Transforming the Dialogue: Essential Conversations for Building Indigenous Cultural Competency in Health and Education

Conference Session Descriptions:

*Storytelling for Social Justice: The Power of Narrative to Imagine and Create Change*  
(March 26th at 1:00-2:45pm)  
The power of story has long been recognized as a source for shaping our consciousness about the world. Through the storytelling for social justice model, Lee Anne Bell invites educators and health care professionals to speak, write, and act with courage, offering stories of hope where inequities exist. Bell provides a conceptual and pedagogical model for examining the kinds of stories we tell and for imagining alternative stories that account for history, power, and the normalizing patterns that justify inequality. She invites listeners to consider how they might use counter-storytelling to promote more critical and thoughtful dialogue about racism and other social injustices that exist in the places where we teach and live.

*Applying the Storytelling Model to Health Care and Education in Indigenous Communities*  
(March 26th at 3:00 – 4:45pm)  
Lee Anne Bell is Barbara Silver Horowitz Director of Education at Barnard College, a program that enables undergraduates from Barnard and Columbia to attain certification to teach alongside their liberal arts majors. Her innovative Storytelling Project, created in collaboration with artists and educators, provides a model for designing anti-racist and social justice curriculum. She is currently working on a documentary film project, Forty Years Later: Now Can We Talk? This film brings together black and white alumni from the first integrated class at their high school in the Mississippi Delta to discuss their experiences then and now. She is co-editor of *Teaching for Diversity and Social Justice*, A Sourcebook (Routlege, 2007) and author of *Storytelling for Social Justice: Connecting Narrative and the Arts in Antiracist Teaching* (Routledge, 2010). She is currently directing a 3 year project "For the Public Good" to examine problems of privatization of the public sphere.
**The Seven Fires of Creation: Personal Transformation for Cultural Competence**  
(March 26th at 3:00- 4:45pm)

During the course of this workshop participants will be introduced to the traditional Anishnabe teaching, *The Seven Fires of Creation*. Participants will use this teaching a reflection, discussion and motivating tool to chart personal and interpersonal transformation as a means to recognize, affirm and protect Aboriginal cultural identity and as a manifestation of cultural competence.

**Kinoomadwinan: Teachings for Human Transformation**  
(March 28th at 9:10- 12:30pm)

The presenter will offer three traditional Anishnabe teachings- the Seven Fires of Creation, the Seven Fires, and the Seven Grandfathers and the Little Boy. These teachings will be presented to help participants reflect on transforming human belonging in creation, in relation and in situation.

**Gord Bruyere** is Anishnabe originally from Couchiching First Nation in northwestern Ontario, Canada. He has taught, developed curriculum and coordinated programs at mainstream and Aboriginal post-secondary institutions across Canada in Social Work, Aboriginal Law and Advocacy, Political Science, Indigenous Learning and Early Childhood Education. He has made national and international presentations on Aboriginal education and social work issues. He has published journal articles, book chapters and reviews that focus on Aboriginal issues in education, child welfare, traditional Anishnabe family beliefs and anti-racism. His first book is *Wicihitowin: Aboriginal Social Work in Canada*. His short stories and poetry appear in magazines and journals in Canada and the US, most recently in *Strength and Struggle: Perspectives from First Nations, Inuit and Métis Peoples in Canada*, *FACE: Aboriginal Life and Culture* and *Yellow Medicine Review*. He currently works independently in writing, teaching, training and curriculum development.

**Changing the Subject in Teacher Education**  
(March 27th at 10:00- 12:00noon) and (March 27th at 3:00- 4:30pm)

This presentation takes the position that so long as we remain focused on racism and colonialism as an exclusively Indigenous struggle; we fail to engage non-Indigenous peoples as “allies” of Indigenous education and sovereignty. My goal is to situate the developing literature on settler-Indigenous alliances into productive dialogue regarding anti-oppressive educational theory and praxis. In this presentation, two critical questions will be asked of participants: 1) How might we engage structurally privileged learners, some of whom are non-Indigenous peoples, to think about colonial dominance and racism in Canada? and 2) How might we work in coalition with privileged learners—and especially with new Canadians—to consider matters of land, citizenship, and colonization?

