

**Learning for Understanding through
Culturally Inclusive Imaginative Development
(LUCID)**

Also known as:

“Building Culturally Inclusive Schools through Imaginative Education”

A Community-University Research Alliance project
funded by the Social Sciences and Humanities Research Council of Canada

Mid-Term Report

June 26, 2006

OBJECTIVES AND INFRASTRUCTURE

1. Objectives

1.1 Overall Concept

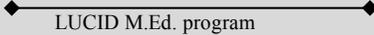
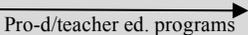
The project applies an innovative educational theory to a problem of major importance to communities across Canada and elsewhere: How can schools improve the academic success and life chances of Aboriginal children? At its heart is a transformation of the ways in which teachers think about and practice education. The project builds on 25 years of work by Kieran Egan on a theory of intellectual development in which the child’s imagination, implicated as it is with the acquisition and use of “cultural/cognitive tools” such as language, plays a central role. Egan’s theory points to ways in which teachers might plausibly foster such development in all children across the curriculum. The project is testing this hypothesis in three British Columbia school districts with high Aboriginal enrollment, thereby bringing together three major fields of educational research: the relationship between curriculum, teaching, and learning; effective schooling for First Nations children; and sustainable educational change.

1.2 Project Phases

The project is structured in three phases: professional transformation (focused on teacher development), working models (focused on classroom research), and sustainable change (focused on development of professional and community cultures in which the findings of the research are taken up and extended in a dynamic and self-sustaining way). In the initial proposal these phases were projected to develop as follows:

	2004	2005	2006	2007	2008
Professional transformation					
Working models					
Sustainable change					

It soon became apparent that this was not an optimal way of conceptualizing the interlinked nature of these three sets of objectives, and that it underestimated the amount of time needed to work with teachers on discovering and affirming new ways of acting and thinking in the classroom. A better way of presenting the phased structure of the project is as follows:

	2004	2005	2006	2007	2008
Professional transformation	s				
Working models					
Sustainable change					

This new diagram makes clear the ongoing nature of teachers’ professional transformation throughout the project, which was implicit in the original proposal but has become a much more central and explicit feature of the research design. These changes, and their research implications, will be discussed in more detail in a subsequent section. There have been no other significant changes to the research strategy.

2. Partnerships and Governance

2.1 Coordinating Team

The coordinating team of the project has been stable and has worked very well together, meeting regularly by teleconference and face-to-face twice a year. Personnel have been as follows:

	2004	2005	2006
SFU Project Director	Mark Fettes		
SFU Research Coordinator	Dawn Popatia + Ann Harris	Kym Stewart	
Chilliwack Project Leader	Brenda Point (seconded part-time)		
Haida Gwaii Project Leader	Vonnie Hutchingson (seconded part-time)		
Prince Rupert Project Leaders	Susan Crowley (seconded part-time) Debbie Leighton-Stephens (District Principal of First Nations Education)		

2.2 SFU Research Team

The SFU research team has lost one faculty member, Ethel Gardner, who took up a position at Lakehead University in January 2006 and has withdrawn from the project; and gained one member, Sean Blenkinsop, initially as a postdoctoral researcher and now as a new tenure-track faculty member. Several graduate students have played important roles in the project. These data are summarized in the following table:

	2004	2005	2006
Mark Fettes	faculty		
Kieran Egan	faculty		
Geoff Madoc-Jones	faculty		
Ethel Gardner	faculty		
Sean Blenkinsop		postdoctoral	faculty
Dawn Courage (Popatia)	postdoctoral		
Ann Harris	MA student		
Kym Stewart		PhD student	
Rod McKellar		PhD student	
Anne Chodakowski		PhD student	
Kanwal Neel			PhD student

2.3 Community Partners

The project is located in three school districts in British Columbia, one (Chilliwack) located about 100 km from Vancouver, and the other two (Haida Gwaii and Prince Rupert) located on the northwest coast, about 700 km away. In the first phase of the project, small groups of teachers in 3-4 schools in each district were sought as participants. Community advisory committees were also established to give direction to the project in each area. The following tables list the individuals involved in these various roles.

SCHOOL DISTRICT 33: CHILLIWACK		2004		2005		2006
Evans Elementary	Ian Herrin	Grade 4	Grade 4	Grade 4		
	Jim Edgcombe	Grade 6	Grade 6	Grade 6		
Bernard Elementary	Grace Jones	Grade 4	Grade 4	Grade 4/5		
	Steve Ball	Grade 5	Grade 5	Grade 6		

Cultus Lake Community Sch.	Pat Martin	Grade 6	Grade 6	Grade 6	took district position
Seabird Island Community Sch.	Rick Joe	Grade 6/7	Grade 6/7	left project	
	Michelle Canaday	Grade 3/4	Grade 3/4	moved to another district	
	Jennifer Reid	Grade 5/6	learning assistance	left project	
Chillwack Advisory Committee	Michael Audet	SD#33 Director of Curriculum and Instruction		SD#33 Assistant Superintendent	
	Gwen Point	Sto:lo Nation Education Manager		took another job	
	Joan Adams	Sto:lo Nation Education Coordinator K-12			
	Rick Jones	Principal Vedder Middle School			
	Jim Skinner	Principal Sto:lo Alternate School			
	Mark Point	Principal Seabird Island School		UCFV Aboriginal Resource Center	
	Jim Edgcombe	Teacher, Evans Elementary			
	Michelle Canaday	Teacher, Seabird Island		moved to another district	
	Sharon Greenway	Parent Representative			
	Brenda Point	SD#33 Project Leader			

SCHOOL DISTRICT 50: HAIDA GWAII		2004		2005		2006
Tahayghen Elementary	Craig Kestle	Grade 6/7	Grade 6/7	Grade 7		
G.M. Dawson Secondary	Leslie Puley	Grades 8, 10, 11/12	Grades 8, 10 English, 11/12 Communication	Grades 8 English (two), 11/12 Communication		
Chief Matthews	Shannon Shields	Grade 3/4	Grade 3/4	Grade 3/4		
Skaadgaa Naay Elementary	Vicki Ives	Grade 5	Grade 5	Grade 4/5		
	Joan Moody	Grades K-7 Haida language		absent for training		
Queen Charlotte Secondary	Robin Stille	Grades 9, 10 English	Grades 9, 10 English	Grades 8, 9, 10, 12	left district	
	Stephanie Hedley-Smith				Grade 8 French	
District support	Jenny White	Literacy support				
Haida Education Council (also functions as Project Advisory Committee)	Superintendent	Mike Woods				
	Teachers Union President	Duncan White				
	Director of Haida Education	Vonnie Hutchingson				
	School Trustee	Wayne Wilson				
	School Trustee	Margaret Edgars				
	Tahayghen Principal	Darlene Bragg-Hounsell				
	GM Dawson Principal	Melissa Yurkowski	Angus Wilson			
	Skaadgaa Naay Principal	Joanne Yovanovich				
	QCSS Principal	Elizabeth Condrotte	Clemens Rettich		Elizabeth Condrotte	
	Masset Band Ed. Admin.	Florence Lockyer				
	Skidegate Band Ed. Adm.	Gail Russ				
	Haida Nation	Gary Russ				

