

Internal use
777352

Application for a Grant

Identification													
This page will be made available to selection committee members and external assessors.													
Funding opportunity Partnership Development Grants													
Program name 1 - Insight 2 - Connection	Type of partnership New												
Joint or special initiative													
Application title Partnership Development for Researching the Education of Aboriginal Students: A Youth Exchange through Arts & Technology - Stories of Culture, Identity, Community and Place													
Applicant family name Conrad	Applicant given name Diane	Initials H.											
Org. code 1480111	Full name of applicant's organization and department University of Alberta Secondary Education												
Org. code 1480111	Full name of administrative organization and department University of Alberta Research Services Office												
Scholar type Established <input type="radio"/> Emerging <input checked="" type="radio"/>													
If "Emerging", specify category 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>													
Is this a research-creation project?			Yes <input type="radio"/> No <input checked="" type="radio"/>										
Does your proposal involve Aboriginal Research as defined by SSHRC?			Yes <input checked="" type="radio"/> No <input type="radio"/>										
Does your proposal involve human beings as research subjects? If "Yes", consult the <i>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans</i> and submit your proposal to your organization's Research Ethics Board.			Yes <input checked="" type="radio"/> No <input type="radio"/>										
Does your proposal involve activity that requires a permit, licence, or approval under any federal statute; or physical interaction with the environment? If 'Yes', complete Appendices A and B.			Yes <input type="radio"/> No <input checked="" type="radio"/>										
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 15%;">Year 1</th> <th style="width: 15%;">Year 2</th> <th style="width: 15%;">Year 3</th> <th style="width: 15%;">Total</th> </tr> </thead> <tbody> <tr> <td>Total funds requested from SSHRC</td> <td style="text-align: right;"><u>60,509</u></td> <td style="text-align: right;"><u>54,210</u></td> <td style="text-align: right;"><u>85,281</u></td> <td style="text-align: right;"><u>200,000</u></td> </tr> </tbody> </table>					Year 1	Year 2	Year 3	Total	Total funds requested from SSHRC	<u>60,509</u>	<u>54,210</u>	<u>85,281</u>	<u>200,000</u>
	Year 1	Year 2	Year 3	Total									
Total funds requested from SSHRC	<u>60,509</u>	<u>54,210</u>	<u>85,281</u>	<u>200,000</u>									

Activity Details

The information provided in this section refers to your research proposal.

Keywords

List keywords that best describe your proposed research or research activity. Separate keywords with a semicolon.

Aboriginal education, Indigenous research, participatory action research, decolonizing education, wisdom traditions, curriculum development, Aboriginal youth identity, youth exchange, diverse First Nations cultures, educational success, arts, technology

Partnership Approaches

One or more possible formal partnership approaches.

If "Other", specify

Indigenous community-university partnership knowledge co-creation & mobilization

Disciplines - Indicate and rank up to 5 disciplines that best correspond to your proposal.

Rank	Code	Discipline	If "Other", specify
1	61200	Education	
2	61299	Other Education	Aboriginal Education
3	61226	Arts Education	
4	61212	Curriculum	
5	61244	Teacher education	

Areas of Research

Indicate and rank up to 3 areas of research related to your proposal.

Rank	Code	Area
1	140	Education
2	240	Indigenous peoples
3	100	Arts and culture

Temporal Periods

If applicable, indicate up to 2 historical periods covered by your proposal.

From	To
Year _____ BC AD ○ ○ _____ ○ ○	Year _____ BC AD ○ ○ _____ ○ ○

Family name, Given name
Conrad, Diane

Activity Details (cont'd)

Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Region
1	1140	Northern Canada
2	1130	Western Canada
3		

Countries

If applicable, indicate and rank up to 5 countries covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Country	Prov./ State
1	1100	CANADA	NT
2	1100	CANADA	AB
3			
4			
5			

Family name, Given name

Conrad, Diane

Summary of Proposal

The summary of your proposal should indicate the challenges or issues to be addressed; the overall goal and objectives of the proposed partnership; and the breadth of the partnership, and the meaningful engagement of the partners involved.

Partnership Development for Researching the Education of Aboriginal Students: A Youth Exchange through Arts & Technology -- Stories of Culture, Identity, Community & Place

Challenges: Education for Aboriginal students across Canada is in dire need of enrichment given the legacy of residential schools and the persistent failure of mainstream curriculum to engage Aboriginal learners. Based on most recent statistics specific to Aboriginal youths' high school completion, "40% of Aboriginal people aged 20 to 24 did not have a high-school diploma, compared to 13% among non-Aboriginal Canadians. The rate was even higher for First Nations living on reserve (61%) and for Inuit living in remote communities (68%). These numbers are distressing given the importance of a high-school diploma in the pursuit of further education, training and employment" (Canada Council on Learning, 2009, p. 6). For these reasons, the education of Aboriginal students has become a national priority and there is increasing demand for teachers who understand the pedagogical implications of working with Aboriginal students. What is urgently called for is engagement rooted in Indigenous ways of knowing and histories to redress past inequities, nurture educational success and find practical solutions for meeting Aboriginal learners' diverse educational needs. Enhancing Aboriginal education has implications for all Canadians for repairing and renewing Aboriginal-Canadian relations, for economic and ecological sustainability, towards building our successful shared future.

Objectives: How can partnership development between university researchers, Aboriginal community schools, and organizations that support them for the co-creation of curriculum and knowledge mobilization help nurture the educational experiences and successes of Aboriginal learners? The objectives of our study are to 1) establish sustainable collaborations between three diverse Aboriginal community schools and organizations that support those schools; 2) undertake research development of co-created curriculum models, through arts, digital technology and youth exchange, for nurturing the educational success of Aboriginal learners; 3) build capacity within the communities to utilize and further develop the emergent curricular models; 4) disseminate learning from the study to schools, school authorities, and teacher preparation programs locally, nationally and internationally; 5) develop other partnerships for research into the education of Aboriginal learners.

Partnership: Our collaboration involves University of Alberta researchers including a leading Indigenous scholar; three diverse First Nations schools including a community school in the Northwest Territories; a school on a Southern Alberta reserve, with the Principal as research collaborator; an urban Aboriginal school in Edmonton, Alberta; two school boards; a community council; a Northern community college; and a government department. Relationship building activities and consultation processes undertaken with the communities including a meeting of representatives from all three communities have indicated that education is a priority for all partners; they have identified the partnership development as aligning with their established goals. Partners will provide leadership for the research; analyze and evaluate the processes and products of the curriculum exploration, attuned to the specific cultural contexts of their communities and the educational goals of their regions. We acknowledge the diversity and richness of Indigenous cultures and knowledges, the support offered Aboriginal learners through maintaining cultural identity, and their need to work against the effects colonization for success that encompasses more than high school attainment.

Family name, Given name

Conrad, Diane

Co-applicants

Enter the family name and email address of each co-applicant who will take part in the intellectual direction of the research. Indicate if they are from the academic or non-academic community. Do not include assistants, students or consultants.

Role Co-applicant		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Donald		Given name Dwayne	Initials T
Org. code 1480111	Full organization name University of Alberta		
Department/Division name Secondary Education			
Role Co-applicant		Academic <input type="radio"/> Non-academic <input type="radio"/>	
Family name		Given name	Initials
Org. code	Full organization name		
Department/Division name			
Role Co-applicant		Academic <input type="radio"/> Non-academic <input type="radio"/>	
Family name		Given name	Initials
Org. code	Full organization name		
Department/Division name			
Role Co-applicant		Academic <input type="radio"/> Non-academic <input type="radio"/>	
Family name		Given name	Initials
Org. code	Full organization name		
Department/Division name			
Role Co-applicant		Academic <input type="radio"/> Non-academic <input type="radio"/>	
Family name		Given name	Initials
Org. code	Full organization name		
Department/Division name			

Family name, Given name

Conrad, Diane

Collaborators

Enter complete information for each collaborator who may make a significant contribution to the research and/or related initiative. Do not include assistants, students or consultants.

Role Collaborator	Position Principal	Title Ms.	
Family name Big Head		Given name Ramona	
Initials			
Disciplines Education			
If "Other", specify			
Org. code 1	Full organization name Tatsikiisaapo'p Middle School		
Department/Division name Kainai Board of Education		Address [REDACTED]	
Country code	Area code	Number	Extension
Telephone number	[REDACTED]	[REDACTED]	[REDACTED]
City/Municipality [REDACTED]		Prov./State [REDACTED]	Postal/Zip code [REDACTED]
Country [REDACTED]			
E-mail [REDACTED]			
Role Collaborator	Position	Title	
Family name		Given name	
Initials			
Disciplines			
If "Other", specify			
Org. code	Full organization name		
Department/Division name		Address	
Country code	Area code	Number	Extension
Telephone number	[REDACTED]	[REDACTED]	[REDACTED]
City/Municipality		Prov./State	Postal/Zip code
Country			
E-mail			

Family name, Given name

Conrad, Diane

Partner Organizations		- A partner organization may be, for example, a Canadian or foreign: postsecondary institution, government department (federal, provincial, territorial, municipal), for-profit or not-for-profit organization, or foundation.			
Org. code	Full organization name Aboriginal Learning Services - Edmonton Catholic Schools	Organization type Secondary school			
Address [REDACTED]		Contact family name Mykituk			
		Given name Shirley		Initials	
City/Municipality [REDACTED]	Prov./State [REDACTED]	Postal/Zip code [REDACTED]	Country code	Area code	Number
Country [REDACTED]		Telephone number [REDACTED]			
		Secondary number [REDACTED]			
		Fax number [REDACTED]			
E-mail [REDACTED]					
Web address www.ecsd.net					
Org. code	Full organization name Aurora College	Organization type College			
Address [REDACTED]		Contact family name Rosolen			
		Given name Sarah		Initials	
City/Municipality [REDACTED]	Prov./State [REDACTED]	Postal/Zip code [REDACTED]	Country code	Area code	Number
Country [REDACTED]		Telephone number [REDACTED]			
		Secondary number [REDACTED]			
		Fax number [REDACTED]			
E-mail [REDACTED]					
Web address http://www.auroracollege.nt.ca/					
Org. code	Full organization name Ben Calf Robe - St. Clare	Organization type Secondary school			
Address [REDACTED]		Contact family name DeCorby			
		Given name Emilie		Initials	
City/Municipality [REDACTED]	Prov./State [REDACTED]	Postal/Zip code [REDACTED]	Country code	Area code	Number
Country [REDACTED]		Telephone number [REDACTED]			
		Secondary number [REDACTED]			
		Fax number [REDACTED]			
E-mail [REDACTED]					
Web address www.bencalfrobe.ecsd.net					

Family name, Given name
Conrad, Diane

Partner Organizations (cont'd)									
Org. code	Full organization name Chief T'Selehye School					Organization type Secondary school			
Address [REDACTED]					Contact family name Grandjambe				
					Given name Angela			Initials	
City/Municipality [REDACTED]			Prov./State [REDACTED]	Postal/Zip code [REDACTED]	Country code	Area code	Number	Extension	
Country [REDACTED]					Telephone number	[REDACTED]	[REDACTED]	[REDACTED]	
					Secondary number	[REDACTED]	[REDACTED]	[REDACTED]	
					Fax number	[REDACTED]	[REDACTED]	[REDACTED]	
E-mail [REDACTED]									
Web address									
Org. code	Full organization name Instructional and School Services, Department of Education Culture and Employment, GNWT					Organization type Provincial/Territorial government			
Address [REDACTED]					Contact family name Willett				
					Given name Mindy			Initials	
City/Municipality [REDACTED]			Prov./State [REDACTED]	Postal/Zip code [REDACTED]	Country code	Area code	Number	Extension	
Country [REDACTED]					Telephone number	[REDACTED]	[REDACTED]	[REDACTED]	
					Secondary number	[REDACTED]	[REDACTED]	[REDACTED]	
					Fax number	[REDACTED]	[REDACTED]	[REDACTED]	
E-mail [REDACTED]									
Web address www.ece.gov.nt.ca									
Org. code	Full organization name Kainai Board of Education					Organization type Aboriginal Organization			
Address [REDACTED]					Contact family name Manyfingers				
					Given name Maurice			Initials	
City/Municipality [REDACTED]			Prov./State [REDACTED]	Postal/Zip code [REDACTED]	Country code	Area code	Number	Extension	
Country [REDACTED]					Telephone number	[REDACTED]	[REDACTED]	[REDACTED]	
					Secondary number	[REDACTED]	[REDACTED]	[REDACTED]	
					Fax number	[REDACTED]	[REDACTED]	[REDACTED]	
E-mail [REDACTED]									
Web address									

Family name, Given name
Conrad, Diane

Partner Organizations (cont'd)									
Org. code	Full organization name K'asho Gotine Charter Community					Organization type Aboriginal Organization			
Address [REDACTED]			Contact family name Grandjambe						
			Given name Angela					Initials	
City/Municipality [REDACTED]		Prov./State [REDACTED]	Postal/Zip code [REDACTED]		Country code	Area code	Number	Extension	
Country [REDACTED]			Telephone number [REDACTED]		Secondary number [REDACTED]		Fax number [REDACTED]		
E-mail [REDACTED]									
Web address									
Org. code	Full organization name Tatsikiisaapo'p Middle School					Organization type Secondary school			
Address [REDACTED]			Contact family name Fox						
			Given name Andrea					Initials TJ	
City/Municipality [REDACTED]		Prov./State [REDACTED]	Postal/Zip code [REDACTED]		Country code	Area code	Number	Extension	
Country [REDACTED]			Telephone number [REDACTED]		Secondary number [REDACTED]		Fax number [REDACTED]		
E-mail [REDACTED]									
Web address			tms.kainaied.ca						
Org. code	Full organization name University of Alberta					Organization type University			
Address [REDACTED]			Contact family name Chan-Marples						
			Given name Lan					Initials	
City/Municipality [REDACTED]		Prov./State [REDACTED]	Postal/Zip code [REDACTED]		Country code	Area code	Number	Extension	
Country [REDACTED]			Telephone number [REDACTED]		Secondary number [REDACTED]		Fax number [REDACTED]		
E-mail [REDACTED]									
Web address			www.rso.ualberta.ca						

Project Description

Overall goal & specific objectives – Given Canada’s legacy of residential schools and the persistent failure of mainstream curriculum to engage Aboriginal learners in meaningful educational experiences (Hare & Pidgeon, 2011) evinced by higher than average rates (40-68% vs. 13%) of high school dis-attainment (Canada Council on Learning, 2009), the education of Aboriginal learners is a complex and important topic for investigation, requiring consolidated efforts to make meaningful change. Moreover, addressing Aboriginal education has implications for all Canadians; one of Canada’s significant challenge areas is: “How are the experiences and aspirations of Aboriginal Peoples in Canada essential to building a successful shared future?” (SSHRC, 2014). Confronting this societal challenge through seeking promising strategies for educating Aboriginal learners, our study explores the role that arts and digital technologies can play in teaching and revitalizing diverse First Nations cultures and identities (subquestion 3d) towards repairing and renewing Aboriginal-Canadian relations, and for economic and ecological sustainability. To support the education of Aboriginal learners this study develops a partnership between the University of Alberta and three diverse Aboriginal community schools and organizations that support them based in an understanding that schools are embedded within larger structures. Our goal is collaborative curriculum exploration, development and theorizing to support the communities’ visions for schools that facilitate learning for youth, grounded in their Indigenous cultures, histories and place-based sensibilities (Munroe, et al., 2013; Sheridan, & Longboat, 2014; St. Denis, 2009) to be productive participants in mainstream society through more than just high school attainment. To this end, partnership development will be undertaken with organizations that share interests in Aboriginal education for ongoing research. Through a digital arts exchange, the specific objectives of the study are to: 1) establish sustainable collaborations between three diverse Aboriginal community schools and organizations that support those schools; 2) undertake research development of co-created curriculum models, through arts, digital technology and youth exchange, for nurturing the educational success of Aboriginal learners; 3) build capacity within the communities to utilize and further develop the emergent curricular models; 4) disseminate learning from the study to schools, school authorities, and teacher preparation programs locally, nationally and internationally; 5) develop other partnerships for research into the education of Aboriginal learners.

Our Indigenous community-university partnership development (Ball & Pence, 2006; Martin Ginis, 2012) for co-creation and mobilization of knowledge, based in an Indigenous research paradigm, follows a community-based participatory action research model. In this approach all participants are active co-researchers in the process, drawing on the understanding that knowledge generated in local cultures and places and through Indigenous wisdom traditions, alongside knowledge of Aboriginal/non-Aboriginal university-based scholars and other partners is vital in reaching our shared goals. To activate our objectives we ask: *How can partnership development between university researchers, Aboriginal community schools, and organizations that support them, for the co-creation of curriculum and knowledge mobilization, help nurture the educational experiences and successes of Aboriginal learners?*

Our study will mobilize knowledge in cyclical fashion building upon the stories and experiences of young learners themselves to create, over three years, artifacts of cultural production (Gaztambide-Fernandez, 2013) (e.g. video dramatizations, digital visual artworks) that speak to their understandings of culture, identity, community and place. Drawing on the knowledge of community Elders, leaders, school teachers, school board officials, teacher education instructors, government curriculum developers and university researchers, arts activities with youth will be undertaken alongside researchers, graduate research assistants (GRAs), community facilitators and educators in each community. Then, through ongoing digital exchange, these activities will be shared with young people, community members, teachers, and educational leaders in the communities to further inform and support the continuing work. The process will offer mentorship, professional development, and student training; learning from the activities will be disseminated to wider academic and non-academic audiences through community and classroom presentations, a research symposium, a website, a research report, a curriculum resource

document, as well as academic presentations and publications, and will develop committed partnerships for further research into the education of Aboriginal learners.

Relevance and significance for partners – Our preliminary exchanges with partners (Figure 1)

Figure 1 – Partner organizations
Fort Good Hope (FGH) Northwest Territories (NWT) <ul style="list-style-type: none"> • Chief T'Selehye School • K'asho Gotine Charter Community • Aurora College, Bachelor of Education program • Instructional and School Services, Dept. of Education, Culture & Employment, GNWT
Kainai Reserve, Alberta <ul style="list-style-type: none"> • Tatsikiisaapo'p Middle School • Kainai Board of Education
Edmonton, Alberta <ul style="list-style-type: none"> • Ben Calf Robe-St. Clare School • Aboriginal Learning Services, Edmonton Catholic School District

highlighted the diversity of the three First Nations communities in both culture (Dene, Cree, Blackfoot) and locale (Northern/Southern, on/off reserve, rural/urban), and the opportunity offered by the study for learning about one another's cultures. Our discussions confirmed how vital the education of youth is for meeting their aspirations for the future. Participants spoke of the need for educational initiatives that address the effects of pervasive poverty, loss of identity, and intergenerational trauma (Bombay, Matheson & Anisman, 2009), and offer possibilities for healing. Our community partners believe that learning is a cornerstone for sustaining their

cultures, for their personal and social well-being, and for the economic viability of their families and communities (Canadian Council on Learning, 2009). All partners are intimately invested in improving education for Aboriginal youth and have identified the research partnership development as aligning with their established goals. The GNWT education department perceives a good fit with their recently developed Northern Studies curriculum. Kainai School Board officials see potential for building appreciation for their own rich cultural heritage. An Elder from FGH expressed that through education youth must be empowered to take active roles in building and sustaining the community. Chief T'Selehye students lamented that local language and culture are not more prominent in their high school. Ben Calf Robe-St. Clare School's Principal suggested that connecting with other First Nations communities could help students develop understandings of their own identities. The partnership development supports Aurora College's aim of building educational research capacity. For Aurora College and U Alberta, training of teacher candidates and professional development for instructors will enhance their BEd programs, preparing teachers to better meet the needs of Aboriginal learners and offering all Canadians enriched understandings of Aboriginal perspectives.

Originality, significance & expected contributions to knowledge – Even after years of attention to the topic, Aboriginal education in Canada is still in dire need of enrichment. Acknowledging the richness of enduring First Nations cultures and traditions, and that educational success reflecting the needs and aspirations of Aboriginal peoples encompasses more than just attainment (Canadian Council on Learning, 2009), and while there has been improvement over the last two decades, high school graduation rates for Aboriginal youth in Canada are still significantly below the national average (Alberta Education, 2014b; Assembly of First Nations, 2011; Chief's Assembly on Education, 2012; Statistics Canada, 2011). For individuals, their families, communities, and for our society, high school graduation does matter. Given increasing numbers of Aboriginal students with diverse educational and cultural needs; an identified need for Aboriginal students to maintain cultural identity (Assembly of First Nations, 2010) and work against the effects of colonization (St. Denis, 2009) to succeed, the education of Aboriginal students has become a national priority (National Panel, 2012) and there is increasing demand for teachers who understand the pedagogical implications of working with Aboriginal students. *What is urgently called for, which this study undertakes, is collaborative engagement that works towards theoretical understandings of issues rooted in Indigenous philosophies, histories and ways of knowing that will enable policy makers, curriculum designers and educators to redress inequities of the past, nurture educational success for Aboriginal learners and find practical solutions for meeting their educational needs.*

The dominant Eurocentric education system, with its standardized mandated curriculum, fails to address the diversities of First Nations communities and identities (Battiste, 2013), as is the case with Alberta's common curriculum to which our partner schools, including the NWT school, are beholden.

Our study offers innovative curriculum redesign (Alberta Education, 2014a) through co-creating curriculum, which integrates Indigenous knowledges, cultures and histories (Battiste, 2011), with implications for the education of Aboriginal students and for all Canadians. These considerations are timely given the growing population of Aboriginal peoples in Western Canada and the affect this will have on Canada's future economy (Alberta School Boards Association, 2011). Research improving the educational experiences of and outcomes for Aboriginal learners has significance across social, cultural, economic, and intellectual realms. Our socially innovative project "respond[s] to challenges that are not being addressed through conventional approaches [which] require new forms of collaboration . . . including 'co-creation' and 'co-production' among citizens and institutional actors" (Policy Research Initiative, 2010, p. 1). Drawing on cultures, worldviews and place-based knowledges of participating communities, our study explores and co-creates promising educational practices using novel strategies: arts/storytelling and youth exchange through digital technology, for engaging Aboriginal learners across culturally diverse and geographically isolated locations. The study seeks increased relevance for Aboriginal students as it links curriculum to their lives beyond school, considering how youth might share expressions of who they are, how they understand their cultures and communities, and their place in the world (Basso, 1996). We will prioritize learning styles that are experiential, creative, imaginative, and culturally relevant (Battiste, 2010; Nielsen, 2010), and develop relational curricula involving authentic learning tasks; build capacity in each community and amongst communities and develop partnerships with other organizations to sustain and develop such practices. Previous educational research has explored experiential, spiritual and arts-based curricular approaches with Aboriginal youth in specific learning instances (Hare & Pidgeon, 2011; Haig-Brown, et al., 1997; Lewthwaite & McMillan, 2010; O'Connor, 2010; Pearson, 2009). In contrast our study offers a unique opportunity *for diverse community partners to work together around shared interests*, for youth to creatively express understandings of who they are while *building relationships with youth in other communities*, providing authentic audiences for their work. Sharing expressions of pride in cultural identity and giving voice to challenges they face creates emergent opportunities for youth to enhance identity and nurture success. A network of partnerships working around our shared interests will contribute to repairing and renewing Aboriginal-Canadian relations on more ethical terms for our shared future.

Offering practical benefit to youth, schools and community partners, acknowledging that each has relevant knowledge and influence, as well as limitations and challenges, the partnership development works with these in a reciprocal way, whereby an opportunity created in one part of the project can offer possibility for better understanding in another. The research will build a digital archive of learning over three years to provide curriculum models, which, unlike standardized curricula, can be activated in other locations in ways that respond to the particularities of place and culture. Thus, our study will inform educational practices in Aboriginal and other schools; it will inform curriculum development, teacher preparation programs, and educational policy initiatives focusing on Aboriginal education nationwide and internationally, and inform further research into education of Aboriginal learners.

Appropriateness of theoretical and methodological approaches

Theoretical approach – Grounded in an Indigenous worldview, our study acknowledges the need for decolonizing education (Battiste, 2013; Donald & Krahn, 2014, St. Denis, 2009), but moves beyond critique to embrace wisdom traditions and Indigenous knowledges offering us guidance on how to proceed. With an understanding of the "politics of knowledge production, their intersections with power, race, poverty, and gender, and the processes of colonization" (Battiste, 2013, p. 15), it is revealed that Canada's legacy of forced assimilative education for Aboriginal peoples and even current conciliatory efforts focused on achievement, diversity, and culture assume that the problem resides in Aboriginal students, their families and communities. These efforts are counter to the intent of Aboriginal treaty rights to education. Rather, what is needed is learning grounded in First Nations' place-based sensibilities to develop an ethical space of possibility (Ermine, 2007) for mending relations between Indigenous peoples and all Canadians and for ecological sustainability. For envisioning possible

alternative futures, wisdom traditions and Indigenous knowledges see humans as embedded in the natural world, and call for reclaiming an inter-connected worldview and recovering an ecological consciousness (Anderson & Guyas, 2012; Cajete, 1994; LaBoucane-Benson, et al., 2010; Sheridan & Longboat, 2006, 2014). Vital for paradigmatic change is attention to nature, sense of place, myth, metaphor, imagination, art and spirit. In this vein, Indigenous curriculum scholar and co-applicant Donald (2013) understands curriculum as the stories we tell about the world and our place in it. Remembering and attending to wisdom from across cultures and places and through time offer us hope that life can be meaningful, fostering a spirit of good relations (Alfred, 2005). This is a curriculum that would be powerful for all Canadians. To this end there is promise in youths’ “self-reflective narratives that help them to understand their own situation and what has held them there, and reframing what has been cast as negative into more positive ways” (Battiste, 2013, p. 71).