**Martin Cannon** is a citizen of the Oneida Nation of the Six Nations at Grand River Territory. His published work has focused on the complexity of challenges facing educators charged with decolonizing education and bringing Indigenous knowledge into the academy, colonial dominance and racism, including sex discrimination in Canada’s Indian Act. He has been an advocate for legislative changes to colonial policy, and has worked with organizations like the Native Women’s Association of Canada, Union of Ontario Indians, and the National Centre for First Nations Governance. He is the author of several peer reviewed journal articles and book chapters. His book *Racism, Colonialism, and Indigeneity in Canada*, is co-edited with Dr. Lina Sunseri (University of Western Ontario) and is published by Oxford University Press. Martin J Cannon, PhD OISE/University of Toronto
Co-Presentation: Cole & O'Reilly

_Coyote and Raven Talk about Indigenizing Research_
(March 26th at 10:15 – 12:00 noon)

The workshop will run as a seminar, working in a circle. After the introductory talk by both of speakers, participants will be invited to bring forward their own questions and ideas and experiences to share (participants will be provided with some of the readings beforehand). The seminar will deal with research methodology (as well as methods) and protocols as well as the interpretation of research results. It will problematize research processes and offer possibilities for carrying out research which will be of benefit primarily to those being researched. It will deal with indigenizing research practices with moving beyond the deficit model of Indianness and moving toward creating research methodologies which will work for and be of benefit to all involved in particular research situations.

_Peter Cole_ is a member of the Douglas First Nation (Xa’stsa) one of the Stl’atl’imx communities in British Columbia, Canada, and also has Welsh and Scottish heritage. He has taught at universities in Canada, the United States and Aotearoa-New Zealand, most recently as Associate Professor in Aboriginal and Northern Studies at the University College of the North in Thompson, Manitoba. He is currently Assistant Professor, Indigenous Education, at the University of British Columbia. Peter has been a Noted Scholar and given numerous keynote addresses at universities in Australia and across Canada. Peter’s teaching and research interests include orality, narrativity, Indigenous education, environmental thought and Aboriginalizing methodology. He has published in many national and international literary and academic journals and books, and is the author of _Coyote and Raven go Canoeing: Coming Home to the Village_ (2006), a book written using poetic, dramatic and storytelling voices which breaks new ground by making orality the foundation of its scholarship. He is also co-editor of _Speaking for ourselves: Environmental justice in Canada_. (2009). Vancouver: UBC Press.

_Pat O’Reilly_ is most recently from York University and has taken up a Visiting Associate Professorship at the University of British Columbia in the Faculty of Education. She is of Irish, French and Mohawk heritage and married into Douglas First Nation, one of the Stl’atl’imx communities in British Columbia. Pat has held faculty positions at universities in Canada, the United States and Aotearoa-New Zealand, and has been an invited scholar at universities in Canada and Australia. Pat’s teaching and research include qualitative research methodology, environmental education, technology education, Indigenous education and curriculum inquiry with a focus on equity, equivalency, reciprocity, social justice, cultural relevance, and environmental responsibility. Pat is the author of _Technology, culture, and socioeconomics: A rhizoanalysis of educational discourses_. (2003). New York: Peter Lang Publishing, Inc., and is a co-editor of _Speaking for ourselves: Environmental justice in Canada_. (2009). Vancouver: UBC Press.
**Does racial discrimination explain Aboriginal health inequities in Canada?**
(March 26th at 10:15-12:00noon)

This workshop will begin with a presentation of the evidence linking racial discrimination to adverse health outcome in minority populations. Research outlining the extent of racial discrimination experienced by Aboriginal Canadians and its resulting impacts on health and well-being will then be discussed. The workshop will conclude with an open discussion on extent to which racial discrimination may explain Aboriginal health inequities in Canada.

