



CERTIFICATION AND WORKFORCE INTEGRATION: EXPERIENCES OF INTERNATIONALLY EDUCATED TEACHERS

Focus-group findings

Submitted to the
Council of Ministers of Education,
Canada



Government
of Canada

Gouvernement
du Canada



cmec

Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)

Founded in 1967, CMEC is the collective voice of Canada's ministers of education. It provides leadership in education at the pan-Canadian and international levels and contributes to the exercise of the exclusive jurisdiction of provinces and territories over education.



The Registrars for Teacher Certification Canada, a committee established in 1999 at the request of CMEC, exchange information concerning the regulation of the teaching profession throughout Canada. Registrars also coordinate the implementation of the Agreement on Internal Trade for the teaching profession. The committee is composed of the registrars for teacher certification in all provinces and territories.



**CERTIFICATION AND WORKFORCE INTEGRATION:
EXPERIENCES OF INTERNATIONALLY EDUCATED TEACHERS**



Also available in French under the title:

***AGRÉMENT ET INTÉGRATION DANS LE MARCHÉ DU TRAVAIL :
L'EXPÉRIENCE DES ENSEIGNANTES ET ENSEIGNANTS FORMÉS À L'ÉTRANGER***

Council of Ministers of Education, Canada
95 St. Clair West, Suite 1106
Toronto, Ontario M4V 1N6

Telephone: 416-962-8100
Fax: 416-962-2800
E-mail: cmec@cmec.ca
www.cmec.ca

© 2014 Council of Ministers of Education, Canada

ACKNOWLEDGEMENTS

Many individuals and organizations have played key roles in the development of this research, and we owe much to their efforts and generosity of time. The Registrars for Teacher Certification Canada would like to extend its warmest thanks to the universities, school boards, assessment agencies, teachers' associations, immigrant-settlement agencies, and civil servants that took part in the focus groups.

A special thanks is owed to the internationally educated teachers who participated. By openly sharing your experiences and challenges, you were able to ground the research in reality. Your input is and will be valued, now and in the future, as all stakeholders work toward eliminating unnecessary barriers to certification and workforce integration.

FUNDING ACKNOWLEDGEMENT

This report was funded by the Government of Canada's Foreign Credential Recognition Program.

DISCLAIMER

The focus-group sessions were conducted to inform a feasibility study on the establishment of pan-Canadian centres for assessing the credentials of internationally educated teachers. The Registrars for Teacher Certification Canada are grateful that this exercise allowed them to review some of their internal policies and make changes to improve the services based on what they heard during the focus groups. Some of the issues and solutions raised during the focus groups go beyond the mandate and control of the registrars and their ability to facilitate the integration of internationally educated teachers into the Canadian workforce.

The opinions and interpretations in this report are those of the focus-group participants and the author, Nancy Tran. They do not necessarily reflect the views of the Registrars for Teacher Certification Canada, the Council of Ministers of Education, Canada, or the Government of Canada.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
I. INTRODUCTION	2
II. STRUCTURE OF FOCUS GROUPS AND METHODOLOGY	3
III. FINDINGS: INTERNATIONALLY EDUCATED TEACHERS	5
IV. FINDINGS: STAKEHOLDERS	11
V. MONTREAL FOCUS GROUP	15
VI. REFLECTIONS AND CONCLUSION	17
APPENDIX I: STRUCTURE OF THE FOCUS GROUPS	19
APPENDIX II: FOCUS-GROUP PARTICIPANTS	20
APPENDIX III: FOCUS-GROUP QUESTIONS	22

In 2013, the Registrars for Teacher Certification Canada, under the aegis of the Council of Ministers of Education, Canada (CMEC), and with funding provided through the Government of Canada's Foreign Credential Recognition Program, embarked on a project to examine the feasibility of establishing pan-Canadian centres for the assessment of international credentials.

As part of the project, the registrars conducted focus groups made up of internationally educated teachers (IETs) and of stakeholders whose work impacts the integration of IETs so as to better understand the current experiences of internationally educated applicants as they seek teacher certification and employment. This exercise enabled registrars to examine how their certification practices and policies impact IETs as well as providing them a general overview of the labour-market issues faced by IETs once they receive certification. A subcommittee was created to coordinate the activities of this project.

In May 2013, the registrars conducted six focus groups across the country. English sessions were held in Toronto, Calgary, Vancouver, and Halifax, and French sessions were held in Toronto and Montreal. Focus groups at each location consisted of a morning session with IETs and an afternoon session with stakeholders.

The focus groups examined four specific stages of the integration process: the preparation prior to coming to Canada, the process of obtaining teaching licences in a given province or territory, the experience of securing a teaching position, and the transition into a provincial or territorial school system.

IETs shared their experiences with regard to their decision to move to Canada, the steps they took to obtain certification, and the difficulties they encountered in order to satisfy the certification requirements. They also discussed their experiences around finding employment and any

challenges they encountered on the job. Similarly, stakeholders considered these themes and shared their views on the steps toward workforce integration.

While there were differences between the views of stakeholders and IETs with regard to some of the barriers faced by IETs, all participants agreed on areas for improvement to facilitate the certification and integration of IETs into the Canadian workforce.

- **Readily accessible information** should be available to IETs where and when they first make the decision to relocate to Canada. Information about education systems in Canada, the role of regulators, the certification process, the role of schools boards and other employers, and labour-market information on the teaching profession would allow IETs to make more informed decisions.
- **Orientation sessions** specific to the teaching profession to provide assistance with résumé building and interview skills and information about the Canadian classroom setting should be available.¹
- **Financial assistance** to help IETs mitigate the costs associated with certification requirements and professional development.
- **Mentoring programs or volunteer positions** are needed to provide IETs with practical experience in Canadian classrooms and vital networks with teachers and principals.²

While the registrars' responsibilities focus mainly on matters related to certification, this report is intended to inform them of key trends and issues that could potentially support the development of new and practical approaches to assessing the credentials of IETs all across Canada.

¹ Already available in Quebec.

² Already available in Quebec.

I. INTRODUCTION

This report describes the findings from a series of six (6) focus groups conducted throughout Canada to identify the barriers to certification and workforce integration of internationally educated teachers. The report was commissioned by the Registrars for Teacher Certification Canada (RTCC), under the aegis of the Council of Ministers of Education, Canada, and with funding provided by the Government of Canada's Foreign Credential Recognition Program.

In 1999, CMEC created RTCC to allow teacher-certification officials to meet on an annual basis to discuss questions of common interest, with a particular emphasis on teacher-mobility issues. Since the implementation of the Agreement on Internal Trade (AIT), the registrars have collaborated to explore the feasibility of establishing mechanisms that would streamline the policies and practices of all jurisdictions while fully respecting the authority of individual provinces/territories over education.

