

LUCID Research Partnership Report

to the
Aboriginal Education Council
School District 52 (Prince Rupert)

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Introduction and Background

Origins

LUCID (Learning for Understanding through Culturally Inclusive Imaginative Development) is a long-term research partnership involving School District 52 and researchers (including both faculty and students) in the Faculty of Education, Simon Fraser University.

During the original five years of research funding, the project also involved school districts 50 (Haida Gwaii) and 33 (Chilliwack). Since the fall of 2008, the project has been primarily focused in Prince Rupert, with some participation and interest from educators in neighbouring districts, throughout BC, and elsewhere.

The central purpose of the project is to explore the potential of imaginative education to improve academic and other educational outcomes in schools with high numbers of Aboriginal students.

Nature of the Research

LUCID focuses on the ways teachers work with students and the curriculum. This is intended to complement other measures within the school system to create supportive and stimulating environments for students and their families.

LUCID brings teachers together with university researchers and instructors, other district educators, and a range of community members and organizations to collaborate on ways of making the mainstream academic curriculum more engaging and meaningful for students.

LUCID seeks to honour and include Aboriginal values, knowledge, history, culture, and perspectives as central to inclusive forms of education in BC and Canada.

Participants and Funders

Over 100 teachers and other district staff have participated in various LUCID activities over the lifetime of the project. The list here seeks to recognize those who have played a leadership role in some form or other over this period.

The University Partner

Dr. Mark Fettes (project director from the earliest planning stages, fall 2002)
Dr. Kieran Egan (original work on imaginative education; workshops; original grant)
Dr. Geoff Madoc-Jones, Dr. Ethel Gardner, Dr. Dawn Courage (original grant)
Dr. Sean Blenkinsop (teaching in Haida Gwaii and Prince Rupert)
Dr. Anne Chodakowski (teacher interviews; workshops)
Dr. Natalia Gajdamaschko (online teaching)
Dr. Lyn Daniels (teaching in Haida Gwaii)
Debbie Leighton-Stephens, Ken Campbell (teaching, Prince Rupert)
Kym Stewart (classroom research in Haida Gwaii; workshops; teaching in Prince Rupert and Terrace)

Tannis Calder (workshops, curriculum development)
Raegan Sawka (classroom research in Prince Rupert; site assistant, second M.Ed. cohort)
Joan Turecki (teaching in Terrace and Prince Rupert)

The School District Partner

Debbie Leighton-Stephens (Project Leader from the earliest planning stages)
Susan Crowley (Project Co-Leader, 2004-2008)
Colleen Pudsey (Coordinator, workshop leader)
Raegan Sawka (Coordinator, workshop leader)
Tammy Blumhagen, Teresa Lowther, Barry Eso, Kathy Murphy, Judy Zacharias, Marilyn Bryant (teachers in original project but not in M.Ed.)
Andrew Bellis, Lauri Burgess, Penny Hasell, Kevin Leach, Colleen Pudsey, Raegan Sawka (teachers in first M.Ed.)
Wes Baker, Doug Brown, Tannis Calder, Debra Fabbi, Nancy Griffith-Zahner, Cam Hill, Janilee Stovel (teachers in second M.Ed.)

Grants and Other Funding Sources

The initial years of the project (2004-2008) were funded by a grant of approximately \$1 million from the Community-University Research Alliances program of the Social Sciences and Humanities Research Council of Canada.

Some follow-up work in 2009-2011 was funded by a Discovery Park research grant of \$10,000 from Simon Fraser University.

Some LUCID research was conducted in conjunction with the Network for Performance-Based Schools, which provided small grants of \$1000 per school.

Since the 2008-09 school year, the Aboriginal Education Council has included part-time support for LUCID in its budget, growing from a 0.2 to a 0.6 FTE position in the current school year.

The Research Objectives

In the original LUCID research plan, there were three main phases to the research:

1. Professional transformation — the process of helping teachers develop familiarity with culturally inclusive imaginative education;
2. Working models — research into classroom strategies and curriculum units in a variety of subjects;
3. Institutionalization — how to make this approach part of the culture of teaching in the district over the long term.

All of these turned out to be more complex and slow to develop than we originally foresaw. Rather than “phases,” it seems better to call them ongoing “research areas,” which is how we have described them in this report:

- Research Area 1: Teacher Development;
- Research Area 2: Curriculum and Pedagogy;
- Research Area 3: Long-Term Sustainability.

In addition, we wanted to reach out to educators and researchers in other places. This might be called:

- Research Area 4: Knowledge Sharing and Dissemination.