**Taking action to reduce racial discrimination experienced by Aboriginal peoples in Canada**
(March 26th at 1:00-2:45pm)

This workshop will begin with an overview of the key actions being taken to reduce racial discrimination directed at minority populations in industrialized countries. Open group discussion will then centre around developing an action plan to reduce racial discrimination directed at Aboriginal peoples in Canada.

Cheryl Currie is an Assistant Professor in the Faculty of Health Sciences at the University of Lethbridge. A social epidemiologist by training, her work is oriented toward the social, economic, and cultural forces that shape public health in Canada, with a particular focus on Aboriginal health, urban populations, community engagement and healthy public policy.

**Understanding and Addressing Resistance from White People to Exploring Race and Racism**
(March 26th 10:15am-4:45pm)

Many educators find resistance from white people one of the more challenging aspects of educating about race and racism. Drawing on educational and psychological theory as well as participants’ experiences, this interactive workshop will discuss principles and practices that can enhance educational effectiveness. The underlying reasons for resistance and numerous ways to prevent, reduce and address it will be addressed. We will also explore how educators’ attitudes and behaviours affect the educational relationship and process. Participants will gain various frameworks and concrete strategies to use in their work.

**Engaging White People in Work for Racial Equity: What’s in it for them?**
(March 27th 10:00am-2:45pm)

The purpose of this interactive workshop is to help participants think more critically about why white people support racial justice and to consider how they might use this understanding to engage them in their educational efforts. We will discuss several frameworks which offer ways to consider what’s in it for white people, including three main reasons white people support efforts for racial equity, the costs of racism to whites, and the benefits of racial justice and unlearning racism. The kinds of activities or experiences that address each of these motivating factors will be explored. Participants will consider how to apply this information to develop strategies to more effectively work with white people on racial issues.
**Diane Goodman** Ed.D. has been educating about diversity and social justice issues for over 25 years. As a trainer and consultant, Diane has worked with a wide range of organizations, community groups, schools and universities. She has been a professor at several universities in the areas of education, psychology, social work, and women’s studies. In addition, she was the Director of Human Relations Education and the Interim Affirmative Action Officer at the University of Rhode Island. She regularly presents at national conferences, and speaks and writes about social justice issues. Diane is the author of the book *Promoting Diversity and Social Justice: Educating People from Privileged Groups*, 2nd ed. (Routledge, 2011) and other publications. Her website is www.dianegoodman.com

---

**Co- Presentation Henry and Tator**  
(March 26th at 10:15 - 12:00noon)

**Why Diversity and Multiculturalism Fail to Address Indigenous Issues**: Frances Henry  
This presentation will begin by discussing the policies, practices and legislation associated with multiculturalism in Canada. It will analyze why Canada has become a role model for other heterogeneous societies. Despite its acceptance by other countries and its allegedly successful history within Canada, multiculturalism has not played a transformative role in creating social change. Its emphasis on cultural retention – which is to some small extent changing now – rather than structural change has been a major barrier in creating equity and equality in Canadian society. In addition, and right from its beginnings in 1971, multiculturalism, and its offshoot ‘diversity’ have utterly failed to address in any serious fashion issues of concern to the Indigenous communities of this country. The remainder of this presentation will discuss some of the reasons for this failure.

- Critique of multiculturalism and why multiculturalism fails to address Indigenous issues
- Substituting ‘assimilation’ -- ‘diversity’ are not the answer to colonization

**Institutional or Organizational Change in Canadian Society**: Carol Tator  
Resistance is a form of both individual and collective human behaviour which either actively or passively attempts to undermine any aspect of the change process. Lack of commitment to social justice and equity are pervasive throughout organizational systems and structures. The absence of representation of Indigenous peoples is invisible to those who are of the dominant culture. It is demonstrated by the lack of race identification of patients and clients in most areas and also employees. There is no real protection from racism in the workplace. Instead it is tolerated and people are expected to use standard protocols for conflict. There is almost no protection for patients/clients/or employees. Instead the organization or institution uses a one size fits all approach. The phrase "we respect everyone" is used in a way to shield themselves from dealing with inequities. "We are inclusive as long as you fit in." There is widespread failure to acknowledge colonization and legacy. Use of diversity and language of accommodation is misused. Those systems that have begun to consider the possibility of equitable models of health care are structurally and ideologically resistant to those kinds of changes. Even tokenism can be seen as risky or a demonstration of symbolic change. Indigenous people who resist are labelled and often demonized. It is clear that a change in any one of the subsystems affects the entire organization. Another theme is the powerful but invisible presence of the dominant ideology in all aspects of an organization, institution, system. Organizations are social systems within which individuals act through a network of social relations. Behaviours in this social system are influenced by the organization's collective belief system, corporate values, the values of the individuals within the
organization, their functional responsibilities and the society's prevailing ideology, which determines "right," "wrong." However, what is most clear is that characteristics of organizations and institutions resist change.

