three credits of English and Four levels of Halq'emeylem are pre-requisite for the 22 professional Education credits.

#### Bridging into Education

Fall 2003
1. IPTE 303 (8 Credits) SFU Faculty of Education
2. English (3 Credits) SFU Faculty of Arts
3. Math Upgrading Independent Instructor
4. Halq'emeylem Maintenance Stó:lō Elder and Independent Consultant
Winter 2004
5. English (3 Credits) UCFV Faculty of Science

6. Math 190 (4 Credits) SFU Faculty of Science
7. Science (4 Credits) UCFV Faculty of Arts
8. Halq'eméylem Maintenance Stó:lō Elder and Independent Consultant

### **Professional Development Program (PDP)**

Advanced credit granted for 401/2 with completion of DSTC EDUC 301/303
Advanced credit granted for 3 credits of 404 with completion of EDUC 302
Summer and fall 2004, students completed EDUC 404 courses and other degree requirements
Winter 2005 students completed EDUC 405 (Practicum)

Course	Foundations in Education, Language & Culture (Summer 03, 04)
Course	Indigenizing the Curriculum with Technology (Fall 04)
Course	Language and New Technologies I & II (e-MAP Fall 05, Winter 06)
Degree	Integrated Studies B.G.S. or B.Ed (First Nations Specialization)

Dilemmas encountered in implementing the original framework at Sto:lo Nation were addressed, and resulted in the approval by the BCCT of a more flexible DSTC framework. The dilemmas noted were:

- The number of credits in education: BCCT originally required 30 credits. The development team recognized that 30 credits in education was higher than required, particularly since DSTC holders will be teaching only First Nations language and culture, not other subjects. What students really needed was language proficiency. The second version of the Framework allows flexibility in the number of education credits.
- Practicum: BCCT has always required practica to be full-time. The reality is that there are few opportunities in the province for someone to teach First Nations language full-time. Even to get a part-time practicum may mean going from one school to another. Consequently, the practicum may be offered on a part-time basis if necessary.
- Supervision inside the schools: Seldom was more than one First Nations language teacher available to supervise student teachers in a school, and often that person was also the student. It was agreed that the University supervisor would come in to supervise what the students had been learning in the program, and another teacher on staff would act as a mentor for the students while they are teaching on their own. This approach resulted in a more collegial relationship between student teacher and mentor inside the program. There was agreement that the program would try to fund release time for mentors inside the school.
- Academic requirements: BCCT also agreed to deferral of the academic requirement for Math and Science, if that were the wish of the community, since the teachers would not be teaching either subject with the DSTC.

English, Math and Science were offered to the Sto:lo/SFU participants through a Bridging into Education Program. Instructors were selected who were thought

suitable for the Sto:lo students. Instructors created opportunities to integrate Halq'emeylem into knowledge building for Math, English and Science courses. The bridging included a pre-university Math course and a Halq'emeylem language maintenance component.

The four Halq'emeylem levels and the Intensive Fluency courses were not initially accepted as university courses for credit. The four Halq'emeylem levels are now accepted for credit through the University College of the Fraser Valley (UCFV), and the credits are transferable to SFU. The Intensive Fluency courses are being re-configured for UCFV. UCFV is implementing a Bridging Program that will include the four introductory levels of Halq'emeylem and opportunities for students to choose the other Halq'emeylem courses. UCFV's Bridging Program will prepare prospective students for the Sto:lo/SFU DSTC.

### **2.2.2 The Context**

The Sto:lo people live in 24 communities, and surrounding area, in a territory that extends from Yale First Nation, north of Hope, BC in the east, to Kwantlen First Nation, near Fort Langley, in the west. Eleven of these communities are affiliated with the Sto:lo Nation Society; eight communities are affiliated with the Sto:lo Tribal Council; the remaining five communities are independent.

Three School Districts serve the Sto:lo territory: SD 33, Chilliwack; SD 34, Abbotsford and SD 78, Fraser-Cascade. SD 33 is reported to be fully supportive of language being implemented in the school district, and is generous in directing funding support to DSTC Program projects.

The Language Authority, Lalems Ye Selyolexwe (House of Elders) is embedded within the Sto:lo Nation Society, and now represents only eleven communities. The Education Division of the Community Development Department which administers the DSTC program is also part of the Sto:lo Nation Society. The role of the Language Authority is to ensure standards of cultural appropriateness for the use of the language, to identify who is appropriate for teaching Halq'emeylem and to ensure cultural sensitivity in the program and resources. The Language Authority may recommend individuals to the BCCT for an Interim Language Teaching Certificate.

According to a language classification developed by the Assembly of First Nations, the Halq'emeylem language is considered to be in a 'critical' state.<sup>9</sup>

In 1994, the Sto:lo Shxweli Halq'emeylem Language Program (SSHLP) brought together a group of 20 community people to learn Halq'emeylem and to become

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<sup>9</sup> Critical – means there are less than 10 speakers or there are no known speakers living in the community.

language teachers. Four levels of Halq'emeylem were to be taught; curriculum and teachers' guide, teaching resources, tapes, and games were developed. Students who completed levels 3 and 4 were able to teach lower levels. A Certificate Program in Halq'emeylem Proficiency was offered through the Secwepemc Cultural Education Society.

Class lists from prior language programs served as a good starting point for recruiting students into the DSTC Program. A community-by-community recruitment of students was undertaken by the Coordinator of the Sto:lo Shxweli Halq'emeylem Program, who met with education coordinators, councils and individuals. Fifteen students signed up for the first DSTC program.

### **2.2.3 Success**

- Graduates: Eight of the 15 students who began the program have qualified for the DSTC. Four students have earned degrees, three with a Bachelor of Education, and one with a Bachelor of General Studies degree.
- The program is community driven, involving content developed by the community.
- English, Math and Science were offered to the Sto:lo/SFU participants through a Bridging into Education Program, with specifically selected instructors.
- The 22 Education Professional credit courses were custom designed for Sto:lo language and culture considerations, and were taught in Sto:lo traditional territory.
- The Sto:lo/SFU Program has enjoyed the continuing support of one fluent speaking elder who has acted as mentor and language consultant.
- There are 15 students in the next DSTC cohort.

## **2.3 First Nations Education Advisory Council School District #72 (Campbell River) and the University of Victoria DSTC Program in First Nations Language and Culture: Kwak'wala and Sliammon/Comox. Approved by the BCCT - June 12, 2003**

### **2.3.1 The Program**

The program is carried out in partnership with the Cape Mudge, Campbell River, Klahoose, Homalco and Sliammon First Nations, School District #72 (Campbell River), the University of Victoria's Faculty of Education, and the Linguistics Department in the Faculty of Humanities. The program is taught in the territories of the First Nations partners and has been strongly supported by the North Island College (NIC). Aboriginal Education in the Faculty of Education administers the program from Victoria.

The original purposes of this DSTC program as stated in the project proposal are:

- Maintenance of First Nations language
- Address critical shortage of First Nations language and culture teachers
- Initiation of extensive partnerships between different Departments of UVIC, School Districts and four First Nations groups
- Support employment equity for First Nations teachers
- Develop laddering of certificates into a professional certificate (Bachelor of Education) for students
- Deliver professional seminars, including the development of on-line, multi-media, distance instruction

This program is a four-step ladder program leading to the Bachelor of Education degree or a Bachelor of Linguistics degree.<sup>10</sup>

1. The first step is the completion of language courses, which results in the approval from the local Language Authorities for students to apply to the BCCT for their **First Nations Language Teacher Certificate (FNLC)**.

2. The second ladder step is the completion of course work, resulting in the UVIC **Certificate in Aboriginal Language Revitalization (CALR)**.

3. The third step is the completion of the DSTC course requirements, at which point students will be recommended by the Dean of the Faculty of Education and local Language Authorities to the BCCT for the awarding of the **Developmental Standard Term Certificate**.

4. The final step is the completion of the University of Victoria's **B.Ed. Professional Degree Programme or a Bachelor's degree in Linguistics**.

Inclusion of the Certificate in Aboriginal Language Revitalization (CALR) represents a modification to the BCCT DSTC framework as another stepping stone toward the final goal of a Bachelor's degree. The UVIC program includes a series of linguistics courses that focus on language revitalization: LING 180, LING 181, LING 182, LING 401, LING 461. These courses, together with the language courses, are the equivalent of the requirements and electives needed to obtain the UVIC/En'owkin Centre CALR – a certificate designed for people interested in the revitalization of BC's Aboriginal languages.

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<sup>10</sup> Adapted from University of Victoria, Faculty of Education. *First Nations Culture and Language Programme Developmental Standard Term Certificate (DSTC), Costing of Pilot Programme*. Feb. 2006.

<b>ORIGINAL APPROVED PROGRAM -</b>	<b>DSTC</b>	<b>REVISED DSTC PROGRAM (pending approval from BCCT)</b>
<b>Year One</b>		<b>Year One</b>
LING 159 FN Language I (a)		LING 159 FN Language I (a)
LING 159 FN Language I (b)		LING 159 FN Language I (b)
LING 359 FN Language III (a)		LING 359 FN Language III (a)
LING 359 FN Language III (b)		LING 359 FN Language III (b)
LING 359 FN Language III (c)		LING 359 FN Language III (c)
LING 359 FN Language III (d)		LING 359 FN Language III (d)
<b><i>If given approval from the Language Authority, students can apply for a First Nations Language Certificate From the BCCT</i></b>		<b><i>If given approval from the Language Authority, students can apply for a First Nations Language Certificate From the BCCT</i></b>
Approved English: ENGL(115 or 135). ENGL125, ENGL145. Or other Approved English (ENGL 126)		Approved English: ENGL(115 or 135). ENGL125, ENGL145. Or other Approved English (ENGL 126)
EDUC 200 School Experience and Three-Week Practicum		EDUC 200 School Experience and Three-Week Practicum
EDUC 302 Literacy & Language in the Elementary School		EDUC 302 Literacy & Language in the Elementary School
<b>Year Two</b>		<b>Year Two</b>
LING 259 FNS Language II (a)		LING 181 Introductory Linguistics for Language Revitalization
LING 259 FNS Language II (b)		LING 182 Language Learning & Teaching in Situations of Language Loss
LING 459 FNS Language IV (a)		LING 401/405 Salish & Wakashan
LING 459 FNS Language IV (b)		LING 468 Linguistic Field Methods
IS 200/IGOV 200 Introduction to Indigenous Studies		LING 180 Language Revitalization Principles & Practice
IS 372/RFVI 372 FNS Epistemology		<b><i>Eligible for Certificate in Language Revitalization</i></b>
Approved Canadian Studies <sup>11</sup>		Learning Skills Course (non credit)
EDUC 301 Learners & Learning Environments		IS 372/EDCI 372 FNS Epistemology
EDUC 408 Promoting Prosocial Behaviour		Approved Canadian Studies
		EDUC 301 Learners & Learning Environments
		EDUC 408 Promoting Prosocial Behaviour

<sup>11</sup> Approved Canadian Studies courses offered at NIC include FNS 200, HIS 111, HIS 112, HIS 2250, HIS 251,

<b>Year Three</b>	<b>Year Three</b>
LING 459 FNS Language IV	LING 459 FNS Language IV
LING 459 FNS Language IV	LING 459 FNS Language IV
IS 371/EDCI 371 The History of FNS Education in Canada	IS 371/EDCI 371 The History of FNS Education in Canada
IS 400 Special Topics Seminar in Indigenous Studies	IS 400 Special Topics Seminar in Indigenous Studies
Approved mathematics & OR approved electives - NIC	Approved mathematics & OR approved electives - NIC
Approved laboratory science OR approved electives - NIC	Approved laboratory science OR approved electives - NIC
EDUC 300B School Experience and Five-Week Practicum	EDUC 300B School Experience and Five-Week Practicum
EDUC 305 Drama Education – A Medium for Learning	EDUC 305 Drama Education – A Medium for Learning
EDUC 406 Instructional Technology	EDUC 406 Instructional Technology
EDUC 487 Special Topics: Immersion Language Teaching	EDUC 487 Special Topics: Immersion Language Teaching
<b><i>Eligible for the Developmental Term Certificate</i></b>	<b><i>Eligible for the Developmental Term Certificate</i></b>

The program is part-time in the Campbell River, Comox Valley area; one to three courses are offered per semester. This is due to the needs of the students who work full time, have many family and community obligations, and often have to travel significant distances by road and ferry to get to class. The first step was completed December 2005. The estimated date of completion of the CALR is December 2006. The estimated date of completion for the DSTC is December 2008. Once the DSTC is completed, students have a number of years to finish requirements for the Bachelor of Education at UVIC.

North Island College and SD #72 provide facilities in which courses are taught.

Although there has been no immersion component in the UVIC program, there will be a definite emphasis on oral communication in the final language classes, LING 459a and b.

### **2.3.2 The Context**

The First Nations Education Advisory Council 2005/2006 of School District #72 is made up of representatives from Campbell River First Nations and Kwishah, Cape Mudge First Nation, Kwakiutl District Council, Homalco First Nation, Klahoose First Nation, as well as Nuuchahnulth Tribal Council, North Island Metis Association and the Laichwiltach Family Life Society.

These communities present a complex picture in terms of both language and culture. The Kwakwaka'wakw, a name recently coined to describe the group of First Nations communities that speak one of the five dialects of Kwak'waka, live in

two major areas: the northern tip of Vancouver Island, centered in Alert Bay, and north-central Vancouver Island, centered in Campbell River.<sup>12</sup> Now settled in the Campbell River area, both Homalco First Nation and Mamaliliklla-QweQwaSotEm, a member of the Kwakiutl District Council, have been relocated from their traditional lands.