Every year, the registrars receive thousands of applications from internationally educated teachers (IETs) for a licence to teach in Canadian schools. Each registrar has a duty to protect the public by ensuring that only qualified practitioners obtain a licence. A comprehensive assessment of qualifications is required of all applicants to determine whether the professional education programs and postsecondary degrees they completed meet the standards required by each jurisdiction.

With the adoption of the *Pan-Canadian Framework for the Assessment and Recognition of Foreign Qualifications*, the registrars continue to emphasize their responsibility for assessing these individuals using the following principles: fairness, transparency, timeliness, and consistency. Given the varying capacity of jurisdictions to assess IETs, the registrars believe that the exploration of pan-Canadian approaches to assessment may help enhance the implementation of each of these principles throughout the country.

This report is the first part of a feasibility study on pan-Canadian credential assessment centres. As the establishment of pan-Canadian centres would serve to facilitate the mobility of teachers across the country, this part of the project focuses on identifying barriers to certification and workforce integration.

This report offers insights based on qualitative research methods to describe the experiences of IETs as they strive to integrate into the Canadian labour market. Although registrars are aware that inadequate language proficiency and a lack of foundational education are common reasons for which foreign applicants do not qualify for certification, they have not formally investigated the trends and barriers in the certification and integration process. Furthermore, most jurisdictions are not involved in employment, and, as a result, registrars have only anecdotal knowledge of whether these candidates obtain employment following certification.

This report begins by briefly examining the structure of the focus groups and the questions developed for them. Subsequent sections provide an overview of the main issues raised during the focus groups. Although these sections identify the common themes heard throughout all six focus groups sessions, an additional separate section concentrates on the focus group held in Montreal. Although findings there were similar to those from the other focus groups, a few elements unique to newcomers to Quebec are worth mentioning. The report concludes with an analysis of the findings and recommendations.

In May 2013, six focus groups were held across the country: four in English (Toronto, Calgary, Vancouver, and Halifax); and two in French (Toronto and Montreal). Participants from Manitoba and Saskatchewan were invited to attend the Calgary session, and those from New Brunswick, Prince Edward Island, and Newfoundland and Labrador, to attend the Halifax session.

The registrars separated those taking part in the focus groups into two groups to ensure that individuals could speak candidly about their experiences. In each city, a morning session was held with IETs to hear about their experiences and the challenges they encountered along their journey to certification and employment. This was followed by an afternoon session for stakeholders whose work affects IETs, such as superintendents, school principals and vice-principals, credential assessors, teachers' associations, university representatives, and settlement agencies. Registrars were responsible for selecting six individuals for each of these sessions. (See [APPENDIX I](#), Structure of the focus groups, and [APPENDIX II](#), Focus-group participants.)

The questions and themes for each focus group were distributed prior to the session to allow individuals to gather their thoughts and prepare their answers ahead of time. These focused on four stages in the integration process: the preparation before coming to Canada, the process of obtaining a teaching licence in a given jurisdiction, the experience of securing a teaching position, and the transition into a provincial/territorial school system. From the information collected, the hope was not only to provide a nuanced understanding of the obstacles faced by IETs, but also to allow registrars to get a better sense of how certification practices affect IETs. Although separate questions were developed for IETs and stakeholders, they all had similar themes. Each session lasted two to three hours, which provided enough time for all participants to speak and to cover each of the four

themes. (See [APPENDIX III](#), Focus-group questions, for detailed information on the topics.)

Methodology

While the feasibility study will provide quantitative data on the experiences of IETs in obtaining certification, this part of the project adopted qualitative research methods to allow for an in-depth understanding of individuals' experiences. Focus groups were chosen purposely over electronic surveys so that participants who had gone through similar processes could encourage each other to speak candidly.

Using a socially oriented method of qualitative explanatory research for the focus groups had many advantages:

- Knowing that other individuals had had similar experiences, participants felt more comfortable sharing their own stories and were able to build on each other's answers to provide a fuller picture of the situation.
- Due to the interactive nature of focus groups, follow-up questions could be posed or certain themes probed more deeply. This flexibility resulted in the ability to deviate from the questionnaire and modify the topics to suit each session. Through these group dynamics, new information was captured that had not been foreseen when drafting the discussion questions.
- Drawing conclusions was not limited to verbal responses: facial expressions and body language were also understood as agreement or disagreement.

Of course, focus groups also have some methodological shortcomings. Responses can be influenced by the artificial environment of the focus group itself. In this setting, participants are gathered into one room; they might behave

II. STRUCTURE OF FOCUS GROUPS AND METHODOLOGY

differently in one-on-one sessions. Focus groups can even be influenced by a few dominant voices setting the tone for the discussions. We attempted to control for this by hosting focus groups in five different cities and by separating IETs and stakeholders in morning and afternoon sessions.

Participants came from most jurisdictions.³ IETs represented a range of experiences (some were certified, while others were undergoing the process; some held permanent teaching positions, while others did not). It should be noted that the stakeholders represented a variety of perspectives, but in all cases included employers. It should also be noted that in areas where there is a surplus of teachers, it was sometimes difficult to distinguish the experiences specific to IETs, since both internationally and Canadian-educated teachers are affected by job shortages.

The findings in this report are limited to the perspectives raised by the 74 focus-group participants. While their perspectives cannot possibly represent those of all IETs or all stakeholders, they are nevertheless indicative of the kinds of challenges, barriers, and opportunities faced by IETs and witnessed by stakeholders.

³ Many individuals could not justify travelling a long distance to attend a two- or three-hour meeting. As a result, there were no representatives from Saskatchewan, Yukon, Northwest Territories, or Nunavut.

Throughout the month of May 2013, 34 IETs from all over the country participated in one of six focus groups held across Canada. They represented countries in Europe, Asia, Africa, Oceania, and the Caribbean. The structure of these focus groups is presented in [APPENDIX I](#).

Conversations summarized in this section may include misinformation. However, the content was left intact to inform the registrars of areas in which there were misunderstandings. It is hoped this reporting will provide information on areas for improvement as well as to communicate more clearly with future IETs.

Access to information

For the most part, the participants did not come to Canada with the goal of teaching. Rather, they decided to immigrate primarily to find a better life and opportunity for themselves and their families. As a result, many began the certification process, or became aware of the requirements, only after settling in Canada. Although some had the opportunity to attend immigration orientation sessions hosted by Canadian embassies abroad, these provided only general information that was not specific to the profession. Participants who had done additional Internet research or had friends residing in Canada were usually more prepared and had some understanding of the certification process and overall education systems in Canada. Those who did not have access to the Internet relied solely on information received by mail from Citizenship and Immigration Canada. It was only after arriving in Canada that they were able to gain a complete understanding of the certification and employment process.

