

PAR Proposal to GCA as a Community Partner in Convene/Investigate Grant Application

Draft Project title: Restorative Education: Building Resiliency through Relationships

Draft Subtitle: A Mixed Method Participatory Action Research Project using Indigenous Research Methodologies

Master's Thesis Research Question: How can educators best build relationships with Indigenous learners, caregivers, community knowledge keepers and other educators? How can we work together to co-create educational experiences that are restorative and inclusive?

Convene Grant Research Questions: Can using a local Circle-based Indigenous research methodology enable Shoreline and Galiano Conservancy staff to explore how we can include Lekwungen educational values to achieve Lekwungen educational goals for our shared learners? Can we foster Txw'anaxw (Openness / to bring into the open), Thi'itsen (Trust), Kwum'kwum (Courage), and Tsey'ewtsus (Sharing / to have in both hands) through our grade 7 camp to build identity, self-esteem, self-confidence and self-discipline among our students? Will doing so benefit Indigenous students who struggle with Executive function exceptionalities associated with ADHD, ASD, ODD, FASD and histories of trauma?

Goal of Convene Grant: Bring together educators who work with Indigenous learners with exceptionalities to share challenges and best practices in relationship-building, in order to plan a pilot "restorative education" program for the annual Shoreline grade 7 camp. Research participants will discuss lessons learned and identify paths for future dialogue and research through co-creating a proposal for an Investigate grant.

Convene Process

1. Facilitate Circle-based methodology with "hired speaker" (consensus-based facilitator and recorder or graphic recorder... perhaps to be compared with transcription technology / coding as focus of thesis) to qualitatively identify educational innovations and best practices by and for educators to build relationships with Indigenous learners with exceptionalities (to be used to determine next steps in Convene and Investigate stages of larger project on Restorative Education)
2. Theme responses and check validity / reliability with Circle participants via email
3. Use responses to create data collection tools and collect data via Survey monkey (adults via email) and Kahoot survey (students at school) to enable participants to quantitatively confirm, assess importance and indicate preference of the innovations identified that will be used before, during and after grade 7 camp.
4. Create Advisory Circle to plan Investigate project which includes Indigenous learners, caregivers and community knowledge keepers (using relationship building strategies identified through convene process) along with self-selected educators involved in Convene stage of project

Part 1: Convene Grant will fund:

1. Hire graphic recorder as "hired speaker" for Circle?

2. Tools for relationship building:
 - Community knowledge keepers: Gifts, honoraria, travel stipends, (\$1000)
 - Caregivers: food, travel stipends, child care, (family participation in camp?) (\$1000)
 - Indigenous learners: hands-on learning materials that address unique needs: (\$4000+)
 - food, prizes, access to digital programs and devices to increase engagement in classroom activities (and in preparation for grade 7 trip)
 - animal puppets, carved canoe puzzle, native plant cards / press / fabric prints
 - colour printing and laminating for class set of Indigenous language booklets on native plants, animals, numbers and canoeing terms, moons, weaving?
 - canvas and paint for Circle “classroom carpet” art project,
 - native plants, signage, raingear and tools for restoration projects
 - colour printing and laminating of sustainability memes / recycling bin signage
 - digital foraging equipment / mentorship for students to make video game and video of camp to use as outreach / preparation / continuation of learning
3. Educators: release time (Teacher on Call etc) for grade 7 teachers to meet together, in addition to Indigenous educators, counsellors and EAs, as well as Conservancy staff / volunteers:
 - To discuss challenges and best practices (convene research Circle) (\$2000)
 - to plan grade 7 trip in consensus-based manner (\$2000)
4. Any extra program costs beyond \$80 / student for 90 students and 10 adults for 2 days and 3 nights (\$4000 – to cover extra Conservancy costs of program facilitation plus \$6000 for project development and implementation, including Galiano Circle)

Thesis part of Convene Grant Timeline:

Shoreline Meetings:

Meeting #1 Feb. 26, 2019 lunch meeting with grade 7 teachers:

1. Establish Basic logistics for grade 7 camp (Galiano vs. Camp Bernard): dates, numbers, costs, supervision ratios, food, transportation: bus and ferry, program opportunities and options: boating, swimming, art, sports, games, activities, equipment etc.
2. *Propose / Request participation in research project as a part of grade 7 camp planning process:*

Invite educators to participate in a Circle(s) to discuss how to work together to provide an educational experience that is restorative and inclusive through the grade 7 camp. Two pieces to discuss: the theoretical / research aspect of relationship building versus planning the logistics of who will actually be there and what programming they will be facilitating. Discuss the use and practice of Circle and consensus-based decision-making, as well as amount/duration/ participation in meetings, as well as use of additional meetings, e-surveys and Kahoot to solicit / include input from EAs, students, caregivers, community leaders etc. Not everyone has to be at each meeting if we have a strong way to share results of each discussion/ meeting / Circle / survey.

