



Alberta Provincial Indigenous Language Symposium

Taking Action for Indigenous Languages

March 27 & 28, 2009

University of Lethbridge, Lethbridge, AB

Institutional Partners:

First Nations Adult and Higher Education Consortium (FNAHEC)

Blue Quills First Nations College

Old Sun Community College

Yellowhead Tribal College

Red Crow Community College

Maskwachees Cultural College

Canadian Indigenous Languages and Literacy Development Institute (CILLDI)

Kainai Board of Education

University of Lethbridge

University of Calgary

University of Alberta

Table Of Contents

Welcoming Address	.....	Page 3
Symposium Schedule	.....	Page 4
Workshop Descriptions		
Concurrent Session 1	.....	Page 6
Concurrent Session 2	.....	Page 8
Concurrent Session 3	.....	Page 10
Keynote Speakers' Biographies	.....	Page 12
Presenters' Biographies	.....	Page 13
Sponsors	.....	Page 20

March 27, 2009

Welcoming Remarks

Welcome to the University of Lethbridge. Today and tomorrow we will participate in a symposium entitled "Taking Action for Indigenous Languages," focusing on promising practices, indigenous perspectives, policy and planning and research. This symposium is planned in conjunction with March being the international indigenous languages month.

It is a pleasure to host you all as it clearly shows that you are ready to take on this challenge and move forward from here. You represent schools, families, communities, higher education institutions and organizations as administrators, language professionals, teachers, students, consultants and elders. There are representatives from each indigenous language group here in Alberta as well as from Saskatchewan and Manitoba.

We must tell you that you're not here just to be a member of the audience! Each of you will help others through your active participation, and collectively we can begin to chart some directions for this province's agenda on this topic. Talking about indigenous language—that discussion is in the past. Now we want to take action.

The really important question now is: How are we going to work most effectively with children in our schools, families and communities to speak our languages? These children are in our schools and at our doorsteps. It doesn't matter who they are. We want children to have the best education, and we want to maximize their potential. Every child has a right to that. If we can agree on that, then we can discuss how to make that happen.

We appreciate the sponsors of this symposium who are noted on the back page of this program booklet. Take time to visit the exhibitors' area and network with others who are all here for the same purpose. We're very glad that you've come to participate in this dialogue. We wish you good thinking and good dialogue while you're here, and much success back home. Thank you all!

Indigenous Language Instructor's certificate Working Group
Symposium Planning Committee:

Diana Steinhauer, BQFNC
Inge Genee, UofL
Heather Blair, UofA
Melanie MacLean, UofA

Vivian Jenkins, BQFNC
Leo Fox, KBE
Bruce Cutknife, MCC
Anna Leah King, UofA

Symposium Schedule

Friday, March 27, 2009

4:30 p.m. Registration Opens, Student Union Building

6:00 p.m. **Opening Ceremony**, Student Union Ballroom
Leo Fox, Master of Ceremonies
Julius Delany, Flag Song, Opening Song

Buffet Dinner
Olivia Tail Feathers, Entertainment
Language Showcase (Open Stage)

7:30 p.m. **Key Note Address:** Andrea Bear Nicholas
Mother-Tongue Medium Education: The Good News

Saturday, March 28, 2009

8:00 – 10:00 am Registration P.E. Building
Displays and Exhibits set up

8:30 am **Symposium Opening** PE 250
Leo Fox and Kevin Lewis, Masters of Ceremonies
Opening Prayer
Welcoming Address:
Dr. Jane O'Dea, Dean of Education, U of L

Keynote Speaker: Dr. Barb Laderoute
The Power of Context in Immersion Teaching

9:50 – 10:10 am Health Break

10:10 – 11:00 am Concurrent Sessions 1

1. **Second Language Instruction & Acquisition** S. Neyooxet Greymorning – PE 250
2. **Elders' Session** – AH 175
3. **State of our Languages**, Dialogue Session – AH 176
4. **Learning Cree at Blue Quills First Nations College**, Kevin Lewis, Lena Lapatack, Charles Houle – PE 264
5. **Inquiry Based Learning Used to Help Immersion Children Preserve Language and Elders Knowledge**, Alvine Mountain Horse – AH 177
6. **Doing Our Part in Language Maintenance**, Anna McKay, Eileen Thomas, Danny Halcrow – AH 116

7. **Reading and Writing Blackfoot**, Celestine Iitsisttahkiainihki Twigg and Anna Wells – AH 117
8. **Place Names in Cree**, Bruce Cutknife – AH 118

11:10 am – 12:00 pm Concurrent Sessions 2

1. **Learning Cree Online through Sunchild E-learning**, Dorothy Thunder, Mavis Sacher - PE 250
2. **Elders' Session** – AH 175
3. **State of our Languages**, Dialogue Session B – AH 176
4. **Iciçuzape (The Pledge to Achieve)**, Noella Eagle – PE 264
5. **Language Revitalization: The Bigstone Experience**, Monica Crawford and Albert Yellowknee – AH 177
6. **Gift of Language**, Irene Carter, Rosa Whitstone – AH 116
7. **Coining New Words, Elders' Session**, Leo Fox and Blackfoot – AH 117
8. **The Next Generation of Language Speakers**, Desiree Pelletier, Herman Yellow Old Woman and Alvine Eaglespeaker – AH 118