	Skidegate Band	Eddy Russ
	Skidegate Band	Richard Russ
	Masset Band	Brad Setso
	Masset Band	Leo Gagnon

SCHOOL DISTRICT 52: PRINCE RUPERT		2004		2005		2006		
Lax Kxeen Elementary	Barry Eso	Grades K-7	Grades K-7	Grades K-7	temporarily reassigned			
	Kathy Murphy	Grade 6/7	Grade 6/7	Grade 6/7				
	Judy Zacharias	Grade 6/7	Grade 6/7	Grade 6/7				
Roosevelt Park Community School	Colleen Pudsey	Grade 6/7	Grade 6/7	Grade 7				
	Penny Hasell	Grade 5	Grade 5	Grade 5				
Seal Cove	Andrew Bellis	Grade 5/6	Grade 5/6/7	Grade 5/6/7				
	Marilyn Bryant	Grade 4/5/6	Grade 5/6	District First Nations support				
Prince Rupert Senior Secondary	Raegan Sawka			Grade 8 (protected class) Grade 11 (biology)				
District Support	Ken Campbell	Curriculum support and development				retired		
Second Language Teaching	Theresa Lowther	Grades 5-12 (Sm'algayax language)						
	Tammy Blumhagen	Grades 5-12 (Sm'algayax language)						
Project Advisory Committee	School District 52	Brian Kangas (Director of Instruction)			Brian Kangas (Superintendent)			
	School District 52				Bill Ford (Assistant Superintendent)			
	First Nations Education Council	Debbie Jeffrey	Marlene Clifton					
	LUCID Project Leader	Susan Crowley						
	First Nation Education, District Principal	Debbie Leighton-Stephens						
	Principal, Seal Cove	Susan Kobza						
	Vice Principal, Roosevelt Park	Kathy Dann						
	Principal, Lax Kxeen	Linda Porte			Shelley Parks			
	Teacher, Seal Cove	Andrew Bellis						
	Teacher, Roosevelt Park	Penny Hasell						
	Teacher, Lax Kxeen	Judy Zacharias						

It will be seen from the above tables that community participation in the project has been very substantial, and generally stable. The most significant change has been the loss of the Band school in Chilliwack, Seabird Island, owing to factors outside the project's control. At the time of writing, it appears likely that all three districts will succeed in recruiting additional participants in the project in the coming school year.

2.4 Effectiveness of governance structure, including cross-fertilization

As noted above, the coordinating team has proven to be a very successful design. More than half of the project's budget is invested in the positions of the Project Leaders, and as anticipated the latter have played a crucial role as intermediaries between the university, the school district, and the First Nations community. Regular conference calls (usually once a month), occasional face-to-face meetings (two or three a year), and ongoing e-mail and phone contact have kept the communication lines open and aided in the sharing of ideas and results between districts. Other members of the research team have participated in coordinating team meetings from time to time.

The District Advisory Committees have not proven to be quite as necessary as was first envisioned. All of the Project Leaders in fact work closely with broader community-based structures: the Haida Education Council in SD50, the First Nations Education Council in SD52, and the Aboriginal Education Committee in SD33. In the two northern districts (SD50 and SD52), the Project Leaders also meet on a fairly regular basis with school administrators, and occasionally with school trustees. In this way, reporting and consultation on the project has been integrated fairly seamlessly with other district initiatives, to the benefit of all concerned. The District Advisory Committees have nonetheless played a valuable role in providing feedback on particular aspects of the project, for instance the priorities for curriculum development or issues of informed consent specific to the district concerned.

One feature of the project that has resulted in greater asymmetry between the districts, in terms of governance and cross-fertilization, is the Master of Education program that was developed by the SFU Faculty of Education as a way of supporting the research project. Although the program was offered to teachers in all three districts, only in SD50 and SD52 were there sufficient numbers of applicants to make a cohort feasible. At one and the same time, the M.Ed. program has facilitated collaboration and the sharing of expertise between these two districts and made this more difficult for SD33, in the sense that no one in that district is familiar with the same range of readings, assignments, and discussions, nor is part of the same community of students. To a lesser extent, this is also true of teachers in the two northern districts who are not part of the M.Ed. program. The coordinating team has made deliberate efforts to ensure that these inequalities are kept to minimum, by offering additional support to Chilliwack teachers and by helping other non-M.Ed. teachers to embark on their own inquiry projects.

3. Review of Progress

3.1 Delays, problems, and their resolution

The greatest challenge in the project to date has been finding ways to develop teachers' understanding of and confidence with imaginative education, which entails significant changes in the way they think about student learning, subject matter, and assessment. In the first half of 2004, a series of workshops was held in the districts, culminating in a week-long workshop and conference in Vancouver in July. At a wrap-up session at the end of this process, teachers were enthusiastic and energized. "I'll never be able to teach in the same way again," was an attitude expressed by several; "I've never seen a group of teachers so excited before," was a comment that came from a district administrator. Yet two months later, when the school year started, it became clear that most of the teachers were not yet ready to experiment with these ideas in practice; nor did the university's offer to pair teachers with graduate students or faculty find any takers.

In response, the project undertook two major new initiatives. Project Leaders began to convene regular meetings of project teachers, both in school hours (with the project covering replacement teachers costs) and after school. In each district, the meetings took on somewhat different forms that emerged from a complex interaction of personalities, district history, and the particular combinations of grade levels and subject areas in each group. In Chilliwack, teachers met in turns at the different schools; one of the earliest developments was the establishment of partnerships between district teachers and teachers at the Band school on Seabird Island. In Prince Rupert, the Project Leaders organized a series of workshops on themes such as the use of narrative, teachers as researchers, and Aboriginal worldviews. The LUCID

teachers at three schools joined a provincial network for teacher-directed inquiry, the B.C. Network of Performance-Based Schools, in order to pursue research into student engagement and how to assess it. In Haida Gwaii, the Project Leader got teachers working on a series of curriculum units inspired by the Bill Reid sculpture "The Black Canoe." These district groups proved invaluable in fostering a strong sense of community among project teachers; in subsequent feedback, several teachers have said that this experience of collegiality has been one of the most personally rewarding aspects of the project. For many of the teachers, the opportunity to expand their cultural knowledge and competence, and to develop relationships with Aboriginal community members, has also been exceptionally valuable.

As the district teams took on form and direction, the SFU team developed and got approval for a two-year Master of Education program to be offered in conjunction with the project. The Faculty of Education had successfully run similar programs in various areas of B.C throughout the previous decade, including one in Prince Rupert with a focus on First Nations education. By January, 2005, a total of 19 educators in Haida Gwaii and Prince Rupert had registered for the program, and the first five-credit course was team-taught in the districts, from January to April, by Mark Fettes and Sean Blenkinsop. Eight of these students are LUCID classroom teachers, and the program has been of incalculable value for deepening their understanding and confidence regarding imaginative education. At the same time, the inclusion of other students, with backgrounds in such areas as high school teaching and counseling, has begun to lay the groundwork for expanding the project to new grades and schools in a later phase.