Participants highlighted the importance of speaking to the right person. Many stated that they had received poor advice from friends, inaccurate information from various Web sites, or even misguided in-person instruction from government officials or settlement agencies. Due

to erroneous information, a few participants said they wasted time and money getting their credentials evaluated by an academic assessment agency, not knowing that each registrar's office assesses its own applicants. It was only after eventually landing on the regulatory body's Web site that participants finally got a clearer picture of certification requirements. As a result, they were surprised to discover that the teaching profession is regulated in Canada, that education is regulated by the provinces and territories, and that district school boards handle employment. Overall, many expressed feeling overwhelmed at the number of different players involved in the entire process. This was certainly true of participants who came from a country in which education falls under national jurisdiction and access to the teaching profession is granted automatically by virtue of completing an academic program.

According to participants, it would be helpful if information on certification came at the same time as immigration information or during their first contact with an immigration officer. Such information should include specific details about the certification process in their chosen province or territory of residence, statistics about the labour market to give them some idea about the likelihood of finding a position, and particulars on the provincial and territorial education systems. This information would have helped them to prepare from their country of origin and allowed them to make an informed decision on their chosen path before coming to Canada.

Certification process

While information found on each regulatory body's Web site was, for the most part, clear and straightforward across jurisdictions, participants stated that the main difficulty was fulfilling some of the certification requirements. Although these varied among participants, some challenges were common across the board.

III. FINDINGS: INTERNATIONALLY EDUCATED TEACHERS

Obtaining official documents⁴ from their home country proved to be the biggest challenge for participants. They indicated that, while a Canadian or American institution might offer an on-line service to request transcripts or a copy of a diploma, this certainly was not the case at their home institutions: either documents were archived in a back room or a program or institution was no longer in existence, rendering them unobtainable. In some cases, their country no longer existed or was going through a civil war. Most participants said they were either required to go back to their country of education to obtain these documents or had someone in their family negotiate in person to obtain them. Even then, participants said some institutions were reluctant to provide the documents directly to them, let alone to a third party. As a result, participants had to constantly push and remind them to send the documentation. Participants ran into the same difficulty when trying to obtain a Statement of Professional Standing,⁵ which is required in most jurisdictions. Again, participants shared experiences regarding officials who were reluctant to help or simply did not understand the nature of the request since there was no equivalent regulatory body in their country. All participants agreed that obtaining all

4 An official document is a document received in a sealed envelope directly from the authority that issued the credential for the purpose of evaluating academic credentials and that has never been in the possession of any other person. The document must bear the seal of the institution, the date, and the signature of the appropriate signing authority. English Terminology Guide for Academic Credential Assessment in Canada. Retrieved July 2013 from <http://terminologies.cicic.ca/app/>

5 A Statement of Professional Standing verifies that an individual possess(ed) a valid certificate, states the date of issuance, and indicates whether or not the certificate has been suspended, cancelled, or otherwise withdrawn for cause. The type or level of the teaching certificate and the scope of its authority may also appear on the statement. Alberta Education, "Teacher Certification in Alberta." Retrieved June 2013 from <http://www.education.alberta.ca/teachers/certification/statement.aspx>

the required documents takes time, money, and persistence. Those who subsequently enrolled in postsecondary education felt discouraged at having to go through the entire process again.

Once they had gathered the necessary documentation, translation was required, which, participants noted, took even more time and money. In some cases, entire course syllabi had to be translated. Some participants stated that they encountered problems with the translation because their full credentials were not necessarily captured due a difference in terminology. For example, one participant, who had finished a five-year degree, expected to be recognized for completing both a bachelor's and master's degree, but was only granted recognition for a bachelor's degree.

Another common challenge raised at the focus groups was the language-proficiency requirement. Some participants expressed confusion, because they thought the language requirement they had fulfilled to meet their immigration requirement was sufficient to measure their proficiency for teaching. They were surprised to learn they had to invest more money to meet the language requirement for certification purposes as well. Participants said they wished they had known this when they were still in their country of origin so they could have studied ahead of time. Further, some expressed that these tests are "cheaper in other countries than in Canada." Participants from Ontario and Alberta found the Test of English as a Foreign Language (TOEFL®) difficult and had to repeat the test several times before meeting the requirement. As the Ontario College of Teachers accepts the International English Language Testing System (IELTS), some participants in Toronto opted to do this test so as to achieve better results.

At the French session in Toronto, participants said they had encountered difficulty convincing assessors to recognize their credentials and experience. Participants attributed this to assessors not understanding the education system of their

country. This was very disconcerting since it often involved enrolling in extra courses that IETs felt were redundant, which meant even more delays and higher costs.

The majority of participants in all sessions had to complete university courses or programs as part of the certification process, and some expressed disappointment that their experience was not taken into account. These were difficult requirements because of the time and financial commitment involved. Many believed that financing options such as student loans and Employment Insurance (EI) benefits are not available to newcomers and that all loans can only be obtained on the basis of a credit history in Canada.

In Vancouver, one participant indicated that she was ineligible for EI because “EI is only available to those who need to upgrade their skills in professions where there is a labour shortage.”

Furthermore, participants felt the courses did not always help — some called them “insightful, but rather very superficial” — and that education in their country of origin was far superior. They maintained that some courses, mainly the theoretical ones, did not provide them with the preparation they felt they needed most — in-classroom experience.

Barriers to integration

One of the biggest misconceptions participants raised was that IETs would easily find employment once they finished the certification process. Unfortunately, in jurisdictions where there is a surplus of teachers, participants seemed completely unaware that there were job shortages.

Most participants said they initially found it difficult to figure out where to find job postings because they did not realize hiring is done by the various district school boards or schools, each with its own distinct hiring practices. It was only when participants had settled in Canada and located

the various boards in their vicinity that they could begin their employment strategy. Some looked into the [“Apply to Education” site](#), but found it too time-consuming, especially since they had to create a new portfolio every time they applied to a new district. On top of that, not all school districts use that Web site, but instead use their own sites to recruit. The participants wished that school boards’ hiring practices were more “centralized” and “transparent,” so they could know which aspects of their application need improvement.

Those who were successful in obtaining a teaching position attributed their success to a wide range of circumstances: some IETs knew who to talk to, some applied at the exact time when their subject was in demand, and some were willing to start at the bottom, taking related jobs such as learning assistant, volunteer, or lunchroom supervisor.

