

Using a collaborative approach and “concerted cultivation” to frame community level risk and protective factors on a first nation reserve

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CRYSTAL

- Math and science education
- Risk and protective factors
- Community level

Theoretical Background

- Aboriginal Cosmology
 - Interconnected
 - Holistic
 - Inclusive
 - Irreducible
 - Harmony
 - Non dualistic
- Complexity Theory
 - Inseparable, not dichotomous
 - Emergent, not causal or reductionistic

An Example

Perceiving the Medicine Wheel

- My “White Western” first look:
 - 4 seasons
 - 4 directions
 - 4 races
 - 4 aspects of humans
 - 4 cycles of life
 - 4 elements *
 - 4 seasons
- I try again with complexity:
 - Through the multiple dimensions of the four directions the people come to harmony and interconnectedness with all the parts of their world. The many layers and the circular interweaving of thoughts, actions and ceremony bring about the teachings and the ingrained quality of the learning.

Theoretical Assumptions

- Listening and seeing is entangled with culture
- Complexity is a lens – a hopefulness and a disposition
- The role of a White, Male, Outsider

Methodological Assumptions

- We are searching, not I am researcher
- Aboriginal Based Research Methods
 - Respectful
 - With/for/by the community
- Aboriginal/Scientific Method – Tension?
- Collaborative

Goals – Risk &/or Protective Factors That We Found

- Methodology - challenges of a collaborative approach, which are hard to measure (Ab/Sci Method Tension)
- Traditional Research Result - “concerted cultivation” and parenting style in the community (based on interview data)

Hard to Measure Research Act I

- Paul: When interviewing, be careful not to impose your beliefs by “leading the witness.”

Tina: Are you implying I would disrespect the views of a community member?!

Paul: [Pause] The first time I did an interview, this was a problem with my transcripts.

- Is this a Risk or Protective factor?

Hard to Measure Research Act II

- A parent, on finding out that school uses a web page to communicate homework: “I think that is a good idea. Why didn’t the school tell me?”
- Is this a Risk or Protective factor?

Some Child Interview Data

- I can't keep up with my work.
- My parents know but can't really help me.
- I have to do it on my own.
- I like in-class projects.
- I like him [teacher] because he didn't rush.

Some Parent Interview Data

- At parent-teacher interview, I asked the teacher to call if my son isn't getting work done, but they never call. Perhaps they are too busy or forget.
- Why is it always the children from our community that are put with the EA?
- I always want to intervene, but that's not my place to do so.

Lareau's 2 Parenting Styles

■ Concerted Cultivation

– Parents do

- Organized leisure
- Extensive reasoning

– Children learn

- Entitlement
- Customize environment

■ Natural Growth

– Parents do

- Conditions for growth
- Directive

– Children learn

- Constraint
- Dependence on institutions

Looking again at the data

- Children's likes
 - Not used to a highly organized learning environment
- Sense of not knowing what to do; doesn't call the school and persist
 - The children and parents don't know how to "customize" their environment

Listening to a family

- “I always ask my daughter, ‘why don’t you ask your teacher for help when you need it – that’s what they’re there for.’ She said, ‘well I try but the teacher always says to me to wait until I’m finished here and then I’ll help you, which never happens.’ So she had to get help from another student that knew what to do.”
- Inability to negotiate and customize a highly organized environment is a risk factor, and is generational

Conclusions

- Hard to measure – detecting, interpreting, impacting
- Parenting style
 - leads to a risk factor
 - applies to community
 - general result versus math and science
- Now what?
 - Consciousness raising
 - More hard-to-measure research acts
 - Parenting workshops
 - Place of School/division