INTERNATIONALLY EDUCATED TEACHERS IN CANADA: TRANSITION, INTEGRATION, STRESS, AND COPING STRATEGIES

by

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Abstract

This research investigates internationally educated teachers’ (IETs) motivations to become teachers in Canada, learning in the initial teacher education programs, employment seeking experiences, as well as stress and coping strategies during their transition from the teacher education programs to the workplace.

Twenty IETs from 12 different countries and areas participated in the study. Research data includes semi-structured interviews, field notes, short questionnaires, email, online chat records, and participants' writings. Narrative approaches (Clandinin & Connelly, 2000; Polkinghorne, 1995) were used to analyze interview and other qualitative data. In addition, I conducted descriptive analysis upon the questionnaires to triangulate the research findings.

Research findings show that a number of intrinsic and extrinsic factors motivated IETs to take up or return to the teaching profession in Canada. All of the IETs in the study considered their studies in the teacher education programs useful, but a number of them expressed the wish that the programs should include more practical aspects. Some IETs experienced difficulties during their practicum due to their language and accents, heavy workload, classroom management...
issues, as well as balance between work and life. A few IETs also experienced conflicts and tension with their mentor teachers. Due to the challenging teaching job market in Ontario, and the disadvantaged situation for IETs, finding a teaching position was not easy for IETs. The main challenge was to obtain eligibility for teaching positions with school boards. IETs were frustrated with their employment, underemployment and unemployment. Research data from the IET Stress Scale showed that the top five stress factors for IETs in transition included finding a teaching position, teacher identity construction, balance between work and family, being observed and assessed, and heavy workload. Similar themes emerged from the interview data. IETs utilized various strategies to cope with their difficulties and stress.

Most of the IETs expressed their desire to stay in the teaching profession in Canada. However, two IETs were reluctant to look for teaching positions due to their frustrating experiences with their mentor teachers. Another two IETs stayed in nonteaching or looked for jobs in other professions due to their difficult job seeking experiences.
ACKNOWLEDGEMENT

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Jasmine: I entered the real classrooms just as a soldier entered a battlefield. My students said that I was a detective because I knew what happened behind me.

Jenny: In Taiwan, you are considered a teacher when you teach. But in Canada, many parents would think that I am only an assistant or a volunteer.

Lara: The teacher is like the oyster that cultivates pearls.

Jack: Teaching is a ministry... A teacher is like a father of a number of children, monitor, police or just another ordinary employee who just waits for the pay to come in.

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## GLOSSARY OF TERMS

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<thead>
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<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>ACSC</td>
<td>Academic Cultural Support Centre, a service provider for graduate students and teacher candidates at OISE/University of Toronto.</td>
</tr>
<tr>
<td>AT</td>
<td>Associate Teacher</td>
</tr>
<tr>
<td>AQ</td>
<td>Additional Qualification</td>
</tr>
<tr>
<td>BEd</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>CoP</td>
<td>Community of Practice</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
</tr>
<tr>
<td>IET</td>
<td>Internationally Educated Teachers</td>
</tr>
<tr>
<td>K-12</td>
<td>Kindergarten to Grade 12</td>
</tr>
<tr>
<td>LTO</td>
<td>Long Term Occasional</td>
</tr>
<tr>
<td>NS</td>
<td>Native Speaker</td>
</tr>
<tr>
<td>NNS</td>
<td>Non-native Speaker</td>
</tr>
<tr>
<td>OCT</td>
<td>Ontario College of Teachers</td>
</tr>
<tr>
<td>PREP</td>
<td>Pre-field Experience Program</td>
</tr>
<tr>
<td>Supply Teaching</td>
<td>Substitute teaching</td>
</tr>
<tr>
<td>TDSB</td>
<td>Toronto District School Board</td>
</tr>
<tr>
<td>TDCSB</td>
<td>Toronto District Catholic School Board</td>
</tr>
<tr>
<td>YRDSB</td>
<td>York Region District School Board</td>
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PROLOGUE

On a Friday afternoon in the fall of 2005, after I had studied for three hours in the university library, I walked out of the library building, crossed the campus parking lot, strode on the pebble path, and headed towards the Language Learning Centre located in a brown brick building.

The Language Learning Centre building looked old. Leaves around the building had started to turn yellow, orange, purple and brown. Six students hung out around the entrance — three men and three women. Two of the young men smoked. Another young man drank a can of soda. The young women chewed gum. I recognized that these students spoke Korean although I did not understand what they were saying. I used to listen to Korean pop music and watch Korean soap operas in China. They talked, giggled; they talked more, and laughed. I guessed that they must be the English as Second Language (ESL) students in the Language Learning Centre.

I walked up the concrete steps, looked through the bright windows into the building, and I saw a man speak to a group of students at their desks. I opened the red wood door and stepped into a wide corridor. Colourful posters lined both walls. Courses, training programs, registration lists, language, culture, education, and teaching positions entitled these posters. Among these multi-colored posters, two were ads for ESL teaching positions. The green poster advertised teaching English as a Foreign Language (EFL) in Korea and Japan. The yellow poster advertised ESL teaching positions in the Language Learning Centre in this brown brick building.