Co-Presentation Henry and Tator
(March 28th at 9:10-12:30pm)

Indigenous Health Care: issues and Concerns: Carol Tator

This workshop will discuss issues that relate to the health and health care problems facing Indigenous populations in urban and rural areas. Its focus will be on how colonial history has played a major role in creating unhealthy conditions which lead to disease. The lack of adequate health care will also be discussed as will potential policy recommendations and changes. Social determinants that impact on Aboriginal peoples include, access to health-care services, addictions, formal education, housing conditions, food security and nutrition and access to paid labour activities. The legacy of centuries of dispossession, oppression and exploitation directed at the Indigenous peoples is reflected today in Indigenous peoples' high rates of physical and mental illness, suicide, homicide, incarceration, unemployment and poverty—the result of pervasive racism and the history of colonial oppression. Potential policy recommendations and changes will also be discussed.

The Discourses of Democratic Racism: dominant discourses that categorize the “Other” and marginalize Indigenous people: Frances Henry

This workshop will discuss our concept of democratic racism and show how the dominant discourses associated with this concept apply to Canadian society. It will argue that these discourses, made popular in the media, are commonly used not only within institutions but in the ordinary thoughts and language of many people. The discourses of domination identify, regulate and construct groups to establish who is “we” and who is the “other” and they also demonstrate how Indigenous people have become further marginalized and invisible within the ‘other’ The workshop will conclude by discussing the stereotypes within these discourses that specifically apply to Indigenous people such as ‘blame the victim’; reverse racism and others.

Frances Henry is one of Canada’s leading experts in the study of racism and anti-racism. Since the mid seventies when she published the first study of attitudes towards people of colour, she has consistently pioneered research in this field. Her books include co-authoring the third edition of The Colour of Democracy: Racism in Canadian Society. Thomson, Nelson, 2009 that is widely used in universities as a text. This work demonstrates how the ‘new racism’ here identified with the concept of ‘democratic racism’ manifests within Canadian institutions. Another recent book co-authored is Racial Profiling: Challenging The Myth Of A ‘Few Bad Apples’, U of T Press, 2006. She has also co-authored Challenging Racism in the Arts, University of Toronto Press, 1998 and her most recent work on racist discourse in the media, Discourses of Domination: Racist in Canada's English Language Press using critical discourse analysis was published in 2002.

As part of her specialization in Caribbean anthropology she has also published the only book on Caribbean communities in Canada entitled The Caribbean Diaspora in Toronto: Learning to Live with Racism, University of Toronto Press, 1994. She conducted a three year study of the resurgence of African religions in Trinidad and her book, Reclaiming African Religion in Trinidad: The Socio-political Legitimation of the Orisha and Spiritual Baptists Faiths was published in 2004 by the University of the West Indies Press. Henry also co-wrote with Dwaine Plaza a work called Return to the Source: The Final Stage of the Caribbean Migration Circuit published by the University of the West Indies Press, 2006.
Henry’s most recent book in Caribbean studies is a memoir called “He had the Power: Pa Neezer, the Orisha King of Trinidad published by Lexicon in Trinidad in 2008. Now retired as a Professor Emerita from York University in Toronto, she continues an active research and writing career. She currently directs a team of seven researchers sponsored by a grant from Social Science and Humanities Research Council of Canada studying race, racialization and Indigeneity in Canadian Universities. Dr. Henry has been a member of the prestigious Royal Society of Canada since 1989.

