

Truth and Reconciliation

Physical and Health Education Canada inclusive of the Research, Provincial and Territorial Councils stands for Truth and Reconciliation.

PHE Canada acknowledges that Indigenous peoples have suffered under colonial and postcolonial educational policies and continue to do so. PHE Canada believes that to work respectfully with Indigenous nations, our staff needs to be aware of the collective impact that intergenerational trauma from educational practice continues to have on Indigenous children, youth, and families.

PHE Canada needs to learn and understand our shared history in a way that moves us towards a stronger and healthier future and healthier learning and physical activity environments, with relationships rooted in mutual understanding and respect.

PHE Canada knows that by supporting young people with quality and culturally affirming learning and physical activity, it strengthens society overall. PHE Canada also knows that our ability to support healthy schools and meaningful learning opportunities for Indigenous and non-Indigenous youth to forge new pathways together is a crucial contribution to Truth and Reconciliation.

PHE Canada is guided by the United Nations Declaration on the Rights of Indigenous Peoples, which establishes the individual and collective rights of Indigenous peoples and protects them from discriminatory policies and practices.

PHE Canada is also guided by the Truth and Reconciliation Commission of Canada's final report that illustrates both the lasting effects of Canada's colonialism, and suggested paths towards moving forward. It is important that the Report and the Calls to Action within should be read in their entirety, as addressing the systemic effects of colonialism and racism is an ongoing, intersectional practice. PHE Canada honours this as a legal and moral obligation. Education is addressed in Calls to Action 62 to 63, and where Physical Education overlaps with Sport are addressed in Calls to Action 87 to 90.

In response to their Calls to Action, PHE Canada will:

Build knowledge and awareness of Truth and Reconciliation and Indigenous ways of knowing and doing at PHE Canada by seeking out learning/unlearning and capacity-building opportunities for leadership, staff, volunteers, and the PHE Community (educators, academics, partners) that will increase understanding of Indigenous peoples, cultures, languages, communities, histories, the impact of colonial actions, intergenerational trauma, and the role that physical and health education can play in walking the path of Reconciliation. (TRC Calls to Action 92iii and 62i)

Seek meaningful and sustained relationships with Indigenous communities and organizations, nationally and locally, based on equality, good faith, and mutual respect, to work collaboratively towards equitable, accessible, and culturally relevant and responsive learning opportunities for Indigenous children, youth, and families. (TRC Call to Action 66)

Hire and collaborate with First Nation, Métis and Inuit knowledge holders and Elders to develop age - appropriate curriculum and learning resources to build student capacity for intercultural understanding, empathy and mutual respect. (TRC Call to Action 63)

Acknowledging and carrying out these calls to action will begin to help create an environment where all students are taught to honour each person, and value broader ways of knowing, understanding, and navigating changes. This understanding helps create an environment of safety where First Nation, Métis and Inuit learners can thrive.

“Education is the belief in possibilities. It is a belief about knowledge systems. It is a belief in the capacities of ordinary humans. We as educators must refuse to believe that anything in human nature and in various situations condemns humans to poverty, dependency, weakness, and ignorance. We must reject the idea that youth are confined to situations of fate, such as being born into a particular class, gender or race. We must believe that teachers and students can confront and defeat the forces that prevent students from living more fully and freely. Every school is either a site of reproduction or a site of change. In other words, education can be liberating, or it can domesticate and maintain domination. It can sustain colonization in neo-colonial ways, or it can decolonize.” (Marie Batiste, 2013, p.177)

PHE Canada will continue to make efforts to strengthen our inclusive partnerships. PHE Canada aspires to program, practices and leadership grounded in Indigenous worldview and perspectives. PHE Canada recognizes the responsibility it carries to provide a culturally safe, relevant, and sensitive approach to incorporate Indigenous-held knowledge and practices in our work. PHE Canada acknowledge that this may only be achieved through equitable partnerships with First Nations, Métis and Inuit communities and educators with their guidance and permission.

PHE Canada will continue to acknowledge the intergenerational trauma, racial and cultural discrimination, and isolation of Indigenous peoples resulting from the legacy of colonization. Current and historical policies continue to create discrepancies between Indigenous and non-Indigenous students' experiences and subsequent educational completion rates throughout Canada.

Residential schools inflicted great harm on the First Nation, Métis and Inuit of this land, deliberately separating their children from the vital bonds to culture, family, land and water. The abduction, pedophilia, abuse and deaths of Indigenous children at residential schools and the resulting intergenerational trauma have left a deep wound across the country for which all colonial institutions are accountable for. To be sure, many of the systems Canadians take for granted, such as education, healthcare and social programs, continue to facilitate the marginalization and oppression of Indigenous peoples.

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The following Calls to Action serve to inform PHE Canada's action towards Truth and Reconciliation:

- 62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
 - Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada through a mandatory health education requirement for Kindergarten to Grade Twelve students.
 - Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
 - Provide the necessary funding to schools to bring First Nation, Métis and Inuit knowledge and teaching methods forward in classrooms.
 - Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to First Nation, Métis and Inuit content in education.
- 63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:
 - Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on First Nation, Métis and Inuit peoples in Canadian history, and the history and legacy of residential schools.
 - Sharing information and best practices on teaching curriculum related to residential schools and First Nation, Métis and Inuit history.
 - Building student capacity for intercultural understanding, empathy, and mutual respect.
 - Identifying teacher-training needs relating to the above.
- 87. We call upon all levels of government, in collaboration with Inuit, First Nation, Métis and peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Indigenous athletes in history.
- 88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American

Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.

- 89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of First Nation, Métis and Inuit peoples.
- 90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Indigenous peoples, including, but not limited to, establishing:
 - iv. Anti-racism awareness and training programs.
- 92. Provide education for management and staff 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.