Meeting #2: presentation about research project; distribute info to inform consent as well as consent forms, especially for research participants who were not at first meeting (EAs, Indigenous teachers etc who are not grade 7 homeroom teachers).

Meeting #3: Begin data collection for research project: Perhaps during Curriculum Implementation day on April 12?

1. Collect signed participant consent forms
2. Host Educator circle and transcribe data:
 - a. challenges and best practices in building relationships with Indigenous learners with exceptionalities
 - b. recommendations on how to include all learners in “restorative” education experiences
3. Theme responses into questions for e-survey for educators, parents and community knowledge-keepers as well as Kahoot survey for students about programming option preferences.

MEd Tasks requiring completion to be ready for this stage:

1. supervisory committee in place.
2. establish transcription tools / facilitator/ process
3. thesis proposal approval
4. ethics review board approval

Post- Thesis action items during Convene stage of Project:

Meeting #4 (May?): Decision confirming location and programming of grade 7 camp

Tasks requiring completion to be ready for this stage:

1. convene grant approval (program budget implications) so that location decision can be made
2. results from Circles, kahoots, e-surveys etc summarized for presentation to grade 7 teachers, admin, EAs etc so programming decisions can be made

Galiano Meeting(s): Spring break? Mar 29th weekend? Before or after Shoreline Circle?

Similar structure as Shoreline Circle but with GCA staff / volunteers / community educators to be involved in theoretical discussion and/vs. program logistics / facilitation?

Presentation about Shoreline community and strengths / needs / abilities of our Indigenous learners with exceptionalities, then question: what can Galiano offer?

Invite / include volunteers / allies / local Indigenous community leaders who have worked with marginalized groups before, such as grandparents raising grandchildren / folks that have volunteered with Unistoten support groups etc...

Convene Stage Action Items:

1. Confirm Supervisory Committee: Lynda Struthers, Kim Kerns / Katie Mateer / Ulrich Mueller?, Linda O'Neill? Gretchen Vogelsang? Tina Fraser?
2. Confirm lead researcher interested in long term of project: Cate Sandilands offered! Perfect.
3. Research options for 'Hiring a speaker' / recorder, transcription program versus proposing myself as recording facilitator of consensus-based decision-making....? – ask Mark Morrison about transcription programs. Discuss with Conservancy / program supervisor Tina Fraser.
4. Gauge interest / Invite into Educators' Research Circle: Dawn, Mark, Levi, Reggie, Jen, Julie, Dean, Erin. James Stark? Micha? Jen A.? James Swan? Brenda? Pam?
5. Program Facilitation / Planning meetings hopefully includes: Dawn, Mark, Levi, Reggie, James Stark. Jen, Julie, Dean, Erin. Micha? Jen A.? James Swan? Brenda? (hire a caregiver for kids during program?) FRIM teachers Louis and Kristen are out, but what about Breanna Lang?
6. Request / Confirm interest from Brad/Butch: Are they will to facilitate Circles at Shoreline? If not on their own, are they will to train me (Emily) in co-facilitating their Circle? Co-facilitate circles with sustainability exploratories? Co-facilitate other circles? Butch is more hesitant about coming into schools now and working with students directly. Why? Can we address barriers, and/or are there other Songhees educators who will?

