



FIRST PEOPLES'
CULTURAL COUNCIL

Reclaiming My Language: A Course for Silent Speakers

2023 – 2024 Funding Guide

Application Deadline:

May 31, 2023 at 4:00pm

Apply on our grant portal: www.fpcc.ca/login

Please retain this Language Program Funding Guide in your files. If your funding request is approved, the policies and information contained in this guide will be a useful resource.

The Reclaiming My Language Program is funded by the Indigenous Languages Component of the Indigenous Languages and Cultures Program, Department of Canadian Heritage; and the First Peoples' Cultural Council Foundation.

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Government
of Canada

Canada



FIRST PEOPLES' CULTURAL FOUNDATION



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FPCC Statement on COVID-19

COVID-19 Program Information

The health and safety of everyone involved in FPCC programs, communities, and especially Elders, is of the utmost importance to us. We are taking action to maintain safe operations while supporting our communities and participants. While many have been vaccinated, COVID-19 still poses a risk to our communities, staff and those most vulnerable to the serious effects of this illness.

We want to be very careful that our programs do not put anyone at risk and ensure that they follow any current Provincial health orders (PHO) guidelines. Although funding for FPCC programs does not require proof of vaccination, FPCC supports each First Nation's self-determined right to protect their community and we respect any additional guidelines set by Chief and Council or local governments to help keep their communities safe.

Tcwemstwalhkaáap ("you folks take care of one another" in Ucwalmícwts)

Following these guidelines will help us take care of one another and keep each other safe.

Please note:

- All programs must be aware of and follow current PHO.
- Applicants must consider how the program will proceed under possible COVID-19 restrictions.
- Please ensure that your project proposal meets the requirements listed in this document.
- It is critical that we take care of and protect our Elders and Knowledge Keepers, and those at a higher risk of illness. We need to work together to find safe ways to involve Elders.
- FPCC staff are here to assist program participants with unexpected and unplanned changes as a result of COVID-19 impacts on programs.
- We will do our best to share information and respond to changes together. If you have any questions, please [contact program staff](#).

Please review the full FPCC [COVID-19 Guidelines for Programs](#)



Reclaiming My Language Program-at-a-Glance

Purpose Reclaiming My Language (RML): A Course for Silent Speakers, is program that supports Silent Speakers to reclaim their Indigenous language and begin speaking again.

Context The RML Program is an Indigenous-developed language revitalization course that was created by and for the Indigenous Sami people to help individuals who understand but do not speak their language. The model has since been adapted based on the input of First Nations in B.C.

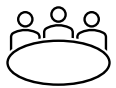
Funding Funding of up to \$35,000 per year is available. Additional funding may be available. Contact us at RML@fpcc.ca for more information.

Timeline

The RML team will develop a course delivery schedule to provide the best program support for each community. The course will run once a week for 10 weeks. Upon acceptance to the RML Program, the RML team will provide further information about the program delivery schedule.

Reclaiming My Language Program: Course Structure

The Reclaiming My Language (RML) Program has 3 components:



Class Time

Participants attend 10 in-person class sessions, for 2-3 hours, over the course of 10 weeks.

The class sessions are facilitated by a Community Co-Instructor and a Mental Health Co-Instructor.

FPCC also provides supplemental course videos.



Homework

Participants will also spend a minimum of 1 hour a week with a fluent language mentor. *Please note this is outside of the scheduled class time.*

They will have a language topic to practice each week and a hands-on workbook to explore different activities.



Internship

Participants also have an opportunity to take part in an internship that may be introduced at the beginning and start in week 5.

The purpose of the internship is to support participants in using their language and to explore the different types of language revitalization work in the community.

Reclaiming My Language Fast Facts

Who is a Silent Speaker?

- A silent speaker is someone who has a good understanding of a language but does not speak it.

Cognitive Behavioural Therapy (CBT)

- The program uses CBT a short-term therapy to help people move forward with a specific situation, such as bring thier language back out.

