



Fondation
Rideau Hall
Foundation

Indigenous Teacher Education Program (ITEP) - Request for Proposal Partner Engagement

Section 1: Background

1.1 About the Rideau Hall Foundation

The Rideau Hall Foundation is an independent and non-political charitable organization established to mobilize ideas, people, and resources across the country to tap into our national spirit and help realize our shared aspirations. The RHF works closely with many partners, including the Office of the Governor General, to connect, honour, and inspire Canadians across four key programmatic areas, including: (1) learning initiatives that strive for excellence and promote equality of opportunity; (2) strengthening Canada's culture of innovation, (3) widening the circle of giving and volunteering; and (4) building and celebrating excellence in Canadian leadership, and increasing public awareness about and commitment to Canada's multi-faceted democracy.

1.2 Indigenous Teacher Education Program Overview

The Indigenous Teacher Education program aims to grow the number of First Nations, Inuit, and Métis teachers in the education system by 10,000 over the next ten years, and to enable systemic changes in support of more meaningful and sustainable Indigenous teacher employment opportunities.

The urgency of this problem is compounded when teaching positions are left unfilled well into the school year, causing significant disruption for affected communities. This gap leads to inequity in the quality of education and an unrepresentative workforce, failing to meet the unique cultural, language, and other needs of Indigenous students within Canada.

Through allyship and supporting Indigenous teacher education, the RHF is embarking on a multifaceted initiative that will invest new resources into Indigenous education, and support innovation to increase program sustainability and the number of Indigenous teachers across Canada, which will help ensure Indigenous student success from coast to coast to coast.

1.3 Objectives

Grow the number of Indigenous teachers in the education system by 10,000 over the next ten years, and to enable systemic changes in support of more meaningful and sustainable Indigenous teacher employment opportunities by engaging in the following four areas:

1. Facilitate – Create the early *conditions for future Indigenous educators* through outreach and awareness in middle and secondary school years;
2. Grow – Contribute to dramatically expand the number of *qualified Indigenous K-12 teachers* in pursuit of a representative workforce;

3. Sustain – Support *structural and policy changes* that create the conditions for meaningful and sustained Indigenous teacher employment and foster networks of Indigenous teacher educators;
4. Understand – Support *Indigenous-led research* outlining the opportunities and challenges related to Indigenous teacher education and representative K-12 educational workforces.

1.4 Goals

The RHF's Indigenous Teacher Education program aims to support all partners by providing:

- Capacity to provide funding at scale and attract new funding/financing partners to support Indigenous educators as they design and deliver programs;
- Platform to amplify the challenges and opportunities as well as the success stories of Indigenous educators; and
- Ability to act as a convener across sectors to build long-lasting networked relationships and bring organizations and communities together.
- 1.5 Partnership & Engagement

The RHF is endeavouring to engage in partnerships with entities to create meaningful and long-term impact through the leveraging of knowledge and relationships. A National Advisory Committee on Indigenous Teacher Education will be formed and established by June 2022 to advise and support the RHF with the creation, delivery, and operation of allyship initiatives in support of Indigenous educator pathways to meet the unique and diverse needs of peoples and communities.

Section 2: Scope of Work

2.1 Identification and Recommendation of Engagement Strategies

The RHF is seeking three independent Indigenous consultants who will identify and recommend engagement strategies that are specific to either First Nations, Métis, or Inuit ways of knowing, doing, and being, that may support Indigenous Teacher Education pathways. The Consultant(s) will have strengths in relationship building and perspective on broad networks of sectors and organizations that might be in education or adjacent and will present their recommended strategies that outline how to receive input from the Indigenous education sector. More specifically providing strategies that outline recommendations for broad sector engagement, listening and learning processes, and considerations to be made in how concrete actions are made based on carrying out these processes.

Section 3: Deliverables

In recognizing the diversity and the ways of knowing, doing and being for Indigenous peoples across Canada, we are seeking to engage one Inuit, one First Nations, and one Métis consultant to each provide a *strategy document outlining engagement strategies with recommendations* for the RHF to engage with different stakeholders.

The consultant is expected to include the following in their strategy document and/or report:

- a. **Geographic and/or regional engagement recommendations** in support of developing a variety of allyship based Indigenous teacher pathway support streams (funding streams and collaborative efforts). In developing these pathways, we recognize that engaging stakeholders to listen, learn, and then act is critical. These engagement strategies may begin through regional based outreach or other forms of engagement and ideally leads to a

national scope engagement. All of these engagement activities are intended to facilitate listening and learning around community, organizational and institutional perspectives in relation to Indigenous teacher pathways that are currently present, and how these can be strengthened or complemented through further innovation to achieve a future vision of what these pathways could be seven generations from now. What are recommended ways of hosting and defining regional engagement sessions, along with recommendations around hosting a national gathering. Please include at least one virtual option within these recommendations.

