

**Internationally Educated Teachers and
Teacher Education Programs in Canada:
Current Practices**

**A report prepared for
the Atlantic Metropolis Centre for Excellence**

by

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“New Additions to our Website” http://www.atlantic.metropolis.net/index_e.html)*

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We wish to thank faculty and staff of teacher education programs across Canada who participated in the research process through completing the questionnaire we distributed.

Finally, we sincerely appreciate the efforts of the research assistants who have worked on this project.

Please note that the information contained in this report is accurate (to our knowledge) as of December 2007. Please contact the authors about any errors or omissions.

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INTRODUCTION

Current Canadian demographics indicate an increasingly aged population and a low birth rate; immigration is a crucial source of current and future population and economic growth. The influx of people from countries worldwide is a rich source of linguistic, religious, ethnic, racial, and cultural diversity, and also a challenge to Canada's claims of being a welcoming multicultural society. While the student population in Canadian schools is increasingly diverse,¹ particularly in large urban centres, the overall Canadian teaching profession is relatively homogeneous in terms of race (White) and class (middle class). A largely untapped source of 'diverse' teachers is people who have immigrated to Canada and who have teaching qualifications from their countries of origin. Professionals who have immigrated to Canada, including those who were teachers, are on average more highly educated and skilled than ever before. Many times, however, they encounter numerous challenges as they seek work in Canada commensurate with their qualifications.

This research report, *Internationally educated teachers and teacher education programs in Canada: Current practices*, is phase two of a three-part research project.² The main purpose of phase two is to document current practices in Canadian teacher education programs that are relevant to internationally educated teachers. A major aspect of this phase of the research was to distribute a questionnaire to the director/chair/dean of 41 teacher education programs across Canada. Of 41 questionnaires sent, we received 27 responses. In this report, we describe our research method and present our major findings. We also provide a brief review of the literature, primarily in relation to immigration, changing demographics, and current research about internationally educated teachers in Canada. Finally, we present recommendations pertinent to teacher education.

The information and findings in this report will be of specific interest to faculty in teacher education programs and other stakeholders (such as government departments of education, teachers' associations/unions, provincial associations for internationally educated teachers) who are developing initiatives for internationally educated teachers. It will also be of interest more generally to policy-makers involved with the immigration, integration, and recertification of immigrants who were professionals in their countries of origin. We also believe that the report

¹ The words "diverse" and "diversity" in educational literature include, but are not limited to, discussions about teachers and students in terms of race, ethnicity, culture, religion, sexuality, able-bodiedness, language, and intellectual, emotional, psychological and/or physical exceptionalities. Inevitably, words that stand for such a wide range of experiences become increasingly ineffectual. In this report, we focus primarily on issues of "diversity" that refer to race, ethnicity, culture, language, and sometimes religion because these are the primary issues that we have encountered thus far in our own research.

² Phase one of our research with internationally educated teachers (2005-2006) involved an arts-informed research inquiry entitled, *Re-symbolizing the experiences of immigrant women who have been involved with teaching*, funded by the Atlantic Metropolis Centre of Excellence (AMA) (Brigham & Walsh, in press; Walsh & Brigham, 2005, 2007a). We are currently working on phase three (2006-2009), the purpose of which is to further investigate the experiences of internationally educated female teachers. Phase three, funded by the Social Science and Humanities Research Council of Canada, is an arts-informed study entitled, *Experiences of female teachers who are immigrants to Atlantic Canada: Implications for Canadian teacher education programs* (Walsh & Brigham, 2007b).

will be of significance to those concerned with issues of difference, diversity, and marginality in teacher education.

We recognize that practices relevant to internationally educated teachers will have developed/not developed in relation to the particular histories and contexts of specific teacher education programs. Clearly, practices that emerge in the future will also do so within specific contexts. This report is our attempt at providing an overview of the current national context.

We begin by clarifying terminology central to our research.

TERMINOLOGY

Internationally educated teachers

The term “internationally educated teachers” is used by organizations/institutions such as the British Columbia College of Teachers, the University of Manitoba, the Ontario Institute for the Study of Education/University of Toronto, the Ontario College of Teachers, and the Nova Scotia Association for Internationally Educated Teachers (NSAIET). In our research, we use the term “internationally educated teachers” (IETs) to refer to people who have immigrated to Canada, who have completed post secondary education outside of Canada and/or who have (had) teaching experience from elsewhere and/or in Canada. We assume that the internationally educated teachers seeking teacher certification in Canada are either Canadian citizens or have permanent resident status.

Our research about programs and practices relevant to internationally educated teachers in Canadian teacher education programs reveals that, in addition to “internationally educated teachers,” various other terms also appear in the literature and on teacher education and professional websites: for example, “internationally trained teachers” (see Queen’s University; York University; Association of Internationally Trained Teachers of Ontario), “foreign trained (immigrant) teachers” (see University of Calgary; Mawhinney & Xu, 1997; Zhang & Cheng, 2006), “foreign accredited teachers” (Phillion, 2003) and “immigrant teachers” (see Simon Fraser University; University of Calgary; Zhang & Cheng, 2005).

Internationally educated teachers in Canada are a heterogeneous group with respect to “markers” such as, race, ethnicity, culture, language, religion, and so on. We wish to underline such differences, even as we write a report about internationally educated teachers as a group. Some IETs are racially categorized as ‘non-White’; many do not claim English as their first language. Not surprisingly, in our overall research with female internationally educated teachers, we have learned that markers such as race and language, for example, *matter* in terms of the ease with which IETS are able to enter the teaching profession (see Brigham & Walsh, in press; Walsh & Brigham, 2007a, 2007b). We elaborate further about the ways in which such markers matter at various points in this report.

Further differences among IETs include, but are not limited to, the immigration categories through which IETs arrive in Canada and also differences among qualifications and years of teaching experiences that they bring from their countries of origin.

Programs, Initiatives, Practices

The original title of our research was *A Study of Policies and Practices Affecting Internationally Educated Teachers in Canadian Teacher Education Programs*. In our questionnaire, we asked about “programs” and “initiatives” as well as policies. The term “initiatives” indicated our understanding that the need to develop specific ways of working with IETs is relatively new for many Canadian teacher education programs. We originally thought that the term “programs” was adequate for those institutions with well-established ways of working with IETs. After analyzing our data, we differentiated actual programs for IETs from admission categories and so

on; we are thus now using the term “programs” to indicate *actual programs designed for IETs*. We now use the term “practices” in a general way to cover the wide range of possibilities for working with IETs that currently exist in Canadian teacher education programs (i.e. from informal means to admissions categories to specific programs)—hence the change in the title of our report. At times, we use the term “formalized practices” to include both admissions categories and specific programs.

RESEARCH TEAM

The research team consisted of two assistant professors and six graduate students from the Faculty of Education at Mount Saint Vincent University in Halifax, Nova Scotia.

Since Winter 2005, Susan Walsh and Susan Brigham have been conducting research about women who have immigrated to Atlantic Canada and who were teachers in their countries of origin. This research report is the culmination of phase two of a three-part study.

From Spring 2006 to Summer 2007, six graduate students worked with us on this research project. Five of the graduate students are internationally educated teachers from Asia, Australia, and the Middle East. Teaching experience of the research assistants ranges from 2 years to seven years. Two of our research assistants, Selena Nemorin and Kangxian Zhao, were actively involved with the *Nova Scotia Association for Internationally Educated Teachers* (NSAIET).

Yina Wang and Kangxian Zhao helped to organize data from the questionnaire. Yina, Kangxian, and Selena Nemorin met with us regularly during the winter of 2007 to discuss readings and to share insights about research related to internationally educated teachers. All three have also contributed to the writing of this report. Joann Doran distributed the questionnaires, sent out friendly reminders, and answered many questions from various people across the country during Fall 2006. In Spring 2006, Jia Zhu conducted an Internet search for Canadian teacher education programs, and Somaya El-Essawy researched certification pathways for professionals who have immigrated to Nova Scotia.

We would also like to acknowledge the assistance of Dr. Hong Wang who joined the faculty at Mount Saint Vincent University in July 2006. Dr. Wang consulted with us and shared insights and resources from her work as a research assistant at Queen's University in Kingston, Ontario with the *Alternative Teacher Accreditation Program for Teachers with International Experience* (ATAPTIE). Additionally, we thank Dr. Jamie Metsala (faculty member, Mount Saint Vincent University) for reviewing an early draft of this report and Erin Pritchard (research assistant, University of Alberta) for her able editorial work.

BACKGROUND

Demographics and immigration in Canada

In an overall context of low birth rates and an aging population, about two-thirds of Canada's population growth currently comes from net international migration. "The proportion of seniors in the Canadian population could nearly double in the next 25 years, while the proportion of children is expected to continue falling" (Statistics Canada, 2007a, para 3). By about 2030, net immigration may become the only source of population growth (Statistics Canada, 2007b). Immigration is thus also a crucial component of current and future economic growth and competitiveness in global markets. Labour market projections indicate approximately one million vacancies for skilled workers in the next twenty years, with medical practitioners and teachers as notably aging groups (Owen, 2005).

Some Canadian provinces are more successful at attracting and retaining immigrants than others. For example, of the immigrants who arrived from 1990 to 2004, more than 50% annually went to Ontario, 18% to British Columbia, 16% to Quebec, and fewer to each of the 4th, 5th, and 6th ranked provinces, Alberta, Manitoba and Nova Scotia, respectively (Harvey & Houle, 2006, pp. 16-17). Approximately 75% of all immigrants to Canada chose the urban centers of Toronto, Vancouver, and Montreal as their destination (Harvey & Houle, 2006; Statistics Canada, 2007c). The main source area for Canada's immigrants is Asia, while Africa and the Middle East are two increasing source areas. Different provinces attract immigrants from different source areas. For example:

In Quebec the highest proportion of new immigrants came from Latin America and the Caribbean. In the Atlantic provinces (without Nova Scotia) the majority of immigrants came from Europe and the USA. More than 70% of British Columbia's new immigrants landed from Asia. In Nova Scotia, by contrast, 50% of newcomers originated in Africa and the Middle East. (Harvey & Houle, 2006, p. 24)

Canada's immigration policies, especially during the 1990's, became increasingly focused on attracting and retaining well-educated and skilled professionals (Hyndman, 1999; Man, 2004; Mojab, 1999; Preston & Man, 1999). Such policies reflect the transition to a postindustrial "knowledge-based economy" where flexible workers are said to be necessary (Mojab, p. 123; Man, p. 4) and where, simultaneously, the labor market itself has become much more precarious through globalization, economic restructuring, privatization, and deregulation (Man, 2004; Mojab, 1999). An understanding of the current Canadian labour market in the global context and the ways that immigrant professionals are "deskilled" in this scenario is crucial to understanding the ways that IETs are situated as they seek credential recognition and access to teacher education programs. Though it is beyond the scope of this report to elaborate in detail, we wish to comment that the work of Canadian women such as Ng (1990) and Mojab (1999) are instructive in this regard. Mojab (1999), for example, notes that

Much of the literature on contemporary capitalism argues that the transition from a production-based to a postindustrial economy requires upgrading in the technical skill levels of the labour force. Another trend of research emphasizes the deskilling

requirements of the system and, even, its dependence on a state of un- and under-employment. There is, in other words, a situation of “education-job gap” which demands upgrading but imposes underemployment. It would be more accurate, therefore, to see advanced capitalism as a highly dynamic system of production, which simultaneously creates and destroys jobs, and requires both the skilling and deskilling of the labour force. (p. 126)

Canada’s immigrants³ are more highly educated than ever before. Of the three categories of immigrants: family class, refugees, and independent immigrants, only the independent immigrants are assessed by a point system. Immigrants in both the family class and independent (economic) categories possess levels of educational attainment above the average of Canadian-born men and women (Lochhead & Mackenzie, 2005). Yet, immigrants’ credentials and work experience obtained outside Canada are valued less than credentials and experience of comparable Canadian-born people (Brigham, 1995, 1997; Brigham & Bernadino, 2003; Man, 2004; Phillion, 2003; Mojab, 1999), and their professional identities are undermined, a situation that can affect psychological and physical health. In addition, not all foreign credentials are assessed equally (Sweetman, 2003).

