



# Yukon First Nations K–12 Language **Action Plan**

*We Are Our Language*



FNEC  
*"Holding up our dreams"*



YUKON  
FIRST NATION  
EDUCATION  
DIRECTORATE



First Nation  
School Board

## Framework into Action

This *K-12 Action Plan* was developed around the 2023 report, *Yukon First Nations K-12 Language Framework*, which sets the context and foundation around which we can effectively plan and set a course forward. The *Framework* provides an overview of Yukon First Nations language history, the current state of language, legislation, policies, authorities and what's been heard — both historically and recently.

Both past and present findings point to the declining capacity of language teacher availability and, hand-in-hand, the low levels of First Nations fluency among K-12 students. As the *Framework* is instrumental in the creation of this *Action Plan*, they share the same foundational goals: 1) Creating “Inspired K-12 Language Learners” and 2) Developing “K-12 Language Personnel Capacity.” The overarching strategy is to improve teacher capacity in order to expand student capacity for learning. This *K-12 Action Plan* takes this strategy and expands it into specific actions, tailored to best fit local First Nations, communities and school authorities.

## We Are Our Language

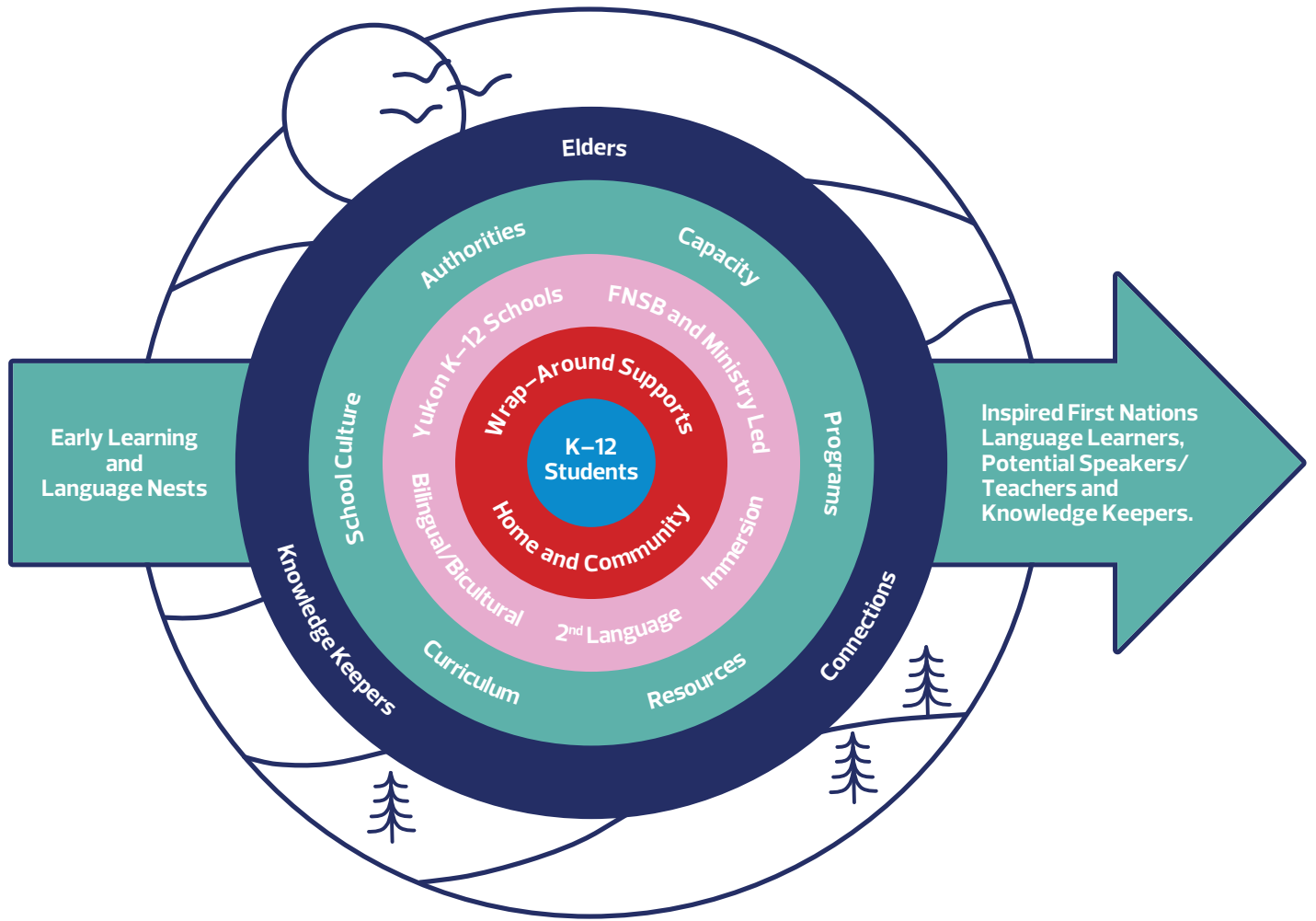
<b>Diiginìk tr'iinlii</b>	Gwich'in
<b>Dihenjìk tr'inlay</b>	Hän
<b>Kudzāge lēts'et'e</b>	Kaska
<b>Dàyumnjī ech'l</b>	Northern Tutchone
<b>Dakwānjē nìich'e</b>	Southern Tutchone
<b>Dākwanjē' it'ē</b>	Tagish
<b>Hā yū -x'at' ángix</b>	Tlingit
<b>Nee'aaneeg ts'iilij</b>	Upper Tanana