Methodological approach – Research ethics (CIHR, NSERC & SSHRC, 2010) highlights the significance of community engagement in research involving Aboriginal peoples, including the

importance of pre-research engagement, which this study has undertaken. Following Indigenous research sensibilities (Archibald, 2008; LaBoucane-Benson, et al., 2010; Smith, 1999; Weber-Pillwax, 2004; Wilson, 2008), the cultural values of relationality, respect, reciprocity, and relevance are integral to our research process. Learning is understood to occur through relationships. Knowledge as place-based and contextual emerges from within Aboriginal communities. Our community-based participatory action research (PAR) approach is consistent with Indigenous sensibilities in accentuating the inherent human capacity to co-create knowledge based on experience and calling for participation in all stages of the research process, shared ownership and community analysis of issues (Fals-Borda & Rahman, 1991; Hall, 2005),

Figure 2 – Timeline of Research Activities

When?	What?	Who?	
Year 1	June-July 2015	planning meeting(s) & preparations all partners by teleconference or in-person	
	Aug.-Nov. 2015	community feast & public discussion in Kainai	Conrad, Donald, GRA travel to Kainai
		training of GRAs, mentorship of collaborator	Conrad, Donald, Big Head, GRAs
		community feast & public discussion in FGH	Conrad, Donald, GRA travel to FGH
		training of community facilitators in FGH & Kainai & training of youth co-researchers	Conrad in FGH from Aug.-Nov. Donald/Big Head for training at Kainai
		training of youth co-researchers at Calf Robe	Donald & GRAs
	Feb.-March 2016	1 st youth creation & digital exchange cycle	Conrad at FGH, Donald & GRAs at Calf Robe, Big Head at Kainai
		Aurora College - partnership development & BED student training	Conrad travels to Fort Smith at completion of FGH stay
		2 nd youth creation & digital exchange cycle	University/community facilitators in 3 sites
	Year 2	May-June 2016	Australia & India - partnership development & exchanges w Australian, Indian & Canadian youth
community feast & public discussion at Calf Robe			Donald, Conrad, GRAs
July-Aug. 2016		partner meeting(s) teleconference or in-person	all partners, Big Head travels to Edmonton
		community feast, 1 st presentation of youth work & focus groups in Kainai	Conrad, Donald, GRA travel to Kainai
Oct.-Nov. 2016		3 rd youth creation & digital exchange cycle	GRAs or community facilitators at 3 sites
		community feast, 1 st presentation of youth work & focus groups in FGH	Conrad, Donald, Big Head travel to FGH
Jan.-Feb. 2017		4 th youth creation & digital exchange cycle	University/community facilitators at 3 sites
		Community feast, 1 st presentation of youth work & focus groups at Calf Robe	Donald, Conrad, GRAs
Feb.-March 2017		presentations/workshops for UA Education Faculty	Conrad, Donald, GRAs
		UA BEd student training/evaluation of prototypes	Conrad facilitates CSL placements at Calf Robe
Year 3	May-June 2017	5 th youth creation & digital exchange cycle	University/community facilitators at 3 sites
		initial report shared with partners/communities	Conrad, Donald, Big Head, GRAs
	July-Aug. 2017	partner meeting(s) teleconference or in-person	all partners, Big Head travels to Edmonton
		WiPCE presentation & writing of journal article	Conrad, Donald, Big Head, GRAs
	Oct.-Nov. 2017	6 th youth creation & digital exchange cycle	GRA/community facilitators at 3 sites
		community feast, 2 nd presentation of youth work & focus groups in FGH	Conrad, Donald, GRA travel to FGH
	Jan.-Feb. 2018	7 th youth creation & digital exchange cycle	University/community facilitators in 3 sites
		community feast, 2 nd presentation of youth work & focus groups in Kainai	Conrad, Donald, GRA travel to Kainai
	Feb.-March 2018	presentations/workshops for UA Education Faculty	Conrad, Donald, GRAs
		UA BEd student training/evaluation of prototypes	Conrad facilitates CSL placements at Calf Robe
June 2018	8 th youth creation & digital exchange cycle	University/community facilitators at 3 sites	
	community feast, 2 nd presentation of youth work & focus groups at Calf Robe	Donald, Conrad, GRAs	
	preparation for final gathering & symposium	Conrad, Donald, Big Head, GRAs	
	week-long assemblage of 3 communities - celebration & focus groups	youth and partners travel to Edmonton	
	public symposium at U Alberta	University faculty, students & community	
Completion of final report & curriculum package & launch of public website	final partner meeting & preparation for SSHRC PG	all partners by teleconference or in-person	
	completion of final report & curriculum package & launch of public website	Conrad, Donald, Big Head, GRAs	
	CSSE presentation & writing of journal articles	Conrad, Donald, Big Head, GRAs	

thereby seeking ethical and contextual validity (Absolon & Willett, 2005; Edwards, Lund, & Gibson, 2008). Assets-based (Green & Haines, 2008) PAR values the practical benefits for communities involved in the research and often utilizes arts-based methods, incorporating cultural forms that are part of

community life as processes for co-creation of knowledge and meeting spaces for cultural exchange (Archibald, 2008; Barndt, 2008; Cajete, 1994; Kenney, 1998).

Figure 2 above shows a timeline of research activities over three years. The two co-applicants and collaborator each have an established relationship with one partner community (Conrad/FGH; Donald/Edmonton; Big Head/Kainai) and will liaise with that community, facilitating research activities with the school. The curriculum co-creation and exchange processes with youth will form the core of the research activities around which partnership development will advance. With training for a community facilitator in FGH and Kainai, and training for GRAs to work at the Edmonton site, along with teachers at each school, enhancing the ways in which they are already working with the mandated curriculum, the research will engage youth participants as co-researchers in ethnographic arts/story-telling activities through various creative digital media (digital photography, digital storytelling, videos) (Flicker, et al., 2008), to develop curricular artifacts that express their stories of culture, identity, community and place. The creative processes will engage youths' interests and experiences and draw on school curricula, researchers' knowledge and communities' priorities. Elders will be invited to support the study, advising on cultural and traditional knowledge. The artifacts created will be digitally archived and shared via technological applications (Drupal using Web 2.0 tools for archiving, blogging, chatting) with youth in the other communities. Youth activities and exchanges will occur in two-month instalments scheduled around the school year, in-class and/or extra-curricular, with activities continuing through the summers, for a total of 8 exchanges over three years. Each new exchange will be informed by and respond to the previous, engendering rich conversation and a collection of digital artifacts speaking across the diverse cultures and locations. Researchers, teachers, community facilitators and GRAs will document on-going processes through field-notes and audio/video recording. We will elicit reflection upon the processes and artifacts through online journal entries (blogs) by all those involved. Researchers will visit each community each year to host events including community feasts (adhering to First Nations protocols and practices). In year one a community discussion will introduce details of the project and gather responses and input. In subsequent years completed youth-work will be shared at each site followed by focus groups with community members, teachers and youth to reflect upon completed work in relation to identified aspirations and give direction for future work. The co-created curriculum and knowledge generated through its exchange will be accessible to community members and partner representatives via community presentations and/or through the study's interactive website. Through focus groups, responses on the website and annual partner meetings (via teleconference and/or in-person), the role of partner representatives and community members will be to analyze, evaluate and theorize about the processes and products of the curriculum exploration and development to inform and guide the work.

Alongside core activities, the co-created curriculum knowledge will be integrated into educational experiences for pre-service teachers at Aurora College and U Alberta and through partnership development initiatives with local, national and international partners (see Participants' Involvement for details) exploring contexts within educational systems facing similar challenges in reclaiming Indigenous knowledges (Sefa Dei, et al., 2000). The three-year exchange will culminate in a weeklong assemblage at U Alberta bringing youth and community partners together for sharing youths' curriculum artifacts and documenting the collaborative learning that emerged through the process. This event will include a one-day symposium with invited University and community attendees to disseminate research results.

Appropriateness of duration – Three years for partnership development allows enough time for the development of meaningful and sustainable relationships with the three First Nations communities; for collaboration that is authentic; for a series of iterative cycles of creation and exchange; for consolidating, extending and building upon relationships with invited partner organizations and the development of partnerships with other local, national and international organizations that share our goals. Our intent is to bridge the study with an application for a SSHRC Partnership Grant or other equivalent funding to build on the formal partnerships developed and the results of the study, and to expand our scope for further curriculum exploration, development and theorizing.

References

- Absolon, K. & Willett, C. (2005). Putting ourselves forward: Location in Aboriginal research. In L. Brown & S. Strega (Eds.) *Research as resistance: Critical, indigenous, and anti-oppressive approaches* (pp. 97-126). Toronto, ON: Canadian Scholars' Press.
- Alberta Education. (2014a). Curriculum redesign. Edmonton, AB: Government of Alberta. Retrieved from: <http://education.alberta.ca/department/ipr/curriculum.aspx>
- Alberta Education. (2014b). First Nations, Métis and Inuit education policy framework. Appendix B – Demographic trends. Edmonton, AB: Government of Alberta. Retrieved from: <http://education.alberta.ca/teachers/fnmi/policies/fnmipolicy/appendixb.aspx>
- Alberta School Boards Association. (2011). Ensuring First Nations, Métis and Inuit student success: Leadership through governance. Edmonton, AB: Author.
- Alfred, T. (2005). *Wasase: Indigenous pathways to action and freedom*. Peterborough, ON: Broadview Press.
- Anderson, T. & Guyas, A. S. (2012). *Earth* education, interbeing and deep ecology. *Studies in Art Education: A Journal of Issues and Research*, 53(3), 223-245.
- Archibald, J. (2008). An Indigenous storywork methodology. In G. Knowles & A. Cole (Eds.) *Handbook of the arts in qualitative research* (pp. 371-384). Los Angeles, CA: Sage.
- Archibald, J., Lundy, J., Reynolds, C. & Williams, L. (2010). *Accord on Indigenous education*. Montreal, QC: Association of Canadian Deans of Education.
- Assembly of First Nations. (2011). *First Nation elementary and secondary education: A discussion guide*. Ottawa, ON: Author. Retrieved from: http://www.afn.ca/uploads/files/education/11-10-31_fn_education_a_discussion_guide_final.pdf.
- Assembly of First Nations. (2010). *First Nations control of First Nations education: It's our vision, it's our time*. Ottawa, ON: Author.
- Ball, J. & Pence, A. (2006). *Supporting Indigenous children's development: Community-university partnerships*. Vancouver, BC: UBC Press.
- Barndt, D. (2008). Touching minds and hearts: Community arts as collaborative research. In G. Knowles & A. Cole (Eds.) *Handbook of the arts in qualitative research* (pp. 352-364). Los Angeles, CA: Sage.
- Basso, K. H. (1996). *Wisdom sits in places: Landscape and language among the Western Apache*. Albuquerque, NM: University of New Mexico Press.
- Battiste, M. A. (2013). *Decolonizing education: Nourishing the learning spirit*. Saskatoon, SK: Purich Publishing Limited.

- Battiste, M. (2011). Enabling the autumn seed: Toward a decolonized approach to Aboriginal knowledge, language, and education. In S. Z Burke & P. Milewski (Eds.), *Schooling in transition: Readings in Canadian history of education*, (pp. 275-286). Toronto, ON: University of Toronto Press.
- Battiste, M. (2010). Nourishing the learning spirit: Living our way to new thinking. *Education Canada*, 50(1), 14-18.
- Bombay, A., Matheson, K. & Anisman, H. (2009). Intergenerational trauma: Convergence of multiple processes among First Nations peoples in Canada. *Journal of Aboriginal Health*, 5(3), 6-47. Retrieved from: http://www.naho.ca/documents/journal/jah05_03/05_03_01_Intergenerational.pdf
- Cajete, G. (1994). *Look to the mountain: An ecology of Indigenous education*. Kyland, NC: Kivaki Press.
- Canada Council on Learning. (2009). The state of Aboriginal learning in Canada: A holistic approach to measuring success. Ottawa, ON: Author. Retrieved from: <http://www.ccl-cca.ca/CCL/Reports/StateofAboriginalLearning/index.html>
- Canada Council on Learning. (2007). Redefining how success is measured in First Nations, Inuit and Métis learning. Ottawa, ON: Author. Retrieved from: <http://www.ccl-cca.ca/CCL/Reports/RedefiningSuccessInAboriginalLearning/index.html>
- Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council of Canada (NSERC), and Social Sciences and Humanities Research Council of Canada (SSHRC). (2010). Tri-Council policy statement: Ethical conduct for research involving humans (TCPS 2). Ottawa, ON: Author. Retrieved from: <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/>
- Chief's Assembly on Education. (2012, October). A portrait of First Nations and Education. Gatineau, QC: Author. Retrieved from: http://www.afn.ca/uploads/files/events/fact_sheet-ccoe-3.pdf
- Conrad, D., Donald, D. & Krahn, M. (2014, March). Attending to community contexts: Understanding Aboriginal education in three diverse communities. Faculty of Education, UA.
- Conrad, D., Krahn, M. & Donald, D. (submitted a/2015, Feb.). Community mapping: Provoking curriculum inquiry. Provoking Curriculum Conference. Vancouver, BC.
- Conrad, D., Krahn, M. & Donald, D. (submitted b/2015, May). An Aboriginal youth curriculum exchange through arts & technology – Stories of culture, identity, community & place. International Association for the Advancement of Curriculum. Ottawa, ON.
- Donald, D. (2013, March). Homo economicus and forgetful curriculum: Four stories to help us remember other ways to be a human being. Invited Keynote Address. Faculty of Education Graduate Student Research Showcase, University of Alberta. Edmonton, AB.
- Donald, D. & Krahn, M. (2014). Abandoning pathologization: Conceptualizing Indigenous youth

identity as flowing from communitarian understandings. In A. Ibrahim & S. R. Steinberg (Eds.) *Critical youth studies reader* (pp. 114-129). New York: Peter Lang.

Donald, D., Conrad, D. & Krahn, M. (2014, May). Addressing Aboriginal education: Conditions, viewpoints, and aspirations across two diverse communities. Canadian Society for the Study of Education Conference. St. Catharines, ON.

Edwards, K., Lund, C., & Gibson, N. (2008). Ethical validity: Expecting the unexpected in community-based research. *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health*, 6(3), 17-30.

Ermine, W. (2007). The ethical space of engagement. *Indigenous Law Journal*, 6(1), 193-203.

Fals-Borda, O. & Rahman, M. (Eds.), (1991). *Action and knowledge: Breaking the monopoly with participatory action-research*. New York: Apex Press.

Faculty of Education (2006). Faculty of Education academic plan. University of Alberta. Retrieved from:
http://www.education.ualberta.ca/AboutTheFaculty/~media/education/Documents/AboutTheFaculty/Academic%20Plan/academic_plan_may31_2006.ashx

Flicker, S., Maley, O., Ridgley, A., Biscope, S., Lombardo, C. & Skinner, H. (2008). e-PAR: Using technology and participatory action research to engage youth in health promotion. *Action Research* 6(3), 285-303.

Gaztambide-Fernandez, R. (2013). Why the arts don't DO anything: Toward a new vision for cultural production in education. *Harvard Educational Review* 83(1), 211-236.

Green, G. P. & Haines, A. (2008). *Asset building & community development*. Los Angeles, CA: Sage Publications.

Haig-Brown, C., Hodgson-Smith, K., Regnier, R. & Archibald, J. (1997). *Making the spirit dance within. Joe Duquette High School and an Aboriginal community*. Toronto, ON: James Lorimer & Co. Ltd.

Hall, B. (2005). In from the cold? Reflections on participatory research from 1970-2005. *Convergence*, 38(1), 5-24.

Hare, J., & Pidgeon, M. (2011). The way of the warrior: Indigenous youth navigating the challenges of schooling. *Canadian Journal of Education*, 34(2), 93-111.

Kenny, C. B. (1998). The sense of art: A First Nations view. *Canadian Journal of Native Education*, 22(1), 77-84.

La-Bouchane-Benson, P., Gibson, G. Benson, A. & Miller, G. (2012). Are we seeking pimatisiwin or creating pomewin? Implications for water policy. *The International Indigenous Policy Journal*, 3(3). Retrieved from: <http://ir.lib.uwo.ca/iipj/vol3/iss3/10>

- Lewthwaite, B., & McMillan, B. (2010). "She can bother me, and that's because she cares": What Inuit students say about teaching and their learning. *Canadian Journal of Education*, 33(1), 140-175.
- Martin Ginis, K. A. (2012). Takin' it to the streets: A community-university partnership approach to physical activity research and knowledge translation. *Kinesiology Review*, 1(4), 190-196.
- Munroe, E. A., Lunney Borden, L., Murray Orr, A., Toney, D. & Meader, J. (2013). Decolonizing Aboriginal education in the 21st century. *McGill Journal of Education*, 48(2), 317-337.
- Nabigon, H. Hagey, R., Webster, S. & MacKay, R. (1999). The learning circle as a research method: The trickster and windigo in research. *Native Social Work Journal*, 2(1), 113-137.
- National Panel on First Nation elementary and secondary education for students on reserve. (2012). Nurturing the learning spirit of First Nation students. Retrieved from: <http://www.afn.ca/uploads/files/education2/national-panel.pdf>.
- Nielsen, T. W. (2010). Lost in translation? Rethinking First Nation education via LUCID insights. *International Review of Education*, 56(4), 411-433.
- O'Connor, K. (2010). *Experiential learning in an Indigenous context: Integration of place, experience and criticality in educational practice*. Ottawa, ON: Canadian Council on Learning.
- Pearson, G. (2009). Imaginative education engages Aboriginal learners in Prince Rupert. *Education Canada*, 49(5), 26-29.
- Policy Research Initiative. (2010). Talking about social innovation: Summary of International roundtable on social innovation: Workshop report. Ottawa, ON: Government of Canada.
- Sefa Dei, G. J., Hall, B. & Goldin Rosenberg, D. (Eds.) (2000). *Indigenous knowledges in global contexts: Multiple readings of our worlds*. Toronto, ON: University of Toronto Press.
- Sheridan, J. W. & Longboat, D. R. (2014). Walking back into creation: Environmental apartheid and the eternal – Initiating an Indigenous mind claim. *Space and Culture*, 17(3), 308-324.
- Sheridan, J. W. & Longboat, D. R. (2006). The Haudenosaunee imagination and the ecology of the sacred. *Space and Culture*, 9(4), 365-381.
- Smith, L. T. (1999). *Decolonizing methodologies: Research and Indigenous peoples*. London, UK: Zed.
- Social Sciences and Humanities Research Council of Canada. (2014). Future challenge areas and subquestions. Ottawa, ON: Author. Retrieved from: http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/challenge_areas-domaines_des_defis/index-eng.aspx
- St. Denis, V. (2009). Rethinking culture theory in Aboriginal education. In C. Levine-Rasky (Ed.) *Canadian perspectives on the sociology of education* (pp. 163-182). Toronto, ON: Oxford University Press.
- Statistics Canada. (2011). The national household survey: The educational attainment of Aboriginal

peoples in Canada. Ottawa, ON: Author. Retrieved from:

http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-012-x/99-012-x2011003_3-eng.pdf

University of Alberta. (2011). Dare to Deliver: Academic Plan 2011-2015. University of Alberta.

Retrieved from:

<http://www.provost.ualberta.ca/~media/provost/Documents/Academic%20Plan/AcademicPlan2015.pdf>

Weber-Pillwax, C. (2006). Indigenous researchers and Indigenous research methods: Cultural influences or cultural determinants of research methods. *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health*, 2(1), 75-90.

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Winnipeg, MB: Fernwood Publishing.

Family name, Given name

Conrad, Diane

Funds Requested from SSHRC

For each budget year, estimate as accurately as possible the research costs that you are asking SSHRC to fund through a grant. For each Personnel costs category, enter the number of individuals to be hired and specify the total amount required. For each of the other categories, enter the total amount required.

	Year 1		Year 2		Year 3	
	No.	Amount	No.	Amount	No.	Amount
Personnel costs						
Student salaries and benefits/Stipends						
Undergraduate						
Masters						
Doctorate	2	12,751	2	12,752	2	12,752
Non-student salaries and benefits/Stipends						
Postdoctoral						
Other	5	18,600	5	18,600	6	18,920
Travel and subsistence costs		Year 1		Year 2		Year 3
Applicant/Team member(s)						
Canadian travel		9,183		13,353		11,543
Foreign travel		0		0		0
Students						
Canadian travel		0		0		0
Foreign travel						
Other expenses						
Professional/Technical services						
Supplies		1,427		1,427		1,626
Non-disposable equipment						
Computer hardware		10,410		0		0
Other						
Other expenses (specify)						
Travel for community partners		0		0		29,267
Hosting for meetings/feasts		7,920		7,920		11,000
Miscellaneous admin expenses		218		158		173
Total		60,509		54,210		85,281

Budget Justification for Total from SSHRC =		\$200,000	
Item	Description	SSHRC	Partner Cash Contributions
Personnel Costs Total =		\$94,375	
Student Salaries Total =		\$38,255	
Doctoral students	2 x 4 hours/week x 8 months x 3 years (including benefits and annual increases)	\$38,255	U Alberta 12 months \$59,336
Non-Student Salaries/Stipends Total =		\$56,120	
Community Elders	\$3,000 /year x 3 years x 3 communities	\$27,000	Kainai \$9,000
U Alberta Elder	for year 3 final exchange @ average per day rate	\$320	
Community facilitators	\$25/hour x 8 hours/week x 24 weeks (6 months) x 3 years x 2 communities	\$28,800	
Travel & Subsistence Total =		\$63,346	
Canadian Travel Total =		\$63,346	
Applicant/Team Members Canadian Travel Total =		\$34,079	
For 2 co-applicants Years 1-3 visits to each community			
<ul style="list-style-type: none"> Fort Good Hope (FGH) <p>Note: the high cost of travel to do research in Northern Canada.</p>	- 2 x \$2,400 airfare x 3 years - airport transfer \$100 x 3 years - group accomm* \$300 (3 people, 5 nights) x 3 yrs. Yellowknife stopover - accommodations \$160 x 2 nights x 2 rooms x 3 years - per diem \$45 x 2 people x 6 days x 3 years	\$19,140	
	- airfare for Conrad from Yellowknife to Fort Smith + 2 nights accommodations to visit Aurora College in year 1		Aurora College \$1,000
<ul style="list-style-type: none"> Kainai 	- car rental + mileage/fuel \$300 x 3 years - accomm \$160 x 4 nights x 2 rooms x 3 yrs. - per diem \$45 x 2 people x 3 days x 3 years	\$5,550	
<ul style="list-style-type: none"> Calf Robe 	- mileage @ .46/km x 10 km x 2 x 45 visits	\$414	
conference travel	- to offset costs for 2 co-applicants yrs. 2 & 3	\$2,000	
For collaborator			
<ul style="list-style-type: none"> partner meetings 	- mileage @ .46/km x 500 km x 2 x 3 yrs. - accommodations \$160 x 2 nights x 3 yrs. - per diem \$35 (breakfast & supper) x 3 yrs.	\$2,445	
<ul style="list-style-type: none"> year 2 visit FGH 	- \$2,400 airfare + per diem \$45 x 6 days - accommodations included in group accommodations* with co-applicants	\$2,670	
<ul style="list-style-type: none"> year 3 assemblage 	- mileage @ .46/km x 500 km x 2 (return) - accommodations @ UA dorms @ \$49 x 5 - meal plan breakfast @ \$12.95 + supper @ \$17.95 x 5 days	\$860	
conference travel	- to offset costs for collaborator in years 2 & 3	\$1,000	
Student (Doctoral) Canadian Travel Total - includes travel & group accommodations to visit FGH & Kainai; 90 visits to Ben Calf Robe-St. Clare School in years 1-3 to conduct research activities; and conference travel in years 2 & 3			U Alberta \$8,919
Other Canadian Travel Total =		\$29,267	

Community research participants' travel to Edmonton for year 3 assemblage			
10 from FGH	- airfare \$2,400 x 10 people - airport transfer \$119 x 2 vans - accommodations @ UA dorms: 4 x \$59 twin + 2 x \$49 single x 5 nights - meal plan 5 x breakfast @ \$12.95 + 5 x supper @ \$17.95 x 10 people	\$26,117	
10 from Kainai	- mileage @ .46 /km x 500 km x 2 x 2 cars - accommodations @ UA dorms: 4 x \$59 twin + 2 x \$49 single x 5 nights - meal plan 5 x breakfast @ \$12.95 + 5 x supper @ \$17.95 x 10 people	\$2,799	Kainai \$10,000 for additional youth travel
10 from Calf Robe	- mileage @ .46/km x 10 km. x 2 - \$20 parking x 4 cars x 3 days	\$351	
Foreign Travel Total - airfare for Conrad from Edmonton to Melbourne, Australia to Lucknow, India return to Edmonton + subsistence costs			self-funded
Other expenses Total =		\$14,890	
Supplies Total =		\$4,480	
extra flash cards = \$80 x 6		\$480	
batteries, photocopying, misc. supplies		\$500	
art supplies = \$500 x 3 community schools		\$1,500	
protocol (gifts) for Elders/ceremonies for years 1-3 site visits \$200 x 3 sites x 3 years + year 3 exchange \$200		\$2,000	
Year 1 Non-disposable Equipment Total =		\$10,410	
Note: This equipment, supplemented by partner in-kind, is essential for digital technology exchanges between 3 communities. Equipment rental in isolated communities is not an option.			
iMac Computer \$1,200 & Macbook Air laptop \$1,100 x 3 communities		\$6,900	
tabletop microphone & speakers = \$225 x 3 communities		\$675	
video camera & accessories = \$695 x 3 communities		\$2,085	
digital camera & case = \$250 x 3 communities		\$750	
Other Expenses (specify) Total =		\$27,389	
Hosting Total =		\$26,840	
years 1-3 hosted traditional feasts & community events	100 people @ \$10/person x 2 Alberta sites + \$15/person x 1 northern site x 3 years	\$10,500	
years 1-3 snacks for youth activities	\$3/youth x 10 x 48 sessions x 3 years x 3 sites	\$12,960	
years 1-3 lunches for partner meetings	3 meetings x 10 people @ \$10/person	\$300	
year 3 final assemblage	lunches/snacks @\$13/person x 40 people x 4 days	\$2,080	
	bus rental for cultural ceremonial event	\$1,000	
year 3 symposium	hosting for 100+ university/community attendees		KIAS \$2,000
Miscellaneous Administrative Expenses Total =		\$549	
criminal record checks for Edmonton site = \$15 x 5 people		\$75	
NWT research license \$158 x 3 years		\$474	

Note: In addition to partner cash contributions indicated in the final column, we have a total of **\$192,215** in in-kind contributions towards this project. Please refer to the contributions plan, partner contributions budget and letters of engagement for specific in-kind allocations.

Family name, Given name
Conrad, Diane

Expected Outcomes

Elaborate on the potential benefits and/or outcomes of your proposed research and/or related activities.

Scholarly Benefits

Indicate and rank up to 3 scholarly benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Enhanced curriculum	
2	Knowledge creation/intellectual outcomes	
3	Student training/skill development	

Social Benefits

Indicate and rank up to 3 social benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Social outcomes	
2	Enhanced professional practice	
3	New or enhanced partnerships	

Audiences

Indicate and rank up to 5 potential target audiences relevant to your proposal.

Rank	Audience	If "Other", specify
1	Aboriginal Peoples	
2	Students	
3	Practitioners/professional associations	
4	Provincial/territorial government	
5	Academic sector/peers, including scholarly associations	

Family name, Given name

Conrad, Diane

Expected Outcomes Summary

Describe the potential benefits/outcomes (e.g., evolution, effects, potential learning, implications) that could emerge from the proposed research and/or other partnership activities.

In support of education for Aboriginal learners with implications for all Canadians and international relevance, the study outcomes will range from enriched educational opportunities for individuals and communities, to resources to inform educational practice and policy, to enhanced theoretical understandings relevant to Aboriginal educational issues disseminated through academic publications.

