

## Citation Information and Copyright

**Fish Soup for the Indigenous Soul:**  
*A Tool Kit for Siem Smun'eem Research and Training Network for Indigenous Well-being.  
"Honoring Indigenous Knowledge and Practice."*

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If you have questions or would like to contribute relevant information to this tool kit, contact us:

**Siem Smun'eem: *meaning, respected children***  
**Research and Training Network for Indigenous Well-being. "Honoring Indigenous Knowledge and Practice." formerly "Indigenous Child Welfare Research Network"**

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**Siem Smun'eem Research and Training Network for Indigenous Well-being. "Honoring Indigenous Knowledge and Practice."** is an interdisciplinary project of Indigenous faculty, students, community members, policy makers and community agency practitioners throughout BC with an interest in Indigenous child well-being. The network is working towards the establishment of a provincial research strategy to support Indigenous child, youth, family, and community wellness. Join with us in celebrating the strength of our families, communities and people as we highlight and network innovative and creative research, community projects and practice.

The goal of the Network is to link you with resources, people and Indigenous research projects that have been effective for our communities and our children. Ultimately, we want to provide a space to share ideas and provide you with access to resources that will enrich the work that is done for our children in the province of British Columbia.

Siem Smun'eem is housed in the Faculty of Human and Social Development at the University of Victoria (Victoria, British Columbia). Funding is provided by Vancity, Vancouver Foundation, Private donors and the Faculty of Human and Social Development (University of Victoria).

vancouver  
foundation



**Hy'chka, Gilakas'la, Kleco-Kleco, Wa, HÍSWKE, Thank You!**

Siem Smun'eem Research and Training Network for Indigenous Well-being. "Honoring Indigenous Knowledge and Practice." would like to acknowledge and raise our hands to:

The Creator for life and strength in the work that we do and in life's journey,

Our ancestors and those who have gone before us, who sacrificed and paved the way for the work that we are doing,

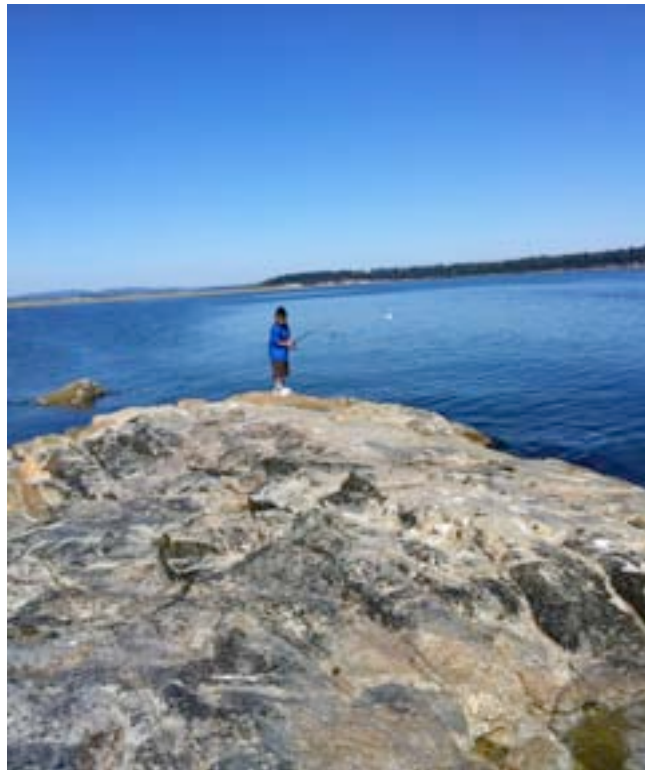
Our Elders, children and youth who guide and inspire us,

Our families and communities who support us and make us who we are,

Our co-workers and colleagues, for their dedication and commitment,

Our funders, for supporting our vision.

**Hai Hai, Quyanna!**



**Tsawout Youth Fishing off of Tsawout Point - TIXE N**

**Fish Soup for the Indigenous Soul:**  
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*Research and Training Network for Indigenous Well-being.*  
*"Honoring Indigenous Knowledge and Practice."*

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"When I was growing up, I was taught that the Creator gave us the land, the waters, the air and every living thing on earth to look after and if we look after this, it will take care of our needs today and for generations to come".