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# K-12 Yukon First Nations Education Model



# K-12 Language Vision, Goals and Priorities

## K-12 Language Vision

Our students are excelling in both worlds. They are rooted with fluency in their traditional language and knowledge of their culture and history, confidently living side-by-side with others, in a multilingual and multicultural society.

Our students have the opportunity to achieve language fluency; to acquire cultural competencies that are grounded in our stories, traditional ways and land-based learning opportunities that teach respect for self, others and the land.

## K-12 Language Goals

### 1. Inspired Language Learners

First Nations students are graduating with increasing fluency levels and pride in their Ancestral languages and cultures.

### 2. Strong First Nations Language Personnel Capacity

Qualified, fluent First Nations language personnel are available to fill all language-related positions needed to support K-12 First Nation language learning throughout Yukon.

## Priorities

Legislation / Policy

Programs / Curriculum / Resources

Communities / Connections / Supports

# Goals, Measures of Success and Priorities

## Goal 1: Inspired Language Learners

At a minimum, our Language Learners will have the opportunity to experience an education grounded in Yukon First Nations traditional ways and language that leads to an appreciation for their language and culture, and a desire to continue learning and to share with future generations.

### Measures of Success

- Increase in numbers and fluency of students in First Nations K-12 language/culture programs.
- Increase in number of graduates continuing their language/culture learning journey.
- Increase in presence and participation of Elders, Knowledge Keepers and communities in schools.
- Eventual increase in First Nations language fluency and traditional knowledge level of children entering Kindergarten.

## Goal 2: Strong First Nations Language Personnel Capacity

All language teacher positions throughout the K-12 system will be readily filled and their services available for students, families and communities to learn First Nations languages and traditional ways.

### Measures of Success

- Decrease in number of unfilled First Nations K-12 language/culture teachers and supporting positions.
- Increase in number of K-12 students and graduates enrolled in language/cultural learning.
- K-12 First Nations languages and cultural programming is growing and thriving.
- Increase in adult language teacher training program opportunities and enrolments.
- Increased in presence and participation of Elders, Knowledge Keepers and communities in schools.

## Priorities

### Legislation/Policy

Legislation is the process of creating and enacting laws through a governing body. It may be used to allow, grant, restrict, authorize, regulate, and/or provide. Policies refer to plans of action with guidelines and expectations that can influence the future of ongoing supports, language learning and use.

### Programs/Curriculum/Resources

The acquisition and development of appropriate environments, mediums and resources can increase the capacity for inspired First Nations language learning and teaching experiences.

### Communities/Connections/Supports

Language revitalization depends on the combined efforts of students, educators, Elders, Knowledge Keepers, governments, families, communities and partners. All are major players in the realization of the vision and goals within this Action Plan.





# Overview: Yukon First Nations K-12 Language Action Plan

## GOAL 1: Inspired Language Learners

Yukon First Nations students are graduating with increasing fluency levels and pride in their Ancestral languages and cultures.

OBJECTIVE	PRIORITIES
1 Establish a plan, with attached long-term funding, focused on increasing K-12 students' First Nations language and culture learning opportunities.	Legislation and Policy
2 Identify needs and develop resources and capacity supports for the quality delivery of K-12 First Nations languages and culture.	Programs, Curriculum, and Resources
3 Collaborate with partners for the realization and continuation of successful outcomes of K-12 "inspired language learners".	Communities Connections, and Supports

## GOAL 2: Strong First Nations Language Personnel Capacity

Qualified, fluent Yukon First Nations language personnel are available to fill all language-related positions needed to support K-12 First Nations language learning throughout the Yukon.