Short-term outcomes: a) enriched educational opportunities for Aboriginal learners (50+) from the three community schools engaged with the project; b) opportunities for cultural exchange between three culturally and geographically diverse communities; c) professional development for teachers (6+) in the community schools and for teacher educators (10+) in the post-secondary institution partners; d) educational research capacity building at Aurora College; e) training of graduate research assistants (3) in theoretical and ethical considerations and methodologies for working with Aboriginal communities; f) education/training for undergraduate teacher education students (80+) to deliver innovative curricula to engage Aboriginal learners developed through the study; g) strengthened partnerships with the three partner community schools and the organizations that support them for ongoing research to support Aboriginal learners.

Mid-term outcomes: a) capacity building amongst the three schools and the organizations that support them, for development and delivery of enhanced curriculum relevant to their cultures and locales; b) enhanced strategies for professional development for teachers and teacher education instructors; c) enhanced curriculum for training grad students in research for working with Aboriginal communities; d) enhanced curriculum for teacher education programs regarding working with Aboriginal learners; e) innovative curricular models for engagement of Aboriginal learners that can be activated in other locations in ways that respond to the particularities of place and cultures (website & curriculum document); f) enhanced practice for Aboriginal education and for teaching about Aboriginal perspectives locally, nationally and internationally; g) partnership development with local (Portage College, Lethbridge U), national (U Victoria, St. Francis Xavier U) and international (Monash U, Australia; Study Hall Education Foundation, India) organizations for researching common challenges in addressing Indigenous education and perspectives.

Longer-term outcomes: a) capacity building in the three communities for identification of and organizing for the strategic investigation of challenges in education and other areas; b) enriched understandings about the diversity of Aboriginal cultures in Canada; c) enhanced understandings to inform policy regarding the education of Indigenous learners locally, nationally and internationally.

Core deliverables: a) public website of digital curriculum artifacts (launched Year 3); b) teacher education workshops at Aurora College (3) and the University of Alberta (5+); c) local community presentations/workshops (4-6) (Years 2 & 3); d) academic conference presentations: World Indigenous Peoples Conference on Education (Year 2), Canadian Society for the Study of Education (Year 3); e) public symposium (100+ attendees, Year 3); f) curriculum resource document for national and international distribution (Year 3); g) research report for dissemination to Aboriginal communities, schools, school jurisdictions, government units and post-secondary institutions (Year 3); h) academic (4-6) and non-academic (4) publications (beginning Year 2); i) SSHRC Partnership Grant application or equivalent.

Description of Formal Partnerships

Appropriateness of the partnership approach – The Tri-Council policy statement on research ethics (CIHR, NSERC & SSHRC, 2010) notes the significance of community engagement in research involving Aboriginal peoples. Our Indigenous community-university partnership approach for the co-creation and mobilization of knowledge is grounded in such engagement. Co-applicants Conrad and Donald have, over the past two years (2012-2014) with seed funding from the U Alberta (multiple sources \$66,800), worked to lay a foundation for building relationships through multiple visits to the partner schools/community sites. We participated with community members: leaders, Elders, parents, teachers and youth, in consultation meetings, feasts and focus groups, the results of which were and/or will be shared with the communities and academic audiences (Conrad, Donald & Krahn, 2014; Donald, Conrad & Krahn, 2014; Conrad, Krahn & Donald, submitted a & b). In August 2014 we hosted a meeting in Edmonton bringing representatives from the three communities, including community leaders, Elders, teachers and youth, together for partners to meet one another, work towards a shared vision for this project and gather input for this application. The relational dimensions of this group meeting forged valuable connections among participants from each locale, which will carry us forward into the work of the partnership development. At that meeting and through numerous telephone and e-mail conversations and face-to-face meetings over the two-year period, partner organizations have had significant input into the intellectual direction and design of the study. Our approach embraces an understanding that knowledge relevant to this study will be generated and mobilized in collaboration with university-based researchers within the local cultures and places of the First Nations community schools and the organizations that support them, and shared with the wider community. As the education of Aboriginal students through “discourses of achievement, diversity, and inclusion” (Battiste, 2013, p. 33) focusing on the assimilation of Aboriginal students into the mainstream culture through education has met with limited success; our partnership development takes a different approach in working towards theoretical understandings of the issues and practical solutions rooted in Indigenous philosophies and cultures, embracing the richness of First Nations cultures and local place-based ways of knowing. We enact the Government of Canada Policy Research Initiative’s (2010) notion of social innovation by “respond[ing] to challenges that are not being addressed through conventional approaches . . . [offering] new forms of collaboration . . . including ‘co-creation’ and ‘co-production’ among citizens and institutional actors” (p. 1). The innovative approach taken by our study is in working with and across three First Nations community schools involving community leaders, Elders, teachers and youth, organizations that support the schools and university researchers. The cross-fertilization amongst the partners will enrich the co-creation process and enhance relevance for diverse contexts beyond what could be achieved by any single contributor or any one community site alone.

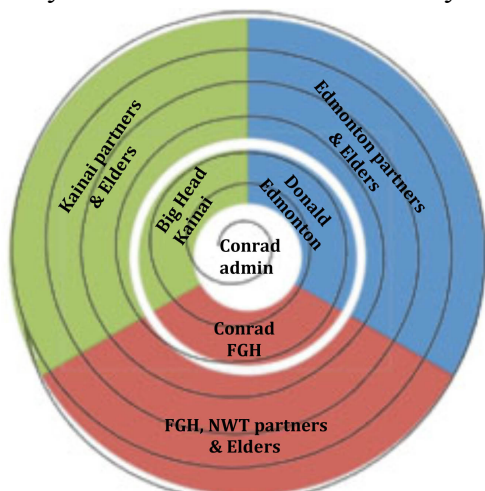


Figure 3 - Governance Structure

partners and facilitate activities at Chief T’Seleye School. Donald will primarily link with Ben Calf

Governance structure – Figure 3 represents the agreed upon governance structure for our partnership development project. The circular arrangement is appropriate for Aboriginal research in describing the holistic Indigenous worldview embracing balance and inclusivity as opposed to a hierarchical structure. PI Conrad, at the centre of the circle, will take on the responsibility of administering the grant, with support from co-applicant Donald. The circle is divided into three diverse, but equal segments representing the three communities. The inner ring, comprised of co-applicants Conrad and Donald and collaborator Big Head, indicates how each of the researchers will take primary responsibility for liaison with and overseeing research activities in one of the communities. Conrad will attend to the partnerships with the Fort Good Hope (FGH) and other Northwest Territories partners and facilitate activities at Chief T’Seleye School. Donald will primarily link with Ben Calf

Robe-St. Clare School and Aboriginal Learning Services, Edmonton Catholic School District, and Big Head will oversee activities with Tatsikiisaapo’p Middle School, at which she is Principal, and the Kainai Board of Education. The spiral, which envelops the circle represents the interconnections between the researchers and the three communities and the iterative processes of knowledge creation and mobilization that we envision – our intention to work closely together and learn from one another. The spiral also represents the interconnected Indigenous worldview that serves as a theoretical framework for our study with the layers of the spiral beginning with the individual, and expanding outward uniting with family, community, nation, the natural environment and the cosmos/spirit world (La-Bouchane-Benson et al., 2012). The spiral turns back in on itself showing the flow of connection both outward and inward. Community members have noted the importance of including Elders from each community as integral to the project. Involving Elders within the governance of the study, as knowledge holders and key advisors throughout the decision-making and curriculum development processes. Offering wisdom and guidance for researchers, partners/community leaders, teachers and youth, as well as their role in leading traditional ceremonies, is seen as central to our vision.

Partners’ participation in intellectual leadership – Each of the partner groups has a vested interest in the education of Aboriginal learners. As signatory to the Association of Canadian Deans of Education Accord on Indigenous Education (Archibald, Lundy, Reynolds & Williams, 2010), the Faculty of Education’s (2006) and the University of Alberta’s (2011) commitments to Aboriginal education will support the work of co-applicants Conrad and Donald providing an environment for scholarly engagement, the training of students and mobilization of knowledge generated from the study. The three school partners: Chief T’Selehye School, Tatsikiisaapo’p Middle School and Ben Calf Robe-St. Clare School, actively engaged in education of Aboriginal students on a day-to-day basis, will be active in the co-creation and exchange of knowledge during the iterative cycles of research activities throughout the three years. The school participants – including the principals, teachers and students along with the community facilitators, graduate research assistants (GRAs) and researchers in each community, will develop and evaluate curriculum and mobilize this amongst all partners on an ongoing basis. While the youth will be the primary designers and creators, teachers, principals and community Elders will support their activities. Ramona Big Head, Principal of Tatsikiisaapo’p and collaborator for the grant will play a key role in guiding the work at her school. The school board partners: Kainai Board of Education and Aboriginal Learning Services, Edmonton Catholic School District, along with the District Education Authority in FGH; as educational leaders for their schools have provided input for this grant application and will provide ongoing guidance for their schools in their engagement with the research ensuring the research meets their districts’ needs. The school board representatives along with principals, teachers and researchers will evaluate the products and processes of the ongoing curriculum inquiry. Likewise participating representatives (Director John Stewart and Mindy Willett) from the partnering Instructional and School Services, Dept. of Education, Culture and Employment, GNWT, as educational leaders and curriculum developers for the Northwest Territories – developers of, for instance, the new Northern Studies curriculum, which will play an integral role for the research activities in FGH, will contribute to guiding and evaluating our curriculum development and will be instrumental in ultimately mobilizing this knowledge throughout the NWT. The Aurora College South Slave Research Centre partner through their Bachelor of Education program will provide an authentic site for training of pre-service teachers and evaluation of curriculum prototypes as the instructors and teacher education students engage with the work at Chief T’Selehye School. Likewise Ben Calf Robe-St. Clare School will provide a site for evaluation of curriculum and training of U Alberta teacher education students through a Community Service Learning initiative where pre-service teachers will have opportunities to work with students engaged in research activities. This evaluation/training model enacted at these two sites will provide direct and practical feedback that will inform our ongoing work.

The other partner organization from FGH, K’asho Gotine Charter Community, is deeply invested in the work of the study as every member of this small Northern community has children or grandchildren

at the school. This organization comprised of the community's leaders represents community interests and will provide guidance to the project in terms of local cultural, language and place-based knowledges, including liaison with Elders.

Anticipated challenges and how they will be addressed – The challenges for this ambitious partnership development project engaging with three First Nations communities will no doubt be substantial; the anticipated rewards will be correspondingly significant. Given the history of research in Aboriginal communities, often originating outside the community and not necessarily benefiting the communities and understandably resulting in mistrust and apprehension on the part of Aboriginal peoples (CIHR, NSERC & SSHRC, 2010), we are very aware of the need for attending to ethical considerations: for maintaining relationships of trust, for ongoing open communication, consultation and reciprocity with all three communities. Issues of intellectual property rights, which have been raised by community representatives, for example, will be negotiated through the partnership development. The research team members (Conrad, Donald, Big Head) have established relationships with these communities and the relationship building work over the previous two years has made this grant application possible. To sustain these relationships we have budgeted for researchers to travel to each site, to host community feasts and to share the work of the study with each community each year and gather community members' input for strengthening and sustaining the work. Engagement of community Elders throughout the project will also assist in demonstrating the commitment of the project in respecting Indigenous traditions and worldviews.

Another set of challenges arises given the diversity amongst the communities, the actual physical distances between them, and the geographical isolation of the Northern community. The distance between FGH in the far North and Kainai Reserve near the US border is astounding and also part of what makes the exchange element of the project exciting. Edmonton, located at a mid-point between the two sites mitigates the distances somewhat. Despite the challenges presented by the distances community members from all three communities indicated that they would like to offer the youth opportunities to travel to each of the sites to meet other youth face-to-face and to experience each locale. Our SSHRC budget has allowed for one trip to Edmonton for 10 people from each community at the end of the project; the cost for travel to/from FGH is especially prohibitive. Our intention is, nevertheless, to seek funding from various external sources to allow for additional youth travel.

Engaging students in Aboriginal schools is a systemic challenge due to the cultural and historical irrelevance of current curricula in relation to the experiences of Aboriginal learners, and the residual effects of colonization: poverty, intergenerational trauma and loss of identity, that afflict First Nations communities (Battiste, 2013; St. Denis, 2009). This will no doubt be a challenge faced by our project as well. Through working closely with communities, listening to their concerns, honouring and respecting local cultures and knowledges, our study may offer some healing for participants and communities. We are also hopeful that building relationships between these three diverse communities might offer new insights and alternate responses to shared histories and experiences. For example, as part of our August meeting we engaged an Elder to conduct a traditional Cree pipe ceremony. The FGH and Kainai participants were moved by this experience noting similarities and difference from their cultures.

The flexible structure we have devised for the study accommodates the diversity of the three sites. Each community site with the site leader can determine the best approach to meet the needs and fit the arrangements at that school for working with the youth through the co-creation process. The hiring of a community facilitator in both FGH and Kainai and the training of those individuals to facilitate the work with youth will assist in the process of working across distances in multiple sites. The exchanges will be arranged via real-time teleconference or chats and/or through uploading audio/video/text files or blogs as situations demand. Technology will mitigate our need to communicate across vast distances and at the same time present us with additional challenges in ensuring the technology is functioning properly. PI Conrad has considerable expertise with communication technologies and is well supported by the Digital Teaching, Learning and Assessment (DigiTAL) unit in the Faculty of Education at the U Alberta.

Fortunately multiple technologies exist today, so should one fail (e.g. the teleconference system), other options are available (Skype, FaceTime, Google Hangouts or iChat).

Benefits to partners – Given that all partners do have a stake in the education of Aboriginal youth, all will gain the satisfaction of working together to meet the goals of the study. For the Aboriginal communities, reciprocity in the form of tangible benefits for the people and communities resulting from the research is an obligation (CIHR, NSERC & SSHRC, 2010). The research partnership development will support the expressed aspirations of community members to enrich the school curriculum with increased attention to local place-based cultures, knowledges and histories. The FGH and Kainai communities will benefit through employment of a community member as facilitator of research activities. Elders in all three communities will benefit from stipends offered for their engagement in the research. The community schools will benefit directly through enrichment of programming for students; the students will benefit through opportunities for creative expression and exchange with youth in other communities. The community facilitators who will be hired in FGH and Kainai and the GRAs at Ben Calf Robe School will work together with teachers for research activities providing added support for teachers' work. Our intention to connect the project activities with school curriculum will enhance delivery of the curriculum to fulfill mandates of the school board partners and the GNWT's Instructional and School Services unit. The study will, for example, develop creative possibilities for the delivery of aspects of the NWT Education's Northern Studies curriculum. The GNWT partner will have opportunities to evaluate aspects of the curriculum in action for mobilization to other NWT schools. The research study also offers professional development for teachers at the community schools. Through engagement in the research, collaborator Big Head, Principal at Tatsikiisaapo'p will benefit from mentorship by U Alberta researchers. The study will promote capacity building in the community schools to deliver enhanced curriculum prototypes. The project may also, in the long term, serve as a model for working through partnerships in other areas such as health and environment.

The U Alberta co-applicants will benefit through collaboration with each other and with community partners to enrich and deepen their scholarship in the area of Aboriginal education. Professional development for instructors in the Bachelor of Education programs at Aurora College and the University of Alberta will also be facilitated through the partnership development with Aurora College and through dissemination of the research to faculty at the U Alberta. These institutions will also benefit through practical training opportunities for their pre-service teacher education students. The U Alberta and the Faculty of Education will benefit through training of graduate students in research methods appropriate for working with Aboriginal communities.

Integration of expertise of all partners – With each of the three core research team members serving as primary liaison with one of the communities, along with regular communication amongst these team members, dissemination of expertise to/from all partners will be facilitated. Our budget includes travel for collaborator Big Head from Kainai to Edmonton once each year; this will aid with our communication/integration strategy, as will annual meetings of key representatives from all partner organizations in-person and/or by teleconference. Annual visits to each community by researchers will involve hosting of community presentations to share the youths' work with the communities and feedback discussion groups to elicit input from partner representatives and community members. Researchers' visits to FGH will include an annual stopover in Yellowknife to meet face-to-face with GNWT partners to aid in garnering their input.

A study website, using open source Web 2.0 technology (Drupal), will be accessible by all partners and open to multi-user generated content. This means that all partners, including youth, will be able to add to the content of this webspace making the exchange of knowledge fully inclusive. The final assemblage at the end of year three bringing all partners together will allow for face-to-face sharing and evaluation of all the work created with input from all parties in preparation for final knowledge mobilization to broader academic and community audiences. All partners will have opportunities to review drafts of the research report, curriculum resource document and academic articles.

List of Potential Partners and other Contributors

Invited partners (confirmed) – Relationships with these core partners were initiated through University of Alberta seed funding. The proposed 3-year SSHRC funded study will allow development of these relationships into sustainable long-term formal partnerships for research into the education of Aboriginal learners.

- University of Alberta, Faculty of Education,
Contact: Research Services Officer, Lan Chan-Marple
lan.marple@ualberta.ca, <http://www.ualberta.ca/>
- Chief T'Selehye School, Fort Good Hope (Rádeyílíkóé), NWT
Contact: Chairperson, K'asho Got'ine District Education Authority, Angela Grandjambe
angela_grandjambe@gov.nt.ca, <http://cts.sahtudec.ca/>
- K'asho Gotine Charter Community Council, Fort Good Hope, NWT
Contact: Councilor, Angela Grandjambe
angela_grandjambe@hotmail.com, <http://www.kashogotine.com/>
- Aurora Research Institute/Aurora College South Slave Research Centre, Fort Smith, NWT
Contact: Manager and BEd Instructor, Sarah Rosolen
srosolen@auroracollege.nt.ca
<http://www.auroracollege.nt.ca/live/pages/wpPages/CampusThebacha.aspx>
- Instructional and School Services, Department of Education, Culture and Employment,
Government of the Northwest Territories
Contact: Coordinator, Social Studies and Northern Studies, Mindy Willett
Mindy_Willett@gov.nt.ca, <http://www.ece.gov.nt.ca/early-childhood-and-school-services>
- Tatsikiisaapo'p Middle School, Kainai Reserve, AB
Contact: Teacher, Andrea Fox
redstarwomen@gmail.com, <http://tms.kainaied.ca/>
- Kainai Board of Education, Kainai Reserve, AB
Contact: Deputy Superintendent, Dr. Maurice Many Fingers
mmanyfingers@kainaied.ca, <http://kainaied.ca/>
- Ben Calf Robe - St. Clare School, Edmonton, AB
Contact: Principal, Emilie DeCorby
emilie.decorby@ecsd.net, <http://www.bencalfrobe.ecsd.net/>
- Aboriginal Learning Services, Edmonton Catholic School District, Edmonton, AB
Contact: Assistant Principal, Shirley Mykituk
Shirley.Mykituk@ecsd.net
<https://www.ecsd.net/Programs/Overview/AboriginalLearning/Pages/default.aspx>

Potential partners not yet invited – These organizations with shared interests in the education of Indigenous learners will be brought into the process of curriculum co-creation, development and theorizing, and knowledge mobilization over the course of the research as part of the partnership development. These partnerships will enhance the proposed study – incorporating knowledges from and mobilizing knowledge to pre-service teachers in other local, national and international sites, and develop partnerships for future research building on this study.

National Aboriginal schools and youth serving organizations – Relationships with Amiskwaciy and iHuman Youth Society are already established.

- Amiskwaciy Academy, Edmonton, AB amiskwaciy@epsb.ca, <http://amiskwaciy.epsb.ca/>
- iHuman Youth Society, Edmonton, AB Catherine@ihuman.org, <http://ihumanyouthsociety.org/>
- Mangilaluk School, Tuktoyaktuk, NWT
<http://teacherweb.com/NT/Mangilaluk/Cudmore/apt1.aspx>

Local and National Bachelor of Education programs

- University of Alberta, Aboriginal Teacher Education Program off-campus sites
<http://www.atep.ualberta.ca/>
 - Portage College, Lac La Biche, AB info@portagecollege.ca
http://www.portagecollege.ca/Programs/Aboriginal_Teacher_Education_Program.htm
 - Blue Quills College, St Paul, AB registrar@bluequills.ca <http://www.bluequills.ca/>
 - Northern Lakes College, Slave Lake, AB info@northernlakescollege.ca
http://www.northernlakescollege.ca/programs_details.aspx?id=11308
- University of Lethbridge (Faculty of Education), Lethbridge, AB craig.loewen@uleth.ca,
<http://www.uleth.ca/education/>
- University of Victoria, (Faculty of Education), Victoria, BC adve@uvic.ca,
<http://www.uvic.ca/education/>
- St. Francis Xavier University (School of Education), Halifax, NS, Dr. Lunney Borden
lborden@stfx.ca, <http://sites.stfx.ca/education/>

International Indigenous schools and Bachelor of Education programs – Conrad will visit schools in Australia and India while on sabbatical in year 1. See Participants' Involvement for more details.

- Monash University (Faculty of Education), Melbourne, AU, Dr. Anne Harris
anne.harris@monash.edu, <http://monash.edu/education/>
- Worawa Aboriginal College, Healsville, Victoria, AU admin@worawa.vic.edu.au
<http://worawa.vic.edu.au/>
- Ltyentye Apurte, School, Santa Teresa, NT, AU admin.lace@nt.catholic.edu.au
<http://www.education.nt.gov.au/smarterschools/videos/ltyentye-apurte-catholic-school>
- Ntaria School, Hermannsburg, NT, AU ntaria.school@ntschoools.net
<http://directory.ntschoools.net/SchoolProfile.aspx?name=Ntaria%20School>
- Study Hall Educational Foundation, Lucknow, India, Dr. Urvashi Sahni,
urvashi.sahni@gmail.com, [info@studyhallfoundation.org](http://www.studyhallfoundation.org) <http://www.studyhallfoundation.org/>

Other funding contributors – We will seek additional funding from these sources beginning in year 1. We have identified a number of organizations that fund research and/or special projects and will seek out others. * Have indicated interest in receiving proposals for funding our project. See Contributions Plan for more details.

- *Yamoga Land Corporation, Fort Good Hope, NWT, president@yamoga.ca
- *Canadian Northern Economic Development Agency Matthew.Spence@cannor.gc.ca
<http://www.cannor.gc.ca>
- The Sahtu Secretariat Incorporated ssi_exec_director@gov.deline.ca
<http://www.sahtu.ca/#!ssi/cjg9>
- Alberta Teachers Association Educational Research Award
<http://www.teachers.ab.ca/For%20Members/Programs%20and%20Services/Grants%20Awards%20and%20Scholarships/Pages/Educational%20Research%20Award.aspx>
- Alberta Advisory Committee for Educational Studies
http://www.teachers.ab.ca/For%20Members/Professional%20Development/Resources/Pages/AA_CES.aspx
- *Alberta Centre for Child, Family and Community Research
rblackadar@research4children.com <http://www.research4children.com/>
- The Blood Tribe, Department of Tribal Government & External Affairs acewolf@telus.net
<http://www.bloodtribe.org/content/tribal-government>
- Inspirit Foundation info@inspiritfoundation.org <http://www.inspiritfoundation.org>

Participants' Involvement

The study will draw on the expertise of a small core research team with relevant academic experience, along with the vast knowledges and experiences of the education professionals from partnering organizations (teachers, educational leaders, curriculum developers), and community partners (community members, leaders, Elders and youth). The applicant Conrad, co-applicant Donald and collaborator Big Head, have some overlapping and some unique areas of expertise, both theoretical and practical, in the areas of community-based participatory action research, arts-based research, Indigenous research, community arts facilitation, creative applications of technology, Aboriginal education, curriculum studies, teacher education, and First Nations histories, cultures and issues. For this study it is particularly important that researchers are adept at building relationships of trust and respect with community members, have understandings of the particular contexts of the communities with which we are engaging, and are sensitive to ethical considerations in working with Aboriginal communities. Each core team member will take the lead with one community with which we have an established relationship (Conrad/FGH; Donald/Edmonton; Big Head/Kainai) serving as the primary liaison with the community school and organizations that support the school, and facilitate research activities there. Together we will facilitate interactions between the communities and knowledge mobilization activities.

The activities and expertise of the core research team and of all the co-researchers from the partnering organizations and communities, in the spirit of respectful collaboration and meaningful engagement (CIHR, NSERC & SSHRC, 2010), are needed to achieve the goals of the study and develop a productive partnership. As members of the First Nations with which they will be engaging Donald (Cree/Métis) and Big Head (Blackfoot) bring knowledges of their local cultures and traditions, which along with the knowledge of others from the communities, will enhance the work within and across these communities. In Fort Good Hope (Dene) representatives from partner organizations and members of the community provide this expertise. Elders in all three communities will offer their cultural knowledge and traditional wisdom to support the process; the knowledge and experiences of the youth co-researchers is likewise vital to the exploration of curriculum that supports their learning.

Applicant – Dr. Diane Conrad, associate professor of drama/theatre education at U Alberta, has fifteen years experience conducting educational research using arts-based and community-based participatory action research methods. She has expertise with related research ethics and with education of pre-service teachers. The current study builds on the track record of the Canada Foundation for Innovation funded Arts-based Research Studio for which she is Director. Her research has focused on research with youth living with challenging circumstances including youth in alternative school settings, with incarcerated youth and street-involved youth many of whom, in Alberta, have been Aboriginal youth. Conrad will be the lead advisor for the study on these research methods, and will, with Donald, train graduate research assistants and community facilitators. As principal investigator, she will administer the grant.

Her facilitation of arts creation with youth has included performing arts, other popular arts forms and creative uses of technology. This experience has also informed her instruction of pre-service teachers with a focus on creative approaches for working with Aboriginal learners. Conrad's high school teaching experience in Fort Good Hope eighteen years ago was formative in developing her subsequent research interests. Over the past three years, each summer, she has visited the community to re-establish her relationships there. Conrad will oversee the research activities in FGH and work closely with all the Northern partners. During 2015/16, while on sabbatical, Conrad will spend 3 months in FGH to initiate research activities, train the community facilitator, and work with teachers and students at Chief T'Selehye School. Also during her 3-month sabbatical stay in FGH, Conrad will initiate activities (via digital technologies) between Aurora College, Fort Smith campus's teachers and students in the Bachelor of Education (BEd) program, and teachers and students at Chief T'Selehye School, FGH. For example, BEd students might view youths' works-in-progress and provide them with constructive feedback. This engagement will support the BEd teachers' program and Chief T'Selehye students' creative activities. On her return trip to Edmonton, Conrad will stop-over in Fort Smith to conduct

training workshops based on learnings from the 1st youth creation/exchange with BEd students – future NWT teachers. It is anticipated that this activity will activate an on-going partnership/exchange between Aurora College and Chief T'Seleyhe School for the duration of the study and beyond. Conrad will also travel (self-funded) to Melbourne, Australia and Lucknow, India at the invitation of education colleagues there. In Australia, Dr. Anne Harris, Monash University, and in India, Dr. Urvashi Sahni, Director of the Study Hall Educational Foundation, will facilitate contact with local Indigenous schools for developing partnerships at these sites. While abroad, Conrad will facilitate digital exchanges between students from these international schools and students from the First Nations community partner schools, enriching research activities, with the expectation that additional such interactions will follow in subsequent years. This engagement will explore contexts within international educational systems facing similar challenges in reclaiming Indigenous knowledges (Sefa Dei, et al., 2000). In years 2 and 3 Conrad will facilitate Community Service Learning placements at Ben Calf Robe-St. Clare School with BEd drama majors in her senior undergraduate course focusing on translating educational theory into practice. For this study the CSL placements will provide training for the BEd students in implementing innovative curricula prototypes developed through the study and allow simultaneous evaluation of these prototypes.