Who Teaches the Course?

- Community Co-Instructor
- Mental Health Co-Instructor
- Administrative support and resources provided by FPCC staff



I. INTRODUCTION

First Peoples' Cultural Council

The First Peoples' Cultural Council (FPCC) was established in 1990 through the *First Peoples' Heritage, Language and Culture Act* and is mandated to support revitalization of Indigenous languages, arts, and cultures in British Columbia. FPCC administers funds to support Indigenous people in B.C. to maintain their linguistic and cultural heritage for future generations. This guide is a tool to assist applicants in the development of proposals for their community language projects.

Funding Availability

We recognize that language revitalization requires long-term, sustainable funding. FPCC continues to advocate for guaranteed, ongoing funding from all levels of government and we are looking forward to that becoming a reality.

PLEASE NOTE: Funding for the Reclaiming My Language Program in 2023-2024 is dependent on confirmation of funding from FPCC funders. Submission and acceptance of a grant application does not guarantee funding for this program. FPCC will make every effort to confirm funding for the 2023-2024 year as early as possible to support all approved applicants, but please be prepared for possible delays in the funding confirmation and delivery process.

For more information

For useful information on the program, please visit the FPCC website at:

<http://www.fpcc.ca/language/Programs/Silent-Speaker.aspx>

Direct your Inquiries to:

Contact Name: Melinda Pick, Language Program Associate

Email: RML@fpcc.ca

Please note that the Reclaiming My Language Program is run by a team of program staff and the RML@fpcc.ca address is monitored by multiple team members.



II. RECLAIMING MY LANGUAGE: A COURSE FOR SILENT SPEAKERS

Description of a Silent Speaker

A Silent Speaker is someone who has a good understanding of a language but does not speak it. Other terms used for Silent Speakers include understanders, latent speakers, receptive bilinguals, language champions, and emerging speakers.

There are many different kinds of Silent Speakers – some examples include:

- Indian day school or residential school survivors who spoke their language before attending school.
- people who grew up hearing a language and understand it but do not speak it.
- people who grew up with a fluent speaker in the home and understand the language but do not speak it.
- people who have studied extensively and have developed a high level of ability in reading and writing their language but do not speak it.
- speakers who moved away from the community for some time and do not feel comfortable speaking now that they have moved back.
- speakers who speak a different dialect of the same language and do not feel comfortable speaking within a community where another dialect is more common.
- speakers who simply have not spoken for years because they have not really had anyone to speak with.

Who is NOT a Silent Speaker?

We know there are thousands of Silent Speakers of First Nations languages in British Columbia. It would be amazing if they could begin speaking! This course is designed to help Silent Speakers reclaim their languages.

For the purpose of the Reclaiming My Language Program, the following are a few examples of who is **not** a Silent Speaker:

- a new language learner.
- language learners with beginner or intermediate language proficiency.
- someone who lost their language abilities due to stroke or other health issues.
- a speaker who can speak comfortably in most situations.



Course Background

The First Peoples' Cultural Council (FPCC) *Reclaiming My Language* course is for people who understand but do not speak their First Nations language. The course is based on a successful program that was developed in Norway and Sweden for and by Indigenous Sami people. The model has since been adapted based on the input of First Nations in B.C. The course uses Cognitive Behavioural Therapy (CBT) to support Silent Speakers to overcome blockages about using their Indigenous language in their communities.

What is Cognitive Behavioural Therapy?

Cognitive Behavioural Therapy (CBT) is a proven psychological therapy that helps people overcome barriers, in effect, to change how they think about a situation to change their response to a situation.

CBT is NOT a therapy meant to deal with trauma. It is a short-term therapy designed to help people move forward with a specific situation. Through CBT, people learn that their perceptions directly influence how they respond to specific situations, such as the use of language. It has been used for a variety of things such as anxiety, phobias, quitting smoking or losing weight. In this case, CBT is used to help people speak their languages.