OBJECTIVE	PRIORITIES
1 Establish a plan focused on increasing the number of qualified language personnel available to support K-12 language-related positions.	Legislation and Policy
2 Identify needs and develop resources and capacity supports for the recruitment, training, hiring and retention of K-12 First Nations language-related personnel.	Programs, Curriculum, and Resources
3 Collaborate with partners in initiatives supporting First Nations, K-12 language-related personnel capacity building.	Communities, Connections, and Supports

# Goal 1: Inspired Language Learners · Objective 1

Establish a plan, with attached long-term funding, focused on increasing K-12 students' First Nations language and culture learning opportunities.

**Priority**  
Legislation & Policy

## Strategies

To be considered by each local First Nation, School Authority and Community

## Timeline and Deliverables

Short (immediate or < 1 year), Medium (1 to 3 years), and Long (> 3 years)

### 1. Review and consider existing language authority

- |  |  |
|--|--|
| <p><b>A.</b> Consult with First Nations language partners and authorities in regard to advocacy for:</p> <ol style="list-style-type: none"> <li>1. New legislation, with supporting bodies as decided, designating Yukon's 8 First Nations languages as official languages.</li> <li>2. A review of Yukon's Education Act as pertaining to First Nations languages with the development of supporting policies and funding levels, as determined, to advance First Nations K-12 language/culture education.</li> </ol> | <p><b>TIMELINE</b><br/>Medium</p> <p><b>DELIVERABLE</b><br/>First Nations make decision in regards to First Nations official language status in Yukon; and need for a Review of Education Act with development of supporting policies and funding.</p> |
| <p><b>B.</b> Create a clear authority schematic for Yukon First Nations K-12 language capacity, delivery, curriculum/resources, support and funding (e.g., Who does What?)</p>   | <p><b>TIMELINE</b><br/>Short</p> <p><b>DELIVERABLE</b><br/>Outline K-12 First Nations language capacity and clarify planning authority.</p>  |
| <p><b>C.</b> Ensure that all Yukon First Nations languages have a developed, locally-approved curriculum for credit assignment at the grade 10, 11 and 12 levels.</p>  | <p><b>TIMELINE</b><br/>Short-to-Medium</p> <p><b>DELIVERABLE</b><br/>Language credit for First Nations languages in secondary school.</p>  |

## Strategies

To be considered by each local First Nation, School Authority and Community

## Timeline and Deliverables

Short (immediate or < 1 year), Medium (1 to 3 years), and Long (> 3 years)

### 2. Develop and support First Nations language plans

<p>A. Designate/hire a First Nations K-12 Language Action Plan Navigator to guide, further develop, implement and lead evaluations of the Yukon First Nations K-12 Language Action Plan.</p>	<p><b>TIMELINE</b> Short</p> <p><b>DELIVERABLE</b> Oversight of language plan.</p>
<p>B. Prioritize the actions/strategies within the K-12 Language Action Plan.</p>	<p><b>TIMELINE</b> Short</p> <p><b>DELIVERABLE</b> Development of a progressive plan.</p>
<p>C. Consult with First Nations and authorities in regard to the need for, and development of:</p> <ul style="list-style-type: none"> <li>• The creation of policy guaranteeing the language rights of Yukon First Nations students in terms of accessibility, hours of instruction, curriculum and resource capacity and funding.</li> <li>• The creation of policy regarding the use of Traditional Knowledge in school curriculum, resources and classroom interactions.</li> <li>• The creation of policy in regards to First Nations copyright and intellectual property rights.</li> </ul>	<p><b>TIMELINE</b> Medium</p> <p><b>DELIVERABLE</b> First Nations K-12 Language/Culture Policy Development</p>
<p>D. Encourage and support each local First Nation in the creation of their own community First Nations K-12 Language Strategy and supporting policies.</p>	<p><b>TIMELINE</b> Medium</p> <p><b>DELIVERABLE</b> First Nations' K-12 Language strategies/policies.</p>
<p>E. Develop a plan for the acquisition/development, localization, implementation and support of Yukon First Nations K-12 language curriculum, resources and community promotion.</p>	<p><b>TIMELINE</b> Medium and ongoing</p> <p><b>DELIVERABLE</b> Local, decolonized language resource plan.</p>
<p>F. Acquire long term, predictable and sustainable Federal and Territorial government funding for Yukon First Nations K-12 language authorities' costs of the acquisition/development, localization, implementation and support of Yukon First Nations K-12 language curriculum, resources and community promotion.</p>	<p><b>TIMELINE</b> Medium and ongoing</p> <p><b>DELIVERABLE</b> Local, decolonized language resources.</p>

# Goal 1: Inspired Language Learners · Objective 2

Identify needs and develop resources and capacity supports for the quality delivery of K-12 First Nations languages and culture.