Those who were unable to secure a teaching position listed a number of reasons why they believed they were unsuccessful:

- First, employers require Canadian experience to assess a candidate. In jurisdictions with a surplus of teachers, participants even struggled to find volunteer positions. After a number of rejections, they felt that doors were closed to them and that schools would not consider hiring IETs. As a result, their unsuccessful attempts forced them to accept employment in another field.
- Second, some participants said candidates were placed in three separate categories of desirability by employers: 1) teachers educated in that jurisdiction; 2) teachers educated in another Canadian jurisdiction; and 3) internationally educated teachers. They expressed frustration that the type of opportunities open to them often required settling for less “popular” terms of employment. For example, participants

III. FINDINGS: INTERNATIONALLY EDUCATED TEACHERS

said they would not be successful in getting a full-time position unless they were willing to teach subjects such as French or the arts. They felt the situation was unjust, that they were perceived as being more “desperate” than Canadian-educated candidates, and that they consequently had fewer employment options.

- Third, the discussions focused largely on supply teaching; many participants believed that IETs were destined for those positions either permanently or on a long-term basis, whereas if Canadian-educated teachers were required to supply teach, it would only be for a short period before securing a full-time permanent position. Many noted how difficult it is to pay the bills on a supply teacher’s income, especially if they are on that list for years.
- Finally, there was also the perception that their work experience might be a barrier to securing a teaching position. Since the practice calls for salary to reflect previous experience, participants thought employers were more inclined to hire a “young, domestically educated teacher.”

Some participants in Ontario even felt the need to change their name to a more “Western” name or omit some of their experience just so that they would be perceived as a non-international applicant and therefore get an interview.

Generally, all participants agreed that networking plays a fundamental role in securing a teaching position. This was seen as both a positive and a negative. They felt that, as outsiders, IETs living in a small rural community could not secure a teaching position because all positions were given to those considered long-standing community members. Others said that, by insisting on getting out there and participating in community activities, doors were opened and they were given the guidance

and support they needed to adjust to a new teaching landscape.

Those who were unsuccessful in securing a teaching position had to take employment in an unrelated field to support their family. As a result, they felt disconnected from the profession and no longer qualified. As time passed without being in a classroom setting, they feared “they were losing their teaching skills” and, as a result, felt “insecure, vulnerable, and less confident,” which some said came across during interviews. Participants also felt pressured to update their skills and add new credentials just to make themselves more marketable, which required more time and money.

The topic of diversity and discrimination came up in every focus-group discussion. On the one hand, some participants stated that their employers fully embraced their different backgrounds, believing students would benefit from an enriched classroom environment. One participant in Calgary noted that, since IETs often speak several languages and often share the same culture as many of the residents in the community, they are better able to communicate and interact with parents of children who are not proficient in English. On the other hand, some respondents said they were less successful in securing a teaching position because they were educated internationally and faced prejudices from both the community and staff with respect to their country of origin, religious beliefs, religious attire, or accent. They sensed that some employers simply were not willing to take a chance on an IET because hiring one could create problems. Participants felt employers needed to emphasize diversity in their hiring practices to reflect the multiculturalism of the classroom. Many believed that accents were not an issue with students, but rather that students embraced the difference and taught them how to pronounce certain words.

When participants were asked to name any advantages they had over a Canadian-educated

teacher, the main answer was resiliency and a willingness to take on any challenge. After moving their family to an entirely different country and undergoing the certification process, they are willing to accept any role that needs filling, a characteristic that shows “their passion for the profession.”

Obstacles on the job

The focus group discussed some of the difficulties IETs face once on the job. The following challenges were identified:

- **Accents** need to be modified in some cases so that students can better understand the IETs.
- **The use of technology in the classroom**, as technology may not have been readily accessible in their country of origin, let alone in the classroom.
- **Lack of confidence about teaching more than one subject:** usually, IETs specialize in one subject, but some jurisdictions provide broader licences allowing them to teach Kindergarten to Grade 12. For example, an IET with vast work experience teaching math could be called upon to teach a Canadian history course without having any knowledge of the subject matter. The IET would feel pressured to agree to do so because it would provide experience for his or her application for a full-time position, and it would be looked upon unfavourably if he or she did not accept.
- **Lack of experience in Canadian classroom management:** most participants explained that, as teachers, the way they would interact with students in their country of origin would differ greatly from the teacher-student relationship in Canada. For example, some IETs indicated that the level of deference from students, as well as the

disciplinary measures available, were very different in their country of origin.

- **The notion of inclusive education:** this was a new concept for most IETs, whose experience was that children with different learning needs are taught separately from other students. This approach of differentiated instruction is an area of pedagogy unfamiliar to most IETs.
- **The involvement of parents in their children’s education:** participants expressed that, for the most part, teachers are usually highly respected in their country of origin. In contrast, they feel that teachers are powerless in Canada because complaints and criticisms from parents carry so much weight. Whenever issues came up, IETs said they felt like “easy targets.”
- **Communication with parents:** participants in the Toronto French focus group said that communicating with parents presents a problem when the parents do not understand French.

Suggested initiatives

IETs identified the following initiatives that could be implemented to mitigate some of the barriers identified above:

- **Access to clearer and more specific information** focused solely on the teaching profession to better inform IETs’ choices and allow them to prepare their documents ahead of time. This would include an overview of the education systems in Canada, information on the certification process and hiring practices, as well as some statistics to help them manage their expectations with regard to the likelihood of success in obtaining a teaching position.

III. FINDINGS: INTERNATIONALLY EDUCATED TEACHERS

- **Volunteer or mentorship programs** to enable IETs to observe a classroom setting and receive the necessary guidance for teaching in Canada. Participants believed that practical experience is of greater help than more theoretical education. Recognizing that there are some liability and security issues, respondents felt that any exposure to a Canadian classroom would give them an idea of how different teaching is in Canada and would perhaps help them determine whether it is the route they wish to follow. In-classroom experience would also allow them to build contacts.
- **Orientation support** with regard to résumé building and developing interview skills, as well as financial support through the certification process (e.g., if enrolling in new courses is required) and help with job-related research. Those who had attended networking events thought such activities should be promoted, especially those that focus on the teaching profession.
- **Streamlined processes:** from immigration to certification and hiring, immigrants recommended that these steps be simplified to avoid delays or financial strain on the IET.

Upon reflection, some participants admitted that they might have chosen a different path had they known how difficult the process would be. To succeed, according to participants, potential newcomers need to be patient and not expect to find employment right away. Instead, they should expect to encounter delays, spend money, and “fight with bureaucracy.” Participants suggested that potential IETs be prepared to do some of the work prior to their arrival, including language tests, gathering documents, identifying subjects that are in demand, and, if possible, upgrading their skills in those particular subjects. Once in Canada, they must be willing to network, find a mentor who will

guide them, and move to a less desirable location. Ultimately, while the road was very difficult for most of the IETs who participated in our sessions, the majority of them do not regret the difficult transition, as it has provided their family with better opportunities.