Carol Tator has worked on the front lines of the anti-racism and equity movement for over thirty-five years. She joined the Urban Alliance of Race Relations in the late seventies, serving as President and acting Executive Director for nine years. The organization was the first in the country to examine racism in Canada. As a private consultant she assisted all three levels of government, universities and colleges, and all the former boards of education in Toronto including the Catholic School Board. She has worked in the areas of development and implementation of anti-racism policies, programs, and practices, strategic planning, training and research. As a trainer she has assisted staff and management within public sector institutions to acquire knowledge and skills for ensuring accessible and equitable services in a culturally pluralistic and multiracial society. For the last eighteen years she has also been a Course Director at York University in the Department of Anthropology, teaching intercultural, anti-racism and anti-oppression training skills for third and fourth year students. She has published widely on the subject of racism with Frances Henry. Her contributions include: The Colour of Democracy: Racism in Canadian Society (4th Edition); Racism in the Canadian University: Demanding Social Justice, Inclusion, and Equity; Racial Profiling in Canada: Challenging the Myth of ‘A Few Bad Apples’; Discourse of Domination: Racial Bias in the Canadian English Language Press; and Challenging Racism in the Arts: Case Studies of Controversy and Conflict.

The New Science of Unconscious Bias: Implications for the Health Care System
(March 26th 1:00-4:45pm)
In the past, human bias was regarded as conscious and intentional. Today, the new science of bias suggests that human biases are largely unconscious and unintentional. If true, this new research suggests that our biases are infinitely more dangerous than we ever imagined them to be – operating like computer biases to get beyond our best intellectual firewalls and capable of creating tremendous interpersonal damage – without our conscious intent. This webinar will explore the scientific bases for this new understanding of human bias and the implications of unconscious bias theory for the health care system both in terms of workforce bias and in terms of the threat to clinical objectivity.
In particular, participants will be exposed to the Implicit Association Test, the world’s leading assessment instrument for measuring unconscious bias (online at: https://implicit.harvard.edu/implicit/demo/). Managers will understand the implications of unconscious bias research for hiring, promotions, performance evaluations and risk management. Physicians will learn about new medical research from leading physicians that suggests that racial and ethnic disparities in healthcare are, at least partly, attributable to physicians’ unconscious biases. Finally, participants will learn what they can do to become more conscious of unconscious biases and behave differently towards the racial and cultural “other”.

7
Managing Cross-Cultural Conflict  
(March 27th 1:00-4:30pm)

This workshop offers participants some of the latest knowledge in the emerging fields of cross-cultural communication and conflict resolution. Better still, it offers participants a tool that can be used for personal and organizational skill-building in addressing and resolving cross-cultural conflict with patients and culturally diverse employees. We will discuss the Intercultural Conflict Style Assessment Inventory, a relatively new instrument that was created and validated via internationally controlled studies by American University Professor Mitchell Hammer, a national and international expert on cross-cultural communication and conflict. By taking the Intercultural Conflict Style Assessment Inventory, participants will understand their own personal conflict style and how their conflict style differs from those found in other cultures around the world. (The ICS also yields profound insights into inter-racial conflict styles here in the U.S.) In particular, participants will learn why familiar U.S. conflict resolution approaches, such as that made popular by the Harvard Negotiation Project (“Getting to Yes”) are largely ineffective in resolving cross-cultural conflict. Finally, we will discuss how the Intercultural Conflict Style Inventory can be used with health care audiences to better understand how to resolve intercultural conflict in the workplace and with culturally and linguistically diverse patients and their families. Participants will learn about the most common causes of intercultural conflict at work, how to diagnose the predominant cultural conflict style in their organization and how to resolve conflict with colleagues and patients across each of the four major conflict styles. The tool can also be used in diversity-related team-building exercises.

