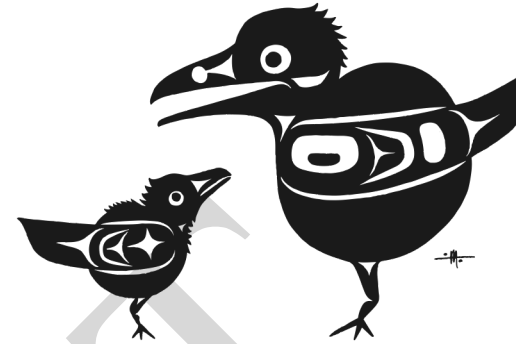


Quuquatsa Language Society



Strategic Plan May 2012 DRAFT 5 (July, 2012)

This strategic plan has been developed May 2012 by the Quuquatsa Language Society in order to provide a disciplined approach to the management of the Society over the next year. The strategic plan is to be revisited and re-revised after the first year of operation. This plan includes long-term goals beyond the first year as captured through the original planning process.

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Organizational Description

The Quuquatsa Language Society was formed by students taking the Linguistics 259 UVIC/NIC Quuquatsa Language course. Discussions around creating a language council began in the fall, but steps taken toward forming the society formally occurred on March 7, 2012 when students in the class came together for a meeting and made monetary donations to help with the incorporation process.

A number of factors influenced the formation of the society whose primary goal is to increase fluency:

- 1) The desire to continue to have language education classes available to interested people, in particular, continuing the relationship with UVic and NIC in the already existing class series.
- 2) To create more opportunities for Nuu-chah-nulth people to be involved in language learning (e.g., classes, curriculum materials, videos, etc.)
- 3) To be able to apply for grant monies and other funds in order.

The Quuquatsa Language Society is governed through a volunteer board of directors and its activities are executed through volunteer action committees. Throughout the first year of organizational development the society will develop clear roles and responsibilities.

The Quuquatsa Language Society has received support from almost all Nuu-chah-nulth Nations to continue our UVic/NIC course.

The societies Annual General Meeting will be held in August 2013.



Organizational Structure:

Board of Directors: meetings to be held every two weeks for the initial 6 months to develop the society. Board members and action orientated society members participate in meetings.

Directors: Shaunee Casavant, Victoria Wells, Daniel Blackstone, Tooie Casavant, Denise Green, Linsey Haggard, Ted Haggard, Darleen Watts, Jane Jones, Ron Hamilton, Clara Clappis, Gale Johnson

Action Committees: meeting frequency dependent on priorities and tasks.

1. Infrastructure and membership Committee
2. Presentations and Academic Committee
3. Executive Committee
4. Fundraising, Grant Writing, and Correspondence Committee:



Vision: Our vision is to have a fluent Nuu-chah-nulth society/community.

Mission: We plan, advocate, and work to rebuild practices of speaking, thinking, hearing, seeing and dreaming in the Nuu-chah-nulth languages through preserving, learning and teaching.



Goals

- Goal 1:** To foster, plan, implement, evaluate, and sustain educational programs that result in fluency of the Nuu-chah-nulth language; to educate and support Nuu-chah-nulth language teachers; and to provide a physical place for language learners to come together and practice.
- Goal 2:** To advocate and seek funds that will support the operation and the goals of the society to achieve fluency on behalf of interested Nuu-chah-nulth people
- Goal 3:** To function as a Language Authority for quuquatsa and to be a repository for language materials (i.e., curriculum, documentation efforts, etc.). Promoting sharing of language materials and resources through appropriate protocols.
- Goal 4:** To support the achievement of fluency through the production of educational resources such as: video, audio, images, books, etc.
- Goal 5:** To support fluent speakers and knowledge keepers to teach and share their knowledge.
- Goal 6:** To have Nuu-chah-nulth, non-Nuu-chah-nulth and International communities know and recognize the QLS.



Goals and Strategies

Goal 1: To foster, plan, implement, evaluate, and sustain educational programs that result in fluency of the Nuu-chah-nulth language; to educate and support Nuu chah nulth language teachers; and to provide a physical place for language learners to come together and practice.

Strategy	Action Steps	Person/s	Completion	Evaluation
Short-term: Year 1				
To ensure NIC/UVIC language courses continue	<ol style="list-style-type: none"> 1) Hire a professor - and advertise this position within Nuu-chah-nulth communities 2) Curriculum development for September courses 3) Promote courses, encourage attendance 4) Help students to understand funding rules and access to course funding 	Academic Committee	August 31, 2012	Sept. 4, 2012 <ul style="list-style-type: none"> • Report on professor hired • Report on curriculum • Report on number of students
Build a familiarity with education system and structure of education system	<ol style="list-style-type: none"> 1) Meet with people who represent those institutions in a meaningful way as often as possible and with NTC. 	Academic Committee Specific members of Society	On-going	Report on participation in committees & groups. Issues and problems reported to QLS.