Co-applicant – Dr. Dwayne Donald is Papatash Cree and associate professor of curriculum studies and Indigenous philosophies at U Alberta and a leading national scholar in the area of Aboriginal education. He is Past President of the Canadian Association for the Study of Indigenous Education. Plains Cree and Blackfoot wisdom insights, and the ways in which those can have meaningful influence on teaching and learning today guide his research commitments. Donald is particularly interested in representations of Canadian national narratives that typically inform curriculum documents and perpetuate the general misrecognition and incomprehensibility of Indigenous experience and memory. In his teaching and research he promotes ethical forms of relationality through story that help people imagine others ways to live together beyond colonial logics. Donald has published on curriculum, pedagogy, and Aboriginal-Canadian relations. In 2011, he delivered a *Big Thinking Lecture* in Ottawa titled: “On what terms can we speak? Aboriginal-Canadian relations as an educational priority.” Donald will provide expertise in the field of Indigenous historical consciousness and pedagogies associated with story sensibilities. He will oversee research activities with the Edmonton area partners. He has established close ties with Aboriginal Elders and schools in the area including Ben Calf Robe-St. Clare School. He will assist with training of U Alberta graduate research assistants and pre-service teachers and the community facilitator for Kainai. Donald and Big Head have a long-standing professional relationship stemming from their work together at Kainai High School for many years. Based on this relationship, Donald will work closely with Big Head by providing mentorship throughout the process and assistance with work at Tatsikiisaapo’p Middle School. He will take the lead in advising the study on curriculum understandings, Aboriginal perspectives, and Indigenous research processes.

Collaborator – Ramona Big Head is Principal at Tatsikiisaapo'p Middle School on the Kainai Reserve. She is a member of the Kainai community and has taught for the Kainai Board of Education for 18 years. As well as being a well-respected member of the community, Big Head is a doctoral candidate at the University of British Columbia in the final stages of completing her dissertation. Her research focuses on the ways in which Indigenous theatre practices in Blackfoot communities are an expression of Kainyssini (Blackfoot) values that are helping the people heal themselves from multiple generations of trauma. Big Head is a skilled performing arts facilitator within her community, including experiences in directing large scale theatrical productions, writing and adapting texts to tell local stories. She has produced and directed several community-based productions, and has also been author or co-author of several scripts created for these performances. One such production, titled *Strike Them Hard*, was performed by a community-based cast of 40 at Performing the World festival in New York City in 2008. Big Head will oversee research activities at Kainai with assistance from Donald. She will bring to the study her expertise in the performing arts, curriculum development, Blackfoot ways of knowing, and her skills at motivating students to focus on projects over an extended period of time.

Training and Mentoring

This partnership development research will support the mentorship of an emerging scholar; professional development for teachers in three community schools and teacher educators in two partnering tertiary institutions; the training of graduate research assistants, as well as community facilitators in two of the communities; and the education/training of undergraduate students in the two teacher preparation programs. Principal investigator Conrad has expertise in arts-based research and community-based participatory action research, including teaching graduate level courses on these methods, and in research ethics. Over the past ten years Conrad has trained 18 graduate and two undergraduate research assistants for four different funded multi-year research projects using participatory arts-based methods with youth including many Aboriginal youth. Donald has experience with Indigenous community-based research and curriculum inquiry; he has guided the work of 40 graduate students to date.

Mentorship – Big Head, Collaborator, Principal of Tatsikiisaapo’p Middle School and emerging scholar (in the final stages of completing her PhD at the University of British Columbia), will receive mentorship through her participation in the research, primarily from Donald, in curriculum inquiry, community-based participatory research methods and management of a SSHRC funded multi-site research study.

Professional development – Teachers engaged with the project at the three community schools will receive professional development in curriculum inquiry and participatory arts-based research methods to support their Aboriginal students as they work with researchers in leading their students, connecting research activities to the school curriculum. Instructors in the BEd program at Aurora College will receive professional development in curriculum inquiry and Aboriginal education through working with Conrad in guiding their students in the research activities with Chief T’Selehye students. BEd instructors at U Alberta will receive professional development through research presentations and workshops given by Conrad, Donald and graduate research assistants (GRAs) for their classes, through presentations for the Faculty of Education, and at the final public symposium for the project.

Research training – GRAs and community facilitators will receive training in curriculum inquiry, Indigenous, participatory and arts-based educational research methods with youth, and ethics protocols. Doctoral research assistant Mandy Krahn has worked with Conrad and Donald on the consultation phases of the study over the past two years. It is anticipated that Krahn will continue with the study for two years during which time her training, including practical experience in negotiating the intricacies of working with diverse Aboriginal communities will continue. The budget allows the study to employ one additional doctoral research assistant for the three years of the study, who will be trained by Conrad and Donald and mentored by Krahn. In the third year of the study, a new research assistant will be employed to replace Krahn. The GRAs’ responsibilities will include leading the research activities with youth at Ben Calf Robe-St. Clare School under the leadership of Donald. They will have opportunities to travel to the three communities, and to participate in academic writing and presentations for local and national audiences. Part of one GRAs tasks will be designated as KMb/communications manager to help the team refine, manage and evaluate the KMb plan, in particular with respect to the online engagement of audiences with training/support from the Faculty of Education’s DigiTAL unit.

Two community facilitators will be employed to facilitate research activities with youth in Fort Good Hope and Kainai schools. They will receive training from researchers at the start of the project and will be closely supervised by researchers throughout the process. Community facilitators will gain employability skills as teachers’ aides or community arts facilitators. Youth co-researchers involved with the project at the three community schools will also receive training in arts-based participatory research methods for co-creating curriculum, which will inform their future education and employment.

Curriculum education/training – Bachelor of Education students at Aurora College and U Alberta will receive training in curriculum inquiry and practical opportunities to work with Aboriginal students for implementing innovative curriculum prototypes developed through the study which they can take into their future professional teaching practices to support the education of Aboriginal learners and all students. Pre-service teachers in other potential partner BEd programs will also benefit in this way.

Knowledge Mobilization Plan

In community-based participatory action research knowledge creation for practical benefit to the community involved in the research is highly valued. Likewise in Indigenous research, the community benefiting from the process of the research is of primary importance (Nabigon, et al., 1998; Smith, 1999). As such, knowledge mobilization in our study is understood not only as research dissemination, but also defines the processes of knowledge co-creation and exchange. Our study will mobilize knowledge in cyclical fashion throughout the study for and with community members, building upon the experiences of the young Aboriginal learners/co-researchers themselves. Knowledge mobilization will be undertaken more broadly employing multifaceted strategies to reach academic and non-academic audiences, in particular to inform educators, educational leaders, educational policy makers, curriculum developers, teacher educators and pre-service teachers in support of education for Aboriginal learners and for all Canadian students. To assist with knowledge mobilization (KMb) part of one Graduate Research Assistant's tasks will be designated as KMb/communications manager to help the team refine, manage and evaluate the KMb plan, in particular with respect to the online engagement of audiences. The study website hosting youth created curriculum artifacts will be a distinctive strategy for broad KMb.

Creation of curriculum artifacts – The 3-year process of co-creation of artifacts by youth in each community that speak to their understandings of culture, identity, community and place creates a forum for a first tier of knowledge mobilization. The youths' work will draw on the knowledge of community members, Elders, teachers, as well as input from school board officials, teacher education instructors, government curriculum developers and the knowledge of university researchers. The exchange of wisdom from Elders to the youth is of particular value to the communities. Elders' collective knowledge will circulate throughout the exploration and development of curriculum to support the education of the youth engaged in the process.

Exchange of curriculum artifacts – The curriculum artifacts co-created by the youth in each community will be exchanged with youth and the organizations that support their learning from all the participating communities. A series of eight such exchanges are planned over the three-year study with each exchange informing the work created for the subsequent creation/exchange cycle. The exchanges will occur digitally via a study website (see details below).

Partner meetings – At the annual meetings of all partners (in person and/or through teleconference) and through regular communications between researchers and partners including educators, educational leaders, community leaders, school board officials, teacher education instructors, and government curriculum developers, evaluation of the products and processes of, along with analysis of arising issues related to the ongoing curriculum exploration and development processes, will be undertaken. These partners will have access to the study website to stay informed about the work created in each community and the exchanges that occur between youth from all three communities.

Community presentations – Annual presentations hosted in each of the three partner communities are significant events from an ethical standpoint – to keep the Aboriginal communities in which the research originates fully engaged in the ongoing process, and also a knowledge mobilization strategy aimed at sharing the knowledge created through the study with community leaders, Elders, parents, grandparents, and young people, with the aim of supporting students' learning. The dialogue fostered by these events will garner community members' input to inform the ongoing work.

KMb with pre-service teachers – Knowledge mobilization interventions are planned with pre-service teachers at Aurora College and at U Alberta. In the first year of the study, a digital exchange between Aurora College BEd students and Chief T'Selehye students will mobilize knowledge created by the project at the Fort Good Hope site to pre-service teachers to inform their education. In turn, the pre-service teachers' and their instructors' responses will inform the ongoing work at Chief T'Selehye. This exchange will culminate with Conrad offering arts-based curriculum development workshops for the pre-service teachers at Aurora College in Fort Smith. At U Alberta in years two and three, knowledge mobilization from the project will occur with students in Conrad's BEd course through a Community

Service Learning experience. Pre-service teachers will gain theoretical learnings and practical opportunities to work with students at Ben Calf Robe-St. Clare School engaging with the curriculum models developed through the study. In addition, in years two and three researchers will offer presentations/workshops for other teacher education classes at U Alberta (e.g. for the Faculty of Education's new required course on Aboriginal perspectives) to disseminate knowledge from the study. These opportunities for KMB with pre-service teachers will mobilize knowledge created through the study directly to future teachers who will work with Aboriginal students and/or other Canadian students.

Academic & community presentations – Multiple presentation events will reach academic and non-academic audiences. Researchers with GRAs will offer presentations for the Faculty of Education, U Alberta and take advantage of relevant local opportunities for research dissemination. Conrad is Director of the CFI funded Arts-based Research Studio, which regularly hosts presentation series and symposia, as do other units on campus (e.g. Global Education Program; Community Service Learning; Canadian Circumpolar Institute; Faculty of Native Studies; Kule Institute for Advanced Study), and other local organizations (e.g. Alberta Teachers' Association; REACH Edmonton: Council for Safe Communities; Edmonton Intercultural Dialogue Institute; Alberta Centre for Child, Family and Community Research; Alberta Native Friendship Centres Association). Academic conference presentations at the end of years two and three will disseminate knowledge from the study to national and international audiences. Researchers are excited by the opportunity to present at the World Indigenous Peoples Conference on Education (WiPCE) hosted in Toronto in 2017. In May/June 2018 we will present for the Canadian Society for the Study of Education at the Congress of the Humanities and Social Sciences.

Year 3 assemblage & symposium – The ongoing curriculum exchange will culminate in a week-long assemblage of youth and adults from each community in Edmonton at the end of year three. At this event the curriculum creation processes and products developed will be shared, reflected upon and evaluated to inform publications, presentations and future research. As part of this final event a one-day symposium open to academic and non-academic attendees will disseminate the curriculum knowledge created throughout the project and learnings from the process. We will invite academic faculty and students, teachers, educational leaders, and Aboriginal and other community members.

Publications – Publications are planned to reach both academic and non-academic audiences. At the end year two an interim report will be shared with communities. At the end of the study a final research report will be circulated to academic units, Aboriginal and other schools, school boards, government education departments and community organizations nationally and internationally. A curriculum resource document will be created which highlights the study's curriculum exploration and development with links to the study website with the aim of providing innovative prototypes for teachers to support Aboriginal learners and students across Canada and internationally. It is anticipated that the schools in Australia and India, which will engaged with the study, will receive these documents favourably. Articles will be written for publication in national and international academic journals including open access journals (e.g. *Canadian Journal of Education*; *Canadian Journal of Native Education*; *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health*; *Alberta Journal of Educational Research*; *Journal of Curriculum Theorizing*) and non-academic journals (*ATA Magazine*; *Canadian Teacher Magazine*; *Canadian Education*; *Education Today*; *Say Magazine*; *Windspeaker – Canada's National Aboriginal News Source*). Papers presented at conferences: WiPCE at the end of year two, and CSSE at the end of year three, will be among the articles prepared for publication.

Study website – Using tools that allow for multi-user generated content and interaction (e.g. Drupal and Web 2.0 tools for archiving audio, video, image and text files, blogging, chatting, video-conferencing), the study website will allow exchange of knowledge between research participants and with the broader community. With intellectual property rights considerations negotiated with partners, the study website will be made publicly accessible including interactive space where all can, in the spirit of knowledge exchange, engage in the conversation with the curriculum artifacts and theorizations posted. The KMB/communications manager will assist with all aspects of this site.

Family name, Given name

Conrad, Diane

Contributions from Partner Organizations

A partner is an organization that participates actively in a formal partnership and contributes in a meaningful way to the success of the endeavour.

	Cash	In-kind
	Amount	Amount
Personnel costs		
Student salaries and benefits/Stipends		
Undergraduate	0	0
Masters	0	0
Doctorate	59,336	0
Non-student salaries and benefits/Stipends		
Postdoctoral	0	0
Other	9,000	0
Travel and subsistence costs		
Applicant/Team member(s)		
Canadian travel	1,000	3,600
Foreign travel	0	0
Students		
Canadian travel	8,919	0
Foreign travel	0	0
Other expenses		
Professional/Technical services	0	100,795
Supplies	0	3,950
Non-disposable equipment		
Computer hardware	0	0
Other	0	0
Other expenses (specify)		
	12,000	83,870
Total of all partner organizations' contributions	90,255	192,215
A. Total of all partner organizations' contributions (cash + in-kind)		282,470
B. Total funds from other sources		
C. Total funds requested from SSHRC		200,000
Total cost of project (A + B + C)		482,470

Contributions Plan

University of Alberta confirmed contributions

Cash contributions: Office of the Vice President Research: a) \$21,081 for graduate student training; and b) \$8,919 for graduate student Canadian travel for travel to each community and conference travel. **Department of Secondary Education:** graduate student training (\$38,255). **Kule Institute for Advanced Study (KIAS):** \$2,000 for the final symposium.

In kind contributions: Faculty of Education's, Digital Teaching, Assessment and Learning (DigiTAL) a) server space to host project website (\$750) including design (\$7,050) and maintenance (\$6,400) for 3 years; b) graduate student training on the website (\$240); c) use of teleconference equipment (\$1,870). **The Department of Secondary Education:** a) use of facility space for partner meetings, final assemblage and symposium (\$1,550); b) long distance costs and photocopying for meetings (\$200). **KIAS:** event coordination for the final symposium (\$1,000).

Partner confirmed contributions – The partner contributions reflect the capabilities of each to contribute and the particular capacities each have to offer.

Cash contributions: Aurora College: \$1,000 for travel from Yellowknife to Fort Smith and accommodations for Conrad to visit Aurora College in year 1. **Kainai Board of Education:** a) \$9,000 for community Elders' participation; and b) \$10,000 for youth travel to visit other communities.

In kind contributions (over three years): Chief T'Selehye School: a) dedicated teacher, principal and tech support time (\$8,250); b) use of school space and equipment (\$23,250); and c) materials/supplies (\$600). **K'asho Gotine Community Council:** a) accommodations for Conrad for her 3-month sabbatical stay in FGH (\$3,600); b) use of band hall for annual community events (\$750); c) dedicated time from a Council member (\$1,500). **Aurora College:** a) dedicated time from the manager of the South Slave Research Centre and instructor in the BEd. Program (\$24,000); and b) use of College space and equipment (\$9,000). **Instructional and School Services, Department of Education, Culture and Employment, GNWT:** a) dedicated time from two Department employees (\$7,200); and b) curriculum resource materials (\$400). **Tatsikiisaapo'p Middle School:** a) dedicated teacher and tech support time (\$7,050); b) use of school space and equipment (\$23,250); and c) materials/supplies (\$1,500). **Kainai Board of Education:** a) dedicated staff consultant time (\$1,200); and b) curriculum resource materials (\$150). **Ben Calf Robe-St. Clare School:** a) dedicated teacher, principal, cultural support and tech support time (\$22,275); b) use of school space and equipment (\$23,250); and c) materials/supplies (\$1,500). **Aboriginal Learning Services, Edmonton Catholic School District:** a) dedicated time from Elders, Aboriginal Learning Services staff, and youth supervisors (\$13,880); and b) curriculum resources (\$550).

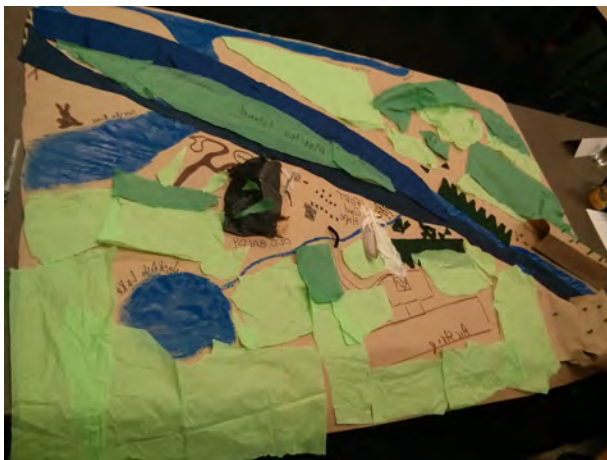
Plans for seeking/securing additional funding & support – We will begin seek additional funding in year 1. *Have indicated interest in receiving our proposal for funding. Additional funding will a) allow the partnership to facilitate additional travel for youth to visit each of the partner communities, to experience each others' cultures and places in-person, enhancing the planned digital exchange and final assemblage (*Canadian Northern Economic Development Agency (\$20,000); The Blood Tribe, Department of Tribal Government & External Affairs (\$10,000), Inspirit Foundation (\$20,000)); and b) help support further participation from Elders and the community facilitator in FGH (*Yamoga Land Corporation (\$9,000), The Sahtu Secretariat Incorporated (\$15,000)). We will also seek additional funding from other sources to support conference travel for the research team including graduate student travel (Alberta Teachers' Association (\$5,000) and/or Alberta Advisory Committee for Educational Studies (\$6,000)); and for dissemination/distribution of the curriculum resource document and long-term maintenance of the website (*Alberta Centre for Child, Family & Community Research (\$20,000)).

How the support will benefit the partnership – The contributions from the University of Albert and from the other partners confirm our shared commitments for researching into the education of Aboriginal learners. These contributions make the research activities possible at each of the three diverse and geographically isolated community sites over a three year period.

Evidence of Formal Partnerships

The attached **Memorandums of Understanding** between the University of Alberta and each of the Partner Organizations are offered to reflect the quality, level of commitment and current stage of the partnership. They reflect preliminary understandings for the partnership development project. We will negotiate further parameters for the project as the project progresses and such needs arise. A visual representation of the governance structure agreed upon by the study partners is included (see Figure 3) in the section Description of Formal Partnerships.

In the context of working with Aboriginal communities relationships and relationship building are central. Our meeting at the University of Alberta in August 2014 was aimed at beginning such relationship building. 4-8 representatives from each community gathered for the 2-day meeting. Participants included Elders, educational leaders, young adults and youth. We spent one day discussing the project and engaged in activities to learn about one another’s’ cultures and places. One activity involved representatives from each community creating a map of their community (see images below), which they used to tell us about their place and their lives there. On the second day we travelled to a Cree sacred site where Elder Bob Cardinal conducted a pipe ceremony (see image below), which asked for blessings for our project.



Fort Good Hope community map



Ben Calf Robe – St. Clare School community map



Kainai Reserve community map



Pipe Ceremony at Ribstones sacred site near Viking, Alberta



UNIVERSITY OF ALBERTA

Memorandum of Understanding

Date: November 4, 2014

By: [REDACTED] -- Principal Investigator, Department of Secondary Education,
Faculty of Education

Re: *Partnership Development for Researching the Education of Aboriginal Students: A Youth Exchange through Arts & Technology – Stories of Culture, Identity, Community and Place*

Background

Project Description/Work Plan

This partnership with Aboriginal community schools, and organizations that support those schools will collaborate for curriculum exploration, development and theorizing to support learning for Aboriginal youth to be productive participants in mainstream society, grounded in their Indigenous cultures, languages and traditions. We will research promising educational practices using the creative arts and youth exchange through digital technology, for engaging Aboriginal learners across culturally diverse and geographically isolated locations. The study offers a unique opportunity for community partners to work together around shared interests, and for youth to build relationships with youth in other communities, to creatively express their understandings of who they are; to share expressions of pride in cultural identity and give voice to the challenges they face, creating emergent opportunities for them to enhance identity and nurture success. Specific objectives of the project are to: 1) establish sustainable collaborations between three diverse First Nations community schools and organizations that support those schools; 2) undertake research development of co-created curriculum models, through arts, digital technology and youth exchange, for nurturing the educational success of Aboriginal learners; 3) build capacity within the communities to utilize and further develop the emergent curricular models; 4) disseminate learning from the study to schools, school authorities, and teacher preparation programs locally, nationally and internationally; 5) develop other partnerships to support on-going research into the education of Aboriginal learners.

With liaisons and a facilitator in each community, the research team will create youth-focused performances and storytelling initiatives, engaging youth in schools, through various creative media (traditional story-telling; photography, digital storytelling, drama, video) to develop stories that express their perceptions of culture, identity, community

and place, to share via technological applications (video conferencing, blogging, social network sites) with youth in other communities. The project will culminate in a symposium bringing all youth together for the purpose of presenting what they have created to one another and to academic and community audiences.

This memorandum outlines the parameters of the activities in relation to this project.

Project Title: *Partnership Development for Researching the Education of Aboriginal Students: A Youth Exchange through Arts & Technology – Stories of Culture, Identity, Community and Place*

Project Timeframe: June 2015-June 2018

Secondary Education, University of Alberta Lead: [REDACTED]

Project Responsibilities

University of Alberta researchers will:

1. Submit the SSHRC Partnership Development Grant application in consultation with the lead from the above named partner organization.
2. Administer the funds obtained from SSHRC and other sources of funding acquired for academic research as agreed upon by all partner organizations.
3. Facilitate research activities with community schools as outlined in the project description.
4. Facilitate sharing of research materials amongst communities
5. Stay in communication with the partner organization throughout the duration of the study with updates of research activities and project developments.
6. Convene annual meetings in person and/or via teleconference with all partner organizations.
7. Seek additional funding for the project and for sustainability of the project beyond the three years.
8. Convene a symposium bringing together youth from the communities at the end of the three-year project.

Partner Organization will:

1. Complete aspects of the SSHRC Partnership Development Grant application as required of partner organizations with assistance from university-based researchers.
2. Provide cash or in-kind contributions as agreed upon for the Grant application.
3. Provide ongoing support and guidance for the project throughout the duration of the study.
4. Actively contribute to the project through sharing intellectual leadership and/or providing expertise on an ongoing basis.

5. Attend annual meetings in person and/or via teleconference with all partner organizations.

Project Parameters

It is agreed that:

1. Community partners are free to withdraw from the study at any time. If a community partner wishes to do so, the lead from that organization will inform the university researchers.
2. With appropriate screening for appropriate content by the community facilitator and at least one other community member associated with the project, any and all materials created by the youth as part of the study can be shared freely amongst the three communities via the study's private website.
3. With the understanding that university researchers are expected to make public some results from the study, all intellectual or creative material resulting from the study will be approved by all partner organizations prior to public dissemination.

Signatories

For Department of Secondary Education, University of Alberta:

[Redacted signature]

11/10/2014
Date

[Redacted signature]

[Redacted signature]

Nov 7, 2014
Date

Do not photocopy this page.

Internal use	CID (if known)
[REDACTED]	[REDACTED]

Identification
Only the information in the Name section will be made available to selection committee members and external assessors. Citizenship and Statistical and Administrative Information will be used by SSHRC for administrative and statistical purposes only. Filling out the statistical and Administrative Information section is optional.

Name			
Family name	Given name	Initials	Title
Conrad	Diane	H.	Dr.

Citizenship - Applicants and co-applicants must indicate their citizenship status by checking and answering the applicable questions.

Citizenship status	<input checked="" type="radio"/> Canadian	<input type="radio"/> Permanent resident since (yyyy/mm/dd)	<input type="radio"/> Other (country)	Have you applied for permanent residency?
		_____	_____	<input type="radio"/> Yes <input type="radio"/> No

Statistical and Administrative Information

Birth year	Gender	Permanent postal code in Canada (i.e. K2P1G4)	Correspondence language	Previous contact with SSHRC? (i.e. applicant, assessor, etc.)
[REDACTED]	<input checked="" type="radio"/> F <input type="radio"/> M	[REDACTED]	<input checked="" type="radio"/> English <input type="radio"/> French	<input type="radio"/> Yes <input checked="" type="radio"/> No

Full name used during previous contact, if different from above

Contact Information
The following information will help us to contact you more rapidly. Secondary information will not be released by SSHRC without your express consent.

Primary telephone number				Secondary telephone number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
1	780	492-5870		[REDACTED]	[REDACTED]	[REDACTED]	
Primary fax number				Secondary fax number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
1	780	492-9402					
Primary E-mail diane.conrad@ualberta.ca							
Secondary E-mail							

Personal information will be stored in the Personal Information Bank for the appropriate program.

Checked
Web CV
2014/11/24

Do not photocopy this page.

Family name, Given name

Conrad, Diane

Current Address Use only if you are not affiliated with a department at a Canadian university. (If you are affiliated with a department at a Canadian university, the department's mailing address will be used.) If you wish to use another address, specify it under the Correspondence Address.			Correspondence Address Complete this section if you wish your correspondence to be sent to an address other than your current address.		
Address			Address		
			347 Education South		
			11210 - 87 Ave.		
			University of Alberta		
City/Municipality	Prov. / State	Postal/Zip code	City/Municipality	Prov. / State	Postal/Zip code
			Edmonton	AB	T6G2G5
Country			Country CANADA		
Temporary Address If providing a temporary address, phone number and/or E-mail, ensure that you enter the effective dates.			Permanent Address in CANADA		
Address			Address		
			[REDACTED]		
City/Municipality	Prov./ State		City/Municipality	Prov./ State	Postal/Zip code
			[REDACTED]	[REDACTED]	[REDACTED]
Country			Country [REDACTED]		
Start date (yyyy/mm/dd)	End date (yyyy/mm/dd)	Temporary telephone/fax number			
		Country code	Area code	Number	Extension
Temporary E-mail					

Do not photocopy this page.

