



Higher Education  
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## Preparing Bachelor of Education Candidates to Teach in Ontario's Northern, Remote, First Nations, Métis and Inuit Communities – Appendix

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## Appendix A: Consent Form



### CONSENT

Study Title: Preparing B.Ed. Candidates for Teaching in Northern, Remote, First Nations, Métis and Inuit (FNMI) Communities

School of Education, Laurentian University

Principal Investigator: Dr. George Sheppard PhD

Co-investigators: Dr. Patricia Danyluk, PhD

Dear Laurentian Graduate or School Administrator,

We are trying to learn more about how the Concurrent Bachelor of Education is preparing its students for teaching in Northern, Remote, First Nations, Métis and Inuit (FNMI) communities. The results of this study will help us to update the program to make it more relevant to graduates who wish to pursue similar teaching experiences. To do so, we are asking you to offer information on your experiences. We expect to do phone interviews, as well as some interviews on site, with audio or video recording of the results.

Participation is wholly voluntary. If you feel uncomfortable with any of the questions you can skip them and go on to the next question.

The interview results may eventually appear as a conference presentation or in an article and/or book or video vignette. Your name will never appear in any presentation or publication unless you agree to that at some future date. Instead comments/quotations will be assigned to a pseudonym. No video images or audio recordings of you will be used without your permission. If we plan to use a video or audio recording of you in the vignettes, we will send it to you for review and request your permission before including it in the final version.

All information gathered will be stored in a locked cabinet in a locked office for five years. After five years the information will be destroyed. If you decide to withdraw from the study, you may request that all recordings of your participation be destroyed within the month. If you have any questions about the study you can contact Dr. Patricia Danyluk at (705) 675-1151 ext. 3208 [pdanyluk@laurentian.ca](mailto:pdanyluk@laurentian.ca) or Dr. George Sheppard. ext. 4287, [gsheppard@laurentian.ca](mailto:gsheppard@laurentian.ca).

If you have any complaints or concerns regarding the study you can contact the Laurentian University Research Office 1-800-461-4030 and ask to speak to Robin Craig.

I understand that my participation in this study is **voluntary**.



## Appendix B: Questions for Graduates

### Interview Questions

1. Would you use any of the following words to describe your new community/school (indicate as many as apply)?
  - a. Northern
  - b. Remote
  - c. First Nation
  - d. Métis
  - e. Inuit
  - f. OTHER  (please explain)
2. How did you find this teaching position?
3. How well prepared for teaching did you feel in the first few weeks of your job?
4. What was the biggest surprise about teaching in this community/school?
5. What is the best part of teaching in this community/school?
6. What are some of the challenges of teaching in this community/school?
7. What parts of your B.Ed. experience were most useful to you in this job?
8. What advice would you give to the School of Education with regards to better preparing student teachers to teach in northern, remote, or FNMI communities?
9. What advice would you give to new teachers seeking work in your community/school?
10. Is there anything else you wish you would have known more about before you took this job?
11. Where is your hometown?
12. What made you decide to come to Laurentian?
13. Do you think the fact that you had to move to attend Laurentian made it easier to move for this job?
14. Any other comments/thoughts you wish to share?

## Appendix C: Questions for Administrators

### Interview Questions

1. In your opinion what seems to lead new teachers to stay in or leave your community?
2. Are there things we might do better to prepare new teachers for working in your community or other parts of your board or educational authority?
3. Are there things we might do to better prepare new teachers for living in your community?
4. Is there any other advice you could offer our students?

