SNINEW

FUNDING INDIGENOUS APPROACHES IN PARTICIPATORY ACTION RESEARCH

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"SNINEW": "WELL-DISCIPLINED" AS IN "WE DO OUR RESEARCH, WE DO OUR HOMEWORK WITHIN OUR COMMUNITY TO STRENGTHEN IT" (DICK, 2012).

VANCOUVER FOUNDATION PAR PROJECT GRANTS

"Participatory Action Research Grants support a collaborative approach to research that involves stakeholders – those whose lives are affected by the issue being studied – and researchers in all phases of the research process. The research must investigate the root causes of a complex health issue, and must be a collaboration between community organizations and institutions with access to an ethics board, such as universities."

VF PAR grants focus on addressing the social determinants of health: "income and income distribution, education, social support networks and social exclusion, employment and working conditions, early childhood development, gender identity and sexual orientation, and the physical environment."

VF PAR RESEARCH GRANT CYCLE

Convene Grant

To generate ideas and then to develop a project plan for a future participatory action research project that can then be submitted to funders.

Up to $20,000 over 1 year

One month decision process

No deadline

https://www.vancouverfoundation.ca/grants/participatory-action-research-grants

Investigate Grant

To investigate a well-articulated health-related research question, and then to share findings with the community so that it can take action on the health issue in the future.

Up to $300,000 over 3 years

Requires 50% matching funds

2 stage, 5 month decision process

2 deadlines per year

CHALLENGE AND CHANGE: SYSTEMIC ISSUES AND ROOT CAUSES

3,000 characters on pressing issue(s) impacting the health of a community my research team wants to better understand, and that a research question could develop from:

- Aboriginal Achievement Gap (and disproportionate risk of low income)
- Neocolonial education, health, legal, political and social welfare systems
- Optimizing learning for students with FASD, ADHD, ASD, ODD, IBI, trauma and/or other executive function challenges
- Ensuring safety when including young people with exceptionalities in nature-based education

DRAFT RESEARCH QUESTIONS

1. How can Shoreline staff best work with our community to use Lekwungen values:

○ Thi'itsen (Trust),

○ Tsey'ewtsus (to have in both hands; Sharing),

○ Kwum'kwum (Courage), and

○ Txw'anaxw (to bring into the open; Openness)

… that were gifted to the Greater Victoria School District by Songhees Elder Butch Dick to bridge the gap between inherent and acquired rights to teach our students how to further develop their sense of identity, self-esteem, self-confidence and self-discipline?

Answer: Restorative Education? (but we need our community to qualitatively define, describe and assess the best methods to do this – perhaps through a Circle-based Indigenous Research Methodology)

DRAFT RESEARCH QUESTIONS

2. How can I get Shoreline student X (Indigenous, adopted, aggressive, has FASD) to Galiano Island and have him experience the full benefit of Restorative Education safely with his classmates through the GCA?

Quantitatively assess stakeholder perspectives on Hypothesis: We need to do our work in our school community, create a learning plan with student, parent, teacher and EA, plus new tools and resources from GCA could be helpful:

- inclusive pre-program materials to help prepare teachers, parents, students, and GCA staff to meet needs/expectations
- staff trained to work with neuro-diverse young people and ensure inclusive programs (appropriate hiring, training, program locations, topics, components and materials)
- use a learning assessment tool that reveals program benefits for both neurotypical and neuro-diverse students

CHALLENGE AND CHANGE: SYSTEMIC CHANGE

1,500 characters describing why researching this issue will be meaningful. How do I foresee it enabling the community to act on the issue being researched?

We'd like to foster collaboration between Elders, teachers and community members so that we can build up the senses of Identity, Self-esteem, Self-confidence and Self-discipline torn apart by the residential school system. This could both enable and require an iterative process of:

o Identifying and sharing learning approaches which will enable teachers to decolonize and Indigenize teaching practices and relationships with our students and community

o Strengthening understanding, participation, and impact of our Big Canoe Program

o Informing continued expansion and use of native plants in the camas meadow and forest with concurrent removal of invasive species on school grounds

o School staff meeting with Songhees and Esquimalt First Nation Elders and community members to explore ways to include Lkwungen/SENĆOŦEN, Hul'qumi'num, and Nuu Chah Nulth languages in our English and French curriculum through for example story and game-based approaches.

CHALLENGE & CHANGE: RESEARCH AND EVIDENCE

1,500 characters about the extent to which this research question or the emerging or pressing issue has been explored already. How might our research differ from or build upon other related work in this area?

