



GAKINO'AMAAGE
TEACH FOR CANADA

GAKINO'AMAAGE: TEACH FOR CANADA

Walking Together: Community-Led Initiatives in Education



2023-2024 Annual Report

BOOZHOO, TANSI, WAACIYE!

The work that we are called to do is not only for today or even tomorrow. It is work that is intended to stretch into the seven generations ahead. The long-term impact of education could not be a more perfect illustration of how decisions today lead to results in the generations to come.

We are living at a time where education is more important than ever to help young ones navigate an increasingly complex world. We are also living at a time when education is facing its most difficult challenges, worldwide. The work that we do, with your generous and meaningful support, is truly needed. This report tells the story of that work over this past year and the impacts that it has had. Thank you for making this possible.

Ken Sanderson, Executive Director

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Greetings from Gail

Gail Gossfeld-McDonald is a member of the Nisichawyasihk Cree Nation and a Board Member of Gakino'amaage. She first got involved with the organization as a Community Partner representative in 2020.



Dear Friends and Supporters,

As a Board Member of Gakino'amaage, a representative of the Nisichawyasihk Cree Nation, and a Community Partner representative since 2020, I am proud to share the great progress our organization has made this year. We've expanded nationally, welcomed more Indigenous voices into our board and practices, and embraced our traditional name. This year has been transformative, highlighting our dedication to Indigenous perspectives and values.

Being on the Board of Directors has shown me the power of trusting Indigenous leaders. Centring Indigenous wisdom and culture keeps Indigenous voices at the heart of our mission.

One of our biggest achievements this year is our national expansion, bringing us to 32 Community Partners across Ontario, Manitoba, Alberta, and Saskatchewan. This growth helps us support more First Nations schools and communities than ever before.

Since joining Gakino'amaage, I've seen our programs grow under the guidance of Indigenous educators and community leaders. These initiatives provide culturally grounded and responsive education, ensuring all students receive high-quality education that respects their heritage.

Another exciting development is our transition to our traditional name and new logo. Now known as Gakino'amaage, which means 'one who teaches' in Anishinaabemowin, this change reflects the organization's ongoing journey to decolonize.

Looking ahead, we aim to expand Indigenous-led programs to promote educational excellence and equity. We want every First Nations student to thrive in an environment that is both academically enriching and culturally affirming.

As we walk together on this path, I am filled with hope and optimism. The progress of 2023-2024 lays a strong foundation for the future. With your continued support, we look forward to working together to create a more inclusive, equitable, and culturally vibrant educational landscape.

With gratitude and best wishes,

Gail Gossfeld-McDonald
Board Member, Gakino'amaage

2023-24 at a Glance

Gakino'amaage's programming has four main pillars: Recruit, Prepare, Support, and Sustain. These pillars address the urgent need for educators in remote First Nations schools and make a long-term investment in a future with more local and Indigenous educators.



RECRUIT

From September to June, Gakino'amaage implemented a multifaceted strategy to address critical staffing shortages, bringing in **87 educators**—27 teachers, 36 teacher assistants, 24 administrators—to support the staff recruitment and retention needs of First Nations schools. **29%** of teachers say that they would not have applied to teach in a remote First Nation school without Gakino'amaage.



PREPARE

Newly selected educators participated in our hybrid **Summer Enrichment Program**, **Education Assistant Summit**, and **Administrators Retreat** to strengthen their practice and peer connections. Educators reported that the largest increase of knowledge in **Indigenous pedagogy**.



SUPPORT

In the 2023-24 school year, Gakino'amaage provided support programming to **163 educators**—127 teachers and administrators, 36 teacher assistants—to help them succeed—and stay—in their roles. **93%** of teachers were retained throughout the school year. These educators directly impacted **3,260 students** (K-12), supporting them to reach their goals.



SUSTAIN

Gakino'amaage delivered capacity-building programs to more than **100** local educators, research leads, and education leaders across **32 First Nations**. Programming was aimed at leveraging Indigenous wisdom and community-led strategies to mobilize knowledge about best practices in recruitment and retention in First Nations schools to **strengthen locally-led education systems**.

Walking Together: Partners in Education

Gakino'amaage is deeply appreciative of the **32 First Nation partners** from Northern Alberta, Manitoba, Ontario, and Saskatchewan in Treaty 1, 3, 5, 6, 9, and 10, whose educational leadership shapes and guides our work.



