

# Making Good on Reconciliation: Considerations for Social Work and Social Service Work Practice

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Miigwetch | Kinana'skomitina'wa'w | Niá:wen Marsee | Huychxq'u | Merci



Tkaronto.

# Overview

- What is reconciliation?
  - Context and Challenge
- Why does reconciliation need to matter to Social Work and Social Service Work Professionals?
- The Calls to Action
- How can we think differently about the future of Social Work and Social Service Work professional practice in relationship to Indigenous peoples?





# WHAT IS RECONCILIATION?

The Truth and Reconciliation  
Commission on Indian  
Residential Schools (2008-2015)

“On behalf of the Government of Canada and all Canadians, I stand before you, in this Chamber so central to our life as a country, to apologize to Aboriginal peoples for Canada's role in the Indian Residential Schools system. The burden of this experience has been on your shoulders for far too long. The burden is properly ours as a Government, and as a country. There is no place in Canada for the attitudes that inspired the Indian Residential Schools system to ever prevail again. You have been working on recovering from this experience for a long time and in a very real sense, we are now joining you on this journey...The Government of Canada sincerely apologizes and asks the forgiveness of the Aboriginal peoples of this country for failing them so profoundly”

PM HARPER, JUNE 2008

“We’re so self-effacing as Canadians that we sometimes forget the assets we do have that other people see... we are the most stable regimes in history ... we are unique in that regard ... we also have no history of colonialism. So we have all of the things that many people admire about the great powers but none of the things that threaten them or bother them... Canada is big enough to make a difference but not big enough to threaten anybody.”

