

1: THE WORK BEFORE THE WORK



LITERACY



REFLECTION



RELATIONSHIP

- › Seek out Indigenous teachers, spaces, and resources
- › Create space and time to regularly engage in self-reflection
- › Be present in community and spend time with people

STAGE ONE: THE WORK BEFORE THE WORK

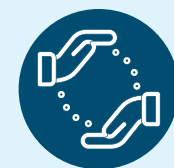
2: FORMING THE PARTNERSHIP



RELATIONSHIP



PROTOCOL



RECIPROCITY

- › Take time to build relationships and earn trust before proposing partnerships
- › Find a mentor or cultural interpreter
- › Design for community benefit

STAGE TWO: FORMING THE PARTNERSHIP

3: MAINTAINING THE PARTNERSHIP



COLLABORATION



HUMILITY

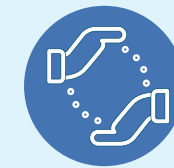


RELATIONSHIP

- › Make decisions with the community
- › Know how we can contribute, but let the community determine our role
- › Assess relationships on an ongoing basis

STAGE THREE: MAINTAINING THE PARTNERSHIP

5: THE RELATIONSHIP AFTER THE WORK



RECIPROCITY



RELATIONSHIP



REFLECTION

- › Follow through on our commitments
- › Provide personal support
- › Assume institutional accountability

STAGE FIVE: THE RELATIONSHIP AFTER THE WORK

4: CLOSING THE PARTNERSHIP



HUMILITY



PROTOCOL



RELATIONSHIP

- › Be humble about who did the work and why it could be done
- › When parting ways, say goodbye properly
- › Demonstrate gratitude and address conflicts

STAGE FOUR: CLOSING THE PARTNERSHIP

A Pathway for Indigenous Community Engagement

For more information about the principles and practices highlighted in this infographic, please visit umanitoba.ca/community-engaged-learning.

Community Engaged Learning



University of Manitoba

A PATHWAY FOR INDIGENOUS COMMUNITY ENGAGEMENT

Stage 1: The work before the work

The work before the work is the period of learning, reflection, and relationship-building that happens before we approach Indigenous communities with partnership opportunities. During this period, we spend time developing our literacy in Indigenous content and learning about the histories, languages, and cultures of the Indigenous communities with whom we are building relationships and hope to work with in the future. Some of these relationships will flourish into partnerships and some won't. The work before the work is also a time for serious reflection on what it means to be a settler on Indigenous land and how we can contribute to community visions.

Remember that the pathway isn't linear. The work before the work doesn't happen only at the beginning of partnership development, over a finite period of time, nor in a straight line. At any point we may find that we need to return to the work before the work to strengthen the foundation of our relationships with Indigenous communities.

Stage 2: Forming the partnership

In this early stage of engagement, it's important to continue taking the time to build relationships and create trust with the community—before we propose a formal partnership or as we start working with the community. We can demonstrate respect for Indigenous ways of knowing, being, and doing by spending time in the community and following nation- and community-specific protocols, particularly any protocols for visiting, developing relationships, and proposing partnerships. During this stage, we have conversations with prospective or new partners about how we want to work together and, most importantly, how the community will benefit from the partnership.

Stage 3: Maintaining the partnership

The middle stage of the pathway is a time of intense collaboration as we plan and implement projects. It's important to pay attention to our relationships with the community through ongoing relational assessment, especially during these busy periods. By this stage, our roles and contributions have likely been determined by the community, but we must continue to centre the community, follow their guidance and direction in the way that we collaborate, make decisions, and co-design programs and reciprocal opportunities, and ensure that our work together aligns with community visions and goals.

Stage 4: Closing the partnership

When formal partnerships with Indigenous communities come to an end, we are responsible for closing them in ways that honour and respect our relationships. The closing of partnerships should be led and informed by the community, which means that we will need to learn and follow the proper protocols for parting ways. During this stage, we will also spend time reflecting on what we achieved through working together, who did the work, and why it was possible. It's important to humbly recognize and show gratitude for the contributions of partners, collaborators, and community.

Stage 5: The relationship after the work

While most formal partnerships will come to an end, our relationships with Indigenous communities do not. The decision to partner and work with Indigenous communities means an openness to engaging in lasting relationships. Our relationships will carry responsibilities that continue even after a partnership may end. The last stage of the pathway is an ongoing, lived commitment to support Indigenous communities in their struggles for resurgence, self-determination, and sovereignty, and to honour relational accountability. We will also need to honour our relationships by continuing to care for them, following through on our commitments, and showing up when the community needs us—personally and professionally. Within the institution, this means the additional labour of challenging and actively working to change the systems that make it difficult for community engaged learning practitioners to work in good ways with Indigenous communities.

