



LONDON FOR ALL

A ROADMAP TO END POVERTY



Changing Mindsets

1.8 Publicly acknowledge support for the Truth and Reconciliation Commission of Canada: Calls to Action's recommendations and use the findings to educate Londoners and address systemic racism and discrimination

City of London Council Meetings - Land Acknowledgement

Truth & Reconciliation Calls to Action: Education

12 We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

The City of London and the Southwest Ontario Aboriginal Health Access Centre (SOAHAC) have partnered on a new Indigenous-led Licensed Child Care and EarlyON Child and Family Centre. As the first of its kind in London, the Centre will provide culturally relevant early years programming that is based in language and Spirit, serving families in London and Middlesex County.

The Indigenous-led Child Care and Family Centre addresses concerns heard during engagement with Indigenous families and service providers in London and Middlesex. Through the engagement process, Indigenous families expressed that access to culturally relevant, quality Indigenous-led programming that supports families is critical.

Since inception, this project has been guided and supported by the Journey Together Indigenous Planning Committee, which includes representatives from local Indigenous-led organizations, Indigenous parents and caregivers, and other relevant planning partners.

Funding for the project was made possible through The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples. This is possible, in part, as a result of the Province of Ontario and the Government of Canada commitment to

significant investments to address the Truth and Reconciliation Commission's Calls to Action.

The Centre will be built at 449 Hill Street, within the shared territory of the Anishinaabe (Ojibwe), Haudenosaunee (Oneida) and Leni-Lenape (Delaware) peoples. Construction of the Centre is expected to be complete in 2020.

Truth & Reconciliation Calls to Action: Professional Development and Training for Public Servants

57 We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Beginning in 2016, the City of London's Human Resources department began working with neighbouring First Nations communities to develop an intercultural competency training package for City of London staff. The training package includes fundamental information relating to relationship building, human rights, anti-oppression and anti-racism. The Initial package was rolled out in October 2017 as part of London's annual Employee Update event and was presented to roughly 2,000 employees. This information is now part of the City of London's core training program for all new employees.

More recently, a "train the trainer" session for facilitating Blanket Exercises was also conducted in April of 2019 and it has helped the City of London execute a series of Blanket Exercise offerings on a regular basis, wherein, the staff from the City conducts the Blanket Exercise. These monthly sessions allow staff from the City as well as staff from community stakeholders and partners to attend together. The model allows for a greater impact on those attending, as people see the impact of residential schools, as well as the ongoing effects of historical racism and colonization within various service sectors.

The City of London has also incorporated a Policy on Use of Indigenous Medicines in the Workplace. It was launched on June 21st, 2019 to coincide with the National Day of Solidarity with the Indigenous Peoples of Canada.

Looking ahead into 2020, a calendar of events has been developed to enhance understanding and raise awareness of the Indigenous Peoples in Southwestern Ontario. The calendar will be shared with all the management to plan for those events in advance to ensure staff's ability to attend these events as they occur over the year.

Truth & Reconciliation Calls to Action: National Centre for Truth and Reconciliation

77 We call upon provincial, territorial, municipal, and community archives to work collaboratively with the National Centre for Truth and Reconciliation to identify and collect copies of all records relevant to the history and legacy of the residential school system, and to provide these to the National Centre for Truth and Reconciliation.

In 2016, The London Public Library facilitated the collection of records from local institutions relating to the residential school system, working with local First Nations communities and organizations. All relevant records which were identified as part of this process have now been forwarded on to the National Centre for Truth and Reconciliation. Unfortunately, there did not appear to be a high volume of local sources at that time.

Truth & Reconciliation Calls to Action:

82 We call upon provincial and territorial governments, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools Monument in each capital city to honour Survivors and all the children who were lost to their families and communities.

This Municipal Council Resolution was intended to honour the legacy of the residential school survivors, recognizing that residential school survivors and next generations living in London may have attended residential schools across Canada. The project will have consideration for the local story of the **Mount Elgin Residential School**, which was previously located closest to London at the Chippewa of the Thames First Nation. It was suggested that there should also be an acknowledgement of the missing residential school children within the scope of the project.