In general, our aim was to develop groups of teachers at particular schools who were committed to teaching the mainstream academic curriculum (Language Arts, Math, Science, Socials) in ways that were imaginatively engaging for all students, and that opened up a space for including Aboriginal values, perspectives, knowledge and relationships on an equal basis and in meaningful ways.

Increasingly, as the project has unfolded, we have come to see this as a process of imaginatively connecting learning with place and community as well.

The Research Protocol

An important aspect of the research in Prince Rupert was the development of a Research Protocol in the first year of the project, signed in a ceremony on January 27, 2005. This has been the principal governing document for all aspects of the partnership. The full text of the Protocol is included as Appendix 1 to this report.

Research Area 1: Teacher Development

Our first big research question was, how do we help teachers understand culturally inclusive imaginative education in sufficient depth that they can develop more engaging and inclusive ways to teach?

Workshops

Over the course of the project, many different kind of workshops have been held, beginning with two-day introductory workshops in the Spring of 2003, and including many shorter, more specific sessions on particular topics, for particular groups of teachers, and so on.

The following table summarizes the workshops held in (or for) Prince Rupert.

Apr. 2003	Two-day introductory workshop, approx. 15 teachers (proposal development stage)
May 2004	Two-day workshop, teachers from Roosevelt, Lax Kxeen, Seal Cove; also Sm'alg̱yax
July 2004	Rupert teachers attended four-day workshop followed by imaginative education conference in Vancouver
Apr. 2005	One-day "project day" for all teachers involved in LUCID (led by S. Crowley)
Sep. 2005	Pro-D for secondary teachers hosted by R. Sawka & L. Burgess, 35 participants
Oct. 2005	Provincial Educators Against Racism, LUCID Game workshop, 30 participants
Feb. 2006	Workshop for Sm'alg̱yax Language teachers, 10 participants
May 2006	Workshop on cross-curricular unit <i>Learning about Crests</i> (led by K. Campbell)
July 2006	Three-day LUCID conference, over 50 participants from all three districts
Fall 2006	Collaboration on unit development with Sm'alg̱yax Language teachers (T. Calder)

Dec. 2006	First M.Ed. cohort research/portfolio presentations, Charles Hays
Apr. 2007	“Culture in the Classroom” conference, including three LUCID workshops
Fall 2007	“Opening Doors to Diversity” project, PRSS (led by R. Sawka)
May 2008	One-day LUCID student conference, hosted by four classes (Bellis, Hasell, Pudsey, Zacharias) who had been involved in LUCID learning throughout the year
Sep. 2008	LUCID dinner meeting for beginning teachers
Oct. 2008	Pro-D LUCID Planning Workshop
Nov. 2008	LUCID media education workshop (led by K. Stewart), followed by projects in four schools: Lax Kxeen, Conrad, CHSS and PRSS
Fall 2008	Project to enhance the First Nations cross-curricular unit <i>Luutigm Hoon: Honouring the Salmon</i> (led by C. Pudsey)
Oct. 2009	Launch of TIC-TAC-TOE workshop (Pudsey, Calder, Griffith-Zahner, Sawka)
Fall 2010	LUCID Workshop Series: 6 x two hours
Mar. 2011	Collaboration with Sm’algyax Language teachers: use of cognitive tools in grades 5-12
Apr. 2012	LUCID Methodology workshop
May 2012	Workshops on LUCID Toolkit and LUCID Unit Design
Sep. 2012	LUCID Implementation Day, Metlakatla
Oct. 2012	Workshop to launch collaboration on enhancing <i>Łootm Smgan: Respecting the Cedar</i>
May 2013	LUCID Pro-D Conference, over 80 participants
July 2013	Second M.Ed. cohort research/portfolio presentations, Vancouver
Oct. 2013	Workshop for Grade 1 teachers: cross-curricular Theme Unit on the Seasons.
Nov. 2013	Workshop for secondary teachers: using LUCID strategies with <i>Persistence and Change</i>
Apr. 2014	<i>Sagayt Suwilaawksa</i> - Learning Together Conference: several LUCID workshops

Over the course of these many workshops, a number of innovations were developed and tried out, including the following:

- Games based on LUCID concepts that engage teachers in thinking imaginatively about curriculum topics; these include the Twist TIE Game, Tool Card Shuffle, and the LUCID Board Game;
- Circular planning charts as alternatives to the traditional linear frameworks developed by Egan and others;
- Grouping the various key concepts in LUCID unit planning into three categories: Tools for Including Community, Tools Across the Curriculum, and Tools Of Engagement – forming the mnemonic TIC-TAC-TOE.

