

Anti- Indigenous Racism

ONN

Presenters: Shauna Kechego-
Nichols, MSW, RSW, and
Joanna Vautour, MSW, RSW





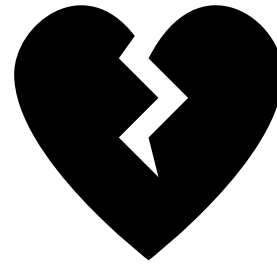
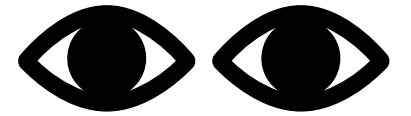
Shauna's Location

- Spirit name is She Watches the Bridge, Bear Clan, Anishinaabe from Chippewas of the Thames First Nation (Dezhkan Ziibi), living in London, Ontario, Canada.
- Mother: to two daughters, Kayan (left) and Joy (right) and one son Francis (far right).
- Helper: Registered Social Worker, Director of Programs, Social Service Worker Educator, Writer, and Cultural Teacher.

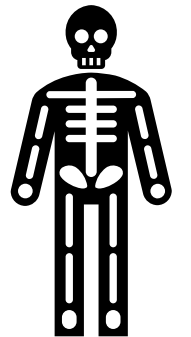
Joanna's Location

- Spirit name is Standing Cedar, Turtle Clan, Anishinaabe from Serpent River First Nation where I reside.
- Mother of twin daughters.
- Community Helper: Registered Social Worker, Palliative Care Educator, Indigenous Cancer Care Lead, Clinical Supervisor and Cultural Learner.





Trigger Warning



Land acknowledgement | Baroness von Sketch Show



Land Acknowledgements

Prepared by Eren Aisaican Henderson @mxd2SprairieN8V

Do you know the name(s) of the Indigenous Peoples on whose land you are gathering?

Do you know their names for themselves in their own languages?

Do you know how to pronounce those name?

Do you know whether treaties were signed, when they were signed, and their names?

Do you know enough of the history of how the region was colonized and Indigenous Peoples displaced?

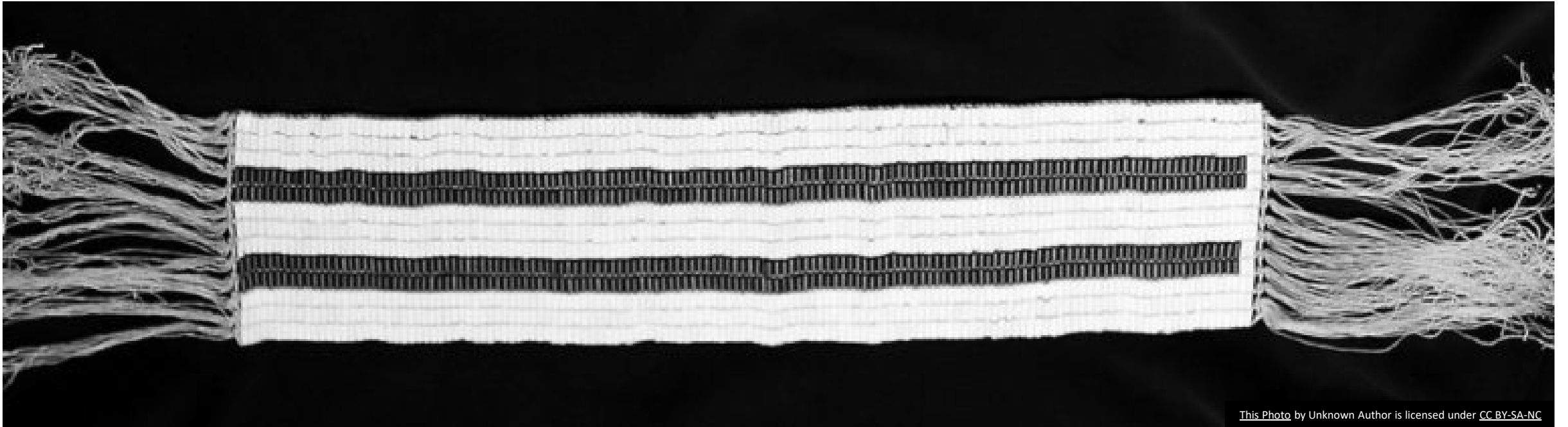
Have you (and your organization) thought of your commitments to Indigenous Peoples?

