

A light green background featuring a white outline map of Canada. The province of Manitoba is highlighted in white, and the rest of the map is a light green color. The text is centered over the map.

MANITOBA SCHOOL SURVEY ON INDIGENOUS LANGUAGES TEACHING

2021 REPORT

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441 schools from 36 school divisions and MITT responded.

Inclusion criteria

All **37 school divisions** in Manitoba and Manitoba Institute for Trades and Technology (MITT).

Exclusion criteria

Adult learning centres, support centres, non-funded schools, evening, summer and virtual schools, Catholic schools commission, Arch. of Winnipeg Catholic Schools, First Nations schools, independent schools, institutional schools, and the Winnipeg board of Jewish Education. Surveys received after August 4, 2021 were also excluded.

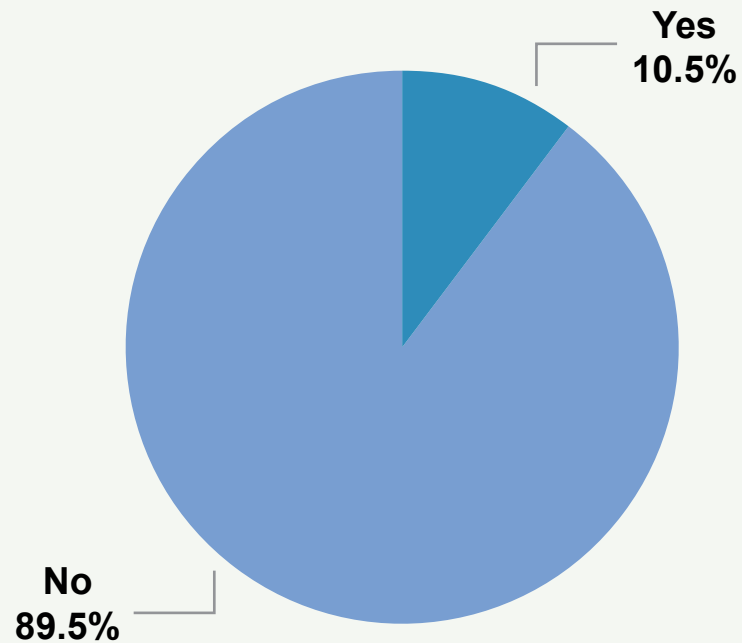
THERE WERE 26,286 SELF-IDENTIFIED INDIGENOUS STUDENTS REGISTERED IN 409 SCHOOLS AS OF SEPTEMBER 30, 2020.

Indigenous group and/or language/culture	No. of Students
First Nation	15,417
Anishinaabe	7,927
Ojibwe-Cree	3,398
Ininiw/Ininew (Cree)	2,953
Dakota	844
Dene (Sayisi)	245
Metis and Michif	9,137
Inuit and Inuktitut	180
Indigenous—Other	1,805
Aboriginal (Uncertain of Ancestry)	171