- research has been conducted on separate issues that form the components of this project, but nothing that brings it all together, especially not one that uses an Indigenous research methodology that relates to our local communities or even region

- Research exists proving:
  - Education level is correlated with income and other social determinants of health (Saunders & Hill, 2007).
  - Even teachers who hope to benefit Indigenous students discriminate against them (Riley & Ungerleider, 2012).
  - Indigenous approaches to learning include nature as both teacher and classroom (Deer, 2009; Little Bear, 2012; BC Ministry of Education, 2015)
  - Access to nature benefits people physically, mentally, emotionally and intellectually (Sandifer et al., 2015)
  - People with exceptionalities are regularly and routinely excluded from nature and nature-based education (Liddicoat et al., 2006).
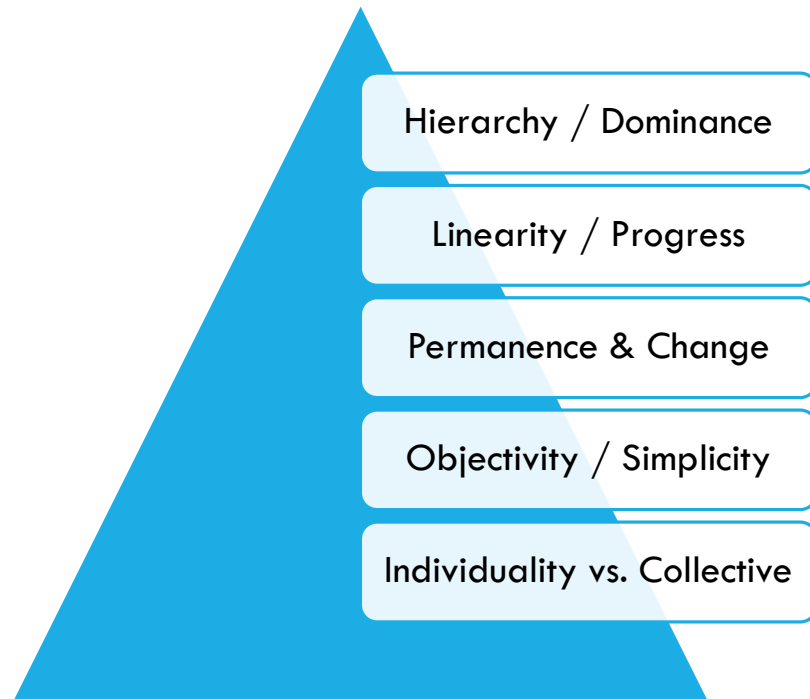
DEER'S SOLUTION FOR THE ACHIEVEMENT GAP

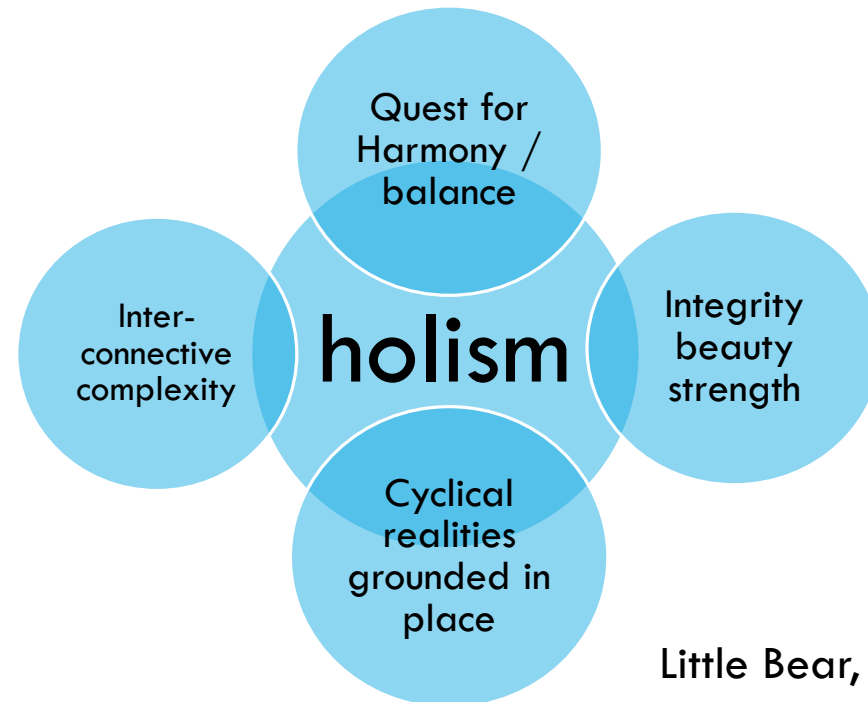Decolonization of Eurocentric curricular content and pedagogical practices to increase academic achievement

DECOLONIZING TEACHING PRACTICES

Colonial World Views Privilege

Hierarchy / Dominance

Linearity / Progress

Permanence & Change

Objectivity / Simplicity

Individuality vs. Collective

Indigenous World Views Emphasize

Quest for Harmony / balance

Inter-connective complexity

holism

Integrity beauty strength

Cyclical realities grounded in place

Little Bear, L. (2012).