Interesting, I thought. Maybe I should look for a teaching position after I obtain my Master's degree. I taught EFL in China for seven years. I would love to continue my teaching career in Canada. This brown brick building looked nice. The bright classroom I saw just now looked familiar.
I walked down the hall and looked for Room 105.
101…102… 103…104. I turned at the end of the hall.

105

Program Coordinator
Andrew Dumont

I read the sign on the dark brown door. This was the room for which I was looking.
I stroked my hair. I straightened my blue jacket and black dress pants. I looked down at my black leather shoes—they looked clean.

I knocked at the door. The man sitting at the desk looked up. He wore a beige sweater and blue jeans.

“Hi, I would like to sign up for the conversation partner program,” I said.

“Oh, come on in,” the man smiled.

I walked into the bright office. Two white bookshelves stood by the walls. Three filing boxes sat next to the desk. A couple piles of books and papers lay on the floor.

“Thank you.” I said. “My name is Joy.”

“I'm Andrew Dumont,” the man said. “So you're interested in the conversation partner program?”

“Yes,” I said.

“Have a seat. Let me get you some forms,” Andrew Dumont said.

I sat down on the grey fabric chair in front of Andrew Dumont's big wood desk.

Andrew Dumont fetched some blue forms from one of the stacks of paper on the floor and put them on his desk. He took a blue pen out from his desk drawer and passed it to me. Andrew Dumont perched on his black leather chair and watched me filling out the forms.

I printed my name, address, phone number, and email address. I filled out the boxes with the languages I speak, read, and write. A few others questions followed.

“How long have you been in Canada?” I murmured one of the questions. “Two and a half years,” I said to myself when I wrote this down.

1 In this study, all the names are pseudonyms.
“Oh? You've been in Canada for only two and a half years. Your English pronunciation is very good,” Andrew Dumont said.

“Thank you.” I said. “I had good teachers when I learned English in China.”

“I see. So you're from China,” Andrew Dumont said.

“Yes, I am,” I said.

“I see. In fact I am half-Chinese. My mom's Chinese but she was born in Canada,” Andrew Dumont said.

“Oh, I see,” I said. No wonder he looked Asian.

“My father is Belgian,” Andrew Dumont said.

“Oh,” I said. “So do you speak Chinese?”

“No. My parents married in Canada but I was born in Belgium. Mom and Dad decided to move back to Canada when I was five,” Andrew Dumont said.

“I see,” I said.

“What program are you in?” I read the question. “TESL,” I said to myself and wrote down the answer.

“Why do you want to participate in the conversation partner program?” I read. “This is part of the course requirement,” I said to myself and wrote down the sentence. “This is really a great program. I can finish my course assignment, and I also gain some experience working with ESL students in Canada.”

“What course are you taking?” Andrew Dumont said.

“Well, I'm taking three courses this semester. I take Applied Linguistics for Teachers, I take Second Language Acquisition, and I take Foundations of Curriculum Studies,” I said.

“What program are you in?” Andrew Dumont said.

“TESL,” I said.

“Pardon?” Andrew Dumont said.

“TESL, Teaching English as a Second Language,” I said.

“You're not one of our students?” Andrew Dumont said.

“No,” I shook my head. “I'm in the Master of Education program.”
“Were you in our program before?” Andrew Dumont said.
“No,” I said.
“Were you in another ESL school?” Andrew Dumont said.
“No,” I said.
“LINC program?” Andrew Dumont said.
“No,” I said.
“You didn't study in any ESL programs before?” Andrew Dumont said.
“No,” I said.
“What did you do over the last two years?” Andrew Dumont said.
“I stayed home and took care of my daughter,” I said.
“Oh, so you ARE in the TESL program. I gave you the wrong forms,” Andrew Dumont said. “Let me get you the yellow forms. The blue forms are for ESL students.”
“Oh. Okay,” I said.
Andrew Dumont came back with some yellow forms. I started to fill out these yellow forms.
“I was in the TESL program before, but it was many years ago,” Andrew Dumont said.
“Yes,” Andrew Dumont said. “And I taught EFL in Asia before.”
“Oh. Really? Did you like it?” I said.
“Yes, I enjoyed it very much in fact,” Andrew Dumont said. “I met my wife when I was teaching in Asia.”
“Oh, that's nice,” I said. “I noticed your poster outside. Your school is hiring ESL teachers. What kind of teachers are you looking for?”
“Honestly, we prefer teachers with blond hair and white skin,” Andrew Dumont said.
My hand stopped writing. My face flushed. My ears felt hot. My back felt cold. I looked up at Andrew Dumont. I wanted to say something but no words came out of my throat.

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CHAPTER ONE: INTRODUCTION

Internationally Educated Teachers in Transition: Rationale of the Study

With global migration, like many other internationally educated professionals, internationally educated teachers (IETs)² have been increasingly present in different countries such as Australia, Israel, the United States, and Canada. Historically, Australia, Canada, Israel, and the United States have been immigrant-receiving countries with a high proportion of immigrant population. In recent years, many people have been moving to different countries for a multitude of reasons. For example, many teachers from English dominant countries go overseas to teach in non-English speaking countries such as China, Japan and Korea (e.g., Mullally, 2002; Schlein, 2007). Furthermore, more migrants appear in non-immigrant countries such as Denmark, Iceland, Norway and the United Kingdom. Among the migrants are IETs.

