



Laurentian University  
Université Laurentienne



**SCHOOL OF  
INDIGENOUS RELATIONS**  
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**Journal #14**  
**March \_\_ to the \_\_**  
**ISWK \_\_ Field Instruction \_\_**  
**Hours to Date: \_\_ hours**

**Learning Contract Activities/Field Experience: point form.**

- Attended CAE Integrated Learning with Learning Strategist (Objective 3)
- Attended Child & Family Agency for Drumming (Objective 3)
- Attended a student's final field placement evaluation (Objective 3)
- Attended a Retention Strategy Meeting at LU (Objective 3)
- Pre-Marked essays (Objective 4)
- Listened to CD's on organization (Objective 4)
- Went to Serpent River First Nation for workshop regarding Child Welfare / Child & Family Agency (Objective 3)

**Concerns of the day:** none.

**Reflective Learning: Personal to Professional as an example of reflective learning.**

This week seemed to have a lot of examples of what effective and inclusive communication is and how I need to be cognizant of what I say and how it may come across to other people. We went to a drumming circle and discussed what service delivery could look like for children and family services. People need to be educated on what and how to deliver culturally appropriate services but this needs to be done in an open environment where people feel the space is safe enough to discuss assumptions, or concepts and be educated in a strengths-based way. An example of this was at a meeting where a person's words were taken out of context and they were shamed as a person who does not recognize white privilege. The person who attacked used the Strawman logical fallacy to argue her point. The take-home-message I received this week is to create safe spaces where people can learn and grow because that is where people get brilliant ideas that enhance the richness of our bundles.

**Theoretical Framework of agency: Systems, Structural, Ecological, Medicine Wheel. Provide examples.**

- Aboriginal theory at Agency (drumming circle and teachings on the womb life).
- Aboriginal theory at Child & Family Agency workshop (service delivery in cultural appropriate way)

- Structural theory at Child & Family Agency workshop (Agency working from a culturally appropriate framework within CAS' western framework—i.e. legislation and policies like adoption).
- Systems theory at Child & Family Agency workshop (working with CAS, the community, and their agency—who is involved, what is everyone's role to get Child & Family Agency as the sole provider in First Nation community).
- Ecological theory at Child & Family Agency (micro: the child, mezzo: the family/community, macro: the framework and theories used by Agency)
- Medicine Wheel at Agency (Medicine Wheel framework of service delivery is holistic)
- Systems Theory at Student Retention meeting (the various people in charge of gathering data and information regarding each of the components required for student retention— i.e. student navigation of D2L, parking, understanding what is expected from the student at a university level, etc.)

**Additional Training: List Dates and type of Training Received:**

- CAE Integrated Learning with Learning Strategist Tuesday March 21<sup>st</sup>.
- Serpent River First Nation workshop on Child & Family model of designation and process of children in care.

**Other:**