

IN THE MATTER OF:

Commission of Inquiry into the Circumstances
Surrounding the Death of Phoenix Sinclair

CROSS-EXAMINATION OF: GWENDOLYN MILDRED GOSEK

CROSS-EXAMINATION BY: MR. J. KROFT and
MR. D. IRELAND

CROSS-EXAMINATION DATE: FRIDAY, JUNE 1, 2012

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ORIGINAL

The Cross-examination on Affidavit of **GWENDOLYN MILDRED GOSEK**, viva voce, on oath, had and taken by Jill Proctor, an Official Examiner in this Honourable Court, at the University of Manitoba Room EITC E1-270, in the City of Winnipeg, Province of Manitoba, on Friday, the 1st day of May 2012 at 10:12 a.m.

APPEARANCES:

On behalf of the Witness:	Mr. G. Juliano, Ms M. Versace
On behalf of the Media Group:	Mr. J. Kroft, Ms. B. Chisick
On behalf of Kim Edwards And Steve Sinclair:	Mr. D. Ireland
On behalf of CFS General, North, South, ANCR:	Mr. L. Bernas
On behalf of Intertribal Child and Family Services:	Mr. H. Kahn

Jill Proctor, Official Examiner, Q.B.

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FRIDAY, JUNE 1, 2012, 10:12 A.M.

**GWENDOLYN MILDRED GOSEK, BEING FIRST
DULY AFFIRMED TESTIFIED AS FOLLOWS:**

CROSS-EXAMINATION

BY MR. KROFT:

Q I will be proceeding with Ms Gosek on the same basis that I proceeded with the other witnesses, and that in part depending on the evidence given, I will argue my right to move to strike. I will argue that as part of the motion, I am not insisting on an earlier hearing for all of the time issues that Mr. Bernas pointed out in his e-mail yesterday.

MR. JULIANO: That is fine.

BY MR. KROFT:

Q You have before you, Ms Gosek, a clean copy, I believe of the affidavit that you swore in this matter. And as we always do, we will would like to mark that as an exhibit to this examination, so that will be Exhibit 1. With your permission, counsel.

EXHIBIT # 1 - AFFIDAVIT.

A I teach --

Q By that I mean children and their families?

A I am not working in child welfare. No.

Q When was the last time that you held a job where you were working with clients and families?

A That would be '97.

Q And since then have you been an academic?

A Yes.

Q Have you ever testified at public inquiry?

A No. I haven't.

Q Have you ever testified at an inquest?

A No.

Q Have you ever testified at all?

A No. I have not.

Q Have you ever been involved as a front line social worker, I guess it would be back in the '90s, where a child died while being a client?

A No.

Q Have you ever been a supervisor of social workers who were dealing with such a situation?

A My time in child welfare, where I worked directly in child welfare was in a support

MR. KROFT: Mr. Juliano, you actually are not bringing on behalf of your client any applications in this matter?

MR. JULIANO: No, we are not bringing any motion on our own.

MR. KROFT: And I understand that, Ms Gosek is being put forward as a witness with expertise?

MR. JULIANO: That's correct.

MR. KROFT: Could you state for the record the area of expertise that you feel Ms Gosek has?

MR. JULIANO: Ms Gosek, we are presenting her as an expert, essentially, in the area of the, the stresses that are existent on social workers, and others working in child protection. And her affidavit essentially speaks to those types of issues.

MR. KROFT: The expertise is, then relates to stresses on social workers involved in the child welfare system providing services to clients?

MR. JULIANO: Correct.

BY MR. KROFT:

Q Ms Gosek, I am not ignoring you.

A No.

Q Are you currently in a job where you provide services to clients?

position. And the rest of my work was as executive director, or coordinator working with support services. Whereby we worked with social workers, and simply sat at the table through many of the discussions. And -- I believe a lot of familiarity in terms of what circumstances they were working with, because we were working basically with the same families and same children and youth. So a lot of those situations were, and through cooperation, through discussions.

Q When you say that you are talking about having discussions with other social workers, who were in turn dealing with the clients?

A Right. The children would have been in care of child welfare. We would have been looking after them through Ndinawemaaganag Endaawaad, the safe home, as well as Native Women's Transition Centre, so the families that came into the Transition Centre were, had children in care, the children that came in to the safe home were also in care, so we had that working relationship with Child and Family Services.

Q So your position was never actually with a

<p style="text-align: right;">5</p> <p>1 child welfare organization, it was with what is</p> <p>2 the term that -- I am sorry I am drawing a</p> <p>3 blank, with partner organizations in similar</p> <p>4 fields?</p> <p>5 A Except for a period of time when I did to</p> <p>6 some support work.</p> <p>7 15 Q And what does it support work mean?</p> <p>8 A It means working directly front line with</p> <p>9 with the youth, and families, but it is not --</p> <p>10 it is a youth care support worker.</p> <p>11 16 Q Were you a social worker at that time?</p> <p>12 A Yes. I had my degrees in social work.</p> <p>13 17 Q Okay. So you just need to help me</p> <p>14 understand what the difference is between what</p> <p>15 a social worker does, and what a support worker</p> <p>16 does?</p> <p>17 A A social worker for the most part would</p> <p>18 have a Bachelor of Social Work degree and would</p> <p>19 be working directly with family in terms of</p> <p>20 planning, and they have authority to -- the act</p> <p>21 on, Manitoba Act to apprehend, and to bring</p> <p>22 children into care. The support worker works</p> <p>23 directly with the children and youth in a</p> <p>24 support manner.</p> <p>25 18 Q In that capacity you would have reported</p>	<p style="text-align: right;">7</p> <p>1 I would just like to go back a bit. Because</p> <p>2 as an aboriginal woman, I don't have a distinct</p> <p>3 separation between my personal and my</p> <p>4 professional life. That is the way I have</p> <p>5 lived my life. So I have had an interest in</p> <p>6 child welfare since I was five years old</p> <p>7 because that is when I went into care. I was</p> <p>8 in care for eight years, and it was at that</p> <p>9 time actually I decided I was going to be a</p> <p>10 social worker.</p> <p>11 As I got to know more about social work.</p> <p>12 And became involved with it, became, had my,</p> <p>13 received my BSW training and so forth, I knew I</p> <p>14 wasn't going to work in child welfare</p> <p>15 apprehending children because that didn't fit</p> <p>16 with my values, and my perspective on working</p> <p>17 with families. So that was a choice that I</p> <p>18 made not to do that.</p> <p>19 25 Q I guess when we hear your opinions, and</p> <p>20 read your information, it is important we</p> <p>21 understand that you have a particular</p> <p>22 perspective that you have just articulated?</p> <p>23 A Right.</p> <p>24 26 Q And you would agree with me, that when you</p> <p>25 are, I guess, speaking to anybody, certainly</p>
<p style="text-align: right;">6</p> <p>1 to a social worker, I take it?</p> <p>2 A Yes.</p> <p>3 19 Q So you were a support worker, and then you</p> <p>4 were an administrator in respect to partner</p> <p>5 agencies, is that what you have told me?</p> <p>6 A I -- well, I have also worked with, with</p> <p>7 Ma Mawi, and in terms of working directly with</p> <p>8 families, and again most -- the majority of the</p> <p>9 families would have been connected to child</p> <p>10 welfare.</p> <p>11 20 Q What is Ma Mawi?</p> <p>12 A It is child and family, it is a support</p> <p>13 program. It is a very large agency in</p> <p>14 Manitoba.</p> <p>15 21 Q I think I have heard of it.</p> <p>16 A They have like three hundred employees at</p> <p>17 this point.</p> <p>18 22 Q Are they a social welfare agency?</p> <p>19 A They are not mandated.</p> <p>20 23 Q They can't apprehend children? For</p> <p>21 example?</p> <p>22 A No. They chose not to do that.</p> <p>23 24 Q Did you ever work in a position where you</p> <p>24 had authority to apprehend children?</p> <p>25 A No. That was a decision I made early on.</p>	<p style="text-align: right;">8</p> <p>1 any social workers, there can be different</p> <p>2 perspectives?</p> <p>3 A Yes.</p> <p>4 27 Q And that, in part, influences how people</p> <p>5 make decisions about their career, and their</p> <p>6 work?</p> <p>7 A Right.</p> <p>8 28 Q I appreciate you sharing that so that we</p> <p>9 can understand your perspective. So you have</p> <p>10 been, then, for, I guess a couple of decades,</p> <p>11 mostly a teacher? Professor, I am sorry.</p> <p>12 A Well, actually, I think it has only been</p> <p>13 13 years since I have started teaching.</p> <p>14 29 Q Before that you were an administrator, and</p> <p>15 support worker?</p> <p>16 A Right.</p> <p>17 30 Q Got it. So, for the past ten or twelve</p> <p>18 years you have been associated with the Faculty</p> <p>19 of Social Work as a professor?</p> <p>20 A I have.</p> <p>21 31 Q You also have written some articles?</p> <p>22 A Yes.</p> <p>23 32 Q And, I suppose, in a way, your affidavit</p> <p>24 is kind of an article. In the sense that you</p> <p>25 have researched, and relied on other people who</p>

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are writing in the field?

A Right.

Q And I take it that in informing the views that you have expressed to us in your affidavit, you have relied not only on what you know, but also on the articles that you have read and mentioned in your affidavit? Is that fair?

A Well, that is fair, but also, in part, I have also included some of my firsthand information that I have received through teaching students, either at the BSW level, or at the Masters level. And through my associations, because my life is very much based in social work, I have family members who work in child welfare, and I have, my best friends are child welfare workers. My colleagues work in child welfare, and write about child welfare. And I am doing my PhD in child welfare in the area of indigenous foster care, so certainly there has been a lot of influences in terms of my opinions.

