



Application to Conduct Research in Prairie Spirit School Division

Appendix A
AP-401 Research

1) Contact Information:

- Researcher(s) name(s) and contact information
- Name of sponsoring/supervising Institution (external research) *OR* name of PSSD school (internal research)

2) Research Summary:

Please outline clearly and concisely:

- Research question(s) to be addressed
- Purpose and objectives of the study
- Background and relevance of the research to teaching and learning
- Research plans and methods including gathering and analyzing data or observations

Attach any documentation that will be useful in acquiring a complete understanding of the proposal.

3) Tentative Timelines:

Please outline the expected timelines for your research, including data/observation gathering and submission of final report.

4) Ethical Considerations:

Researchers are expected to understand ethical processes and guidelines that apply to their projects and to have ethical approval for their study by the applicable authorities (e.g., university ethics committee, Learning Superintendent/Director Designate) before proceeding with the research.

The welfare of students (and their families), teachers and the school community must always be at the forefront of all research activities. It is important to reflect on, and be informed by, guiding principles of both the *Saskatchewan Teachers' Code of Professional Ethics* (Saskatchewan Teachers' Federation; STF, 2020) and *ethical research practice*:

- **Code of Professional Ethics:** The research must be in alignment to pledges made by assuming the duties of a professional teacher within Saskatchewan: Commitments to the profession, to teaching and learning, and to the community (STF, 2017).

- **Duty of Care:** “A researcher’s duty of care for participants and their environments goes beyond just trying to prevent participants or their environment from coming to harm in the same way that caring for people means more than just keeping them safe. It also involves nurturing participants’ development and well-being” (Busher, 2019, p. 2).
- **Tri-Council Policy Statement - Ethical Conduct for Research Involving Humans:** All research must adhere to the policies of the Government of Canada’s (2018) panel on research ethics regarding research involving humans.
- **5 R’s (Respect, Relevance, Reciprocity, Responsibility, Relationship):** The Aboriginal Capacity and Research Development Environment programs established within many Canadian provinces proposed the incorporation of Kirkness and Barnhardt’s (1991) four ‘R’s – Respect, Relevance, Reciprocity, and Responsibility – for developing academic initiatives in educational contexts with Indigenous people. The emphasis is on the need for research that, “*respects* them for who they are, that is *relevant* to their view of the world, that offers *reciprocity* in their relationships with others, and that helps them exercise *responsibility* over their own lives” (Kirkness & Barhardt, 1991, p. 1).
 - Adapting these principles for research contexts, Styres and Zinga (2013) included an additional ‘R’, that of ‘Relationship’; “Relationships are fundamental because respect, relevance, reciprocity, and responsibility are grounded in an understanding and acknowledgment of interconnected relationships and are expressed through those relationships” (p. 293).

Researchers must also take into consideration the legal requirements regarding the privacy rights of those who may be involved or affected by the research, particularly the students and families (outlined in the *Local Authority Freedom of Information and Protection of Privacy Act of Saskatchewan*). Therefore, researchers will need to gain parental/guardian permission for student participation in the project. The following serves as a guide for writing a letter seeking parental/guardian permission:

- Why the information is being collected (e.g., overarching research question, possible benefits, etc.)
- What information will be collected
- How the information will be used
- Who the audience for the information will be (i.e., how, and with whom, will it be shared)
- A disclosure that no harm/penalty will come to the student as a result of collecting the information, or from choosing to not participate in the research
- A statement of anonymity and confidentiality (e.g., to protect identity pseudonyms will be used when sharing any information, if photos/video used there will be no identifying personal information used in conjunction with the images, etc.)

For an **Application to Conduct Research (External)**:

- Please append:
 - Ethics approval from a recognized post-secondary or research institution (e.g., university ethics committee)
 - Copy of proposed parental/guardian permission letter

For an **Application to Conduct Research (Internal)**:

- Please append:
 - A statement of Ethical Considerations relevant to your research plan.
 - Copy of proposed parental/guardian permission letter if relevant.

5) Communication (Internal):

- Please attach a communication plan and draft of communication statement to target audience (email, ALT Essentials, Exchange), that includes the question, the time frame, etc.

6) Research Findings:

- **Application to Conduct Research (External):** A copy of the results of the research will be shared with Prairie Spirit School Division.
- **Application to Conduct Research (Internal):** Research conducted by Prairie Spirit School Division employees is the property of Prairie Spirit School Division. Please include a plan for the dissemination of findings.

References:

Busher, H. (2019). Ethical research practice in educational institutions: Engaging with vulnerable

participants. In H. Busher & A. Fox (Eds.), *Implementing Ethics in Educational Ethnography: Regulation and Practice*. London: Routledge.

https://www.researchgate.net/publication/331382776_Ethical_research_practice_in_educational_institutions_Engaging_with_vulnerable_participants

Government of Canada. (2018). *Tri-Council policy statement: Ethical conduct for research*

involving humans – TCPS 2. https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html

Kirkness, V. J., & Barnhardt, R. (1991). First Nations and higher education: The

four R's – respect, relevance, reciprocity, responsibility. *Journal of American Indian Education*, 30(3), 1-15. <https://www.afn.ca/uploads/files/education2/the4rs.pdf>

Saskatchewan Teachers' Federation (STF). (2017). *Code of Professional Ethics*. Retrieved from

<https://www.stf.sk.ca/resource/code-professional-ethics>

Styres, S. & Zinga, D. (2013). The community-first Land-centred theoretical framework:

Bringing a 'good mind' to Indigenous education research? *Canadian Journal of Education*, 36(2), 284-313. <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/1315>

Useful document for planning/conducting action research within a school setting:

The Alberta Teachers' Association. (2019). *Engaging in action research: A practical guide for*

Alberta teachers and school leaders.

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/COOR-101-25%20Action%20Research%20Guide-PDF%202019%2012-WORKBOOK.pdf>