Get to know the
First Nations that
Gakino'amaage
serves!



SCAN ME

At Gakino'amaage, partnerships are more than just collaborations; they are commitments to walk side by side with First Nations, building long-term sustainability in education. Our community-led programming is co-designed with each First Nation, ensuring that their specific needs are met, even beyond the formal length of our partnership. This collaborative approach supports First Nations in leading their own schools, reinforcing local staffing and community-driven initiatives

This year, we grew thoughtfully, balancing the high demand for new partnerships, with the challenges of the national teacher shortage. To ensure that our growth is both sustainable and responsible, we expanded our **Alternative Partnership** stream, providing vital resources, networks, and professional support to more First Nations. This approach allows us to honour our recruitment commitments to existing partners while extending our impact to new regions.

At our 2024 Advisory Council Meeting, the top priority was finding ways to **address the short-term teacher shortage** while making **long-term investments in local capacity**. This dual focus is essential to ensuring that First Nations education continues to thrive, even amid the current labour market challenges.

As we look ahead, our strategy remains clear: grow mindfully, support our partners fully, and focus on the long-term vision of educational sovereignty for First Nations. Together, we are creating a path to sustainable, resilient education systems rooted in shared goals and mutual trust.





SPOTLIGHT ON

Supporting Students in a Changing Landscape

Gakino’amaage works to ensure that First Nations youth receive the educational support they need to reach their goals in an evolving world.

In 2023-24, our network of educators directly impacted **3,260+ students K-12**. Educators are at the heart of this effort, not only fostering academic growth but also deepening students’ connection to their culture and community.

Foundational Skills

Gakino’amaage teachers embrace the importance of inspiring learning by weaving local knowledge and tradition into their pedagogy as they customize learning to address individual student needs. **83%** of teachers reported improvements in student literacy, while **79%** noted gains in numeracy. These advancements in foundational skills are crucial, not just for academic success, but for building students’ confidence as they continue their educational journey.

Cultural Connection

71% of teachers reported increased student engagement in culturally relevant content, leading to stronger attendance and participation in class. This cultural connection has had a direct impact on classroom participation and enthusiasm for learning. Empowering students to see themselves as part of a larger community, connected to their traditions and their futures.

Building Pathways

The majority of students in Gakino’amaage-supported schools are advancing to the next grade, a testament to the dedication of their teachers. **73%** of teachers report that their students have expressed interest in becoming educators. This highlights our efforts to support students in achieving their dreams while contributing to the long-term goal of increasing locally certified teachers in First Nations.

SPOTLIGHT ON

Addressing the Teacher Shortage Crisis

Many provinces across Canada are currently experiencing an acute shortage of teachers. In remote First Nations across the country this shortage has become a crisis.

In a tight labour-market, remote First Nations are not competing on an equal playing field with local school boards for certified teachers. First Nations students are bearing the burden of this teacher shortage.

At Gakino'amaage, we are actively working with First Nation Partners to address these critical challenges, making significant strides in teacher supply and retention.



- 1 Incentivizing Teachers to Go North
- 2 Impactful Career Pathways for New Graduates
- 3 Reconciliation and Relationship Building in Education

While the number of First Nation schools is equivalent to less than 4% of all public schools in Canada, 33% of job postings on Education Canada in January 2024 were for vacant roles in Indigenous schools.

At the same time, 21% of job postings on Apply to Education (Canada's largest K-12 job network) were for roles in First Nation schools.¹

Source:¹
January 2024 postings on the Education Canada and ApplyToEducation websites.

Our Progress



1

INCENTIVIZING TEACHERS TO GO NORTH

In March 2024, we submitted a proposal to the Federal Budget that focused on incentivizing teachers to work in remote First Nations. Our advocacy efforts centered around three key areas:

- 1) Student Loan Forgiveness
- 2) Equity in Remuneration for Educators
- 3) Federal Support for Gakino'amaage

As a result, the **Canada Student Loan Forgiveness Program** was expanded to include teachers - a major victory and a key outcome of our submission. This expansion opens up new opportunities to attract certified teachers to northern communities. We will continue to monitor the implementation timeline and work closely with Employment and Social Development Canada to maximize the impact of this program.

In addition, the government's recognition of the need to **expedite foreign credentials** opens the door for us to explore foreign-trained teachers as a potential source of qualified candidates. Our efforts over the next year will include monitoring best practices and advocating for smoother teacher certification processes to support this pool of educators.



