



Learning Through Lifeways

NIHSDA

AIAN T/TA Network

These materials were developed for OHS/Region XI Training and Technical Assistance Network under Contract No. 140D0420C0086 by ICF.

WELCOME

- Part 1 8:30 AM-11:30 AM
- Lunch 11:30 AM-1:00 PM
- Part 2 1:00 PM-4:00 PM



During Our Time Together

Participants will:

- Discuss the value of culture and language for health, healing, and development
- Learn strategies to intentionally connect language, culture and lifeways with the Early Learning Outcomes Framework.
- Explore ways to create a warm, culturally based, meaningful, and responsive learning environment for all children and families.





“Ch’as Tula.aan, ka kusaxán kwa I téix’
tóo yéi na.oo! Ch’a wáa sá yéi ux kei
igateeni, Yá aani I Tula.aaní ku.oo gwál I
éede had guxdashée”

~Chaa’ Aassh

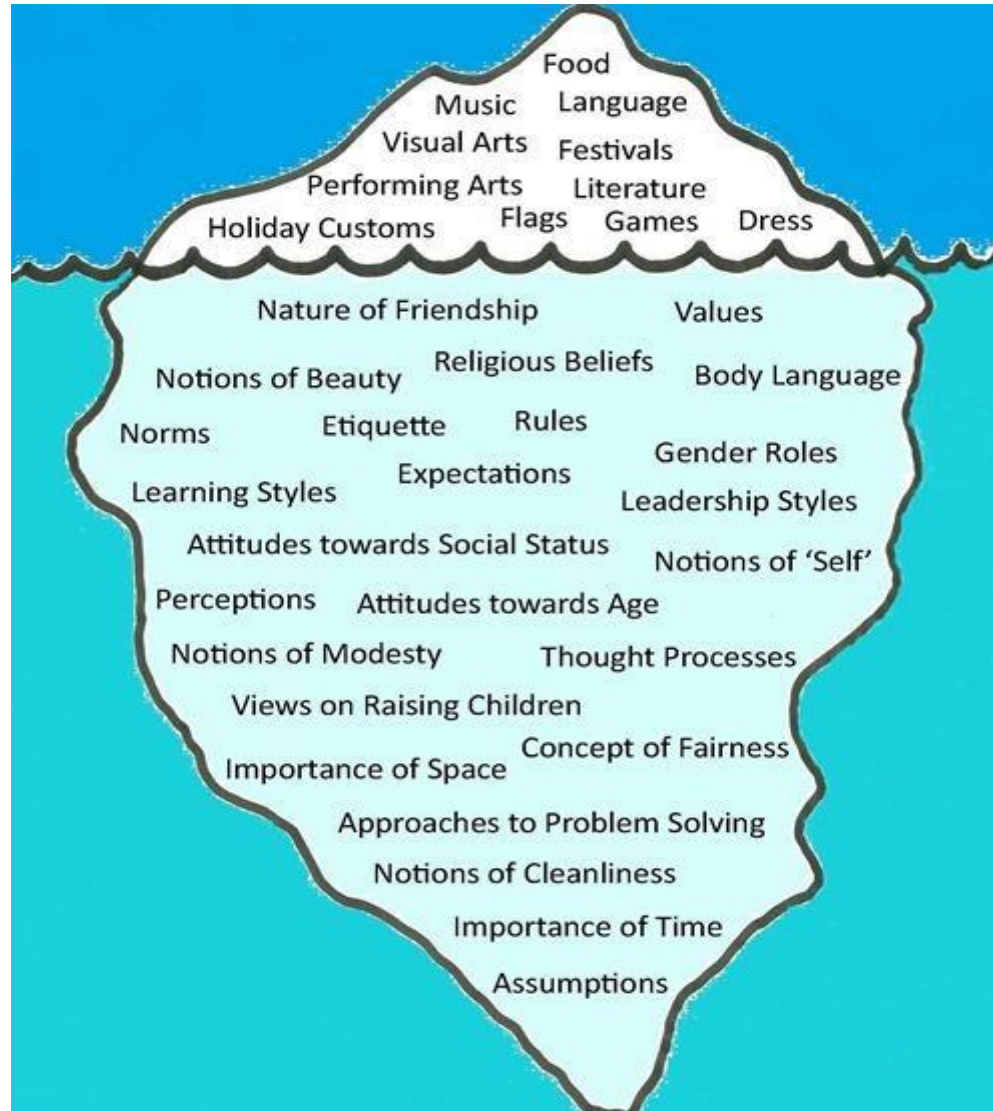
NATIVE WOMEN WEAVING BASKETS, ALASKA

Introductions

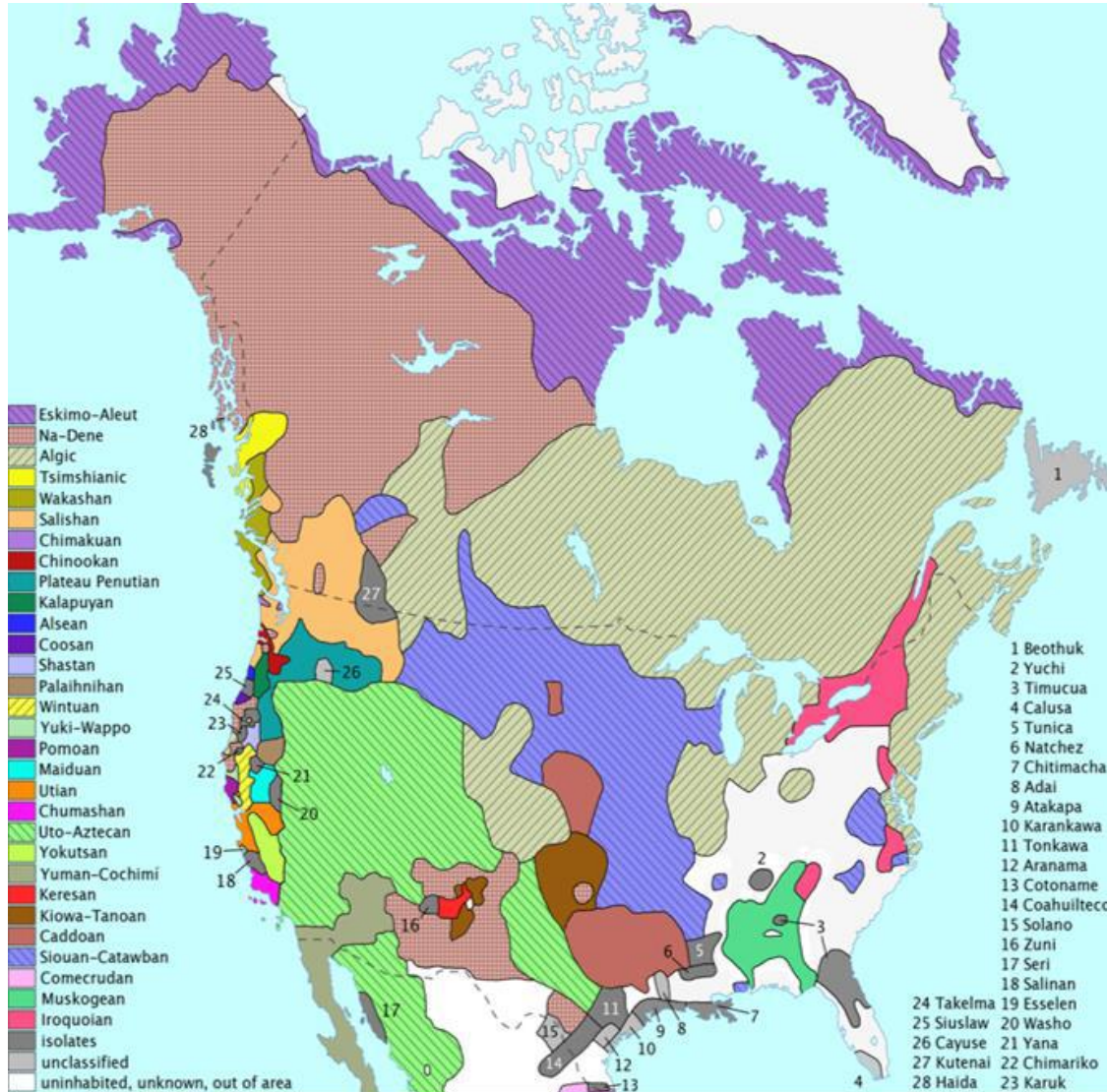


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The Iceberg Theory



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"Native People remain. And this story is a lot to take in. Be kind, and please be gentle with each other. There is much to process and much to heal."

~Lily Gladstone



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Why It Matters

- Cultural and spiritual health and healing
- Improvements to health
- Understanding the impacts of language loss on the well-being of Indigenous people
- Relationship between commitment to the program and participants' wellbeing
- Apprentices increased their community involvement and leadership
- Elders experienced healing through their experience as language mentors



“To hear our children speak
our language is like medicine”

Dr. Lance Twitchell





Children Learn What They Live



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Strong Identities

- Sense of Place
- Identity
- Belonging
- Family Well-being



What do you want your children to learn?