Studies of IETs have gradually become pertinent in the field of Second Language Education (SLE). Issues related to IETs have raised great interest with many researchers and educators (e.g., Bascia, 1996; Beynon, Ilieva & Dichupa, 2001, 2004; Deters, 2009; Cruickshank, Newell & Cole, 2003; Gagné & Inbar, 2006; Epstein & Kheimets, 2000; Faez, 2007; Gambhir, 2004; Gilpin, 2005; Myles, Cheng & Wang, 2006; Phillion, 1999; Subedi, 2008; Wang, 2002; Walsh & Brigham, 2007; Walsh, Brigham & Wang, 2010). Among existing research literature, some studies focused on IETs in the teacher education programs (e.g., Gambhir, 2004), IETs in bridging programs (e.g., Mawhinney & Xu, 1997; Myles, Cheng & Wang, 2006) or IETs who obtained teaching positions in their host countries (e.g., Bascia, 1996; Deters, 2009; Subedi, 2008; Wang, 2002). However, few studies have investigated IETs’ transitional experiences from initial teacher education programs to the workplace after being certified by Canadian universities. I fill the research gap through my study.

² In my research, I use the term internationally educated teachers (IETs) to refer to individuals with any or all of the following characteristics: (a) immigrants who have taught abroad, (b) immigrants who teach in their host country, as well as (c) immigrant teachers and teacher candidates who have lived, studied, or worked abroad. In Chapter Two I will further discuss various terms that have been used to describe IETs in the literature.
Internationally Educated Teacher Identity: Personal Connection to the Research Topic

I am an IET originally from China. Before I immigrated to Canada, I taught English as a foreign language (EFL) in a university for nearly eight years. I chose to study Teaching English as a Second Language (TESL) for my graduate studies because I wanted to enhance my teaching skills, fortify my understanding of teaching theories, and improve my teaching performance. I planned to look for a teaching position after graduation. The incident I described in the Prologue changed my academic journey in Canada and influenced the research focus of my doctoral study.

I realized my multiple identities only after I came to Canada, and my life has become complicated because of my multiple identities. After I landed in Canada, I realized I became an immigrant. When working with Drs. Walsh and Brigham on their SSHRC-funded project related to internationally educated teachers in Atlantic Canada, I realized I was an internationally educated teacher myself.

Where did you learn your English? Did you study abroad? People asked me when I was in China. Did you grow up here? What’s your first language? Where are you from? People asked me after I came to Canada. After I told them that I grew up in China and Cantonese is my first language. People would ask me if I was from Hong Kong. I told them that I am from Mainland China. Later I realized that people asked me those questions because of my accent.

After I started my studies in TESL, I realized my identity shifted from that of a teacher to a student. I also wear another hat—non-native speaker of English. I learned this word when I was in China, but I didn’t think too much about until I realized that I am a non-native speaker in this English and French speaking country. Discussions about native speaker and non-native speaker, first language (L1) and second language (L2), the theory of critical period, and so on always remind me of my non-native speaker identity. Browsing the job postings related to second language teaching, I notice that a “native-speaker” or “native-like proficiency” are very often required. Can I eventually get to “native-like proficiency” at all? Is my English fossilized already? "Successful L2 user" (Cook, 1999) sounds good, but am I a successful L2 user? I asked myself these questions.
The native-speaker versus non-native-speaker debate has been one of the most popular topics in my graduate studies. Once, in a discussion related to L1 and L2, one of my colleagues said, “Well, I would not be confident enough to teach French, because French is my second language. I can only teach English, because English is my first language.” I looked around. There were at least four non-native speakers of English who were teachers of English in the class. I was one of them.

After I moved from Halifax, Nova Scotia to Toronto, Ontario, people still asked me where I was from. Once in a group discussion, the facilitator Caroline commented that the group members were from different parts of Canada and asked us to introduce where we were from. So, Alberta, BC, New Brunswick… When it was my turn, I said, "Oh, I am from Nova Scotia." I had lived in Nova Scotia for almost five years. I became a Canadian citizen in Nova Scotia. We were talking about coming from different parts of Canada. I would not say that I was a bluenose or a Nova Scotian, but the fact was that I just moved from Nova Scotia to Ontario three weeks earlier.

Caroline looked into my eyes, “And, before that?”

I looked down at my notepad on the desk. I pretended to write something with my pen. Everyone in the room was looking at me. I felt embarrassed. It seemed I made a wrong claim.

"Oh, I am Chinese. I am originally from China," I said. I looked up at Caroline. I tried to squeeze a smile out on my face to hide my embarrassment and disappointment.

Caroline seemed happy with my answer, then she moved on with the discussion.

After that instance, when I was asked where I was from, if I said that I was from China, then I would be misunderstood as international student. I would be asked whether I would go home for Christmas, for the summer, or after my graduation. So I had to explain that my home was Toronto. Sometimes I also had to explain why I did not know much about Toronto though I had been in Canada for over five years—because I was in Nova Scotia, or I just moved from Nova Scotia.

