



TEACH FOR  
ENSEIGNER POUR LE  
CANADA

# Teach For Canada

OUR VISION AND COMMUNITY-BASED APPROACH



Teach For Canada is a non-profit organization that works with northern communities to recruit, prepare, and support outstanding teachers.







**Our vision is that all children have access to a high quality education in their community.**

What we do:



#### **RECRUIT**

Since **2015**, Teach For Canada has recruited and selected **155** teachers through a rigorous, community-led interview process.



#### **PREPARE**

Each teacher completes a **3 week** summer training program before going North.



#### **SUPPORT**

Teachers make a **2+ year** teaching commitment, and Teach For Canada offers professional, personal, and peer support to help them succeed in the classroom and community.



#### **PARTNER**

Teach For Canada currently works with **19 First Nations** partners in Northern Ontario. **In 2019**, we plan to partner with First Nations in northern Manitoba for the first time.

**Together, we can make education more equal.**



# Our Values and Culture

## OUR VALUES



### Humility

We aspire to recognize our own limitations, and we appreciate that our efforts complement the work of First Nations, peer organizations, and many others in a movement towards equity in First Nations education.



### Respect

We recognize and value First Nations autonomy and teacher diversity, and we treat everyone with kindness and consideration.



### Collaboration

We are committed to working with teachers, First Nations, and related groups to build programs that are informed by communities and focused on students.



### Integrity

We strive to build authentic relationships based on trust and openness.



### Learning

We constantly seek to improve by listening, self-reflecting, and finding opportunities for individual and organizational growth.





## THE IDEA

By working with communities to recruit, prepare, and support committed teachers, we can begin to make education more equal.

Education in Canada is a success story, but high overall quality masks deep inequality. On First Nations reserves, 3 in 5 students do not complete high school. The twin challenges of teacher supply and turnover compound historical injustices and systemic inequities to produce an education gap between First Nations and non-First Nations communities. The right teacher can help fill this gap.

We work with education directors, principals, teachers, and students in First Nations to develop our teacher recruitment, selection, preparation, and support programming. Inspired by the leadership of the Truth and Reconciliation Commission of Canada, Teach For Canada teachers emphasize a culturally-responsive teaching approach in a spirit of reciprocal learning with communities.

## OUR COMMUNITY-BASED APPROACH

Our organization's core values—humility, respect, collaboration, integrity, and learning—represent our desire for collaboration and partnership with communities.

Ours is not a top-down approach. We do not impose our resources on any community that is not keen to partner with us, nor do we insist on any professional development or pedagogical method that does not earn the support of our community and school partners.

First Nations are invited to participate in program design and teacher selection, and our recruitment, preparation, and support programs are fully funded by Teach For Canada at no expense to the community. We work at the direction of First Nations, and we will evolve the program to meet their needs.



“My English teacher, Ms. Busch, and my guidance counsellor, Mr. Bighorn, taught me to believe in and push myself, and their leadership empowered me to strive for success. My own experience of being inspired by teachers is why I support Teach For Canada. I believe that Teach For Canada could truly revolutionize the entire country.”

**Corey Cook**  
Top 20 Under 20  
Bloodvein First Nation

# Our Approach



OCTOBER - JUNE

## TEACHER RECRUITMENT

Encourage educators to teach in the North.



DECEMBER - JULY

## TEACHER SELECTION

In 2018, 689 teachers applied and 47 were selected.



MAY - AUGUST

## COMMUNITY MATCHING

Community partners hire from Teach For Canada database.

## TEACHER RECRUITMENT

*October - June*

From October to June, Teach For Canada runs its annual teacher recruitment campaign to find committed, community-minded teachers.

We are looking for teachers who are adventurous, community-focused, optimistic, resilient, self-reflective, and who have a strong teaching practice as well as a love of children.

Teach For Canada does not recruit teachers who just want a job. We recruit teachers who have a deep appreciation for the history and culture of remote communities in Canada, and who approach their teaching positions with a spirit of reciprocal learning in solidarity with communities.

## TEACHER SELECTION AND MATCHING

*December - July*

We run a rigorous selection process based on feedback from northern advisors.

In 2018, our team read 689 applications, and narrowed that list down to teachers who were a good fit with a northern community. We spoke to every one of these candidates and asked about their teaching experience, their perspective on the North, and why they wanted to teach in a northern community. Then, we shortlisted finalists and brought together First Nations education leaders to run interviews focused on teaching aptitude as well as northern and personal fit. Finally, we selected 47 highly-qualified teachers who are excited to teach in a northern community.



