

**Report on the**  
***Decolonizing, Indigenizing and Reconciliation Social Work Committee***  
***Spring 2020***



**Carleton**  
UNIVERSITY

**Canada's Capital University**



**2019/2020 Carleton University School of Social Work**

*Indigenizing, Decolonizing and Re-Conciliation Committee members:*

Beth Martin, PhD, Melissa Redmond, PhD, Sarah Todd, PhD, Nimo Bokore, PhD, Allison Everett, MSW, RSW, invited PhD student representatives, Laura Commanda, Anne Seymour, and Deborah Young.

*Chi Miigweech for faculty members, Algonquin Knowledge Keepers, students, administrators, and other supportive peoples, who graciously came to our events, listened to our guest speakers, participated in our first community feast and for those, who contribute to the social work community at Carleton University by participating on this committee.*

*Miigweech to the Evelyn McCorkell Memorial Fund for the financial assistance. We could not do this work without these funds.*

*Your actions help us to move forward towards a transformative learning space at this university for Indigenous peoples.*

Patricia D. McGuire, PhD, Chair  
2019/ 2020 Indigenizing, Decolonizing and Re-Conciliation Committee

## INTRODUCTION

Indigenous knowledge(s) emerges from communal understandings on how we are to live together, relationally, as good neighbours, so that we all flourish together. This is indicated in the pre-colonial treaties such as the Two Row Wampum. Indigenous knowledge(s) were protected by Indigenous ancestors so these societies could re-build. They are operationalized through collaborative inclusive relationships, which are transparent, and in which the need for people's informed consent is respected.

The purposes of Indigenization processes are to support the agency, self-determination, and freedom of Indigenous peoples. They support Indigenous people to be who they are on their communal lands and safeguard Indigenous ancestor's stories. Reconciliation is a loaded word in this scenario. Current social work pedagogy is not based on how Indigenous knowledge(s) contribute to creating relational based peace, kindness, and compassionate societal ideals. This needs to change.

The profession of Social work in Canada recognizes the need to change the status quo in social work education. The School of Social Work at Carleton University is committed to change and has been steadily working towards transforming our department. There has been much accomplished since the *Indigenization, Decolonialization and "Reconciliation Committee*, replaced the Social Justice Committee in 2018.

Indigenization processes have received extensive support from the current leadership at Carleton University. This is due to the efforts of President Dr. Beniot Bacon, Provost Dr. Jerry Tomerlin, the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC) led by Dr. Kahente Horn-Miller and Benny Michaud. Dr. Andre Plourde, past Dean of Faculty Affairs and Dr. Hugh Sewell, past Director, and our current Director of Social Work, Dr. Sarah Todd have ensured Indigenization continues to be a priority at the School.

Indigenization became one of the School of Social Work key strategic directions in September 2020. There was a one semester course half-time release for the Chair of the committee in 2019/2020. Our faculty colleagues offered needed supports for this work, including resources from the Emily McCorkell Fund and other administrative resources from the Social Work department, volunteered by Stephanie Mulville and Karen Spencer. The current and past faculty members and students who serve on the *Indigenization, Decolonialization and "Reconciliation Committee* have been instrumental in developing signposts towards planned transformative changes, we anticipate for the future.

## BACKGROUND

The historical experience of social work in Aboriginal communities is controversial. Social work is seen as an active partner in the colonial destruction of Aboriginal societal



processes and structures. There continue to be record numbers of child welfare apprehensions; youth and adult incarcerations at every level of correctional institutes; trauma-based addictions; higher than the Canadian average death rates from chronic health conditions; dismal living conditions: violent deaths and murders, etc. These conditions are exacerbated by the individualistic approaches of helping professions that are devoid of communal interventions based on Indigenous knowledge(s), worldviews, philosophies, and ethics, developed in equitable partnerships with Indigenous societies. The symbiotic relationship between the social work profession and the colonial disruptions experienced by Indigenous communities must be altered into a more mutually beneficial one.

The destructive impact of colonizing narratives, policies, and practices in social work education, research, and practice are highlighted in the Truth and Reconciliation Commission's final report in 2015. Transformative changes are necessary for the continued development of collaborative partnerships between Indigenous societies and the profession of social work. Future generations of social workers need to have different visions of what and how their work can be transformed by Indigenous knowledge(s), all without appropriative societal relationships. Collective Indigenous knowledge(s) are not fodder for any social work colonial project. Social determinants of Indigenous societal wellness need to be rooted in Indigenous ways of knowing and culturally appropriate, trauma-informed interventions. Aspects of how this can be accomplished are in the Truth and Reconciliation Calls to Action 2015. The MSW students examined the TRC in their student led discussion groups in 2019.