Further, immigrants who are members of visible minority groups experience greater economic disadvantage than non-visible minority immigrants and people born in Canada (Esses, Dietz, Bennett-Abuayyash, & Joshi, 2007; Harvey & Siu 2001; Hawthorne, 2007). Esses et al (2007) report that visible minority immigrants earn less than that of their Canadian and non-minority immigrant counterparts. Members of visible minorities from Africa, the Caribbean, and Latin America are likely to experience the greatest economic disadvantage (Ornstein, 2006). When taking gender into consideration, women immigrants⁴ make only slightly lower average earnings than Canadian-born women, although recently arrived foreign born women earn roughly 20% below the average earnings of all immigrant and Canadian born women (Lindsay & Almey, 2006). As is the case for other women in Canada, foreign born women earn about 70% of their male peers. Additionally, women who immigrate are more likely to be unemployed compared with Canadian born women and immigrant men (Lindsay & Almey, 2006). Various researchers note how highly educated female immigrants, because of a variety of structural barriers, are unable to find jobs, and that those who do find work usually find it in low paying jobs (such as in the service industry and as garment workers) (Mojab, 1999; Man, 2004; Preston & Man, 1999).

³ Included in the independent or economic class are skilled workers (and their dependents), business investors, and provincial nominees. The family class is made up of individuals who are closely related family members of those already established in Canada, and the refugee class is a humanitarian category. Canada uses a point system to assess all independent applicants. There are six categories under which applicants are awarded points. These include, education, languages (English and/or French), work experience, age, arranged employment in Canada and adaptability (including previous work or study in Canada, arranged employment, relative in Canada and partner’s education) (Immigrate.net, 2006).

⁴ Almost half of the foreign born women in Canada are a member of a visible minority group. Of immigrant women living in Canada in 2001, 49% were considered to be a visible minority... Recent arrivals in Canada are far more likely to be a part of a visible minority than those who have been in the country for longer periods. Indeed, almost three quarters (74%) who arrived in Canada between 1991 and 2001 are visible minorities whereas this is the case for only 19% of those who arrived here in the 1960s and just 3% of those who arrived in Canada before 1961. (Lindsay & Almey, 2006, p. 217)

Gender, then, is an important factor that along with language, race, ethnicity, class, and immigration status impacts significantly on immigration and integration experiences.

The deskilling of women and men who immigrate to Canada operates at the conflicted intersection of an immigration policy that aims to attract highly skilled and educated people to Canada while economic restructuring produces a labour market that has not welcomed them. Such issues are exacerbated along lines of race, ethnicity, class, and gender.

Teaching in Canada

Like other professionals, teachers who immigrate and wish to teach in Canada face challenges when they attempt to find employment in their field. The historical legacy of schooling and the current policies and practices in Canadian educational institutions have an effect on immigrants' experiences as they attempt to re-enter the Canadian teaching profession.

In the first half of the nineteenth century, Canada (what was then Upper and Lower Canada), experienced social change, which included conflict between the French and English as well as pressures posed by an increasing number of immigrants (Kach, 1987). These social changes resulted in social, economic and political stresses along with the subsequent perceived need to 'Canadianize' immigrants. A free compulsory public schooling system was envisioned as a mechanism of social control to help address stresses and maintain the status quo (Lazerson, 1978). The evolution of public schooling was influenced by Methodist minister, Egerton Ryerson, who felt that public schooling would instill Protestant Christian values and promote loyalty to the British crown and to the British political tradition (McDonald, 1978).

As schooling became publicly funded, the demand for teachers increased, and women were seen as a yet untapped cheap supply of labour. By the end of the nineteenth century women predominated in teaching, particularly in early grades. Teaching was perceived as an extension of women's traditional roles of informal teaching and caring for children. From the time they came into the profession until the 1960s, female teachers experienced significant inequities compared with men (e.g. lower salaries and limited opportunities for advancement within the profession). Female teachers' public behaviours were also carefully regulated (Khayatt, 1992). The history of education in Canada is very much White, middle class, and gendered.

In current times, the need for a more racially, linguistically, culturally, and ethnically diverse teaching profession has been reasonably well-documented, if not well-implemented in terms of policy and programming for teacher education and professional development (see Bascia, 1996a, 1996b; Beynon, Ilieva, & Dichupa, 2004; BLAC, 1994; Hirji, 1998; Hirji & Beynon, 2000; Lewis, 1992; Phillion, 2003). Ladson-Billings (1994) suggests that directly or indirectly minority teachers, in addition to being role models, serve as mentors, cultural translators, advocates, and surrogate parents for minority students. Foster (1993) suggests that minority (e.g. African-Americans) teachers' abilities to reflect on their "cultural comprehensive knowledge" (that is, one's cultural and gendered understanding of their life experiences and how this affects their world-view) influence their teaching, so that they provide more effective instruction to minority students. Dee (2001) implies that same-race teachers may influence student achievement. Ehrenberg, Goldhaber & Brewer (1994) attribute this positive influence on student

achievement to teachers' empathy and support of same-race students. A more diverse teaching population has the potential to provide different perspectives and role models as well as educative possibilities for all students, staff, and community members in terms of antiracist and multicultural education.

Despite the need for a teaching force that at least matches the student population in terms of racial, linguistic, cultural, and ethnic differences, teacher education programs in Canada and in other countries in the Organization for Economic Cooperation and Development (OECD) (such as Australia, Britain and the United States) have been slow in responding to this need. Research with preservice and in-service teachers who are immigrants, many of whom are also members of ethnic, racial and linguistic minority groups in Canada, indicates that these highly educated and skilled people are an important but as yet untapped group that would help address the need for a more diverse teaching population. Research with IETs has been done in countries such as Israel (Court, 1999; Elbaz-Luwisch, 2004), Australia (Cruickshank, 2004), Britain (Carrington & Tomlin, 2000), and the United States (Harklau, 1999; Quiocho & Rios, 2000; Root, Rudawski, Taylor, & Rochon, 2003; Sheets & Chew, 2002) as well as in Canada.

Over the course of at least a decade, the barriers and challenges faced by IETs in the Canadian context have been well-documented (Bascia, 1996; Beynon, Ilieva, & Dichupa, 2004; Brigham & Walsh, in press; Cheng, Myles, & Wang, 2004; Gagné, 2006, 2007; Hirji & Beynon, 2000; Mawhinney & Xu, 1997; Myles, Cheng, & Wang, 2006; Phillion, 2003; Ramanathan, 2002; Schmidt, 2007; Schmidt, Young, & Mandzuk, , 2006; Thiessen, Bascia & Goodson, 1996; Walsh & Brigham, 2007a, 2007b; Zhang & Cheng, 2006).

We have categorized the findings of the researchers/writers listed above as follows:

Language

- issues of English language proficiency and concerns about accents (on the part of the IETS and others)
- differing (cultural) communication styles and understandings about context specific language

Issues related to obtaining Canadian credentials

- difficulty accessing correct information about certification processes
- lack of knowledge about the Canadian education system
- difficulty in gaining Canadian teaching experience
- lack of recognition of prior education and teaching experience, both officially (through credential assessment) and also informally (i.e. by mentor teachers, administrators)
- differing educational expectations (e.g. pedagogical approaches, teaching philosophies, and classroom management strategies)
- lack of financial support

Challenges (during and after credentialing process, during teacher education, and/or after being hired)

- preconceived views of IETs as linguistically and culturally deficient by colleagues, administrators, parents, students, mentor teachers, and others

- lack of preparation for mentor teachers and supervisors in teacher education programs in terms of anti-racist and multicultural education
- discriminatory hiring and workplace practices (eg. difficulty in finding regular contracts as opposed to daily substituting contracts)
- discrimination in the school and community at large
- professional isolation that can be construed as a by-product of systemic racism; lack of supportive professional networks
- (when hired) being perceived as ‘tokens’ (i.e. hired as a member of a specific minority group to demonstrate a school’s commitment to diversity)
- (when hired) being ‘pigeon-holed’ as *the one* on staff to deal with problems faced by minority and/or immigrant students, rather than the school community taking on a shared responsibility for such students
- (when hired) lack of acknowledgement and validation for IETs’ work as translators, mentors, counsellors, and mediators in schools, with families, and in communities

Family and personal concerns

- lack of financial support for (re)credentialing process, further education
- issues of childcare and frustration with own children becoming “too Canadian”
- marital difficulties associated with immigration and integration
- health concerns
- psychological aspects of being unable to earn a professional salary and of losing identity as a professional upon immigrating and also of having to reconstruct a different (often less desirable) identity in the Canadian context

RESEARCH METHOD

Our research involved three main parts: a questionnaire sent to representatives of Canadian teacher education programs, Internet searches of websites for Canadian teacher education programs, and the interpretive work done by a research group that met weekly to discuss the findings from the questionnaire and also readings related to internationally educated teachers.

a. Questionnaire

We conducted an initial Internet search of all teacher education degree programs offered across Canada. We limited our list of teacher education programs to English language degree programs and those offered through universities and university colleges. During the 2006-2007 academic year, we contacted the dean or director of teacher education (or equivalent) in 41 teacher education programs by email to ask if s/he was willing to respond to a questionnaire on behalf of her/his institution. In some cases, the dean/director asked someone else to complete the questionnaire. Thus, in addition to deans/directors, respondents included assistant and associate deans, chairs of departments, administrative assistants (e.g. executive assistants to the dean), and coordinators/managers of special programs. With our emails, we included a detailed information letter that outlined the research and the respondent's possible involvement in it (see Appendix A). Reminders over a period of 3-5 months included telephone calls and emails that included the questionnaire as an attachment. Completed questionnaire forms were returned by email.

We distributed a questionnaire because we agreed that this was an efficient means of gathering factual information (Best & Kahn, 2006). As we designed items for the questionnaire, we consulted together about the wording of questions and about what questions would best yield information about specific programs and also about less formal practices relevant to internationally educated teachers in Canadian teacher education programs. We also drew on findings from our previous research with internationally educated teachers to guide the development of the questions (see Walsh & Brigham, 2007; Brigham & Walsh, in press). At the time of designing the questionnaire, we had found little in the scholarly literature about specific initiatives related to internationally educated teachers in the context of Canadian teacher education programs, so we worded our questions generally so as to "cast a wide net." We endeavored to keep the questionnaire as short as possible so as to encourage people to participate in the study (See Appendix B). The University Research Ethics Board at Mount Saint Vincent University granted approval for this research project.