Recommended Terminology

(First Nations Studies program, 2009)

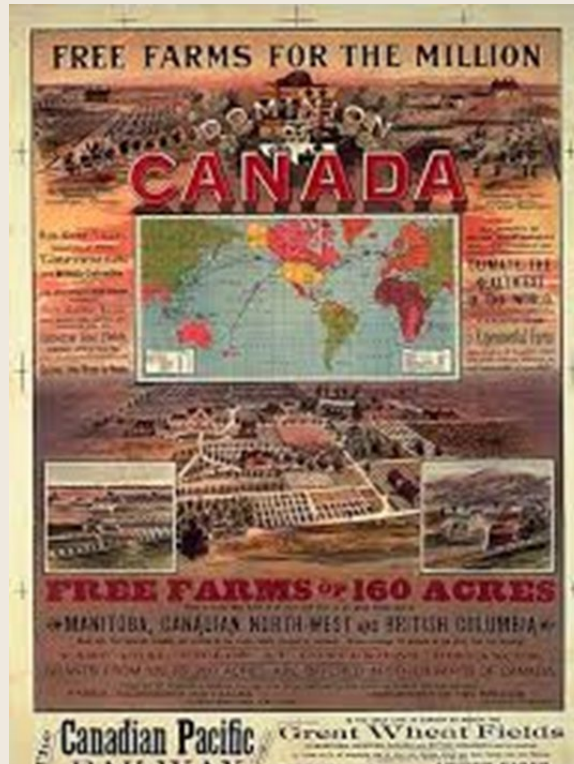
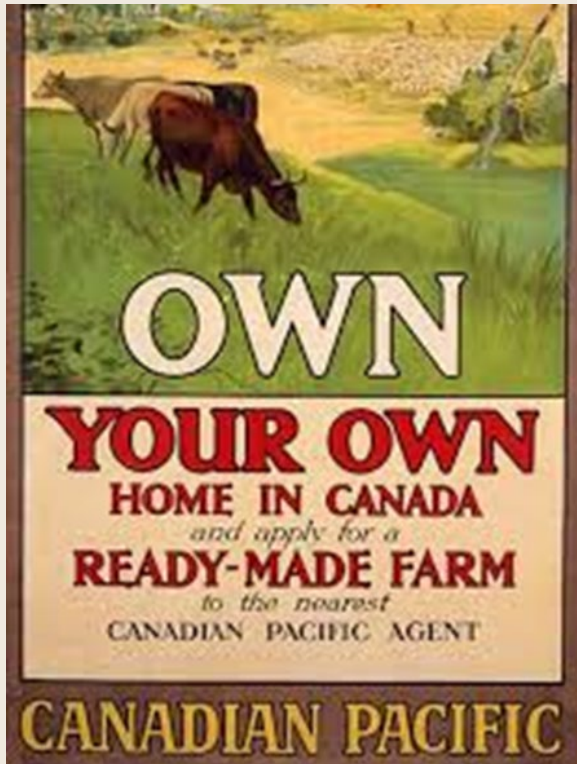
- **FIRST NATIONS:** refers to the ethnicity of the original inhabitants of Turtle Island/Canada. FNs belong to a band or reserve community and have “Indian Status.”
- **INUIT:** refers to the ethnicity of people living in the far north of Turtle Island/Canada.
- **Métis:** refers to a collective of cultures and ethnic identities that resulted in unions of First Nations people and European settlers. Métis refers to descendants of specific historic communities.
- **INDIGENOUS:** used to encompass FNIM. Also used in national and global context.