The expansion of Phase 1 of the project (see section 1.2 above) has inevitably led to some delay in the implementation of Phase 2, classroom research; however, it has also allowed us to strengthen the design of this phase by developing a structured action research component which is currently being tried out with the M.Ed. students. To date, we have interview and written data from the teachers on a considerable range of imaginative units taught in 2005; some of this material has been formally presented in a variety of conference sessions involving no fewer than 21 members of the research and district teams (see Knowledge Mobilization, below). We have good evidence that the ideas and methods central to the project do lead to greater student engagement, for both Aboriginal and non-Aboriginal students; however, we do not yet have the data that would allow us to say that this leads consistently to improvements in academic learning and assessment results. A complicating factor, but one that is also interesting and significant from a research perspective, is the variety of teachers' stances and developmental pathways in the project, which were the subject of one recent conference presentation and are currently being explored in more detail by Fettes and Chodakowski.

The 2005-06 school year brought some new challenges with it, for reasons beyond the project's control. A two-week province-wide teachers' strike in October 2005 played havoc with teachers' plans for imaginative units in the fall, and contributed to a deterioration in teacher-administrator relations across the districts. In addition, replacement teachers have been in extremely short supply in all three school districts, frustrating the Project Leaders' plans to offer more half-day or all-day planning sessions for the LUCID teachers. Yet in this same period, Chilliwack has also provided the venue for the project's most extensive piece of classroom research to date, a study of imaginative teaching in one grade 6 class that forms the basis of Rod McKellar's doctoral thesis (see Student Training and Employment, below), and M.Ed. students in the northern districts have carried out a valuable set of action research projects focusing on issues of classroom organization, curriculum, and assessment. Plans for Phase 3 research, into sustainable educational change based on the LUCID approach, are now underway in all three districts, through integration into district-wide professional development programs and the development of school-wide initiatives (see next section).

2.6 Schedule for completion of the project, with anticipated results

Shortly after the submission of this report, a LUCID Mid-Term Conference will be held in Prince Rupert (July 8-10, 2006) that will bring together some 50 participants and supporters of the project to discuss achievements, challenges, and future priorities. Meanwhile, discussions are underway on a number of

initiatives that will contribute to shaping the second half of the project. These are summarized in the following table, and elaborated below.

	Jul.-Dec. 2006	Jan.-Jun. 2007	Jul.-Dec. 2007	Jan.-Jun. 2008	Jul.-Dec. 2008
Teacher action research	Final M.Ed. course	Compilation of book based on action research projects	Network of Performance-Based Schools — action research building on previous years; establishment of school-wide and district-wide action research projects		Final interviews and focus groups with teachers, Project Leaders, district administrators, First Nations leaders, parents and other community members
	Network of Performance-Based Schools; broader participation in all districts				
Professional development research	Mark Fettes, Sean Blenkinsop, Thomas Nielsen	Regional conference in Prince Rupert; development of pro-d program	Pro-d program offered in participating districts		
Teacher education research	Anne Chodakowski at SFU		LUCID teacher education module, NWTEC		
Educational change research	Mark Fettes in Haida Gwaii, together with SFU research team		Continuing research in all districts by SFU team		
Imaginative curriculum research	Kanwal Neel in Haida Gwaii	Kym Stewart in Haida Gwaii	Research into curriculum, teaching, and student outcomes in particular subject areas		
	Tannis Calder and Dalene Swanson at SFU				

As intended from the outset, the project’s focus will expand over the next two years from the study of individual teachers and classrooms to more large-scale processes of change. At the same time, we expect to make progress on the development of exemplary models and curriculum materials for inclusive, imaginative classrooms, and to strengthen and expand the action research component of the project. Together these activities will help build long-term capacity in the districts, in addition to contributing to the development of educational scholarship relating to imagination, cultural diversity, and educational change, and enriching the experience, knowledge, and skills of faculty and students.

As part of this shift in focus, project director Dr. Mark Fettes will spend the 2006-07 school year on leave from the university in order to work in the Haida Gwaii school district, in a position funded from by the district rather than from the SSHRC grant. This arrangement will allow him to work intensively with teachers and community members across the district, and to study the process of educational change at first hand. While in the district, he will be able to support and guide the thesis research of doctoral students Kanwal Neel and Kym Stewart, each of whom is already involved in preliminary fieldwork in their respective fields of mathematics education and media education. He will also work with Sean Blenkinsop and visiting scholar Thomas Nielsen (University of Canberra) to supervise the final course in the M.Ed. program, and expand the LUCID action research program to additional teachers and schools. A major focus of this work will be to apply the knowledge developed in LUCID to the design of academic curriculum materials incorporating Haida language, culture, and history, at both elementary and secondary levels. Dr. Fettes will also lead the development and implementation of an imaginative curriculum guide for the Haida Role Model Program.

Fettes’ work in Haida Gwaii will be complemented by two new additions to the LUCID team as SFU, postdoctoral fellow Dalene Swanson and curriculum developer Tannis Calder. Working primarily with teachers in the other districts, these two researchers will likewise develop materials for classroom use that help present the mainstream academic curriculum in imaginative and culturally inclusive ways. By the end of the 2006-07 school year, the project should have generated a wide range of exemplary materials that can be shared with other districts and educators.

Over the same school year, the intention is to design a pre-service teacher education program and an in-service professional development program that incorporate LUCID ideas, methods, and findings,

and that can be implemented in the following school year (2007-08). Initial discussions are already taking place on how these programs might best be structured and delivered, based on the SFU Faculty of Education's extensive experience of offering teacher education and field programs in many B.C. school districts. Doctoral student Anne Chodakowski is currently writing her thesis on the principles and design of imaginative teacher education, and the program will make use of this expertise as well as her ongoing research into teacher development in LUCID (see Student Training and Employment, below). In time, this work will yield empirical evidence on the role of imagination in teacher development.

Focusing on narrower but highly significant areas of curriculum and teaching, doctoral students Kanwal Neel and Kym Stewart will complete their thesis fieldwork in Haida Gwaii in the coming school year, in mathematics teaching and critical media literacy respectively. During this period new graduate students will be recruited to pursue classroom-based research with LUCID teachers in the following year.

Underlying all of these initiatives is a deeper question about educational change. Many research projects in education have led to positive changes over the lifetime of the grant, only to see "normal" conditions reestablish themselves within months or years. Although the sustainability of the LUCID approach cannot be judged within the five-year span of the CURA grant, many features of the project's design are intended to shed light on the long-term viability of this approach. Each of the districts is developing its involvement in LUCID in a distinctive way, reflecting its own particular history, culture, resources, and priorities. Studying this process of change, and extracting conclusions from it that might guide LUCID's expansion to other districts or provinces, will be a major focus of the SFU team's work from now until the end of the project.

