

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
INDIGENOUS LANGUAGE INSTRUCTION IN SCHOOLS	IHAH-2

I. POLICY

The Louis Riel School Division recognizes the positive impact of language acquisition on students' general cognitive abilities and communication skills. Accordingly, the Division endorses the provision of opportunities for students in the Louis Riel School Division to learn an Indigenous Language (e.g., Anishinaabemowin, Cree, Michif) as an additional language.

The School Division affirms that instruction in an Indigenous language supports student learning in several critical aspects:

- It maximizes authentic situations, in the school environment, that promote communication in Indigenous Languages
- It develops students' ability to communicate in Indigenous Languages with fluency and accuracy
- It develops literacy skills
- It promotes an appreciation of Indigenous peoples and their cultural diversity in Manitoba/Canada and in so doing strengthens students' understanding of the relationship between cultural and linguistic development
- It aligns with [Truth and Reconciliation Commissions Calls to Action 62 and 63](#).

II. GUIDELINES

A. School Organization, Program Planning and Delivery

1. The Louis Riel School Division shall provide the opportunity for students to access a continuous program for Indigenous Language instruction. This will be obtained by providing programming for students from Kindergarten to Grade 3/4 as a means of exposure to the language.
2. The Louis Riel School Division's strategic and long-term planning shall provide the appropriate human, material, and facilities resources for Indigenous language instruction.
3. Resources for information and communication technology (ICT), including distance education, may support Indigenous language instruction in schools.

Adopted:	June 4, 2019	Legal References:
Revised:		



4. School administrators will ensure, whenever possible, there is a classroom that is shared or solely dedicated to Indigenous language instruction in which the instructor can create an atmosphere that is textually, visually, aurally and culturally appropriate.
5. School administrators will follow divisional direction to ensure that schedules accommodate the appropriate blocks of time for Indigenous language instruction.

B. Administrative and Human Resources Support

1. The Superintendent of Schools or designate will ensure that senior administrative personnel who supervise schools understand and support the principles of effective Indigenous Language instruction.
2. To promote the learning environment necessary for Indigenous language acquisition, all staff teaching will be bilingual (Indigenous Language/English), as determined by the Division's ability to recruit and employ bilingual staff.
3. Specialist instructors of Indigenous Languages in schools will participate in ongoing, prescribed professional learning in second language methodology (language competency, methodology, instructional and assessment routines).

C. Student Services Support

1. English Program Schools support the values of inclusive education; therefore, students enrolled in Indigenous Languages instruction who require special learning supports will receive support that does not compromise their participation in learning an Indigenous language.

D. Professional Learning to Support Indigenous Language Instruction

1. Instructors and school administrators of Indigenous language instruction in schools shall access divisional services and supports when appropriate and shall demonstrate an understanding of both the philosophy and the strategies that support effective additional language teaching and learning based on the following principles and methodology:
 - a) Learning to communicate in an additional language requires authentic communication
 - b) Learning of languages to communicate develops literacy skills
 - c) A task-based or project approach facilitates the use of cognitively-demanding tasks
 - d) Interactive teaching strategies increase linguistic proficiency and intellectual development
 - e) Learning an additional language to communicate requires the development of "procedural" knowledge

Adopted:	June 4, 2019	Legal References:
Revised:		

2. The Division will provide ongoing professional learning for specialists of Indigenous language instruction in schools.

III. PROCEDURES

A. School Organization, Program Planning, and Delivery

1. Ongoing and effective communication between the divisional and school administration and the participation of teaching and non-teaching staff, parents, and students is an integral part of planning to support program delivery and instruction.
2. Prior to the start of all Indigenous language instruction, all parents shall receive information about the delivery model and its philosophy.
3. Congruent with the community’s support for second language learning, the Indigenous language and culture will be visible in schools in forms such as; signs, bulletin boards, displays, school concerts, and extracurricular activities.
4. Resources shall be access and used from [Manitoba Education – Indigenous Education](#) as a guide for programming.

B. Administrative and Human Resources Support

1. The Division will continue to employ Indigenous Language speakers, whenever possible, to build the division resources to expand Indigenous language instruction past Grade 3/4.

C. Professional Development to Support Indigenous Language Instruction

1. School and divisional administrators will encourage and support professional development that focuses on teachers’ linguistic competency and methodology in second language acquisition.

Adopted:	June 4, 2019	Legal References:
Revised:		