Maintain safe and positive environment for learning	<ol style="list-style-type: none"> 1) Speak our language whenever we can. 2) Encourage others to speak and practice 	All Society Members	On-going	More people speak Nuu-chah-nulth in everyday situations
Host an immersion potluck as a part of our AGM	<ol style="list-style-type: none"> 1) Executive to plan AGM -advertise, submission of reports 2) Volunteers to coordinate potluck 	Everyone	August 2013	Society in good standing.
Medium-term: Year 2-3				
To promote families to use language on their own in their homes	<ol style="list-style-type: none"> 1) Create a series of animated programs 2) Inquire about broadcasting locally and/or APTN 3) Publish books for children 4) Research Rosetta Stone system for learning Nuu-chah-nulth language 	Everyone	September 2013	<ul style="list-style-type: none"> • Animated programs exist and are used. New publications exist • Films are seen on television
Long-term: Year 3 +				
To support immersion groups and activities	Prepare proposals for immersion activities	Fund Raising and Grant Writing Committee	Before closing date for each project	Immersion programs are funded.
To develop curriculum for K-12	<ol style="list-style-type: none"> 1) Complete an environmental scan to determine status of curriculum. 2) Oversee completion, distribution and implementation of curriculum. 	Academic Committee	2014	Complete curriculum K-12 developed and promoted by QLS.



Goal 2: To advocate and seek funds that will support the operation and the goals of the society to achieve fluency on behalf of interested Nuu-chah-nulth people

Strategy	Action Steps	Person/s	Completion	Evaluation
Short-term: Year 1				
Seek avenues for funding	<ol style="list-style-type: none"> 1) Review, research funding possibilities 2) Create database of funding options, deadlines and other relevant information 	Fundraising Committee	On-going	Funds are allocated fairly
Through fundraising obtain \$100,00	<ol style="list-style-type: none"> 1) Write # of proposals 2) Plan for community based fundraising efforts such as Loonie Toonie. 3) Create an annual cycle of fundraisers 	Fundraising Committee Participation of all society members	Annually	\$100,000 in QLS bank account
Obtain funds to hire coordinator	<ol style="list-style-type: none"> 1) Find funding opportunities to support coordinator position 2) Write and submit proposals 	Fundraising Committee And executive	Begin Before August 31, 2012	A coordinator will be hired
Create lobby group to advocate for language and the work of the	<ol style="list-style-type: none"> 1) Report annually to the NTC 2) Maintain an up to 	Individuals Presentation Committee	On-going	Public and officials can access current information on Nuu-



society in the Nuu-chah-nulth community	date website, tag line, and key messages			chah-nulth language initiatives
Develop business plan	1) Draft using standard format with input of board and society members	Coordinator	December 31, 2012	We have a business plan that we can read and understand
Medium-term: 2-3 year				
Plan fundraising gala	1) Identify coordinating team 2) Seek partnerships	Interested members	Planning complete for December 31, 2012	A plan has been developed

Goal 3: To function as a Language Authority for quuquatsa and to be a repository for language materials (i.e., curriculum, documentation efforts, etc.). Promoting sharing of language materials and resources through appropriate protocols.

Strategy	Action Steps	Person/s	Completion	Evaluation
Short-term: Year 1				
Bring together existing language resources	1) Create plan for collecting and storing resources. Gathering outcomes and needs assessments. 2) Generate inventory of curriculum and other language materials 3) Develop storing and sharing agreement/protocol	Coordinator or volunteers	March 31, 2013	QLS is recognized as a good resource for language materials. Lawyer to review agreements, letters, and protocol for correctness.



	templates for Nations and individuals 4) Secure a physical location			
Medium-term: Year 2-3				
Create digital archive to house language curriculum and resources	1) Establish secure digital platform, storage 2) Identify who is responsible. 3) Develop policies and procedures	Coordinator Infrastructure Committee	2016	We can store and retrieve language curriculum and resources
Long-term: Year 3+				
Creation of a facility, a physical building for language.	1) Find location (Ron Hamilton offered location) 2) Fundraising and partnerships 3) Construct building in Luborg Trupka style of building	Infrastructure committee	2020	A physical structure has been created.
Create physical language archive in our facility.	1) Establish interim collection 2) Research, purchase and catalogue	Academic Committee	2020	Physical resources are stored appropriately



Goal 4: To support the achievement of fluency through the production of educational resources such as: video, audio, images, books, etc.).