Family name, Given name

Conrad, Diane

Research Expertise (optional)

The information provided in this section refers to your own research expertise, not to a research proposal. Filling out the following 4 sections is optional. This page will not be seen by selection committee members and external assessors. This section will be used for planning and evaluating programs, producing statistics, and selecting external assessors and committee members.

Areas of Research

Indicate and rank up to 3 areas of research that best correspond to your research interests as well as areas where your research interests would apply. Duplicate entries are not permitted.

Rank	Code	Area
1	140	Education
2	100	Arts and culture
3	382	Youth

Temporal Periods

If applicable, indicate up to 2 historical periods covered by your research interests.

From				To			
Year				Year			
		BC	AD			BC	AD
_____		<input type="radio"/>	<input type="radio"/>	_____		<input type="radio"/>	<input type="radio"/>
_____		<input type="radio"/>	<input type="radio"/>	_____		<input type="radio"/>	<input type="radio"/>

Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Region
1	1140	Northern Canada
2	1130	Western Canada
3		

Countries

If applicable, indicate and rank up to 5 countries covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Countries	Prov./State
1	1100	CANADA	NT
2	1100	CANADA	NU
3	1100	CANADA	AB
4			
5			

Family name, Given name

Conrad, Diane

Curriculum Vitae

Language Proficiency

	Read	Write	Speak	Comprehend aurally	Other languages
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Work Experience

List the positions, academic and non-academic, you have held beginning with the current position and all previous positions in reverse chronological order, based on the start year.

Current position		Start date (yyyy/mm)
Associate Professor		2007/7
Org. code	Full organization name	
1480111	University of Alberta	
Department/Division name		
Secondary Education		
Position type	<input checked="" type="radio"/> Tenured <input type="radio"/> Non-tenure <input type="radio"/> Tenure-track <input type="radio"/> Non-academic	Employment status
		<input checked="" type="radio"/> Full-time <input type="radio"/> Part-time <input type="radio"/> Non-salaried <input type="radio"/> Leave of absence
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Assistant Professor	2004/7	2007/6
Org. code	Full organization name	
1480111	University of Alberta	
Department/Division name		
Secondary Education		
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Instructor	2000/09	2004
Org. code	Full organization name	
1480111	University of Alberta	
Department/division name		
Secondary Education		
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Performer, Co-author, Facilitator	1998/09	2004/04
Org. code	Full organization name	
1480111	University of Alberta	
Department/Division name		
Mirror Theatre (Theatre-in-education company)		

Personal information will be stored in the Personal Information Bank for the appropriate program.

Web CV

Family name, Given name

Conrad, Diane

Work Experience (cont'd)			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Student		1997	2003
Org. code	Full organization name		
1480111	University of Alberta		
Department/Division name			
Secondary Education			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Instructor		1997/10	2000/08
Org. code	Full organization name		
1	Edmonton Public Schools		
Department/Division name			
Continuing Education, English as a Second Language Department			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Secondary school teacher		1994/08	1997/06
Org. code	Full organization name		
1	Government of the Northwest Territories		
Department/Division name			
Sahtu Division, Chief T'Selihye School; Dogrib Division, Chief Jimmy Bruneau School			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Volunteer secondary school teacher		1987/08	1993/06
Org. code	Full organization name		
1	World University Service of Canada		
Department/Division name			
Lesotho, Southern Africa			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Org. code	Full organization name		
Department/Division name			

Academic Background				
List up to 5 degrees, beginning with the highest degree first and all others in reverse chronological order, based on the start date.				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Doctorate	PhD	2000/09		2004/06
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
61299	Drama Education	<input checked="" type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
1480111	University of Alberta			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
MA Equiv.	MEd.	1998/05		2001/06
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
61299	Drama Education	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1480111	University of Alberta			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
BA Gen. Eq.	BEd. - Major teaching subject Drama	1993/09		1994/05
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
61200	Education	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1350711	University of Ottawa			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
BA Hon. Eq.	BFA	1980/09		1987/05
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
50899	Creative Writing with focus on Playwriting	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1590111	The University of British Columbia			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
		<input type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
Country				

Family name, Given name

Conrad, Diane

Credentials

List up to 6 licences, professional designations, awards and distinctions you have received and feel would be the most pertinent to the adjudication of your application. List them in reverse chronological order, based on the year awarded.

Category	Name	Source or Country	Duration (Months)	Value / Year awarded
Fellowship	Harrison McCain Foundation Visiting Professorship	University CANADA	12	\$5,500 2011
Fellowship	Coutts-Clarke Research Fellowship, Faculty of Ed.	University CANADA	4	\$0 2009
Academic Prize	CAFA Distinguished Scholar Early Career Award	Professional Association CANADA	12	\$1,000 2008
Non-Academic Prize	U of A Alumni Horizon Award	University CANADA		\$0 2007
Academic Prize	SSHRC Aurora Prize	Federal Government CANADA	12	\$25,000 2006
Postdoctoral Fellowship	SSHRC Postdoctoral Fellowship (declined)	Federal Government CANADA		\$70,000 2004

Research Expertise

The information provided in this section refers to your own research expertise, not to a research proposal.

Keywords

List keywords that best describe your areas of research expertise. Separate keywords with a semicolon.

drama/arts education; aboriginal education; popular/applied theatre; youth & society; youth justice; "at-risk" youth; curriculum studies; critical pedagogy; qualitative arts-based research; participatory research; performance ethnography; critical theory

Disciplines

Indicate and rank up to 5 disciplines that best correspond to your research interests. Duplicate entries are not permitted.

Rank	Code	Discipline	If Other, specify
1	61200	Education	
2	61299	Other Education	Drama Education
3			
4	61242	Sociology of Education	
5	99999	Other	"at-risk" youth

Family name, Given name

Conrad, Diane

Funded Research

List up to 8 grants or contracts you have received from SSHRC or other sources. List them in reverse chronological order, based on the year awarded. If you are not the applicant (principal investigator), specify that persons' name.

Org. code 1	Full name of funding organization University of Alberta, Killam Research Fund	Year awarded (yyyy) 2012	Total amount (CAN\$) \$36,833
Role Applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title Addressing Aboriginal education: Conditions, viewpoints and aspirations across four diverse Aboriginal communities			
Applicant's family name		Applicant's given name	
Applicant's family name		Applicant's given name	
Initials		Initials	
Org. code 1	Full name of funding organization Canada Foundation for Innovation, Infrastructure Operating Funds - Extraordinary Request	Year awarded (yyyy) 2011	Total amount (CAN\$) \$34,206
Role Applicant		Completion status <input type="checkbox"/> Complete	
Project title An interdisciplinary arts-based research centre			
Applicant's family name		Applicant's given name	
Applicant's family name		Applicant's given name	
Initials		Initials	
Org. code 1	Full name of funding organization Kule Institute for Advanced Study, University of Alberta	Year awarded (yyyy) 2011	Total amount (CAN\$) \$15,000
Role Applicant		Completion status <input type="checkbox"/> Complete	
Project title Evaluating Youth Outcomes of the "High Risk Youth Uncensored" Program			
Applicant's family name		Applicant's given name	
Applicant's family name		Applicant's given name	
Initials		Initials	
Org. code 1	Full name of funding organization University of Alberta Killam Award - SSHRC 4A status	Year awarded (yyyy) 2011	Total amount (CAN\$) \$7,500
Role Applicant		Completion status <input type="checkbox"/> Complete	
Project title Evaluating Youth Outcomes of the "High Risk Youth Uncensored" Program			
Applicant's family name		Applicant's given name	
Applicant's family name		Applicant's given name	
Initials		Initials	

Family name, Given name

Conrad, Diane

Funded Research (cont'd)

Org. code 1	Full name of funding organization REACH Edmonton Council for Safe Communities	Year awarded (yyyy) 2010	Total amount (CAN\$) \$70,000
Role Applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title High risk youth uncensored: An educational exchange			
Applicant's family name		Applicant's given name	
Applicant's family name		Applicant's given name	
Initials		Initials	
Org. code 1	Full name of funding organization U of A Faculty of Education, Support for the Advancement of Scholarship	Year awarded (yyyy) 2009	Total amount (CAN\$) \$6,000
Role Applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title Developing arts-based curriculum to educate service providers about working with high risk youth			
Applicant's family name		Applicant's given name	
Applicant's family name		Applicant's given name	
Initials		Initials	
Org. code 1	Full name of funding organization Canada Foundation for Innovation Leader's Opportunity Fund	Year awarded (yyyy) 2006	Total amount (CAN\$) \$132,771
Role Applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title An interdisciplinary arts-based research centre			
Applicant's family name		Applicant's given name	
Applicant's family name		Applicant's given name	
Initials		Initials	
Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2005	Total amount (CAN\$) \$133,148
Role Applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title The transformative potetial of drama in the education of incarcerated youth (Standard Research Grant)			
Applicant's family name		Applicant's given name	
Applicant's family name		Applicant's given name	
Initials		Initials	

1. Research Contributions Over the Last Six Years

Refereed Contributions – books

- R* Conrad, D. (2012). *Athabasca's going Unmanned: An ethnodrama about incarcerated youth*. Rotterdam, The Netherlands: Sense Publishers.
- R Conrad, D. (2010). *Ads that talk back: Exploring media advertising through drama with inner-city students*. Saarbrücken, Germany: Lambert Academic Publishing.

Refereed Contributions – articles in scholarly journals

- R Conrad, D. (2014). Corporations in our Heads: On stage and on the road. An interview with Theatre for Living's David Diamond. *alt.theatre: Cultural diversity and the stage*, 11(2),16-20.
- R* Conrad, D. (2013). Lock'em up, but where's the key? Transformative drama with incarcerated youth. *Journal of Contemporary Issues in Education*, 8(3), 4-18.
- R den Heyer, K. & Conrad, D. (2011). Using Alain Badiou's ethic of truths to support an "eventful" social justice teacher education program. *Journal of Curriculum Theorizing*, 27(1), 7-19. (2nd author)

Refereed Contributions – book chapters

- R* Conrad, D. & Unger, D. (2011). Violence at school, the violence of schooling: Restorative alternatives. In J. Charlton, P. Verrecchia & D. Polizzi (Eds.), *International Perspectives on Restorative Justice in Education* (pp. 30-68). Richmond, ON: Centre for the Study of Crime, Restorative Justice and Community Safety. (1st author)
- R* Conrad, D. (2010). In search of the radical in performance: Theatre of the Oppressed with incarcerated youth. In P. Duffy & E. Vettraino (Eds.) *Youth and Theatre of the Oppressed* (pp. 125-141). New York: Palgrave.
- R* Conrad, D., McCaw, K. & Gusul, M. (2009). Ethnodramatic playwriting as collaborative work. In W. Gershon (Ed.) *Working together in qualitative research: A turn towards the collaborative* (pp. 165-184). Rotterdam, The Netherlands: Sense Publishers. (1st author)
- R Conrad, D. & Kendal, W. (2009). Making space for youth: iHuman Youth Society & arts-based participatory research with street-involved youth in Canada. In D. Kapoor & S. Jordan (Eds.) *Education, participatory action research and social change: International perspectives* (pp. 25-264). New York: Palgrave Macmillan. (1st author)

Other Refereed Contributions – papers presented at scholarly meetings & conferences

- Conrad, D. (2014, May). Approaches & processes of arts-based researchers: A panel of Arts Researchers & Teachers Society members. CSSE. St. Catharines, ON.
- R Donald, D., Conrad, D. & Krahn, M. (2014, May). Addressing Aboriginal education: Conditions, viewpoints, and aspirations across two diverse communities. CSSE. St. Catharines, ON.
- R Tomczyk, P. & Conrad, D. (2014, May). Drama education, drama therapy and applied theatre: Implications for change through education. CSSE. St. Catharines, ON.
- R Conrad, D. (2013, June). An arts-based social network site: Youth educating service providers about their experiences. Arts on the Edge. Victoria, BC.
- R Conrad, D. & Beck, J. (2013, June). Articulating an arts-based research paradigm. CSSE, Victoria, BC.
- R Conrad, D. (2013, May). Challenges in performance-based research creation with vulnerable youth. International Congress of Qualitative Inquiry (ICQI), Urbana, Illinois.
- R Conrad, D. & Beck, J. (2013, May). Articulating an arts-based research paradigm. ICQI, Urbana, Illinois.
- R Conrad, D. (2012, Oct.). Evaluating youth outcomes of the "High Risk Youth Uncensored: workshops for service providers" project. Canadian Association for Art Therapy Conference, Edmonton, AB.
- R Conrad, D., Hunt, L. & Mumtaz, N. (2012, May). Evaluating youth outcomes for "High Risk Youth Uncensored." Canadian Society for the Study of Education (CSSE), Waterloo, ON.
- R* Conrad, D. (2012, May). Ethnodrama: Athabasca's Going Unmanned. Canadian Association for Theatre Research, Waterloo, ON.
- R Conrad, D. & Sinner, A. (2012, May). Creating together: Participatory, community-based and collaborative arts practices and scholarship across Canada. CSSE, Waterloo, ON.

- R Conrad, D. (2012, April). High risk youth uncensored: An educational exchange. AERA, Vancouver, BC.
- R* Conrad, D. (2011, April). Athabasca's Going Unmanned: An ethnodrama about applied theatre research with incarcerated youth. AERA, New Orleans, LA
- R* Conrad, D. (2011, Oct.). Transformative arts-based practices in schools?: Lessons learned from drama research with youth in prison. Provoking Curriculum Conference, Edmonton, AB.
- R* Conrad, D. & Coulis, M. J. (2011, Jan.). Performing experiential understanding: Imagining escape & cycling through grief. Narrative, Arts-based and "Post" Approaches to Social Research, Tempe, AZ.
- R Conrad, D. (2010, August). High risk youth uncensored: An educational exchange. Taking Teaching to the Edges (of the classroom) and Beyond. Centre for Teaching and Learning & Community Service Learning, U of A, Edmonton, AB.
- R* Conrad, D. (2010, July). Athabasca's Going Unmanned: Applied theatre research with incarcerated youth. International Drama/Theatre & Education Association. Belém, Brazil.
- R* Conrad, D. (2010, June). In search of the radical in performance: Theatre of the Oppressed with incarcerated youth. Pedagogy & Theatre of the Oppressed, Austin, TX.
- R* Conrad, D. (2010, May). Ethnodramatic playwriting as collaborative work. CERA Symposium: The Collaborative Turn: Working Together in Qualitative Research. CSSE, Montreal, QC.
- R* Conrad, D. (2010, April). Pedagogical desire in Athabasca's Going Unmanned. Curriculum @ the Edges Symposium. University of Alberta, Edmonton, AB.
- R* Conrad, D. (2010, Feb.). A participatory arts-based approach for doing respectful research with marginalized youth. Graduate Students' Conference: Respectful Research. Faculty of Education, Lakehead University [Keynote address]. Thunder Bay, ON.
- R* Conrad, D. (2009, Sept.). Violence at school, the violence of schooling, restorative alternatives: Restorative justice as a model for schools. International Association for the Advancement of Curriculum Studies. Cape Town, South Africa.

Non-Refereed Contributions

- * Conrad, D. (2014). Re-imagining relationships with animals through traditional storytelling with incarcerated youth. *Connections: Global, Environmental & Outdoor Education Council Magazine*, 34(1), 13-14.
- Conrad, D. (2013). Dramatis personae, Meaningful expression. *International Innovation*, 116(North America), 15-17. Bingley, UK: Research Media Ltd.
- Conrad, D. (2012, May). High RiskYouth Uncensored. SSHRC Connections – Activating the Heart: Storytelling, Knowledge Sharing and Relationship. Yellowknife, NT.
- Conrad, D. (2012, May). High RiskYouth Uncensored. SSHRC Connections – Creating Together: Participatory, Community-based and Collaborative Arts Practices and Scholarship. Montreal, QC.
- * Conrad, D. (2010, Feb.). *Athabasca's Going Unmanned*, [Play production]. Centre for Theatre Creation, Department of Drama, University of Alberta. Edmonton, AB.

Forthcoming Contributions

- R Conrad, D. & Sinner, A. (Eds.) (in press). *Creating together: Participatory, community-based and collaborative arts practices and scholarship across Canada*. Waterloo, ON: Wilfred Laurier University Press. (350 pgs.) (lead editor)
- R Conrad, D., Smyth, P. & Kendal, W. (in press). Uncensored: Participatory arts-based research with youth. In D. Conrad & A. Sinner (Eds.), *Creating together: Participatory, community-based and collaborative arts practices and scholarship across Canada*. Waterloo, ON: Wilfred Laurier University Press. (22 pages) (1st author)
- R Conrad, D., Hogeveen, B., Minaker, J., Masimira, M. & Crosby, D. (in press). Including children and youth in participatory research. In G. Higginbottom & P. Liamputtong (Eds.), *Using participatory qualitative research methodologies in health*. London, UK: Sage. (43 pages) (1st author)
- R Conrad, D. & Beck, J. (in press). Towards articulating an arts-based research paradigm: Growing deeper. UNESCO Observatory *Multidisciplinary Journal in the Arts*. (25 pages) (1st author)

- R* Conrad, D. (accepted). The lives of incarcerated youth in Athabasca's Going Unmanned. In G. Belliveau & G. Lea (Eds.) *Research-based theatre as methodology: An artistic approach to research*. Bristol, UK: Intellect. (16 pgs.)
- R Conrad, D. (accepted). Education & social innovation: The Youth Uncensored project – a case study of youth participatory research & cultural democracy in action. *Canadian Journal of Education*. (20 pgs.)
- R Conrad, D. (accepted). When applied theatre in community-based educational contexts meets community-service learning in a drama teacher education program. In M. Prendergast, G. Belliveau & M. Carter (Eds.), *Drama and theatre education: Canadian perspectives*. (15 pgs.)

2. Other Research Contributions: Publications/Presentations for academic & non-academic audiences

- Conrad, D. (March, 2012). Arts-based research: A site for interdisciplinary collaboration & research translation. Acadia University, Wolfville, NS. (visiting professorship)
- * Conrad D. (Feb., 2012) Athabasca's Going Unmanned: Book reading. Acadia University, NS.
- * Conrad, D. (2010). Exploring risky youth experiences: Popular theatre as a participatory, performative research method. In K. Horvath (Ed.) *Drama as social research* (pp. 64-80). Budapest, Hungary: Kava Cultural Group. (translation)
- * Conrad, D. (Nov., 2010). Applied theatre praxis: Addressing youth issues. Fine Arts Council Conference. [Keynote address]. Calgary, AB.

3. Most Significant Career Research Contributions

1) The Transformative Potential of Drama in the Education of Incarcerated Youth

SSHRC funded project won the 2006 SSHRC Aurora Prize. It was a four year applied theatre research project with incarcerated youth at an Alberta youth corrections facility. In 2009, I was awarded Faculty of Ed. Coutts-Clarke Fellowship to write a research-based ethnodrama entitled *Athabasca's Going Unmanned*, produced in February, 2010 with the Canadian Centre for Theatre Creation, Dept. of Drama, U of A. 5 shows drew 250 audience members and media attention. The play script was published in 2012 with Sense as part of their award winning Social Fictions Series. Research outcomes also included several scholarly, refereed national and international publications (8) and presentations (25), as well as presentations (3) and publications (2) for professional and community audiences. Engaged 10 students as GRAs. In 2008, I was awarded the Confederation of Alberta Faculty Association's Distinguished Academic Early Career Award for my community-based work. Article "Lock'em up, but where's the key? Transformative drama with incarcerated youth" was published (2013) in the *Journal of Contemporary Issues in Education*; and book chapter "The lives of incarcerated youth in Athabasca's Going Unmanned" in Belliveau & Lea (Eds.) *Research-based theatre as methodology: An artistic approach to research* has been accepted.

2) An Interdisciplinary Arts-based Research Centre:

In 2005, I was awarded the Canada Foundation for Innovation Leader's Opportunity Fund grant to develop an interdisciplinary arts-based research studio in the Faculty of Education, U of A, with accompanying Infrastructure Operating funds (2009-2012). I have been Director of the new state-of-the-art facility since 2009. The Studio is attracting interdisciplinary scholarly attention locally, nationally & internationally as well as from local community/non-academic groups. We host an annual presentation series; in 2011-2013 we held annual one-day symposia attended by 60+ delegates each. Based on the Studio's reputation, in 2011, I was awarded Harrison McCain Foundation Awards Visiting Professorship at Acadia University, Nova Scotia (\$5,500). There, amongst other activities, I gave a presentation entitled Arts-based research: A site for interdisciplinary collaboration & research translation. In 2011, I was awarded the Technology Innovation Grant in Education and Research to develop innovative methods for documenting and disseminating arts-based research. In 2013 an article featuring my work appeared in Research Media Ltd.'s *International Innovation* (North America). An article in UNESCO Observatory *Multidisciplinary Journal in the Arts* entitled "Towards articulating an arts-based research paradigm: Growing deeper" is forthcoming.

3) Development of participatory, arts-based research methods:

The article "Exploring risky youth experiences: Popular theatre as a participatory, performative research

method” based on my SSHRC funded doctoral research (2004) in the *International Journal of Qualitative Methods*, gained international attention. In 2008, it was reprinted in methods text *Method meets art: Social research and the creative arts*, Leavy (Ed.), Sociology and Criminology Dept., Stonehill College, MA. In 2010 it was translated for *Drama as social research*, K. Horvath (Ed.) Káva Cultural Group, Budapest, Hungary. This article also led to book chapter “Participatory research – An empowering methodology with marginalized populations” in methods text *Knowing differently: Arts-based & collaborative research methods*, Liamputtong & Rumbold (Eds.), School of Public Health, La Trobe University, Australia. I am lead editor for a book in press with Wilfred Laurier University Press entitled *Creating together: Participatory, community-based and collaborative arts practices and scholarship across Canada*; and lead author for forthcoming chapter “Including children and youth in participatory research” in Higginbottom & Liamputtong (Eds.), *Using participatory qualitative research methodologies in health*.

4) Community-based participatory research with iHuman Youth Society:

Book chapter “Making space for youth: iHuman Youth Society & arts-based participatory research with street-involved youth in Canada” outlined initial plans for participatory arts-based research with not-for-profit Edmonton organization iHuman Youth Society working with high risk youth. In 2009 we began a project entitled High Risk Youth Uncensored: An Educational Exchange to educate service providers about youth experiences, which engaged youth in developing curriculum and presenting workshops. In 2010, the project was granted \$70,000 from REACH Edmonton Council for Safe Communities. For that phase an evaluation report of outcomes for service providers was completed. In 2011 the project received SSHRC 4A status and a grant from Kule Institute for Advanced Study, U of A (\$15,000) for an evaluation of youth outcomes. Youth and researchers presented 26 workshops for local, provincial and national audiences of academics, students and service providers. The project elicited community support and media interest. In 2011 it won the Duncan & Craig Laurel Award for innovation and creativity for non-profits in Northern Alberta. A book chapter based on this work “Uncensored: Participatory arts-based research with youth” is forthcoming; and an article “Education & social innovation: The *Youth Uncensored* Project – a case study of youth participatory research & cultural democracy in action” accepted for the *Canadian Journal of Education*. iHuman Youth Society continues to deliver workshops based on this model.

5) Advocacy for drama & “at-risk” youth:

The refereed journal article “Rethinking ‘at-risk’ in drama education: Beyond prescribed roles,” (2005) based on my SSHRC funded doctoral research, published in a prominent UK journal *Research in Drama Education* garnered attention from the international drama education and applied theatre communities. My research program over the past 15 years has focused on drama and at-risk youth.

5. Contributions to Training

Supervision of Doctoral Students - 2014 Supervisor for 2 PhD candidates, 2 PhD and 1 EdD provisional candidates, and 1 PhD interdisciplinary co-supervisor (with Art & Design). Since 2004 Supervisory committee member for: 5 PhD candidates ongoing, 5 PhD completed, 2 EdD completed; Examining committee member for 5 PhD candidacy; 5 PhD completed; 3 External Examiner.

Supervision of Master’s Students - Supervisor for: 2 thesis-based ongoing, 1 thesis completed; 3 course-based completed; 1 co-supervisor completed. Committee member for 14 completed master’s students.

Graduate/Undergraduate Research Assistants - Employed 18 graduate research assistants (2004-2014). Involved 8 of these in presenting at conferences and co-publication. Employed two undergraduate research assistants (Summer 2006/2007) with support from the Roger S. Smith Undergraduate Research Award. For the CFI funded Interdisciplinary Arts-based Research Studio from 2009-2014, employed 3 graduate and 2 undergraduate students to assist with programming and operations of the facility and equipment.

Other graduate Level Research Training - Principal instructor for graduate courses in Arts-based Research (2005, 2007, 2009, 2011, 2013) and Participatory Research (2012, 2014). Annual seminars (2004-2011) for Thinking Qualitatively, International Institute of Qualitative Methodology on participatory and arts-based research methods. CFI funded Arts-based Research Studio offers annual interdisciplinary seminar series for faculty and students. I make regular contributions to graduate research courses.

Relevant Experience**Experience in engaging in and/or leading formal partnerships****Partnership for research with incarcerated youth: 2005-2008**

For this SSHRC funded study I signed a formal research agreement with the Alberta Office of the Solicitor General to work with youth at the provincial jail for youth offenders, Edmonton Young Offender Centre (EYOC). The Solicitor General's Office and EYOC's administration supervised my research over the three years of the study implementing stringent protocols for working with youth in their care. As the Principal Investigator (with graduate research assistants) I worked in close partnership with the Program Coordinator for the Native Program, an extra-curricular program delivered by EYOC. I facilitated weekly drama sessions with youth at the Centre over the three-year period.

Professional production of ethnodrama: 2009-2010

I engaged in a formal partnership with the Canadian Centre for Theatre Creation (CCTC), Faculty of Arts, University of Alberta to assist with writing and professional production of a full-length ethnodramatic play based on the research with incarcerated youth. I worked with a dramaturge, Director of CCTC and professor in the Department of Drama, (and a graduate research assistant) throughout the writing process. EYOC's Native Program Coordinator, youth and First Nations consultants also advised me throughout the writing and production processes. I employed a professional Director from CCTC to direct the play and with his assistance hired actors, a stage manager, designers, technicians and a video director to produce the play. The play had 5 performances in February 2010 and drew a total of 250 diverse audience members.

