



Town of Pincher Creek  
COMMITTEE OF THE WHOLE MINUTES  
September 3, 2021 – 12:30 PM  
962 St. John Avenue, Council Chambers  
Virtually via Zoom

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ATTENDANCE:

Mayor: D. Anderberg

Councillors: M. Barber, B. McGillivray, W. Elliott, L. Jackson and S. Korbett

Staff: L. Wilgosh, Chief Administrative Officer; W. Catonio, Director of Finance and Human Resources; L. Rideout, Director of Community Services; A. Grose, Recreation Manager; M. Everts, Events, Marketing & Economic Development Officer; D. Green, Family and Community Support Services Coordinator; and L. Goss, Administrative Manager.

1. **Call to Order**

Mayor Anderberg called the meeting to order at 12:30 pm.

2. **Agenda Approval**

**JACKSON:**

That the Committee of the Whole for the Town of Pincher Creek approves the September 3, 2021 agenda as amended, the amendment being the addition of item 8.2 Town Office Roof Repairs Update.

**CARRIED COTW 2021-122**

3. **Scheduled Delegations**

3.1 **Garry Cleland – Golf Course/Curling Club Proposal Update – 1:00 pm**

Les Furber, representing Les Furber Design, Tim Bernie, representing Golf Course Design Services, and Garry Cleland, representing the Golf Course/Curling Club Steering Committee, attended the meeting to present a draft copy of the Golf Course/Curling Club conceptual plan.

*A. Roth joined the meeting at 12:41 pm*

**4. Committee Reports**

Councillor Korbett and Councillor McGillivray provided written reports, a copy of which is attached hereto forming part of the minutes.

<b>JACKSON</b>	August 4	Committee of the Whole
	August 4	Community Hall Board
	August 16	Community Hall Board
	August 17	Municipal Development and Subdivision Authority
	August 23	Regular Council
	August 26	Special Municipal Development and Subdivision Authority
	August 26	Emergency Services Commission
	August 27	Intermunicipal Development Plan Committee
	August 27	Transportation Committee
	August 31	Budget and Finance Committee
	August 31	Budget and Finance Committee
<b>ELLIOTT</b>	August 4	Committee of the Whole
	August 17	Municipal Development and Subdivision Authority
	August 21	Parade and Pancake Breakfast
	August 26	Special Municipal Development and Subdivision Authority
	August 31	Budget and Finance Committee
<b>BARBER</b>	August 4	Committee of the Whole
	August 5	Chinook Arch Library
	August 23	Regular Council
	August 24	Community Early Learning Centre Board
	August 31	Budget and Finance Committee
	August 31	Golf/Curling Club
<b><u>Mayors Report</u></b>		
<b>ANDERBERG</b>	August 4	Committee of the Whole
	August 9	Public Announcement
	August 14	Kootenai Brown Pioneer Village Canada Day Celebration
	August 16	Community Early Learning Center Board
	August 17	Global News Interview – MAP Report
	August 18	Community Early Learning Centre Board
	August 19	Community Early Learning Centre Board
	August 20	Public Announcement
	August 23	Regular Council
	August 24	Community Early Learning Centre Board
	August 25	Alberta Town Hall – Rick McIver and Deena Hinshaw
	August 25	Alberta Town Hall – Rick McIver and Deena Hinshaw

August 26	Community Early Learning Centre
August 27	Transportation Committee
August 27	Peak Veterinary Clinic Grand Opening
August 30	Community Early Learning Centre
August 31	Budget and Finance Committee

**McGILLIVRAY:**

That Committee of the Whole for the Town of Pincher Creek receives the September 3, 2021 Committee Reports as information.

**CARRIED COTW 2021-123**

*Mayor Anderberg called a recess at 1:43 pm.*

*Mayor Anderberg called the meeting back to order at 1:51 pm.*

**KORBETT:**

That Committee of the Whole for the Town of Pincher Creek agree to move to a closed session of the Committee on Wednesday September 3, 2021 at 1:52 pm in accordance with sections 19 and 24 of the Freedom of Information and Protection of Privacy Act, with the Chief Administrative Officer, Director of Finance and Human Resources, Director of Community Services, Recreation Manager, Marketing & Economic Development Officer, Family and Community Support Services Coordinator Administrative Manager and InnoVisions representative, Natalie Gibson in attendance.