INDIGENIZING LEARNING

Indigenous vs. colonial languages

Holistic seating models

DEER'S SOLUTION FOR THE ACHIEVEMENT GAP (2009)
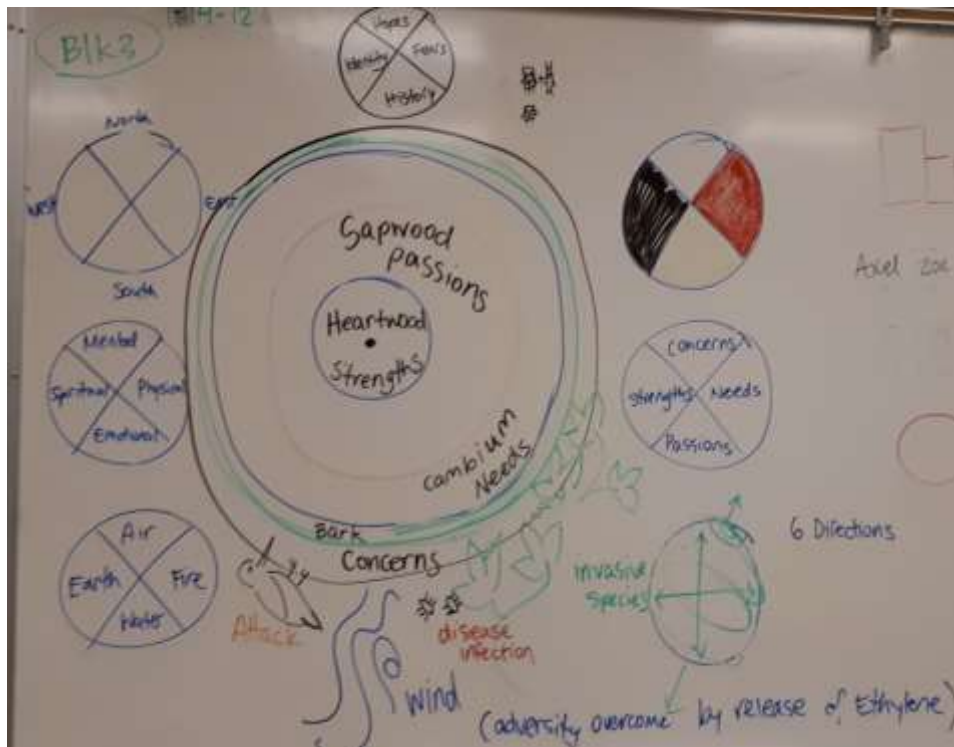
Foster Connection to
Traditional Lands

Affirm and practice
Traditional Arts & Languages

DEER'S SOLUTION FOR THE ACHIEVEMENT GAP (2009)

Student-centered learning, relevant to strengths, needs & goals

Place-based, culturally sensitive content congruent with local heritage, knowledge

INDIGENOUS CURRICULUM MODELS

The Saunders Hill (2007) Curriculum Model was created by and for Haudenosaunee students and educators

G.H. Smith (2000) and L.T. Smith's (1999) Indigenous Theory is based on the following six principles:

- self-determination,
- validating and legitimating cultural aspirations and identity,
- incorporating culturally preferred pedagogy,
- mediating socioeconomic difficulties,
- incorporating cultural structures that emphasize the collective rather than the individual, and
- shared and collective vision." (cited in Saunders & Hill, 2007)

LITERATURE REVIEW

2-page review of the research that is related and pertinent to our project:

- Outline causes and consequences of the Aboriginal Achievement Gap
- Comparison of Indigenous teaching practices and research methodologies with neocolonial approaches
- Discussion of Attribution theory and evidence of discrimination against Indigenous community members through neocolonial practices in education, health, legal, political and social welfare systems
- Chart similarities and differences in learning difficulties and needs experienced by students with FASD, ADHD, ASD, ODD, and other executive function challenges
- Summary of evidence that nature-based education is beneficial and particularly helpful for young people with executive function related challenges
- Examples of evidence-based practices that foster inclusion of young people with exceptionalities in nature-based education

CONVENE PROJECT PROCESS

3,000 characters about where I am currently in the design and development process. What have I done to move my ideas forward, and what activities do I still need to do?

Summarize the development process that you will undertake to develop this idea into a fully-formed, viable research project plan. Tell us what you would like to do to transition your idea into a viable project plan.

COLLABORATION: PARTNERS

1,500 characters about who I am currently partnering with. Who else do I intend to include in the development process? How are people affected by the issue involved?

o Galiano Conservancy Association

o Shoreline Middle School / SD61

o Songhees and Esquimalt Nations

o Surrounded by Cedar

COLLABORATION: COMMUNITY

How has the community's experience contributed to the identification and development of the research question? How will this project align with the principles and processes of participatory action research?

o Butch and Bradley Dick

o SD61 Professional Development

o Sustainability Exploratory Classes

o Shoreline Educators (Place-based and Language Learning Enhancement grants)

PUBLIC STATEMENT

Project Description in 700 characters:

Indigenous Methodologies in PARticipatory action research:

"Sninew": Building identity, self-esteem, self-confidence and self-discipline through inclusive, nature-based Restorative Education.

"Sninew": which Brad Dick defined as meaning "well-disciplined" as in "we do our research, we do our homework within our community to strengthen it" (2012).

What else???

Using the Dicks' approach to Circle, I would like to invite each of you to share your understanding of this project to help co-create this description. Please "choose words with care and thoughtfulness," and "speak in a sacred manner" (Graveline, 2000, p. 364) as I intend to follow Bradley's example of theming instead of coding, categorizing or editing your words.

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