Partnership for research with "high risk" youth: 2009-2012

This study involved a formal research partnership between the University of Alberta, iHuman Youth Society, an Edmonton arts-based non-for-profit youth-serving organization, and a provincial government unit, Edmonton and Area Child and Family Services High Risk Youth Unit. Based on a need identified by iHuman outreach worker, and the Director of the High Risk Youth Unit, I was approached to lead the project, which developed curriculum for and presented workshops to educate social service provider groups (educators, health care professionals, social workers, law enforcement officers, etc.) who worked with "high risk" youth about the youths' experiences. As leader for the partnership and Principal Investigator for the project my responsibilities included: ongoing communication with all partners; application for ethics approval and funding; administering funds; organizing and hosting regular team meetings; overseeing the training and work of graduate research assistants and volunteers; planning for and facilitating weekly sessions for the co-creation of curriculum and hosting of these sessions at my U Alberta CFI funded Studio (these session often involved up to 25 youth, 5 community facilitators, 3 graduate research assistants, a child-care worker, and 2 graduate/undergraduate student volunteers); organized and facilitated workshops with service provider groups (also often hosted at my Studio); and served as lead for dissemination of the work through academic and community-based presentations and writing projects. The project presented, in total, 26 workshops for social service provider groups and community and academic audiences, including traveling with youth to Red Deer, AB and Yellowknife, NWT for workshops.

Evaluation report: 2011-2012

In the second year of the study I signed a memorandum of understanding with Research and Evaluation Services (RES), Faculty of Extension, University of Alberta to engage them to conduct an evaluation of outcomes for the service provider workshop audiences. The Director of the unit and I prepared the application for ethics review, and created and administered surveys. The RES team analyzed these surveys, created and administered a follow-up online survey, conducted a focus group and wrote the final evaluation report.

Other research partnership experiences

I have been involved in a number of some successful (and other unsuccessful) funding applications for research involving partnerships:

- Present – I am currently involved in a project initiated by Cape Breton University, NS (Dr. Marcia Ostashewski), entitled **iCreate Cape Breton**, focused on youth resilience through the arts, modeled in part on the work of iHuman Youth Society, Edmonton, AB, an organization with which I have worked. I am part of the team applying for a SSHRC Connection Grant to support a series of workshops and a one-day symposium to initiate a partnership for ongoing work. The project partners with Cape Breton University Art Gallery, New Dawn Centre for Social Innovation, two Cape Breton First Nations communities and other Cape Breton community organizations. I look forward to attending the SSHRC Connection Grant funded event in spring 2015 if successful and ongoing work with the project.
- 2012-2013, I was one of 4 co-applicants (plus 2 collaborators) from U Alberta for a CHIR Institute of Aboriginal Peoples' Health, for a study entitled **Popular Theatre as a Strategy for Knowledge Mobilization of Indigenous Peoples' Perspectives on Access to Health Care Services** (\$25,000), Principal Investigators Brenda Cameron, Nursing; Cora Webber-Pilwax, Education; Andrew Cave, Medicine, all from U Alberta. The project partnered with a First Nations community school in Maskwacis, AB. My role was in an advisory capacity. My graduate student, trained by me, was primary facilitator for the popular theatre intervention with youth.
- 2011-2012, I was co-principal investigator with 10 other scholars from universities across Canada for a CIHR Operating Grant – Priority Announcement: Knowledge Translation Branch, for a study entitled **Exploring Knowledge Translation and Exchange through Arts-based Health Research: Theoretical, Methodological and Practical Innovations** (\$100,000), Principal Investigator Katherine Boydell, Hospital for Sick Children, University of Toronto. For this study my role was limited to the collaborative application process. Since only a portion of the amount applied for was received, the research activities as proposed could not proceed in full.

Other relevant work/volunteer experiences

International Volunteer Experience: Aug. 1987-June 1993 – World University Service of Canada, Lesotho, Southern Africa. I was a volunteer teacher at the secondary school level in two communities in Lesotho for five years. This was an inspiring cross-cultural experience that has affected all my subsequent endeavours.

Teaching Experience in First Nations Schools:

Sept. 1995-June 1997 – Sahtu Divisional Board of Education, Chief T'Selihye School, Fort Good Hope, Northwest Territories. I taught Jr./Sr. high school drama, art, physical education, career & technology studies.

Sept. 1994-June 1995 – Dogrib Divisional Board of Education, Chief Jimmy Bruneau High School, Rae-Edzo, Northwest Territories. I taught Jr./Sr. high school drama, social studies, English as a second language.

Board Member:

Nov. 2008- present. I am a Board member with iHuman Youth Society. iHuman is a community-based not-for-profit youth organization that provides crisis intervention, outreach and arts programming for high-risk/street-involved youth in Edmonton, AB. My participation on the Board has given me insights into the lived experiences of the youth “clientele,” their needs and strategies for addressing their needs. The experience has also given me insights into the workings of such socially innovative non-for-profit enterprises.

Graduate Research:

June 2004 PhD - University of Alberta, Department of Secondary Education – Drama Education; Thesis entitled: *“Life in the Sticks:” Youth Experiences, Risk and Popular Theatre Process*. I researched over a one-month period with two high school drama classes in a rural Alberta community with majority Aboriginal population. This SSHRC funded study resulted in 6 refereed publications.

June 2001 MEd - University of Alberta, Department of Secondary Education – Drama Education; Thesis entitled: *Exploring Media Advertising through Drama with Inner City Students*. I researched over 8 half-day sessions with youth at an Edmonton inner city high school with a high percentage of Aboriginal students. This study resulted in 2 refereed publications.

Faculty Research: at University of Alberta, Department of Secondary Education

2013-2014 – Investigating Aboriginal Education across Diverse Aboriginal Communities. Phase 2 of the proposed study was funded by University of Alberta, Kule Institute for Advanced Study (and other sources, total \$30,000) and involved a 2-day meeting in Edmonton of representatives from the three First Nations partner communities. Outcomes of the meeting have been integrated into this funding application.

2012-2013 – Addressing Aboriginal education: Conditions, viewpoints and aspirations across diverse Aboriginal communities. Phase 1 of the proposed study was funded by a University of Alberta Killam Cornerstone grant (\$36,800) and involved travel to and initial community consultations with three First Nations communities: Fort Good Hope, NWT; Kainai Reserve, AB; and Edmonton, AB.

2009-2012 – High Risk Youth Uncensored: An Educational Exchange was funded by REACH Edmonton Council for Safe Communities and Kule Institute for Advanced Study, U Alberta. I spent 3 years facilitating weekly sessions with youth from the community-based arts/outreach organization iHuman Youth Society to co-create curriculum and facilitate workshops for service providers about youths' experiences. Workshops were presented for various groups including: Edmonton Public Library staff; Social Work students; Education students; Native Counseling Services staff; Alberta School Board trustees; YouCan youth workers; Alberta Harm Reduction conference attendees; Youth Criminal Defense Office personnel, and many others. A number of the youth involved with the project were Aboriginal youth. (partnership experience detailed above)

2005-2010 – The Transformative Potential of Drama in the Education of Incarcerated Youth was SSHRC funded. I spent 3 years facilitating weekly drama sessions with youth in an Alberta provincial youth corrections facility with a majority of Aboriginal inmates. An outcome of this research included the writing and production of a full-length play addressing the issue of high incarceration rates for Aboriginal youth. The play was performed for diverse audiences including: university faculty and students, Corrections workers, educators, First Nations and inner-city youth, First Nations community members, community members at large. This play received positive reviews in several local newspapers including Alberta Native News. (partnership experience detailed above)

Teaching of Pre-service Teachers

Over the past 12 years as a graduate student and faculty member at the University of Alberta, I have taught curriculum and instruction courses for undergraduate pre-service teachers (drama majors/minors). These courses involve training in curriculum development and instructional methods. Some of these courses have included a Community-Service Learning (CSL) component, which involved working with community organizations. One of the organizations with which my students worked over the past three years has been an Edmonton Aboriginal focused school.

Graduate Research Training & Supervision

I teach graduate level courses in curriculum studies, research methods, arts-based research and participatory research. The research courses are focused on student research training. As well, I have trained 18 different graduate and two undergraduate students as research assistants who have worked with me on four different research studies involving participatory and arts-based methods with youth including many Aboriginal youth. I have involved several of these graduate students in co-presenting with me at conferences and co-authoring publications.

Research Ethics Board Member: 2010-2013, University of Alberta

I served as a member of the U Alberta Research Ethics Board for research involving human participants that dealt primarily with in-person interviews, focus groups, ethnographies and community engagement including arts-based research methods and research with Aboriginal communities. I reviewed numerous ethics applications, became familiar with the Tri-Council Policy Statement (TCPS2) and the many nuances inherent in negotiating ethical engagement with participants.

Director, Arts-based Research Studio: 2005-present

I developed the Canada Foundation for Innovation funded Arts-based Research Studio, served as Director since its completion in 2009, and have maintained its programming: research, presentation series, symposia, networking. The Studio has a strong track record of community engagement and arts-based scholarship.

Particularly relevant to the proposed study, the Studio has given me opportunities (e.g. through Technology Innovation Grant in Education and Research, from Educational Technology Services in the Faculty of Education for a project entitled: *Disseminating Arts-based Research: New Digital Technologies for Alternative/New Paradigm Research Approaches*) to explore creative applications of technology including: video production, social networking, digital storytelling, photo-collage, e-zines, hypertext documents, website creation.

How this work has prepared me for my role in the project

I have 25 years of experience working with and about youth in educational contexts through the arts. For the past 18 years this work has involved, to a large extent, working with Aboriginal youth. The areas of critical youth studies, Aboriginal education, and drama/arts education have been of sustained interest to me through my professional teaching career, my graduate studies and my faculty teaching and research. I have brought these interests and experience to my teaching of pre-service teachers at the University of Alberta over the past 12 years. I have a strong understanding of youth issues and Aboriginal issues and openness to learning more. My research experiences have been focused on working with socio-economically and/or racially marginalized youth living with challenging circumstances. Since my teaching experience in the NWT and since coming to Alberta, this work has been largely with Aboriginal youth in various contexts: in Northern communities, a rural Alberta school, inner-city Edmonton schools, an Aboriginal focused school, a young offender facility, with a community-based youth organization and street-involved youth. I also have a solid grounding in the participatory arts-based research methods the proposed study employs, the values of which are consistent with the sensibilities of Indigenous research approaches. I have experience administering large research projects involving multiple partners. All of these experiences support my role with the proposed project.

Skills I have developed

I have developed the following skills and understandings appropriate for this project:

- understanding of some Aboriginal perspectives, cultures, protocols, histories, issues
- intercultural sensitivities
- an appreciation for multiple ways of knowing
- building and sustaining positive relationships with community partners
- communication and networking with community organizations
- addressing the needs of multiple stakeholders
- developing and delivering effective curriculum and pedagogical strategies (teaching)
- teaching in cross-cultural contexts, including experience with Aboriginal education and teaching in Northern contexts
- instruction of pre-service teachers in curriculum and instruction
- drama and arts education
- participatory and arts-based research skills
- creative applications of technology
- working through emergent participatory processes
- facilitating community-based arts practices with youth
- researching with youth on youth issues
- co-creation of curriculum with youth
- empathy and understanding of youth living in challenging circumstances
- attending to ethical considerations, including ethics related to working with Aboriginal communities
- working with graduate students (training) in participatory and arts-based research methods
- administering research funds
- knowledge mobilization and dissemination for academic and non-academic audiences

Do not photocopy this page.

Internal use 234447	CID (if known)
------------------------	----------------

Identification
Only the information in the Name section will be made available to selection committee members and external assessors. Citizenship and Statistical and Administrative Information will be used by SSHRC for administrative and statistical purposes only. Filling out the statistical and Administrative Information section is optional.

Name			
Family name Donald	Given name Dwayne	Initials T	Title Dr.

Citizenship - Applicants and co-applicants must indicate their citizenship status by checking and answering the applicable questions.

Citizenship status <input checked="" type="radio"/> Canadian	<input type="radio"/> Permanent resident since (yyyy/mm/dd) _____	<input type="radio"/> Other (country) _____	Have you applied for permanent residency? <input type="radio"/> Yes <input type="radio"/> No
---	--	--	---

Statistical and Administrative Information

Birth year [REDACTED]	Gender <input type="radio"/> F <input checked="" type="radio"/> M	Permanent postal code in Canada (i.e. K2P1G4) [REDACTED]	Correspondence language <input checked="" type="radio"/> English <input type="radio"/> French	Previous contact with SSHRC? (i.e. applicant, assessor, etc.) <input checked="" type="radio"/> Yes <input type="radio"/> No
Full name used during previous contact, if different from above				

Contact Information
The following information will help us to contact you more rapidly. Secondary information will not be released by SSHRC without your express consent.

Primary telephone number				Secondary telephone number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
	780	492.5639					
Primary fax number				Secondary fax number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
	780	492.9402					
Primary E-mail dwayne.donald@ualberta.ca							
Secondary E-mail							

Personal information will be stored in the Personal Information Bank for the appropriate program.

Checked
Web CV
2014/11/19

Identification

PROTECTED B WHEN COMPLETED

Do not photocopy this page.

Family name, Given name

Donald, Dwayne

Current Address Use only if you are not affiliated with a department at a Canadian university. (If you are affiliated with a department at a Canadian university, the department's mailing address will be used.) If you wish to use another address, specify it under the Correspondence Address.			Correspondence Address Complete this section if you wish your correspondence to be sent to an address other than your current address.		
Address			Address		
City/Municipality	Prov. / State	Postal/Zip code	City/Municipality	Prov. / State	Postal/Zip code
Country CANADA			Country		
Temporary Address If providing a temporary address, phone number and/or E-mail, ensure that you enter the effective dates.			Permanent Address in CANADA		
Address			Address		
City/Municipality	Prov./ State		City/Municipality	Prov./ State	Postal/Zip code
Country			Country		
Start date (yyyy/mm/dd)	End date (yyyy/mm/dd)	Temporary telephone/fax number			
		Country code	Area code	Number	Extension
Temporary E-mail					

Do not photocopy this page.

Family name, Given name

Donald, Dwayne

Research Expertise (optional)

The information provided in this section refers to your own research expertise, not to a research proposal. Filling out the following 4 sections is optional. This page will not be seen by selection committee members and external assessors. This section will be used for planning and evaluating programs, producing statistics, and selecting external assessors and committee members.

Areas of Research

Indicate and rank up to 3 areas of research that best correspond to your research interests as well as areas where your research interests would apply. Duplicate entries are not permitted.

Rank	Code	Area
1	140	Education
2	240	Indigenous peoples
3	190	Ethics

Temporal Periods

If applicable, indicate up to 2 historical periods covered by your research interests.

From				To			
Year				Year			
		BC	AD			BC	AD
_____		<input type="radio"/>	<input type="radio"/>	_____		<input type="radio"/>	<input type="radio"/>
_____		<input type="radio"/>	<input type="radio"/>	_____		<input type="radio"/>	<input type="radio"/>

Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Region
1	1130	Western Canada
2		
3		

Countries

If applicable, indicate and rank up to 5 countries covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Countries	Prov./ State
1			
2			
3			
4			
5			

Family name, Given name

Donald, Dwayne

Curriculum Vitae

Language Proficiency

	Read	Write	Speak	Comprehend aurally	Other languages
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Work Experience

List the positions, academic and non-academic, you have held beginning with the current position and all previous positions in reverse chronological order, based on the start year.

Current position				Start date (yyyy/mm)	
Associate Professor				2007/9	
Org. code	Full organization name				
1480111	University of Alberta				
Department/Division name					
Secondary Education					
Position type	<input type="radio"/> Tenured	<input type="radio"/> Non-tenure	Employment status	<input checked="" type="radio"/> Full-time	<input type="radio"/> Part-time
	<input checked="" type="radio"/> Tenure-track	<input type="radio"/> Non-academic		<input type="radio"/> Non-salaried	<input type="radio"/> Leave of absence
Position			Start date (yyyy/mm)	End date (yyyy/mm)	
Instructor			2006/9	2007/9	
Org. code	Full organization name				
1480111	University of Alberta				
Department/Division name					
Secondary Education					
Position			Start date (yyyy/mm)	End date (yyyy/mm)	
Research Assistant			2004/9	2007/9	
Org. code	Full organization name				
1480111	University of Alberta				
Department/division name					
Secondary Education					
Position			Start date (yyyy/mm)	End date (yyyy/mm)	
Administrator			2003/9	2003/9	
Org. code	Full organization name				
1	Kainai Board of Education				
Department/Division name					
Kainai High School					

Family name, Given name

Donald, Dwayne

Work Experience (cont'd)

Position		Start date (yyyy/mm)	End date (yyyy/mm)
Consultant		2000/9	2003/9
Org. code	Full organization name		
1	Alberta Education		
Department/Division name			
Curriculum Branch			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Secondary school teacher		1993/9	2003/9
Org. code	Full organization name		
1	Kainai Board of Education		
Department/Division name			
Social Studies			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Org. code	Full organization name		
Department/Division name			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Org. code	Full organization name		
Department/Division name			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Org. code	Full organization name		
Department/Division name			

Academic Background				
List up to 5 degrees, beginning with the highest degree first and all others in reverse chronological order, based on the start date.				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Doctorate		2003/09		2009/05
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
61212	Curriculum	<input checked="" type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
1480111	University of Alberta			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Master's		1998/09		2003/05
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
61212	Curriculum	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1480411	University of Lethbridge			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
BA Gen.		1990/09		1992/05
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
61254	Geography & History Education	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1480211	University of Calgary			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
BA Gen.		1985/01		1990/05
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
51000	History	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1480111	University of Alberta			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
		<input type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
Country				

Family name, Given name

Donald, Dwayne

Credentials

List up to 6 licences, professional designations, awards and distinctions you have received and feel would be the most pertinent to the adjudication of your application. List them in reverse chronological order, based on the year awarded.

Category	Name	Source or Country	Duration (Months)	Value / Year awarded
Academic Prize	Doctoral Dissertation Award	Canadian Association of Curriculum Studies CANADA		\$500 2009
Academic Prize	Outstanding Publication in Curriculum Studies	Canadian Association of Curriculum Studies CANADA		\$0 2009
Academic Prize	AB. Teachers' Assoc. Educational Research Award	CANADA		\$5,000 2008
Academic Prize	Univ. of Alberta President's Achievement Award	CANADA		2008
Graduate Scholarship	Carson- Internat'l and Intercultural Understanding	CANADA		\$1,250 2005
Graduate Scholarship	SSHRC CGS Doctoral	CANADA	36	\$105,000 2004

Research Expertise

The information provided in this section refers to your own research expertise, not to a research proposal.

Keywords

List keywords that best describe your areas of research expertise. Separate keywords with a semicolon.

curriculum; Aboriginal-Canadian relations; pedagogy; philosophies

Disciplines

Indicate and rank up to 5 disciplines that best correspond to your research interests. Duplicate entries are not permitted.

Rank	Code	Discipline	If Other, specify
1	61212	Curriculum	
2	61246	Teaching Methods, Pedagogy	
3	61244	Teacher education	
4	55099	Other Philosophy	Aboriginal knowledge systems
5	51000	History	

Family name, Given name

Donald, Dwayne

Funded Research

List up to 8 grants or contracts you have received from SSHRC or other sources. List them in reverse chronological order, based on the year awarded. If you are not the applicant (principal investigator), specify that persons' name.

Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
1	U of A VP Research Killam Cornerstone Grant	2013	\$36,833
Role	Co-applicant	Completion status <input checked="" type="checkbox"/> Complete	
Project title	Addressing Aboriginal Education: Conditions, viewpoints and aspirations across Four Diverse Aboriginal Communities		
Applicant's family name	Applicant's given name	Initials	
Conrad	Diane		
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
1	Kule Institute for Advanced Study Research Cluster Grant	2013	\$20,000
Role	Applicant	Completion status <input checked="" type="checkbox"/> Complete	
Project title	Investigating Aboriginal Education across Four Diverse Aboriginal Communities		
Applicant's family name	Applicant's given name	Initials	
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
3010325	Social Sciences and Humanities Research Council of Canada	2010	\$249,966
Role	Collaborator	Completion status <input checked="" type="checkbox"/> Complete	
Project title	A Narrative Inquiry into the Schooling Experiences of Aboriginal Youth and Families		
Applicant's family name	Applicant's given name	Initials	
Caine	Vera		
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
3010325	Social Sciences and Humanities Research Council of Canada	2010	\$25,000
Role	Co-applicant	Completion status <input checked="" type="checkbox"/> Complete	
Project title	Creating a Research Network to Develop an Understanding of Relationships between Aboriginal Knowledge Systems, Wisdom Traditions, and Mathematics Education		
Applicant's family name	Applicant's given name	Initials	
Glanfield	Florence		

Personal information will be stored in the Personal Information Bank for the appropriate program.

Web CV

1. Relevant Research Contributions in Last Six Years

Refereed Contributions - Dissertation

R* Donald, D. (2009). *The Pedagogy of the Fort: Curriculum, Aboriginal-Canadian Relations, and Indigenous Métissage*. Unpublished doctoral dissertation, University of Alberta, 501 pp.

Refereed Contributions – Book Chapters

- R** Donald, D, & Krahn, M (2014). Abandoning Pathologization: Conceptualizing Indigenous Youth Identity as Flowing from Communitarian Understandings. In S Steinberg & A Ibrahim (Eds.), *Critical Youth Studies Reader* (pp. 114-129). New York: Peter Lang.
- R*** Donald, D. (2012). Forts, curriculum, and ethical relationality. In Ng-A-Fook, N. & Rottmann, J. (Eds.). *Reconsidering Canadian Curriculum Studies: Provoking Historical, Present, and Future Perspectives*. New York, New York: Palgrave Macmillan, pp. 39-46.
- R** Blood, N., Chambers, C., Donald, D. & Hasebe-Ludt. E. (2012). aoksisowaato'p: Place and story as organic curriculum. In Ng-A-Fook, N. & Rottmann, J. (Eds.). *Reconsidering Canadian Curriculum Studies: Provoking Historical, Present, and Future Perspectives*. New York, New York: Palgrave Macmillan, pp. 47-82.
- R*** Donald, D. (2012). Forts, colonial frontier logics, and Aboriginal-Canadian relations: Imagining decolonizing educational philosophies in Canadian contexts. In A. Abdi (Ed). *Decolonizing Philosophies in Education*. Rotterdam/Boston/Taipei: Sense Publishers, 91-111.
- R*** Donald, D. (2009). The curricular problem of Indigenesness: Colonial frontier logics, teacher resistances, and the acknowledgment of ethical space. In J. Nahachewsky and I. Johnston (Eds.). *Beyond Presentism: Re-Imagining the Historical, Personal, and Social Places of Curriculum* (pp. 23-39). Rotterdam/Boston/Taipei: Sense Publishers.
- R** Chambers, C., Hasebe-Ludt, E., Donald, D., Hurren, W., Leggo, C. & Oberg, A. (2008). Métissage. In A. Cole (Ed). *Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues*. Thousand Oaks, CA: Sage Publications, pp. 141-153.

Refereed Contributions – Scholarly Journals

- R** Donald, D, Glanfield, F & Sterenberg, G. (2012). Living ethically within conflicts of colonial authority and relationality. *Journal of the Canadian Association for Curriculum Studies*, 10(1), 53-77.
- R** Donald, D, Glanfield, F & Sterenberg, G. (Autumn, 2011). Culturally Relational Education in and With an Indigenous Community. *in education*, 17(3), 4 700 words.
- R*** Donald, D. (2012). Indigenous Métissage: A Decolonizing Research Sensibility. *International Journal of Qualitative Studies in Education*, 25(5), 533-555.
- R*** Donald, D (2009, Spring). Forts, Curriculum, and Indigenous Métissage: Imagining Decolonization of Aboriginal-Canadian Relations in Educational Contexts. *First Nations Perspectives: The Journal of the Manitoba First Nations Education Resource Centre*, 2 (1), 1-24.
- R** Johnston, I, Carson, T., Richardson, G., Donald, D., Plews, J. & Kim, M. (2009). Awareness, Discovery, Becoming, and Debriefing: Promoting Cross-Cultural Pedagogical Understanding in an Undergraduate Education Program. *Alberta Journal of Educational Research*, 55(1), 1-17.

Other Refereed Contributions - Non Print Sources

Donald, D (2011). *On Making Love to Death: Plains Cree and Blackfoot Wisdom*. [On-line]. In Equity Matters - FEDCAN Blog. Ottawa, Ontario: Canadian Federation for the Humanities and Social Sciences. (1,550 words) (URL: <http://blog.fedcan.ca/2011/02/01/on-making-love-to-death-plains-cree-and-blackfoot-wisdom/>)

- Donald, D. (March, 2011). *On What Terms Can We Speak? Aboriginal-Canadian Relations as an Educational Priority*. Big Thinking on the Hill Speaker Series. Hosted by the Canadian Federation for the Humanities and Social Sciences. Ottawa, Ontario. (URL: <http://fedcan.ca/en/blog/big-thinking-dwayne-donald-aboriginal-canadian-relations-and-educational-priorities>)
- Donald, D. (October, 2010). *Aboriginal Place-Stories, Curricular Topographies, and Imagined Geographies of Citizenship*. Making History/Faire L' Histoire Speaker Series, University of Ottawa, Ottawa, Ontario. (URL: <http://www.makinghistory-fairehistoire.ca/?p=211>)

Other Refereed Contributions – Papers Presented at Scholarly Meetings or Conferences

- R** Addressing Aboriginal Education: Conditions, Viewpoints, and Aspirations across Two Diverse Communities. Canadian Association for the Study of Education (CSSE) Conference. St. Catharines, ON. May 2014. D. Conrad, M. Krahn, D. Donald.
- R** (Re)Turning to Wisdom to Guide Curriculum and Pedagogy. Canadian Association for the Study of Education (CSSE) Conference. St. Catharines, ON. May 2014. M. Kilborn, M. Krahn, D. Donald.
- R** *Teacher Education and Indigenous Pedagogy: Imagining Possibilities*. Canadian Association for the Study of Education (CSSE) Conference. Victoria, BC. June 2013. M. Tanaka, D. Wiseman, O. McIvor, N. Claxton, M. Rodriguez de France, D. Donald.
- R** *Ecological Imagination and Curriculum for Survival*. Canadian Association for the Study of Education (CSSE) Conference. Victoria, BC. June 2013, D. Donald.
- R** *Métissage as curricular crossroads: Braiding together artifacts, places, and stories*. Canadian Association for the Study of Education (CSSE) Conference. Waterloo, Ontario. May 2012. N. Ng-a-Fook, E. Hasebe-Ludt, V. Kelly, C. Chambers, D. Donald.
- R** *Life writing as métissage: Curriculum artifacts, inter-national places, and stories*. American Association for the Advancement of Curriculum Studies Conference. Vancouver, British Columbia. April 2012. E. Hasebe-Ludt, N. Ngafook, V. Kelly, C. Leggo, D. Donald.
- R** *Living ethically within conflicts of colonial logics and relationality*. Provoking Curriculum Conference. Edmonton, Alberta. October 2011. F. Glanfield, G. Sterenberg, D. Donald.
- R** *Métis/sage/ing the tensioned topographies of curriculum: Life writing, culture, and the digital commons*. Canadian Association for the Study of Education (CSSE) Conference. Fredericton, New Brunswick. May 2011. N. Ng-a-Fook, E. Hasebe-Ludt, V. Kelly, C. Audet, D. Donald.
- R** In what ways have the ethics and praxis of métissage furthered our work as curriculum inquirers? Canadian Association for the Study of Education (CSSE) Conference. Montreal, Quebec May 2010. N. Ng-a-Fook, E. Hasebe-Ludt, D. Donald.
- R** 'Do They Like Indians?' Exploring Tensions and Ambiguities Associated with Teaching and Learning from Indigenous Standpoints. Canadian Association for the Study of Education (CSSE) Conference. Montreal, Quebec May 2010. D. Donald.
- R** Learning from Difficult Knowledge: Curriculum and Pedagogical Challenges of Truth and Reconciliation. Canadian Association for the Study of Education (CSSE) Conference. Montreal, Quebec May 2010. T. Carson, D. Donald.
- R** aoksisowaato'p ki aokakio'ssin: Imagining Organic Curriculum for Relational Renewal. Globalization, Diversity & Education Conference. Spokane, Washington. February 2010. C. Chambers, E. Hasebe-Ludt, R. Big Head, D. Donald.
- R*** Curriculum, Colonial Frontier Logics, and Ethical Relationality. The Third World Curriculum Studies Conference. Cape Town, South Africa, September 2009. D. Donald.
- R** Learning from Difficult Knowledge: Aboriginal Peoples, Truth and Reconciliation, and Canadians. The Third World Curriculum Studies Conference. Cape Town, South Africa, September 2009. T. Carson and D. Donald.
- R*** Forts, Curriculum, and Ethical Relationality: Uncommon Countenance as a Relational Problem. National Panel Keynote Address: Provoking Curriculum Conference. Ottawa, Ontario. May 2009. D. Donald

- R** Curricular and Pedagogical Intents: Aboriginal Perspectives, Social Studies, and Teacher Education. Canadian Association for the Study of Education (CSSE) Conference. Ottawa, Ontario. May 2009. K. den Heyer, D. Donald.
- R** Aoksisowaato'p: Place and Story as Organic Curriculum. Provoking Curriculum Conference. Ottawa, Ontario. May 2009. C. Chambers (University of Lethbridge), E. Hasebe-Ludt (University of Lethbridge), N. Blood (Red Crow College), D. Donald.