Q And those would be on people who work in social welfare who have expressed opinions and information to you that you now express in the

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affidavit, is that it? Is that what you are saying?

A I would say that some of it.

Q Seems, when I read your affidavit, and you are free to correct this.

A Right.

Q When I read your affidavit, you have indicated to me that two of the important sources of information that you relied on when you came to the conclusions you express, were talking to other social workers, who you teach, and now you say some relatives too, and then the other is articles you have read.

A Right.

Q That is fair, isn't it?

A Yes.

Q And I am just going to talk, talk about your friends and students in a few minutes, but I want to talk about the articles. Because that was an important source for you?

A Right. Yeah.

Q And when you chose which articles to rely on in order to come to your conclusions, you would agree with me that it was important to you that you knew the source of the article,

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who wrote it?

A Yes. I for sure, I expected that they would be peer reviewed articles, that they would be people who have worked in the field, and have, in terms of their research and so forth, yes.

Q People who, whose experience, you know, and accept?

A Right.

Q And, obviously, their education would be important to you?

A Yes.

Q And what they have done in terms of research, or field work, I suppose, is that fair?

A Well, yes. But, I mean individually, I am not sure that I would know each of these --

Q Not personally.

A No. I wouldn't know them personally.

Q But you wouldn't, for example, teach your students that it is okay to rely on an article, and you didn't know who wrote it? That is not your academic practice, is it?

A No.

Q And it would be important as an academic,

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and I am suggesting even just as a person, that you know the source of the information that you are relying on when you make important decisions?

A Mh-hmm.

Q Is that a fair statement?

A Yes.

Q And, I take it that in some cases, once you note the source, and experience of the source, you may decide to rely on it, or you may decide that it is not such a good idea to rely on it; isn't that right?

A Well, there is different ways of evaluating the literature, and certainly one is to be able to read it, and see whether or not it is based, what it is based on. Whether it is based on a particular study that the person has engaged in, or whether they are drawing on other information from other people's studies, whether they are reviewing the literature, and, whether or not they are consistent in how they present that information.

Q When you say consistent, that means you look at other things they have written, and, see if they are, they have a consistent,

<p style="text-align: right;">13</p> <p>1 consistency amongst the various work that they</p> <p>2 have done, is that what you mean?</p> <p>3 A Well, internal consistency in terms of</p> <p>4 their argument. Whether or not their argument</p> <p>5 makes sense, in view of what they are</p> <p>6 presenting as factual.</p> <p>7 49 Q Okay. So that would just be within the</p> <p>8 four corners of the article?</p> <p>9 A Yes. But you also, when you review the</p> <p>10 literature, you look for patterns of who they</p> <p>11 are quoting, like, so, who are they</p> <p>12 referencing, and how those individuals are also</p> <p>13 the, if they, if they are respected within the</p> <p>14 field, and if they are known to be credible.</p> <p>15 50 Q So, not only is it important to know who</p> <p>16 wrote the article, but also who those people</p> <p>17 relied on in coming to their conclusions, is</p> <p>18 that what you are saying?</p> <p>19 A Right.</p> <p>20 51 Q Yes. And is it also important to know if</p> <p>21 people have a particular axe to grind, if, for</p> <p>22 example, there is evidence of conflict of</p> <p>23 interest, that would be something you would</p> <p>24 want to know in evaluating on whether or not to</p> <p>25 rely on some information; is that right?</p>	<p style="text-align: right;">15</p> <p>1 families, and the children, as opposed to</p> <p>2 relying on other people's reports?</p> <p>3 A I believe it is.</p> <p>4 57 Q And I am not a social worker, and my wife</p> <p>5 who is a psychiatrist, says I am not even</p> <p>6 psychologically minded, but I am going to ask</p> <p>7 you any way, that when you actually observe a</p> <p>8 person, their body language, tone of voice,</p> <p>9 things like that, you learn information that is</p> <p>10 important to evaluating the information they</p> <p>11 are giving you verbally, isn't that right?</p> <p>12 A It is. It is also part of one of the</p> <p>13 courses that we teach, communication courses,</p> <p>14 and talking about body language and so forth.</p> <p>15 So it is expected that we do have some insight</p> <p>16 into that. Yes.</p> <p>17 58 Q I see. So social workers are trained to</p> <p>18 observe the nonverbal cues, as well as the</p> <p>19 verbal cues?</p> <p>20 A Right.</p> <p>21 59 Q Makes sense. And I suppose, in a social</p> <p>22 worker's line of work, they will often hear</p> <p>23 different perspectives, or different versions</p> <p>24 of what happened or what is wrong from</p> <p>25 different people involved in the family</p>
<p style="text-align: right;">14</p> <p>1 A Absolutely. That is why I stated up front</p> <p>2 where my personal biases come from. Because I</p> <p>3 believe that we all bring biases to the table.</p> <p>4 52 Q So that is sort of a, I guess a universal</p> <p>5 statement about everybody, one way or another?</p> <p>6 A I would say so. We bring our personal</p> <p>7 experiences.</p> <p>8 53 Q And the way we have to deal with that in</p> <p>9 our search for the truth, is to just make sure</p> <p>10 we understand that, and understand the biases;</p> <p>11 is that right?</p> <p>12 A To the best of our ability.</p> <p>13 54 Q Yes. Now, paragraph 10(z) of your</p> <p>14 affidavit you, you refer to your review of the</p> <p>15 literature. And the principal pieces of</p> <p>16 literature that you reviewed for the purposes</p> <p>17 of this article are cited, correct? You have</p> <p>18 cited your sources, the once you have --</p> <p>19 A I have. Yes.</p> <p>20 55 Q So, if I wanted to know what literature</p> <p>21 you are talking about, I would look at your</p> <p>22 list of sources?</p> <p>23 A Right.</p> <p>24 56 Q Is it important for a social worker to</p> <p>25 actually meet, and observe the clients, the</p>	<p style="text-align: right;">16</p> <p>1 situation; is that right?</p> <p>2 A Yes.</p> <p>3 60 Q And so I guess at the end of the day, a</p> <p>4 social worker is going to have to make a</p> <p>5 judgment about what information he or she will</p> <p>6 be relying upon in order to make important</p> <p>7 judgments, you would agree with that?</p> <p>8 A I agree.</p> <p>9 61 Q That observing someone's body language and</p> <p>10 demeanor, and nonverbal cues, that is all</p> <p>11 important in assessing ultimately, what the</p> <p>12 truth is?</p> <p>13 A It is important, but, it is not fool</p> <p>14 proof, because some people are able to say</p> <p>15 something that is not true, and not really give</p> <p>16 off a lot of information saying that they, you</p> <p>17 know, body language, and so forth. The other</p> <p>18 thing, and of course, the whole piece around</p> <p>19 psychology comes into play there, but what I</p> <p>20 have been taught through my culture is that</p> <p>21 everybody has their own truth. So you and I,</p> <p>22 everybody in the room could observe something</p> <p>23 that has occurred, and we will all report it</p> <p>24 differently because we see it from different</p> <p>25 angles, we see it with different lenses, so to</p>

17

1 speak.

2 So, somebody may present something to a
3 social worker, that they believe is the truth.
4 But because they don't have all of the facts,
5 and they don't have the insight that others may
6 have, it, to them, it is a truth, but it may
7 not necessarily be. So it is not straight
8 forward. It is complex, like any other human
9 behavior.

10 62 Q So, I think what you are telling me, and I
11 want to make sure I understand it, I think what
12 you are telling me is that observing a person's
13 nonverbal cues, and demeanor, is an important
14 tool, but it is not a hundred percent by any
15 means?

16 A Right.

17 63 Q And, I suppose that ties into our earlier
18 conversation in a sense that another tool is
19 understanding who they are and how they think,
20 and what their background is; is that right?

21 A Are we speaking about the social worker,
22 or the families?

23 64 Q In this case, I am talking about the
24 family.

25 A Well, certainly, that is what you hope to

18

1 do, in terms of doing an assessment, right? Is
2 to be able to understand the circumstances of
3 the family, and how they respond to different
4 situations.

5 65 Q And their past can sometimes, and their
6 past behavior, past words that can shed some
7 light on that?

8 A Right.

9 66 Q You had pointed out, or asked me, because
10 I wasn't clear, whether I was talking about
11 social workers, or families, in fact, what we
12 are talking about, doesn't really just apply to
13 social workers, or just apply to families, it
14 is a basic principle of trying to understand
15 and evaluate information from other human
16 beings?

17 A Okay.

18 67 Q Do you agree with that?

19 A Yes. Mh-hmm.

20 68 Q I would just like to ask you now, about
21 some of the subparagraphs in that long
22 paragraph 10 in your affidavit. In paragraph
23 10(a) of your affidavit, you speak to the fact
24 that social services have some similarities
25 amongst the countries that you list.

19

1 A Yes.

2 69 Q Would you agree with me that the way that
3 child welfare institutions are organized, and
4 funded, that varies considerably from
5 jurisdiction to jurisdiction?

6 A It absolutely does. No one, two
7 countries are exactly the same in any of their
8 policies, or laws, right? I mean there are
9 similarities. With social work, one of the
10 things we have to remember is that what we do
11 here in North America is based on the British
12 model, for example, so as colonies of Britain,
13 many of these countries have been broadly
14 influenced by the British model of social
15 services.