Late, Ray Sam, Tsawout Elder

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*"These boys, spend summers exploring their territory ~  
they are steward of our land and they are our future. "*

## **Introduction Siem Smun'eem**

### **Research and Training Network for Indigenous Child Well-being.**

### **"Honouring Indigenous Knowledge and Practice.**

In February of 2008, the Faculty of Human and Social Development at the University of Victoria hosted a one-day forum including Indigenous faculty from Child and Youth Care and Social Work, Indigenous communities, agencies, and other educational institutions to collect ideas about developing an Indigenous child welfare institute in British Columbia. The response was inspiring and since July 1, 2008, we received funds from the Ministry of Children and Family Development to establish an Indigenous Child Welfare Research Network, develop Indigenous research training modules, deliver community-based research training, and host a provincial Child Welfare research conference. In April 2011 the Indigenous Child Welfare Research Network had changed their name.

The creation and maintenance of a research network is a collaborative process between universities, agencies and communities. Network members are keen to keep the conversation going, expand the circle, and continue to work collaboratively. We hope to establish a Research Institute in the province of British Columbia to ensure our children and families are nurtured with traditional practices relevant to our diverse territories, languages and teachings. Our goal is to re-claim re-search that would provide our communities a space to re-story child rearing practices and re-generate traditional teachings that would inform respectful and appropriate caring practices, policies & research relevant and reflective of our diverse Indigenous communities. Ultimately, we want to work collectively with Indigenous communities to sustain and nurture Indigenous children and families within culture and tradition for the next seven generations!

## **The Siem Smun'eem Reserch and Training Network for Indigenous Well-being "Honoring Indigenous Knowledge and Practice" Vision**

An important theme for the network is "coming together" and as such, we invite collaboration from all groups of Indigenous peoples - on/off reserve; status/non-status; Métis, Inuit, First Nations, urban and non-Indigenous. Importantly in our network vision, we want to centralize 'space' for our people who have been removed from their communities and families and we want to. Our goal is to collaborate with all people who have a genuine vested interested in how we provide culturally, but specific practice, policy and research for each of our communities and agencies.

Siem Smun'eem will highlight Indigenous approaches to research that are grounded in the experiences and voices of diverse Indigenous peoples. We believe Indigenous communities have within themselves, the culturally appropriate tools for responding to Indigenous needs. We believe that research should come from within our communities and should benefit those participating. We believe that resilience should be celebrated and is the keystone for confronting

the struggles faced by our families and communities. We hope to move forward in a good way so that our work might benefit our children and our children's children. We are open to your feedback, critique, advice, guidance and leadership in this important project

## **Indigenous Research**

Siem Smun'eem provides research training and resources that are relevant to diverse communities, agencies, and contexts. There is no doubt that research has a much contested history in Indigenous communities; it has been used to exploit, appropriate, silence, and justify harmful policies and practices. Through the Siem Smun'eem network, we hope to develop methods that are more congruent with Indigenous values and worldviews and highlight what is working within our communities.

It is time that communities and agencies use and adapt research methods to meet their own needs. We hope you will take advantage of what the Network has to offer and contribute to this amazing process of change.

## **About this Tool Kit**

This toolkit is designed as a skill sharing resource for Indigenous people and those working in Indigenous child well-being and research, and /or within Indigenous agencies or communities. It is meant to highlight the stories, practices and projects that are working and are effective in our communities.

The resources in this tool kit have been gathered through recommendations of what has worked for people in their own lives and work. The kit includes information on Indigenous identities, culture, education, child well-being research methods, protocols, and community work. The kit is a living document that will continue to evolve after each training session, based on recommendations and feedback from participants and community members.

### **Some of the resources include:**

- ➔ Training templates about Indigenous research.
- ➔ CD with links to online resources and publications.
- ➔ DVD's with samples of Indigenous research.
- ➔ Codes of ethics and protocols for doing research in Indigenous communities.
- ➔ Samples of research abstracts and reports.
- ➔ Publications by Indigenous authors, scholars, and community members.
- ➔ Power point presentations (included on the tool kit CD). (also on website)

Several teachings in the toolkit have been developed in a specific context (for example, urban or rural research protocols). Other resources are meant only as an introduction to a concept (such as Indigenous research methodologies) or as examples of what one community are doing to address a particular issue. We hope the stories gathered here will highlight the wisdom of our diverse Indigenous communities, including Métis, Inuit, and First Nations (urban, rural, on and off reserve, status, and non-status).