Forty stakeholders from across the country participated in one of six focus groups. These included employers (principals, school boards), credential assessors, teachers' associations, settlement agencies, and educational institutions offering bridging programs. This section provides an overview of the general comments heard during these sessions.

Certification process

Stakeholders recognized the challenges that newcomers face, as expressed by the IETs, with respect to gathering the necessary documents for certification. Moreover, they acknowledged that some of the requirements were not clearly stated, such as having to satisfy a language requirement even though they are native French or English speakers or the fact that the required documents had to be sent directly from the original granting institution. They also understood that the certification process could become costly and present a burden for IETs with families to support.

In terms of the assessment process, some of the assessors mentioned additional challenges that could render the certification process even more difficult. For example, stakeholders in Halifax said there were often misunderstandings in which assessors were asked to deal with an applicant's husband or parents. They noted, too, that IETs often find it difficult to understand why standards in Canada differ from those in their country of education and therefore, frustrated and believing that their credentials and experience are not being fully recognized, become resistant to taking more courses to meet those standards.

Stakeholders stated that these issues were mainly due to the available information not being effectively communicated. Although they said that applicants could find most of the information online if they did the research, they acknowledged that not everyone has access to the Internet and that, in the case of francophone applicants, the

information is often unavailable in French in many provinces and territories. Some stakeholders wondered whether the language used either online or in other communication materials is too advanced for a newcomer. Stakeholders agreed that more emphasis should be placed on providing adequate information about the education systems and various school boards. At the same time, they emphasized that IETs must do their own research on the system, understand the roles of the individuals and entities involved, and gain a better understanding of who and what is part of the process.

Barriers to integration

For most school boards, supply teaching is the first step toward a permanent teaching position. Candidates must be willing to be on call for supply teaching so they can demonstrate their abilities in a Canadian classroom setting. This is the only way that prospective employers can assess whether an applicant is suitable for the position. Most stakeholders stated that, once a position was open, the hiring practices were the same whether candidates were educated domestically or internationally. Although hiring practices vary across the country, depending on the school board (e.g., shortlisting based on qualifications or seniority), employers assess all candidates equally. In the words of one participant: "As long as international candidates meet the hiring criteria, they will not be treated differently."

In Vancouver, the stakeholders spoke candidly about their hiring processes: some employers indicated that they do not always open their postings because it would generate too many applications. Another participant said that his school board does not always feel equipped to review an international application and decipher a candidate's background if information is not readily available. Further, participants in Vancouver noted that when referees are difficult to reach, employers are less willing to go that extra mile for

IV. FINDINGS: STAKEHOLDERS

the candidate; however, this applies to teachers educated domestically as well.

Stakeholders did share their experiences and expound on the benefits of hiring an IET: most IETs speak different languages, and situations often arise in which their skills can be called upon to communicate with parents; they often hold multiple degrees and have many years of experience; also, because of their experience and background, IETs enrich the classroom in a special way. Stakeholders also viewed IETs as willing to take on any task, and one noted that “they do not possess a sense of entitlement in comparison to our Canadian-educated teachers.”

On the downside, stakeholders believed that IETs often limit their search criteria and, as a result, are not successful in obtaining employment. For example:

- Stakeholders from several jurisdictions explained that positions are mainly available in rural areas. IETs need to be prepared to move away from major cities and relocate to rural areas in order to increase their chances of obtaining a teaching position. Overall, stakeholders indicated that IETs, as well as candidates educated domestically, must expect to start from the bottom and work their way up.
- Stakeholders underscored the importance of IETs taking the initiative to integrate into various communities to gain acceptance. They observed that one of the biggest shocks for IETs is discovering that respect does not come automatically with the teaching position, but rather, respect must be earned. Stakeholders believe, however, that as long as IETs make the effort, they will succeed.
- There is also a perception that teaching in elementary school is easier and not as esteemed as teaching at the secondary

level. As a result, some IETs are less enthusiastic when an employment opportunity arises at the elementary level.

Although some school boards across the country have undertaken positive initiatives — either by granting every candidate an interview, thereby giving everyone an equal chance, or by instituting hiring practices with an emphasis on diversity — most stakeholders insisted that the onus is on IETs to make the effort. One stakeholder stated that “they simply cannot enter into this process blindly, but rather they must do their homework to understand the system and get a clear picture of labour-market issues.” Further, “they need to ask the right questions to the right people, recognize the barriers they face, and maintain realistic expectations.” They believe IETs must be more diligent about investigating labour-market needs so as to manage their expectations realistically. Ultimately, stakeholders felt that the availability of resources and opportunities was not something they could control.

Challenges on the job

Stakeholders identified a number of challenges faced by IETS on the job:

- **Communication skills:** stakeholders pointed out that if applicants do not come across clearly in an interview, they very likely lack clarity with students as well. They mentioned that, in some cases, language proficiency and accents might be an issue when students are unable to understand the teacher, and school boards must put the needs of students above all other priorities. Further, teachers must be able to communicate with parents about their child’s progress.
- **Classroom management:** stakeholders also stated that although an IET may have a remarkable academic résumé, this often

does not translate well into practice. They cited struggles with preparing coursework and lack of experience in classroom management as examples. The relationships that IETs have with students in Canada can differ greatly from those they had in their country of education.

- **Special education:** inclusive learning is not a familiar teaching method for many IETs. Cultural context may also have an impact on teaching methods. Stakeholders noted that the teaching methods of some IETs could be very rigid, lacking flexibility and showing limited ability to accommodate and modify as needed. As a result, it can be harder for them to adjust to new teaching methods.
- **The use of technology in the classroom** may not have been available in other countries in which the IETs had previously worked.
- **Gender bias:** there was even mention of gender issues in the classroom, such as students not being treated equally due to cultural differences.
- **Teamwork:** stakeholders found it important that IETs be able to communicate and interact with other staff members.

While these are simply observations, employers recognized that each IET is different and should be treated as an individual. However, stakeholders indicated that they feel pressured by communities and parents, which may influence their hiring practices. In both Halifax and Vancouver, some participants noted that such pressure can prejudice the employment prospects of IETs, as employers might prefer to avoid potential contentiousness.

