

1. PURPOSE & CONNECTION

Why is Equity, anti-racism, and reconciliation important to your personal practice? How do you center these in your personal practice?

What motivates you to be part of this group or initiative? Do you hold any curiosities about this group or initiative?

How does the collective shared purpose connect to your individual role or values? Where might it diverge?

2. IDENTIFYING STRENGTHS & GROWTH AREAS

What strengths do you bring to this work?

Where do you see opportunities for your personal or professional growth?

What challenges have you experienced (or anticipate) in doing this work, and how might we support each other through them?

3. EXAMINING PRIVILEGE, BIAS, AND WORLDVIEWS

What aspects of your identity give you privilege in the systems we're trying to change?

When did you last recognize a bias in yourself, and how did you respond?

How do your life experiences shape the way you see equity, anti-racism and reconciliation work

4. CLARIFYING ROLES & DRIVING PROGRESS

What do you see as your role in advancing our shared goals? What about our group's collective role and our community's role?

How can we each be more intentional about using our roles to drive change?

What specific actions can we commit to in the short and long term?

5. BUILDING TRUST AND CONNECTION

What helps you feel safe, seen, and heard in a group setting like this? What might help build trust and connection for others?

How can we hold each other accountable with care and compassion?

How will we stay transparent and accountable with each other and with others we engage in this work?

1. LAYING THE GROUNDWORK: PERSONAL & COLLECTIVE WORLDVIEWS

What values or experiences have shaped your understanding of equity, anti-racism, and reconciliation?

How does your personal identity or lived experience influence your perspective on systemic inequity?

How do the ways we see the world enhance or limit our ability to work toward justice?

2. COLLABORATION ACROSS MULTIPLE INTERSECTING IDENTITIES

What different strengths do we bring that can support this work?

Who is included or excluded in shaping our approach? How does our approach support or further marginalize people excluded because of age, language, gender, sexual orientation, race, and/or indigeneity, as well as refugees, migrants, newcomers, and/or those living with a disability or experiencing poverty?

What practices can help us build genuine, cross-generational relationships rooted in trust and accountability?

3. RESHAPING OUR COMMITMENTS

What does meaningful commitment to equity, anti-racism, and reconciliation look like in action for us?

Where have we made progress, and where are we still upholding systemic barriers - intentionally or not?

How do we ensure our commitments go beyond performative gestures and lead to sustained change?

4. INDICATORS, DATA, AND EVALUATION

Which indicators have we committed to measuring, and do they meaningfully reflect equity outcomes and community-identified need?

How are we collecting data and feedback in ways that uphold data sovereignty, and are inclusive and respectful of diverse communities?

What methods of evaluation support transparency, and how are we accountable to the people most impacted by our work?

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5. SUSTAINING THE WORK

What does sustainability look like for our equity and reconciliation efforts - not just in funding, but in relationships and accountability?

How do we embed equity into our daily decision-making, not just our long-term planning?

What structures or supports do we need to maintain momentum and avoid burnout? How do we embed love and care (for self, others, community and systems) into the work?

6. CLOSING & REFLECTION

What strengths do you bring to this work?

Where do you see opportunities for your personal or professional growth?

What challenges have you experienced (or anticipate) in doing this work, and how might we support each other through them?

1. SHAPING COMMITMENTS FOR RECIPROCAL ENGAGEMENT

What structural, cultural, historical, relational, or logistical barriers limit meaningful participation for equity-denied individuals?

How are equity-denied community members and organizations shaping governance and decision-making?

What does reciprocity look like for both the organization and the community?

How ready are we to adapt, slow down, or change course based on community feedback?

How do we prevent relational work from falling disproportionately on those with less institutional power?

2. INCLUSIVE AND CREATIVE PATHS FOR ENGAGEMENT

What diverse, culturally appropriate, and accessible ways of engaging community are possible (e.g., land-based gatherings, art, storytelling, food, play, ceremony, youth-led spaces)?

Where is community already gathering, organizing, or creating? How can engagement meet people where they are rather than asking them to come to us?

What supports (transportation, childcare, honoraria, translation, food, technology access) are needed to remove participation barriers?

How are gratitude and equitable compensation being practiced throughout the engagement process?

3. UNDERSTANDING COMMUNITY NEEDS AND ALIGNING PURPOSE

How are the community's needs, and priorities understood—and who shaped that understanding?

How does the request, project, or initiative align with these needs?

What parts of the approach may need to be reshaped to better reflect where the community is at?

How can extractive engagement be avoided, ensuring community benefit is clear, tangible, and co-defined?

4. POWER, PRIVILEGE, AND SPACE-MAKING

How do people with privilege contribute meaningfully while also ceding space for equity-denied leadership?