### **TRUTH AND RECONCILIATION CALLS TO ACTION – MSW Student Led Discussion Report 2019**

The TRC provided 94 Calls to Action to redress of the legacy of the Indian residential school system and to support new relationships between Canada and Indigenous people that are guided by mutual respect. The following is an excerpt from the MSW Student Report, 2019:

“Although all the Calls to Action are important for (re)conciliation, we, (MSW students 2019 in Social Work 5015), have selected those that stood out as especially salient for social work education in post-secondary institutions.

#### *Child Welfare*

- Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.
- Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.



## *Education*

- We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.
- We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
  - Providing sufficient funding to close identified educational achievement gaps within one generation.
  - We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.
  - We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.
- We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
  - Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into Classrooms.
  - Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
  - Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.
- We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation. Respecting Indigenous peoples' right to self-determination in spiritual matters, including the right to practice, develop, and teach their own spiritual and religious traditions, customs, and ceremonies, consistent with Article 12:1 of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).



- Engaging in ongoing public dialogue and actions to support the UNDRIP” (Truth and Reconciliation 2015 summary by MSW Social Work 2019 student report).

## **Background Overview of Activities – September 2018 – to 2020**

### ***Indigenizing, Decolonizing and Reconciliation Committee***

Indigenous (re)conciliation at the School of Social Work began in 2018 by establishing a committee to investigate what this could mean. An Indigenization plan by the *Indigenizing, Decolonizing and Reconciliation Committee*, began to be developed in the fall semester. The committee was composed of Brenda Morris, Susan Braedley, Beth Martin, Sarah Todd, Nimo Bokore, Deborah Young, Melissa Redmond, Roy Hanes, and Patricia McGuire. The committee decided to advocate for a half time release for two co-Chair positions.

These discussions resulted in a proposal submission in January 2019 for two half time faculty course release for the committee work envisioned happening in 2019/2020. The proposal was submitted to Hugh Sewell, Director of Social Work and Andre Plourde, Dean of the Faculty of Public Affairs. This proposal and a workplan justifying the time release, for one .5 course faculty release was approved in January 2019 with implementation planned for January 2020. Although, necessary framework implementation began in fall 2019. This included a workplan for 2020 as well as accessing funding from the Evelyn McCorkell Memorial Fund. There was no time allocated for these activities other than participation on committee work, yet each member of the committee ensured their participation in the planned activities.

The following are an overview of all events and activities hosted by the School of Social Work, *Indigenizing, Decolonizing and Reconciliation Committee*, by year:

#### **2018**

Grassy Narrows – a northern community who continue to be affected by mercury poisoning by Dryden paper mills since the 1970s – travelled to Ottawa for a Special Chiefs meeting December 3<sup>rd</sup> to December 6<sup>th</sup>, 2018. The Social Work department co-hosted with Indigenous Canadian Studies a lecture with *Judy DeSilva, an internationally renowned United Nation’s Indigenous advocate on environment issues*. The social work department also collected funds and supplies for Grassy Narrows people.

#### **2019**

Hosted the re-scheduled 2018 to 2019 *Rheal Brant-Hall* lecture. Dr. Sheila Cote-Meeks, Vice-President at Laurentian University, now at York University, presented excerpts from her book, *“Colonized Classrooms – Racism, Trauma and Resistance in Post-Secondary Education.”*

A presentation, to the *Annual Spring Faculty Retreat 2019*, reflected ideas and philosophies about Indigenizing Carleton University. This included a presentation by Dr. Kahente Horn-Miller about how Carleton University is completing community consultations intended to inform these planning processes. Faculty in attendance completed an anonymous work of art and a letter of commitment. These are attached.

A collection for a *database of articles, reports, videos, podcasts, etc.* dealing with Indigenization, Decolonization and Reconciliation in Canadian universities and social work was completed. In 2018/ 2019, similar articles were forwarded to committee members. These resource materials are hosted by a cuLearn course, are available, for all faculty, including contract instructors and administrative staff within the social work department.

MSW students, Kylie Schibli, Sarah Shima, Liz Woodside, Namrata Tilokani, Grace Lawson and Emerald Pringle, in *Social Work 5015, Indigenous Knowledge and Theory*, participated in planning for student-led events in the fall semester 2019.

Our plans for a research assistant to help with the 2019/ 2020 workplan from Dr. McGuire research project did not work, as intended.

Plans for a Knowledge keeper to participate in committee meetings are still being explored for 2020/ 2021.

In winter semester 2019, we had planned five regular meetings. Two meetings were cancelled, due to circumstances beyond our control. Efforts to re-schedule proved unrealistic.

A written update was provided for the *Annual fall Faculty Retreat 2019*.