WHAT COMMUNITY PARTNERS ARE SAYING:

"Trying to recruit in the North is very hard. We needed all the help that we could get, and Teach For Canada was like an answer to our prayers."

– Sheryl White, Education Director, God's Lake Narrows First Nation

"Knowing that I have a pool of candidates to choose from come hiring time is extremely valuable. It takes a lot of stress out of the hiring process."

– Christopher Johnson, Principal, Big Grassy River First Nation



WHAT PARTICIPATING TEACHER CANDIDATES ARE SAYING:

"My Teacher Development Manager was always available to help, and a wonderful and supportive resource! I really like how the resources [provided] were practical and helpful for First Nations students. In particular, I was able to use the suicide resources during a health lesson on suicide signs and prevention that the students felt were helpful and useful to themselves."

– Northern Practicum Program Participant

2

IMPACTFUL CAREER PATHWAYS FOR NEW GRADUATES

We launched the **Northern Practicum Program (NPP)** to provide a meaningful introduction to teaching in remote First Nations. In 2023-24, teacher candidates from Nipissing University and Trent University completed their placements in northern schools. All of the candidates expressed a desire to teach in First Nations communities once certified.

Through immersive experiences in remote schools, these candidates not only develop cultural competency but also gain valuable practical teaching skills. This program helps address short-term staffing needs while fostering interest in long-term commitments to teaching in the North.

In the coming year, we will deepen relationships with universities and explore offering **transitional teaching certificates** to candidates who continue teaching in First Nations after their practicum to increase the conversion of teacher candidates to Gakino'amaage teachers.



Northern Practicum Program Participants



First Nations Community Partners

100%

of participants expressed motivation to teach in a northern First Nation once certified¹

Source:
¹Post-program survey distributed by Gakino'amaage: Teach For Canada

RECONCILIATION AND RELATIONSHIP BUILDING IN EDUCATION

As part of our broader strategy to foster reconciliation, the **School Board Secondment** program is designed to create lasting, reciprocal relationships between southern school boards and First Nations. Teachers who participate in the secondment will not only help alleviate immediate staffing challenges but will also experience the rich cultures and traditions of the North. These experiences will leave a lasting impact, both in First Nations classrooms and within the school boards these educators return to.

We are working with **school boards across Ontario and Manitoba** to launch this program providing broad benefits for teachers and school boards.

For Teachers:

- **Unique Experience:** Participants engage in a life-changing experience, immersing themselves in First Nations cultures while making a tangible difference in the lives of students.
- **Professional Development:** Teachers gain access to enriched professional development opportunities, including mentorship and funding for additional qualifications, helping them grow as educators.
- **Long-term Impact:** Teachers bring back new teaching strategies, Indigenous learnings, perspectives, and cultural insights to their home schools, amplifying the impact of the secondment beyond their time in the North.

For School Boards:

- **Shared Learnings:** Teachers return to their home boards with enhanced skills and knowledge, enriching their colleagues and students with new perspectives gained from the North.
- **Commitment to Reconciliation:** By participating in the program, school boards actively contribute to reconciliation efforts, aligning with national and provincial objectives to improve relations with Indigenous communities.
- **Re-energizing Teachers:** Mid-career teachers benefit from the opportunity to explore new challenges and environments, bringing fresh energy and ideas to their roles.

The Road Ahead:

If every school board in Manitoba and Ontario contributed just 1 - 2 teachers for a secondment period of two or more years, the impact on First Nations schools would be profound. Not only would it help address the teacher shortage, but it would also foster collaboration and promote relationships that advance reconciliation goals and create a ripple effect of positive change in the public education system.

In the coming year, we aim to deepen our partnerships with school boards and expand this initiative. By leveraging professional development days and offering ongoing support, we hope to inspire more teachers to embrace this opportunity, benefiting both First Nations and the education sector as a whole.


SPOTLIGHT ON

Cultivating Local Educators

Since our founding in 2015, Gakino'amaage has been dedicated to recruiting, preparing, and supporting educators to meet the immediate staffing needs of remote First Nations schools. However, as we listened to Community Partners, it became clear that addressing short-term staffing needs was just the beginning.

To truly honour our commitment to the First Nations we serve, we needed to invest in their long-term success. Thus, the 'Sustain' pillar of our work was born—a suite of programs co-created with First Nations to build local capacity, foster leadership, and ensure educational resilience for generations to come.