Two Row Wampum



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Dislocation from Land & Acquisition of Resources



The colonial legacy of land settlement in Canada left many Indigenous people with no home, they were relocated to infertile lands, secluded and isolated

46 Treaties in Ontario





Residential Schools

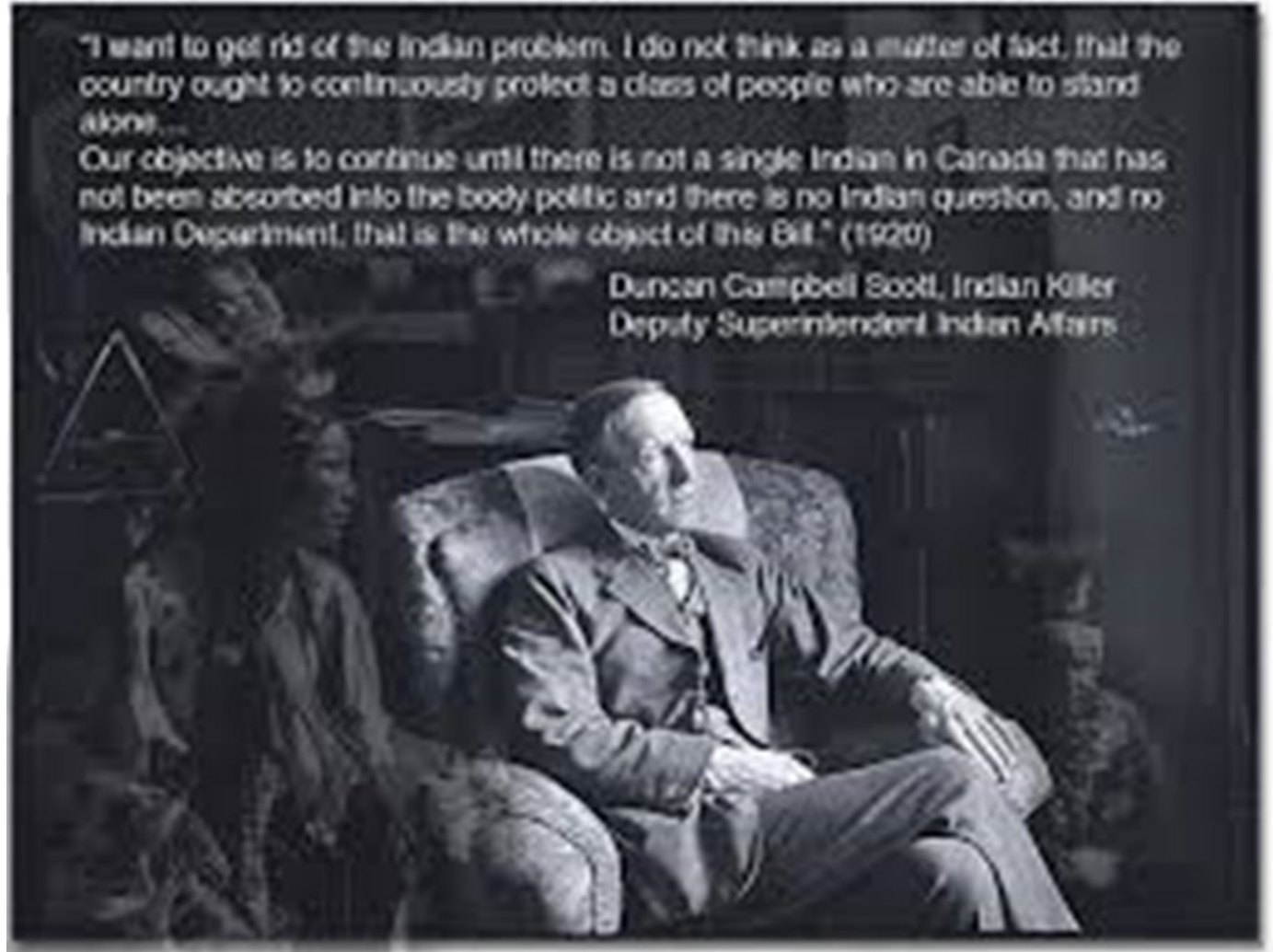
To finish the process of assimilation and Kill the Indian in the child