## Priority

Programs, Curriculum, and Resources

### Strategies

To be considered by each local First Nation, School Authority and Community

### Timeline and Deliverables

Short (immediate or < 1 year), Medium (1 to 3 years), and Long (> 3 years)

## 1. Identify resource and capacity needs for the quality delivery of K-12 First Nations languages and culture

- |  |  |
|--|--|
| <p><b>A.</b> Conduct an environmental scan of every Yukon school for current state of First Nations language education. Determine language/culture and create an inventory of strengths, needs and priorities.</p>   | <p><b>TIMELINE</b><br/>Short</p> <p><b>DELIVERABLE</b><br/>Inventory of schools' First Nations language strengths, needs and priorities.</p> |
| <p><b>B.</b> Determine technology needs, such as computers, language-specific keyboards and program fonts to support digital language communication, online dictionaries and language learning in virtual immersive experiences.</p>                                       | <p><b>TIMELINE</b><br/>Short</p> <p><b>DELIVERABLE</b><br/>Digital language capacity.</p>  |
| <p><b>C.</b> Conduct a baseline assessment survey with school staff, students and community to determine the school's sense of belonging, support and access to First Nations language and culture in order to better measure future progress.</p>                         | <p><b>TIMELINE</b><br/>Short</p> <p><b>DELIVERABLE</b><br/>Baseline measure for initiatives.</p>   |
| <p><b>D.</b> Provide each school staff and community with a "Think Tank" day to determine how to best increase and support First Nations language use in schools, with home and community support.</p>   | <p><b>TIMELINE</b><br/>Short</p> <p><b>DELIVERABLE</b><br/>Local language strategies.</p>  |
| <p><b>E.</b> Consider program options and capacity for each school in terms of language learning models (local language nests, second language, blended, bilingual/bicultural, intensive, immersion, land-based, curriculum infusion/relational).</p>                      | <p><b>TIMELINE</b><br/>Medium</p> <p><b>DELIVERABLE</b><br/>Schools with language program options.</p>                                       |
| <p><b>F.</b> Initially decide upon one or two pilot schools to implement new First Nations language delivery model(s) and curriculum model(s) and develop plan with community, school, Elders and language authorities. Evaluate short, medium and long-term outcomes.</p> | <p><b>TIMELINE</b><br/>Medium</p> <p><b>DELIVERABLE</b><br/>Schools that are ready to pilot new language program/curriculum.</p>             |

## Strategies

To be considered by each local First Nation, School Authority and Community

## Timeline and Deliverables

Short (immediate or < 1 year), Medium (1 to 3 years), and Long (> 3 years)

<p><b>G.</b> Investigate timetable options for the inclusion of more, and longer, periods of time for sustained, flexible language learning.</p>	<p><b>TIMELINE</b> Short</p> <p><b>DELIVERABLE</b> Increased use and exposure to language.</p>
<p><b>H.</b> Determine the need, and plan for land-based learning centers in each community for optimum student learning and Elder experiences.</p>	<p><b>TIMELINE</b> Medium</p> <p><b>DELIVERABLE</b> Increased use and exposure to language.</p>
<p><b>I.</b> Investigate the option of student access to distance language courses through Aurora Virtual School and others.</p>	<p><b>TIMELINE</b> Short</p> <p><b>DELIVERABLE</b> Increased use and exposure to language.</p>
<p><b>J.</b> Investigate the availability, possible use and development of Introductory Online/App Language courses in all 8 languages for student use in relation to curriculum needs.</p>	<p><b>TIMELINE</b> Short</p> <p><b>DELIVERABLE</b> Increased use and exposure to language.</p>

## 2. Develop resource and capacity needs for quality instructional design of K-12 First Nations languages and culture

<p><b>A.</b> In consultation with First Nations language teachers and language authorities, create a plan for the needs, acquisition and development of Yukon First Nations language curriculum and resources.</p>	<p><b>TIMELINE</b> Short</p> <p><b>DELIVERABLE</b> Relevant, localized curriculum and resource availability.</p>
<p><b>B.</b> Access funding and hire a K-12 First Nations lead curriculum developer to oversee all aspects of finding, obtaining, localizing and implementing new, K-12 language curriculum delivery model(s).</p>	<p><b>TIMELINE</b> Short-to-Medium</p> <p><b>DELIVERABLE</b> Expertise in setting base for K-12 First Nations language/culture curriculum.</p>
<p><b>C.</b> Plan for the hiring or contracting of technical expertise to assist in the selection, design, creation, evaluation and delivery of digital language and curriculum learning materials.</p>	<p><b>TIMELINE</b> Short, Medium, and Long.</p> <p><b>DELIVERABLE</b> Digital expertise.</p>
<p><b>D.</b> Establish First Nations language curriculum needs (including land-based and curriculum-wide, holistic cultural infusion), and research existing First Nations models that may provide a base for Yukon First Nations K-12 language learning. Work with language partners and authorities to acquire and develop a new Yukon First Nations Language Curriculum with local resources. Modify for local inclusion as needed.</p>	<p><b>TIMELINE</b> Medium</p> <p><b>DELIVERABLE</b> Yukon First Nations-tailored language curriculum.</p>