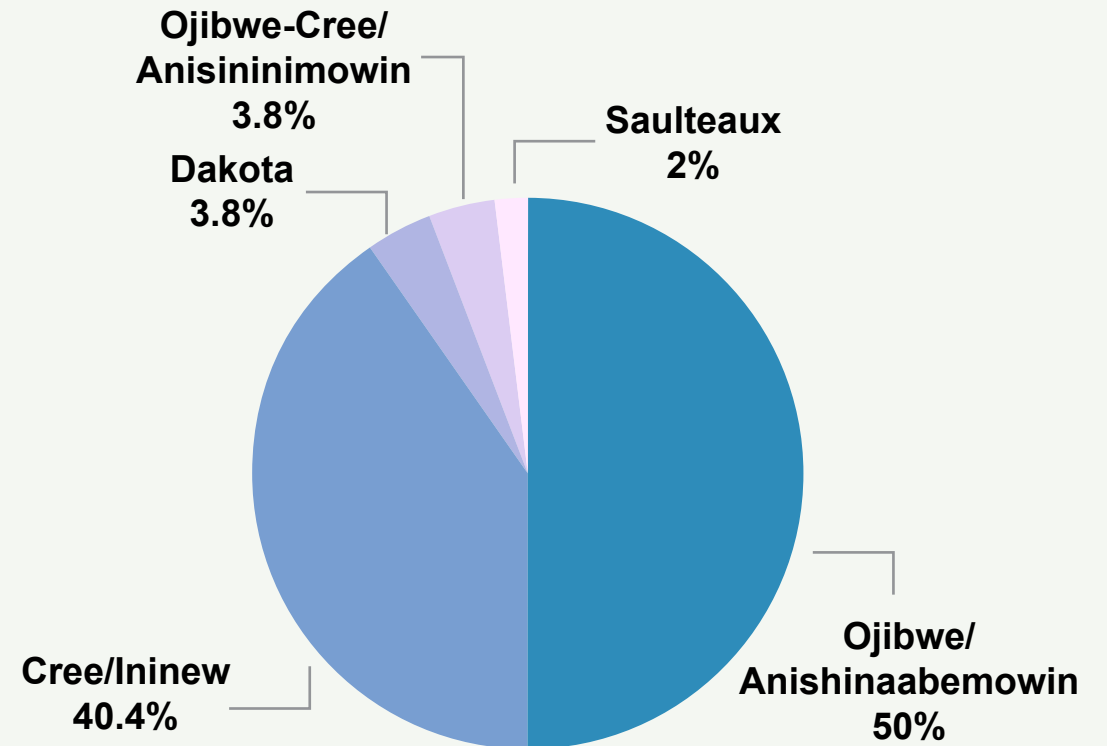
- Students may identify up to **three identities**.
- The remaining **32 schools** have **no student registration data available** and/or had **zero self-identified** Indigenous students.

46 SCHOOLS OFFERING INDIGENOUS LANGUAGE PROGRAMMING

46 out of 441 schools in Manitoba currently have an Indigenous language program.



Dene, Inuktitut and Michif are currently not being taught in any of the surveyed schools.



SCHOOLS TEACHING MORE THAN ONE INDIGENOUS LANGUAGE



1 SCHOOL

teaching

**Ojibwe/Anishinaabemowin &
Ojibwe-Cree/Anisininimowin**



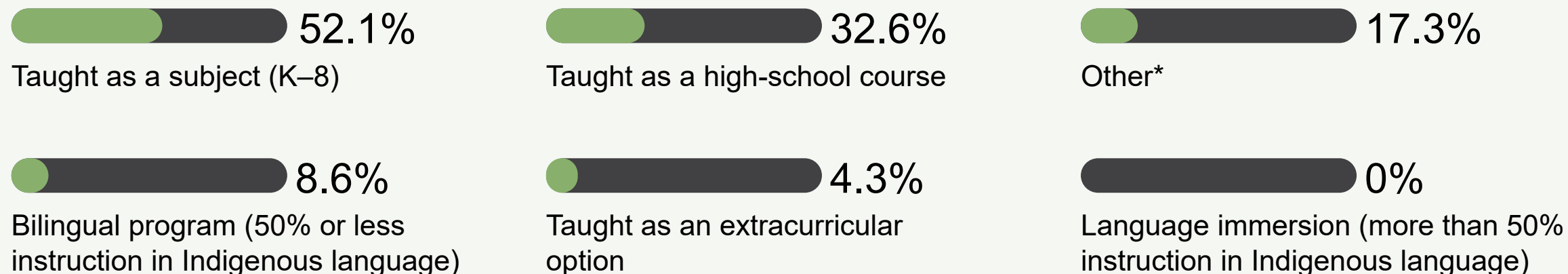
5 SCHOOLS

teaching

**Cree/Ininew & Ojibwe/
Anishinaabemowin**

INDIGENOUS LANGUAGES DELIVERY FORMAT IN 46 SCHOOLS

Schools could select **one or more of the reasons** below:



*Five schools offer a language exposure program. One school offers the Aboriginal Head Start program. One school received external funding to provide Cree language programming in all grades as their respective school division does not offer Indigenous languages courses. One school did not specify the type of programming available.

INDIGENOUS LANGUAGES PROGRAMMING IN 46 SCHOOLS

Schools may offer language programming in **multiple grades** or a **single grade level** within the specified ranges below (e.g., in **Grade 1 only** and/or **Grade 9 only**)

84.4%

37 out of 46 schools offer language programming within the **Pre-K–Grade 8 range**.

