

HOW IS INTERNATIONAL EXPERIENCE CONSIDERED DURING LOCAL TEACHER HIRING?

by

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Abstract

Many Canadian Ontario-educated teachers are gaining international experience—either prior to entering a faculty of education, during their degree programs, or upon graduation—before seeking teaching jobs “at home.” For this study, 131 administrators from Ontario public, Catholic and private/independent schools completed a quantitative, online anonymous survey, which sought to see if international experience is an advantage during the local hiring process. Participants were recruited through school boards, schools, e-newsletters and directly. Results were reviewed for a central tendency. Administrators generally indicated that they are aware of international opportunities available, and that they believe these experiences can develop teachers’ knowledge, skills and abilities; however, when hiring, international experience is not necessarily an advantage on its own, including for those who have completed international experiences themselves. Other legislative requirements and board policies may also play a role in determining the hiring decisions, particularly in publicly-funded schools and school boards.

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Chapter One: Introduction

1.1 The Problem

In my previous role as International Education Coordinator in the Faculty of Education at York University, I heard from some of our program's graduates, indicating that they had been hired in a local school board, and that their hiring principals suggested that their applications stood out because they had participated in international internships as a part of their Bachelor of Education (BEd) program; the principals apparently felt that this experience demonstrated that they were willing to take risks, that they understood education in a wider context, and that their international teaching experience was valued in diverse school contexts. While anecdotes such as these are heartening to a person who was responsible for coordinating international learning experiences for pre-service teachers, I have been unsure how widespread the value of international teaching experience is amongst Ontario school administrators when they are hiring locally-educated teachers, and also unsure of how much they know about the potential value of teachers' international experiences, about the possible merits of including some forms of internationalization in their own schools, and about the various international opportunities that are available to teachers.

Canadian universities and faculties of education have been working towards increasing internationalization (Association of Universities and Colleges of Canada (AUCC), 2008; Canadian Bureau for International Education (CBIE), 2013), and efforts

are being invested in many post-secondary institutions and teacher education programs around the world in order to expand international learning opportunities, which may include activities such as exchange programs, international internships, international practicum placements or short-term “study abroad” trips that may include teaching experiences (Apple, 1951; Cushner, 2007; Trilokekar & Kukar, 2011; Alfaro, 2008; Batey & Lupi, 2012; Brant & Unwin, 2003; Barkhuizen & Feryok, 2006; Flannery Quinn *et al.*, 2011; Hamel *et al.*, 2010).

Meanwhile, since the current job market for teachers in Ontario is competitive, with very few jobs available (Ontario College of Teachers (OCT), 2012), it is reasonable that faculties of education and their prospective students would want to know if participation in international experiences helps teachers obtain local teaching jobs, and if certain types of experiences are more valued than others. Some people may enter teacher education programs with international teaching experiences already completed without Ontario teaching credentials, through programs such as the Japan Exchange and Teaching Programme—known as the JET Programme (Council of Local Authorities for International Relations (CLAIR), 2010)—and others may also pursue international teaching jobs after graduating with a BEd, and prior to returning “home” to Ontario to seek employment.

While the benefits of participating in international experiences are well-documented (Cushner & Mahon, 2002; Aglazor, 2014; Alfaro, 2008; Biraimah & Jotia, 2012; Flannery Quinn *et al.*, 2011), it is also not clear if principals—or other administrators who conduct hiring in schools—are: 1. aware of the many international opportunities available to pre-service and practicing teachers; 2. aware

of the potential benefits that are associated with participating in international experiences; and 3. aware of the opportunities and their possible value, if they make preferences during the hiring process towards those who have taught internationally. Likewise, if particular hiring school administrators do value international experience, it is not clear if they consider all types of experiences equally valuable. Clarifying these questions in the Ontario context can set some groundwork, both in understanding job prospects for locally-educated teachers more clearly, and also for program and professional learning program development—for pre-service teachers, teachers and administrators—which is useful information to school boards, universities, and other organizations that offer professional learning programs. Rather than asking teachers who have recently been hired to speculate as to the reasons they have been hired, I decided to gain information from school administrators directly. Similarly, I anticipated that if school administrators who completed the survey were completely unaware of the professional and personal benefits to international experience and learning, their participation in this survey might also serve a secondary function as an informative process, and one that might pique their interests so that they might explore international education. In thinking of potential professional development for administrators, I also wanted to know if they would be interested in learning more about international education.

Likewise, while being an advocate for international learning, I am also aware that not all cases of international teaching experiences are consistently positive in their impact; similarly, determining the successful results of international experiences involves the use of value judgments, which may differ between individuals. Similarly,

despite many of the documented benefits of participating in international teaching experiences, I have not gone as far in my study as to try to convince principals that they should value all international experiences; I do not even value all of them myself! Even in my first-hand experience, I have seen some students develop greatly from international experiences, while others may not appear to have experienced much learning or personal growth. However, I believe that by asking questions and collecting information, we can clarify the context for international education in Ontario's K-12 education system, setting a foundation—and perhaps even developing interests—for future study and participation. I have also seen some programs for teachers that serve more as vacations that sometimes include a post-colonial approach of “helping” people in the Global South, which I see as a disservice to all of the people involved.

When inquiring about current hiring practices for teachers in Ontario, it is also important to remember the current political climate and provincial legislation, including the fact that education in Canada is provincially—not nationally—governed and the curriculum is set by each province. Likewise, the employment of teachers takes place under provincial legislation and is the responsibility of individual school boards or private/independent schools and employers. Teachers in the publicly-funded school boards—which include public and Catholic school boards—are unionized, while teachers in many private/independent schools may not be members of a federation. There are also publicly-funded English-language and French-language school boards; for the purpose of this study, I only studied English-language boards, in addition to private/independent schools.

The current hiring context for Ontario teachers is publicly documented mainly through government resources, the Ontario College of Teachers (OCT)—which is the professional regulating and accreditation organization for teachers—school board websites and in the media. We know, from the OCT's *Transitions to Teaching 2012* report, that the number of English-language teaching jobs available is far smaller than the number of new graduates who enter the field each year, even when accounting for retirements and those who leave the profession (p. 2). A total of 12.7% of those “...who gained their [teaching] certificates in 2007 were no longer [OCT] members five years later in 2012” (p. 42). A survey by the Council of Ontario Universities (2012) indicates that 2009 graduates of teacher education programs experienced an employment rate of 88% six months after graduation and 94.1% two years after graduation (p. 2); however, it is unclear how many of them were employed in schools, since the study also indicated that of the graduates in all degree programs surveyed, only 76.3% indicated that their employment was closely or somewhat related to their program of study (*ibid.*, p. 4). As holders of two university degrees, Ontario teachers certainly may have been employed, but it may have been in occupations outside the teaching profession, particularly in a classroom setting. Presumably both for the fact that the Ontario education system is highly regarded internationally (OECD, 2010b) and that qualified teachers are looking for work, schools from outside Canada where they may be facing teacher shortages—particularly in the United Kingdom, South Korea and China—are recruiting teachers for jobs in international locations (van de Geyn, 2014). This situation presents an opportunity for Ontario-educated teachers to secure full-time employment outside Canada, particularly if international teaching is in line with

their career goals, and if they hope to travel; the situation in the larger context will be explored throughout this paper in order to better understand the context of hiring in Ontario schools.

Perhaps in response to the low teacher employment rates in Ontario, in the summer of 2013 the Ontario government also announced a change to teacher education programs that would cut the number of graduating teachers in the province in half (Alphonso, Morrow & Bradshaw, 2013). The current teacher qualification (until August 2015) is a one-year “post-graduate” degree (Ontario College of Teachers, 2013) and the new degree program, which starts in September 2015, will be a two-year post-graduate degree program (Alphonso, Morrow & Bradshaw, 2013). By halving the number of graduating teachers, the over-supply in the job market will begin to decrease, but this change will likely take place over time.

Also relevant to this context is the governmental approach to internationalization. Despite provincial jurisdictions, the Canadian government’s Department of Foreign Affairs and International Trade unit introduced a national “international education strategy” in 2012 entitled, *International Education: A Key Driver of Canada’s Future Prosperity* (Advisory Panel on Canada’s International Education Strategy, 2012); however, the document contains surprisingly little about education, and instead focuses on how activities such as international student recruitment can enhance the Canadian economy. In the same year, the province of British Columbia introduced a provincial international education strategy (British Columbia Government, 2012). This document focuses on both economic and societal benefits along with the recruitment of international students; their vision includes the

claim that, "...international education is helping to make B.C. and British Columbians much more plugged into the global community and better positioned to succeed in the global economy" (British Columbia Government, 2012, p. 5). Although in higher education, participation in international activities is often promoted as an educational tool that enhances students' learning by making them more aware of diversity (Merryfield, 2000; Cushner & Mahon, 2002; Cushner 2007; Batey & Lupi, 2012; Brindley, Quinn & Morton, 2009; Bryan & Sprague, 1997), which is increasingly relevant in many Ontario K-12 schools, at the time that this survey was conducted, the provincial policy and curriculum focus was on multiculturalism and inclusive education (Ontario Ministry of Education, 2009), instead of on international education. The Ontario government's international strategy document (Ontario Ministry of Education, 2015) was launched in June 2015, just one month after my data had been collected. The document indicates that the new—and yet to be defined—international education strategies will "...**enhance public confidence** in the education system... [and] reflect Canadian values of fairness and equity, embrace diversity, and promote Ontario's education system at home and abroad" (*ibid.*, p. 7; *bolded text in the original*). While the launch of the British Columbian international education strategy was followed by a series of initiatives to support internationalization in K-12 schools (British Columbia Council for International Education, 2014), it is possible that Ontario principals' consciousness of international education and teachers' experiences may also increase if similar activities are implemented in Ontario in the future. At the time I was conducting this study, it was not known that this strategy document would be

launched. Likewise, the new strategy and initiatives that follow will presumably take some time to implement in schools.

Another contextual issue that is currently affecting the employment of teachers in Ontario is *Regulation 274/12* of the *Education Act*—which has relatively recently made the hiring process less autonomous for principals in publicly-funded schools (Rushowy, 21 May 2013). *Regulation 274/12* (Education Act, 2013) requires publicly-funded school boards to hire teachers based on seniority. While the province of Ontario accredits K-12 private/independent schools in its jurisdiction—or the use of its curriculum, in the case of internationally-located schools—these independently-run schools are typically not unionized and are not required to follow legislation such as *Regulation 274/12* (Education Act, 2013). The legislation has been contentious in Ontario education, yet little researched. One report was commissioned by the Ministry of Education itself, entitled *Ontario Regulation 274: Final Report (Directions Evidence and Policy Group, LLC, 2014)*, which was applauded by teachers' unions, such as the Ontario Secondary School Teachers' Federation (OSSTF). OSSTF suggested in their related press release (Ontario Secondary School Teachers' Federation, 21 November 2014) that the teaching experience that is valued—both by the legislation and the teachers' union—is *local*, and not just within the province of Ontario, but within a single school board (p. 1). This prioritization means that locally-educated teachers with international experience are at a disadvantage when applying for full-time, permanent positions in publicly-funded school boards at the level of policy, since they have not gained seniority in the local context. In response to the legislation, a group calling themselves “People for Merit-based Teacher Hiring” conducted an online

survey as a part of their campaign against the legislation (People for Merit-based Teacher Hiring, as cited in Hamilton, 2015).

While this seniority-focused legislation may be making hiring processes more restrictive for publicly-funded board and school hiring committees in Ontario, there is also evidence that principals in some contexts frequently “bridge and buffer” policies when they are conducting the hiring process (Rutledge *et al.*, 2010)—essentially “negotiat[ing] complex external policy demands with local goals” (p. 212). With these strategies in mind, one could assume that principals might navigate this provincial legislation in a way that helps them to hire who they consider to be the “best and the brightest” teachers for their schools.

But with the current autonomy that they have, do these school administrators value international teaching experience when they are conducting the hiring process? Does participating in international teaching experiences before, during and/or after study in an Ontario Bachelor of Education (BEd) or Master of Teaching (MT) program provide a professional advantage or hindrance when teachers are seeking employment at home? And are these considerations different for the two publicly-funded English-language school systems—public and Catholic school boards—than for private/independent schools in the same province? My first-hand experience and these unanswered questions inspired me to select this topic for my thesis; the context is relevant and current, and I anticipate that the answers and information may help to inform those who work either in both K-12 and post-secondary education *and* those who participate in the hiring of teachers in Ontario and beyond.

Both in response to the low rates of employment of newly-graduating teachers, as well as my belief in the potential for learning and personal growth that can be gained through international experience, I have been encouraging newly-graduated teachers to seek international employment; my rationale has been that they can practice their profession immediately with full employment while also gaining both personal and professional growth. Yet I have been working without data, based on anecdotes of teachers who have kept in touch, and the feedback from some administrators in casual conversations. I believe that by conducting this research, I have also informed my own professional practice by gaining insights into the employment of new, Ontario-educated teachers who enter the local employment market with international teaching experiences. While other jurisdictions may have similar challenges to Ontario, having a surplus of qualified teachers for a saturated job market, few—if any—have documented the results of this employment situation on teachers and their career choices when they return home from international teaching experiences. I am hopeful that this area of research may become a larger topic of interest for educators, administrators and researchers as well, since it is relevant to our current context. It is my intention that the research that I have conducted in this study will inform those who are working in the field of K-12 education as well as those who work in academia.

I also hope that this study will contribute to discussions of hiring and human resources and education policy on hiring policies and practices. Carefully considering the policies and procedures that we have in place for hiring teachers in Ontario may help us to build an education system that is able to welcome the best educators to our

schools, hiring teachers who have a variety of experiences that may be outside a “narrow path,” and who are economically and socially diverse. As we work towards a more internationalized curriculum in the province, these considerations may become higher priorities, and I am hopeful that this study may provide some consideration in this context.

1.2 The Research Question

The purpose of this study, which emerges from the complex situation described above, is to determine if Ontario principals—or other administrators who conduct hiring—value locally-educated teachers’ participation in international teaching experiences, and how these experiences factor into the hiring process, understanding that hiring may be affected by board/school context, policies and other considerations/priorities. After considering the problems discussed above, my research question is “Do Ontario school administrators value/prefer local job applicants who have completed international teaching experiences in the job application process”? Some secondary questions that emerge from this question include:

- A. Are school administrators more likely to hire local teachers *with* international teaching experience than candidates *without* international experience?
- B. Do they believe that international experience is best suited for certain programs, panels or teaching subjects? Or that experience in one/some

region(s) is more valuable to their school than from other regions of the world?

- C. Do they believe that international experience is valuable for a certain number of years before applicants are less attractive for hiring? If so, is there a timeframe that they consider acceptable to teach outside Canada? Alternatively, do they think that “the more international experience, the better” when hiring?

Other factors may affect these values that may be exercised when conducting hiring, which include:

- A. During the hiring process, do school administrators’ personal and professional experiences influence their consideration of job candidates’ international teaching experiences (e.g., gender, experience in international learning, experience in their local school community, interest in meeting the development of specialized programs in the school)? If so, to what extent?
- B. Are Ontario school administrators aware of the international teaching opportunities available to both qualified and non-qualified teachers?
- i. Do they know the differences between these types of opportunities?
 - ii. Do they believe that these various experiences are of equal value or do they think some are more valuable than others?
 - iii. Do they believe that the knowledge/skills/abilities—or “KSAs” (Kristof-Brown, 2000, p. 655)—that may be developed during international experience(s) are qualities that they are looking for when hiring teachers?

- C. What is the hiring process in schools, and how much autonomy do school administrators have in making hiring decisions?
- a. Even if they value international experience in job candidates, are they able to consider international experiences in their hiring decisions? Are they able to hire the people who they consider to be the best candidates for the job, or do they believe that they have very little or no autonomy?

By exploring answers to this series of questions, school administrators' interpretations of—and value of—international experience will help to provide some initial insights into whether teachers with international experience are considered to be potentially stronger job applicants or not, if there are “strategic” types of international experiences that candidates might participate in for hiring purposes, and if there are contextual patterns to consider. Despite this large number of Ontario-educated teachers who are gaining international experience, there is no data to compare between their experiences and local hiring. Although this study will only be a very small sampling, it is significant because it is breaking new ground in the Ontario context, asking a sampling of school administrators for feedback, rather than asking a handful of newly hired teachers to hypothesize about the reasons they were able to gain employment.

Chapter Two: Review of the Literature

The literature on this topic is wide in scope and covers a few disparate fields, including literature that pertains to International Education as a field and its relevance in teacher education, K-12 curriculum/education and hiring practices—both inside and outside education.

2.1 Literature Pertaining to International Education

The relevance of teachers' international experiences is significant on a few global, contextual levels and it includes number of ongoing debates; it is important to acknowledge them before exploring hiring practices in order to provide a frame of reference. The internationalization of education is often defined as the “process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (Knight, 2003, p. 2); this definition can easily be applied to K-12 education as well. Literature on international education and internationalization includes both supportive and critical perspectives (Ellington, 2014; Rizvi, 2004). The current context for the internationalization of curriculum is often set in globalization (Knight, 2004; Cushner & Mahan, 2002; Guo, 2012; Mahon, 2007; Litz, 2011; El Samary, Al Khaja & Hamidou, 2012), upholding the ideas that the economy, trade and culture are increasingly fluid between countries.

Internationalization in education may be a reaction to globalization, perhaps concerned about preparing students to “conquer” global markets in the future; it is also a methodology to educate students in a way that allows them to recognize the

social, economic and cultural practices and the global issues of power (Rizvi, 2007) that may need to be democratically challenged and overcome as we proceed into the future. Teachers are situated in these discussions both as learners (e.g., student teachers, participants in professional development) and as active professionals who deliver an internationalized curriculum and who teach and the shape students who will become the next generation in each society. Perspectives on internationalization in education include inherent dichotomies: there is a focus on the importance of economic relevance, having to do with strengthening the local economy and producing competent workers who can compete in the global workforce (Grek, 2009; Torres, 2002; El Samary, Al Khaja & Hamidou, 2012; Lin & Chen, 2013; Lincicome, 1993); often seen as a direct contrast is the relevance of international collaboration, seeking solutions to global problems through collaboration rather than competition (Apple, 1951; Benavot *et al.*, 2010; Alfaro, 2008; Bartolome, 2004; Cross, 1998; Rodríguez, 2014; UNESCO, 2013, Sharma and Phillion, 2014; Sharma, 2014; Sharma, Rahatzad, and Phillion, 2013; Rodríguez, 2014; Trahar, 2014; Talbert-Johnson, 2009; Schlein, 2014; Jaime, 2014; He & Phillion, 2014). The seeming contradictions of capitalistic/altruistic and local/global are inherent in the discourses, and are reflected in international education policy documents (*Canada's International Education Strategy: Harnessing our knowledge advantage to drive innovation and prosperity*, 2014; Ontario Ministry of Education, 2015). These same inherent contradictions can be recognized in discourses about education systems altogether; does education exist in order to provide workers for the local economy, or in order to create good citizens who reflect the values of their communities? Just as both of these aspects of education

systems have relevance, I do not think that educators can completely disregard one side or the other of the various debates and maintain an informed approach. Both perspectives have relevance when providing a rationale for internationalization. Similarly teachers who have international experience may be travelling to teach for both the gaining meaningful personal/professional experiences and for the pragmatic requirement of securing full-time employment.

In K-12 education, parts of the discourse include comparative education on a global level. As Anderson (2008) notes, much international comparative education has been focused on school improvement (p. 161), or the creation of a local “world-class” education system, perhaps by looking at how a local education system “measures up” to systems in other parts of the world (Gottlieb, 2012; Crow, 2008; Grek, 2010; Hayhoe, 2008; Hayhoe & Mundy, 2008; Stack 2006); this topic continues to be vigorously discussed and researched (Hayhoe & Mundy, 2008; Hayhoe, 2008; Anderson, 2008; Cranston 2012a; Cranston, 2012b; Grek, 2010). Hiring teachers who have international experience may be one rationale to help schools obtain these comparative insights in order to foster high-quality teaching for students.

The internationalization of curriculum may also be a natural step for those school systems that seek to benefit students by providing a global context. It may also have various drivers, which are relevant to classroom teachers; these may be politically, philosophically or market-driven, and they may be diverse yet also diametric. For example, the *European and International Orientation* (EIO) is a part of the *Common Framework for Europe Competence* (CFEC), which provides a series of “competencies” that students in Europe would ideally develop, as European citizens

(Oonk & Maslowski, 2011, p. 12), and teachers are responsible for developing students' skills in these areas. Rather than focusing on nationalism, the framework promotes regionalism with a goal of solidifying unity within Europe. Perhaps because education seems to seek concrete demonstrations of learning, the discussion of teaching students' intercultural competencies is also becoming more prevalent when discussing the internationalization of curriculum, and attempts are being made to quantify or measure intercultural competences (Trilokekar & Kizilbash, 2014; Schulz & Ganz, 2010; Cushner, 2014; West, 2013; Taylor 1994; Jones 2013). As Jones (2013) notes, "These notions are finding increasing resonance across higher education with the recognition that the intercultural competencies required to operate effectively in global contexts is equally important for living in our increasingly diverse and multicultural local communities" (p. 98). Competencies are the outcomes that students may be required to demonstrate in order to show that their learning in internationalized curriculum has been successful. However, measuring them may not be as realistic as naming them, and competency frameworks may contain lists of skills, knowledge, qualities and attributes that students may be developing, but that may not ever be fully achieved, and that cannot be realistically quantified. I agree with Trilokekar and Kizilbash (2014) who indicate that "...such an approach, with intercultural competencies as an outcome does not promote learning about self-other relations, particularly for preservice teachers committed to goals of social equity and justice" (p. 113). Understanding teachers' and students' exact knowledge, skills and abilities as they pertain to a quantified checklist may actually serve to lessen the importance and complexity of the experience and the credibility of the assessment

tool. An assessment or a self-assessment could not honestly determine whether a teacher or student had fully developed or achieved a certain intercultural competency, since they are not finite characteristics that can be achieved to a “level four” before proceeding with other learning activities.

Meeting the needs of students in diverse local school settings can also be a strong driver for internationalizing curriculum (Merryfield, 2000; Batey & Lupi, 2012; Barkhuizen & Feryok, 2006; Brindley, Quinn & Morton, 2009; Alfaro, 2008; Olmedo & Harbon, 2010). Gerner *et al.* (1992) document the characteristics of “internationally mobile” or “third culture” elementary or secondary school students, who “...may have spent part of their developmental years in one or more countries other than their country of origin or citizenship because of the international work of their parents” (p. 197). In the Ontario context, this situation in our local schools will likely not apply only to white Canadian students whose families are diplomats, conduct missionary activities or work for multinational companies, but it may also apply to a number of students whose families have moved back and forth between another cultural “home country” and Canada, or who may have moved several times on their path to immigration (e.g., moving from Russia to Israel to Canada), living in each place for a substantial amount of time. Gerner *et al.* (1992) note that US “...internationally mobile adolescents have more interest in travel and learning languages, and that they rate themselves more culturally accepting and more oriented to an international lifestyle in the future than their peers” (p. 197). These students are often referred to as “third-culture kids” or TCKs (*ibid.*, 1992, p. 198), and they may “...encounter more problems adjusting than permanently settled ethnic groups who can rely on established support

systems" (*ibid.*, 1992, p. 210). While this theory may stand in a rather homogenous school or community, the experiences of these more diverse, contemporary TCKs may have much more complex, multi-dimensional situations, including their self-identities, those identities that others associate with them and their own ideas of "home" and "away". Similarly, since a number of public school districts are also recruiting international students in order to increase their revenues (Waters, 2006; Tudball, 2005), the needs of these students must also be met, along with students who are immigrants, members of cultural and diasporic communities and others who are varied in their cultural, linguistic, religious, gender and other identities. The development of curriculum might then be enhanced by the diversity of international experiences that teachers have had, both in personal and professional contexts; this strategy extends beyond the idea of the "inclusive classroom"—where the students feel valued and represented in the curriculum—to a broader understanding of external contexts, multiple realities and critical perspectives on world events. Interestingly, Gerner *et al.* (1992) also found that non-US internationally-mobile adolescents—perhaps including Canadians—were also more interested in travel and in having an international lifestyle in the future than their American classmates (p. 209), which could also hold true in Ontario classrooms. Likewise, TCK students may also go on to become teachers and later school administrators; the international experience is potentially more complex than can be discussed in the scope of this paper, but internationalization and the awareness of students who have vast international experiences themselves—even from outside the school system—is worth considering by teachers and school administrators.

The internationalization of K-12 curriculum may be seen as relevant when hiring teachers, particularly in subjects such as “global citizenship education” (GCE). This subject is taught in education systems around the world—and is often related to the discourse on internationalization—of which local *Civics* curriculum can also be a part (Schweisfurth, 2006, p. 42). Ironically, in exploring the Ontario *Civics* curriculum, Schweisfurth (2006) notes that, “The Canadian preoccupation with national identity, and Canada’s place in the global arena, suffuses all areas of the curriculum not least the subject area of Civics and its GCE components” (p. 44). At the time this paper is being written, I could find *some* references to international contexts in the Ontario *Canadian and World Studies* (which includes *Civics*) curriculum, but most of the content is still “facing inwards,” expecting students to explore “the international reputations of Canadians in sports” (Ontario Ministry of Education, 2013, p. 116), “key interactions... between Canada and the international community” (*ibid.*, p. 117), and the “responses of... Canadians to some major international events” (*ibid.*, p. 119). Mundy and Manion (2008) note that, “In Ontario and Quebec, global education themes appeared but were not captured as a focal point for elementary school student competencies” (p. 949). This internal focus of the curriculum could have an impact on the perspective of Ontario students, teachers and administrators. The lack of true internationalization in the current curriculum might insinuate to administrators that having an “international perspective” is not a priority.

Conversely, there is also now a discourse that focuses not only on student mobility—such as exchange programs and internships—to “internationalization at home” (Beelen, 2014; Schneider, 2004; Jones, 2013). This methodology focuses on

internationalizing the curriculum with diverse resources, perspectives and local experiences, which can enhance student learning without travel (Beelen, 2014; Schneider, 2004; Jones, 2013). Although not yet prevalent in Ontario beyond inclusive education strategies (Ontario Ministry of Education, 2009), this experience might also be enhanced by teachers' international experiences in the local classroom.

2.2 Teachers' International Experiences

In support of internationalization, the benefits of participating in international teaching have been documented in teacher education programs by various researchers, including the development of intercultural skills or “competencies” (Trilokekar & Kizilbash, 2014; Jones, 2013; Cushner 2014; Schulz & Ganz, 2010; Taylor, 1994); the development of skills to work in multicultural classrooms (Merryfield, 2000; Batey & Lupi, 2012; Barkhuizen & Feryok, 2006; Brindley, Quinn & Morton, 2009; Alfaro, 2008; Olmedo & Harbon, 2010); a greater understanding of social justice (Apple, 1951; Benavot *et al.*, 2010; Alfaro, 2008; Bartolome, 2004; Cross, 1998; Rodríguez, 2014; UNESCO, 2013, Sharma and Phillion, 2014; Sharma, 2014; Sharma, Rahatzad, and Phillion, 2013; Rodríguez, 2014), the development of self-knowledge (Trilokekar & Kukar, 2011; Cushner & Mahon, 2002; Cushner & Karim, 2003; Cross, 1998) and the ability to create meaningful and engaging curriculum for students (Gottlieb, 2012; Evans, 2008; Brant & Unwin, 2003; Anderson, 2008). As mentioned earlier, teachers' international experiences may vary widely, as illustrated in *Appendix D* of this document. Before earning their teaching credentials, teachers may have gained international teaching experience in schools that do not require a

teaching degree (Council of Local Authorities for International Relations (CLAIR), 2010); they may also have gained experience as a part of their teacher education program through participating in international learning opportunities such as: international internships (completing an unpaid summer teaching job outside Canada) (Bryan & Sprague, 1997; Trilokekar & Kukar, 2011; Aglazor, 2014; Cushner, 2007; Cushner & Mahon, 2002); international exchange programs (earning credits in a university outside Canada, which will count towards the local degree) (Gleeson & Tait, 2012; Trilokekar & Kukar, 2011; Curulla Higgins, 2001; Cushner 2007); international practicum placements (completing part of their teaching practicum in a school outside Canada) (Apple, 1951; Cushner, 2007; Trilokekar & Kukar, 2011; Alfaro, 2008; Batey & Lupi, 2012; Brant & Unwin, 2003; Barkhuizen & Feryok, 2006; Flannery Quinn *et al.*, 2011; Hamel *et al.*, 2010) or they may have graduated with teaching credentials and *then* sought volunteer or paid employment outside Canada, before returning home to find work (Schlien, 2014). Some faculties of education also provide international group trips where students are able to participate in short practicum placements or visits during the day, accompanied by a faculty member and a group of fellow students from their home university (Jaime, 2014; Gleeson & Tait, 2012; Alfaro, 2008; Biraimah & Jotia, 2012; Cushner, & Mahon, 2002; Hamel *et al.*, 2010; Walters, Garii & Walters, 2009; Hamel *et al.*, 2010; Malewski, Sharma & Phillion, 2012). These different types of programs provide varied international experiences, and may allow for different types of learning and personal/professional development, and to varying—and sometimes competing—levels of awareness and understanding amongst teachers.

In all of these experiences, the length of time that is spent teaching internationally and the types of experiences may also have significance for teachers' learning and how they might be relevant in the classroom. Cushner and Karim (2003) indicate that, "...although both short- and long-term study abroad programs have an impact on participants, the longer and more fully integrated the program, the greater the potential for impact" (p. 300). They note that the design of opportunities and the ability of post-secondary students to engage with the local culture (instead of those predominantly from the travelling cohort) is important, observing in one program, "students spend 18.7 hours on trains and 3 hours in stations waiting for them, instead of staying in one place for the entire weekend and gaining some more depth in an area" (*ibid.*, p. 301). They discuss that in group-based experiences, those students who create an "ethnic enclave" with strong group solidarity could negatively affect their relationships with the local students—who are the individuals they have supposedly travelled in order to engage with (*ibid.*, p. 301). Likewise, Malewski and Phillion (2008) note that programs for teacher education students are still often

...constructed as a homogenous population who share similar perspectives and have equivalent experiences when they are abroad... [yet] it seems imperative that education scholars account for [how]... race, class, and gender [groups] are constructed by other cultures, made meaning of by preservice teachers and shape perceptions of students and members of the host community (p. 58).

In a short trip, it is difficult to imagine how much time the student teachers would engage with the local people and students, compared to how much time they spent together as a touring group, which can potentially frame an experience as *looking at* people in the hosting country, rather than *engaging with, sharing with and learning from* them. Similarly, Batey and Lupi (2012) cite data from an *Opendoors online* (2004)

survey, which indicates that “...50% of all American students who have studied abroad participated in short-term programs of eight weeks or less rather than the traditional academic year semester abroad” (pp. 25-26); they note the differences between “surface” and “deep culture” understandings that can be developed over time, and suggest that teachers’ self-awareness differs after participating in these two types of experiences, which may correspond with the levels of consciousness that can be achieved (*ibid.*, pp. 27-28).