Many times, when I happened to talk someone from the Maritimes (Nova Scotia, New Brunswick, and Prince Edward Island) or someone who had worked, studied, or lived there, I heard a lot of "we" and "us" in the conversations, as they considered me a person from Nova
Who am I? Where am I from? Why couldn't I say that I was from Nova Scotia among people from different parts of Canada? When I sit down to think of my own identity, I see myself wearing multiple hats of various shapes and colours. I am certainly an ethnic Chinese. I am also a Canadian citizen. I am an immigrant from China. I was an EFL teacher. I am a graduate student. I am a researcher. I am Cantonese, but I also speak fluent Mandarin. I am a non-native speaker of English. I am an internationally educated teacher in the transition from a Canadian doctoral program to the workplace in Canada.

What is identity? My identity has been linked to how I perceive myself and how others perceive me. My multiple identities reflected the race or the Chinese ethnic group to which I belong, the languages (Cantonese, Mandarin, and English) I speak, the roles (teacher, student, and researcher) that I have played in different contexts. Identity is also who I am not. I am not a native speaker of English. I am not a person with blond hair or white skin.

My identity is also linked to my experience as an immigrant in Nova Scotia. However, how others see me is very likely different from how I self-identify. Sometimes, how others observe me overrides how I perceive myself. For example, in some people's eyes, my self-identity as a Nova Scotian was overpowered by my Chinese image and my experiences in China. Several of my multiple identities (e.g., non-native speaker, a person who is not blond and white) are also linked to my learning experiences and employment seeking, as well as my working experiences in Canada.

Over the last few years, I have retold my experience with Andrew Dumont at the Language Learning Centre. Different responses came from different listeners. Bryta, an IET in Ontario talked to me after listening to my story.

“Well, I wouldn't take it personally. He just told you the truth,” Bryta said. Bryta continued to tell me that she was also an IET herself.

“I'm a non-native English speaker myself. I've been teaching ESL since I immigrated to Toronto five years ago,” Bryta said.
Looking at Bryta, I didn't know what to say. Bryta happens to be of Polish descent with white skin and blond hair. I am Chinese.

During my two years of graduate studies in Halifax, Nova Scotia, I became acquainted with a number of IETs. Most of them could not obtain teaching jobs after graduating from Canadian universities.

Maha, one of the IETs I knew in Halifax has a Master's degree in her home country Pakistan and a second Master's degree from a Canadian university. Maha taught English in a university for two years in Pakistan before she immigrated to Canada with her family. In Halifax, Maha had been a volunteer teacher in a government-funded ESL program for three years. However, with her two Master's degrees and three years of volunteering teaching experience, Maha still could not find a teaching position. Whenever a job was posted in the ESL program where she volunteered, she applied, but she never was called for an interview. Maha put her name on the supply teaching list, but for three years, she never was called for supply teaching.

"I cry every day," Maha said. "I need a job so I can support my family. We need food. We need to pay rent."

A few months later, on Spring Garden Road in the city of Halifax, I once again met Maha who was on her way to work. "I found an administrative position last month," Maha said.

"Are you still looking for a teaching position?" I asked.

"Not anymore," Maha said, "I've tried for three years. It's very hard for immigrant teachers to find an ESL teaching position."

A few years has passed since I left Halifax, Nova Scotia. I still remember the tears inside Maha's eyes when she said that she cried every day. I still recall her voice with her Pakistani accent when she said it was hard for immigrant teachers to find an ESL teaching position.

I started to wonder why some IETs successfully found teaching positions while others did not. Was it because of their qualifications? Both Bryta and Maha had Master's degree from their home country and educational experience in Canada. Was it because of the teaching subject? Both Bryta and Maha were in the ESL field. Was it because of different social contexts? Bryta had a teaching position in Toronto, Ontario, and Maha could not find a job to teach ESL in
Halifax, Nova Scotia. What is the trajectory of IETs' employment seeking experiences in Canada? What are IETs' career choices if they cannot find a teaching position once they have Canadian teaching qualifications?

My research experience as a research assistant working with Dr. Gagné on her project on internationally educated teacher candidates (IETCs) provided me opportunities to observe IETCs at the Pre-field Experience Program (PREP) offered by Academic and Cultural Support Centre (ACSC) through Student Services in the University of Toronto. These IETCs came from different countries and various cultural backgrounds, spoke different languages, had diverse educational and teaching experiences, and taught various subjects at different levels. As a researcher, I familiarized the IETCs in their PREP workshops, practicum teaching, and debriefing workshops after their field observations and teaching practice. On various occasions, IETCs told stories about their teaching experiences, concerns, and stress, and they asked for coping strategies.

My research at the Centre for Addiction and Mental Health provided me with opportunities to interview Chinese immigrants in Toronto. Based on my observations at these interviews, I noticed that immigrants with Canadian education had better employment opportunities in Ontario. A number of the Chinese immigrants that I interviewed were IETs. They told me stories of their learning and teaching, their work stress, and stressful events in their life, and their needs for strategies and supports. Two IETs shared with me their experiences in suffering and struggling with depression caused by the stress associated with culture shock and burnout.