Perpetuating the Cochiti Way of Life



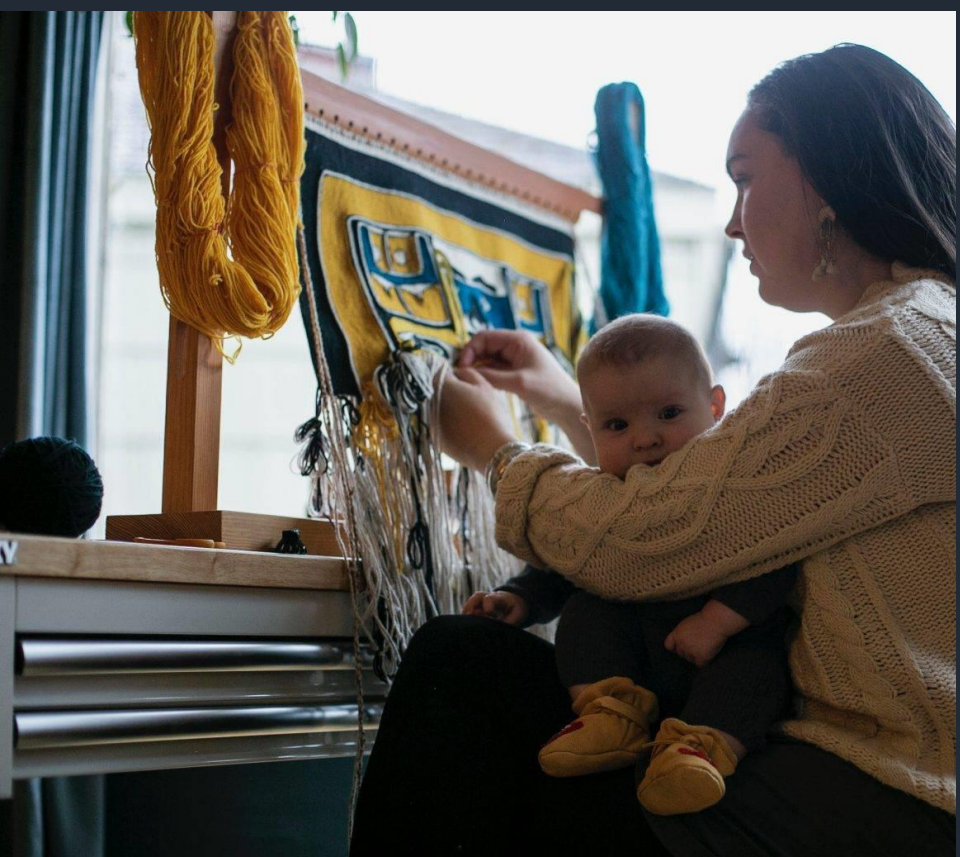
When asked, “What do you wish for your grandson?” a Cochiti Pueblo grandfather of a first-year Head Start student replied, “I understand that English, science, math, and so forth are important for my grandson. I know he will learn those things. But my main concern is that he won’t learn our language and the Pueblo ways of life. To me, those are more important because it will teach him what it means to be Cochiti and to be a human being in a complex modern world. If he has a strong Cochiti foundation, then he will learn with confidence anything he puts his mind to. He can leave Cochiti and see the world, earn a degree, acquire a profession, and always come back knowing he is Cochiti and what that requires.”

—Mary Eunice Romero, Perpetuating the Cochiti Way of Life: A Study of Language Socialization in a Pueblo Community



Lifeway

A customary manner of living; a way of life; a custom or practice.



What are your Lifeways?

Language and Culture Matter – What Research Shows



Language and culture tell children where they come from and who they are. Because birth to 5 is the time of developing an identity and a sense of self, it is essential that AIAN early learning programs give children positive, rich, comprehensive, and affirming **educational experiences grounded in the unique culture and language of the children.**

Hope Gerde, PhD

The Head Start Approach

School Readiness for every child to include growth in:

- Social Emotional Development
- Approaches to Learning
- Cognition
- Language and Literacy
- Physical Health and Development

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

HSPS: What the standards say

1302.36 Tribal language preservation and revitalization.

A program that serves American Indian and Alaska Native children may integrate efforts to preserve, revitalize, restore, or maintain the tribal language for these children into program services. Such language preservation and revitalization efforts may include full immersion in the tribal language for the majority of the hours of planned class operations. If children's home language is English, exposure to English as described in § [1302.31](#)(b)(2)(i) and (ii) is not required.