It seems apparent that a short-term field trip would not be as engaging or immersive as a longer-term teaching program, but the time spent teaching outside Canada—as an entity on its own—may also not be a determinant of the quality of the experience that is gained; international learning opportunities are not always positive (Walters, Garii & Walters, 2009; Trilokekar & Kizilbash, 2014). As Taylor (1994) notes, educators must understand the ongoing learning process in the development of intercultural skills or competencies (pp. 154-155) rather than assuming that those who participate in a study abroad experience will automatically develop particular knowledge, skills or attitudes. It is also important to remember that experiences may be quite different in the Global South than in other areas, and cultural experiences can be as diverse as the individual locations and participants. While there are a number of factors that are relevant to teachers’ international experiences, it is clear from the literature that not all experiences are equal, and while meaningful learning can take place during international teaching, positive benefits are not guaranteed. There are other aspects that imply that international experiences may help teachers to understand and bring in international context to their own classrooms; core values

such as social justice may also frame international experiences and curricular outcomes. School administrators' interpretations of these activities could also impact their interpretations of teachers' international experiences during the hiring process.

And in a practical context, *where* are teachers gaining international experiences? The types of schools may vary, but can certainly include local public schools outside Canada (Ministry of Education Singapore, 2014), international schools, (Tarc & Mishra Tarc, 2015; Canterford, 2003) or internationally-located private schools (which may or may not offer "Canadian curriculum") (Waters, 2006). The curriculum in the schools may be local, from a different country (e.g., "Canadian curriculum" from a specific Canadian province, "American curriculum" or "British curriculum"), International Baccalaureate (IB) or a "hybrid" (Tarc & Mishra Tarc, 2015). Teachers may be recruited through Ministries of Education (Ministry of Education Singapore, 2014) or private schools directly, or through recruitment companies (Morrison, 1999). When recruiting, Canterford (2003) notes that international schools around the world hire a disproportionate number of citizens from the United Kingdom and the United States (p. 51), and also that "...most senior administrative positions within international schools are held by those from a narrow band of western nationalities" (p. 59). With regard to curriculum, Yemini (2012) also notes that, "The International Baccalaureate (IB) has been central to the development of international education in a practical K-12 context" (p. 153). However, Tarc and Mishra Tarc (2015) also note that the landscape of international schools is quickly changing:

Increased mobility and a transnational imaginary have morphed many schools formerly identified as British or American into the less

nationally guided Anglo-western international school. The IB Diploma program providing “international” curricula and standards has been one key factor in this shift. More recently, there has been an explosion of “hybrid” international schools, many of these being for-profit schools, given the insatiable demand for English (p. 36).

They note that the Canadian teachers who work in international schools in the Global South must potentially face some challenges, navigate and become a part of the social class structure in their hosting country, “In a sense, teacher professionalism compels teachers to identify with the elites they service. The effect of this alignment is to elevate international teachers’ social class positioning” (*ibid.*, p. 47), even if this places them higher or lower on the social scale than their local colleagues. Matsuda (1996) also notes that “...practices in Japan reveal that English is still being taught as an inner-circle language, based almost exclusively on American or British English” (p. 719), which is also reflected in the recruitment of teachers for the Japan Exchange and Teaching (JET) Program, who were recruiting initially only from the United States, the United Kingdom, Australia and New Zealand, then in 1988 also from Canada and Ireland, then later also from South Africa, Singapore and Jamaica, which was a practice supported by students and teachers, despite the fact that they also thought that English was an “international language” (pp. 720-721). Matsuda points out that this exclusive “inner circle” of English creates a hierarchy and puts non-native speakers of English in an “inferior” category of teaching, and that textbooks’ discussions of “inner circle” experiences and culture, without acknowledging the value of those who speak “other Englishes” can provide a disservice to students and also to the world view that is promoted (p. 724). Teachers may also gain experience in “Canadian curriculum” schools, which are accredited and inspected by individual provinces (since there is no

national curriculum), and certified teachers teach the provincial curriculum outside of Canada. Waters (2006) describes the British Columbia offshore school context; despite cultural and contextual differences, the curriculum may be more familiar to Ontario-educated teachers:

The local educational authorities have to prove that all courses will be taught in English and that the teachers and school principals are “BC certified”; presently there are 72 BC teachers working in the Dalian [China] school. There must be a “well-developed plan outlining instructional time and learning outcomes and sufficient course to enable students to graduate from Grade 12”; and the students must be able to pass provincial examinations to the same standard as any other student in BC (p. 1058).

In other school contexts, the spread of English in the “global curriculum” may be seen as a form of post-colonialism (Rizvi, 2007; El Semary, Al Khaja & Hamidou, 2012; Trahar, 2014; Lin & Chen, 2013), and may have the potential for the promotion of racism and the stereotyping of groups of people. Lee (2009) reviews high school English language textbooks in South Korea and confirms that they promote Westerners and Western cultures positively, while non-Westerners and their cultures are portrayed as inferior (p. 1), which may be a result of the stereotype that “English is often equated with the achievement of economic prosperity on both personal and national levels” (*ibid.*, p. 2). Understanding and navigating any number of familiar and different situations, paradoxes, hierarchies and structures can be part of the experience that Ontario teachers may need to navigate as they teach in other contexts.

Likewise, when considering teachers’ international experiences, Canterford (2003) also notes that there are generally three separate groups who are hired to teach in international schools, which include:

1. spouses of diplomats military or employees of multinationals who are only there because of the occupation of their spouse and
2. “transients” who are usually young and inexperienced and are attached to the sense of adventure associated with working abroad.

The latter usually provide the school with two or three years of service before either returning “home” or moving into the third group:

3. career internationals, who can be divided into three subgroups: a) local nationals; b) those settled in a particular location; c) those who move from international school to international school (Matthews, 1988 as cited in Canterford, 2003, p. 49).

Any of these “categories” could be relevant to those Ontario teachers who are considered in this study. When considering expatriate teachers, it is also interesting to note that despite the challenges of living in a new country and culture, Coulter and Abney (2009) found that the Ontario certified teachers who they surveyed, who were working in international schools, had lower instances of burnout than their colleagues who were working in their country of origin in Ontario schools, despite the fact that the teachers were demographically similar (p. 117). If those who are calmer or less inclined to stress teach internationally, or whether the international experience itself helps teachers to develop the skills, knowledge and attributes that might be more difficult to acquire if they did not leave their home comfort zone is unclear. It is interesting to note that the experiences that Ontario teachers engage in and the type of school(s) they work in outside of Canada are also diverse.

And how does this varied international experience relate to employment? Jones (2013) notes that, “...internationalization has become a high priority for universities across the globe, yet the intersection of internationalization and employability has

only been evidenced for a relatively short time” (p. 95). In a longitudinal study of American students from a variety of fields of study, which was conducted by the Institute for the International Education of Students (IES), which was conducted at intervals from 1950 to 1999 and which is documented by Mohajeri Norris & Gillespie (2009), results show that the more international experience people have, the more likely they are to select an internationally-focused career (pp. 386-387); in the 1990s, participants in international learning experiences were almost two times as likely to get a job overseas (p. 387) and of those who did work abroad, 84% indicated that “...their study abroad experience enabled them to acquire a skill set that influenced their career path” (p. 390). Interestingly, they also find that those students who live with local “host families” during their experiences, rather than living with fellow Americans, were more likely to select international aspects to their careers (p. 393). While there is no apparent data on this situation in the context of Ontario teachers or administrators, this information is interesting in the context of this study, since it seems to suggest that those who get the “travel bug” during a study abroad opportunity in a school may go on to work and teach internationally.

When considering the experiences gained in education, Carini and Kuh (2003) use the American National Survey of Student Engagement (NSSE) to explore whether teachers are engaging “in the ‘right things’ during college” (p. 391) regarding their future employment and success; although, one of the survey’s themes includes “...participation in selected educational programs, such as study abroad, internships, and senior capstone courses” (p. 392), they describe how only 89% of future teachers “had a practicum or internship of some sort” (p. 394), and since only 15% of these

individuals had studied abroad, (p. 394) the results did not focus on many international aspects, but on the fact that teachers needed to complete *some* practical teaching experiences—“such as tutoring and service learning” (p. 397)—prior to graduation. This type of university-based programming is in direct contrast to the teacher education programs in Ontario, which are required to include local school-based practicum placements as a part of *all* recognized teacher education programs (Accreditation on Teacher Education Programs, 2002). However, even experiences that are external to teacher education programs may help teachers develop skills, knowledge and perspectives that are beneficial to them in the classroom, including international volunteer work (Cross, 1998). Ladson-Billings also suggests that teacher education programs give pre-service teachers the opportunity to “interact with children and adolescents in nonschool settings” (p. 108), which could be accomplished locally or internationally, in order to help them learn about “culture.”

Obtaining teaching jobs outside of Canada may be comparably simple. Waters (2006) notes that, “There is a widespread perception that employers in many East and Southeast Asian countries... have an overt preference for graduates with overseas credentials” (*ibid.*, p. 1046). It could be that Canadian teachers are hired more readily in some places outside Canada, where schools would like to provide an “elitist” education to those families who can afford to pay for tuition; teachers who work internationally may need to be aware of these realities in order to maintain their own sense of social justice and professional insights and understanding as professional educators. Canadian teachers who are working abroad may have experience in dealing with some of these challenges on a first-hand basis; understanding their place(s) in

these situations may help to shape their own understanding of education and their place in it as “teachers in a global context.”

2.3 Teacher Hiring

Hiring may also be one of the most important tasks that school administrators undertake; Donaldson (2013) found that hiring was the “second most often cited lever to increase teacher effectiveness” (p. 852) by the principals in his study, and hiring the appropriate teacher can increase student learning (Darling-Hammond & Berry, 1999). Literature on this topic is largely divided into two themes: 1. What is effective? and 2. What do principals (or hiring committees) do? In the field of Human Resources, studies have explored how hiring decisions are made, and why certain candidates may be selected over others. Kristof-Brown (1997) notes that traditionally, employers have looked for job candidates’ knowledge, skills and abilities (KSAs) to meet the requirements of the job; yet despite the fact that these attributes could be assessed by examining a résumé or job application, job interviews remain popular (p. 1); employers want to complete an assessment of a candidate’s “fit” with the organization (p. 2). Based on the earlier work of Harvey (1991), Kristof-Brown (2000) looks at the different types of fit that a job candidate can have in order to be the most appropriate hire; job candidates must essentially demonstrate to an employer that they can fit with the job environment. Employers seek different types of fit, which include various categories of assessment; four sub-categories of the person-environment (P-E) fit in the hiring process, include: person-vocation (P-V) fit; person-job (P-J) fit; person-organization (P-O) fit; and person-group (P-G) fit (Kristof-Brown, 2000, p. 643).

Likewise, Cranston (2012b) refers to Kristof-Brown's (2000) research, indicating that "...person-group fit ...[is] most closely viewed as a match between an individuals' values and the values held by the group that the individual will work with on a regular basis" (Cranston, 2012b, p. 360). Curran and Hyman (2000) also indicate that even members of *diverse* workgroups can still have congruent *values* (p. 73), which may determine their fit. However, they also suggest that hiring committees might go so far as to *avoid* having any "boat rockers" (p. 75) and they also acknowledge "value-congruence... assumes that the current culture is worth preserving" (p. 78); those who complete the hiring process must ensure that they are not driving out diversity or those who think differently and who may be able to contribute in innovative or different—yet meaningful—ways to organizational goals.

The research on hiring for fit has been brought into the context of hiring teachers specifically; Rutledge *et al.* (2008) also indicate that, based on the job requirements and the context of teaching, that person-job (P-J) fit is most important (p. 241); they cite a study by Rowan (1994) that indicates that "...in terms of skill requirement and level of formal training, teaching is located in the upper quartile of occupations. These findings reinforce the importance of having candidates that can meet the P-J [person-job], P-G [person-group], and P-O [person-organization] fit" (p. 242). Rutledge *et al.* (2008) also note that, "Being an effective teacher includes classroom instruction but extends into organizational concerns such as the ability to work well in small groups and as a member of the school organization" (p. 256). While the diversity of Ontario students might be seen as a reason to hire teachers with international experience for fit, the lack of internationalization in the current

curriculum might also be seen as a rationale for considering this experience to be irrelevant. While similarities of job candidates and their places of employment are important, in order to have a proactive team of staff, it is also important to hire for diversity, so that the teaching profession does not become self-replicating, which could lead to less diversity culturally, interpersonally and strategically. In his study of the hiring practices of Manitoba principals, Cranston (2012b) found that, "...in some instances, participants acted as gatekeepers to both the profession and their schools, assuming responsibility for judging whether or not applicants demonstrate the knowledge, skills, and dispositions that match their beliefs of what it means to be a teacher in general, and specifically to be hired as a teacher for their schools" (p. 365) and that "...it is highly possible that principals' perceptions are more likely to reflect a 'similar-to-me' bias rather than an assessment of an applicant's true fit to school culture" (Cranston, 2012b p. 369, referring to Kristof-Brown *et al.*, 2005). Ralph *et al.* (1998) also note that, "The results confirm that school division administrators' hiring preferences reflect their own practical orientation toward schooling" (p. 53). With this preference in mind, if principals/administrators have not acquired any international experiences themselves, would they recognize the relevance of this experience in the teaching context? These factors could all be pertinent in the hiring of teachers, and might suggest that an administrator with international experience would appreciate the same in teachers, while those without it might not consider it to be relevant.

Likewise, with an increasingly diverse population of students in Ontario, teachers' international experiences could be an advantage or even a preference to some administrators; Merryfield (2000) suggests that, "If experiential knowledge of

diversity and equity is a quality needed in teacher educators, recruitment and hiring of such people is probably a much more efficient and productive strategy than trying to effect changes in current faculty” (p. 441). While she may be recommending hiring those with international experience, it may also suggest hiring for cultural diversity, which is already a priority in some Ontario schools (Hammer & Alfonso, 2013).

Darling-Hammond & Berry (1999) also indicates that, “Whereas teacher education candidates of color are in too-short supply, many nonminority candidates have had little first-hand experience with students from diverse cultural backgrounds” (pp. 258-259). Although the Ontario College of Teachers (OCT) has not included race or much detail on gender statistics in their recent report (2013b) with demographic information, the Toronto District School Board (TDSB) is reported to have made hiring teachers who are visible minorities or males a priority, indicating that people who meet one or both of these [racial or gender] criteria could be granted an interview; although the board’s spokesperson indicated that this was “absolutely not to the exclusion of other groups” (Hammer & Alfonso, 2013). In an attempt to have teachers represent the diversity of the students they teach, employers can prioritize the hiring of underrepresented groups in their hiring policies (Hammer & Alfonso, 2013), and they may prioritize the applications of lesser-represented groups in the school or board, including those of racially, culturally, religiously or sexually diverse groups. While international experience might also factor positively in combination with this “diversity criteria” by having a variety of experiences—and perhaps philosophical differences in educational strategies—I was unable to find data to directly connect the two areas. I suspect that this type of difference in terms of teaching experience is not

recognized, currently. However, when considering the development of international perspectives in education, Merryfield's suggestion of eliciting systemic change through hiring—rather than through professional development—may not be realistic in the short-term of the Ontario context, since there are not many people being hired *at all*; perhaps more realistically, the Asia Society (2011), suggests that, "...in the short-to-medium term, improvement in school performance must come from the current teaching force, not the new recruits" (p. 12). By approaching school diversity and issues of international awareness through both hiring and professional development, a larger and more sustainable change is likely to be elicited.

With this background in mind, after confirming the job description, the first step in the hiring process is often the recruitment process, and even if the job market is tight, there will be *some* jobs that need to be filled. In a US-based study, Engel, Finch and Huff (2012) outline various recruitment and hiring strategies for urban schools in Chicago; they note that 81% of respondents used personal referrals from colleagues—including teachers on staff and other school administrators—who also worked in the board (p. 12), while a few conversely indicated that they were skeptical of internal referrals (*ibid.*, p. 13). Liu and Moore Johnson (2006) note that one in 10 of their study's participants, who were newly-hired teachers, had done their practicum placements at the schools where they were hired (*ibid.*, p. 349). Similarly, Ingle, Rutledge and Bishop (2011) also found that 33% of their inner-city school principals indicated that they would prefer to hire *experienced* teachers over new graduates, while 71% of their overall sampling of principals indicated that they would prefer to hire a "balance of experienced and novice teachers or... that it was dependent on the

team, grade level, or position” (p. 599). They also indicate that, “Principals in our study described the value of hiring teachers who understood accountability demands and fidelity to program delivery on the job. ...Our principals suggest that applicants need to understand that what they do in the classroom matters to student learning and public perceptions of individual, school, and district accountability” (*ibid.*, pp. 601-602). These studies indicate that some of the preferences of principals are related with familiarity with the job applicants, which may provide some insights into their fit with the organization and also suggest that there is a potential to have a familiar “in-group” in hiring; from the perspective of administrators, this may signal that candidates are “tried and true”. Likewise, the studies also suggest that teachers are not hired only on the merits of their credentials, but also the skills that they attribute to fit with the school and students, as mentioned earlier. However, if administrators also prefer experienced teachers over new graduates, international experience could be seen as an advantage, since teachers might have completed several years of teaching. The results of these studies in the American context do not support or negate the value of hiring teachers with international experience, but they do suggest that professional networks and experience in the same school board or school may assist in determining appropriate candidates. Similarly, new graduates must also be aware that they are competing for jobs with applicants who may have several years or extensive experience. While the Ontario and Canadian context has not been well documented and could vary from these US-based studies, it is an area that could be compared in more detail in future research.

Similar to the current legislated context in Ontario with *Regulation 274/12*, Koski and Horng (2007) describe how California had hiring policies that gave preference to seniority (p. 264); this legislation was overturned in March 2014 (Students Matter, 2014). While a seniority-based hiring process may be comforting to teachers who have been working in the publicly-funded education system as occasional teachers for some time, it may be seen as a barrier to others, such as new graduates who have no seniority. As Templer and Schwartz (1988) note, the prioritization of seniority is based on some broad assumptions: “Fundamental to the concept of demographic similarity is the assumption that time of entry into an organization is a useful predictor of the amount of communication and friendliness that is likely to develop among individuals” (p. 4). Likewise, it has been cited that seniority is not an indicator of teacher quality or student achievement levels (Riner, 1991 as cited in Papa & Baxter, 2008, pp. 91-92). In a related study outside of Ontario, Donaldson (2013) notes that principals also cited seniority as a barrier to hiring the best candidate for teaching jobs. He states:

Principals wanted to hire the best person for the open position. They reported that sometimes seniority rules, either formally enshrined in the teachers’ collective bargaining agreement or informally integrated into the district norms, allowed veteran teachers within the district the first claim on open positions and, in some cases, the right to claim the position of any more junior teachers with the same certification in their school (p. 853).

Although I was unable to find literature that specifically addresses either the value—or lack of value—in using seniority as the prime driver of hiring processes, there are other studies that explore how seniority is used as a method to allow teachers to move *within* their school boards or to access promotions (Anzia & Moe, 2014; Boyd *et al.*,

2005; Barbieri, Rosetti and Sestito, 2011). Fischer (2008) also indicates that public-sector organizations use seniority more often in decisions about rewarding employees (e.g., pay raises, dismissals and promotions) (p. 167). While indicating that rewarding seniority can “help prevent or decrease conflicts of interest” (p. 168), he also notes that

...rewarding seniority ensures that older members with a higher degree of social familiarity are retained instead of younger members or strangers with lesser familiarity (Insko *et al.*, 1982). This familiarity between members maintains stability within the system and assures that no threatening or challenging ideas are put forward by younger members unfamiliar with the tested and tried ways. Consequently, rewarding seniority tends to balance the conflict between change and stability by favoring stability (Fischer, 2008, p. 169).

Since school administrators may feel that they have a personal responsibility to continually improve the learning of the students in their schools (Rutledge, Harris & Ingle, 2010, p. 235), and since they are aware that the quality of teachers directly impacts student learning, it would stand to reason that they might dislike the formula of hiring by seniority, which implies upholding the *status quo*. Fischer (2008) also notes that he found in his study that “...uncertainty avoidance was associated with greater reliance on seniority” (p. 178), and that

...organizations that prospered over the last 5 years were more likely to consider seniority. ...Organizations in contexts concerned with maintaining stability and reducing anxiety and uncertainty are more likely to use seniority when deciding about pay raises, promotions and dismissals (Fischer, 2008, p. 180).

However, he also notes that while, “...rewarding seniority may be beneficial for organizations... [it] is not likely to increase performance or morale within organizations” (Fischer, 2008, p. 181). Although the reason cited for the

implementation of *Regulation 274/12* is “...fair, transparent, and consistent hiring practices” (*Directions Evidence and Policy Research Group*, 2014), it could also be possible that at a time when the Ontario education system—as a part of the larger Canadian education system—is generally considered to be strong by international standards (Stack, 2006; OECD, 2010b; Ontario Ministry of Education, 2015), and there are far more qualified teachers than jobs (Ontario College of Teachers, 2012), legislators may not be comfortable with making any major changes, so regulations in Ontario require more attention to seniority in order to maintain the current standard and predictability, rather than seeking new ideas, methodologies or perspectives. If the internationalization of the curriculum becomes a larger focus, perhaps this legislation will also need to be altered.

In support of the paper-based—or credential-based—stage in the hiring process, which takes place in the early stages, Cranston (2012b) indicates that, “The initial screening seeks to identify candidates who meet the technical requirements of the job, which means that applicants are assessed against a list of preferred qualifications and attributes” (p. 357). This structure is similar to the KSAs that were referred to earlier, where job candidates must shine on paper before they will be considered for an interview. However, with regard to the consideration of qualifications and the résumé, Brown *et al.* (2011) wonder if “...advanced degrees might actually serve as a handicap in obtaining teaching positions, since districts typically award salary stipends for such qualifications” (p. 25), and these higher salaries would then be paid to relatively inexperienced teachers. In the Ontario context, it is unlikely that advanced degrees would be a hindrance, since the minimum

requirement for qualification is already two university degrees; teachers' unions negotiate salary grids, and a Master's degree would generally only increase a salary in a small increment (Ontario Secondary School Teachers' Federation District 16, 2012, pp. 12-16).

As the research on general hiring processes indicates, it is cited that the most important component of decision-making when hiring in schools is the interview (Mason & Schroeder, 2010; White *et al.*, 2011), teaching experience and references (Rutledge *et al.*, 2008; White *et al.*, 2011). In a study conducted by Brown *et al.* (2011) principals in the US state of Illinois indicated that, "...the interview and the bonds established in previous working environments carry more weight than external instruments" (p. 24), so previous working experience with the teacher could once again prove to be beneficial for an applicant. Likewise, if the interview is important, the participants in the interview process are keenly important. If principals or other administrators hire teachers independently, instead of as part of a hiring committee, there could potentially be different results in the hire (Huffcutt, Culbertson & Weyhrauch, 2013). Engel, Finch and Huff (2012) note that 93% of the principals in their study indicated that they used a hiring committee, and 65% indicated that they might include a teacher on the committee, and 48% would include a teacher who had a leadership role in a similar teaching or content knowledge in the hiring committee (p. 18). Also, Mason and Schroeder (2010) indicated that 55% of the principals that they surveyed in Wisconsin indicated that "...grade level and content area teachers are involved [in the interview process, and 42%]... stated that additional teachers are also involved" (p. 190). During the interview, Johanson & Gips (1992) also indicate that

principals tend to be looking for *affective* characteristics in the teachers they hire, more than academic skill or grades in university. Similarly, in an exploration of the criteria used for hiring teachers, Braun *et al.* (1987) indicate that there were a variety of factors that were considered across US school districts, with “[w]ritten language convention” being ranked the highest in reviewing paper-based applications, and “volunteer experiences” being the top-ranked variable in reviewing candidates’ applications (pp. 46-47). In Chicago schools, White *et al.* (2011) found that administrators tended to focus on hiring teachers who had traits and skills such as working “...well with others, general pedagogical skills, work ethic, teaching philosophy and caring and compassion” (p. 2). Teachers who are applying for jobs might be comforted by the research from Trimble (2001), which indicates that even if teachers who are applying for jobs lack a good deal of classroom experience, administrators may be able to recognize their *potential*, as demonstrated by a strong work ethic, interpersonal skills and communication skills (pp. 45-46). Interestingly, even though this study was conducted in the 1980s, “travel” was listed as the third-highest ranking variable (*ibid.*, p. 47), suggesting that principals have considered teachers’ travel experiences—perhaps nationally or internationally—as an important hiring consideration. Similarly, in his Illinois-based study, Kersten (2008) found that, “Principals want teachers who know the latest research, trends, and best practices in the field and can explain how they have used this knowledge in either their student teaching or regular classroom experience” (p. 364). He also found that principals preferred candidates who are “...hard workers with a strong work ethic, who are highly self-motivated, enthusiastic, and energetic as well as willing to invest the time

and energy necessary to make a difference both with students and in the school” (p. 364). In a Wisconsin-based study, Mason and Schroeder (2010) found that principals valued *personal* strengths most, including, “Excitement (25%), appearance (20%), and confidence (20%).... Professional attributes included content/pedagogical knowledge (15%) and professionalism (13%)” (p. 190). In addition to these types of “employable” qualities, a Canadian study found that principals cited “...candidates’ teaching performance during the internship the most important indicator of their future teaching success” (Ralph *et al.*, 1998, p. 49). Likewise, their list of top criteria for the shortlisting of candidates includes an array of teaching-related skills (e.g., “establishing positive classroom climate”) (*ibid.*, p. 52), rather than listing the *types* of experiences (e.g., teaching in an international location, teaching classes with diverse populations). Most of these findings seem to assume that new hires will be new graduates from university teacher education programs, rather than experienced professionals who have gained experience internationally before seeking employment with them. Perhaps the US jurisdictions do not have the same surplus of teachers, and their contexts could be very different from Ontario. However, these studies seem to highlight the importance of the skills and qualities of teachers beyond merely their qualifications, with characteristics that can often only be demonstrated in an interview or other in-person venue. Merely recognizing that teachers meet—or even exceed—the minimum qualifications and experiences is not enough when teaching jobs are scarce. While teachers might develop some of these skills and attributes during international teaching experiences, most of these studies did not mention international experience as a quality or even as a key consideration for hiring.

If some characteristics are appealing to hiring committees, Kersten (2009) also found that certain factors that *hinder* teaching applicants; these included, most regularly, personal appearance (e.g., “[c]asual or distractive dress, unkempt clothing, and revealing clothing”) (*ibid.*, p. 365), followed by other key factors such as being unprepared for the interview, demonstrating a lack of knowledge (e.g., emerging trends), and lack of communication skill (e.g., using immature language, over talking, unable to hold a *positive* conversation) (p. 365). Similarly, Mason and Schroeder (2010) found that hindrances included, “Poor appearance (32%)... followed by poor communication (15%), poor preparation (13%), arrogance (12%), [lack of] punctuality (10%), and a lack of confidence (10%)” (p. 190) and also a lack of professional attributes including “...a lack of depth in replies to questions (17%) and a lack of content knowledge (10%)” (*ibid.*). Most of these negative factors are personal, and they also do not reflect the experience—or international experience—that teachers may have. In exploring the “negative” impact that job applicants can have, Cranston (2012b) concludes that, “...it is quite likely that personal biases dominate assessments of applicants’ fit not only to specific schools, but also to the profession” (p. 372). He also indicates that “...there is an obvious tension ...between school improvement, which is based on people’s individual and collective flexibility, and hiring personnel who fit what is essentially, yesterday’s paradigm” (*ibid.*, p. 374). He clarifies that, “Ultimately, however, provincial and territorial legislatures delegate authority regarding the hiring of teacher to local school boards who have been given latitude to choose whoever they believe best fits into their local context, so long as the policies and practices do not violate human rights and employment legislation” (*ibid.*,

p. 353), which is in line with hiring practices in other organizations in the province, in both the public and private sectors.

In order to avoid indefensible hiring decisions and reduce impediments to increasing the quality of teachers' skills, some larger school boards may have centralized hiring processes in order to avoid "costly mistakes", which may be in line with Papa and Baxter (2008), who noticed that, "[U]rban principals are less likely to have primary responsibility for hiring (30 percent for urban schools compared with 52 percent for suburban and 55 percent for rural)... [and] urban principals are also more likely to be forced to accept teachers from other schools within their district (73 percent for urban principals as compared with only 41 percent and 21 percent for suburban and rural, respectively)" (p. 99). However, it is unclear if removing school principals—who are the direct managers of the newly-hired teachers—is an effective strategy in the hiring process, but I could not find any research that addresses this issue directly. Liu and Moore Johnson (2006) note that the hiring process may take place in a centralized, decentralized or a combination of these two approaches in various jurisdictions (p. 332), and suggest that decentralized processes may provide the opportunity for information-rich hiring processes (*ibid.*, p. 333). Similarly, Engel, Finch and Huff (2012) indicate that 50% of the principals that they surveyed "reported hiring student teachers who have been placed in their schools" (p. 13) and 52% "reported hiring substitute teachers who had subbed in their buildings" (*ibid.*, p. 13). Interestingly, they find that principals "...from high-achieving schools were more likely, by 17 percentage points, to use referrals from their teachers and

administrators... [but were] less likely than their counterparts in low-achieving schools to hire substitute teachers" (*ibid.*, pp. 14-15).

The autonomy of principals and others who conduct hiring raises some other issues in the teacher-hiring process. As mentioned earlier, Donaldson (2013) notes, "...the principals least likely to report encountering obstacles ...and most likely to problem solve in the face of constraints tended to have had substantial professional development on how to identify and cultivate high-quality teaching" (p. 864). With autonomy in mind, even when there are tight regulations in place, there may also be some room for discretion in the hiring process. As mentioned earlier, Hong and Hatch (2004) note that in a climate of competing demands for principals' time and attention, they develop strategies that help them complete their jobs by making choices and setting their own priorities, which the authors refer to as "bridging or buffering" in order to gain "coherence" between their school priorities and those of supervisors and policy-makers at their board offices (p.17). Similarly, Rutledge *et al.* (2008) note that principals in their study made "'end runs' around policies" (p. 250), and Ingle, Rutledge and Bishop (2011) found that in a Florida school district that, "Principals' personal beliefs, background, and experiences were found to shape their conceptions and preferences for teacher characteristics...[yet] regardless of the position or school setting, federal, state and district mandates strongly influenced how principals made sense of the hiring process and on-the-job performance" (p. 579). They also note that:

...regardless of personal characteristic or organizational priorities, consistently prioritized caring, strong teaching skills, and subject matter knowledge as preferred characteristics. Furthermore, principals expressed a keen interest in assessing applicant enthusiasm, motivation, and work ethic in order to get a sense of how an applicant may perform in the classroom and after tenure (*ibid.*, p. 594).

Likewise, Mason and Schroeder (2010) hypothesize that:

The trend of favoring professional rather than personal attributes is likely the result of two factors. First, professional attributes (e.g., grade point average) can be evaluated more objectively than personal attributes (e.g., enthusiasm). Second, professional attributes provide more defensible grounds (p. 187).

Even when discretion is used, it seems that a rationale for hiring the candidate should be accessible in an accountable education system, and that the preparation of school administrators in areas of human resources might result in more appropriate hiring. It is also key that teachers who are looking for work consider these factors. Although there may not be a complete parallel with hiring practices in Ontario, the province may not be too different from other North American contexts in these areas.