## Appendix D: Theme Charts for Teachers (Ontario only)

Theme Chart from Ontario only Interviews (Teachers)												
Themes	Interviewees											Total
	Marylee	Jon	Leonard	Renata	Tammy	Faye	Danika	Michelle	Gord	Valerie	Collin	
<b>1) Location</b>												
Northern	X	X	X	X	X	X			X	X	X	9
Remote											X	1
First Nations	X	X	X	X		X		X		X	X	8
Métis												0
Inuit												0
Other (ex. Rural)	X						X		X		X	4
Did not specify												0
<b>2) Job Search</b>												
Education website/Online profile		X			X		X					3
Job Fair												0
Board recruitment during university visit	X											1
Own investigation (visited schools, principals etc.)	X		X							X		3
Found out about job opportunities during placement										X	X	2
Found out about job opportunities through a personal contact				X	X					X	X	4
School Board Website												0
Private School Website												0
Did not specify						X		X	X			3
<b>3) Preparedness for Job</b>												
Did not feel prepared		X			X			X				3
Felt somewhat prepared		X	X	X	X		X				X	6
Felt very prepared	X					X				X		3
Did not specify									X			1
<b>4) Biggest Surprise</b>												
Parent Support	X		X		X							3
Well behaved students					X	X						2
Difference in behaviour from students in city schools					X	X						2
Social dynamics of the community	X		X		X			X				4
Inconsistency of FSL teachers/turnover		X					X					2
Lack of assessment methods (DRAs, OWAs, Key Math)										X		1
Having to re-train teachers										X		1
Lack of respect for young teachers		X								X		2
The number of young students who miss school for cultural events (ie. hunting season)										X		1
Questionable classroom management techniques										X		1
Discrepancies in student age/grade and actual level of learning (grade 8 @ grade 1 level)		X		X							X	3
Role reversal/Teen parents		X										1
How much is expected of a teacher/Overwhelming workload			X									1
Need for guided learning/1 on 1				X								1
No surprises									X			1
<b>5) Best part about teaching there</b>												
Sense of community	X		X		X		X				X	4
Having your voice heard					X							1
Difference in behaviour from city students						X				X		2
Familiar faces/staff									X			1
Dedication of staff/extracurricular programs offered to students									X			1
Freedom to try new things with students	X							X				2
Learning something new (culture/language etc.)											X	1
Simple moments with the students				X								1
Being accepted	X			X								2
Not Specified		X										1
Small classes	X											1



<b>6) Challenges of Teaching there</b>												
Parent involvement (parents not involved enough)	X									X	X	3
Student home-life (come from dysfunctional homes and is often the root of their behaviour at school)	X			X						X	X	4
Dysfunctional school								X				1
Burn-out/Stressful	X									X		2
Job consumes you	X				X							2
Lack of accessible resources (classroom materials/technology)	X				X	X						3
Overwhelming workload	X				X					X		3
No private life (professional 24/7)/Gossip		X	X		X							3
Getting enough students to fill up teams/clubs									X			1
Politics of the community								X		X		2
High turnover rate		X		X			X	X		X		5
Lack of administration								X				1
Lack of support staff								X				1
Learning skills do not match grade expectations		X		X			X					3
Students who leave for extended periods of time struggle with missed assignments										X		1
Isolation		X										1
Becoming emotionally attached to students										X		1
Education is not their first priority	X			X						X		3
Students/Parents/Staff have trust issues with newcomer due to high turnover	X											1
<b>7) Most useful part of BEd experiences</b>												
Placements	X		X		X	X	X	X	X	X	X	8
Hand-outs					X							1
Creating assignments/collaborating in class (LU class)					X		X	X		X		4
Mini-Lessons (LU class)					X		X	X				3
Methods class (LU)										X		1
Reflections	X		X								X	3
Lesson Plans	X	X										2
Candid Moments	X	X										2
Language Training (FLS/ESL/ELL)					X							1
<b>8) Suggestions to School of Ed.</b>												
More focus on Special Education					X		X				X	3
More focus on Placements (Specifically in N/R/FNMI communities)		X					X	X	X	X		5
More focus on Assessment and Evaluation				X	X						X	3
More focus on Multi-grades				X	X							2
Parent interaction with Student Teachers					X		X					2
More focus on FNMI, specifically their history/background/culture	X				X			X			X	4
Resource collecting/sharing	X				X	X					X	4
Opportunities to take more teachable subjects/courses in undergrad							X					1
Sensitivity training	X		X	X				X				4
More focus on OTHER responsibilities of teachers (IEPs, meetings, newsletters etc.)			X		X			X				3
More focus on alternatives to using technology								X				1
More guidance should be given to students preparing to apply to OCT/QECO etc.								X				1
Limit the amount of "busy work" given in Pro Year								X				1
More focus on Psycho-educational components of teaching											X	1
Collaborative Inquiry	X										X	2
More holistic training	X		X									2