David B. Hunt is the President and Chief Executive Officer of Critical Measures. Critical Measures is a management consulting firm that assists employers, colleges and universities and the legal system to harness the power of diversity to create more productive, profitable, just and inclusive workforces. Approximately two-thirds of Critical Measures work deals with issues of cultural competence in the American health care system. Mr. Hunt is a sought-after national speaker on issues of racial and ethnic disparities in health care and the legal aspects of providing culturally and linguistically appropriate care. Within the last year, he has conducted nationwide webinars on such topics as The New Science of Unconscious Bias for the American Hospital Association and The Law of Language Access for the American Bar Association.

Prior to working in the diversity field, David worked as an attorney, specializing in employment and civil rights law. A former adjunct professor at the William Mitchell College of Law, David has mediated employment law matters for the EEOC and the Minnesota Office of Dispute Resolution as part of the Minnesota Human Rights Mediation Program. A writer, speaker and current events commentator, David has appeared on the McNeill-Lehrer News Hour and published numerous articles. He received his B.A. from Carleton College and his J.D. from the William Mitchell College of Law.

Co-Presentation: Maracle and Freeman  
Decolonizing Within  
(March 27th at 1:00-4:30pm)

We can’t help others from a decolonizing perspective unless we do the work of decolonizing within. This requires more than a superficial understanding of the history of colonization or the current circumstances of Aboriginal people. It involves the deep and communal work of acknowledging our own social locations, examining colonial history through a personal lens, and exploring and challenging its effect in our relations with each other. We offer an experiential process of facing ourselves as colonizer and/or colonized and finding ways to reconcile Indigenous and non-Indigenous worldviews. This is more
than a matter of training; it is a process of transformation. This workshop will be in the form of presentations by the facilitators followed by a sharing circle.

Lee Maracle, of Salish and Cree Métis ancestry, a member of the Stó:lō Nation, was born in North Vancouver, B.C. in 1950. She is the mother of four and grandmother of seven and was one of the first Aboriginal people to be published in the early 1970s. She is one of the founders of the En’owkin International School of Writing in Penticton, BC, a learning institute that has grown to include an Indigenous Fine Arts Program. En’owkin also has an Okanagan Language teacher’s program. Maracle has taught creative writing and held a visiting professorship with the Women’s Studies program at the University of Toronto. She was the traditional cultural director for the Centre for Indigenous Theatre and the Aboriginal Mentor in the Transitional Year Program at the University of Toronto. She has been the Distinguished Visiting Professor of Canadian Culture at Western Washington University and a Writer-in-Residence at the University of Guelph. She was also the distinguished visiting scholar in the English and Aboriginal Studies dept. for three years before teaching in the Aboriginal Studies program At the University of Toronto. She currently teaches in Aboriginal Studies at the University of Toronto and at the Centre for Indigenous Theatre.

The author of a number of critically acclaimed literary works including: *Sojourner’s and Sundogs, Ravensong, Bobbi Lee, I Am Woman Daughters Are Forever, Will’s Garden, Bent Box, I Am Woman, and First Wives Club*, she is also the co-editor of a number of anthologies including the award winning publication, *My Home As I Remember*. She is a co-author of *Telling It: Women and Language Across Culture*. Lee is widely published in anthologies and scholarly journals worldwide. Maracle is an award-winning writer and teacher, and an occasional editor, film story editor, dramaturge, stage actor and a gifted orator. Maracle is the mother of Columpa Bobb, Canadian actor, playwright, poet and teacher.

Victoria Freeman is the author of Distant Relations: How My Ancestors Colonized North America and co-teaches The Politics and Process of Reconciliation, an Aboriginal Studies course at the University of Toronto, with Lee Maracle. She has a PhD in History from the same university and has been a community organizer and public speaker on reconciliation for many years. She was the founder of Turning Point: Native Peoples and Newcomers On-Line and is currently a member of the core organizing group for The Meeting Place: Toronto Truth and Reconciliation 2012, a regional conference supported by the Truth and Reconciliation Commission, which will be held May 31 to June 2 in Toronto.

---

**Teaching About Race and Racism to People Who Don’t Want to Know**

*(March 27th at 1:00- 4:30pm)*

This workshop looks at a collaboratively developed and tested pedagogical process for teaching about race and racism to those socialized into the cultural story of a contemporary “colorblind” society in both community-based and classroom settings.