In the spirit of the Two Row Wampum of both Indigenous and non-Indigenous of friendship, peace and respect between two nations, we have developed a project team that is connected to the local and national Residential School Survivor group and the supported by Elders. This project team is constituted by non-Indigenous members who

specialize in public art who have working relationships with Indigenous artists, and Indigenous members who specialize in community development and Indigenous teachings and ceremonies.

Throughout 2019 we have been building trust, listening, participating in Indigenous ceremonies and conducting research about what other communities have been doing related to Indigenous public art. Our project team has recently been introduced to the residential survivors group of London. The London Arts Council continues to work with Indigenous Artists to research and create Indigenous artworks and to consult about how to engage both Indigenous and non-Indigenous artists with this project.

For 2020, Tracey Whiteye as part of her Masters of Social Work Practicum will be guiding the Project Team to conduct local consultation through traditional Indigenous methodology. The purpose of this consultation will be to better understand what the residential school survivors and the local First Nation and Indigenous community would like the public art memorial to be to honour the memory and bring understanding and healing to a very painful residential school experience that people do not want to talk about.

Once we have a better understanding of the public art that will respect how the residential school survivors want their legacy honoured and their truth heard, we will proceed to work together in the spirit of the Two Row Wampum to create the artwork(s) through London Arts Council artist and story-teller collectives.

Atlohsa Peace Awards

The inaugural event was held in October 2018 where seven individuals were honored for their work towards Truth and Reconciliation in London. The nomination categories are represented by The Seven Grandfather Teachings: Bravery, Honesty, Humility, Love, Respect, Truth and Wisdom. For 2019 a new award category was introduced: the Atlohsa Peace Awards Rising Star. This award is presented to a youth, under 18 years of age, who has made an outstanding contribution to Indigenous culture and/or community. Proceeds of the event are donated to Atlohsa's Zhaawanong Shelter, which provides safety for women and children at risk of violence, abuse and homelessness.

Museum London

Museum London is taking an active role in creating historical and artistic experiences for Indigenous audiences and for those that want to learn more about Indigenous culture.

The Indigenous Legacies Project is a two-year community mobilization project to engage London and area Indigenous community leaders, organizations, and individuals as co-creators of community outreach and cultural activities, while providing the opportunity to present a more inclusive history of London that includes the First Nations story.

London Indigenous Culture Card

The Indigenous Culture Card- London and Middlesex was developed by Healthy Weights Connection (Western University) and London's Child and Youth Network in response to overwhelming interest expressed by service providers in London and Middlesex County to learn more about First Nations, Métis and Inuit (FNMI) cultures and local communities. It has been adapted from a similar cultural awareness resource developed by the Barrie Area Native Advisory Circle (BANAC).

The content of the card was informed by members of the local First Nations, Metis and Inuit community in London and Middlesex through several engagement sessions. The purpose of the guide is to serve as a first step towards cultural competence and to help service providers learn more about FNMI history, the local cultures and how to work competently and sensitively with FNMI communities.

Local Indigenous Learning Series – 2019

The nonprofit sector has an important role to play in working towards reconciliation. This series is an opportunity to learn and build your knowledge and understanding of Canada's shared history, with a local emphasis.

Under the themes of recognition, respect, relationships and reconciliation, the Local Indigenous Learning Series provides access to learning opportunities, sharing circles, and resources that explore the history, heritage, cultures, rights and perspectives of Indigenous peoples in the three nations surrounding London - Chippewa of the Thames, Munsee-Delaware and Oneida, as well as the urban Indigenous population within the city.

The series is designed to serve as a tool for gaining awareness and understanding of the original peoples of this land. We do this by examining both historical and current day events, location, law, legislation and policies that have contributed to being separated, isolated, segregated and marginalized from mainstream society. The building of trusting and respectful relationships will occur through awareness, comfort, confidence and much improved communications. Participants will be expected to develop a community call to action towards reconciliation.