**CARRIED COTW 2021-124**

*W. Catonio left the meeting at 2:02 pm.*

*W. Elliott left the meeting at 2:16 pm.*

*L. Rideout left the meeting at 3:23 pm.*

*A. Grose, M. Everts, D. Green and N. Gibson left the meeting at 3:43 pm.*

**KORBETT:**

That Committee of the Whole for the Town of Pincher Creek agree to move out of a closed session of the Committee on Wednesday, September 3, 2021 at 4:04 pm.

**CARRIED COTW 2021-125**

**5. Administration**

**5.1 Upcoming Meetings**

Budget

Community Early Learning Centre Board

RCMP K Division

**6. Business Arising from the Minutes**

**7. Policy**

**8. New Business**

**8.1 Oldman Rose Society Lease Agreement**

**McGILLIVRAY:**

That Committee of the Whole for the Town of Pincher Creek authorize and approve the Oldman Rose Society of Southern Alberta Lease Agreement as presented.

**CARRIED COTW 2021-126**

**8.2 Town Office Roof Repairs Update**

**KORBETT:**

That Committee of the Whole for the Town of Pincher Creek receive the Town Office Roof Repairs Update information as presented.

**CARRIED COTW 2021-127**

**9. Closed Session**

**9.1 Economic Development Strategy Preview – InnoVisions – Natalie Gibson – FOIP s. 24**

**KORBETT:**

That Committee of the Whole for the Town of Pincher Creek refer the Economic Development Strategy to the September 13, 2021 regular meeting of Council for deliberation.

**CARRIED COTW 2021-128**

**9.2 Chief Administrative Officer Performance Review – FOIP s. 19**

**McGILLIVRAY:**

That Committee of the Whole for the Town of Pincher Creek defer the Chief Administrative Officer Performance Review to a September 27, 2021 Special meeting of Council.

**CARRIED COTW 2021-129**

**10. Adjournment**

**JACKSON:**

That this session of Committee of the Whole be adjourned at 4:21 pm.

**CARRIED COTW 2021-130**

**APPROVED BY RESOLUTION OF  
COUNCIL FOR THE TOWN OF PINCHER CREEK  
THIS 13<sup>th</sup> DAY OF SEPTEMBER 2021**

  
\_\_\_\_\_  
Mayor, D. Anderberg

  
\_\_\_\_\_  
CAO, L. Wilgosh

Committee Report August 2021      Korbett

- 4      Committee of the whole
- 4      AB Southwest in Cowley
- 9, 11   PCCELC HR Meetings
- 16      Special PCCELC Meeting
- 19      Regular PCCELC Meeting
- 21      Pancake Breakfast/Parade/Lunch/Dunk Tank
- 23      Regular Council Meeting
- 26      Regular PCEMS Meeting
- 31      Operating Budget Meeting

Of things to note in August was it seemed way busier with council roles than my report states. There has been numerous meetings in consultation with lawyers and the HR committee of PCCELC. And a fair bit of communication with our Interim Fire Chief moving the Commission through the DEM process. Also duties included signing cheques at the Early Learning Centre and the EMS Commission which create opportunities for connection.

The parade/pancake breakfast day was a success and I appreciate the volunteers of the Lions clubs in our area that put that on. It really was great to see everyone out as well.

There seems to have been more prep work required this past month and leading up to today than we've typically had the end of summer. Not complaining...just pointing out. Looking forward to a holiday next week.

Councillor Monthly Report

Councillor Brian McGillivray

August 2021

August 9, 2021	Minister's Update on Alberta's Broadband Strategy
August 10, 2021	John Barlow Out Reach Committee Meeting
August 11, 2021	PCCELC HR Committee Meeting
August 17, 2021	MDSA Meeting
August 17, 2021	PCCELC HR Committee Meeting
August 18, 2021	CNPC Landfill Board Meeting
August 18, 2021	Canada's History and Municipal Role in Reconciliation
August 19, 2021	PCCELC Board Meeting
August 21, 2021	Pincher Creek Parade
August 21, 2021	Pioneer Luncheon at the Kootenai Brown
August 23, 2021	Council Meeting
August 26, 2021	Special MDSA Meeting
August 26, 2021	Special PCCELC Administrative Meeting
August 27, 2021	IMPD Committee Meeting
August 27, 2021	Transportation Committee Meeting
August 30, 2021	PCCELC Employee Meetings
August 31, 2021	Council Budget Meeting

# **Workshop on Canada's Indigenous History and the Municipal Role in Reconciliation**

The session was presented by Mr. Roy Pogorzelski, MSc. (PhD student)

August 18, 2021

## **Notes for Council**

Brian McGillivray

### **Honoring Indigenous Territories**

- Territorial acknowledgements acknowledge the land of the First Peoples on whose lands we live and work.
- Acknowledging land shows recognition and respect, which are essential in establishing healthy, reciprocal relations.
- Acknowledgements should be meaningful in building relationships and ensuring the work towards Reconciliation is ongoing.

