

**Final Report of the OISE TRC Task Force**  
**In Response to the Truth and Reconciliation Commission of Canada**  
**Final Report's Calls to Action**  
**31 October 2016**

Prepared by Dr. Suzanne L. Stewart

### **Background**

In Spring 2016, the Dean and the Special Advisor to the Dean on Aboriginal Education announced the creation of the Task Force for the OISE response to the Truth and Reconciliation Commission of Canada (TRC) Final Report's Calls to Action (2015)<sup>1</sup>. The purpose of the Task Force is to address what changes can be made at OISE regarding Aboriginal reconciliation and Indigenization. The Task Force is an informal committee whose primary objective is to advise the Dean with recommendations to implement the TRC Final Report's Calls to Action that are applicable to OISE. The Task Force members seek to impart what steps can be taken toward Aboriginal reconciliation and Indigenization at OISE, stimulate discussion, and challenge OISE to change. What is not provided in the report is direction on how to carry out their proposals; this is viewed as the responsibility of the OISE senior leadership administration to fulfill in the coming months and years. The Task Force also compiled an inventory of programs, courses, research, and initiatives that are Aboriginal and/or relevant to Aboriginal reconciliation and Indigenization, which is appended to this report (see Appendix A., Indigenous Initiatives at OISE). A secondary audience for the report is the University of Toronto Provost's Office.

### **Membership**

The Task Force is chaired by the Special Advisor to the Dean on Aboriginal Education. All six North American Aboriginal faculty, Chairs of each of the four

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<sup>1</sup> Truth and Reconciliation Commission of Canada (2015). *Honoring the truth, reconciling the future: summary of the final report of the Truth and Reconciliation Commission of Canada*. [www.trc.ca](http://www.trc.ca)

departments, Applied Psychology and Human Development (APHD), Curriculum, Teaching, and Learning (CTL), Leadership, Higher Education and Adult Education (LHAE), and Social Justice Education (SJE), the Director of the Masters of Teaching (MT), the two OISE Elders in Residence, the Indigenous Education Network (IEN) Coordinator, and two graduate students were invited to join the Task Force (only one was able to commit to joining). At the first meeting, it was suggested that an additional faculty member from CTL be invited due to his work language policy in education.

### **Faculty**

Dr. Earl Woodruff, Chair, APHD

Dr. Clare Brett, Chair, LHAE

Dr. Abby Bakan, Chair, SJE

Dr. Nina Bascia, Chair, LHAE

Dr. Jim Hewitt, Interim Director of MT Programme and Chair of CTL

Dr. Suzanne Stewart, Associate Professor, APHD, Special Advisor to the Dean on  
Aboriginal Education

Dr. Jean-Paul Restoule, Associate Professor, LHAE

Dr. Sandra Styres, Assistant Professor, CTL

Dr. Eve Tuck, Associate Professor, SJE

Dr. Stephanie Waterman, Assistant Professor, LHAE

Dr. Jeff Bale, Assistant Professor, CTL

### **Staff**

Mr. Cat Criger, OISE Elder in Residence

Ms. Jacqui LaValley, OISE Elder in Residence

Ms. Julie Blair, IEN Coordinator/Assistant to Special Advisor

### **Graduate Students**

Mr. Jamie Jacques, graduate student, LHAE

## **Process**

The Task Force was invited to meet several times over the summer to review the TRC Final Report's Calls to Action and make recommendations broadly to OISE curriculum, programs, policy, students/faculty, and research. In considering membership of the Task Force, at the first meeting, it was recommended to invite a faculty member from CTL, Dr. Jeff Bale, who works in language policy in teacher education.

The Task Force met three times: 10 May 2016, 15 June 2016, and 29 August 2016. The Task Force members felt that community consultation was an important part of the process. Therefore, each Task Force member was asked to consult with their programs, departments, student groups, and colleagues, between each of the meetings. The OISE Aboriginal Advisory Council (AAC) was also consulted. These consultations were used to assist in creation of this report's recommendations.