12:00 pm Buffet Lunch

1:00 pm **Keynote Speakers: Narcisse Blood and Ryan Heavy Head**
Learning from Place PE 250

2:00 – 2:20 pm Health Break

2:20 – 3:10 pm Concurrent Sessions 3

1. **Second Language Instruction & Acquisition**, S. Neyooxet Greymorning - PE 250
2. **Elders' Session** – AH 175
3. **State of our Languages**, Dialogue Session C – AH 176
4. **Indigenous Orality**, Daphne McHugh – PE 264
5. **Building Capacity for Community Language Revitalization Work in Your Community**, Melanie MacLean, Miao Sun and Heather Blair – AH 177
6. **Effective Immersion Teaching Methods**, Carolyn Rabbitskin and Anna Whitstone – AH 116
7. **Ekú! Key Points to Consider when Planning for Dene Language**, Val Wood – AH 117
8. **Living in the Solution: Local Language Planning**, Martin Zeidler – AH 118

3:15 pm **Elders' Fireside Chat** PE 250
Concluding Remarks by the Eminent Scholars (Red Crow Community College)
Closing Prayer

Workshop Descriptions

10:10 – 11:00 a.m. Concurrent Sessions 1 (PE Building and Anderson Hall)

1. Second Language Instruction & Acquisition, Dr. S. Neyooxet Greymorning

Theme: Promising Practices

In 1998 Dr. Neyooxet Greymorning began taking action for Indigenous languages by developing a method for second language instruction and acquisition. He first began using this method with his children in 2003, and then began running workshops on its use and applying it at the University of Montana. During the 2008 spring term, students maintained a learning curve of a phrase every two minutes. To date well over 40 Native communities throughout Canada, the U.S. and Australia are currently using this method with remarkable results. His presentation will show results of this innovative approach called Accelerated Second Language Acquisition.

2. Elders' Session, open dialogue session on language matters

3. State of our Languages, Dialogue Session A

Facilitated by well-trained individuals, each round of dialogue occurs within these principles: everyone has understanding, we need everyone's input for best results, everyone will hear and be heard, there are no absolute right or wrong answers, you can change your mind and have fun. Participants will share what is happening within their community, family, or institution on the topic of language revitalization and identify what mechanisms are needed to support working together across our languages.

4. Learning Cree at Blue Quills First Nations College, Kevin Lewis, Lena Lapatack & Charles Houle

Theme: Promising Practices

kâ-nehiyaw kiskinwahamâkiyâhk ote sîpihtakanep, nîso pîtos e-îsih-
kiskinwahamâkiyâhk. ôki kâ-wî-nehiyawecik mitoni miyo-âpacîtâwak ôhi
kâkiskinwahamâcik. nihtâ-nehiyawewak kiskinwahamâkiwak ekwa kwayask
âpacihtâwak nehiyawasinahikiwin, cahkipehikiwin, wayiwihimihk kiskinwahamâwak,
LAMP, MAP, ASLA, PWIM. ekota ekwa kohci-nehiyawewak ekwa kohci-ayamîcikîwak.
ôki mîna âsay kâ-nehiyawecik, wîyawâw ekwa anihî âpacihtâwak
kiskinwahamâkîtâwâw.

The Cree Language Program at Blue Quills First Nations College has grown into two different streams. One stream is for adult learners (kâ-wî-nehiyawecik) and the other is for fluent speakers. There has been research on second language acquisition methodologies and through this process, the Cree Program has successfully integrated the methods into the programs. Subjects such as grammar, morphology, land-based learning, syllabics, LAMP, MAP, ALSA, PWIM are some of the methods used to produce fluent and literate Cree speakers. With all these different types of learning and teaching tools, it keeps the learners active and motivated to really create their own paths to fluency and literacy.

5. Inquiry Based Learning Used to Help Immersion Children Preserve Language and Elders Knowledge, Alvine Mountain Horse Theme: Promising Practices

Learning the language from a book and actually creating the knowledge of the language orally are two ways of learning, but are really quite different from each other. The Blackfoot language is based on concepts and is always contextual and when we try and teach it from a Western English paradigm it makes it difficult to actually achieve the full knowledge of the language. The language is very old and has layered concepts. The use of inquiry based learning and real life experiences contribute dramatically to the overall confidence level of the students as speakers. The experiences complete the picture a little bit more for the students.

6. Doing Our Part in Language Maintenance, Anna McKay, Eileen Thomas & Danny Halcrow Theme: Indigenous Perspectives

To do our part in preserving the Cree language, values, history, traditions, and customs at K-4 Otter Nelson River School, we are: implementing immersion in Kindergarten, Grade 1 & Grade 2, implementing literacy in the second language in Grades 3 & 4, reading and writing using Roman Orthography and Syllabics. In grades 5 to 8, we offer a Cultural Awareness/Cree program that concentrates on the importance of maintaining our language and culture. At Mikisew Middle School, we are teaching the traditions of hunting, fishing, & trapping and reading and writing using Roman Orthography and Syllabics. For grades 9-12 at Otter Nelson River School, we are using Outdoor Education in preserving the Cree language and culture and also teach the traditions of hunting, fishing, & trapping. I believe; to know and understand why it is so important to keep our language and culture. It is our identity. It's ours. The land is where the language originates. The language comes from the land and to preserve the language is to speak it. When we speak our language we keep it alive. Our language is a gift from the Creator.