Future initiatives

As in the sessions with IETs, stakeholders provided some recommendations to support IETs in overcoming barriers:

- **Access to information at the initial stages of immigration:** stakeholders believed, as did the IET focus groups, that the work begins at the start of the immigration process, since immigration officials are the first point of contact for newcomers. These officials should be in a position to provide IETs with clear and direct information. This should include aspects of Canadian culture, what is expected of IETs when they come here to teach, and what is comparable to a Canadian degree. This way, IETs will be able to manage their expectations realistically based on the information given. In the case of employment opportunities, IETs should be made aware of the state of the labour market before they move their entire life to Canada and invest the time and money to do so. Stakeholders emphasized the need for ministries to come together and begin disseminating the same information from one source.
- **Volunteer or mentorship programs:** echoing the views expressed by IETs, stakeholders recommended that mentoring programs and orientations be offered to give IETs more direct knowledge of the provincial and territorial education systems. Although it was agreed that volunteering and job shadowing carry liability issues, the consensus was that practical experience is the best way to evaluate applicants. A mentorship program would allow them to attend and observe classes and have someone to guide them along the way. Stakeholders felt that IETs would also benefit from orientation days that would

IV. FINDINGS: STAKEHOLDERS

provide them with general information such as the do's and don'ts of the profession.

Some school boards indicated that they have the resources to allow potential applicants to prepare lessons plans and be evaluated on their performance. Although stakeholders agreed that this was a fair process, it is not financially feasible for many school boards.

Some stakeholders said that better efforts could be made by school boards to protect IETs against discrimination. They suggested that staff be encouraged to support newcomers and help them adjust, since they play an important role in setting the tone of the teaching environment. As such, teachers, principals, and school boards need to work on educating everyone involved in the school community.

In conclusion, stakeholders encouraged IETs to network and be open to the idea of looking for work outside of large cities. They also emphasized that IETs must do their homework because, more often than not, IETs do not know where teachers are in demand. Stakeholders also underscored the importance of taking supply teaching jobs because they allow IETs to be evaluated, build their experience and network, and obtain a permanent position.

In Montreal, the focus-group sessions were slightly different from those in the rest of the country in that they were purposely set up to identify barriers and opportunities. Not only were the questions slightly modified (see [APPENDIX III](#)), but the morning sessions also consisted of IETs who had all successfully secured teaching positions. While the issues raised during the discussions were similar in some respects to those heard in the rest of the country, it is worth noting that some were unique to francophone IETs in Quebec.

With regard to the certification process, participants said they did not do any research prior to coming to Canada. Nevertheless, some participants noted that they were able to obtain certification within a few months of starting the process. Interestingly, participants from Algeria and Romania noted that their governments facilitated the process, either by supplying some of the documents required for certification at the consular level or even pressuring some of their educational institutions to provide the proper documents.

Participants did not emphasize the delays and burdens related to the certification process. However, they wished tools were available on the *ministère de l'Immigration et des Communautés culturelles* and the *ministère de l'Éducation, du Loisir et du Sport* Web sites that they could use to compare their academic credentials to those earned in Canada, help them understand how their credentials are evaluated, and gain some sense of what is recognized and how much more work is involved. At times, they found it difficult to ascribe numbers of hours and credits to courses in their application because often it was not possible or even applicable. They cautioned against the use of undefined terminology, because IETs often interpret requirements differently, depending on their country of origin.

In contrast to the rest of the country, securing a teaching position did not seem to be an issue for any of the participants. One participant

noted that after dropping off his application, he was immediately contacted for supply teaching. Another participant called the school boards every week and received a supply-teaching assignment after only one month. Based on their experience, participants agreed that it was generally easy to get into the system and to gain experience once they understood the process.

Although all of the participants were successful in obtaining some sort of teaching position within the first few months following certification, many observed that this was only supply teaching. They raised issues similar to those heard in the other focus groups, including their sense that IETs are likely to stay on the supply-teaching list longer than domestically educated applicants.

In terms of challenges on the job, these IETs did experience difficulty in communicating with students because of their French accents, requiring them to adjust their pronunciation to a local accent so students could understand them. Participants also briefly touched upon instances in which they experienced prejudice at the school. For example, some participants noted instances in which, without cause, colleagues warned them against the use of corporal punishment to discipline students; as a result, they felt as though they were being singled out on the basis of stereotypes or perceptions associated with their countries of origin. Some mentioned that school personnel are not particularly multi-ethnic. They also expressed feeling humiliated at having to take a another language test — a mandatory hiring procedure in some school boards — even though they had already satisfied this requirement for licensing purposes.

Part of the discussion focused on various initiatives that could be implemented to facilitate IETs' transition and adjustment to teaching and living in Canada. One participant mentioned that her school board played a major role in her transition due to the orientation resources made available to her.

These included a manual with basic information such as the type of measures considered acceptable for disciplining students, the do's and don'ts for teachers, and the student-teacher relationship in the classroom. This prompted the other participants to agree that these resources should be made available to all new teachers. Moreover, more generic information and basic orientation regarding the provincial and territorial education systems should be provided to give them the tools and the ability to acclimatize themselves to their new work environment and culture. (One example raised was how to discipline a student.) Participants also felt they would have benefited from a practicum, because it would have allowed them to learn about Canadian pedagogy and classroom management in a gradual way.

Stakeholders' sessions

Participants in the afternoon session (see [APPENDIX II](#)) expressed sympathy for the plight of IETs: they recognized that IETs undergo a difficult adjustment when integrating into a new society and culture on top of managing the changes that come with a different work environment. Navigating through a new and complex system is hard enough; interviews can be even more challenging. Stakeholders also sympathized with IETs who may have specialized in one subject area but, once on the job, are put in situations where they have to teach an unfamiliar subject.

As a result, the Montreal session focused a lot on the various initiatives that would give IETs the practical experience to help them transition to Canada. First and foremost, participants said that a fact sheet on the teaching profession in Canada should be provided early in an IET's immigration process to help him or her manage expectations. The information should include details of the evaluation practices for candidate applications in order to help IETs determine how much work will be involved in obtaining their certification.

Stakeholders also suggested that some sort of mentoring program and support system should be put in place to familiarize IETs with the Canadian classroom. Knowing that IETs have had at least some exposure to the Canadian classroom experience would facilitate school boards' hiring practices. It would also allow IETs to build the confidence and knowledge necessary to teach subjects outside their area of expertise. They also acknowledged the need to recognize IETs' skills and experience, and the importance of finding strategies to maximize them.

A few stakeholders noted that when these types of orientation programs are available, whether for IETs or for all teachers in general, IETs tend not to participate because they do not feel they would benefit from them, given their experience. The school boards that already provide such programs observed that teachers educated in Canada are usually more interested in these sessions. Stakeholders suggested that IETs might be more successful in obtaining employment if they were more open to the various programs available to them.

It is interesting to note where some of the perceptions of IETs differ from those of stakeholders. For example, IETs believe that they are only able to obtain supply-teaching positions whereas Canadian-educated teachers are considered for full-time positions. In reality, most employers stated that all applicants, regardless of their country of education, need to start with supply teaching before being considered for a full-time position. Some employers only hire from their supply-teacher list.