16 So -- and that, and because the Western
17 World in a lot of ways holds, and maintains
18 similar values and norms, that we see a lot of
19 similarities. And that is held in place a lot
20 by the fact that we share the academic world,
21 in that academics from Canada go to other
22 countries for their degrees, and especially in
23 PhDs. So, that we have PhDs that represent
24 where they have had their degrees from England,
25 United States, Australia, across many of the

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1 different Western countries. So, there is --
2 you know, that piece of it. But we also
3 publish internationally. When we are talking
4 about a topic, we are not just going to look at
5 Canada to see how they are working with a
6 particular issue, we are going to look
7 internationally.

8 We also have visiting scholars, and so
9 forth, where different academics will go to
10 different countries, and spend their
11 sabbaticals.

12 70 Q Is the gist, and, if this isn't the gist,
13 tell me, but is the gist of what you are saying
14 in paragraph 10(a), that there are similar
15 problems around the Western World, but there is
16 lots of different kinds of ways of approaching
17 them, would that be fair?

18 A I think that there is also similarities
19 in, in how we approach it. Because if
20 academically, one of the reasons I am here
21 today is because I believe strongly that the
22 Faculty of Social Work does play a role in
23 terms of the graduates that come out of our
24 program. So that is true, if our education
25 systems are similar, or we are teaching similar

<p style="text-align: right;">21</p> <p>1 theory, that when people go out into the field</p> <p>2 to do their work, they are going to also work,</p> <p>3 or, and use similar approaches to social work.</p> <p>4 71 Q That is interesting, so you can tell</p> <p>5 something about somebody by knowing which</p> <p>6 school they went to?</p> <p>7 A You can have discussions with them, and</p> <p>8 talk about what their positions are on</p> <p>9 different things, but even though, we, we have</p> <p>10 one faculty of social work in Manitoba, that</p> <p>11 doesn't mean that all of our social workers are</p> <p>12 going to have the same perspective on</p> <p>13 everything, and that they are going to all</p> <p>14 approach it in the same way.</p> <p>15 72 Q I understand that. But you are saying</p> <p>16 that different faculties have different</p> <p>17 approaches, you have outlined one?</p> <p>18 A Yes, theoretical approaches, so it may be</p> <p>19 a structural approach it may be a feminist</p> <p>20 approach, so there are different emphases on</p> <p>21 different theories.</p> <p>22 73 Q And you consider that to be an important</p> <p>23 thing to think about as an academic, and a</p> <p>24 professor?</p> <p>25 A I do.</p>	<p style="text-align: right;">23</p> <p>1 balanced?</p> <p>2 A Yes.</p> <p>3 81 Q Principally there is, I am probably</p> <p>4 simplifying it, there is an important social</p> <p>5 value in keeping children safe?</p> <p>6 A Right.</p> <p>7 82 Q And on the other hand, there is an</p> <p>8 important goal in keeping families united, and</p> <p>9 together?</p> <p>10 A Right.</p> <p>11 83 Q And sometimes those conflict?</p> <p>12 A Right.</p> <p>13 84 Q And if I am reading your affidavit</p> <p>14 correctly, you are saying that the system has</p> <p>15 to strike a balance between those two competing</p> <p>16 goals?</p> <p>17 A Yes.</p> <p>18 85 Q And this is is something, I take it, you</p> <p>19 agree is of vital interest not only to social</p> <p>20 workers, but to all of society?</p> <p>21 A I will agree. Yes.</p> <p>22 86 Q And it comes through from your affidavit,</p> <p>23 that different people have different views on</p> <p>24 where that balance should be struck? Is that</p> <p>25 fair?</p>
<p style="text-align: right;">22</p> <p>1 74 Q Presumably that is because you think that</p> <p>2 what you do, in your approach, in your faculty,</p> <p>3 can influence the future behavior of the</p> <p>4 students that you graduate, right?</p> <p>5 A You hope to.</p> <p>6 75 Q Yes. But you are not arguing that social</p> <p>7 services, in terms of the organization, and</p> <p>8 structure, and funding, and administration, is</p> <p>9 the same all across the Western World?</p> <p>10 A No, I am not arguing that.</p> <p>11 76 Q And it hasn't even been the same over time</p> <p>12 here, right?</p> <p>13 A Right.</p> <p>14 77 Q And some ideas that people thought were</p> <p>15 good at one point become discredited?</p> <p>16 A Yes.</p> <p>17 78 Q And sometimes they come back again?</p> <p>18 A Right.</p> <p>19 79 Q Kind of like bell bottoms.</p> <p>20 A Yeah.</p> <p>21 80 Q I was looking at your paragraph</p> <p>22 10(f) -- actually, maybe I should start with</p> <p>23 10(e), it is more logical. So, paragraph</p> <p>24 10(e), you point out that there are opposing</p> <p>25 goals in the child welfare world that must be</p>	<p style="text-align: right;">24</p> <p>1 A Certainly there is not total agreement</p> <p>2 across, you know, the field, or in society, I</p> <p>3 would say on that. Because there is a real</p> <p>4 concern to protect children, and I mean, that</p> <p>5 is what child welfare, that was what they would</p> <p>6 hope to achieve, right? Some people would say</p> <p>7 that that can be done effectively for a</p> <p>8 majority of the families by putting in supports</p> <p>9 for them. And so if all of your efforts, all</p> <p>10 of your resources, and finances, and policies</p> <p>11 are focused on protecting the child rather than</p> <p>12 putting some of that into supporting families</p> <p>13 to keep the family together and healthy, then</p> <p>14 there is some stress there in terms of having</p> <p>15 to work with families. So --</p> <p>16 87 Q So this issue, to pick-up on that point,</p> <p>17 there is a resource allocation piece to the</p> <p>18 debate?</p> <p>19 A Absolutely.</p> <p>20 88 Q And there is only so much taxpayers,</p> <p>21 money, and it has to be allocated between</p> <p>22 sometimes competing goals is the point, right?</p> <p>23 A That is part of it. But the other part</p> <p>24 is that people -- I think one of the most</p> <p>25 devastating things is to lose a child, I don't</p>

25

1 think our society -- to me, personally, that
2 losing a child is one of the most devastating
3 things a family can experience. And it also
4 impacts neighbors, friends, goes in the media
5 and it affects everybody that reads it, right?
6 And so when that level of fear happens, then
7 people start focusing on that more, and putting
8 the resources more in that.

9 89 Q So, I think what you are saying is,
10 without careful, and informed thought, you can
11 end up making the wrong choice as a result of
12 circumstances for the long run, is that the
13 point, if you are not careful?

14 A I think the point I was making here was
15 that when young people go into social work, and
16 they go into it because as the literature has
17 mentioned, that they go in to -- because they
18 want to make changes for people, they want to
19 help people, they want to support people. And
20 then when they get into child welfare, what
21 they are finding is that people are saying,
22 people are afraid not to apprehend simply
23 because they don't want another child to die in
24 their care.

25 90 Q Ultimately, in terms of making that

26

1 balance of resources, and emphasis, that is
2 ultimately a community decision, it is not a
3 technical, social decision, it is, as you say,
4 affects the whole community?

5 A Well, it certainly impacts at the
6 individual social worker's level too. They
7 have to do the assessment. They have to be
8 able to do an assessment where they feel
9 comfortable realizing that child is going to be
10 safe.

11 91 Q Are you saying it is social workers who
12 are reacting to short-term crises, as opposed
13 to longer term things, or are you saying it is
14 society and politicians, and the whole society?

15 A I would say it is society. Again that is
16 a fluctuation that you see often in society, as
17 it goes one way and going back the pendulum.

18 92 Q You would agree with me that the process
19 of coming to a conclusion that is an acceptable
20 balance of the two competing goals, that is a
21 job that really society needs to deal with?

22 A Social workers are trained to be social
23 workers, right? And to do child welfare.
24 So, certainly, that is what they have to deal
25 with on a daily basis in their work.

27

1 93 Q Ultimately the democratic body makes
2 certain value judgments that social workers
3 live by.

4 A Through a process such as this.

5 94 Q Through a process such as inquiry, or
6 debate in parliament.

7 A Right. Yes.

8 95 Q Or public debate?

9 A Yes.

10 96 Q Presumably, you would agree with me, the
11 more informed the debate the better the likely
12 result?

13 A Right.

14 97 Q If you would go then to paragraph (f),
15 with that context in mind you make a reference
16 at the bottom of paragraph (f), to legal
17 restrictions on the powers of investigation
18 that social workers have. Are we in the same
19 place?

20 A Yes.

21 98 Q I think you are talking there about the
22 limits on powers that social workers are given
23 to effectively intrude on the private lives of
24 ordinary citizens?

25 A I think what it is, is the principles of

28

1 protecting the child, and focus being on the
2 child rather than on the family, right? So,
3 yes, in the legal, in the legal part of that,
4 it restricts you into a certain extent in terms
5 of how far you can go in your investigation, so
6 there is things like confidentiality, there is
7 the -- you know where the, where families will
8 say that there is nothing happening, right?
9 And unless you spend enough time with, with
10 that family, and you have enough other
11 collaterals who are speaking to that situation
12 with the families, it is difficult to, to do
13 more than your best work. Right? So legally
14 the family is protected in society from people
15 going in, and doing -- doing harm, right, to
16 the family.

17 99 Q You are not saying that those legal
18 restrictions are a bad thing?

19 A No, I am not saying that but what this is
20 talking about is being able to find that
21 balance, so that children are protected,
22 families are supported, and that social workers
23 are able to do their jobs without, you know,
24 without breaking laws, but not being so
25 restricted that they are not able to.