I would like to acknowledge Canada as the land of the First Peoples (Nations), Inuit & Métis. I would like to pay homage to the Indigenous peoples: past, present and future that continue to work, educate and contribute to the strength of our country. I would like to recognize land that is shared through historic treaties, developed through contemporary treaties and land that continues to be unceded territory.

### **Whose Land**

“Together, Canadians must do more than just talk about reconciliation; we must learn how to practice reconciliation in our everyday lives; within ourselves and our families, and in our communities, governments, places of worship, schools, and workplaces. To do so constructively, Canadians must remain committed to the ongoing work of establishing and maintaining respectful relationships.”

### **Truth & Reconciliation Commission of Canada**

#### **Seven Grandfather Teachings:**

1. We all have WISDOM.
2. Have the COURAGE to speak.
3. RESPECT the opinion of others.

4. LOVE and support one another.
5. HONESTY is the best policy.
6. Exercise HUMILITY when sharing.
7. Speak your TRUTH.

<http://www.geocities.ws/mhiingan4niibiishan/grandfathermedicinewheel.gif>

### **Learning Objectives:**

- Understanding Indigenous intersectionality.
- Myth Busting/Misconceptions
- Reconciliation.
- Bias
- History/Assimilation
- UNDRIP
- TRC
- Today's Reality
- Discussing creating inclusive spaces in our workplaces.

### **Terminology**

- More than 600 First NATIONS in Canada
- Approx 440,000 Metis in Canada
- Approx 40,000 Inuit in Canada (53 communities)
- Indigenous, Aboriginal, Métis, Non - Status Indian, Status Indian, Native American, Treaty Indian,
- Inuit, Indian, Innu
- Indigenous Intersectionality
- Homogenizing Indigeneity or generalizing can create individual exclusivity.
- Intersectional thinking pays attention to the complexity of difference amongst Indigenous peoples. ie. an Indigenous employee must speak to all Indigenous matters.
- Indigenous or Aboriginal are complex terms that encompass legal and political rights of peoples.
- Identity Politics:
- Indian Act (Status & Non - Status).
- Government Assimilation Policies.



- The challenge of having to “defend” identity.

### **Data (2016 Census)**

- Indigenous Population –1,673,785 or 4.9% total population .
- UP 42.5% since 2006.
- UP from 3.8% (2006) and 2.8% (1996).
- In the next two decades, likely to exceed 2.5 million persons.
- Indigenous population is YOUNG: Average age: 32.1, almost a decade younger than the non Aboriginal population (40.9).
- Also AGING: in 2006 (4.8%) was 65 and older and in 2016 (7.3%).
- 867,415 Indigenous people live in a Metropolitan area (30,000+) accounting for over half (51.8%) of the total Indigenous population.
- From 2006- 2016 the number of Indigenous people living in cities increased by (59.7%).
- Trend: Demographic growth, Mobility and changing self reporting patterns.
- Registered or Treaty status on the rise: (30.8%) = 744,855 status and (23.8%), which were not registered or treaty, has grown (75.1%) since 2006 = 232,375
- More the 70 Indigenous Languages reported.

### **Myths**

1. Lack of awareness of Indigenous peoples and history has led to national misconceptions and stereotypes.

- Indigenous peoples get a “free ride”.
- BNA Act 1867 – Section 91(24)
- Colonialism is packed in this clause of the Act (Arthur Manuel – Reconciliation Manifesto)

2. First Nations have ample reserve lands.

- 0.2% land owned by Indigenous peoples, 99.8% owned by the Crown/Settler society.
- According to the 2016 Census, 339, 595 live on this 0.2% or roughly 20% of the population.
- Doctrine of Discovery (Papal Authority)
- A Nation could discover a New Land and claim it if it followed three rules in International Law.
- War
- Plant a Flag or Build a Church (Christian Dominance)
- Treaty or Cessation
- “Terra Nullius” – void of “civilized people” or “pagans” Johnson v McIntosh (1823)