Definitions:

Cognitive	thinking, reasoning, or remembering
Behavioural	relating to or concerned with the social, psychological, and emotional factors that affect decisions and behavior

How does the course work?

There are three parts to the course: class time, homework, and internship.

Class Time

The course runs for 10 weeks, for 2-3 hours each week. Each class consists of a CBT lesson and a general language topic, such as how children and adults differ in learning a language.

In addition, participants will share their thoughts/feelings about speaking their language and will discuss their weekly homework assignments that support language use.

Homework

Homework is an important part of the course. For homework, participants are required to spend at least an hour a week with a fluent mentor. Participants will be given a language topic to practice speaking with their mentors in a fun, relaxed, one-on-one setting.

In addition, there will be a reading assignment and a "challenge" where participants can try to use their language in a new situation or with a new person.

Internship

All First Nations communities in British Columbia would love to have more speakers involved in language revitalization programs – from daycares to schools to adult programs. Silent Speakers typically are not actively involved in language programs before the course. Our hope is that



Silent Speakers will feel more comfortable speaking at the end of the course, and they might consider getting involved within community language programs.

For that reason, the course offers an internship opportunity for participants to volunteer in a community language program, such as in a daycare. (Note: a criminal record check may be required for participants to volunteer in facilities with children under the age of 18.)

Who teaches the course?

The RML course is a community-driven program led by a team of co-instructors and language mentors who are selected by the community. In order to facilitate the RML program a Community Co-instructor and a Mental Health Co-instructor must be identified within the application.

Key community roles are:

Role	Description
Community Co-Instructor	This role is responsible for organizing the course within the community. They will coordinate the course, connect participants with mentors and coordinate the internships for participants.
Mental Health Co-instructor	This role will provide direct support to participants to strengthen their Cognitive Behaviour skills. This practice will help the participants towards speaking their language.
Mentors	Mentors are an important part of the course. Part of the learning includes participants spending at least an hour a week with a fluent speaker. Participants are given an opportunity to use their language with mentors in a fun, relaxed setting.
Participants	Participants are what make this program possible. The participant's role is to ready and willing to make the time commitments required by the course. Attending with an open mind and heart, ready to learn or refresh some skills that will support the reclamation of your Indigenous language!

FPCC support provided:

- The Language Program Associate will provide virtual training, resources, and documents.
- The Language Program Associate is the community's FPCC point of contact for the program.
- If needed FPCC can assist with the identification and vetting of a mental health co-instructor and potentially a community co-instructor.



III. LANGUAGE PROGRAM CRITERIA

Eligible Languages

RML funding is available to support the revitalization of the 34 First Nations languages of British Columbia. Please consult this language list (<http://www.fpcc.ca/files/FPCC-LanguageList-2019.pdf>) to see which languages are supported.

Who is eligible to apply?

- First Nations Communities/Governments/Bands/Tribal Councils located in B.C.
- First Nations Cultural, Language and Education centres in B.C.
- Not-for-profit societies registered in B.C. that are in good standing and are governed by B.C. First Nations individuals (at least 75% of directors identify as B.C. First Nations)
- B.C. First Nations-led museums and cultural spaces (at least 75% of directors identify as B.C. First Nations)
- Urban and off-reserve B.C. First Nations organizations (at least 75% of directors identify as B.C. First Nations)
- Previous applicants may apply as long as all reporting on previous funding from FPHLCC/FPCC (all programs) or the First Peoples' Cultural Foundation (FPCF) is up to date

Who is not eligible to apply?

- Individual applicants
- Public institutions (e.g., schools, universities)
- Non-Indigenous organizations
- For-profit organizations
- Committees, groups, task forces without an established governing body
- Provincial/territorial and municipal governments and their agencies
- Federal departments and agencies
- Organizations with previous projects funded by FPHLCC/FPCC/FPCF who have incomplete or outstanding reporting

New Applicants

FPCC is committed to demonstrating accountability and transparency in our processes and within the delivery of funding. We also have accountability and reciprocity to B.C. First Nation communities as expressed in our mandate and vision.