7. Reading and writing Blackfoot, Celestine Iitsistahkiainihki Twigg & Anna Wells Theme: Promising Practices

Reading and writing Blackfoot will be the emphasis of this workshop. Following the model of the Bridge Reading Program which is a modified English reading program which substitutes pictures for words, I began using this method of teaching reading, writing and comprehension to my students while I was a Blackfoot immersion teacher at the Aahsaopi Elementary School. Since the students were second language learners of Blackfoot I felt that I could adapt this program to teach them to read and write in Blackfoot. Using the same general principle I extended this to writing comics in Blackfoot.

8. Place Names in Cree, Bruce Cutknife Theme: Indigenous Perspectives

All or most of the prominent rivers, lakes, landmarks and settlements are given names in the language of the colonizer. This is done in spite of the fact that there are already names for these places that were given by the original inhabitants. These names are more significant as having some sort of connection to the people. This connection may have a spiritual, cultural or an historical significance as they are often called by the same name by other tribes as well. One of the first acts of Colonization and settlement is naming the newly "discovered" land in the language of the Colonizers or "discoverers". The next step is to change the existing names of the colonized landscape. The process of creating an inventory of local name places is an exercise in

reclaiming Indigenous languages. It also increases understanding of the Indigenous people's relationship to the land. The culmination of this activity is to produce a map with the original Indigenous name places for the rivers, lakes, landmarks and other prominent landscape features.

11:10 – 12:00 p.m. Concurrent Sessions 2 (PE Building and Anderson Hall)

1. Learning Cree Online through Sunchild E-learning, Dorothy Thunder & Mavis Sacher

Theme: Promising Practices

Sunchild E-learning has taken action in developing high-school accredited courses to teach students the Cree language. Through innovative techniques, the Cree language has been digitized and is "kept forever" in an online repository. Lessons include sound bites and interactive features. In addition, students learning online interact with the lessons and produce homework based on sound files. Come see how language can be passed on without ever physically seeing your instructor.

2. Elders' Session, open dialogue session on language matters

3. State of our Languages, Dialogue Session B

Facilitated by well-trained individuals, each round of dialogue occurs within these principles: everyone has understanding, we need everyone's input for best results, everyone will hear and be heard, there are no absolute right or wrong answers, you can change your mind and have fun. Participants will share what is happening within their community, family, or institution on the topic of language revitalization and identify what mechanisms are needed to support working together across our languages.

4. Icičuzape (The Pledge to Achieve), Noella Eagle Theme: Current Research

The Consortium was founded to provide support for Dakota Language Instructors and the 5 Dakota communities to revitalize the Dakota Language. The 5 Manitoba Dakota communities declared Dakota as the official language in 2005. The 5 Dakota Chiefs signed a letter of support for the Consortium to assist the 5 Dakota communities as we currently have no one under the age of 40 who are fluent in the Dakota Language. We had a successful Language Conference in May 2008 that focused on decolonizing our thinking that English is superior to our Dakota Language as we know that Immersion produces speakers and academically do better than their English speaking peers. We had workshops that assisted instructors, parents, and elders to embrace their language. We have a website with our information and posted Dakota Language Instructor meetings that we have quarterly. We are working on posting produced curriculum for classroom teachers. We are a non-profit organization and we are currently working with Enbridge Pipelines for a 5 year Language Project to assist in Immersion Programming and community programming.

5. Language Revitalization: The Bigstone Experience, Monica Crawford, & Albert Yellowknee

Theme: Current Research

This workshop provides one community's experiences of revitalizing their Indigenous language and addresses the question, 'What action has Bigstone taken for their language?' A Cultural Educational Centre has been established for local community resource people and community elders to share their knowledge in craft-making, storytelling and to help facilitate various cultural activities following the seasonal round and other culturally significant teachings. Centre staff, community resource people and elders use the indigenous language to share their skills and knowledge within an immersion process. Various activities are planned for direct interaction; hands-on within the natural environment, reconnecting with the land, and promoting and using local syllabic orthography in developing Sakaw Cree literacy.

6. Gift of Language, Irene Carter, & Rosa Whitstone Theme: Promising Practices

Onion Lake has completed curriculum and accompanying resources to assist in First Nations' Language Immersion Programs for Nursery to Grade 3. Grade 4 to 9 is being developed as bilingual bicultural model. The goal is to complete curricula up to Grade 9 for The Gift of Language and Cultural project. The curriculum guides incorporates the ancestral views of First Nations', follow Saskatchewan Learning objectives and meet the standards set out by the Western and Northern Canadian protocol. The units are organized seasonally and the topics are developed thematically. Thematic topics reflect a second language teaching strategy. The stories and graphics reflect the world First Nations' children inhabit. The information is collected from community historians and language advisors. Information is researched prior to being written for the curricula and supplementary resources are developed to enhance immersion programming. Taking action for Indigenous Languages, is what the Gift of Language project is all about.

7. Coining New Words, Elders' Session, Leo Fox, Kainai Studies Coordinator

Theme: Current Research

I would like to have an actual session with Blackfoot elders and speakers on the coining of new words. I will bring a short list of words in English. I do believe that this relates to the theme 'language revitalization across the learning continuum'.

