

**APPLICATION FORM**

Completed applications are to be sent to **teaching.together@Catholicteachers.ca** by **November 1**.

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| Name as it appears in your Canadian passport: *(Underline your preferred name)* |
| Date of birth:  |
| Home address: City: Prov./Terr.: Postal code:  |
| Your teacher organization:  |
| Name of nearest airport: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Distance (km): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Phone number:  | Alternate phone number:  |
| Email address:  | Alternate email address:  |
| Present position:  | If retired, please state month/year of retirement: |
| School name:  | School board:  |
| School address:  | School board address:  |
| School phone number:  | School board phone number:  |
| Principal’s full name:  | Superintendent’s full name:  |
| Principal’s email address:  | Superintendent’s email address:  |

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| Date of last day of the school year:  |
| Latest date by which you must arrive home following your program placement:  |

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| **Please attach a photocopy of pages 2-3 of your Canadian passport to this form or provide proof of your passport application.** |

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| Have you previously participated in Project Overseas or Teaching Together? Yes [ ]  No [ ]  |
| If yes, in which year(s)?  |
| In which country(ies)?  |

**TEACHING BACKGROUND** (Beginning with most recent)

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| --- | --- | --- | --- |
| **School and location** | **Position** | **Grades taught** | **When**From – to |
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**ACADEMIC BACKGROUND AND PROFESSIONAL LEARNING (Beginning with most recent)**

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| --- | --- | --- |
| **Institution/University and location** | **Degree/Program** | **When****From – to** |
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**TOPICS**

Please indicate the areas you would be most interested in co-facilitating – keeping in mind that the in-service is NOT based on curriculum (subjects) but general teaching and learning strategies. Also, it is possible that you may be asked to co-facilitate a topic which you have not listed as topics are selected by our partners according to their needs. Some over-arching educational topics which would be relevant at any grade level and in any curriculum area might include instructional leadership, child-centred pedagogy, alternative classroom management, instructional strategies, emotional regulation, assessment, inclusion, climate change, etc.

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| **First language** English [ ]  French [ ]  Other (specify):  |
| **Do you consider yourself to be sufficiently fluent in French to accept a placement in a Francophone country?**Yes ☐ No ☐***If yes, please respond to at least three questions in section A or B en français.***  |

**OUTLINE YOUR INVOLVEMENT IN YOUR TEACHER ORGANIZATION/UNION**

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**OTHER RELEVANT EXPERIENCE (e.g., development cooperation, intercultural projects, volunteerism). PLEASE LIST AND BRIEFLY DESCRIBE EACH EXPERIENCE.**

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**Teaching Together can be a very demanding experience and may require physical stamina and mental resilience. Therefore, it is important for you to be cognizant of your own level of physical, mental, and emotional readiness for this program.**

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| **How do you assess your physical health?** Excellent[ ]  Good[ ]  Fair[ ]  Poor[ ]  |
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| --- |
| If other than “excellent”, please give details:  |
| **How do you assess your mental/emotional health?** Excellent[ ]  Good[ ]  Fair[ ]  Poor[ ]  |
| If other than “excellent”, please give details:  |
| **Do you require any type of accommodation to participate in the Teaching Together program?** Yes[ ] No[ ]  |
| If yes, please specify:  |
| \***Do you have any allergies and/or dietary restrictions?** Yes[ ] No[ ]  |
| If yes, please specify:  |

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While in Canada we can make many accommodations, and will make every effort to do so, applicants should be aware that we cannot guarantee the same accommodations will be possible in some of the places where the program will take place.