32.6%

15 out of 46 schools offer language programming within the **Grades 9–12 range**.

15.2%

Seven out of 46 schools offer language programming within the **Pre-K–Grade 12 range**.

INDIGENOUS LANGUAGES PROGRAMMING PER WEEKLY CYCLE IN 42 SCHOOLS

Two schools did not specify time allotted per weekly cycle*.

31%

13 schools

are teaching
over 120 minutes
per cycle

23.8%

10 schools

are teaching
between
60–90 minutes
per cycle

21.4%

9 schools

are teaching
between
45–60 minutes
per cycle

19%

8 schools

are teaching
between
30–45 minutes
per cycle

14.2%

6 schools

are teaching
between
90–120 minutes
per cycle

***One school** does not offer a set class on a weekly cycle. **One school** was not able to offer classes in the 2020/21 year.



Approximately, **5753 students are enrolled** in an existing Indigenous language program in **44 schools**.



Two schools did not provide a total enrolment number.

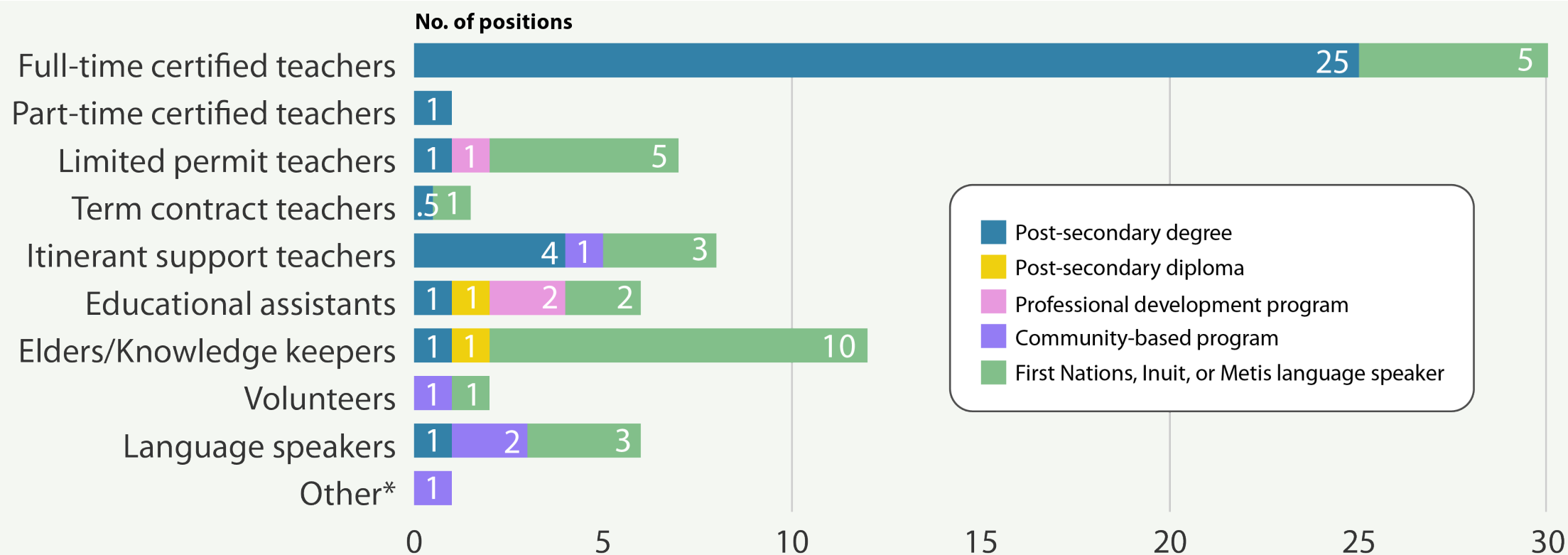
One school did not offer their regular program in the 2020/21 year due the COVID-19 pandemic. The other school is only able to offer a program in alternate years due to heavy workload and did not run a program this past school year.



The top three schools with the highest number of students enrolled (515, 500 and 455) teach **Cree/Ininew**.

WHO IS DELIVERING INDIGENOUS LANGUAGES PROGRAMMING IN MANITOBA SCHOOLS?