Our community-led initiatives within the Local Pathway of our recruitment efforts are designed to empower First Nations by developing leadership, supporting local educators, and creating a sustainable educational ecosystem. Together, these efforts ensure that First Nations students not only receive quality education today but also have the foundation for a thriving educational future.

- 
- 1 Education Assistant Program
 - 2 Circle of Administrators
 - 3 Supporting Local Educators



WHAT PARTICIPANTS ARE SAYING:

"The EA program gave me time to reflect on what I want to be when I grow up! I've always loved working with kids. The sessions had amazing information and the 1-on-1 support gave me the best self-reflection."

— Education Assistant Program Participant



1

EDUCATION ASSISTANT PROGRAM

In 2023-24, the Gakino'amaage Education Assistant (EA) Program achieved significant milestones, marking a transformative year. Offering coaching, professional development, and support to **36 Education Assistants**, the program plays a crucial role in developing local educators to meet the diverse needs of their students and communities, with the long-term goal of advancing EAs toward certification—a key priority for First Nations partners in creating sustainable education systems in the North.

This year saw a record **55 applicants**, reflecting the program's growing momentum. A major highlight was the first in-person EA Learning Summit in January 2024 in Thunder Bay. Here participants engaged in hands-on learning, cultural enrichment, and community building. The relationships built at the Summit continue through virtual one-on-one check-ins and Communities of Practice.

With **90%** of participants completing all program requirements—an impressive rise from previous years—the program is steadily advancing the broader goal of cultivating certified local educators and advancing Indigenous-led education systems.

 **36** Education Assistant Program Participants

 **13** First Nations Community Partners

90% of program participants were retained in the program and classroom for the full year¹

Source:
¹Post-program survey distributed by Gakino'amaage: Teach For Canada

2

CIRCLE OF ADMINISTRATORS

The Circle of Administrators is a dynamic peer network that provides tailored support and professional development for school administrators in remote First Nations. Through a range of activities such as coffee chats, one-on-one support, and group-based professional development, the program fosters collaboration and empowers leadership. Participation remains strong, with **21 administrators** actively accessing year-round support.

In July 2024, the first ever Administrator Retreat in Thunder Bay brought together **25 administrators** for transformative sessions on data-informed practice, schoolwide well-being and addressing emerging challenges. Feedback was overwhelmingly positive, with **100%** of participants expressing satisfaction.

This **engaged professional network** is a powerful force in strengthening regional education outcomes. By cultivating strong connections across First Nations schools, administrators are able to share best practices and collaborate to address critical challenges while seizing new opportunities for growth and innovation in First Nations education.



3

SUPPORTING LOCAL EDUCATORS

To strengthen school-wide outcomes, Gakino'amaage welcomes First Nation partners to include locally hired educators in our personal, professional, and peer support programs. In 2023-24, **5 local educators** joined our programs and **100%** were retained throughout the duration of the school year. We aim to grow the representation of local educators in our programs in the coming year.