Though separated by significant bodies of water, Homalco, Klahoose and Sliammon First Nations are closely linked with respect to language and culture. Comox and Sliammon are the two dialects of the Comox language. Sliammon<sup>13</sup> is spoken on the opposing coast of the mainland, by the Sliammon, Klahoose, and Homalco people.

The Sliammon community is served by School District 47, Powell River. School District 47, in consultation with Sliammon community members, has developed a language curriculum from Kindergarten to Grade 12. The curriculum has been approved by Sliammon Chief and Council and School District Board of Trustees, as well as the BC Ministry of Education. Klahahmen [the Sliammon language] meets the entry requirement at the University of Victoria and Simon Fraser University<sup>14</sup>

The Language Authorities for the languages of Kwak'wala/Liqw'ala and the shared language of the Klahoose, Sliammon, Homalco peoples have been, in most cases, the language instructors for the majority of the language classes. These individuals have also served as language consultants and advisors for the development of course materials.

North Island College, a partner in the Kwak'wala & Sliammon/Comox DSTC program has campuses in Campbell River, Comox Valley, Port Hardy and Port Alberni. The University of Victoria, Aboriginal Education Branch of the Faculty of Education is the administrator of the program. The University has been funding the program through grants and short-term funds thus far.

### **2.3.3 Success**

- The program is now in year three. Both language groups completed their final language course, thus succeeding in their first step of the DSTC program. Fifteen students have applied to the BCCT for their First Nations Language Certificate.
- Continuing students are taking education courses towards the DSTC as well as linguistics courses, which will be applied towards a Certificate in Aboriginal Language Revitalization as well as the DSTC. By the end of

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<sup>12</sup> Stan Jacoby. 1999. Reversing Language Shifts: Can Kwakwala be Revised, in *Revitalizing Indigenous Languages*, ed. By Jon Reyhner, Gina Cagtoni, Robert N. St. Clair and Evangeline Parsons Yazzie. Northern Arizona University

<sup>13</sup> The shared language of the Klahoose, Homalco and Sliammon people is alternatively referred to as 'Sliammon', 'Ayajuthem' or 'Klahahmen', depending on the source.

<sup>14</sup> SD 47, Powell River, website.

- the 2006 academic session, students will be enrolled as second year elementary education students at the University of Victoria.
- Inclusion of the Certificate in Aboriginal Language Revitalization as a second step toward the DSTC and the degree programs.
  - The recognition ceremony hosted by UVIC at the end of January, 2006 to honour the group of students who have completed the requirements for the FNLC. This ceremony was a huge success, in that it brought together hereditary and elected chiefs, elders and family members. Lead by the elder hereditary chief, all the hereditary chiefs and elected chiefs agreed to work together to support the teachers, students and language revitalization.

## **2.4 Siwiixo'osxwim Wilnatahl Gitksan Society/University of Northern British Columbia DSTC Program in Gitksan Language and Culture. Approved June 12, 2003**

### **2.4.1 The Program**

This DSTC Program is part of an ongoing effort by the Gitksan people to ensure continuation of the Gitksanimx language and the Gitksan culture.<sup>15</sup> The commitment to partnership between the Siwiixo'osxwim Wilnatahl Gitksan Society and the University of Northern British Columbia (UNBC) is documented in a Protocol 2002-2005, which is appended to their DSTC proposal. In the protocol these partners agree to promote and ensure continuation of the Gitksanimx language; oversee and direct all Gitksan language and culture and education initiatives; protect the intellectual property of the Gitksan Huwilp; preserve, secure and safeguard Gitksan historical information and documents, and, implement the 10 Year Language and Education Plan.<sup>16</sup>

In keeping with the Protocol, the DSTC Program Goals are:

- Revitalize and maintain Gitksan language learning and scholarship
- Create a University-accredited model and approach for teaching Gitksan language and culture
- Create educational leaders who are able to integrate western academic knowledge and Gitksan knowledge and ways of knowing to reinforce Gitksanimx language learning and cultural knowledge
- Develop life long learning and Gitksan thinking skills and expand knowledge of Gitksan language and culture

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<sup>15</sup> 1989-1993 Gitwangak Education Society started a Gitksan immersion school in the community; 1999 - a Gitksan Language Survey and ten-year language & culture plan; a 500 word CD funded by FPHLCC..

<sup>16</sup> Hoffman, Ross (1999). Gitksan Language and Culture 10 Year Plan, 1999-2009.

The DSTC course requirements include:

<b>General Academic Coursework (18 Cr)</b>	<b>Language (33 Cr) Culture Studies (9 Cr)</b>	<b>Linguistics (9 Cr)</b>
ENGL 170-3 or equivalent Engl. Composition 3 credits	Levels 1-4 in Gitksanimx FNST 131-3, 132-3, 231-3, or	FNST 220-3
ENGL 103-3, 210-3, 260-3 or equivalent Engl. Literature 3 credits	Gitksanimx FNST143-3,144-3, 143-3, 144-3	FNST 320--3
MATH152-3 or equivalent Mathematics 3 credits	Gitksanimx FNST 223-3, 321-3, 322-3, 324-3, 325-3, 421-3, 422-3	FNST 420-3
BIOL 101-4 or equivalent Lab. Science 3 credits	FNST 161-3 or Gitksan FNST 173-3	
Canadian Studies 6 cr. (recommended: 3 credits HIST & 3 credits GEOG)	FNST 162-3 or Gitksan FNST 174-3	
	FNST 216-3	

<b>Professional Education Coursework</b>	
EDUC 380-3	Foundations of Education
EDUC 333-2	Learning, Development and Motivation
EDUC 341-2	Principles of Instruction
EDUC 342-2	Social Dynamics of Classrooms
EDUC 351-2	Curriculum and Instruction: Second Language
EDUC 356-2	Language and Literacy Development
EDUC 446-2	Aboriginal Education: Epistemology
EDUC 435-2	Learning and Diversity: Inclusive Classrooms
EDUC 390-3	Classroom Practice and Seminar 1
EDUC 391-3	Classroom Practice and Seminar 2

UNBC has used the framework required by the BCCT for the DSTC and created the space within it to facilitate the study of the language and culture of partner First Nations. UNBC has taken an incremental approach, creating three credentials to allow students to complete the requirements of the DSTC in a “laddered” fashion. The Certificate in First Nations Language comprises 30 credits, including language, culture, linguistics and English. The Diploma in First Nations Language is an additional 30 credits, with advanced courses in the same areas. The Education Diploma in First Nations Language includes the 22 education credits and some of the required academic prerequisites.

There are two points of entry to this program of study: following the completion of the Diploma in First Nations Language, or concurrently while completing the required First Nations Studies and general academic coursework.

There are two immersion courses included in the DSTC – a beginning immersion and an advanced immersion. In addition, there is a ‘mentoring’ course in the program in which students will work one-on-one with a single fluent speaker.

The program was delivered in Hazelton in order to give students a better opportunity to attend. Family members of students were called in for specific cultural activities, like cedar weaving and snow-shoe making.

#### **2.4.2 The Context**

Approximately 70% of the 10,000 members of the Gitksan Nation live on their traditional territories in, and around, the Gitksan villages of Gitwangak, Gitsegukla, Gitanmaax, Glen Vowell, Gitanyow and Kispiox.

There are three separate decision-making bodies in the Gitksan territory: the Offices of the Gitksan Chiefs and the Gitanyow Hereditary Chefs, represented by the hereditary chiefs of Gitksan house groups or Wilps,<sup>17</sup> and the Gitksan Government Commission (GGC), represented by the 5 elected Chief Councillors of the Glen Vowell, Gitanmaax, Gitwangak, Gitanyow and Kispiox Indian bands. The Gitksan people supported the development of the GGC in order that the hereditary system of governance could concentrate on the land claims title action, and now on treaty negotiations, while ensuring that support and services continued to member communities through the programs and services devolved from Indian and Northern Affairs Canada.

The Siwiix̱o’osxwim Wilnatahl Gitksan Society, the Language Authority, is closely aligned with the hereditary system of leadership, while the funding for post-secondary education is administered by the Gitksan Wet’suwet’en Education Society (GWES) on behalf of the GGC. The Gitksan people acknowledge that these divisions of responsibility pose unique challenges for planning and communications.

The Gitksan communities are served by School District #82, which has provided strong support to the DSTC program through its First Nations Education Centre. In fact, now-retired District Principal, Sadie Harris, is credited by UNBC and others for carrying much of the burden of program planning and implementation.

Northwest Community College in Hazelton is also a supporting partner.

#### **2.4.3 Success**

- 13 students had started the academic course work before the program was approved by the BCCT

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<sup>17</sup> There are more than 50 House groups, each with their own territory in the Gitksan nation. Traditional history and laws are passed on orally. Each Wilp has an adaawk, or oral history, which describes important events in the House’s existence.

- Science courses incorporated cultural activities and knowledge
- Seven of the original students have completed the program
- The Gitksanimx program provided an opportunity for a number of people to develop fluency in the language, and even though not all of the DSTC graduates will teach the language, the others will be community resources for language revitalization

## **2.5 Chemainus First Nation and Malaspina University College Development Standard Term Certificate in First Nations Language and Culture: Hul'qumi'num. Approved May 26, 2004**

### **2.5.1 The Program**

The Stzuminus (Chemainus) First Nation, in collaboration with Snawnawus (Nanoose), Hulelthw (Halalt), Snunewmuxw (Nanaimo), Punelukhutt (Penelakut) and Quw'utsuns (Cowichan) First Nations, has partnered with Malaspina University College in applying to the British Columbia College of Teachers (BCCT) for approval of this program.

The following goal areas have been identified for the DSTC:

- Cultural and Personal Learning: To grow in strength, confidence and understanding
- Understanding Language Teaching and Learning: To plan and implement engaging, relevant and cohesive sequences of lessons that facilitate language learning
- Developing Professional Qualities: To be an ethical, competent language teacher
- Building Positive Relationships: To engage in thoughtful, respectful, professional interactions

This DSTC program<sup>18</sup> offers a combination of foundation course work, academic course work in First Nations language and culture, and Education course work. The program can be completed on a part-time or full-time basis. The entire program consists of 90 credits of course work. This is the equivalent of three years of full-time study, and is consistent with the DSTC framework approved by the BCCT. This program has been developed with

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<sup>18</sup> This program of course offerings represents a departure from the initial proposal to the BCCT. A new list of courses was submitted to offer more choice in the First Nations Studies courses, since those on the original list were not offered every year.

regard for the Acceptable Degree Policy of the BCCT.<sup>19</sup> The timetable for courses is developed each year.

First-year courses are offered at the Chemainus Native College (CNC). The idea is that students start out with the introductory program at CNC, doing any needed upgrading within the introductory program, introduction to, Hulq'umi'num language and culture and introductory teaching skills. At least one of the second year courses must be taken at Malaspina University College. The language courses are all offered at CNC to ensure their ownership of the language courses. CNC creates a transcript that Malaspina recognizes for credit. Laboratory science and Mathematics courses have been deferred to the Standard Certificate level.

### Foundation Coursework

English 115 or English 111	College Composition Literature and Writing I
English 116 or English 112	Introduction to Literature Literature and Writing II

### First Nations Studies and Language

LING 112	Intro. to Historical & Applied Linguistics
LING 350	Linguistics & Dimensions of Literacy
	15 Credits Aboriginal Language
FNAT 103	Introduction to First Nations Studies I
FNAT 104	Introduction to First Nations Studies II
FNAT 271 or FNAT 272	First Nations Oral Histories in Canada First Nations Oral Histories in BC
One of:	
FNAT 325	First Nations Perspective & the Natural Environment
FNAT 425 or	Decolonization: First Nations Self Government into the 21 <sup>st</sup> Century
FNAT 420	First Nations Families and Communities
English 213 & English 214 or FNAT 320	Introduction to First Nations Literature Themes in First Nations Literature Colonization of Aboriginal Peoples

### Education Course Work

EDTE 325	Second Language Acquisition I
EDAB 350	Second Language Acquisition 2 (6)
EDTE 327	Social Studies Methods
EDTE 311 +3 Cr Or CYC 111/112	Human Development: Child Development & Educ. Child Development I
EDTE 312	Classroom Management
EDAB 430	Issues in Education
EDTE 210	Personal/ Professional Development

<sup>19</sup> In order to qualify for a Professional BC Teaching Certificate PDP graduates must meet the BC College of Teachers (BCCT) acceptable degree policy. For your reference the full policy (P2.B.03) is posted on the BC College of Teachers website ([www.bcct.ca](http://www.bcct.ca))

EDTE 418	Child Development & Special Needs
EDTE 220	Principles of Teaching Seminar
EDFE 513	Field Experience
<b>Electives - 12 credits selected from relevant courses such as:</b>	
EDUC 113T	Pathways
HSER 251	Working with Behaviour
WOST 210	Introduction to Women's Studies
FNAT 320	Colonization of Aboriginal Peoples
FNAT 420	First Nations Families & Communities
FNAT 425	Decolonization: First Nations Self Government into the 21 <sup>st</sup> Century
FNAT 325	First Nations Perspective & the Natural Environment
EDUC 200	Introduction to Teaching & Learning
EDUC 100	Introduction to Teaching & Learning

DSTC Program implementation and support are undertaken collaboratively by Chemainus Native College and Malaspina University College. Students can enter the DSTC program through two routes:

- 1) It is preferred that students enter the program as a cohort. In this circumstance, students begin by completing the Chemainus Native College Introductory Hul'qumi'num Language Instructor Program. Completion of this eight-month program will provide students with the prerequisites for the DSTC and some elective coursework.
- 2) Individual students who are recognized as fluent speakers in their community may also enter the DSTC program by completing their college prep and English 115 prior to their application to the DSTC. Currently, no students have entered the program by this means.

