



Living Lab Logo by Sarah Jim

**W̱SÁNEĆ / Indigenous Student Research Opportunity
for Indigenous Resurgence on the Salish Sea
(IRSS) Research Project**

120 hours @ \$25 per hour plus benefits (\$3400 total)

***Timeline - March- June 2021**

(*with possibility of extension after this period)

Indigenous Resurgence on the Salish Sea (IRSS) Research Project (working title) is a collaborative community-driven research project for (2020-2023) focused on understanding and transforming tribal and settler school systems. The project (to date) asks: *How does teaching and learning about Indigenous history, sovereignty, and cultural revitalization contribute to Indigenous resurgence in settler and Indigenous learning settings?* (see Project Summary attached)

The project is led by Dr. Nick Claxton, Associate Professor from UVic Child and Youth Care, in partnership with the W̱SÁNEĆ School Board, local partners and with Dr. Nicholas Stanger from Western Washington University in collaboration with Washington state campus, school, Indigenous and community partners. This project is housed in the School of Youth and Child Care at UVic and is supported as part of the regional Living Lab community-campus network. (<http://www.livinglabproject.ca>).

The IRSS Project Team are hoping to hire an Indigenous (preference to W̱SÁNEĆ students) graduate or senior undergrad/recently graduated (from university) student to join our Project Team to support the Spring 2021 research project set-up. The three main areas for student work are Research, Community Engagement and Planning:

1. **Research:** Creating a background literature review/ environmental scan of related W̱SÁNEĆ and other local and national - global research and practice in this field.
2. **Planning:** Helping set up the logistics for the project research phase scheduled to begin in Summer- Fall 2021;
3. **Community Engagement:** Supporting the Indigenous Resurgence and Education Salish Sea Research Project - W̱SÁNEĆ School Board Advisory Group

Necessary Skills and Experience include: Involvement in past community-academic research and / or education projects; writing and creating reports; communication skills (personal and technical); teamwork and project organization/management.

Please send a brief cover letter and resume to Maeve Lydon (Project Manager) at mlydon@uvic.ca Attention: Dr. Nick Claxton re: Indigenous Resurgence project by March 12th, 2021. Please contact us also if you have any questions.

Research Project Overview: Indigenous Resurgence on the Salish Sea: A Collaborative study of Tribal and Settler Schools - February 2021 Update

Funder: Social Sciences and Humanities Research Council of Canada (SSHRCC) Partnership Development Grant (2020-2023)

Principal Investigator is Dr. Nick Claxton – Associate Professor of Child and Youth Care@University of Victoria / Co-Applicant is Dr. Nick Stanger, Associate Professor of Environment Education from Western Washington University. The main partnership is between the University of Victoria’s Faculty of Human and Social Development-Child and Youth Care and Western Washington University’s Huxley College of the Environment. The project secretariat is located in UVic’s Department of Child and Youth Care- Faculty of Human and Social Development with part time support from the Living Lab program manager Maeve Lydon. Core collaborators for this grant include the WSANEC School Board, the Lummi Nation School and Whiteswan Environmental. Other core partners: The University of Victoria’s Environmental Studies Department and Western Washington University’s Salish Sea Institute. The focus for our research is on four schools: The ŁÁU, WELNEW_Tribal School; Lummi Nation School; the Redfish School of Change and Western Washington University’s Environmental Education Program. The goal over three years is to develop sustainable partnerships with a diverse groups of Coast Salish peoples, in addition to existing partnerships with Swinomish, Lummi, and WŚÁNEĆ.

Existing Project Summary

We will look to the knowledge and wisdom of Indigenous community members as they consider connections to land, resurgence, and commitments to place through their own eyes. We aim to understand how colonialism contributes to, or inhibits, an individual’s sense of adaptation within new communities, considering it with a view to healing and reconciliation. We wish to support students of participating schools, using participatory action techniques in which community-engaged research helps inform our overall goal of studying the complexity of adaptation in such communities. We are also interested in the emerging relationships among First Nations and tribes occurring across the Salish Sea in recognition of the familial and cultural ties that bind the Coast Salish peoples together with a particular focus on how schools are a nexus for these ties. Despite differing experiences of colonization due to differing settler-colonial governments and treaty processes, similar displacement and Indigenous knowledge challenges are being experienced on either side of the modern border.

We will work with underrepresented communities as collaborators, knowledge holders, and partners. We seek to expand the capacity of all partner researchers from each agency, carefully practicing Indigenous and participatory research methods. This is vital, not least because both universities have had complex historically oppressive relationships with their local Tribes/Nations that, in recent years, the two universities have begun to redress, being committed to

acknowledging these past wrongs and looking to heal these relationships into the future. We see our work as helping with this reconciliation through research that will build friendship and solidarity with Coast Salish peoples.

We ask the question: How does teaching and learning about Indigenous history, sovereignty, and cultural revitalization contribute to Indigenous resurgence in settler and Indigenous learning settings? To answer this, we need to build partnerships with formal and non-formal learning communities working in and around the Salish Sea. We have four main objectives: (i) to witness and describe how Indigenous and settler-colonial educators teach about resurgence and cultural revitalization in response to human and environmental degradation and displacement; (ii) to support local educators, using participatory action methods to develop community-driven research and build local capacity; (iii) to inform universities that occupy land in and around the Salish Sea (including settler and Indigenous faculty, students, and administration) about the cultural adaptation and resurgence processes occurring in their region; and (iv) to help foster relationships occurring across the Salish Sea among First Nations and tribes in recognition of the familial and cultural ties that bind the Coast and Strait Salish peoples.

Rarely does such work use an appreciative lens with community-based learning and education as entry-points. The learning processes resulting from place-connectedness and resurgence are integral to Indigenous language survival and subsequently the practicing of Indigenous Knowledge. Yet, both settlers and Indigenous alike are grappling with how language and knowledge adapts, discovering how sovereignty is an everyday lived experience, and practicing cultural ways of knowing.