

## Request for Proposals:

### Indigenous Teacher Education Initiative - Evaluation

#### Overview

The Rideau Hall Foundation (RHF) is seeking proposals from experienced Indigenous evaluation specialists to create an Indigenous-led evaluation framework for RHF's Indigenous Teacher Education (ITE) initiative working with RHF staff and collaborating with other partners as appropriate. The ITE initiative encompasses various activities including a granting process, a research component, a national advisory committee, and national/regional events. The overarching goal is to contribute to dramatically increasing the numbers of First Nations, Inuit and Métis teachers meaningfully engaged in education systems across Canada by 10,000. We require an Indigenous evaluation specialist to help us assess the effectiveness and impact of these activities.

#### Background

##### About the Rideau Hall Foundation

The [Rideau Hall Foundation](#) (RHF) is an independent and non-partisan charitable organization established to amplify the impact of the office of the Governor General as a central institution of Canadian democracy, and to better serve Canadians through a range of initiatives linked to learning, leadership, giving and innovation.

Today the RHF has become a catalytic platform to connect people, causes and organizations which – while they will exist for differing purposes – share a common belief in and commitment to the potential of Canada.

The RHF serves to shine a light on Canadian excellence, and to create the conditions for more Canadians to succeed and to thrive.

##### About the Indigenous Teacher Education Initiative

In the context of the western education system, it has been widely acknowledged that the number of Indigenous teachers within Canada's elementary and high schools is not representative of those school communities, nor is the capacity present to adequately address the educational requirements of the Calls to Action of the Truth and Reconciliation Commission. Many shortcomings within this system have contributed 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. Changes and transformations within the western education system, such as increasing the number of Indigenous teachers and recognizing Indigenous teacher education programs, are much needed to begin responding to these shortcomings.

Through allyship the Rideau Hall Foundation (RHF) is embarking on a multifaceted initiative to support Indigenous teacher education and Indigenous student success from coast to coast to coast. The Indigenous Teacher Education (ITE) Initiative will invest new resources into Indigenous education, and

support innovation to increase Indigenous-led program sustainability and the number of Indigenous teachers across Canada. The initiative is built on the shared goal of expanding the numbers of qualified First Nations, Inuit, and Métis teachers in Canada to 10,000. Through the ITE Initiative, RHF seeks to amplify the importance of First Nations, Inuit and Métis teachers and the value they bring to their students and their communities. The anticipated strategic outcomes of this project are:

- First Nations, Inuit and Métis teacher education students can access and succeed in training systems that reflect Indigenous ways of knowing, doing and being.
- Thriving First Nations, Inuit and Métis education across educational jurisdictions.
- Robust national network of First Nations, Inuit and Métis teachers and teacher candidates working to drive change.
- All Canadian students have the opportunity to learn from First Nations, Inuit and Métis teachers.

### **Scope of work**

The aim of this work is two-fold: First, to effectively assess the impact(s) and interrelation of the ITE activities, and second, to capture the ways in which this project is supporting system-change. To this end, a comprehensive evaluation framework will be designed, developed, and implemented to evaluate impact using Indigenous-led approaches, metrics, and measures of success. For example, this framework will incorporate understandings and measurements of change in diverse and multi-dimensional ways, from exploring structural levels (policies, practices, resource flows) to relational levels (relationships/connections, power dynamics).

The evaluation framework should include plans to evaluate (including assessing the impact, effectiveness, quality, and relevance) the following components that are interrelated and working towards the same goal:

**Granting Process:** Beginning in 2023, the RHF will deliver funding aimed at building capacity in the sector and investing strategically in innovative projects coast to coast to coast that speak to the pathways for change and are in support of our vision, goal and strategic outcomes. Funding partnerships will be initiated to support the holistic journey of educators, promote innovation, scale promising new initiatives, and to ultimately expand to 10,000 the numbers of qualified First Nations, Inuit, and Métis teachers in Canada.

**Research Component:** The research component will support new and existing Indigenous-led teacher education pathways by further equipping ITEPs and related partnership initiatives with a strong evidence base to advocate for their programs and sustainable funding, informing the future of these initiatives in a meaningful way, supporting greater accountability around reconciliation-based commitments made regarding ITE by providing data to validate these commitments, and informing evidence-based approaches addressing the challenges and meeting opportunities within ITE recruitment, training, and retention.

**National Advisory Committee on Indigenous Teacher Education (NACITE):** This Indigenous advisory committee, co-chaired by Roberta Jamieson, LL. D (Hon) and Dr. Mark Dockstator, brings together First Nations, Inuit and Métis representatives from within the field of Indigenous teacher education and diverse knowledge experts from across Canada to provide advice and

diverse perspectives and insight in shaping and supporting the vision, objectives, and activities of the RHF ITE initiative.