In either of these options, students can participate in Pathways to Learning in order to receive extra support. Pathways is a one-year laddering program to support students in their transition to academic learning. It begins with a two-week summer institute in August and continues with seminar meetings throughout the academic year.

### **2.5.2 The Context**

The DSTC project is one of a series of initiatives by the mid-Island First Nations to provide Hul'qumi'num language instruction in schools and in the community. Initially, several schools offered Hul'qumi'num classes and language speakers were appointed as instructors. They soon recognized the need for additional teaching training and, in some cases, increased language proficiency.

Chemainus First Nation also established a daycare with Hul'qumi'num as the primary language, making visible another group of people in the community who wanted language instruction.

In March, 2002, Chemainus First Nation, in collaboration with five neighbouring First Nations and School Districts #68 and #79, approached Malaspina University College with their ideas about an eight-month program for language instructors. The result was the eight-month program, *Introductory Teaching Skills for Hul'qumi'num Language Instructors*. Eighteen students participated in the program from May – December, 2002. Very few of these students wanted to be language teachers, but they were all passionate about learning the language.

In 2003 Malaspina University College and Chemainus Native College renewed a 1994 Affiliation Agreement, a partnership designed to support continued learning opportunities for First Nations people. Together with Snawnavus (Nanoose), Hulelthw (Halalt), Snunewmuxw (Nanaimo), Punelukhutt (Penelakut), and Quw'utsuns (Cowichan) First Nations, the academic institutions worked together as education partners to develop the DSTC program. These First Nations are all located within commuting distance of Malaspina and CNC.

An advisory committee, Tsi'tsu wa'tul (Helping Each Other), was formed with representatives from each of the six First Nations, School Districts #68 and #79 and Malaspina University College, Faculty of Education. The committee meets monthly, giving direction and management support to the DSTC program.

The salary of the Malaspina University College Aboriginal Language Coordinator is paid by the College from its base budget. Other funding sources are the Indian Studies Support Program (ISSP) and bridging funding from the Aboriginal Teacher Education Consortium (ATEC) initiative<sup>20</sup>. Since the ATEC funding was temporary, Malaspina has established some base-funding to offer the Pathways bridging program. This is a real step. The Bridging program is now called Pathways to Learning and is offered to eligible Aboriginal students regardless of what program they are entering.

### **2.5.3 Success**

- Fourteen students are currently participating in the DSTC. Six students are studying the language and completing academic upgrading in preparation for entering the program.
- Two of the original students received Chief Joe Mathias British Columbia Aboriginal Scholarships and are expected to complete the DSTC requirements in two years.
- Other students, who found the academic gap to be too great, experienced success in the language and in personal development, which will benefit their communities.

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<sup>20</sup> In 2003/2004 the University College of the Cariboo, Malaspina University and Sto: lo Nation/Simon Fraser University were sponsored to offer pilot programs that provide academic preparedness in English, Math and teaching pedagogy. In 2004/2005 similar bridging programs are being undertaken by Malaspina University College, University of Northern British Columbia, Okanagan University College and the University College of the Cariboo.

- Four students completed the ‘mentorship’ in which language students set up an inquiry based specialty language learning project, e.g., to learn the language of cooking, or prayers by working one-on-one with a fluent speaker.
- Malaspina University College funds an Aboriginal Language Coordinator position in its base. The position will be filled by an Aboriginal coordinator commencing September, 2006.
- Malaspina University College supports the bridging program, Pathways to Learning from its base funding.

**2.6 Wilp Wilxo’oskwhl Nisga’a Society/the University of Northern British Columbia Developmental Standard Term Certificate in First Nation Language and Culture: Nisga’a. Approved June 6, 2005**

**2.6.1 The Program**

The Wilp Wilxo’oskwhl Nisga’a Society based its DSTC program on the approved Siwiixó’osxwim Wilnatahl Gitksan Society program in partnership with the University of Northern British Columbia.

The DSTC course requirements include:

<b>Nisga’a Language</b>	
FNST 139-3	Nisga’a Language Level 1
FNST 140-3	Nisga’a Language Level 2
FNST 239-3	Nisga’a Language Level 3
FNST 240-3	Nisga’a Language Level 4
FNST 223-3	Nisga’a Immersion
FNST 321-3	First Nations Advanced Composition and Conversation Level 1 (Nisga’a)
FNST 325-3	Language Mentoring
FNST 322-3	First Nations Advanced Composition and Conversation Level 2
FNST 324-3	Advanced First Nations Language Immersion (Nisga’a)
FNST 421-3	First Nations Songs and Poetry
FNST 422-3	First Nations Speeches and Stories
<b>Linguistics</b>	
FNST 220-3	Introduction to Linguistics
FNST 320-3	Structure of a First Nations Language
FNST 420-3	Developing Language Materials
<b>Nisga’a Culture</b>	
FNST 169-3	Nisga’a Culture Level 1
FNST 170-3	Nisga’a Culture Level 2
FNST 216-3	Issues in Internal Organization for Contemporary Indigenous People
FNST 261-3	A First Nations Culture: Level 3 (Nisga’a)
<b>BC College of Teachers Required General Academic Coursework 3 credits English Composition and 3 credits of English Literature suggested</b>	
ENGL 170-3	Writing and Communications Skills, or equivalent

ENGL 103-2	Introduction to Fiction or equivalent
ENGL 210-3	Women and Literature: A Survey or equivalent
ENGL 260-3	A Survey of Children's Literature or equivalent
<b>3 Credits Mathematics – Suggested:</b>	
MATH 152	Calculus for Non-majors or equivalent
<b>3 Credits Lab Sciences – Suggested:</b>	
FNST 298-3	Special Topics in First Nations Studies or
BIOL 101-4	Introduction to Biology 1 or equivalent
<b>6 Credits of Canadian Studies (3 Cr HIST and 3 Cr GEOG) – Suggested:</b>	
FNST 100-3	The Aboriginal Peoples of Canada
FNST 200-3	Methods and Perspectives in First Nations Studies
FNST 250-3	Canadian Law and Aboriginal Peoples
GEOG 203-3	Geography of Canada
HIST 210-3	Canada Before Confederation
HIST 302-3	Western Canada
<b>Professional Education Coursework</b>	
EDUC 380-3	Foundations of Education
EDUC 333-2	Learning, Development and Motivation
EDUC 341-2	Principles of Instruction
EDUC 342-2	Social Dynamics of Classrooms
EDUC 351-2	Curriculum and Instruction: Second Language
EDUC 356-2	Language and Literacy Development
EDUC 446-2	Aboriginal Education: Epistemology
EDUC 435-2	Learning and Diversity: Inclusive Classrooms
EDUC 390-3	Classroom Practice and Seminar 1
EDUC 391-3	Classroom Practice and Seminar 2

Many courses are offered in the evening or in a condensed format to allow working people the opportunity to participate. The Language Authority will verify fluency of students who wish to gain this teaching credential.

### 2.6.2 The Context

The Nisga'a Nation occupies the Nass Valley of Northern BC. Its 5,500 members live for the most part in four villages along the Nass River and in the urban centres of Vancouver, Terrace and Prince Rupert. The Nisga'a Nation is governed by the Nisga'a Lisims Government. It has its own post-secondary institute, the Wilp Wilxo'oxkwhl Nisga'a, and its own school district.

The WWN incorporated in 1993 is an initiative from the Nisga'a Tribal Council (now the [Nisga'a Lisims Government](#)) to provide quality post-secondary education and training to people within the Nisga'a community, and to ensure the survival of Nisga'a language and culture. WWN has had a Federated Agreement with the University of Northern British Columbia since 1992, and has been delivering university programming in the Nass Valley since 1993. WWN is the language authority for the Nisga'a Nation.

### **2.6.3 Success**

- Nisga'a Language and Culture is taught daily to all students in the school district. Nisga'a singing, drumming, dancing, painting, carving, and weaving, as well as other cultural arts and crafts, are integrated into a truly unique program highlighting the past as well as contemporary culture and language. Students are involved in a variety of activities and projects to strengthen their connection to, and with, their culture.
- For some, completing a BA in First Nations Studies with a major in language, then going on to a PDP program elsewhere, has been effective.

## **2.7 Ts'msyen Sm'algyax Authority/the University of Northern British Columbia (UNBC) Developmental Standard Term Certificate in Tsmsyen Sm'algyax Language and Culture. Approved January 18, 2006.**

### **2.7.1 The Program**

The Ts'msyen Sm'algyax DSTC program is a 92 credit program that will prepare graduates to teach the Sm'algyax Language and to apply to the BCCT for a Level One Teaching Certificate. The program will be delivered on a full-time, cohort basis.

The Ts'msyen Sm'algyax UNBC program is more incremental than the original framework. The full program will include the requirements for three separate credentials:

- The Certificate in Ts'msyen Sm'algyax Language comprising 30 credits;
- The Diploma in Ts'msyen Sm'algyax Language, comprising 30 additional credits.
- The Education Diploma, comprising 23 additional credits.

The program will be delivered on a full time, cohort basis through a partnership between the the Ts'msyen Sm'algyax Authority, UNBC and the First Nations Education Council of School District #52.

Students applied and have been admitted to UNBC to begin the Certificate in First Nations Language. They will be admitted to the Education Diploma in First Nations Language only after completing the Diploma in First Nations Language.

	<b>Mandatory Courses</b>
2006 Fall	FNST 137 – 3: Sm’algyax Level 1
	FNST 223 – 3: Sma’lgyax Immersion, Instructor + 4 Fluent Mentors
	FNST 220 – 3: Introduction to Linguistics
	ENGL 170 – 3: Composition
2007 Winter	FNST 138 – 3: Sm’algyax Level 2
	FNST 320 Structure of a First Nations Language (Sm’algyax)
	FNST 167 – 3: Tsimshian Culture Level 1
	EDUC 101 Introduction to Education
2007 Summer	FNST 325 – 3: First Nations Language Mentoring (Sm’algyax)
	FNST 420 Developing Language Materials
	ENGL 103 – 3: 210 – 3, 260 – 3 or equivalent
2007 Fall	FNST 237 – 3 Sm’algyax Level 3
	FNST 321 First Nations Advanced Composition & Conversation
	FNST 168 – 3: Tsimshian Culture Level 2
	FNST 100-3, or FNST 250-3 or GEOG 203-3, or HIST 210-3 or equivalent
2008 Winter	FNST 238 – 3: Sm’algyax Level 4
	FNST 422 – 3: First Nations Speeches and Stories
	FNST 216 – 3 Issues in Internal Relations
	Math 152-3 or equivalent of NWCC MATH 190-4
2008 Summer	FNST 324-4: Advanced First Nations Language Immersion
	FNST 421-3: First Nations Songs and Poetry
	FNST 322 – 3 First Nations Advanced Composition & Conversation Level 2
2008 Fall	History 210-3 or 211-3, or GEOG 200-3 or equivalent
	BIOL 101-4 or 102-4, or equivalent
	EDUC 380 – 3: Foundations of Education
	EDUC 356-2: Language and Literacy Development
2009 Winter	EDUC 341 – 2 Principles of Instruction
	EDUC 342 – 2 Social Dynamics of Classrooms
	EDUC 333 – 2 Learning, Development and Motivation
	EDUC 390 – 3 Classroom Practice and Seminar I
2009 Summer	EDUC 446 – 2 Aboriginal Education: Epistemology
	EDUC 435 – 2 Learning and Diversity: Inclusive Classrooms
	EDUC 351 – 2 Curriculum and Instruction: Second Language
2009 Fall	EDUC 391 – 3 Classroom Practice and Seminar 2

If registrations are sufficient, UNBC will offer a further two years of coursework so that the cohort can complete full-degree credentials, with a double minor in First Nations Studies and either English, Anthropology, Environmental Studies, Geography or History, and complete the B.Ed. to prepare as secondary teachers.

## **2.7.2 The Context**

The Tsimshian people, numbering approximately 7,700, occupy seven communities in, and around, a wide area of BC's north coast and inland to just east of Terrace: Gitga'at Nation (formerly Hartley Bay), Kitasoo/Xai'xais, Kitselas Indian Band, Kitsumkalum Band, Metlakatla Band, Gitxaala Nation (formerly Kitkatla) and Lax Kw'alaams First Nation. Although there is no one tribal organization through which all of these communities are affiliated, the Ts'msyen Sm'algyax Authority is one body that does draw from all of the Ts'msyen communities.

School District #52 has a long-standing commitment to the First Nations expressed in a partnership agreement signed in 2001 between the School District and The First Nations Education Council. The agreement dedicates the signatories to 'creating a community of young people and adults who value First Nations language and culture, knowledge and people as an integral part of the education system'.

The First Nations Education Council makes decisions about the expenditure of the targeted funds received from the Province of British Columbia for Aboriginal education. It guides the programs and services to First Nations students in the district through First Nations Education Services. UNBC acknowledges that much of the credit for developing the program goes to Debbie Leighton-Stephens, Department Head, First Nations Education Services, who carried much of the burden, in addition to her other duties.

The Sm'algyax language is offered from grades 5 to 12 in Prince Rupert and Port Edward, and from K-12 in the village schools. An Integrated Resource Package has been developed and approved for Sm'algyax. It has been approved to meet Second Language requirements for graduating students entering university. There are 11 or 12 teachers working with the language programs.

UNBC has been offering Sm'algyax language courses for credit for a number of years, so was well poised to participate in the DSTC program. UNBC has one regional faculty member with a specialization in Sm'algyax language who will be teaching the program.