## **Indigenous Knowledges: 2020 Indigenizing, Decolonization and Re Conciliation Activities:**

### **Funding**

- Numerous meetings occurred about funding of Indigenization events. A funding proposal \$16000.00 was developed for the EMMF. Once approved, a system was set up for the release and distribution of funds 2019/2020.
- An unexpected source of funding which dates to Carleton University School of Social Work community based social work education was made available. This fund totals \$26,



000.00 and it is for further Indigenization, guest speakers, workshops, etc., for the School of Social Work.

### Support

- The cuLearn course for all faculty, including contract instructors, was set up in fall 2019. This course is organized for articles, reports, books, and other materials. Please Note: Carleton University is moving to another course management system so this course will have to be copied and changed over before this happens. This initiative was delayed until 2021, due to Covid 19.
- Family Group Coordinator, Karen Possamai, presented on Family Group Counselling, (Indigenous Restorative Justice) in November 2019. There were about 16 students and community members who attended. This was facilitated by graduate students, in Social Work 5015, who planned and organized this event.

### Graduate Student Involvement

- Efforts to include PhD students on the *Indigenization, Decolonization and Re-conciliation Committee* occurred. In addition, an undergraduate student volunteered to be on the committee. We will recruit for an MSW student in fall 2020.
- Social Work 5015, *Indigenous Knowledge and Theory*: MSW students, Kylie Schibli, Sarah Shima, Liz Woodside, Namrata Tilokani, Grace Lawson and Emerald Pringle. presented on their research findings about similar social work programs in Canada as well as Indigenous specific standards to the *Strategic Initiatives Committee, (SIP)*. SIP is developing the new strategic plan for Carleton University. The MSW student's presentation was facilitated by Jordan Grey, Graduate student representative at SIP.
- These same graduate students in SW5015, completed the *first student led discussion group* about Indigenization, Decolonization and Reconciliation at the School of Social Work, about 19 students attended. They developed two reports, a comprehensive report on class 2019 on their learning, and a shorter report for students who attended the discussion group in 2020.
- Students from this SW5015 class developed an abstract, which was accepted, to the Canadian Association of Social Work Education, (CASWE) in June 2020. This was rescheduled, due to Covid 19.
- These exceptional and committed students, Kylie Schibli, Sarah Shima, Liz Woodside, Namrata Tilokani, Grace Lawson and Emerald Pringle, also presented these findings, at the School of Social Work Research Day in 2020.



## **Committee Meetings**

- There were four committee meetings which occurred in fall 2019. By the end of March 2020, four meetings will have occurred for this committee. Our last meeting was cancelled due to the pandemic. Additionally, our scheduled presentation at the Spring 2020 Faculty Retreat was rescheduled, for the same reason.

## ***Rheal-Brant Lecture 2020:***

This year, graduate students wanted more of a role in choosing representative guest lecturer. Mentorship of PhD students in delivering this lecture in participatory manner occurred. Laura Commanda and other Indigenous PhD students discussed and chose Mac Saulis, Professor Emeritus at Wilfred Laurier University, to discuss the development of an Indigenous based graduate social work program. There were about 35+ students, faculty and community members who attended this event.

## **Indigenous Education Practice**

Dr. Patricia D. McGuire presented at a faculty meeting in January 2020. Principles of Indigenous Education, (attached) and other cultural exploration documents were handed out. The students in Social Work 5702, *Indigenous Knowledge and Practice*, Carly McConnell, Elizabeth Woodside, Kevin Amirault, Lisa Deveau, Brittany Graham, Laura Lumsden, Sarah Shima, Sadia Abdullahi, Rebecca Brant, Melanie Fingold, Olivia Keays, Namrata Tilokani, Jake Ahern-Davey, Sarah Brien, Heidi Goldberg, Callie Latham developed this document presented to faculty members.

## **Giving Back to Community**

This *Principles of Learning* document was combined with a reflective assignment completed by Social Work 5702 students. It became part of a loose-leaf book which was hand delivered by one of the students to Minwaashi Lodge, in appreciation of Vera McGregor, Irene Compton and other staff taking time out of their busy schedules to teach the MSW students about their programming and specific Indigenous philosophy of care. This book offered student feedback on the standard of client care evident at Minwaashi Lodge.

## **First Annual Feast 2020**

This winter feast happened in the February 2020. A traditional feast was made available to administrative staff, students, faculty members and invited guests from other departments. There were speakers, Director Dr. Sarah Todd, Dr. Anna Hoefnagels, Director of Indigenous and Canadian Studies, co-Chairs of CUISIC Dr. Kahente Horn-Miller and Benny Michaud, President Dr. Benoit Bacon, it was hosted by Dr. Patricia D. McGuire. There were 67 RSVPs confirmation, 8 regrets, resulting in about 55+ attendees.



