



The Native Language, History, and Culture Newsletter Spring 2019

And the winner is...

Pine Ridge Flute Society shocks the Native American music scene.



On October 17, 2018, the Pine Ridge School held an assembly to honor the Pine Ridge Flute Society, who shocked the Native American musical establishment by winning “Flutist of the Year” at the Native American Music Awards, or “NAMMYS”. The Flute Society (Society) was nominated for “Debut Artist of the Year” and the “Flutist of the Year” for their album, “Waziahhanhan Siyotanka Okolakiciye”, which simply means, “Pine Ridge Flute Society”. The most impressive part of this accomplishment is that the Flute Society consists solely of current and former Pine Ridge School students and graduates that not only came together to learn to play the flute, but create a “family” of support through the medium of music.

In August 2017, through the guidance, support, and teaching of Pine Ridge Culture Teacher, William Peters, the Society released their album, “Waziahhanhan Siyotanka Okolakiciye”, which is a collection of 20 flute songs. However, the album was not something that the members of the Society initially wanted to create, rather the album was a culmination of healing through music.

2018 Pine Ridge graduate, Jaydin Peters, one of nine original society members, pointed out, “we came together to help each other heal”. Through the support of the Society members, and through the guidance and support of Mr.

Peters, the Society grew to become a part of their “family”. The Society soon found that they shared many of the same personal issues, and they found comfort and solace in not only playing music, but finding, through the flute, they could express themselves. One current Society member stated, “I breathe my feelings into my flute, and it helps me get my feelings out. What goes in is all these feelings, and what comes out is beautiful”. Through the cultural connections provided in Mr. Peters’ class, students were able to connect their Native American culture and traditions to their lives. Many of the Society members had heard Mr. Peters play the flute in his Native American Culture Class. Mr. Peters would tell creation stories, as well as stories of how the flute originated. He would use the flute as a means to connect the stories through music. They were able to see the powerful connection between their lived experiences, and how the culture and traditions from their community inspired the music that they created.

Currently, there are several members who have graduated and are attending college, but they still come back to Pine Ridge School to assist and support their Society members. Tierney Red Hawk stated “I have a strong sense of connectedness to this school, community, and my family, and we have a strong bond.” The Society agreed that despite the largely negative public perceptions of their community, they want to “build school and community pride”, stated Tierney Red Hawk, and as a group, the Society wants to help other students “build positive experiences and memories” at Pine Ridge School.

As the assembly for the Pine Ridge Flute Society ended, without hesitation, students began fill the gymnasium floor, and without direction, began to form a line. The long line of students was not to head out the doors for home, but rather, the students lined up to shake the hands and express themselves to their Pine Ridge Flute Society school mates. As the students proceeded, a student sang an honor song, and at that moment, a school, a community, and a tribe came together to celebrate a group of students that just needed an outlet, a connection, and wanted to heal. On this day, Jaydin Peters’ quote, “the flute is a metaphor for life”, rang true, because the Pine Ridge Flute Society breathed life into their flutes, and through the many holes a flute has, they filled them with the breath of life. The music of the Pine Ridge Flute Society not only exudes beautiful sounds, but provides opportunities for the Society to heal, connect, and embody the beliefs, cultural knowledge, and values to their community, families, school, and live through the ways of their ancestors.

At the end of the assembly, Mr. Peters exclaimed, holding the NAMMY award in his hand, “We brought it home”! The Pine Ridge Flute Society not only brought the award home to Pine Ridge, South Dakota, but they brought home the realized dreams of their Oglala Sioux ancestors that were always present.

The Pine Ridge Flute Society is supported through a 21st Century Community Learning Centers Grant.



Building Collaboration and Knowledge ***Conferences, workshops, and professional development opportunities***

Strong Fathers, Strong Families

www.strongfathers.com

Our goal at Strong fathers is to help fathers become even more connected to their child and their education. We have worked with thousands of dads over the past ten years and your support means a lot to us and even more to your child and their school. Fathers play an important role in the development of their children and we want to encourage you in that role and help you make the most of your efforts with your child.

Indigenous Language Institute

www.ilinative.org

Practicing Immersion: How Do We Do It? Workshop

March 18-20, 2019

This three-day workshop will teach different methodologies for language immersion for all ages with a focus on developing speaking skills (oral proficiency). Methodologies will include: Natural Approach (NA), Total Physical Response (TPR) and strategies for “staying in the language.”

Learning and Using Your Language Workshop

April 15-17, 2019

This three-day workshop will teach different approaches that focus on developing conversation skills. We will advance from UNDERSTANDING language to USING the language in an immersive environment and an interactive learner-centered process.

Center for Culturally Responsive Evaluation and Assessment (CREA)

Fifth International Conference

March 27-29, 2019

Our focus is to establish a national presence in educational research, evaluation, and assessment unique among its peers. Integrating teaching, research and scholarship relevant to the cultural context in educational research, evaluation and assessment, we not only serve the College of Education but graduate students in applied fields such as social work, nursing, public health and STEM-related fields. The overall goal of the Center is to encourage not only *culturally sensitive* research but *culturally responsive as well*. Culturally sensitive and responsive practices both recognize ethnicity and position culture as central to the research process.

