

March 4, 2011
8:30 AM – 4:15 PM
Phase Two

HOST: Ministry for Children and Family Development

FACILITATORS: Shanne McCaffrey, Ainjil Hunt, Elder - Butch Dick,
& Bradley Dick

STAFF: Leah Jesse, Jacquie Green

8:30 Coffee, mingle & sign in sheet

9:00 Prayer, acknowledge & welcome to territory.

Introductions of ICWR training team.

9:15 Agenda Overview (full day with nutrition breaks and lunch).

- Cell phones, pagers should be turned off unless we are on a nutrition break and lunch.
- participation required for the entire day
- Overview of toolkit, CD and resources in our web site
- Review of Phase One

9:45 Invite Butch & Bradley to recap *Sna'heyhut: family box of treasure: A look at traditional teachings and how this can inform research, policies and practices. Share another story or teaching about protocol, ethics and meanings of our stories*

10:45 Nutrition Break

11:00 Ainjil to assist participants to transform these stories into good practice. Recap the story from Butch and Brad and translate into action. How does this story inform 'good' research practice? How do we hear these stories? How do we ask? Who do we approach?

Group work :

What are your experiences with research with Indigenous communities and people? Tell us a story about how in your experience you have re-claimed re-search?

Link to Aboriginal Service Delivery Change: A conceptual framework for Ministry staff. In this framework there are Opportunities & Challenges:

- Building Relationships
- Recognition & Reconciliation
- Socio-Economic Gaps
- Financial Barriers and Budget Restraints
- Systemic Barrier

Closer discussion about Indigenous Research Methods:

- Think about how to ask for stories. Learning protocol, necessity to protecting stories
- Who is involved in re-search?
- How will you proceed?
- Interview (visiting)
- Report Writing – written in a manner to illustrate Re-storying incorporating graphic representations, metaphors

IN COMPARISON TO:

- Qualitative research
- Use C.B. quantitative research for examples
- Needs assessments
- Evaluation

12:00 Lunch – catered by Hilda Mason

Ainjil to recap morning and introduce afternoon agenda and Shanne

1:00 – 2:30 Shanne: “You can’t Roller-skate in a Buffalo Herd”

2:30 – 2:45 Nutrition Break

3:00 Shanne to recap – “roller skating in a buffalo herd”

Move into discussing how Indigenous Stories are essential for ‘good’ practice, whether that is research, policy analysis, finance, practice standards:

- Traditional adoptions – link to traditional laws in ceremony/feast
- Name giving – vital statistics
- Creation stories – knowledge of place informs learning about identity

- Roles of family, community – the roles of members in ceremony, food processing, looking after children, clan systems, long house, sweat lodge
- Rites of passage – solidifies identity for young people, provides esteem
- www.fourdirectionsteachings.com

Facilitators to bring forward the idea of re-claiming re-search and how this provides our people to re-story. Begin discussion about Indigenous protocol.

- Speak to various research methods
- Define community. Youth, elders, single parents, one specific territory or tribal territory, urban, two spirited, disability, inter-racial
- Indigenous Protocol and Codes of Ethics
- Collaborative approach among communities, working relationships, partnerships, partnerships with non-indigenous agencies and communities -
- What forms of research have you utilized in your work place? Was it effective

A return to traditional teachings within storytelling, traditional family systems, traditional teachings

- What is the outcome we want to see?
- How can you switch your worldview of Indigenous Research
- Your role and connection to ICWR?
- How has this day affected you?

3:30 Evaluations

Butch – reminder to participants about teachings within storytelling, traditional family systems, traditional teachings

4:00 Wrap up and closing words and encouragement for Indigenous Research. One of the facilitators to share a personal account about their experience with Indigenous Research Methods.