1 100 Q Well breaking laws, or interfering with
2 human rights?
3 A Yes.
4 101 Q There is a balance that has to be met?
5 A Balance is what it is about.
6 102 Q Social work profession involves, like
7 policemen and others, intrusion into people's
8 personal lives?
9 A Yes.
10 103 Q And you are not arguing that government,
11 and society doesn't have a very acute interest
12 in knowing where the limits are? That is a
13 valid public interest isn't it?
14 A Absolutely.
15 104 Q But I think what you are saying is that
16 social workers have something to add to that
17 debate, because they understand what it is like
18 in the field?
19 A Yes. You can go to work in the morning,
20 and not know if you are putting your life on
21 the line when you go out in the community.
22 So.
23 105 Q So this is really about a dialogue between
24 social worker, on the one hand and the public
25 on the other, so that everybody understands

1 everybody's concern, and can come to a good
2 decision?
3 A Right.
4 106 Q I get that. Did you bring the articles
5 that you cited with you?
6 A I did.
7 107 Q Good. In 10(r), you refer to an article
8 written by Ms. Regehr in 2002, and other
9 authors.
10 A Are you saying (r)? Okay.
11 108 Q Yes. 10(r). I am wondering if you
12 could pull out that article.
13 **MR. JULIANO:** Mr. Kroft, do you mind if
14 she looks at an electronic version?
15 **MR. KROFT:** I have no problem. You tell
16 me when you have it, so I am not rushing you.
17 **THE WITNESS:** I would rather bring mine
18 out.
19 **(CROSS-EXAMINATION RECESSED BRIEFLY)**
20 **BY MR. KROFT:**
21 109 Q You have cited an article by Regehr in
22 respect of 10(r), paragraph 10(r), and you have
23 that in front of you now?
24 A Yes.
25 110 Q And, I want to ask you about the passage

1 on page 887 on Ms Regehr's article. In the
2 middle paragraph, halfway down, where it
3 starts, and I will just read it to you, and you
4 can see where I will be. Inquiries are a
5 means for government to demonstrate concern for
6 an issue and, to appease the public.
7 Inquiries, themselves taken on a tone of moral
8 righteousness, the motto of the Chief Coroner's
9 Office for Ontario, for instance, reads, We
10 speak for the dead. Broad statements
11 recommending sweeping changes on the basis of
12 dramatic cases can therefore not be questioned
13 in this climate of might, and right. Are you
14 with me there?
15 A Mh-hmm.
16 111 Q Do you agree with that?
17 A Which part of it?
18 112 Q Well this is a statement made by Ms
19 Regehr, do you agree with all of it?
20 A I would agree that making -- that when
21 there is a climate of, that is highly intense,
22 and that people often become polarized on an
23 issue.
24 113 Q Okay. So you agree to it, to the extent
25 it says that. What about the rest of it? Do

1 you agree -- let me be more specific. Do you
2 think this applies to the Hughes inquiry that
3 we are dealing with now?
4 A I don't know a lot about how the inquiry
5 is, has been progressing up to this point. I
6 think that there has been a process. This is
7 something that occurred a number of years ago,
8 and there has been a process and some
9 distancing, and that they have looked at
10 different, different roles from what I
11 understand, of what happened in this situation.
12 So, there has been investigations. So, I
13 would agree that this inquiry is important.
14 And that there is a reason that it is here,
15 that they are doing it. And, there is a role
16 for it. Yes.
17 114 Q Okay. And you are not adopting this
18 paragraph of Ms Regehr and suggesting it
19 applies to this inquiry, are you?
20 A No, I am not.
21 115 Q Ms Regehr in her article, doesn't talk at
22 all about whether identifying social workers,
23 or publishing their names makes a difference to
24 anything she discusses in the article, does
25 she?

33

1 A I don't believe so.
2 116 Q No. The article certainly doesn't
3 recommend restricting publication as a remedy
4 for social worker stress?
5 A A number of articles talk about inquiries,
6 but don't really address that directly.
7 117 Q Right. And in particular, this article
8 doesn't address that, does it?
9 A Directly? I would have to go over it
10 more carefully.
11 118 Q Did you read this as containing a
12 recommendation that there should be
13 restrictions on publication? Does it say it
14 anywhere? I read it, I didn't see that. Do
15 you see, are you reading it differently than
16 me?
17 A No. I don't think I am reading it
18 differently.
19 119 Q She --
20 A But there are --
21 120 Q She talks about problems, but she doesn't
22 recommend restrictions on publication as the
23 solution in this article, does she?
24 A No, and as I said, not all articles
25 address the role of the, that particular role.

34

1 121 Q And in fact, none of the articles that you
2 have cited --
3 A There was actually one.
4 122 Q I am sorry, you have to wait until I
5 finish my question. Then you can tell me I am
6 wrong. But hear what I have to say, which is,
7 none of the articles contain a recommendation
8 that publication should be restricted? Or that
9 the identities of social workers should have
10 restrictions on publication. None of them do
11 that, do they?
12 A I would disagree.
13 123 Q Which article, will you take me to one
14 that recommends that there be a publication
15 ban, for example?
16 A I will have to take a minute to go
17 through.
18 124 Q You take all of the time that you need.
19 Maybe -- let me to this another way, I am
20 going to come back to that question. But
21 let's look at a few of the articles and see
22 what they say, and we can come back to that
23 question, it may refresh your memory. I think
24 that would be more efficient. Seeing Mr.
25 Bernas has turned green, when I told you to

35

1 read all of the articles, the 46 articles, or
2 whatever. I am feeling the pressure.
3 So, let's just, let's finish with the
4 Regehr article for a minute. And I think we
5 agree that at least this particular article
6 doesn't recommend restrictions on publication
7 as a remedy for stress of social worker, does
8 it? Can we agree on that?
9 A It does talk about the personal distress
10 to social workers.
11 125 Q Yes, I saw that. I also saw she has a
12 number of different suggestions for how to deal
13 with that?
14 A Okay, and your question again?
15 126 Q One of her suggestions is not restricting
16 publication, is it?
17 A No.
18 127 Q And if, if I could just take you to
19 paragraph, page 900 of Ms Regehr's article.
20 The very last concluding paragraph of her
21 article, the first line, she says,
22 Accountability and continuous improvement are
23 important, necessary components of effective
24 service delivery. Do you agree with that?
25 A Yes. I do.

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1 128 Q Mr. Bernas, in paragraph 10 -- don't
2 answer this, Mr. Bernas, is going to be
3 involved, I am just going to raise the issue
4 now.
5 In paragraph 10(v), as in Victor of your
6 affidavit, you refer to a confidential document
7 as something that you relied on in coming to
8 your conclusions in this affidavit, do you see
9 that?
10 A Mh-hmm.
11 129 Q I am sorry, have you to say yes or no for
12 the record.
13 A Yes, sorry.
14 130 Q May I see it?
15 **MR. JULIANO:** Mr. Kroft, we did have a
16 discussion on this before the examinations commenced.
17 We indicated that this document was produced during
18 the course of the proceedings, and it wasn't ours to
19 say yes or no. And there have been some discussions
20 about whether or not we could produce that document
21 to you, and I am not sure that that conversation was
22 fully, fully resolved, we would be happy to do so, if
23 the owners of the document so agreed.
24 **MR. KROFT:** And Mr. Bernas, I understand
25 that you have concerns about producing the document

1 except on certain trust conditions, which we haven't
2 agreed on, would that be fair?

3 **MR. BERNAS:** Yes. We are, the document in
4 question, I believe was a document of the General
5 Authority which was provided to the Commissioner.
6 It became part of the Commission disclosure, and the
7 document was provided to the parties, who signed
8 confidentiality undertakings, in respect of those
9 documents. My understanding from the review of the
10 affidavit is that Ms Gosek has reviewed the article,
11 or sorry the document, and she also signed a
12 confidentiality undertaking in order to do that.

13 We are prepared to allow you to see the
14 document in question as you are entitled to for the
15 purposes of this cross-examination, but it would be
16 on the condition that the document be used only for
17 the purposes of this cross-examination.

18 **MR. KROFT:** Now, is one of the conditions
19 that I cannot show it, or discuss it with my clients?
20 Are you asking me to make that undertaking?

21 **MR. BERNAS:** I am not asking you to make
22 that undertaking, but I am asking you and your
23 clients to undertake to not use the document for any
24 purpose other than for this cross-examination. When
25 the document, if and when the document gets produced

1 in the course of the public proceedings at this
2 inquiry, it will be done so, likely through a
3 witness, and at that point, there will be a different
4 position with respect to that document. But until
5 the public hearings commence, that is our position
6 with respect to the document. It is to be used only
7 for the purposes of this cross-examination.

8 **MR. KROFT:** And, does that mean that I can
9 mark it? I haven't seen the document, but that if I
10 so choose, I can mark it as an exhibit.

11 **MR. BERNAS:** I would not allow you to mark
12 it as an exhibit at this point.

13 **MR. KROFT:** Could I read it to the witness?

14 **MR. BERNAS:** Yes, you could do that.

15 **MR. KROFT:** You understand that would be on
16 the public record, and I have to file the transcript
17 which would be on the public record?

18 **MR. BERNAS:** Yes.

19 **MR. JULIANO:** I can indicate that, of this
20 document, there is probably only a very small piece
21 of it that is even relevant at all. So. I would
22 expect that, Mr. Kroft, what you would be reading in
23 would be very minor.

24 **MR. KROFT:** Let's do this. I think we
25 understand positions. You are not claiming a

1 privilege.

2 **MR. BERNAS:** No.