Master’s Programs

Two two-year M.Ed. programs have been offered in conjunction with LUCID, both administered by the Community Graduate Programs office of the Faculty of Education. These programs were designed to give teachers and other educators a deeper understanding of the theory and practice of culturally inclusive imaginative

education, with the intention that this expertise contribute to capacity-building in the district and the broader community.

The M.Ed. programs consisted of six or seven courses, with the following as core:

EDUC 823: a course with readings in imaginative, indigenous and place-based education, with assignments involving autobiography, community explorations and imaginative unit design;

EDUC 879: a course in the cultural-historical activity theory of Russian psychologist Lev Vygotsky, with a focus on understanding how children’s understanding develops in a cultural context, through play, exploration and mediation;

EDUC 816: a course in curriculum theory and design, setting culturally inclusive imaginative education in a broader context, particularly with respect to First Nations education;

EDUC 811/904: a course in action research, in which the students design and carry out a research project focused on changes in their own teaching (or other) practice.

Other courses explored topics such as assessment, arts-based pedagogy, place-based and experiential education, and educational change. Efforts were made to ensure that ideas and perspectives from indigenous education were integrated throughout the program.

The first M.Ed. program ran from January, 2005, to December, 2006. A total of 15 educators graduated from the program: six from Prince Rupert, eight from Haida Gwaii, one from Smithers. Teachers from SD52 who received their LUCID Master’s degree include Andrew Bellis, Lauri Burgess, Penny Hasell, Kevin Leach, Colleen Pudsey, and Raegan Sawka.

The second M.Ed. program ran from September, 2011, to July, 2013. A total of 13 educators graduated from the program: ten from Prince Rupert, two from Terrace, one from Hazelton. Teachers from SD52 who received their LUCID Master’s degree include Wes Baker, Doug Brown, Tannis Calder, Debra Fabbi, Nancy Griffith-Zahner, Cam Hill and Janilee Stovel. Other Rupert degree recipients include Chris Carr, Bernie McNabb and Ann Rowse.

The two Master’s programs provided many insights into the process of teacher development in LUCID, and also supported a wide range of individual research projects by the students. The following table lists some of the projects carried out by SD52 teachers:

Sailing into Stewardship – integrating environmental learning, clans and crests, literacy, math, etc.	LUCID and Literacy Engagement – using local experiences and activities to support literacy development in grades 3 and 4
Exploring high context socially interactive learning, as a means to developing reading engagement and skills	Cross-curricular project based learning in the senior math curriculum
Opening Minds, Opening Doors – some key components in the development a professional community	Using portfolios to engage students in the second language classroom

Targeting Fluency – developing oral skills as a basis for progress in written skills	Strategic Tools – games, simulations & puzzles in the classroom
Small multi-level interest groups as an effective means of promoting imaginative learning for all students	Finding a place for First Nations traditional literature in education
Assessment of engagement and learning during self-directed inquiry into First Nations traditional cultures in the elementary classroom	“Through the Looking Glass” – social skill acquisition for students with mild intellectual disabilities
Linking literacy and identity	The onsite Cannery project through a 21st century learning lens

Doctoral Program

Following the conclusion of the second LUCID M.Ed. program, a proposal was developed for a Doctor of Education (Ed.D.) program to be offered in Northwestern BC. Inspired by LUCID, the following themes are central to the program:

- understanding and re-imagining education in the context of the history, cultures, environments and economies of Northwestern BC, particularly those of the indigenous First Nations;
- developing place-based, culturally inclusive educational practices and systems;
- undertaking community-based educational research that is responsive to local needs, capacities, and values.

Aimed at professional educators, the Ed.D. program requires students to take five courses and to write and defend an original research thesis on a topic of their choosing.

Initial information sessions for the program were held in Prince Rupert and Terrace in January, 2014, and by teleconference with Prince George. The application deadline for the program is November 15, 2014.

Conclusions from Research Area 1

1. Like other significant changes in teaching, LUCID requires teachers to be engaged with reading, discussing, thinking, planning, and trying things out over a substantial period in order to see sustainable change at the classroom level. For some teachers, half a year is enough to see some significant shifts in classroom practice; others may change little over a period of several years.
2. A supportive social and professional context is very important. One of the strengths of LUCID in Prince Rupert that was lacking in other districts was consistent long-term support from administrators, coupled with leadership from a small number of committed teachers.
3. Teacher development needs to focus on classroom practice, in the broad sense, but also needs to challenge many assumptions about the nature of teaching and learning, the role of culture and identity, and the significance of First Nations history, traditions and values. If these assumptions are left unchallenged, implementation tends to be superficial.