**SECTION A**

**PLEASE RESPOND TO THESE QUESTIONS IF YOU HAVE NEVER PARTICIPATED IN CTF/FCE PROJECT OVERSEAS OR TEACHING TOGETHER.**

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| **Why do you wish to participate in Teaching Together?** |
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| **What comes to mind when you think about this program?** |
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| **What skills, attitudes, and experiences do you have that make you a suitable candidate for Teaching Together?** |
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| **What do you hope to gain from this experience, both professionally and personally?** |
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| **What will you share about Canada? What would you most hope to learn about your host country?** |
|  |
| **Should you be selected, identify what you think might be a significant personal challenge for you. How might you handle it?** |
|  |
| **Please explain why you believe it is important to always keep in mind power, privilege, and solidarity when working with international partners.** |
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| **Should you be successful, you will be placed on a team. How will you contribute to a positive team dynamic?** |
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| **Please share with us anything else you feel is relevant and important to this application.** |
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**SECTION B**

**PLEASE RESPOND TO THESE QUESTIONS *IF YOU HAVE ALREADY PARTICIPATED* IN AT LEAST ONE CTF/FCE PROJECT OVERSEAS OR TEACHING TOGETHER PROGRAM.**

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| **Why do you wish to participate in Teaching Together this year?** |
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| **Using a concrete example, please explain how your most recent project experience has changed or influenced your understanding of power, privilege, and/or solidarity.** |
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| **How might your past program experience change your approach to Teaching Together this time?** |
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| **Recalling your experience, what did you gain professionally and personally?** |
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| **What will you share about Canada? What would you most hope to learn about your host country?** |
|  |
| **If selected, identify what you think might be a significant personal challenge for you. How might you handle it?** |
|  |
| **Relate a past program experience which demonstrates your ability to work professionally with other team members, co-facilitators and others.** |
|  |
| **Recall a challenge from a past program experience (Project Overseas or Teaching Together). How was it handled? What lessons might you take from that experience?**  |
|  |
| **Please share with us anything else you feel is relevant and important to this application.** |
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**IF YOU WISH TO BE CONSIDERED AS A TEAM LEADER, PLEASE COMPLETE SECTION C.**

**SECTION C**

**IF YOU HAVE PARTICIPATED IN THE PROGRAM BEFORE AND IF YOU ARE INTERESTED IN BEING A TEAM LEADER, PLEASE COMPLETE THIS SECTION.**

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| **Why do you wish to be a team leader for the Teaching Together program?** |
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| **What do you believe are the top two (2) responsibilities of a team leader?** |
| Click or tap here to enter text |
| **Why do you think you are well suited to be a team leader?** |
|  |
| **What might you do as a team leader to promote positive professional and personal experiences for your team members?** |
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| **How will you foster respectful intercultural exchange?** |
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| **As a team leader, what challenge might you face as a team leader that you would not experience as a team member? How would you handle it?** |
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| **How will you foster effective relationships between your team members, union colleagues and others with whom you will work?** |
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| **Team dynamics can “make or break” a program experience. How will you cultivate positive team dynamics?** |
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| **Power, privilege, and solidarity are important concepts to be aware of when working with international partners. What might you do to ensure that your team members are mindful of this before and throughout the program?** |
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**SECTION D**

**THIS IS A VOLUNTARY SELF-IDENTIFICATION FOR OECTA MEMBERS.**

**Supplementary Self-identification Questionnaire (VOLUNTARY)**

OECTA ‘s commitment to Accessibility, Inclusion, Diversity and Equity (AIDE) recognizes the collection of self-identifying data as central to our goal of creating a welcoming and inclusive environment for all members and staff. Self-identifying data helps us to understand the diversity of members who are participating in OECTA sponsored events.

OECTA is asking members to fill out the following section to provide the Association with more comprehensive information regarding the membership. This data will be used for the purpose of ensuring that the selection process for International Collaboration for Education accounts for members who belong to equity deserving groups. The data will be held in confidence within the selection committee and will not be submitted with the application to CTF. Please be advised that you are not required to fill out this section if you are not comfortable in doing so.

**Self-identification**

Do you identify as a member of one of more of the groups below? Select all that apply.

1. **Gender Identity**

What is your gender identity?