Legacy of Residential Schools

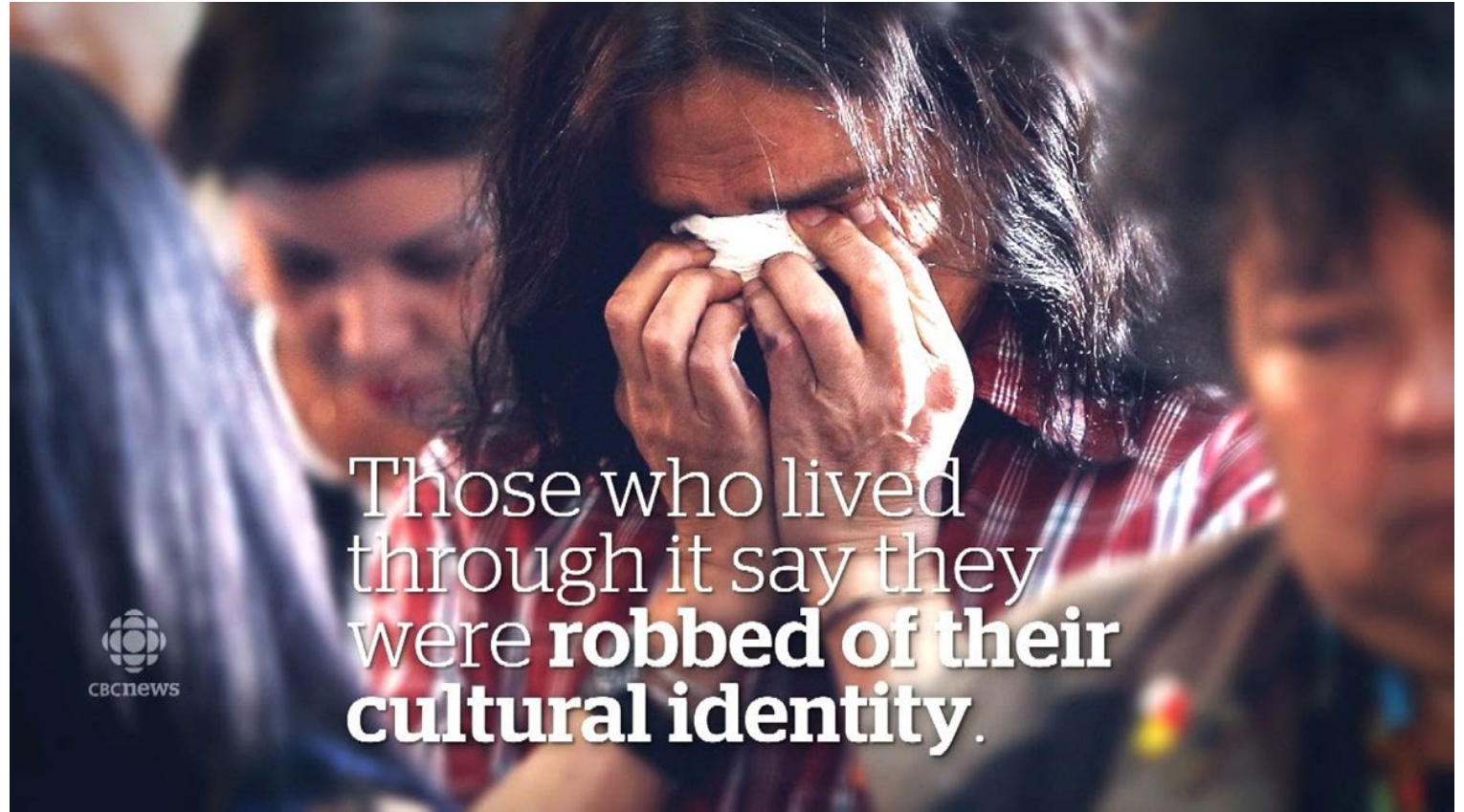
"I want to get rid of the Indian problem. I do not think as a matter of fact, that the country ought to continuously protect a class of people who are able to stand alone....