8. The Next Generation of Language Speakers, Desiree Pelletier, Herman Yellow Old Woman, Alvine Eaglespeaker Theme: Indigenous Perspectives

I co-chaired the first Treaty 7 language symposium along with Herman Yellow Old Woman, the theme of the symposium was, "Give Us Our Language Back". Herman will present the origins of our theme; from the youth perspective it is up to those who speak the language to give it back to the younger generations, not only in school but during ceremonies and in the home. Alvine Eaglespeaker and I will discuss what has taken place in our school since the language symposium and what we want to see in our school within the near future.

1. Second Language Instruction & Acquisition, Neyooxet Greymorning, Professor**Theme: Promising Practices**

In 1998 Dr. Neyooxet Greymorning began taking action for Indigenous languages by developing a method for second language instruction and acquisition. He first began using this method with his children in 2003, and then began running workshops on its use and applying it at the University of Montana. During the 2008 spring term, students maintained a learning curve of a phrase every two minutes. To date well over 40 Native communities throughout Canada, the U.S. and Australia are currently using this method with remarkable results. His presentation will show results of this innovative approach called Accelerated Second Language Acquisition.

2. Elders' Session, open dialogue session on language matters**3. State of our Languages, Dialogue Session**

Facilitated by well-trained individuals, each round of dialogue occurs within these principles: everyone has understanding, we need everyone's input for best results, everyone will hear and be heard, there are no absolute right or wrong answers, you can change your mind and have fun. Participants will share what is happening within their community, family, or institution on the topic of language revitalization and identify what mechanisms are needed to support working together across our languages.

4. Indigenous Orality, Siiputsisaaki, Daphne Crowchief McHugh, Superintendent of Education, Siksika Nation**Theme: Indigenous Perspectives**

This session will examine how western pedagogy can impact the nature of indigenous languages and through that, indigenous knowledge constructs. Two forms of orality; Primary and Residual orality will be discussed along with 10 key Aspects of the psychodynamics of Orality (Ong, 2002) using Siksika language as case study.

5. Building Capacity for Community Language Revitalization Work in Your Community, Melanie MacLean, Miao Sun, Heather Blair, CILLDI Coordinator University of Alberta, CILLDI Teaching Assistant University of Alberta Professor, University of Alberta**Theme: Policy and Planning**

The foundational principles for language revitalization can be used in your community to retain and restore your language as a healthy and robust living reality. Each community needs to think through their own situation and plan for language renewal efforts. In this presentation we will present some of the key elements of language revitalization work from current research and assist you in thinking through what resources you have in your community, what you need, and how you and your community members might gain some of the kinds of expertise and build the capacity to do the intensive work of language revitalization. In this session participants will map out a mini language plan for their community or context.

6. Effective Immersion Teaching Methods, Carolyn Rabbitskin, Curriculum Connections Giff of Language Immersion Project & Anna Whitstone, Immersion Teacher- Kihew Waciston School, Onion Lake Cree Nation

Theme: Promising Practices

In this presentation, the Onion Lake Immersion Teacher and the Giff of Language and culture Immersion Curriculum Connections consultant will present Cree resources for nursery to grade 3, effective immersion teaching methods, teaching and resource development ideas, and present methods to connect the curriculum and resources to the classroom. Teaching resources can be accessed from the website <http://www.giftoflanguage.ca>

7. Ekú! Key Points to Consider when Planning for Dene Language, Valerie Wood, Dene Language Activist

Theme: Policy and Planning

This presentation will focus on the perspective gained from the experience of the Daghida Project as well as other short term projects including discussions that took place at the 2008 Dene Languages Conference. How does using a community development approach to language revitalization add to the movement? What are the main challenges and what strategies can we engage to overcome the challenges?

8. Living in the Solution: Local Language Planning, Martin Zeidler, Student: 1st Year Doctoral Program, Elementary Education- Indigenous Language and Literacy

Theme: Policy and Planning

This practical dialogue-based session works towards articulating and empowering community language activists to build momentum in the direction of language revitalization programs local to its community of speakers. Two notable cases of successful initiatives and subsequent decolonizing efforts have taken place in Hawai'i (Papahana Kaiapuni) and New Zealand (Kohanga Reo) where language activists have taken back indigenous control of planning practices following decades of linguistic and cultural erosion. Examples will be shown. Through grass roots activism, localized language planning underpinned by indigenous epistemologies and worldviews, these efforts have positively contributed to strengthening indigenous identity and weakening the lingering cultural legacies left by oppressive colonial practices. Suggestions for how your community can start to live out the solutions.

Keynote Speakers' Biographies



Andrea Bear Nicholas, Department of Native Studies Professor and Chair of Studies in Aboriginal Cultures of Atlantic Canada (1993) BA (Colby), BEd (STU), MEd (Orono)

Andrea Bear Nicholas is a Maliseet from Tobique, New Brunswick and Chair in Native Studies at St. Thomas University, Fredericton, New Brunswick. She has published on various topics including treaties, language, education, women's issues, and history. Since becoming Chair in 1993 she has developed the first university based Native Language Immersion Teacher Training Program in North America, and has become involved nationally in the struggle for Indigenous language rights. As well, she is working with a committee of her people to develop and research ethics protocol, and she frequently serves as an expert witness in court cases involving her people. Currently she is working on two large projects-- one, to edit and publish a huge collection (over 5000 pages) of stories in the Maliseet language, and the other to research and publish documentary histories of five Maliseet communities also in the Maliseet language.