- Each recommended engagement approach must include a rationale for the overarching strategy, processes or steps required to effectively carry it out, along with any associated considerations.
- b. **Protocol considerations** that should be recognized and practiced when coordinating and engaging with Indigenous and/or specific *First Nations, Métis or Inuit* organizations, communities, and Elders. Engagement protocols may include but are not limited to land acknowledgements, ceremony, use of traditional medicines, tobacco or gifts, engagement protocols, etc.,
- c. **Allyship and relationship driven recommended approaches** and how relationships can be effectively maintained. We acknowledge the importance of being relationship focused instead of transactional focused and are looking to build this initiative upon that foundation. Recommendations that provide strategic framing, approaches, or considerations will help to ensure that this approach is integrated holistically within this initiative.

Section 4: Activities & Timeline

Activity	Date
RFP Issue Date	April 1, 2022
RFP Submission Deadline	April 25, 2022
Contract Award	May 2, 2022
Kick-Off Meeting	May 2, 2022
Interim Meeting Prior to Final Submission*	May 30 - June 3, 2022
Virtual Presentation	June 30, 2022
Report/Strategy Document Deadline	June 30, 2022

*The consultant must provide a draft and/or overview before the final presentation and report/document submission, which may be in the form of a virtual meeting.

Section 5: Applicant Criteria

Each consultant will demonstrate the following:

- Deep understanding of the challenges Indigenous educators face and potentially most promising solutions;
- Strong knowledge of regional variance and how to approach both individual geographies and a national audience;
- Long-standing relationships with Indigenous community leaders and educators,
- Capacity, credibility, and ability to execute on Indigenous educational initiatives, given first-hand experience within the space;

- Familiarity with financing and funding alternatives, different funding sources and partnerships with the Canadian philanthropic community;
- Familiarity with reconciliation and reciprocity as it relates to relationship focused approaches and the values and principles outlined through the work of the Truth and Reconciliation Commission (TRC) and United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP);
- Each consultant must identify as First Nation, Métis, or Inuit. RHF encourages prospective Indigenous consultants from all areas of Canada to apply.

Section 6: Timeframe

This project will start within one week of the RFP closing date. The consultant will have six weeks to complete and present their proposed strategy and recommendations.

Section 7: Proposal Evaluation

Proposals will be reviewed by an RHF ad-hoc Committee composed of the RHF initiative team staff and the President and CEO. The Committee will evaluate submissions, ensuring that all proponents are treated fairly.

Experts including RHF board members may also be asked to review and evaluate proposals, provide comments, and make recommendations. At the discretion of the ad-hoc Committee, an interview or a request for additional information or data may be required to clarify proposal details.

7.1 Evaluation Criteria

Evaluation Component	Criteria	Maximum Points
Proposed Methodology	<ul style="list-style-type: none"> • Proponent demonstrates Indigenous leadership and understanding of the Project and RHF • Methodology and Project Management Approach meet the needs of the RHF • Innovation, quality of methodology and approach • Quality assurance features • Clarity, logic, understandability 	30
Proposed Project Plan and Timeline	<ul style="list-style-type: none"> • Project plan and timeline are consistent with the Proposed Methodology and sufficient to achieve the Project objective • Realistic • Flexibility 	15
Consultant Qualifications and Experience	<ul style="list-style-type: none"> • Qualifications and experience of individuals sub-contracted or assigned to the Project • Proponent’s experience, resources, and depth in relation to research, evaluation or similar projects 	30

	<ul style="list-style-type: none"> The extent of Indigenous involvement in the Proponent’s organization and/or in the Project 	
Proposed Fees and Disbursements	<ul style="list-style-type: none"> Level of detail and transparency Value 	15
Overall Professionalism of Proposal	<ul style="list-style-type: none"> Organization Clarity Understandability Conciseness Readability 	10

The RHF reserves the rights to:

- Award a contract to other than the highest scoring and/or lowest priced Proponent;
- Not to award a contract as a result of this Request-for-Proposal (“RFP”) process;
- Defer or cancel the Project before the contract is awarded; and
- Re-open the RFP process and re-invite proposal submission.

Section 8: Funding Amount

Total funding amount is \$60,000 with three awards of up to \$20,000. Each consultant may be awarded up to \$20,000 based on their proposed scope of work.

Section 9: Proposal Submission

To apply for this RPF, please send your completed application form and supporting documents via email to – indigenous.autochtone@rhf-frh.ca with the subject line “Indigenous Teacher Education Partner Engagement” by April 25, 2022, at 11:59 pm (PST).