4. It is helpful to expose teachers to a variety of ways of engaging with and trying out the ideas, e.g. talks, reading groups, games, collaborative unit design, action research, and so on.
5. One of the key factors in shifting teachers towards a more profound engagement with LUCID approaches to teaching is the development of relationships with First Nations community members – artists, dancers, Elders, parents, educators and other professionals, etc – and participation in community events of various kinds. This kind of relationship-building should therefore be included in teacher development strategies.

Research Area 2: Curriculum and Pedagogy

The second major research question was, what does culturally inclusive imaginative education look like in the context of Prince Rupert classrooms? What changes in curriculum and pedagogy do teachers find themselves involved in as they seek to make LUCID thinking part of their everyday teaching practice?

Cross-Curricular Units

Because LUCID is aimed at developing inclusive, imaginatively engaging teaching across the curriculum, one natural focus for LUCID curriculum work has been the First Nations cross-curricular units developed by the Aboriginal Education Department. These units already existed when the LUCID project got underway, so the work has consisted of designing additional lessons using the LUCID tools to enhance the existing materials. This has involved a team from the Aboriginal Education Department working collaboratively with classroom teachers at the relevant grade level.

The following table summarizes the work on the cross-curricular units.

2005/6	<i>Suwilaakwksm Dzepk: Learning About Crests</i> – Gr. 7 Cross-Curricular Resource with additional LUCID lesson ideas such as creating a tour guide agency and use of story.
2006/7	<i>Early Years Themed Units: Kindergarten - I Love My Family, Learning about Berries.</i> Students explore their community, make connections to family, and learn about Ts'msyen culture and language through these interactive units.
2009/10	<i>Luutigm Hoon: Honouring the Salmon</i> – Gr. 5 Cross-Curricular resource, use of the community, themes of stewardship and respect, games, imagery, and modeling the student's growth in learning after the salmon life cycle.
2011/12	<i>Pts'aan: Learning about Totem Poles</i> – Gr. 6 Cross-Curricular resource, use of story, mystery, connections to our community, humanizing the meaning, and games, with a culminating learning feast for family and honoured guests; recently enriched with interactive technology resources.
2012/13	<i>Lootm Smgan: Respecting the Cedar</i> – Gr. 4 Cross-Curricular resource, creating a cedar detective club, use of story, creating stories, drama, imagery, somatic experiences. Culminating with the students creating their own class book.
2013/14	<i>Persistence and Change: History of the Ts'msyen Nation</i> - Gr. 9 – 12 Cross-Curricular resource, working with classroom teachers to design additional lessons for the draft teacher's resource guide. Additional lessons include taking on roles, sense of mystery,

	imagery, humanizing the meaning and use of story.
2013/14	Early Years Themed Units: Grade 1 – Exploring the Seasons, students uses games and stories to find out more about the Ts’msyen cultural activities connected to the Seasonal Rounds. Through trips to the community, visits from Role Model experts, and many creative hands-on activities bring these units to life.

Other Curriculum Work

Many teachers involved in the LUCID work have designed their own imaginative curriculum units – sometimes on a single topic in a particular subject area, sometimes around a cross-curricular theme of their choosing. The following is not a complete list, but gives an idea of the variety of grades and topics covered.

Water Cycle Unit, Electricity Unit: Science 4/5 – Penny Hasell

A River Ran Wild: Science/Socials 4 – Penny Hasell

Bigfoot Project: Language Arts 6/7 – Andrew Bellis

Our Human Story: Science/Socials 6/7 – Andrew Bellis

A Plague on Both Your Houses: Language Arts 10/11 – Kevin Leach, Lauri Burgess

Extreme Environmental Explorers: Science 6/7 – Colleen Pudsey

Time Traveling through History: Socials 4 – Penny Hasell

Amazing Squid Day! & Wild Creatures: Science 6/7 – Colleen Pudsey, Margo Cullen

Media Detectives: Media education 5 – Kerri Levelton, Kym Stewart, Colleen Pudsey

Searching for Ba’wis: Sm’algyax Year 2 – Sm’algyax Language Teachers, Tannis Calder

Survival Literacy Unit: G8 Preparation Program – Raegan Sawka

Mad Scientists Learning about Matter: Science 2/3 – Karen Mollar, Theresa Weismiller

Human Rights Unit, Media Awareness, Math Stories: Socials/Math 4 – Caren Rennie

Ethno-botany Magazine: Science/Socials 7 & 11 - Colleen Pudsey, Raegan Sawka

Empty Bowls Unit / Project – Tasha Parker, Tulani Ackerman, Raegan Sawka

Local Historians: Socials 9, MEC Project – Mike Russell, Jamie Scott, Raegan Sawka