45 schools specified who currently delivers said programming, as shown below. One school did not complete this question.



*Five responses under 'other' include one high school graduate, one language club instructor, one community-based position, and two Ojibwe support instructors.

Some schools expressed concerns around replacing retiring language teachers and emphasized the need for professional development in the area.

“[This school] is **only able to hire a Cree language teacher** from January to June each year and even then, they often do not know if the position will be supported in the budget until December. The teacher is a local retired teacher who speaks fluent Cree but in a different dialect than is taught at the school, requiring even more work when she must translate from one dialect to another. [The teacher] has been teaching Cree **on contract at the school for many years now** and [they] may decide **not to return** as [they are] now quite elderly. **Many language teachers are well beyond retirement age and have only stayed on to teach because there is no one else available.**”

In the past five years...

39% of schools noted **an increase** in the number of Indigenous language teachers staffed at their school.

48% identified **no change** to their number of staffed Indigenous language teachers.

13% noted **a decrease**.

In the next five years...

48% of schools think there will be **an increase** in the number of staffed Indigenous language teachers.

43% think there will be **no change** in the number of staffed Indigenous language teachers at their school.

9% believe there will be **a decrease** in number.

395 SCHOOLS PROVIDED REASONS FOR CURRENTLY NOT HAVING INDIGENOUS LANGUAGES PROGRAMMING. SOME ISSUES IDENTIFIED WERE:

Insufficient financial resources.

Insufficient training for Indigenous language teachers.

Lack of curriculum and resource material.

Insufficient fluency of Indigenous language teachers.

Unsuccessful searches for new hires of Indigenous language teachers.

Some **EAL schools** cannot prioritize any more languages.

Teaching Indigenous languages is **not mandatory in the curriculum**.

Their division offers Indigenous languages, but **they are delivered in a different school**.

Little or no demands from students/families.*

Unsure of any demand from students and families.

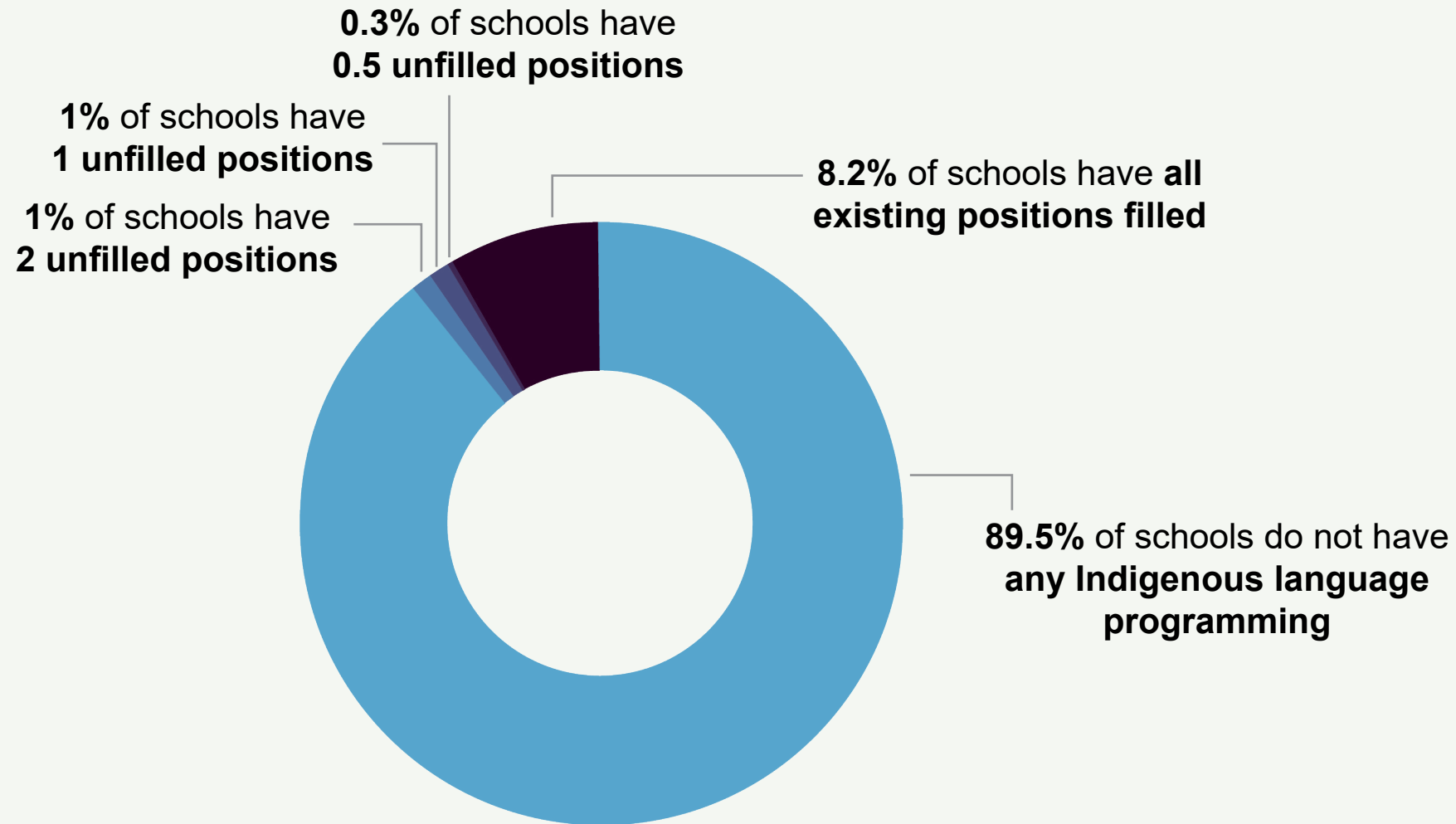
COVID-19 pandemic as a barrier for delivering programming.