- Justified DOD as proper land and resource claim to “Discovering Nations”
- Aboriginal title lies with the government that occupied a territory whose inhabitants were not subjects of the European Christian Monarch. Used to invalidate Aboriginal claims to land.
- Private Citizens could not purchase land from “Indians”
- Royal Proclamation 1763
- Recognized Indigenous peoples as “Nations”
- Recognized the Great Frauds and Abuses committed against Indigenous Peoples
- Opened up the process for settling land claims through Treaties
- Only land could be surrendered or sold to the Crown
- Royal Proclamation (1763) Aboriginal peoples have collective legal rights derived from their prior occupation of their
- traditional lands subject to European colonial and then Canadian sovereignty;
- The Crown has a unique “fiduciary” relationship with Aboriginal People which obliges it to act honorably in any dealings with them As a result, Aboriginal rights are distinct legally in many respects than other Canadians
- Section 25 of the Constitution Act “Nothing can terminate or diminish the Aboriginal rights outlined in the Proclamation”.
- BNA Act of 1867 – Section 91 (24) (Jurisdictional Argument) Section 92 Provincial Responsibilities
- “91.....it is hereby declared that (notwithstanding anything in this act) the exclusive Legislative Authority of the Parliament of Canada extends to all Matters coming within the Classes of Subjects next hereinafter enumerated; that is to say.....”
- 24. Indians and Lands Reserved for Indians.
- Fiduciary Responsibility –Trust like relationship
- Provinces infringe on jurisdiction more and more through the courts
- Metis and Inuit included in definition of Indians for the purpose of.....Section 91(24) as in their relationship with the Federal Government R v Eskimo (1939) & R v Daniels (2016)

3. First Nations can do what they want with their reserve lands.

- False. Under the BNA Act 1867 and the Indian Act (1876) and solidified in Canadian Aboriginal Law, First Nations reserve land is owned by Canada for the “benefit” and “use” (usufructuary rights) of the Nation at the discretion of the Crown.

4. Indigenous peoples don't pay taxes in Canada.

- Under the Indian Act, in certain circumstances individuals are exempt from paying tax. As credit cannot be built from housing or land ownership, it cannot be taxed. As well, over 50% of the Indigenous population lives in urban centres.
- Initially brought in to ensure Indigenous people did not erode reserve land (However, has created a further dependant relationship to the Crown and iterates the Crown's ownership over reserve land).
- Only Status Indians are eligible.

5. There is no connection between unemployment and social/health problems from Canada's colonial history.

- Intergenerational Trauma, 60's Scoop, Indian Act, Starvation Policies (Clearing the Plains – Daschuck), Lack of Housing on Reserve, Racism (Lazy Indian) Generalizations!!!
- Oppression (Self-Fulfilling prophecies)
- "I am not racist.....but why don't Indians want to work?"
- Hawthorne Report (1966) – 96% of First Nations are not completing high school due to residential schools and conditions on reserve.

6. Indigenous people get "FREE" education.

- Education is a Treaty right protected under the constitution and only available to "status" Indians. High school graduation rates are increasing there is still challenges with respect to intergenerational trauma.

7. Indigenous peoples are all the same.

- There are over 600 First Nations in Canada with a diverse culture, language and ecological connection. Métis people are also very diverse across the homeland and Inuit come from 53 unique and diverse communities across the North.
- Identity is subjective, individuals will identify with their intersecting identity as it applies to culture, community and Canadian society.

8. Residential Schools are "ancient" history.

- Last one closed in 1996 on Gordon's Reserve in Saskatchewan.
- "Why can't they just get over it?", or "The (enter Nation) went through just as bad and they are okay".
- Legacy of Intergenerational Trauma, legacy of Child Welfare System, 60's Scoop replaces Residential Schools (Government policy), family breakdown, genocide – must never forget the atrocities, so that this oppression is a part of our national dialogue and that change in the "RELATIONSHIP" between Indigenous and non - Indigenous peoples can evolve.