JULY - AUGUST

### SUMMER ENRICHMENT PROGRAM

A three-week immersive orientation program for teaching in the North.



2+ YEARS

### TEACHING

Teachers spend two years teaching in Northern Ontario.



ONWARD

### ALUMNI

Stay part of the movement to ensure equal access to education in Canada.

## SUMMER ENRICHMENT PROGRAM

*July - August*

In the summer, Teach For Canada's teachers attend an intensive three-week program.

Led by Indigenous leaders, experienced teachers, education experts, Elders, and community members, topics include:

**History:** The historical context of education, including residential schools and federal policies

**Community:** Community values and governance, local traditions, and local knowledge

**Language:** Language lessons are offered in Ojibwe, Oji-Cree, and Cree (community-dependent)

**Pedagogy:** Learning styles, culturally responsive teaching, and community-based curriculum

**Personal:** Social-emotional support, self-care, and the importance of community engagement

## TEACHERS IN THE CLASSROOM

*2+ Years*

Teachers make a minimum two-year commitment to the school, and Teach For Canada makes a long-term commitment to the community.

Our teacher support program includes three components:

**Professional:** Teacher Development Managers visit teachers in community to offer classroom coaching. Teachers are also matched with a mentor group based on division and experience.

**Peers:** Teach For Canada teachers form a network of passionate educators, providing each other with support, advice, and friendship within and across communities.

**Personal:** A staff member checks in every two weeks with e-surveys and at least quarterly with a phone call, as well as sending periodic care packages.



# Teach For Canada by the Numbers



97

living and  
working in

19

Teach For Canada Teachers

First Nations Partners





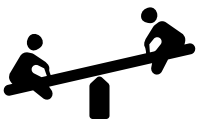
# 155

teachers have gone through Teach For Canada's programming since 2015



# 91%

of teachers saw an increase in student achievement over the course of the school year



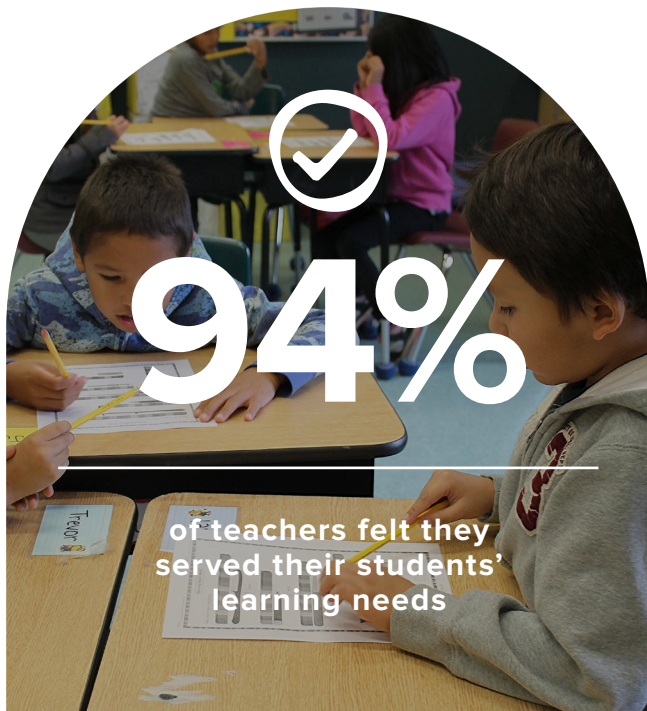
# 20000+

First Nations children and youth reached



# 93%

Teachers found 93% of sessions at the Summer Enrichment Program to be high quality and relevant



# 94%

of teachers felt they served their students' learning needs



# What Teachers Are Saying

A portrait of Angela Fiorletta, a woman with short, dark red hair, wearing red-rimmed glasses and a black top. She is smiling and looking directly at the camera. The background is a blurred stone wall.

## ANGELA FIORLETTA

Reading Intervention Specialist,  
North Spirit Lake First Nation

"I had been teaching with the public system for twenty years. I had reached a point in my career where I wanted to see something different. I wanted a completely new experience. In the North, I've learned so much about teaching, about working with a diverse group of students. I've learned what I can contribute back and all the things that I can get out of my teaching profession."





**EMILY MCCARTNEY-MARACLE**

Grade 1,  
Cat Lake First Nation

“Having lived on my own reserve most of my life, I do know the commonalities amongst all the First Nations and know how important it is to be respectful of the culture. It’s very important to understand the community’s values and to be able to incorporate those into your teaching. I never really thought of myself as a role model, but if I am able to help inspire children there to go to school and one day return as a teacher that would be a wonderful thing.”