While some of the information that is cited in this literature may be relevant to private/independent schools, the information is largely collected from publicly-funded school settings. In a US-based study, Cannata and Engel (2012) indicate that, “...evidence suggests very few differences in the hiring preferences of charter and traditional public school principals” (p. 476); although US-based charter schools are very different from Canadian private/independent schools, we do not have the data to compare hiring processes specifically.

Hiring process may be a combination of formal and informal processes, and will certainly consider both paper-based qualifications and a more subjective list of affective qualities that will help to determine a teacher’s fit with the workplace. Specific processes may vary by board, as influenced by region, type of school and other factors.

2.4 International Experience and Teacher Hiring

Beyond general hiring practices, how do employers interpret international experience when they are hiring? While it is conceivable that different sectors—such as international business—might have a higher regard for international experience than some other fields, the general interpretations of employers can inform the research on the hiring of teachers. In one US-based study, Trooboff, Vande Berg and Rayman (2008) explore the extent to which participation in a study abroad opportunity during students' tertiary education may increase graduates' chances of employment in a variety of sectors (p. 17), and they indicate that human resources professionals in companies—in other words, these who *conduct* the hiring—value job candidates' international learning opportunities *more* than company CEOs and presidents (*ibid.*, pp. 17-18). They also find that businesses *do* value international learning experiences, and the “...greater the firm's internationally generated revenue, the more likely that its employees value all types of study abroad” (*ibid.*, p. 21). They also indicate that the *longer* the international learning opportunity, the more valuable they consider it to be (*ibid.*, p. 23), and those employers who had studied abroad themselves placed even *more* value on the experience in their hiring (*ibid.*, p. 24). Employers across sectors also placed the most value on international internships or service learning programs, over exchange credit programs (*ibid.*, p. 24). Even in this cross-industry survey, the qualities that employers indicated were the most important in new hires were “...shows honesty and integrity”, “shows strong work ethic” and “is self-motivated” (*ibid.*, p. 27). They also consistently ranked the skills that are often

associated with those that students develop while participating in an international learning opportunity as *lower* than those more general skills, as noted above, and they also indicated that they generally do *not* include a discussion of study abroad in the interview process (*ibid.*, p. 28). The authors conclude that picking a major field of study is probably the most important step in determining future employment, and while participating in an international learning opportunity will not guarantee students jobs upon graduation, they suggest that participating can *help* in convincing employers that they are the best candidates for a job.

Interestingly, Waters (2006) notes that in a study, Hong Kong HR Managers in financial services consistently indicated that they *preferred* to hire new graduates with internationally-obtained education, which was predominantly attained through earning degrees (p. 1053). She notes that in the South-East Asian context, and increasingly in the People's Republic of China (PRC), there is a stereotype of graduates from local programs, so companies often *prefer* to hire new graduates who have earned their degrees abroad (*ibid.*, pp. 1046, 1053). Similarly, Jones (2013) documents several studies that indicate that students in *various countries* are choosing to become international students—taking their *entire* degree outside their home country—in an attempt to stand out to local employers (pp. 98-99). In order to have the means to pay international student fees—which may be higher than local tuition—this situation suggests that these students are from families with the financial means to support this experience, and they may demonstrate the “impact of international education on the social reproduction of upper-middle-class families” (Waters, 2006, p. 1048). This negative stereotype that some employers may have of their local education system and

local graduates leaves the possibility for Western schools and post-secondary institutions to increase their number of international students (Waters, 2006, p.1052); it also potentially leaves open the possibility for expatriate hiring, which is not likely the case in Ontario (Ontario College of Teachers, 2012), but it may create opportunities for Ontario-educated teachers outside Canada.

Likewise, in another US-based cross-sectoral study, Herren (2006) found that employers indicated that they believed the top qualities that international experiences developed in students include: “Recognizes that his/her worldview is not universal... [g]ets along well with people from different races and foreign cultures... [o]pen to and non-judgmental about people from different cultural backgrounds.... [f]lexible... [and] adapts well to changing circumstances” (p. 46). She also found that employers across sectors indicated that they felt that the most valuable type of international experience for meeting the skills and qualities that employers are seeking includes an “[a]cademic year program offering a semester of classes at a foreign university, followed by a semester internship” (*ibid.*, p. 48). Her study indicates that employers increasingly value *longer* experiences rather than short excursions that last only a few weeks (*ibid.*, p. 49); her overall results reveal that although “...employers do not rank study abroad experiences as highly important, they do value many of the skills gained from study abroad” (*ibid.*, p. 52) and that “...employers rarely, if ever, ask during an interview about a study abroad experience, even if it is listed on a résumé” (*ibid.*, p. 53). In these cases, the onus is on the job applicant to demonstrate how they are the best fit for a position, rather than waiting to be asked about their experience; they might also select longer-term international experience as a part of their degree programs, as relevant.

More recently, the European Commission (2014b) published a report that indicates that students who have participated in ERASUMS study abroad programs have better “employability skills” than 70% of their peers (p. 14), and that students who opt to participate in international learning opportunities *already* have a “predisposition” to employability, and upon return to their “home country” are at an advantage to gain employment of 42% (*ibid.*, p. 14). Likewise, they claim that:

64% of employers consider an international experience as important for recruitment, [and] on average 92% are looking for transversal skills such as openness to and curiosity about new challenges, problem-solving and decision-making skills, confidence, tolerance towards other personal values and behaviours (*ibid.*, p. 14).

Since the study was commissioned and published by the funding agency of these programs, the data may be suspect to bias; likewise, the use of measurement tools of “employability” that produce numeric data seems abstract. However, the report certainly reflects the aspiration of the European Union to create cross-border understanding, learning and employability, and their desire to demonstrate the direct connection between international experience and employment.

With these findings in mind, Canadian students who are considering participation in an international learning opportunity as a part of their university studies might select an exchange program that includes practicum experience instead of a quick trip to an international location in order to appear more marketable to employers. It also suggests that job applicants who have international experience would be advised to bring up their international experience during an interview, and to clearly indicate how the skills that they developed abroad relate to the position that they are applying to directly. It is unclear what the findings mean for new graduates

who seek to work abroad *after* they are qualified, but the implication may be that Canadian-educated students may have an advantage over others in the international job market—at least in some sectors or regions.

Beyond the general employment of people in all fields of work, understanding how school principals/administrators interpret teachers' international experience is of key importance. Perhaps not surprisingly, most of the literature in this area focuses on hiring new graduates rather than experienced teachers. Interestingly, Mason and Schroeder (2010) note that in a survey of studies that investigate the qualities that principals seek when hiring teachers, "The majority (67%) provided data based on fixed-choice surveys in which interviewees were given a question followed by various answered they could select" (p. 186). Although it would be anticipated that looking at international experience in hiring processes is certainly a more niche area, it could also be that the reason that the topic has not surfaced more in research on hiring is due to the fact that the questions were never asked. When surveys provide multiple-choice responses and do not include some possible answers dealing with international experience, the possibilities may be excluded from consideration altogether. It could be that this format has limited the results in considering teachers' international experiences in research overall.

Fortunately, there is still some relevant research to draw on. In the Canadian context, Schlein (2014) discusses the experience of a young teacher who started her teaching career in international locations, and who then worked at a Canadian settlement home before obtaining a teaching job in a local public school (p. 125). She also notes that "...when she was hired at her current school, she was led to believe that

it was her experiences with teaching abroad that made her attractive to work in the highly culturally and linguistically diverse school” (p. 131). Since this hire is only one single case, it is unclear if this teacher would have had the same reception at another local school, and if the main factor was the insight or connection with the principal, the policies of the school or school board, the fact that she was the most experienced candidate, a successful interview or other correlating factors.

In a US-based study, Curulla Higgins (2001) looks into teacher candidates who have physical disabilities, and their participation in international teaching and learning opportunities. Despite this very specific sampling, she indicates, “International exchange participation often leads to an advantage in seeking employment whether you have a disability or not” (p. 15). Despite this claim, she provides little evidence as to whether or not graduates of her program are gaining employment with the help of this experience in comparison to any other groups, and the evidence seems to be self-reported by new graduate teachers who may not be aware of other factors that have led to their hiring, beyond their international experience. Similarly, Bryan and Sprague (1997) indicate that nine of their 10 research participants indicated that their, “...overseas internship experience was a positive factor in their obtaining a teaching position, particularly during the job interview” (p. 200). The benefit—according to the teachers surveyed—focused mainly on their ability to work in a multicultural classroom, although they also mention that their experience helped them to demonstrate “versatility” and “open-mindedness” (*ibid.*, p. 200). Again, self-reporting from teachers who have been hired is helpful, but the research doesn’t indicate if there were other factors that also influenced hiring

principals—or other members of the staff—who were involved in making the hiring decisions. While the evidence is hopeful for those who work in international education, it is not indicative of the true impact of the international experience on hiring decisions in teaching.

However, in another American study of Teaching English to Speakers of Other Languages (TESOL) teachers, Bailey *et al.* (2013) found that in this particular area of education—which may be predominantly in teaching English to adults—44% of the US-based job advertisements that were reviewed specifically mentioned international/cultural experience as a qualification for employment (p. 777), which was in addition to a number of common characteristics that may be developed during international teaching opportunities, including, “team player, highly interpersonal, motivated, and adaptable” (*ibid.*, p. 782). Although TESOL tends to be a credential for teaching adults and it would not be recognized as a credential by the Ontario College of Teachers, the authors also suggest that those TESOL-qualified teachers who are looking for work would benefit to also gain K-12 certification (*ibid.*, p. 782). Interestingly, since teaching opportunities in international locations may be for English language teachers, perhaps this field includes more professionals who have international experience. The suggestion that these teachers might also obtain additional K-12 certification seems to imply that there are not enough teaching jobs for TESOL-certified instructors, so that the international experience alone might not be sufficient to secure a job in the US.

In another US-based study that explores the long-term career development of those who participated in program-based international learning, Batey and Lupi

(2012) suggest that, “Long term impact on career advancement and personal accomplishment has also been associated with study abroad” (*ibid.*, p. 41). They suggest that teachers have “greater academic prestige”, “cultural development” and “intercultural sensitivity, increases [in] autonomy and openness to cultural diversity” (p. 41). Once again, these studies are hopeful for international educators who are preparing professionals for teaching careers, but the self-reported nature of the studies is subjective, and it doesn’t take into account the interpretations of those who conducted the hiring of the teachers and/or who promoted them as their careers progressed. Were there other factors that were also considered in their hiring that the teachers were unaware of? Or was the short-term international experience in university a major factor in their employment success? And are these high-achieving teachers the ones who *naturally* selected to participate in international learning? Perhaps they would have been hired without the international experience? With this consideration, Jones (2013) notes that:

While it seems evident that transferable skills and capabilities are developed through international mobility, equally it may be the case that international mobility programs appeal to students who already possess, or have an advantage in developing these skills (p. 102).

With the evidence provided in these studies, it is difficult to answer the larger questions of teachers’ international experiences and how they are directly related to their employment.

The closest study to the one that I conducted is by Shiveley and Misco (2012), which is entitled, “*Student teaching abroad will help you get a job*”: *Exploring administrator perceptions of international experiences for pre-service teachers*. Unlike

the other studies that relied on teachers' self-reporting, the authors studied school administrators to see if they considered teachers' participation in an international experience, which was obtained as a part of a pre-service teacher education program, would influence hiring decisions; they found that while international experience did influence the decisions, they were "...conditional, based on transferability to future classrooms, content area and the location of the international experience" (p. 52). In conducting this research with principals in the largest public school districts of a Midwestern state in the US, they found that although international experience is generally viewed positively, job candidates would need to demonstrate directly how the skills that they developed would be relevant to the local school. They also found that principals thought the experience was more relevant for some subject areas, including languages, social studies, math and language arts (*ibid.*, p. 60), and that the value would depend somewhat on the *type* of experience that was gained (*ibid.*, p. 58). Administrators also claimed that while the experience might help to get candidates a job interview, the applicants would still need to demonstrate that they were the best teachers in order to be hired (*ibid.*, p. 60). Dillon, McCaughtry and Hummal (2010) also indicate that hiring criteria differs for teachers in different subject areas. With this information in mind, it appears that the cross-industry studies provide the same information; if teachers who have completed international experiences are interviewed, the onus will be on them to mention their international experience and to articulate the connections between the international context where they have gained experience and the local school where they hope to work. It seems that they will need

to point out the skills and experiences that they have gained and how these will make them effective teachers in the local context.

Shiveley and Misco (2012) also found that the country where students completed their international experience mattered to the hiring school administrators. From a list of possible locations, principals indicated that they more highly valued teachers' experience in China, Japan, India and Germany and least valued Belize and South Africa; principals felt that experience from some locations would either more closely relate the curriculum or students in the local classrooms than others (p. 62). In the same study, some principals stressed that although they would appreciate international experience, they would also want teachers to have experience with local students, in one case even citing hiring internationally-educated teachers without success (pp. 61-62); this finding seems to be in line with other studies that demonstrate that Internationally-Educated Teachers (IETs) largely do not find employment in Ontario (Ontario College of Teachers, 2012; Walsh, Brigham & Wang, 2011). It appears that post-secondary students are not aware of this potential local preference for experience in some countries over others: a study by Nyaupane, Morris Paris & Teye (2011) demonstrates that students selected the location of their international learning experiences based on "academic considerations" or the social ties that they have to the region, rather than to any employment considerations (p. 213).

While the topic of the research conducted by Shiveley and Misco (2012) is similar, there are also distinct differences, predominantly relating to context; we know that internationally-educated teachers have very poor employment prospects in Ontario

(Ontario College of Teachers, 2012) and across Canada (Walsh, Brigham & Wang, 2011); yet the Canadian context may be very different from the situation in the American education system, and the job market for teachers may also differ. International teaching experience that took place independently, outside an academic program, was also outside the scope of the study conducted by Shiveley and Misco (2012). One aspect of hiring that seems to be highlighted in this study, as well as throughout the research, is the local context of teaching; although principals may value international experience, they want teachers to be able to relate to the students they have in their schools specifically. This finding echoes the contrast between international and local interests in the international education field from a variety of contexts, indicating that international experience and learning needs to be relevant to local interests and in some way be able to enrich the value of what can be contributed locally. When hiring, it appears from the literature that principals are less interested in hiring “citizens of the world” than they are in hiring excellent teachers who can meet the needs of the students in their communities and classrooms. It appears that while international experiences may help teachers to be skilled in the classroom, international teaching/learning alone is not a “ticket to employment” back at home, and the merit of job candidates will be measured case-by-case. However, it also appears from these studies that student teachers and qualified professionals could also be strategic in their selection of international opportunities—looking for those experiences that will allow them to gain genuine growth and learning, with an eye to social justice and a meaningful connection with people, rather than superficial “vacations” or short experiences that may perpetuate stereotypes of “other”

communities in a manner that is disrespectful and/or condescending. Based on these findings, teachers might be advised to work on genuinely developing the skills that principals have indicated are important in the hiring process, and in selecting opportunities in both local and international contexts and classrooms so that they can embody the excellence that principals are seeking.

The research about the hiring of teachers will be familiar to those who complete this process in their schools and school boards, and while some aspects are common to a number of fields, some qualities and requirements are specific to local contexts. While it may not be clear if there is a direct relation between the US-based studies and hiring situation in Ontario—in part due to the availability of fewer Canadian studies—reviewing and comparing the findings is actually a large part of the interest in comparative and international education. Highlighting the similarities and differences can provide the opportunity for dialogue and mutual learning. While there is probably no perfect hiring process in any field or region, reviewing the current processes and their outcomes will help to identify both successful and unsuccessful strategies. In the field of education, this process may also help us to maintain and develop a strong staff and teaching profession over the long term.

2.5 How this study will expand the current literature

As mentioned, this study has combined elements of different fields of study: international education; teacher learning and international experience; hiring practices; and the hiring practices in schools. It is also the first study that combines these topics in an Ontario context that I have been able to find, which is highly relevant at this time of change in education, and at a time when a number of qualified teachers are leaving the country in order to teach (Ontario College of Teachers, 2012).

I anticipate that this study will contribute to the discourses on internationalization in education in the Ontario context—especially since most studies are currently based in the US—and to bring some initial insight to the consideration of international experience when hiring, and on the hiring practices of teachers overall. I anticipate that the study can provide a bridge between discourses on post-secondary teacher education programs and the practical employment issues that qualified K-12 teachers face. While Ontario teachers may already be living and working in multicultural communities, entering the field of international teaching is a very different, very new experience, which may not be fully recognized by others around them. They may not have not been prepared for this experience, even by living in familiar surroundings in such a diverse city as Toronto; for some young, newly-graduated teachers, it may be the first time they have moved out of their parents' homes, and others may have never travelled before, while others may have done more extensive travel or may have immigrated from other countries earlier in their lives. Some of these teachers may plan to stay in the field of international teaching for their careers, some may decide to emigrate to other countries, while most may leave their homes with the intention of

gaining work experience for a few years before returning home (Boyd *et al.*, 2005; Barbieri, Rosetti & Sestito, 2011; Anzia & Moe, 2014) in order to continue their teaching careers closer to their families and friends. While it is beyond the scope of this study to explore all of these situations, I hope that the research may not only add a glimpse into the experiences that teachers gain and how they are perceived by administrators, but also to interest more researchers to explore this topic—perhaps instead of contributing even more studies to exploring the positive impacts of short-term international programs on pre-service teachers. Likewise, I also hope that this research may provide those who work in teacher education with some pragmatic considerations when planning international opportunities for pre-service teachers, which may help to shape the types of programs that they deliver and study. I anticipate that any changes will be made not only for the sake of employment prospects, but for program quality. The study may also help to inform these institutions on the types of professional learning that can be offered to school administrators, which may broaden schools leaders' understandings of international education, opportunities and global issues in education. I also anticipate that the research can contribute to the literature about hiring teachers; if many teachers are gaining international experience and it is not a current component of local discourses on teacher hiring, it may be an area of priority for future research. With all of these considerations, I believe that this area of research is relevant to the current context of education in Ontario.

Chapter Three: Methodology

In this study, I sought to describe current trends in local school administrators' thinking about locally-educated teachers' international experience(s) when they are completing the hiring process. My study included a quantitative, cross-sectional survey of 131 principals, vice-principals, human resources professionals and other administrators who conduct the hiring of teachers in order to explore and summarize their experiences and perceptions. In order to verify these results, I was also given permission to informally speak with Human Resources professionals in two public school boards. Prior to conducting the survey, hiring criteria/policies were also reviewed from some publicly-funded school board websites so that knowledge of the "official" hiring policies and interpretation of international experience could be confirmed.

3.1 Survey

The survey was created on *SurveyMonkey*, an online survey site, which has built-in data analysis tools including question summaries, data trends and comparisons of individual responses (*SurveyMonkey*, 2014). A sample of the survey questions can be found in *Appendix B*, and the rationale for each survey question is outlined in more detail in *Appendix C*. Hard copies were also used in order to make the completion of the survey more convenient for those administrators who participated in the survey at a school principals' conference; responses that were recorded on hard copies were manually entered into *SurveyMonkey*. These transcriptions were cross-checked to ensure the correctness of the data entered, in order to avoid human error.

The results of this information-gathering are summarized in *Chapter Four*; school board websites were also reviewed for hiring policies.

The online survey included a few different formats of questions in order to get a depth of responses to questions, including those that could be scored:

1. With a continuous scale correlated with a numeric scale.

Example: Please indicate the types of hiring criteria that you use when hiring teachers, and their importance to your decision-making about hiring:

| Rank of importance in hiring process | Scale: 0 = not important at all; 1 = minimally important; 2 = somewhat important; 3 = important; 4 = very important | |
|--------------------------------------|---|------------------|
| 0 1 2 3 4 | Board hiring policies/guidelines/rules | |
| 0 1 2 3 4 | Demographic considerations (e.g., race, gender) | |
| 0 1 2 3 4 | Positive attitude/enthusiasm expressed by candidate | |
| 0 1 2 3 4 | Candidate's references | |
| 0 1 2 3 4 | Candidate's performance in the job interview | |
| 0 1 2 3 4 | Candidate's prior teaching experience in my board and/or school | |
| 0 1 2 3 4 | Candidate's teaching experience in Ontario | |
| 0 1 2 3 4 | Candidate's teaching experience outside Canada | |
| 0 1 2 3 4 | Reputation of the Faculty of education attended | |
| 0 1 2 3 4 | Candidate's philosophy of education | |
| 0 1 2 3 4 | International/intercultural experience | |
| 0 1 2 3 4 | Seniority | |
| 0 1 2 3 4 | Candidate's reference from another principal in the board | |
| 0 1 2 3 4 | Other factor | Please indicate: |

| | | |
|-----------|--------------|------------------|
| 0 1 2 3 4 | Other factor | Please indicate: |
|-----------|--------------|------------------|

2. With a categorical scale, for those questions that require information to be added by the participant.

Example: How do you believe that internationally-located Canadian-curriculum schools *compare* to Ontario schools?

- ☐ I believe that the schools are of *higher* quality than the schools located in Ontario.
- ☐ I believe that the schools are of *equivalent* quality to the schools located in Ontario.
- ☐ I believe that the schools are of *lower* quality to schools located in Ontario.
- ☐ I believe that the quality may *vary*, school-by-school.
- ☐ I don't know.
- ☐ My assumptions are based on: _____

3. With closed-ended and open-ended questions.

Example: If you had two applicants of *equal years of experience and qualification*, would international experience (whether in a school that uses Canadian curriculum *or* a different curriculum) be a determining factor in selecting this teacher as your new hire?

- ☐ Yes
- ☐ No
- ☐ Maybe
- Explain: _____

4. With one completely open-ended question at the end of the survey, in case there were other pertinent considerations that were not addressed.

Example: Please provide any other information that you think would be useful for the researcher to be aware of on this topic.

Even in the sets of closed-ended questions, I often left an open-ended question at the end of the set in order to ensure that participants were able to explain what they thought with regard to the information that they were providing.

It was important to be able to see the responses of individuals as well as the overall number of responses to answers to each question so that a principal's personal experience and context could be correlated with how he/she answered the questions (e.g., a person with international experience may answer differently than someone with none).

In order to seek patterns in the hiring process and in school administrators' consideration of teachers' international experience, questions were classified into three major themes:

1. **Respondents' own personal/professional experiences** (including knowledge of opportunities and context):
 - a. This information was thought to provide variables for which school administrators consider international experiences when hiring, since their frames of reference may be based on personal knowledge or participation in international teaching opportunities, or the type of school (e.g., diverse, urban) and programs (e.g., specialized, private) that they lead. Likewise, since the literature indicated that principals sometimes hire those similar to themselves, and since they may prefer job candidates with international experience when hiring for certain subjects, the information could be relevant.
2. **The hiring practices/policies at the school/board and the levels of principals' autonomy** associated with these:
 - a. This information may provide insight into hiring policies that affect decision-making.

- b. Asking about school administrators' autonomy may indicate if they feel that they are able to hire the people whose experiences they value. If they personally value international experience, will their school/board hiring policies allow them to hire a teacher, or are there competing priorities?
 - c. Asking about the qualities they are seeking in teachers could also verify if international experience (or the qualities that are often developed during international experience) are relevant to the hiring processes.
- 3. School administrators' considerations of international experience when hiring, and their potential interest in international education/experience:
 - a. This information addresses the actual hiring process and the levels of consideration that school administrators make.
 - b. The information pertaining to their interests can potentially also be used when considering future research questions, and also to assess potential areas of interest, which could direct the development of future professional learning opportunities, as appropriate.

Before the final survey questions were created, they were tested on seven of my friends/colleagues who are either practicing or retired school or school board administrators. Their feedback was incorporated into the final questions that were used. Likewise, before conducting the survey, I created two conceptual frameworks (see *Appendix D* and *Appendix E*). One may clarify the processes by which teachers will generally receive international experience prior to applying for teaching jobs in Ontario, and a second framework explores some of the factors that the literature

suggests go into principals' decision-making processes during hiring. These frameworks are not created in order to frame the research as much as to create a visual reference for those who may not be as familiar with the topics of international experience or hiring.

3.2 Sampling

The sample included 131 school administrators from public, Catholic and private/independent schools in Ontario. In selecting school boards to approach, I considered three factors, which were based on convenience and the diversity of the sampling: 1. that the board would include rural, suburban *and* urban schools in its jurisdiction 2. that the board's approval process—in submitting an application package and application forms—was approaching in the near future or was “open” in terms of application dates so that I could conduct the research in a timely manner.

Both publicly-funded school boards and private/independent schools were approached. Once permission was obtained from school boards, information was sent to principals in the manner that each school board required. When the application packages to conduct research had been submitted, 11 boards declined to participate in the survey. While not all boards gave reasons for declining, others gave more than one reason, including: 1. The board staff are too busy (two boards); 2. The topic of research is not a priority for the board (three boards); 3. The reviewers at the board felt that legislation was already in place for hiring policies, so they had no reason to participate (one board). Boards that did grant me permission to conduct research with school principals had various methods for allowing contact with school principals in order to

inform them of the confidential, online survey. These methods include: 1. The school board sent out information to invite principals to participate in the survey, and if interested principals could participate directly online; 2. The school board allowed me to contact school principals directly in order to inform them about the survey; if they were interested in participating, they were emailed an invitation to participate, the URL, informed consent information and the permission verification letter from the board representative.

In order to inform private/independent school administrators about the survey, I also contacted individual schools. If the administrator agreed to participate, I emailed information—including informed consent, ethics review approval and in some cases a synopsis of the research—so that the administrator would be able to click on the link in order to participate directly. The private/independent schools that I approached by phone were diverse, including single- and mixed-gender schools, religious schools (including Jewish, various Christian denominations, Muslim, Sikh), schools of different educational philosophies and methodologies (online, Montessori, single-student classes), and schools of different cultural populations (all-Chinese students, Mennonite) and located around the province. I also tried to approach private/independent schools that had varying tuition prices, and those who were—and were not—members of professional associations. In my initial consideration, I did cross off the names of any private/independent schools that were documented as having lost their licenses for any period of time, even if they had been reinstated later.

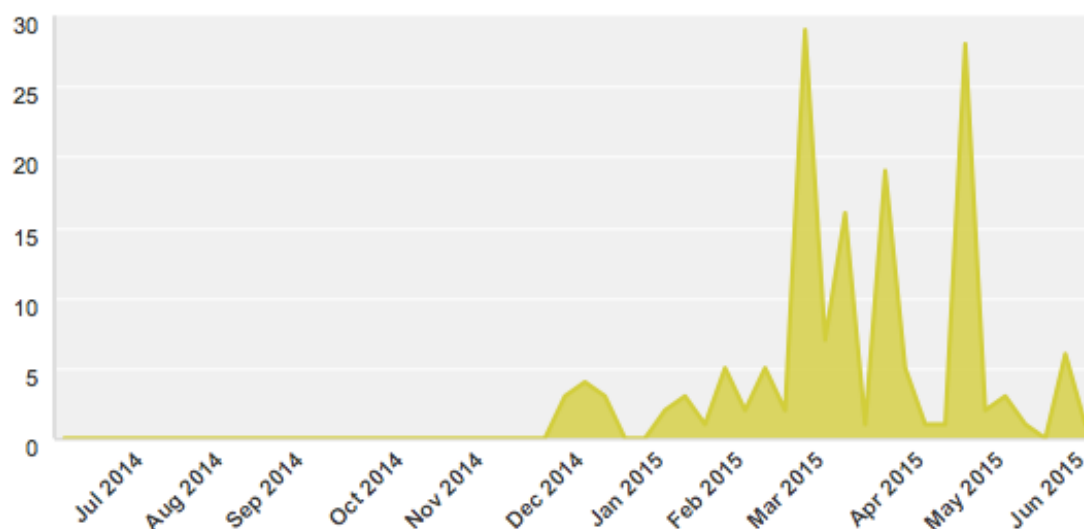
In addition to gaining permission from school boards, the Ontario Principals' Council (OPC) also provided information about my survey in their e-newsletter in

three weekly issues, informing school principals of the survey. I also attended the Catholic Principals' Council of Ontario (CPCO) spring conference, where I was able to speak with principals about the survey and request their responses in either an online or paper-based format; in addition, the CPCO agreed to send out information on the survey in their e-newsletter as well.

As could be anticipated, the highest number of responses appeared to be completed at times when I had made personal contact with administrators at the school boards or at the principals' conference, rather than the more passive provision of information to school administrators through an Board or Association email or newsletter. The pattern for this collection can be seen in *Figure 1*.

Figure 1: Response Rates to Survey

This graph shows the times of responses to the survey. The “peaks” were when I gained permission to approach a new board, when I took a day to contact schools, and when I attended a conference for administrators. (Source: *SurveyMonkey*)



The sample also includes non-probability sampling, since the school boards and private/independent schools do not represent *all* of the schools and boards across the province, due to demographics and contextual differences. The sample includes

administrators from an undetermined number of school boards, including at least four public English-language school boards, at least four Catholic English-language school boards and from up to 21 private/independent schools. The application process to conduct research was fully completed for 10 public school boards and 11 Catholic school boards. Boards that were approached generally had a mixture of urban, suburban and rural schools in their jurisdictions, and were from various regions of the province. The actual number of boards that are represented in the study cannot be determined due to the recruitment of participants through the two professional associations for principals, combined with the fact that the survey was anonymous. The study also includes convenience sampling, since I was bound to participating with the boards and schools where I was able to gain access, in addition to recruiting participants through the professional associations. With private/independent schools, I was able to connect with 37 school administrators (who may have had various roles and job titles and were not necessarily school principals, but who participate in the hiring process in their schools); of these, 32 agreed to participate in the survey and 5 refused. Reasons for refusing included that they were too busy or not interested; in two cases, their English language proficiency was not strong, and I am not sure that they understood what I was asking. I tried to reach an additional 14 school administrators by email, and was also unsuccessful in reaching an additional 36 by phone. Of the 32 private/independent school administrators who agreed to complete the survey, 21 did so (65.6% response rate of those who had agreed). With the variety of methods for recruiting participants, the response rate is impossible to accurately calculate.

In total, while 142 participants completed the survey, 131 responses were considered as valid for the study, based on the completion level. The 131 respondents included 53 administrators from public schools, 56 administrators from Catholic schools and 21 administrators from private/independent schools, along with one school administrator who did not indicate the type of school, but it is believed that they are from a private/independent school. Two administrators stated that they are retired, but since they also indicated that they are still actively involved in schools—one also completing some recruitment for international schools—their responses were still considered. There are currently 31 English public school boards, 29 English Catholic school boards (Ontario Ministry of Education, 2014a) and 1039 private schools in Ontario (Ontario Ministry of Education, 2014b). Board sizes vary, but according to the Ministry of Education, in 2012-2013 there were 7,326.91 full-time equivalent (FTE) administrators (principals and vice-principals), “consisting of 5,220.94 elementary and 2,105.97 secondary administrators” (Ontario Ministry of Education, 2014a).

Details of the characteristics of the sampling can be found in *Table 1*.