## **2.7.3 Success**

- Interest in the DSTC program is strong. 44 people applied to enter the cohort; UNBC admitted 28 students who will be starting in September. Three students are fluent Sm'algyax speakers.

### 3.0 CHALLENGES

There is a tendency in policy and program studies to focus on best practices to give direction for future developments. In the case of education program design which brings together two different epistemologies, the First Nations way of knowing and the western European-based academic model, much can be learned by documenting the challenges that the various stakeholders have encountered, and the strategies that they suggest for addressing them. This section of the report will outline the challenges as reported by respondents to questionnaires and interviews. They are consistent with the issues and challenges reported at the FNEESC Language Sub-Committee table during the past year.

#### 3.1 Cost

A report on DSTC costing prepared by the University of Victoria, Faculty of Education, identifies the following elements of the DSTC program that cost Universities more than other teacher education programs (see Appendix II):

- Support to students requiring upgrading or specific tutoring to prepare for the world of academia;
- Cost of developing new courses, involving language and culture experts and course developers;
- Cost of instruction for students to attain language fluency and literacy;
- Extraordinary costs associated with practica given the small numbers of qualified and fluent language speakers working in the education system;
- Small cohorts and reduced opportunity to achieve economies of scale in providing instruction;
- Costs of language instruction increases when there is more than one dialect;
- Part time student delivery;
- Cost of partnership maintenance.

Table 1 shows the total estimated costs associated with developing and implementing a DSTC pilot program for one cohort of students in a community-based setting distanced from the institution administering the program.

Substantial costs associated with the program were confirmed by other programs. Sto:lo Nation, for example, reported a cost of \$79,000 for local delivery of three levels of the Indigenous Peoples' Teacher Education (IPTE). UNBC estimates the cost of the Tsimshian program to be \$622,765, one third of which will go to the cost of instruction. Although Malaspina University College contributes the Coordinator of Aboriginal Programs position to the program, the cost of faculty delivering courses locally at Chemainus Native College (CNC) must be borne by CNC.

**Table 1: Estimated Costs of a DSTC Pilot Program**

**Total Pilot Programme Costing**

Phase One Planning		<b>\$ 91,700</b>	
Phase Two Implementation		<b>\$308,300</b>	
Year One	\$104,500		
Year Two	\$ 83,500		
Year Three	\$120,300		
Phase Three Planning and implementation of next 4 years		<b>\$558,485</b>	
Year Four	\$186,560		
Year Five	\$165,845		
Year Six	\$206,080		
<b>Total DSTC programme cost analysis for one cohort of students in a pilot programme</b>			<b>\$958,485</b>

**3.2 Funding**

The Frequently Asked Questions (FAQ) section of *An Information Booklet* about the DSTC advises prospective applicants that each partnership must determine its own funding needs and may have to consider course purchase or contract with the post-secondary institution. The programs may have to submit funding proposals to federal or provincial sources, as much as a year in advance.<sup>21</sup> The lack of consistent and sustainable funding for different aspects of the program constitutes a major obstacle for all programs.

**3.2.1. Student funding challenges**

Funding for upgrading and tutoring. This is a particular challenge for mature students who come to the program after a long absence from a classroom, and who may have left school without high school credentials. The Indian and Northern Affairs Canada (INAC) Post-Secondary Student Support Program Policy which provides assistance for University and College

<sup>21</sup> *If the courses are offered nearby, it may only require that tuition be paid. If the courses must be specially developed, as is the case with the education seminar, you may need to purchase a course or contract with the post secondary institution. Funds may be available through Indian Studies Support Program (Department of Indian Affairs funds) or through the Ministry of Advanced Education. This needs prior planning and proposal writing. Please note that deadlines for funding approval might be as much as a year in advance from the projected start date of your program.*

Entrance Preparation (UCEP), limits funding support to one year. There are also policy limits on the BC Adult Graduation Diploma, “The Adult Dogwood”, that replaced the former Adult Dogwood granted through the Ministry of Education (MEd) and the former ABE Provincial Diploma granted through the Ministry of Advanced Education (AVED). Because the DSTC leads to a certificate granted by the BC College of Teachers, rather than a post-secondary institution, students registered in the DSTC are not eligible to apply for support from the BC Student Assistance Program.

Funding to cover the costs of tuition, books, transportation, living allowances.

First Nation communities that manage their post-secondary education budgets do not always support students in the program because it leads to a term certificate, rather than a degree or because they have waiting lists of students seeking post-secondary education support. Students taking the program part-time seldom qualify for support.

The type of funding arrangement that a First Nation administration holds with INAC is a factor in determining how much flexibility the administration has in administering student funding. First Nations funded under a Comprehensive Funding Arrangement (CFA) must follow federal policy guidelines. Those funded under a multi-year Canada First Nations Funding Arrangement (CFNFA) may establish their own policies but within the constraints of minimum program requirements.

Lack of resources to cover the cost of computers and internet connection.

Students need computers for both communications with e-mail, on-line community chats for information, internet research, First Voices work. This requires high speed internet connection and appropriate band width. Multi-media capability is desirable to support curriculum development and the development of other language resources.

**3.2.2. Post secondary partners funding challenges.**

To date, the public post-secondary partners have borne few of the costs associated with the DSTC program, such as language development, curriculum design teams, indigenous language resources, upgrading and distance instruction. These costs, have been borne largely by the First Nations communities, or by grants from various external funding sources such as Social Sciences and Humanities Research Council (SSHRC), the Aboriginal Special Project Funding (ASPF) of the Ministry of Advanced Education, First Peoples Heritage Language and Culture Foundation, federal Aboriginal Language Initiative, the Indian Studies Support Program (ISSP) or ATEC funding, not from within the base budgets of the participating institutions. Some institutions support a director of Aboriginal programs within their base budgets but the post-secondary institutions need to share more of the costs of the DSTC program.

The competitive Request for Proposals processes to access limited grant funding sources present challenges to the post-secondary partners in that all of these sources offer time limited, short-term support.. Respondents noted, for example, that the Aboriginal Special Project Funding (ASPF) will accept only three proposals from any one institution, pitting faculties and programs against each other in competition for scarce resources. The RFP process is time consuming and requires skilled proposal writers which also adds to the cost.

A number of respondents expressed serious concern about their ability to replace funding that has been available to their programs through the ISSP because ISSP limits applications for the same program to five years. ATEC funding has come to an end.

Developing programs to meet the needs of a widely diverse cohort of students also poses a challenge to the post-secondary partners and adds to the cost. A student cohort may be made up of people who have low levels of capacity in the indigenous language but who are taking the DSTC following a degree, together with fluent language speakers who may have very basic English literacy gaps to be filled.

### **3.2.3 Language Authorities<sup>22</sup> funding challenges**

As reported in this review, the role of Language Authorities (LA) in the DSTC program varies from full to little involvement. There is general consensus among respondents that there is an important role for Language Authorities in providing guidance and direction to the program, and ensuring that the communities retain ownership and control of their language and culture. Funding is required to cover the cost of meetings, travel, administration, communication. If the Language Authorities do not have resources and administrative support to exercise their authority, that responsibility will fall, by default, to other institutions.

## **3.3 Sustainability**

Substantial costs and limited funding make the DSTC programs appear unsustainable over time. Yet, participants in the review are unanimous in their strong belief in the importance of having highly qualified language teachers in order to achieve the higher goal of revitalizing the irreplaceable languages of the First Nations.

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<sup>22</sup> According to the Aboriginal Language Program Handbook, certifying language proficiency is the major reason for the existence and a key task of Language Authorities. The LA may recommend fluent speakers to the BCCT for eligibility for the First Nations Interim Language Teacher Certificate. The En'owkin Centre offers students an opportunity to challenge certain Linguistics courses required for the Certificate in Aboriginal Language Revitalization by providing a letter from a Local language Authority

### **3.4 Coordination and Communication:**

Respondents were unanimous in stating that in order to run the DSTC program smoothly, there needs to be a full-time coordinator at the University and at the community. Communities and universities report lack of resources to ensure coordination and communication between the universities and the communities that provide the students, and to coordinate resources from all stakeholders. To date, the burden of coordinating the programs has fallen by default to individuals from the communities, the school districts and the universities and colleges who do it as a labour of love, in addition to their regular full-time jobs.

The absence of designated coordinators is particularly threatening to the program when there is staff turnover; the archival memory gets lost and no one is immediately available to fill the resulting gap in communication and coordination functions. The consequence for students is a lack of support to assist them, particularly first-time students disadvantaged by distance, to learn how to function in the complex post-secondary environment of on-line registration, course change procedures, how to order books, how to use the library, how to challenge student fees that apply only to students on the main campus.

Students also report having faced uncertainty about course offerings and the availability of required courses, and about changes being made without sufficient consultation.

### **3.5 Accreditation and ownership of locally-developed courses.**

The DSTC framework anticipated a partnership in which the post-secondary institution works with the First Nations community to design language and culture courses, and that those courses would be university transfer credit courses. This has not always worked out as planned.

At the time of this review, UNBC reports no particular problems with accreditation or ownership of locally developed courses. They have been offering Aboriginal language courses for credit for a number of years and have signed protocol agreements with the First Nations which clearly give final authority to the community respecting curriculum and research and copyright on all curriculum and resource materials developed through the partnership.

For the language and culture component of the mid-island DSTC, Malaspina University College and CNC jointly develop the course outlines. CNC owns all of the language and culture courses which Malaspina recognizes. At UVIC, all of the locally developed courses are language courses which have a UVIC number and therefore are given a UVIC credit. However, many of these credits may not be used towards a linguistics degree. This issue is being discussed.

At Simon Fraser University, the issue of recognition of the Halq'emeylem Language courses for credit on the SFU transcript is still not resolved. In order to get credit for the language courses, the community coordinator had to appeal first to the Nicola Valley Institute of Technology (NVIT), then to University College of the Fraser Valley (UCFV). The only way that SFU would accept the credits for Halq'emeylem Language Levels I to IV was if they were accepted for credit by UCFV and considered to be transferable. In the process of transfer from NVIT to UCFV to SFU, what started as 36 credits got reduced to 24 credits. What was a community-based program is now being delivered and accredited through UCFV. The consequence of this is perceived loss of control of the language by the community and significant reduction in the number of students enrolling in language courses.

For the degree program, language advocates within SFU were able to bypass the accreditation issue by instituting a Bachelor of General Studies, Integrated Studies Program that allowed the participants to gain a degree in which the language courses were required, but not accredited.

The issue of ownership of accredited programs appears to be an issue with a number of the established post-secondary institutions whose practice is to assume ownership and copyright for accredited courses. Retaining ownership of their language and cultural resources is crucial to First Nations.

### **3.6 Relationships**

Two different kinds of relationships were presented by respondents to constitute challenges to the ongoing and future success in achieving DSTC program goals. They are the relationships within and between post-secondary institutions, and the various affiliations within communities that divide the language family; and fragment available resources across and within language groups.

#### **3.6.1 Challenges within and between post secondary institutions**

The traditional academic organization is not accustomed to orienting itself to meet the educational goals of the Aboriginal community. Ideally, the DSTC program requires flexible, interdisciplinary relationships between the Faculties of Arts and Education, and between departments responsible for First Nations Studies, Linguistics, Math and Science which often do not exist. An example given was the Faculty of Arts at Simon Fraser University which had a prior working relationship with the Secwepemc Cultural Education Society and therefore wanted the Sto:lo DSTC to be delivered there. SFU was also reported to be not supportive of the DSTC Bridging Program for Math and Science.

The Tsimshian DSTC would have benefited from having two post-secondary partners: UNBC and SFU since SFU has delivered a number of successful teacher education programs in the community. Although the Ts'msyen

Sm'algyax/UNBC proponents were not able to figure out a way to partner with two universities productively, the program intends to hire interested faculty members from both institutions where it makes sense to do so.

Respondents make the point that valuable time has been lost in negotiating different aspects of the program within and across the institution(s). Worse, the vision of restoring and bringing forth the language and culture throughout the communities is being strained by the complexities of negotiating these relationships.

### **3.6.2 Challenges within the communities**

Community and university respondents identified community politics as a challenge to the DSTC program and to the revitalization of languages. Political fragmentation not only serves to divide the language families, but results in division of resources. It inhibits much-needed language planning and prioritizing to inform the allocation of scarce resources. Political fragmentation, for example, can result in a Language Authority representing only a fraction of the language community.

Divisions often exist between the hereditary and elected leadership, with the Language Authority being closely aligned with the hereditary system and federal post-secondary education funding flowing through the elected system of administration. In some communities, the divisions arise between speakers of different dialects, or between traditional speakers who believe that the oral traditions should be maintained without the introduction of written forms. These divisions can be compounded if one dialect group within a language family receives funding while another dialect does not, and therefore loses the opportunity.

### **3.6 Access to fluent language speakers**

There is a diminishing number of fluent speakers, as elders pass on or become too frail to help develop the language. While many elders were reported to feel passionate about sharing their language, concern was expressed in interviews that the degree of pressure that is being put on a few fluent speaking elders may actually be putting their health at risk.

The small number of Aboriginal language teachers in the universities and in the school districts limits opportunity for supervised practica for DSTC students.

Language teachers that are currently working in the education system are approaching retirement. There is no replacement cadre of language teachers. It is also notable that more than half of the students enrolled in DSTC programs who participated in the review are over 40 years old.

### **3.8 Student recruitment challenges**

Some programs reported finding recruitment of the right students and sufficient numbers of students to be a major challenge. If the communities' goal is language revitalization, the language program must go into the communities. More work needs to be done to attract younger students to the language programs.