### **Inuit workshop**

Planning occurred for Inuit led and developed workshop. It was due to occur March 16, 2020 with 46 RSVPs. It was cancelled due to ongoing concerns with Covid 19 virus in Ottawa. It will be re-scheduled to the 2020/ 2021, possibly as a full day event.

### **Film Night**

Film night with Martha F. will take place 2020/ 2021.

### **Concluding comments and Recommendations for 2020/ 2021**

Much work remains to ensure Indigenous scholars, and Indigenous students, and the knowledge(s) they bring, are considered critical to the future at this university. Yet, we have started on this path. The pandemic certainly slowed our efforts, yet the commitment to transform our department remains strong.

I have thought about discussing my experience working at this university; situations I have witnessed and experienced. There has been efforts taken to tokenize who I am, either implying I was the “brown” face needed at various committees or being portrayed as only an equity hire or being centered out or being asked when I would be receiving a PhD or asked if I got it at that “Indian” university and of course, being targeted in meetings. The undercurrent is Indigenous peoples only have limited experience or educational background and are hired for positions, not based on their credentials. These types of interactions require resilience and a broader vision for the future. This type of commentary needs to be as offensive to the people hearing them as it is to the person they are directed at. We all need to speak up.

When we try to attract students to our programs, this potential climate of stereotyping and dehumanization of Indigenous peoples, our students need to be equipped to contend with this but also supported by us. We cannot shy away from discussing situations, Indigenous peoples, may find themselves contending with, within our university. These truths can guide us to what truly needs transformation. Planning for our committee is necessary work to transform this learning space.



## **Future planning 2020/ 2021**

### ***Community Engagement and Protocols in working with Indigenous communities:***

*Explore the possibility of working with local Indigenous communities, rural and urban, on Indigenous based social work curriculum.*

Overall areas to focus are:

- *Cultural humility, awareness of Indigenous based interventions and working with graduate student statement on reconciliation with Indigenous peoples.*
- *Continued development of literature database accessible for all members of our department.*
- *Continue efforts for widespread participation, by eliciting comments, suggestions, and models from within the social work department, administration, undergraduate and graduate students.*
- *Continue with 2020 activities, depending on pandemic, Feast, Inuit workshop, Film night and presentation, Human Trafficking presentation, and Rheal Brant-Hall events.*
- *Work with and consult with local Algonquin communities about committee's work and ask for ongoing involvement.*
- *Ensure working committee structure with students involved. This intent is to expose as many social work students to the possibilities of committee work as well as creating interest in Indigenization, Decolonization and Re Conciliation work in social work.*
- *There should be an evaluation of all efforts with our committee. This or a similar framework should be part of the overall cycle of committee meetings:*

*What should we keep doing? What should be stop doing?*

*What can we adapt, revise, and re-create? What do we need to start doing?*

*What should our priorities for this year be?*

- *Continue to research similar programs in Canada as well as Indigenous specific accreditation standards.*
- *Examine existing metrics and measurements of effectiveness*



**APPENDIX one - Proposal January 2019** From the Addressing Reconciliation Committee, School of Social Work Chair and Committee: Patricia McGuire, Brenda Morris, Susan Braedley, Beth Martin, Sarah Todd, Nimo Bokore, Deborah Young, Melissa Redmond, Roy Hanes

To Hugh Shewell, Chair, School of Social Work and Dean Andre Plourde, Faculty of Public Affairs

**Background:**

This committee was formed by the School of Social Work in August, 2018 to plan, organize, lead and evaluate initiatives that will address relevant Calls to Action from the Truth and Reconciliation Commission of Canada, with attention to those pertaining to social work and to post- secondary education.

These Calls to Action include:

1. Call to Action 1, iii and iv, that require social workers to be trained in the history of residential schools and in the potential of Aboriginal communities to provide appropriate solutions to family healing.
2. Call to Action 52 to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the 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.
3. Call to Action 62, ii, to ensure funding that can support post-secondary teachers to integrate indigenous knowledge and teaching methods into classrooms
4. Call to Action 63 ii, to share information and best practices on teaching curriculum related to residential schools and Aboriginal history; I ii. Building student capacity for intercultural understanding, empathy, and mutual respect; and iv. Identifying teacher-training needs relating to the above.
5. Calls to Action throughout the report that aim to advance educational attainment for indigenous peoples in Canada, including Call to Action 7,10i and 11.

This Committee is aware of the work of the Carleton University Indigenous Strategic Initiatives Committee (CUISIC), and our Chair is a member of that committee. We look forward to working with the recommendations emanating from this group and will take advantage of resources for reconciliation offered across the university community. We do not want to duplicate efforts unnecessarily. However, we are also not willing to wait to see what will emerge from these efforts. The time is now.