## Strategies

To be considered by each local First Nation, School Authority and Community

## Timeline and Deliverables

Short (immediate or < 1 year), Medium (1 to 3 years), and Long (> 3 years)

<p><b>E.</b> Plan for the creation of, and acquire funding for, the hiring or contracting of a K-12 First Nations Language Curriculum Resource Development/Support team with consultant, Elder and Knowledge Keeper support as required.</p>	<p><b>TIMELINE</b> Medium</p> <p><b>DELIVERABLE</b> Develop First Nations K-12.</p>
<p><b>F.</b> Consider creating curriculum and resources for a Kindergarten through Grade 9 course “Ways of Knowing and Doing” as an option that could be combined with language classes or be taught on its own, and within the 20% local content provision.</p>	<p><b>TIMELINE</b> Medium</p> <p><b>DELIVERABLE</b> Increased use and exposure to language.</p>
<p><b>G.</b> Develop and support teaching that grounds student learning in the place where students live.</p>	<p><b>TIMELINE</b> Short-to-Medium</p> <p><b>DELIVERABLE</b> Increase relational learning.</p>
<p><b>H.</b> Encourage and support the development of local First Nations storytelling resources to be used as a curriculum support.</p>	<p><b>TIMELINE</b> Short, Medium, and Long</p> <p><b>DELIVERABLE</b> Increased use and exposure to language.</p>
<p><b>I.</b> Prepare a guide to “Yukon Place Names” and revert names to “Yukon First Nations Place Names” in curriculum resources.</p>	<p><b>TIMELINE</b> Medium-to-Long</p> <p><b>DELIVERABLE</b> Increased access to language and culture in curriculum.</p>
<p><b>J.</b> Consider the use and development of apps in all 8 First Nations languages for school staff members that contain words and phrases most commonly used in a school setting, assisting in the “scripted” language use in schools as needed.</p>	<p><b>TIMELINE</b> Medium-to-Long</p> <p><b>DELIVERABLE</b> Provision of options for language learning.</p>
<p><b>K.</b> Consider possibilities for video conferencing (e.g., Zoom) for sharing language teaching as an aid to capacity.</p>	<p><b>TIMELINE</b> Long</p> <p><b>DELIVERABLE</b> Increased accessibility to language.</p>
<p><b>L.</b> Create experiential, land-based, First Nations language semester programs at the grade 10, 11 and 12 levels.</p>	<p><b>TIMELINE</b> Short</p> <p><b>DELIVERABLE</b> Provide option for language capacity.</p>
<p><b>M.</b> Create dual credit, online learning opportunities for secondary students through YNLC, SFU and others.</p>	<p><b>TIMELINE</b> Medium</p> <p><b>DELIVERABLE</b> Increased use and exposure to language.</p>
<p><b>N.</b> Evaluate, and modify, if required, the Yukon Indigenous Academy program at FH Collins Secondary School and expand to other schools.</p>	<p><b>TIMELINE</b> Short</p> <p><b>DELIVERABLE</b> Increased language learning credit opportunities.</p>

**Strategies**

To be considered by each local First Nation, School Authority and Community

**Timeline and Deliverables**

Short (immediate or < 1 year), Medium (1 to 3 years), and Long (> 3 years)