SPOTLIGHT ON

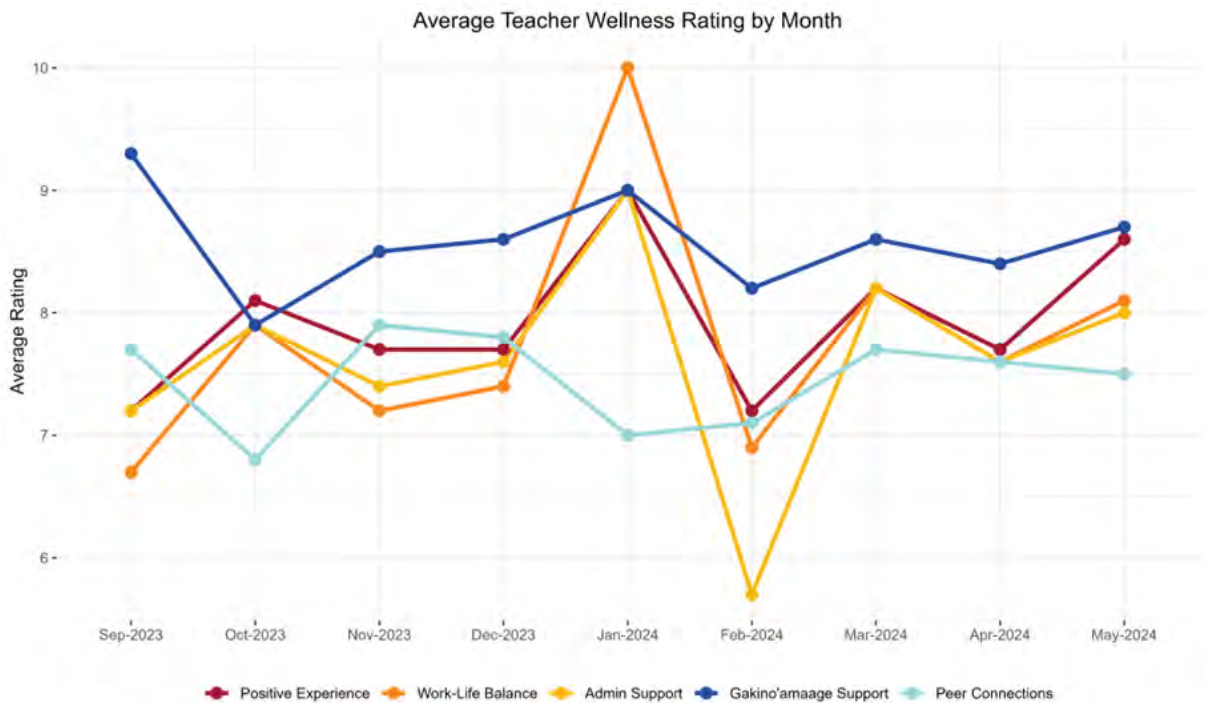
Fostering Healthy School Ecosystems

In 2023-24, Gakino’amaage continued to prioritize the cultivation of healthy school ecosystems, a key driver of staff retention in remote First Nations. With an exceptional retention rate of 93%, far exceeding regional averages, Gakino’amaage has demonstrated that focusing on the well-being of educators, fostering strong professional and peer networks, and creating supportive environments are critical to retaining educators.

WELL-BEING AND SUPPORT: A KEY DRIVER OF RETENTION

Gakino’amaage’s Impact and Learning department produced a report titled “Why Teachers Leave the North”, which highlighted several crucial factors that contribute to teachers remaining in their positions: supportive work environments, strong leadership, effective communication, and opportunities for professional growth. Despite challenges like isolation and interpersonal issues, **66%** of teachers who considered leaving chose to remain due to these supports.

Ensuring educator well-being is vital to a healthy school ecosystem. Gakino’amaage used monthly "pulse checks" to monitor teacher satisfaction and stress, which tended to peak mid-semester in November and February. Equipped with this data, Gakino’amaage developed timely interventions, such as access to mental health resources and professional counselling, to support teachers when they needed it most. These efforts helped maintain teacher satisfaction and well-being throughout the year, driving strong retention rates.





PROFESSIONAL AND PERSONAL GROWTH OPPORTUNITIES

Opportunities for professional development and personal growth are vital to sustaining healthy school ecosystems and strong teacher retention. Educators who had access to **mentorship**, **leadership roles**, and **development courses** were far more likely to stay in their positions, as they felt empowered to grow both professionally and personally. Gakino'amaage's preparation programs, such as the Summer Enrichment Program, Administrators Retreat, and Teacher Assistants Summit, were pivotal in fostering this growth, with **100%** of participants rating their experience as good or excellent. These programs not only enhanced professional skills but also built peer networks, providing a crucial support system throughout the school year.

Personal growth and well-being were equally important, especially for educators navigating the challenges of working in remote, high-stress environments. Programming is purpose-built to support educator well-being and reinforce healthy self-care practices. Access to **professional counselling** and **self-care tools** helped educators manage these demands, with **79%** of teachers regularly utilizing these resources. By prioritizing both professional development and personal well-being, Gakino'amaage helped create resilient, supportive school ecosystems where teachers thrive, contributing to stronger retention and healthier school communities.



COMMUNITY CONNECTIONS

A healthy school ecosystem extends beyond the classroom—it involves integrating educators into the local community. Educators who **engaged with their communities**, **participated in local events**, and **built relationships with students and families** were more likely to remain in their roles. Community involvement fosters a sense of belonging, which is crucial for educators facing the isolation that can come with working in remote contexts.





A CULTURE OF SUPPORT

Interpersonal conflicts and challenges within schools were identified as one of the top reasons teachers considered leaving their roles. Teachers noted that proactive conflict resolution, clear communication from school leadership, and consistent practices across the school helped mitigate these issues.