How can engagement embed equity and power-sharing rather than rely on individual goodwill? (i.e. ...participation depends heavily on one staff member who has strong personal relationships in the community. When the person left, engagement dropped sharply and trust weakened.)

How can conditions be created where everyone feels responsible for examining participation barriers?

How do those with privilege act as allies without overshadowing or limiting equity-denied voices?

5. WHO IS ENGAGING AND WHO IS MISSING?

Who is conducting the engagement, and what relationships, histories, or power dynamics shape how they are perceived? (i.e. police, vs. teachers vs. CFS vs. volunteers vs. nurses etc.)

Who are we turning to in community, and who is consistently left out or overlooked?

Who benefits from this engagement, and who may be unintentionally excluded or harmed?

How are we building long-term, trust-based relationships rather than one-time consultations?

6. HISTORICAL AND CONTEMPORARY CONTEXT

What historical and ongoing forms of oppression, colonialism, racism, and inequity shape the community's experiences with institutions?

How do these histories influence trust, participation, and expectations of engagement?

How are past organizational or systemic harms being acknowledged and addressed within current engagement approaches?

7 DATA, LEARNING, AND ACCOUNTABILITY

What data—quantitative, qualitative, relational, and experiential—helps illuminate inequities and community priorities?

How is data being collected in ethical, consent-based, culturally safe, and non-extractive ways?

How will data be shared back with community, and how will it support collective decision-making?

What mechanisms ensure accountability to communities most impacted by inequities?

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8. SUSTAINING RELATIONSHIPS BEYOND THE PROJECT

How are we committing to long-term relationship-building rather than transactional engagement?

What practices ensure ongoing reciprocity, transparency, and shared learning?

How do we honour community time, knowledge, and leadership beyond the life of a single initiative?

1. INCLUSION

Whose voices are being heard, and whose are being left out?

Are we actively creating space for marginalized, underrepresented, or silent voices to participate meaningfully in our communication processes?

How are we selecting words in the language that we use that don't create or perpetuate harm?

2. ACCESSIBILITY

Are we communicating in ways that are accessible and inclusive to all actors/audiences?

Do our language, formats, and communication channels consider different needs related to language, ability, culture, and digital access? What are other ways that we can make our practices more supportive for all audiences?

3. CONFLICT

How do we handle conflict, feedback, or disagreement in ways that are respectful and equitable?

Do we have shared practices for navigating difficult conversations that honour dignity and difference, and promote accountability to relationships?

4. POWER DYNAMICS

Are we transparent about decision-making processes and ensuring that power is not concentrated in ways that silence or marginalize others?

Are power dynamics acknowledged and addressed in how we communicate?

5. ACCOUNTABILITY

How do we hold ourselves accountable to equitable and respectful communication?

Do we have systems for reflection, feedback, and adjustment when communication harms occur or when equity is compromised?

1. RECOGNIZING PROGRESS & IMPACT

What have we accomplished since our last review?

Where are we seeing meaningful shifts (in policies, practices, mindsets)?

How are these shifts impacting equity-denied individuals and groups? How do we come to know this information (i.e. community validation)?

What do our successes, challenges, or opportunities tell us about what's possible? What do our failures tell us to do differently next time?

2. SENSEMAKING & COLLECTIVE LEARNING

What are we learning about systemic oppression and its impact on our work?

What has challenged our thinking or pushed us out of our comfort zones?

In what ways are we growing our mindset, heartset, and skillset?

What tensions or contradictions have surfaced, and how are we navigating them?

3. STRATEGY AND RESOURCE CHECK-IN

Which strategies are clearly advancing our goals for systemic change?

Where are we off track or unsure?

What needs to be rethought, reworked, or retired?

Are our actions aligned with our stated values?

What are the resources we have, and what are the resources we need?

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4. CENTRING EQUITY, ANTI-RACISM & RECONCILIATION

How are we embedding equity, anti-racism, and reconciliation into our daily work?

Whose voices have shaped our strategies and decisions?

Whose voices are missing from our strategies and decisions?

Where do we still see colonial, racist, or exclusionary systems operating within our structures?

How are we holding ourselves accountable to the communities we serve?

5. FEEDBACK & FUTURE COMMITMENTS

What feedback have we received from peers, partners, and communities?

How have we responded to that feedback?

What commitments are we making—individually and collectively—for the next phase of work?

What support do we need to stay accountable?

6. OPTIONAL WRAP-UP PROMPTS

What is one insight you're leaving with today?

What is one commitment you will carry forward?

How will you continue to practice both personal and collective commitment and accountability as you move forward?

How will we know we're making meaningful progress before the next review?

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