The Committee would like to acknowledge that the faculty of the School of Social Work has been engaged in a dialogue that has resulted in moves to integrate Indigenous knowledges and ways of knowing into both teaching and research. These shifts predate the formation of this committee. We have a base from which to do our work. We are also cognizant of reconciliation



efforts at other Schools of Social Work, and other universities across Canada and are learning from them.

**Philosophy:**

Our approach to our work is rooted in our combined critical knowledge bases. We proceed with a shared understanding that reconciliation requires change at the structural and systemic level, including addressing white privilege, racial discrimination, overt and covert racism, and white fragility. We take into consideration that First Nations, Métis, and Inuit in Canada share challenges that affect colonized Indigenous peoples from around the world, including those who have settled in Canada. We thus complicate simple dichotomies of “settler” and “Indigenous” in our reconciliation approach.

**Priorities:**

The Committee has established key priorities for its work.

1. To engage students, faculty, contract instructors, administrators and community partners to develop a common understanding of the need to address reconciliation with Indigenous peoples at the School of Social Work, and to work toward involving as many of these groups as possible in doing the work of reconciliation;
2. To support the integration of Indigenous knowledges and ways of knowing into the curriculum of the School’s programs. This means that course content, pedagogies, methods for instruction and methods for assessment will shift, over time.
3. Decolonize existing curricula by ensuring that educational materials are presented critically and with their histories and context, that pedagogies are carefully selected and implemented with consideration for cultural relevance and political implications, and both methods for instruction and methods for assessment are selected with reference to understandings of excellence that assess academic learning and professional qualifications in ways that include Indigenous ways of knowing, learning, and practice, in a Good way.
4. Shape an environment within the School’s learning spaces that is truly welcoming and affirming to all students. This will be achieved through meaningful incorporation of representations that honour and acknowledge the land and the peoples of this territory. It includes ensuring that our School environment reflects the peoples living in Canada and their histories, cultures, and traditions in affirming ways.
5. Building on university level policies, we will develop protocols that guide the School’s relationships and activities with Indigenous peoples, Indigenous knowledges, and Indigenous ways of knowing to ensure respect and dignity and to guard against appropriation and/or other harms.
6. Contribute to knowledge that can support post-secondary reconciliation efforts at the departmental, faculty and university-wide level.



## Activities:

The Committee has mapped out a plan of work to advance these priorities, including

1. Work on explicit governance for our committee, membership, and its accountability structure to the School and to the broader communities with whom we work.
2. Hosting two feasts – Fall and Spring - with Elders who will bless and teach about the importance of food and its connection to community. The two feasts will bring together faculty, staff, and students in the opening and closing of each school year. It will be a time for reflection and celebration as we walk this path together.
3. Organize six Indigenous speaker series, including Indigenous knowledge keepers. These sessions will include a variety of activities, such as a community bead-in to educate attendees about intergenerational trauma, land-based activities that teach the worldview and perspectives of Indigenous peoples, and reconciliation sharing circles to share ideas, best practices, and models.
4. Develop and host a series of internal and external engagement sessions with social work students (undergraduate and graduate), faculty, contract instructors, and administrators, as well as field instructors, community organizations/agencies, accreditors and members of the community to seek their views on reconciliation and how we can implement relevant Calls to Action within the School of Social Work and to allow us to develop a model for addressing reconciliation at the department level.
5. Integrating input from stakeholder consultations, develop a work plan with specific goals, deliverables, evaluative measures and metrics for all stakeholder groups (as above), in order to demonstrate progress toward achieving key priorities and to suggest where adjustments may be needed along the way. Progress on the work plan will be tracked and documented by the lead faculty and reviewed at all committee meetings as the primary means of accountability to the School and any potential funders of Committee activities.

## Resources Needed:

In building this plan of work, the Committee has determined the need for a co-chair model, similar to The Two Row Wampum, with one Indigenous faculty and one settler faculty collaborative leadership. In order to take on this extensive work in a small School, **we are requesting a .5 course release each for two co-Chairs who will assume responsibility** for submitting budgetary requirements for committee activities, coordinating regular committee meetings of the committee, prepare written updates and other reports that may be required from time to time, and work with committee members to coordinate and participate in engagement sessions and Indigenous speaker series. *Note: Half time position was approved.*



## **APPENDIX two - Building from the Bottom up: Discourses of Reconciliation and the Role of the Social Work Profession – Social Work MSW students 2017**