Approaches to Culture and Language



- Culturally Based Classrooms
- Language Immersion
- Dual Language
- Language Medium

Waadookodaading Ojibwe Language Immersion School



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<http://theways.org/story/waadookodaading>

Language and Culture

- What are the ways your program currently supports language and culture?
- What age groups are included?
- *How are elders, tribal colleges, community partners, center staff, teachers, other providers involved?*



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What Are Children Learning?



<https://vimeo.com/651321181/33e40ef632>



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Program Lifeways Activity

Identify the potential for child learning in your lifeway flip charts

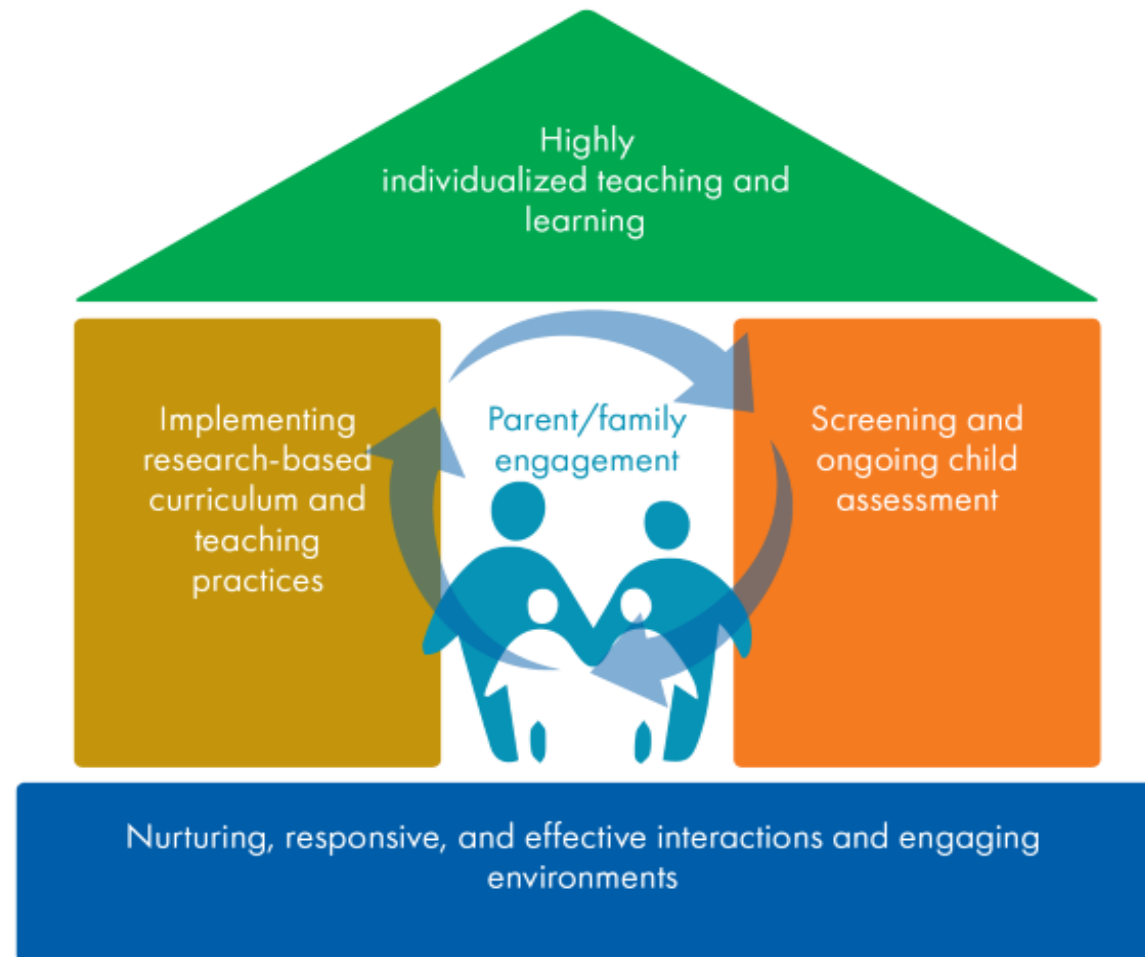


Let's talk Classroom Adaptations

How can we extend the selected lifeway into different interest areas/centers in the classroom?