7. Convene an Advisory Circle for Investigate stage of project:
 - a. Indigenous Elders and knowledge keepers Butch Dick, Brad Dick, Eva Wilson? Marvin Wilson? Richie Wilson? Julia Clifton?
 - b. Conservancy staff and community representatives: Keith Erickson, Emily Frances...?
 - Shoreline staff: [REDACTED]
[REDACTED] Who else will come on and be able to reflect on grade 7 trip? [REDACTED]
 - d. Local University researchers: [REDACTED]
 - e. Invite students and parents to join Advisory Circle: [REDACTED]
[REDACTED]?
8. Advisory Circle reviews, analyzes and uses data from Circle(s) to plan Investigate Grant project proposal. Advisory Circle discusses findings from Educators' Circle and Convene stage surveys, discusses methodologies tested and possible alternatives and reaches consensus about scope of literature review, research questions, research methodology, data collection strategy, approach to data analysis, co-ownership of data and findings, and decision-making and conflict resolution processes to be used in Investigate stage of project.

Part 2: Investigate Grant (Dec 2019 onwards)

Potential title for Investigate stage of project: "Sninew" which according to Songhees knowledge-keeper Bradley Dick, means "well-disciplined" as in "we do our research, we do our homework within our community to strengthen it" (Dick, 2012).

Investigate Grant will fund:

Depending on how the Circle process goes during the Convene stage of the project, the Advisory Circle formed during the latter part of the Convene process will decide how many Circles should be proposed for the Investigate stage of the project, and who should be involved in each. Some options include:

1. Advisory Circle meets to envision Restorative Education and plan programming for 2020 grade 7 annual camp;
2. Option 1 plus 2 Sustainability Exploratory class Circles and 1 Multi-stakeholder Circle before grade 7 trip
3. Option 2 plus Circles for each class/group of grade 7s
4. Option 3 plus four stakeholder Circles (students, caregivers, educators, Galiano community)
5. Option 4 with Multi-stakeholder Circle after the grade 7 trip to reflect on experience

Investigate Process would include (in addition to whichever options left over from Convene stage):

Hold more Circles and create/distribute electronic survey to test and generalize findings from Circles, in order to:

1. Define what inclusive, Restorative Education should look like – at our school, and during Galiano Conservancy Association programs.
2. Find out what does or can make restorative education program outreach and pre-program materials inviting for parents and teachers of children with exceptionalities
3. Find out if there is a respectful way that organizations such as the Galiano Conservancy can build relationships with teachers, parents and young people themselves to gain knowledge that will help us understand and meet each exceptional learner’s needs.
4. Assess to what extent education program facilitators understand and can cater to such students through their instructional approaches, and whether any improvements can be made to hiring and training practices.
5. Explore whether program locations, topics, components and materials meet the needs of Indigenous and exceptional students, and if any improvements can be made.
6. Find an ethical, easy, inexpensive way we can assess the actual learning and benefits that program participants enjoy in a way that lets us compare whether students with EF challenges gain more, less, the same, or different types of benefits than neuro-typical participants do.

Investigate Stage Action Items

1. Brad / Butch Co-facilitate Circle training in Sustainability Exploratory Classes / Grade 7 classes?
2. Convene Circles to engage and share thoughts about Restorative Education: what is it and how can we foster inclusion in and through Restorative Education? How best to restore sense of identity, self-esteem, self-confidence, self-discipline? How best to model openness, trust, courage and sharing? What has worked? What is missing?
 - a. Convene Circles with Sustainability Exploratory classes?
 - b. Convene Student Circle?
 - c. Convene Caregiver Circle?
 - d. Convene Educator Circle?
 - e. Convene Galiano Community Circle?
3. Advisory Circle: Plan and facilitate next year’s grade 7 trip to Galiano to try to put findings from Circles into action.
4. Re-Convene large, multi-stakeholder Circle of past contributors to reflect on experience: successes, challenges, lessons learned.
5. Advisory Circle reviews, analyzes and uses data from both sets of Circles to plan creation of questions for an electronic survey to test and generalize the findings from project: Can our approach to Restorative Education be used by others to make nature-based education more inclusive and restorative for Indigenous learners with Executive Function related exceptionalities?