Healthy school ecosystems are built on strong, open communication. Gakino'amaage's efforts to improve communication between teachers and administrators—through **regular check-ins**, **clear expectations**, and **trauma-informed leadership**—have been pivotal in addressing these interpersonal challenges. Teachers reported that feeling heard and supported by leadership significantly influenced their decision to remain in their positions.



TEACHER FEATURE

Cultivating Harmony: Music as a Driver of School Health

Tolkyn Menkesheva, a dedicated member of the 2021 Gakino'amaage cohort, exemplifies the impact of a healthy school ecosystem in remote First Nations. As a music teacher at St. Theresa Point First Nation, Tolkyn has transformed her classroom into a hub of creativity, student engagement, and community building. Starting from scratch, she built a thriving music program that not only teaches her students the technical aspects of music, but also fosters their confidence and sense of belonging.

With the support of a grant from MusicCounts, Tolkyn equipped her classroom with instruments such as guitars, keyboards, and violins. Beyond music theory and practice, she creates an environment that emphasizes respect, care, and community. In her classroom, students learn not only how to play instruments but also how to collaborate, care for each other, and take pride in their accomplishments.

Tolkyn's approach to music education has become a cornerstone of student engagement at St. Theresa Point. By providing a space where students can explore their passions, she is helping to build a confident, empowered generation of students who see themselves as leaders in their community. As she puts it, "We're not just learning music; we're building a community."

Her story is a powerful example of how educators in remote First Nations contribute to healthy school ecosystems by nurturing student growth, cultural pride, and collaboration, all while making a lasting impact on the lives of their students.



SPOTLIGHT ON

Driving Change Through Community-Led Research

Working with Community Partners, Gakino'amaage seeks to both evaluate the collective impact that the organization and community partners are having together, and improve upon Gakino'amaage's educational programs and services of recruiting, preparing, and supporting committed educators while sustaining First Nations education. Learning is a core part of this work. We aim to learn alongside First Nations through the implementation of Gakino'amaage's Research and Evaluation Framework.

During a 16-week training program, Community Research Leads learn how to create research questions, collect and analyze data, and write up a final report for presentation to community leadership. Over the course of the training, original research is conducted in community, with the Impact and Learning team providing virtual support through zoom trainings and check-ins via an online learning space. Options for in-person sessions are also explored where applicable.

To conduct this work in a good way, Impact and Learning takes a community-first approach by seeking to understand the community's education goals for students, and initially identifying a process for walking this path together.

Authentic working relationships are prioritized amongst the research team, and guided by the values established together at the start of the program. Importantly, the unique contributions of each member of the research team are highlighted, Indigenous ways of knowing and being are centered in this work through the training modules and data collection methods, and First Nations data sovereignty, and cultural norms and protocols are honoured and upheld.

WHAT COMMUNITY RESEARCH LEADS ARE SAYING:

"What brought me to this research was the opportunity to work with a great organization, observe the information and hopefully make our future students have a more comfortable education experience in years time.

I've graduated high school and have been accepted to the University of Manitoba. I'd like to continue my education and become either a Neurosurgeon or a Paediatric Surgeon. During my time with school, I've had to face some challenges. I lost all my motivation to continue with my education during this year, due to personal reasons. However, my family, friends, teachers and everyone in my life has given me a sense of belonging during the hard times.

I hope my contribution to this research project will have some positive results for future students and many generations to come. I am honoured to be a part of some change that will happen within my community and help the youth get on the path to success."

- Allaynah Linklater, Community Research Lead, Nisichawayasihk Cree Nation



IMPACT AND LEARNING INITIATIVES

Community Research on Parental Engagement

Two community-led research projects were conducted: one with Big Island Lake Cree Nation in northern Saskatchewan, and another with Ojibways of Onigaming First Nation in Northern Ontario. These explored parental engagement in school communities. Research projects highlighted the importance of nurturing the spirit of both children and their families, recognizing the vital role of parental connection in fostering emotional, cultural, and educational growth. These projects help build collective understanding and drive local efforts to create stronger, locally-led education systems.

Strengthening Data-Informed Practices

The Impact and Learning Department produces reports to share among our network to encourage data-informed practices which aim to strengthen local education systems. Education leaders can access up-to-date localized and aggregate teacher survey data on our Community Data Portal to inform their educator retention strategies. Reports are presented and distributed at our annual Advisory Council meetings and this year's event featured a report on trends in teacher attrition in remote First Nations schools.