Non-Refereed Contributions – Invited Presentations

- Ethics and Interpretations of Indigenous Knowledge. International Ethics Roundtable 2014: Information Ethics and Global Citizenship Conference. Edmonton, AB. April 2014.
- Homo Economicus and Forgetful Curriculum. Canadian Association of Curriculum Studies (CACS) Annual President's Symposium. Canadian Association for the Study of Education (CSSE) Conference. Victoria, BC. June 2013.
- Beyond awareness: Enacting miyo wicitowin in teacher education. Western Association of Deans of Education Conference. Courtenay, BC. February 2013.
- Curriculum Complexities: Canadian Culture, Indigenous Resurgence, and Imagined Geographies of Citizenship. Hedmark University College. Hamar, Norway and University of Stavanger Norway September 2012.
- Indigenous sovereignty in relation to postcolonial understandings of Canada. The John F. Kennedy Institute for North American Studies. Freie Universität Berlin. Berlin, Germany. June 2011.
- Enacting miyo-wicitowin. Equity Panel presentation focused on Indigenous Knowledge and Indigenizing the Academy. Federation for the Humanities and Social Sciences of Canada. Congress of the Humanities and Social Sciences, Fredericton, New Brunswick. May 2011.
- Elder Teacher Medicine Bosses: Naapi, Wisakecahk, and the 'Lived' Curriculum. Canadian Association of Curriculum Studies (CACS) Annual President's Symposium. Canadian Association for the Study of Education (CSSE) Conference. Fredericton, New Brunswick. May 2011.
- Ecological imagination and curriculum for survival. Alberta Education - Action on Curriculum Research Roundtable – Ways of Knowing. Calgary, Alberta. May 2011.

3. Most Significant Career Research Contributions

1) The Pedagogy of the Fort

SSHRC Canada Graduate Scholarship (2004-2007) funded dissertation research. This work involved an exploration of Aboriginal-Canadian relations and the influence that perceptions of those relations has on the work teachers are meant to do with Aboriginal curriculum perspectives. The main insight that was created out of this work is that the fort works as a mythic symbol at the heart of the story of Canadian nation and nationality. The significance and power of the fort as mythic symbol is that it guides Canadian citizens to conceptualize their relations with Aboriginal peoples according to the socio-spatial logic of the colonial frontier manifested in the form of the fort. The pedagogy of the fort teaches that Aboriginal peoples and Canadians live in separate realities and the separation is considered a naturalized outcome when civilized people encounter primitive people. In the study, I show how the colonial frontier logics perpetuated by the fort have tremendous influence in educational contexts. Research outcomes from this work include five refereed publications, two national and international conference presentations, and one Big Thinking on the Hill lecture hosted by the Federation for the Humanities and Social Sciences. In 2009, I received the Dissertation Award as well as the Outstanding Publication in Curriculum Studies from the Canadian Association of Curriculum Studies.

2) Métissage as a Form of Curriculum Inquiry

Working with autobiography as a critical point of departure, métissage has been theorized and performed by a collective of researchers as a curricular practice that can be used to resist the priority and authority given to official texts and textual practices. This curricular form of métissage shows how personal and family stories can be braided in with larger narratives of nation and nationality, often with

provocative effects. The act of weaving a textual braid of diverse texts provides a means for métissage researchers to express the interconnectedness of wide and diverse influences in an ethically relational manner. The assumption is that braiding in these ways will facilitate a textual encounter of diverse perspectives that creates a provocative interpretive engagement. The creation of texts and stories that emphasize human connectivity can complexify understandings of the significance of living together that traverse perceived frontiers of difference. I have been a member of the métissage research collective for over a decade. Research outcomes from this work include two refereed book chapters and five presentations at national and international academic conferences.

3) Indigenous Métissage

In order to address the relational misunderstandings that stem from fort pedagogy, I have developed the curriculum approach called Indigenous Métissage. It is a storied approach to curriculum that focuses on inquiry dedicated to ethical relationality. The intent is to understand place and the depth of how stories are connected through the use of artifacts such as photos, books, maps, letters, and other primary source documents. It makes use of stories that emerge from engagement with the artifacts to contest colonial frontier logics and the idea that Aboriginal peoples and Canadians live in separate realities. My commitment is to use the artifacts, the places, the stories, to show that relationships—especially Aboriginal-Canadian relations—are much more complex and layered than we have been led to believe. Research outcomes from this work include one refereed publication in a scholarly journal.

5. Contributions to Training

Supervision of Doctoral Students

As of 2014, I am currently supervisor or co-supervisor for six doctoral students. I have been co-supervisor for one completed PhD student. Since 2007, I have been supervisory committee member for five ongoing PhD students. Since 2007, I have been examining committee member for seven PhD students (two completed). I have been external examiner for one PhD final exam.

Supervision of Master's Students

As of 2014, I am currently supervisor for two thesis-based Master's students. I have been external examiner for three Master's thesis final exams.

Graduate Research Assistants

As of 2014, I have employed two graduate research assistants. One of these has been involved in conference presentations and co-publication.

Graduate Level Training

I am one of four co-instructor of a new required course for undergraduate students in our Faculty titled EDU 211: Aboriginal Education and the Context for Professional Engagement. This course is a massive undertaking that must accommodate close to nine hundred students a year and thus requires the combined efforts of four lead lecturers (I am one) and approximately fourteen seminar facilitators. The majority of seminar facilitators are PhD students in our Faculty. Along with the other three lead lecturers in the course, I help lead the seminar facilitators and provide guidance to them on pedagogical considerations. While this training is not explicitly linked to research, it has clear connections to those contexts.

Relevant Experience

Experience in engaging in and/or leading formal partnerships

Elder-Oskapew Connections (2008-present)

Relying on funding from multiple sources, this work involves the facilitation of respectful relationships between Indigenous Elders and students and Faculty at the University of Alberta. This work is an extension of the formal commitments stated in the Associate of Canadian Deans of Education Accord on Indigenous Education issued in 2010. My role in this work is to serve as an oskapew or Elder helper. In Cree culture, Elders rely on oskapew to make preparations for ceremonies, feasts, and different forms of community gatherings in which the Elders have been asked to lead. Various administrative leaders at the University of Alberta have expressed a desire for increased Indigenous presence and influence on campus and so Elders have been invited to lead various events and provide teachings. It can be risky for Elders to accept such invitations because they have to trust that people will engage with their teachings in respectful and ethical ways. My role as oskapew for this work has been to ensure that the respect and trust is there so that everything goes smoothly when the Elders accept an invitation to come to campus.

SSHRC Aboriginal Research Pilot Program Development Grant (2010-2012)

I was co-Principal Investigator of a study titled *Creating a Research Network to Develop an Understanding of Relationships between Aboriginal Knowledge Systems, Wisdom Traditions, and Mathematics Education*. Working with three academic colleagues, this Grant focused on bringing together various people from diverse communities for the purpose of engaging in conversations dedicated to making connections between Aboriginal knowledge systems, wisdom traditions, and mathematics education. Over the duration of the Grant, our research team visited three different First Nations communities and consulted with them regarding their own understandings and experiences with the topics we raised. The process culminated with a gathering together of all participants for a two-day symposium.

Support for the Advancement of Scholarship (SAS) Grant (2007-2010). University of Alberta.

I was co-Principal Investigator of a study titled *Factors Contributing to Improved Mathematics Performance in Kehewin: Developing a Shared Understanding Among Community, School Staff, and Children*. This work was initiated in response to a request for help with mathematics instruction from a First Nations community leader. Working again with three academic colleagues, we worked through a series of engagements with school staff and students to generate some curriculum innovations that were community-specific.

Investigating Aboriginal Education across Diverse Aboriginal Communities (2013-2014).

Phase 2 of the proposed study was funded by University of Alberta, Kule Institute for Advances Study (and other sources, total \$30,000) and involved a 2-day meeting in Edmonton of representatives from the three First Nations partner communities. Outcomes of the meeting have been integrated into this funding application.

Addressing Aboriginal education: Conditions, viewpoints and aspirations across diverse Aboriginal communities (2012-2013).

Phase 1 of the proposed study was funded by a University of Alberta Killam Cornerstone grant (\$36,800) and involved travel to and initial community consultations with three First Nations communities: Fort Good Hope, NWT; Kainai Reserve; and Edmonton, AB. During these visits and

consultations to each community, we met separately with community members and Elders, teachers, and students and worked to synthesize insights from each group to gain detailed insight into the community-specific strengths and struggles in relations to our research focus. Listening attentively to each group and responding to their shared insights was key to building the trust and mutual thinking that generates solid partnerships.

Other relevant work/volunteer experiences

International Volunteer Experience: July 1992-June 1993. Nairobi, Kenya. I had two roles while living in Nairobi. I volunteered as a secondary school teacher and taught two classes: English and Civics. I also volunteered as a basketball coach and leadership consultant for the Mathare Youth Sports Association (MYSA). MYSA was created to give opportunities for youth living in East Africa's largest slum—the Mathare Valley—to play soccer and serve their communities by doing different activities as part of being a member of a team. MYSA was tremendously successful and received national and international recognition for the work it did. As part of the MYSA team, my role was to help train volunteer coaches that were part of the MYSA network. As an obvious outsider to the MYSA team, I learned much from this experience on the importance of knowing yourself and understanding your role as part of a team.

Teaching Experience at a First Nations Community School:

From September 1993 to June 2003, I was employed as a classroom teacher at Kainai High School on the Blood Reserve in southern Alberta. I mainly taught high school Social Studies and English. I also coached basketball and cross country running teams during those years. The experiences I had as an educator and coach at Kainai High School changed my life. As a First Nations person who was raised in the city, I gained intimate knowledge of the complexities associated with life on a reserve, particularly for young people who frequently struggle to identify themselves in healthy ways that are not fully circumscribed by colonial logics and legacies. I learned to work alongside youth to support them in exploring emerging understandings of themselves that were also healthy and balanced. Most of the curriculum innovation projects that I participated in during this time were dedicated to bringing youth together with Elders in ways that aligned well with community traditions.

Board Member and Aboriginal Advisory Committee Chair:

From April 2013 to present, I have served as a Board member and Aboriginal Advisory Committee Chair for the *Alberta Centre for Child, Family and Community Research* (ACCFRC). ACCFRC is a not-for-profit charitable corporation established in 2003 as a partnership between Alberta's universities, the community and the Government of Alberta. The Centre was established to support and disseminate research knowledge and evidence on policy issues related to improving the well-being and health of children. The Centre is seen as an innovative leader in the development and dissemination of policy relevant evidence. My central role as Aboriginal Advisory Committee Chair has been to connect the work of the Centre with the grassroots workers in Aboriginal communities. The purpose of this work is to enhance the ability of ACCFRC to find innovative ways to support research initiatives that are identified and framed by Aboriginal communities and conceptualized to meet their specific needs.

How this work has prepared me for my role in the project

I have over twenty years of experience working with Indigenous peoples and communities. This work has focused mostly on bringing youth and Elders together in meaningful ways. My role in this work has been to translate traditional knowledge and knowing—as shared by the Elders—so that it has a

place in contemporary educational contexts and students today can engage with the significance of these teachings. Combined with my academic training in the field of curriculum studies, these experiences have provided me with relational sensibilities that guide me to connect communities and knowledges in ethical and balanced ways. These experiences support my role within the proposed project.

Skills I have developed include:

- understanding Plains Cree and Blackfoot community contexts, knowledges, and protocols.
- knowledge translation and mobilization done under the guidance of ceremonial Elders.
- building and sustaining ethical and respectful relationships with community partners.
- developing meaningful teaching and learning strategies that emerge from engagement with Indigenous knowledges and ways of knowing, especially place-based wisdom teachings.
- empathic understanding of Indigenous youth living in challenging circumstances and the ongoing intergenerational effects of traumas associated with colonial legacies.
- guiding graduate students in Indigenous research processes and engagement with wisdom teachings of Elders.
- guiding undergraduate students in inquiry processes that deepen their understanding of Indigenous knowledges, experiences, memories, and ways of knowing and how these might influence their future teaching practices.
- bringing diverse groups of people together in the spirit of respectful relations and fostering their shared attentiveness to issues of common concern.
- negotiating governmental and institutional policies and priorities so that they better align with the interests and priorities of Aboriginal peoples and their communities.

Family name, Given name
Chan-Marples, Lan

Partner Organization Information

Organization Information

Full organization name
University of Alberta

Organization type
University

Sector
Higher education

Address

[Redacted]

City/Municipality

[Redacted]

Prov./State

[Redacted]

Postal/Zip code

[Redacted]

Country

[Redacted]

Contact Information

Contact family name
Chan-Marples

Given name
Lan

Initials

	Country code	Area code	Number	Extension
Telephone number	[Redacted]	[Redacted]	[Redacted]	
Secondary phone number				
Fax number	[Redacted]	[Redacted]	[Redacted]	

E-mail

[Redacted]

Web address

www.rso.ualberta.ca

2-51 South Academic Building
Edmonton, Alberta, Canada T6G 2G7
Tel: 780.492.5353
Fax: 780.492.3189
www.research.ualberta.ca

21 November 2014

Partnership Development Grant
Social Sciences and Humanities Research Council
350 Albert Street, PO Box 1610
Ottawa, Ontario
K1P 6G4

Dear SSHRC Partnership Development Program Officer:

**Re: Partnership Development for Researching the Education of Aboriginal Students:
A Youth Exchange through Arts and Technology --
Stories of Culture, Identity, Community and Place**

The University of Alberta is pleased to support Dr Diane Conrad's SSHRC Partnership Development Grant application and will provide resources to Dr Conrad in the execution of this project if her grant application is successful. Dr Conrad's proposed study addresses a critical need in the Canadian educational landscape: the need to dramatically improve the quality of education for Aboriginal learners in Canada. Enhancing Aboriginal education has implications for all Canadians for repairing and renewing Aboriginal-Canadian relations, for economic and ecological sustainability, towards building our successful shared future. Dr Conrad's project will focus on understanding the unique needs of Aboriginal learners and communities, and will engage a number of groups: University of Alberta researchers; three diverse First Nations schools including a community school in the Northwest Territories; a school on a Southern Alberta reserve, with the Principal as research collaborator; an urban Aboriginal school in Edmonton, Alberta; two school boards; a community council; a Northern community college; and a government department. The Faculty of Education at the University of Alberta is the only university in Canada that requires a core course in Aboriginal education in its teacher education program. Thus, this project will deeply inform the development of appropriate programming in our institution to address the need to educate teachers in the traditions and understandings of Aboriginal learners, and will allow our program to serve as an evidence-based model for other programs across Canada.

The University of Alberta confirmed contributions are as follows:

Cash contributions: i) *Office of the Vice-President (Research):* a) \$21,081 for graduate student training; and b) \$8,919 for graduate student Canadian travel for travel to each community and conference travel; ii) *Department of Secondary Education:* graduate student training (\$38,255);

iii) *Kule Institute for Advanced Study (KIAS)*: \$2,000 for the final symposium. The overall cash contributions from the University of Alberta total \$70,255.

In kind contributions: i) *Faculty of Education's, Digital Teaching, Assessment and Learning (DigiTAL)* will provide: a) server space to host project website (\$750) including design (\$7,050) and maintenance (\$6,400) for 3 years; b) graduate student training on the website (\$240); c) use of teleconference equipment (\$1,870) ; ii) *The Department of Secondary Education* will provide: a) use of facility space for partner meetings, final assemblage and symposium (\$1,550); b) long distance costs and photocopying for meetings (\$200); iii) *KIAS*: event coordination for the final symposium (\$1,000). The overall in-kind contributions from the University of Alberta total \$19,060.

Dr Conrad's proposal addresses a very important subject for all Canadians, and it has the strongest support of our institution.

Sincerely,

A solid black rectangular box used to redact the signature of Lorne A. Babiuk.

Lorne A Babiuk, OC, PhD, DSc
Vice-President (Research)

LAB/km

Family name, Given name
Chan-Marples, Lan

Contributions from Partner Organization				
A partner is an organization that participates actively in a formal partnership and contributes in a meaningful way to the success of the endeavour.				
	Confirmed	Cash	Confirmed	In-kind
		Amount		Amount
Personnel costs				
Student salaries and benefits/Stipends				
Undergraduate				
Masters				
Doctorate	Y	59,336	N	0
Non-student salaries and benefits/Stipends				
Postdoctoral				
Other				
Travel and subsistence costs				
Applicant/Team member(s)				
Canadian travel				
Foreign travel				
Students				
Canadian travel	Y	8,919	N	0
Foreign travel				
Other expenses				
Professional/Technical services	N	0	Y	15,440
Supplies	N	0	Y	200
Non-disposable equipment				
Computer hardware				
Other				
Other expenses (specify)				
CIAS KMb symposium	Y	2,000	N	0
Fac resrch space/equip	N	0	Y	3,420
Total		70,255		19,060
Total of all contributions (cash + in-kind)				89,315

Family name, Given name

DeCorby, Emilie

Partner Organization Information

Organization Information

Full organization name

Ben Calf Robe - St. Clare

Organization type

Secondary school

Sector

Provincial government

Address

[REDACTED]

City/Municipality

[REDACTED]

Prov./State

[REDACTED]

Postal/Zip code

[REDACTED]

Country

[REDACTED]

Contact Information

Contact family name

DeCorby

Given name

Emilie

Initials

	Country code	Area code	Number	Extension
Telephone number	[REDACTED]	[REDACTED]	[REDACTED]	
Secondary phone number				
Fax number	[REDACTED]	[REDACTED]	[REDACTED]	

E-mail

[REDACTED]

Web address

www.bencalfrobe.ecsd.net



Ben Calf Robe - St. Clare

Elementary | Junior High Catholic School

November 3, 2014

Dear SSHRC Selection Committee,

Ben Calf Robe/St. Clare School is eagerly anticipating their participation in Diane Conrad and Dwayne Donald's research project 'Partnership Developing for Researching the Education of Aboriginal Students: A Youth Exchange through Arts and Technology –Stories of Culture, Identity, Community and Place'.

We agree to the project objectives of:

1. Establishing sustainable collaborations between three diverse First Nations community schools and organizations that support those schools;
2. Undertaking research development of co-created curriculum models through arts, digital technology and youth exchange for nurturing the educational success of Aboriginal learners;
3. Building capacity within the communities to utilize and further develop the emergent curriculum models;
4. Disseminating learning from the study to schools, school authorities and teacher preparation programs locally, national and internationally; and
5. Developing other partnerships to support on-going research into the education of Aboriginal learners.

Staff from Ben Calf Robe/St. Clare School including teachers, First Nations Metis Inuit staff and administrators will join in conversations focused on education experiences of Aboriginal youth. Staff also agree to work in close collaboration with Donald Cross, U of A researcher to engage at our school in the process of exploring Aboriginal identity today. We agree that there is a need to develop Aboriginal youth's sense of identity as a foundation for their well-being and feelings of positive self-worth. We are excited about the use of traditional story-telling to bring these issues of identity to the forefront. We will also develop exemplars of effective educational programming using methods that are experiential, culturally relevant and authentic.





Ben Calf Robe - St. Clare

Elementary | Junior High Catholic School

Our school is able to provide in kind costs that will total minimally \$52,650 over 3 years. This will include classroom teachers, Cree Language and Culture teachers and instructors, administrators, administrative support, classroom space, technology and other resources such as novels, textbooks, art supplies as needed.

Partner Contributions for PDG: Ben Calf Robe - St. Clare School Elementary Junior High School

- Use of school space = 2 x 3 hr sessions/wk for 24 wks x 3 yrs @ \$50/hr. = **\$21,600**
- Use of school equipment for skyping = Years 1-3, 11 x 2 hrs. @ 50/hour + 11 hrs of tech support @ \$50/hr. = **\$1,650**
- Cree Language and Culture support 1 hr/wk x 16 wks @ \$100/hr x 3 yrs= **\$4,800** to assist with protocol, regalia making, medicines, drumming, dancing, fiddling
- Dedicated teacher time = 2 hrs/wk x 16 wks @ \$100/hr x 3 yrs= **\$9,600** to actualize the research activities in their classrooms
- Tech support = 45 hrs x \$50 = **\$2,250**
- Materials & supplies = \$500/yr. = **\$1500**
- Principal's time = 15 hrs @ \$125/hr x 3 yrs = **\$5,625** to participate in annual meetings and in the local community events and for helping to facilitate and support the research project goals at school site

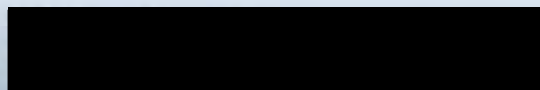
Total in-kind contributions = \$47,025

Ben Calf Robe/ St. Clare School is interested in working on this project as it holds promise for increasing our knowledge base of working towards student engagement and thereby increasing academic achievement. We also look forward to exploring pedagogical questions and research interests that are particular to our unique school population.

Sincerely,



Emilie DeCorby, Principal



www.bencalfrobe.ecsd.net



EDMONTON CATHOLIC SCHOOLS

Family name, Given name

DeCorby, Emilie

Contributions from Partner Organization				
A partner is an organization that participates actively in a formal partnership and contributes in a meaningful way to the success of the endeavour.				
	Confirmed	Cash	Confirmed	In-kind
		Amount		Amount
Personnel costs				
Student salaries and benefits/Stipends				
Undergraduate				
Masters				
Doctorate				
Non-student salaries and benefits/Stipends				
Postdoctoral				
Other				
Travel and subsistence costs				
Applicant/Team member(s)				
Canadian travel				
Foreign travel				
Students				
Canadian travel				
Foreign travel				
Other expenses				
Professional/Technical services	N	0	Y	22,275
Supplies	N	0	Y	1,500
Non-disposable equipment				
Computer hardware				
Other				
Other expenses (specify)				
use of school space & equipmen	N	0	Y	23,250
Total		0		47,025
Total of all contributions (cash + in-kind)				47,025

Family name, Given name

Fox, Andrea

Partner Organization Information

Organization Information

Full organization name
Tatsikiisaapo'p Middle School

Organization type
Secondary school

Sector
Private non-profit sector

Address

[REDACTED]

City/Municipality

[REDACTED]

Prov./State

[REDACTED]

Postal/Zip code

[REDACTED]

Country

[REDACTED]

Contact Information

Contact family name

Fox

Given name

Andrea

Initials

TJ

Country
code

Area
code

Number

Extension

Telephone number

[REDACTED]

[REDACTED]

[REDACTED]

Secondary phone
number

Fax number

E-mail

[REDACTED]

Web address

tms.kainaied.ca



November 12, 2014

To Whom It May Concern:

Please consider this letter confirmation of Tatsikiisaapo'p Middle School's support of Drs. Diane Conrad and Dwayne Donald's SSHRC Partnership Development Grant application. The project, titled *Partnership Development for Researching the Education of Aboriginal Students: A Youth Exchange through Arts & Technology – Stories of Culture, Identity, Community, & Place*, is one we feel will greatly benefit our students. We have been involved throughout the process of developing the initial partnerships between our school and two other schools, one based in Edmonton, AB, and the other in Fort Good Hope, NWT.

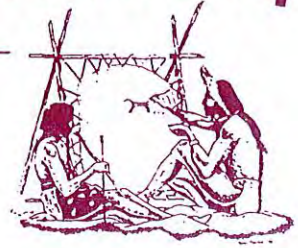
Tatsikiisaapo'p Middle School is pleased to be involved as one of the main sites and as a primary partner for the research. This long-term (3 year) project will include activities at the school that involve students, teachers, the principal, as well as our local board officials at Kainai Board of Education. The aim is for the youth to create arts-based curriculum pieces that express their identity and experiences growing up in the particular place they call home. The youth will be involved in a Participatory Action Research approach, and we are looking forward to seeing what our students come up with, as well as how the process of sharing these expressions of identity with the other sites unfolds. The principal and teachers at Tatsikiisaapo'p as well as other community members from the Kainai Reserve will gladly continue to assist with the project as it gets fully underway.

Dr. Dwayne Donald as well as graduate research assistants from the University of Alberta will be the main researchers working alongside those of us at Tatsikiisaapo'p Middle School. We will also ensure that there is ample opportunity for community members as well as local Elders to be involved in the process at every step.