3 **MR. KROFT:** I would like to find a creative
4 solution if we can. Let me finish the
5 cross-examination. When we are done you and I will
6 talk, and see if we can find a way to at least see,
7 and I will have to do -- part of my issue is I can't
8 get instructions quickly enough to deal with the
9 conditions that you are suggesting. So we will do
10 that. So, I will continue, and we will come back
11 and see if we can solve this.

12 **MR. BERNAS:** Very well.

13 **BY MR. KROFT:**

14 131 Q All right. I am sorry, about that, Ms
15 Gosek, I am sure you were fascinated by that
16 exchange. You will get a transcript, and you
17 can keep it forever.

18 A Thank you.

19 132 Q Paragraph 10(w), we move onto the issue of
20 media, are we on the same page of your
21 affidavit?

22 A Yes.

23 133 Q Okay. Now, you have no expertise in
24 journalism in particular, do you?

25 A I do not. Other than being a consumer.

1 134 Q Right. You do cite some articles to
2 support the views that you express in 10(w) at
3 the bottom. And, those would be your sources?

4 A Yes.

5 135 Q Okay. And you have, have those
6 documents, I think, beside you?

7 A I do.

8 136 Q So, let's look at them -- let's look at
9 the Longlade article that you cite to begin.
10 Would you agree with me that Ms. Longlade has a
11 particular model or framework for inquiries
12 into child deaths that she applies to study an
13 inquiry that occurred in Ontario in 1997?

14 A Right.

15 137 Q And you would agree with me that Ms
16 Longlade is generally critical of how the
17 inquiry process worked, at least in the inquiry
18 that she studied? Is that a fair description?

19 A She certainly has a critique of it. Yes.

20 138 Q On page 296 if you look at the second
21 complete paragraph, last sentence. Here she
22 is introducing her article, I believe, and
23 her -- she suggests that her analysis shows
24 that there are fundamental biases with the
25 inquest process that confound the efforts of

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1 inquest participants to arrive at effective
2 means of preventing child deaths. Do you see
3 that? Are we in the same place? No? 296.
4 Just above the word Social institutions as
5 cultures. Just read the last sentence.

6 And I will just read it into the record.

7 It says, Such analysis, and she is referring to
8 her analysis there, suggests that there are
9 fundamental biases within the inquest process
10 that confound the efforts of inquest
11 participants to arrive at effective means of
12 preventing child deaths.

13 And, are you intending to, to adopt that
14 statement? Do you agree with it?

15 A To not accept it would be to be saying
16 that inquests, the way our justice system or
17 the way any of our systems work in society
18 don't have biases. And so for, if you are
19 talking about that last sentence, that there
20 are fundamental biases within the inquest
21 process, I would say, that, you know,
22 considering her analysis of it, that that is
23 the opinion that she has come up with.

24 139 Q And, is it one that you adopt?

25 A I haven't looked at this particular

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1 inquest in, in any depth. So, I would assume
2 that, that that is what her findings are.

3 140 Q I really can't ask you to assume things.
4 I mean, if the answer is that you don't know
5 enough to agree with her or disagree with her
6 at this point in time, that is a fine answer,
7 if it is true. Is that what you are telling
8 me?

9 A Yes. Because I don't know that inquest
10 circumstances.

11 141 Q Right. And you are certainly not
12 suggesting that this inquest is biased, or are
13 you? I shouldn't put it this way. This
14 particular inquest, or inquiry, you are not
15 suggesting that this one is biased, or are you
16 suggesting this one is biased?

17 A Well, could you define biased then in
18 terms of inquests?

19 142 Q I define it the same way that Ms Longlade
20 does in the article that you cited?

21 A Well, basically, in her approach to this
22 she is saying that it is a story of experience,
23 and not an impartial, and comprehensive
24 exploration. So like I -- and I don't know
25 the exact steps, and who all is being

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1 interviewed, and what the complete process of
2 this inquest is. To be able to determine
3 that, it would be done more after the fact.
4 But saying that anything, within our society,
5 is not biased in some way, I don't think would
6 be accurate.

7 143 Q Okay.

8 A Because we bring a liberal perspective to
9 our justice system and so forth. So, what the
10 exact biases are, I couldn't tell you.

11 144 Q So, in terms of what she is saying in this
12 article, you are not expressing an opinion
13 today one way or the other? Would that be
14 fair, or --

15 A I am saying that she is speaking to a
16 particular inquest, and that she is --

17 145 Q The conclusions that she reaches may be
18 different for different situations, is really
19 what you are saying?

20 A I would say that each inquest has, stands
21 on its own merit.

22 146 Q Okay. But Ms Longlade, be it based on an
23 inquest that you are not familiar with, makes
24 certain recommendations to improve inquest, or
25 inquiry processes, you would agree with me

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1 that that is what she does in part of her
2 article?

3 A Mh-hmm. Yes.

4 147 Q And would you agree with me that she
5 advocates greater involvement of non-social
6 workers, in the process? You can look at page
7 307. In her conclusion and recommendation
8 section in the second paragraph, second
9 sentence.

10 A I would agree.

11 148 Q She says that, so you agree with that.
12 Do you also agree that what she says is a good
13 suggestion?

14 A I am -- your question.

15 149 Q I want to make sure you are answering the
16 right question. My first question is do you
17 agree that she is advocating greater
18 involvement of non-social workers in the
19 process?

20 A Yes.

21 150 Q Do you agree that that recommendation is a
22 good suggestion?

23 A Yes. In that it is not only child
24 welfare that is involved with the families and
25 the children but there is other collaterals,

1 such as the medical people, schools, whoever is
2 involved in their lives. So, in order to get
3 a complete story you need to have everybody's
4 version.
5 151 Q And another suggestion that Ms. Regehr
6 makes, and her coauthors, is that child welfare
7 professionals should be advocating on behalf of
8 their clients, and workers, to promote better
9 understanding of child protection work. She is
10 suggesting that at page 308? I am referring to
11 the very last paragraph of her article. In
12 about the middle. I can read it to you. She
13 says, Steps that professionals can take include
14 advocating on behalf of clients and workers to
15 promote better understanding of child
16 protection work, et cetera. That is her
17 recommendation. You agree with me that I am
18 reading it correctly?
19 A Yes.
20 152 Q And do you agree that it is a good
21 suggestion?
22 A Yes. I think it is an important part of
23 being a social worker.
24 153 Q Another one of her suggestions, to improve
25 the process is that she suggests that

1 recommendations should be prioritized. Do you
2 agree that that is what she is suggesting?
3 And that would be at the bottom of page 307?
4 A I see that as common sense.
5 154 Q So she makes a number of suggestions for
6 how to improve things in an inquiry process,
7 you agree with me?
8 A Right.
9 155 Q And, you will agree with me, though, she
10 doesn't suggest in any of her recommendations
11 that there should be a restriction on
12 publication in of identities of anybody?
13 A I think she speaks to the --
14 156 Q Or social workers, I should say?
15 A To the media in terms of its coverage.
16 157 Q Yes, she addresses the, raises the concern
17 about media coverage, but she doesn't suggest
18 that there be laws, or orders restricting
19 coverage as a solution, does she?
20 A No. She hasn't taken it that far.
21 158 Q You refer to an article that was written
22 by Robert Harding. And, this is an article
23 called the Demonization of Aboriginal Child
24 Welfare Authorities in the News.
25 A Mh-hmm.

1 159 Q I take it you are familiar with this
2 article?
3 A I am.
4 160 Q And Harding argues that aboriginal child
5 welfare authorities are reported in a more
6 negative light than non-aboriginal agencies in
7 the case of tragedies, right?
8 A Right.
9 161 Q That is the basic theme of his article?
10 A Right.
11 162 Q His recommendation, is more aboriginal
12 people should be involved in reporting, and in
13 media ownership even, do you agree with that?
14 A Right.
15 163 Q He does not recommend that there should be
16 restrictions on reporting of inquiries or court
17 proceedings, does he?
18 A No, I think he is calling for fair
19 reporting, media reporting
20 164 Q But, not restricted reporting?
21 A Well I guess that depends on who you talk
22 to.
23 165 Q I am asking, not your opinion, I am saying
24 Mr. Harding isn't suggesting it? Or if he is,
25 show me where I have missed it?

1 A No. I think it is more about caution,
2 you know, how, and bringing to light the fact
3 that aboriginal agencies are often looked at in
4 a great deal of -- a lot of detail, and that
5 they are often negatively portrayed in the
6 media. And that the surrounding facts -- the
7 systemic factors aren't addressed.
8 166 Q When you say that, and when he says that,
9 he is comparing how aboriginal agencies are
10 reported as compared to non-aboriginal
11 agencies?
12 A Right.
13 167 Q Okay. You cite, I think, an article by
14 Patrick Ayre, that is also in, you cited in
15 support of your comments in 10(w)?
16 A Right.
17 168 Q And this article is called Child
18 Protection and the Media, Lessons From the Last
19 Three Decades, are we looking at the same
20 article?
21 A Mh-hmm.
22 169 Q I hate to be a pest, but you have to say
23 yes or no.
24 A Sorry. I am getting exhausted.
25 170 Q I understand, and, I am sorry. And, if

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1 you need a break, just ask for one, that would
2 be fine, by the way.
3 Now, in this article, you would agree with
4 me that Ayre is critical of media coverage of
5 child abuse scandals in England and Wales in
6 the 1970s, '80s, and '90s, right?
7 A Right.
8 171 Q And he attributes that coverage, and the
9 negative things about that coverage to a
10 defensive response by relevant authorities to
11 the tragedies; isn't that right?
12 A Yes.
13 172 Q He suggests that the social work
14 profession has been too closed to the media,
15 right?
16 A That who has been too closed?
17 173 Q The social work profession has been too
18 closed to the media?
19 A The, this article, and the others were
20 referenced in to support sort of the negative
21 press reports, and how that is detrimental.
22 174 Q But none of them suggest that the
23 solution --
24 A Not these particular ones, no.
25 175 Q Do any of the articles that you cited