Strategy	Action Steps	Person/s	Completion	Evaluation
Short-term 1 year				
Create and distribute one comic book	1) Secure Funds 2) Hire writer and artist	Presentation and Academic Committee	December 31, 2013	Feedback is positive Readers want to see more
Medium-term: 2-3 year				
Create publications: <ul style="list-style-type: none"> • Film • Comics • Books • Language animation 	1) Develop a series of comics 2) Produce a Nuu-chah-nulth Sesame Street 3) Oversee production and printing of a textbook 4) Support website, facebook, and other social media that increases use of Nuu-chah-nulth language	Coordinator Consultants Presentation and Academic Committees	Start at the end of 2 nd year. On-going until complete in 5 th year	All resources are distributed, sold, and learners want more. There is increased use of the Nuu-chah-nulth language.
Long-term: 3+				
Support individuals and communities to apply for funding to do projects where it doesn't conflict with societies objectives	1) Share information 2) Develop criteria for establishing partnerships 3) Create policies and procedures re: copyright and intellectual property	Coordinator Academic Committee	2016	Nuu-chah-nulth organizations, communities, and agencies seek out QLS for information



	rights			
Create a publishing house	Research and plan for the creation a publishing house	Coordinator Consultant	Planning starts year 2 for year 5 completion	Several publications available in year 5

Goal 5: To support fluent speakers and knowledge keepers to teach and share their knowledge.

Strategy	Action Steps	Person/s	Completion	Evaluation
Short-term: year 1				
Create teams to work with elders and fluent speakers of our language.	<ol style="list-style-type: none"> 1) Identify teams 2) Identify how to capture knowledge 3) Identify proper process and protocol 	Presentation Committee Academic Committee Infrastructure Committee	Needs to happen now Ongoing	Knowledge is recorded, stored and catalogued safely.
Create and hold workshop on working with knowledge holders. Format: <ul style="list-style-type: none"> - How to work respectfully - Ownership - Respectful ways to ask questions - Support already existing efforts. 	<ol style="list-style-type: none"> 1) Coordinate date and time 2) Find location 3) Plan workshop structure 4) Send invitation 5) Write-up model for future use. 	Ron Hamilton (lead) Academic and Proposal writing Committees	Summer 2012	Elders are comfortable sharing information. The workshop is recorded for future use.
Bring fluent speakers and learners together to discuss language and				



cultural topics				
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Goal 6: To have Nuu-chah-nulth, non-Nuu-chah-nulth and International communities know and recognize the QLS.

Strategy	Action Steps	Person/s	Completion	Evaluation
Short-term: year 1				
Create social media for society - Facebook/Twitter	1) Set up account 2) Establish moderator and someone to update	Academic and Presentation Committees Volunteers	Immediate	QLS has a presence on social media
Write articles and press releases to submit to newspapers and Nations newsletters/bulletins	1) Research and write articles 2) Host competitions	Academic and Presentation Committees Volunteers	On-going 2013 -15	QLS has a presence in local media
Make presentations			When requested	
Establish website			Fall 2012	
Develop email list serve		David	Immediate	
Develop brand	Build on information from first meeting	Dawn and volunteers	Immediate 2012	QLS image is easily recognizable
Develop communications strategy for internal and external communications.	Identify goals for press releases, TV, radio Set up interviews	Infrastructure and Presentation Committees	2012	The right people are getting the right message, at the right time



Internal and External Assessment (Strengths, Weaknesses, Opportunities, Threats)

Strengths (Internal)	Weaknesses (Internal)	Opportunities (external)	Threats (external)
<ul style="list-style-type: none"> • A group from nine of the Nuu-chah-nulth Nations • Energy and passion • All volunteers • Newness • Blessed with each other, our team has: diverse skills, diverse backgrounds, lots of talent, knowledge, and capacity • Artistic abilities/creativity • Business people with access to infrastructure • A desire that is healthy • Shared background, a similar history of colonization and having language taken away, it is a place to begin learning and working from. • Giving it our best shot • Strength in traditions—feeding people, and then talking business • Openness of people, willingness to share • Networks of people • Aware of our weaknesses • Strong personalities • Family support • Momentum 	<ul style="list-style-type: none"> • Monumental task • Overcoming history of oppression • Lack of funding • Lack of facility/space, no physical location • Lack of “corporate identity” • Time as volunteers- lots of other commitments • Lack of digital presence, no communication strategy • Roles and responsibilities are not defined • No business plan • Strong personalities • Just starting, newness • Affordability • Lack of personal language knowledge • Time, loosing access to amazing speakers of the language • Lack of familiarity with school system, structure of school system • Fear of speaking • Distance from one another • Unfamiliarity with elders and proper protocol to work with them 	<ul style="list-style-type: none"> • Computer technology • Lines of communication open with UVic, UBC, VIU, NIC, etc. • Funding • Local schools and BC schools are becoming more open to First Nations programming • Access to land for building • Networking with other efforts • Truth and Reconciliation Commission - identifying language as a priority. • Support shown at NTC meeting-continue to build • Rising awareness about language in political environment • Fee for service • Language is connected to a number of other things- health, spirituality, resources, etc. • There is an opportunity for restitution for the churches 	<ul style="list-style-type: none"> • Distance from each other • Lack of funding, or funding with strings • Lack of long-term vision and commitment • Power struggles and politics between ourselves and other organizations • Not being included in other efforts • Political interference - • Other groups may feel threatened • Others attributing work to individuals rather than the group • Negativity • Post-residential school trauma • Lack of interest of external parties • Racism