We chose email as a primary means of distributing and receiving questionnaires because we agreed that email was a user-friendly and time efficient means for respondents to complete and return it. Practically, for us as researchers, email was also time and cost efficient and required less paper consumption. We created a separate email account for this research project so that we (Walsh, Brigham, and our research assistants) could access information from a shared account and keep track of returned questionnaires and related communications.

Our initial analysis of the data from the returned questionnaires revealed that 7 Canadian teacher education programs currently have formalized practices specifically designed for internationally educated teachers and that others have informal means of working with IETs. We created a

template to structure our findings about the 7 formalized practices, wrote a detailed description for each, and returned the descriptions to the respondents for verification. Further revisions included comments/suggestions from the respondents. (The revised descriptions appear as Appendices in this report.)

b. Internet Search

We conducted an Internet search of all 41 of the teacher education programs that were on our initial list of programs in order to ensure the accuracy of the information we were collating. For example, in some instances, we required further detail to supplement the information we received on the questionnaire. Further, we hoped to ensure that we had accessed information about significant initiatives at teacher education programs whose representatives did not respond to the questionnaire.

Our research assistants searched the terms “internationally educated teachers,” “internationally trained teachers,” “foreign trained teachers,” and “immigrant teachers” on the websites of the 41 programs on our initial list.

c. Research Group

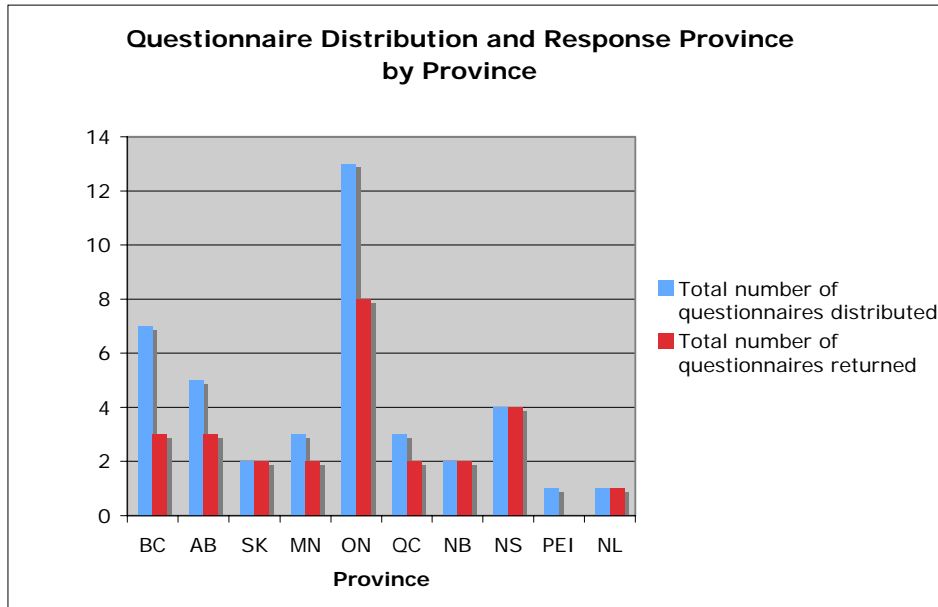
We (Walsh & Brigham) met regularly during Winter/Spring 2007 with three graduate research assistants: Yina Wang, Kangxian, Zhao, and Selena Nemorin—all of whom are internationally educated teachers. We divided the articles located through a review of the literature amongst the five of us, and then shared our findings and insights with one another. Our analysis of the questionnaire results and Internet searches are contextualized within the work of this group.

Response to Questionnaire

Of 41 questionnaires distributed to representatives of teacher education programs across Canada, 27 were returned—an overall percentage of 65.9. Responses came from 9 of 10 provinces.

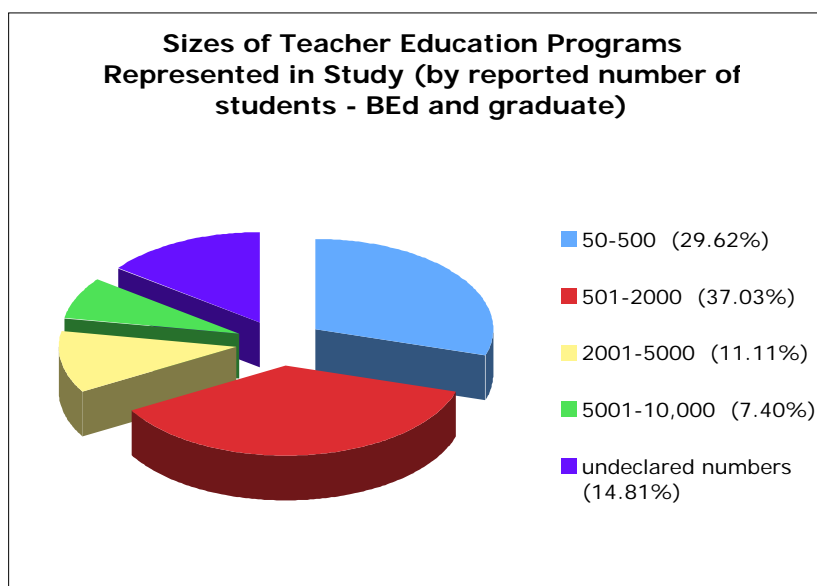
We did not include teacher education programs in the three territories in the distribution of our questionnaire because the programs there are housed in colleges, and we had limited the distribution of our questionnaire to representatives from universities and university colleges. Further, the teacher education programs in the territories are offered through partnerships between colleges in the North and universities in Saskatchewan and Quebec (Aurora College in the Northwest Territories and the University of Saskatchewan; Nunavut Arctic College in Nunavut and McGill University; Yukon College in the Yukon and the University of Regina). The university partners were included in the distribution of the questionnaire.

The graph below indicates the total number of questionnaires distributed and returned province by province.



Thus, the questionnaire return rate from the Western provinces (BC, AB, SK, MN) was 67.4%, from the Central provinces (ON, QC) 64.1%, and from the Atlantic provinces (NB, NS, PEI, NL) 75%.

The teacher education programs represented in our findings range in size as well as geographical location. The size of programs—based on reported numbers of students (both BEd and graduate)—ranges from 60 students to approximately 9700 students. The graph below indicates the varied sizes of teacher education programs and percentage of respondents for each.



In addition to a range of sizes and geographical locations, the teacher education programs represented in our findings offer a range of education programs—from a Bachelor of Arts in Education to combined and concurrent Bachelor of Education programs through to Master of Arts, Master of Education, and doctoral programs. The 27 responding institutions reported the following programs: Bachelor of Arts-1; Bachelor of Education-10, Bachelor of Education, Consecutive-17; Bachelor of Education, Concurrent-8; Master of Education-16; Master of Arts-6; Doctor of Education (EdD)-4; Doctor of Philosophy-12; Various certificates, diplomas, additional qualifications-4.

All respondents indicated that their teacher education programs satisfy provincial requirements for teacher certification, with the exception of Ryerson University's School of Early Childhood Education, which is currently working to do so.

The response to our questionnaire thus represents a range of Education programs offered, sizes of institutions, and geographical locations. All of these, in the context of the overall questionnaire return rate of 65.9%, provide reasonable representation about current practices related to internationally educated teachers in Canada. In addition, we searched Internet sites of all of the 41 teacher education programs originally contacted to ensure that we had not omitted any pertinent practices (see above, Internet Search).

Limitations

We acknowledge that our research is limited in a number of ways. The following is undoubtedly a partial list.

1. Our questionnaire focused on teacher education programs relevant to internationally educated teachers. We recognize that a large group of IETs have decided not to upgrade their credentials or redo programs (for a number of different reasons) and that some have gone on to do graduate work in education (which does not necessarily help them to gain Canadian teaching credentials).
2. We limited the distribution of our questionnaire to teacher education programs housed in universities and university colleges, based on the names of the institutions. We recognize that the criteria for assignment of university/college status likely varies from province to province. However, we surmised that practices related to internationally educated teachers in small universities, university colleges, and colleges would mainly be informal (a surmise later borne out in our findings). We thus drew the distribution line at colleges and decided to exclude them.
3. Distribution of the surveys was limited to English language teacher education programs.
4. We used websites to gather some information, and such information changes frequently; the information noted in this report is accurate as of the date of the report's release.
5. Our review of the literature focuses mainly on Canadian content but also includes some writers from the US, the UK, Israel, and Australia. We acknowledge that there is further literature from other countries that would be valuable to explore.

RESEARCH FINDINGS

In all provinces, in order to initiate the process of credential recognition for the purpose of entering the Canadian teaching profession, internationally educated teachers must apply to the appropriate provincial certification/qualifications authority to have their education and teaching experience assessed; the criteria for obtaining teacher certification varies from province to province. The assessment provided by the provincial authority provides specific information about any necessary certification requirements including additional courses and /or practica. The letter of assessment (among other supporting documents) is required by all Canadian teacher education programs.

We discuss our findings in relation to two broad areas:

- current practices in Canadian teacher education programs relevant to internationally educated teachers
- specific policies and/or initiatives intended to recruit and retain “marginalized groups” that could include internationally educated teachers

Current practices in Canadian teacher education programs relevant to internationally educated teachers

In analyzing the data from the 27 returned questionnaires and from our Internet search, we determined 8 categories of current practices (or lack thereof) relevant to internationally educated teachers in teacher education programs across Canada. (Percentages noted in these 8 categories are determined by particular number of teacher education programs in the category in relation to the total number of *returned questionnaires*, not the total number of teacher education programs surveyed.)

