

Indigenous Child Welfare Research Training Burnaby Best Western Hotel

Day One

HOST: Michelle Reid, NVIT & Ainjil Hunt, Transformation: Uniting Business & Culture.

FACILITATORS for TRAINING: Michelle, Ainjil, Sandrina, Elder, <youth?>

8:30 Coffee, mingle & sign in sheet

9:00 Prayer, acknowledge & welcome to territory. (Michelle will introduce Elder and ask the elder to open with a prayer).

Michelle to welcome participants and will speak about her role as an advisory member and how she sees the Research Network in her professional and personal life. Michelle will also speak to her personal experience with doing research and how research plays out in her work place.

9:30 Introduction to the training and any housekeeping

- Ainjil to introduce role of advisory, other comments regarding Indigenous Child Welfare Research Network and it's role to enrich the lives of our children. Personal experiences with research within personal business and academia. Our goal is to "Stand together in this work to confront racism and protect our hearts and spirit from all people"
- Jacque to share the account of the Indigenous Child Welfare Research Network, it's developments and it's vision.
- Sandrina to Speak about her role as a Research Advisor and her role as an executive committee member. Sandrina will introduce the two day modules, our intentions and goals. Sandrina to explore facilitation methods to provide training as a collective. Need to highlight great stories of resilience and strength. Day 1 = Re-claiming Re-Search. It is political. Today it is an opportunity to Re-story! Day 2 = Specific Research/Training.

10:00 Circle introduction: Who are you? Where are you from? What do you do? What are your experiences with research? Tell us a story about how in your experience you have re-claimed re-search?

10:30 Nutrition Break

10:45 Demystifying research: Sandrina & Michelle to approach this? Speak to 'good examples' of research: fishing/hunting processes, stories of the land; stories of children and elders.

- Group Work (Ice breaker and research example): Interview person next to you;
- Bring to large group and have each group share how they have demystified research.
- Demonstrate how it looks on a graph . Here the facilitators will illustrate: interviews, findings & analysis and the finished product.

11:30 As a large group speak about storytelling in research to close the morning.

- Discuss how teachings of 'fishing' or 'hunting' processing, preserving and sharing contribute to 'good practice'
- Stories of the land, the seasons, the animals, traditional medicines all require specific expertise in knowledge not only for personal use, but also in order to teach others about these aspects. Identity, that these stories are re-search.
- End morning with good examples of Indigenous research which indicates how to bring the above aspects into contemporary practice.
- Explain that by hearing stories, we are in fact re-claiming re-search.

12:00 Lunch – share DVD by Romi Pritchard, "telling it like it is" which illustrates an example of Youth action research: teenagers doing research

Afternoon

1:00 How do Western Thinkers in academia and government define research? Facilitators to speak about research methods, analysis and findings from a western paradigm. Speak about how this has informed policy, education, governance, and care about children.

- Historical overview of how research has made claim to Indigenous stories of self and place
- Research language versus Indigenous language
- Copyright intellectual property rights: who owns research?
- After the researcher is gone – who do we contact?
- Good principles in research, but no follow up and no dollars to support findings from research.

- Share research reports that didn't go anywhere: RCAP, Human Rights

1:30 What is Indigenous research? Provide examples of Indigenous Research Stories:

- 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

Demonstrate to participants how these methods inform practice, policy and laws. Re-claim re-search by indicating that "Data are gifts". Facilitators to speak about how western thinkers define 'data' and then share how Indigenous peoples can re-define 'data' as gifts.

2:00 What are myths about research?

3:00 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

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.

Provide an overview of the evening dinner/dvd and the outline for next day. Encourage participants to think about what kind of re-search they are interested in. Evaluation of the day

Day 2

- 8:30 Coffee, mingle and sign in sheet
- 9:00 Prayer and acknowledge territory.
- 9:15 Michelle, introduction to the training day, housekeeping & recap of previous day. Sandrina & Ainjil to introduce specific research such as program evaluation, needs assessment, questionnaire design. Sharing Circle for participants to reflect on the day before?
- 10:00 Energizer here – if no circle.
- 10:30 Guest speaker, storyteller from community
- 12:00 - 1:15 Lunch.

Afternoon

- 1:30 Discussion about Community based research and various forms of research methodologies. A closer look at methodologies such as Program evaluation and needs assessment
- 2:00 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)
 - Analysis (through visiting, how to build a theory for findings – draw on stories about basket weaving, oolichan processes, medicine wheel and buffalo stories to illustrate Indigenous forms of analysis)
 - 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

Facilitators to demonstrate similarities between the two methods, but illustrate the different approaches and methods. Demonstrate that Indigenous Re-search has been a part of our lives through storytelling, traditional teachings, and traditional knowledges. The two days were to navigate the two approaches and examine our own traditional teachings and look at how our teachings can inform our practice, policy and laws.

3:00

- Ask participant to share good research that is currently happening in their communities?
- Identify someone who is currently doing re-search in your community

4:00 Wrap up and Closing Words

- Invite to conference: share your story at conference
- Provide feedback for our web site. Invite them to share their research work on our web site
- Encourage them to plan their own research training days
- Evaluation of the day

Tool Kit:

- Provide trainees with template
- Audio, DVD, samples of good Indigenous Research 'stories'
- Code of ethics for doing research in Indigenous communities.
- Samples of research reports written as a story
- Samples of Child/ren focused research. What does protocol mean for a 5 year old?
- Publications of Indigenous Authors, Scholars, Community members
- Power point presentations
- Glossary of terms and key concepts for funders