Indigenous studies course added to curriculum – TVDSB / LDCSB

Native Studies – Grade 9

Fourth R Aboriginal Cultural Leadership

The 4th R Aboriginal Cultural Leadership Course allows students to earn a GLS10 credit, while meeting the course requirements and including cultural components throughout the semester. Students in the course get involved in school life through various leadership opportunities. The students provide input on the initiatives they would like to lead in the school and the cultural activities for each semester.

Native Studies – Grade 10

First Nations, Métis, and Inuit Peoples in Canada

This course explores First Nations, Métis, and Inuit peoples' relationships with Canada from pre-contact to the 21st century. Students will examine social, economic, political and military interactions that impact the contemporary realities of Aboriginal people in Canada in relation to identity, culture, community, land, and governance. Students will explore their own and others' ideas using the historical inquiry process to think critically and respond responsibly about civic questions raised today as a result of the changing relationships.

Native Studies – Grade 11

Visual Arts: Culture Studies

This unique course offers students an opportunity to investigate and create works in various media while learning and reflecting on the First Nations perspectives of Saunders' three nations and other Aboriginal Canadian people. The course will provide students with opportunities to learn about and reflect on the values and cultural traditions of our country's rich FNMI heritage while creating visual work as they learn. Using various means of visual communication students will express perspectives in response to historical and contemporary perspectives of Canada's FNMI people.

Native Studies – Grade 11

Beliefs, Values and Aspirations of Aboriginal Peoples in Contemporary Society

This course focuses on the diverse beliefs, values, and aspirations between First Nations, Métis, and Inuit peoples of Canada and the political, economic, cultural and social challenges facing Aboriginal individuals and communities from various regions and cultures. By examining their own beliefs, values and assumptions, the worldviews of others and factors that influence world views, students will appreciate how traditional and contemporary beliefs and values influence present and future aspirations of Aboriginal peoples.

Truth and Reconciliation Speakers' Series

LFA sponsored a four-part Truth and Reconciliation Speakers' Series hosted at the London Public Library. The goal of the speaker's series was to ally with local Indigenous neighbours and communities by taking steps towards strengthening relationships, deepening understanding and prompting action towards reconciliation and resolution of critical Indigenous and Canadian issues through diverse presentations and dialogue with a broad audience.

WATER - MARK MARSOLAIS-NAHWEGAHBOW

Mark, a proud Ojibwe of the Whitefish River First Nation on Manitoulin Island, is on a mission to bring clean drinking water for free to every Indigenous home in Canada who are suffering from "all water advisories". As founder of Birch Bark Coffee Company, Mark believes water is a fundamental human right. He aims to inspire others with his innovative Indigenous business social mission. <https://birchbarkcoffeecompany.com/>

POSITIVE VOICES - A PANEL OF INDIGENOUS WOMEN WHO ARE LEADING CHANGE

Indigenous women are on the front lines of change for their communities and our world. This panel will be comprised of a diverse group of local Indigenous women leaders, artists and changemakers who will share stories and examples of unique contributions that are making a difference towards creating a more vibrant, inclusive, healthy and whole future for us all.

HUMAN RIGHTS - JENNIFER PRESTON

Jennifer, Indigenous Rights coordinator for Canadian Friends (Quakers) Service Committee, worked on and lobbied for the adoption of the United Nations Declaration on the Rights of Indigenous Peoples in Geneva and New York. She now focuses on its implementation by working with Indigenous Peoples' and state representatives throughout the world. <https://www.youtube.com/watch?v=39eHwg1S0iU>

JUSTICE – FRANCES ELIZABETH MOORE

Frances Elizabeth Moore is from Timiskaming First Nations (Bear Clan) but has resided in London for the past 14 years. She is an Indigenous Activist, as well as the Operations and National Outreach Manager for We Matter which is a multimedia campaign to support Indigenous youth life promotion (suicide prevention) and an Instructor at the Anishinabek Educational Institute. She currently volunteers with NokeeKwe's +Positive Voice Program; Museum London's Indigenous Legacies Project; Pillar Non-profit's Indigenous Training of Non-profits and with various other amazing organizations within the City (LIFE*SPIN, King's University College & Brescia College) in various capacities. Frances Elizabeth is a member of both the Indigenous Leadership Circle and the Aboriginal Professional Association of Canada.