## Reconciliation

- One definition of Reconciliation: A process of building meaningful relationships between Indigenous and non - Indigenous people, on the premise of learning from and about each other, so that we can all heal from the legacy of the past.
- Easy to get stuck on “Term”
- Relationship Based (TRC)/Indigenous Stories Told
- Concept of Reconciliation means something DIFFERENT to everyone.
- Everyone's journey towards awareness is DIFFERENT.
- LIVED EXPERIENCE plays a factor in how we reconcile.
- Reconciliation is an abstract concept.
- If misused, reconciliation can become a BUZZWORD or meaningless symbolism.
- Reconciliation, if effective, will improve relations, eliminate systemic racism and remove barriers of access to society for Indigenous peoples.
- Reconciliation, if ineffective, will continue to be divisive, symbolic, and empty.
- Reconciliation is EVERYONE'S responsibility.

## Truth & Reconciliation (Commission Timeline)

- 2007: Class Action Lawsuit
- 2010: TRC holds first of seven national events.
- 2012: Government of Canada withholds documents in report by TRC “Lack of Cooperation”.
- 2013: Court rules Canada must disclose records in a useful archival format. University of Manitoba houses National Research Centre for TRC.
- 2014: TRC hosts final national event in Edmonton.
- 2015: TRC releases its final report from the hearings for Canadians with its Calls to Action.
- Collected over 6,500 statements ranging from 10 mins to 5 hours.
- Visited more than 300 communities from 2010 to 2014.

## Bias

- A preference in favour of or against one thing, person or group compared with another, usually in a way that's considered to be unfair
- Biases may be held by an individual, group or institution and can have negative or positive consequences.
- Tends to be unconscious; person is unaware that the bias is impacting behavior.
- Conscious bias is to be aware, intentional and responsive; can take the form of stereotypes.
- Reliable sources of bias:

- Instinct
- Media
- Upbringing
- Culture
- Diversity
- Dimensions

## Indian Act 1876

"The great aim of our legislation has been to do away with the tribal system and assimilate the Indian people in all respects with the other inhabitants of the Dominion as speedily as they are fit to change." °John A Macdonald, 1887.

- Canadian Federal Law that governs in matters pertaining to:
  - Indian Status
  - Indian Bands
  - Indian Reserves
  - Answer to the "Indian Question" in Canada.
  - Only act that directly governs a group of people based on ethnic identity.
  - Objectives:
    - Assimilation
    - Control Relationship with Federal Crown
    - Protect small (0.02%) land base for exclusive use by First Nations
    - Pillars of Canadian Colonialism
      - "Protection"
      - "Civilization"
      - "Assimilation"
      - "Orphans" & "Wards" of the State
  - First Definition of an Indian
    - Any Male person of Indian blood reputed to belong to a particular band,
    - Any child of such person,
    - Any woman who is or was lawfully married to such person
  - (1985) Bill C – 31 Section 6 of the Indian Act 6(1) and 6(2) Indians – 6(2) has children with a non-Indigenous person, children become non-status.
  - 2012 (Bill C-3) Prior to 1985 if a First Nations woman married or had children with a non-First Nations man, then they would lose status and so would their children. If a First Nations man had children or married a non-Indigenous woman, the woman and their children would gain status.
  - Current Definition of an "Indian": Means a person who pursuant to this Act is registered as an Indian or is entitled to be registered as an Indian

## **Indian Act**

- Formalized Residential School System (Forced attendance or punishment)
- Reserves
- Name Changes (to European names)
- Forced Enfranchisement
- Expropriate Lands for roads, railways and public works, or move an entire reserve away from a Municipality if necessary
- Denied woman status
- Lease uncultivated reserve land to non-First Nations if they use it for farming or pasture
- Forbid Indians from forming political organizations
- Prohibited First Nation or non-First Nation from soliciting funds for First Nation legal claims without special license from Superintendent General
- Prohibited sale of alcohol to First Nations
- Prohibited sale of ammunition
- Prohibited pool hall owners from allowing First Nation entrance
- Enforced Elected Chief and Band Council System (Hereditary systems outlawed)
- Forbade speaking Indigenous languages
- Forbade practicing traditional religion
- Forbade public dance, show, exhibition, stampede or pageant wearing traditional regalia
- Declared potlatch, Sundance, and other cultural ceremonies illegal
- Denied right to vote
- Restricted from leaving reserve without permission from Indian Agent
- Permit system to control First Nations ability to sell products from farms
- "Only document in the world directly governing one race of people"