Dr. Barb Laderoute, Consultant/Pi-Atawî Works Ltd.

I am a Cree Métis from the Gift Lake Métis Settlement. I am a researcher; an educational consultant; elementary school teacher; and I have worked as a school principal and sat on numerous committees and am currently self-employed and work from a home based business. I completed my doctorate in Elementary education (2005) and my dissertation is



titled: "Nîhiyaw Awasak: Validating Cree Literacies." I was honored with a two year national research award by the Social Sciences Humanities Research Grant committee as well as the Andrew Steward Memorial Prize by the University of Alberta for research which could be recognized internationally. I am breaking new ground as a researcher and I have

redefined literacy for my dissertation work which allows us to recognize different forms of literacy from the Indigenous community. I am pursuing publication of my dissertation work.

Narcisse Blood, Red Crow Community College



Narcisse Blood, Ki'naksaapo'p, litsitssko'pa is recognized as an Eminent Scholar (K.Ph.D.) by Red Crow Community College. He is also an litsitssko'pa (emplaced-for-a-reason or Elder) for their SSHRC-sponsored Tsinikssiistsi Project. Blood currently teaches for the Kainai Studies program, the Department of Education at Lethbridge University, and the International Indigenous Studies Department at the University of Calgary. He has principal transfer rights in the Niitsitapi knowledgedisciplines litskinaiksi and Ninnaimskaiksi.

Ryan Heavy Head, Director of Kainai Studies, Red Crow Community College



Ryan Heavy Head, Akáyo'kaki, is coordinator of the Kainai Studies Program at Red Crow Community College. He also works as a Kainai Studies instructor, and as Ai'sopowahtsi'si (*asking-questions*, or "principal researcher") for a number of projects ongoing within this program. Heavy Head holds a Masters degree in cultural anthropology from the University of Lethbridge, and principal transfer rights in the Niitsitapi knowledge discipline of liaohkiimiiksi.

Presenters' Biographies

Heather Blair, Professor, University of Alberta, Edmonton, AB

Heather Blair teaches Indigenous languages policy and planning at the University of Alberta.

Irene Carter, Site Coordinator, Gift of Language Immersion Project, Onion Lake Cree Nation, SK

Irene is Cree from Onion Lake Cree Nation and is a grandmother, wife and mother. She obtained her Bachelor of Education degree from the University of Saskatchewan in 1998 and taught English for 2 years and in the Cree Immersion Program for 3 years. She has been involved with the development of curricula in the Gift of Language and Culture Project since 2003. Irene attributes the strength in the development of curricula in our language to the dedication and healthy spirits of the Gift of Language team, teachers and parents of the Cree Immersion program at Onion Lake, SK.

Monica Crawford, Cree Language Teacher, Bigstone Cree Nation, AB

Monica Crawford has taught for more than 13 years with BCN and with program administration at the junior and senior high school level. She started her teacher education at the U of C but ended up receiving her BEd from the U of A (1990). She began her career in the field of adult education and moved into teaching in a K-12 school within her home community. In the past six years she has been teaching Cree at the Division 1 level and has the additional task of developing Sakaw Cree Language material. Monica was born and raised in Wabasca. She is fluent in the Sakaw Cree language. Monica started her teaching career in the provincial public school system with different school districts and in adult education.

Bruce Cutknife, Head of Cree Studies, Maskwachees Cultural College, AB

I am a member of the Samson Cree First Nation and have worked within the Cree Language, Culture, Education and the Audio Visual field since 1976. I was part of the Living History of Hobbema program which videorecorded and interviewed local Elders from 1976 to 1987. During the 1980's I worked with assigned Elders to research, compile and record the Cree language. The Plains Cree Syllabic program was also part of this program. I went back to University in the 1990's and received my B.A. in History/ Native Studies from Augustana University in 1997. I went back to work on my Masters and am now doing the thesis portion of the program.

Noella Eagle, President/Founder Dakota Iapi Teunhindapi Consortium, Pipestone, MB

Noella Eagle has been involved in First Nations Education for 25 years from classroom teacher to Education Director. Noella is the President/Founder of the Dakota Iapi Teunhindapi Consortium to address the current state of the Dakota Language in the province of Manitoba. Noella Eagle is from the Canupawakapa Dakota nation located in Southwestern Manitoba and daughter of Jean Eagle and Jerome Yuhaha. Noella is the mother of two sons. Noella is currently finishing her Masters in Education Administration. Noella enjoys reading, beading and attending and participating in pow-wows in Canada and the United States.

Alvine Eaglespeaker, Siksika Nation, AB

Alvine Eaglespeaker is the language instructor at Siksika. She has worked with the Calgary School Board for close to 18 years. She is a current society member.

Leo Fox, Kainai Studies Coordinator, Kainai Board of Education, Blood Reserve, AB

Since 2005, Leo Fox has been the KBE Kainai Studies Coordinator. Prior to that, he was the principal of the Aahsaopi Elementary School for 17 years. He has helped to publish four Kainai Elders' books, an alcohol and drug abuse program book and a Blackfoot language handbook. Leo has also assisted with Alberta Education publications such as Aboriginal Studies 10, 20, 30 and has been involved in the programs of study for Blackfoot language and culture. Leo is a Kainai from the Blood Reserve.