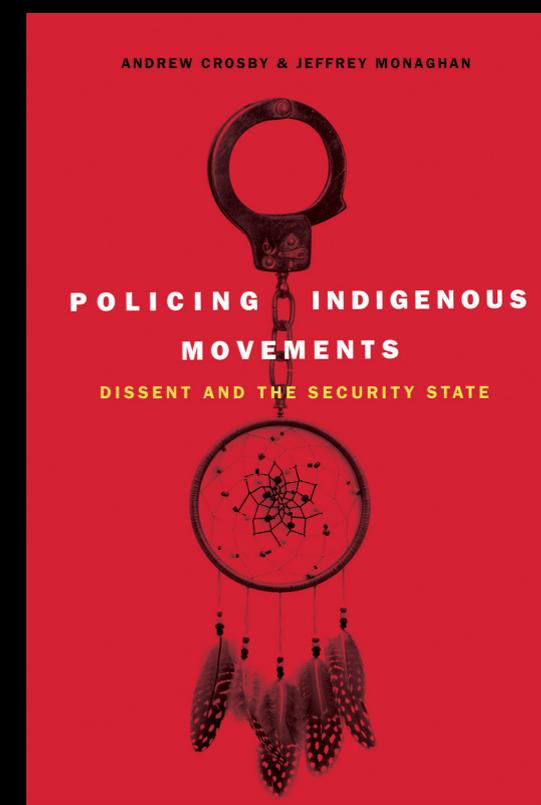
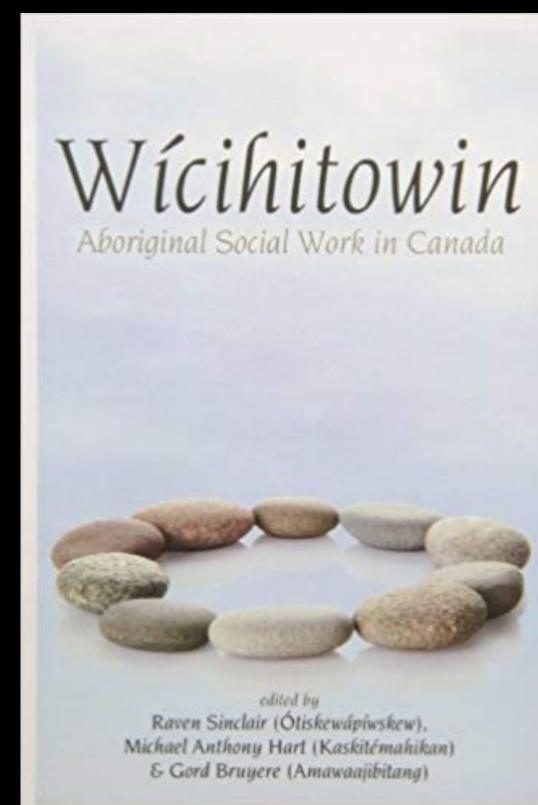
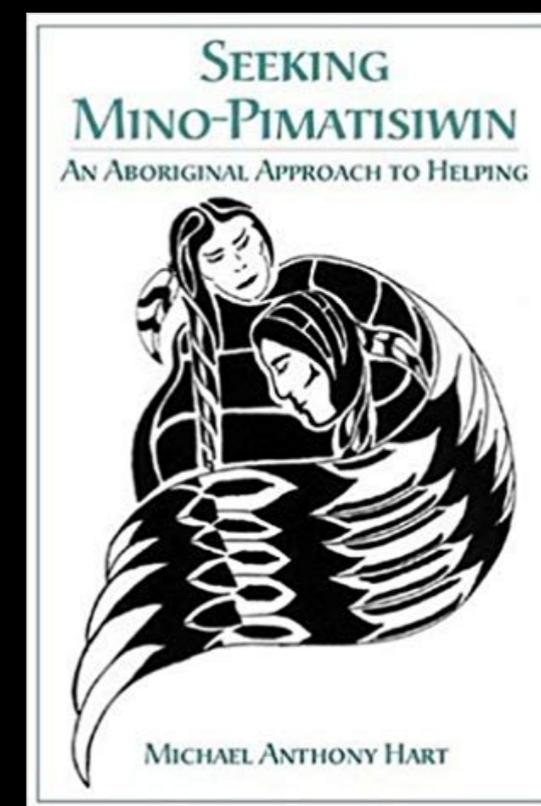
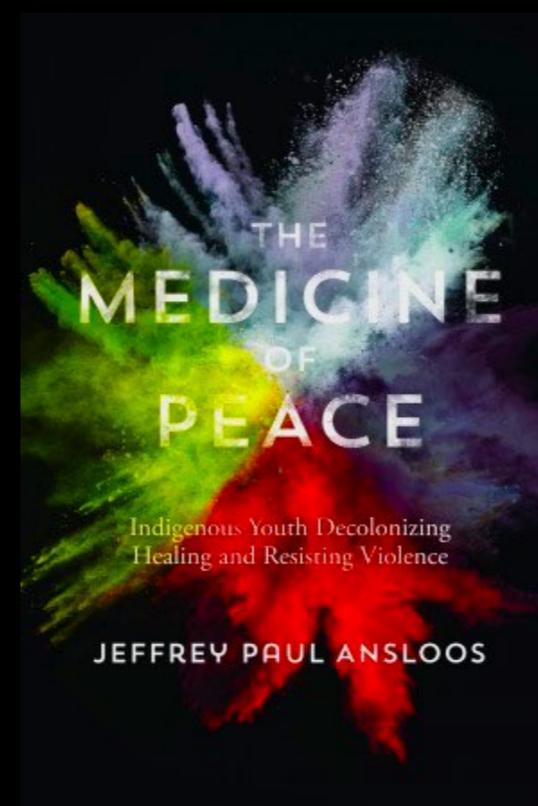
PM HARPER, SEPTEMBER 2009



# SOCIAL WORK AND SOCIAL SERVICE WORK IN THE POST-TRC ERA

# COMPLICITY OF SWSSW IN CANADIAN COLONIALISM

- The role of social work and social services in the implementation of Canadian colonial policies & complicity in mobilization of:
  - Indian Residential Schools
  - Eugenics / forced sterilization
  - Aboriginal Child Welfare System (Sixties towards Millennial scoop)
  - IQ testing and Indigenous Academic Achievement
  - Criminal, forensic and correctional assessment and mass incarceration
  - Creation of profiles of risk, deficit





I sold No MOPe  
Armed With  
No more than a  
drum and a Song  
Forever Strong



## TRC Calls to Action

94 Calls to Action in order to “redress the legacy of residential schools and advance the process of Canadian reconciliation”