[ ]  Woman

[ ]  Man

[ ]  Non-Binary

[ ]  Other

If your gender identity is not listed above, please specify (optional):

1. **Gender Expression**

Do you identify as Two – Spirit, lesbian, gay, bisexual, transgender, queer, intersex, asexual?

[ ]  Yes

[ ]  No

If you are a member of the 2SLGBTQIA+ please specify the group/s, you belong to (optional):

1. **Indigenous Person**

Based on your cultural/ancestral background, do you identify as an Indigenous person?

[ ]  Yes

[ ]  No

If yes, check the best category that applies to you:

[ ]  First Nations

[ ]  Métis

[ ]  Inuit

[ ]  Other

[ ]  If you are a member of the Indigenous Peoples group not listed above, please specify (optional):

1. **Racialized Person**

Do you identify as a member of a racialized group? Check the category that best applies to you:

[ ]  Black (including African Black, Canadian Black, Caribbean Black persons)

[ ]  Latin American (including persons from Central and South America, etc.)

[ ]  Asian (including people from East, South, Southwest Asia etc.)

[ ]  Middle Eastern (including people of West Asian descent who are Arab, Persian, Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)

[ ]  Mixed race, please explain below (optional)

[ ]  Other

If you are a member of a racialized group not listed above, please specify (optional):

1. **Person with disability**

Do you identify as a person with disability?

[ ]  Yes

[ ]  No

Optional: If you wish to provide further details, please select the boxes that apply to you.

[ ]  Blind (unable to see or difficulty seeing)

[ ]  Coordination or dexterity (difficulty using hands or arms, for example, grasping or handling a stapler or using a keyboard)

[ ]  Deaf (unable to hear or difficulty hearing)

[ ]  Mobility (difficulty moving around, wheelchair user or assistive device user)

[ ]  Speech (unable to speak or difficulty speaking and being understood)

[ ]  Mental illness (including depression, anxiety disorders, mood disorders and schizophrenia disorders)

[ ]  Neurocognitive (Parkinson’s disease, Multiple sclerosis)

[ ]  Neurodevelopmental (Dyslexia, Attention Deficit/Hyperactivity, Autism Spectrum, Communication)

[ ]  Other

If you have other disabilities not listed above, please specify (optional):

Explanation of Identities (\*)

1. **Gender Identity**

Each person’s internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person’s gender identity may be the same as or different from their birth-assigned sex. Gender identity is fundamentally different from a person’s gender expression/ sexual orientation.

1. **Gender Expression**

Is how a person publicly presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person’s chosen name and pronoun are also common ways of expressing gender. A person’s internal and individual experience of their sense of self with respect to being a woman, man, blend of both, Two-Spirit, Trans, Gender Non-Conforming or neither. Since gender identity is internal, one's gender identity is not necessarily visible to others. All people have a gender identity. 2SLGBTQIA+ is an umbrella acronym/term for individuals who experience marginalization based on gender identity and/or gender expression. 2SLGBTQIA+ identities have diverse experiences, identities, and social locations.

* Genderqueer/Gender Non-Conforming/Gender Variant are individuals who do not follow gender stereotypes based on the sex they were assigned at birth. They may identify and express themselves as “feminine men” or “masculine women” or as androgynous, outside of the categories “boy/man” and “girl/woman”. People who are gender non-conforming may or may not identify as trans.
* Transgender is a broad term for people whose gender identity or expression is different from those typically associated with their sex assigned at birth. "Trans" is shorthand for "transgender." Note: Transgender is correctly used as an adjective, for example: "transgender people," "people who are transgender," "a woman who is transgender," etc. However, "transgenders" or "transgendered" are incorrect and disrespectful.
* Transition refers to a host of activities that some trans people may pursue to affirm their gender identity. this may include changes to their name, sex designation, dress, the use of specific pronouns, and possibly medically supportive treatments such as hormone therapy, sex-reassignment surgery, or other procedures. There is no checklist or average time for a transition process, and no universal goal or endpoint. Each person will decide what meets their needs.
* Two-Spirit is a term used by Indigenous people to describe from a cultural perspective people who are gay, lesbian, bisexual, trans, or intersex. It is used to capture a concept that exists in many different Indigenous cultures and languages. For some, the term two-spirit describes a societal and spiritual role that certain people played within traditional societies; they were often mediators, keepers of certain ceremonies; they transcended accepted roles of men and women and filled a role as an established middle gender.