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**ERIK STREUFERT**

Special Education,  
Eabametoong First Nation

“One of the biggest ways I have changed is how I approach children. Instead of viewing kids who are causing problems in the classroom as an issue, figuring out what is causing that behaviour. So becoming more aware of the whole child, rather than just thinking about how the kid acts at school. Realising, this is a child every day, all day. What are their strengths and weaknesses? What’s causing them to act this way in the classroom? Instead of thinking I only need to worry about them from 9 to 5, I need to worry 24/7 and think how can I support the whole child and their learning.”



# Teacher Success Stories

A photograph of a teacher with glasses and a young child. The teacher is smiling and looking at the child. They are both holding and playing with a string of colorful chain links (red, yellow, green, blue, purple). In the background, there is a card with numbers 7, 8, 9, 10 and some dots below them. The setting appears to be a classroom with a brick wall.

## **ALISHA HILL**

Principal,  
Lac Seul First Nation

After two years as a Kindergarten teacher in Waninitawangaang Memorial School, Lac Seul First Nation, Alisha Hill became principal of the school in September 2017. Alisha takes the same approach to being a principal as she had as a teacher: from math, to language, to behaviour, she believes that every child can learn. As a teacher, she also used outdoor education and Inquiry-based Learning to inspire her students. She is now working to integrate these approaches throughout the school. She also strives to be the type of principal she needed when she was a new teacher, notably by being a supportive presence. Alisha loves to be hands on and visits classrooms and students every day.



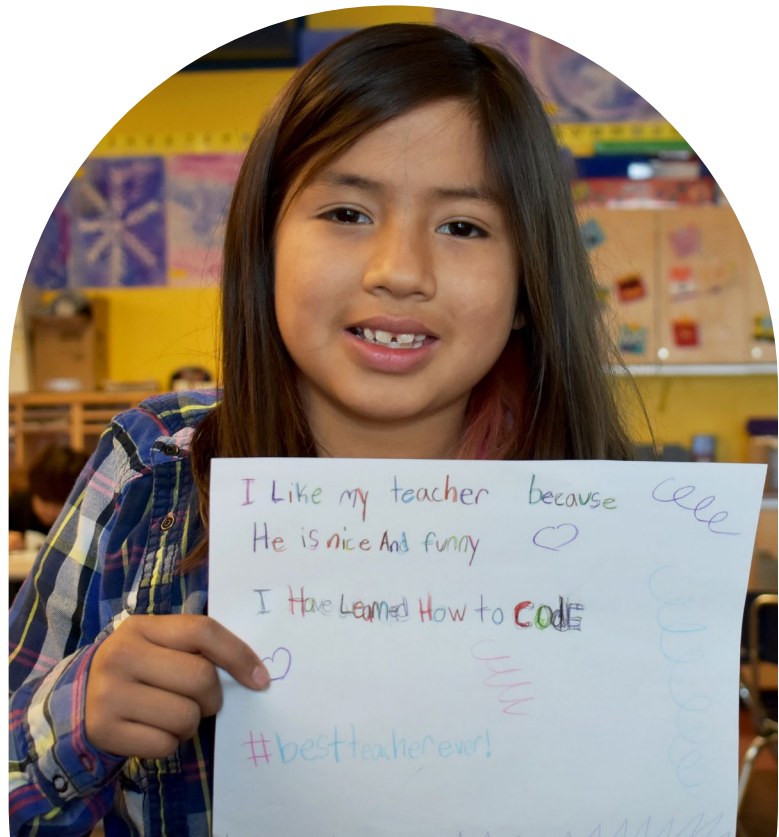
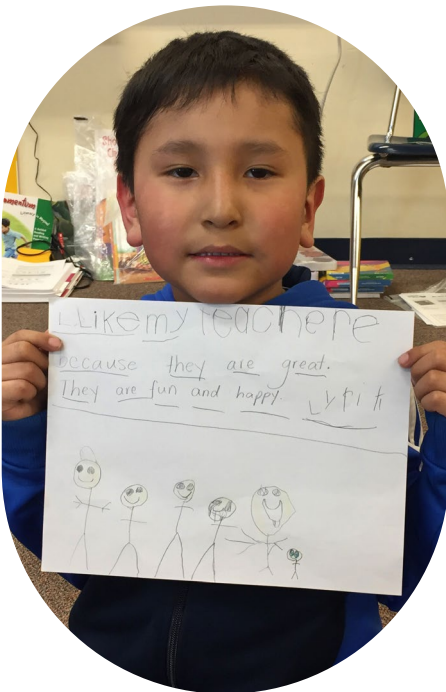
## CHRIS JOHNSON