Objectives of the workshop include:

- to support practitioners who are working to live into our commitment to racial equity and justice
- to examine foundational concepts necessary for achieving racial equity and justice
- to contribute to sound pedagogical theory and practice related to teaching about privilege to the privileged

Part of my journey as an anti-racist trainer and teacher involved the discovery that opening eyes, mind, and heart, both my own and others, to the personal, institutional, and cultural aspects of systemic
racism is a process, not an event. In an attempt to address how to help people move through a process that starts with the shallow assumption of sameness and reveals the depth of historical and systemic oppression designed to divide us in the service of power, the workshop first offers a historical framework within which to ground anti-racist practice. Next, the workshop offers an analytical framework to support examination of personal, institutional, and cultural practices. Finally, the workshop outlines a proven pedagogical method for unpacking a comprehensive understanding of white supremacy/racism, white privilege, internalized racial inferiority and superiority. Participants will have opportunities throughout the workshop to apply frameworks and concepts to their practice, both individually and in small groups.

**Tema Okun** has spent 25 years working with and for social justice organizations, most recently as a trainer and facilitator of workshops designed to help leaders and groups address racism. For over 10 of those years she worked in partnership with the late and beloved Kenneth Jones as part of the ChangeWork training group. She has been collaboratively developing and focusing on long-term anti-racism, anti-oppression work within organizations and communities with a range of fellow trainers and colleagues and is now a member of the DRworks collaborative. She is also a skilled and experienced facilitator, bringing both an anti-racist lens and a commitment to supporting personal growth and development within the context of organizational and community mission. She holds a BA from Oberlin College, a Masters in Adult Education from N.C. State University, and a doctorate from UNC-Greensboro. Tema also works as an Assistant Professor in the Educational Leadership Department at National Louis University in Chicago. She recently published *The Emperor Has No Clothes: Teaching About Race and Racism to People Who Don’t Want to Know* (2010, IAP) which draws on her years of experience working with leaders, organizations, and students to understand and address racial inequity and oppression.

---

**Structural Racism, Aboriginal Health and an Anti-Colonial Response**  
(March 27th at 10:00-12:00noon)

During this workshop, participants will explore and discuss the link between structural racism and health inequities experienced by Aboriginal people as well as how an anti-colonial response might address current policies, programs and practices that create and sustain inequities for Aboriginal people. Participants will also engage in interactive discussions about potential avenues to enhance the cultural safety of health care environments and facilitate health-enhancing self-determination of Aboriginal peoples. The specific objectives of the workshop are to:

- Explore the link between structural racism and Aboriginal health.
- Examine the role of cultural safety training in reducing structural racism.
- Discuss the role of self-determination in addressing structural racism among Aboriginal people.

**Charlotte Reading** is an Associate Professor in the School of Public Health and Social Policy, Faculty of Human and Social Development (University of Victoria). Dr. Reading has conducted research and published in the areas of Aboriginal health, Aboriginal HIV/AIDS, social determinants of Aboriginal health, cultural safety, cancer among Aboriginal peoples, Aboriginal ethics and research capacity building as well as the sexual and reproductive health of Aboriginal women. She is the Chair of the CIHR-Institute of Aboriginal Peoples’ Health - Aboriginal Health Research Network Secretariat, Co-Chair of the CIHR-Institute of Infection and Immunity - Community-Based HIV Research Steering Committee, and a member of the Advisory Committee to the Public Health Agency of Canada - National Collaborating Centre for Aboriginal Health.
Co-Presentation: Regan and Ireland

Unsettling Dialogues of History & Hope: Transforming Relationships, Learning Cultural Fluency, and Building Alliances

(March 28th at 9:10-12:30pm)