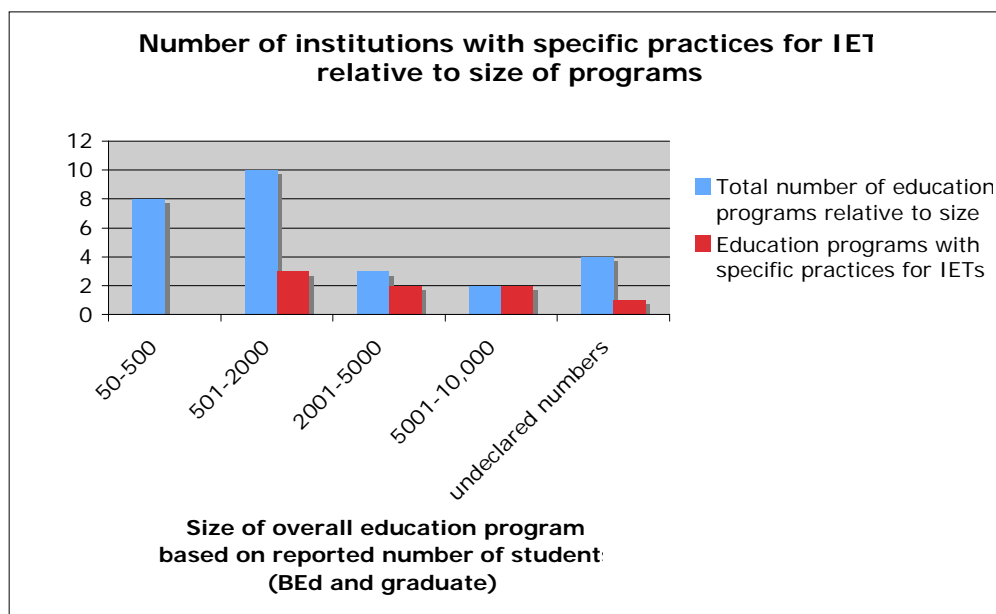
The eight categories of current practices in Canadian teacher education programs include:

1. Programs specifically designed for internationally educated teachers (2 institutions—Simon Fraser University, University of Manitoba; 7.4% of total)
2. Teacher recertification programs that include internationally educated teachers (1 institution—University of British Columbia; 3.7% of total)
3. Specified number of places within the BEd program (internationally educated teachers as an admissions category) (4 institutions—OISE/University of Toronto, Queen’s University, University of Ottawa, York University; 14.8% of total)
4. Specific initiatives currently under consideration (1 institution—University of Calgary, 3.7% of total)
5. Those who state that they are beginning to discuss initiatives (2 institutions—Mount Saint Vincent University, University of Alberta; 7.4% of total). (These two overlap with either category 7 or 8.)
6. Formalized practices no longer in existence (3 institutions—Queen’s University, University of Calgary, University of Ottawa; 11.1% of total). (All of these overlap with either category 3 or 4).

7. Informal supports for internationally educated teachers; no links or mention on the website (9 institutions, 33.3% of total)
8. No practices (informal or otherwise) reported (10 institutions, 37.0% of total)

Categories 1-4 indicate that across Canada there are currently seven teacher education institutions that have specific formalized practices relevant to internationally educated teachers and one that is in the process of developing one. Of the eight, four are in Ontario, two are in British Columbia, one is in Manitoba, and one is in Alberta. We discuss each of these formalized practices briefly below and in further detail in Appendices C, D, E, and F.

Not surprisingly, institutions with larger numbers of students in education programs overall are more likely to have formalized practices for IETs than smaller institutions.



Further, there is a high correlation between the number of overall immigrants to a province and the number of teacher education programs that have specific practices relevant to internationally educated teachers. For example, Statistics Canada (2007c) notes that half of the Canadian population lives in southern Ontario (the “Greater Golden Horseshoe”) and in the metropolitan areas of Montréal and Vancouver, areas where population growth is attributed to immigration. Six of the seven current practices for internationally educated teachers are located in Vancouver (2) and in Ontario (4).

Summary of categories 1 to 8

1. Programs specifically designed for internationally educated teachers (see Appendix C)

Simon Fraser University and the University of Manitoba are the two institutions with programs specific to internationally educated teachers.

Simon Fraser University offers the *Professional Qualification Program (PQP)* in collaboration with the British Columbia College of Teachers. The PQP, in existence since 2001, is a twelve-month full time program available to 20-24 students per year; it is designed “to orient new Canadians or teachers requiring updating to the cultural, social and political contexts of British Columbia schools through a combination of seminars and in-school experiences” (Simon Fraser University, 2007, p. 1). Teachers who were educated outside of Canada and who are currently working in BC schools have had input into the curriculum of the program (p. 2).

The University of Manitoba’s pilot program, entitled the *Academic and Professional Bridging Program for Internationally Educated Teachers*, began in January 2006 and will continue until at least 2008. A maximum of 12 spaces per year are offered to IETs who require additional coursework to be certified to teach in Manitoba. “The IET Pilot Program is the first provincial initiative to offer comprehensive support at the university level. Key elements include additional university coursework required for Manitoba curriculum, in-school placements, mentoring by experienced teachers in Winnipeg schools, employment search skills, and language development” (University of Manitoba, 2007, p. 1). The *Academic and Professional Bridging Program for Internationally Educated Teachers* is supported financially by the U of M Strategic Program Development Fund, the U of M Equity Incentive Fund, and Manitoba Labour & Immigration.

2. Teacher recertification programs that include internationally educated teachers (see Appendix D)

The teacher recertification program at the University of British Columbia has existed for fifty years (questionnaire). The program serves all persons who have teaching credentials/experience from outside of British Columbia (i.e. from other provinces and from countries other than Canada) as well as those from within the province who need to update their credentials. The duration of the program is variable, according to requirements as assessed by the British Columbia College of Teachers (BCCT); students in the recertification program take selected courses within the regular Bachelor of Education programs. In overall terms, however, the recertification program involves a brief pre-practicum experience, an academic term of curriculum and instruction courses, and a 6 to 13 week practicum.

3. Specified number of places within the BEd program (internationally educated teachers as an admissions category) (see Appendix E)

Four teacher education programs protect a particular number of places for internationally educated teachers within their regular Bachelor of Education programs: OISE/University of

Toronto, Queen's University, University of Ottawa, and York University. The number of protected places at OISE/UT is 15 and at the University of Ottawa is 20. To our knowledge, the specific number of protected places for IETs at York University and at Queen's University are unspecified.

4. Specific initiatives currently under consideration (see Appendix F)

The University of Calgary has indicated specific direction toward a formalized practice relevant to IETs. The initiative is associated with the Alberta government's second language learning and is a collaborative effort between the Division of Teacher Preparation and the Graduate Division of Educational Research. The particular shape of U of C's initiative is not yet clear.

5. Those who state that they are beginning to discuss initiatives

To our knowledge, two institutions are currently in the discussion phase of developing initiatives for IETs. Representatives from the University of Alberta in Edmonton, Alberta are working with the registrar of Alberta Education in considering "a diploma program for teachers new to Canada/Alberta that would support certification and count toward salary" (Questionnaire). Mount Saint Vincent University in Halifax, Nova Scotia has been involved with stakeholder meetings to discuss a bridging program for internationally educated teachers. Stakeholders, in addition to MSVU, include Nova Scotia Immigration, the Nova Scotia Teachers' Union, the Metropolitan Immigrant Settlement Association (MISA), Halifax Immigrant Learning Centre (HILC), the Nova Scotia Association for Internationally Educated Teachers (NSAIET), and the Halifax Regional School Board.

6. Formalized practices no longer in existence

With regard to this category, we have identified three programs that are no longer in existence: those associated with Queen's University, with the University of Ottawa, and with the University of Calgary.

Over ten years ago, the University of Calgary offered professional development courses for IETs; such courses have since been eradicated with faculty changes and budget cuts (Questionnaire).

From September 1993 to April 1994, the University of Ottawa housed the *Upgrading Pilot Program* for internationally educated teachers. Mawhinney & Xu (1997) note that this program consisted of a "13 week, largely on-site practicum plus a weekly reflective seminar, an integrated Canadian educational foundations/pedagogy course, and an ESL course" (p. 632).

Queen's University in Ontario offered the *Alternative Teacher Accreditation Program for Teachers with International Experience* (ATAPTIE) from 2002-2005. The program was funded for three years by the Ontario Ministry of Training, Colleges and Universities (MTCU). Other partners in this venture included the Ottawa-Carleton School District and LASI (Local Agencies Serving Immigrants) World Skills, a non-governmental organization (Cheng & Wang, 2006, p. 6). Each year, one cohort of approximately 27 students entered the program (2002-2003, 2003-

2004, 2004-2005). The one-year program consisted of 8 academic courses and 70 days of practicum that began in the summer and ended the following summer. One block of summer courses (seven weeks in duration) was followed by practica in both primary and junior placements, and then by a second block of summer courses (also seven weeks).

Assessment of the program was conducted internally by the Assessment and Evaluation Group (AEG) at Queen's University (Cheng & Wang, 2006) and also externally by the Berkeley Consulting Group, "evaluators hired by the MTCU to judge the outcomes and impact of the nine MTCU-funded bridging programs to accredit foreign-trained professionals in many professions" (Cheng & Wang, 2006, p. 9).

The *Alternative Teacher Accreditation Program for Teachers with International Experience* is the most published-about Canadian program (past or present) relevant to IETs (see Cheng, Myles, & Wang, 2004; Cheng & Wang, 2006; Myles, Cheng, & Wang, 2006; Queen's News Centre, 2002; Zhang & Cheng, 2005). Valuable findings with respect to the program itself and also with respect to the experiences of the internationally educated teachers/candidates and associate teachers are evident in the publications.

7. Categories 7 & 8 (Informal supports for internationally educated teachers, but no links or mention on the website; No practices, informal or more formal, reported).

Categories 7 (Informal supports for internationally educated teachers, but no links or mention on the website) and 8 (No practices, informal or more formal, reported) comprise a full 70% of the total respondents to the questionnaire. Those in category 7 (33.3% of total respondents) note that faculty and/or staff members work with IETs in informal ways. A number of the institutions represented in categories 1-4 also report informal practices. Informal practices reported on the questionnaire include:

- providing access to an advisor with whom the IET can meet
- working with each student individually to assign transfer credit, plan courses, assess English language proficiency
- examining transcripts (registrar) with feedback to the education department
- offering support (support not specified)
- offering access to courses (as advised by the appropriate provincial credentialing authority)
- providing support during practica

Significantly, all of the informal practices reported are services and supports available to all students in teacher education programs.

Specific policies and/or initiatives intended to recruit and retain "marginalized groups" that could include internationally educated teachers

The second broad area of our findings is related to policies that are intended to recruit and/or retain 'marginalized groups,' which might include IETs. In addition to collating and reviewing

the responses to questions 8, 9, and 10 of the questionnaire (see Appendix A), we also checked the websites of the responding institutions in order to better understand and, in some cases, to supplement the information provided on the questionnaire.

The findings below relate to policies and/or initiatives intended to recruit and retain “marginalized groups” (Faculty/Department and/or University wide policies).

- Five of the questionnaires did not include any response to the questions 8-10 or included a response that indicated a misunderstanding of question 8.
- Five of the respondents answered No or N/A to questions about policies or initiatives intended to recruit and retain “marginalized groups.”
- Five respondents specifically mentioned Aboriginal (including both First Nations and, in two cases, also African Nova Scotian) students in terms of policies/initiatives related to “marginalized groups” in answer to question 8.
- None of policies or statements about diversity in affirmative action policies or initiatives relevant to marginalized groups in teacher education programs in Canada specifically name internationally educated teachers (or “internationally trained teachers,” “foreign trained immigrant teachers” “foreign-trained teacher candidates,” “foreign accredited teachers” or “immigrant teachers”).

Summary of Findings

In Canada at the present time, there are 7 teacher education programs with formalized practices for internationally educated teachers. Four of the 7 programs are located in Ontario, two are in British Columbia, and one is in Manitoba. There is a high correlation between the location of teacher education programs that offer formalized practices and the geographical areas that attract and retain the highest numbers of immigrants to Canada. The programs that currently have formalized practices are housed in teacher education programs that range from approximately 850 to 9700 students.