Our objective is to continue until there is not a single Indian in Canada that has not been absorbed into the body politic and there is no Indian question, and no Indian Department, that is the whole object of this Bill." (1920)

Duncan Campbell Scott, Indian Killer
Deputy Superintendent Indian Affairs



60's Scoop



Those who lived through it say they were **robbed of their cultural identity.**



Millennium Scoop

Today it was uncovered by, activist Cindy Blackstock that there are more children in care then that at the height of the residential schools while they were in operation



Jordan's Principle



Indigenous perspectives on the determinates of Indigenous people's health and wellbeing

- Social determinates of health are the social and economic conditions that influence the health of individual and communities
- Colonization
- dehumanization
- systemic violence

Figure 3.1. Web of Being: Determinants and Indigenous People's Health



Prepared by: Dr. Margo Greenwood, NCCA, 2009

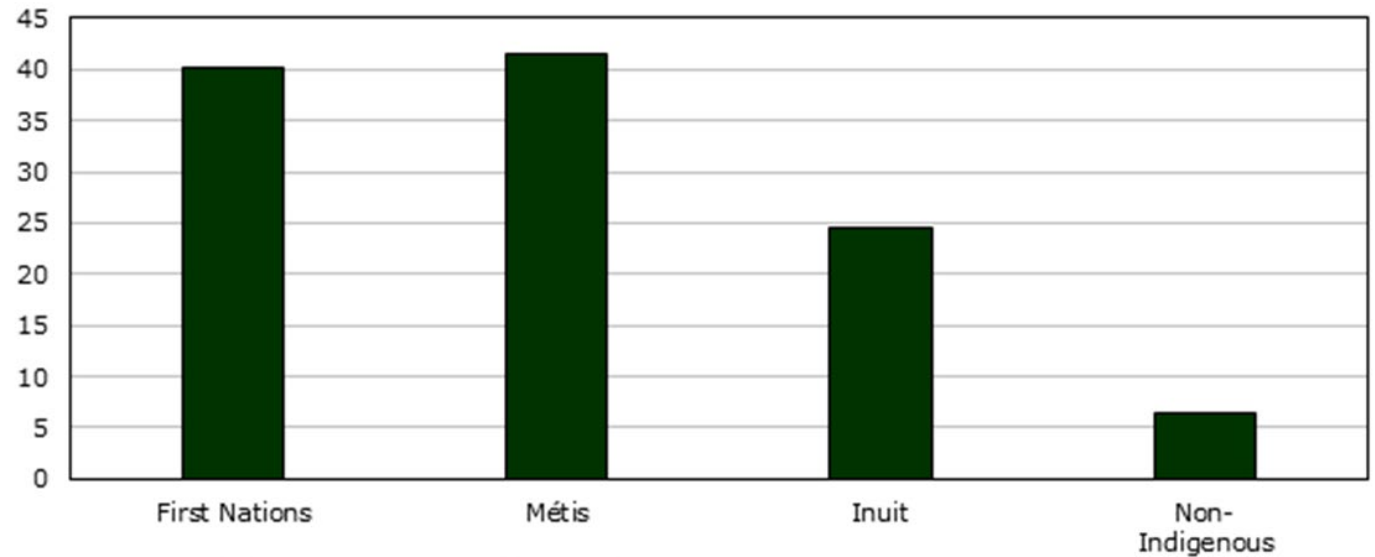
Indigenous Experience: Current Context

Indigenous Youth are a growing population

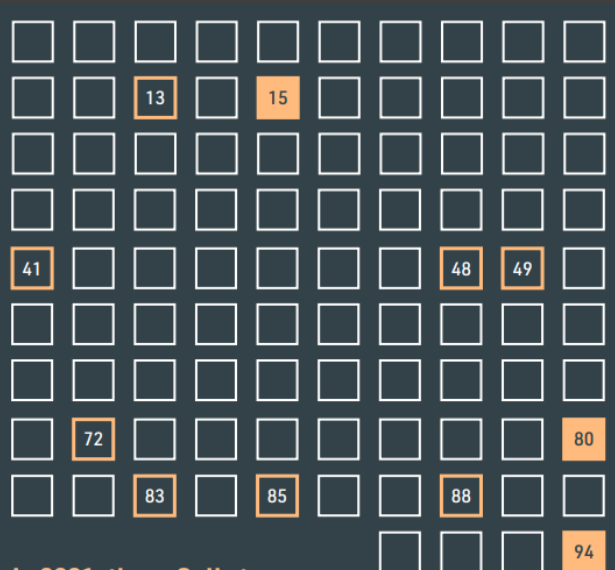
Chart 2

Percent increase in number of youth, aged 15 to 34, by Indigenous identity, 2006 to 2016

percent



Sources: Statistics Canada, Census of Population, 2006 to 2016.



In 2021, three Calls to Action were completed, all in the month of June.

Following the discovery of 215 unmarked graves on the grounds of the former Kamloops Indian Residential School, this is more action on the Calls to Action in three weeks than the last three years.

- 2021 Complete Calls to Action
- 2020 No Completed Calls to Action
- 2015-2019 Completed Calls to Action
