

Colonialism and inclusion in the workplace: A look at northern educators



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Research Objective

- Objective of my dissertation: to understand how educators are applying the Ontario anti-bullying framework to Indigenous students when instances defined as bullying take place
- Today, I will discuss how settler colonialism is seen in the workplace with a focus on educators and their implementation of policy in school, with a discussion of how anti-bullying legislation can prevent future harm for students as they work through the school system. I will then discuss my post-doctoral research at Lakehead University.

Context of my Study

- Indigenous youth are forced to navigate laws and policies to attend school
- Impact of the residential school system and 60s scoop era
- my dissertation work focus – Ontario's anti-bullying framework

1. Settler Colonialism definition
2. June 11, 2008
3. Indigenous children and education

1. Qualitative study
2. Recruitment of participants
3. Interview methods
4. Multi-grounded theoretical approach
5. Consultation



THEMES

1. Geographic location of participants growing up
2. Awareness of Indigenous history and politics
3. Resiliency of Indigenous youth

Colonial educators and Indigenous students

- “How does one know if you are sitting with somebody who is Indigenous?”
- “I was an ignorant kid, too. I didn’t understand why things were the way they were, and I didn’t have anyone to guide me towards that understanding, either.”
- “Indigenous people were kind of invisible to me.”
- “They talked about First Nations people like they were subhuman.”
- “Moving up here [...] I feel like I’ve gone backwards in time.”
- “It certainly is concerning [...] how much trauma there is and the trauma that you see in the streets.”
- “They were trying to treat them like farm animals.”
- “It’s taken this long to recognize it [the trauma from residential schools], it’s going to take this long to fix the problem [...] it’s generations, and generations, and generations.”
- “I think they [the Indigenous students] recognize that we’re trying.”
- “If it’s not localized, it’s not authentic.”

Awareness and implementation of the Ontario Anti-bullying framework in schools

- “People slap on the word bullying.”
- “I feel like it really minimizes what the actual issues are.”

Conditions of Employment and Checking Boxes

- OABF training

Implementing the OABF in Schools

- “We’re not always going to go to the Ontario framework when we know something will work better for our kids.”

PARTICIPANT RESPONSES

- “We’re making strides as a country [...] but people are still ignorant and close-minded and racist.”
- “It’s going to take a long time.”
- “Be proud of who you are, stand up for yourself, don’t let somebody else push you around.”
- For a meaningful relationship to occur, “it has to be slow and it has to be authentic.”

Moving forward

- Educators need to be aware and remember
 - | They are teaching children of residential school survivors
 - | They are teaching children of 60s scoop survivors

- It is difficult, but important to be self reflexive
 - | Reflexive of attitudes
 - | Reflexive of assumptions
 - | Reflexive of their values

RESULTS

Many participants were aware of challenges faced by Indigenous youth to obtain an education.

Yet, many did not recognize that the anti-bullying framework may work to disadvantage students.

The lack of consideration for challenges Indigenous youth navigate may reinforce settler colonial foundations of the education system, meaning Indigenous youth may be stereotyped by their teachers, peers, etc.



CONCLUSION

- Reflection on the participants
- Need to develop respectful relationships
- Next steps for my work

Bullying Purposefully Left Out?: Canada's amended *Labour Code* and its potential impact on First Nations workers



Negative behaviour in the workplace

- Bullying behaviours are prevalent in the workplace
- Amendment to Canada's Labour Code: Bill C-65
- Knowledge Gap
- Development of this project with the Nokiiwin Tribal Council

Objectives

Overall Objective: what are the experiences of workers around bullying and harassment?

Qualitative Objective: asking workers if they have experienced negative workplace behaviour? I want to understand factors that are relative to negative workplace behaviour.

Feedback and Questions?



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