## **Residential Schools**

### **Assimilation Policy in the Indian Act**

"It is readily acknowledged that Indian children lose their natural resistance to illness by habituating so closely in these schools, and that they die at a much higher rate than in their villages. But this alone does not justify a change in the policy of this Department, which is being geared towards the final solution of our Indian Problem." (1910)

o Duncan Campbell Scott

## **A National Crime (P.H. Bryce)**

- “Indian Problem”
- “Final Solution”
- Get rid of the “Indian Problem”
- What was considered this problem?
- BNA 1867 (Section 91 (24) Indians and Lands reserved for Indians)
- Indian Department to manage federal affairs
- Indian Agents assigned to manage reserve affair
- Indian Act to “control lives on Indian people”
- Enacting policy to “Kill the Indian in the Child” – “Education/Religion”

## **Euphemisms**

- “Steeped in Policy” – (Accepted)
- “Indian Problem”
- “Final Solution”
- “Education” “Education will set you FREE”
- “Integration”
- “Schools”
- “Civilized”
- “Protection”
- “Indian Question”

## **Residential Schools**

- 1st school – 1609 in New France (Sillery, Quebec)
- Residential schools refer to custodial schools developed after 1880
- Government Sponsored religious schools that were aimed “Eliminating the Indian in the Child” for assimilation into Euro-Canadian culture
- Pillars of Indian Policy in Canada “Civilization”, “Assimilation”, “Protection”
- Schools were ran by Churches
- Mohawk Institute in Brantford Ontario accepted first boarding schools (1831)
- Last one in operation was Gordon Residential School in Punnichy, Saskatchewan (1996)
- An estimated 150,000 First Nation, Inuit and Metis students were taken away from there home and put in the schools
- In 1931, at the peak of the residential school system there were a total of about 130 schools operating in Canada
- Language was forbidden
- Activities segregated by Gender

- Banning spiritual and cultural rituals
- Children taken away from their parents
- Substandard living conditions, mental, physical and emotional abuse
- Nutritional experiments on malnourished students

### **Advancing Reconciliation From awareness to Action (Reflection and learning)**

- Start thinking about what we need to stop doing.
- Do not expect your Indigenous employees to speak on behalf of all Indigenous people.
- Don't assume all Indigenous people share the same beliefs, practices, and viewpoints, or that Indigenous communities and nations are identical.
- Be aware of tokenization.
- Be aware of cultural appropriation
- Invite an Indigenous person to your workplace to talk about the history of Indigenous peoples.
- Direct employees to additional educational resources on the history of Indigenous peoples.
- Learn more about Indigenous culture and perspectives.
- Learn about and acknowledge the history of the land where you do business.
- Explore implicit/unconscious biases.

### **Leading transformation**

- Be transparent about where you're at and what you want to accomplish.
- Translate intent into action.
- Seek Indigenous suppliers, sub-contractors and partners
- Collaborate with reconciliation consultants who can review and help refine your policies and practices.
- Identify Indigenous groups that you want to engage, and develop an outreach and engagement strategy.
- Establish goals, measures and evaluation plan that are culturally appropriate.

### **Build an inclusive workplace**

- Develop workplace policies and procedures that contribute to diversity and inclusion.
- Develop a Diversity Recruitment Strategy.
- Outreach to Indigenous Communities.
- Diversify your hiring panel.



- Review your employee assistance programs - access to elders.
- Review your HR systems and processes through an Indigenous lens.

“Our future, and the well-being of all our children, rests with the kind of relationships we build today.”

o Reconciliation Canada Ambassador Chief Dr. Robert Joseph

### **Hawthorn Report (1966)**

- Report to address the economic and social conditions of Indigenous people in Canada.
- Shocking statistics e.g., high school drop out rates as high as 96%.
- Unacceptable social conditions due to control of Indian Act and lack of government funding.

### **Recommendations:**

- Indigenous people be taught in their own languages.
- Local Band Governments need more autonomy.
- Ideas around Reserves gaining Municipal status.
- More control over the Education on reserves.
- “Citizen’s Plus”

### **Canadian Constitution Act (1982)**

- Repatriation of Canadian Constitution to bring Provinces into a concept of Federalism.
- Indigenous (Métis, First Nations and Inuit) rights were ignored during early negotiations.

### **Royal Commission on Aboriginal Peoples (RCAP) 1996**

- Stemmed from Elijah Harper defeating of the Meech Lake Accord & events stemming from the 1990 Oka Crisis.
- Comprehensive study on state of Indigenous people.
- Coast to coast consultation, collecting Indigenous and non-Indigenous voices and stories.
- Attempted to repair relationships between the Indigenous peoples and newcomers.