# TRC Calls to Action

- 1-5 Address the legacy of the child welfare system
- 6-12 Address the legacy of the educational system
- 13-17 Address the legacy of IRS on Indigenous languages
- 18-24 Address issues of Indigenous health
- 25-42 Address issues of Indigenous justice

# TRC Calls to Action

- 43 - 44 - Canadian governments, UN Declaration on the Rights of Indigenous Peoples
- 45 - 47 - Royal Proclamation and Covenant of Reconciliation
- 48 - 49 - Settlement Agreement Parties and the United Nations
- 50-52 - Equity for Aboriginal People in the Legal System
- 53-56 - National Council for Reconciliation
- 57 - Professional Development and Training for Public Servants
- 58-61 - Church Apologies and Reconciliation

# TRC Calls to Action

- 62-65 - Education for reconciliation
- 66 - Youth programming for reconciliation
- 67-70 - Museums and Archives
- 71-76 - Missing Children and Burial Information
- 77-78 - National Centre for Truth and Reconciliation

# TRC Calls to Action

- 79-83 - Commemoration
- 84-86 - Media
- 87-91 - Sports and Reconciliation
- 92 - Business and Reconciliation
- 93-94 - Newcomers to Canada

# Monitoring TRC Progress

## CBC, May 28, 2019

- 10 completed
- 22 are underway
- 34 are proposed
- 28 have not been taken up at all



Systemic reform across every sector of Canadian society

Indigenous rights-based understanding of reconciliation

# TRC Calls to Action: Practice

- Critical self and communal reflexivity
- Critical and Critical–Indigenous Cultural Literacy
- Indigenizing Methods
- Decolonizing Methods
- Collective Action and Sociopolitical Mobilization



QUEERS

MIGRANTS

no one is illegal  
in

M

# The Future of SWSSW

- The importance of work that address the legacy of complicity in colonial practices and policies
- The importance of truth-telling, listening, and creating brave spaces of critical reflexivity and accountable social action
- Making bold moves and sustained commitments to enhance Indigenous representation and new articulations of the field and scope of SWSSW practice

# WHAT ATTAWAPISKAT YOUTH NEED

- YMCA-FITNESS CENTRE
- COMMUNITY GREENHOUSE GARDEN
- BETTER EDUCATION
- DRUG/ALCOHOL F
- YOUTH CENTRE/PAR
- TRADITIONAL TEACHI
- TRACK & FIELD / DR
- YOUTH CAMPSITE
- RECYCLING CENT
- SKATEBOARD PAR
- MORE SPORTS /
- DUST CONTROL
- CLEAN SWIMMING POOL
- ELDER CAMP

- YOUTH COUNCIL
- HARVESTING CENTRE
- SHELTER

**A social work and social service work practice that can mobilize social action for unsettling colonialism in the material, economic, and structural sense**

• TO MEET WITH THE  
PRIME MINISTER!

ND  
NTAL HEALTH  
RESPONDERS  
RSES  
ADERSHIP

# WHAT ATTAWAPISKAT YOUTH NEED

- YMCA-FITNESS CENTRE
- COMMUNITY GREENHOUSE GARDEN
- BETTER EDUCATION
- DRUG/ALCOHOL FREE
- YOUTH CENTRE/PARENTING CENTRE
- TRADITIONAL TEACHINGS
- TRACK & FIELD / DRY LAND
- YOUTH CAMPSITE
- RECYCLING CENTRE
- SKATEBOARD PARK
- MORE SPORTS / WORKSHOPS
- DUST CONTROL
- CLEAN SWIMMING POOL
- ELDER CAMP

- YOUTH COUNCIL
- HARVESTING CENTRE
- SHELTER
- CINEMA 6
- FUNDING
- YOUTH TRUST FUND
- LIBRARY
- EMERGENCY MENTAL HEALTH RESPONDERS
- FIREFIGHTERS / NURSES
- ABORIGINAL LEADERSHIP
- TO MEET WITH THE PRIME MINISTER!

# The Future of SWSSW



- Ground-up, community-led, contextually-reflective, and holistically (culturally, socially, economically, environmentally, spiritually) sustaining approaches to applied practice.