## **Report**

In 2016 the University of Toronto was ranked the number one university in Canada. In 2015 President Gertler identified three priorities for U of T as: leverage urban locations, international partnerships, and undergraduate education. OISE is undertaking the President's commitment to U of T's role in these three communities by implementing the TRC Final Report's Calls to Action.

The Dean has stated OISE's commitment to Aboriginal reconciliation. The Task Force members believe that OISE should not be simply meeting the TRC's Calls to Action; OISE should be leading TRC implementation. OISE can become a leader at U of T in implementing an Aboriginal reconciliation process. For example, OISE could prioritize permanent and on going funding for Aboriginal initiatives, such as OISE's Elders in Residence Program (2012 to present), as this reinforces OISE's commitment to centring educational practices in Indigenous knowledges. Being a leader in Aboriginal education means development and sustainability in several key areas:

1. Aboriginal Leadership
2. Programs and curriculum
3. Aboriginal human resources
4. Indigenizing common spaces

Based on these four areas, the Task Force proposes the following recommendations in four specific areas.

## **Recommendations**

### 1. Aboriginal leadership

- Creation of a full time senior administrative leadership position in Aboriginal education/research. This position leads an OISE educational review to report on the state of Aboriginal education at OISE and of Aboriginal education in Ontario and Canada.
- Aboriginal community involved decision-making as integral to Indigenous leadership.
- Creation of a visionary standing committee on Aboriginal education, including a committee for implementing reconciliation at all levels.
- Undertake a comprehensive review of what other faculties of education at Canadian universities do regarding Aboriginal education.
- Aboriginal research and scholarship supported administratively and financially by OISE.
- OISE formally undertakes a process of Aboriginal reconciliation, for example, as per *Touchstones of Hope*<sup>2</sup>
- Aboriginal education prioritized in OISE's budget.
- Creation of a strategic plan for Aboriginal education and research.

### 2. Programs and curriculum

- Core course in Aboriginal education in both teacher education programs and all graduate programs.
- Collaborative Aboriginal programs within OISE and with U of T.

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<sup>2</sup> Blackstock, C., Cross, T., George, J., Brown, I., & Formsma, J. (2006). *Reconciliation in child welfare: Touchstones of hope for Indigenous children, youth, and families*. Ottawa, ON, Canada: First Nations Child & Family Caring Society of Canada / Portland, OR: National Indian Child Welfare Association.

- Creation of sustained collaborations between OISE and Aboriginal community organizations such as schools, agencies, and First Nations.
- Aboriginal language and education programs created at OISE.
- Dr. Eric Jackman Institute of Child Study (Lab School) creates Aboriginal components or programs.
- Support for Aboriginal program or stream in both graduate Teacher Education programs.
- Increase visibility and access of Aboriginal courses in all programs.

### 3. Aboriginal human resources

- Training for all faculty and staff on Indigenous worldviews and culture and cultural safety.
- Increase numbers of Aboriginal staff and faculty.
- Recruit and retain more Aboriginal students in all programs.
- An Aboriginal Human Resources position created.
- Increase Aboriginal specific academic, cultural, and social supports for Aboriginal faculty, staff, and students.
- The IEN Elders In Residence Program sustained by OISE as it benefits all students, staff, and faculty.

### 4. Indigenizing common spaces

- OISE prioritizes Indigenous spaces.
- OISE public spaces honour and reflect Aboriginal identities and cultures. For example, a public curator could do an audit of public spaces and make more specific recommendations.
- OISE spaces employ Aboriginal names and follow protocols for naming.
- OISE provides resources and spaces for childcare, food preparation, and families.
- Clear and specific supportive classroom policies for pregnancy, nursing, and parenting.
- Architecture reflects Indigenous identity and culture.

- Ceremonial smudging issue clarified and transparent.
- OISE spaces for ceremony.

