

Abstract

Stories for Schooling:

What do the stories of Indigenous youth reveal about their educational experiences?

The purpose of this phenomenological study is to explore the lived experience of youth-adult relationships among Indigenous youth attending urban high schools in a metropolitan center in Western Canada. The results of this study may give voice to marginalized, racialized, and minoritized youth (Cavanagh, 2009), specifically urban Indigenous youth as they share stories of their high school experiences within urban Whitestream high schools in Western Canada. To date, the stories, lived experiences, and voices of Indigenous youth regarding their high school experiences have not been recorded or reported to the educational community. Engaging students to share their lived experiences is fraught with challenges. In this study sharing circles/focus groups and individual interviews will be conducted following protocol in alignment with Indigenous Research Methodologies. The challenge of whose voices are to be requested and then shared out to the educational power brokers is ever present. The invitation list seldom includes minoritized, racialized, and marginalized populations (Cavanagh, 2009). If Whitestream educational systems are to decrease the opportunity and achievement gaps between minoritized, racialized and marginalized youth (Cavanagh, 2009), especially Indigenous youth and their Whitestream peers, the voices of Indigenous youth need to be included in the conversations. It is hoped that this study will assist teachers and educational leaders to better serve the needs of Indigenous students across all grade levels in Western Canada and beyond.

A study conducted by Ken Ealey, Ph.D. Candidate, Walden University