Neyooxet Greymorning, Professor, University of Montana, MT

Dr. S. Neyooxet Greymorning holds joint positions in Anthropology and Native American Studies at the University of Montana since 1994 and has researched language issues among Indigenous peoples of Australia, Canada, Colombia S.A., New Zealand, and the United States. Professor Greymorning's academic career started at the University of Alberta where, from 1988 to 1992, he taught courses on linguistics, comparative Indian legislation and aboriginal self-government while writing his doctoral dissertation on "Indigenous Peoples and the Ethnocentrism of the Courts."



Professor Greymorning has also lectured as a visiting scholar at Southern Cross University in Australia, 1997, 1999, 2003 & 2007, and from 2001-2002 served as the Acting Director of the Indigenous Governance Programs at the University of Victoria in British Columbia. In his work toward Native language restoration and maintenance, Neyooxet serves as the Executive Director of Hinono'eitiit Ho'oowu' (Arapaho Language Lodge) in Wyoming, a position that has been instrumental in his developing a break-through method for second language instruction and acquisition called Accelerated Second Language Acquisition (ASLA). Professor Greymorning has been named three times to Who's Who Among America's College and University Teachers (1999, 2004, 2005).

Danny Halcrow, Outdoor Education Instructor/Senior Years Otter Nelson River School-Cross Lake, MB

tânisi nîna ôma Danny Halcrow. I am from the Pimicikamâk Cree Nation, Cross Lake, Manitoba. A happily married man of twenty-three years, blessed with ten children-five boys and five girls, and a grandfather of one. I have been in education for eight years with the Cross Lake Education Authority. I teach Outdoor Education at Otter Nelson River School for grades ten to twelve. It is with pride that I pass on the traditional way of life and language to our younger generation as it was passed on to me by my parents and most of all from my grandfather.

Charles Houle, Instructor, Blue Quills First Nations College, Blue Quills Reserve, AB

Charles Houle is Metis from the Calling Lake, Wabasca area who is proud of his two grandsons, one granddaughter, and his daughter. His area of expertise is syllabics and has many years of experience working in grade schools, junior/senior high schools, and adult education courses. Currently Charles is at the Blue Quills First Nations College and is an Indigenous Resource Intern as well as a Syllabics Instructor. Charles enjoys art and playing his guitar.

Celestine liisisttahkaiainihki Twigg, Kainai High School Teacher, Blood Reserve, AB

liisisttahkaiainihki has taught for 14 years. Three of those years she was as an immersion teacher at the Aahsaopi Elementary School. She is a member of Kainai First Nation and is currently a teacher at the Kainai High School. She was raised by her maternal

grandparents and learned most of her traditional knowledge from Mookakin and Poona Weasel Head.

Lena Lapatak, Registrar & Instructor, Blue Quills First Nations College, Blue Quills Reserve, AB

Lena Lapatak is a member of the Saddle Lake Cree Nation. She is employed with Blue Quills First Nations College as the Registrar and assists in the Cree Language Program. She teaches CREE 100 in the Cree Language Program and University Programs.

Kevin Lewis, Cree Language Program Coordinator/Instructor, Blue Quills First Nations College,

Kevin Lewis is a member of the Island Lake First Nation, Saskatchewan. Kevin is the Coordinator of the Blue Quills First Nations College Cree Language Program. He enjoys teaching Cree indoors, outdoors, rain or shine. He is also currently working on completing a Masters in Education on Aboriginal Language and Literacy.

Melanie MacLean, CILLDI Coordinator, University of Alberta, Edmonton, AB

Melanie MacLean is a Métis Educator from Saskatchewan currently working on her doctorate in Language and Literacy at the University of Alberta. Melanie is the coordinator of the Canadian Indigenous Languages and Literacy Development Institute

Anna McKay, Cultural Awareness Teacher, Grade 5 to 8, Mikisew Middle School – Cross Lake, MB

tânisi nîna ôma Anna McKay. I was born and raised in my community of Cross Lake known as Pimicikamâk Cree Nation. I was blessed with five children and five grandchildren. I am soon to be married and will extend my family in welcoming my two stepsons. I have worked in my community for 13 years; 7 of those years were as a Cultural Awareness teacher. The importance of traditional/cultural programs encourages me to strive harder to educate our future generation the values and teachings of our old but yet effective ways. I graduated from BUNTEP at Brandon University in 1994. Currently, I am in the process of completing a graduate diploma this summer and plan to pursue a Masters in Education.

Alvine Mountain Horse, Teacher/ Blackfoot Language teacher, Kainai Board of Education, Blood Reserve, AB

Alvine Mountain Horse was raised by her grandmother, Annie Mountain Horse who influenced the path she has journeyed on as a spiritual grandmother herself and as an educator. Her grandmother's teachings have greatly impacted her passion to bring Blackfoot knowledge into her classroom through the means of experiential inquiry and by taking students out on the land. Alvine develops curriculum that honours Blackfoot ways of knowing. Alvine received both her undergraduate and graduate degrees from the University of Lethbridge and has been employed with the Kainai Board of Education, Blood Reserve, for many years. She has taught the Blackfoot language as an option class, Blackfoot Immersion, and as a translator for the Blackfoot Immersion Curriculum.