### **Summary & Conclusion**

OISE has the potential and motivation to lead University of Toronto in institutional Aboriginal reconciliation. Creation of the OISE TRC Task Force in summer 2016 and the submission of this final report to the OISE Dean details OISE's commitment to the possibility. Direct and concrete recommendations on the implementation of changes at OISE that reflect the TRC Final Report's Call to Action have been articulated in this report. The next steps are for OISE's senior executive leadership team to determine when and how these recommendations are to be implemented.

**Appendix A**  
**Indigenous Initiatives at OISE**  
**31 October 2016**  
**by Suzanne Stewart**

The Special Advisor's office compiled a list of OISE 29 courses, 24 programs, and 19 programs of research that include or are centred in Indigenous content or reflect work with Indigenous peoples. Many Indigenous and non-Indigenous faculty at OISE address Indigenous issues in their research. Faculty leading each initiative has been identified alongside the listing. This list is intended to be exhaustive but may not have fully captured all initiatives.

**Courses**

1. APD3269 Research Seminar in Multicultural Studies, Dr. Moodley
2. APD1214 Critical Multicultural Practice: Diversity Issues in Counselling, Dr. Moodley
3. APD1290 Indigenous Healing in Counselling and Psychoeducation, Dr. Stewart
4. CTL3039 Literacies of Land: Narrative, Storying and Literature, Dr. Styres
5. CTL3023 Introduction to Aboriginal Land-centered Education: Historical and Contemporary Perspectives, Dr. Styres
6. CTL3038 Aboriginal Civilization: Language, Culture and Identity, Dr. Styres
7. CTL7012 Issues in Secondary Education, Dr. Guerrero, Dr. Markus, Dr. Dick Holland, Dr. David Montemurro
8. CTL7070 Issues in Secondary Education 2, Dr. Garfield Gini-Newman
9. CTL 7072 Curriculum & Teaching in Social Studies and Aboriginal Education, Dr. Fine-Meyer
10. LHA1171 Foundations of Aboriginal Education in Canada - Online Course, Dr. Restoule
11. LHA1820 Special Topics in Higher Education: Advanced Student Development Theory, Dr. Waterman
12. LHA 1854 Student Development Theory, Dr. Waterman

13. LHA 1856 Advanced Student Development Theory, Dr. Waterman
14. LHA 1820 Indigenous Perspectives in Higher Education, Dr. Waterman
15. SJE 2999 S3 Special Topics: Decolonization, Antiracism, and Settler Colonialism, Dr. Tuck
16. SJE 1926 Race, Space and Citizenship: Research Methods, Dr. Tuck
17. SJE 1930 Race, Indigeneity and the Colonial Politics of Recognition, Dr. Cannon
18. SJE 1931 Centreing Indigenous-Settler Solidarity in Theory and Research, Dr. Cannon
19. SJE 2999 F2: Special Topics: Indigenous Settler Relations: Issues for Teachers, Dr. Cannon
20. SJE 2999 S2: Special Topics: Truth Commissions, Reconciliation and Indian Residential Schools, Dr. Cannon
21. SJE 1922 Sociology of Race and Ethnicity, Dr. Dei
22. SJE 1924 Modernization, Development, and Education in African Contexts, Dr. Dei
23. SJE 1925 Indigenous Knowledges and Decolonization, Dr. Dei
24. SJE 2999 F5 Special Topics: Sociology of Indigenous and Alternative Approaches to Health and Healing, Dr. Wane
25. SJE 2999 S4 Special Topics: Women and Leadership, Dr. Wane
26. LHA 1180 Indigenous Worldviews: Implications for Education, Dr. Restoule
27. LHA 1184 Indigenous Knowledge: Implications for Education, Dr. Restoule
28. LHA 3184 Indigenous Research Methodologies, Dr. Restoule
29. LHA 3133 Special Topics in Indigenous Community Learning, Dr. Restoule