- Incomplete Calls to Action



A SPECIAL REPORT · DECEMBER 2021

**Calls to Action Accountability:
A 2021 Status Update on Reconciliation**

BY EVA JEWELL AND IAN MOSBY



TRC Calls to Action

<https://yellowheadinstitute.org/calls-to-action-accountability-a-2020-status-update-on-reconciliation/>

Language and Culture #13-17

13. Language rights

14. Enact an Indigenous Languages Act that incorporates the following principles:

- i. Languages are a **fundamental and valued element** of Canadian **culture and society**, and there is an **urgency to preserve them**.
- ii. **Language rights are reinforced by the Treaties**.
- iii. **Federal government has a responsibility** to provide sufficient funds for Indigenous-language revitalization and preservation.
- iv. The preservation, revitalization, and strengthening of languages and cultures are **best managed by Indigenous people and communities**.
- v. Funding for language initiatives must reflect the diversity of languages.

15. **To appoint, in consultation with Indigenous groups, an Indigenous Languages Commissioner**. The commissioner should help promote languages and report on the adequacy of federal funding of languages initiatives.

16. **Post-secondary institutions to create** university and college degree and diploma programs in languages.

17. **To enable residential school Survivors and their families to reclaim names** changed by the residential school system by waiving administrative costs for a period of five years for the name-change process and the revision of official identity documents, such as birth certificates, passports, driver's licenses, health cards, status cards, and social insurance numbers.