One’s gender identity is different from sex (male and female), sexual orientation (who one is romantically or sexually attracted to) and may be different from one’s assigned or biological sex.

1. **Indigenous Person**

The term Indigenous peoples of Canada is an umbrella term to describe individuals who self -identify as First Nations, Inuit and Métis peoples. They share a common link in their Indigenous ancestry and each group has separate lived experiences with unique heritages, languages, cultural practices, and spiritual beliefs. Any individual who identifies as Indigenous and was accepted by the group or community as one of is members was to be regarded as an Indigenous person.

1. **Racialized Person**

A social construct of certain groups of people based on their skin color and/or ethnicity. Increasingly, people prefer to be referred to specifically as Black people, Chinese people or Latin American people, the term racialized acknowledges the fact that the barriers faced by these groups are rooted in the historical and contemporary racial prejudice of society and are not a product of their identities or shortcomings. The term racialized is more widely accepted and has replaced the outdated person of color and visible minorities term that implies inferior social position rather than numerical status or size.

1. **Abilities/Disabilities**

Individuals with a broad range of conditions, some visible and others not (e.g., physical, mental, and learning disabilities, hearing or vision disabilities, epilepsy, environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time. Many people with disabilities face limited opportunities to education and employment than other people due to discrimination and lack of accommodation.

**REFERENCES**

Please provide the names and contact information of two people who can serve as references:

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| 1 | **Name and relationship to you:** |
| Email:  | Phone:  |
| 2 | **Name and relationship to you:** |
| Email:  | Phone:  |

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**ACKNOWLEDGEMENT**

As an applicant for the **Teaching Together** program,

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|[ ]  I confirm that I will have taught in Canada for five full years before the Teaching Together assignment begins; |
|[ ]  I accept that I may be assigned to any program country; I cannot choose my placement or my team; |
|[ ]  I understand that, while the CTF/FCE makes every effort to assign successful applicants in accordance with their skills and experience, Teaching Together participants may be assigned to co-plan and co-facilitate professional learning workshops on any theme/topic;  |
|[ ]  I understand that Teaching Together participants are bound by local laws in the country of assignment as well as by codes of conduct of the CTF/FCE and of their own provincial/territorial teacher organizations, and by the CTF/FCE Policy on Protection from Sexual Exploitation and Abuse; |
|[ ]  I accept that, for budgetary and safety reasons, Teaching Together participants share accommodations, both in Canada and while on assignment overseas;  |
| [ ]  | I accept that Teaching Together participants must reside at the assigned team accommodation during the entire program, including during the orientation in Ottawa;  |
|[ ]  I accept that Teaching Together assignments may include exposure to risks and the potential to contract diseases not present in Canada, and that medical facilities and services in the country of assignment may not be as accessible or of the same standard as those in Canada; |
|[ ]  I have provided the personal information in this application form voluntarily to my provincial/territorial teacher organization and to the CTF/FCE for the purpose of applying as a participant in the Teaching Together program. If I am selected as a participant in Teaching Together, the personal information in this application form will be kept on file at the CTF/FCE for the sole purpose of my involvement in the program; |
|[ ]  I accept that family and friends are not permitted to accompany me during the program, including during the orientation in Ottawa. |

To confirm the above statements, please type your name in full at the signature line below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Signature:  |  |  | Date:  |  |