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1 suggest that the way to do it, is to restrict
2 the right of the press to report on these
3 matters?
4 A Yes. I know there was one, I read it
5 this morning.
6 176 Q Well, help me let's deal with this, this,
7 when we are dealing with Mr. Ayre's article,
8 you suggest that at least for his part, he is
9 recommending more media contact with social
10 work, and vice versa, not less?
11 A That is reduced in an understanding to
12 change some of the negative reporting, that has
13 occurred.
14 177 Q Right. And so his solution to the
15 problem of negative press is more
16 communication, not less, that is fair? His?
17 A I would have to review it again.
18 178 Q I am sorry?
19 A I would have to review that again.
20 179 Q You are not suggesting that he supports
21 your thesis that there should be anonymous
22 social workers testifying, he doesn't support
23 your thesis, does he?
24 A He supports the fact that there is
25 negative reporting. And that has negative

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1 impact.
2 180 Q He suggests a completely different
3 solution to that, right?
4 A All I can really say is that, you know, it
5 is about balance, and you know, he does really
6 point out the negative, the damage that is done
7 by the media, in terms of some of its
8 reporting.
9 181 Q Well, he, he discusses the negative
10 aspects of the media.
11 A Yes.
12 182 Q But then he suggests something that is
13 very different than what you are suggesting.
14 He is suggesting more openness, right?
15 A I still have to see where that is. And I
16 am having trouble even reading.
17 183 Q Let's review it again. 898. Look at
18 page 898. Do you agree with me, that he says,
19 All too often the media are regarded as
20 essentially and inevitably hostile to child
21 protection services and the only strategic
22 approach deployed is avoidance at all costs.
23 In its simplest form his strategy has consisted
24 of non-cooperation with press inquiries about
25 incidents, refusal to comment, and failure to

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1 provide background information or to make
2 credible spokespersons available for interview.
3 This is essentially a hazardous approach. Have
4 I read that correctly?
5 A Still trying to find it. There.
6 184 Q Have I read that correctly?
7 A Yes.
8 185 Q Let's look at the final article, that I
9 think you have -- maybe I have dealt with all
10 of the articles that you cited for 10(w).
11 Just a minute. Sorry, you have also cited an
12 article by Mr. Corby. Do you have that
13 article in front of you?
14 A I do.
15 186 Q All right. Now, Mr. Corby's article is
16 called towards A New Means of Inquiry Into
17 Child Abuse Cases. We are looking at the same
18 thing?
19 A Right.
20 187 Q Okay. Mr. Corby, in this article, I am
21 suggesting to you, you can agree or disagree,
22 but Mr. Corby looks at two forms of inquiries
23 that were happening in Britain, public
24 inquiries, and internal inquiries.
25 A Right.

1 188 Q And he discusses problems associated with
2 both kinds of reviews, and then comes up with a
3 way of reviewing that he thinks would be better
4 than both, right?
5 A Yes.
6 189 Q If you go to page 233 he points out that
7 the, that there is a flaw weakness in a system
8 of private reviews, because it lacks any
9 element of external scrutiny. Do you agree
10 that external scrutiny is a valid concern?
11 A In terms of internal?
12 190 Q Yes. That if you don't have a public
13 process, if it is just an internal process that
14 is a weakness?
15 A Depends on what, what the issue is.
16 191 Q So you wouldn't go so far as Mr. Corby
17 does?
18 A Well, if he is talking about doing, you
19 know inquiries into children's deaths, and he
20 is saying that they need to be external, I
21 would agree.
22 192 Q Okay.
23 A But, I don't think there is anything wrong
24 with also doing an internal.
25 193 Q In addition to?

1 A Right.
2 194 Q And he criticizes, if you look at the last
3 paragraph on the page, reviews that are carried
4 out away from the public gaze. Do you see
5 that? I have read that correctly?
6 A Yes.
7 195 Q Do you agree that the public gaze is an
8 important factor?
9 A That depends, I guess, on how you are
10 defining public gaze. Of course, you are
11 going to refer me back to the author, right?
12 196 Q You can do this all on your own, I should
13 go home.
14 A I think what some of the authors are
15 calling for is yes, you need a public inquiry,
16 and yes the public should be informed, you
17 know, of what the process is and what the
18 outcomes are. I don't believe that they
19 necessarily need to know the names of
20 individuals that were involved.
21 197 Q And, Mr. Corby doesn't address that one
22 way or the other in his article, does he?
23 A Well, he talks, I believe he talks about,
24 if you look on page 232, just before Current
25 Concerns About Inquiries and Reviews.

1 198 Q Yes.
2 A So, he is commenting on how the tone, and
3 presentations of these reports were noticeably
4 different from those in previous public
5 inquiries and reports.
6 199 Q These are the internal reviews, that he is
7 critical of?
8 A Mh-hmm.
9 200 Q Yes. You have to say yes?
10 A Yes. Sorry.
11 201 Q And, while we are on this article, in
12 fact, you refer to a comment that Mr. Corby
13 made in parenthesis, I am just going to find
14 it, the comment you, maybe you can help me find
15 it, has to do with appropriately anonymized.
16 A That is in that same -- no.
17 202 Q Yes, I found it, 238. The last full
18 paragraph on the page.
19 A Right.
20 203 Q Where is he is talking about inquiry
21 reports, and then he has in brackets, suitably
22 anonymized, should be made available to the
23 public in their entirety. Again, in order to
24 allay public concern, and to ensure that they
25 are available to practitioners, et cetera.

1 That was the full sentence you were quoting
2 from in your affidavit, I take it?
3 A Right.
4 204 Q You agree with me, he doesn't say what
5 suitably anonymized means?
6 A No, he doesn't define it here. Maybe it
7 is more in the context of the complete article,
8 in terms of the critique of the medias.
9 205 Q Well, there are concerns about anonymity,
10 obviously, of children and clients.
11 A Right.
12 206 Q And, you don't know whether he is
13 referring to that, or whether he is referring
14 to the anonymity of anybody else, we just can't
15 tell from that, can we?
16 A Well, it looks like he is talking about it
17 generally, because he is questioning whether or
18 not the inquiry should be held in public. And
19 so that would not just be even the children and
20 their families, but also in order to protect
21 the children and the families, I think that it
22 is important for the social workers to be,
23 names to be held in confidence.
24 207 Q That is your view, but where does he
25 express that view?

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1 A He didn't say it in the same words as I
2 have just said it.
3 208 Q Where does he say it in any words? I am
4 suggesting to you, he doesn't. Can we agree
5 on that? Doesn't mean you can't say it, but
6 he doesn't say it.
7 A He doesn't say social workers. But if
8 you are speaking about inquiries, such as this
9 one --
10 209 Q Well, no, I am not, I am speaking now
11 about what his article says. And can we agree
12 that he doesn't say that social workers should
13 be anonymized?
14 A He doesn't say directly that it is the
15 social workers. He doesn't say it is the
16 families, and the children either.
17 210 Q No. We don't know what he is saying from
18 his article, right?
19 A Well, if you follow his line of argument,
20 and the discussion in terms of, you know, the
21 role that the media has played, I would have
22 taken it to be, you know, the confidentiality
23 of people who could be identified that are
24 vulnerable, and that would include social
25 workers.

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1 211 Q Can you point me to the passage where he
2 says that, and you draw that meaning from?
3 A I would have to go over the article to
4 make that argument.
5 212 Q You can't find it now?
6 A I don't think it is said specifically.
7 It is just following the line of argument,
8 which is why, you know, which was quoted in
9 terms of supporting the statement that I made
10 that there has been, that it has been
11 recognized that there is extensive negative
12 press impacts at the social worker end of it,
13 and agency levels, and that is documented in
14 this literature.
15 213 Q Let's look at page 233, the only thing,
16 there is one piece, here where I think he
17 touches on the concept. Take a look at 233,
18 the very last paragraph in the page, where he
19 starts out saying the third weakness is that
20 these reviews are carried out away from the
21 public gaze. You just read through that.
22 214 Q Let me just read to you what I think
23 speaks somewhat to the issue we are talking
24 about. He says, There are reasons why
25 publicity is a problematic issue for case

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1 reviews - for example families might wish to
2 ensure confidentiality and professionals and
3 agencies might be concerned about the way in
4 which public material might be used to support
5 disciplinary procedures, or negligence claims.
6 You see that?
7 A Yes. I read that.
8 215 Q Do you agree that I read it correctly?
9 A Yes.
10 216 Q Okay. So, the problems that publicity
11 might have for professionals, and agencies that
12 he is referring to have to do with prejudicing
13 other legal or disciplinary proceedings, right?
14 A They are talking about case reviews here,
15 not inquiry.
16 217 Q Yes, but he is talking about concerns
17 about why publicity, the lack of publicity is a
18 problem in those internal reviews, right?
19 A He has identified that. Yes.
20 218 Q Yes. And he is saying that there could
21 be a problem with publicity, if you have it,
22 for social workers, and agencies, he says that,
23 right?
24 A Right.
25 219 Q And he says the problem would be, because