### 3. Support resource and capacity needs for the quality delivery of K-12 First Nations languages and culture

- |  |   |
|--|---|
| <p><b>A.</b> Staff each school with a “First Nations Language/ Cultural Coordinator” to work with administration and staff to assist with decolonization of school culture and linking local resource people with teachers for the integration of culture/language and curriculum.</p>   | <p><b>TIMELINE</b><br/>Medium</p> <p><b>DELIVERABLE</b><br/>Increased access to language and culture in curriculum.</p> |
| <p><b>B.</b> Provide YFNED First Nation Education Advocates (and other school-based YFNED staff) with 2 half days a week of First Nations language instruction</p>   | <p><b>TIMELINE</b><br/>Short</p> <p><b>DELIVERABLE</b><br/>Increased use and exposure to language.</p>                  |
| <p><b>C.</b> Provide strong Principal training sessions in community relationship building and First Nations Ways of Knowing and Doing.</p>  | <p><b>TIMELINE</b><br/>Short</p> <p><b>DELIVERABLE</b><br/>Increased school/community relationships.</p>                |
| <p><b>D.</b> Provide school staff with time and opportunities to learn and model the use of First Nations languages in a safe and healing environment.</p>   | <p><b>TIMELINE</b><br/>Medium</p> <p><b>DELIVERABLE</b><br/>Increased student exposure to language.</p>                 |
| <p><b>E.</b> Develop and provide meaningful culture/language professional development opportunities for school staff and curriculum/program developers and families.</p>   | <p><b>TIMELINE</b><br/>Short-to-Long</p> <p><b>DELIVERABLE</b><br/>Staff language/culture development.</p>              |
| <p><b>F.</b> Assist schools in developing routines for students and staff that involve the use of basic First Nations languages. Example: Have ‘Indigenous languages only’ minutes at least once a week where the whole school remains in the language. Aim to set new time goals. Establish “in language locations” within schools where First Nations language is only spoken.</p> | <p><b>TIMELINE</b><br/>Short</p> <p><b>DELIVERABLE</b><br/>Increased use and exposure to language.</p>                  |
| <p><b>G.</b> Create a school environment that visibly displays and uses language.</p>  | <p><b>TIMELINE</b><br/>Medium</p> <p><b>DELIVERABLE</b><br/>Increased language usage.</p>                               |
| <p><b>H.</b> Provide each school with outdoor facilities for meeting and learning: a fire pit, a traditional meeting place, a tent frame.</p>  | <p><b>TIMELINE</b><br/>Short</p> <p><b>DELIVERABLE</b><br/>Increased exposure to culture.</p>                           |
| <p><b>I.</b> Incorporate traditional activities/clubs/celebrations into daily school routines. (Examples include, but are not limited to, drumming, dancing, singing, foraging, hunting, fishing, and hand games).</p>   | <p><b>TIMELINE</b><br/>Short</p> <p><b>DELIVERABLE</b><br/>Increased use and exposure to language.</p>                  |

# Goal 1: Inspired Language Learners · Objective 3

Collaborate with partners for the realization and continuation of successful outcomes of K-12 “inspired language learners”.

## Priority

Communities, Connections, and Supports

### Strategies

To be considered by each local First Nation, School Authority and Community

### Timeline and Deliverables

Short (immediate or < 1 year), Medium (1 to 3 years), and Long (> 3 years)

## 1. Collaborate with partners for successful outcomes of K-12 “inspired language learners”

**A.** Encourage the development of localized community plans, and create a connected promotional campaign, with resources, for parents and communities on “how to support K-12 language learners.”

#### TIMELINE

Short

#### DELIVERABLE

Language learning support.

**B.** Lobby for the continued funding for the provision of YFNED’s wraparound supports for students and families.

#### TIMELINE

Short

#### DELIVERABLE

Continued student and family wellness support.

**C.** Develop, in combination with local First Nations, summer, on-the-land, immersion day camps for grades 4-6, 7-9 and 10-12. High School credits could be assigned for grades 10-12. Family immersion overnight camps could also be offered.

#### TIMELINE

Medium

#### DELIVERABLE

Exposure to and use of language.

**D.** Consult with Yukon Education French Language Department officials to gather information on their language experiences with programming options: second language, immersion, intensive, and the Neurolinguistic Approach.

#### TIMELINE

Short

#### DELIVERABLE

Language experience in programming.

**E.** Work with First Nations language authorities and local First Nations to develop appropriate student and staff language learning apps/online courses in all 8 languages.

#### TIMELINE

Long

#### DELIVERABLE

Increased language-learning capacity.

**F.** Encourage and support the provision of community language camps for families.

#### TIMELINE

Short

#### DELIVERABLE

Increased use of language and exposure to culture.



**Strategies**

*To be considered by each local First Nation, School Authority and Community*

**Timeline and Deliverables**

*Short (immediate or < 1 year), Medium (1 to 3 years), and Long (> 3 years)*

<p><b>G.</b> Collaborate with communities, language authorities, schools and early learning centers to plan for and support the transition of “Language Nest” and early learning students from an early learning environment to an enriching, supportive K-12 program continuum designed to best meet their specific language learning needs.</p>	<p><b>TIMELINE</b> Short</p> <p><b>DELIVERABLE</b> Continued student and family wellness support.</p>
<p><b>H.</b> Develop and provide First Nations language/culture resources for families so that student learning can be reinforced at home.</p>	<p><b>TIMELINE</b> Medium</p> <p><b>DELIVERABLE</b> Exposure to and use of language.</p>
<p><b>I.</b> Investigate and create credit, on-the-land, language summer school opportunities, for high school students with local community Knowledge Keepers.</p>	<p><b>TIMELINE</b> Short</p> <p><b>DELIVERABLE</b> Language experience in programming.</p>

# Goal 2: Strong First Nations Language Personnel Capacity · Objective 1

Establish a plan focused on increasing the number of qualified language personnel available to support K-12 language-related positions.