We are committed to provide in-kind contributions over the course of the project. These include the following: Use of school space = 2 x 3 hr sessions/wk for 24 wks. (6 months) x 3 yrs @ \$50/hr. = **\$21,600**. Use of school equipment (for teleconferencing) = Years 1-3, 11 x 2 hrs. @ 50/hour + 11 hrs of tech support @ \$50/hr. = **\$1,650**. Dedicated teacher time = 2 hrs/wk x 16 wks (4 months) @ \$50/hr x 3 yrs = **\$4,800**. Tech support = 45 hrs x \$50 = **\$2,250**. Materials & supplies = \$500/yr. = **\$1500**.



"Excellence Through Teamwork: Parents, Students, Teachers & Community"



'Middle Plume' School

This partnership is one that we are proud to be a part of, both now and as it continues in the future. In August 2014 the principal, a teacher, and a handful of students from Tatsikiisaapo'p Middle School had a chance to travel to Edmonton to consult face-to-face with the research team, in order to play a part in the continual unfolding of the project details as well as to meet community members from the Edmonton and NWT sites. This was a real opportunity to get even more excited about the project, as we were able to visit a traditional Aboriginal site, take part in various Sharing Circles, and meet with a local Elder from the Enoch Reserve. We are confident that this project will continue to be an enriching one for the youth in our community. The chance to spend time creatively expressing who they are will provide cultural grounding and the possibility for personal and collective growth.

We are excited to be a part of this timely project, as we feel this exploration of identity, community, and place will be beneficial for our students.

Sincerely,



Ramona Big Head
Principal, Tatsikiisaapo'p Middle School
Kainai Board of Education



Family name, Given name

Fox, Andrea

Contributions from Partner Organization

A partner is an organization that participates actively in a formal partnership and contributes in a meaningful way to the success of the endeavour.

	Confirmed	Cash	Confirmed	In-kind
		Amount		Amount
Personnel costs				
Student salaries and benefits/Stipends				
Undergraduate				
Masters				
Doctorate				
Non-student salaries and benefits/Stipends				
Postdoctoral				
Other				
Travel and subsistence costs				
Applicant/Team member(s)				
Canadian travel				
Foreign travel				
Students				
Canadian travel				
Foreign travel				
Other expenses				
Professional/Technical services	N	0	Y	7,050
Supplies	N	0	Y	1,500
Non-disposable equipment				
Computer hardware				
Other				
Other expenses (specify)				
use of school space & equipmen	N	0	Y	23,250
	N	0	N	0
Total		0		31,800
Total of all contributions (cash + in-kind)				31,800

Family name, Given name
Grandjambe, Angela

Partner Organization Information

Organization Information

Full organization name
K'asho Gotine Charter Community

Organization type
Aboriginal Organization

Sector
Municipal government

Address

[REDACTED]

City/Municipality

[REDACTED]

Prov./State

[REDACTED]

Postal/Zip code

[REDACTED]

Country

[REDACTED]

Contact Information

Contact family name
Grandjambe

Given name
Angela

Initials

	Country code	Area code	Number	Extension
Telephone number	[REDACTED]	[REDACTED]	[REDACTED]	
Secondary phone number				
Fax number	[REDACTED]	[REDACTED]	[REDACTED]	

E-mail

[REDACTED]

Web address



Social Sciences and Humanities Research Council
[REDACTED]
[REDACTED]
[REDACTED]

Re: Partnership Development Grant competition

To the Social Sciences and Humanities Research Council:

This letter is to confirm K'asho Got'ine Community Council's partnership in the research project *Partnership Development for Researching the Education of Aboriginal Students: A Youth Exchange through Arts & Technology – Stories of Culture, Identity, Community & Place* with principal investigator Dr. Diane Conrad from the University of Alberta. We have read and agree in principle with the objectives of the proposal. We look forward to partnering with the other community schools and organizations which share our goals for the curriculum development project that will be undertaken with youth from the three communities, and the partnership development that is proposed.

As the community government for Fort Good Hope we are activity involved in all aspects of community life. K'asho Got'ine has provided guidance for the development of this project and will continue to play a leadership role alongside Dr. Conrad and her colleagues and Chief T'Selehye School and the District Education Council. Through ongoing communication with Dr. Conrad and through meetings during her yearly visits to Fort Good Hope we will ensure the interests of the community are addressed through the research.

Members of the Community Council will participate with the project through providing leadership and sharing knowledge specific to our community. One Council member will participate through teleconference in the meeting of partners planned for each year and also monitor the progress of the project. We will assist in facilitating community members' participation in the community yearly community events, which will share the research with the community and allow opportunities for community in put. The Community Council will make the following in-kind contributions: \$3,600 for 3 months accommodation for Diane Conrad for her visit to Fort Good Hope while she is on sabbatical, \$750 for use of the community hall (\$250 x 3 years) and \$1,500 in dedicated time from a Council member (Angela Grandjambe) to engage with the project.



Our community is committed to improving the educational outcomes for our students and see this partnership as a step towards building confidence for our youth and building capacity in the school and community. The project will offer youth opportunities to explore new avenues for self-expression and to dialogue with other Aboriginal youth and explore identity and place in meaningful ways. The youths' active engagement in the research will offer a space for their voices to be heard towards achieving their wellness and educational goals. The community will benefit through employing a member of the community as a research facilitator, building capacity for that individual, and also through involving Elders in working with the youth. The research will give the larger community the opportunity to productively become involved in education in Fort Good Hope in support of our students.

Yours sincerely;



Greg Laboucan
Chief

Family name, Given name
Grandjambe, Angela

Contributions from Partner Organization				
A partner is an organization that participates actively in a formal partnership and contributes in a meaningful way to the success of the endeavour.				
	Confirmed	Cash	Confirmed	In-kind
		Amount		Amount
Personnel costs				
Student salaries and benefits/Stipends				
Undergraduate				
Masters				
Doctorate				
Non-student salaries and benefits/Stipends				
Postdoctoral				
Other				
Travel and subsistence costs				
Applicant/Team member(s)				
Canadian travel	N	0	Y	3,600
Foreign travel				
Students				
Canadian travel				
Foreign travel				
Other expenses				
Professional/Technical services	N	0	Y	1,500
Supplies				
Non-disposable equipment				
Computer hardware				
Other				
Other expenses (specify)				
use of band hall	N	0	Y	750
Total		0		5,850
Total of all contributions (cash + in-kind)				5,850

Family name, Given name
Grandjambe, Angela

Partner Organization Information

Organization Information

Full organization name
Chief T'Selehye School

Organization type
Secondary school

Sector
Provincial government

Address

[REDACTED]

City/Municipality

[REDACTED]

Prov./State

[REDACTED]

Postal/Zip code

[REDACTED]

Country

[REDACTED]

Contact Information

Contact family name
Grandjambe

Given name
Angela

Initials

	Country code	Area code	Number	Extension
Telephone number	[REDACTED]	[REDACTED]	[REDACTED]	
Secondary phone number				
Fax number				

E-mail

[REDACTED]

Web address



CHIEF T' SELEHYE SCHOOL

October 30, 2014

To Whom It May Concern:

This letter confirms that the Kasho Gotine District Education Authority of Fort Good Hope, the governing body for Chief T'Selehye School, has worked closely with Dr. Diane Conrad and her colleague from the University of Alberta for the SSHRC partnership development grant application for the research project *Partnership Development for Researching the Education of Aboriginal Students: A Youth Exchange through Arts & Technology – Stories of Culture, Identity, Community & Place*. We have been involved in developing and agree with the objectives of the proposal which aim to support the education of our youth and involve developing a partnership with Fort Good Hope and two First Nations communities in Alberta in order to work collaboratively to develop curriculum with youth in schools and to share our learning with one another and with others.

Chief T'Selehye School will be involved as one of the main partners for the research. Project activities will occur over the three years with youth at the school, with teachers' and the principal's and District Education Authority's involvement. The youth will work together to create curriculum artifacts that speak to their experiences and participate in an exchange with youth from the other communities using technology. The youth will have the opportunity to travel to Edmonton at the end of the project to meet with other youth. We hope that there will be other opportunities for the youth to meet together to learn about each other's communities and cultures. The teachers and principal at Chief T'Selehye and other community members will help to guide the project and also be involved in evaluating the process.

Diane Conrad will be the main researcher working with Chief T'Selehye School and the Fort Good Hope community to facilitate research activities. Members of the District Education Authority will work closely with her to provide guidance and leadership for the project. Along with the staff and principal at the school, Elders and other community members we will ensure that the research adheres to community values and addresses our needs.

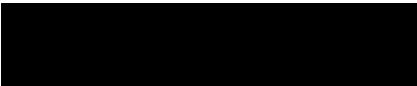
The school will provide access to the students to allow them to participate with the project during class time and as extra-curricular activities. The teachers and principal at the school will also provide support for the project and help guide the curriculum activities. The school will provide access to school facilities, equipment, technical support and materials to support the project activities. Chief T'Selehye School is happy to provide the following in-kind contributions for the three years of the project: Teacher time dedicated to the project for 2 hours each week for 16 weeks during school time each year (\$4,800); additional technical support from teachers for a total of 45 hours (\$2,250); and 15 hours of the principal's time over the course of the project

(\$1,200); also, the use of the school space for 3 hours twice weekly for 24 weeks each year (\$21,600) and use of school teleconferencing equipment with technical support for 11 two-hour sessions in total (\$1,650); as well as materials and supplies (\$600).

We are excited to be developing a partnership for this project and for the future. The school, the youth and the community will all benefit through our participation. Our school is committed to providing the best possible education for our students. This research will support and enhance what the school is already offering and build capacity for on-going innovative curriculum development. The youth will have enriched educational opportunities for thinking about who they are, their culture and community; for creatively expressing their ideas; for interacting with youth from the other communities to learn about their cultures and communities; and opportunities to learn alongside student teachers from Aurora College. The project will involve the community in an extended discussion about how education can and should address the challenges our youth and community face; offer possibilities for healing; support youths' grounding in their culture; as well as providing the necessary skills and knowledge for them to become productive members of society.

We look forward to our work on this project addressing the education of Aboriginal learners.

Sincerely,



Angela Grandjambe
Chairperson, Kasho Gotine District Education Authority



Family name, Given name
Grandjambe, Angela

Contributions from Partner Organization				
A partner is an organization that participates actively in a formal partnership and contributes in a meaningful way to the success of the endeavour.				
	Confirmed	Cash	Confirmed	In-kind
		Amount		Amount
Personnel costs				
Student salaries and benefits/Stipends				
Undergraduate				
Masters				
Doctorate				
Non-student salaries and benefits/Stipends				
Postdoctoral				
Other				
Travel and subsistence costs				
Applicant/Team member(s)				
Canadian travel				
Foreign travel				
Students				
Canadian travel				
Foreign travel				
Other expenses				
Professional/Technical services	N	0	Y	8,250
Supplies	N	0	Y	600
Non-disposable equipment				
Computer hardware				
Other				
Other expenses (specify)				
use of school space & equip.	N	0	Y	23,250
Total		0		32,100
Total of all contributions (cash + in-kind)				32,100

Family name, Given name
Manyfingers, Maurice

Partner Organization Information

Organization Information

Full organization name
Kainai Board of Education

Organization type
Aboriginal Organization

Sector
Federal government

Address

[REDACTED]

City/Municipality

[REDACTED]

Prov./State

[REDACTED]

Postal/Zip code

[REDACTED]

Country

[REDACTED]

Contact Information

Contact family name
Manyfingers

Given name
Maurice

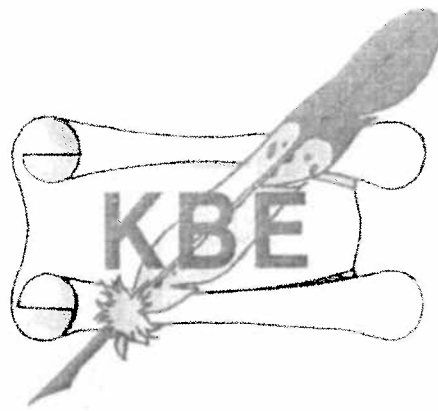
Initials

	Country code	Area code	Number	Extension
Telephone number	[REDACTED]	[REDACTED]	[REDACTED]	
Secondary phone number	[REDACTED]	[REDACTED]	[REDACTED]	
Fax number				

E-mail

[REDACTED]

Web address



November 17, 2014

Dear SSHRC PDG Selection Committee,

Kainai Board of Education is pleased to be a partner in Dr. Diane Conrad and Dr. Dwayne Donald's research project titled *Partnership Development for Researching the Education of Aboriginal Students: A Youth Exchange through Arts and Technology – Stories of Culture, Identity, Community, and Place*. Over the past year, we have been involved with the development of this project and look forward to collaborating with school sites in Edmonton and the Northwest Territories.

One of our Board schools, Tatsikiisaapo'p Middle School, is involved as one of the main partner sites for this research project. We fully support the principal, Ramona Big Head, as well as her teachers and students, in the various undertakings they endeavour on as a part of this project. Further, at the Board office, we are prepared to offer ongoing input in the project as it continues over upcoming years. As this research fosters the creativity and growth of the young in our community, we are pleased to help guide the project with insight from our Elders.

The Kainai Board of Education is happy to support this project through in-kind and monetary financial contributions. We are prepared to contribute curriculum resources (\$150), project consultant time (15 hrs @ \$80 = \$1,200), partial compensation for Kainai Elders (\$3,000 x 3 yrs = \$9,000; this is equal to the amount asked for from SSHRC as both are needed to cover compensation for Elders), and cash contribution to support travel for youth exchange \$10,000.

We look forward to working with Drs. Diane Conrad and Dwayne Donald and their research assistants on this important project. The arts-based projects created by the youth at each site and then shared with youth at the other partner locales offers our young important outlets of self-expression. We are excited to see how this project of addressing the education of Aboriginal learners continues to unfold.

Sincerely,

[REDACTED]
Maurice Many Fingers
Deputy Superintendent
Kainai Board of Education
Blood Tribe – Kainai First Nation

Kainai Board of Education

[REDACTED]

Family name, Given name
Manyfingers, Maurice Allen

Contributions from Partner Organization				
A partner is an organization that participates actively in a formal partnership and contributes in a meaningful way to the success of the endeavour.				
	Confirmed	Cash	Confirmed	In-kind
		Amount		Amount
Personnel costs				
Student salaries and benefits/Stipends				
Undergraduate				
Masters				
Doctorate				
Non-student salaries and benefits/Stipends				
Postdoctoral				
Other	Y	9,000	N	0
Travel and subsistence costs				
Applicant/Team member(s)				
Canadian travel				
Foreign travel				
Students				
Canadian travel	N	0	N	0
Foreign travel				
Other expenses				
Professional/Technical services	N	0	Y	1,200
Supplies	N	0	Y	150
Non-disposable equipment				
Computer hardware				
Other				
Other expenses (specify)				
	N	0	N	0
youth Canadian travel	Y	10,000	N	0
Total		19,000		1,350
Total of all contributions (cash + in-kind)				20,350

Family name, Given name
Mykituk, Shirley

Partner Organization Information

Organization Information

Full organization name
Aboriginal Learning Services - Edmonton Catholic Schools

Organization type
Secondary school

Sector
Provincial government

Address
[Redacted]

City/Municipality
[Redacted]

Prov./State
[Redacted]

Postal/Zip code
[Redacted]

Country
[Redacted]

Contact Information

Contact family name
Mykituk

Given name
Shirley

Initials

	Country code	Area code	Number	Extension
Telephone number	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Secondary phone number				
Fax number	[Redacted]	[Redacted]	[Redacted]	

E-mail
[Redacted]

Web address
www.ecsd.net



November 17, 2014

Dear SSHRC Selection Committee,

Aboriginal Learning Services, a District Department of Edmonton Catholic School Board is looking forward to the participation of Diane Conrad and Dwayne Donald's research project 'Partnership Development for Researching the Education of Aboriginal Students: A Youth Exchange through Arts and Technology –Stories of Culture, Identity, Community and Place'.

We agree to the project objectives of:

1. Establishing sustainable collaborations between three diverse First Nations community schools and organizations that support those schools;
2. Undertaking research development of co-created curriculum models through arts, digital technology and youth exchange for nurturing the educational success of Aboriginal learners;
3. Building capacity within the communities to utilize and further develop the emergent curriculum models;
4. Disseminating learning from the study to schools, school authorities and teacher preparation programs locally, national and internationally; and
5. Developing other partnerships to support on-going research into the education of Aboriginal learners.

As a district department we agree that there is a need to develop Aboriginal youth's sense of identity as a foundation for their well-being and feelings of positive self-worth. We are excited about supporting the development of traditional story-telling to bring these issues of identity to the forefront. We will also develop exemplars of effective educational programming using methods that are experiential, culturally relevant and authentic. This research is in alignment with the Goal of the *Inspiring Education* initiative of the Province of Alberta.

Our district department is able to provide in kind costs that will total minimally \$14,430 over 3 years. This will include classroom teachers, Cree Language and Culture teachers and instructors, administrators, administrative support, classroom space, technology and other resources such as novels, textbooks, art supplies as needed.

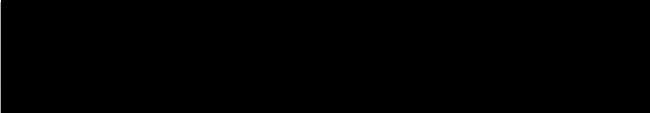
Aboriginal Learning Services, Edmonton Catholic School Board (Aboriginal Learning Services, Edmonton Catholic School Board –In-Kind Contribution) 3 years

- Curriculum resources = **\$550.00** (in-kind resources)
- District Project Administrator and District Planning Coordinator's time – 12 hrs x 3 years @ \$ 80.00 an hour = **\$2,880.00**
- In-Kind time for Elders - \$3,000 x 3 yrs = **\$9,000.00**
- Supervision of students for a week for ECSD youth exchange - **\$2,000.00**

Total in-kind Contribution: **\$ 14,430.00 (In-Kind Contribution) 3 years**

Aboriginal Learning Services department's intent is to fully support this project as it holds promising practice as an inspiring Provincial Education practice that will engage our First Nations, Metis and Inuit students to reach their full potential as engaged thinkers and ethical citizens with entrepreneurial spirit. We also look forward to exploring Indigenous pedagogical practice that will contribute to on-going research interests that are particular to our First Nations, Metis and Inuit student population.

Sincerely,



Shirley Mykituk
District Assistant Principal
Aboriginal Learning Services
Edmonton Catholic Schools

Family name, Given name

Mykituk, Shirley

Contributions from Partner Organization

A partner is an organization that participates actively in a formal partnership and contributes in a meaningful way to the success of the endeavour.

	Confirmed	Cash	Confirmed	In-kind
		Amount		Amount
Personnel costs				
Student salaries and benefits/Stipends				
Undergraduate				
Masters				
Doctorate				
Non-student salaries and benefits/Stipends				
Postdoctoral				
Other				
Travel and subsistence costs				
Applicant/Team member(s)				
Canadian travel				
Foreign travel				
Students				
Canadian travel				
Foreign travel				
Other expenses				
Professional/Technical services	N	0	Y	13,880
Supplies				
Non-disposable equipment				
Computer hardware				
Other				
Other expenses (specify)				
curriculum resources	N	0	Y	550
Total		0		14,430
Total of all contributions (cash + in-kind)				14,430

Family name, Given name

Rosolen, Sarah

Partner Organization Information

Organization Information

Full organization name
Aurora College

Organization type
College

Sector

Higher education

Address

[REDACTED]

City/Municipality

[REDACTED]

Prov./State

[REDACTED]

Postal/Zip code

[REDACTED]

Country

[REDACTED]

Contact Information

Contact family name

Rosolen

Given name

Sarah

Initials

	Country code	Area code	Number	Extension
Telephone number	[REDACTED]	[REDACTED]	[REDACTED]	
Secondary phone number	[REDACTED]	[REDACTED]	[REDACTED]	
Fax number				

E-mail

[REDACTED]

Web address

<http://www.auroracollege.nt.ca/>

October 22, 2014

Dear SSRCH Selection Committee,

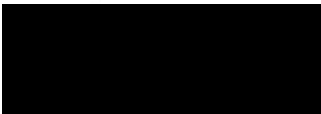
Aurora Research Institute-Aurora College is excited to be asked to participate in Diane Conrad and Dwayne Donald's project entitled Partnership Development for Researching the Education of Aboriginal Students: A Youth Exchange through Arts & Technology – Stories of Culture, Identity, Community & Place.

We agree to the project objectives to 1) establish sustainable collaborations between three diverse First Nations community schools and organizations that support those schools; 2) undertake research development of co-created curriculum models, through arts, digital technology and youth exchange, for nurturing the educational success of Aboriginal learners; 3) build capacity within the communities to utilize and further develop the emergent curricular models; 4) disseminate learning from the study to schools, school authorities, and teacher preparation programs locally, nationally and internationally; 5) develop other partnerships to support on-going research into the education of Aboriginal learners. We are pleased to note that Elders are given a special advisory role in the project.

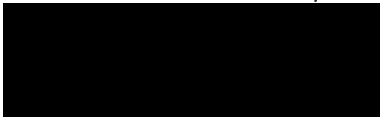
An Aurora College instructor and Research Institute manager, Sarah Rosolen, will facilitate engagement between pre-service teachers in the Aurora College Bachelor of Education program and students at Chief T'Selehye school through online applications. Sarah will also provide input and feedback related to curriculum exploration and products being developed for the duration of the project (in-kind contribution - \$8,000/year for 3 years). Aurora College is also able to provide travel costs for Conrad to visit Aurora College in Year 1 to deliver workshops with Aurora College B.Ed. pre-service teachers based on the curricular prototypes developed in the first cycle of the project (cash contribution - \$1000 in year 1). We are also able to provide office space and equipment for these purposes (in-kind contribution - \$3000/year for 3 years).

Aurora College is interested in working on this project as it will provide an opportunity for pre-service teachers to learn about relevant research taking place in the territory (Chief T'Selehye School in Fort Good Hope). We hope to benefit from this partnership through professional development for instructors and practical training for students in the Bachelor of Education program. We also hope to continue this partnership to help us explore pedagogical questions and research interests related to the college learning environment.

Sincerely,



Sarah Rosolen
Manager South Slave Research Centre
Instructor, Bachelor of Education Program
Aurora Research Institute/Aurora College



Family name, Given name

Rosolen, Sarah

Contributions from Partner Organization

A partner is an organization that participates actively in a formal partnership and contributes in a meaningful way to the success of the endeavour.

	Confirmed	Cash	Confirmed	In-kind
		Amount		Amount
Personnel costs				
Student salaries and benefits/Stipends				
Undergraduate				
Masters				
Doctorate				
Non-student salaries and benefits/Stipends				
Postdoctoral				
Other				
Travel and subsistence costs				
Applicant/Team member(s)				
Canadian travel	Y	1,000	N	0
Foreign travel				
Students				
Canadian travel				
Foreign travel				
Other expenses				
Professional/Technical services	N	0	Y	24,000
Supplies				
Non-disposable equipment				
Computer hardware				
Other				
Other expenses (specify)				
Space and equipment	N	0	Y	9,000
Total		1,000		33,000
Total of all contributions (cash + in-kind)				34,000

Family name, Given name

Willett, Mindy

Partner Organization Information

Organization Information

Full organization name
Instructional and School Services, Department of Education Culture
and Employment, GNWT

Organization type
Provincial/Territorial
government

Sector

Provincial government

Address

[REDACTED]

City/Municipality

[REDACTED]

Prov./State

[REDACTED]

Postal/Zip code

[REDACTED]

Country

[REDACTED]

Contact Information

Contact family name

Willett

Given name

Mindy

Initials

	Country code	Area code	Number	Extension
Telephone number	[REDACTED]	[REDACTED]	[REDACTED]	
Secondary phone number				
Fax number	[REDACTED]	[REDACTED]	[REDACTED]	

E-mail

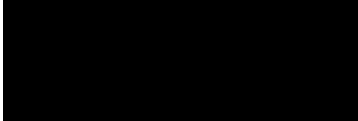
[REDACTED]

Web address

www.ece.gov.nt.ca

NOV 08 2014

Social Sciences and Humanities Research Council



Dear Social Sciences and Humanities Research Council of Canada:

Partner Development for Researching the Education of Aboriginal Students: A Youth Exchange through Arts & Technology - Stories of Culture, Identity, Community and Place.

As the Director of Instructional and School Services for the Department of Education, Culture and Employment (ECE) Government of the Northwest Territories (GNWT), I have met with Dr. Conrad to discuss and provide input for the project. I have also read and agree in principal with the objectives of the proposed University of Alberta research study led by Drs. Conrad and Donald.

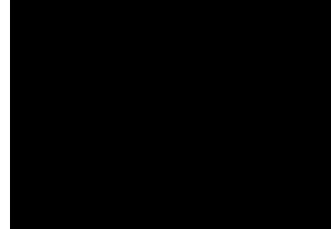
The involvement in the project by ECE will be primarily consultative in nature. As educational leaders and curriculum developers for the Northwest Territories (NWT) we will provide leadership and guidance for the project, in particular in relation to the activities in Fort Good Hope, and assist with analysis and evaluation of the project processes and outcomes over the three years of the study. We will liaise primarily with Dr. Conrad who is the lead investigator for research activities at the Fort Good Hope site and provide her with guidance and assistance as appropriate.

Instructional and School Services staff members will follow with interest the curriculum artifacts developed by the three communities involved with the project via the study website, and provide evaluative feedback on an ongoing basis. We will be happy to meet with the researchers each year during their annual stop-over in Yellowknife following their visits to Fort Good Hope, and attend, via teleconference, the annual partner meetings. Specifically we will provide the researchers with in-kind contributions including GNWT curriculum resources (\$400) and dedicated time from two Department staff members totaling ninety hours over the three years (\$7,200).

.../2

As the GNWT department that oversees curriculum and schools, we are very invested in enhancing the education of Fort Good Hope and all NWT students. Our department has identified a good fit between the proposed project and our recently developed Northern Studies curriculum. This project has the potential to inform delivery of that curriculum and curriculum in general throughout NWT schools.

Sincerely,



John Stewart
Director, Instructional and School Services
Education, Culture and Employment

Attachment

- c. Ms. Mindy Willet
Coordinator, Social Studies and Northern Studies
Department of Education, Culture and Employment

Family name, Given name

Willett, Mindy

Contributions from Partner Organization

A partner is an organization that participates actively in a formal partnership and contributes in a meaningful way to the success of the endeavour.

	Confirmed	Cash	Confirmed	In-kind
		Amount		Amount
Personnel costs				
Student salaries and benefits/Stipends				
Undergraduate				
Masters				
Doctorate				
Non-student salaries and benefits/Stipends				
Postdoctoral				
Other				
Travel and subsistence costs				
Applicant/Team member(s)				
Canadian travel				
Foreign travel				
Students				
Canadian travel				
Foreign travel				
Other expenses				
Professional/Technical services	N	0	Y	7,200
Supplies				
Non-disposable equipment				
Computer hardware				
Other				
Other expenses (specify)				
curriculum resource documents	N	0	Y	400
Total		0		7,600
Total of all contributions (cash + in-kind)				7,600