Formalized practices relevant to IETs include: specific programs designed for the needs of IETs (SFU, U of M), IETs as part of a recertification program (UBC), and protected spaces for IETs as an admissions category (OISE/UT, Queen’s U, U of O, York U).

Seventy percent of teacher education programs either report that they have no practices relevant to IETs or report working with IETs in informal ways. Importantly, informal practices delineated in responses to the questionnaire are services that are available to all students.

Where formalized practices are not available to an IET, s/he may be asked to apply to the BEd program as a regular student, or be asked register in open studies (or the equivalent) to complete required courses. One of the respondents to the questionnaire noted that IETs who “[take] courses on an ad hoc basis [are left] ‘outside’ of the mainstream” and “in an awkward space.”

The University of Calgary is currently considering a formalized practice for IETs, and two others (the University of Alberta in Alberta and Mount Saint Vincent University in Nova Scotia) indicate that they have begun to discuss such possibilities.

In two provinces, government funds have supported pilot programs (University of Manitoba's *Academic and Professional Bridging Program for Internationally Educated Teachers* in Manitoba and Queen's University's former *Alternative Teacher Accreditation Program for Teachers with International Experience* (ATAPTIE) program in Ontario). The latter is no longer an active program.

While some institutions, for many years, have had specific policies that seek to increase the representation of marginalized groups in their programs, others have not yet recognized such a need. Our findings indicate that none of the equity policies at Canadian teacher education institutions specifically name internationally educated teachers.

DISCUSSION

The political will to include internationally educated teachers within Canadian teacher education programs must be comprehensive, systematic, and long-term, with clearly articulated goals developed within an understanding of related research and literature about the wider social and economic context that positions them. As noted earlier in this report, IETs are situated at the complex interstices of immigration policies that seek to attract highly educated and skilled newcomers at the same time as global trends in the postindustrial labour market dictate that some workers are deskilled, particularly those from vulnerable segments of the population. As one woman notes, “I think Canada needs laborers, but not professionals... Now they use professional people to do menial labor. How do you expect us to function well psychologically?” (Man, 2004, p. 145). Current economic trends then often work against the opportunity for newcomers to find work commensurate with their education and experience, at the same time as Canada—with its declining birth rates and aging population—clearly needs immigrants. More in-depth analyses of the ways that IETs have been shaped and positioned in Canada is necessary for the development of socially just and responsible programs and policies in teacher education programs.

The broader national picture with regard to ‘foreign’ credential recognition is an area related to economics and the labour market and also an area that is crucial to discussions about and planning for the integration of IETs into the Canadian teaching profession. A recent issue of *Canadian Issues/Thèmes Canadiens* (Spring 2007) centres on issues of credential recognition; a number of articles report the barriers encountered by internationally educated professionals such as physicians, engineers, nurses, pharmacists, and so on, barriers that are strikingly similar to the well-documented barriers encountered by IETs (as listed at the end of the **Background** section of this report) (with regard to other professions, see, for example, Baldacchino, Candrasekere, & Saunders, 2007; Crandall & Mohr, 2007; Crutcher & Man, 2007). Guo’s (2007) discussion of credential recognition points at several important underlying issues. He notes that in Canada, differences that challenge the norm are seen to be “deficient, deviant, pathological, or otherwise divisive” (p. 37). He draws too on Henry, Tator, Mattis, and Rees (2006) concept of “democratic racism” to describe the Canadian context whereby democratic ideals of fairness, justice, and equality exist side by side with racist attitudes toward and treatment of immigrants—a complex and contradictory situation. He also questions standardized (universal) credentialing practices and notes that “claimed neutral assessment and measuring usually disguises itself under the cloak of professional standard, quality and excellence, without questioning whose standard is put in place, and whose interests the standard represents” (p. 37). In what ways do the practices of credentialing authorities and of educational institutions such as teacher education programs operate as gate-keeping mechanisms for the retention of the status quo and for the control of difference? In what ways are the normalizing functions of teaching and of teacher education at odds with policies for equity and inclusion of those who are “different,” such as internationally educated teachers (see Beynon, Ilieva, & Dichupa, 2004; also Counternormativity Discourse Group, 2005 re: normalizing discourses in teacher education). Given the fact that members of minority groups are generally absent from organizational structures, to what extent do institutions treat IETs who are members of visible and/or linguistic minorities less favourably? How are different needs identified and quantified? To what extent have such needs been adequately considered and provided for? And, to what extent have existing resources been

redirected in favour of people who are members of minority groups as part of a commitment to equity?

Clearly, the complex and contradictory ways that IETs are positioned must be considered as administrators and faculty in teacher education programs plan and revise practices relevant to internationally educated teachers. Further, such representatives of teacher education programs must work collaboratively—and likely in an educative role— with stakeholders such as settlement agencies, provincial and federal immigration officials, provincial education ministries, teachers’ unions/associations, and teacher qualifications/credentialing authorities. Long term, comprehensive commitments for action are necessary as is solid government financial support. Programs and policies relevant to IETs in government departments of education, school systems, teacher unions/associations, and teacher education programs not be “added on” or developed in isolation, rather they must be considered in relation to existing structures and systemic inequities.

RECOMMENDATIONS

Access to Information

- Information about teacher education for IETs at universities must be accessible and clearly stated. For example, faculty/department/school of education's websites must be easy to navigate. Information for IETs (e.g. about the recertification process, course requirements, specialized programs for IETs, information sessions, relevant website links to, for instance, the provincial teacher certification/credentialing authorities and teachers' associations/unions, etc.) must be clear and easy to find.
- Where universities do not currently have specific practices in place for IETs, links must be provided to any available information within and beyond the universities.
- At universities, specific faculty members and staff must be identified as contact persons so that IETs can directly contact those who are knowledgeable and able to provide direction and guidance as well as networking possibilities.
- Provincial governments (i.e. ministries of education) must provide clear information for IETs that addresses how IETs can become teachers in the province, information that will help IETs to understand the organization of the provincial school system and the role of teachers⁵ (Phillion, 2003). Provincial governments must also provide links to teacher education programs in the provinces as well as IET associations⁶ and immigrant settlement organizations that have programs for IETs.⁷

Provision of Support for IETs

- Provincial governments and teacher education programs (as well as other stakeholders) must provide systematic and systemic support to IETs at various stages of the recertification process (e.g. beginning the credentialing process and study within a teacher education program as well as during the process of entering the teaching profession). At all times, IETs' previous teaching experiences, both in Canada and in their countries of origin must be acknowledged. Further, the *differences* among IETs in terms of experience and education must be acknowledged in considering the further education required to enter the Canadian teaching profession.
- Possible forms of support might include:

⁵ The Ontario Public system's website *Teach in Ontario: Help for Internationally Educated Teachers* is an example. Go to: <http://www.teachinontario.ca/en/become.htm>. The British Columbia College of Teacher provides information for those whose teacher education was completed outside of BC as well as links relevant to IETs. Go to http://www.bcct.ca/certification/cdn_int_applicants.aspx

⁶ For example, in Nova Scotia, there is an association called the Nova Scotia Association for Internationally Educated Teachers (NSAIET). Go to http://www.misa.ns.ca/iep_teacher.php and/or http://www.ietp-ns.ca/association_teach.html

⁷ For example, in Nova Scotia, the Halifax Immigrant Learning Center (HILC) provides a series of orientation workshops for IETs.

- orientation to their province’s public school system (including the cultural and language diversity of students, current curricula and pedagogy) at the IETs’ beginning stages of certification/credentialing;
 - strong collegial contact/networking during coursework (including before, during and after practicum experiences) (Cheng, Myles, & Wang, 2004; Myles, Cheng, & Wang, 2005; Root, Rudawski, Taylor, & Rochon, 2003);
 - assistance in employment search, including substitute teaching contracts;
 - assistance in establishing networks including links with schools in order to be recommended for substitute teaching, on-going professional development once certified and/or hired to teach in schools;
 - financial support (see, for example, the University of Manitoba program; Root, Rudawski, Taylor, & Rochon, 2003).
- Mentor teachers and practicum supervisors as well as instructors in teacher education programs must be better prepared/ trained to work with IETs (i.e. to address misperceptions based on IETs’ accents, cultures, and experiences of racial discrimination) (Cheng, Myles, & Wang, 2004; Mawhinney & Xu, 1997; Myles, Cheng, & Wang, 2004; Root, Rudawski, Taylor, & Rochon, 2003; Zhang & Cheng, 2005).

Learn from other “bridging” programs

- Leaders in teacher education programs should take into consideration the “bridging” programs in other professions to find out what has worked in assisting professionals’ transition back into their fields (see Crandall and Mohr, 2007 for an example from pharmacy).

Recruitment and Retention

- Internationally educated teachers (named as such) must be included in current initiatives/policies for recruiting and retaining marginalized groups in teacher education programs.
- Teacher education programs must be flexible in terms of organization, curriculum, and ‘delivery’ of practices for IETs. Further, specific considerations must be made for more mature students, those with family responsibilities, and those who work several jobs while studying (Carrington & Tomlin, 2000; Cruickshank, 2004; Root, Rudawski, Taylor, & Rochon, 2003).
- Teacher education programs must incorporate equity provisions and an inclusive anti-racist curriculum (including compulsory courses on “diversity”) and pedagogy (Cruickshank, 2004; Quicho & Rios, 2000).
- Language assessment as well as programming must be integral to teacher education programs (a, 1996b, 1996; Court, 1999; Cruickshank, 2004; Mawhinney & Xu, 1997).
- Where IETs are ‘added on’ to existing programs/courses, they must not be made to wait until registration for ‘regular’ students is complete. Such practices position IETs in particular ways and also result in some IET candidates being excluded from requisite courses.
- IETs must be acknowledged as valuable resources with specific skills, experience and knowledge that can benefit other teacher education candidates, instructors, etc. in teacher

education programs. IETs also have much to share with colleagues (teachers already in the school systems), school students, and communities at large (Quicho & Rios, 2000; Beynon, Ilieva, & Dichupa, 2004). Their skills, experience and knowledge can be included in specific (and increasingly systematic) ways such as guest speaking, workshops/discussion groups and/or ‘performance/workshops’ (for example, see Walsh & Brigham, 2007a; C.O.R.E, 2006).

Policy Implications

- All teacher education programs must take responsibility to ensure IETs are informed, recruited, and supported—not just those teacher education programs that are located in urban areas that currently receive the highest numbers of immigrants.
- Representatives from teacher education programs, provincial teacher certification/credentialing authorities, teachers’ associations/unions, and immigrant settlement groups as well as other stakeholders must work together to develop clear policies on ways to ensure that IETs are individually assessed and informed of requirements for certification/ credentialing.

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APPENDIX A Information letter

Date

Dear _____:

Our names are Dr. Susan Walsh and Dr. Susan Brigham, and we are both assistant professors in the Faculty of Education at Mount Saint Vincent University in Halifax, Nova Scotia. We are currently conducting research funded by the Atlantic Metropolis Centre of Excellence entitled *A Study of Policies and Practices Affecting Internationally Educated Teachers in Canadian Teacher Education Programs*. One of our objectives is to find out about the policies and initiatives in Canadian teacher education programs that affect internationally educated teachers. In this letter, we provide information about our research and your possible involvement in it.

