

Legacy Education: Knowledge to Support Families

A Symposium on Understanding the Impacts of Residential Schools on Families, Addictions and Violence

October 11 + 12, 2012

Taking Action to Make a Difference – What are the Next Steps We Can Take?

- To schools – put into classes which would be mandatory curriculum
 - First-hand experience
 - Making more of an impact – personal connections
- Talking to others about our experiences – our learning from Residential School Survivors
 - Educating ourselves as workers and integrating into our lives both at work and personally
- Intergenerational connections; power of “roles”
- Males:
 - Rites of passage
 - What is it to be a father
 - Women carrying men
 - Roles
 - Resources needed for men
 - Expression needed for men as a healthy outlet
- Government → it is “our” problem
 - More support needed from the top to deal with this problem in Canada
 - Too many men and women in jail with addictions
- Expression through “circle”
 - Helpful in path to heal for men
 - Understanding men’s role in their society
- National level support
- Categorized as “at risk” all the time
 - Get forums in different areas of education besides just social work
- Child welfare system...is it the new **Residential School**
 - More education about the root so they have a better understanding of the people they are dealing with
- School Board System
 - Elders into the system (schools)
 - Start at a young age
 - Is money going to the right place?
 - More personal involvement
- Education and awareness to anyone and everyone!!
- What is “it” that we need to do?
 - Define “it” to different audiences (i.e. men, youth, etc.)
 - Be responsive to the different needs of “it”
- Ratio of women to men
- Where are the men who need to be here?
- “Indian Industry”
 - Profiting from the past
 - Profiting from the misery
- Where is the money when it comes to solutions?

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- Culture camps
 - (1) Education – age appropriate and how to be delivered
 - (2) Males represented – community relationships
 - (3) Systems
 - (4) Sustainable funding

Taking Action to Make a Difference – What are the Next Steps We Can Take?

PERSONAL

- Maintaining networks
- Talking out / sharing
- Create safe spaces – invite culture
- Speaking up / correcting / teaching
- Contact media regarding misrepresentation
 - media watch
 - about face
- teaching correct history
 - call schools
 - teach kids / family
 - write letters
- gently turn it around
- encourage classes to use curriculum guide
- take ownership back of our own children
- continually decolonize your mind
- share honestly / speak from your heart
- tell stories, give examples, not only stats
- examine thoughts

AGENCY

- sharing info
- cultural (Indigenous) awareness training (mandatory)
- mandatory training for agencies working with adults – not child only
- increasing positive representation
- pressure / encourage teachers and classes to use the legacy curriculum guide
 - call / letters / teach
- deconstruct your own agency; challenge
- creative / peer led / peered / group / activity / speakers / boot camp / role modeling
- introduce a circle to discuss residential school impacts
- shift language
 - sisters / brothers
 - collectively
 - Canada problem

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PERSONAL

- (1) Shift in language: inclusive, collective, non-hierarchical, sister-brother, Canadian language, power language
- (2) Take ownership of our children
- (3) Peer-to-peer culturally safe role modelling

AGENCY

- (4) Education: accurate, gentle, personal, safe place, bring it home, tell stories, give examples

Taking Action to Make a Difference – What are the Next Steps We Can Take?

- Taking issue back to our schools / organizations
- INAC agreement change on education, etc.
- Wisdom is learning
- Racism / stereotypes
- Host Aboriginal Awareness event
- INDIAN ACT
- Stronger collaboration with agencies
- Current knowledge is strong
- Pass on knowledge
- Taking knowledge to the district level (higher up people)
- Policy change
- Bringing Native Studies to high schools...and educate people who educate the children
- Language programs to FNMI and NON
- teaching our children respect, etc.
- teach people who directly work with our children
- knowledge is not there
- Aboriginal fatherhood programs (traditional place)
- Research on issue
- Supervisors need to have knowledge
- Having courage to speak on issue
- Respecting where people are at
- Supporting and connecting our youth with positive organization
- Having strong role models
- Help to break down barriers to come together; “Let’s come together to be a pack”
- Bring Awareness to schools, including non-FNMI parents
- Collaborate agencies together, including child welfare
- Show others
- Continue sharing knowledge of legacy education
- Change mentality of having to be strong male, not to cry
- Youth involvement
- Training sessions for youth so they can share with their peers

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- (1) Sharing legacy education with our co-workers, supervisors, peers, friends and families, policy makers and communities
- (2) Collaboration of agencies
- (3) More compassion
- (4) Education tools to educate child welfare. Agency Aboriginal Training. *'Gently Whispering the Circle Back'*

Taking Action to Make a Difference – What are the Next Steps We Can Take?

