

We have shown you the mountain

We call upon you to do the climbing

Justice Murray Sinclair
Chair of the Truth and Reconciliation Commission



Educational Opportunities for Settler Canadians

Developed and owned by:



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Introduction

The Truth and Reconciliation Commission (TRC) urged non-Indigenous people to recognize and accept their role in, and responsibility for, mending fractured relationships between Indigenous Peoples and non-Indigenous peoples. This reconciliatory process of creating new relationships is difficult and requires awareness, reflection, and action. For non-Indigenous peoples (Settlers), one of the first steps in such a process is self-education, sometimes referred to as ‘doing our own work’.

Horizons Community Development Associates has developed these Settler Education learning opportunities as a unique response to the *TRC Calls to Action*. We recognize that we are in a moment of possibility where the desire to do the right thing is emerging among people in public service, businesses, schools, community organizations, and governments.

But this desire is often impeded by confusions and uncertainties: non-Indigenous people often wonder what we can possibly do; we think we don’t know enough; we fear that we might say or do the wrong thing and make matters worse.

Settler Education gives us a chance to talk together, to address difficult issues, to share our hopes and fears, and to learn new ways of thinking, being, feeling, and acting. It provides an opportunity for non-Indigenous people to learn how to ‘Step-Up’ to their reconciliation responsibilities.

Our Guiding Principles

We believe that reconciliation requires non-Indigenous peoples to ‘turn our gaze inward’ and seriously consider the aspects of our own world view, culture, and practices that have contributed to the current state of relationship. Therefore, while anyone is welcome to participate, the focus of Settler Education is on the growth of non-Indigenous people and organizations who wish to be part of reconciliation efforts within Canada. While we wish to be accountable to Indigenous Peoples, we do not speak for or about them.

Horizon’s Settler Education initiatives are guided by the following principles:

1. Truth and justice must precede reconciliation.
2. Non-Indigenous people must ‘do their own work’ towards reconciliation, we cannot expect Indigenous Peoples to continually teach us.
3. We need to know ourselves, to ‘turn the gaze inward’ and learn more about our history, our governance, our language, our relationship to land.
4. Some of the foundational truths of the Canadian state are not immediately evident to, or known by, Settlers.
5. The knowledge and processes embedded in Settler Education are valuable pre-requisites to engaging in both Indigenous led learning opportunities and professional specific education.
6. Education should engage minds, hearts, and spirits.
7. While we hold ourselves accountable to Indigenous Peoples we cannot not teach about Indigenous beliefs, history, knowledge, culture, and practices.

Our Offerings

We offer three levels of learning which can be 'mixed and matched' depending upon the needs of your organization.



Preparing to Climb

The recommended starting point for all Horizon's Settler Education initiatives is viewing a talk by Dr. Pam Palmater: *Truth and Reconciliation in Canada: If It Feels Good, It's Not Reconciliation*. In this 90-minute, 2018 presentation Dr. Pam Palmater reviews the elements of a true apology, reflects on the meaning of reconciliation, and implores Settlers to do their own learning: "We cannot have the conversation if I have to teach".

Participants are then invited to complete two, 60-minute, preparatory sessions designed and facilitated by Horizons. These sessions can be offered in person or via Zoom in groups of 12 to 30 participants.

1. **Settler Identity and Settler Education:** During this session participants will...
 - a. explore the complexity of the term 'Settler'
 - b. learn the principles of Settler Education

2. **Foundational Concepts and Myths:** During this session participants will...
 - a. Consider what they know and do not know about Canada's colonial foundations
 - b. Review some myths that serve to hide these foundations

Shorter Hikes

Several shorter sessions (hikes) have been developed for those who are not able to engage in the longer climb. Each hike includes content designed and facilitated by Horizons as well as links to pre-existing content. These shorter hikes take 3 hours each and can be offered in person or via Zoom in groups of 12 to 30 participants.