Haunted Laboratory: Science 6/7 – Colleen Pudsey

United Nations: Socials 6 – Margo Cullen, Lisa Scherr, Colleen Pudsey

Poetography & Ts’msyen TEK: Language Arts/Science/Socials 10–12 – Tasha Parker, Raegan Sawka

Astronomy & Ts’msyen Adaawx: Science 9 – Brian Cameron, Meagan Harvey

Digital Sm’algyax Language Games – Sm’algyax Language Teachers & Tannis Calder

Residential School: Themed Literacy: Language Arts/Socials 6 – Marla Gamble, Raegan Sawka

French Recycling, Clothing, and Food: French 9 – Nancy Griffith-Zahner

Zombie and Smallpox Science, The Electromagnetic Spectrum on Trial: Science 8 – Tannis Calder

Magical Colours: Information Technology 8 – Tannis Calder

Exploring History through Narrative: Humanities 9 – Wes Baker

North Pacific Cannery Museum Cross-Curricular Project: Secondary – Doug Brown

Culturally-based Mathematics: Secondary – Janilee Stovel, Raegan Sawka, Roberta Edzerza

Aboriginal Rights: Socials 6 – Marla Gamble, Marilyn Bryant, Roberta Edzerza

Community Engineers (Structures): Socials 3 – Sandra Kenmuir, Raegan Sawka

Exploring our Community: Socials 3 – Marilyn Bryant, Sandra Kenmuir, Raegan Sawka

As teachers become more familiar with LUCID unit planning, the scope of units has tended to grow, both across subject areas and throughout the year. Some teachers have come up with ideas for year-long LUCID frameworks in which a large part of the curriculum can be covered. Two examples:

Ha'li...A Time For...Year Plan: Grade 7 (Colleen Pudsey, Raegan Sawka). This framework is based on the traditional Ts'msyen calendar, in which months are designated with the term *Ha'li* ("a time for") and a seasonal activity or natural phenomenon typical of that time of year. The plan divides the year into a number of cross-curricular units inspired by the changes in the seasons.

Traditional Food Gathering in Hartley Bay (Cam Hill). This framework is also based on traditional seasonal activities, and is designed to ensure that all of the Grade 8-12 students in the community have some first-hand experience of local food harvesting, particularly clams and scallops, flounder and sole, salmon and seaweed.

Pedagogical Guides

As mentioned in Research Area 1, part of the research has involved adapting imaginative education planning frameworks and other tools for teachers to be more suited to the culturally inclusive focus of LUCID. These materials are now regularly used in workshops and other presentations of the LUCID work. They include:

- *A Brief Guide to LUCID*: an overview of the purposes, philosophy and organization of LUCID (now in need of updating);
- LUCID Circular Planning Frameworks: a set of charts grouping selected LUCID tools around a central image, quality, or tension, designed to aid in the development of new imaginative units;
- TIC-TAC-TOE: a handout summarizing the most important tools used in the design of LUCID units;
- LUCID Checklists & Dynamic Assessment Rubric: tools for teachers to use in evaluating the success of a LUCID unit.

Year-Long Study

The most extensive study of LUCID teaching practices was carried out in the 2007-2008 school year, when Raegan Sawka followed four intermediate classrooms taught by LUCID teachers Andrew Bellis, Penny Hasell, Colleen Pudsey and Judy Zacharias. The primary object of the study was to find out which students benefited most from this approach to teaching, and, at the same time, which teaching practices appeared to be of the greatest value for engaging students in learning.

The study found that the students who demonstrated the greatest positive changes over the course of the year were, in general, those who were intellectually capable but were disengaged from classroom learning – that is, in previous years they had tended to put minimal effort into their work and had shown little interest in most topics of study. For some students in the study, the shift in their attitude and behaviour was dramatic: they developed a keen interest in classroom topics, they

put extra effort into their projects, and they took on leadership roles in the class. Such students came from both Aboriginal and non-Aboriginal backgrounds.

The ability of teachers to assess and respond to particular learning difficulties still made a big difference to the outcomes for individual students. Students in need of extra learning assistance were often more engaged in LUCID classrooms, but this did not necessarily translate into improved learning outcomes according to the usual measures. Some normally high-achieving students occasionally struggled to adapt to the different expectations and teaching methods in a LUCID classroom, where their usual strategies were frequently of little use. Eventually, however, they were able to thrive in the new conditions.