## **Community Training Sessions**

This research toolkit is offered as part of the Siem Smun'eem community-based training sessions on Indigenous child well-being research. The training sessions are developed in collaboration with local community members, including Elders, youth, practitioners and researchers, as a forum to share and develop strategies to protect and nurture our children, families and communities. Training sessions are an opportunity for relationship and skill building for Indigenous people working within Indigenous child well-being research and practice.

Our hope is that participants will be able to use these teachings and share them with other people who have similar visions for Indigenous children, families and communities. In the future, we would like to mentor community members in Indigenous research so communities can do their own research with their own people to re-story, re-name and re-claim 'family and community traditions' that will inform their own developments of culturally and relevant policies and practices.

### **Youth Voices**

How does community play a role in the lives of Indigenous young people? Who better to ask than the youth themselves. The Indigenous Child Welfare Research Network (ICWRN) recognizes that Aboriginal youth are a dynamic element within their communities and their voices are integral to the guiding principles of child well-being practice. They are the connections to the past and hold vision for the future and so we encourage youth to link up with other young people in their communities to forum and acknowledge the invaluable contribution they make to the past, the present, and future generations.

During community workshop training sessions, the ICWRN looks forward to engaging youth with aspects of the workshops, drawing upon youth voices to help inform the community research process.

### **Participants feedback of previous training:**

***Provide any feedback or recommendations about how the training was facilitated.***

*"The delivery model made it easy to realize that the basis of our lives is a journey of research and learning. So new, yet such an old methodology that has been steeped into our history for millennium past and a millennium to come. At the end of the day it is hoped that the following generations will reinforce and implement those values. "* Burnaby Training Participant

***In your own words share how this training has changed or challenged your perception of Indigenous research?***

*"I always thought stories were like structures and steeped in tradition and teachings which they are and learned in this workshop that they also can also be so much more in terms of info and understanding them in the context of the larger community. I*



*never thought about stories (present day) that stories could be viewed in the same light as forming and informing me on values, beliefs, as well that traditional, ways of doing and being is transformative, ever-changing and evolveing and being built upon which can reflect present day life and that we also could awaken and become more conscious of this phenomena; speak about it and honor these transformations."*  
*Duncan Training Participant*

## **Let Us Know What You Think**

We encourage you to provide feedback about our toolkit. An evaluation form can be found at the back of this manual. We plan to update this document after each training session so your suggestions will help to improve it. Please send us your stories, tools that have worked (or not worked), resources, media clips, articles and pictures that express your own stories and research initiatives. Our contact information is listed on page 2 of this toolkit. Your voices become a part of the evolvement of our research network. Your voices transpire into a collective of Indigenous knowledge that will be network to enhance the lives of our children, their families and communities well-being.



*Tsawout Youth eating "XIXE" Sea Urchin*

"We are the gatekeepers of our truth. We must have full participation on any product and its outcome, and we must be the beneficiaries of and continue to own our product. It happens that our Wet'suwet'en ethics are as stringent, if not more, than the UVic ethics requirements, as our system has to withstand the scrutiny of our whole nation...when they scrutinize and approve our truths as presented publicly"

**Tsaskiy (Ron George),**  
Hereditary Chief of the Git'dum'den Clan (Bear) of the Wet'suwet'en Nation &  
Masters Candidate at the University of Victoria

## Executive

### Principal Investigator

**Leslie Brown**, Associate Dean of Research, Faculty of Human and Social Development and Professor, School of Social Work, Email: [lbrown@uvic.ca](mailto:lbrown@uvic.ca)



Welcome to Siem Smun'eem Research and Training Network for Indigenous Well-being. "Honoring Indigenous Knowledge and Practice" formerly Indigenous Child Welfare Research Network! I am honoured to be the Principal Investigator for this exciting initiative to bring researchers, practitioners and community members around BC together to build a knowledge foundation to support Indigenous child well-being practice.