It is **not a divisional priority**.



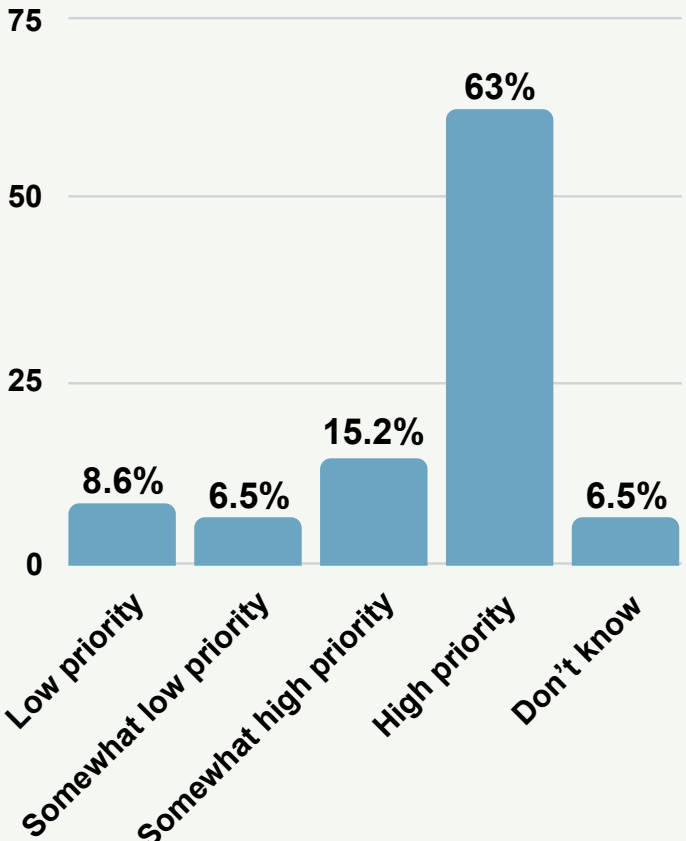
*As a result of negative experiences children experienced when speaking their native languages in government-funded residential schools and day schools, Indigenous languages have been undermined and devalued, and many families still feel the stigma and shame associated with learning their languages (Arthurson, 2012).

THE NUMBER OF UNFILLED INDIGENOUS LANGUAGE TEACHER POSITIONS IN 441 SCHOOLS.