Table 1: Demographics of Survey

Table 1.1 • Schools: (N=131)

| | TOTAL | | Rural | | Suburban* | | Urban | | Other | | Not Ans.* | |
|---------------------|------------|-------------|-----------|------------|-----------|------------|-----------|------------|----------|-----------|-----------|-----------|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| Public | 53 | 40% | 9 | 7% | 16 | 12% | 26 | 20% | 1 | 1% | 1 | 1% |
| Catholic | 56 | 43% | 13 | 10% | 20 | 15% | 21 | 16% | 0 | | 2 | 1.5% |
| Independent/Private | 21 | 16% | 1 | 1% | 7 | 5% | 11 | 8% | 0 | | 2 | 1.5% |
| Not Responded | 1 | 1% | 0 | | 0 | | 1 | 1% | 0 | | 0 | |
| TOTAL | 131 | 100% | 23 | 18% | 43 | 33% | 59 | 45% | 1 | 1% | 5 | 4% |

* Numbers rounded in the break-down of calculations.

Table 1.2 • Schools: (N=131)

| | TOTAL | | Rural | | Suburban* | | Urban | | Other | | Not Ans.* | |
|------------------------------|------------|-------------|-----------|------------|-----------|------------|-----------|------------|----------|-----------|-----------|-----------|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| Elementary | 81 | 62% | 15 | 11% | 31 | 24% | 32 | 24% | 0 | 0% | 3 | 2% |
| Middle | 6 | 5% | 0 | 0% | 0 | 0% | 6 | 5% | 0 | 0% | 0 | 0% |
| Secondary | 26 | 20% | 4 | 3% | 7 | 5% | 11 | 8% | 1 | 1% | 2 | 2% |
| K-12 (one includes toddlers) | 6 | 5% | 1 | 1% | 1 | 1% | 4 | 3% | 0 | 0% | 0 | 0% |
| Elementary and Middle | 4 | 3% | 2 | 2% | 0 | 0% | 2 | 2% | 0 | 0% | 0 | 0% |
| Elementary and Secondary | 2 | 2% | 1 | 1% | 1 | 1% | 0 | 0% | 0 | 0% | 0 | 0% |
| Middle and Secondary | 5 | 4% | 0 | 0% | 1 | 1% | 4 | 3% | 0 | 0% | 0 | 0% |
| Not responded | 1 | 1% | 0 | 0% | 1 | 1% | 0 | 0% | 0 | 0% | 0 | 0% |
| TOTAL (rounded) | 131 | 100% | 23 | 18% | 42 | 33% | 59 | 45% | 1 | 1% | 5 | 4% |

* Numbers rounded in the break-down of calculations.

Table 1.3 • School Diversity: (N=131)

| | TOTAL | | Not diverse at all | | Minimally Diverse | | Somewhat diverse | | Diverse | | Very Diverse | | Not Ans. | |
|---------------------|------------|-------------|--------------------|-----------|-------------------|------------|------------------|------------|-----------|------------|--------------|------------|----------|-----------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Public | 53 | 40% | 3 | 2% | 13 | 10% | 14 | 11% | 10 | 8% | 13 | 10% | 0 | 0% |
| Catholic | 56 | 43% | 3 | 2% | 22 | 17% | 12 | 9% | 6 | 5% | 12 | 9% | 1 | 1% |
| Independent/Private | 21 | 16% | 1 | 1% | 5 | 4% | 8 | 6% | 4 | 3% | 2 | 2% | 1 | 1% |
| Not Responded | 1 | 1% | 1 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| TOTAL | 131 | 100% | 8 | 6% | 40 | 31% | 33 | 26% | 20 | 16% | 27 | 21% | 2 | 2% |

Table 1.4 • Roles (N=131)

| | TOTAL | | Male | | Female | | Not Answered | |
|----------------|------------|-------------|-----------|------------|-----------|------------|--------------|-----------|
| | # | % | # | % | # | % | # | % |
| Principal | 103 | 79% | 48 | 37% | 54 | 41% | 1 | 1% |
| Vice-Principal | 18 | 14% | 7 | 5% | 11 | 8% | 0 | 0% |
| Other* | 10 | 8% | 2 | 2% | 8 | 6% | 0 | 0% |
| TOTAL | 131 | 100% | 57 | 44% | 73 | 55% | 1 | 1% |

* Other roles include: Retired school principal, Director of HR, Deputy Principal, Director, Guidance

Table 1.5 • Gender (by years of experience in role)* N=131

| | TOTAL | | Male | | Female | | Not Answered | |
|---------------------|------------|-------------|-----------|------------|-----------|------------|--------------|-----------|
| | # | % | # | % | # | % | # | % |
| From 1 to 5 years | 58 | 44% | 29 | 22% | 28 | 21% | 1 | |
| From 6 to 10 years | 36 | 27% | 10 | 8% | 26 | 20% | 0 | |
| From 11 to 15 years | 26 | 20% | 14 | 11% | 12 | 9% | 0 | |
| From 16 to 20 years | 7 | 5% | 3 | 2% | 4 | 3% | 0 | |
| More than 20 years | 4 | 3% | 1 | 1% | 3 | 2% | 0 | |
| TOTAL | 131 | 100% | 57 | 44% | 73 | 56% | 1 | 1% |

* Numbers rounded off in percentages

Table 1.6 • Immigration status (by gender)* N=131

| | TOTAL | | Male | | Female | | Not Answered | |
|-----------------------------|------------|-------------|-----------|------------|-----------|------------|--------------|-----------|
| | # | % | # | % | # | % | # | % |
| Born in Canada | 109 | 83% | 47 | 36% | 61 | 47% | 1 | 1% |
| Moved to Canada as a child | 16 | 12% | 7 | 5% | 9 | 7% | 0 | 0% |
| Moved to Canada as an adult | 5 | 4% | 2 | 2% | 3 | 2% | 0 | 0% |
| Not answered | 1 | 1% | 1 | 1% | 0 | 0% | 0 | 0% |
| TOTAL | 131 | 100% | 57 | 44% | 73 | 56% | 1 | 1% |

* Numbers rounded off in percentages

Table 1.7 • Types of international experience (by gender)*

| | TOTAL | | Male | | Female | | Not Ans. | |
|--|-------|-----|------|-----|--------|-----|----------|----|
| | # | % | # | % | # | % | # | % |
| Worked only in education in Canada | 112 | 85% | 47 | 36% | 65 | 50% | 0 | 0% |
| Worked in education outside Canada | 18 | 14% | 11 | 8% | 6 | 5% | 1 | 1% |
| As a student, completed one or more international "study abroad" opportunity | 9 | 7% | 5 | 4% | 4 | 3% | 0 | 0% |
| Not answered | 0 | N/A | 0 | 0% | 0 | 0% | 0 | 0% |

* Respondents may have completed *more than one* of these experiences; numbers rounded off in percentages**Table 1.8 • Gender (by school)* N=131**

| | TOTAL | | Male | | Female | | Not Answered | |
|---------------------|------------|-------------|-----------|------------|-----------|------------|--------------|-----------|
| | # | % | # | % | # | % | # | % |
| Public | 53 | 40% | 25 | 19% | 27 | 21% | 1 | 1% |
| Catholic | 56 | 43% | 22 | 17% | 34 | 26% | 0 | 0% |
| Independent/Private | 21 | 16% | 10 | 8% | 11 | 8% | 0 | 0% |
| Not Responded | 1 | 1% | 0 | 0% | 0 | 1% | 0 | 0% |
| TOTAL | 131 | 100% | 57 | 44% | 73 | 56% | 1 | 1% |

* Numbers rounded off in percentages

Table 1.9 • School Programs: (N=131; people could answer more than one)

| | TOTAL | | Public | | Catholic | | Independent / Private | | Not Answered | |
|---|------------|------------|-----------|------------|-----------|------------|-----------------------|------------|--------------|------------|
| | # | % | # | % | # | % | # | % | # | % |
| Male only/female only classes | 11 | 8% | 1 | 1% | 2 | 2% | 8 | 6% | 0 | 0% |
| Special education program (beyond regular resource room supports) | 40 | 31% | 21 | 16% | 11 | 8% | 8 | 6% | 0 | 0% |
| Gifted program | 11 | 8% | 5 | 4% | 4 | 3% | 2 | 2% | 0 | 0% |
| Advanced Placement (AP) | 13 | 10% | 1 | 1% | 2 | 2% | 10 | 8% | 0 | 0% |
| French Immersion | 27 | 21% | 14 | 11% | 13 | 10% | 0 | 0% | 0 | 0% |
| Arts | 10 | 8% | 1 | 1% | 5 | 4% | 4 | 3% | 0 | 0% |
| International Baccalaureate (IB) | 3 | 2% | 1 | 1% | 1 | 1% | 1 | 1% | 0 | 0% |
| Specialist High Skills Major (SHSM) | 11 | 8% | 4 | 3% | 7 | 5% | 0 | 0% | 0 | 0% |
| My school does not have any specialized programs | 49 | 37% | 17 | 13% | 26 | 20% | 5 | 4% | 1 | 1% |
| Other (please specify) | 20 | 15% | 4 | 3% | 8 | 6% | 8 | 6% | 0 | 0% |
| Not Responded | 4 | 3% | 2 | 2% | 2 | 2% | 0 | 0% | 0 | 0% |
| TOTAL | 199 | N/A | 71 | N/A | 81 | N/A | 46 | N/A | 1 | N/A |

Those who answered “other” listed the following programs (N=20):

- DE Program – Special Needs (1 Catholic school)
- Extended French (1 Catholic school; 1 Independent/Private School)
- Life Skills (1 Catholic school)
- Online Education (1 Catholic school)
- Parent Centre in the school (1 Catholic school)
- Peer-Assisted Learning - Literacy and Numeracy (1 Catholic school)
- Sports Academy (1 Catholic school)
- Student Success Classroom Model - Independent Learning Centre Resources (1 Catholic school)
- Global Leadership (1 Independent/Private school)
- International Program (1 Independent/Private school)
- Montessori (1 Independent/Private school)
- One-on-one instruction (2 Independent/Private schools)
- Robotics (1 Independent/Private school)
- University-pathway courses (1 Independent/Private school)
- Accelerated Basic Literacy Education (1 Public School)
- Alternative Education (1 Public school)
- English as a Second Language (ESL) Magnet (1 Public school)
- Fast Forward Program (1 Public school)

As *Table 1* demonstrates, the sample includes administrators from multiple and sometimes overlapping school panels: 81 elementary; six middle; 26 secondary; six K-12; four elementary/middle; two elementary/secondary; five middle/secondary; and one who did not respond to the question. Likewise, of all who responded (N=131), 18% were from rural, 33% from suburban, 45% from urban, one percent from another context and four percent did not answer. This representation appears to be a little heavier on the rural population than is reflective in Ontario's population; Statistics Canada indicated in 2011 that Ontario's population was 85% urban (seeming to combine suburban and urban populations, which was redefined as a "population centre") while 14% was rural, which Statistics Canada (2014) defines as "persons living outside centres with a population of 1,000 AND outside areas with 400 persons per square kilometer" (p.1). While the sample in this study is certainly not large or random enough to draw conclusions about the hiring of teachers across the province, it is suggestive as it includes administrators from a variety of locations around the province and from a variety of urban, suburban and rural school settings.

Although 100% participation of the administrators in each board and private/independent school would have been ideal, the parameters I was given did not provide such an opportunity. Without disclosing the exact names of the schools and/or school boards that participated, the comparison to the number of administrators in the province is statistically low: in 2013-14 there were approximately 7,320.17 FTE (full-time equivalent) administrators (principals and vice-principals) (Ministry of Education, 2014a) in publicly-funded Ontario schools (which includes both public and Catholic schools), so this sampling (N=109) represents only 1.49% of their population.

Likewise, my search on the Ontario Ministry of Education's website (2014b) came up with 971 entries for the number of private/independent elementary and secondary schools in Ontario; even if survey respondents were each from different schools—which there is no way to verify—the 21 who completed the survey would only represent 2.16% of the private/independent institutions. Despite the fact that the number of participants who completed the survey is only a small percentage of those who work in public, Catholic and private/independent schools across the province and therefore not statistically significant, the study may be seen as a starting point for more statistically significant research. Comparisons of responses between public, Catholic and private/independent school contexts were still possible in some cases.

I also sought to survey administrators who conduct the hiring in their schools/school boards. However, as outlined in the literature review, some boards—and in the case of this study they were all administrators in Catholic school boards—do not actually have their administrators participating in the hiring of teachers, but instead they may follow a centralized hiring process. In reviewing the data and situation in some school boards, I determined that I would leave the responses of some of these administrators in the data, since they may not be participating due to board policy, due to the legislation with *Regulation 274/12*, or on a rotation of hiring committees within the board. Perhaps they are not participating in the hiring this year, but they may do so next year. *Table 2* shows those who participate in hiring in the sampling; interestingly, this data does not exactly correlate with the data collected with regard to administrators' feelings of autonomy in the hiring process, which was another reason that the responses were still considered within the survey.

Table 2: Participation in Hiring

Question: Do you participate in the hiring process in your school and/or school board?

Table 2.1 • Answers (N=131)

| | TOTAL | | Yes | | No* | | Not Answered | |
|-------------------------|------------|-------------|------------|------------|-----------|------------|--------------|-----------|
| | # | % | # | % | # | % | # | % |
| Public | 53 | 40% | 53 | 40% | 0 | 0% | 0 | 0% |
| Catholic | 56 | 43% | 37 | 28% | 19 | 15% | 0 | 0% |
| Independent/ Private | 21 | 16% | 21 | 16% | 0 | 0% | 0 | 0% |
| Not Responded | 1 | 1% | 1 | 1% | 0 | 0% | 0 | 0% |
| TOTAL | 131 | 100% | 112 | 85% | 19 | 15% | 0 | 0% |

* Of those who said "no" (N=19), one was a Vice-Principal and 18 (94.7%) were Principals, and all were from Catholic schools. 16 were from elementary schools, one was from a middle school and 2 were from secondary schools. 9 have been in their roles from 1 to 5 years, 9 have been in their roles from 6 to 10 years and one has been in his/her role from 11 to 15 years.

Based on the information above, it is also interesting to then correlate the information to whether these administrators felt any autonomy during the hiring process (see *Table 3*). Despite not participating in the hiring process, some administrators still indicated some levels of autonomy in the hiring process. More research would need to be done in order to verify why these responses were provided, which is beyond the scope of this study.

Table 3: Answers from those who indicated that they do not participate in the hiring process

| | TOTAL | | Full Autonomy | | Good deal of Autonomy | | Some Autonomy | | Very Little Autonomy | | No Autonomy | | Not Answered | |
|----------|-------|-----|------------------|----------------|-----------------------------|----------------|------------------|----------------|-------------------------|----------------|----------------|----------------|-----------------|----------------|
| | # | % | # | % of popul. | # | % of popul. | # | % of popul. | # | % of popul. | # | % of popul. | # | % of popul. |
| Catholic | 19 | 15% | 0 | 0% | 0 | 0% | 1 | 5% | 4 | 21% | 12 | 63% | 2 | 11% |

Data was collected from November 2014 to June 2015. After the survey was closed, it was discovered that one Board that had agreed to participate had not sent out the survey information to their principals. In order to encourage participation, I also

offered a prize for those who wished to enter; I conducted a lucky draw from the names at the end of the survey, with the chance to win a \$100 gift certificate for Indigo Books. Participants' names were not connected to their answers in this survey, and were used only for the purpose of the draw.

3.3 The Methodology

The survey data were collected on *SurveyMonkey* and then descriptive statistics were compiled automatically onto Excel spreadsheets; respondents who indicated that I should not include their responses, who answered only a couple of questions or who indicated that their responses were only a test were removed. Results were then tallied using filters and analyzed in terms of the central tendency in order to see what most principals/administrators in the sampling tend to do or think, according to their responses. If results showed statistical significance using a measure of central tendency—50% or more of respondents—the more particular variables were explored to see if other factors might influence their answers. In some instances, even if minority responses were determined, they were still analyzed in more detail in order to compare to other studies that have been conducted previously, as discussed in the literature review. The variance was reviewed in order to determine if there was a wide range of responses, or a small range, which was represented in the tables that are presented. At times, these were explored by type of school (e.g., public, Catholic or private/independent or the gender of respondents) and the percentage within the group was also sometimes determined, if the response might be significant. While the samples are small in comparison with the number of school administrators across the

province and the variations in schools and demographics was wider than I had initially anticipated, some broad conclusions can be made within the sample.

Once the data were collected, it was compiled using *SurveyMonkey*, which provided an automatically-generated Excel spreadsheet. The data on this spreadsheet was organized, removing those individuals who could *not* be considered due to a lack of adequate completion or requests not to consider them; filters were then used in order to count responses to different questions. Individual tables were then created in order to compare different aspects of the data, which are presented in the diagrams that are included with this paper (See *Tables 1 to 13*). This compilation of data allowed me to seek some patterns when comparing demographic and experience profiles with type(s) of schools/programs compared with consideration of international teaching experience, although the sampling generally ended up being too small in order to draw conclusions.

In reviewing responses to Likert scales, responses were initially reviewed individually; in some cases, two responses combined might be statistically significant (more than 50%). It is important to note that while looking for patterns, I did not create a specific hypothesis in advance, so no specific hypothesis was tested; I genuinely did not know what the results of the survey would be in the Ontario context, but could compare results with the studies that are cited in the literature review.

Likewise, the two informal discussions with Human Resources professionals regarding hiring processes and policies were conducted by phone and recorded in point-form notes; they included an unscripted discussion about the hiring practices

policies and processes in the school board in order to provide some context for the survey results.

Due to the fact I elicited responses partly by including information in professional associations' newsletters and through school boards' policies of sending out information in emails and/or newsletters, the possibility of having a response bias increased; principals who read their e-newsletters and who made the effort to click on a URL and complete a 15-minute survey may be much more likely to have an interest in the general topic of international experience and/or teacher hiring than those who have not done so. When approaching school administrators in all schools and boards, those who agreed to participate may have had more of an interest in the topic than those who declined. Some of the administrators who agreed to participate also asked for a final copy of the paper to be sent to them, indicating that they had some interest at the personal and/or institutional level in the topic. While this potential for response bias needs to be considered when reviewing the data, the anonymous nature of the survey makes an actual probability calculation impossible to determine.

Another limitation of the study is the relationships among the variables (e.g., the school programs). With the size of the sample, the results were too small and too disparate to make firm conclusions. In some cases, I have reported the data, but the results are inconclusive. In other cases, I have not presented the data that is not determined to be significant.

Chapter Four: Summary of the Findings and Results

As a part of my contextual research, and to verify and gain insights into the survey responses, my informal discussions with two Human Resources professionals in Ontario public school boards and my review of board hiring policies online confirmed that there are different processes for hiring in different boards; some complete hiring centrally, while others have a type of hybrid model, where candidates are initially centrally screened for qualifications (e.g., membership with the Ontario College of Teachers, a clear criminal record check, qualifications in the specific subject areas), suitability and references. Then successful candidates are screened and “hired”—at times with the participation of school principals—in order to be added to the list of occasional teachers (for work often referred to as “supply teaching”, where they teach temporarily for a day or more when the permanent teacher is absent). It is also documented on some Catholic school boards’ websites that a demonstration of “Catholicity” is also required, which may include references from candidates’ parish priests, and/or signed declarations that they will follow the teachings of the Catholic Church. Once teachers are on the occasional list and have been successfully completing work—perhaps for a set period of time, such as 10 months or after working for a certain number of hours—they may be eligible to apply for long-term occasional (LTO) positions, which are longer-term temporary contract positions, substituting for teachers who will be absent for an extended period of time (e.g., due to a longer-term illness). In some boards, there *may* be a separate LTO hiring list, which may have a set number of spaces, so that some people must be hired—and therefore removed from the LTO list—in order for new names to be added. As discussed earlier, *Regulation*

274/12 requires that hiring for permanent positions be based on seniority with these occasional positions. The Human Resources Department may complete a screening of those who are qualified for the positions and their levels of seniority; only those who are fully-qualified and who have the top “seniority numbers” will be considered for the position. Likewise, if a teacher who has been hired into a permanent position is declared “surplus” at the end of an academic year (e.g., due to declining enrolment), they will have priority in placement into a new job before any new teachers could be hired in the same subject area; the details of these arrangements and timelines could be outlined in the teachers’ specific collective agreement. External hiring is generally only completed for adding names to the list of eligible candidates for occasional/temporary positions; the only time external hiring would be completed for full-time positions would be in the case of a shortage of qualified teachers in a specific subject area. At this time there is a shortage of teachers in French, for some special needs classrooms (e.g., working with students who are deaf or blind) and in “niche” subject areas such as hospitality/tourism. For those rare instances where an LTO cannot be filled internally, recruitment can take place externally, and may even include recruiting teachers from French-speaking countries, if they are also able to obtain their teaching certification from the Ontario College of Teachers (OCT), which is mandatory for teaching in publicly-funded schools in the province. A large number of Ontario school boards are using an online application program—*Apply to Education*—to help them collect and assess applications; this third-party software allows them to see all of each job candidate’s documents (including reference letters and teaching

evaluations), as well as the positions that each applicant has applied for, and nightly certification updates from the Ontario College of Teachers are completed.

One Human Resources professional told me that the Board still actively participates in some hiring fairs each year at some of the Ontario universities by invitation, and they would also consider applications from those who have Ontario teacher credentials with international experience; although international experience is not specifically sought out. As a result of the shortage of jobs for teachers, stakes are high for applicants; in one year alone, a school board might receive 2,000 applications for English language elementary occasional teaching positions, and of these, they may select only 200 to join the list. Surprisingly, despite the many layers in the employment process, some student teachers who have applied for positions do not show up when they are invited to interview; this information suggests that despite having two university degrees and strong résumés, some people lack the maturity and professionalism to be successful teachers—and it may also highlight the importance of job interviews, as was outlined in the literature review.

When considering findings from the online survey, perhaps the question that most directly answers the question about hiring is, “If you had two applicants of equal years of experience and qualification, would international experience (whether in a school that uses Canadian curriculum or a different curriculum) be a determining factor in selecting this teacher as your new hire?” The responses to this question are outlined in *Table 4*, and they clearly demonstrate that there are other factors beyond just international experience that would be considered when hiring teachers.

Responses were almost an even split between an answer of “No” (53 responses or

40%) and “Maybe” (54 responses or 41%). Only 19 respondents (15%) indicated that the teacher’s international experience would be the “tie breaker” in the hiring process.

Table 4: Would School Administrators Hire Someone with International Experience over Others Without It?

Question: If you had two applicants of equal years of experience and qualification, would international experience (whether in a school that uses Canadian curriculum or a different curriculum) be a determining factor in selecting this teacher as your new hire?

Table 4.1 • Responses: (N=131)

| | TOTAL | | Yes | | No | | Maybe | | Not Responded | |
|---------------------|------------|-------------|-----------|------------|-----------|------------|-----------|------------|---------------|-----------|
| | # | % | # | % | # | % | # | % | # | % |
| Public | 53 | 40% | 5 | 4% | 24 | 18% | 22 | 17% | 2 | 2% |
| Catholic | 56 | 43% | 10 | 8% | 21 | 16% | 22 | 17% | 3 | 2% |
| Independent/Private | 21 | 16% | 4 | 3% | 7 | 5% | 10 | 8% | 0 | 0% |
| Not Responded | 1 | 1% | 0 | 0% | 1 | 1% | 0 | 0% | 0 | 0% |
| TOTAL | 131 | 100% | 19 | 15% | 53 | 40% | 54 | 41% | 5 | 4% |

Correlations:

Table 4.2 • Summary of “yes” comments by theme (N=8; 6% of sample and 42% of “yes” respondents):

| Comment theme | Number of responses that include this theme* | |
|--|--|-------|
| Valuable skills and experiences gained in international teaching | 4 | 50% |
| Teaching experience gained | 2 | 25% |
| Benefits related to curriculum | 1 | 12.5% |
| Teaching in a multicultural/diverse classroom in Ontario | 3 | 37.5% |

* Note that one person’s comments might contain more than one of these themes.

Table 4.3 • Summary of “no” comments by theme (N=10; 7.6% of sample and 18.8% of “no” respondents):

| Comment theme | Number of responses that include this theme* | |
|---|--|-----|
| Other qualities/factors would be deciding factors instead | 7 | 70% |
| International experience might be a detriment | 1 | 10% |
| More important than the experience is how they have processed their experience(s) or how they are relevant to the local context | 2 | 20% |

* Note that one person’s comments might contain more than one of these themes.

Table 4.4 • Summary of “maybe” *comments* by theme (**N=35**; 26.7% of sample and 64.8% of “maybe” respondents):

| Comment theme | Number of responses that include this theme* | |
|---|--|-------|
| There are other/many variables considered | 3 | 8.5% |
| Would depend on the courses to be taught/position that they are being considered for | 2 | 5.7% |
| Depends on where they taught | 5 | 14% |
| Depends on what they taught | 5 | 14% |
| It would be a consideration, but would not be a deciding factor | 2 | 5.7% |
| Depends on the interview | 4 | 11% |
| Depends on the references | 2 | 5.7% |
| Depends on how the teacher articulates their experience/how they frame it for the local classroom | 8 | 22.8% |
| Depends on the personal qualities/attitudes | 5 | 14% |
| Depends on the teacher’s “fit” for the school | 9 | 25.7% |
| International experience only considered if they <i>also</i> have Ontario experience | 2 | 5.7% |
| If it helps in teaching in a multicultural/diverse/underserved community context | 5 | 14% |
| Regulation 274 overrides this consideration | 1 | 2.8% |

* Note that one person’s comments might contain more than one of these themes; as a result, percentage do not reflect 100% as a result.

While the numbers are small and conclusions of more detailed correlations cannot be made conclusively, it is perhaps still interesting to see the profiles of the respondents who answered each response. In summary:

Of those who said “yes”: (N=19 or 15% of sample)

- Two people in the group moved to Canada as adults (10.5%), and 17 people were born in Canada (89.5%)
- Eight people (42% in the group) have worked in education outside Canada; in the entire survey, there were only 18 people who had worked in education outside Canada, so this affirmative response is 44.4% of this group
- Two people (10.5% in the group) recommended timelines of 1 to 3 years of teaching outside Canada before returning and one recommended timelines of 1 to 6 years (5%)
- There were nine females (47% of the group) and 10 males (53% of the group)
- Two people (10.5% of the group) had studied abroad as students and eight (42%) had worked in education outside Canada
- 10 people (53% of the group) were males and nine (47% of the group) were females
- 10 people (53% of the group) were from Catholic schools, five people (26% of the group) were from public schools and four people (21% of the group) were from private/independent schools

- 13 people (68% of the group) were from urban schools, four people (21% of the group) were from suburban schools and two people (11% of the group) were from rural schools
- 16 people (84% of the group) were school principals, one person (5% of the group) was a school vice-principal, and two people (11% of the group) held other roles in administration
- Five people (26% of the group) were from very diverse schools; four people (21% of the group) were from diverse schools, three people (16% of the group) were from somewhat diverse schools and six people (32% of the group) were from minimally diverse schools; one person (5% of the group) hadn't indicated the diversity of their school
- 10 people (53% of the group) had from 1 to 5 years of experience in their current roles; four people (21% of the group) had from 6 to 10 years of experience; four people (21% of the group) had from 11 to 15 years of experience; one person (5% of the group) had from 16 to 20 years of experience.

Of those who said “no”: (N=52 or 40% of sample)

- Three people (5.7% of the group) moved to Canada as children; one person moved to Canada as an adult (1.9% of the group), and the others were born in Canada (92.3% of the group)
- Seven people (13% in the group) have worked in education outside Canada; two people (3.8% in the group) participated in at least one “study abroad” opportunity as students
- 13 people (25% of the group) recommended a timeline of 1 to 3 years of international experience before returning home; two people (3.8% of the group) suggested a timeline of 4 to 6 years or international teaching before returning. One of these people indicated that, “No more than one year. I believe that it is important for teachers to get their own classroom as soon after graduation as they can but the longer they are out of Ontario, the more their teaching practices are shaped by their host country. I regard it in the same manner as I would if a teacher took a leave from teaching. They don't keep up with the changes in the Ontario standards and curriculum changes and don't benefit from the teacher resources that the Ministry of Education develops and distributes to teachers teaching in Ontario”
- 19 people (37% in the group) were males and 33 (63% of the group) were females; one person did not specify their gender
- 21 people (40% of the group) were from Catholic schools, 24 people (46% of the group) were from public schools and seven people (13% of the group) were from private/independent schools and one (1% of the group) didn't indicate the type of school
- 20 people (38% in the group) were from urban schools, 16 people (31% in the group) were from suburban schools and 15 people (29% in the group) were from rural schools; one person (1% in the group) was from another type of school; one person (1% in the group) hadn't indicated the type of school.

- 42 people (80% in the group) were school principals, eight people (15% in the group) were school vice-principals, and three people (6% in the group) held other roles in administration [numbers rounded in percentages]
- 13 people (25% in the group) were from very diverse schools; six people (11.5% in the group) were from diverse schools, 14 people (27% in the group) were from somewhat diverse schools and 16 people (30.5% in the group) were from minimally diverse schools; three people (6% in the group) were from schools that were not diverse at all; one person (1% in the group) hadn't indicated the diversity of their school [numbers rounded in percentages]
- 26 people (50% in the group) had from 1 to 5 years of experience in their current roles; nine people (17% in the group) had from 6 to 10 years of experience; 11 people (21% in the group) had from 11 to 15 years or experience; four people (7% in the group) had from 16 to 20 years of experience, and three people (5% in the group) had more than 20 years of experience [numbers rounded in percentages]

Of those who said “maybe”: (N=54 or 41% of sample)

- Two people in the group (4% in the group) moved to Canada as an adult; eight people (15% in the group) moved to Canada as a child, and 44 people (81% in the group) were born in Canada.
- Three people (5.5% in the group) have worked in education outside Canada, three people (5.5% in the group) completed at least one “study abroad” experience in school, and 48 people (89% in the group) had only worked in education in Canada
- 18 people (33% in the group) recommended timelines of 1 to 3 years of teaching outside Canada before returning home; one person (2% in the group) suggested a timeline of 4 to 6 years
- 25 people (46% in the group) were males and 29 people (54% in the group) were females
- 22 people (41% in the group) were from Catholic schools, 22 people (41% in the group) were from public schools and 10 people (18% in the group) were from private/independent schools [numbers rounded in percentages]
- 25 people (46.3% in the group) were from urban schools, 20 people (37% in the group) were from suburban schools and five people (9.3% in the group) were from rural schools; four people (7.4% in the group) did not specify the type of school [numbers rounded in percentages]
- 40 people (74% in the group) were school principals, nine people (17% in the group) was school vice-principals, and five people (9% in the group) held other roles in administration
- Eight people (15% in the group) were from very diverse schools; nine people (17% in the group) were from diverse schools, 15 people (28% in the group) were from somewhat diverse schools and 17 people (31% in the group) were from minimally diverse schools; five people (9% in the group) were from schools that were not diverse at all

- 19 people (35% in the group) had from 1 to 5 years of experience in their current roles; 21 people (39% in the group) had from 6 to 10 years of experience; 11 people (20% in the group) had from 11 to 15 years or experience; two people (4% in the group) had from 16 to 20 years of experience; one person (2% in the group) had more than 20 years of experience [numbers rounded in percentages]

With these statistics in mind, it is difficult to create any sort of profile for individuals who would prefer to make teachers' international experiences the determining factor in hiring. However, the overall response indicates that while a minority of school administrators would consider international experience as the determining factor in hiring, administrators who were surveyed *might* consider international experience in combination with other factors. With such a large group indicating "maybe," the majority of responses could shift in either direction, based on other variables. As a result, the additional questions that were included in the survey help to provide further insights into what the school administrators might—and might not—value in teachers' international experiences.