Leslie's research practice has two major and intersecting themes – child welfare and Indigenous communities. In addition, she is currently working on a project exploring the relationship between sex workers and their families. Leslie also teaches research in the Indigenous Masters of Social Work program and is the co-editor of *Research as Resistance: Critical, Indigenous and Anti-Oppressive Approaches*. Of settler ancestry, she has lived on the territory of the Lekwammen people for 30 years.

I want to thank the University of Victoria, Vancity, Vancouver Foundation and private donors in their support to establish the Network. Also, I raise my hands to the members of the steering and advisory committees for their guidance, passion and hard work.

### Project Manager

**Jacque Green**, Associate Professor, School of Social Work, University of Victoria, Email: [jlgreen@uvic.ca](mailto:jlgreen@uvic.ca)



Jacque is from the Haisla Nation. Her teaching philosophy includes a commitment to decolonization & cultural renewal. Her research interests involve strategizing programs and policies that incorporate a strong Indigenous focus and analysis. Her current research is on reclaiming Haisla ways through Oolichan Fishing.

Executive committee continued on next page...

### **Project Research Advisor**

**Sandrina de Finney**, Associate Professor, School of Child and Youth Care, University of Victoria, Email: [sdefinn@uvic.ca](mailto:sdefinn@uvic.ca)



Sandrina's practice and research emphasize Indigenous, community-based, participatory methods, with a focus on youth engagement/youth participation, working with girls, community development in the area of foster care and adoptions, and the use of arts-based methods.

**Shelly Johnson**, Assistant Professor, School of Social Work, University of British Columbia, Email: [shelly.johnson@ubc.ca](mailto:shelly.johnson@ubc.ca)



Shelly is Saulteaux and Norwegian. Her family is from Keeseekoose First Nation in Saskatchewan. For the past 25 years she has practiced in BC as a CEO of an urban Indigenous child welfare agency, provincial Aboriginal child and family policy analyst, child welfare supervisor and social worker. She has taught anti-oppressive and First Nations child welfare courses at UVIC and is currently teaching First Nations and Child Welfare courses. Her research interests include Indigenous child welfare policy and practice, Indigenous women in leadership and Indigenous education.

### **Steering Committee**

**Jeannine Carrière**, Associate Professor, School of Social Work, University of Victoria, Email: [carriere@uvic.ca](mailto:carriere@uvic.ca)



Jeannine is Métis originally from the Red River area of southern Manitoba. Her teaching experience is in areas such as Indigenous child and family services and other Indigenous content courses. Her research interests include Indigenous child and family practice and policy, Indigenous ways of knowing, mental health and decolonization for Indigenous people.

**Steering committee continued on next page...**

**Shanne McCaffrey**, Senior Instructor, School of Child and Youth Care, University of Victoria, Email: smccaffr@uvic.ca



Shanne has a background in education, law and social services. Shanne has Cree Métis ancestry and attended the University of Saskatchewan and the University of Victoria. Her academic interests include child welfare, colonialism as a shared experience and Aboriginal community development.

**Catherine Richardson**, Associate Professor, School of Social Work, University of Victoria, Email: cathy@uvic.ca



Cathy Richardson has been with the School of Social Work since September 2007. Her areas of specialization include Indigenous resistance, decolonizing approaches to social work, response-based practice, safety-oriented and dignity-based child protection work, recovery from violence, and Indigenous approaches to research and scholarship centered around cultural, ecological and spiritual integrity. Cathy is interested in the intersections between family therapy, child protection, language-use and social responses to families.

**Robina Thomas**, Qwul'sih'yah'maht, Associate Professor, School of Social Work, University of Victoria, Email: robinat@uvic.ca



Qwul'sih'yah'maht (Robina Thomas) is Lyackson of the Coast Salish Nation. Robina is committed to Indigenous education and her research interests include Storytelling, Residential Schools and Uy'skwuluwun: On Being Indigenous. She is committed to understanding anti-racism and anti-oppression and how these can be lived.

