

# Teaching & Learning: Co-Creation with Good Relations

A CO-DELIVERY FRAMEWORK CREATED WITH KA:'YU:'K'T'H'/CHE:'K'TLES7ET'H' FIRST NATION

## ABOUT THE FRAMEWORK AND ENGAGING WITH IT

The Co-Delivery Framework emerges from a community story owned by Ka:'yu:'k't'h'/Che:k'tles7et'h' First Nations. It is a visual representation of some of the lessons learned and promising practices coming forward from an in-community delivery of the VIU Aboriginal Construction Foundations Program, which was delivered during one of the most intense periods of the COVID-19 pandemic in 2020. In the spirit of learning and improving access to education for Indigenous youth within their communities, the Co-Delivery Framework is offered as a starting place for Indigenous Communities and their partners when building their own co-delivery relationships around education. The Co-Delivery Framework is not a formula or check list for a successful community-based delivery, rather it invokes the responsibility to respect, acknowledge, and thank Ka:'yu:'k't'h'/Che:k'tles7et'h' First Nations and reciprocate with relevance within the context of authentic relationships. Please do not use the Co-Delivery Framework for commercial purposes. If you are from an Indigenous community and have questions about the Co-Delivery Framework or to learn more please email [jenniferh@kcfirstnations.com](mailto:jenniferh@kcfirstnations.com). If you are not from an Indigenous community and have questions or would like to learn more please email [Heather.Burke@viu.ca](mailto:Heather.Burke@viu.ca)



### Funding

Sustainable funding for program delivery in communities is needed. Deliveries are often quickly stitched together via various funding opportunities. Current funding models can make planning ahead difficult and impact learner experience. Reporting models can be arduous and unnecessarily complicated.

### Teaching

Post-secondary instructors could consider a 'prep year' in the community building relationships and learning from Knowledge Keepers. Reflecting on the ripple effects of the curriculum might determine how each lesson fits in the local context. Make space for matters arising in the community and comply with local protocols.

### Elders & Protocol

Elders set the tone for learning through storytelling and connecting the work to the land, language, history, and people of the place. Elders enable the learners to see themselves as future role models and recognize the meaning of the work they are doing within the context of the larger community. Learners begin to feel the hope and love of the community behind them.

### Staying Home

When the learning takes place in community the applicability of skills and how they align with the goals of the community are evident. Some learners, especially from remote communities, may find it difficult to leave home for school. Staying connected to family and familiar supports leverages the strength of learners.

### Support Team

The support team communicates regularly, responds to challenges and celebrates successes as they arise. It is important to set expectations of each member of the team and make time for relationship building well ahead of the delivery. The team co-creates a vision for the delivery and walks beside learners.

### Family & Community

Programs delivered in communities enable everyone to be involved and benefit from the work. In Ka:'yu:'k't'h'/Che:k'tles7et'h', the work of the learners in the Construction Foundations program resulted in a smoke house which continues to give back to the whole community.

### Learners

Know the learners prior to the delivery and plan for supports that are unique to each learner's needs. Learner preparedness programming supports students' self-discipline, dedication to studies, commitment to completing the program and classroom conduct skills.

## CO-DELIVERY WITH GOOD RELATIONS

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