With regard to salary, IETs believed that their candidacy was being overlooked because their salary demands were too high, since salaries are established on the basis of the number of years of experience. Employers across the country unanimously denied this claim. They stated that qualifications and experience play a big role, as do a candidate's references and his or her passion for the profession.

Another point raised by IETs was the belief that employers often grant positions to people they know (either a "friend" or a connection). Such practices would result in IETs having no chance to secure employment when they are new to the community. In response to this, stakeholders stated that, while networking is a good approach for candidates to take, contacts can only get a candidate as far as an interview, at which point every candidate is assessed equally, based on merit.

Finally, IETs perceived their lack of Canadian classroom experience to be the main obstacle to obtaining a teaching position. As such, they advocated mentoring and volunteer programs to overcome this barrier rather than further education. While stakeholders agreed that some exposure to the Canadian classroom would be beneficial to IETs, they also identified some challenges that could only be addressed pedagogically. For example, differentiated instruction is an aspect of teaching that cannot be

learned simply through observations or on-the-job exposure. It requires an understanding of the practice, theory, and key concepts associated with this teaching method. Further examples include cultural context and classroom management, for which academic courses may be warranted.

Regardless of the different perceptions of IETs and stakeholders, it is worth mentioning some areas of convergence. The strongest message received from all respondents was that a concerted approach to clear, readily accessible information would have a significant impact on IETs:

- Information on education and school systems in Canada would provide them with a better understanding of the provincial/territorial structure, as well as the roles of regulatory bodies and school boards. It would give IETs a clearer idea of whom to speak to and at which stage in the process.
- Information on labour markets would make IETs more aware of their chances of getting a teaching position in their preferred location. It would also give them an opportunity to build expertise in a specific area for which demand is higher, should they wish to increase their employment options.
- Receiving information on the necessary certification documents during the immigration process would enable IETs to start the certification process and gather the necessary documentation while they are still in their country of education/certification. In some cases this would save money, since they might be able to fulfill their language requirements and/or have their documents translated and certified at a lower cost.

It was noted that many IETs do not have access to the Internet or the chance to do their research prior to arriving in Canada. Therefore, providing

VI. REFLECTIONS AND CONCLUSION

this information through immigration officers or along with their immigration papers might allow them to be better prepared.

IETs and stakeholders both agreed that information sessions should be available specifically for the teaching profession once IETs are in Canada. Such sessions could help them in many ways, from drafting résumés and developing interview skills to providing them with detailed information about Canadian classrooms.⁶

With regard to costs, a few participants suggested that grants or loans should be available for individuals undergoing the certification process, especially when the financial burden includes the completion of postgraduate courses.

Notwithstanding the requirement for pedagogical studies, all participants agreed that some practical experience through a practicum or mentorship program ought to be provided to IETs. Both IETs and stakeholders cited examples of the challenges faced by IETs in a classroom setting that might deter employers from hiring them. Some IETs have, at times, been thrown into complex classroom situations without knowing how to deal with them and would therefore have benefited from a training session. Practical experience gained under supervision would not only reduce an employer's concern over liability, but would also allow IETs to gradually build up the experience and skills they need to adapt to the education system in a given province or territory. On top of acquiring Canadian teaching experience and establishing contacts, this type of program would also give employers the means of evaluating an IET when the time comes to consider the applicant for a full-time position.

IETs appreciated the chance to share their experiences and listen to those of other individuals. There is no question that, for an IET, the road to becoming a teacher in Canada is a long, bumpy, and often lonely one. However, IETs are nothing

if not resilient, especially considering that most undertake this process while supporting dependants.

Finally, it was clear from the discussion that participants were passionate about teaching and that the majority understood that it was necessary to meet the requirements of the relevant jurisdiction.

In summary, both IET and stakeholder groups were consistent in their assertions that more must be done to help IETs integrate into the Canadian workforce, and that providing IETs with more complete information and offering them practical programs to help them become competent to teach in Canadian classrooms are the necessary steps to workforce integration.

⁶ Already available in Quebec.

Locations and dates

May 1: Toronto (English)
 May 2: Toronto (French)
 May 7: Calgary (English)
 May 8: Vancouver (English)
 May 13: Montreal (French)
 May 16: Halifax (English)

Composition of the focus groups

For the recruiting process, registrars were encouraged to select individuals with similar attributes to ensure consistency among the focus-group sessions across the country. The parameters were set out as guidelines; however, registrars could use their discretion in deciding whom to invite based on jurisdictional representation and availability.

The criteria are set out as follows:

- For IET sessions:
 - Participants should have attempted to obtain certification *within the past five years*.
 - Wherever possible, participants in the English-language sessions should originate from a country in which English is not an official language.
 - Participants should represent a mix of currently employed teachers and individuals who have not been successful in obtaining certification or a teaching position.
- For stakeholder sessions, recognizing that each jurisdiction is different, the subcommittee generally agreed that the following groups should be represented:
 - employers (the hiring authority will vary in each jurisdiction);

- credential evaluators working in teacher certification for the jurisdiction (preferably not the registrars themselves);
- institutions offering bridging programs;
- settlement agencies;
- teachers' associations.

[APPENDIX II](#) provides a detailed breakdown of the 74 participants.

APPENDIX II – FOCUS-GROUP PARTICIPANTS

TORONTO (English)

Internationally educated teachers	Stakeholders
Supply teacher	Principal
Certified teacher	Evaluator
Employed teacher	Superintendent
Certified teacher working in another field	Vice-Principal
Certified teacher working as an educational assistant	Career specialist
Certified teacher working as a tutor	Director – teachers' association
	Counsellor – teachers' association

TORONTO (French)

Internationally educated teachers	Stakeholders
Recently certified teacher	School board
Supply teacher	Evaluator
Certified teacher currently working in child care	Employment service – <i>Centre francophone de Toronto</i>
Employed teacher	Director – elementary school
Employed teacher	French teachers' association
Employed teacher	
Employed teacher (through AIT)	

CALGARY (English)

Internationally educated teachers	Stakeholders
Employed teacher	Superintendent
Recently certified teacher	Assistant HR Director – Former principal
Employed teacher	Evaluator
Employed teacher	Principal
	Immigrant services agency

VANCOUVER (English)

Internationally educated teachers	Stakeholders
Teacher working in a college	Educational institution – bridging program
Certified teacher – not currently employed	Human resources – school district
Substitute teacher	Human resources – school district
Certified teacher currently working as volunteer, with background as a special education assistant	Superintendent – president of independent schools
Certified teacher working in another field	Human resources – school district
Certified teacher – not currently employed	Employment mentoring program

MONTREAL (French)

Internationally educated teachers	Stakeholders
Employed teacher	Evaluator
Employed teacher	Evaluator
Employed teacher	Evaluator
Employed teacher	Evaluator
Employed teacher	Human resources – school district
Employed teacher	Human resources – school district
Teacher integration organization (observer)	University representative
Teacher integration organization (observer)	University representative
	Teacher integration organization
	Teacher integration organization

HALIFAX (English)

Internationally educated teachers	Stakeholders
Substitute teacher	Evaluator
Certified teacher working in the Nova Scotia Department of Education and Early Childhood Development	Evaluator
Certified teacher working as a volunteer	Human resources – school district
Employed teacher – special needs	Teachers' association
Employed teacher	Educational institution – bridging program

The series of questions included in this appendix were distributed to the participants prior to the meeting of the focus group. The focus groups referred to these questions simply for guidance. The questions focused on four themes of the integration process: the preparation before coming to Canada, the process of obtaining a teaching licence in a given jurisdiction, the experience of securing a teaching position, and the transition into a provincial/territorial school system.