### **3.9 Limits on implementing the DSTC**

Although the DSTC addresses a need for language professionals in the communities who requested such a program, it is challenging the boundaries in all of the institutions whose programs are not designed for language revitalization. First, it focuses on K-12. Respondents emphasized that in order for people to learn their languages and to revitalize the languages, the language education and teacher development has to address a life span, including early childhood, K-12 and adult education. Teachers have to be able to work in ECE, in schools and in their communities. Second, although not intended in the original design of the DSTC framework, in some cases language and culture components have been added to existing education programs that were not designed to incorporate indigenous knowledge and ways of learning.

How to support students to become sufficiently fluent to become language teachers presents a challenge to the program partners – especially in communities where there are no fluent speakers. Post-secondary institutions have responded by implementing laddered programs, but the first two certificates are not university-based. This can create confusion and can impact on ownership of the program and on the partnership.

### **3.10 Limits on the capacity of the education system to absorb language teachers**

Lack of employment opportunities for DSTC certificate holders in the public school system once students have completed the DSTC program was noted by some respondents. One respondent did report that their School District and First Nations schools were welcoming and grateful to have the DSTC students placed in their schools. Some students expressed a wish to have coaching in how to apply for teaching positions within the public school system.

All three school districts that had responded to the survey by the time of this report, expressed a willingness to hire people with the DSTC, and to increase offerings in First Nations language and culture if qualified teachers were available. One SD reported that language teachers are being paid out of Aboriginal targeted funding.

Two of the three SDs confirmed the importance of having Integrated Resource Packages (IRPs) in First Nations languages, especially for inexperienced teachers. One SD has completed an IRP for K-12 and is awaiting ministerial approval; another is co-creating an IRP with the Language Authority.

The ladder nature of the DSTC does allow flexibility for students to learn the language and seek other employment opportunities.

### **3.11 Limits on the capacity of students to complete the program**

Students reported the long time commitment and lack of funding for part-time students to be a significant challenge. Many students work full-time in addition to taking the program and have to travel long distances without travel allowance to attend classes. Changes made to class schedules and venues resulted in some students dropping out. Students wish to have courses delivered locally.

Math and science requisites continue to be barriers to students proceeding beyond the DSTC certificate.

Workload, poor health, competing community and family obligations, academic challenges, particularly literacy, were given as students' reasons for withdrawing from the program. Some students who are approaching retirement age are choosing to withdraw once they have completed the language portion of their programs. One student in one particular program withdrew upon learning that non-Aboriginal students would not be recognized.

### **3.12 Creating a space for First Nations within the post-secondary institutions**

Respondents from two programs emphasized the need for post-secondary institutions to ensure that they create both physical and conceptual space for First Nations to fulfill their goals through the university rather than expecting them to fit into existing slots within the institutions. Conceptual space, in this case, refers to incorporating the values and philosophies of Aboriginal people and implies a shift in policy and procedures. Other respondents identified a need for a dedicated physical space where students would feel welcome and have access to services such as a library, computers and photocopier.

Some post-secondary institutions have already established protocols with First Nations regarding language instruction and other education opportunities for their people, funding Departments of Aboriginal Education, or at least creating a Coordinator of Aboriginal Education position. These institutions remain in a better position for integrating the DSTC program into their course offerings than others.

### 3.13 'Indigenizing' the Curricula

Communities are having problems getting indigenous knowledge and ways of learning built into course curricula, particularly in courses like Math, Science and English. This is a particularly pressing problem in the science area where courses like Ethnobotany may not be accepted as a laboratory science.

The work of bringing indigenous knowledge and values into teacher education is being done in the DSTC, against the long-standing traditions of the Universities, despite lack of support and resources. Though it may start with the DSTC in some places, this work cannot be relegated to only this program.

## 4.0 STRATEGIES TO ADDRESS THE CHALLENGES

Any discussion of strategies to overcome the challenges of revitalizing the indigenous languages must first address the prior question: "Is it worth it?" The obstacles seem nearly insurmountable. There are too many languages and too few fluent speakers. Most current language teachers are approaching retirement age and there is no cadre of replacement teachers ready to take their places. Young people are totally embedded in the dominant language in their homes, communities, schools and recreation. Some First Nations language communities are divided politically, socially and fiscally.

Post-secondary institutions are organized to serve the needs of the dominant society which is western European in tradition, but increasingly adapting to the needs of a global economy. Some school districts are totally committed to working with the First Nations to enhance language learning; others are less engaged. All are constrained by competing demands for limited resources.

Despite the challenges, strong voices provide compelling reasons for preserving and revitalizing the languages:

*Language is our unique relationship to the Creator, our attitudes, beliefs, values and fundamental notions of what is truth. Our Languages are the cornerstones of who we are as a People. Without our Languages our cultures cannot survive.*<sup>23</sup>

*Language is the mind, spirit and soul of a people. Every effort must be made to protect, preserve, promote and practice our Aboriginal languages.*<sup>24</sup>

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<sup>23</sup> Assembly of First Nations. Towards Linguistic Justice for First Nations: Principles for Revitalization of First Nations Languages. September 1990.

<sup>24</sup>Dr.Verna Kirkness, Professor Emerita, University of British Columbia, Faculty of Education.

*You cannot look at this from an immigrant's point of view...When the First Nations languages are lost from the earth, they will be gone completely from the face of the earth...The languages of this land are really part of the heritage of all of the people who are on this land.*<sup>25</sup>

*First Nations languages are the original languages of this country. As such, they must be cherished – both because of their uniqueness and because they are a vital part of the history and meaning of Canada*<sup>26</sup>

*Unless a child learns about the forces that shape him: the history of his people, their values and customs, their language, he will never really know himself or his potential as a human being.*<sup>27</sup>

This section is premised on the belief, argued above and echoed by participants in the DSTC review, that an all-out effort to revitalize First Nations languages is necessary to the survival of First Nations cultures and to this part of Canada's cultural heritage. Further, that continued support and improvement of First Nations language teacher education is a necessary element of language revitalization, though not sufficient in itself.

Suggestions for change contained in this section are from two sources: ideas presented by participants in the DSTC Review and ideas tabled at a meeting of the DSTC Committee Meeting in February, 2006.

## **4.1 Costs, Funding and Sustainability**

### **4.1.1 Exploring alternative delivery options.**

- Summer Institutes and Block Courses: Reviewers' reactions to the idea of centralized offerings like summer institutes or block courses were mixed.

Pros:

- Given the current and projected costs of operating the DSTC pilots, there is a need to achieve greater collaboration and economies of scale on the teacher education portions of the program. The best components from existing programs could be put together into a 22-30 credit Teacher Education Program (TEP) that could be offered in blocks of time during the summer and weekends. The course could be delivered through one post-secondary institution, or have each institution offer a program component.

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<sup>25</sup> Dr. Lorna B. Williams, Programme Director, Aboriginal Teacher Education, University of Victoria. Personal interview. 2006

<sup>26</sup> A Strategic Plan for First Nations Language Revitalization in British Columbia. Prepared by the First Nations Education Steering Committee and the First People's Heritage and Culture Council. Draft. September 2005.

<sup>27</sup> Indian Control of Indian Education. National Indian Brotherhood 1971

- Lakehead University offers a community summer institute for Aboriginal teacher education. The program runs for a month for four summers after which students get a certificate, not a degree. During those four summers they receive teacher training, curriculum, language, linguistics. Students come to the University with their children, who receive language instruction from the students each morning. In the afternoons, children play. This certificate program, like the DSTC, is accepted by the Ontario College of Teachers. It is recognized for advanced standing for the Honours B.Ed.

- Consider institutes where three courses could be completed in a month. By completing two yearly, students could complete the equivalent of two semesters of coursework; three yearly would reduce the time significantly.

- Explore the idea of a summer institute that employs video conferencing and brings in Maori, Navaho or other Aboriginal language teachers. Videos can be shared back and forth. A whole new way of communicating would serve to build a body of work on indigenous curriculum and, at the same time, enable participants to know that they are part of a new, innovative way of educating with language and cultures.

- Summer institutes like those run by the En'owkin Centre would be cost-effective.

- You can run summer institutes for part of the program, but not all of the program.

Cons:

- Much of this education has to be done in communities remote from the main campuses of post-secondary institutions.

- This is not an area in which we should anticipate economies of scale.

- In a way, centralizing courses at summer institutes defeats the purpose which is community-based education.

- Offering courses in a compressed format may mean that students are not eligible for funding if student funding policies require them to be registered full-time.

-Doing the language courses up front may leave too big a gap between language and other courses; language instruction has to be continuous.

- Combined on-line and face-to-face course work would reduce travel while still allowing meetings to offer support and create cohort bonding.

- Creating a continuous cohort with a local coordinator and an established program with a base-funded budget would probably be much more cost-effective.

#### 4.1.2 Student Funding

Student funding was identified by many participants in the DSTC review as the single most significant challenge to the programs. Part-time students and students who came to the program without high school credentials are particularly affected.

Suggestions:

- There are four levels of government whose student funding policies need to be reviewed through a language revitalization lens and recommendations made for policy flexibility. They are:
  - INAC Post-Secondary Student Support Policy (PSSSP)
  - INAC University and College Entrance Preparation Program (UCEP)
  - BC Adult Graduation Diploma (The Adult Dogwood)
  - First Nations funded under Canada First Nations Funding Arrangements (CFNFA) that enable them to establish their own policies

Policy reviews could build on work already documented in studies undertaken by the BC Ministry of Advanced Education,<sup>28</sup> and the First Nations Education Steering Committee.<sup>29</sup> It is expected that such reviews would have the support of the BC Aboriginal Post-Secondary Education and Training Partners' Group, whose key priorities (June 2006) document many of the same barriers as those reported by DSTC students.<sup>30</sup>

- In the short term, there needs to be awareness building in communities about what the DSTC is so that it is seen by First Nations administrations as a valid post-secondary program.

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<sup>28</sup> BC MAVED. Mar. 2006, Proposed Aboriginal Post Secondary Education Strategy Discussion Draft.

<sup>29</sup> FNEESC, Sep 2005. The Continued Gap: An Analysis of the Indian and Northern Affairs Canada Post-Secondary Education Guidelines in Regards to Transitions to Post-Secondary Opportunities..

<sup>30</sup> FNEESC Website. BC Aboriginal Post Secondary Education and Training Partners Key Priorities: (revised June 9 2006)

- There should be a funding map as to where students can access other post-secondary funding. This could be accomplished by the creation of an annotated version of the third edition of the directory, *Scholarships, Bursaries, and Awards for Aboriginal Students* that was distributed to First Nation and Inuit communities in April, 2000. This resource identifies more than 300 sources of funding available to Aboriginal Canadians entering or returning to post-secondary studies.<sup>31</sup>

#### **4.1.3 Post-Secondary Funding**

The fact that most DSTC program courses are not delivered as part of the regular post-secondary university, or university college offerings, contributes hugely to their cost. Time limits on the current Indian Studies Support Program (ISSP) funding may bring some Bridging Programs to a halt.

The BC Ministry of Advanced Education Aboriginal Special Project Funding is also proposal driven and time limited. Although its criteria fit the needs of DSTC programs, only three proposals per institution are accepted, putting departments that must work together to implement the DSTC into competition for resources (e.g., Education and Linguistics, and First Nations Studies).

Suggestions:

- FNESC to help introduce the funding issue to the people that make decisions on university programming, such as the Deans' of Education and the University Presidents' Council.
- FNESC should provide input on the needs of the DSTC program to the *Proposed Aboriginal Post-Secondary Education Strategy Discussion Draft*.
- More than one participant in the review suggests that INAC be approached to create an Indigenous Language Studies Support Program (ILSSP).

#### **4.1.4 Bridging and Upgrading**

Funding needs to be secured in order for bridging to remain a part of DSTC programming. Individual bridging programs have been supported through the Aboriginal Teacher Education Consortium (ATEC) bridging program or ISSP. There is no longer a budget within ATEC; ISSP is time limited.

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<sup>31</sup> A regularly updated addendum to the online version has been developed to identify new sources of assistance. ( see INAC website)

Suggestions:

- It is crucial for communities to be part of choosing instructors to teach the bridging portions so that the courses are taught to suit the individual students and to include cultural elements.
- Career Preparation Testing (CPT) in advance of the program to determine what levels people are at with respect to courses like Math, Science and English; encourage upgrading ahead of registration.
- Develop cohort-based, culturally relevant approaches to the Math, Science and English requirements building on indigenous knowledge and strengths that the students already have.<sup>32</sup>

#### **4.1.5 Coordination and Communication**

New funding is required for coordination. University, college and student participants in the DSTC review affirm that there has been a disconnect between the universities that offer the DSTC and the communities. Lack of clear communications has resulted in students leaving the program.

There have also been communication breakdowns between the post-secondary institutions and the Language Authorities, resulting in diminished control over language, culture and assessment by the First Nations of students' suitability and levels of language fluency.

Suggestions:

- Funding needs to be secured to cover the cost of coordinators in the communities and in the partner post-secondary institutions.
- A dedicated office with staff and funding at the provincial level that could coordinate with First Nations and post-secondary institutions would be a real asset. The staff could be located in each of the universities that have offered DSTC programs.
- Construct a DSTC support network with representation at the community, university and provincial (FNESC, BCCT) level to provide guidance and support on DSTC programs, as well as to ensure that best practices are shared.

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<sup>32</sup> Examples exist in courses designed especially for the education of Ethiopian Jews brought into Israel with no prior elementary or secondary schooling; also the Salishan Institute has offered courses in Biology to community health workers developed around their common knowledge of fish.

- Associated funding for Language Authorities could provide them with some of the resources to better carry their end of the partnership without burning out volunteers.