Naturally, within this broad framework for the second half of the project, many details are not yet finalized. The research interests of the MA and PhD students who join the project will have some effect on its direction and outcomes. The progress of the curriculum, educational change, and action research may point to new possibilities or problems that call for attention. The feasibility of plans to offer professional development and teacher education programs connected to the project is dependent on financial, organizational and political decisions on the part of school districts, and possibly the province, as well as the project's own internal capacity. Nevertheless, within the constraints imposed by the complexities of the education system and the timeline of the grant, it seems likely that LUCID will succeed in addressing, to a significant degree, all of the research objectives set out in the original proposal.

2.7 Budgetary review

The following table tracks expenditures from the project account at SFU:

Year	Category	Projected	Actual	Comments
Jan 04- Aug 04	Student personnel	20,000	29,379	\$12,396 MA, \$16,983 post-doc
	Non-student personnel	125,640	61,722	\$53,722 for Project Leaders, \$8,000 for TOCs
	Travel and subsistence	52,000	90,842	\$21,665 for coordinating team travel; \$69,177 teacher workshop and conference
	Other	2,000	3,365	phone \$802, printing \$1767, materials \$667, software \$58, services \$70
	Year 1 Total	199,640	185,308	
Sep 04- Aug 05	Student personnel	56,000	66,029	\$2,352 undergrad., \$15,120 MA, \$26,358 PhD, \$22,199 post-doc
	Non-student personnel	101,640	98,323	\$89,361 for Project Leaders, \$8,962 for TOCs
	Travel and subsistence	41,000	37,054	Some of the projected travel costs were paid for by the LUCID M.Ed. program.
	Other	1,000	3,977	phone \$1,091, printing \$998, materials \$836, books \$718, services \$333
	Year 2 Total	199,640	205,383	

Sep 05- Aug 06	Student personnel	56,000	19,161 (YTD)	\$19,161 PhD
	Non-student personnel	101,640	45,746 (YTD)	\$44,541 Project Leaders, \$1,205 TOCs
	Travel and subsistence	41,000	7,123 (YTD)	Some of the projected travel costs were paid for by the LUCID M.Ed. program.
	Other	1,000	2,310 (YTD)	phone \$36, materials \$611, books \$1645, services \$18
	Year 3 Total	199,640	74,340 (YTD)	

2.8 Top five achievements of the project related to CURA program objectives

1. Development of strong groups of professional teachers, both Aboriginal and non-Aboriginal, committed to exploring more inclusive and engaging approaches to teaching, including better ways of working with First Nations cultures and communities. These groups are increasingly taking on leadership and research roles in their districts, in collaboration with existing community-based structures, thereby contributing to CURA objective 4: *Improve community decision-making and problem-solving capacity.*
2. Progress in understanding how to develop teachers' grasp and use of ideas and methods in culturally inclusive imaginative education. This enriched approach, successfully employed in the LUCID M.Ed. program, is now being extensively documented in a book, *Inclusion through Imagination*, which will further contribute to CURA objective 3, *Enrich research, teaching methods and curricula in universities.*
3. Successful trials of imaginative curriculum units and methods in district classrooms, demonstrating convincingly to teachers that innovative approaches can be of real help in achieving educational objectives of crucial importance for both school districts and communities. These results, which will be greatly extended and elaborated through the action research process over the second half of the project, contribute to CURA objective 1: *Foster innovative research, training and the advancement of knowledge in areas of importance for the social, cultural or economic development of communities.*
4. Strengthening and further development of the collaborative relationship between the SFU Faculty of Education and the school districts. This process, which has built on some thirty years of work by the Faculty, has been enriching for all parties and continues to develop in new and promising directions, thereby contributing to CURA objective 2: *Promote sharing of knowledge, resources and expertise between universities and organizations in the community.*
5. Creation of favorable conditions for community-based research by both faculty and students. In the latter case, this has produced one MA and one PhD thesis so far, and plans are underway for two more doctoral theses within the next year and a half. The M.Ed. program has likewise contributed in substantial ways to CURA objective 5: *Enhance students' education and employability by means of diverse opportunities to build knowledge, expertise and work skills through hands-on research and related experience.*

STUDENT TRAINING AND EMPLOYMENT

1. Training Plans and Outcomes

The project was planned so as to involve three MA or PhD students a year in fieldwork, and one student and one postdoctoral researcher in an overall coordinating role. The postdoctoral position was filled for the first six months of the project, when it became apparent that the Project Leaders and other district expenses would absorb a larger proportion of the budget than initially foreseen (see Budgetary review, above). It was therefore decided to continue with the student positions only. Subsequent developments

have confirmed that this was the right decision, in that it has allowed the maintenance of an excellent governance structure while not detracting from the project's commitment to student training.

Fieldwork supported by the project has resulted in twelve conference presentations by students, five research papers by students published in conference proceedings, one MA thesis and one PhD thesis to date (see Knowledge Mobilization, below). Preparations are well advanced for fieldwork leading to two more doctoral theses, and initiatives have begun to attract a fresh intake of students in the second half of the project. These achievements are in addition to the work carried out with the M.Ed. students, many of whom have also been involved in classroom research and conference presentations.

2. What Students Have Learned

We asked the six students who have been most centrally involved in the project to date to contribute a brief summary of what they gained from the experience.

Ann Harris (MA student)

Research activities: Carried out administrative tasks for the project, such as keeping record of active research participants, organizing travel and logistics for workshops, visiting districts, organizing meetings and conferences, and distributing materials and information to the districts; conducted collaborative research over a six month period with one district's participating teachers, during which we met seven times as an inquiry group; witnessed teachers' efforts to implement imaginative education lessons and units through thirteen site visits; analyzed and interpreted data derived from this research, which will be presented as a master's thesis in April; presented at two conferences and workshops.

Gains in knowledge and skills: Developed a much deeper understanding of collaborative research methodology and the relationship between imaginative education and teacher flourishing. Furthered my knowledge concerning the layers of difficulties teachers face and their ability to improvise their practice to address these difficulties in a manner that can be revitalizing. Observing the striking differences between exclusively Aboriginal schools and traditional public schools in BC was enlightening and offered a real-world example of cultural inequalities and the intricately –woven webs power that support these inequalities. Clarified my understanding as to how imaginative education can be used as a tool to engage learners of all ages and abilities.

Dawn Courage (postdoctoral)

Research activities: Assisted with developing the CURA proposal, and with coordination in the first six months of the project, including record keeping, acquisition and distribution of materials and information to the districts, and assisting in the planning of workshops, travels, presentations, conferences and reports; made several field trips to the communities to talk and work with teachers, administrators, special education and First Nations staff; developed and presented workshops and three conference papers on inclusive education, including multicultural and special education.