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1 it could prejudice other legal proceedings,
2 right?
3 A That is what this author is saying, yes.
4 220 Q That is all he says in this paragraph, any
5 way?
6 A Right. And they are talking about case
7 reviews.
8 221 Q And why case reviews are a problem because
9 they are not open to the public.
10 A Right. But that is at a different level
11 than doing an inquiry.
12 222 Q Okay. If you go to page 239 of the
13 article. This is where he discusses some of
14 his recommendations, you would agree with that?
15 A Right.
16 223 Q And he agrees that the system of inquiry
17 should ensure a strong element of independent
18 scrutiny? And I think you agree with that,
19 don't you? At least for child deaths, I think
20 you said. That is in the first paragraph
21 second line. Do you see where I am referring?
22 A I am sorry, which sentence was it?
23 224 Q He says, The key aims of the type of
24 inquiry outlined here would be to ensure
25 comprehensive coverage, regularity of systems,

<p style="text-align: right;">61</p> <p>1 a strong element of independent scrutiny</p> <p>2 (without losing professional expertise) speed</p> <p>3 of response, and openness, did I read that</p> <p>4 correctly?</p> <p>5 A Yes.</p> <p>6 225 Q You agree with me, he is recommending</p> <p>7 openness, and independent scrutiny?</p> <p>8 A He is, without losing professional</p> <p>9 expertise.</p> <p>10 226 Q By that, he means that the people making</p> <p>11 decisions or recommendations, should be,</p> <p>12 include people with professional expertise,</p> <p>13 that is what he means, is that how you are</p> <p>14 reading it?</p> <p>15 A Are you referring that it is the media,</p> <p>16 that --</p> <p>17 227 Q No, I am inferring that it should be an</p> <p>18 external review, but the people involved should</p> <p>19 have some professional expertise.</p> <p>20 A Yes.</p> <p>21 228 Q I think that is all he is saying, isn't</p> <p>22 it?</p> <p>23 A I believe so.</p> <p>24 229 Q And, do you see at the bottom of that same</p> <p>25 paragraph, where he acknowledges the need to</p>	<p style="text-align: right;">63</p> <p>1 is any article where there is a recommendation</p> <p>2 that to improve issues of publicity, there</p> <p>3 should be a ban on publication?</p> <p>4 A I think the literature has been really</p> <p>5 clear in terms on the damage that is done by</p> <p>6 negative media coverage of inquests. I can't</p> <p>7 recall at this point, whether or not the</p> <p>8 articles that I have reviewed, it is not to say</p> <p>9 there isn't other articles out there that to</p> <p>10 make that statement that the media should be</p> <p>11 banned from it, I don't -- the media shouldn't</p> <p>12 be band from the inquiries, but the -- I am</p> <p>13 supporting that social workers should not have</p> <p>14 their names published.</p> <p>15 235 Q That is your personal opinion, you didn't</p> <p>16 draw that from any of the articles that you</p> <p>17 cited?</p> <p>18 A I definitely drew on it, in terms of</p> <p>19 forming my opinion. In terms of how, you</p> <p>20 know, how negative, and how damaging it can be</p> <p>21 to individuals when it is not fair coverage.</p> <p>22 236 Q But people, I am sorry, but people who</p> <p>23 wrote these articles that you cited, some of</p> <p>24 them, in any event, talked about the negative</p> <p>25 publicity, right?</p>
<p style="text-align: right;">62</p> <p>1 satisfy the concerns of the public about</p> <p>2 professional accountability?</p> <p>3 A Yes.</p> <p>4 230 Q Do you agree that that is an important</p> <p>5 objective?</p> <p>6 A Yes. But, a part of professionalism is,</p> <p>7 it has to do with confidentiality.</p> <p>8 231 Q He doesn't say professionalism, he says</p> <p>9 professional accountability. Do you agree that</p> <p>10 is a factor to consider in designing a system?</p> <p>11 A Yes, it is, and that includes any media</p> <p>12 reporting on it.</p> <p>13 232 Q Are you saying that the media should also</p> <p>14 be accountable for what they do?</p> <p>15 A I think we all do, as citizens.</p> <p>16 233 Q I agree. But, in any event, Mr. Corby,</p> <p>17 does not suggest in his article, that there</p> <p>18 should be restrictions on media reporting, does</p> <p>19 he?</p> <p>20 A No, he doesn't say that directly.</p> <p>21 234 Q So, coming back to the question now that</p> <p>22 we have looked at some of the specific</p> <p>23 articles, can you point me -- let me put it a</p> <p>24 different way, so you don't have to go through</p> <p>25 every article. Can you tell me now if there</p>	<p style="text-align: right;">64</p> <p>1 A Right.</p> <p>2 237 Q And some of them had all different kinds</p> <p>3 of reasons for why that is the case, if it is,</p> <p>4 and also how to fix it, right? They came up</p> <p>5 with suggestions, they didn't just whine about</p> <p>6 it. They had suggestions in many of the</p> <p>7 articles we have just looked at, right?</p> <p>8 A Right.</p> <p>9 238 Q But none of those suggestions was to ban</p> <p>10 publication, was it?</p> <p>11 A Not that I read.</p> <p>12 239 Q Right. But there were other ways of</p> <p>13 dealing with the problem that are dealt with in</p> <p>14 the articles, we can agree on that, right?</p> <p>15 A Yes. And I mean, having good</p> <p>16 relationships with the media and ensuring that</p> <p>17 the media's s reports are fair, I think is</p> <p>18 something that we all would want to work</p> <p>19 towards. That doesn't mean that there is not</p> <p>20 reasons to not publish the names of the social</p> <p>21 workers, and one of that is they are a direct</p> <p>22 link to the families. I would even object</p> <p>23 that, that they named these inquiries after</p> <p>24 children, because they are forever remembered</p> <p>25 in that way, the way that they died. And,</p>

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they are remembered in, in you know, in a very negative way. Their beautiful spirits aren't acknowledged in that at all.

Q You would ban that as well?

A I would find another way to name inquiries.

Q Would you have the Government say that people can't call it that way?

A Would I ban them?

Q Yes.

A I don't have the power to do that.

Q If you were in government or a judge, would you consider making an order about how people could refer to things?

A I think it starts with education, and people need to think, because changes are made based on people becoming educated on issues, and, you know, in our culture, children are beautiful gifts that are given to us. And, when they are lost to us in that way, a very violent way, I think that it is important that they don't memorialize them in that way.

Q But do you think that is a matter of being sensitive, smart, and logical, or do you think that is something that the government should

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legislate of on or ban?

A I have never given it that much thought in terms of actually having it changed. But, if -- I would support that.

Q You would support the government banning that, making it illegal to call inquiries by people's names?

A Not making it illegal, but certainly educating people so that they find a way, a different way of naming it.

Q But, do you see a difference between educating people, and making things illegal?

A Well, I think that depending what the circumstances are, the legal system is there for a reason, and you know it is used for practical reasons.

Q And is one of those reasons to stop people from freely discussing what they see in public proceedings? Is that one of the reasons you think the legal system is there?

A If it brings harm to people -- yeah. If, it is going to bring harm to individuals and people. Those families, and those children are connected to the social workers. As soon as you publish their names, you are publishing

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that relationship becomes public knowledge.

Right to the families.

Q Have you done any work, when you came to the conclusions set out in your affidavit, looking at why it is we have open judicial proceedings, and have had for centuries, have you researched that?

A I haven't researched it in detail. My background is is not law.

Q So you haven't really done any work in that field, you are not an expert there?

A I don't see myself as an expert. I certainly have looked at the justice system in the context of indigenous peoples, and their treatment in the system and outcomes.

Q But how about reasons why we have open courts, and why witnesses testify in public? Have you researched and considered all of the research, and thinking that went into that system that we have in Canada?

A No, I am not a lawyer.

Q No, I understand. I don't have anything more.

MR. IRELAND: I need five minutes. I won't be nearly as long as Mr. Kroft.

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(CROSS-EXAMINATION RECESSED BRIEFLY)

BY MR. IRELAND:

Q Ms Gosek, we have been introduced today already, for the sake of the record my name is David Ireland, I am one of the lawyers that acts for Kimberly Edwards, and Steve Sinclair, they are parties to the inquiry, you understand that?

A Right.

Q Filed with your Affidavit marked today, as a standard practice, is a copy of your CV. I am not going to go through that in any detail, I have a specific question. It notes you are a PhD student; is that right?

A Yes.

Q It notes there is a special arrangement of the school of social work. A special arrangement, I don't know what that means?

A Special arrangement means that they have agreed to take me on at the University of Victoria School of Social Work as a PhD student because they can provide the expertise that I was looking for in indigenous child welfare. So, it is arranged through the graduate studies program, that I have a special arrangement with

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1 School of Social Work to complete my PhD with
2 them.

3 255 Q I am not entirely sure as to what is
4 special about that. People study for PhDs.
5 A That means that they have made special
6 arrangements to have me as a student in their
7 school. And so that they have brought together
8 a group of academics, who have the
9 specialization that I am looking for, that I
10 can't find in anywhere else in Canada. So,
11 that means that there is, everybody on my
12 committee, for example, are social work, child
13 welfare, indigenous child welfare specialists,
14 or have, their focus or academic focus in that
15 area, and that they bring in another, there is
16 a committee member that belongs to another
17 faculty, that actually, I could have taken the
18 degree through, but chose to do one in social
19 work. So that is just a special arrangement
20 the University of Victoria has taken.

21 256 Q Okay. Very well. You have noted your
22 area of experience is foster care experiences
23 of indigenous people.
24 A Foster care?
25 257 Q I can be difficult to understand. I

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1 apologize.
2 A No, it is lovely.

3 258 Q Foster care of indigenous people. Your
4 area expands beyond children and families, and
5 indigenous people involved as workers, as well?
6 A Yes.

7 259 Q So, it is any member of an indigenous
8 population in Canada, I assume?
9 A Yes.