We hope that you or a representative of your institution will participate in our research by filling out the attached questionnaire. The questionnaire will take approximately 30-45 minutes of your time. The email attachment can be sent back to Bridging@msvu.ca.

Because we plan to document the policies and programs that are specifically relevant for teachers who are newcomers to Canada, we cannot guarantee anonymity about the program information or institution. We will not name you as respondent; however, we cannot guarantee your anonymity because we are specifically contacting deans and/or directors of teacher education programs.

Participation in this research is, of course, voluntary. If you decide to take part in the study and then later, for any reason, decide not to continue, you can withdraw without penalty, and your contributions can be withdrawn as well if you wish. We intend to write about the research project and publish our reports in educational journals as well as present our findings at various conferences. If you are interested in obtaining a copy of our final report, please indicate this on the questionnaire.

The study will be significant to those who are generally concerned about issues of difference in terms of marginalized groups in teacher education and specifically to those who work with teachers who are newcomers to Canada. It will also be of interest to those who are working with policies involving the immigration, integration, and recertification of newcomers who are professionals. We do not foresee any harm associated with your involvement in our research.

If you have questions about how this research is being conducted, you can contact the Chair of the University Research Ethics Board (UREB) c/o MSVU Research Office, who is not directly involved with this study, at 902-457-6350 or research@msvu.ca. Also, please feel free to raise further questions or concerns with us now or at any point during the research.

Thank you for considering our request for your participation in this research. We hope to receive

all completed questionnaires in the first week of February or as soon as possible.

Sincerely,

(signed)

Susan Walsh, Ph. D. (902-457-6598)
Susan Brigham, Ph.D. (902-457-6733)
Assistant Professors
Faculty of Education
Mount Saint Vincent University

APPENDIX B Questionnaire

A Study of Policies and Practices Affecting Internationally Educated Teachers in Canadian Teacher Education Programs

Questionnaire

Please answer the following questions as completely and as concisely as possible.
Feel free to provide additional information that you feel is pertinent to the questionnaire.

A. Respondent's name:

Position:

B. Institution Information

Name of University:

Location:

Total student population in the university:

Total student population in Faculty/Department of Education:

C. Program information

1. Current education programs offered (e.g. B.Ed, after degree B.Ed, M.Ed, Ph.D.)

2. Please provide any available demographic information (such as race, gender, first language[s], and age) about the teacher education candidates in the B.Ed programs.

3. Does your B.Ed program satisfy the requirements for teacher certification in your province? If not, in what ways does it not?

4. Do you currently have programs and/or initiatives for internationally educated teachers who were educated and have teaching experience outside of Canada? If yes, please describe.

5. Have you offered any such programs and/or initiatives for internationally educated teachers in the past? If so, please provide supporting comments about the history of the program.

6. Optional: Please provide (a) name(s) of faculty members associated with these programs.

7. Does your institution have any informal ways of accommodating internationally educated teachers who have teaching experience outside of Canada? (e.g. Are there counselors or advisors who might do an individual assessment of these applicants' credentials?)

8. Do you have affirmative action policies or other initiatives aimed at recruiting and retaining "marginalized groups"? Please provide further information.

9. Do the policies and/or initiatives (above) apply to internationally educated teachers who have teaching experience outside of Canada?

10. Where might we obtain this information about the policies/initiatives?

D. Follow up

Do you want to receive a copy of our report?

- Yes
- No

If yes, please provide contact information.

APPENDIX C Category 1: Programs specifically designed for IETs

A. University of Manitoba

Name: *Academic and Professional Bridging Program for Internationally Educated Teachers* (known as the “IET Program”)

Terminology used: Internationally Educated Teachers (IET)

Internet access from Faculty of Education main page: Click on *Prospective Students* which brings up a list of program options. The second point is *Academic and Professional Bridging Program for Internationally Educated Teachers (IET Program)*. This site provides “Quick Facts” about the program in a Q & A format. The 2007-2008 IET Application is available by hyperlink (a 9 page document in PDF). Faculty of Education contact information is provided (Student Services Co-ordinator, IET Program Assistant, IET Program Co-ordinator and Associate Dean [Undergraduate]). Also “Other Important Contacts” are provided, which include the Manitoba Professional Certification branch of the Department of Education as well as English as a Second Language programs, and sites for financial assistance. Linked to this webpage: an article on the IET program, a community update, and the IET brochure.

Brief overview: This is a University of Manitoba, Faculty of Education pilot program. It is designed for individuals who have international teaching credentials who require additional coursework in Education to be certified to teach in Manitoba (Community Update, June 2006, p. 1)

Stated Purpose/Goals: The purpose is to assist professionals whose work, personal and financial circumstances may otherwise compromise their ability to become certified teachers in Manitoba. “The IET program complements equity-related employment initiatives at university and provincial levels. The Faculty of Education is committed to a teaching profession that reflects the growing numbers of culturally and linguistically diverse students in MB schools” (see U of M IET program, para 1).

Structure: This program includes coursework, workshops, in-school practicum (in schools in the city of Winnipeg) and support from school-based mentors for individuals who require additional coursework to be certified to teach in Manitoba. “The IET Pilot Program is the first provincial initiative to offer comprehensive support at the university level. Key elements include additional university coursework required for Manitoba curriculum, in-school placements, mentoring by experienced teachers in Winnipeg schools, employment search skills, and language development” (Community Update, June 2006, p. 1)

Spaces available per year: Up to 12. In the 2006-07 school year, 8 were enrolled—7 female, 1 male—from 5 countries: the Philippines, Ukraine, Croatia, India, and Romania. These students have lived in Manitoba for between one to ten years (Community Update, June 2006, p. 1)

Duration: The IET Program began in January 2006 and will continue at least until 2008. “The time to complete the program will depend on the number of courses required by the Manitoba

Professional Certification branch of the Department of Education, Citizenship and Youth” (<http://www.umanitoba.ca/education/iet>).

Criteria for admission: Applicants must be permanent residents of Manitoba who have graduated from a degree program from an accredited university recognized by U of M with an overall grade point average of 2.0 (a C grade). The applicants must have received an evaluation from the Manitoba Professional Certificate Branch which advises the applicant to upgrade (i.e. the individual must take additional coursework in order to be certified in Manitoba). The applicant must achieve a minimum score of 3.0 in Reading, 3.0 in Listening, 3.0 in Writing, and 3.0 in Speaking on the Canadian Test of English for Scholars and Trainees (CanTEST). “Preference will be given to individuals who require 15-30 credit hours of Education coursework” (IET brochure, p. 2, para 4).

Cost: “discussions are underway to explore possibility of assisting with program costs for students” (questionnaire)

Funding: Supported by the U of M strategic program development fund, U of M equity incentive fund, MB labour & immigration, and the IET advisory committee

Supporting policies: U of M has a policy in place aimed at attracting 10% of the B.Ed population in three categories: Aboriginal, Persons with disabilities, visible minorities. This target has not been met. “The Faculty of Education is committed to a teaching profession that reflects the growing numbers of culturally and linguistically diverse students in MB schools” (U of M IET program brochure)

Associated Publications:

Schmidt, C. (2007). *Systemic issues affecting the integration of internationally educated and trained teachers in Western Canada*. Paper presented at the British Educational Research Association Conference, London, UK.

Schmidt, C., Young, J., & Mandzuk, D. (2006). *Policies and programming for internationally educated teachers: Insights from the Manitoba context*. Paper presented at the Annual Canadian Society for Studies in Education Conference, Toronto, ON.

An article on the IET program, community updates, and the IET brochure are available at: <http://www.umanitoba.ca/education/iet>

B. Simon Fraser University

Name: Professional Qualification Program (PQP)

Terminology used: The term “immigrant teachers” is used in the sub-title of the PQP on the website, *PQP Professional Qualifications Program: A Certification Program for Immigrant Teachers*. (<http://www.educ.sfu.ca/pqp/> retrieved April 15, 2007). In the PQP brochure, the term “new Canadians” is also used (http://www.educ.sfu.ca/pqp/PQP_Brochure.pdf retrieved April 29, 2007). “Internationally trained teachers” also appears on the SFU website: http://www.sfu.ca/mediapr/news_releases/archives_2003/news05140306.html.

Internet access from Faculty of Education main page: From the Faculty of Education main page, click on *Professional Programs*, then scroll down to find a hyperlink for the Professional Qualification Program (PQP). The PQP website provides links to information such as the PQP brochure (http://www.educ.sfu.ca/pqp/PQP_Brochure.pdf), a list of Frequently Asked Questions (FAQ) (<http://www.educ.sfu.ca/pqp/faq.html>), Application Information and Forms (http://www.educ.sfu.ca/pqp/pqp_app_2007.pdf), as well as PQP success stories. Further links to relevant information about applying to SFU are also provided on this page.

Brief overview: The Faculty of Education at Simon Fraser University offers the *Professional Qualification Program (PQP)* in collaboration with the British Columbia College of Teachers to “orient new Canadians or teachers requiring updating to the cultural, social and political contexts of British Columbia schools through a combination of seminars and in-school experiences” (brochure, p. 1). Teachers who were educated outside of Canada and who are currently working in BC schools have had input into the curriculum of the program (brochure, p. 2).

Inaugurated in 2001, the PQP is a “special program” associated with the Professional Development program (PDP) (www.educ.sfu.ca/pdp/admissions) “dedicated to the development of outstanding teachers—ethically responsible, competent professionals committed to preparing children and youth to live as decent, informed, knowledgeable participants in a democratic, pluralistic society.” No degree is awarded; however, students who successfully complete the PQP receive recommendation from Professional Programs for a teacher’s certificate, which is awarded by the BC College of Teachers and allows them to teach anywhere in BC.

Stated purpose/goals: The purpose is to “assist in the adjustment and acculturation of these teachers to the BC school culture” by providing an opportunity for immigrant teachers to become familiar with local teaching philosophies and methodologies as well as the school culture in general. The introduction to the PQP program on the website (<http://www.educ.sfu.ca/pqp/>) states that: “teachers who have qualified and practiced outside of Canada have a wealth of experience and expertise to offer our public education system.”

Further specific PQP Goals are stated on p.1 of the brochure.

Spaces available per year: 20 -24 per year (1 “intake” per year, program begins in January)

Duration: 12 month full time program (January to December)

Criteria for admission: Teachers who are qualified in their home countries and who wish to teach in BC, are required to pass the BC College of Teacher's English Language Proficiency Requirements. These are slightly different (generally higher) than SFU general admission requirements. Applicants are directed to a number of different agencies which can help them with the language requirements, as well as to MOSAIC, where educational transcripts can be translated for university submission.

In addition to English fluency (both written and spoken), the PQP Brochure (pp. 1-2) states that preference is given to candidates with volunteer experience in BC schools or other educational contexts, as well as those with demonstrated knowledge of the BC school system.

Candidates also require an evaluation letter from the BC College of Teachers, official transcripts from their country of origin, a teaching certificate, letters of reference, and a portfolio.