Gains in knowledge and skills: Although I already had experience with education in several multicultural contexts, I substantially increased my knowledge of the issues, challenges, successes and critical issues today in First Nations education and the complexity of change. The chances to observe some classes and limited opportunities to meet with students also enabled me deepen my understanding of students' needs and experiences, particularly at the elementary level, and deepen my commitments to qualitative research. The opportunity to be a part of workshops and presentations to the communities, and a presenter at three conferences, helped me to strengthen my knowledge and understanding of culturally inclusive imaginative education as well as affording me the chance to develop my professional skills in communication and presentations. The project gave me opportunities to explore the practice of special education in the field, and subsequently to pursue more academic study in this area. This has led to an ongoing passion and commitment to examine practices in special education particularly as it relates to minority and marginalized students. I also learned about working with a variety of people with varying

academic styles and the importance of co-operation and respect in collaboration so we may all benefit from each other's contributions.

Rod McKellar (PhD student)

Research activities: Co-taught two extended history units in a grade 6 classroom with a LUCID teacher; presented at three conferences and wrote doctoral thesis based on this experience.

Gains in knowledge and skills: As a highschool English teacher with 29 years experience teaching gifted students, I had developed what I thought was a very comprehensive and powerful approach to teaching literacy. The LUCID project, however, has allowed me to rethink and revise my ideas on almost every level. I now see literacy in what I feel to be much broader terms, as a set of understandings and abilities which involve more than mere intellectual understanding, but engage the learner on an emotional level as well. Applying these ideas in a grade six classroom not only gave me more depth in my understanding of how literacy develops, but also allowed me to rethink the question of how we deal with diversity in the classroom. Having now dealt with two separate groups of grade six students, each of which was comprised of approximately 25% Aboriginals, I have come away with a deeper understanding of the problems that teachers face each day in trying to teach in the context of the different sociocultural and socioeconomic backgrounds from which our students are drawn. Imaginative education, in my experience, has the potential to cut across many of these barriers that can deter some students from full participation in the classroom. While I am now changing some of my own teaching practices in accordance with these findings, my ultimate goal is to work with new teachers to help them develop an understanding for and appreciation of the potential that imaginative education offers not only to Aboriginal students, but for all of the students whom we teach.

Kym Stewart (PhD student)

Research activities: Carried out administrative tasks for the project, such as financial and documentary record keeping, travel and logistics for workshops, district visits, organising meetings and conferences, acquisition and distribution of materials and information to the districts and assisting in the planning of workshops, travels, presentations, conferences and reports; collected, organized and shared print and video materials from classrooms and meetings in the districts as well as workshops held at SFU; contributed to the development of workshop and conference materials related to culturally inclusive imaginative media education lessons; developed and shared research relating to imaginative media education at workshops and three conferences; acted as 'off campus site assistant' for LUCID M.Ed. program.

Gains in knowledge and skills: Both my involvement as the research coordinator and the site assistant have been invaluable opportunities in my growth as a researcher, student, and educator. Watching the project leaders in the districts create dynamic communities of learners has been an incredible learning experience. Connecting with the teachers has also allowed for deeper understanding of their trials and tribulations in the districts and their enthusiasm and struggles with imaginative education. These connections and experiences will guide my research in teacher education and imaginative education and have provided an excellent case study in which to further my research in teaching media education.

Anne Chodakowski (PhD student)

Research activities: Helped to plan and deliver a pre-conference workshop (2004); attended meetings with Chilliwack teachers, in which I provided feedback to teachers about imaginative planning and teaching; visited one teacher's class (Pat Martin); delivered one 'mini-lesson' and one workshop to LUCID MEd students; read and commented on imaginative lessons and units; interviewed all LUCID teachers; analyzed data, wrote summary notes and one collaborative paper; met with other research team members to plan future initiatives and analyze data, and presented at three conferences.

Gains in knowledge and skills: A deeper understanding of imaginative education and cultural inclusion, and the processes by which individuals and groups come to understand and actualize these phenomena in

their lives and classrooms; awareness of the complexities and challenges of knowledge gathering, recording, interpreting and representing; appreciation for the emergent dynamics of action research; increased sense of professional confidence and camaraderie as a result of working on research teams; increased appreciation for and attention to the dialogical relationship between theory and practice; heightened awareness of the efforts required of all those involved in research, including simple hard work, patience, willingness to experiment and risk failure, nurturing of vision and hope, cooperation, leadership, humility, enthusiasm and curiosity.

Kanwal Neel (PhD student)

Research activities: Attended the Haida Education Council meeting in Haida Gwaii, where the research plan was presented; met six elders in Skidegate to identify some of the daily activities that involve numeracy practices; conducted a workshop with eight math teachers on how to “Address Diversity in the Mathematics Classroom with Cultural Artifacts”; met six elders in Massett to identify some of the daily activities that involve numeracy practices; collaborated with a research team from UBC which is also “Investigating Culturally Responsive Approaches to Mathematics Teaching and Learning in Rural Aboriginal Communities.” Further interviews will be conducted with elders and community members.

Gains in knowledge and skills: A deeper understanding of cultural inclusion in a math class, and the challenges that high school teachers face in their classes; cultural activities are contextual and they are familiar and natural to those living within a community; numeracy (mathematics) practiced in the cultural and daily lives of the Haida Gwaii communities is varied; awareness of the mathematics involved in daily living is not apparent to the elders and others in the community; one has to respect the protocols when addressing or interviewing elders and other community members; some cultural activities have changed over time with mainstream influences; cultural inclusion needs to be Respectful, Responsible, Relevant, and Reciprocal; knowing what must be done to improve the achievement of aboriginal students in mathematics and what can actually be done might not be the same.

KNOWLEDGE MOBILIZATION

1. Presentations to General or Academic Audience or to Policymakers

Date	Event	Audience (size)	Presenters	Title or content
July 13, 2004	1st LUCID Research and Policy Forum, SFU Vancouver	Invited reps from school districts, provincial organizations	Mark Fettes, Susan Crowley, Vonnie Hutchingson, Brenda Point	Description of objectives and design of project; discussion of how to make it useful for districts
Dec. 8, 2004	President’s Faculty Lecture, SFU Burnaby	Faculty, staff, students at SFU (60)	Mark Fettes	“Indigenizing Schools in the 21st Century”
Feb. 24, 2005	2nd LUCID Research and Policy Forum, SFU Burnaby	Invited reps from school districts, provincial organizations; SFU faculty and students	Mark Fettes, Linda Kaser	Description of objectives and design of project; initial work by teachers
Feb. 28, 2005	Visit by Tom Christensen, B.C. Minister of Education, SFU Burnaby	Minister’s entourage plus senior faculty	Mark Fettes	Presentation as part of small faculty group
May 6, 2005	Visit by Philip Steenkamp, B.C. Deputy Minister of Advanced Education, SFU Burnaby	Deputy Minister plus invited faculty and students (15)	Mark Fettes	Presentation as one of a group of selected research projects at SFU
May 28, 2005	Annual Conference of the Canadian Society for the Study of Education, London, Ontario	University researchers (faculty and students) from across Canada (20)	Mark Fettes, Rod McKellar, Kym Stewart, Dawn	Panel session (4 papers): “Imaginative Engagement in Culturally Diverse