10 260 Q Who is involved in child welfare, in any
11 capacity?
12 A Yes.

13 261 Q Very well. Throughout your affidavit you
14 note a term that has become familiar to us
15 through these processes, you refer to people as
16 front line workers, front line child welfare
17 workers. What is your understanding of what
18 front line means?
19 A I would use that interchangeably with a
20 child welfare worker. So someone who has, who
21 is working in child welfare, an agency, and
22 someone who has a degree, and a background in
23 working with children. And is also familiar
24 with Child Welfare Act, and has been trained to
25 do that work.

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1 262 Q It is fair to say there are people who
2 deal with children and families in the field,
3 would that be fair?
4 A Well the majority have at least a BSW
5 degree, or an MSW degree, so for the majority I
6 would see them as trained social workers, BSW.

7 263 Q Okay. Paragraph four and five of your
8 affidavit you talk about the cohort method of
9 teaching.
10 A Right.

11 264 Q Which you are obviously involved with; is
12 that correct? In terms of teaching courses
13 within that method?
14 A I have, as a distance education
15 coordinator with the faculty, I helped to, to
16 bring together to form the cohorts in
17 cooperation with different communities,
18 indigenous communities in particular. And so I
19 have taught in them, I have advised in them, I
20 have administered. I have at one point was
21 running a program with three hundred students
22 through distance, with half time person to
23 assist. So I was working at all aspects of
24 it.

25 265 Q Okay. At the end of paragraph 5 you talk

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1 about having informal discussions with students
2 regarding their experiences?
3 A Right.

4 266 Q Trite to say perhaps, but you don't have
5 notes of any of these discussions?
6 A It works with my method of teaching. I
7 teach from an experiential perspective. And
8 so because most of my classes are based in
9 indigenous knowledge, we use a talking circle
10 throughout the course. And so if you can
11 imagine 20, to 24 students spending six credit
12 hours, or two full terms together and talking
13 about issues, and working in small groups, as
14 well as the lecture, and so forth,
15 relationships are developed amongst the
16 students, and they also learn to trust, to be
17 able to talk.

18 So, those, they are able to express things
19 about their concerns, whether it is with their
20 placement, whether it is they are graduating
21 and they are concerned about the work they are
22 going to be doing, once they graduate. So
23 there is a lot of discussion that happens.
24 Also, when I was advising, both the cohorts,
25 and, at the BSW level, and, more recently, with

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1 the MSW, part of the advising is just sitting
2 down and talking with people, talking about
3 their careers, or their expectations for
4 careers, and so forth. So, there is a lot of
5 discussion that happens. And --
6 267 Q That is clear from your affidavit, I don't
7 mean to cut you off. The answer to the
8 question is no, you don't have notes of those
9 conversations.
10 A No, I don't have notes.
11 268 Q Very well. And the other question, I have
12 on that point is when people are sharing these
13 experiences, I am not asking for specifics, but
14 when people are sharing these experiences,
15 presumably many of them are positive, in terms
16 of working within child welfare.
17 A Students, if they haven't worked, there is
18 no yes or no answer, sorry. There is --
19 269 Q You have no need to apologize.
20 A Students who have experience in the child
21 welfare work will have an opinion on whether or
22 not it is something they really enjoy.
23 Something they don't want to do for the rest of
24 their career. A lot of the students haven't
25 had any opportunity to work in child welfare at

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1 all, and they are very apprehensive because of
2 the things they do hear about different
3 stresses that social workers undergo in the
4 field, and in particular in child welfare.
5 And I forget your question again.
6 270 Q My question was whether some of the
7 comments you heard, seems like you have heard a
8 lot of them, are positive about working in
9 child welfare. One would imagine a group of
10 people practicing that, or soon to be
11 practicing that, would have positives
12 experiences as well as negative experiences, is
13 that fair?
14 A I would say it is fair that people who
15 have experience working in child welfare make
16 comments such as I really enjoy working with
17 the families, I really enjoy the support piece
18 of it. I find it difficult to, from, for
19 other reasons, whether it is the apprehensions,
20 because there is always a personal aspect to
21 that. They are also concerned about the case
22 loads, because they are much too heavy.
23 So all of those different things that I
24 have mentioned in the affidavit, are things
25 that they work with on a daily basis. But

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1 there is a real commitment to the children, and
2 to the families from some of the social workers
3 that I have spoken to you.
4 271 Q My understanding of what you are saying,
5 there are positive aspects of what is reported
6 to you as well, is that fair?
7 A Yes.
8 272 Q Mr. Kroft went through in detail paragraph
9 10 of your affidavit, and I don't intend to do
10 that. But I will just point you, if I can, to
11 sub (g), sub (g) basic premise of what you are
12 saying, in my view, is there are many reasons
13 why social workers leave the profession of
14 social work; is that fair?
15 A Yes.
16 273 Q You would agree that those reasons are
17 intrinsic to the profession itself. That is
18 to say, that the reasons exist because it is a
19 difficult job in many respects.
20 A For part of it. I mean part of it is
21 also people bring in a complex -- people are
22 just very complex. So, they may bring to their
23 work different ways of viewing the world, or
24 how things should be done, and so for some it
25 is a personal struggle, as well as having to

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1 deal with some of these issues.
2 274 Q You go on in your affidavit, through
3 subparagraph (i) through to, I suppose (n), and
4 you talk about the review of the literature
5 with regard to high turnover rates in social
6 work.
7 A Yes.
8 275 Q You would agree with me that there are
9 again, many reasons that the turnover rate
10 would be high in the social work profession in
11 general, and particularly within child
12 protection; is that fair?
13 A Yes.
14 276 Q And you have quoted a number of studies,
15 academic articles, and research that has been
16 done around that issue. Is that fair?
17 A Yes.
18 277 Q What I get when I read those paragraphs,
19 is that you think high turnover based on your
20 own opinion, and on the literature you have
21 read is a detrimental thing for child welfare,
22 is that fair?
23 A Yes.
24 278 Q And there are a number of articles, which
25 you have reviewed, and analyzed the reasons for

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1 high turnover because they are trying to
 2 improve the outcome, is that okay? Would you
 3 agree with that?
 4 A The reason that they are researching it is
 5 to -- yes, is to get an understanding of it, so
 6 things can improve.
 7 279 Q You would say generally it is important to
 8 review and analyze things to make improvement?
 9 A Yes.
 10 280 Q As we go on through the subsections of
 11 paragraph 10, I believe, in subsection (s) I am
 12 just going to read something from that, I will
 13 ask about your position on it. In the middle
 14 of the paragraph it says, As with most
 15 inquiries they anticipate, talking about social
 16 workers, they anticipate more changes to
 17 policies and increased paperwork, which takes
 18 more time and energy to become familiar with,
 19 and to implement. And that is time that could
 20 be spent with clients, do you know what I am
 21 talking about?
 22 A Right.
 23 281 Q And you reference, I think the Regehr
 24 article. You agree with that statement,
 25 clearly, it is in your affidavit?

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1 A Yes.
 2 282 Q I want to draw your attention to the word
 3 "anticipate". When I read that, is it fair to
 4 say that even before these processes, and
 5 inquiries, inquests, whatever they may be, come
 6 around, social workers are already anticipating
 7 a negative effect.
 8 A I had a manager in one of the social child
 9 work child welfare agencies last night tell me
 10 that they are already working on forms, and,
 11 you know, just trying to anticipate what that
 12 is going to look like once the inquiry is
 13 completed. And I don't know how that process
 14 is going. But. Yes they do anticipate.
 15 283 Q They do anticipate it, and, they
 16 anticipate it in a negative light?
 17 A It is negative, if it is, if it is more
 18 paperwork on top of what they are already
 19 doing, which is already taking away time that
 20 could be spent with families, and doing
 21 assessments.
 22 284 Q Finally, and in subparagraph (y), still
 23 with 10, talking about social workers not
 24 wishing to report difficulties. Are you aware
 25 of what I am discussing? Talking about,

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1 towards the end says, Well as interlocking
 2 issues such as interagency communication that
 3 results in individuals, agencies and families
 4 working in isolation results in a culture of
 5 blame which is unhelpful for agencies working
 6 with clients. While inquiry reports to be made
 7 public....to be simply anonymized, and Mr.
 8 Kroft has been over that in detail. Would you
 9 say that people are less likely to report
 10 difficulties in a public inquiry?
 11 A Are they less likely to report?
 12 285 Q You have, in the paragraph you talk about
 13 difficulties. Can I take it difficulties
 14 means mistakes that people may have made?
 15 A That article doesn't say that. There it
 16 is talking about perhaps it may be that those
 17 difficulties are people's difficulty in
 18 understanding the circumstances around
 19 particular family issues, that they are working
 20 with. It doesn't necessarily mean that it is
 21 a cover up of something that they have done in
 22 terms of a mistake.
 23 286 Q Just above there, when it is quoting from
 24 the, If we blame staff for what happens, and
 25 make them fearful of reporting difficulties the

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1 reality of the problem can neither be
 2 systematically examined nor action taken to
 3 remedy them. So you would agree with that
 4 statement?
 5 A I am sorry. Where is that?
 6 287 Q That is in the middle of the paragraph.
 7 If we blame, it is a quotation?
 8 A I would take that to possibly include the
 9 relationship with supervisors, and managers in
 10 terms of their working relationship and whether
 11 or not, how they report to them, or, and how
 12 they are responded to.
 13 MR. IRELAND: Very well, Ms Gosek, thank
 14 you, I don't have any other questions.
 15
 16 (CROSS-EXAMINATION CLOSED).
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 Official Examiner Q.B.

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