Likewise, my study provided numbers that are too small to be significant, but it provides some cause for doubt on the possible assumption that administrators who have completed international experiences themselves might be more supportive of hiring others who also have completed international experiences; the responses of these administrators may suggest that support is more nuanced. Of the small number of respondents (N=9, including 5 males and 4 females) who had participated in one or more international study abroad programs as a student, four respondents (44.4% of the group) said that they would *not* have international experience as the deciding factor between otherwise equal job candidates, while three respondents (33.3% of the group) indicated that it *might* be the deciding factor and only two (22.2% of the group)

indicated that it *would* be the deciding factor. Equally inconclusively, of those respondents who have worked in education outside Canada (N=18, including 11 males, 6 females and one who did not indicate gender), eight respondents (44% of the group) said that they would have international experience as the deciding factor between otherwise equal job candidates, while seven respondents (39% of the group) indicated that international experience would not be the deciding factor, three (17% of the group) indicated that it might be the deciding factor. In combining these two groups, there were only three people (all males) who had *both* international work experience and completed at least one study abroad program in school; of these, two people (66.6% of the group) indicated that international experience *would* be a determining factor, while one person (33.3%) indicated that it *might* be. These are very small numbers of participants, so trying to deduce any authentic significance is inaccurate. Overall, it can be seen that international experience is not perceived as an automatic advantage by those who have international experience themselves; one respondent even commented that, “I did teach out of the province before I taught for this board and my experience amounted to nothing at the time when I returned”. It is not clear if the experience was not valued because of hiring policies, or because the experience was not relevant in the Ontario context. A larger-scale study might determine if there is a stronger correlation for those who have international experience and their consideration of the international experiences of the teachers who are applying for jobs.

Those administrators who had either immigrated to Canada as a child (N=16, including 7 males and 9 females) or immigrated as an adult (N=5, including 2 males

and 3 females) were also inconclusive about hiring based on international experience. Two respondents (10% of the combined group N=21) said that they *would* use international experience as the deciding factor between otherwise equal job candidates when hiring, while seven respondents (33% of the group) indicated that it would *not* be the deciding factor, and 11 (52% of the group) indicated that it *might* be the deciding factor—including multiple considerations and responses from participants—of *where* they taught (three respondents), *what* they taught (five respondents) and other factors (three respondents); one of these participants (5%) did not respond to this question.

With a strong “Maybe” or “No” as the answer to using international experience as the deciding factor in hiring, the other variables must be reviewed, to see if there are more nuanced factors that could affect hiring. As I knew before conducting the survey, administrators cannot clearly indicate value for things of which they are not aware. From the results of the survey, it is clear that most of the school administrators surveyed were aware of the various international opportunities that are available to teachers; *Table 5* illustrates administrators’ awareness of international opportunities, which are all of statistical significance in the study (e.g., more than 50%), ranging from an awareness of educational programs such as international exchange programs (95% aware; 124 responses) and study abroad courses (93% aware; 122 responses) to teaching contracts for qualified teachers (89% aware; 117 responses). It did not appear that gender played a role in awareness (e.g., females are not necessarily more aware of opportunities than males), nor did the type of school that an administrator works in seem to influence their awareness of opportunities.

Table 5: Awareness of International Opportunities

Question: What types of international teaching experiences are you currently aware of? (Select one response for each)

Table 5.1 • Answers:

| Type of opportunity aware of | Yes | % | No | % | Not Answered | % | N |
|--|-----|-----|----|-----|--------------|----|-----|
| International Exchange | 124 | 95% | 6 | 5% | 1 | 1% | 131 |
| International Internship/Practicum Placement | 68 | 52% | 60 | 46% | 3 | 2% | 131 |
| Study Abroad Course | 122 | 93% | 7 | 5% | 2 | 2% | 131 |
| Group Tours | 105 | 80% | 22 | 17% | 4 | 3% | 131 |
| Teaching Contracts (Unqualified Teachers) | 88 | 67% | 39 | 30% | 4 | 3% | 131 |
| Teaching Contracts (Qualified Teachers) | 117 | 89% | 12 | 9% | 2 | 2% | 131 |
| Volunteer Teaching Contracts | 77 | 59% | 49 | 37% | 5 | 4% | 131 |
| Teaching Internationally before BEd earned | 85 | 65% | 41 | 31% | 5 | 4% | 131 |
| Teaching Contracts in Canadian-curriculum schools | 111 | 85% | 17 | 13% | 3 | 2% | 131 |
| Teaching contracts (teachers qualified <i>outside</i> Ontario) before coming to Canada | 82 | 63% | 45 | 34% | 4 | 3% | 131 |

Table 5.2 • Answers (by gender):

| Type of opportunity aware of | Yes | | | No | | Not Answered | | N |
|--|-----|----|---|----|----|--------------|---|-----|
| Gender: M = male; F = female; ? = not listed | M | F | ? | M | F | M | F | 131 |
| International Exchange | 56 | 67 | 1 | 1 | 5 | 0 | 1 | 131 |
| International Internship/Practicum Placement | 26 | 41 | 1 | 31 | 29 | 0 | 3 | 131 |
| Study Abroad Course | 52 | 69 | 1 | 5 | 2 | 0 | 2 | 131 |
| Group Tours | 46 | 58 | 1 | 11 | 11 | 0 | 4 | 131 |
| Teaching Contracts (Unqualified Teachers) | 40 | 47 | 1 | 17 | 22 | 0 | 4 | 131 |
| Teaching Contracts (Qualified Teachers) | 55 | 61 | 1 | 2 | 10 | 0 | 2 | 131 |
| Volunteer Teaching Contracts | 33 | 43 | 1 | 24 | 25 | 0 | 5 | 131 |
| Teaching Internationally before BEd earned | 40 | 44 | 1 | 16 | 25 | 1 | 4 | 131 |
| Teaching Contracts in Canadian-curriculum schools | 49 | 61 | 1 | 8 | 9 | 0 | 3 | 131 |
| Teaching contracts (teachers qualified <i>outside</i> Ontario) before coming to Canada | 37 | 44 | 1 | 20 | 25 | 0 | 4 | 131 |

Table 5.3 • Answers (by school type):

| Type of opportunity aware of | Yes | | | | No | | | Not Answered | | | N |
|--|-----|----|----|---|----|----|---|--------------|---|---|-----|
| Type of school: <i>P = public; C = Catholic; I = private/independent; ? = not indicated</i> | P | C | I | ? | P | C | I | P | C | I | |
| International Exchange | 51 | 52 | 20 | 1 | 1 | 4 | 1 | 1 | 0 | 0 | 131 |
| International Internship/Practicum Placement | 30 | 25 | 12 | 1 | 22 | 29 | 9 | 1 | 2 | 0 | 131 |
| Study Abroad Course | 51 | 50 | 20 | 1 | 1 | 5 | 1 | 1 | 1 | 0 | 131 |
| Group Tours | 47 | 38 | 19 | 1 | 4 | 16 | 2 | 2 | 2 | 0 | 131 |
| Teaching Contracts (Unqualified Teachers) | 37 | 34 | 16 | 1 | 14 | 20 | 5 | 2 | 2 | 0 | 131 |
| Teaching Contracts (Qualified Teachers) | 49 | 48 | 19 | 1 | 3 | 7 | 2 | 1 | 1 | 0 | 131 |
| Volunteer Teaching Contracts | 37 | 23 | 16 | 1 | 15 | 29 | 5 | 1 | 4 | 0 | 131 |
| Teaching Internationally before BEd earned | 36 | 31 | 17 | 1 | 15 | 22 | 4 | 2 | 3 | 0 | 131 |
| Teaching Contracts in Canadian-curriculum schools | 44 | 46 | 20 | 1 | 8 | 8 | 1 | 1 | 2 | 0 | 131 |
| Teaching contracts (teachers qualified <i>outside</i> Ontario) before coming to Canada | 37 | 29 | 15 | 1 | 15 | 25 | 5 | 1 | 2 | 1 | 131 |

Interestingly, the administrators' awareness of these opportunities did *not* mean that they perceived them to be of equal value in teachers' development of knowledge, skills and abilities; the data collected on administrators' values of these experiences is outlined in *Table 6*. The value of international experiences in the development of these attributes appears to be stronger in certain areas. The experience that had the most significant response for administrators was "teaching contracts in Canadian-curriculum schools," which was considered to "contribute a lot" to this skill development by 70 respondents (53%) and to "contribute" by 39 respondents (30%) for a combined total of 109 respondents (83%). While teaching contracts ranked highly overall, opportunities such as international exchanges and international practicum placements were also recognized to be valuable in skill development by a significant number of administrators. Even though international

experience is not the deciding factor in hiring, it is still recognized as a valuable professional experience by the administrators overall, perhaps with the exception of group tours, which are hosted by a number of universities and faculties of education; it is not clear if this lack of value for this particular experience is a result of the presumed shorter period of time or the nature of the experience, but it is generally less-valued in terms of teachers' development knowledge, skills and attributes overall.

Table 6: Development of Knowledge/Skills/Abilities During International Experiences

Question: To what extent do you think that each type of international teaching experience contributes to the development of teachers' knowledge/skills/abilities?

Answers:

0 = Doesn't contribute 1 = Contributes a little 2 = Contributes somewhat 3 = Contributes a lot
4 = Contributes a lot D = Don't know NA = Not answered

Table 6.1 • Responses (N=131)

| Type of opportunity | 0 | 1 | 2 | 3 | 4 | D | NA |
|---|----|----|----|----|----|----|----|
| International Exchange | 2 | 13 | 15 | 56 | 39 | 5 | 1 |
| International Internship/Practicum Placement | 1 | 10 | 15 | 56 | 32 | 13 | 4 |
| Study Abroad Course | 5 | 13 | 35 | 40 | 29 | 8 | 1 |
| Group Tours | 12 | 27 | 23 | 34 | 14 | 17 | 4 |
| Teaching Contracts (Unqualified Teachers) | 2 | 15 | 27 | 40 | 29 | 17 | 1 |
| Teaching Contracts (Qualified Teachers) | 0 | 5 | 18 | 55 | 41 | 10 | 2 |
| Volunteer Teaching Contracts | 0 | 11 | 24 | 45 | 31 | 19 | 1 |
| Teaching Internationally before BEd earned | 0 | 9 | 21 | 43 | 43 | 13 | 2 |
| Teaching Contracts in Canadian-curriculum schools | 0 | 3 | 9 | 39 | 70 | 8 | 2 |

Table 6.2 • Percentages (N=131)

| Type of opportunity | 0 | 1 | 2 | 3 | 4 | D | NA |
|---|----|-----|-----|-----|-----|-----|----|
| International Exchange | 2% | 10% | 11% | 43% | 30% | 4% | 1% |
| International Internship/Practicum Placement | 1% | 8% | 11% | 43% | 24% | 10% | 3% |
| Study Abroad Course | 4% | 10% | 27% | 31% | 22% | 6% | 1% |
| Group Tours | 9% | 21% | 18% | 26% | 11% | 13% | 3% |
| Teaching Contracts (Unqualified Teachers) | 2% | 11% | 21% | 31% | 22% | 13% | 1% |
| Teaching Contracts (Qualified Teachers) | 0% | 4% | 14% | 42% | 31% | 8% | 2% |
| Volunteer Teaching Contracts | 0% | 8% | 18% | 34% | 24% | 15% | 1% |
| Teaching Internationally Before BEd Earned | 0% | 7% | 16% | 33% | 33% | 10% | 2% |
| Teaching Contracts in Canadian-curriculum Schools | 0% | 2% | 7% | 30% | 53% | 6% | 2% |

Table 6.3 • Looking at the details of higher responses by gender (from responses above)

| Type of opportunity | 3 = Contributes | | | 4 = Contributes a lot | | |
|---|-----------------|----|---|-----------------------|----|---|
| Gender M = male; F = female; ? = not indicated | M | F | ? | M | F | ? |
| International Exchange | 21 | 35 | 0 | 21 | 18 | 0 |
| International Internship/Practicum Placement | 21 | 35 | 0 | 16 | 16 | 0 |
| Study Abroad Course | 14 | 26 | 0 | 17 | 12 | 0 |
| Group Tours | 17 | 17 | 0 | 8 | 6 | 0 |
| Teaching Contracts (Unqualified Teachers) | 22 | 18 | 0 | 15 | 14 | 0 |
| Teaching Contracts (Qualified Teachers) | 27 | 28 | 0 | 21 | 20 | 0 |
| Volunteer Teaching Contracts | 21 | 24 | 0 | 16 | 15 | 0 |
| Teaching Internationally <i>Before</i> BEd Earned | 18 | 25 | 0 | 24 | 19 | 0 |
| Teaching Contracts in Canadian-curriculum Schools | 15 | 24 | 0 | 35 | 35 | 0 |

Table 6.4 • Looking at the details of higher responses by school/board (from responses above)

| Type of opportunity | 3 – Contributes | | | | 4 = Contributes a lot | | | |
|---|-----------------|----|---|---|-----------------------|----|----|---|
| School/Board P = public; C = Catholic; I = Private/Independent; ? = not listed | P | C | I | ? | P | C | I | ? |
| International Exchange | 21 | 27 | 7 | 1 | 14 | 16 | 9 | 0 |
| International Internship/Practicum Placement | 24 | 26 | 5 | 1 | 12 | 11 | 9 | 0 |
| Study Abroad Course | 18 | 19 | 3 | 0 | 9 | 11 | 9 | 0 |
| Group Tours | 11 | 16 | 7 | 0 | 6 | 5 | 3 | 0 |
| Teaching Contracts (Unqualified Teachers) | 18 | 17 | 5 | 0 | 13 | 9 | 7 | 0 |
| Teaching Contracts (Qualified Teachers) | 24 | 23 | 8 | 0 | 20 | 14 | 6 | 1 |
| Volunteer Teaching Contracts | 17 | 20 | 8 | 0 | 15 | 9 | 7 | 0 |
| Teaching Internationally <i>Before</i> BEd Earned | 20 | 17 | 5 | 1 | 18 | 14 | 11 | 0 |
| Teaching Contracts in Canadian-curriculum Schools | 18 | 17 | 4 | 0 | 27 | 29 | 13 | 1 |

It seems that paid employment was more valued than educational programs, but that there was also more value for certain types of programs. The most highly-valued experience by respondents seemed to be the one that most closely resembles “home”: teaching contracts in Canadian-curriculum schools were thought to “contribute a lot” to the development of teachers’ knowledge, skills and abilities (70 responses or 53%)

and to “contribute” (39 responses or 30%) for a combined total of 83% of respondents. Teaching contracts for qualified teachers were also valued quite highly by respondents (“contributes” = 55 respondents or 42%; “contributes a lot” = 41 responses or 31% for a combined score of 96 responses or 73%). Interestingly, all educational programs were perceived by most respondents to “contribute” or “contribute a lot” to teachers’ development *except* group tours; most highly-perceived educational programs include international exchange programs (“contributes” = 56 responses or 43%; “contributes a lot” = 39 responses or 30%, for a combined score of 95 responses or 73% of respondents) and international internship/practicum placements (“contributes” = 56 responses or 43%; “contributes a lot” = 32 responses or 24%, for a combined score of 88 responses or 67% of respondents). This information could be seen as exciting news for teachers who have taught abroad, and also for those who work in teacher education and who are planning and implementing international learning opportunities as a part of the internationalization strategy at the institution.

Since the highest-ranked experience for skill development was indicated by survey respondents to be teaching in Canadian-curriculum schools, it is also relevant to consider what the same respondents thought about the quality of these schools, which can provide some insight into their perceived value. With this consideration in mind, it is also interesting to note that the data was also inconclusive about what respondents thought about Canadian-curriculum schools, as outlined in *Table 7*.

Table 7: Beliefs About Canadian-Curriculum Schools

Question: How do you believe that internationally-located Canadian-curriculum schools compare to Ontario schools?

Table 7.1 • Answers (N=131) Percentages in the break-downs have been *rounded* in some cases.

| | # | % | Assumptions based on: |
|--|----|-------|--|
| I believe that the schools are of <i>higher</i> quality than the schools located in Ontario. | 4 | 3% | <ul style="list-style-type: none"> Demographics and parental resources. Some Ontario high schools are, however, superior to the best International Schools. Not having to deal with unions |
| I believe that the schools are of <i>equivalent</i> quality to the schools located in Ontario. | 20 | 15.2% | <ul style="list-style-type: none"> Having hired teachers trained at internationally located Canadian-curriculum schools; currently working for a Canadian curriculum, but American institution These schools are inspected annually by provincial education officers using very strict criteria. In-province schools accept the Ont. curriculum by default. Int'l schools would make an active choice to use the Ont. curric. [<i>sic.</i>] and therefore likely know the specific expectations better. Ont. Staff have greater access to Ont. curric. [<i>sic.</i>] aligned PD so this would be a benefit to the home based Ont. curric. [<i>sic.</i>] teachers. All in all - a wash! Teachers I have worked with that have come from these schools. My general reading and knowledge, the efficacy of the inspection process, and the fact that students who have come to my school from internationally located Canadian curriculum schools are on par with their Canadian counterparts. |
| I believe that the schools are of <i>lower</i> quality to schools located in Ontario. | 7 | 5.3% | <ul style="list-style-type: none"> Experience with interviewing previous candidates, their knowledge and awareness of educational practices. |
| I believe that the quality may <i>vary</i> , school-by-school. | 51 | 39% | <ul style="list-style-type: none"> First hand experience in visiting schools in China. Working in a private school myself, I know that the quality of each and every school can vary wildly. This would make it very difficult to say they are all better or worse. AND that they may be equivalent quality. Information heard from people around me Consistent with what is true in Ontario. Experience relayed by family and friends who have taught abroad. |

| | | | |
|--|--|--|---|
| | | | <ul style="list-style-type: none"> • Various discussions, workshops, research, and articles. • Discussion with individuals who have taught in these scenarios. • Reflections with staff that have taught through international schools. • Friends who work at International Schools. • I have had teachers who taught in these schools with varying results. I have personal experience with schools in the Caribbean and I am aware of the philosophical differences there. • Experience....teachers from the Middle East have been very strong, but we have had some teachers who weren't from the same region. • My conversations with teachers that I have hired with up to eight years of teaching experience abroad. Their teaching practice has been quite delayed to that of the teachers currently working in Ontario schools. I have also heard that these teachers are often given the most challenging students but are not supported so they are often just surviving. • My knowledge of resources and cultural norms within various geographic areas that allow the successful implementation of Ontario curriculum. Often the sites are more affluent so there are some advantages to the public systems in that region but not necessarily held to the same requirement of an Ontario school. • Most of the children attending the internationally located Canadian curriculum schools come from "advantaged" homes and have supports from a caring family. This is not always evident in Ontario schools. In these types of schools, instruction tends to be quite teacher-directed where specialized skills in inquiry and project based learning may not be used because the students have higher engagement in some of the schools. It also depends on the quality of instruction that they are provided and the level of professional development that is being provided to the teachers in these schools. • I could not know a school's quality unless I had been there. The school's quality wouldn't influence my decision as a teacher is independent from the |
|--|--|--|---|

| | | | |
|---------------|------------|-------------|--|
| | | | <p>school.</p> <ul style="list-style-type: none"> • Anecdotally, I've heard about both successful and less successful schools. • Past experience overseas. • Just as it varies in the province based on the quality of teachers and other mitigating circumstances it makes sense it varies from school to school elsewhere. • It is hard to judge schools. There are many factors to take into consideration. • My lack of evidence to support the higher or lower quality. Within any school board or within independent/private schools there is a variation between the schools. Independent schools cater to different niche markets. One might offer an IB program, another might specialize in children with learning needs, one may have an emphasis on outdoor education, entrance to American universities etc. • Working in a private school myself, I know that the quality of each and every school can vary wildly. This would make it very difficult to say they are all better or worse. |
| I don't know. | 45 | 34.5% | <ul style="list-style-type: none"> • I have never investigated this nor, have I been to one. |
| Not answered | 4 | 3% | |
| TOTAL | 131 | 100% | |

While there was not a statistically significant response, 51 respondents (39%) indicated that they thought that the quality of Canadian curriculum school would vary, school-by-school, and 45 respondents (34%) indicated that they “didn’t know” how these schools compare with local Ontario schools. 20 respondents (15%) thought that the schools would be of equivalent quality; only 4 respondents (3%) thought that the schools would be of higher quality and 7 respondents (5%) thought that the schools would be of lower quality. With this lack of conclusion, it is not clear if hiring committees would really consider teaching in Canadian-curriculum schools as

“equivalent” even if they would prefer to hire teachers who have relevant experiences to those in their own schools. Further study on a larger scale on this topic might help to clarify this information.

Likewise, drawing on the evidence above, if most Ontario school administrators surveyed (N=131) considered most international experiences to be at least somewhat valuable for the development of knowledge, skills and abilities, it would also be useful to know if they consider it to be preferable in specific teaching subjects, as suggested by the literature. *Table 8* demonstrates that no significant conclusion can be drawn from the data that was collected in this survey on this topic; 48% of respondents (63 people) indicated that it was preferred for teachers in some subject area(s), which included languages and social sciences, while 47% of respondents (62 people) indicated that it was *not* more relevant for specific subjects, and 5% (6 people) did not respond to the question.

Table 8: Value of International Experience when Hiring for a Subject Area

Question: When hiring, would you be more likely to consider international experiences as beneficial for certain school subjects (e.g., French, Science)?

Table 8 • Answers (N=131)

| | TOTAL | | Yes | | | If yes, Subject(s)* summarized | | No | | Not Answered | |
|-------------------------|------------|-------------|-----------|--------------|------------|--------------------------------|----|-----------|------------|--------------|-----------|
| | # | % | # | % of overall | % of group | | # | # | % | # | % |
| Public | 53 | 40% | 23 | 18% | 43% | French | 8 | 28 | 21% | 2 | 2% |
| | | | | | | Languages** | 5 | | | | |
| | | | | | | Social Science | 1 | | | | |
| | | | | | | ESL/English | 1 | | | | |
| | | | | | | Science | 1 | | | | |
| | | | | | | Math | 2 | | | | |
| | | | | | | History | 1 | | | | |
| | | | | | | Geography | 1 | | | | |
| | | | | | | Other (not specified) | 2 | | | | |
| | | | | | | Any/All Subject(s) | 1 | | | | |
| | | | | | | Not answered | 7 | | | | |
| Catholic | 56 | 43% | 30 | 23% | 54% | French | 8 | 22 | 17% | 4 | 3% |
| | | | | | | Languages** | 1 | | | | |
| | | | | | | Social Science | 2 | | | | |
| | | | | | | ESL/English | 1 | | | | |
| | | | | | | Math | 1 | | | | |
| | | | | | | Special Education | 1 | | | | |
| | | | | | | Other (not specified) | 1 | | | | |
| | | | | | | Any/All Subject(s) | 1 | | | | |
| | | | | | | Not answered | 19 | | | | |
| Independent/ Private | 21 | 16% | 10 | 8% | 50% | French | 3 | 11 | 8% | 0 | 0% |
| | | | | | | Languages** | 5 | | | | |
| | | | | | | Social Science | 2 | | | | |
| | | | | | | ESL/English | 2 | | | | |
| | | | | | | Math | 1 | | | | |
| | | | | | | Geography | 2 | | | | |
| | | | | | | History | 3 | | | | |
| | | | | | | Would depend | 1 | | | | |
| | | | | | | Not Answered | 3 | | | | |
| Not Responded | 1 | 1% | 0 | 0% | 0% | | | 1 | 1% | 0 | 0% |
| TOTAL | 131 | 100% | 63 | 48% | | | | 62 | 47% | 6 | 5% |

* 19 People who listed subjects listed *more than one subject*, while 29 of those who answered “yes” did *not indicate a subject at all*.

** “Languages” indicates those language courses other than French, which is a compulsory course through much of the Ontario education system.

Comments from those who said “No” from **Public Schools**:

- Again, only if the experience enhances their responses to interview questions
- Here in Canada, experience in these subject areas is possible within our own country. You don't need to go away internationally to get experience with using French or in the science

field. I actually see that it would be more beneficial to get work experience outside of the "teaching field" here in Canada vs. "teaching internationally". A lot can be learned in different contexts other than teaching and brought back into the teaching field at a later time.

- Again, it is the person and potential to be a great teacher.

Comments from those who said "No" from **Catholic Schools**:

- One person who said "NO" listed subjects: Languages, Social Science/History

There were no comments from those who said "No" from **Independent/Private Schools**.

Since this information was almost an even split I can only indicate that it matters for some people, and not for others. I wonder if the difference is because of the context of Ontario school administrators? Or the curriculum? More study would need to be completed in this area in order to draw definitive conclusions.

The other question in exploring administrators' value of international experiences is to confirm if they found experience in certain regions to be more valuable than in others, which was also suggested by the literature. Rather than singling out specific countries—and potentially omitting others that might be of significance, I instead asked school administrators about the significance of the regions where international experience was gained; since Canada is located in North America, I also asked about the other larger countries (the United States and Mexico) separately, and smaller countries located in the Caribbean as a region. *Table 9* illustrates the responses to this question, which indicated quite strongly that 66.5% of respondents (86 responses) did *not* think that the region of experience mattered. Of the 34% (44 people) who did think that region mattered, most respondents ranked the regions/countries in the mid-range as "somewhat important," rather than at the higher or lower ends of the scales, which does not indicate strong preferences towards a particular region overall.

Table 9: Does the Region of International Experience Matter?

Question: Do you think that the region where a teacher has completed teaching experience (e.g., Middle East, Latin America) is more or less valuable when you are considering their application for a job?

Table 9.1 • Answers (N=131)

| | TOTAL | | Yes* | | No* | | Not Answered * | |
|---------------------|------------|-------------|-----------|--------------|-----------|--------------|----------------|-----------|
| | # | % | # | % | # | % | # | % |
| Public | 53 | 41% | 13 | 10% | 39 | 29.7% | 1 | 1% |
| Catholic | 56 | 43% | 18 | 13.5% | 38 | 29% | 0 | 0% |
| Independent/Private | 21 | 15% | 12 | 9% | 9 | 6.8% | 0 | 0% |
| Not Responded | 1 | 1% | 1 | 1% | 0 | 0% | 0 | 0% |
| TOTAL | 131 | 100% | 44 | 33.5% | 86 | 65.5% | 1 | 1% |

* Numbers rounded in percentages

Question: If yes, how would you rank of value/usefulness the international location of teaching experience when you are considering their application for a job?

Table 9.2 • Answers

| Region of teaching experience | 0 = not important at all | | 1 = minimally important | | 2 = somewhat important | | 3 = important | | 4 = very important | | N | |
|---|--------------------------|--------|-------------------------|--------|------------------------|--------|---------------|--------|--------------------|--------|----|------------------------------|
| | # | % of N | # | % of N | # | % of N | # | % of N | # | % of N | N | % of total respondents N=131 |
| Asia/Southern Asia* | 1 | 2% | 7 | 16% | 14 | 33% | 14 | 33% | 7 | 16% | 43 | 33% |
| Northern Asia/Russia | 2 | 5% | 9 | 21% | 17 | 40% | 12 | 29% | 2 | 5% | 42 | 32% |
| Western Europe | 1 | 2% | 4 | 10% | 16 | 38% | 14 | 33% | 7 | 17% | 42 | 32% |
| Eastern Europe | 1 | 2% | 6 | 15% | 18 | 44% | 11 | 27% | 5 | 12% | 41 | 31% |
| South Pacific (Australia, New Zealand etc.) | 1 | 2% | 6 | 15% | 18 | 49% | 11 | 27% | 5 | 12% | 41 | 31% |
| Middle East | 1 | 2% | 8 | 20% | 20 | 45% | 8 | 20% | 4 | 10% | 41 | 31% |
| Africa | 1 | 2% | 10 | 25% | 18 | 24% | 8 | 20% | 3 | 8% | 40 | 31% |
| United States | 2 | 5% | 3 | 7% | 10 | 46% | 17 | 40% | 10 | 24% | 42 | 32% |
| Mexico | 1 | 2% | 10 | 24% | 19 | 46% | 8 | 20% | 3 | 7% | 41 | 31% |
| South America | 1 | 2% | 9 | 22% | 20 | 49% | 8 | 20% | 3 | 7% | 41 | 31% |
| Caribbean | 1 | 2% | 9 | 22% | 19 | 46% | 8 | 20% | 4 | 7% | 41 | 31% |

* I should note one problem in the survey, which determines that the question on Asia/Southern Asia is *not reliable*. On the online survey, this section indicated "Asia" while on the paper-based survey

that was used to collect some responses, the region was called “Southern Asia”. This difference in nomenclature could have elicited inconsistent results. Summary of rationale “open” comments by theme (**N=31**)**:

Table 9.3 • Comment Themes**

| Theme of comments about rationale for responses | # of responses with this theme | |
|--|--------------------------------|------------|
| Relates to local students' culture | 4 | 12.9% |
| May have similar standards/practices to Ontario | 13 | 41.9% |
| Depends on the educational standards of a region/school | 8 | 25.8% |
| Depends on the curriculum that was used/relation to local curriculum | 7 | 22.5% |
| Depends on the type of schools | 2 | 6.4% |
| Depends on the relevance of teaching subject(s) locally | 2 | 6.4% |
| Helps the teacher develop skills/strategies | 8 | 25.8% |
| Relates/equates to the quality of the Ontario school curriculum | 18 | 58% |
| International experience is not important in Ontario | 2 | 6% |
| Depends on the philosophy and approach to education in the region | 4 | 12.9% |
| Have had positive first-hand experience from hiring teachers who have international experience | 1 | 3.2% |
| Depends on why the person taught internationally | 1 | 3.2% |

** Responses from one person may have one or more theme included.

In this group who thought that the international location was important, a slightly higher number of people indicated value for experience in the United States (“very important” = 10 respondents or 24% and “important” = 17 responses or 40% for a combined total of 64% of these respondents). With these responses in mind, it seems that a *slight* “parallel to home” philosophy with regard to international teaching may be present in the minds of some of the administrators who think that the region or country where international experience is gained is be relevant, although they are a minority of the overall sampling. In the “open comments” section, where survey respondents (N=31) could provide a rationale for their responses, 18 of them (58% of the group) follow the theme of the importance of the international experience relating or equating to the quality of the local Ontario school curriculum or educational quality and 13 of them (41.9% of the group) include the theme that the experience might have similar standards or practices to Ontario (see *Table 9.3*). Interestingly, while some

respondents indicate that our neighboring country, the United States, would be similar to our educational context, another respondent indicated, “It depends on the curriculum taught if Ontario/British good [*sic.*]. USA other not so good.” Other comments from respondents made clarifications on their thinking within the structured question. A few of these comments include:

- “It is not the ‘location’ that is a factor. The important factor is whose curriculum is followed in the school regardless of country. For example, teachers with experience in IB curriculum, Cambridge curriculum, and offshore Canadian provincial schools following their provincial curriculum is valuable experience. Local curriculum’s [*sic.*] for local schools [*sic.*] diplomas are not very valuable because of the lack of local regulations governing the curriculum and/or teachers.”
- “Not that familiar with the differences at such a global level as this question is asking. Looking more specifically based on the candidate as their experience relates to the school I am looking to hire the person into. More specific to the candidate and their location then [*sic.*] this global perspective.”
- “My bias is that the more closely the education system/culture resembles that of Canada, the more useful the international experience is. Having said that, I do value international experiences as a whole in shaping the character of any individual, but not specifically as a teacher.”
- “Broad understanding of the basics how individuals learn and the differences that each culture brings. Much aligned to Differentiated Instruction.”
- “Relates to the nature and culture of the overwhelming majority of my students.”