- Indigenous self-determination through self-government, economic self-sufficiency and the HEALING of Indigenous peoples and communities.
- Recommendations have not been acted upon.
- Pre-Contact – Different Worlds – Contact
- Early Colonies (1500-1763)
- Displacement & Assimilation (1764-1969)
- Renewal to Constitutional Entrenchment (1969+)

## **Indigenous**

- Under international law, there is no official definition of Indigenous, although the United Nations generally identifies Indigenous groups as autonomous and self-sustaining societies that have faced discrimination, marginalization and assimilation of their cultures and peoples due to the arrival of a larger or more dominant settler population.
- Term came about in the 1970's
- Jose Cabo (Special Rapporteur) Indigenous communities, peoples and nations are those which, having a historical continuity with pre-invasion and pre-colonial societies that developed on their territories, consider themselves distinct from other sectors of the societies now prevailing in those territories, or parts of them.

## **Reconciliation & UNDRIP**

- Canadian Governments and the United Nations Declaration on the Rights of Indigenous
- People:
- 43. We call upon federal, provincial, territorial, and municipal governments to fully
- adopt and implement the United Nations Declaration on the Rights of Indigenous
- Peoples as the framework for reconciliation.
- 44. We call upon the Government of Canada to develop a national action plan,
- strategies, and other concrete measures to achieve the goals of the United Nations
- Declaration on the Rights of Indigenous Peoples.

## **UNDRIP (2007)**

- Indigenous people have full enjoyment of rights guaranteed in International Human Rights Law, Charter of the United Nations, Universal Declaration of Human Rights.
- Draft began in 1985 and finished in 1993.

- Sent to sub-commission on the Promotion and Protection of Human Rights – created another group of 100 indigenous organizations and human rights experts.
- Final draft includes the recognition of nation state (Article 46).
- Indigenous people have full enjoyment of rights guaranteed in International Human Rights Law,
- Charter of the United Nations, Universal Declaration of Human Rights
- Article 3: Right to Self-Determination.
- Article 4: Autonomy and Self-Government.
- Article 5: maintain and strengthen distinct political, legal, economic, social and cultural institutions.
- Article 26: Indigenous peoples have the right to the lands, resources and territories that they have traditionally owned, occupied or otherwise used or acquired.
- Article 43: the rights that constitute: “the minimum standards for the survival, dignity and well-being of the indigenous peoples of the world.”
- Australia, Canada, New Zealand and the United States oppose at first.
- Level of autonomy problematic
- All to uphold own nation state’s ability to uphold human rights including recognizing Indigenous Rights
- 2016 – Canada removes its “Objector” status

#### **Lands & Resources, Discussion on Sovereignty 94 TRC Calls to Action (2015)**

- Child Welfare
- Education
- Health
- Language and Culture
- Justice
- UNDRIP
- Sports
- Business
- Professional Development for Public Servants
- Church Apologies
- Youth (Jordan's Principle)
- Museums and Archives
- Media
- Commemoration
- Newcomers and Relationships

## **Creating a Plan**

### **Reconciling**

- 1990 – Phil Fontaine (Association of Manitoba Chiefs) call on churches (Anglican, Catholic, United & Presbyterian) involved to acknowledge the physical, emotional and sexual abuse endured by children in these schools
- 1993 – Anglican Church apologizes
- 1994 – Presbyterian Church apologizes
- 1998 – United Church of Canada issues second apology (first in 1986)
- 2008 – Prime Minister Stephen Harper issues apology in the House of Commons to First Nations, Metis and Inuit peoples (TRC launched)
- 2009 – Stephen Harper claims Canada does not have a history of Colonialism
- 2009 – Pope Benedict XVI expresses “sorrow” for treatment, but does not apologize even though Catholic church oversaw  $\frac{3}{4}$  of the Canadian residential schools