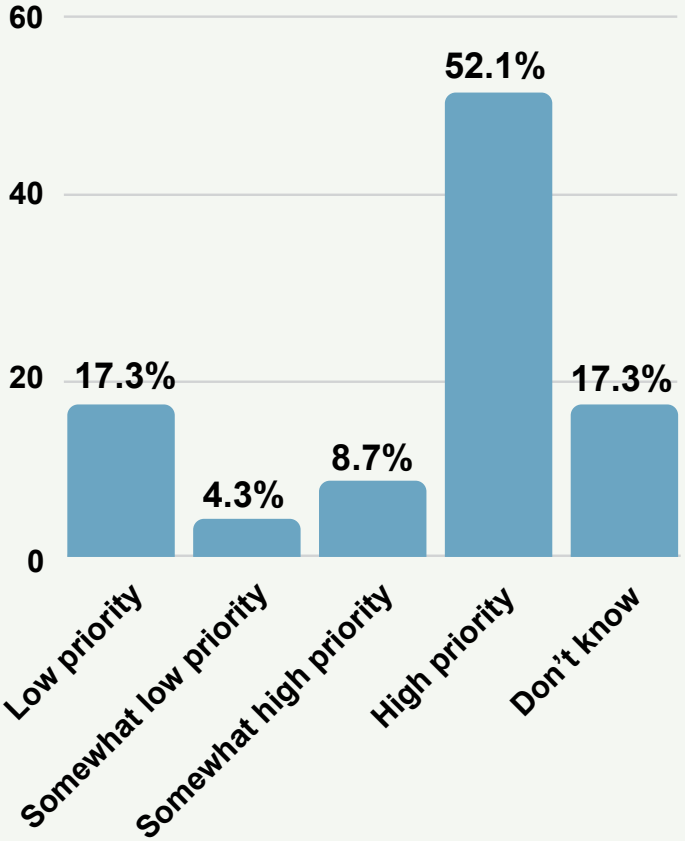


46 SCHOOLS CURRENTLY TEACHING INDIGENOUS LANGUAGES STATED THEIR PRIORITY LEVELS FOR THE BELOW AREAS:

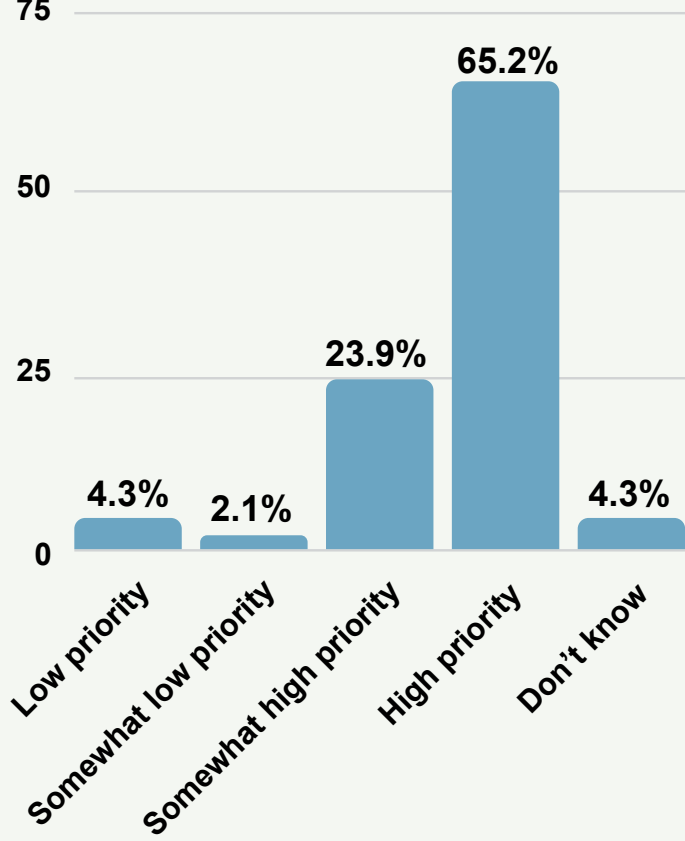
1. Hiring Indigenous language teachers/instructors



2. Replacement of retiring/leaving Indigenous language teachers/instructors



3. Professional development for Indigenous language teaching





**If funding and/or
Indigenous language teachers
were available,**
81% of schools would offer
Indigenous languages,
18% would not,
and 1% did not respond*.

