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## Community Partnerships

in ABORIGINAL LANGUAGE  
REVITALIZATION



**Indigenous peoples across Canada are seeking to ensure the survival and rejuvenation of their languages.**

The Certificate in Aboriginal Language Revitalization program is intended to provide participants with knowledge and skills that enable them to work in or with Indigenous communities, to analyze the factors that lead to language loss, and to develop practical strategies for language revitalization that are culturally appropriate and responsive to the unique needs of the community.

[continuingstudies.uvic.ca/CALR](http://continuingstudies.uvic.ca/CALR)



# WHY PARTNER WITH THE CALR PROGRAM?

The Certificate in Aboriginal Language Revitalization (CALR) program is taught in the community using a cohort-model. To date, the program has been offered in community settings in British Columbia, the Yukon, Northwest Territories, Nunavut, Quebec and Ontario.

This collaborative, collegial approach builds a relationship of mutual benefit with the contribution of complementary skills and resources towards the common shared vision for the CALR program. Delivering the whole program — or a portion of the program — within a community using the cohort-model offers many benefits such as encouraging group and mentored learning within the community, increasing access and motivation, and fostering a supportive learning environment.

## Collaborative structure

The CALR program has been designed to allow for Indigenous community partners and the University of Victoria to work in collaboration to co-develop a program that responds to the unique language revitalization needs within a community. In a Community Partnership, the CALR program staff (including the CALR Academic Advisor from the Department of Linguistics) works with an Indigenous organization or an institutional partner. The Community Partner brings cultural and language expertise, as well as a culturally appropriate liaison between the university and the partner. The University of Victoria brings a credible academic framework to Indigenous language revitalization, including linguistic expertise, credit courses and administrative services.

Examples of successful partnerships have ranged from educational institutions such as Nunavut Arctic College, to Indigenous Nations such as the Cree Nation of Chisasibi, to not-for-profit language societies such as the Quuquutsa Language Society formed to serve the 14 tribes of the Nuu-chah-nulth First Nations.

## WHO'S INVOLVED?

### Community Coordinator: A vital role

To facilitate the CALR program delivery, the Community Partner appoints a Community Coordinator to interact with the CALR staff throughout the duration of the program and courses. This role is key to the success of the program. The Community Coordinator serves as a liaison between the CALR program staff and instructors, the community partner and the students to arrange the local delivery of the courses. Responsibilities include securing classroom locations and any technology requirements, identifying potential Elders and resource

## PROGRAM GOALS

- Provide learners with the foundational knowledge and skills in linguistics that are needed to undertake language preservation and revitalization work.
- Build knowledge and skills in language preservation, revitalization, and cultural resource management principles and practices.
- Develop learners' ability to analyze language preservation issues relevant across Indigenous cultures and specific to their own communities.
- Enhance learners' capacity to develop responsive strategies and programs designed to preserve and revitalize Indigenous languages.
- Offer a comprehensive and respected certificate program (along with opportunities for language community members to participate in elective courses on a non-credit basis).
- Create a foundation for subsequent academic studies in related areas in such topics as education, cultural resource management and linguistics.

people to support the course(s), helping with recruitment and supporting students locally as they complete their application and registration paperwork. The Community Coordinator and the CALR Program Coordinator work together often through emails and phone calls to ensure the program runs smoothly.

## Program participants

The CALR program welcomes all students, regardless of their academic background and previous experience. Students generally come from a wide range of backgrounds including community-based language teachers, local government workers, cultural workers, and community members working or interested in language preservation and revitalization initiatives. CALR classes often include both young adults and Elders (and everyone in between) — this inter-generational aspect of the program adds tremendous value for all.

# WHAT WILL THE COMMUNITY LEARN?

The CALR program is a 13.5-unit certificate that includes six core courses and three elective/language courses chosen based on community priorities and needs. One of the elective courses must include an Indigenous language course.

## Core courses:

- LING 180A Dynamics of Indigenous Language Shift
- LING 180B Issues, Principles and Practices in Language Revitalization
- LING 181 Introductory Linguistics for Language Revitalization
- LING 182 Language Learning, Language Revitalization and Social Action
- LING 183A Field Methods for Language Preservation and Revitalization: Documentation and Recording
- LING 183B Field Methods for Language Preservation and Revitalization: Project Development

## Elective courses:

- LING 184 Indigenous Language Materials Development
- LING 185 Indigenous Language Materials Development
- LING 186 Language in Indigenous Culture
- LING 187 Special Topics in Language Revitalization
- LING 272 Introduction to Indigenous Languages of British Columbia
- LING 379 Language and Land

## Language courses:

- LING 157 Learning to Learn: Supporting Indigenous Language Learning
- LING 158, 258, 358, 458 Indigenous Language Mentorship (Levels 1-4)
- LING 159, 259, 359, 459 Indigenous Language (Levels 1-4)

## Program design guidelines

Keeping the following guidelines in mind, the CALR program works in partnership with communities to customize the content and delivery of the program:

- Respect Indigenous ceremonial and economic cycles/events in scheduling of courses.
- Consider the infrastructure needs and realities of communities (ie. technology, facilities) in designing overall curriculum and elective course delivery strategies.



- Integrate existing language research activities.
- Build capacity for language learning for adults in communities.
- Ensure that both Indigenous and other instructors are respectful of cultural protocols and sacred and sensitive issues, have integrity, and hold the respect of local communities.
- Involve Elders and fluent speakers in advising, teaching and mentoring roles.
- Ensure that course design validates local approaches to language preservation/revitalization.
- Integrate creative and culturally appropriate instructional activities for language learning.
- Develop skills/understanding in the role and development of standardized writing systems.
- Provide practical instruction and opportunities to apply field methods in language revitalization, including the use of information technologies to preserve and disseminate information and provide instruction.
- Compare and contrast current and emergent issues in language revitalization globally and at the community level.
- Introduce linguistic concepts through the structure of the learner's own language.
- Address community protocols and intellectual property issues in preservation activities.

## Laddering opportunities

The University of Victoria offers programming in Indigenous language revitalization in a multitude of programs designed to ladder into one another. The CALR program provides an option as the first step. Graduates of the program are able to ladder into Year 2 of the diploma program.

### UNDERGRADUATE PROGRAMS



### GRADUATE PROGRAMS



## HEAR WHAT PEOPLE HAVE TO SAY!

“Shifting attitudes and behaviour needs to be done in gentle and precise manner. As people are ready, language leads need to be ready to move forward together.”

Student

“This program has brought our staff together in our overall vision for our school immersion K-12 program, and has helped us in the development of new curriculum. We are also working closely with other communities and sharing our resources.”

Community Partner

“The energy was so grand and the learning so complete. I think it felt like movement! ... I truly hope we can move a mountain in the time we have with the CALR program.”

Community Partner

## WHAT ARE THE COSTS?

Budgets for in-community delivery can vary and a detailed budget projection can be provided that reflects current prices and community needs. There are many variables affecting costs. Some examples include: community location chosen for delivery, whether a local instructor is hired or an instructor is brought in, if Elders or teaching assistants are included in the educational experience, if partnership planning between the University of Victoria and the community is done exclusively from a distance or, if there is an opportunity for in-person consultation and planning. We look forward to working with you to determine what will best meet the needs of the community and your budgetary considerations.



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Contact us to talk about a partnership!

### **Certificate in Aboriginal Language Revitalization**

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