It was noted that LUCID teaching tended to make a significant difference to the atmosphere of a classroom. The teacher's emphasis on connecting the curriculum with the place and community where the students lived, and the underlying focus on emotional engagement and heroic qualities, helped to build a sense of community and purpose among the students. Student absences declined, in some cases dramatically, and students were better able to work together on a variety of tasks.

Conclusions from Research Area 2

1. The ideas, tools and frameworks in LUCID support a wide range of creative approaches to teaching. Because each person's creative instincts and abilities are different, LUCID teachers have generally found it necessary to develop their own imaginative units, although they enjoy and benefit from shared brainstorming, game-playing and planning sessions. Common resources such as the First Nation cross-curricular units are most useful when accompanied by LUCID in-service workshops that help teachers understand how to adapt these approaches to their own particular style.
2. There is no single approach to unit planning that works for all teachers and all topics. Teachers often begin their planning with an idea for one particular activity or item from the LUCID toolkit and build out from there. The concepts of binary opposites and heroic qualities are consistently useful for finding imaginative approaches to everyday topics.
3. Teachers have found a lot of value in building connections with place and community, particularly through classroom visits by artists, Elders and others, and through activities and projects outside the school. This emphasis on direct experience emerged spontaneously in the course of the research, and has led to some significant rethinking of the original theory.
4. In their current form, the LUCID frameworks lend themselves most readily to the teaching of science and social studies – that is, learning about the natural and social worlds. They are also readily applied to second language teaching (both French and Sm'algyax). Furthermore, LUCID approaches support literacy development across the curriculum when it is connected with the personal experiences and cultural knowledge of the students.
5. LUCID approaches are hardest to apply when a topic is taught in isolation from the rest of the curriculum. The most obvious example of this is mathematics. Although it is possible to teach mathematics in a LUCID

- framework, to do so throughout the year would require more intensive curriculum development and support than is feasible on an individual basis.
6. LUCID pedagogy involves a process of ongoing development and teacher-led inquiry. Basic teaching practices such as assessment, student grouping, and “teacher talk” need to be reconsidered as teachers discover what their students are imaginatively capable of. Teachers also commonly need to explore and learn about new aspects of the topics under study. The most effective LUCID teachers are those who are open to challenge, self-critique, and a certain amount of risk-taking.

Research Area 3: Long-Term Sustainability

The third major research question was, how can we ensure that LUCID finds a long-term place in the culture of School District 52? How can a professional community be built that develops and passes on its knowledge and practices to new teachers, students and their families?

Conclusions in this area are necessarily tentative. Of the three school districts initially involved in the LUCID project, Prince Rupert is the only one where meaningful work has continued after the original grant came to an end. This in itself illustrates the difficulty of sustaining this kind of collaboration and innovation over time. It also makes it impossible to compare what Prince Rupert has achieved with the experiences of similar districts. We must simply do our best to understand the strengths and the limitations of LUCID as it has developed here.

University Support

The SFU Faculty of Education has been involved in many collaborative initiatives with SD52 over the years, and that background of mutual trust and respect played an important role in making the LUCID partnership possible. There was a real commitment from the start on the part of the university to hand as much control as possible to the district, and to help build the capacity needed to bring this about.

The initial research grant was essential to getting LUCID started; but the development of the M.Ed. program was equally important, since without this more intensive and long-term process of teacher development, it is doubtful whether the original objectives of the research project could have been achieved.

It is worth noting that the second M.Ed. program only came about because of the persistence of the project leaders (Mark Fettes and Debbie Leighton-Stephens), following an initial unsuccessful attempt to recruit students for an intake in 2010. In part, this reflects the commitment of the Faculty’s Community Graduate Programs branch to find ways of making SFU’s programs available outside the Lower Mainland. The same commitment lies behind the proposed Ed.D. program.

Distance has been the greatest barrier to the involvement of SFU researchers. While much has been achieved, still more would be possible if a way was found to involve researchers in working with teachers on a weekly (or even monthly) basis.

District Support

LUCID built on preceding years of patient work in SD52 to establish the First Nations (later Aboriginal) Education Council and First Nations (later Aboriginal) Education Services. This helped provide the conditions for the district to take co-ownership of the research project and shape it to its own needs.

Also crucial was the belief that LUCID could enrich existing initiatives in the district, such as the Sm'alg̱yax language program or various efforts to improve literacy levels. In other districts, there was a tendency to see LUCID as a separate and, in a sense, competing initiative that could quickly be pushed aside by new priorities: math education, social responsibility, even specific programs in Aboriginal or multicultural education. From the start, SD52 sought ways to use LUCID to support its existing long-term priorities, and this made it easier to justify dedicating time and resources to the project.