Select candidates are interviewed. A written assignment is included as part of the interview process. (Criteria for assessment of interview and written assignment available on the website under FAQ).

Structure: The 12 month program consists of 3 semesters. From January to March, students take courses and enter a 5 week practicum. In the second semester (April to August), students take part in a 6 week practicum and take courses relating to their individual certification requirements. The third semester (September to December) is a full time practicum.

Cost: \$6000 for Landed immigrants and Canadian citizens (cost is triple for international students)

Funding: Students do not currently qualify for student loans.

Researchers' Comments: We have classified the PQP at Simon Fraser in the category "programs specifically designed for internationally educated teachers" because although the introductory statement in the brochure comments that the program is available to "new Canadians or teachers requiring updating to the cultural, social and political contexts of British Columbia schools" (p. 1), the brochure goes on to state that the program "has been developed for individuals with previous teaching experience and qualifications from outside Canada" (p. 1)

The Faculty of Education at Simon Fraser University also offers a short term (3-6 week) non credit program called the *International Teacher Education Professional Development Program*. This program is for select groups of international teachers and is tailored to their needs.

Associated Publications:

Ovenell-Carter, J. (2003). Program aids international teachers. *SFU News*, 27 (2), May 15.
Retrieved March 30, 2007 at
http://www.sfu.ca/mediapr/sfu_news/archives_2003/sfunews05150310.html

Simon Fraser University Public Affairs and Media Relations. (2003, May 14). News Release. Internationally trained teachers applaud new certification program. Retrieved March 30, 2007 at http://www.sfu.ca/mediapr/news_releases/archives_2003/news05140306.html

APPENDIX D Category 2: Teacher recertification programs that include IETs

A. University of British Columbia

Name: Teacher Recertification Program

Terminology used: The term used on the website (<http://teach.educ.ubc.ca/landed/index.html>) is “Landed Immigrants and New Canadians” (Accessed April 15,2007).

Internet access from Faculty of Education main page: From the main page (<http://educ.ubc.ca/>), click on *Teacher Education*, then on the left side, click on either *Landed Immigrants & New Canadians* or *Teacher Recertification Program*.

Brief overview: The Teacher Recertification Program is open to those who have teaching credentials from countries other than Canada and/or provinces other than British Columbia. It is also available to those who are certified BC teachers, but who do not have recent teaching experience. Teachers from within the province who wish to change their specializations can also apply to the Recertification Program.

The recertification program for internationally educated teachers has existed for as long as the Faculty of Education (50 years).

Purpose: “The program offers the opportunity to update teaching credentials and to become familiar with current developments in the British Columbia context of learning and teaching. Candidates admitted to this program join the current Bachelor of Education program.” <http://teach.educ.ubc.ca/recertification/index.html> (Accessed May 1, 2007)

Spaces available per year: not stated

Duration: one academic term plus practicum (variable)

Criteria for admission: Applicants initially certified outside BC apply to the BC College of Teachers for assessment of credentials; they must submit a verification certificate from the BCCT to UBC. On completion of the BCCT assessment, an advisor works with the applicant to determine his/her individual program prerequisites for entry into the recertification program. Candidates must also submit official transcripts from all post-secondary institutions attended, an original degree certificate, MOSAIC translation of documents not in English or French, and course syllabi where available (<http://teach.educ.ubc.ca/recertification/index.html>, Accessed April 29, 2007). Volunteer experience in BC schools is highly recommended. With regard to language requirements, the website states:

Applicants who have not completed all their post-secondary studies at an English institution(s) will normally be required to complete 6 credits of English. In addition applicants will be required to complete an acceptable written English test, before beginning the program. The Faculty accepts a Language Proficiency Index (LPI) score of

5 or higher as satisfying this requirement. For information on the LPI go to www.ares.ubc.ca. Oral English will be assessed at the beginning of the term.

Requirements/activities: The Recertification program consists of a two week “pre-practicum” experience, one academic term of curriculum and instruction courses, and a 6 to 13 week practicum. The length of the practicum is determined on the basis of each individual’s coursework and teaching experience.

Students in the Recertification program take part in courses with students in the regular B.Ed program.

Cost: Fees are calculated per credit.

Funding: IETs can apply for funding through the office of Enrollment Services to access provincial funds for upgrading. Applicants can also investigate additional sources of funding that may exist in the community.

Policy to support having IETs: The unwritten policy is that IETs are welcome at UBC Faculty of Education to validate their teaching credentials. The Faculty welcomes them in a number of ways. First, there is a clear link from the index of the Teacher Education Web site. Second, program coordinators who are familiar with their needs are available to advise them at every step of their re-certification process. Third, IETs are accommodated in classes with other Canadians in order to introduce them to the complexities of schooling. Fourth, in placing IETs with regular classes they are able to rehearse what it means to work as a collaborative professional team across sexuality, race, culture, class and disabilities. Fifth, a description of this group of students is included in the Bachelor of Education Student Handbook <http://teach.educ.ubc.ca/bachelor/handbook/index.html> Sixth, because of the long experience that the faculty has had with this group, their needs are understood and normalized by the teaching and supervision faculty, along with the school sponsor teachers, with whom they carry out their practicum. In every way possible, the Faculty of Education plays a facilitating role to New Canadians and Landed Immigrants who have had prior teacher preparation in their countries of origin. (all of the above from questionnaire and through verification process)

APPENDIX E Category 3: Admissions category for IETs

(Specified number of places within the regular BEd program)

A. OISE/ University of Toronto

Name: Internationally Educated Teachers (IET) Admission Category

Terminology used: Internationally Educated Teachers (IET)

Internet access from Faculty of Education main page:

Go to the main page at <http://www.oise.utoronto.ca/oise/>, click on “Prospective Students.” From here, click on “Teacher Education, How do I apply?” On this page, there is an Express Link for Internationally Educated Teachers.

Brief overview: Special consideration for IETs began in the 2005-06 application cycle.

Stated purpose/goals: To assist new Canadians who have international teaching experience to integrate into the teaching profession in Ontario (questionnaire).

Program structure: As for regular B.Ed program

Spaces available per year: 15 spaces

Duration: As for regular B.Ed program

Criteria for admission: IET applicants must have had their academic credentials evaluated by the ON College of Teachers. Applicants must be Canadian citizens or permanent residents of Canada. They must meet the usual admission requirements for students entering the B.Ed program. “Applications from internationally educated teachers who apply under the IET admission category will also be automatically considered for entry into the regular admission procedure” (questionnaire).

Cost: As for regular BEd program

Funding: None specified for this particular admission category

Policy to support having IETs:

“In keeping with the policies and principles for admission to the University of Toronto, OISE/U of T is dedicated to admitting qualified candidates who reflect the ethnic, cultural and social diversity of Toronto, Ontario, and Ontario schools” (B.Ed website and application booklet as cited on questionnaire)

Researchers’ Comments: OISE/UT also houses “Language and Culture Support for Internationally Educated Teachers.” This support program is located in Student Services and operates in the context of the Academic and Culture Support Centre.

Associated Publications

Gagné, A. (Executive Director, DVD). (2006). *Growing new roots: The voices of internationally educated teachers and their mentors*. Toronto: OSIE/UT.

Gagné, A. (2007). *The impact of policy and practice on internationally educated and trained teachers in Ontario*. Paper presented at the British Educational Research Association Conference, London, UK.

B. Queen's University

Name: No particular program name as this is an admissions category

Terminology used: Internationally Trained Teachers (ITTs) (on website)

Internet access from Faculty of Education main page:

For ITT Program information, from the main page (<http://educ.queensu.ca/index.shtml>), click on *BEd/DipEd*, then *Programs*, then on *Internationally Trained Teachers*.

ITT Admissions information is available from the main page as well: click on *Admissions*, then *Steps to Applying*.

The website provides clear links to the criteria that applicants must meet to apply for the Internationally Trained Teachers (ITT) program, as well as information about the additional requirements, forms, and suggestions for strengthening application.

Other useful links include information about the Equity Admission Category (see below under **Policy to support having IETs**), the Policy on International Academic Documents (listed under Steps to Applying, Step 2-B

<http://educ.queensu.ca/admission/bachelor/consecutive/apply/step2.shtml>)

and the Test of Facility in English (listed under Steps to Applying, Step 3-A

<http://educ.queensu.ca/admission/bachelor/consecutive/apply/step3.shtml>)

Brief overview: The ITT program leads to a Bachelor of Education degree. Applicants are required to fulfill the same requirements as all students in the B.Ed program.

The current program at Queen's University follows a three-year (2002-2003, 2003-2004, 2004-2005) government funded program entitled, *The Alternative Teacher Accreditation Program for Teachers with International Experience (ATAPTIE)*.

Stated purpose/goals: The program web page contains the following statement:

Queen's University is committed to equity and inclusion, and fosters initiatives that will result in a teaching force that reflects and values the ethnic diversity of Ontario students. (Accessed June 27, 2007 at <http://educ.queensu.ca/bachelor/itt/index.shtml>)

Spaces available: There are reserved spaces in both the Primary-Junior and the Intermediate-Senior programs for ITT students.

Duration: as for B.Ed. program

Criteria for admission: Candidates must be either Canadian citizens or landed immigrants with both international teaching qualifications and teaching experience.

Applicants must first apply to the Ontario College of Teachers (OCT) for an assessment. An applicant may only apply to the ITT program if the assessment shows that the candidate requires retraining in an Ontario Teacher Education program.

In addition to regular B.Ed. admissions requirements, ITT students must submit an *International Teaching Experience Record* (http://educ.queensu.ca/admission/bachelor/consecutive/itt/itt_form.shtml)

Applicants can gain additional admissions credit by participating in a cross-cultural workshop and observations in Ontario schools.

Requirements/activities: as for regular BEd program

Cost: as for regular BEd program

Funding: No specific additional funding for internationally educated teachers

Policy to support having IETs:

An equity admission policy states:

For a designated number of places in the BEd/DipEd program, preference will be given to members of Aboriginal/First Nations groups, racial minorities, and differently-abled groups currently under-represented in the teaching profession. All applicants must meet the minimum academic requirements and the prerequisites for the program option selected. Those who apply for equity admission will be considered both under the general admission procedure AND under the equity admission policy. (Retrieved December 2007 from <http://educ.queensu.ca/admission/bachelor/consecutive/equity/index.shtml>)

C. University of Ottawa

Name: No specific name. The University of Ottawa has both an admissions category and a series of workshops for ITTs. The available information about both (as provided on the questionnaire) is listed below.

Terminology used: Internationally Trained Teachers (ITT)

Internet access from Faculty of Education main page: There is nothing specific on the website that is easily accessible. However, the “Notes for Applicants” (in PDF) provides information for all applicants, and on p. 2 reference is made to those who have “foreign diplomas and transcripts (outside North America).” Also on p. 6 under “Protected Corridor” there is mention of “Internationally Trained Teachers.” To access the “Notes for Applicants” (in PDF) go to the web page <http://www.uottawa.ca/welcome.html>, then select *Education* from the *Faculties* drop-down menu. Select *Admissions*, then *Undergraduate*, then *Teacher Education Program*. Click on *Application Package* (on left side bar), scroll down to “Procedures and required documents.” Click on “Notes for Applicants.”