- Educate your children about the thing you have learned
 - Understanding history
 - Become more aware of the language we use
 - Talking from a place of openness
 - Self-reflection
 - Symbolic representation
 - Authentic relationship building
 - Role-modelling the healing journey
 - Sharing stories as a personal and meaningful act
 - Creating a different way
 - Going back and providing the “basic needs” → love, care, listening
 - Reconnecting with culture → on a universal level; available to all cultures
 - Raising awareness within one’s organization that is healing is happening now...hope
- (1) Continue learning about history and share your knowledge
 - (2) Teach the children
 - (3) Universal reconnection to our humanity
 - (4) Respect and support

Taking Action to Make a Difference – What are the Next Steps We Can Take?

- Sharing story is transformative
- Children identity and education
- Taking risks and challenging policy
- Leading by example – transparency and sharing common experience
- Self-disclosure and building relationship
- Sharing info we receive – personally and professionally
- Giving of self-volunteering; giving tools; vision where to go from here
- Training and increased awareness for those in helping fields
- Lateral violence – respecting different views – compassion
- Working with understanding whole family, perspective inclusive
- Learning process to really understanding children and families (kinship); understanding where they come from
- Policy and system change – child welfare *looking at what happens when a child goes through the system into adulthood
- Increase awareness throughout entire community, population (+ political leaders)

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- Work at macro and meso levels and challenge barriers
- Not telling “what you need”
- Commonality of humanity
- Truth as part of school curriculum
- Trusting the shame and anger
- Policy – government giving up power
- Government admitting mistakes
- Can’t apply all policies without consideration of culture
- *foster children introducing roots, ceremony, guidance and community
- *policy, identity, awareness, and education*

Taking Action to Make a Difference – What are the Next Steps We Can Take?

- Gaining trust
- Learning through ceremony
- Recognize and support the growth of inner child
- Patience
- *role model*
- Self-responsibility
- *increase awareness, knowledge and community consciousness*
- Connect to Elders and resources
- Begin a dialogue
- *training outside of social services / educate*
- *utilize experiences as learning opportunities*
- Encourage expression of emotion
- kindness
- cultural and historical awareness
- **(1) Role Model**
 - a. Mentors
 - b. Elders
 - c. Taking self-responsibility / resiliency building
- **(2) Increase Awareness, Knowledge and Community Consciousness**
 - a. Holistic approach
- **(3) Training and Education**
 - a. Outside social services
 - b. Social media
 - c. Changing curriculum
- **(4) Utilization of experiences as learning opportunity**

Taking Action to Make a Difference – What are the Next Steps We Can Take?

- Creating more awareness → difference languages
- Creating more awareness for general public → legacy education

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- Awareness in the schools – mandatory (all levels)
- Therapeutic treatment – Western and Traditional practices
- Health care system
- Systems change / fiscal transparency
- Support for 24 years and up
- First Nation – 1 stop shopping
- New model – utilize current programming
- Develop pool of supporters → build partners – work collectively
- Break down walls of divisiveness
- Engage other communities → need allies
- Careful not to lose focus with those allies
- Have people on board who have had success
- Study problem of engagement
- First Nation website / social network
- Relational support
- Mentoring
- Campaigns
- Use strength based practices already there
- Understanding of effects of intergenerational trauma; priorities; risk
- (1) Awareness and education approaches:**
 - a. Non-Aboriginal communities
 - b. Legacy education / Training
 - i. Agency reps
 - ii. Youth, adults, etc.
 - c. Social media utilization
- (2) Collaboration (Strategic) approaches:**
 - a. Utilizing allies (government, funding agencies, corporations)
 - b. Grassroots movement
 - c. Utilize social media but also HUGE campaign (busses, etc.)
 - d. One-stop shop or centre for many agencies to provide holistic supports
- (3) Strengthening and Investigating New Models / Initiatives:**
 - a. As culture, best practices, etc. change ensure agencies are “nimble” and responsive to needs
 - b. “adaptability” to changing needs
- (4) Identifying, gathering and engaging allies**
 - a. Non-Aboriginal people
 - b. Literature in different languages
- Guiding principles:
 - Long-term
 - Systems change / accountability / transparency
 - Building relationships
 - Strengths-based
 - Ceremony
 - First Nations driven