Measuring Our Organizational Impact

We are collaborating closely with First Nations partners to gain a deeper understanding of local priorities around student success. By co-defining what success looks like in each community, we aim to better align our efforts to drive meaningful, locally relevant impact. To date, student success has been broadly defined by attendance, engagement, and achievement. We recognize that these themes may be interpreted differently across communities. By working together to leverage existing data and collect new insights, we will develop a more nuanced, locally informed understanding of student success that supports local education objectives and strengthens regional outcomes.

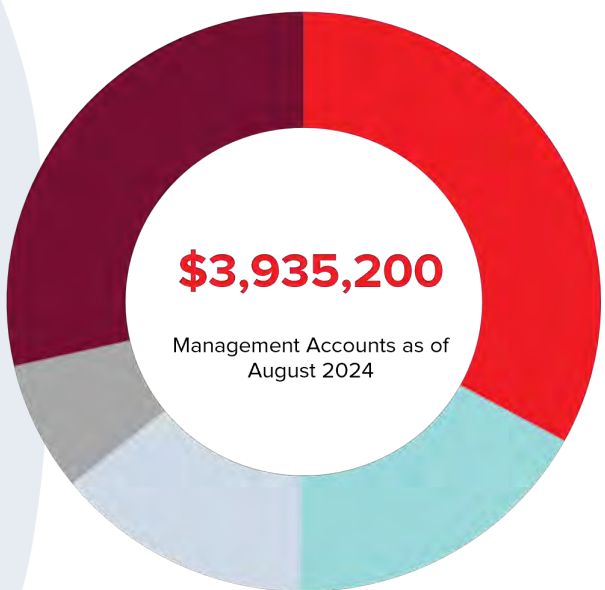


Financials

2023-24

GAKINO'AMAAGE'S **YEAR-TO-DATE EXPENSES** AND REVENUE FROM OUR INTERNAL FINANCIAL MANAGEMENT ARE OUTLINED BELOW. AUDITED FINANCIALS ARE FINALIZED IN FEBRUARY ANNUALLY AND ARE AVAILABLE UPON REQUEST.

Expenses



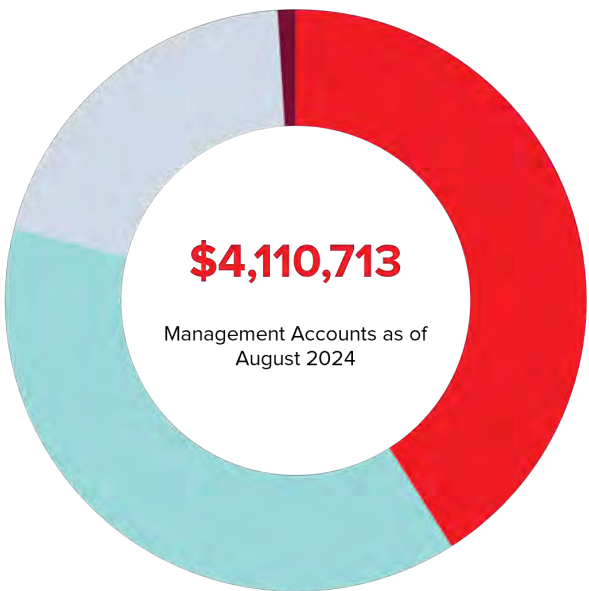
PROGRAM EXPENDITURES

● \$1,297,010	Teacher Training and Support
● \$679,921	Teacher Recruitment and Selection
● \$549,742	Community Engagement & Indigenous Relations
● \$284,915	Impact and Learning

SUPPORT EXPENDITURES

● \$1,123,612	Fundraising and Administration
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Revenue



REVENUE SOURCES

● 27%	Governments
● 47%	Foundations
● 25%	Corporations
● 1%	Individuals

Our Supporters

We sincerely thank and acknowledge the generous contributions of the foundations, corporations, governments, and individuals who have supported Gakino'amaage. Their donations signify a commitment to educational equity for youth across what we now know as Canada.

\$1,000,000 +



\$500,000 - \$999,999



\$100,000 - \$499,999



\$25,000 - \$99,999



\$5,000 - \$24,999



Miigwetch for
partnering with us
to make education
more equitable 





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