Families/Community and Culture and Language

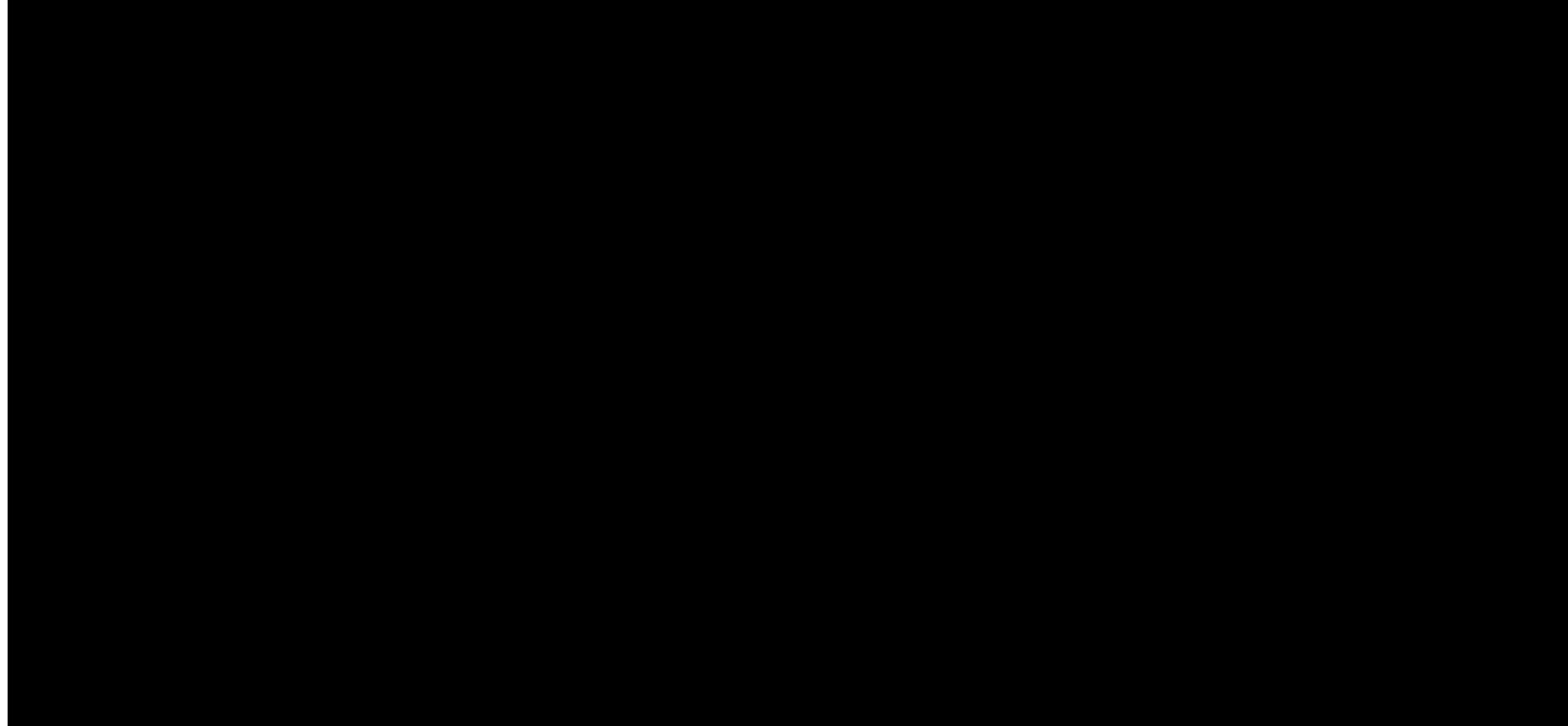


What do your families want for their children?

How do you know?



Red Cliff Early Childhood Center in Wisconsin Red Cliff Band of Lake Superior Chippewa



Reflection Questions

- What specific strategies do you see the program use to engage families?
- How do the strategies work together to support better outcomes for families?
- What interested you most about this program's approach to engagement?
- Did you observe any missed opportunities for engagement ? What might you do differently?



Red Cliff Band of Lake Superior Chippewa

Strategies:

- Community Partnerships
- Family Partnerships
- Committed Program Leadership
- Culturally responsive Program Environment

Outcomes:

- Positive Goal-Oriented Relationships with Families
- Family Well-Being
- Families as Advocates and Leaders
- Family Connections to Peers and Community



Sample Strategies

- Tribal Council and Tribal Gatherings
- Volunteer sharing language/culture
- Tribal departments – Culture/Language, natural resources (fisheries, etc), tribal museums
- Community organizations and businesses
- Tell and sell your story to engage others
- Elder support



Supporting Staff and Teachers –Why It Matters

- Staff Wellness
- Adult Development
- Child Outcomes
- Environment



Preserving the Way of Life



How can we support indigenous adult language learners and cultural bearers and staff ?



Program Spotlight Cook Inlet Native Head Start

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Your Thoughts

Thank you!

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