University of New Mexico-College of Education

4th Annual Indigenous Education Research Conference

April 24th and 25th, 2019

The theme of the 4th Annual Indigenous Education Research Conference is Revisiting the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP): Centering Indigenous Peoples and Our Communities. This theme engages the Indigenous research community to commemorate the historical and political significance of UNDRIP for Indigenous Peoples with special attention to Articles 14 and 15 that address education.

Center for Advanced Research on Language Acquisition (CARLA)

<https://carla.umn.edu/institutes/2019/schedule.html>

2019 Summer Institutes

CARLA summer institute participants—more than 6,000 to date—have come from every state and countries all over the world. They have included foreign language/world, ESL/EFL, and immersion educators at all levels of instruction, as well as program administrators, curriculum specialists, and language teacher educators.

Society, Identity, and Transformation in Language Teacher Education:

Eleventh International Language Teacher Education Conference

May 30–June 1, 2019

The mission of this unique biennial conference is to address the education of teachers of all languages, at all instructional and institutional levels, and in all the national and international contexts in which this takes place, including: English as a Second or Foreign Language (ESL/EFL) instruction; foreign/modern/world language teaching; bilingual education; immersion education; indigenous and minority language education; heritage language education; and the teaching of less commonly taught languages. The conference thus aims to bring together a range of teacher educators to discuss and share research, theory, and best practices and to initiate and sustain meaningful professional dialogue across languages, levels, and settings.

National Center for Family Learning

2019 Families Learning Conference

November 4-6, 2019

The mission of the Families Learning Conference is to equip educators, program staff, librarians, parent leaders, and others with best practices, strategies, and resources to help families succeed in accomplishing their educational goals. To achieve this mission, NCFL is calling on our network and peers to submit presentation proposals reflecting best practices in engaging families in education

Dual Language Education of New Mexico

La Cosecha Dual Language Conference

November 13 - 16, 2019

La Cosecha is the largest dual language conference in the country with 3,000 in attendance in 2018. We bring together educators, parents, researchers, and practitioners who support dual language enrichment programs from across the U.S. *La Cosecha* offers the unique opportunity to share best practices and resources, current theory and practice, build networks, and fuel our community's efforts to build a better future for our children, as we “harvest” the best of our multilingual and multicultural communities.

Funding Sources

Grants and Funding Opportunities

First Nations Development Institute

www.firstnations.org

Closing Date: March 12, 2019

First Nations Development Institute ([First Nations](#)) is now accepting proposals for its [Native Youth and Culture Fund \(NYCF\)](#) for projects that focus on youth and incorporate culture and tradition to address social issues such as drug and alcohol abuse, teen pregnancy, mental health or other social issues in Native communities. First Nations expects to award approximately 20 grants of between \$5,000 and \$19,500 each for projects of no longer than one year in length.

United States Government-Grants

www.grants.gov

Native American Language Preservation and Maintenance-Esther Martinez Immersion

Closing date: April 15, 2019

The Administration for Children and Families, Administration for Native Americans announces the availability of Fiscal Year 2019 funds for the Native American Language Preservation and Maintenance - Esther Martinez Immersion (EMI) program. EMI provides funding for community-based projects that ensure continuing vitality of Native languages through immersion-based instruction. Programs funded under the EMI funding opportunity announcement must meet the requirements for either a Native American Language Nest, or a Native American Survival School. As defined by Esther Martinez Native American Languages Preservation Act (42 U.S.C. 2991b-3(b)(7). Pub. L. 109-394), Language Nests are "site-based educational programs that provide child care and instruction in a Native American language for at least 10 children under the age of seven for an average of at least 500 hours per child," and Native American Survival Schools are "site based educational programs for school-aged students that provide at least 500 hours per year per student of Native American language instruction to at least 15 students".

Native American Language Preservation and Maintenance

Closing date: Apr 15, 2019

The Administration for Children and Families (ACF), Administration for Native Americans (ANA) announces the availability of Fiscal Year (FY) 2019 funds for the Native American Language Preservation and Maintenance program. The Native Language Preservation and Maintenance program provides funding for projects to support assessments of the status of the native languages in an established community, as well as the planning, designing, restoration, and implementing of native language curriculum and education projects to support a community's language preservation goals. Native American communities include American Indian tribes (federally-recognized and non-federally recognized), Native Hawaiians, Alaskan Natives, and Native American Pacific Islanders.

Native American Library Services Basic Grant

Closing date: April 1, 2019

The goal of the FY 2019 Native American Library Services Basic Grants Program is to support existing library operations and maintain core library services.

If you know of any local or regional conferences, grants, funding sources, workshops, or professional development opportunities, please forward any information to francis.vigil@bie.edu, for wider distribution.

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If you would like to submit any Native American Culture, History, and/or Language Initiatives, Stories, and/or Success, we would like to include those in the Newsletter. In addition, if you would like more information on specific topics related to Native American Culture, History, Language, or Culturally and Linguistically Responsive Education and Community-based Education, please feel free to contact me at:

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