Within the overall collection of comments in this section, none of them suggest that the Ontario system would have anything to learn or benefit from implementing practices or curriculum from other places except for one, which indicates, “We have had amazing experiences with teachers who have worked in US, Middle East and Asia. The PD they received while working in those regions was outstanding.” Overall, there is a clear confidence communicated from these respondents that the Ontario system is of top quality, and that generally, teachers would be best to gain experience that directly

relates—or even replicates—the local educational context. What this “close alignment” might look like in practice is less clear. Interestingly, the respondents’ understanding of quality in education still seems to be largely equated with the local, Ontario or Canadian context. While these responses are a minority (34%) of the overall respondents, it is good to note that there is this approach to international teaching experiences by some of the hiring administrators in the survey.

If the preferences for specific regions are not clear, it is also helpful to know if school administrators who completed the survey consider that there is a certain amount of time that teachers should be out of the jurisdiction before applying for jobs locally, in Ontario. The experience of the largely-unemployed Internationally Educated Teachers (IETs) might suggest that being out of the local context could be detrimental to job candidates. However, as *Table 10* illustrates, of the 131 respondents, the majority—88 people (67%)—would *not* suggest a timeline. Only 35 (27%) respondents agreed that “yes” a timeline was suggested. There is a slight discrepancy in the data here, since although only 35 people (27%) indicated “yes”, 38 people (29%) responded to the timeline suggestions.

Table 10: Timelines for Returning to Canada

Question: Some teachers may teach outside of Canada before returning to apply for teaching jobs in Ontario. Would you recommend *timelines* for Ontario teachers to work internationally before returning to seek employment as teachers in your school?

Table 10 • Answers: (N=131)

| | TOTAL | | Yes* | | No* | | Not Answered* | |
|---------------------|------------|-------------|-----------|------------|-----------|------------|---------------|-----------|
| | # | % | # | % | # | % | # | % |
| Public | 53 | 40% | 17 | 13% | 34 | 26% | 2 | 1.5% |
| Catholic | 56 | 43% | 10 | 8% | 40 | 30.5% | 6 | 4.5% |
| Independent/Private | 21 | 16% | 7 | 5% | 14 | 10.5% | 0 | 0% |
| Not Responded | 1 | 1% | 1 | 1% | 0 | 0% | 0 | 0% |
| TOTAL | 131 | 100% | 35 | 27% | 88 | 67% | 8 | 6% |

* Numbers rounded in percentages

Of the 35 people (27%) who did think that a timeline was prudent, 32 of them (91.4% of the group) suggested that the timeline be from 1 to 3 years; one of these same people also suggested up to six years and one suggested up to 10 years, and another two of them “qualified” answers to indicate that teachers should stay abroad for no more than two years. When reasons for the timelines were given (N=23), respondents generally cited opinions that a short time abroad would help to develop a teacher’s experience, but a longer time out of Ontario could allow teachers to become out of date with shifts in curriculum and teaching strategies in Ontario.

When looking at administrators’ value of international experiences when hiring, it is also interesting to see if there are some experiences that might be the deciding factor for hiring in Ontario schools. In order to determine what school administrators in the sample are looking for, a four-point Likert scale was provided, which ranged from 0 = not important at all to 4 = very important. *Table 11* illustrates all of the responses.

Table 11: What is Important When Hiring Teachers?

Question: Please indicate the types of hiring criteria that you use when hiring teachers, and their importance to your decision-making about hiring:

Table 11 • Answers (N=131) Percentages have been *rounded* in some cases.

| Board hiring policies/guidelines/rules | | | | | | | | | | | |
|--|----|-------------------------|----|------------------------|----|---------------|-----|--------------------|-----|--------------|----|
| 0 = not important at all; | | 1 = minimally important | | 2 = somewhat important | | 3 = important | | 4 = very important | | Not Answered | |
| 4 | 3% | 3 | 2% | 5 | 4% | 27 | 21% | 81 | 62% | 11 | 8% |

| Demographic considerations (e.g., race, gender) | | | | | | | | | | | |
|---|------|-------------------------|------|------------------------|-------|---------------|-----|--------------------|-------|--------------|------|
| 0 = not important at all; | | 1 = minimally important | | 2 = somewhat important | | 3 = important | | 4 = very important | | Not Answered | |
| 50 | 38% | 22 | 17% | 18 | 14% | 21 | 16% | 9 | 7% | 11 | 8% |
| Positive attitude/enthusiasm expressed by candidate | | | | | | | | | | | |
| 0 = not important at all; | | 1 = minimally important | | 2 = somewhat important | | 3 = important | | 4 = very important | | Not Answered | |
| 0 | 0% | 1 | 0.5% | 2 | 1.5% | 26 | 20% | 93 | 71% | 9 | 7% |
| Candidate's references | | | | | | | | | | | |
| 0 = not important at all; | | 1 = minimally important | | 2 = somewhat important | | 3 = important | | 4 = very important | | Not Answered | |
| 0 | 0% | 1 | 0.5% | 12 | 9% | 48 | 37% | 61 | 46.5% | 9 | 7% |
| Candidate's performance in the job interview | | | | | | | | | | | |
| 0 = not important at all; | | 1 = minimally important | | 2 = somewhat important | | 3 = important | | 4 = very important | | Not Answered | |
| 0 | 0% | 1 | 1% | 21 | 16% | 55 | 42% | 44 | 34% | 9 | 7% |
| Candidate's prior teaching experience in my board and/or school | | | | | | | | | | | |
| 0 = not important at all; | | 1 = minimally important | | 2 = somewhat important | | 3 = important | | 4 = very important | | Not Answered | |
| 2 | 1.5% | 2 | 1.5% | 23 | 17.5% | 43 | 33% | 51 | 39% | 10 | 7.5% |
| Candidate's teaching experience in Ontario | | | | | | | | | | | |
| 0 = not important at all; | | 1 = minimally important | | 2 = somewhat important | | 3 = important | | 4 = very important | | Not Answered | |
| 0 | 0% | 2 | 1.5% | 22 | 16.5% | 65 | 50% | 33 | 25% | 9 | 7% |

| Candidate's teaching experience outside Canada | | | | | | | | | | | |
|---|-------|-------------------------|-------|-------------------------|-----|---------------|-------|--------------------|-----|--------------|------|
| 0 = not important at all; | | 1 = minimally important | | 2 = somewhat important | | 3 = important | | 4 = very important | | Not Answered | |
| 4 | 3% | 9 | 6.5% | 48 | 37% | 44 | 33.5% | 17 | 13% | 9 | 7% |
| Reputation of the Faculty of Education attended | | | | | | | | | | | |
| 0 = not important at all; | | 1 = minimally important | | 2 = somewhat important | | 3 = important | | 4 = very important | | Not Answered | |
| 31 | 24% | 37 | 28% | 31 | 24% | 16 | 12% | 7 | 5% | 9 | 7% |
| Candidate's philosophy of education | | | | | | | | | | | |
| 0 = not important at all; | | 1 = minimally important | | 2 = somewhat important | | 3 = important | | 4 = very important | | Not Answered | |
| 0 | 0% | 3 | 2% | 17 | 13% | 41 | 31% | 61 | 47% | 9 | 7% |
| International/intercultural experience | | | | | | | | | | | |
| 0 = not important at all; | | 1 = minimally important | | 2 = somewhat important; | | 3 = important | | 4 = very important | | Not Answered | |
| 8 | 6% | 29 | 22% | 51 | 39% | 20 | 15.5% | 12 | 9% | 11 | 8.5% |
| Seniority | | | | | | | | | | | |
| 0 = not important at all; | | 1 = minimally important | | 2 = somewhat important | | 3 = important | | 4 = very important | | Not Answered | |
| 31 | 23.5% | 31 | 23.5% | 30 | 23% | 17 | 13% | 10 | 8% | 12 | 9% |
| Candidate's reference from another principal in the board | | | | | | | | | | | |
| 0 = not important at all; | | 1 = minimally important | | 2 = somewhat important | | 3 = important | | 4 = very important | | Not Answered | |
| 3 | 2.5% | 5 | 4% | 25 | 19% | 38 | 29% | 49 | 37% | 11 | 8.5% |

| Other factors | These responses have been summarized by theme. |
|--|--|
| English as a Second Language Experience | 2 responses – very important |
| Focus on overall student well-being/caring and respecting students | 5 responses – very important |
| What they will add to the school/their strengths | 2 responses – very important |
| Qualifications | 1 response – very important |
| Extracurricular (sports, music, arts...) | 3 responses – very important 1 response – important |
| Observed and seen them as a supply teacher in my school. | 1 response – very important |
| Knowledge and implementation instructional strategies/current pedagogy/assessment/curriculum | 5 responses – very important |
| Ability to establish relationship with parents and students | 1 response – very important |
| Special skills: French | 1 response – important |

Other comments provided (not ranked):

1. "Board policies - if I did. I have no say in decision-making about hiring."
2. "Policies are Ministry policies 2. Seniority: Right now this is a Ministry policy. Most senior are counted in five to be interviewed."
3. "In our board must have seniority to apply."
4. "We have no choice but to consider seniority many times."
5. "Catholicity, community involvement and willingness to further their knowledge are very important. It is also important to me that they have done their research and know who we are as a school board."
6. "Some school districts in other countries have very rote-based, traditional practices. If the candidate from another country espoused these philosophies I would not be disposed to hire him or her."
7. "The teacher's experience either in Canada or outside only has influence in the answers they give to the pre-determined questions. Seniority plays a factor based on collective agreements but shouldn't as it does not determine strong teachers from weaker teachers."
8. "The teacher's experience either in Canada or outside only has influence in the answers they give to the pre-determined questions. Seniority plays a factor based on collective agreements but shouldn't as it does not determine strong teachers from weaker teachers."
9. "Seniority would not be important on my scale but it is very important on the HR Department of the Board."

The strongest factor in the list was the "positive attitude/enthusiasm expressed by candidate," which was indicated as "very important" by 71% (93 responses).

Interestingly, this quality would usually assessed in a job interview. Likewise, the job candidate's philosophy of education is thought to be very significant as well; 47% (61 responses) indicated that it is "very important," and an additional 31% (41 responses) indicated that it is "important." The second-most significant factor indicated that 62% of respondents (81 responses) indicated that school board hiring

policies/guidelines/rules are “very important”; this information seems to uphold the fact that policies are very strong in the decision-making process, as mentioned earlier. Interestingly, the third-most significant factor in hiring was the “Candidate’s teaching experience in Ontario”; 50% (65 respondents) indicated that this experience was “important,” and an additional 25% (33 responses) indicated that it was “very important” – these two highest rankings combine to include 75% of respondents (98 people). Compared to this experience, the “candidate’s experience outside Canada” was not as important to respondents, but still significant: 37% (48 responses) indicated that this experience was “somewhat important” and 33.5% (44 responses) indicated that it was “important”; these two categories combine to include 70.5% of respondents. As one survey respondent indicated with regard to international teaching experience:

Someone teaching intermittently in Ontario for 10 years is going to have a huge seniority advantage over an international teacher. If Reg. 274 wasn't there I would value some international school experience BUT I would probably want a little local experience too. I think a specific and positive local admin reference - from a direct supervisor (i.e. principal) is [also] very influential. I think Reg. 274 is a “game changer” in terms of considering international experience and it clouds the picture significantly.

Although local experience was considered by respondents to be the most important experience for Ontario schools, international experience was certainly not discounted. Likewise, some of the knowledge, skills and abilities that are thought to be enhanced or developed during international experience, such as the candidate’s philosophy of education is thought to be “very important” (61 responses or 41%) or “important” (41 responses or 31%)—for a total of 102 responses or 72%—and while developing

international or intercultural experiences are not considered to be very important by respondents, since 29 respondents (22%) indicated that it is “minimally important” and 51 respondents (39%) indicated that it is “somewhat important.”

While teachers’ international experience may or may not be considered in the hiring process, the autonomy of school administrators is also key; if they were open to having international experience—or other qualities—as the deciding factor in hiring, are they able to use their judgments in making the final decision? The earlier discussion about *Regulation 274/12* answers some of the policy questions of autonomy in publicly-funded school boards, but not administrators’ interpretations of it. Likewise, since private/independent schools do not need to adhere to this requirement, autonomy can be considered in other dimensions. The administrators’ feelings of their own autonomy are outlined in *Table 12*.

Table 12: Autonomy in Hiring

Question: How much autonomy do you feel you have in the hiring process in your school?

Table 12.1 • Answers by overall sample (N=131)

| | TOTAL | | Full Autonomy | | Good deal of Autonomy * | | Some Autonomy | | Very Little Autonomy | | No Autonomy | | Not Answered* | |
|---------------------|------------|-------------|---------------|------------|-------------------------|------------|---------------|------------|----------------------|------------|-------------|------------|---------------|-----------|
| | # | % | # | % | # | % | # | % | # | % | # | % | | |
| Public | 53 | 40% | 3 | 2% | 9 | 7% | 27 | 21% | 11 | 8% | 1 | 1% | 2 | 2% |
| Catholic | 56 | 43% | 1 | 1% | 3 | 2% | 21 | 16% | 13 | 10% | 16 | 12% | 2 | 2% |
| Independent/Private | 21 | 16% | 8 | 6% | 11 | 8% | 2 | 2% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Responded | 1 | 1% | 1 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| TOTAL | 131 | 100% | 13 | 10% | 23 | 17% | 50 | 38% | 24 | 18% | 17 | 13% | 4 | 4% |

* Numbers rounded in the break-down.

Table 12.2 • Answers by school type (N=131)

| | TOTAL | | Full Autonomy | | Good deal of Autonomy | | Some Autonomy | | Very Little Autonomy | | No Autonomy | | Not Answered | |
|---------------------|------------|-------------|---------------|-------------|-----------------------|-------------|---------------|-------------|----------------------|-------------|-------------|-------------|--------------|-------------|
| | # | % | # | % of popul. | # | % of popul. | # | % of popul. | # | % of popul. | # | % of popul. | # | % of popul. |
| Public | 53 | 40% | 3 | 6% | 9 | 17% | 27 | 51% | 11 | 21% | 1 | 1% | 2 | 4% |
| Catholic | 56 | 43% | 1 | 2% | 3 | 5% | 21 | 38% | 13 | 23% | 16 | 12% | 2 | 4% |
| Independent/Private | 21 | 16% | 8 | 38% | 11 | 52% | 2 | 10% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Responded | 1 | 1% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | | 0 | 0% | 0 | 0% |
| TOTAL | 131 | 100% | 13 | | 23 | | 50 | | 24 | | 17 | | 1 | |

Of those who said that they have *no autonomy*, 12 people said that they do not participate in hiring at the school/school board, and five people said that they *do* participate in hiring at the school/board. 15 of those who said that they have no autonomy are school principals, and two are vice-principals.

As I had found in my preliminary research, *Regulation 274/12* of Ontario's *Education Act* is having an impact on teacher hiring in Ontario; 14 of survey respondents (or 12.8%) from public and Catholic schools (N=109) mentioned the legislation—either directly or indirectly—in their open-ended responses at some point in the survey, at least once. While this number of comments is not the majority of responses, it was possible that the impact of the legislation was framing the responses that were collected in all of the research. None of the comments that were made on this topic were supportive of the legislation; eight responses (7% of public and Catholic school respondents) mentioned it neutrally, as a current reality (e.g., “As the rules of hiring have changed, teachers who wish to teach for an Ontario School Board must first be employed as an Occasional Teacher with that Board”), and six responses (5.5%) indicated that the legislation is negative (e.g. “Reg. 274 hurts administrators who want to hire the best applicants and it hurts kids”). However, all of the comments highlight the fact that administrators in publicly-funded Boards are restricted by this

legislation in their hiring processes, and that job candidates must follow the protocols in order to be considered; being a keen, caring, locally-educated candidate with years of teaching experience will potentially count for very little when seeking employment in the current context of publicly-funded schools. One survey respondent indicated:

The Ministry laid on boards a hiring policy requiring boards to have lists of candidates eligible for [long-term occasional] LTO. This leaves P [principal] and VP [vice-principal] with limited autonomy[,] as we must interview the five most senior candidates who apply. We all pray that the five include suitable candidates. I was surprised about the autonomy question giving [*sic.*] the current legislation.

Although there was not a specific survey question dedicated to the adherence with legislation, when considering the possibility of “bridging and buffering” (Hong & Hatch, 2004; Rutledge, Harris & Ingle, 2010) comments from administrators in publicly-funded school boards suggest that they mostly are following the legislated rules; as *Table 12* indicates, only three public school administrators (2%) and one Catholic school administrator (1%) indicated that they have “full autonomy” in hiring, which is not likely within the legislation’s parameters. It is unclear in the context of the survey if these administrators meant that they actually *have* full autonomy within their legislated parameters, or if they are finding ways to hire the people that they prefer within the policy framework. If they are finding ways to bridge and buffer, the 3% of the population is a very small proportion, and the use of this strategy cannot be confirmed or denied in the context of this survey. Interestingly, one survey respondent indicated, “FYI re[garding] seniority - I must use this when hiring teachers (I don't want to use it but I must - that's why it ranks so high).” Likewise, another survey respondent indicated:

While any experience is beneficial, current hiring practices force us to hire from prescribed lists. As a consequence, any delay in getting on these lists negatively affects those candidates' chances for employment - REGARDLESS of their gifts and talents - especially in light of declining enrolment. I feel horrible for those people who have found this [vocation] ...as their calling but have little opportunity to follow their passion where they grew up.

However, while administrators voiced concerns about the legislation in my anonymous survey, no evidence of actual circumvention or “creative interpretation” of the legislation was evident, beyond these responses.

By comparison, administrators in private/independent schools (N=21) indicated that they feel they have more autonomy in hiring than their colleagues in public and Catholic schools (see *Table 12*). 52% (11 responses) of these 21 private/independent school administrators indicated that they have a “good deal of autonomy” and 38% (8 responses) of them indicated that they have “full autonomy” in hiring. Comparatively, 51% (27 responses) of public school administrators (N=53) indicated that they have “some autonomy” and 21% (11 responses) said that they have “very little autonomy,” while the results from their counterparts in Catholic schools (N=56) were more wide-spread in their responses: 38% (21 responses) said that they had “some autonomy,” 23% (13 responses) said that they had very little autonomy and 12% (16 responses) said that they had “no autonomy.” *Table 6* summarizes all of the responses to these questions.

Likewise, there were 19 (14.5%) school administrators—all of them in Catholic schools and 18 of them (94.7% of the group) were school principals—who indicated that they do not participate in hiring processes. It may be that these administrators' board policies do schedule them to participate in hiring for reasons beyond the

legislation, as a matter of process; as mentioned earlier, Papa and Baxter (2008) note that, “In urban schools, principals often have very little hiring autonomy” (p. 91) and Liu and Moore Johnson (2006) note that, “Some districts rely on centralized processes, in which hiring occurs at the district level” (p. 332), which they note “...often reflect an underlying concern for control, uniformity, and efficiency. ...[However, one] of the consequences of adopting a centralized approach... is that it often does not take into account the specific characteristics of teaching vacancies and the particular needs of local contexts” (*ibid.*, p. 332), which was clearly a concern with a portion of the administrators who participated in this study. Despite the hypothesis in the literature that these centrally-hiring school boards tend to be urban, only eight of these 19 respondents (42%) were from urban schools; three respondents (16%) were from rural schools and eight (42%) were from suburban schools, and the responses about the diversity of students in each of these schools was varied, and therefore statistically insignificant. Likewise, despite indicating that they do *not* participate in the hiring process, these individuals—mainly school principals—still expressed opinions and preferences throughout the survey, so it *may* be that they are not involved in the hiring currently, due to policies/procedures at the school board, or that they are not part of the annual hiring team that is selected from principals and other members of the board. Hiring policies and processes are not clearly articulated online for all of the publicly-funded boards, so with other factors considered, these responses have still been considered; it could be that these principals will be responsible for hiring in the future, or they may have just misunderstood the question, since there is some lack of

correlation between this response and some other answers to the question about autonomy in hiring.

Regarding some of the questions, data is inconclusive. For example, it is not clear if female administrators are any more (or less) supportive of international experience than males, or if those administrators in rural, suburban or urban schools are more (or less) supportive of international experience. This lack of conclusiveness with regard to these questions indicates that more study is required in this area in order to draw any insights or conclusions.

However, the final question of the survey also had an interesting response, as illustrated in *Table 13*. A majority of the administrators (74 responses or 56%) indicated that they would be interested in learning more about international education in the K-12 context, while 40% (52 people) indicated that this topic was not of interest.

Table 13: Interest in Learning More about International Education

Question: As a leader in education, are you interested in learning more about international education in the K-12 context?

Table 13 • Answers: (N=131)

| | | | | | |
|-----|-----|----|-----|--------------|----|
| Yes | 74 | No | 52 | Not Answered | 5 |
| | 56% | | 40% | | 4% |

Of those who said “yes”:

- 31 were from Catholic schools (N=56); 55% of them
- 11 were from private/independent schools (N=21); 52% of them
- 31 were from public schools (N=53); 58% of them
- 34 were male (N=57) • 46% of the population or 59.6% of males
- 40 were female (N=73) • 30% of population or 54.7% of females
- 31 have been in their roles for 1 to 5 years (N=58) or 53% of them
- 18 have been in their roles from 6 to 10 years (N=36) or 50% of them
- 17 have been in their roles from 11 to 15 years (N=26) or **65% of them**
- 7 have been in their roles from 16 to 20 years (N=7) or **100% of them**
- 1 has been in his/her role for more than 20 years (N=4) or 25% of them

It is important to note that these responses were elicited before the launch of the Ontario government's international education strategy document. Interest was demonstrated by both males and females, and was consistent across experience levels in administrative roles. This finding could also be informative to policy-makers and curriculum developers when they are seeking professional development opportunities for school administrators and teachers.

Chapter Five: Conclusions

Despite the fact that this inaugural study in the Ontario context is not statistically significant in terms of representing administrators from across the province, some conclusions can be drawn from the responses from the school administrators who participated in this survey in the 2014-15 academic year.

First, in response to the research question, “Do Ontario school administrators value/prefer local job applicants who have completed international teaching experiences in the job application process?” my findings indicate that an answer is much more nuanced than a straight-forward “yes” or “no.” Of those administrators who completed the survey (N=131), responses suggest that many of them (44%) might consider teachers’ international experiences as a deciding factor in hiring, in combination with the consideration of other elements; these factors generally relate to each school’s local context and students. Within the study, this information is significant for teachers and student teachers since it indicates that they will not have an automatic advantage in obtaining local teaching jobs in Ontario schools. However, it also indicates that the experience will also not be automatically discounted by a number of school administrators, either. When seeking work, teachers might ultimately benefit from their experiences teaching in an international setting, if they also possess additional knowledge, skills, qualities or abilities that are being sought, such as a positive attitude, strong references, a solid philosophy of education and local teaching experience, as outlined in *Table 12*. Indeed, since my survey data and the literature have indicated that not all international experiences are perceived to be equal (Cushner & Karim, 2003; Shiveley & Misco, 2012) and not always positive

(Malewski & Phillion, 2008; Walters, Garii & Walters, 2009; Trilokekar & Kizilbash, 2014), it may be seen as prudent that administrators are not automatically jumping to conclusions about teachers' international experiences. This response may be informative to teachers who have gained substantial experience outside Canada; the experience alone may not advantage them in the local job market, so they will need to be strategic in their positioning of international experience in their applications. For those who work in teacher education, this information can also be instructive, particularly when advising students or encouraging them to participate in international learning or employment opportunities.

Additionally, unlike Trooboff, Vande Berg and Rayman (2008), who found that, "...employers who had studied abroad... rank all types of study abroad more highly than those who had not" (p. 24), respondents in my study were more nuanced in their responses; administrators' own international experiences did not determine that they would automatically favour candidates with international experiences, although some might. This finding also differs from the literature, where a "similar-to-me" hiring philosophy (Cranston, 2012b) has been noted. Converse to these claims, and in support my research findings, Boyd *et al.*, (2011) also conclude that "...schools appear to be choosing, on average, in the best interests of their students rather than according to alternative goals that might lead them to choose less effective teachers" (p. 109), which could be heartening information for students and schools overall. With the small study sample size and wide variations, it was also impossible to draw any conclusions that correlated school administrators' personal and professional experiences (e.g., gender, experience in international learning, experience in their local

school community, interest in meeting the development of specialized programs in the school) with their preferences or ranking of the value of job candidates' development during international teaching experiences.

However, the administrators in my survey generally also indicated that they were mostly aware of the international opportunities available to teachers, and that they also generally recognized their value in the development of teachers' knowledge, skills and abilities; this value was least-recognized for international group tours. Interestingly, the administrators' esteem was generally highest for employment opportunities, which may be anticipated to be longer in duration and likely associated with genuine classroom autonomy, as opposed to being shorter-term and less autonomous. This finding upholds the literature regarding the values of international experiences generally (Herren, 2006) and for teachers specifically (Cushner & Mahon, 2002; Shiveley & Misco, 2012). It also suggests that teachers who are planning to complete international experiences may want to do so after graduation; however, since students who take part in international activities may be more likely to participate in international career paths (Gerner *et al.*, 1992; European Commission, 2014b; Mohajeri Norris & Gillespie, 2009), pre-service teachers or those students who are thinking of becoming teachers may be advantaged to "try out" international teaching or international exchanges as a part of their academic programs, both to ensure that they make informed decisions about their careers, and to see if they are prepared to take on longer-term contracts outside Canada. For those who may have had very little or no exposure to international travel or work, a short-term exchange or internship abroad might be beneficial in providing them with some career education

and a taste of international contexts. It would also be prudent for teachers to carefully consider the value of any short-term programs, selecting those with an eye to social justice and insightful learning, avoiding those that resemble post-colonial tourism.

Overall, the experiences that the administrators in this study tended to value seemed to most closely resemble their own school contexts (e.g., Canadian curriculum schools), but this was certainly not exclusive. The qualities that they indicated they are looking for when hiring tend to be interpersonal and classroom/teaching skills, which may be developed during international experiences, but they can also be developed locally. This finding is also reflected in the literature; as mentioned, White *et al.* (2011) suggested that administrators tend to look for affective qualities when hiring, and Rutledge *et al.* (2008) indicated that hiring extends to consider organizational concerns. For these administrators, the teachers' fit may include their understanding of more intricate details of local policy and organizational culture.

Similarly, my study does not match the findings of Shiveley and Misco (2012), who claim that, "...the value of this [international] experience matters more in some subject areas than others" (p. 58). The administrators who completed my survey were almost at an even split in their opinions on this matter; 63 people (48%) thought that they would be more likely to consider international experiences as beneficial for hiring in certain school subjects, while 62 people (47%) thought that they would not, and 5% didn't answer the question. The most that I can conclude is that there is almost an even difference of opinion on this matter. Of those subjects that were indicated as more beneficial, French (19 responses), languages other than French (11 responses), were the most popular answers, and an array of other subjects were also listed by

participants, including Social Science (5 responses), History (4 responses) and others. These subjects that are listed do match those that were found by Shiveley and Misco (2012), and they may also mirror the belief that one benefit of participating in international experiences is the development of foreign language skills (Cushner, 2007; European Commission, 2014b). Since one of the areas of shortage in Ontario education is for French teachers, this reality could have also influenced the response. Based on these answers, I would merely be able to indicate that international experience may be seen as more beneficial for certain teaching subjects for some administrators, and not for others. The implication for teachers is that they may want to keep an open mind, since it is unclear if international experience will be considered as an advantage in being hired in a certain subject area.

Also, unlike Shiveley and Misco (2012) who found in their US-based study that, “...the value of this [international] experience depends, to a small extent, on the country in which the experience was gained” (p. 58), the school administrators who completed my survey generally did *not* think that the region where a teacher has completed teaching experience (e.g., Middle East, Latin America) was more or less valuable when considering their application for a job (86 responses, or 65.5%) (see *Table 9*). This majority response could be heartening to teachers who decide to participate in contexts that are vastly different from Ontario. Of those who did indicate prioritized areas, the United States was the highest ranked in the “very important” category (10 of 42 responses, or 24%), followed by Western Europe (7 of 42 responses, or 17%). Of the 31 participants who offered comments or rationale for this question, 18 people (58% of those offering comments) offered feedback related to the

fact that they felt the experience relates or equates to the quality of the Ontario school curriculum. 13 people (41.9% of this group) also indicated that the country or region might have similar standards/practices to Ontario. Other comments were more conditional; eight respondents (25.8% of the 31 people) indicated that their response would depend on the educational standards of a region/school. While administrators in the group who valued some regions more than others is a minority of the group, their comments reflect a preference for experiences or contexts that are similar to “home” rather than valuing a diversity of experiences. This observation may suggest that many of the Ontario school administrators are confident in the quality of programming delivered in their schools, and that they are hoping to maintain the high standard. Teachers with international experience may be relieved to see that most school administrators are accepting of the fact that they may have gained experiences that differ from those that can be obtained in Ontario, and that work in the Global South will not be discounted by most administrators. Even for those who indicated that more “similar” regions are preferred, explanations of working with underprivileged students in communities that may be—either globally or locally—marginalized may strike a chord with some, since even in Canada, we have a number of communities who struggle with poverty and the social difficulties, and where schools are challenged to meet the needs of the students that they serve. Teachers may need to provide explicit information about the curriculum, programs and schools when applying for jobs in Ontario. They may need to clearly articulate any parallels in experience.

Even with only a minority of the administrators suggesting a slightly higher esteem for similar contexts (as outlined in *Table 6*), when asked about their thoughts on the quality of Canadian-curriculum schools (as outlined in *Table 7*), the responses from the administrators were less clear. Perhaps the administrators assumed—on one level—that these schools would be closer to their local context, but on a more specific level, the data was inconclusive; 34.5% (45 respondents) indicated that they didn't know about the quality of these schools, and another 39% (51 respondents) indicated that they thought the quality would vary. Perhaps this finding is not surprising; most school administrators likely have little or no connection to these types of schools in international locations. Without having concrete information or direct experience, it might be prudent for them to avoid making assumptions. Teachers who work in these types of internationally-located schools—or others—might be advised to provide information about their schools, curriculum and context, where possible, and to communicate information about the quality and/or attributes. Without having concrete information or an understanding of a school, local school administrators might also find it difficult to genuinely value the experience when they are hiring.