**Teachers in Transition**

Teachers in transition from the teacher education programs to their workplace go through the process of choosing the teaching profession, learning in the teacher education program, employment seeking, and professional integration in the workplace. Numerous studies have investigated many facets of this transition such as why teachers chose teaching as their career (e.g., Bruinsma & Jansen, 2010; Watt & Richardson, 2007). Other studies looked at teacher
candidates' learning experiences in the teacher education programs (e.g., Adams, Bondy & Kuhel, 2005; Beynon, Ilieva & Dichupa, 2004; So, Hung & Yip, 2008; Mawhinney & Xu, 1997; Rushton, 2004), employment related issues for novice teachers (e.g., Ladd, 2007; McIntyre, 2007a, 2007b, 2010, 2011), and novice teachers' first year teaching (e.g., Clandinin, 1989; Jones, 2002; Kuster, Bain, Newton & Milbrandt, 2010; Löfström & Eisenschmidt, 2009). Based on existing research literature, Tynjälä and Heikkinen (2011, p. 11) summarized that teachers in transition from the pre-service education to their workplace faced challenges in six areas: threat of unemployment, inadequate knowledge and skills, decreased self-efficacy and increased stress, early attrition, newcomers' role and position in a work community, and importance of learning at work.

As cited literature shows, many investigations focused on novice teachers' transition into the practice of the teaching profession through their first few years of teaching (e.g., Wang, 2002). Limited research has explored teachers transitioning from the teacher education to the workplace (e.g., Tynjälä & Heikkinen, 2011), and only a few studies have explored IETs' transition Canadian initial teacher education programs to the workplace in Canada.

**Research Questions**

My background as a researcher, ESL instructor, graduate student, research assistant, and editor for the *Nova Scotia Association of Internationally Educated Teachers Newsletter* has given me the experience to recognize the difficulties and challenges that IETs face in their education and teaching in Canada (Nemorin, Zhao, Wang, Walsh & Brigham, 2007; Wash & Brigham, 2007; Wang, Nemorin, Zhao, Brigham & Walsh, 2007; Zhao, Wang, Nemorin, Brigham & Walsh, 2007). My identity as an internationally educated teacher connected me strongly to the research topic of IETs. For my doctoral research, I seek for an answer to my puzzle: *Why do some internationally educated teachers successfully find teaching positions while others fail to become teachers in Canada after obtaining Canadian teaching qualifications?* To find out the answer, I investigate the experiences of IETs in transition from Canadian initial...
teacher programs to the workplace through a sociocultural lens. To examine the research phenomenon of IETs in transition, I address the following research questions:

1. What motivates IETs to take up or return to teaching in Canada?
2. To what degree do IETs perceive their studies in the initial teacher education programs in Canada as useful and/or practical?
3. What is the nature of IETs' employment seeking experiences with Canadian teaching qualifications obtained in a faculty of education in Canada?
4. What are the stressors that IETs experience during the transition from the initial teacher education programs to the workplace in Canada?
5. What are IETs' coping strategies during this transition period?
6. How do the learning experiences in the initial teacher education programs, employment seeking, and early teaching experience of IETs in Canada affect their decision to remain or leave the teaching profession?

I use Figure 1 on the next page to represent IETs’ transition from teacher education programs to the workplace in Canada. As Figure 1 shows, the transition from teacher education programs to the workplace includes three phases—teacher education, employment seeking, and workplace in Canada. The red arrows stand for teacher stress, and the green arrows stand for coping strategies. During the transition, teacher stress and coping strategies impact IETs’ experiences. Although IETs' motivations to become teachers in Canada is not within those three phases of the transition, the motives for IETs to become teachers are important to consider in order to understand IETs' learning and teaching, as well as employment seeking and professional integration in Canada. Therefore, I use three circles to represent those three phases and a square to represent IETs' motivations.
Figure 1 IETs' Transition
Overview of the Thesis

In Chapter Two, I review existing research literature related to the topic of internationally educated teachers, teacher motivation, mentorship in teacher education, as well as teacher stress and coping strategies. Based on previous research in the field, I discuss who IETs are, what difficulties and challenges IETs experience in the new settings, what supportive resources are available for IETs, and how IETs learn to teach. I define teacher motivation and identify the common themes in teacher motivation literature. Then I define teacher stress, identify the common themes in teacher stress/teacher burnout research literature, and discuss the strategies that teachers use to cope with their stress.

In Chapter Three, I describe the research context of my study and introduce some background information of the research participants. In Chapter Four, I discuss the conceptual frameworks for the present study: Community of Practice (Lave & Wenger, 1991; Wenger, 1998) and identity (Jenkin, 1996; Norton, 2000, 2006). In Chapter Five, I discuss the research methods I choose for my study, present my research design, particularize my research process, discuss ethics consideration, and illustrate data analysis strategies.

Through Chapter Six to Chapter Ten, I detail my research findings. In Chapter Six, I present IETs' motivations to take up or return to the teaching profession in Canada. In Chapter Seven, I discuss IET's educational experiences in the initial teacher education programs in Canada. In Chapter Eight, I retell IET's employment seeking experiences. In Chapter Nine, I examine IETs' stressors and coping strategies. In Chapter Ten, I report IETs' professional integration in the workplace and their decision and reasoning of remaining or leaving the teaching profession.