			Courage	Classrooms: Changing Teacher Thinking and Practice within a Community-University Research Alliance”
July 13, 2005	3rd LUCID Research and Policy Forum, SFU Vancouver	Invited reps from school districts, provincial and national organizations (10)	Mark Fettes, Susan Crowley, Vonnie Hutchingson, Brenda Point	Description of objectives and design of project; initial work by teachers; discussion of how to make it useful for districts
July 15, 2005	3rd International Conference on Imagination and Education, Vancouver, BC	Educators and researchers from twenty countries (300)	Mark Fettes	Keynote address: "Inclusion through Imagination: The LUCID Project"
July 15, 2005	3rd International Conference on Imagination and Education, Vancouver, BC	Educators and researchers from various countries (40)	Brenda Point, Jim Edgcombe, Ian Herrin	Joint presentation: "Imaginative Teaching in Culturally Diverse Classrooms - Chilliwack"
July 15, 2005	3rd International Conference on Imagination and Education, Vancouver, BC	Educators and researchers from various countries (40)	Vonnie Hutchingson, Craig Kestle, Leslie Puley, Donna Rhindress, Shannon Shields, Florence Lockyer, Vicki Ives	Joint presentation: "Imaginative Teaching in Culturally Diverse Classrooms – Haida Gwaii"
July 15, 2005	3rd International Conference on Imagination and Education, Vancouver, BC	Educators and researchers from various countries (40)	Susan Crowley, Debbie Leighton-Stephens, Andrew Bellis, Marilyn Bryant, Penny Hasell, Colleen Pudsey	Joint presentation: "Imaginative Teaching in Culturally Diverse Classrooms – Prince Rupert"
July 15, 2005	3rd International Conference on Imagination and Education, Vancouver, BC	Educators and researchers from various countries (15)	Ann Harris	"Potent Recreation: A Cooperative Inquiry into Relationships Among Imaginative Education, Teacher Flourishing, and Cultural Inclusion"
July 15, 2005	3rd International Conference on Imagination and Education, Vancouver, BC	Educators and researchers from various countries (15)	Dawn Courage	"Inclusive imaginative education: Exploring how imaginative education can benefit struggling learners"
July 15, 2005	3rd International Conference on Imagination and Education, Vancouver, BC	Educators and researchers from various countries (15)	Rod McKellar	"Literacy and the Imagination"
Aug. 27, 2005	4th International Conference on Science, Mathematics and Technology Education, Victoria, BC	Educators and researchers from various countries (15)	Mark Fettes, Sean Blenkinsop	“Developing the Scientific Imagination: A Key to Sustainability?”
Nov. 18, 2005	One Vision—Many Voices, Cross-Cultural/Anti-Racism Education Conference, Edmonton, Alberta	Faculty and students from Western Canada (25)	Rod McKellar, Kym Stewart, Dawn Courage	Panel session (3 papers): “Combating Sedentary Lifestyles through Imaginative Media Education,” “Another Kind of Story: Using the

				Techniques of Imaginative Education to Develop Literacy in the Elementary Classroom,” “A Need for Imagination? Seeking Engagement in the Inclusive Classroom”
Nov. 19, 2006	One Vision—Many Voices, Cross-Cultural/Anti-Racism Education Conference, Edmonton, Alberta	Faculty and students from Western Canada (25)	Mark Fettes	“Changing Teacher Thinking and Practice within a Community-University Research Alliance”
Jan. 6, 2006	Hawaii International Conference Education Honolulu, Hawaii	Faculty, students and teachers from various countries (28)	Kym Stewart	“The centrality of imagination in teaching and learning”
Feb. 16, 2006	WestCAST (Western Canada Teacher Education Conference), Vancouver, BC	Faculty and students from Western Canada (25)	Mark Fettes, Anne Chodakowski, Susan Crowley, Leslie Kestle	Joint presentation: “Teachers’ Engagement with Imaginative Education in Culturally Diverse Classrooms”
Feb. 18, 2006	Conference of the First Nations Education Association (Provincial Specialist Association, BC Teachers’ Federation), Chilliwack, BC	Teachers of Aboriginal students from B.C. (15)	Brenda Point, Rod McKellar	Workshop: “Using imagination to engage First Nations learners with literacy development”
Mar. 3, 2006	International Conference on Teacher Development, Vancouver, BC	Faculty and students from Western Canada and the U.S. (25)	Mark Fettes, Anne Chodakowski, Susan Crowley	Joint presentation: “Inclusive Teaching through Imagination: Pathways of Teacher Development”

2. Presentations to District Educators, Other Professional Audiences, or Parents

Chilliwack

Type of Event	Frequency, Participants	Presenters	Title or content
Aboriginal Education Committee meetings	Three times a year, 10+ community members, teachers, administrators	Brenda Point, Michael Audet	Progress reports and discussion
LUCID Advisory Committee meetings	1-2 times a year, approx. 10 LUCID Advisory Committee members	Brenda Point, Michael Audet	Progress reports and discussion
LUCID project meetings	6-8 times a year, approx. 4-6 LUCID teachers + resource people	Various resource people, researchers	Research, unit planning, professional development
Parent evening	One time per year, 20+ parents at Seabird Island	Brenda Point + teachers	Presentation of plans for year

Prince Rupert

Type of Event	Frequency, Participants	Presenters	Title or content
First Nations Education Council meetings	Three times a year, 20+ community members, teachers, administrators	Susan Crowley, Debbie Leighton-Stephens	Progress reports and discussion
Education Committee meetings	Six times a year, 10+ teachers, administrators	Debbie Leighton-Stephens	Progress reports and discussion
LUCID Advisory Committee meetings	3-4 times a year, approx. 10 LUCID Advisory Committee members	Susan Crowley, Debbie Leighton-Stephens	Progress reports and discussion
LUCID project meetings	4-5 times a year, approx. 10 LUCID teachers + resource people	Various resource people, researchers	Research, unit planning, professional development
Network of Performance Based Schools regional meeting	One time per year, 30+ teachers and administrators	Susan Crowley + teachers	Research presentation
Joint District Pro-D Committee	One time per year, 10+ district teachers and administrators	Susan Crowley + teachers	Presentation on LUCID pro-d, discussion of joint initiatives

Haida Gwaii

Type of Event	Frequency, Participants	Presenters	Title or content
Haida Education Council meetings	6-10 times a year, 10-15 community members and district administrators	Vonnie Hutchingson + researchers	Progress reports and discussion, research proposals
District administrators meetings	6-10 times a year, superintendent, principals, vice-principals	Vonnie Hutchingson	Progress reports and discussion
District professional development days	One time a year, approx. 50 district teachers and staff	Vonnie Hutchingson + teachers	Research presentation
LUCID project meetings	3-4 times a year, approx. 4-6 LUCID teachers + resource people	Vonnie Hutchingson + researchers	Research, unit planning, professional development
School Trustees	2-3 times a year	Vonnie Hutchingson	Progress reports and discussion