Likewise, while it might have been anticipated from the low employment levels of internationally-educated teachers (IETs) that most of the school administrators would discourage international experience for an extended period of time, this was not actually the case. The majority of administrators (88 respondents or 67%) did *not* think that a certain timeline for international teaching should be recommended. More research in this area in comparing IETs with local Ontario teachers who have extended international experience might provide further insights. However, the lack of a

suggested timeline may uphold the claims of Trooboff, Vande Berg and Rayman (2008), that—at least relating to study abroad experiences—longer international programs are more highly-valued by employers. Conversely, for those administrators who did think that a timeline was appropriate (27% or 35 respondents), it seemed that a shorter timeline was favoured. This concern about the length of time “away” reflected a concern with “staying current” with new policies, methodologies and the local context. Likewise, suggestions for a short timeline may or may not consider that teachers might also be making a sacrifice in returning home, since they might transition from having full-time employment abroad to having part-time or occasional employment in Ontario—for potentially a substantial period of time. However, it appears that some of these administrators were concerned that the teachers would also be “losing” on the opportunity to develop their board seniority—which is currently the basis of hiring for full-time positions in publicly-funded boards. While the majority of the administrators who responded were not concerned about timelines for returning to Ontario, teachers who decide to complete international teaching contracts will need to determine what timelines they feel most comfortable with, and their decisions to stay or return home may be based on other personal circumstances rather than strictly on their employability in Ontario schools.

Likewise, the administrators in this study had varied levels of autonomy in the hiring process; those in private/independent schools indicated that they felt they had higher levels of autonomy overall, while a number of administrators in Catholic schools indicated that they are not a part of the hiring process for their schools. This finding is potentially important, since administrators may hold certain personal

values—either about international experience or other factors—but they may not be reflected in hiring decisions. Where the autonomy in hiring may be higher—generally in Ontario private/independent schools—if administrators value international experience, it may be more advantageous for teachers who have taught abroad. Although teachers will need to demonstrate other affective qualities, skills, knowledge and abilities that are also valued by the hiring committees, they may be able to demonstrate that they have full-time teaching experience (unlike new graduates) and will have gained other professional and personal experiences, skills and knowledge that may be valued. However, this situation is beyond the scope of this paper, and requires further investigation.

Just as Shiveley and Misco (2012) note, “...the burden of proof to demonstrate transferability of this experience to the interviewing school rests with the interviewee” (p. 58). School hiring committees are not specifically asking about international experience, nor are they expecting it. Although not explicitly outlined in the survey and only mentioned by a Human Resources professional, since there are a very large number of applications received by Ontario schools for very few positions, teachers who are applying for jobs must differentiate themselves—sometimes through an online application that cannot be personalized— from the “crowd” of applicants who may have equal or higher qualifications and experiences. Similar to the suggestions made in previous studies (Shiveley & Misco, 2012; Herren, 2006; Trooboff, Vande Berg and Rayman, 2008), if the job candidate can demonstrate how the international experience that has been gained is relevant, and they can show how they have remained current with Ontario curriculum and education while they have been

away, they may be able to create a strong impression on the hiring school administrator. As one survey respondent indicated, “I think that is not so much about the international experience as it is about what the candidate has reflected upon because of this experience[,] and how this experience has changed him/her as an educator.” Likewise, another survey respondent from an independent/private school stated:

When hiring, I am most interested in instructional expertise. This may be gained through international experience, but it may be harder to know whether this was an area of development for the teacher at the school. International experience may be helpful for intangibles like global awareness or empathy, but does not necessarily link directly to instructional expertise.

The school administrators in my study often seemed to be most concerned about meeting the needs of their students, and in hiring teachers who will be the best fit for them in the school, community and individual student context, which includes working with provincially-mandated curriculum, contexts and policies. This suggestion is in line with Ingle, Rutledge and Bishop (2011), who indicate that, “...principals’ conceptions of hiring and teacher quality were shaped by the broader organizational and policy context” (p. 601). Perhaps as the new Ontario Ministry of Education policy document (2015) with a provincial strategy for international education begins to be implemented, these priorities will change; any developments in this area may be the topic of future studies. Even before the announcement of the Ontario international education strategy, 74 respondents (56.4%) indicated that they were interested in learning more about international education in the K-12 context. One administrator even provided a series of questions in the open comments section of the survey, indicating topics that were of interest: “I would like to know how other countries

assess in Elementary. Does the report card align with the curriculum. [sic.] How many strands are being taught and assessed in Math and Language Arts? Is math still taught in a traditional manner?” It would be interesting to complete this study again in another year or two, to see if the responses are different, and if interest increases with the prioritization from the government.

As mentioned earlier, my research has also suggested that there may be legislative barriers in the publicly-funded Ontario education system to those who do not enter the local education system—indeed the specific school board—in an occasional teaching capacity as soon as possible upon receiving teaching credentials, if they are ultimately seeking full-time or permanent work in Ontario public or Catholic schools; these legislative and hiring barriers do not exist in Ontario private/independent schools. *Regulation 274/12 of Ontario’s Education Act* has significant impact on the hiring of teachers in publicly-funded Ontario schools, and it may disadvantage new graduates in their employment prospects, those who teach in private/independent schools and those who decide to travel in order to obtain full-time work in their profession. Publicly-funded schools seem to be hiring those who have completed temporary work in their school boards for a number of years, rather than those who have substantial teaching experience in their own classrooms. For those teachers who seek international employment for the short-term with the intention of returning at a later date in order to seek employment in a publicly-funded school board, the current “cost” of gaining international teaching employment is the loss of developing a seniority ranking. This systemic barrier may be preventing some diversity within the teaching workforce (Roher, 2013) with those teachers who cannot

afford to be unemployed or only occasionally employed for an extended period of time. These teachers may not be able to afford to stay in Ontario, volunteering in schools until they gain access to the occasional teacher list, where they can build up enough seniority to be considered for longer-term contract (long-term occasional) positions and then finally—perhaps a few years later—to gain access to interview opportunities for permanent positions in the school board. Rushowy (4 November 2013) reported that during a question-and-answer period, the Ontario Minister of Education, Liz Sandals, said with regard to this “legislative barrier,” *Regulation 274/12*:

In my view, it will inevitably come up as a topic in future negotiations. ...So what we're doing before we get to future negotiations, what I have committed, is that where we can get agreement between the unions and the school boards, I'm willing to amend the regulation” (p. 1).

At the time that this paper is being written, teachers’ unions, school boards and the provincial government are in the midst of labour negotiations. More externally-directed research would need to be conducted on the actual impact of this legislation in order to see what the benefits are, compared to the barriers that it creates for teachers who are seeking employment.

In reviewing all of these findings, I have created a conceptual framework to illustrate how Ontario-educated teachers with international experience may gain employment in Ontario public and Catholic schools (see *Appendix F*). Likewise, *Appendix H* highlights some of the hiring priorities that have been observed in this study. It is interesting to recognize that while full-time, permanent employment for newly-graduated Ontario teachers is achievable by opting to teach internationally, both new graduates and experienced teachers who are returning to Ontario—with the

exception of those with teaching qualifications in subjects such as French or in the context of private/independent schools—the likelihood is that they will *not* be fully employed for some time. This situation may raise questions about equity and diversity in the current system; it may also encourage those who are entering the profession to seek longer-term careers outside Canada. While the province has taken proactive measures to reduce the number of new graduate teachers, the effects of this action may not be realized for a number of years.

It would certainly be interesting to complete this study on a larger scale, with school administrators from across the province of Ontario in order to collect enough data to correlate some of the variables, and to obtain a representative sampling. While there is a substantial amount of literature exploring teacher education programs and the learning that student teachers complete during international experiences, there is less information available on the experiences of practicing teachers who gain international experience, and even less as it relates to hiring processes. Likewise, there is very little research in a Canadian context on the hiring practices of school principals and administrators, especially as they relate to international teaching experiences. The results that were collected in my study do not clearly match the findings of related US-based studies. With different laws and school contexts, a closer exploration of the hiring practices in Ontario and other provinces could be informative. Some of the questions for future research will include: Do the results of this study reflect a larger sampling of school administrators across the province? How will Ontario principals value teachers' international experience if *Regulation 274/12* is revoked or altered? How will school administrators value teachers' international experiences, now that a

provincial international education strategy has been introduced? And how would these results compare to a province such as British Columbia, where an international education strategy is more established? Will the Ontario Ministry of Education and schools begin to internationalize the curriculum more *now*, and will this content increase the demand for teachers' international experience? In school boards where the teachers' direct manager (e.g., the principal) is not involved in the hiring process at all, is there any evidence to demonstrate that the process achieves similar or different results to those that give school administrators some direct autonomy?

Likewise, faculties of education that are providing international learning opportunities to pre-service and practicing teachers may help their students reflect on the relevance of their experiences and learning. They may also consider the value of the activities that they provide for students, and rather than attempting to measure their skills in a rubric, they may instead help them prepare for the job application process, where they will need to differentiate themselves from the many other equally-qualified candidates. For those Ontario-educated teachers who are not interested in returning home at a later date, job prospects may be much higher; teacher shortages are prevalent in a number of geographic regions, and they could easily become "career internationals" (Matthews, 1988 as cited in Canterford, 2003, p. 49) who use their Ontario education as a way to shape a path of full-time employment. With so many qualified teachers in the local job market in Ontario, the surplus of teachers is likely to exist for many years; qualified teachers who are seeking employment in their field will need to weigh their options and goals, and ultimately

make a decision that is realistic for them in either the international or local context—or a combination of both.

In conclusion, to answer my research question, while many of the Ontario school administrators in my sample recognize the value that many international teaching experiences can offer, there are a number of other factors that they consider when hiring—some of which are mandatory priorities—which can frame their selection criteria. As was found in other studies, the onus is on teachers who are seeking employment in Ontario schools to clearly articulate to employers how their international experiences relate to the local school context and to demonstrate how they are the best candidates. Administrators' main concerns are for meeting the needs of the students that they are responsible for, and they are seeking teachers who will have strong teaching skills.

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Appendices

Appendix A: Sample Cover Letter for Survey

<date>

Dear School Principal,

I am a Master of Education Administration student at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. My thesis explores how school principals consider international teaching experiences when they are conducting hiring of local teachers. I am requesting that you participate in a survey on this topic.

By participating in this study, you will help to identify the experiences that may be more valued by school principals with regard to the hiring of teachers, which can assist faculties of education in tailoring meaningful learning experiences for students and help students and teachers plan their career paths (e.g., teaching abroad vs. volunteering locally and working outside education for some time) and direct them in gaining appropriate experiences that will help them obtain employment in Ontario schools. It can also help aspiring teachers to tailor their experiences appropriately prior to applying for employment.

Your participation in this study is voluntary, and you can discontinue your participation at any time. There are no known risks associated with the completion of this survey, and your identity will be kept confidential. Data from this research will be stored on the password-protected, secure Survey Monkey website, and results will be kept on an encrypted, password-protected computer. Any hard copies will be kept in a locked cabinet. Data will be reported in aggregate, and no individuals will be identifiable; any information that is quoted will be anonymous. This study has been approved by the Ethics Committee at the University of Toronto.

Results of this study will be used to write a thesis, and may also be used to write further articles in journals and other media.

To conduct this research, I am providing you with a survey, which consists of 24 questions and will take you approximately 10 to 15 minutes to complete. Please complete the survey by _____ (date) in the online format (found at <https://www.surveymonkey.com/s/OntPrincipals> or request, complete and return the hard copy to me at the address below by <deadline date>.

As a token of appreciation for participating principals, if you would like to be entered into a draw to win a \$100 Indigo Bookstore Gift Certificate, please provide your name, email address and phone number where you can be reached. This information will also be kept confidential. The draw will take place at the end of the data-collection for this survey.

If you have any questions about this survey, you can contact Laura Crane at <email>.

By completing this survey, you are agreeing to participate in this research project.

Thank you for your participation!

Laura Crane
MEd (Education Administration) Candidate
OISE, University of Toronto

<contact information of student>

<contact information of faculty supervisor>

Appendix B: Survey Questions

Please note that these questions were entered into Survey Monkey for responses, so the layout was slightly different from the paper-based version.

Part A: Getting to know your context:

1. What is your job role?
 - ☐ School Principal
 - ☐ School Vice-principal
 - ☐ Other (Please specify): _____
2. Do you participate in the hiring process in your school and/or school board?
 - ☐ Yes
 - ☐ No
3. What is your gender?
 - ☐ Female
 - ☐ Male
4. What is your school panel?
 - ☐ Elementary
 - ☐ Middle
 - ☐ Secondary
 - ☐ Other (Please specify): _____
5. What best describes the location of your school?
 - ☐ Urban
 - ☐ Suburban
 - ☐ Rural
 - ☐ Other (Please specify): _____
6. What best describes the diversity of your school's student population?
 - ☐ Very diverse
 - ☐ Diverse
 - ☐ Somewhat diverse
 - ☐ Minimally diverse
 - ☐ Not diverse at all
 - ☐ Other (Please specify): _____
7. What best describes the socio-economic background of the students in your school?
 - ☐ Families are generally of *high* socio-economic means
 - ☐ Families are generally of *middle to high* socio-economic means

- Families are generally of *middle to low* socio-economic means
 - Families are generally of *very low* socio-economic means
 - Other (Please specify): _____
8. What is your school/school board's status in Ontario?
- Public
 - Catholic
 - Public French
 - Catholic French
 - Independent/Private
 - Other (Please specify): _____
9. What types of specialized programs does your school have?
- Male only/female only classes
 - Special education program (beyond regular resource room supports)
 - Gifted program
 - Advanced Placement (AP)
 - French Immersion
 - Arts
 - International Baccalaureate (IB)
 - Specialist High Skills Major (SHSM)
 - Other (Please specify): _____
 - My school does *not* have any specialized programs
10. For how long have you been in your current role (e.g., school principal)?
- From 1 to 5 years
 - From 6 to 10 years
 - From 11 to 15 years
 - From 16 to 20 years
 - More than 20 years
11. Please indicate your own life context
- I was born in Canada
 - I moved to Canada as a child
 - I moved to Canada as an adult
12. Please indicate your professional context
- I have *only* worked in education in Canada
 - I have worked in education *outside* Canada
 - As a student, I completed one or more international "study abroad" opportunity
 - Other (Please specify): _____

Part B: Awareness of International Opportunities (Ontario/Canadian-educated teachers ONLY)

13. What types of international teaching experiences are you *currently aware of*?
(Select one response for each):

| Are you aware of this type of program/experience? | | Program/Experience | Definition |
|---|----|---|--|
| Yes | No | International Exchange | ❖ Earning university credits in a university outside Canada towards a local degree program |
| Yes | No | International Internship/Practicum Placement | ❖ A teaching placement or unpaid position outside of Canada ❖ These teaching hours do not count towards OCT certification, but are <i>additionally</i> completed for degree requirements and/or |
| Yes | No | Study Abroad Course | ❖ A course (or part of a course) that is offered from a university in another country |
| Yes | No | Group Tours | ❖ Generally a group of students travels with a university instructor or a tour guide (or both) for a short period of time <u>OR</u> ❖ A group vacation/tour |
| Yes | No | Teaching Contracts (<i>Unqualified</i> teachers) | ❖ Generally one- or two-year renewable contracts for <i>unqualified</i> teachers outside of Canada ❖ Completed <i>prior to</i> attending a Faculty of education |
| Yes | No | Teaching Contracts (<i>Qualified</i> teachers) | ❖ Generally one- or two-year renewable contracts for <i>qualified</i> teachers outside of Canada |

| | | | |
|-----|----|---|---|
| | | | ❖ Completed <i>after</i> graduation with a Bed |
| Yes | No | Volunteer Teaching Contracts (<i>Qualified or unqualified</i> teachers) | ❖ Generally short-term contracts teachers outside of Canada ❖ May or may not require teaching credentials ❖ Generally hosted in developing countries ❖ <i>May</i> have a religious and/or ideological philosophy |
| Yes | No | Teaching internationally prior to Ontario qualification | ❖ Either as local residents outside Canada or as expatriates, people work as contract or permanent teachers prior to moving to Ontario and earning a BEd |
| Yes | No | Teaching Contracts in Canadian-curriculum schools (<i>Qualified</i> teachers) | ❖ Short-term or long-term contracts for <i>qualified</i> teachers, located outside of Canada ❖ Completed <i>after</i> graduation with a BEd ❖ In schools that have Canadian (e.g., Ontario, Nova Scotia) curriculum |
| Yes | No | Teaching Contracts (Teachers qualified <i>outside</i> Canada; not yet completed an Ontario BEd) | ❖ May be a permanent or term contract outside Canada ❖ Teachers complete these <i>prior</i> to taking a Bachelor of Education degree in Ontario |

14. To what *extent* do you think that each type of international teaching experience contributes to the development of teachers' knowledge/skills/abilities?

Scale: 0 = doesn't contribute at all; 1 = contributes a little;
 2 = contributes somewhat; 3 = contributes; 4 = contributes a lot; D = don't know

| |
|----------------------------|
| International Exchange |
| 0 1 2 3 4 D |

| | | | | | | |
|--|---|---|---|---|---|---|
| International Internship/Practicum Placement | 0 | 1 | 2 | 3 | 4 | D |
| Study Abroad Course | 0 | 1 | 2 | 3 | 4 | D |
| Group Tours | 0 | 1 | 2 | 3 | 4 | D |
| Short-term Teaching Contracts (<i>unqualified</i> teachers – pre-qualification) | 0 | 1 | 2 | 3 | 4 | D |
| Short-term Teaching Contracts (<i>qualified</i> teachers) | 0 | 1 | 2 | 3 | 4 | D |
| Volunteer Teaching Contracts (<i>qualified or unqualified</i> teachers) | 0 | 1 | 2 | 3 | 4 | D |
| Teaching jobs outside Canada prior to earning an <i>Ontario</i> BEd (<i>teachers qualified elsewhere – pre-qualified in Ontario</i>) | 0 | 1 | 2 | 3 | 4 | D |
| Canadian Curriculum School Contracts (<i>qualified</i> teachers) | 0 | 1 | 2 | 3 | 4 | D |

15. Do you think that the *region* where a teacher has completed teaching experience (e.g., Middle East, Latin America) is more or less valuable when you are considering their application for a job?
- ☐ Yes
 - ☐ No (proceed to question #17)

16. If yes, how would you *rank* of value/usefulness the international location of teaching experience when you are considering their application for a job?

Ranking in order of value/usefulness of experience in this region:
Scale: 0 = not important at all; 1 = minimally important; 2 = somewhat important; 3 = important; 4 = very important

| Rank of value/usefulness | Region of teaching experience | Your rationale for this ranking (if any) |
|--------------------------|---|--|
| 0 1 2 3 4 | Asia/Southern Asia* | |
| 0 1 2 3 4 | Northern Asia/Russia | |
| 0 1 2 3 4 | Western Europe | |
| 0 1 2 3 4 | Eastern Europe | |
| 0 1 2 3 4 | South Pacific (Australia, New Zealand etc.) | |
| 0 1 2 3 4 | Middle East | |
| 0 1 2 3 4 | Africa | |
| 0 1 2 3 4 | United States | |
| 0 1 2 3 4 | Mexico | |
| 0 1 2 3 4 | South America | |
| 0 1 2 3 4 | Caribbean | |

* Note that there was an error with this question. The online version indicated "Asia" while the paper-based survey indicated "Southern Asia". As a result, responses for this question are not reliable.

Part C: Hiring Processes (Ontario/Canadian-educated teachers ONLY)

17. How much autonomy do you feel you have in the hiring process in your school?

- ☐ I have *full* autonomy in the hiring process
- ☐ I have a *good deal* of autonomy in the hiring process
- ☐ I have *some* autonomy in hiring processes
- ☐ I have *very little* autonomy in hiring processes
- ☐ I have *no* autonomy in hiring processes

18. Please indicate the types of hiring criteria that you use when hiring teachers, and their importance to your decision-making about hiring:

| Rank of importance in hiring process | Scale: 0 = not important at all; 1 = minimally important; 2 = somewhat important; 3 = important; 4 = very important | |
|---|--|------------------|
| 0 1 2 3 4 | Board hiring policies/guidelines/rules | |
| 0 1 2 3 4 | Demographic considerations (e.g., race, gender) | |
| 0 1 2 3 4 | Positive attitude/enthusiasm expressed by candidate | |
| 0 1 2 3 4 | Candidate's references | |
| 0 1 2 3 4 | Candidate's performance in the job interview | |
| 0 1 2 3 4 | Candidate's prior teaching experience in my board and/or school | |
| 0 1 2 3 4 | Candidate's teaching experience in Ontario | |
| 0 1 2 3 4 | Candidate's teaching experience outside Canada | |
| 0 1 2 3 4 | Reputation of the Faculty of education attended | |
| 0 1 2 3 4 | Candidate's philosophy of education | |
| 0 1 2 3 4 | International/intercultural experience | |
| 0 1 2 3 4 | Seniority | |
| 0 1 2 3 4 | Candidate's reference from another principal in the board | |
| 0 1 2 3 4 | Other factor | Please indicate: |
| 0 1 2 3 4 | Other factor | Please indicate: |

19. How do you believe that internationally-located Canadian-curriculum schools *compare* to Ontario schools?

- ☐ I believe that the schools are of *higher* quality than the schools located in Ontario.
- ☐ I believe that the schools are of *equivalent* quality to the schools located in Ontario.
- ☐ I believe that the schools are of *lower* quality to schools located in Ontario.
- ☐ I believe that the quality may *vary*, school-by-school.
- ☐ I don't know.
- ☐ My assumptions are based on: _____

20. If you had two applicants of *equal years of experience and qualification*, would international experience (whether in a school that uses Canadian curriculum *or* a different curriculum) be a determining factor in selecting this teacher as your new hire?

- ☐ Yes
- ☐ No
- ☐ Maybe

Explain: _____

21. When hiring, would you be more likely to consider international experience as beneficial for certain *school subjects* (e.g., French, Science)?

- ☐ Yes
- ☐ No

If yes, please indicate subject(s): _____

22. Some teachers may teach outside of Canada before returning to apply for teaching jobs in Ontario. Would you recommend *timelines* for Ontario teachers to work internationally before returning to seek employment as teachers in your school?

- ☐ Yes
- ☐ No (Go to question #24)

Why or why not? _____

23. If yes, how many years do you think a teacher should work outside of Canada (maintaining OCT licensing) before applying for jobs in your school/district?

- ☐ 1 to 3 years
- ☐ 4 to 6 years
- ☐ 7 to 10 years
- ☐ More than 10 years

24. As a principal, are you interested in learning more about international education in the K-12 context?

- ☐ Yes
- ☐ No

25. Please provide any other information that you think would be useful for the researcher to be aware of on this topic:

| |
|--|
| |
|--|

26. Thank you for your participation in this study! If you would like to be entered into a draw to win a \$100 gift certificate for Indigo Books, which will take place when all data has been collected, please provide your contact information* here:

| | |
|---------------|--|
| Name: | |
| Email: | |
| Phone Number: | |

* Information will be kept confidential and is only collected for the purpose of prize distribution.

Thank you for your participation in this survey! Your feedback is highly valued!

Appendix C: Explanation of Survey Questions' Rationale

This rationale was initially provided when questions were created for the survey. Since no similar survey or research tool was available to adapt, this document provided the rationale for each question that was included. Black text indicates the survey question, and red text indicates the rationale for asking the question, and the correlated sub-question(s).

Part A: Getting to know your context:

This section is provided in order to learn about the experiences and knowledge of the principals. This information is significant because details about the principals and their programs may provide comparative data when analyzing later responses. It may also be used as a tool in determining response bias.

In beginning one study, Ingle, Rutledge and Bishop (2011) looked at principals' conceptions by first exploring, "how principals described their student body, goals for the school and initiatives pursued in response to these goals and challenges and their personal philosophies – in sum, their organizational priorities" (p. 592). Similarly, Cannata and Engel (2012) explore a similar idea when comparing charter schools with public schools, asking, "What school or principal characteristics are related to principals' hiring preferences?" (p. 456). Likewise, Kertsen (2008) started his study of principals' hiring practices with some contextual questions about the principals, including, "position, type of district, years or principal experience, enrollment of the school and district, and percentage of free or reduced lunch students" (p. 359), and Mason and Schroeder (2010) also compiled information on the demographics of the group and their schools as a part of their study (p. 189).

1. What is your job role? Required to be a school administrator for the survey, although roles vary from public, Catholic and private/independent schools, including with relation to hiring.
 - School Principal
 - School Vice-principal
 - Other (Please specify): _____
2. Do you participate in the hiring process in your school and/or school board? Initially, this response was required to be answered in the affirmative in order to keep the respondent's answers to the survey. If the question was answered with a "no", the survey was initially intended *not* to be included in the data. However, due to the fact that there was some confusion about whether some

respondents really had some input or not, and due to the fact that there might be some input or influence into the hiring process, or that they are only temporarily not involved in any aspects of hiring, even respondents who indicated “no” were still considered, overall.

- ☐ Yes
 - ☐ No
3. What is your gender? Females generally participate more regularly in international learning opportunities (*Study abroad programs draw more women*, 2009; Mohajeri Norris & Gillespie, 2009), so it will be interesting to see if female principals are more “open” to international experiences or not.
- ☐ Female
 - ☐ Male
4. What is your school panel? Are principals/administrators in one panel more open to international experience when hiring?
- ☐ Elementary
 - ☐ Middle
 - ☐ Secondary
 - ☐ Other (Please specify): _____
5. What best describes the location of your school? Are principals/administrators in urban/suburban/rural schools more open to international experience when hiring?
- ☐ Urban
 - ☐ Suburban
 - ☐ Rural
 - ☐ Other (Please specify): _____
6. What best describes the diversity of your school’s student population? Are principals/administrators who work in more culturally diverse schools more open to international experience when hiring?
- ☐ Very diverse
 - ☐ Diverse
 - ☐ Somewhat diverse
 - ☐ Minimally diverse
 - ☐ Not diverse at all
 - ☐ Other (Please specify): _____
7. What best describes the socio-economic background of the students in your school? Are principals/administrators who have students with higher or lower socio-economic means more open to international experience when hiring?
- ☐ Families are generally of *high* socio-economic means
 - ☐ Families are generally of *middle to high* socio-economic means
 - ☐ Families are generally of *middle to low* socio-economic means
 - ☐ Families are generally of *very low* socio-economic means

- Other (Please specify): _____
8. What is your school/school board's status in Ontario? **Are principals/administrators in one type of school more open to international experience when hiring?**
- Public
 - Catholic
 - Public French
 - Catholic French
 - Independent/Private
 - Other (Please specify): _____
9. What types of specialized programs does your school have? **Are principals/administrators who have specialized programs (or a particular type of specialized program) in their school more open to international experience when hiring?**
- Male only/female only classes
 - Special education program (beyond regular resource room supports)
 - Gifted program
 - Advanced Placement (AP)
 - French Immersion
 - Arts
 - International Baccalaureate (IB)
 - Specialist High Skills Major (SHSM)
 - Other (Please specify): _____
 - My school does *not* have any specialized programs
10. For how long have you been in your current role (e.g., school principal)? **Are principals/administrators with more or less experience more or less open to international experience when hiring?**
- From 1 to 5 years
 - From 6 to 10 years
 - From 11 to 15 years
 - From 16 to 20 years
 - More than 20 years
11. Please indicate your own life context **Are principals/administrators with more or less personal international experience more or less open to international experience when hiring?**
- I was born in Canada
 - I moved to Canada as a child
 - I moved to Canada as an adult
12. Please indicate your professional context in education. **Are principals/administrators with more or less professional international experience more or less open to international experience when hiring?**

- I have *only* worked in education in Canada
- I have worked in education *outside* Canada
- As a student, I completed one or more international “study abroad” opportunity
- Other (Please specify): _____

Part B: Awareness of International Opportunities (Ontario/Canadian-educated teachers ONLY)

13. What types of international teaching experiences are you *currently aware of*?
(Select one response for each): **Are principals/administrators aware of the international teaching experiences that are available?**

| Are you aware of this type of program/experience? | | Program/Experience | Definition |
|---|----|---|--|
| Yes | No | International Exchange | ❖ Earning university credits in a university outside Canada towards a local degree program |
| Yes | No | International Internship/Practicum Placement | ❖ A teaching placement or unpaid position outside of Canada ❖ These teaching hours do not count towards OCT certification, but are <i>additionally</i> completed for degree requirements and/or |
| Yes | No | Study Abroad Course | ❖ A course (or part of a course) that is offered from a university in another country |
| Yes | No | Group Tours | ❖ Generally a group of students travels with a university instructor or a tour guide (or both) for a short period of time <u>OR</u> ❖ A group vacation/tour |
| Yes | No | Teaching Contracts (<i>Unqualified</i> teachers) | ❖ Generally one- or two-year renewable contracts for <u>unqualified</u> teachers outside of Canada |

| | | | |
|-----|----|---|---|
| | | | ❖ Completed <i>prior to</i> attending a Faculty of education |
| Yes | No | Teaching Contracts (<i>Qualified</i> teachers) | ❖ Generally one- or two-year renewable contracts for <i>qualified</i> teachers outside of Canada ❖ Completed <i>after</i> graduation with a BEd |
| Yes | No | Volunteer Teaching Contracts (<i>Qualified or unqualified</i> teachers) | ❖ Generally short-term contracts teachers outside of Canada ❖ May or may not require teaching credentials ❖ Generally hosted in developing countries ❖ <i>May</i> have a religious and/or ideological philosophy |
| Yes | No | Teaching Internationally prior to Ontario Qualification | ❖ Either as local residents outside Canada or as expatriates, people work as contract or permanent teachers prior to moving to Ontario and earning a BEd |
| Yes | No | Teaching Contracts in Canadian-Curriculum Schools (<i>Qualified</i> teachers) | ❖ Short-term or long-term contracts for <i>qualified</i> teachers, located outside of Canada ❖ Completed <i>after</i> graduation with a BEd ❖ In schools that have Canadian (e.g., Ontario, Nova Scotia) curriculum |
| Yes | No | Teaching Contracts (Teachers qualified <i>outside</i> Canada; not yet completed an Ontario BEd) | ❖ May be a permanent or term contract outside Canada ❖ Teachers complete these <i>prior</i> to taking a Bachelor of Education degree in Ontario |

14. To what *extent* do you think that each type of international teaching experience contributes to the development of teachers' knowledge/skills/abilities*? **Based on the list of international experiences listed above, do**

principals/administrators think that there is a value in developing teachers' knowledge/skills/abilities?

*Kristof-Brown (2000) indicates that there are four categories for hiring considerations, and the first of these is "knowledge/skills/abilities" or "KSAs" (p. 655). The others are "personality", "values" and "others" such as "goals align with ours" (p. 655-656); she bases these categories on the work of Harvey (1991).

Scale: 0 = doesn't contribute at all; 1 = contributes a little;
2 = contributes somewhat; 3 = contributes; 4 = contributes a lot; D = don't know

The scale of 1 to 4 has been selected because Ontario educators are accustomed to assessment and evaluation using a four-level scale (Ontario Ministry of Education, 2010). This format of scale will probably be more comfortable than a five-scale model, and will serve as a familiar reference for ranking.

| | | | | | | |
|--|---|---|---|---|---|---|
| International Exchange | 0 | 1 | 2 | 3 | 4 | D |
| International Internship/Practicum Placement | 0 | 1 | 2 | 3 | 4 | D |
| Study Abroad Course | 0 | 1 | 2 | 3 | 4 | D |
| Group Tours | 0 | 1 | 2 | 3 | 4 | D |
| Short-term Teaching Contracts (<i>unqualified</i> teachers – pre-qualification) | 0 | 1 | 2 | 3 | 4 | D |
| Short-term Teaching Contracts (<i>qualified</i> teachers) | 0 | 1 | 2 | 3 | 4 | D |
| Volunteer Teaching Contracts (<i>qualified or unqualified teachers</i>) | 0 | 1 | 2 | 3 | 4 | D |

| | | | | | |
|--|---|---|---|---|---|
| Teaching jobs outside Canada prior to earning an <i>Ontario</i> BEd (<i>teachers qualified elsewhere – pre-qualified in Ontario</i>) | | | | | |
| 0 | 1 | 2 | 3 | 4 | D |
| Canadian Curriculum School Contracts (<i>qualified teachers</i>) | | | | | |
| 0 | 1 | 2 | 3 | 4 | D |

15. Do you think that the *region* where a teacher has completed teaching experience (e.g., Middle East, Latin America) is more or less valuable when you are considering their application for a job? **Do principals/administrators value international experience in some geographic areas more than others?**

In the study completed by Shiveley and Misco (2012), they indicate:

Country matters. ...School administrators placed a higher value on the experiences candidates would gain in China, Japan, India and Germany, and the least value on experiences in Belize and South Africa. ...[A]dministrators preferred countries in which they believed the experience would either contribute to connecting with immigrant students or the subject matter” (p. 61).