In Chapter Eleven, I summarize the research findings of the study, discuss the implications of the research, state the significance of the study, recognize the limitations of the study, and suggest possible directions for future research.
CHAPTER TWO: LITERATURE REVIEW

As discussed in Chapter One, it is important to explore the experiences of internationally educated teachers (IETs) in transition from Canadian initial teacher programs to the workplace through a sociocultural lens, and it is significant to understand IETs’ stress and coping strategies during the transition. In this chapter, I review research literature relevant to my research focus: internationally educated teachers, motivations to become teachers, mentorship in teacher education, as well as teacher stress and coping strategies.

Internationally Educated Teachers

Who are internationally educated teachers? In the recent past, the topic of IETs burgeoned in the field of social science. Current research literature revealed that researchers and educators have used different terms in their publications and scholarship to describe a special group of people—internationally educated teachers. These terms include immigrant teachers (e.g., Amin, 2000, Beynon, Ilieva & Dichupa, 2004; Hwang, Baek & Konstantino, 2005; Michael, 2006, Subedi, 2008), visible minority teachers (e.g., Ng, 2006), bilingual teacher candidates (e.g., Flores, Clark, Guerra & Sánchez, 2008), foreign trained teachers (e.g., Flores & Huerta, 2008; Mawhinney & Xu, 1997), internationally trained teachers (e.g., Mylse, Cheng & Wang, 2006), and internationally educated teachers (e.g., Deters, 2009; Faez, 2007; Pollock, 2010; Walsh & Brigham, 2007).

Michael (2006) referred to immigrant teachers in Israel as teachers who have teaching accreditation from abroad. Flores at al. (2008) categorized bilingual education teacher candidates in an initial bilingual education certification program in the US into three groups:
first-generation college students, second-generation paraprofessionals, and immigrant normalistas (foreign-trained teachers). Mawhinney and Xu (1997) used “foreign trained teachers” and Myles, Cheng and Wang (2006) used “internationally trained teachers” to refer to teacher candidates with teacher qualifications from outside Canada or with international teaching experiences. Walsh and Brigham (2007) referred to internationally educated teachers in their research as people who have immigrated to Canada, who have completed post secondary education outside of Canada and/or who have (had) teaching experience elsewhere and/or in Canada. Faez (2007) used internationally educated teacher candidates to refer to teacher candidates who have attended school or lived/or worked outside Canada for an extended period of time. In these studies, some teachers moved to a different country at very young age, others migrated to new settings after years of teaching.

Regardless of the disparity in the use of the terms, the group of people that researchers and teacher educators have described includes: (a) immigrants who taught abroad, (b) immigrants who teach in their host countries, as well as (c) immigrant teachers and teacher candidates who lived, studied, or worked abroad. However, the term "immigrant teachers" seems to emphasize the immigrant status, which includes individuals who may have moved to another country at very young age. "Foreign trained teachers" and "internationally trained teachers" seem to highlight the experience of teacher training in another country. "Visible minority teacher" and "bilingual teacher" include visible minority teachers who were born in Canada or any teachers who can speak two languages, and do not represent individuals who happen to be part of an “invisible” minority group or those who can only speak one language.

My research focuses on teachers who lived, studied, or worked in other countries before immigrating to Canada. The term "internationally educated teachers" is more appropriate to represent the research participants in my study. Before coming to Canada, these individuals obtained some education but did not necessary complete a teacher education program. They want to become teachers in Canada, whether or not they were teachers in their country of origin. Therefore, in my research, I use internationally educated teachers to refer to individuals with any or all of the characteristics categorized above. In this chapter, I mainly focus on research
literature on IETs. However, I acknowledge that I do not include numerous studies (e.g., Brown, 2005; Santoro, 2007) concerning minority teachers, as in such literature, researchers usually did not differentiate IETs from ethnic minority teachers who did not have international experiences.

What are the challenges and difficulties that internationally educated teachers experience in new settings?. Existing studies show that researchers and teacher educators tried to identify the challenges and difficulties that IETs face in host countries by exploring the experiences of IETs. IETs teach in different contexts in host countries: public K-12 schools (e.g., Ng, 2006), colleges and universities (e.g., Li, 2005), private language institutes (e.g., Hodge, 2005), and public adult ESL programs (e.g., Amin, 1997, 2000; Zhang, 2005). Additionally, IETs in Feuerverger's (1997) study taught heritage languages, and IETs in Mullally (2002) and Schlien (2007) studies were Canadian teachers who taught in Asian countries.