### **Calls that apply to a Municipality**

- #3 – (Child Welfare) – Jordan’s Principle
- #23 – Aboriginal Professionals in Health Field and Cultural Competency training to health care professionals
- #40 – Create adequately funded and accessible Aboriginal specific victim programs and services Awareness on MMIWG Inter- generational trauma
- #43 – UNDRIP framework
- #45 iii – Renew & Establish Treaty Relationships with mutual recognition, respect and responsibility
- #47 – (Proclamation & Lands) Traditional Knowledge Use Assessment and consultation on lands
- #55 – Annual Reports and current data to National Council for Reconciliation: Stats on child welfare, reducing overrepresentation in justice system, stats related to health and overall progress.
- #57 – Professional development
- #64 – Indigenous Knowledge and Spirituality taught in denominational schools with funding assistance
- #69 iii – Commit resources to libraries for public education and programming

- #75 – Identification, documentation, maintenance, commemoration and protection of residential school cemeteries and other sites, providing proper memorials.
- #77 – Collaborate with National Centre for Truth and Reconciliation
- 79 iii – Developing a Heritage Sites Management Plan and strategy for commemorating residential school sites, historical legacy of area and contributions
- #82 – Commemoration (Monuments)
- #87 – Recognize Aboriginal athletes (sports hall of fames)
- #88 – Long - term Aboriginal athlete development and growth and continued support for North American Indigenous Games
- #93 – Revising information kit for newcomers to reflect local Aboriginal history including information on the Treaty relationship and History

### **Questions for Municipalities:**

The Truth & Reconciliation Commission (TRC) discusses the need for building and strengthening relationships.

- On relationships: How can we build better relationships with Indigenous colleagues? What have you done, or want to do to build better relationships with individuals from different Indigenous backgrounds?
- On strategies: What can we do to make the workplace feel inclusive? Provide examples of what we can do to incorporate Indigenous knowledge in the workplace.

### **Today's Reality**

- Reconciliation in workplaces & businesses
- Current realities
- Restrictive government policies
- Representation in media
- System / institutionalized racism
- Inter- generational trauma
- Healing and reclaiming identity
- Growth in education and employment opportunities

### **Practical Steps**

- Research, attend National conferences and engage local Aboriginal community
- Establish an open and informal working committee with an Aboriginal/non-Aboriginal Co-Chair – (Champion at Senior Management and Council level)

- Have a patient process with limited time restrictions and allow all interested individuals to share
- Consult local Elders to guide direction
- Select applicable Calls to Action in consultation with interested Aboriginal representatives
- Develop a strategy to respond to the applicable Calls to Action

## **Implementation Plan**

Your spheres of influence;

Everyone is a leader from where they are, and you all have an opportunity to lead within your own sphere of influence. We can look at three spheres of influences:

1. Yourself: developing your own level of knowledge, awareness, skills to be more inclusive.

2. Your team: you may be leading a team, chairing a committee or being a member of a committee, or participating in a project that includes many stakeholders. Hopefully today you will gain some insight and practical tips on how to be a more inclusive team member or team leader.

3. Lastly, there are opportunities for you to play an active role in creating a more supportive workplace, organization, or even community.

## **Advancing Reconciliation From Awareness to Action**

Reflection and learning:

- Start thinking about what we need to stop doing.
- Do not expect your Indigenous employees to speak on behalf of all Indigenous people.
- Don't assume all Indigenous people share the same beliefs, practices, and viewpoints, or that Indigenous communities and nations are identical.
- Be aware of tokenization.
- Be aware of cultural appropriation

- Invite an Indigenous person to your workplace to talk about the history of Indigenous peoples.
- Direct employees to additional educational resources on the history of Indigenous peoples.
- Learn more about Indigenous culture and perspectives.
- Learn about and acknowledge the history of the land where you do business.
- Explore implicit/unconscious biases.

### **Leading Transformation**

- Be transparent about where you're at and what you want to accomplish.
- Translate intent into action.
- Seek Indigenous suppliers, sub-contractors and partners
- Collaborate with reconciliation consultants who can review and help refine your policies and practices.
- Identify indigenous groups that you want to engage, and develop an outreach and engagement strategy.
- Establish goals, measures and evaluation plan that are culturally appropriate.

### **Build an Inclusive Workplace**

- Develop workplace policies and procedures that contribute to diversity and inclusion.
- Develop a Diversity Recruitment Strategy.
- Outreach to Indigenous Communities.
- Diversify your hiring panel.
- Review your employee assistance programs - access to elders.
- Review your HR systems and processes through an Indigenous lens.

### **Conclusion**

“Our future, and the well-being of all our children, rests with the kind of relationships we build today.”

o Reconciliation Canada Ambassador Chief Dr. Robert Joseph