In my survey piloting group, the idea of teachers’ connection with culturally/linguistically similar students was evident with some. However, I think it is more appropriate to list *regions* of the world, rather than specific countries.

- Yes
- No (proceed to question #19)

16. If yes, how would you *rank* of value/usefulness the international location of teaching experience when you are considering their application for a job? **If yes, where do they think experience is more valuable?**

Ranking in order of value/usefulness of experience in this region:

Scale: 0 = not important at all; 1 = minimally important; 2 = somewhat important; 3 = important; 4 = very important

(Please note that although it would be ideal to have these items ranked from most to least important, the large number of items makes the process a little daunting, and I suspect that it may lose the interest of respondents. For this reason, I have turned to a four-point scale instead, which can still be daunting, but is quicker for respondents, with less possibility for confusion.)

| Rank of value/usefulness | Region of teaching experience | Your rationale for this ranking (if any) |
|--------------------------|---|--|
| 0 1 2 3 4 | Asia/Southern Asia* | |
| 0 1 2 3 4 | Northern Asia/Russia | |
| 0 1 2 3 4 | Western Europe | |
| 0 1 2 3 4 | Eastern Europe | |
| 0 1 2 3 4 | South Pacific (Australia, New Zealand etc.) | |
| 0 1 2 3 4 | Middle East | |
| 0 1 2 3 4 | Africa | |
| 0 1 2 3 4 | United States | |
| 0 1 2 3 4 | Mexico | |
| 0 1 2 3 4 | South America | |
| 0 1 2 3 4 | Caribbean | |

* Note that there was an error with this question. The online version indicated “Asia” while the paper-based survey indicated “Southern Asia”. As a result, responses for this question are not reliable.

Part C: Hiring Processes (Ontario/Canadian-educated teachers ONLY)

This section is included because it will determine the hiring practices of the schools/boards. Although principals/administrators may “bridge and buffer” between official policy and their own preferences when hiring teachers (Rutledge *et al.*, 2010), they may also consider criteria that is directly tied to their accountability (Harris *et al.*, 2010). Answers to these questions may show alignment or misalignment with official hiring policies. There may also be a tendency to demonstrate that a principal/administrators may use himself/herself as a “benchmark” for hiring, since, as Kristof-Brown (2000) points out, if “an applicant and recruiter appear to share the same values, the recruiter is likely to judge the applicant as having a good fit” (p. 647). More extremely, Johanson and Gips (1992) indicate that, “hiring preferences may be subverting efforts to attract the most proficient teachers” (p. 1).

17. How much autonomy do you feel you have in the hiring process in your school?

This is a subjective question that can indicate how much autonomy

principals/administrators believe that they have in the hiring process. Can their autonomy make a difference when hiring (especially compared to the policies that they are required to follow when hiring)?

- I have *full* autonomy in the hiring process
- I have a *good deal* of autonomy in the hiring process
- I have *some* autonomy in hiring processes
- I have *very little* autonomy in hiring processes
- I have *no* autonomy in hiring processes

Autonomy in the hiring process is included in the survey, since it may indicate any “disconnects” between the hiring decisions made and the desire for hiring candidates and/or considering specific hiring criteria during the hiring process. Mason and Schroeder (2010) indicate that, “Large school districts usually have a well-defined centralized process for screening teacher applicants. This structure may be in contrast to small rural school districts where screening processed are developed solely by the principal” (p. 188). In terms of hiring policies, Cranston (2012b) indicates, “Of all of the factors that school divisions and policy-makers control, there is nothing more impacting than the policies that determine who is hired” (p. 2), while Ingle, Rutledge and Bishop (2011) note that in a Florida-based study, specific hiring policies prevented them from hiring their first-choice candidates (p. 599). With the importance of hiring, and the “tight” job market for teachers, determining who “controls” the hiring process in a school/ district may be important. If principals/administrators would *prefer* to hire teachers with international experience, but if their school/board policies do not permit this experience to be a key “look-for”, the candidates with this experience *may* be overlooked during the hiring process. Naper (2010) indicates that “a school principal knows the school better and may more effectively evaluate different applicants. As a consequence, decentralization may result in a better match between schools and teachers, and improve educational efficiency.” (p. 658). Principals’ feelings of autonomy in the hiring process—or feelings of *coherence* or *incoherence* with the local district-level policies (Honig & Hatch, 2004)— *may* affect who they feel they can select in the hiring process. Likewise, Ingle, Rutledge and Bishop note that, “the sensemaking of principals... can appear to policymakers as deliberate efforts to subvert reform efforts, but are in reality a response to multiple messages and pressures from multiple sources to improve” (p. 581). However, it *may* be found—similar to the findings by Cannata and Engel (2012) in their comparison of hiring preferences between charter school and public schools—that the principals’ hiring preferences are essentially the same, despite the higher levels of autonomy in charter schools (p. 479-480).

18. Please indicate the types of hiring criteria that you use when hiring teachers, and their importance to your decision-making about hiring: What factors are considered to be most important during the hiring process? (Please note that although it would be ideal to have these items ranked from most to least important, the large number of items makes the process a little overwhelming,

and I suspect that it may lose the interest of respondents. For this reason, I have turned to a four-point scale instead, which is quicker for respondents, with less possibility for confusion.)

| Rank of importance in hiring process | Scale: 0 = not important at all; 1 = minimally important; 2 = somewhat important; 3 = important; 4 = very important | |
|--------------------------------------|---|------------------|
| 0 1 2 3 4 | Board hiring policies/guidelines/rules | |
| 0 1 2 3 4 | Demographic considerations (e.g., race, gender) | |
| 0 1 2 3 4 | Positive attitude/enthusiasm expressed by candidate | |
| 0 1 2 3 4 | Candidate's references | |
| 0 1 2 3 4 | Candidate's performance in the job interview | |
| 0 1 2 3 4 | Candidate's prior teaching experience in my board and/or school | |
| 0 1 2 3 4 | Candidate's teaching experience in Ontario | |
| 0 1 2 3 4 | Candidate's teaching experience outside Canada | |
| 0 1 2 3 4 | Reputation of the Faculty of education attended | |
| 0 1 2 3 4 | Candidate's philosophy of education | |
| 0 1 2 3 4 | International/intercultural experience | |
| 0 1 2 3 4 | Seniority | |
| 0 1 2 3 4 | Candidate's reference from another principal in the board | |
| 0 1 2 3 4 | Other factor | Please indicate: |
| 0 1 2 3 4 | Other factor | Please indicate: |

19. How do you believe that internationally-located Canadian-curriculum schools compare to Ontario schools? **This question is included to confirm principals'/administrators' assumptions about schools that are accredited locally, yet situated in international locations. Do principals/administrators consider these to be equivalent to local schools?**
- I believe that the schools are of *higher* quality than the schools located in Ontario.

- I believe that the schools are of *equivalent* quality to the schools located in Ontario.
- I believe that the schools are of *lower* quality to schools located in Ontario.
- I believe that the quality may *vary*, school-by-school.
- I don't know.
- My assumptions* are based on: _____

* The assumptions section gives people the opportunity to indicate why they think what they do. For example, they may think that these schools would attract elitist, rich families and be of high academic expectations, they may think that internationally-located schools provide superior professional development to teachers, etc. By leaving this section open, people can express their own ideas, without being prompted.

20. If you had two applicants of *equal years of experience and qualification*, would international experience (whether in a school that uses Canadian curriculum *or* a different curriculum) be a determining factor in selecting this teacher as your new hire? **Would principals/administrators pick one potential job candidate over the other, if all else were equal? Could international experience be the “deal breaker” for teachers when applying for jobs?**

- Yes
- No
- Maybe

Explain: _____

21. When hiring, would you be more likely to consider international experiences as beneficial for certain *school subjects* (e.g., French, Science)? **Do principals/administrators think that international experience is more suitable for certain subjects in the curriculum? The study by Shiveley and Misco, (2012) indicates:**

Another theme that emerged from the data analysis was that the degree to which international experiences are valued varies, for some administrators, depending upon the subject area of the position for which teacher candidates are interviewing. Most administrators rated foreign language education as the area most important for teacher candidates to have international experiences. Collectively, these administrators rated the remaining subject areas, in descending order, social studies, science, math, and language arts as those that would benefit from teacher candidates who had international experiences. (p. 60).

The question has been included in order to determine if this belief is similar with Ontario principals.

- a. Yes
- b. No

If yes, please indicate subject(s): _____

22. Some teachers may teach outside of Canada before returning to apply for teaching jobs in Ontario. Would you recommend timelines for Ontario teachers to work internationally before returning to seek employment as teachers in your school? **Based on the fact that Internationally Educated Teachers (IETs) are largely *not* hired in Ontario (OCT, 2012; Deters, 2006), do principals/administrators believe that a teacher is “less hireable” if they have been teaching internationally for any period of time? Do they consider international teaching only of short-term value?**

- a. Yes
- b. No (Go to question #24)

Why or why not? _____

23. If yes, how many years do you think a teacher should work outside of Canada (maintaining OCT licensing) before applying for jobs in your school/district? **If yes, how many years of experience do principals/administrators believe is useful, and at what point do they consider the international experience to be a “detriment” or “not relevant” to the local context”? I should note that I personally do not agree with this belief, but I have heard this idea expressed from a number of principals/administrators, so would like to see what principals/administrators who hold this view think.**

- 1 to 3 years
- 4 to 6 years
- 7 to 10 years
- More than 10 years

24. As a principal, are you interested in learning more about international education in the K-12 context? **The answers to this question may be used for future research; they may also provide an indication of principals’/administrators’ openness to considering international education. It may also provide information relating to programs that could be offered for principals within the board, or at universities, professional associations, etc.**

- Yes
- No

25. Please provide any other information that you think would be useful for the researcher to be aware of on this topic. **In case there are any other issues that have not been considered, this space is available for comment:**

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26. Thank you for your participation in this study! If you would like to be entered into a draw to win a \$100 gift certificate for Indigo Books, which will take place when all data has been collected, please provide your contact information* here:

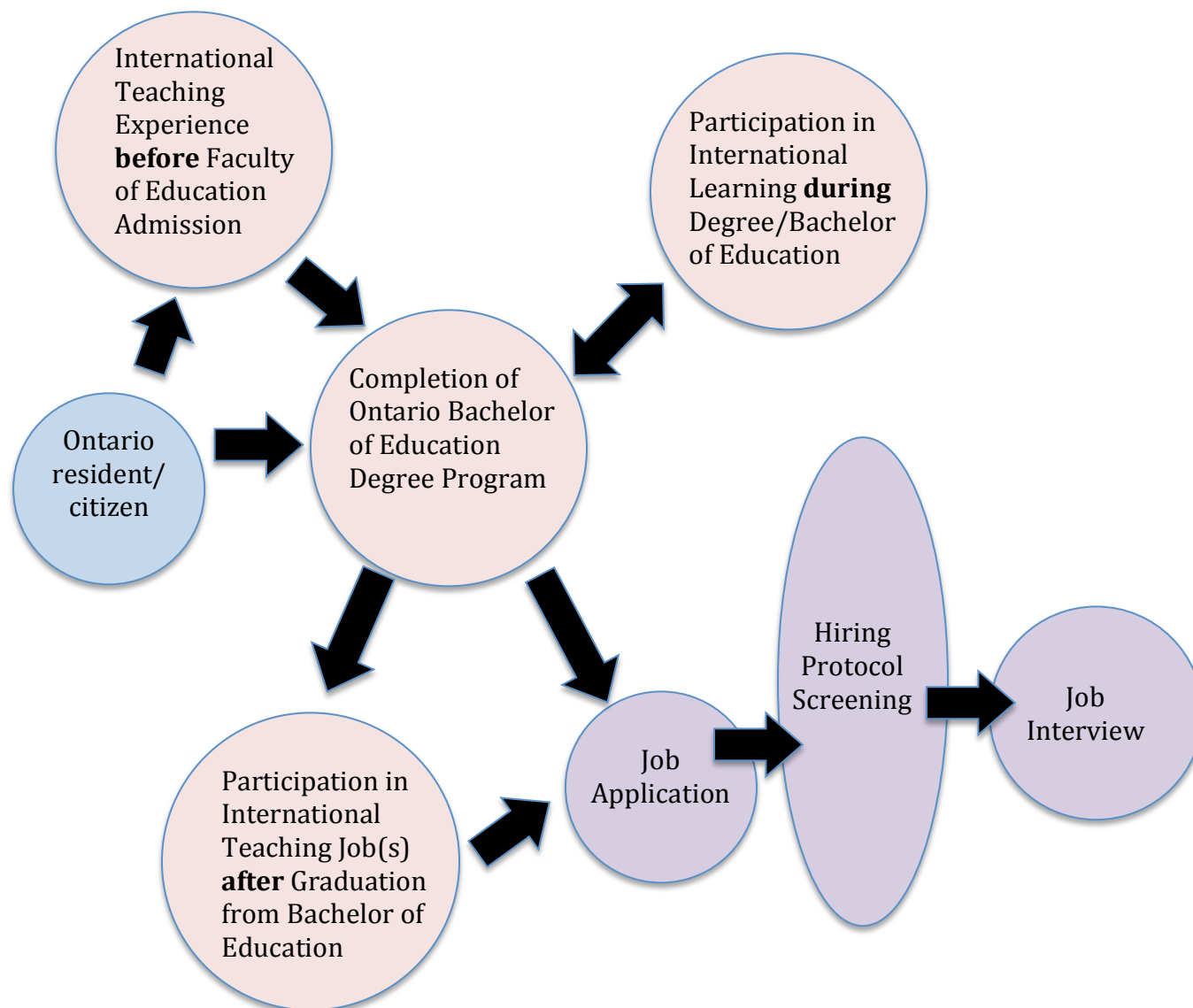
| | |
|---------------|--|
| Name: | |
| Email: | |
| Phone Number: | |

* Information will be kept confidential and is only collected for the purpose of prize distribution.

Thank you for your participation in this survey! Your feedback is highly valued!

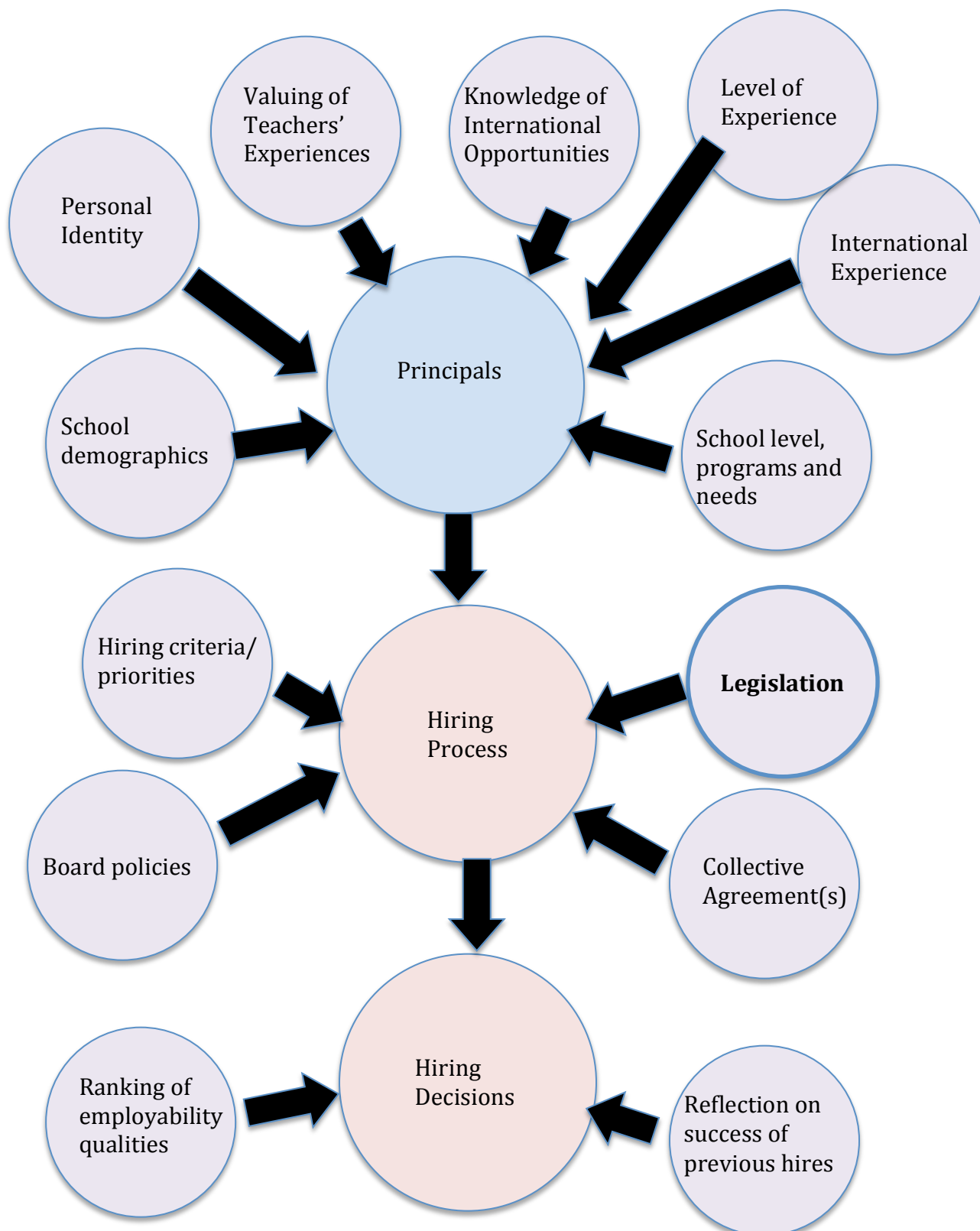
Appendix D: Conceptual Framework: Process for Teachers Gaining International Experience

Figure 2: Process for Teachers Gaining International Experience



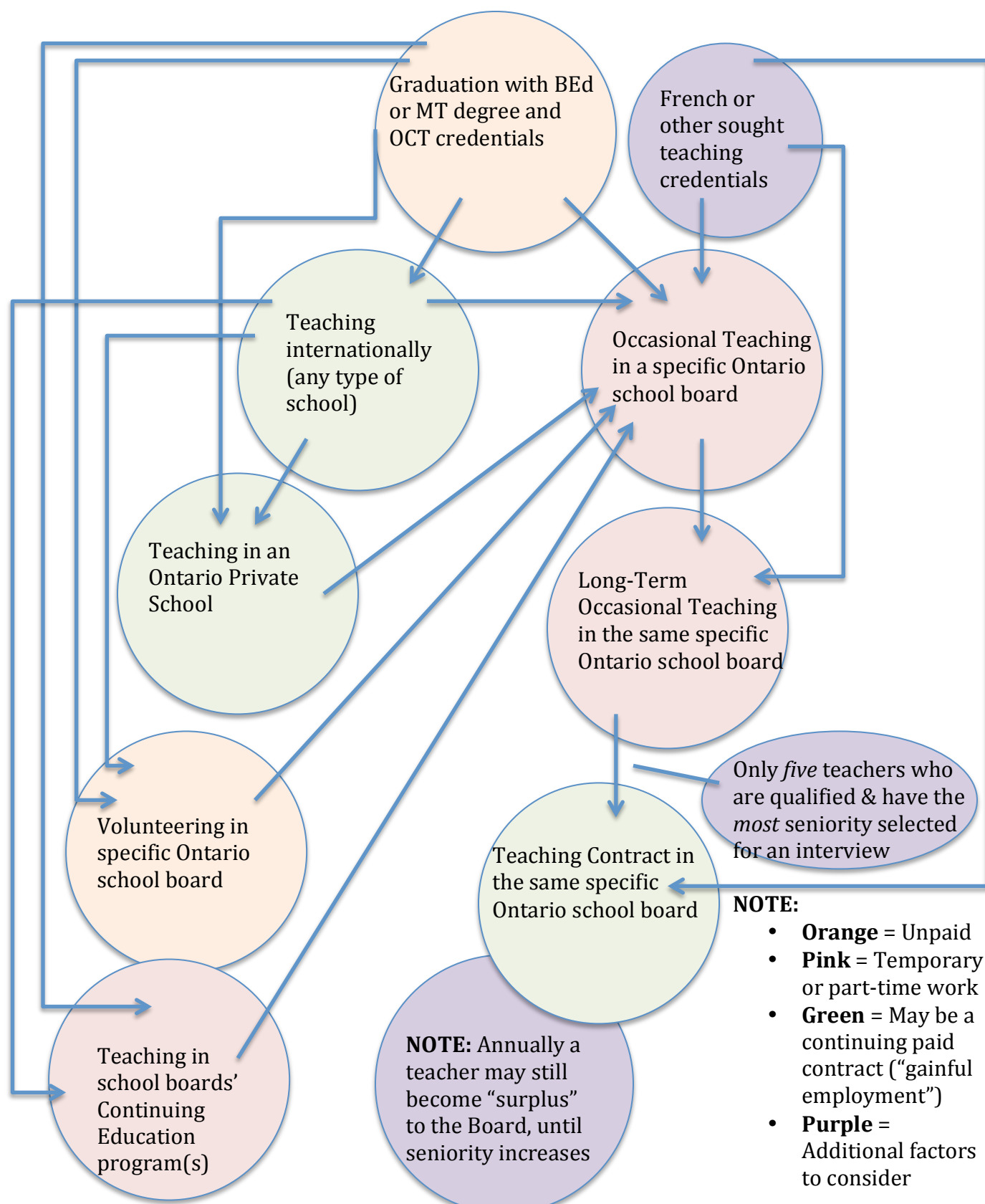
Appendix E: Conceptual Framework - Factors Affecting Principals' Considerations of International Teaching Experiences in Hiring

Figure 3: Factors Affecting Principals' Considerations of International Teaching Experiences in Hiring



Appendix F: Conceptual Framework – Teachers' Typical Paths to Employment in Publicly-Funded Ontario Schools

Figure 4: Teachers' Typical Paths to Employment in Publicly-Funded Ontario Schools



Appendix G: Glossary of Terms

In the field of international education, there are terms and language that are used inconsistently, or that evolve in meaning over time (Knight, 2004). For this reason, and for the clarity of readers, I am providing a glossary of terms to clarify how the language will be used in *this* document; some definitions are from other/recognized sources, while others are based on my own experience of working in international education. Since some authors that will use these terms differently, I am also including information that may lead to a point of confusion with meanings.

| Program/ Experience | Definition | Notes: Points for Possible Confusion |
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| Canadian-Curriculum Schools | Schools that are located outside Canada and that offer Canadian provincial (e.g., Ontario, British Columbia, Nova Scotia) curriculum in the school. They are accredited by the Ministry of Education in the province of their curriculum (Waters, 2006). | These are generally K-12 private schools (Waters, 2006). |
| Comparative Education | Comparing one education system (or aspects of it) with another. “For centuries, educators have acted on what we might call the “comparative” impulse: attempting to understand and improve their systems by looking at others” (Hayhoe & Mundy, 2008, p. 1). | |

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| Cosmopolitanism | <p>“The word ‘cosmopolitan’, which derives from the Greek word <i>kosmopolitês</i> (‘citizen of the world’), has been used to describe a wide variety of important views in moral and socio-political philosophy. The nebulous core shared by all cosmopolitan views is the idea that all human beings, regardless of their political affiliation, are (or can and should be) citizens in a single community. ... In most versions of cosmopolitanism, the universal community of world citizens functions as a positive ideal to be cultivated Versions of cosmopolitanism also vary depending on the notion of citizenship they employ, including whether they use the notion of ‘world citizenship’ literally or metaphorically. The philosophical interest in cosmopolitanism lies in its challenge to commonly recognized attachments to fellow-citizens, the local state, parochially shared cultures, and the like” (<i>Stanford Encyclopedia of Philosophy</i>, 2013).</p> | Often used to refer to a multicultural, diverse community that accepts others who are different than themselves. |
| Global Citizenship | <p>“In all cases, global citizenship does not entail a legal status. It refers more to a sense of belonging to the global community and common humanity, with its presumed members experiencing solidarity and collective identity among themselves and collective responsibility at the global level. Global citizenship can be seen as an ethos/metaphor rather than a formal membership” (UNESCO, 2013, p. 3).</p> | As this topic is discussed in my paper, different interpretations of “global citizenship” will be explored. |

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| Global Citizenship Education <i>or</i> Global Education | “Global citizenship education aims to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive... and sustainable world” (UNESCO, 2013, p. 3). | |
| Globalization | “[G]lobalization is a name given to the social, economic, and political processes that have, taken together, produced the characteristic conditions of contemporary existence. It refers to the ways in which distant parts of the world have become connected in a historically unprecedented manner, such that events in one part of the world are now able to rapidly produce effects on distant localities” (Rizvi, 2007, p. 258). | Often used in the economic sense, rather than in the educational sense. |
| Group Tour/Study Tour | <p>Generally a group of students or professionals travel with a university instructor or a tour guide (or both) for a short period of time in order to conduct learning on a specific topic.</p> <p><u>OR</u></p> <p>A group vacation/tour</p> | <p>This type of international activity would generally be non-credit and/or professional development or for government delegations (e.g., in order to learn about another country’s education system), but some universities may include coursework with the experience in order to deliver credits for this type of experience.</p> <p>Rodríguez (2014) notes, “these programs are not always designed to elicit an understanding of disenfranchised communities” (p. 23).</p> |

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| Internationalization | “Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (Knight, 2003, p. 2). I would extend this definition to K-12 education levels as well. | “It is important to note, however, that the discussion [of internationalization] does not center on the globalization of education. Rather, globalization is presented as a process impacting internationalization” (Knight, 2003, p. 3). |
| Internationalization at Home | Internationalization of curriculum that will help all students develop their intercultural skills without travelling (Jones, 2013). | |
| International Learning Opportunity | I am using this term to refer to all academic-based types of learning opportunities that include student and/or faculty mobility, which may include international exchanges, internships/practicum placements, study abroad courses, group tours and other opportunities. | This term is not regularly used in the literature, and often the term “study abroad” is used as a term to generalize a variety of learning experiences, even if no “study” is involved. |
| International Exchange | <p>An opportunity for students to earn university credits in a university outside their home country towards a local degree program; in an “exchange agreement” between universities, students from each university will attend the partner institution in order to earn university-level credits. Ideally, the exchange will be reciprocal.</p> <p>Usually the student pays tuition to their home university and then takes the course at the partner university.</p> | This term is sometimes used generally in order to describe a variety of international learning opportunities, even if there is no actual, reciprocal “exchange” of students or credits. |

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| International Internship /Practicum Placement | A teaching placement or other unpaid position outside of the home country (for Ontario teachers, this would be outside Canada). The students' university may or may not award university credit(s) for completing the experience. | Some authors refer to these placements as "study abroad" even if the students are not <i>studying</i> for coursework. |
| Internationally Educated Teachers (IETs) | Either as local residents outside Canada or as expatriates, people work as contract or permanent teachers <i>prior</i> to moving to Ontario and earning local teaching credentials (e.g., through the Ontario College of Teachers). An IET holds teaching degrees/credentials from another country, and will have completed the credentialing process locally in order to qualify for employment. | |
| International School | "In order to be considered an actual international school, it is widely agreed that a school generally follows a national or international curriculum different from that of the host country" (Nagrath, 2011). | |
| Study Abroad Course | Some universities may refer to course that they offer to their <i>own</i> students, which may be part of a <i>study tour</i> or in an international location, with students travelling as a cohort with an instructor to supervise their learning. | |

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| Study Abroad Term/Year | <p>Similar to an Exchange Program. An opportunity for students who are studying at a university take courses for a term or a year at a partner university in another country. This type of study is also sometimes referred to as studying on a “Letter of Permission”.</p> <p>Unlike in an exchange program, students generally pay their tuition to the <i>hosting/partner</i> university, which they attend for one term or one year, and the credits count towards their degree at their home institution.</p> | <p>Some universities may refer to course that they offer to <i>their own</i> students, which are held as a part of a study tour or in an international location, with students travelling as a cohort with an instructor to supervise their learning.</p> |
| Service Learning | <p>An experience that is course-based in order to provide “service” to a community (which may be local <i>or</i> international), creating a connection between the “academic context and public concerns” (Felton & Clayton, 2011, p, 75-77).</p> | <p>Generally, the “recipients” of service learning may be poor, marginalized people or communities. In international contexts, these programs often take place in the Global South.</p> <p>Rodríguez (2014) quotes Crabtree (2007), saying, “Do our relationships with institutions, communities, and people in a global education and service-learning partnership <i>reproduce</i> or <i>disrupt</i> historical inequitable power relationships between rich/poor, 1st world/3rd world, urban/rural, educated/not formally educated, etc.?” (p. 42, emphasis in the original)” (p. 28-29)</p> |

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| Teaching Contracts (<i>Unqualified</i> teachers) | <p>Generally one- or two-year renewable contracts for <i>unqualified</i> teachers outside of the person's home country.</p> <p>This type of experience would generally be completed <i>prior to</i> attending a Faculty of education, if participants decide to become teachers in the province of Ontario. However, sometimes graduates of Faculties of Education may also take contracts with the same organizations.</p> | Examples of programs that offer these types of opportunities are the JET program in Japan (CLAIR, 2010), or the EPIK or TaLK programs in South Korea (Teach English in Korea, 2014). |
| Teaching Contracts (<i>Qualified</i> teachers) | Generally one- or two-year renewable contracts for <i>qualified</i> teachers outside of the teacher's home country. These contracts would be completed <i>after</i> graduation with a teaching degree and qualifications, for Ontario teachers. | These contracts may be offered through public, private or off-shore schools. Teachers may be hired directly, or be hired through recruitment companies. |
| Transnational Courses | "[T]eaching that is conducted offshore; that is, the students are located in a different country from the one in which the institution delivering the program is based" (Trahair, 2014, p. 84). | |
| Volunteer Teaching Contracts (<i>Qualified or unqualified</i> teachers) | <p>Generally short-term contracts for teachers that are located outside of their home country, which may or may not require teaching credentials. These contracts are generally hosted in the Global South where they may have teaching shortages.</p> <p>Hosting organizations <i>may</i> have a religious and/or ideological philosophy. Some organizations may have a post-colonial approach, while others may not.</p> | |

Appendix H: Conceptual Framework - Relevant Factors Affecting Ontario School Administrators' Considerations of International Teaching Experiences in Hiring

Figure 5: Relevant Factors Affecting Ontario School Administrators' Considerations of International Teaching Experiences in Hiring