3. Written Reports and Publications

- Blenkinsop, Sean, and Mark Fettes. 2006. "A river runs wild: Imagination and sustainability in a grade 4 science classroom." In D. Zandvliet (ed.), *Sustainable Environments, Sustainable Communities*, Sense Publishers (manuscript in preparation).
- Chodakowski, Anne, Susan Crowley, and Mark Fettes. 2006. "Inclusive teaching through imagination: Pathways of teacher development." To appear in the proceedings of the International Conference on Teacher Development, Vancouver, Mar. 2-4, 2006.
- Chodakowski, Anne, Susan Crowley, Leslie Kestle, and Mark Fettes. 2006. "Teachers' engagement with imaginative education in culturally diverse classrooms." To appear in the proceedings of WestCAST, Vancouver, Feb. 15-18, 2006.
- Courage, Dawn, and Mark Fettes. 2005. "Inclusion and empowerment in imaginative classrooms." Paper presented at One Vision – Many Voices: Cross-Cultural & Anti-Racism Education Conference, November 17-19, 2005, University of Alberta, Edmonton. Proceedings published as CD-ROM.
- Fettes, Mark. 2005. "Imaginative engagement in culturally diverse classrooms: Changing teacher thinking and practice within a Community-University Research Alliance." In V. Stead (Ed.), *International Education Dynamics - Their Influence and Dynamics within the Canadian Academy*. Toronto: Canadian Society for Studies in Education. Available at <http://www.csse.ca/CCSE/CCSEProceedings11Fettes.pdf>.
- Fettes, Mark. 2005. "Imagination, Community, Possibility: Transforming Classrooms within a Community-University Research Alliance." Paper presented at One Vision – Many Voices: Cross-Cultural & Anti-Racism Education Conference, November 17-19/2005, University of Alberta, Edmonton.
- Harris, Ann. 2006. *Potent Recreation: The Relationships between Teacher Flourishing and Imaginative Education*. MA thesis (defended April 4, 2006). Simon Fraser University.
- Imaginative Education Research Group (K.Egan, M. Fettes, A. Chodakowski). *A Guide to Imaginative Education*. Vancouver: IERG, 2004 (2nd ed.).
- McKellar, R.J. 2005. Another Kind of Story: Using the Techniques of Imaginative Education to Develop Literacy in the Elementary School Classroom. In V. Stead (Ed.), *International Education Dynamics - Their Influence and Dynamics within the Canadian Academy*. Toronto: Canadian Society for Studies in Education. Available at <http://www.csse.ca/CCSE/CCSEProceedings9McKellar.pdf>.
- McKellar, R.J. 2005. "The art of the storyteller: Liberating literacy through imagination." Paper presented at One Vision – Many Voices: Cross-Cultural & Anti-Racism Education Conference, November 17-19/2005, University of Alberta, Edmonton.
- McKellar, R.J. 2006. *Opening the Doors to Dreamland: Developing Literacy and Engagement through Imaginative Education*. PhD thesis (defended June 26, 2006). Simon Fraser University.
- Stewart, Kym. 2005. Combating Sedentary Lifestyles through Imaginative Media Education. In V. Stead (Ed.), *International Education Dynamics - Their Influence and Dynamics within the Canadian Academy*. Toronto: Canadian Society for Studies in Education. Available at <http://www.csse.ca/CCSE/CCSEProceedings12Stewart.pdf>.

Stewart, Kym. 2005. "Combating stereotypes through imaginative media education." Paper presented at One Vision – Many Voices: Cross-Cultural & Anti-Racism Education Conference, November 17-19/2005, University of Alberta, Edmonton

COMMUNITY IMPACT

To write this section, Project Leaders were asked to provide their perspectives, and subsequently feedback from the Project Advisory Committee was sought. The diverse styles of the following passages reflect this process.

1. Impact on Schools and School Districts

Chilliwack: Collaboration has been very good, among schools (district-Band), among teachers and across grade levels. Students engaged, kids enjoy it — attendance good. Kids took a sense of pride in their classroom and their work. Academic highlight was improvement in writing. Some kids wrote stories who had never written anything before of substance. Could have been more feedback on quality of units. Lack of teacher-ready resources has limited project's success... developing units is time-consuming and challenging. Would like more time to share together, work together, plan together, and ideally work with teachers who have been teaching imaginative units themselves. Climate in district has been a challenge, but inclusion in district Learning Teams initiative will help LUCID have a wider impact. Strong support from Bernard administrator — hopes to involve all intermediate staff next year. May see growth at Evans too.

Haida Gwaii: At the teacher level it has been really good because you have the resources for people to get together to discuss practice and have a dialogue with their colleagues about what they're doing in the classroom. They also have access to resources that would not be there otherwise, not only financial but also people like Sean, Kanwal. They've become a really cohesive group that wouldn't have been otherwise. There's always been a real N-S fissure and that's getting to be less so, we're starting to work together, in part because of bringing together teachers from both the north and the south. Also making contact with colleagues from other districts, especially Prince Rupert, has left them feeling less isolated. One really important product that has come out of it — Superintendent put together leadership cohort drawn largely from LUCID cohort. Has brought Aboriginal file to the forefront of discussions in the district — there are no materials to speak of in the school district, and now teachers are realizing how valuable that could be. Imaginative education and Haida education are a really good fit.

Prince Rupert: Impact is limited mainly to teachers involved in the project. Since the teachers self-selected, schools as a whole did not take on the LUCID approach. As a base group to grow on, different teachers are at different places, the base is uneven, more support/encouragement of some is needed. Informally, other teachers discuss the approach/big ideas (in the staff room, when school is presenting/reporting to Board etc.). Many district teachers know about the project, interest is growing; perhaps knowledge about cultural inclusion intent could be stronger. The District Services team (district staff) has some info, they are supportive, but there are gaps in understanding and commitment. LUCID is one of many equally innovative initiatives in our District; local leaders are juggling many balls. Require an impetus/event to have full staffs come on board. Regional pro-d conference in 2007 may help — LUCID will have a prominent role there.

2. Impact on First Nations Communities

Chilliwack: One of the really positive things that happened was the development of relationships between district teachers and teachers at the Band school. Some of the intermediate classes came to visit Seabird Island — valuable for everyone. On the other hand the Aboriginal focus of LUCID hasn't been as evident

here as in the other districts. Teachers are aware of the need but there aren't as many programs and materials in place. The focus on curriculum development in the coming year will be really valuable for us. We are also finding ideas we can borrow from the other districts, like the Role Model Program. So really we are still developing in terms of having a real impact in the Aboriginal community.

Haida Gwaii: A realization at the community level that it's possible to be in partnership with an academic institutions and you can get some really useful products and process out of that. In the last budget rounds we did mention that these are our partnerships and people said we see these as really useful to the health of our district and we want to see them continue. The Haida feel pride at being in partnership with an institution that has so much credibility and can offer something valuable to the education of our children. It also brings credibility to my position at the school district for the non-Haida, and reinforces the messages I want to communicate based on my experience at the provincial level.