### **Programs**

1. Elders in Residence 2016-2017, OISE Dean's Office
2. Imagination Library and Native Child and Family Services Toronto Aboriginal Head Start 2016/17, Dr. Stewart
3. OISE TRC Panel 2016, Dr. Stewart
4. Indigenous Education Resources Online Modules 2016, Dr. Restoule



5. First Nations Schools Principals' Course 2015/16, Dr. Restoule
6. Indigenous Education Initiative 2015 to present, Dr. Stewart
7. Future Directions in Language Education in Ontario, 2015 to present, Dr. Styres
8. TCDSB Aboriginal Peer Mentorship Program, 2015 to 2017, Dr. Stewart
9. Aboriginal Math (Lab School and Rainy River FN), 2014 to 2016, Dr. Caswell
10. William A. Macdonald Q.C. Distinguished Fellowship in Indigenous Education 2014-2016, Chief Shawn A-in-Chut Atleo
11. Pikangikum First Nation Assessment Programme, 2014, Dr. Cunningham
12. Elder Medicine Teachings 2014-2016, Dr. Stewart
13. OISE Indigenous Education Forum 2014, Dr. Stewart
14. MTCU OISE Elders in Residence 2013-2016, Dr. Stewart
15. MOOC Aboriginal Worldviews and Education, 2013, Dr. Restoule
16. OISE Indigenous Orientation, 2012 to present, Dr. Stewart, Dr. Styres
17. Annual Indigenizing Psychology Symposium 2011 to 2016, Dr. Stewart
18. OISE Aboriginal Community Council, 2011 to present, Dr. Stewart
19. Special Advisory to the Dean on Aboriginal Education, 2011 to present, Dr. Stewart
20. Indigenous Clinical Stream, OISE Psychology Clinic 2010 to 2016, Dr. Stewart
21. Deepening Knowledge, Enhancing Instruction: Infusing OISE's Teacher Education Program with indigenous knowledge, pedagogy, content, and perspectives, 2006 to present, Dr. Cannon, Dr. Restoule, Dr. Styres
22. Critical Indigenous Studies in Education, 1996 to present, Dr. Dei
23. Decolonizing Education Conference, 1996 to present, Dr. Dei
24. Indigenous Education Network, 1989 to present, Dr. Restoule, Dr. Stewart, Dr. Styres

## **Research**

1. Aboriginal homelessness and life transitions, Dr. Stewart
2. Aboriginal identity development and media representation, Dr. Restoule

3. Aboriginal mathematics, Dr. Caswell
4. Aboriginal perspectives in teacher education, Dr. Restoule, Dr. Cannon
5. Aboriginal worldviews and Indigenous knowledges, Dr. Restoule
6. Access to post-secondary education for Aboriginal people, Dr. Restoule and Dr. Stewart
7. Early literacy and Aboriginal education, Dr. Stagg-Peterson
8. Indigenous ethics and research methodologies, Dr. Cannon, Dr. Restoule, Dr. Stewart and Dr. Tuck
9. Indigenous health and adult education, Dr. Restoule
10. Indigenous knowledge and pedagogies in online environments, Dr. Restoule
11. Indigenous mental health and healing, Dr. Stewart
12. International Indigenous traditional healing and healers, Dr. Dei, Dr. Moodley, Dr. Wane
13. Land-centered approaches to language, literacy, and curriculum, Dr. Styres
14. Language development, Dr. Styres
15. Race, Indigenous-settlers relations, and citizenship, Dr. Cannon
16. Racism, including sex discrimination, in Canada's Indian Act, Dr. Cannon
17. Teachers and Aboriginal histories, knowledges, and perspectives in their classrooms, Dr. Restoule
18. Teaching and learning reading in First Nation schools, Dr. O'Sullivan, Dr. Stagg-Peterson
19. Urban Aboriginal identity and life transitions, Dr. Stewart