Importantly, the district had already collected and developed a very significant collection of curriculum resources in Aboriginal education – not only books, videos, curriculum guides and so on, but also a number of role models available to work with teachers. This lowered the barriers to effective curriculum development. At the same time, it must be noted that barriers still exist: role models are in short supply, resources are not available or searchable online, and the process of integrating existing materials into LUCID imaginative frameworks is not a simple one. Much could still be done to make LUCID-style teaching accessible and understandable for every teacher and learning assistant in the district.

In the field of teacher development, Prince Rupert is not large enough on its own to support an entire M.Ed. program, so it is fortunate in being part of a region with similar needs and aspirations. That being said, SD52 educators have proven much more effective at recruiting applicants for the M.Ed. programs than their colleagues in neighbouring districts. In this and other ways, LUCID has clearly drawn strength from pre-existing community networks that help to inform, motivate and sustain participants in the project.

Other Institutional Support

A variety of local institutions have participated in or contributed to LUCID in different ways; these include the Museum of Northern British Columbia, the North Pacific Cannery, the Council of the Ts'msyen Nation, the Metlakatla Band, the Friendship Centre, and so on. Valuable as these partnerships are, however, the school district (and within the district, the Aboriginal Education Council) clearly remains the driving force behind the project.

There is an interesting possible partnership, however, in Northwest Community College, where several instructors and staff completed the second LUCID M.Ed. program and there is significant interest in the Ed.D. program. NWCC holds its own regional Aboriginal education pro-d conference, *Changing the Paradigm*, and is clearly engaged with some of the same issues confronting SD52. While it may not be easy to build an effective partnership between these two different levels of formal

education, strengthening the relationship could make a significant contribution to the long-term sustainability of LUCID in the region.

Conclusions from Research Area 3

Several features of the SFU-SD52 partnership have helped make LUCID a success. Nonetheless, the project is not yet firmly rooted across the district: its core group of trained and committed supporters is still quite small, it is not particularly easy for new or even somewhat experienced teachers to access LUCID resources and frameworks, and it is not yet widely seen as an approach to teaching that can benefit all teachers and students.

This is not necessarily a cause for pessimism. As this report makes clear, LUCID has accomplished a lot since it began, and has had a positive impact on many hundreds of students and their teachers. This work can and should continue. At the same time, it suggests that we need to keep looking for new ways of strengthening the project – ways that respond to the real needs of teachers, students and schools, make best use of the available resources, and help build lasting capacity for inclusive imaginative practice.

Research Area 4: Knowledge Sharing and Dissemination

In addition to building knowledge and capacity in Prince Rupert itself, LUCID has aimed to share its findings with educators and researchers throughout BC and elsewhere. The following tables summarize the main efforts to present this work to broader audiences. A lot of written material has been gathered during the project that will provide the basis for two forthcoming books on LUCID.

Provincial Conferences and Networks

May 2008	Presentation to Aboriginal Education Branch, BC Ministry of Education (Victoria)	Mark Fettes, Debbie Leighton-Stephens, Kym Stewart, Brenda Point
July 2008	Imaginative Education Summer Institute (Richmond, BC)	Various sessions: Mark Fettes, Tannis Calder, Raegan Sawka, Colleen Pudsey
Oct. 2008	<i>Network of Performance Based Schools</i> (Prince Rupert)	Debbie Leighton-Stephens, Colleen Pudsey
Nov. 2008	14 th Provincial Conference on Aboriginal Education (Vancouver, BC)	Workshop: Debbie Leighton-Stephens, Colleen Pudsey, Mark Fettes
Sep. 2009	Community-School Partnership Conference (Surrey, BC)	Workshop: Mark Fettes
Dec. 2010	16 th Provincial Conference on Aboriginal Education (Vancouver, BC)	Workshop: Raegan Sawka, Colleen Pudsey