Becoming culturally competent is critical for practitioners and educators who work with Indigenous partners, clients and learners. Acquiring the knowledge and skills for competency involves exploring our own cultural biases and gaining a better understanding of how the history and legacy of settler colonialism impacts our relationships with Indigenous peoples today. Yet in learning about this difficult history we may tell ourselves that because we cannot change the past, we should just focus on the future. Communication across cultures often resembles two monologues as we talk past each other, never hearing the deeper wisdom that our shared history can teach us. Despite goodwill on all sides, our attempts to work together in intercultural settings may get bogged down in recriminations, denial, distrust and guilt. What can we do to change this destructive dynamic in ourselves, our work, and our communities? How can dialogues about history help us transform our troubled relationship, creating hope for more just and peaceful relationships, more ‘common ground’ upon which to build a better future on these lands we now share? In this workshop, participants will enrich their competency practice by gaining a deeper appreciation for the transformative power of unsettling dialogues of history and hope. Using ceremony, storytelling, dialogue circles, art and self-reflective activities, we guide participants on a decolonizing, potentially transformative journey towards cultural fluency and ethical alliance-building with Indigenous peoples.

Paulette Regan, PhD (Indigenous Governance, University of Victoria) is currently Senior Researcher, Historical Memory and Reconciliation Project, for the Truth and Reconciliation Commission of Canada, and a Research Fellow at the Liu Institute for Global Issues at the University of British Columbia. Her most recent publication, Unsettling the Settler Within: Indian Residential Schools, Truth-telling and Reconciliation in Canada (Vancouver: UBC Press, 2010) explores the pedagogical potential of truth and reconciliation processes as “unsettling,” decolonizing, transformative, and liberatory sites of truth, resistance and critical hope. She argues that in order to truly participate in the transformative possibilities of reconciliation, non-Indigenous Canadians must undergo their own process of decolonization. Situated within a global context of reparations, apology and reconciliation politics, and based on her experiences as a former IRS claims resolution manager, the book is a call to action for all Canadians.

Brenda Ireland MA is an Anishnabee-Métis intercultural practitioner who works in the area of education, social and economic development. She currently divides her time between being a Research Manager, Historical Memory and Reconciliation Project, for the Truth and Reconciliation Commission of Canada and the Executive Director for the Industry Council for Aboriginal Business. The role of history, ceremony and story-telling as essential to the transformative change necessary for ‘meaningful’ reconciliation lie at the heart of Brenda’s work.
Neurodecolonization: Applying mindfulness research to decolonizing social work with Indigenous Peoples

(March 28th at 9:10-12:30pm)

This presentation shows how neuroscientific research can be applied to decolonizing social work interventions to enhance human well being. Decolonizing social work recognizes the inherent limitations and imperialist frameworks in western social work that must be contested and transformed on behalf of populations that have been victimized rather than helped by these approaches. To this end, the presentation focuses on neurodecolonization, a conceptual framework which uses mindfulness research to facilitate an examination of ways in which the human brain is affected by the colonial situation and an exploration of mind brain activities that change neural networks and enable individuals to overcome the myriad effects of trauma and oppression inherent in past and modern day colonialism. Suggestions are provided as to how neurodecolonization projects can be launched in Indigenous Peoples’ communities.

Michael Yellow Bird (Ph.D. Wisconsin) is a citizen of the Three Affiliated Tribes and a Professor of Social Work at Humboldt State University, Arcata, CA. He is the author of numerous scholarly articles and co-editor of two books: For Indigenous Eyes Only: The Decolonization Handbook, 2005 (with Dr. Waziyatawin) and Indigenous Social Work around the World: towards Culturally Relevant Education and Practice, 2008, 2010 (with Professors Mel Gray and John Coates). He has two forthcoming co-edited books: For Indigenous Minds Only (in press) and Decolonizing Social Work (forthcoming). His teaching, writing, research, and community work focuses on social work with Indigenous Peoples, decolonizing social work, neurodecolonization, neuroscience and social work, and employing mainstream and traditional Indigenous mindfulness practices in tribal communities to promote health and well being. He writes a regular mind body health column for the MHA Times and maintains a Blog that shares his writing on topics related to Indigenous Peoples, health, decolonization, social work, and mindfulness (ArikaraConsciousness.blogspot.com/). He can be reached by email at: mjy9@humboldt.edu