*Some schools indicated that it was **out of their jurisdiction to answer** this question as they believed this to be a **divisional initiative**.



Based on the results of the survey, an estimated **629 of 703 public schools in Manitoba do not have Indigenous Languages Programming***.

Yet, self-declared Indigenous students make up for 23.61% of students in Manitoba public schools**.

* Estimation completed by extrapolating survey results to all Manitoba public schools.

**Based on Manitoba Education and Early Childhood Learning 2020 enrollment data.

INDIGENOUS LANGUAGE TEACHERS NEEDED IN MANITOBA PROVINCIAL SCHOOLS

8.5 teachers per **K–Grade 8** Bilingual Indigenous Language program per language

2 teachers per **Grade 9–12** Bilingual Indigenous Language program per language

For Indigenous languages **courses** it was recommended to target the number of Indigenous Languages teachers needed based on collaborative and supportive school teams comprised of:

- 1 Teacher for Grades K–4**
- 1 Teacher for Grades 5–8**
- 1 Teacher for Grades 9–12**
- 1 Educational Assistant**



*These are based on recommendations from the field. The number of teachers needed is dependent on school sizes and these recommendations should be used as a guide in planning



Based on a Specialist Teacher Model
with a Pupil:Educator Ratio of 150:1

**1189 Indigenous Language
Teachers are needed in Manitoba
provincial schools.**

LIMITATIONS

This report does not take into analysis the unique revitalization needs of each of the seven Indigenous languages in Manitoba.

Schools may require multiple Indigenous language teachers based on student demographic, or ancestral Indigenous lands or homeland of the school location.

Continued coordination and collaboration through the Manitoba Aboriginal Languages Strategy is needed to best support planning and recruitment needs of Indigenous languages teachers.

“

The Indigenous languages of the first peoples of Canada are considered to be the people’s cultural treasures. They are important to Indigenous identities, cultures and communities. Simply said, the ancestral languages of Indigenous peoples are recognized as the most important vessels of Indigenous cultures.

Lorena Fontaine & Brock Pitawanakwat

Language Loss and Revitalization
p.16, in The Journeys of Besieged Languages, 2016.

”

ACKNOWLEDGEMENTS

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The University of Winnipeg

and

The Manitoba Aboriginal Languages Strategy

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THE UNIVERSITY OF
WINNIPEG



APPENDIX 1: MANITOBA SCHOOL SURVEY ON INDIGENOUS LANGUAGES TEACHING

Manitoba School Survey on Indigenous Languages Teaching

Purpose:
To identify and assess the need for Indigenous language teachers/instructors in Manitoba schools. The survey results will be used to determine the number of certified Indigenous language teachers required in Manitoba.

Survey Frame: All Manitoba K–12 Schools

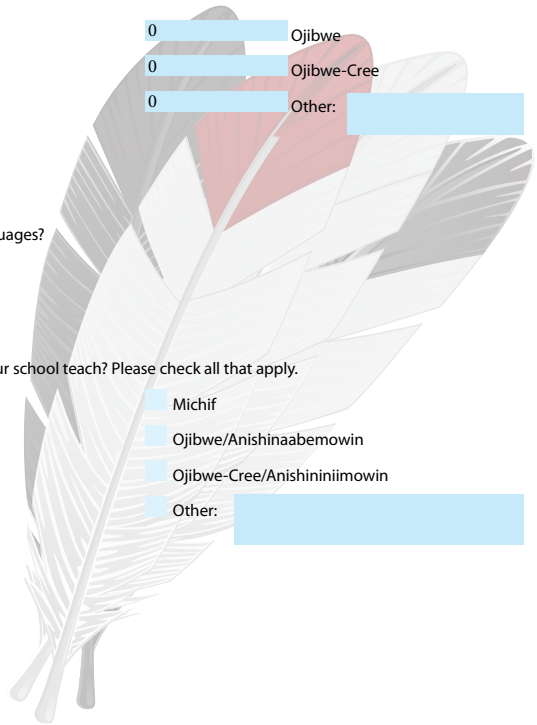
- Please name your school.
- How many self-identified Indigenous students are currently registered at your school as of September 30, 2020? Please indicate all that apply.