### *Pledge of Reconciliation*

- ☐ I will remember the Social Work profession's past harms against Indigenous peoples in my daily practice and remain ever vigilant against future harms.
- ☐ I will commit to being reflexive in my practice and being aware of my own cultural/historical location.
- ☐ I will acknowledge my own limitations, remembering not to position myself as "expert", but to remain open and curious. I will embrace situations of uncertainty, will educate myself, and will seek guidance from Indigenous leaders, the TRC Calls to Action, organizations, and other sources of Indigenous knowledge available to me.
- ☐ I will value, honour and respect stories, and the privilege and responsibility of listening to stories.
- ☐ I will acknowledge the diversity of Indigenous cultural groups and individuals across Canada.
- ☐ I commit to following the leadership of Indigenous nations' knowledge holders.
- ☐ I will challenge institutions and organizations – including my own- to drop colonial practices that continue to marginalize and oppress, and to integrate Indigenous knowledge into Social Work practice.
- ☐ I will remember the critical importance of having Indigenous nations in decision-making capacities to ensure that Indigenous knowledge is reflected and respected in sector-wide policies and policymaking.
- ☐ I will walk in parallel with Indigenous nations to nurture a new relationship based on best practices.
- ☐ I commit to pursuing the co-creation of a set of respectful core values, wisdom, and structures for best practice.
- ☐ I pledge to continue working towards reconciliation with the understanding that it is a *process* that will require time, patience, compassion, courage, and persistence.

2016/ 2017 MSW students – who led workshop, created this pledge, and completed final report for Dr. Susan Braedley :

*Azra Alibhai, Meaghan Bailey, Katherine Cameron, Alana Crocker, Catherine Dwyer, Martha Elliott, Peter Elliott, Sadia Faqiri, Clare Glassco, Brittany Harris, Lynne Hogan, Elizabeth Kelly, Neala Kelly, Jenna Lambert, Susan Lee, Michelle Lem, Kathleen MacLaurin, Alexandre Madore, James Maynard, Rachel Nott, Rebecca Orsini, Lindsey Reed, Cara Stringer, Adam Thompson, Elizabeth Todd, Kristy Townshend, Elaine Waddington Lamont, Catherine Wilson.*



## **APPENDIX three - Social Work Faculty Retreat Reflections Spring 2019**

### **I commit to:**

As your instructor, I commit to ensuring that students understand Indigeneity and what it means in a Canadian context. How I plan to ensure this is having difficult conversations with students as it relates to truth and reconciliation. I would like to introduce the bundles in each of my classes as well. It is also imperative that you feel uncomfortable with the topics related to indigeneity

We will find the courage to learn together.

Dear students, this year I commit to learning more about implementing content and approaches to teaching that are more appropriate to, and welcoming to indigenous students, that honour the land that I am a guest on, and that acknowledge and honour indigenous knowledge and indigenous ways of knowing I commit to advocating for, and being a part of institutional change in the school of social work

I am committed to helping students challenge present ways of “knowing and doing” outside of a Canadian context. To help students faster and more holistic approach to understanding themselves and other culture with a specific lens on indigenous ways of understanding. I hope to foster a climate of trust and safety.

To our students: the sea turtle is sacred to the Hawaiian people who...protect it and its habitat. It is a symbol of a sacred alliance between the people and the earth and oceans... It must be protected and nourished. At Carleton, we speak of believing in social justice. To me, we must in social work, think of social work as starting to incorporate the meaning of the sacred turtle. Its (earth based) philosophy and practice, that is, social work must strive to protect and nurture the environment as well as the humanity within our habitats. Social Work must be one with the earth and seek to protect and nourish it and its people as one.

Dear future students I am committed to creating a safe space for everyone.

I commit to continuing to seek social political transformation for our student's Indigeneity decolonizing education practices and teaching others.

To future of social work:

That is how I see you, as we connect so briefly. Together, we co-create what social work will become. I have my own hopes, aspirations, assumptions, disappointments and both clarity and confusion. Do you? Can we meet to talk it over?

Can we commit to Indigenous/Settler transformation?

I bring my skills and knowledge to our meeting. I bring my curiosity and offer one way to sit with and live with the challenge of loving with integrity and passion. You will bring your skills and knowledge, your curiosity, and your way.

We will talk about the challenges before us. We will practice and reflect on how we can work toward change that suffices the worlds we can have it.

We will work towards change that is infused with liberation, with dignity and respect for all.

We will struggle. It will be worth the struggle.