Such a networking structure would reduce the likelihood of the university partners exercising too much control over the programs by default.

#### **4.1.6 Sustainability**

Without a significant injection of new funds the current DSTC program is unsustainable after one cohort is finished. High costs and uncertain funding threaten the sustainability of the DSTC. Cost estimates submitted for the DSTC program review demonstrate clearly that First Nations are paying unreasonably high costs for First Nations programming in BC post-secondary institutes. Without additional funds, policy changes and strategies to achieve economies outlined above, the DSTC will not address the long-term need for increasing the number of certified language teachers.

Suggestions:

- Accommodate more language groups, with the language courses and linguistics courses being individualized at the community level, and other courses such as education could be shared.
- Stable funding should be found to ensure survival of the program to graduate at least three cohorts of students per language group.
- Explore the idea of summer institutes as a way to offer shared courses.
- Post-secondary institutions should be offering the DSTC program as part of their regular programming, especially if there is an identified cohort of students to participate. Funding for these programs should be designated, and directed through legally-binding agreements to be used for the purposes intended.

#### **4.2 Accreditation and Ownership**

The DSTC review revealed that the process for moving a new course through the internal approval process within a post-secondary institution is an elaborate one. Transfer of credits from one institution to another usually involves loss of credits in the process.

Suggestions:

- It is essential that the question of accepting locally developed language and culture courses for credit be resolved before DSTC programs begin.

- Provide communities with resources or staff with sufficient experience working through post-secondary institutional bureaucracies to achieve recognition of locally-developed courses.
- Establish a single process that communities could follow in order to submit courses for accreditation.
- Address the issue of accreditation of locally developed courses at the meetings of the Aboriginal Post-Secondary Education and Training Partners' Group and ATEC.
- Address the issues of ownership and copyright of language and culture programs to ensure that control and copyright remains in the hands of First Nations.
- Accreditation through post-secondary institutions is one avenue, but community-based programming also contributes to the longevity of a language.

### 4.3 Relationships

#### 4.3.1 Challenges within and between post secondary institutions:

The Ministry of Advanced Education (MAVED) and other key parties have signed a Memorandum of Understanding (MOU) on Aboriginal Post-Secondary Education and Training, in which they commit to work collectively toward improved levels of participation and success for Aboriginal learners in post-secondary education and training in British Columbia.

MAVED has produced The *Discussion Draft, Proposed Aboriginal Post-secondary Education Strategy* which summarizes the major challenges and barriers identified in several Ministry initiatives.<sup>33</sup> Although the *Discussion Draft* does not directly address the need for more fluid, collegial and interdisciplinary relationships within, and between, post-secondary institutions needed to support the progress of DSTC students as they move between community-based programs and those in the post-secondary institutions, it does offer a format for discussion of these issues.

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<sup>33</sup> Aboriginal Post-Secondary Education and Training Policy Framework (APF) Review and Consultation 1995; Annual Forum Regarding Aboriginal Post-Secondary Education and Training, 2004; Review of Aboriginal Post-Secondary Education Programs, Services and Strategies & Review of Aboriginal Special Projects Funding, 2004; 2<sup>nd</sup> Annual Forum Regarding Aboriginal Post-Secondary Education and Training, 2005

Suggestion:

- That the *Discussion Draft* be used as a mechanism through which FNEESC and the DSTC program partners may define and recommend strategies for change within and between the post-secondary institutions.
- That FNEESC bring this issue before the Aboriginal Post-Secondary Education and Training Partners' Group for discussion.

#### **4.3.2 Challenges within and between communities:**

Undivided commitment and strong leadership will be needed to bring the language families together for the purpose of language planning and priority setting, and to give the language and culture a more prominent place in community life.

Suggestions:

- *A Strategic Plan for First Nations Language Revitalization in British Columbia 2005* may serve as a mechanism to rekindle the discussion about indigenous languages and to garner support of BC First Nations leaders to find common ground for language planning within the language families.
- Chiefs and Councils should be advocates for the language. If they took it upon themselves to learn the language, they would be sending a clear signal that preservation of the language is a priority.

#### **4.4 Room for Improvement**

A number of suggestions were made by respondents when asked to consider what might better suit the needs of language and culture students, language teachers and the future of the program. In no particular order of priority, they are:

- Provide seven to 10 day immersion programs on the land in order to help students to attain language fluency in a cultural setting.
- Place greater emphasis on curriculum development. Aboriginal language teachers usually have to collect their own material from elders, create their own curriculum and make their own materials.
- Develop a curriculum that brings in the best research on language teaching approaches and put these skills in the hands of the people. Having language education specialists teach students methods and approaches is not enough. This is where the apprentice idea comes in.

- ‘Indigenize’ the curriculum. This issue is reported to have three components: (a) the DSTC program itself, to establish a full indigenous epistemology through all the content; (b) increasing indigenous content through the curriculum for those taking the next step to the Professional Development Program (PDP); (c) infuse indigenous material into the classrooms and ‘teaching about teaching’ at the University level.
- FNEESC to look into the need for a broad-based protocol for intellectual property: “Who ‘owns’ curriculum?” Currently, with locally developed language and culture courses in the K-12 system there is confusion about whether ownership rests with the First Nation, the teacher who developed the curriculum, or the school district. Intellectual property rights become a larger issue at the post-secondary level, especially with respect to accreditation of locally developed courses and research.<sup>34</sup>
- Use the apprenticeship model rather than a practicum. Have the students sit with a teacher through an entire year.
- A provincial bank of curriculum and resources would be useful if the information were made available via the web.
- Make greater use of template resources so that lesson plans, etc. are readily available.
- There is need for an IRP template for indigenous languages, and more collaboration between Language Authorities and School Districts regarding developing IRPs.<sup>35</sup>
- There were mixed responses regarding teacher development:
  - (1) teachers need preparation and courses in linguistics and language revitalization in addition to experiences and learning in the areas of language teaching;
  - (2) Do away with Linguistics; this is not teacher education.
- Develop a new process for enabling elders to contribute to the program, of acknowledging and rewarding the contribution of elders who have a lot to offer, but may not be suited to be elementary school teachers. This could involve a certification of a different kind.

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<sup>34</sup> Existing protocol agreements between UNBC and the Siwiixó’osxwim Wilnatahl Gitksan Society and between UNBC and the Carrier Linguistic Society give the final authority on all curriculum and research undertaken at UNBC by faculty or students; copyright in all cultural curriculum and resource materials developed through the DSTC partnership belong to the First Nation society.

<sup>35</sup> SD 68 has already completed an IRP for K-12, pending ministerial approval.

- Bring the certifying authorities, including MAVED, BCCT, MEd, Ministry of Children and Family Development (ECE Registry)<sup>36</sup> together to address the question: “How do you design a teacher education program that really meets the goals and the needs of the Aboriginal language community and enables indigenous languages to be taught and certified across the whole life span?”
- Consider a community teacher model rather than school teacher model. Ask the question: “Has anybody you know ever learned a language in the school system? We look to the school system because that is where the resources and infrastructure are.”
- Assess the opportunities that First Nations jurisdiction over education affords language and culture teacher education and language revitalization.
- Acknowledge and celebrate success.

## 5.0 CONCLUSIONS AND RECOMMENDATIONS

The Developmental Standard Term Certificate in First Nations Language and Culture (DSTC) is a work-in-progress. It is one element contributing to the larger challenge of preserving and revitalizing the indigenous languages and cultures in British Columbia.

Since its inception in 1999, the DSTC framework has enabled six First Nations community organizations to form partnerships involving three universities, two university colleges and six regional colleges. To date, 110 students have entered the DSTC programs. Table 2 shows student enrolment and achievement by program. It does not include students who studied the language, but did not go into the DSTC.

**Table 2. Student Enrolment and Achievement by Program**

Program	Students Entering the DSTC	Students Achieving Laddering Certificates	Students Achieving the DSTC	Students Completing Degrees or Laddering into Prof. Certificates
Sto:lo Nation/SFU (2002)	15		8	3-BEd; 1 BA
FN Education Advisory Council of SD 72/UVIC (2003)	23	15		3

<sup>36</sup> The ECE program is approved under the Provincial Child Care Regulation. Graduates from this program receive transfer credit to the School of Child and Youth Care at the University of Victoria, University College of the Fraser Valley and Malaspina University College.

		FNLC		
Siwiixo'osxwim Wilnatahl Gitksan/UNBC (2003)	14		7	
Chemainus FN/Malaspina University College (2004)	15			
Wilp Wilxo'oskwhl Nisga'a/UNBC (2005)	15	3		
Ts'msyen Sm'algyax Authority/UNBC (2006)	28			
<b>Total</b>	<b>110</b>	<b>18</b>	<b>15</b>	<b>7</b>

The DSTC framework has proven to be sufficiently flexible to allow First Nations partners to customize the program to meet their particular needs. The BCCT emphasizes its willingness to work with DSTC partners to address variations that will suit the needs of the DSTC partners.

Table 3 describes major revisions to the original framework that have contributed to positive results.

**Table 3: Revisions to the DSTC Framework**

Sto:lo Nation/SFU	<ul style="list-style-type: none"> <li>➤ Math and Science requisites were delayed until after the DSTC.</li> <li>➤ English, Math and Science were offered through a Bridging into Education Program; the Bridging included a pre-university Math course and Halq'emeylem language maintenance.</li> <li>➤ Indigenous Peoples Teacher Education (IPTE) courses were custom designed for Sto:lo language and culture considerations and taught in Sto:lo traditional territory; the 22 credits of IPTE were counted toward the Professional Development Program.</li> <li>➤ New course development that could be included as part of the degree program: three courses in working with technology, to develop multimedia language resources and to enhance their own fluency levels through videoconferencing communication over the web.</li> </ul> <p>Research related to this aspect of the program was beneficial.</p>
FN Education Advisory Council of SD 72/UVIC	<p>This program is a four-step ladder program leading to the Bachelor of Education or Bachelor of Linguistics degree.</p> <ul style="list-style-type: none"> <li>➤ On completion of Year One language courses, students and approval from the Language Authority, students may apply for the First Nations Language Certificate from BCCT.</li> <li>➤ On completion of five Language Revitalization courses in Year Two, students are eligible for the Certificate in Aboriginal Language Revitalization.</li> </ul> <p>The Certificate in Aboriginal Language Revitalization (CALR) core courses were developed as a partnership between UVIC Continuing Studies, the Department of Linguistics and the En'owkin Centre. The four core courses include:</p> <ul style="list-style-type: none"> <li>➤ LING 180 Language Revitalization Principles &amp; Practices</li> <li>➤ LING 181 Introductory Linguistics for Language Revitalization</li> </ul>

	<ul style="list-style-type: none"><li>➤ LING 182 Language Learning &amp; Teaching in Situations of Language Loss</li><li>➤ LING 183 Field Methods for Language Preservation &amp; Revitalization</li></ul>
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<p>Siwiix̱o'osxwim WılınatahıGitksan/UNBC; Wıḻp Wıḻxo'oskwıhı</p> <p>Nisga'a/UNBC;</p> <p>Ts'msyen Sm'algyax Authority/UNBC</p>	<p>The approach at UNBC has been to use the framework required by the BCCT and to create three credentials to allow students to complete the requirements of the DSTC in a laddered fashion:</p> <ul style="list-style-type: none"> <li>➤ Certificate in First Nations Language – 30 credits</li> <li>➤ Diploma in First Nations Language – 30 credits</li> <li>➤ Education Diploma in First Nations Language – 22 education credits and some of the academic prerequisites.</li> </ul> <p>The program provides 92 credits in total.</p> <p>This framework was developed first by the Gitksan in partnership with UNBC and has since been adopted by the Nisga'a, the Tsimshian and the Carrier, but with content in their own languages and cultures.</p> <p>The Gitksan included a beginning immersion, an advanced immersion and a mentoring language courses to increase language fluency.</p>
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<p>Chemainus First Nation/ Malaspina University College</p>	<p>The current program of course offerings represents a departure from the initial proposal to the BCCT. A new list of courses was submitted to offer more choice in the First Nations Studies courses, since those on the original list were not offered every year. The program is consistent with the DSTC framework approved by the BCCT, and has been developed with regard for the Acceptable Degree Policy of the BCCT.</p> <p>A unique aspect of this program rests in the collaboration with Chemainus Native College (CNC) where students may enter the program as a cohort by completing the CNC Introductory Hul'qumi'num Language Instructor Program. Students can participate in Pathways, a one-year laddering program to support students in their transition to academic learning. Pathways begins with a two-week summer institute in August and continues with seminar meetings throughout the academic year.</p>
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This review clearly demonstrates that the programs are contributing to preserving and renewing interest in the languages in many communities. Students describe the opportunity to learn their languages as “awesome”; “an opportunity to fulfill a life-long dream” and many elders are willing to put in long hours to share their knowledge.

It is equally clear that the DSTC alone is not equal to the task of preserving and revitalizing the languages, and increasing the numbers of qualified Aboriginal language teachers in the BC education systems. Language revitalization, to be fulfilled, needs to be a life-long program. Language and culture programs must go into the communities. Communities may need help in language planning and pre-design to prepare them to work with local institutions.

Undivided commitment and strong leadership will be needed to bring the language families together for the purpose of language planning, and to give language and culture a prominent place in community life.

The post-secondary partners will need to create both conceptual and physical space for First Nations to fulfill their goals through the university rather than expecting them to fit into existing slots within the institutions.