Research showed that even experienced IETs had to go through a re-credentialing process before they can teach in immigrant countries such as Australia (e.g., Cruickshank, 2004; Cruickshank, Newell, & Cole, 2003; Peeler & Jane, 2000; Seah, 2005), Israel (e.g., Epstein & Kheimets, 2000; Iris, 1998; Michael, 2006; Remennick, 2002; Weintroub, 1993), the United States (e.g., Bullough & Robert, 2008; Carrison, 2007; Flores et al., 2008, Hutchison, 2006; Hwang, Baek & Konstantino, 2005), and Canada (e.g., Beynon, Ilieva & Dichupa, 2004; Cho, 2010; Gambhir, 2004; Mawhinney & Xu, 1997; Phillion, 1999; Walsh & Brigham, 2007; Walsh, Brigham & Wang, 2010). From the re-credentialing process to teaching in classrooms, IETs experienced difficulties due to their language proficiency and cultural differences, they struggled with their non-native speaker identity, they encountered discrimination against their race, ethnic background, culture, and gender, and they faced obstacles when trying to reconstruct their professional identity in the host society.
Language proficiency and cultural difference. Research literature indicated that IETs experienced barriers because of their language, education, and cultural background (e.g., Beynon, Ilieva & Dichupa, 2004; Elbaz-Luwisch, 2004; Gambhir, 2004; Hwang, Baek & Konstantino, 2005; Mawhinney & Xu, 1997; Myles, Cheng & Wang, 2006). They experienced difficulties when teaching in an unfamiliar school setting and educational system, and they faced difficulties when teaching in a language other than their first language. For instance, in Israel, immigrant teachers from Russia struggled with teaching in their second language — Hebrew (e.g., Elbaz-Luwisch, 2004; Remennick, 2002). In the United States, Latino IETs in Hwang, Baek, and Konstantino (2005) also faced language and communication barriers when trying to become teachers. IETs in Gambhir’s (2004) study were nonnative English speaking (NNES) immigrant teacher candidates who had higher education and teaching experiences in their home country but no previous experience in Canadian schools. They faced linguistic and cultural challenges, they needed additional support in language proficiency, especially in reading and writing, and they needed opportunities to observe the Canadian school system (Gambhir, 2004). Likewise, IETs in Myles, Cheng, and Wang’s (2006) study experienced challenges when adapting to a different school system and teaching philosophy. IETs lacked experience in Canadian elementary education, they were concerned with their English language proficiency, and they found it hard to establish a health relationship with associate teachers. Specifically, IETs raised concerns about their nonnative English accent and they worried that their foreign accent might be a drawback when seeking employment after obtaining their teaching qualification in Canada (Myles, Cheng & Wang, 2006). Remennick’s (2002) study indicated that Hebrew language proficiency was the key determinant of immigrant teachers' occupational success.

The empirical research cited above demonstrates that language proficiency, accent, and cultural differences are some of the factors that prevent IETs from integrating into the teaching professions in the host society.
Identity formation and reconstruction. IETs who have learned to teach in different parts of the world have developed unique linguistic and professional identities that have been shaped by distinct educational systems. IETs have difficulty with their non-native speaker identity and struggle to reconstruct their professional identities in new settings. For example, Mawhinney and Xu (1997) explored the identity construction of IETs in a specially designed bridging program and found that IETs indicated that their identity changed from outsider to insider when they could practice teaching in Canadian school systems. Hodge (2005) explored how non-native English speaking (NNES) immigrant ESL teachers reconstructed their professional identity in a private language institute context in Vancouver. Hodge found that IETs' identity of successful L2 users (Cook, 1999) was challenged in the context where native speakers were preferred. Similarly, Lu (2005), in her inquiry into the lives and experiences of four NNES ESL teachers in the United States, explored the meanings of these teachers' experiences as language learners, teacher candidates, and ESL teachers as related to their professional identity. Lu identified that cultural, linguistic, social, personal, and interpersonal elements presented the greatest challenges that impacted these teachers' professional identity transformation.

As cited studies show, identity issues are associated with IETs' experiences in new settings and successful formation of a new professional identity is critical for their professional integration.

Discrimination. Several studies revealed that IETs experienced discrimination because of their accent and race (e.g., Amin, 1999, 2000; Hodge, 2005; Li, 2005; Lu, 2005; Mawhinney & Xu, 1997). Research showed that hiring policies were not beneficial for IETs (e.g., Mahboob, 2003; Michael, 2006; Zhang, 2005). In the field of second language education, some ESL programs claimed that their students, paying high tuition, did not want to be taught by NNS teachers (Brady & Gulikers, 2004). The administrators of adult ESL program in Zhang's (2005) study acknowledged that it was more difficult for NNSs to find ESL teaching positions in Canada. Mahboob's (2003) study showed that being native speaker is an important factor when ESL program administrators made hiring decisions in the United States. Empirical research has
demonstrated some IETs experienced discrimination in new countries, particularly in their workplace or during their employment seeking process. Discrimination makes it difficult for IETs to integrate into the profession.

*Professional integration.* For many IETs, their ultimate goal is to continue their teaching career in host countries. Recent studies have focused on identifying the difficulties that IETs experience during the process of professional integration (e.g., Deters, 2008; Elbaz-Luwisch, 2004; McFadden, 2002; Michael, 2006; Remennick, 2002; Seah, 2005; Taraban, 2006; Wang, 2002). In the US, Remennick (2002) explored the professional integration and adjustment of 36 immigrant teachers from the former USSR. Twenty out of these 36 teachers continued their teaching profession in the US and 16 left teaching. Remennick found that personal characteristics (e.g., self-confidence and resilience) and external conditions (e.g., classroom management, conflicts with parents, and relation with Israeli colleagues) contributed to immigrant teachers’ successful integration in new settings. Remennick also pointed out that younger immigrant teachers in their thirties or early forties were most successful in the new setting, and that older male teachers had better prospects than female teachers, and that better educated teachers from big cities of former Soviet Union were more successful than their less educated counterparts from provincial towns.

