

- Author (T): Deters, Ping
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- Name of resource *Immigrant Teachers in Canada: Learning the Language and Culture of a New Professional Community*
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Resource Focus

- Internationally educated teachers (IETs)/ Immigrant teachers

Resource Type

- Other: Research report

Intended Audience

- Researchers
- Teacher educators
- Internationally educated professionals

Summary of content / Abstract

This paper reports on a narrative research study on immigrant teachers in the Canadian English public K-12 and college system, and their acquisition of professional language and culture. The research question examines the factors that facilitate or constrain the successful acquisition of occupation-specific language and culture of immigrant teachers in the province of Ontario. This study is informed by sociocultural theory and Lave and Wenger's Community of Practice (COP) framework in which social practice and identity formation are central to learning, and learning is conceptualized as becoming a full participant in a particular community. Findings from this study highlight the dialectic nature of the professional acculturation of immigrant teachers, which include a number of factors such as the community stance and acceptance, the newcomers' trajectories, and the newcomers'