Prince Rupert: We've had excellent support from the First Nations Education Council, Department of First Nations Education, and First Nations leadership; the partnership must be sustained and developed. New relationships are beginning between teachers/schools and First Nations/role models/families as a result of project. Teachers' participation in number of feasts has deepened understanding (long-lasting). Now we need to demonstrate in a concrete way the impact on students in teachers' and students' voices at Council, public presentations, etc. Many initiatives underway, this is one. Availability of local First Nations resources, Role models, and other initiatives is key to LUCID's success as well.

3. Impact at the Provincial Level

Efforts have been made from the first year of the project to inform provincial educational leaders, including the holding of regular Research and Policy Forums, invitations to attend the International Conference on Imagination and Education, and personal contacts of various kinds. Representatives of the B.C. Council of Parent Advisory Committees, the B.C. Ministry of Education, several school districts, and the B.C. Network of Performance-Based Schools (NPBS) have attended these meetings and expressed strong interest in the project's findings. Many of these stakeholders will also be represented at the LUCID Mid-Term Conference in July, 2006.

The connection with NBPS (a province-wide action research network) has been particularly fruitful: LUCID teachers are increasingly involved in the network in the two northern districts; NPBS leaders Judy Halbert and Linda Kaser held a professional development session with LUCID teachers in Prince Rupert in January, 2006; and Linda Kaser is facilitating contacts between the project and like-minded educators elsewhere in the province. While there has so far been no measurable policy impact, a good foundation has been established for communicating project findings and developing related research initiatives elsewhere in the province. This process will be advanced in the next school year through the development of a number of model programs and curriculum materials, and through presentations at a number of provincial conferences for professional educators.

CURA RESEARCH PROGRAM

The following table shows the research program as described in the Milestone Report, along with a new column that summarizes progress in each area. Comparison with the table on page 7 will show that this initial program has undergone considerable revision and elaboration.

Activity	Team	Deliverables	Progress & Comments
Baseline research Apr. 04-Dec. 04	Fettes: social/historical context Popatia: curriculum and pedagogy Madoc-Jones: teachers' knowledge Gardner: school-First Nation relations	Data (documents, interviews, videos, observation notes) for later use	Additional data collected throughout 2005 (all teachers interviewed, some units documented, some classroom images, plus background data from districts). Project leaders have played an important role as members of the research team. Although two members of the SFU research team have left, new people have taken their place (Stewart, Chodakowski, Blenkinsop).
Teacher's guide Jan. 04-Dec. 05	Fettes: coauthor Egan: coauthor	Book with major publisher	<i>A Guide to Imaginative Education</i> (Egan, Fettes, Chodakowski) published by Imaginative Education Research Group (June 04); <i>An Imaginative Approach to Teaching</i> (Egan) published by Jossey-Bass (Jan. 05); <i>Inclusion through Imagination</i> (Fettes) in preparation (completion Feb. 07).
Professional transformation Apr. 04-Jun. 06	Fettes: perceptions of teaching/learning Egan: theoretical understanding Madoc-Jones: classroom practice	3+ journal articles 6+ conference papers	In academic conferences alone, 17 papers and joint presentations have been given to date, with seven of these also being published in written form. Two lengthy articles are in preparation, one a solicited book chapter and the other a journal article. More are anticipated.
Working models Sep. 04-Jun. 06	Fettes: critical ethnographies Egan: curriculum/assessment Madoc-Jones: pedagogy Gardner: First Nations outcomes Popatia: learner identities/interactions	5+ journal articles 10+ conference papers Multi-author book	Work on this phase to date has been more preliminary and exploratory than conclusive. A range of teacher-led inquiry projects (supervised by Fettes) was completed in Spring 2006, and more are planned for the coming academic year, including projects led by doctoral students.
Sustainable change Jul. 06-Dec. 08	Fettes: communities of practice Egan: imaginative schools Madoc-Jones: professional development Gardner: schools and FN communities Popatia: imagination and inclusion	5+ journal articles 1 theme issue 10+ conference papers Book of project with major publisher	This phase has not yet begun. Plans are described in greater detail in an earlier section.

CURA PERFORMANCE AND EVALUATION

The project's progress is evaluated in the latter half of each school year. Seven groups of performance indicators were identified in the original proposal, to which an eighth, on cultural inclusion, has been added. Broadly defined targets in each indicator area were set for each year of the project. The table below summarizes progress to date and compares this with the original targets.

Indicator	March 05		March 06		Comments
	Target	Result	Target	Result	
Teacher involvement	6 teachers, 2 schools per district	CH: 8t, 4s HG: 6t, 5s PR: 10t, 3s	8-10 teachers, 3-4 schools per district	CH: 4t, 2s HG: 5t, 5s PR: 9t, 4s	Mostly satisfactory. The largest school district (Chilliwack) has been the hardest in which to recruit and retain teachers.
Curriculum development	Multiweek units with high level of engagement	Successful multiweek units: CH: 3, HG 5, PR 6	Imaginative approach for 80% of curriculum	Consistent use of tools in many topics/ subject areas: CH: 0t, HG:3t, PR: 3t	Mixed. Teachers have tended to introduce aspects of culturally inclusive imaginative education into existing units rather than design entirely new ones. At least six teachers, all in the M.Ed. program, do so consistently.
Cultural inclusion	No target set	About one-third of teachers using more First Nations content	No target set	Some teachers using First Nations content in innovative ways	Mixed. Some teachers still use little First Nations content, others are using more but in traditional ways, and some are finding imaginative ways of integrating it with the academic curriculum.
Teacher mastery	Modest gains	Most teachers still feeling their way, at different rates	Significant improvement	A wide range of mastery and teaching styles, but increasing confidence	Mixed. Developing mastery in culturally inclusive imaginative education is a more complex process than anticipated. The action research approach is the most promising strategy so far.
Learner involvement	All students involved up to 50% of the time in some classrooms	Over 400 students involved, from 5-30% of the time	All students involved up to 80% of the time in some classrooms	Over 400 students involved, from 10-60% of the time	Mixed. Steady progress in several classrooms; in others it has been more intermittent.
Classroom engagement	Modest gains	Modest gains, sometimes outstanding	Significant improvement	Increasing consistency in some classrooms	Mostly satisfactory. Students respond well both to imaginative units and approaches and to the inclusion of First Nations content.
Academic achievement	Gains may not yet be evident	Significant gains for some low-achieving students	Significant improvement	Significant gains for some low-achieving students	Promising, but data so far are too patchy to assess whether gains are consistent and lasting, and what the effects are for mid- to high-achieving students.
Research productivity	Draft teachers' guide	Teachers' guide completed June 05	Revised teachers' guide and 6-8 journal articles	Revised guide in preparation for June 06; 5 papers in conference proceedings and 3 more in preparation	Mostly satisfactory. Focus on conference presentations and papers in 05-06 has proven an effective way of developing shared knowledge in project.