It was during the time she taught the grade four Blackfoot Immersion class, that she and her students worked on a project titled 'Nitsitapiisinni - Stories and Spaces: Exploring Kainai Plants and Culture' www.galileo.org/plants/kainai with mentors from the Galileo Educational Network at the University of Calgary. More recently she and her students from the Tatsikiisaapo'p Middle School and Kainai High School and mentor from Galileo Educational Network launched their most recent website on February 18, 2009. The title of the website is 'Mokakioyis – Wisdoms sits in place' www.galileo.org/initiatives/moka-meyo She is a present member of the Maoto'kiiksi (Buffalo Women's Society), a past member of

the litskinaiksi (Horn Society), and the Ninaimskaiksi (Thunder pipe Bundle Holder), both of which she joined with her husband Narcisse Blood. Alvine's knowledge is derived from these societies and her fluency with the Blackfoot language.

Desiree Pelletier, Teacher, Siksika Nation, AB

Desiree Pelletier is originally from Saskatchewan and is Cree/Ojibwa from the Sakimay Band. She has taught in Siksika for six years. Desiree is also a master's student at the University of Lethbridge.

Carolyn Rabbitskin, Curriculum Connections, Gift of Language Project, Onion Lake, SK

Carolyn is Cree from Big River First Nation. She shares her life with Ralph Morin & has 4 grown children, Dabney (TJ Warren), Summer, Jedner & Douglas. She has also been blessed with a granddaughter Omiyosiw Warren (who is 2 years old & is learning two languages, Cree and Dene-Navajo). Carolyn obtained her Bachelor of Education Degree from the University of Saskatchewan in 1992 & has taught for 20 years, many years teaching instructional Cree, several years in English speaking classrooms, 6 years high school & 2 years in the Cree Immersion Program in Saskatoon. Carolyn has always been a strong advocate for the Cree language & culture, has been involved in language for many years, in classrooms & in committees. Carolyn started her involvement in the development of Curricula in The Gift of Language and Culture Project in the fall of 2007. She started as a unit developer and is now the Curriculum Connections consultant.

Mavis Sacher, Administrator, Sunchild E-Learning, Sunchild Reserve, AB

Mavis Sacher has been involved with curriculum conversion into the digital medium since the inception of online schooling over 10 years ago. Her background in educational technology combined with instructional design practices incorporates various learning styles into lesson creation. Presently as the Principal of Sunchild E-learning, she is extremely excited about the Cree 10, 20, and 30 program made available to their students through innovation in E-learning practices.

Siiputsisaaki, Daphne Crowchief McHugh, Superintendent of Education, Siksika Nation, AB

Daphne is currently the Superintendent of Education for the Siksika Nation but has been in the education system for 19 years serving as a special education teacher, vice principal, acting principal and Assistant Superintendent. She is originally from the Siksika Nation. Daphne has a Bachelor of Education Degree majoring in elementary education with a minor in special education (University of Calgary) and a Masters Degree in Educational Leadership/Administration (University of San Diego). Daphne is currently pursuing a Doctorate of Education at the University of Calgary. Daphne has strong cultural ties with Siksika traditions. Daphne and her family take part in the annual Siksika Sun Dance. She has been blessed with a wonderful husband, Trent and three beautiful children, Jade, Jocko and Zachary and two grandchildren, Kerisa and Mikayla who love her and make her life complete.

Miao Sun, CILLDI Teaching Assistant University of Alberta, Edmonton, AB

Miao Sun is a doctoral student at the University of Alberta focusing on dual language acquisition.

Eileen Thomas, Cree Language Coordinator/Elementary, Otter Nelson River School, Cross Lake, MB

tânisi pimicikamâk nistam itaskânesiwîn nîna ohci ôte mânitô ite kâkî anwepit peyak nâpesis nikî minokowisin mîna nistiwak nôsisimak. mâmaw kekâc mitâtat askiy âsay Cross Lake Education Authority nitatoskawâwak tepakôp askiy School District of Mystery Lake,

Thompson Manitoba. ewako ôma mekwâc kâ itatoskeyân nistam e mâcîtanîwâk ôma Cree Language Coordinator kâ icikâtek kâ apisîsicik awâsisak nîna kâ kanawâpimikowân kâ isi kiskinwâhamâcîk isko tepakôp kâ itâtwâskînecîk nânâkâc isi aniki kotakiyak ta ati tôtamwak wîstawâw. ekote ôte masinayakanisa kâkî kaskîtamâson nistam mâwac Brandon University anima Bachelor of General Studies ekwa Bachelor of Education IV kâ icikâteki mîna Bachelor of Arts-Cree Linguistics nete ohci Saskatchewan Indian Federated College kaki icikâtek. Hello I am from Cross Lake First Nation, Manitoba. I was blessed with one son and three grandchildren. It is going on to nine years now that I have worked for the Cross Lake Education Authority and seven years with the School District of Mystery Lake in Thompson, Manitoba. This is my first year in the Cree Language Coordinator position. I look after the immersion program from nursery to grade 2 and in the next two years, extended into grades 3 and 4. I have a Bachelor of General Studies and Bachelor of Education degrees from Brandon University. I have also attended and graduated from Saskatchewan Indian Federated College with a Bachelor of Arts majoring in Cree Linguistics.