Canadian Conferences and Networks

May 2005	Canadian Society for the Study of	Panel: Mark Fettes, Dawn Courage, Rod
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	Education annual conference (London, ON)	McKellar, Kym Stewart
Nov. 2005	One Vision—Many Voices, Cross-Cultural/Anti-Racism Education Conference (Edmonton, AB)	Paper: Mark Fettes; Panel: Rod McKellar, Kym Stewart, Dawn Courage
Feb. 2006	WestCAST (Western Canada Teacher Education Conference) (Vancouver, BC)	Panel: Mark Fettes, Anne Chodakowski, Susan Crowley, Leslie Kestle
June 2008	Canadian Society for the Study of Education annual conference (Vancouver, BC)	Panel: Mark Fettes, Kanwal Neel, Kym Stewart, Tannis Calder, Raegan Sawka, Colleen Pudsey
Fall 2009	<i>Education Canada</i> Volume 49 Number 5 (Theme Issue: Innovation: Challenging the Status Quo), 26-29	George Pearson, “Imaginative education engages Aboriginal learners in Prince Rupert”
Dec. 2010	Invited workshops, Kenanow Teacher Education Program, University College of the North (northern Manitoba)	Workshops: Mark Fettes

International Conferences and Networks

Jul. 2005	3rd International Conference on Imagination and Education (Vancouver, BC)	Keynote: Mark Fettes; Session: Susan Crowley, Debbie Leighton-Stephens, Andrew Bellis, Marilyn Bryant, Penny Hasell, Colleen Pudsey
Aug. 2005	4th International Conference on Science, Mathematics and Technology Education (Victoria, BC)	Paper: Mark Fettes, Sean Blenkinsop
Mar. 2006	International Conference on Teacher Development (Vancouver, BC)	Paper: Mark Fettes, Anne Chodakowski, Susan Crowley
Jul. 2007	5th International Conference on Imagination and Education (Vancouver, BC)	Keynote (LUCID game): Raegan Sawka, Colleen Pudsey. Panel: Mark Fettes, Susan Crowley, Debbie Leighton-Stephens
Jan. 2008	6th International Conference on Imagination and Education (Canberra, Australia)	Keynote: Mark Fettes; Panel: Mark Fettes, Kym Stewart, Tannis Calder
Feb. 2008	Invited workshop, Ministry of Education, Singapore	Workshop: Mark Fettes, Tannis Calder
May 2008	CUEXPO – Conference on Community-Based Research (Victoria, BC)	Panel: Mark Fettes, Debbie Leighton-Stephens, Kym Stewart, Brenda Point
Jan. 2009	International Congress for School Effectiveness and Improvement (Vancouver, BC)	Keynote: Kieran Egan, Debbie Leighton-Stephens, Mark Fettes
Jul. 2009	7th International Conference on Imagination and Education (Vancouver, BC)	Papers: Mark Fettes, Debbie Carter, Colleen Pudsey
Jul. 2013	8th International Conference on Imagination and Education (Vancouver, BC)	Workshops: Tannis Calder, Nancy Griffith-Zahner. Papers: students in 2 nd M.Ed. cohort

APPENDIX

First Nations Education Research Protocol between First Nations Education Council (School District 52) and Simon Fraser University Faculty of Education (LUCID Research Team)

Principles

Researchers will conduct research in partnership with First Nations.

Researchers respect the culture, traditions and knowledge of First Nations people.

First Nations peoples have distinctive perspectives and understandings, deriving from their cultures and histories. Research that has Aboriginal experience as its subject matter must reflect these perspectives and understandings.

Researchers have an obligation to understand and observe the protocol concerning communications within the First Nations community.

Researchers have an obligation to observe ethical and professional practices relevant to their respective disciplines.

Researchers will recognize that First Nations peoples are the guardians of their cultural knowledge.

First Nations Knowledge

First Nations cultural and intellectual property rights are vested with those who created them.

Systems of ecological and spiritual beliefs and knowledge, and ceremonies are an integral and distinctive part of First Nations knowledge and heritage.

Consent

Informed consent shall be obtained from all persons and groups participating in research.

Individuals or groups participating in research shall be provided with information about the purpose and nature of the research activities, including expected benefits and risks.

Informed consent of parent or guardians and, where practical, of children should be obtained in research involving children.

Collaborative Research

Researchers shall establish collaborative procedures to enable community representatives to participate in the planning, executive and evaluation of research results.

Researchers will examine how the research may be shaped to address the needs and concerns of the First Nations.

Review Procedures

Review of research results shall be solicited both in the First Nations community and in the scholarly community prior to publication.

Access to Research Results

The project shall maintain a policy of open public access to final reports of research activities.

Results of community research shall be distributed as widely as possible within participating communities and reasonable efforts shall be made to present results in non-technical language.

Research results will be formally presented to the First Nations Education Council upon completion of the project.

Community Benefit

In setting research priorities and objectives for community-based research, the project team shall give serious and due consideration to the benefits of the community concerned.

Wherever possible research should support the transfer of skills to individuals and increase the capacity of the community to manage its own research.

Implementation

It shall be the responsibility of all researchers to observe these guidelines conscientiously.