#### **APPENDIX four - Principles of Learning in Social Work - SW5702 MSW 2019**

- Creating and cultivating safe spaces
- Developing learning for theory to practice (praxis)
- Appreciating the process of learning and knowledge sharing
- Creating opportunities for mindfulness and being present
- Honouring trust, disclosure, and bravery
- Collective reciprocal gathering
- Respecting each other's journey, personal and academic
- Accessible and flexibility in learning process
- Responsibility to decolonize spaces and opportunities for education
- Challenging interlocking systems of oppression
- Questioning what allyship/ co-resistance looks like in practice settler responsibility to alleviate societal burden, recognizing privilege and operationalizing it to benefit Indigenous peoples
- Celebrating community with care, love, food, and compassion.

#### **SW5702 class of Fall 2019**

*Carly McConnell  
Elizabeth Woodside  
Kevin Amirault  
Lisa Deveau  
Brittany Graham  
Laura Lumsden*

*Sarah Shima  
Sadiah Abdullahi  
Rebecca Brant  
Melanie Fingold  
Olivia Keays*

*Namrata Tilokani  
Jake Ahern-Davey  
Sarah Brien  
Heidi Goldberg  
Callie Latham*



## APPENDIX five – Student led Discussion Group on Indigenization in Social Work 2019

### *Social work's Responsibility and Commitment to Reconciliation*

...We have identified six major areas where the school can improve its commitment to reconciliation, including *the commitment to truth telling, restorative changes to policies and practices, supporting self-determination, challenging western knowledge, questioning practices, and self-reflection.*

- In terms of the commitment to truth telling, it consists of acknowledging the multitude of negative impacts due to colonization, including residential schools, the 60's scoop, and ongoing cultural genocide. It also consists of unlearning the Eurocentric foundation that established the social work profession.
- When examining restorative policies and practices, challenging current practices, and supporting initiatives that address intergenerational trauma and healing is important.
- Further, social work's commitment to supporting self-determination includes examining the theories used in the classrooms and unpacking what supporting self-determination looks like in social work practice.
- Challenging western knowledge consists of challenging discourse and institutional knowledge and recognizing how different ways of knowing are legitimized within a system.
- Questioning practices can include questioning practices within a workplace, having ongoing conversations, and supporting Indigenous-led organizations and initiatives.
- Lastly, a sense of self-reflection is key to understanding one's roots, culture, ancestors, relationship to colonization, relationship to privilege and oppression, and how one's positionality is implicated within colonial structures.

p9, Kylie Schibli, Sarah Shima, Liz Woodside, Namrata Tilokani, Grace Lawson and Emerald Pringle., December 2019. *Final Report on Student-Led Discussion Groups on Indigenization in the Carleton SSW. SW5015* Carleton University, ON.



## **APPENDIX six - Student led Discussion Group on Indigenization in Social Work 2019**

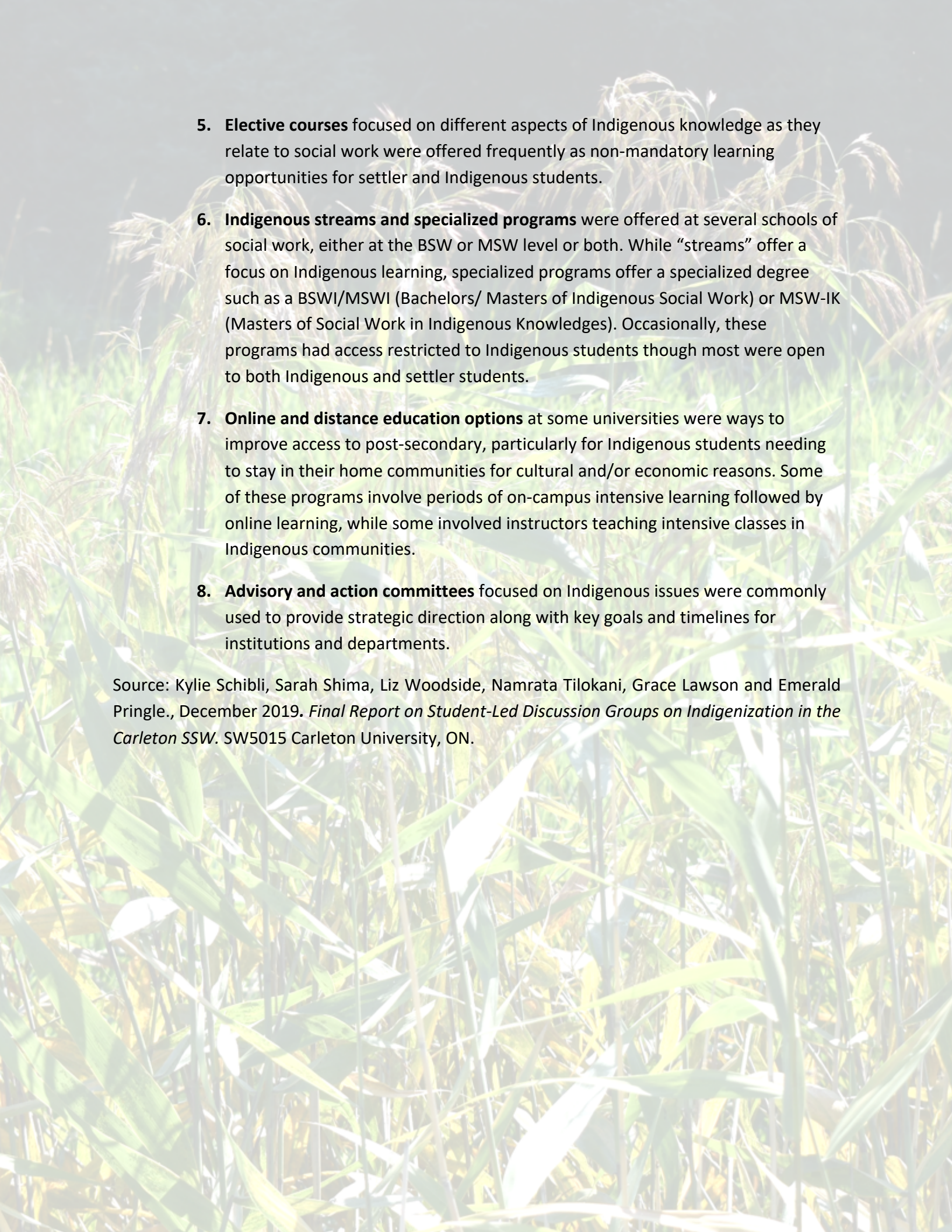
### **Common strategies for Indigenization, (re)conciliation, and decolonization in social work programs at Canadian universities**