1. **Understanding World View:** During this session participants will...
 - a. understand the concept of World View
 - b. recognize some fundamental assumptions of a Euro Western World View
 - c. contrast a Euro-Western World View with Indigenous World Views
2. **Disturbing Foundations:** During this session participants will...
 - a. review the dominant and marginalized stories of Canada
 - b. consider the beliefs and ideas that support colonization
 - c. explore colonization policies and practices
3. **Settler Responsibilities:** During this session participants will...
 - a. identify myths that influence Settlers' understanding of the colonization process
 - b. explore their Settler identity and consider their potential contribution to a 'New Settler Story'
 - c. consider the importance of treaty making
 - d. reflect on the personal and professional responsibilities that come with a 'Settler identity'

A Longer Climb

Stepping Up: A Learning Journey for Settler Canadians is a comprehensive Settler Education course. When offered in person with two facilitators, it entails fifteen hours of interaction (weekly sessions or 2 weekends) and 8-10 hours of 'homework'. This is a participatory experience, not a lecture; participants engage in a variety of exercises and discussions.

When offered virtually participants work their way through an 8-lesson self-directed study guide. Each lesson contains a variety of sequentially planned learning activities. To support the emotional learning that is part of the course facilitated, online discussion forums and synchronous, 90-minute Zoom sessions are part of the virtual delivery. Completion time is estimated to be 25-30 hours. We prefer to limit each offering to 16- 20 participants to promote active engagement, however, this limit is open to discussion. For further information, including testimonials from previous participants, see <https://horizonscda.ca/courses/courses/join-us-on-this-journey/>

By completing this course participants will...

- a. understand the concept of World View
- b. recognize some fundamental assumptions of a Euro Western World View
- c. review the dominant and marginalized stories of Canada

- d. consider the beliefs and ideas that supported the colonization process
- e. identify myths that influence Settlers' understanding of the colonization process
- f. explore their Settler identity and consider their potential contribution to a 'New Settler Story'
- g. be introduced to treaty making
- h. dismantle some myths about Indigenous Peoples
- i. learn what Indigenous peoples are asking of Settlers
- j. consider how to work in solidarity with Indigenous Peoples
- k. develop a personal and/or professional action plan

Facilitation

All sessions are designed and facilitated by Dr. Carolyn Campbell. Carolyn is a sister, aunt, friend, Raging Granny, social worker, and a Settler Canadian of British descent, living and working with Mi'kma'ki.

Since retiring from a 25-year position with the School of Social Work, Dalhousie University in 2016, Carolyn has expanded her engagement in her local community. As a social justice educator and community activist, she brings experience in teaching, group facilitation, program planning, and project development. She has engaged with a variety of social issues (gender equality, electoral reform, anti-poverty work) but at this time in her life she is particularly passionate about joining with other non-Indigenous people as they explore their roles and responsibilities for truth and reconciliation with Indigenous people.

While at the School of Social Work, Carolyn taught a wide range of practice courses, oversaw curriculum revisions, and filled several administrative roles. In May 2012 she was awarded the Teaching Excellence Award from the Faculty of Health Professions at Dalhousie, and in October 2015 received the Dalhousie Alumni Association Award for Excellence in Teaching. She has multiple publications related to social justice pedagogy and critical reflection and has presented at numerous workshops and conferences. Prior to her work as a professor she practiced in child welfare, mental health, and women's services with various Valley organizations.

She was an active member of the Canadian Association for Social Work Education sitting on the Board of Directors, serving as President, co-chairing the Educational Policy Committee, and serving as Project Lead on a five-year consultative process to review and revise the Standards of Accreditation for Canadian Schools of Social Work.

Carolyn has Bachelor of Education Degree, a Master's and PhD in Social Work Education. She lives outside of Wolfville where she swims, boats, reads, gardens, weaves, plays with clay, and welcomes visitors.

For further information or to discuss this bringing these educational opportunities to your organization please contact us.



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