We welcome applications from organizations that have not previously received funding from FPCC, provided you meet the preliminary eligibility for funding.

If you are a new applicant and your project is approved for funding, we will contact you to request additional information. This information will help us better understand your organization, its mandate, and how it operates, so that we can support you through the funding process. This information must be provided before a Funding Agreement can be issued.



Supporting Documentation: (to be provided upon project approval)

- New applicants (societies and organizations other than First Nations governments) will be asked to provide documentation confirming legal name and a list of the organization's current Board of Directors and/or governance structure.
- Additionally, registered societies may be asked to provide their certificate of registration; a copy of the organization's bylaws and constitution; and proof of insurance.
- All new applicants will be asked to provide proof of support from a B.C. First Nation in the territory where the project is proposed. This may be in the form of a Band Council Resolution, OR letter of support from a Chief or Council member, OR a letter of support from an established First Nations organization that is currently an FPCC grant recipient.

Will multiple applications from one community be accepted?

We encourage communities to collaborate on an RML proposal rather than submit multiple applications per community. We cannot accept more than one project proposal for the same project-type – applications must be for different projects. For example, two proposals for a Reclaiming My Language project in one community will not be eligible but a community could apply for Pathways to Vitality project and Reclaiming My Language project.

Language Status Assessment

The Language Status Assessment (LSA) is a survey on the status of First Nations languages. The LSA helps communities document and track information such as the number of fluent speakers, semi-speakers, learners and more. It is required for communities who are applying for language funding from First Peoples' Cultural Council.

When listing the communities that will be served by your project, please note that all communities listed will require a Language Status Assessment (LSA). If you are not able to complete an LSA on behalf of one of the communities listed, a designated representative of the community will need to complete it.

If you are not sure if an updated LSA has been submitted for your community(ies), please contact LSA@fpcc.ca.

When is the application deadline?

May 31, 2023

What is the duration for the project?

The course must be completed between August 1, 2023 and March 31, 2024. The course includes 10 weeks of classes.

What are the levels of funding?

A suggested budget of up to \$35,000 per course is available for a 10-week program. Refer to the application form for details on the budget. Please contact us directly at RML@fpcc.ca for inquiries about additional funding.



IV. APPLICATION REQUIREMENTS

Application Form

Complete an online *Reclaiming My Language* application form that can be found at:
www.fpcc.ca/login

Supporting Documents

Pre-Course Surveys

As part of the application process, at least 10 Silent Speakers must be identified and recruited for potential participation. Clearly explain the course to potential participants and then have them fill out the pre-course survey provided within the application form. It may be helpful to photocopy Appendix A (page 11 of this guide) to help explain the course. *The pre-course surveys must be submitted with the application.*

Recruitment Tip

It might be helpful to hold an information meeting for interested participants to learn about the course and to complete the pre-course surveys. To learn more about how to host an information session, or to create a community flyer for your info session, please contact us at RML@fpcc.ca.

Recruiting Participants

In selecting course participants, we recognize that you may be constrained by the low number of Silent Speakers in your community. However, as much as possible, we ask that you keep these guidelines in mind:

- Participants should meet the descriptions of a Silent Speaker, as described above.
- Participants should be ready and willing to make the time commitments required by the course.
- As much as possible, participants should not all be closely related, and several different families should be represented. This keeps it from appearing that one family is receiving favouritism. It will also help create a safe space to share personal feelings in the course.

Governance Documents

For Bands: Band Council Resolution (dated and signed) OR a letter of support signed by the Band Manager or Chief or Councilor is attached.

OR

For Societies/Organizations: A letter (dated and signed) by the Executive Director or General Manager is attached.