A. FOCUS-GROUP QUESTIONS (WITH THE EXCEPTION OF MONTREAL)

Questions for internationally educated teachers

- Before moving to Canada, how would you describe your understanding of the overall process to become eligible to teach in Canada?
- What information was available to you prior to your arrival? Was it helpful? If not, what improvements would you suggest?
- Thinking back on the certification process, which requirements were easy to fulfill and which, if any, were difficult? Can you identify reasons why some were easy and others were difficult?
- What contributes to the success of internationally educated teachers in securing teaching positions?
- What would you identify as challenges that impede success in securing teaching positions?
- Why do you think an internationally educated teacher might not be successful at securing a teaching position?
- Please share your biggest challenge throughout the entire process.
- Looking back at your experience, what do

you wish you had known before deciding to teach in Canada?

- What advice would you give to an internationally educated teacher looking to work as a teacher in Canada?
- Can you suggest any initiatives or areas of improvement to facilitate the integration of internationally educated teachers into the labour market?

Questions for stakeholders

- What aspects of the certification process are most familiar to internationally educated teachers, and which ones, if any, are unfamiliar or misinformed?
- Based on your knowledge of the certification process, which requirements are easy to fulfill and which present challenges?
- Do you think there are factors or advantages pertaining to the internationally educated applicant that would help them secure a teaching position?
- Do you think there are factors or disadvantages pertaining to the internationally educated applicant that would hinder their chances of securing a teaching position?
- What differences, if any, have you observed with regard to teachers trained within your jurisdiction as compared to teachers trained outside of your jurisdiction?
- What are the criteria for certification in your jurisdiction for internationally educated teachers? Are they the same as the requirements for someone trained in your jurisdiction? If not, what are the

differences, and what is the importance of the additional or different information?

- What, if any, are the unique needs of internationally educated teachers? What support mechanisms would benefit them in transitioning into your school system?
- Do you think that internationally educated teachers face barriers unique to being trained abroad? If so, can you tell us what they are?
- Can you suggest any initiatives or areas of improvement to facilitate the integration of internationally educated teachers into the labour market?

B. MONTREAL FOCUS-GROUP QUESTIONS

The focus-group questions were modified for the Montreal focus group and were presented in French only.

Questions à l'intention des enseignants et enseignantes formés à l'étranger

Préparer votre arrivée au Canada

- Avant votre arrivée au Canada, quel était votre niveau de compréhension du processus global à suivre pour pouvoir enseigner au Canada?
- À quelle information avez-vous eu accès avant votre arrivée? Vous a-t-elle été utile? Sinon, quelles améliorations suggèreriez-vous?
- En rétrospective, qu'est-ce que vous auriez aimé savoir avant de prendre la décision de venir enseigner au Québec?

Obtenir une autorisation d'enseigner au Québec

- Concernant le processus d'obtention d'une autorisation d'enseigner au Québec :

- Quels ont été les éléments facilitants?
- Quels obstacles avez-vous rencontrés?
- Avez-vous des suggestions pour améliorer le processus?

Obtenir un poste en enseignement au Québec

- Dans vos démarches pour obtenir un poste en enseignement au Québec :
 - Quels ont été les éléments facilitants?
 - Quels obstacles avez-vous rencontrés?
 - Avez-vous des suggestions pour améliorer le processus?
- Pouvez-vous suggérer des initiatives ou des aspects à améliorer pour faciliter l'intégration dans le marché du travail des enseignantes et enseignants formés à l'étranger?

Questions générales

- Quel a été pour vous le plus important défi dans l'ensemble du processus?
- Quel conseil donneriez-vous à une enseignante ou à un enseignant formé à l'étranger qui souhaiterait enseigner au Québec?

Questions à l'intention des parties prenantes

Évaluation des diplômes et processus d'obtention des autorisations d'enseigner

- Selon vous, quels aspects de ces processus sont les mieux connus des enseignantes et enseignants formés à l'étranger et lesquels sont les moins bien connus?
- Selon ce que vous savez de ces processus, quelles exigences sont faciles à satisfaire et lesquelles sont difficiles à satisfaire?

- Quels sont les critères d'obtention d'une autorisation d'enseigner pour les enseignantes et enseignants formés à l'étranger? Ces critères sont-ils les mêmes que pour les gens formés au Québec? Sinon, en quoi sont-ils différents et quelle est l'ampleur des éléments d'information supplémentaire ou différente demandée?

Emploi en enseignement

- Croyez-vous qu'il existe des facteurs ou des avantages susceptibles d'aider une candidate ou un candidat formé à l'étranger à obtenir un poste en enseignement? Y a-t-il des éléments qui peuvent constituer un obstacle à l'emploi?

Besoins et soutien nécessaire

- Quels sont les besoins propres aux enseignantes et enseignants formés à l'étranger? Quels mécanismes de soutien les aideraient à intégrer votre système scolaire?

Questions générales

- Croyez-vous que les enseignantes et enseignants formés à l'étranger font face à des obstacles particuliers? Si oui, lesquels?
- Pouvez-vous suggérer des initiatives ou des aspects à améliorer pour faciliter l'intégration dans le marché du travail des enseignantes et enseignants formés à l'étranger?

In 2013, the Registrars for Teacher Certification Canada, under the aegis of the Council of Ministers of Education, Canada (CMEC), and with funding provided through the Government of Canada's Foreign Credential Recognition Program, embarked on a project to examine the feasibility of establishing pan-Canadian centres for the assessment of international credentials.

As part of the project, the registrars conducted focus groups made up of internationally educated teachers (IETs) and of stakeholders whose work impacts the integration of IETs so as to better understand the current experiences of internationally educated applicants as they seek teacher certification and employment. This exercise enabled registrars to examine how their certification practices and policies impact IETs as well as providing them a general overview of the labour-market issues faced by IETs once they receive certification. A subcommittee was created to coordinate the activities of this project.