<input type="text"/> Cree	<input type="text"/> Ojibwe
<input type="text"/> Dakota	<input type="text"/> Ojibwe-Cree
<input type="text"/> Dene	<input type="text"/> Other: <input type="text"/>
<input type="text"/> Inuit	
<input type="text"/> Métis	
- Does your school teach Indigenous languages?

Yes

No—Skip to question 13.
- Which Indigenous language(s) do(es) your school teach? Please check all that apply.

<input type="checkbox"/> Cree/Ininew	<input type="checkbox"/> Michif
<input type="checkbox"/> Dakota	<input type="checkbox"/> Ojibwe/Anishinaabemowin
<input type="checkbox"/> Dene	<input type="checkbox"/> Ojibwe-Cree/Anishiniimowin
<input type="checkbox"/> Inuktitut	<input type="checkbox"/> Other: <input type="text"/>



- What description best characterizes your school's Indigenous language programming? Please check all that apply.
 - Indigenous language immersion (more than 50% instruction in Indigenous language)
 - Indigenous language bilingual program (50% or less instruction in Indigenous language)
 - Indigenous language taught as a subject (K–8)
 - Indigenous language taught as a high school course
 - Indigenous language taught as an extracurricular option (Please indicate how it is delivered, e.g., after school, summer program)
 - Other:
- In which grades do you offer Indigenous language instruction? Please check all that apply. Please indicate time allotted per cycle.

<input type="checkbox"/> Pre-kindergarten	<input type="checkbox"/> Grade 6
<input type="checkbox"/> Kindergarten	<input type="checkbox"/> Grade 7
<input type="checkbox"/> Grade 1	<input type="checkbox"/> Grade 8
<input type="checkbox"/> Grade 2	<input type="checkbox"/> Grade 9
<input type="checkbox"/> Grade 3	<input type="checkbox"/> Grade 10
<input type="checkbox"/> Grade 4	<input type="checkbox"/> Grade 11
<input type="checkbox"/> Grade 5	<input type="checkbox"/> Grade 12
- How many students are enrolled in an Indigenous language program (immersion, bilingual, a subject, or a high school course) at your school?

APPENDIX 1: MANITOBA SCHOOL SURVEY ON INDIGENOUS LANGUAGES TEACHING

8. Who delivers your school's Indigenous language programming/instruction? Indicate the number of each type of instructor in the applicable column of the table below.

Type of Instructor	Post-secondary degree	Post-secondary diploma	Professional development program	Community-based program	First Nations, Métis, or Inuit language speaker	Other
Full-time certified teachers						
Part-time certified teachers						
Limited permit teachers						
Term contract teachers						
Itinerant support teachers*						
Educational assistants						
Elders/Knowledge Keepers						
Volunteers						
Language speakers						
Other:						

* Language teachers who move around the school division to provide support.

9. In the last five years, has there been an increase or decrease in the number of Indigenous language teachers staffed at your school?

- Increase
 Decrease
 No change

10. In the next five years, do you think there will be an increase or decrease in the number of Indigenous language teachers staffed at your school?

- Increase
 Decrease
 No change

11. How many unfilled Indigenous language teacher positions does your school have at this time?

12. Please indicate on a scale from 1 to 4 what the priority level is at your school for the areas below:

	Low Priority	Somewhat Low Priority	Somewhat High Priority	High Priority	Don't Know
Hiring Indigenous language teachers/instructors	1	2	3	4	5
Replacement of retiring/leaving Indigenous language teachers/instructors	1	2	3	4	5
Professional development for Indigenous language teaching	1	2	3	4	5

13. If your school does not offer Indigenous languages courses or programming, what do you think the reason is? Check all that apply.

- Little or no demand from students and families
 Unsuccessful searches for new hires of Indigenous language teachers
 Insufficient financial resources
 Insufficient training for Indigenous language teachers
 Insufficient fluency of Indigenous language teachers
 Lack of curriculum and resource materials
 Other:

14. Would your school hire more Indigenous language teachers if funding and/or Indigenous language teachers were available? Yes No

Please return all surveys to iid@gov.mb.ca by June 4, 2021.

SUBMIT BY EMAIL

Thank you for participating in this survey.