Please note that all new non-profit societies/organizations/collectives must provide FPCC with their Certificate of Registration, Proof of Insurance, Board of Directors or Governance (if a Collective), and Banking Information as needed, in order to receive funding.

All organizations may be asked to provide Incorporation documents confirming legal name, verification of profit or non-profit status, a copy of the organization's by-laws and constitution, and a list of the organization's current Board of Directors and/or Governance Structure.

If your application is successful, you will be contacted to provide this information before a Funding Agreement can be issued.

V. REPORTING REQUIREMENTS

Interim and Final Reports

If successful, a Funding Agreement will need to be signed by the applicant's signing authority and the First Peoples' Cultural Council. The agreement will outline all the obligations of the grant, including the submission of the following reports:

- **Interim Report** – The FPCC Program Coordinator will request a short update on the project and the financial status to date. This report will be provided via email or by phone. The Interim Report Form will be submitted on the FPCC Grant Portal.
- A **Final Report** Form will be submitted on the FPCC Grant Portal. This report will include a detailed narrative summary of the program's outcomes and an expense summary spanning the project year. This report will be completed via the FPCC Grant Portal.
- Significant **Program Interruptions** should be communicated as soon as possible. Given the timeframe of this course a disruption could impact the successful delivery of this course. Please communicate these instances as soon as possible so we can work through them together.

Interim Report and Final Report dates will be communicated upon funding approval.

For financial reporting, we recommend grant funding be kept separate from other funding sources in its own budget. Ensure that the financial reports are signed by a signing authority.

VI. PROPOSAL REVIEW PROCESS

Please note that the submission of a language proposal does not guarantee funding.

Here's what you can expect:

- Your application is first reviewed for eligibility, completeness, and clarity.
- An email will be sent to the recipient acknowledging receipt of the application form.
- An impartial, expert adjudication committee (Peer Review Committee) will convene to review all proposals and based on program criteria, will make funding recommendations. This panel of experts may include language specialists, curriculum developers, administrators and cultural instructors selected from B.C. First Nations communities.



How are language proposals evaluated?

A Peer Review Committee (PRC) will review and assess eligible proposals. Listed below is what the committee is looking for as it rates each proposal.

- Project context: clear description of how *Reclaiming My Language* fits into the community language revitalization plan
- Identification of potential co-instructors (Community Co-Instructor and Mental Health Co-instructor)
- Identification of at least 10 potential Silent Speaker participants who have each filled out a pre-course survey
- Identification of 10 potential fluent mentors or explanation of how mentors will be shared between participants. (Tip: If you are short of mentors, consider connecting with neighbouring communities.) You may wish to give a copy of *Appendix B: Information for Mentors* (page 14) to potential mentors.
- Clear description of ideas for mobilization and continuation of language use
- Demonstrated community language needs

Common Reasons Proposals/Expenses Are Considered Ineligible

- Application deadline not met
- Application form not signed by an authorized representative (Tribal Chief, Chief, Councilor, General Manager)
- No demonstration of community support by a Band Council Resolution (or official letter of support signed by Band Manager or Chief or Councilor).
- For societies, lack of official community support letter signed by Executive Director or General Manager
- Pre-course surveys (at least 10) are not included
- Current fiscal year application form not used
- Previous reporting of past FPCC projects not completed by the deadline date
- Submission of application by fax or email

How do I submit my Proposal Package?

Complete the online application form on the FPCC Grant Portal: <http://fpcc.ca/login>



APPENDIX A: Information for Participants

Reclaiming My Language: A Course for Silent Speakers

Our community is applying to First Peoples' Cultural Council to host a course for Silent Speakers of our language. The course is based on a successful program that was developed in Norway and Sweden for and by Indigenous Sami people. The model has since been adapted based on the input of First Nations in B.C.

The goal of the course is to support Silent Speakers to overcome barriers to using their Indigenous language in their communities.

Who is a Silent Speaker?