## Priority

Legislation & Policy

### Strategies

To be considered by each local First Nation, School Authority and Community

### Timeline and Deliverables

Short (immediate or < 1 year), Medium (1 to 3 years), and Long (> 3 years)

## 1. Review and consider the current state of qualified language personnel available to support K-12 First Nations language learning

- A.** Create a First Nations Language Inventory highlighting First Nations Language Teacher capacity within each First Nations language group and school.

#### TIMELINE

Short

#### DELIVERABLE

An up-to-date language teacher capacity interview across language groups.

- B.** Consult with Yukon First Nations language teachers to review job descriptions, working conditions and salary scale to determine if changes are needed in policy/legislation.

#### TIMELINE

Short

#### DELIVERABLE

A review of language teachers' working conditions and levels of compensation.

- C.** Consult with First Nations and language authorities in regard to the need for, and development of policies regarding:

#### TIMELINE

Short

#### DELIVERABLE

1. The importance and provision of K-12 First Nations languages in all Yukon schools.
2. The respectful treatment, protocols and methods, and level of payment for Elders and Knowledge Keepers in Yukon schools.
3. The development of policy relating to the redistribution of any Government of Yukon funds attached to unallocated First Nations language FTEs to the local First Nation, YNLC, or other language authority to be used to help address language capacity.

Policies on K-12 First Nations languages, including Elders and Knowledge Keepers in the Schools, and funding redistribution for unallocated FN language FTEs.

- D.** Investigate options for accreditation of language and traditional knowledge.

#### TIMELINE

Medium

#### DELIVERABLE

Equity in wage scale.

**Strategies**

*To be considered by each local First Nation, School Authority and Community*

**Timeline and Deliverables**

*Short (immediate or < 1 year), Medium (1 to 3 years), and Long (> 3 years)*

**2. Develop and support a plan to address the current state of qualified language personnel available to support K-12 First Nations language learning**

**A.** Encourage and support each Yukon First Nation in the development of a community plan for building local K-12 language teacher capacity.

**TIMELINE**

Medium

**DELIVERABLE**

First Nations K-12 teacher capacity strategy.

**B.** Advocate for long term, federal and territorial government funding for Yukon First Nations language capacity development and teacher training.

**TIMELINE**

Medium and ongoing

**DELIVERABLE**

Secured funding for building language teacher capacity.

## Goal 2: Strong First Nations Language Personnel Capacity · Objective 2

Identify needs and develop resources and capacity supports for the recruitment, training, hiring and retention of K-12 First Nations language-related personnel.

### Priority

Programs, Curriculum, and Resources

### Strategies

To be considered by each local First Nation, School Authority and Community

### Timeline and Deliverables

Short (immediate or < 1 year), Medium (1 to 3 years), and Long (> 3 years)

1. Identify resource and capacity support needs for the recruitment, training, hiring and retention of K-12 First Nations language-related personnel	
A. Consult with language experts and all First Nations language teachers about their needs in respects to recruiting, training, collaboration, resources, curriculum and language supports.	<p><b>TIMELINE</b> Short</p> <p><b>DELIVERABLE</b> Current, accurate information on First Nations language teacher capacity and needs.</p>
2. Develop capacity supports for the recruitment, training, hiring and retention of K-12 First Nations language-related personnel	
A. Advocate for the exploration of increased options for the provision of Yukon First Nations adult language acquisition and teacher recruitment, training and accreditation with language partners and universities.	<p><b>TIMELINE</b> Medium</p> <p><b>DELIVERABLE</b> Options available for language teacher training and certification.</p>
B. Encourage and advocate for financial support for the availability of Mentor-Apprentice programs in communities where language teachers can mentor future language teacher trainees, or where language teachers are mentored by fluent speakers.	<p><b>TIMELINE</b> Short</p> <p><b>DELIVERABLE</b> Increased opportunities for language capacity.</p>
C. Advocate for funding for First Nations to develop community adult immersion programming with trained instructors and Elder support.	<p><b>TIMELINE</b> Medium</p> <p><b>DELIVERABLE</b> Funding for community language learning and support.</p>
D. Explore a language promotion campaign for grade 12 graduates, as a paid “gap year” opportunity: to learn their language before they continue in their employment or post-secondary.	<p><b>TIMELINE</b> Medium</p> <p><b>DELIVERABLE</b> Inspired youth choosing language and teaching as a career.</p>