Grade 3/4,  
Big Grassy River First Nation

From September to December, Chris Johnson made sure all the essentials were covered with his grade 3/4 students: capitalisation, punctuation, arithmetics, etc. After the winter break, Chris decided to push his students to the next level. However, a week into the more challenging material, his class began to show signs of fatigue. Following discussions with his Education Assistant, Chris decided to see what would happen if they let the students choose the order in which they completed their work. They trialled this 'freedom of choice' for a few days and it proved incredibly successful. Some students chose to begin their work period with the activity they enjoyed the most; others selected the activity they liked the least, to get it out of the way. Students became more engaged and gained a sense of ownership over their learning, making the grade 3/4 classroom a more productive space.



## What Students are Saying



# Community Partners



**New!** Teacher For Canada plans to partner with First Nations in Manitoba in 2019.

Teach For Canada is currently working with 19 First Nation community partners in the territories of Treaty 3, 5, and 9 in Northern Ontario. These communities—and others—have helped shape our teacher recruitment, selection, training, and support programs.



Population of communities  
**180-3,000**



Enrollment in schools  
**30-1000**



Distance to fly-in communities from Thunder Bay or Winnipeg  
**1-5 hours**



Distance to drive-in communities from Thunder Bay or Winnipeg  
**4-5 hours**



Languages spoken in the communities  
**Oji-Cree, Ojibwe, Cree, and English**



# What Community Partners are Saying

## MARCEL LINKLATER

Deputy Chief,  
Sandy Lake First Nation

“The students show respect to the teachers. There is a difference I see when I walk around and visit classrooms, they are really engaged.”



## EDNA BEARDY

Principal,  
Sachigo Lake First Nation

“The two teachers who were hired through Teach For Canada are doing very well in our school. I am very pleased with the amount of work they do for our students. When I go to their classes, there is always a lot of learning happening. The kids are happy.”



## ANTOINETTE NINGEWANCE

Band member and grandmother,  
Lac Seul First Nation

“The teachers are very involved, they come and join everything we do in our community, they help out wherever they can. You can ask them to do anything and they are right there to always help, even if it’s the weekend, the evening, first thing in the morning. A lot of our Elders and our community members enjoy that, they love to see that the teachers are involved in our community.”



# Teach For Canada Advisory Council

A photograph of a man with brown hair, wearing a blue and white checkered shirt, sitting at a table. He is looking down, possibly at a document or a device. He is seated in a chair with a dark, patterned backrest and a gold-colored frame. In the background, there is a window with gold-colored curtains and another person is visible, though out of focus. The overall setting appears to be a formal meeting or conference.

Gabe Fobister Jr. from Grassy Narrows First Nation  
at the biannual Advisory Council meeting in Thunder Bay





## ADVISORY COUNCIL

Teach For Canada's core values--humility, respect, collaboration, integrity and learning--represent a desire for collaboration, co-creation, and partnership with communities.

To this end, an Advisory Council composed of community members has been established to provide community-driven advisory capacity to the organization. Teach For Canada is in the early stages of its lifespan and while the strategic priorities are set by its Board of Directors, the Advisory Council helps to ensure that the work of Teach For Canada is driven

by communities. Furthermore, the Advisory Council and the space that is created for community-driven ideas allows for the co-creation of programs and activities at the earliest stages, as well as a forum to give feedback on Teach For Canada's teacher recruitment, preparation, and support programs.



In July 2018 the Advisory Council gathered in Thunder Bay for the sixth biannual meeting. This was the biggest ever meeting with 37 representatives from First Nations partners. In addition to providing program updates and welcoming Pikangikum First Nation as a new community partner, topics of discussion included:

- Feedback on how to improve the hiring and matching process
- Feedback on potential funders
- Information from community members for profiles
- Input on the process to purchase products from community artists and entrepreneurs



# Our Supporters



Keynote speaker Senator Murray Sinclair and Teach For Canada supporter Helen Burstyn at a fundraising event



## THANK YOU

We sincerely appreciate and acknowledge the generous contributions of the corporations, foundations, government, and individuals who have supported Teach For Canada.

Their donations signify a commitment to educational equity for youth across Canada. We wholeheartedly thank all of those who have donated their time, mentorship, and financial support, and are pleased to recognize our outstanding funders below:

### \$1,000,000 +



Employment and  
Social Development Canada



### \$500,000 - \$999,999



### \$100,000 - \$499,999



Azrieli Foundation



Harweg  
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Heaslip Foundation

### \$5,000 - \$24,999

porter

Chawkers  
Foundation



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Christina Mary  
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