A Silent Speaker is someone who has a good understanding of a language but does not speak it. There are many kinds of Silent Speakers. Here are some examples:

- Indian day school or residential school survivors who spoke their language before attending school.
- people who grew up hearing a language and understand it but do not speak it.
- people who grew up with a fluent speaker in the home and understand the language but do not speak it.
- people who have studied extensively and have developed a high level of ability in reading and writing their language but do not speak it.
- speakers who moved away from the community for some time and do not feel comfortable speaking now that they have moved back.
- speakers who speak a different dialect of the same language and do not feel comfortable speaking within a community where another dialect is more common.
- speakers who simply have not spoken for years because they have not really had anyone to speak with.

Who is NOT a Silent Speaker?

- a new language learner.
- language learners with beginner or intermediate language proficiency.
- someone who lost their language abilities due to stroke or other health issues.
- a speaker who can speak comfortably in most situations.



What is Cognitive Behavioural Therapy?

Cognitive Behavioural Therapy (CBT) is a proven psychological therapy that helps people overcome barriers, to change how they think about a situation to change their response to a situation.

CBT is NOT a therapy meant to deal with trauma. It is a short-term therapy designed to help people move forward with a specific situation. Through CBT, people learn that their perceptions directly influence how they respond to specific situations. It has been used for a variety of things such as anxiety, phobias, quitting smoking or losing weight. In this case, CBT is used to help people speak their languages.

Definitions:

Cognitive	thinking, reasoning, or remembering
Behavioural	relating to or concerned with the social, psychological, and emotional factors that affect decisions and behavior

How long is the course?

- The course runs once a week for up to 3 hours per week for 10 weeks.
- If you sign up for the course, we strongly encourage you to commit to all 10 classes.
- You will also be required to meet with a language mentor once per week outside of class time.

What is involved?

- Participants will attend the class once per week.
- Participants will complete homework every week. There are two parts to the homework. First, you will complete a short reading. Second, you will meet with a fluent language speaker once per week for up to an hour. This will give you an opportunity to practice speaking one-on-one with a supportive mentor.
- Participants will have the opportunity of doing a mini-internship for the last 5 weeks of the course. The internship involves spending time in an environment where you can hear and use language. For example, the internship could be in a language class at the school or in a language nest or daycare where language is used. You can just observe, or you may choose to participate in activities. If you participate in the internship, a criminal record check may be required to work with children under the age of 18. It will depend on the facility requirements.



What does it cost?

- The course is free.
- Participants will be paid \$30 for each class and \$30 for each mentorship session they attend. Participants are not paid for sessions they do not attend.
- Participants will be paid an honourarium of \$30 per session for up to 5 internship sessions. Participants are not paid for sessions they do not attend.

Who is teaching the course?

Key community roles are:

Community Co-Instructor	This role is responsible for organizing the course within the community and offering facilitation support. They will coordinate the course, connect participants with mentors and coordinate the internships for participants.
Mental Health Co-instructor	This role will provide direct support to participants to strengthen their Cognitive Behaviour skills. This practice will help the participants towards speaking their language.
Mentors	Mentors are an important part of the course. Part of the learning includes participants spending at least an hour a week with a fluent speaker. Participants are given an opportunity to use their language with mentors in a fun, relaxed setting.
Participants	Participants are what make this program possible. The participant's role is to ready and willing to make the time commitments required by the course. Attending with an open mind and heart, ready to learn or refresh some skills that will support the reclamation of your Indigenous language!

FPCC support provided:

- The First Peoples' Cultural Council Language Program Associate for RML program provides a virtual training, resources, and documents.
- The Language Program Associate is the community's FPCC point of contact for the program.
- If needed FPCC can assist with the identification and vetting of a mental health co-instructor and potentially a community co-instructor.



APPENDIX B: Information for Mentors

Reclaiming My Language: A Course for Silent Speakers

Our community is applying to First Peoples' Cultural Council to host a course for Silent Speakers of our language. The course is based on a successful program that was developed in Norway and Sweden for and by Indigenous Sami people. The model has since been adapted based on the input of First Nations in B.C.