**Steering committee continued on next page...**



**Dr. Carmen Rodriguez de France**, Kickapoo Nation, Northeast Mexico, Assistant Professor, Department of Education, University of Victoria, Email: [mocr@uvic.ca](mailto:mocr@uvic.ca)



María del Carmen Rodríguez de France has been a visitor on this land for the past 14 years. Of Kickapoo ancestry and Mexican heritage, Carmen was born and raised in beautiful Monterrey, México. Her career spans twenty-five years with participation in a broad range of educational, community service, and research activities. Presently, Carmen is an Assistant Professor facilitating courses on Indigenous education, pedagogy, and epistemology in the Faculty of Education. Additional to her teaching responsibilities, Carmen's most recent research centres on Indigenous curriculum development and pedagogy, and Indigenous epistemologies. Additionally, scholarly related interests include early childhood education focusing on the influence of bilingualism and heritage language on identity development.

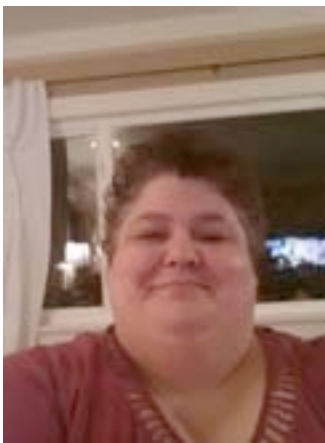
**Onowa Mclvor**, Director of Aboriginal Education, Faculty of Education, University of Victoria, Email: [ied@uvic.ca](mailto:ied@uvic.ca)

Onowa is of Swampy Cree and Scottish-Canadian ancestry, born and raised in Northern Saskatchewan. The University of Victoria drew Onowa to the west coast many years ago as an undergraduate student. She went on to complete a Master of Arts degree in Child and Youth Care focusing her thesis research on Indigenous Early Childhood Immersion language programs. She has worked for the past ten years in various capacities with Indigenous communities but most recently in the areas of Indigenous Early Childhood education, care and development and Indigenous language revitalization. Onowa has completed her PhD through UBC in the Faculty of Education and is the Director of Indigenous Education at the University of Victoria.



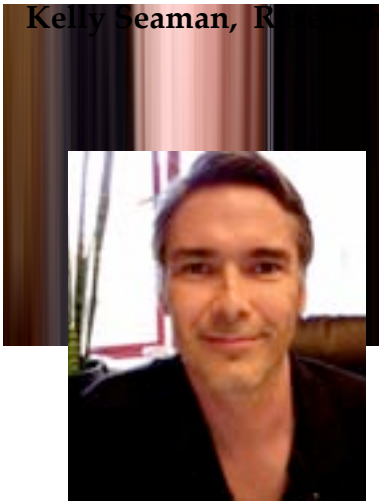
## Staff

**Zoe Le Fevre**, Project Assistant, Email: [zoelefevre@gmail.com](mailto:zoelefevre@gmail.com)



Yo, My name is Zoe Le Fevre and I am from Namgis First Nation that is located in Alert Bay, BC. I was born and raised in Vancouver and have recently moved to Victoria, BC. I was a Chef for 10 years in my youth and I have retrained and obtained my Bachelor of Social Work (UBC), and then my Masters in Social Work (WLU, Ontario). I have since worked for Health Canada and First Nations in BC. Along my path I have decided that I am needed in the research, policy, and legal realm. I believe that through research change can happen, and that is my goal. Positive change for our communities is well overdue. I am entertaining the idea of doing my PhD on International Indigenous Child Welfare including the Maori, Aborigines, Samoans, and First Nations in Canada. Please feel free to approach me at anytime and express your thoughts and concerns with First Nations in Canada and their Child Welfare approaches.

Gilakas'la, Zoe Le Fevre.



**Kelly Seaman, Research Assistant, Email: [crowspeak@hotmail.com](mailto:crowspeak@hotmail.com)**

My name is Kelly John Hall Seaman, I originate from the Montreal Lake Cree Nation in Saskatchewan, and my mother's name is Mary Bird. My original home was on the Montreal Lake Reserve, but was adopted off of my traditional lands in 1972 into a non-aboriginal family in Calgary Alberta. I have attended the Mount Royal College in Calgary in general studies, the Canadian College for Film and Acting (Diploma) and Camosun College in Victoria in the Indigenous Studies diploma program. My focus is to share my experiences from both worlds and participate in the amalgamation of productive and positive philosophies using the film and multimedia disciplines. I also aspire to continue my education in the coming years, to become a healthy role