**National and Regional Events:** Throughout the project lifespan, both national and regional events are anticipated with the aim of bringing together Indigenous educators and practitioners in the ITE space to share knowledge and experiences.

**Public Narrative:** By showcasing the importance and value of First Nations, Inuit and Métis teachers, this project seeks to draw attention to the critical role that Indigenous teachers play, and to change the broader narrative around Indigenous education in Canada from what might be understood as a deficit-based characterization to one of excellence and innovation.

**Collective Impact:** The ITE initiative is one of many 'players' in the vibrant ITE space, one part of a larger ecosystem built on a shared and collective goal of 10,000 First Nations, Inuit and Métis teachers meaningfully engaged in education systems across Canada. As such, the ITE initiative is being built with intention and hope of mobilizing engagement from other sectors in support of this shared goal across Canada.

This work will be informed by input from the National Advisory Committee on Indigenous Teacher Education (NACITE) and will be a tool to provide insight into if/how our anticipated strategic objectives are interwoven into all aspects and activities of the ITE initiative.

#### The importance of relationships, flexibility, and regional context

Indigenous frameworks, methods, and ways of knowing are crucial to this work (see selection criteria). In this spirit, building relationships is a central part of this process as it is with the overall ITE Initiative. The proposed approach should prioritize and describe relationship-building with the RHF as well as how current and new relationships between the RHF and partners will be supported.

Flexibility in the approach is also crucial. The ITE Initiative intentionally works from an evergreen mindset, always making space for changing and adapting to new information, new relationships, and new circumstances. That being said, it is important to note that the plans laid out here are subject to change and may include additional components not identified here.

#### **Deliverables**

The evaluation specialist will provide the following deliverables:

- A comprehensive evaluation framework, including proposed approaches for the various project activities, as well as data collection methods and analysis strategies.
- Kick-off and check-in meetings as required to define project parameters, ensure requirements and deliverables are clear for all parties, and provide updates.
- Presentations to project stakeholders and other interested parties, as required.

#### **Timeline**

The project is expected to start in early June 2023. The evaluation framework is expected to be delivered and finalized by September 2023. Subsequent evaluation activities will then be discussed including implementation of the evaluation and provision of recommendations for improvement.

## **Budget**

The budget for the evaluation specialist is \$50,000 CAD.

## **Proposal Submission**

Interested parties should submit a proposal that includes the following elements:

- A cover letter that highlights the applicant's experience with Indigenous education and evaluation.
- A detailed description of the proposed approach to develop an evaluation framework, including examples of data collection methods, analysis strategies, and timeline.
- List of past clients/projects noting projects and experience during the last three years that is similar to the work described in the Scope of Work or that the proposer believes would be relevant in evaluating their capabilities to perform the work.
- Access to two comparable reports (research projects) done for other groups.
- A detailed budget that outlines all expenses related to the evaluation.
- A CV or resume that demonstrates the applicant's relevant experience.

Proposals should be submitted by email to [indigenous.autochtone@rhf-frh.ca](mailto:indigenous.autochtone@rhf-frh.ca) no later than May 19<sup>th</sup>, 2023.

## **Selection Criteria and Process**

Proposals will be evaluated based on the following criteria:

- Indigenous-led individual or entity.
- Experience with Indigenous evaluation.
- Quality and feasibility of the proposed evaluation plan.
- Demonstrated ability to complete evaluations on time and within budget.
- Cost-effectiveness of the proposed budget.

Applications that demonstrate experience and familiarity with the Indigenous education space will be prioritized. Furthermore, proposals demonstrating Indigenous leadership will be prioritized, this includes:

- Consultant or organization is Indigenous-owned and operated
- Strong network of Indigenous partners (local, regional, and/or national)
- Experience working with Indigenous Peoples, communities, and governance systems in region or nationally
- Knowledge of Indigenous education spaces, Indigenous knowledge mobilization, and system change as a broader vision
- Proposed activities and work plan in alignment with the UN Declaration on the Rights on Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission
- Understanding and application of OCAP and Inuit research principles
- Understanding and demonstrated expertise in working with different knowledge systems, perspectives, and approaches

Proposals will be reviewed by a selection committee using both qualitative and quantitative evaluation matrices. A recommendation will be shared with the NACITE. The successful applicant will be notified by June 2<sup>nd</sup>, 2023, and all applicants will be promptly notified. A contract will be negotiated and signed shortly thereafter.

If you have any questions, please contact Joanna Petrsek MacDonald at [joanna.macdonald@rhf-frh.ca](mailto:joanna.macdonald@rhf-frh.ca).