Draft Investigate Project Expenses Budget

(minimum \$34,500 / year for Research Circles: Does not include Galiano Conservancy Costs, restorative education program costs or costs of in-school educational interventions)

Action Item	Budget	Total cost
<p>Once Cate Sandilands approved as lead researcher, so Emily can get paid as research assistant:</p> <ol style="list-style-type: none"> 1. Research and Draft expanded Literature Review 2. Prepare request for participation letters, consent forms, presentations, applications 3. Organize logistics of Circle(s): dates, locations, facilitators, participants, food, childcare, transportation, etc. 4. Facilitate Circles 5. Draft Report of Circles Findings 6. Draft e-survey questions 7. Draft report of e-survey findings 8. Draft final report of project 	<p>110 hrs x 25/hr EM = \$2700</p> <p>20 hrs x \$25= \$500</p> <p>10 hrs per stakeholder Circles = 50 hours x \$25 = \$1250</p> <p>50 hrs x \$25 = 1250</p> <p>50 hrs x \$25 = 1250</p> <p>50 hrs x \$25 = 1250</p> <p>50 hrs x \$25 = 1250</p>	10750
<p>Request / Confirm interest from Brad/Butch: Are they willing to train me in co-facilitating their version of Circles? Co-facilitate circles with my Sustainability Exploratory classes? Co-facilitate other Circles with the other grade 7 classes? Co-facilitate the 4 stakeholder Circles and 1 multi-stakeholder Circle?</p>	<p>4 hrs per person to arrange / prepare / hold in person meeting(s)</p> <p>Meeting Honoraria = 2 Elders x 4 hrs x \$25 = \$200</p>	200
<p>Convene an Advisory Circle of 10 people composed of Education Coordinator and Elders from Songhees & Esquimalt Nations, staff and members of Galiano Conservancy Association, Indigenous and non-Indigenous Teachers, Educational Assistants and ECE program staff from Shoreline Middle School (especially</p>	<p>Honoraria per monthly 2 hr meeting: \$50 each x 10 x 5 months = \$2500 (First stage of project)</p> <p>Release time for educational staff 5 staff x \$150 x 5 meetings = 3750</p>	6250

those involved in the grade 7 trip to Galiano), researchers from UNBC and UVic, Indigenous and non-Indigenous community members from Galiano / Hwlitsum / Victoria regions with related expertise	Additional monthly meetings during summer? next year?	
Advisory Circle reviews proposal, discusses alternatives and reaches consensus about scope of literature review, research questions, research methodology, data collection strategy, approach to data analysis, co-ownership of data and findings, and decision-making and conflict resolution processes to be used.	Is this a full day workshop? Honoraria= 6 hrs x \$25 x 10 people = \$1500 Rental of space = \$250 Food = \$250 Childcare = \$150 Ferry / Bus / Taxi vouchers = \$300	2450
Brad / Butch Co-facilitate Circle training in up to 10 Sustainability Exploratory Classes / Grade 7 classes	Honoraria \$200 per class x 10 classes = \$2000	2000
Convene 4 circles to engage stakeholders and share ideas and experiences about Restorative Education: Educators, Caregivers, Students, Galiano Community.	Each Circle = \$1200 x 4 = \$4800 Honoraria= \$25 x 10 people = \$250 Rental of space = \$250 Food = \$250 Childcare = \$125 Ferry / Bus / Taxi vouchers = \$200	4700
Invite students and caregivers to join Advisory Circle	Honoraria = \$25 x 2 students and 2 caregivers = \$100 per meeting (x 5 meetings = \$500)	500
Advisory Circle reviews, analyzes and uses data from Circles to plan and co-facilitate grade 7 Shoreline trip to Galiano to try to put these findings into action.	Is this a full day workshop? Honoraria= 6 hrs x \$25 x 10 people = \$1500 Rental of space = \$250 Food = \$250 Childcare = \$150 Ferry / Bus / Taxi vouchers = \$300	2450
Convene 1 large, multi-stakeholder Circle at Songhees Bighthouse to reflect on grade 7 trip experience: successes, challenges, lessons learned.	Honoraria= \$25 x 50 people = \$1250 Rental of space = \$500 Food = \$500 Childcare = \$150 Ferry / Bus / Taxi vouchers = \$300	2750

Advisory Circle reviews, analyzes and uses data from both sets of Circles to plan Investigate Grant project proposal and e-survey questions to test and generalize findings from Convene grant stage of project	Is this a full day workshop? Honoraria= 6 hrs x \$25 x 10 people = \$1500 Rental of space = \$250 Food = \$250 Childcare = \$150 Ferry / Bus / Taxi vouchers = \$300	2450
	Total	34,500

References

Dick, B. (2012, January 14). Bradley Dick: Honouring Tradition. [Video] Published by TEDxYouth@Victoria. Retrieved from <https://www.youtube.com/watch?v=s7ZQqIFeE7g>