9) Suggestions to teacher candidates/new teachers												
Apply for everything, even if you're not qualified		X	X	X	X					X		5
Get interview experience			X	X	X							3
Know before you go (will you be happy there, research community, etc)		X	X		X					X		4
Be willing to do it		X			X	X				X		3
Take as many ABQs/Aqs as possible						X			X		X	3
Get resources from Host Teachers	X					X						2
Get experience teaching elementary and high school									X			1
Get involved/become familiar with the students/staff	X		X	X					X		X	5
Volunteer							X		X			2
Don't compare publicly funded schools to community/band-run schools			X					X				2
Understand the politics of band-run schools/Small communities			X					X				2
Start the year off strict				X						X	X	3
Don't expect praise	X							X		X		3
Don't expect the students to understand everything on the first try		X								X		2
You will be stressed in the first couple of years	X									X		2
Be Concise		X	X	X								3
Network	X			X								2
10) What you wished you'd known before taking the job												
Had more knowledge of the location		X			X							2
Had more information on what is accessible in this location					X							1
Outlook of future positions/staffing/enrolment									X			1
Don't expect praise								X		X		2
IEPs and other components of working with special needs/integrated students							X			X		2
How to write report cards					X		X					2
Alternatives to using technology (i.e. when Smart Boards aren't available)							X					1
Psychological assessments										X	X	2
Developmental Reading/Mathematical Assessments and Evaluation											X	1
Don't re-invent the wheel/Speak with experienced teachers			X									1
Time management/Stress	X											1
Nothing/Felt completely ready				X		X						2
Did not specify												0

11) Additional comments/thoughts												
People in smaller communities are generally more friendly					X		X					2
Always make time for yourself (don't let the workload consume you)					X					X		2
Get as much hands-on experience as possible									X	X		2
Volunteer									X			1
Don't be afraid to keep searching/find a place that makes you happy					X			X		X		3
Professors should be learning with us-not "speaking" to us							X					1
More guidance for student teachers							X			X		2
More information on NTIP and other government programs					X		X		X			3
More information on School Board expectations (ALPs, IEPs)							X					1
Be patient/Open minded				X							X	2
Learn about their culture/language	X	X		X								3
Earn trust		X										1
No iron-fist classroom management	X	X										2
None			X									1
You affect everyone around you/Lead a balanced life/Medicine wheel	X											1

<b>12) What attracted them to Laurentian University</b>												
Moved cities to come to Laurentian	X	X					X	X	X	X		6
Did not move cities to come to Laurentian			X	X	X	X					X	5
Location/Convenience (close to home/in hometown)	X			X	X	X	X		X		X	7
Programs offered		X			X	X						3
Classroom size/Smaller University					X				X			2
Location in relation to nature and accessibility to extracurricular activities	X				X		X					3
Personal/family reasons (ex. Spousal job transfer)								X				1
Financial Reasons (Saved Money)											X	1
Be Adventurous		X									X	2
Wanted to stay in the north	X											1
Did not specify												0
<b>13) Did attending Laurentian influence their move to their current location?</b>												
Yes		X			X		X		X	X	X	6
No			X	X		X						3
Unsure	X							X	X			3
Did not specify												0
<b>14) Description of Population/Location</b>												
> 1000 people			X			X						2
< 1000 people		X			X							2
Basic amenities available (grocery store etc.)			X		X	X						3
Basic amenities not available (ex. had to travel to get groceries)												0
School has > 300 students		X				X						2
School has < 300 students					X				X			2
School Board has > 5 schools						X						1
School Board has < 5 schools					X				X			2
High turnover rate		X						X				2
No/Low turnover rate					X	X			X			3
Did not specify	X			X			X				X	4
<b>15) Job Description</b>												
Elementary	X		X	X	X				X			5
Secondary						X						1
Full-time LTO			X	X	X	X				X		5
Full-time Permanent	X											1
Part-time					X							1
Part-time Permanent							X					1
Occasional						X						1
Education related job									X			1
Did not specify		X						X			X	3