## **Sustainability**

Substantial costs and limited funding make the DSTC programs appear unsustainable over time. The review identifies five key areas that need to be addressed in order to promote sustainability of the DSTC programs. They are:

- (1) Political will on the part of the First Nations leaders to assign priority and resources to the preservation and revitalization of indigenous languages as an essential element in preserving their culture.
- (2) Language planning that brings communities together to develop realistic plans at the level of the language family.
- (3) Commitment on the part of the post-secondary partners to acknowledge and address the institutional barriers that face Aboriginal learners as they move between community-based, college and university programs to achieve the DSTC.
- (4) Exploration of alternative program delivery models that might serve to offset the substantial DSTC program costs that to date are met only through external funding sources.
- (5) Attention to funding gaps for bridging programs, coordination, administration of the Language Authorities, curriculum development, learning resource development and resources dedicated to gaining language fluency.

**Recommendation 1 (Challenge 3.6.2):** That FNEESC and the FNHLCC jointly present the final draft of *A Strategic Plan for First Nation Language Revitalization in BC* to the BC First Nations Leadership Council, reconnecting the leadership to the urgency of language revitalization and Aboriginal teacher education.

Further, that FNEESC and the FNHLCC seek approval of a resolution that will give immediate support to selected goals and strategies appropriate to further development of the DSTC programs. A major component is to address capacity building in all elements of language preservation and revitalization, of which the DSTC is a part.

**Recommendation 2 (Challenge 3.6.2):** That FNEESC re-introduce the *Handbook for Aboriginal Language Program Planning in British Columbia* to communities, using the *Handbook* and the DSTC Review as instruments to promote the concept of language planning across the language families.

**Recommendation 3 (Challenges 3.6.1, 3.12):** That FNEC and the DSTC program partners use the *Discussion Draft, Proposed Aboriginal Post-secondary Education Strategy* as mechanism through which FNEC and the DSTC program partners may identify and recommend to MAVED strategies to assist DSTC students. Further, that FNEC bring these issues before the BC Aboriginal Post-Secondary Education and Training Partners' Group for discussion.

**Recommendation 4 (Challenge 3.1, 3.3):** That FNEC and the DSTC Committee continue to explore other program delivery models. Further, that such program delivery models be presented for discussion at facilitated round tables that bring together groups of DSTC program stakeholders, including students.<sup>37</sup>

**Recommendation 5 (Challenge 3.1, 3.3):** That FNEC provide calculated, evidence-based information about the funding requirements of indigenous language teacher education to the *Proposed Aboriginal Post-Secondary Education Strategy Discussion Draft*.

**Recommendation 6 (Challenge 3.1, 3.2.2, 3.3, 3.4):** That FNEC present DSTC program cost information to the BC Aboriginal Post-Secondary Education and Training Partners' Group to seek funding and support for incorporating a community-based and collaboratively-developed DSTC program into base funding in the public post- secondary institutions.

**Recommendation 7 (Challenge 3.1, 3.2.2, 3.4):** That funding for these programs within the post-secondary institutions be designated and directed through collaborative, legally-binding agreements to be used for the purposes intended. This recommendation supports partnership between the communities and the institutions in determining agreements that ensure community involvement and intended program purpose. It is also in keeping with Key Priorities established by the Aboriginal Post-Secondary Education and Training Partners' Group (revised June, 2006).

## **Student Funding**

Student funding was identified by all participants in the DSTC review as a significant challenge to the programs. Part-time students, students who came to the program without high school credentials, and students who have to cover their own living or transportation costs, are particularly affected by the limits imposed by federal and provincial funding policies. Most First Nations who administer post-secondary education programs are bound by the federal policies.

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<sup>37</sup> Students have identified lack of direct communication about course changes as a serious issue in the past; anything less than face-to-face discussions would be disrespectful.

First Nation administrations that receive their funding through multi-year Canada First Nation Funding Arrangements (CFNFA) have the authority to establish their own post-secondary education policies, within the constraints of minimum program requirements.

**Recommendation 8 (Challenge 3.1, 3.2.1, 3.11):** That the FNEC Post-Secondary Sub-Committee request the following student funding policies be reviewed through a language revitalization lens, and recommendations be made to the respective governing authorities seeking increased policy flexibility for students undertaking studies in indigenous language and culture:

- INAC Post-Secondary Student Support Policy (PSSSP)
- INAC University and College Entrance Preparation Program (UCEP)
- BC Adult Graduation Diploma (The Adult Dogwood)

**Recommendation 9 (Challenge 3.2.1, 3.11):** That FNEC produce and distribute a workbook to assist First Nation administrations who have policy authority under the CFNFA, to accommodate support for indigenous language students whose studies are aimed at preserving, revitalizing and teaching their language.

**Recommendation 10 (Challenge 3.2.1, 3.10):** That FNEC, in partnership with MEd, MAVED and the two Education Partners' Groups, launch an information and awareness campaign to inform communities about the DSTC, and confirm that it is a legitimate post-secondary teacher education program worthy of support.

**Recommendation 11 (Challenge 3.2.1, 3.11):** That the Aboriginal Post-Secondary Education and Training Partners' Group and FNEC Post-Secondary Sub-Committee arrange for the preparation and distribution of a 'funding map' showing where all Aboriginal students can access post-secondary education funds.

## **Coordination and Communication**

Individual DSTC programs have suffered from gaps in coordination and communication: between post-secondary education partners and the communities; between DSTC partners and the BCCT; between post-secondary education partners and students; between post secondary partners and Language Authorities. In some cases the communication breakdowns were a result of staff changes within partner organizations that left no archive of information for those who followed. In other cases, the lack of communication was a result of institutional time pressures that left insufficient time for consultation. Whenever these situations occur, there is loss of integrity of the original impetus for the program, and diminishing influence by the First Nations communities.

Students have expressed strong need for more information about, and promotion of, the DSTC program in communities, in secondary schools and post-secondary institutions. Recruitment of a younger cadre of students to learn the languages and carry on the language revitalization, is essential to preservation of the languages.

**Recommendation 12 (Challenge 3.4):** That the DSTC Committee and DSTC program partners' groups begin immediately to construct a DSTC support network with representation at the community, university and provincial levels, e.g., FNEESC and the BCCT to provide guidance and support to DSTC programs, and to ensure that their experiences are shared.

**Recommendation 13 (Challenge 3.2.3, 3.6.2):** That FNEESC and FPHLCC seek resources for the administration of Language Authorities to assist them to carry out their responsibilities to their communities and to the DSTC partnerships.

**Recommendation 14 (Challenge 3.4):** That FNEESC investigate the feasibility of establishing a dedicated office with staff and funding at the provincial level to act as an indigenous language teacher education program liaison and coordination centre, serving the indigenous language communities and post-secondary institutions.

### **Accreditation and Ownership**

Recognition and ownership of locally developed language and culture courses for credit at the post-secondary institution has proven to be difficult for some DSTC community partners. The reasons may lie in the fact that the internal approval process within a post-secondary institution is complex, or that courses were developed outside of the post-secondary education system, making it more difficult to obtain accreditation after the fact.

**Recommendation 15 (Challenge 3.5):** That the issue of accreditation, ownership and use of locally-developed courses be put on the agendas of the Aboriginal Post-Secondary Education Partners' Group and the Aboriginal Teacher Education Consortium meetings for assistance with resolution.

**Recommendation 16 (Challenge 3.5):** That FNEESC work with the Indigenous Adult and Higher Learning Association (IAHLA) and post-secondary institutions to explore a range of options for submitting locally developed courses for accreditation, that would be recognized by all post-secondary institutions.

### **Employment Opportunities for DSTC Holders**

Some School Districts have expressed a willingness to hire more Indigenous language teachers as more qualified teachers become available. They support the development of Integrated Resource Packages (IRPs) and consider them to

be essential tools, especially for inexperienced teachers. Some School Districts have developed, or are in the process of developing, IRPs for the indigenous languages in their areas.

Although some DSTC students are already employed in teaching positions in the school districts, others have expressed a need for assistance in making application for teaching positions in School Districts.

**Recommendation 17 (Challenge 3.9):** That the Ministry of Education develop an IRP template for indigenous languages, and then work with Language Authorities and School Districts to develop IRPs for their language families.

**Recommendation 18 (Challenge 3.9):** That the DSTC partners investigate ways to introduce employment preparation skills to DSTC students, such as resume writing, letters of application, preparing for interviews.

### **Next Steps in DSTC Implementation**

There is broad consensus that in order to significantly contribute to preserving and revitalizing indigenous languages through teacher education, the following steps must be taken:

- (1) Redesign of the DSTC or expansion of the program outside of the K-12 system, to enable indigenous languages to be taught and certified across the whole life span. This may require innovation on the part of educators to imagine a program from ECE through primary grades, and beyond the DSTC.
- (2) Explore strategies to increase language fluency, literacy and language maintenance.
- (3) Place greater emphasis on curriculum development.
- (4) Recognize language speakers and language learners and celebrate success.

**Recommendation 19 (Challenge 3.7, 3.8):** That the certifying authorities, including MAVED, BCCT, MEd, Ministry of Children and Family Development (ECE Registry) come together with communities to design a program that enables indigenous languages to be taught and certified across the whole life span.

**Recommendation 20 (Challenge 3.8):** That FNEESC and the BCCT introduce and test an apprenticeship model as part of the credit requirement for the teacher education program, that would have students work with a teacher through an entire year. This apprenticeship experience would replace the practicum.

**Recommendation 21 (Challenge 3.7, 3.8):** That FNEESC and the BCCT develop and implement a community teacher model in addition to the school teacher model.

**Recommendation 22 (Challenge 3.7, 3.8, 3.13):** That FNEESC initiate research into immersion programs, and determine the program requirements for an indigenous language immersion teacher training program.<sup>38</sup>

**Recommendation 23 (Challenge 3.7, 3.8, 3.11, 3.13):** That FNEESC and the BCCT develop a curriculum that makes available to students the very best research on language teaching approaches.

**Recommendation 24 (Challenge 3.7, 3.8, 3.12, 3.13):** That FNEESC/ IAHLA put together a committee made up of post-secondary institutions and community Language Authorities to develop a plan to 'indigenize' the curricula being used for the Aboriginal teacher training program(s) at the post-secondary institutions.

**Recommendation 27 (Challenge 3.7; 3.13):** That the DSTC partners acknowledge the importance of recognition ceremonies within Aboriginal cultures, and ensure that appropriate resources for recognition ceremonies be built into DSTC budgets. It is crucial that recognition be accorded elders for the roles they play in language preservation and in the Language Authorities.

There is general optimism among DSTC stakeholders that First Nations jurisdiction over education will have a positive impact on future development of indigenous education in the province of British Columbia, particularly as First Nations proceed with the next two phases of jurisdiction around Early Childhood Education and Post-Secondary Education.

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<sup>38</sup> In order to teach immersion, teachers need to have an unrestricted certificate that allows them to teach all subjects at the elementary level or a specific subject(s) at the secondary level. UBC and SFU are the only institutions that currently offer instruction in immersion teaching.

**APPENDIX I. FNE SC ABORIGINAL LANGUAGE GRANTS FINAL REPORT -  
February 2000**

**APPENDIX II:**

**University  
of Victoria**



**Faculty  
of Education**

**First Nations Culture and Language Programme  
Developmental Standard Term Certificate (DSTC)  
Costing of Pilot Programme**

**Contact:** Dr. Lorna B. Williams  
Assistant Professor, Aboriginal Education  
Programme Director, Aboriginal Teacher Education  
Faculty of Education, University of Victoria  
PO Box 3010, STN CSC  
Victoria, BC V8W 3N4  
Tel: (250) 472-5499 Fax: (250) 721-7767  
Email: [lornawil@UVIC.ca](mailto:lornawil@UVIC.ca)

## **Developmental Standard Term Certificate Costing of Pilot Programme**

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### **Introduction**

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This report offers a summary of costs associated with developing and implementing a DSTC programme based on experiences and estimated costs of a pilot programme administered by Aboriginal Education at the University of Victoria. It has been prepared for presentation to the First Nations Education Steering Committee.

## **Programme Description**

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The First Nations Culture and Language Program is a four-step ladder program leading to the Bachelor of Education degree. There is an additional plan to amend the program so that students will have the choice of pursuing a Bachelor of Education or a Bachelor of Linguistics.

The programme is in partnership with the Cape Mudge, Campbell River, Klahoose, Homalco and Sliammon First Nations, School District #72 (Campbell River), the University of Victoria's Faculty of Education, and the Linguistics Department in the Faculty of Humanities. The programme is taught in the territories of the First Nations partners, and has been supported heavily by the North Island College (NIC). Aboriginal Education in the Faculty of Education administers the programme from Victoria.

1. The first step is the completion of language courses which results in the approval from the local Language Authorities for students to apply to the BCCT for their **First Nations Language Teacher Certificate (FNLC)**.
2. The second ladder step is the completion of course work resulting in the UVIC **Certificate in Aboriginal Language Revitalization (CALR)**.
3. The third step is the completion of the DSTC course requirements, at which point students will be recommended by the Dean of the Faculty of Education and local Language Authorities to the BCCT for the awarding of the **Developmental Standard Term Certificate**.
4. The final step is the completion of the University of Victoria's **B.Ed. Professional Degree Programme or a Bachelor's degree in Linguistics**.

The nested design of the DSTC programme offers student participants opportunities to join the teaching profession in different ways and offers opportunities to expand their teaching qualifications and skills.

The programme is part-time in the Campbell River, Comox Valley area; 1-3 courses are offered per semester. This is due to the needs of the students who work full time, have many family and community obligations, and often have to travel significant distances to get to class. The first step was completed December 2005; the estimated date of completion of the CALR is December 2006, and the estimated date of completion for the DSTC is December 2008. Once the DSTC is completed, students have a number of years to finish requirements for the Bachelor of Education at UVIC.