**Strategies**

*To be considered by each local First Nation, School Authority and Community*

**Timeline and Deliverables**

*Short (immediate or < 1 year), Medium (1 to 3 years), and Long (> 3 years)*

<p><b>E.</b> Ensure that First Nations language teachers have their own assigned classroom and have, within their assignment, time scheduled for consulting with language experts.</p>	<p><b>TIMELINE</b> Short</p> <p><b>DELIVERABLE</b> Increased language teacher comfort and capacity.</p>
<p><b>F.</b> Provide opportunities for language teachers to network with each other and with other staff members.</p>	<p><b>TIMELINE</b> Short</p> <p><b>DELIVERABLE</b> Language teacher support.</p>
<p><b>G.</b> Ensure that Yukon First Nations language teachers be involved in the determination of new/revised K-12 language curriculum and supporting resource materials.</p>	<p><b>TIMELINE</b> Medium</p> <p><b>DELIVERABLE</b> Relevant First Nations language curriculum supported by teachers.</p>
<p><b>H.</b> Create Yukon First Nations language resources to complement curriculum and provide teacher in-service training on use of resources.</p>	<p><b>TIMELINE</b> Medium and ongoing</p> <p><b>DELIVERABLE</b> Relevant, local language resources.</p>
<p><b>I.</b> Support Indigenous methodologies and pedagogical practices when teaching an Indigenous language (situational/land-based programming).</p>	<p><b>TIMELINE</b> Short and ongoing</p> <p><b>DELIVERABLE</b> Indigenous language learning opportunities.</p>
<p><b>J.</b> Support the use of technology within the classroom to ensure that teachers and learners have access to the latest language tools to support language learning.</p>	<p><b>TIMELINE</b> Medium</p> <p><b>DELIVERABLE</b> Technology support language learning,</p>
<p><b>K.</b> Determine First Nations language benchmarks to be used in the development or adoption of a guide for assessing First Nations language proficiency.</p>	<p><b>TIMELINE</b> Short</p> <p><b>DELIVERABLE</b> Language proficiency benchmarks.</p>
<p><b>L.</b> Provide regularly occurring, First Nations-specific, cultural competency teacher professional development opportunities in schools for all staff.</p>	<p><b>TIMELINE</b> Short and ongoing</p> <p><b>DELIVERABLE</b> Supported teachers with First Nations understanding.</p>

## Goal 2: Strong First Nations Language Personnel Capacity · Objective 3

Collaborate with partners in initiatives supporting First Nations, K-12 language-related personnel capacity building.

### Priority

Communities, Connections, and Supports

### Strategies

*To be considered by each local First Nation, School Authority and Community*

### Timeline and Deliverables

*Short (immediate or < 1 year), Medium (1 to 3 years), and Long (> 3 years)*

## 1. Collaborate with authorities, communities and First Nations to support K-12 language personnel capacity building initiatives

**A.** Consult with language authorities and advocate for:

1. Additional teacher recruitment and teacher training options, including school-based plans; and
2. Increased First Nations language teacher certification options.

#### TIMELINE

Medium

#### DELIVERABLE

Increased language teacher capacity.

**B.** Consult with First Nations and language partners in regards to the expansion of Yukon First Nations Translation Services through increased funding, training, certification and staffing of First Nations translators and interpreters.

#### TIMELINE

Short

#### DELIVERABLE

Decision on funding for increased translation services.

**C.** Provide Elders with familiar, comfortable meeting spaces where land-based learning is taking place.

#### TIMELINE

Medium

#### DELIVERABLE

Wellness and security in language learning. Increased language-learning capacity.

**D.** Provide psychological supports for community and teacher language learning programs.

#### TIMELINE

Medium

#### DELIVERABLE

Wellness and security in language learning. Increased language-learning capacity.

“Indigenous language groups cannot use programs imposed from the outside culture. Home and community are too tightly woven into the mechanisms of language education to be influenced by sources outside the culture. Culture cannot be separated from language. Therefore, the Indigenous people must take the challenge themselves to meet their needs, while the majority society can help provide consistent funding, research foundations, linguistic expertise, and pedagogical training.”

-Styles, D.B. (1997). p.14.

*Four Successful Indigenous Language Programs in Teaching Indigenous Languages.*

màhsi' choo	màhsi' cho	Sógá séniá'	Másin cho
Niyę sáw níidhín	Shàw níthän	Kwànäschiš	Gùnètchīsh
Gunatchīsh	Tsin'jj choh	Thank you	Merci

Thank you also to [Yukon Native Language center](#) for the use of their online translations throughout the document!







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DIRECTORATE**



**First Nation  
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