

There are the notes from our focus groups at our Burnaby training in response to the questions below.

1. What are some of the cultural teachings, models or metaphors that fit for your community organization?

- Walking into the future backwards looking to our ancestors for guidance.
- Skwxmexh7 – the people of the Sacred Water.
- Chiax – Refers to how people conduct themselves, unwritten laws.
- Sneywelh – Refers to the teachings.
- Nat so mut – One heart One mind.
- Chen chen stway – Working together.
- Ayas men men – Peace to our children.
- Kwayestut – Seeking your power.
- Elhtach – Parents/care givers.
- So sah latch – House of peace.
- Ayas Lam
- Nexwniwnitway – To counsel, to act, follow up.
- Es em kwu – Wrapped in a blanket.
- Our values – Guide, protect & provide.

- Research child/family teams.
- Challenges distance, access to transportation, internal confidence.

2. What kind of research does our community/organization need?

- Organizations and community research into gaps in ECD & middle-childhood, service delivery.
- Research where relevant and where info is used immediately.
- Research into relevant culturally appropriate evaluation and performance measurement tools.
- More grassroots information collection.
- How can stats be used to positively affect communities?
- Research on after school programs.
- Research on genealogy.
- Funding for follow through and follow up for research projects.
- Strength- based research, changing the lens of how things are being measured.
- Models/concepts for practice that would help children, youth and families.
- Suggest ceremonies to help families and children through:
 - Family situations
 - Life changes: birth, young adulthood, coming of age, marriage, death.
 - Great grandmother's teachings.
 - Grieving processes, separation.
 - Trauma.

- Traditional process to support children, youth and families through issues or changes in life. Traditional concepts/teachings to help individuals find balance through shifts and changes.
- Understanding the teachings before you start looking at research.
- How can traditional roles be instilled to you from your parents?
- Support system: Existing; improvement.
- Adopt an Elder.
- Scent-free policy: grrrrr....
- Quality assurance surveys.
- Financial aid questionnaire for social work students?
- Improvement in foster care.
- Future social work should have a practicum in a foster home for at least one week (Monday – Sunday).
- Loss and grief
 - BC Cancer Agency (Aboriginal health partnership).
 - Developing the research question.
- Extend family in context of Indigenous world view.
- Book etc. on the theme: “protecting the sacred” researched through cultural protocols (internationally).

What is Indigenous Research?

- Inter connected, interdependent
- Respect
- Reciprocity
- Relevance
- Reason for research
- Reason for research
- Responsibility → once invited in to research there is a responsibility to share/do
- Process vs. product = research
- Holistic, spiritual
- How does research connect the heart and the head?
- One way is the medicine wheel or stories (metaphors, who has the right to retell the stories?)
- Relationships, long term investment, future, locus of control is internal.
- Extended family system and the philosophy around that
- Worldview shaped by centuries of experience
- All my Relations (connectedness between plants, animals, living, non-living, spiritual dimension).
- Reclaiming our own history, which includes our own teachings, values and traditions.
- Having a look at it in a modern context so we can figure out how to transit our culture and values. Modern world transmission is different.
- Ground everything in our own cultural framework.
- BY community FOR community.

- Needs to reflect our diversity distinct character/cultures.

Visions

- Whole Nation coming together for the good of the whole Nation.
- Brining back Squamish ways, respect.
- Changing the process to be more strength based.
- Have our own school.
- Have our own Elder's name.
- We want to be able to be able to take control of our own destiny.
- Developing trauma grief workers.
- Goal = build capacity of our own healthy people.

Xaad

Kil

Gwaaygangee

»Non residential school fluent Haida language speaker teaching to students.

» Residential school fluent language speaker teachings to students.

»What international transference is being provided to children.