# PHASE ONE

## **Planning and Development**

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### *Establishing a DSTC programme*

- 1. Background research**
  - Responding to requests from communities
  - Determining needs of language communities, support systems and available resources and facilities
  - Meetings with Elders
  - Determining which neighbouring communities are willing to partner with one another (politically or geographically)
  - Determining whether a continuous cohort of students from the area is likely and sustainable
  - Determining which dialects to teach
  
- 2. Enlisting support**
  - Community support – through community meetings and liaising with individual bands
  - Support from local School Districts –meeting with school boards
  - Support from Faculties within the University (Education, Humanities)
  - Support from University –
    - Funding and administrative support
    - Support for travel and student advising support
  - Support from neighbouring and local institutions (such as local colleges)
  
- 3. Establishing an Advisory Board**
  - Involving members of school districts
  - Community members, education coordinators, council members
  - Representatives from local colleges
  - University Administrators and organizers
  - FNEESC representative and BCCT contact person
  - If possible, programme instructors as well
  
- 4. Recruiting a Cohort**
  - Contacting bands, local institutions and high schools
  - Providing programme information and contact information
  - Organizing recruiting sessions / meetings in Communities (advertised through school district and band councils)
  - Consulting with education coordinators and council members to request continued financial support for DSTC participants.
  - Establishing systems within bands and school districts to continue to encourage students in order to ensure future and consistent cohorts

- 5. Establishing a programme course form**
  - Confirming course selections with BCCT
  - Consulting with Advisory board on course selections to ensure they meet the interests and needs of the students
  - Ensuring students will be within parameters INAC will allow to be funded
  - Researching which courses are relevant to FN language teachers
  - Embedding programme courses within existing programmes so the programmes can ladder effectively into degrees in Education or Linguistics
  - Possible development of two strands: One strain for B-ed goal, and strand of community language expert goal (non-teacher)
  
- 6. Recruiting appropriate instructors**
  - Seeking out fluent and experienced language instructors (from the target communities)
  - Prepping instructors in the needs of the programme
  - Recruiting instructors from the University who understand and are sympathetic to the gruelling workload of the students: full-time jobs, commitments to family and community, travel, etc.
  - Seeking out TAs who have language skills for linguistics classes
  - Establishing continued support for instructors –reimbursing costs, meeting for updates and to resolve challenges, etc.
  - Clearly outlining instructor roles and expectations of programme including course planning and course development
  - Determining a writing system
  - Training instructors
  
- 7. Establishing course delivery systems**
  - Establishing (through student consultation) the best way to deliver classes according to student schedules, learning styles and needs and instructor schedules and needs (whether it be weekly or biweekly weekend classes, intensive weeklong courses, WebCT or ITV courses, etc)
  - Creating a timetable with locations, dates, times, and instructors, as soon as possible so that students, instructors, and administrators can plan for the delivery of classes
  
- 8. Ensuring consistent administration on part of the university**
  - Preparing for continual student and instructor support
  - Ensuring instructors are aware of student circumstances
  - Enlisting the aid of education councillors/advisors
  - Enlisting and maintaining relationships with band education coordinators
  - Continuing to meet with the Advisory board to monitor and improve the programme and conditions for the students
  - Setting up advising and tutoring resources

- Establishing continuous contact with possible support facilities for students in more isolated communities (or liaising with local college teachers to deliver that support)

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### Costing of Phase One

Background Research		\$5800
Initiating community contacts		\$3200
Visits to local schools (travel)	1600	
Visits to local Nations (travel)	1600	
Community meetings (4 meetings)		\$13000
Hospitality	5000	
Travel	6400	
Honoraria (elders)	1600	
Partner meetings (4 meetings)		\$8900
Hospitality	2500	
Travel	6400	
UVIC support (% of salaries)		\$44600
Administrative/coordinator	20,000	
Faculty Education	7,800	
Department of Linguistics	7,800	
Research Assistant	9,000	
Preliminary Organization		\$16200
Reporting	0	
Communication (phone/fax)	1500	
Instructor support/hiring	1000	
Teaching Materials	5000	
Distance instruction materials	8700	
<b>Total Costing of Phase One:</b>		<b>\$91,700</b>

## **PHASE TWO**

### **Programme implementation – Year One**

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The programme was implemented in 2003 and language courses began in September, 2003.

#### **Summary of Year One**

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#### **2003/2004**

<b>Year One</b>	LING 159 A	Sept – Dec 2003
2003/2004	ENGL 125	Sept/03 – June/04
	LING 159 B	Jan – April 2004
	LING 359 A	April – June 2004

Students complete LING 159A, LING 159B and LING 359A -- most through course work, some through occasional course challenge.

ENGL 125 offered in cooperation with NIC taught by Anne Cumming.

Students did not take the course all together; it was completed at different times.

Local language experts developed course materials.

Kwakw'ala /Liqw'ala group:

Group one took course LING 159 with Diane Matilpi and Dene LaFleur, Liqw'ala instructors

Group two took course LING 159 with Dr. Daisy Sewid-Smith

Following two courses taught by Daisy Sewid-Smith, and two student groups merged into one class which met twice a week.

Sliammon/Klahoose/Homalco group:

Took courses LING 159A, LING 159B and LING 359A with Marion Harry  
13 student started, but by the end of the year 10 remained.

Classes were held on Saturdays.

North Island College and SD #72 continued to provided facilities for courses to be taught

## PHASE TWO

### Programme implementation – Year One

<b>Year One Costs:</b>	
Instructor costs	\$54,000
Kwakw'ala instructor and curriculum developer	18,000
Liqw'ala instructor and curriculum developer	18,000
Coast Salish instructor and curriculum developer	18,000
UVIC support	\$37,000
Department of Linguistics Coordinator	5800
Faculty of Education Coordinator	5800
Travel costs	16000
Partial salary of programme Director (admin time)	7800
Travel costs for Director	1600
Delivery and support	\$13,500
Tutoring and student support	2000
Adult Education computer facilities	8000
Room bookings (if we hadn't had NIC support)	1000
Materials	2500
	<b>TOTAL: \$104,500</b>

## PHASE TWO

### Programme implementation – Year Two

#### Summary of Year Two

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#### 2004/2005

Year Two	LING 359 B	Sept – Dec 2004
2004/2005	ENGL 126	Jan – April 2005
	LING 359 C	Jan — April 2005
	EDUC 302	April – June 2005

Kwakw'ala /Liqw'ala group:

Following courses LING 359B and LING 359C taught by Daisy Sewid-Smith, and two student groups merged into one class which met twice a week.

Sliammon/Klahoose/Homalco group:

Took courses LING 359B and LING 359C with Marion Harry in classes that met once a week on Saturdays

For both groups:

Educ 302 was delivered in Campbell River, taught by Dr. Robert Anthony of UVIC Faculty of Education once a week.

ENGL 126 offered in cooperation with NIC taught by Anne Cumming, which also met in Campbell River once a week.

Local language experts continued to develop language course materials.

North Island College and SD #72 continued to provided facilities for courses to be taught.

## **PHASE TWO**

### **Programme implementation – Year Two**

<b>Year Two Costs:</b>	
Instructor costs	\$42,000
Kwakw'ala instructor and curriculum developer	18,000
Coast Salish instructor and curriculum developer	18,000
Education Faculty salary and travel	6000
UVIC support	\$29,000
Department of Linguistics Consultant	5800
Faculty of Education Coordinator	5800
Travel costs	8000
Partial salary of programme Director (admin time)	7800
Travel costs for Director	1600
Delivery and support	\$12,500
Tutoring and student support	6000
Adult Education computer facilities	3000
Room bookings (if we hadn't had NIC support)	1000
Materials	2500
	<b>TOTAL: \$83,500</b>

## **PHASE TWO**

### **Programme implementation – Year Three**

#### **Summary of Year Three**

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**2005/2006**

<b>Year 3</b>	LING 359 D	Sept – Dec 2005
2005/2006	EDUC 200 (practicum)	Dec 2005 - March 2006
	LING 181	Jan-March 2006
	LING 182	Sept - Dec 2006
	LING 461	April-June 2006
	LING 401/405	Sept - Dec 2006

The programme is in the midst of Year #3. Both language groups completed their final language course thus succeeding in their first step of the DSTC programme. 15 students have completed to this point. Those that are continuing are taking education courses towards the DSTC as well as linguistics courses which will be applied towards a Certificate in Aboriginal Language Revitalization as well as the DSTC.

Enrolment in courses currently running is 12 students, down by half from the initial number.

Both language groups completed LING 359D with Dr. Daisy Sewid-Smith or Marion Harry respectively.

Students wishing to continue with the DSTC programme are also currently enrolled in their first practicum course EDUC 200 with Dr. Maggie Warbey which consists of a short initial practicum and monthly preparatory workshops.

Students are also enrolled in CALR core course, LING 181 and LING 182 taught by Aliko Marinakis on Saturdays.

Learning Skills workshops held on Friday evenings to aid in academic development of students.

NIC continues to support the programme by providing locations for course delivery.

By the end of this academic session, students will be enrolled as second year elementary education students at the University of Victoria.

## PHASE TWO

### Programme implementation - Year Three

<b>Year Three Costs:</b>	
Instructor costs	\$56,800
Kwakw'ala instructor and curriculum developer	18,000
Coast Salish instructor and curriculum developer	18,000
LING 181 and LING 182 instructor and curriculum modifier	14,000
Travel costs for instructors from UVIC	6,800
Costs associated with Practicum	\$21,800
Educ 200 curriculum development and salary	7,800
Travel for supervisors and instructors & students	8,000
Supervisors	6,000
Academic and Student Support/Learning Skills	\$14,000
Workshop development and facilitation	5,000
Celebration of stage of FNLC application	5,000
Student and instructor travel	4,000
UVIC support	\$18,200
Faculty of Education Coordinator	5800
Travel costs for coordinator	4000
Programme Director (admin time)	7800
Travel costs for Director	600
Delivery and support	\$9,500
Tutoring and student support	3000
Adult Education computer facilities	3000
Room bookings (if we hadn't had NIC support)	1000
Materials	2500
	<b>TOTAL: \$120,300</b>

### Total Costing of Phase Two – Years One, Two, and Three

Year 1 total	\$104,500	
Year 2 total	\$ 83,500	
Year 3 total:	\$120,300	
		<b>Total \$308,300</b>

## **Phase Three**

### **Planning and Implementation for Completion**

This section shows the costing of the next few years of the DSTC programme. These estimates may change depending on how the programme changes over the next four years. A programme coordinator is necessary addition to the DSTC implementation team.

	<b>Year Four</b>	<b>Year Five</b>	<b>Year Six</b>
	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
Sessional Salary Costs	34,290	28,575	41,910
Salary Programme Coordinator (Victoria) (1.0 fte s.g. 7 (43,831 & 16% benefits)	50,845	50,845	50,845
Salary Programme Coordinator (Campbell River) (0.5 fte s.g. 7 (43,831 & 16% benefits)	25,425	25,425	25,425
Travel	21,000	21,000	21,000
Instructors, Practicum Supervisors, Students			
Course Development Costs			
a) Elder Honorariums	9,000	9,000	9,000
As Cultural Experts \$1000 x 3 (cultural experts in epistemology courses)			
b) FN200 NIC /purchase	6,000		
c) IS/EDCI 372	6,000		
d) LING 459 (2 courses x \$3,000			6,000
e) First Nations Language Support In Continuation of Language Learning In Non-Language Classes (\$2,500 per course per year)	5,000	7,500	15,000
Practicum Costs			
Elder Honorariums			400
Practicum Supervisors			4,500
Employer reimbursement			4,000
Support For English, Math, Science		2,500	2,500
Community Consultation	1,000	1,000	1,000

Ceremony	CALC completion ceremony	5,000	5,000	5,000	
Equipment	Computer for Programme Coordinator	3,000			
	Interactive Video/Video Streaming/ or WebCT Delivery (connection fees, and equipment upgrades)	15,000	10,000	10,000	
	Consultant to Install	1,000	1,000	1,000	
Programme Documentation & Evaluation		1,500	1,500	6,000	
Office Supplies, Printing, etc		2,500	2,500	2,500	
Annual budget requirement		\$186,560	\$165,845	\$206,080	
3 year budget requirement					\$558,485
<b>Total Cost of Phase Three: \$558,485</b>					

## **Total Estimated Costs of a DSTC Pilot Programme Conclusion**

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### **Total Pilot Programme Costing**

Phase One Planning		<b>\$ 91,700</b>	
Phase Two Implementation		<b>\$308,300</b>	
Year One	\$104,500		
Year Two	\$ 83,500		
Year Three	\$120,300		
Phase Three Planning and implementation of next 4 years		<b>\$558,485</b>	
Year Four	\$186,560		
Year Five	\$165,845		
Year Six	\$206,080		
<b>Total DSTC programme cost analysis for one cohort of students in a pilot programme</b>			<b>\$958,485</b>

## Conclusion

This report estimates and summarises general costs associated with developing and implementing a DSTC programme in a community-based setting distanced from the institution administering the programme.

At the point this cost estimate leaves off students in this pilot programme will have already achieved their Certificate in Aboriginal Language Revitalization as well as their approval from the Language Authorities of their communities to apply to the BC College of Teachers for their First Nations Language Certificate of Qualification.

Most significantly at this stage of the programme, students will be recommended by the Dean of the Faculty of Education and local Language Authorities to the BCCT for the awarding of the **Developmental Standard Term Certificate**.

Once having come this far, and completed the DSTC, these students will have a number of years to finish requirements for the Bachelor of Education.