The goal of the course is to support Silent Speakers to overcome barriers to using their Indigenous language in their communities.

Who is a Silent Speaker?

A Silent Speaker is someone who has a good understanding of a language but does not speak it. There are many kinds of Silent Speakers. To support the Silent Speakers, we require those participating in the course to meet with a fluent mentor once per week to practice speaking in a safe and encouraging setting.

We invite you to be a language mentor in the program!

What does a language mentor do?

- A language mentor must be a fluent speaker of their First Nations language and must be comfortable speaking it.
- A mentor will meet with a participant once a week for an hour. Participants will be given a small homework assignment to work on with the mentor. For example, they might have to practice introducing themselves in the language.
- The mentor's main role is to help the participant feel comfortable starting to speak the language.
- A mentor must be willing to be patient and encouraging with the learner.
- A mentor can provide gentle corrections. We recommend correction by modeling. This means: if a participant says something incorrectly, the mentor will simply repeat the sentence in the correct way. The mentor should not correct by criticizing or by saying, "No, that's wrong, that's not how you say it."
- A mentor should understand that it is very difficult for adults to begin speaking a language that they have never spoken before. Adults can be easily discouraged and need to be given positive support for trying to speak.

Do mentors receive an honourarium?

- Yes, mentors receive an honourarium of \$125 per homework session



APPENDIX C: Job Description for Community Co-Instructor

Community Co-instructor, Limited-Term Part-Time Position

Overview

Insert organization name is looking for an energetic, highly organized, creative, and motivated individual to join our team to support the language revitalization process for Insert community name(s). We are looking for a Community Co-Instructor for a part-time limited-term position to support the effective administration and delivery of the 10-week course: *Reclaiming My Language: A Course for Silent Speakers*.

Background

The Reclaiming My Language course is for people who understand but do not speak their First Nations language. The course is sponsored by the First Peoples' Cultural Council (FPCC). It is based on a successful program that was developed in Norway and Sweden for and by Indigenous Sami people. The model has since been adapted based on the input of First Nations in B.C. A key component of the program is the Cognitive Behavioural Therapy (CBT) which is used to support participants to overcome barriers to using their Indigenous language.

Position

The Community Co-Instructor will co-lead and provide overall support for a 10-week course as part of a language revitalization program entitled *Reclaiming My Language: A Course for Silent Speakers*. The course will be co-instructed by a Mental Health Specialist who is experienced in CBT. This is a limited-term part-time position. Travel fees will be included in the position if needed. The position reports to the designated community lead.

Hours required: Insert number of hours here

Key Responsibilities

- Recruit participants for program
- Recruit fluent speakers as mentors in the program
- Co-lead 10-week course
- Schedule and co-ordinate weekly appointments between participants and mentors
- Schedule and co-ordinate internship placements
- Maintain regular contact with program participants and mentors
- Connect participants with mental health resources as required
- Work with relevant staff to issue payments
- Assist with program evaluation and reporting as required
- Perform other related duties as required



Qualifications and Experience

Candidates should have the background and experience as outlined:

- Knowledge of B.C. First Nations with a particular interest in language
- Experience in project management; *experience in project management within First Nations arts, language, history and/or heritage is an asset.*
- Knowledge and understanding of First Nations mental wellness issues (e.g., Residential School trauma); *experience within mental wellness is an asset.*
- Experience managing and/or coordinating teams is an asset.