## Appendix E: Theme Charts for Administrators (Ontario only)

<b>Theme Chart from Administration Interviews (ONT. ONLY)</b>							
Themes	Interviewees					Total	
	Daniel	Cheryl	Ben	Jennifer	Sherry		
<b>1) Location</b>						<b>5</b>	
Northern			X	X	X	3	
Remote						0	
First Nations	X	X		X		3	
Metis							
Inuit							
Other			X	X	X	3	
<b>2) Teacher Trends</b>							
<i>What encourages teachers to stay/go</i>							
Job availability	X	X				2	
Nature of the candidate (First Nation get preference)	X					1	
Nature of the candidate (Can they adapt to the pace)	X			X	X	3	
Personal concerns of the candidate (single vs. couple)	X			X	X	3	
People take the job for the wrong reason (money etc.)	X					1	
Understanding the truth of the situation	X					1	
Feeling of comfort					X	1	
Strong sense of community/belonging				X	X	2	
Strong sense of everybody matters/is important						0	
Orientation				X		1	
Not their choice (issues of sinority in regards to biding on FT jobs)			X	X		2	
Family (close vs. farther away)	X	X	X	X		4	
Not willing to leave Sudbury		X				1	
Isolation			X		X	2	
Reputation of the School/School Board			X	X		2	
FT Teachers are typically graduates from that School/School Board			X			1	
<i>School Trends</i>							
Lots of Turnover						0	
Not a lot of Turnover	X	X	X	X		4	
Gets a lot of student teachers	X		X	X	X	4	
Does not get a lot of student teachers		X				1	
<b>3) Suggestions for Teacher Education programs</b>							
Courses, workshops, training	X					1	
Active participation	X	X				2	
Placements in FNMI communities				X		1	
New graduate interviews with older graduates in permanent positions						0	
More emphasis on diversity and inclusivity			X			1	
More emphasis on Special Education			X			1	
More emphasis on holistic learning				X		1	
<b>4) Suggestions for Teacher Candidates/Teachers</b>							
Research communities prior to accepting jobs/interviews	X	X	X	X	X	5	
Volunteer	X					1	
Get first hand experience	X		X			2	
Supply Teach	X					1	
Keep an open mind		X		X	X	3	
Find a mentor in the building		X				1	
Get involved in the community		X			X	2	
Take lot's of ABQs/AQs			X	X		2	
Network				X		1	
<b>5) Advice for Teacher Candidates/Teachers</b>							
Earn trust/relationships (with community, school, parents, students, Elders)	X				X	2	
Understanding the impact (current and past) of Residential Schools	X			X		2	
Understand you are a teacher 24/7	X				X	2	
Keep trying even if you're unsuccessful	X					1	
Learn the language/culture/politics	X			X		2	
Be willing to move		X				1	
Don't offer strong opinions						0	
Take a risk						0	
Be flexible			X			1	
Be familiar with current practices				X		1	

## Appendix F: Definitions

### ***Aboriginal Peoples***

“A term defined in the Constitution Act of 1982, and which refers to all indigenous peoples in Canada, including Indian, Métis, and Inuit people” (Lakehead Public Schools, 2007).

### ***Métis***

“The term Métis means a person who self-identifies as Métis, is distinct from other Aboriginal peoples and is of historic Métis Nation ancestry. They must belong to an historic Métis community or have ancestral ties to one. The Métis have a unique, mixed First Nation and European ancestry and culture” (Lakehead Public Schools, 2007).

### ***Inuit***

“A distinct Aboriginal people, the Inuit generally live in northern Canada (Nunavut, Northwest Territories, northern Quebec and northern Labrador.) The word means “people” in the Inuit language – Inuktitut. The singular of Inuit is Inuk” (Lakehead Public Schools, 2007).

### ***First Nations People***

“A term that came into common usage in the 1970s to replace the word “Indian,” which some people found offensive. Although the term First Nation is widely used, no legal definition of it exists. Among its uses, the term “First Nations peoples” refers to the Indian peoples in Canada, both status and non-status. Some peoples have also adopted the term “First Nation” to replace the word “band” in the name of their community” (Lakehead Public Schools, 2007).

### ***Residential Schools***

As explained by the Truth and Reconciliation Commission of Canada (2014):

“For over 100 years, Aboriginal children were removed from their families and sent to institutions called residential schools. The government-funded, church-run schools were located across Canada and established with the purpose to eliminate parental involvement in the spiritual, cultural and intellectual development of Aboriginal children. The last residential schools closed in the mid-1990s.”

### ***Rural, isolated and remote communities***

For the purpose of this study, we have asked participants to identify whether their community is rural, isolated, remote, First Nations, Métis or Inuit. Participants could select more than one identified for their community. Participant identification of the community is included in the data but the geographic descriptions are also included.



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