

Background Information on Internationally Educated Teachers

Internationally educated teachers (IETs) do not have equal access to certification process and job market

Kate Moore - Former Facilitator/Counsellor at Skills for Change (A Partner in the *Teach in Ontario* initiative)

Just like to address that too, and certainly in my experience with Teach in Ontario, I'm not sure how they knew to do this, but they actually don't allow IETs from Commonwealth countries to be part of the program because they've recognized that those IETs have a relatively, it's not necessarily simple, but it's a relatively simple certification process and entry into the workforce in comparison to those from Eastern Europe, Africa, the Caribbean, Asia, the rest of the world, Middle East, etc. And so, it's interesting 'cause I think there is almost two types of IETs and some have a quite seamless entry and some don't at all.

Role of English in categorizing IETs

Florinda Kotisa - Associate Teacher

I think before we go further we should identify exactly what internationally trained means in terms of the school system because I was trained in quite a prestigious university in Britain, in Ireland, actually. I didn't really face barriers getting into the system and I think is more language issue than where you are trained. If you happened to be trained in an English speaking country, I think it's less of an issue to get into the system. So I'm wondering if you should call it international training or a language ...

IETs come from various backgrounds; they include both native and non-native speakers of English

Antoinette Gagné – Academic Advisor for the ACSC

The Academic and Cultural Support Centre. It's a centre that's open to all students, graduate and undergraduate. And those students may be speakers of English as a first language or they may be English language learners themselves. And in that centre we've developed a range of ways of supporting our candidates who have been educated elsewhere. And when we use the term Internationally Educated Teacher Candidate, we're referring to two different groups. On the one hand, it may be a teacher from a country like India who in fact has taught as a teacher somewhere in India for a number of years, and who arrives in Canada and finds out that because they don't have a degree in education that they in fact must complete a Bachelor's degree in

order to be able to teach in our kindergarten through grade 12 schools. But we also have a group that we refer to as internationally educated who basically have spent most of their lives learning in a country other than Canada and part of the group that you'll hear from a little later during a panel are a cross-section of these groups.

From “the deficit model” to “the value-added model” – IETs’ experiences need to be recognized, valued, and appreciated

Kate Moore - Former Facilitator/Counsellor at Skills for Change (A Partner in *Teach in Ontario* initiative)

I think one of the reasons why IETs get slide generally into supply teaching and at best LTOs... Of the 200 IETs that I happen to know from facilitating the programs, I haven't kept in touch with all of them so hopefully this has changed, I only know one with a full-time permanent job. I know over a hundred with the supply teaching jobs, you know. It's fascinating and then there is some who don't get their certification or who do not succeed in their supply teaching. One of the reasons is, I believe, is that the administrators, the boards and as mentioned the staff even, although they are not the ones on the hiring panel, do not necessarily recognize what they bring. They just notice what they perceive as a deficit. So instead of thinking, “Wow, this person is trilingual” or you know, we are living in an increasingly globalized world, this person can give curriculum examples from other parts of the world, they got networks in other parts of the world. So instead of starting to see what they have to offer, they're not embracing them. So I think that a really comprehensive approach is going to do both a deficit model and a value-added model and change the perception of IETs so that they are embraced, so that people are coming and recruiting them from Teach in Ontario, from here, etc.

IETs’ previous teaching practices/styles should be valued, yet geared towards their new teaching context and educational system

Lynn Lemieux - Associate teacher and former teacher educator at OISE/UT

I would just like to speak a little bit to that and to the deficit model because as a co-ordinator I think one of the things we've noticed and I think has been made more explicit to candidates who, for example, who come from some of the cultural backgrounds that I think Antoinette was alluding to where, perhaps, classroom management has a very different look. I am thinking particularly of some of the candidates who came from, for example, the Indian sub-continent, thinking that the way that they perceive classroom management. And what they would say to

me, the way that the teacher was revered and held as sort-of God in the classroom, and they were used to just telling kids, "Sit down," you know and the kids sat down and very teacher-directed learning. And so what we found was challenging within the short program that even though they had all the instruction in the course work about different ways of learning, how students learn, the ways of teaching that very deeply embedded in their psyche and being was how they had learned and that it was very difficult for many of them when they did their practice teaching to actually implement some of these newer ways that were being recommended. So what happened was if the principal of that school came into watch when they were doing their practicum, he or she may not have got a very positive feeling 'cause they could see this person struggling in front of the class, maybe sort of yelling at the kids, you know, "sit down, sit down," struggling with those classroom management things. So what happens is or what gets built up among administrators is this perception, "Oh, my gosh, this teacher is from Pakistan, this teacher is from India, oh I can just see what's going to happen with those rowdy grade eights." And so if in the BEd. Program we can really pull those out proactively and say look, you know, we understand that it worked for you, you know, in your culture, here's really what we're trying to do here, not just as part of our lesson but pull them aside perhaps, and have some explicit, "This is something that traditionally has been very hard for teachers from your cultural background to deal with." So let's have some special intensive work where they can begin to actually, yes, it seems like a deficit, but it is in reality a deficit, how can you change some of those deep-seated practices and then begin to look, of course, at the positive things they bring. But I think, visually, very visually that's what we see when these candidates struggle in the classroom is they go in thinking that they can use those same methods. It doesn't work.

Awareness-raising should not be limited to IETs only; others, including principals and superintendents need to know more as well

Jinah Kim - Education Officer - Ontario Ministry of Education

One of the things that my principal said that she had to get past was when she looked at the resumes sometimes, sometimes, they didn't look like a quote Canadian resume that prioritize the teaching experiences, but for some resumes she would get would sort of outline what was the priority in their home country. For example, "I have three daughters, I have a son, I've been married, you know, 15 years," which is a priority in some countries when you write-up your resume, whereas here, is not as much, whereas you write down your actual qualifications and

your experience. So perhaps some of that education has to happen with the IETs but also at the hiring level as well, principals, superintendents across the system.

For more information about teaching in Ontario, please consult with the following resources and/or contact the following institutions:

<http://www.citizenship.gov.on.ca/english/citdiv/apt/>
Your path to becoming a certified teacher in Ontario

The Ontario Network for International Professionals Online:

<http://www.onip.ca/sector/4/>

Teach in Ontario:

<http://www.enseignerontario.ca/en/whatistio.htm>

Information on Teach in Ontario partners:

www.enseignerontario.ca/en/whorunsit.htm

Teach in Ontario

c/o Ontario College of Teachers
121 Bloor Street East
Toronto, ON M4W 3M5
Tel: 1-888-534-2222 or (416) 961-8800, ext. 454
Fax: (416) 961-8822
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Website: www.teachinontario.ca

LASI World Skills Inc.

219 Argyle Avenue, Suite 201
Ottawa, ON
K2P 2H4
Tel: (613) 233-0453
Fax: (613) 232-1757
Email: ws@ottawa-worldskills.org
Website: www.ottawa-worldskills.org/

Skills for Change

791 St. Clair Avenue West
Toronto, ON M6C 1B8
Tel: (416) 658-3101

Fax: (416) 658-6292

Email: sfc@skillsforchange.org

Website: <http://www.skillsforchange.org/teachinontario>

Windsor Women Working With Immigrant Women

135 Erie Street East

Windsor, ON N9A 3W9

Tel: (519) 253-4000

Fax: (519) 253-4011

Email: teachinfo@bellnet.ca

Website: www.wwwwiw.org