Revitalization of Culture and Language



In many communities, Indigenous people are participating in land-based activities, building language initiatives

This helps to ground Indigenous people in who they are, reclaim their identity, through language, culture and ceremony in a process of decolonization

Professional Development and Training for Public Servants - #57

Education to public servants

- History of Aboriginal peoples, including the history and legacy of residential schools
- United Nations Declaration on the Rights of Indigenous Peoples
- Treaties and Aboriginal rights
- Indigenous law, and Aboriginal–Crown relations

This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Cultural Safety Training

- ❖ Indigenous Relationship and Cultural Safety Courses – Ontario Health (Free & Online)
<https://www.cancercareontario.ca/en/resources-first-nations-inuit-metis/first-nations-inuit-metis-courses>
- ❖ San'yas Indigenous Cultural Safety Training
<https://www.sanyas.ca/training/ontario/ics-enhanced-health>
- ❖ Woodland Cultural Centre Tour (In-Person or Virtual)
<https://woodlandculturalcentre.ca/mohawk-institute-residential-school-virtual-tour-now-available-online/>
- ❖ Living My Culture Indigenous Cultural Safety Training Modules (Free & Online)
<https://culturalsafetytraining.livingmyculture.ca/local/staticpage/view.php?page=about>
- ❖ Ontario Federation of Indigenous Friendship Centres (OFIFC) Indigenous Cultural Competency Training (ICCT)
<https://ofifc.org/training-learning/indigenous-cultural-competency-training-icct/>
- ❖ Indigenous Primary Health Care Council Indigenous Cultural Safety Program
<https://www.iphcc.ca/ontario-ics-program/>
- ❖ University of Alberta Indigenous Canada
<https://www.coursera.org/learn/indigenous-canada>

Education for Reconciliation - #62

In consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i. **Age-appropriate curriculum** (residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions)
- ii. **Funding** to post-secondary institutions to **educate teachers** on how to **integrate Indigenous knowledge and teaching methods** into classrooms
- iii. **Funding** to Indigenous schools to **utilize Indigenous knowledge and teaching methods** in classrooms
- iv. **Establish senior-level positions** in government at the assistant deputy minister level or higher dedicated to Indigenous content in education

Indigenous Identity

“Identity is based on the questions “who are your teachers, and where did you learn this?”

Identity is not about claims to be traditional, nor about opportunities for status, financial gain, or power.

Indigenous peoples not only say their name and where they came from but also talk about who their parents, grandparents, and great-grandparents were; they talk about their Elders.

This is a validation of Indigenous identity.”

Honourable Murray Sinclair, First Nations University of Canada,
2022

Indigenous Identity Fraud

- Before you grant access to opportunities...
- Know whom you are working with
- What is the community they are from?
- What is their lived experience?



CBC Docs. The Passionate Eye episode on The Pretendians (September 2022)
<https://www.cbc.ca/passionateeye/episodes/the-pretendians>

Health - #18-24



18. State of **Indigenous health is a direct result of Canadian government policies** (residential schools) and healthcare rights

19. **Close the gaps in health outcomes**/publish annual progress reports/assess long-term trends

20. **Distinct health needs** of the Métis, Inuit, and off-reserve (jurisdictional disputes)

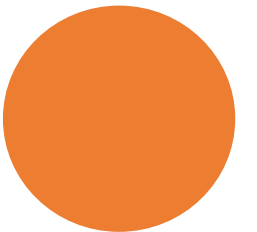
21. Funding for existing and new healing Centre's (Nunavut and the Northwest Territories is a priority)

22. **Value of Indigenous healing practices** and in collaboration with healers and Elders

23. All levels of government to:

- i. Increase the number of Indigenous HCPs
- ii. Ensure the retention of Indigenous HCPs
- iii. Provide cultural competency training for all HCPs

24. **Medical and nursing schools** in Canada require all students to take a **course on Indigenous health** issues and **cultural safety training**



Sen. Murray Sinclair: How can Canadians work toward reconciliation





Supporting Indigenous Workers within ONN

- Safety
- Indigenous National Days of Recognition and Acknowledgment
- Statutory Holidays
- Tokenized Indigenous People
- Inclusion of Indigenous knowledge and healing practices
- Reconciliation is an ongoing process

Questions

Have you (and your organization) thought of your commitments to Indigenous Peoples?

Thank You -
Miigwetch

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