Dorothy Thunder, Teacher, Faculty of Native Studies, University of Alberta

tânisi Dorothy Thunder nitisîyîhkâson, niya nehiyawiskwew Little Pine First Nation, Saskatchewan ohci. kahkiyaw kitatamiskâtînâwâw. Hello, my name is Dorothy Thunder. I am a Plains Cree woman from Little Pine First Nation, Saskatchewan. I greet all of you. I completed the Bachelors of Arts degree in Native Studies at the University of Alberta in April 2002. I began teaching introductory Cree as a sessional instructor at the Faculty of Native Studies in September 2002. I enjoy teaching the Cree language and having the great opportunity to meet so many wonderful students.

Anna Wells, Kainai Board of Education Teacher assistant/ Language instructor

Anna Wells is a staff member of the Kainai High School. She is a teacher assistant and has been employed by the Kainai Board of Education for 17 years. She is a Blackfoot language instructor and has taught the language from a second language perspective.

Anna Whitstone, Immersion Teacher, Kihew Waciston School, Onion Lake Cree Nation, SK

Anne Whitstone is from the Onion Lake Cree Nation. She received her Early Childhood Development Certificate in 1988, a BEd Degree in 2004 and is currently working on her BA degree and will be graduating in November of this year. Anne has two grown sons and is a grandmother of four grandchildren. She has taught for five years, one year in a split class, two years in Kindergarten and two in Nursery immersion. She is fluent in Cree and also likes to sew pow-wow outfits in her spare time. She is an active volunteer community member of her reserve. Anne's passion is working with small children in her community.

Rosa Whitstone, Ordering & Production Coordinator, Onion Lake Cree Nation, SK

Rosa is a Cree from Onion Lake Cree Nation, a grandmother and a mother. She has a certificate in teaching languages, has worked in the schools for 10 years, from 2003 with the Gift of Language project.

Valerie Wood, Dene Language Activist, Saddle Lake Cree Nation, AB

Valerie became involved in Dene Language Activism when she was introduced to Linguistics while studying for her B.A. at the University of Alberta in the early 90's. She completed her degree in 1994 with a major in Anthropology and a minor in Linguistics. After leaving university, she maintained her interests in Dene language research with the support and encouragement of Dr. Sally Rice and in 1999 they applied for and were successful in obtaining a CURA grant to support the Daghida Project. The Daghida

Project, where Valerie fulfilled the role of coordinator, was funded for a period of 5 years and included a wide range of activities including linguistic research, researching best practices for teaching and learning indigenous language, researching best practices for language revitalization strategies, developing and implementing language revitalization activity at the community level. In addition to the Daghida Project, Valerie also did some short term projects: 1) coordinating a project with First Voices (2006) and 2) coordinating a summer camp program for 2 consecutive years -2005, 2006. In 2008, she was Conference Coordinator for the Dene Languages Conference which was hosted by Cold Lake First Nations. Valerie also has considerable experience in Child & Youth Care and is currently employed as Director for Wahkohtowin Child Care Society, the Delegated First Nation Agency for Saddle Lake Cree Nation.

Herman Yellow Old Woman, Council Member, Siksika Nation, AB

Herman Yellow Old Woman is currently a council member of Siksika. He was Siksika's Blackfoot language instructor two years ago. He was working the other language instructors in Siksika with the phraseolator. He was a society member.

Albert Yellowknee, oskapew (Elder) Resource Person, Bigstone Cree Nation, AB

Albert Yellowknee has worked 13+ years with BCN in the area of building maintenance for the Education Authority. Within the last two years he's been working at the newly developed Kapaskwatinak Cultural Educational Centre as a Maintenance Support person for the Centre but has a definite role as a resident Elder Resource. He works directly with the language program and is a facilitator for the cultural component. Albert was born and raised in Wabasca and is fluent in the Sakaw Cree language. He is an Elder in training and refers to himself as an oskapew or as an apprentice. He is an honored and respected Elder by many people in the community.

Martin Zeidler, Doctoral Student, Elementary Education, Indigenous Language and Literacy, University of Alberta, Edmonton, AB

Martin is a Second Language (French/German) teacher from his undergraduate degree with a follow-up M.Ed. in Second Language acquisition/methodology. His core teaching experiences have been spent in cross-cultural contexts in South Korea and Taiwan contributing as a post-graduate English lecturer, a public school teacher trainer of EFL methodology as well as high school French and English Foreign Language instruction. Upon returning to Canada in 2006, Martin spent two years in Thompson, Manitoba becoming aware of and engaged in exploring issues of cultural identity and decolonization through the lens of indigenous language revitalization.

Symposium notes:

**The Alberta Provincial Indigenous Language Symposium
“Taking Action for Indigenous Languages”
Planning Committee acknowledges the generous support of the
following sponsors:**

Adult Learning Knowledge Center (AdLKC)

Aboriginal Learning Knowledge Centre Animation Theme Bundle 3
Aboriginal Languages (AbLKC)

Alberta Education International Languages Department

Canadian Indigenous Languages and Literacy Development Institute,
University of Alberta

First Nations Adult and Higher Education Consortium (FNAHEC)

University of Lethbridge Dean of Arts

University of Lethbridge President's Office

University of Lethbridge Faculty of Education