Knowledge, Skills, and Abilities

Must possess demonstrated knowledge, skills and ability as outlined below:

Knowledge:

- Knowledge of processes and protocols that support service delivery in First Nations communities
- Sensitivity to wider political and organizational priorities
- Knowledgeable about safe COVID-19 engagement and gatherings

Skills:

- Excellent oral and written communication skills
- Demonstrated tact and judgment in interpersonal relationships and conflict resolution
- Proficient with the Microsoft Office suite (Outlook, MS Word, MS Excel, etc.) and virtual communication platforms (i.e., Zoom, Skype, etc.)
- Demonstrated leadership and/or facilitation skills

Ability: Ability to demonstrate cultural safety and humility

- Ability to work collaboratively
- Ability to manage complex project schedules
- Ability to coordinate teams of people
- Ability to respond effectively to sensitive issues, inquiries, and concerns
- Ability to synthesize complex or conflicting data and different perspectives
- Able to build trust and to maintain confidentiality
- Ability to multi-task, prioritize and problem solve



APPENDIX D: Contract Description for Mental Health Co-Instructor

Mental Health Co-Instructor, CBT Specialist, Contract Position

Overview

The First Peoples' Cultural Council is a First Nations-run crown corporation mandated to support Indigenous language, arts, and culture revitalization in British Columbia, and is based in Victoria, B.C. We are looking for a Mental Health Specialist with experience in Cognitive Behavioural Therapy (CBT) for a contract position to support the effective administration and delivery of the 10-week course: *Reclaiming My Language: A Course for Silent Speakers*.

Background

The Reclaiming My Language course is for people who understand but do not speak their First Nations language. The course is sponsored by the First Peoples' Cultural Council (FPCC). It is based on a successful program that was developed in Norway and Sweden for and by Indigenous Sami people. The model has since been adapted based on the input of First Nations in B.C. A key component of the program is the CBT which is used to support participants to overcome barriers to using their Indigenous language.

Position

The Mental Health Co-instructor will lead a 10-week course as part of a language revitalization program entitled *Reclaiming My Language: A Course for Silent Speakers*. Each course will be co-facilitated by a Community Co-instructor who is based in the community where the course is being held. This is a FPCC limited-term position contracted. Travel fees will be included in the position if needed. The position reports to the FPCC Reclaiming My Language Program Associate, and/or designate community lead.

Key Responsibilities

- Co-lead 10-week course.
- Instruct participants in developing CBT skills.
- Develop CBT-related materials for course.
- Connect participants with mental health resources and trauma and emergency services as required.
- Participate in team meetings as required.
- Assist with program evaluation and reporting as required.
- Perform other related duties as required.
- Travel may be required.

Education & Experience

Candidates should have the background and experience as outlined below:

Education and Experience:



- Bachelor or Master's degree in clinical psychology, counselling or social work or Registered Nurse with a two (2) or more years' experience providing counselling services in mental health.
- Eligible to be registered by their respective professional bodies.

OR:

- Accreditation in nursing, counselling, or other relevant health care discipline plus at least five (5) years' recent experience working with adults in mental health settings, including experience working with the First Nations community or an equivalent combination of education, training, and experience.

Additional experience:

- Experience practicing Cognitive Behavioural Therapy is required.
- Knowledge of First Nations mental health issues, especially Residential School trauma, is required.
- Knowledge of B.C. First Nations with a particular interest in language is an asset.
- Experience leading courses or group therapy sessions is an asset.

Skills and Abilities

Must possess demonstrated ability as outlined below:

- Have a demonstrated ability to work collaboratively (to co-lead course).
- Be able to work collaboratively to creatively develop content.
- Be flexible to changing situations, circumstances, and requirements.
- Be sensitive to participants' cultures and differing worldviews.
- Excellent oral and written communication skills.
- Demonstrated tact and judgment in interpersonal relationships.
- Ability to respond effectively to sensitive issues, inquiries, and complaints.

How to Apply or Submit an Expression of Interest:

Send a current resume or CV and a cover letter explaining your interest in this position to:

Melinda Pick, Language Program Associate

Email: RML@fpcc.ca

We encourage applications from individuals with Indigenous ancestry. Only those chosen for consideration will be contacted. All applications will be treated with strict confidentiality.