Since post-secondary education is a requirement to become a licensed social worker across Canada, this is a key site for social workers to learn about the history of the colonial state and social work's violence against Indigenous people and about the strength and knowledge of Indigenous communities. Prior to facilitating our discussion group to gather ideas on Indigenization, (re)conciliation, and decolonization strategies for the Carleton SSW, we each completed reviews of current strategies used in schools of social work at universities across Canada.

Across our research we identified eight themes of strategies used by schools of social work at Canadian universities to advance Indigenization, decolonization, and (re)conciliation. We presented the following themes at a Carleton Strategic Integrated Plan (SIP) meeting in November 2019.

1. **Experiential learning**, such as culture camps, land-based teaching, use of Indigenous pedagogies, and ongoing mentorship activities with Elders and traditional knowledge-keepers.
2. **Hiring Indigenous faculty**, so Indigenous-focused courses can be taught by Indigenous instructors, recognizing, however, Indigenous faculty are hired in and teach a multitude of different disciplines where they hold expertise.
3. **Hiring Indigenous Elders and traditional knowledge-keepers** to recognize Indigenous knowledge rooted in community and the expertise of people who are not PhD holders. These traditional knowledge-keepers have also been hired to co-teach courses with settler faculty. Elders have been hired at many institutions to provide emotional support and advice to students, particularly to Indigenous students.
4. **Core competency courses** that are mandated for students in the program to take. Mandatory classes prioritize teaching Indigenous knowledges and the history of colonialism and ongoing colonial violence to all students. However, mandating them can lead to less safe classroom spaces where some students are resentful about being there. It is also important to consider whether it makes sense to mandate these classes for Indigenous students, who have lived experience of the topics being taught.



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5. **Elective courses** focused on different aspects of Indigenous knowledge as they relate to social work were offered frequently as non-mandatory learning opportunities for settler and Indigenous students.
  6. **Indigenous streams and specialized programs** were offered at several schools of social work, either at the BSW or MSW level or both. While “streams” offer a focus on Indigenous learning, specialized programs offer a specialized degree such as a BSWI/MSWI (Bachelors/ Masters of Indigenous Social Work) or MSW-IK (Masters of Social Work in Indigenous Knowledges). Occasionally, these programs had access restricted to Indigenous students though most were open to both Indigenous and settler students.
  7. **Online and distance education options** at some universities were ways to improve access to post-secondary, particularly for Indigenous students needing to stay in their home communities for cultural and/or economic reasons. Some of these programs involve periods of on-campus intensive learning followed by online learning, while some involved instructors teaching intensive classes in Indigenous communities.
  8. **Advisory and action committees** focused on Indigenous issues were commonly used to provide strategic direction along with key goals and timelines for institutions and departments.

Source: Kylie Schibli, Sarah Shima, Liz Woodside, Namrata Tilokani, Grace Lawson and Emerald Pringle., December 2019. *Final Report on Student-Led Discussion Groups on Indigenization in the Carleton SSW*. SW5015 Carleton University, ON.