Brief overview (Workshops only): The response on the questionnaire stated that

The workshops series begins with an initial open meeting to identify needs and then a series of workshops are scheduled on such areas as preparation for practicum, meeting parents, Canadian schools and classrooms, preparing for interviews, preparation of CV, and working with teaching colleagues.

In addition, students are offered one-on-one counseling sessions with an experienced teacher ([from] LASI World Skills) who assisted individual students with responding to the realities of Canadian classrooms while on practicum and preparing for submission of position applications. (questionnaire)

Stated purpose/goals of workshops: The response on the questionnaire included the following goals for the workshops:

[to assist] individual students in responding to the realities of Canadian classrooms while on practicum and preparing for submission of position applications” and to “support [individual students’] introduction, transition and professional development as teachers within Ontario.

The workshops are held every two weeks during the academic year (as lunch meetings), and are open to all students. These workshops “take the form of discussion, information sharing and role-play with the goal of ensuring ITTs have opportunity for enhanced understanding of the Canadian school and classroom contexts.

Spaces available per year in ITT admissions category: The B.Ed. program reserves 20 spaces for applicants identified as ITTs. (All B.Ed. students are welcome to participate in the ITT workshop series.)

Duration: Workshops are held every two weeks throughout the year as lunch meetings.

Criteria for admission: The series of workshops is open to all BEd students by open invitation. Typically only those students who are ITTs or students whose initial degree qualifications were obtained outside of Canada participate.

Cost: There is no cost for participating in workshops.

Funding: Workshops funded by a grant from *Teach Ontario* through Queens University.

Policy to support having IETs (Admissions category): The Faculty of Education has an “Access Program” that states

The focus of the Faculty of Education Access Program is to ensure that the diversity of the province’s population is reflected and included in the educational system and its institutions. The Access Program is intended to assist school boards by increasing the percentage of groups presently under-represented on the teaching staff of schools in Ontario.

The University of Ottawa encourages applications from qualified Aboriginal peoples, members of ethno-cultural minority groups and persons with disabilities.
(<http://www.uottawa.ca/prospective/admissions/PDF/notesapplicants.pdf>
(p. 3, Accessed December 2007)

There are two avenues through which Internationally Educated teachers may identify in the admissions process. Those who identify as visible minorities may identify themselves as such on application to the BEd program; “9% of all places in the BEd are reserved for people who identify as being of a Visible Minority” (questionnaire). Alternatively, twenty places are reserved for Internationally Educated Teachers; “these candidates are identified through the locations of their undergraduate degrees as identified in their transcripts” (questionnaire).

Researchers’ Comments: The University of Ottawa previously housed a program called the *Upgrading Pilot Program* for internationally educated teachers (September 1993 to April 1994).

Associated Publications:

Telegram: Teacher Education, Faculty of Education on p. 3 under “Bulletin Board” provides details of an information session for ITTs. Retrieved October 30, 2007 from:
http://www.education.uottawa.ca/news/telegram/Telegram_October_2006.pdf

D. York University

Name: This is a “a support system” for internationally trained teachers—referred to as a “project” (questionnaire)

Terminology used: Internationally Trained Teachers (ITT)

Internet access from Faculty of Education main page: The link for *Information for Internationally Trained Teachers* is provided directly on the Faculty of Education main webpage (the last line on the page: www.yorku.ca/foe/Home/index.html). The hyperlink connects directly to a 7 page PDF document entitled, *Information Package for Internationally Trained Teachers*. Within the document there are hyperlinks to an Application Form, the Ontario College of Teachers (which has a link for “Internationally Educated Teachers”), and the Ontario College of Teachers language proficiency requirements (accessible at: <http://www.oct.ca/IET/?lang=en-CA>).

Brief overview: Systematic approach to working with ITTs originated in the 2006-2007 school year (previously work with ITTs was on an ad hoc basis) (questionnaire)

Stated Purpose/Goals: none stated

Program Structure: The education and credential assessment completed by the ON College of Teachers determines whether or not ITTs are required to take undergraduate courses (in Education and/or in other areas of study), possibly the entire B.Ed program, or Additional Basic Qualifications courses. The response on the questionnaire stated that

Most of these [ITT] students require a mixture of pre-service elements and additional qualification elements, i.e. they may be required to do a 4 or 8 week practicum, an undergraduate course and an additional qualification to provide a second level of certification as all of our certifications span two levels (P/J, J/I, I/S [Primary/Junior, Junior/Intermediate, Intermediate/Senior divisions]). (questionnaire)

With regard to those who must take the entire BEd program, ITT applicants may fall within the categories defined by the “Access initiative” (discussed below under **Policy to Support Having IETs**).

In the “ITT support system,” students are provided with learning opportunities in the form of seminars, on-line resources, a mix of pre-service elements and additional qualifications courses. In the “Additional Qualifications or Additional Basic Qualifications courses” (Information Package, 2007, p. 1), the students take courses for a second level of certification (“as all of our certifications span 2 levels” [questionnaire]). “Courses are 125 hours, including a 60-hour teacher inquiry component” (which is to be completed in the ‘Additional Qualifications’ area that the applicant is pursuing) [Information Package, 2007, p. 1]). Students will also take a practicum (of 4 or 8 weeks). ITT students will have access to a co-coordinator with expertise and a streamlined application process. The “Additional Qualifications or Additional Basic

Qualifications courses” do not carry a credit and they are graded as “recommended/not recommended” (Information Package, 2007, p. 1).

Spaces available per year: unspecified

Duration: Depends on each individual’s assessment by the ON College of Teachers.

Criteria for admission: Candidates must receive an assessment from the ON College of Teachers and meet language requirements.

ITT applicants who do not need to complete the entire BEd must complete the ITT Application form, a course transaction form along with a \$30 processing fee (for undergraduate Education courses only), provide a copy of the ON College of Teachers letter of evaluation or Instruction or Interim Certificate of Qualification, and provide proof of having met the ON College of Teachers’ language proficiency requirements (Information Package for Internationally Trained Teachers, 2007, p. 1).

“Internationally Trained Teachers will be registered as ‘Special Students’ in courses where space permits, once registration of full-time students has been completed for the given term” (Information Package for Internationally Trained Teachers, 2007, p. 2).

Cost: Practicum fees are approximately \$500 and \$1100 for a 20 day and 40 day practicum respectively (Information Package for Internationally Trained Teachers, 2007, p. 3). “In addition to course fees, a \$30 processing fee is required prior to course enrolment” (p. 2). Fall/Winter 2007-2008 new student domestic course fees are: \$1,055.52 for a full course (6 credits) and \$527.76 for a half course (3 credits). ABQ courses are \$865 prior to the early bird deadline, then \$965.

Funding: The program has “a small amount of funding from a two-part provincially funded project. Queen’s University won the competition to offer the first part (which we were interested in offering)” (questionnaire). This funding contributes to the Faculty’s additional administration fees.

Policy to Support Having IETs: There is an “Access initiative” policy.

For more than 10 years, we have reserved 20% of our spaces for an Access initiative that recruits ethnic and racial minorities, Aboriginal students, students with disabilities and refugees. The last category is not common and part of the difficulty is that refugees often cannot get documentation. (questionnaire)

APPENDIX F Category 4: Specific initiatives currently under consideration

A. University of Calgary

Program name: currently noted under the Post Degree Continuous Learning (PDCL) program

Terminology used: “immigrant teachers” (on PDCL website <http://www.educ.ucalgary.ca/gder/htdocs/pages/item.php?id=74> accessed May 3, 2007); “foreign-trained immigrant teachers” (in a 2005 document entitled *The University of Calgary Access Growth Fund Proposal from the Faculties of Education, Humanities and Social Sciences, Second Language Teaching and Learning*, accessed May 3, 2007 at http://www.ucalgary.ca/provost/files/custom/appendices_e-g.pdf)

Internet access from Faculty of Education main page: To obtain online information about the upcoming initiative at the University of Calgary, go to the University of Calgary Faculty of Education homepage (<http://www.educ.ucalgary.ca/>), click on *Programs* (left bar), then *Graduate Studies: Education* (left bar), then *Prospective Students*, then *Post Degree Continuous Learning*.

Brief overview: In a broad sense, the initiative currently being considered at the University of Calgary fits within a second language learning initiative from the Alberta government originally targeted for September 2006.¹ Detailed information about the U of C’s proposal in terms of second language initiatives is available at:

http://www.ucalgary.ca/provost/files/custom/appendices_e-g.pdf

In this document, specific mention of foreign trained immigrant teachers appears on page 1 of the section entitled, *Access Growth Fund 2006, Proposal from the Faculties of Education, Humanities and Social Sciences, Second Language Teaching and Learning*, where the following is stated:

This proposal involves collaborative developments in the Faculties of Education, Humanities and Social Sciences to develop new programs, expand places in existing second language acquisition and pedagogy programs and reinforce core elements of basic curricula. It will be done in such a way as to meet three needs: up-grading among current teachers, specifically continuing education in both second language pedagogy and specific language training; the provision of appropriate programs for foreign-trained immigrant teachers to meet current provincial standards; the expansion of current undergraduate and graduate programs to ensure the timely supply of highly trained teachers in the diverse languages identified in the Alberta initiative and meeting local requirements.

The initiative is mentioned on the graduate studies website in relation to the tiered Post Degree Continuous Learning (PDCL) programs. These programs include possible movement from a graduate certificate to a graduate diploma, then on to a Master’s degree and a Ph.D. program. The ongoing program is intended to provide flexibility for “women and professionals who wish

to progress through their graduate work in a nontraditional manner”
(<http://www.educ.ucalgary.ca/gder/htdocs/pages/item.php?id=74>
accessed May 3,2007)

Under *Future Directions* on this web page, the following is noted in relation to the development of a program for internationally educated teachers.

In collaboration with the Division of Teacher Preparation, the Graduate Division of Educational Research recently submitted a proposal for undergraduate Certificates and undergraduate Diplomas to meet the needs of immigrant teachers wanting to qualify for teacher certification, educators needing to qualify for admission to graduate studies, and educators returning to the workforce after extended absences. Once approved, the undergraduate proposal will extend the post-degree continuous learning framework.
(<http://www.educ.ucalgary.ca/gder/htdocs/pages/item.php?id=74> accessed May 3, 2007)

Policy to Support an IET Program:

The *Diverse Qualifications Admission Policy* could apply to internationally educated teachers seeking further education. Go to http://www.ucalgary.ca/admissions/diverse_qualifications
(accessed December 2007)

Researchers' Comments:

Our questionnaire results indicate that the University of Calgary's Faculty of Education currently supports field experiences for internationally educated teachers once they have obtained direction from Alberta Education with regard to upgrading requirements.

Also, the questionnaire response notes that over ten years ago, “the faculty [provided] professional development courses, but these were eliminated with budget cuts and faculty transformation.”

Note:

1. Currently, the Alberta Education website notes that it has postponed the implementation of its initiative because not all school jurisdictions are prepared to move forward at this time. For further information on the language learning initiative in Alberta, go to <http://www.education.gov.ab.ca/languages/overview.asp> (accessed May 3, 2007)