**Staff continued on next page...**

**PIᖃELÁNEWOT, E. Samantha Etzel, Project Assistant, Email: [esetzel@uvic.ca](mailto:esetzel@uvic.ca)**

ÍY SCÁCEL Good Day. My name is E.Samantha Etzel, I am Coast Salish from STÁUTW\_ (Tsawout) First Nation. My mother is Helen Jack who is from STÁUTW\_ and my Late Father is Ronald Sylvester from PENELEKUT. I am married to John Etzel and we have 6 children and 2 grandchildren. I am a council member STÁUTW\_- Tsawout community. I have a Bachelors in Social Work which I obtained from Uvic in 2004. In 2011 I completed and obtained a MEd in Counselling, Aboriginal Communities Program. My passion and priority is participating with initiatives that will make a difference in the lives of our Indigenous children and families.

**Alicia BigCanoe, Project Assistant, Email: [alicia.bigcanoe@gmail.com](mailto:alicia.bigcanoe@gmail.com)**





Alicia's roots extend from the Georgina Island First Nation in Ontario and carries Anishinaabe, Metis, and Italian roots. She has a background in Child and Youth Work and in recent years has worked with Metis children and families, the Ministry of Education, and the Greater Victoria School District with a focus on Aboriginal Education. She has also worked with the Victoria Native Friendship Centre, is on the Hulitan Board of Directors, and has been an active youth voice within local, provincial, and national Metis organizations.

**Hy'chka, Gilakas'la, Kleco-Kleco, Wa,  
HÍSWKE, Thank You!**

Siem Smun'eem Research and Training Network for Indigenous Well-being. "Honoring Indigenous Knowledge and Practice" would like to raise our hands to you for participating in the training sessions.

**Hai Hai, Quyanna!**



## **TRAINING EVALUATION**

On a separate piece of paper, please let us know what you think by answering this training evaluation questionnaire. Training evaluations will remain anonymous; however the results will be typed up and shared with the participants via our website after the training sessions are completed.

1. *Please explain if and how the research training was valuable to you and/or your organization?*
  
  
  
  
  
  
  
  
  
  
2. *In your own words share how this training has changed or challenged your perception of Indigenous research?*

3. *In what ways could this training be helpful for others?*
  
4. *What would you like to see added to this training?*
  
5. *Provide any feedback or recommendations about how the training was facilitated.*

### **Permission to Use Photograph and Video Footage**

Subject: Siem Smun'eem Research and Training Network for Indigenous well-being – Fish Soup for the Soul Training

Location: \_\_\_\_\_ Date(s): \_\_\_\_\_

I grant to the Siem Smun'eem Research and Training Network for Indigenous well-being, its representatives and employees the right to take audio recordings, photographs and/or video footage of me, as well as to retain documents created by me, in connection with the Fish soup for the soul training. I authorize the Siem Smun'eem to use and publish and share the same in print and/or electronically, within the limitations stated below.

I agree that the Siem Smun'eem Research and Training Network for Indigenous well-being, may use such photographs, audio recordings or video footage of me, including lectures and interviews, as well as documents created by me, including written evaluations, flip chart items and Powerpoint presentations with or without my name,

limited to use on the Siem Smun'eem Research and Training Network for Indigenous well-being website and in Siem Smun'eem Research and Training Network for Indigenous well-being newsletters, PowerPoint presentations and posters.

I agree that the Siem Smun'eem Research and Training Network for Indigenous well-being, must seek and receive my permission to use any photos and/or videos of myself for any purposes not stated in this document.

I have read and understand the above:

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Organization Name (if applicable) \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Signature, parent or guardian \_\_\_\_\_

(if under age 18)

## **Honoraria Information**

Subject: Siem Smun'eem Research and Training Network for Indigenous well-being – Fish Soup for the Soul Training

Location: \_\_\_\_\_

Date(s): \_\_\_\_\_

Printed Name: \_\_\_\_\_

**Fish Soup for the Indigenous Soul:**  
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Signature: \_\_\_\_\_

Social Insurance Number: (required) \_\_\_\_\_

Birthdate: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Notes:

Approved by: \_\_\_\_\_  
Signature