In Canada, Li (2005) explored the employment experiences of six visible minority immigrant teachers in a university. IETs in Li’s (2005) study recognized the positive influences from their home culture and the positive support from their employer but they also experienced racism, sexism, and discrimination. IETs in Taraban’s (2006) study struggled to be perceived as “more Canadian and less foreign” (p. 4) when they tried to integrate into the teaching profession in Ontario. More recently, from a sociocultural perspective and using the Community of Practice (Lave & Wenger, 1991) as a framework, Deters (2006, 2008, & 2009) reported a study of the professional integration of IETs in K-12 and college systems. The IETs in Deters’ (2008) study experienced difficulties with curriculum and workload, the attitude and behaviour of
students, as well as language barriers. Deters (2006) also highlighted the importance of mentorship and support from the community of practice to IETs' professional integration.

Recently, Walsh, Brigham and Wang's (2010) study indicated that internationally educated female teachers experienced great difficulty with the teacher certification process when they tried to resume their teaching career in the Maritime provinces (New Brunswick, Nova Scotia, and Prince Edward Island) of Canada. In Manitoba, Canada, although IETs could obtain teaching certification through bridging programs, finding employment without Canadian teaching experiences remained challenging (Schmidt, Young & Mandzuk, 2010).

In sum, IETs in new settings faced challenges and experienced difficulties when trying to integrate into the teaching profession. Researchers and teacher educators in the field called for better support for IETs.

**What are the resources and supports available for internationally educated teachers?** In response to researchers' calls to better support IETs' integration into the teaching profession, special re-credentialing programs have been designed (e.g., Mawhinney & Xu, 1997; Myles, Cheng & Wang, 2006; Walsh & Brigham, 2007). In the Canadian context, Mawhinney and Xu (1997) reported that the Faculty of Education at the University of Ottawa developed and in 1994 implemented a re-credentialing program, the Upgrading Pilot Program. Similarly, Myles, Cheng and Wang (2006) reported an Alternative Teacher Accreditation Program for Teachers with International Experience funded by the Ontario Government. Walsh and Brigham's (2007) survey across Canada showed that two universities (University of Manitoba and Simon Fraser University) offered programs specifically for IETs, and one university (University of British Columbia) included IETs in teacher recertification programs and four universities in Ontario (University of Toronto, York University, Queen's University, and University of Ottawa) had a special admission category for IETs.

University of Toronto, for instance, is one of the four Canadian universities that have a special admission category for IETs. According to the Consecutive Bachelor of Education Admission Guide (University of Toronto, 2012a), the IET admission category is for Canadian
permanent residents or citizens who have international teaching experience (i.e., have been teachers in their country of origin), and who have completed a program of study in a country other than Canada that allowed them to seek employment as a teacher in that country. This special admission category is “intended to assist new Canadians who have international teaching experience to integrate into the teaching profession in Ontario. Each year, up to 15 places will be available” (University of Toronto, 2012b).

Teach in Ontario was a government-funded program providing services in Ottawa, Toronto and Windsor to support IET's integration into the teaching profession in Ontario public schools. This program supported IETs by providing information on and counseling about certifications and employment, document assistance, language upgrading, and employment preparation (Teach in Ontario, 2009). According to Teach in Ontario (2009), from 2004 to 2008, 909 IETs completed employment preparation courses and 288 of these teachers have gained teaching related employment. However, effective June 2009, Teach in Ontario no longer provides supportive services to IETs except on Internet sites providing information.

The Nova Scotia Association of Internationally Educated Teachers (NSAIET) is a forum for IETs in Nova Scotia to discuss experiences and support each other on employment issues. Through the website and newsletters, NSAIET also provides information regarding the steps necessary to obtain teaching qualifications in Canada.

Additional supports and services are also offered to IETs through universities. For example, the Academic and Cultural Support Centre at the University of Toronto provides language and culture support to IETs, offers supplementary opportunities to observe and practice teach in Ontario school settings, as well as schedules workshops for IETs to learn resume writing and job search skills.

**How do internationally educated teachers learn to teach?** In order to support IETs’ integration into the teaching profession in new settings, researchers and educators also seek to understand how IETs learn to teach.

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3 For further information, please refer to [http://www.teachinontario.ca/](http://www.teachinontario.ca/)
**The impact of learning experience and cultural background.** "Learning to teach is a struggle not only around methods and content knowledge, but essentially, about who one is as a ‘teacher’” (Singh & Richards, 2006, p. 152). Singh and Richards (2006) emphasized the importance of teacher identity during the process of teacher development. Research indicated that teachers' practices were influenced by their learning experiences and cultural backgrounds. For IETs, their conceptions of education were influenced by their experiences, observations, assumptions, and the ideals about learning (Duchesne & Stitou, 2010). For example, internationally educated university professors in Li's (2005) study acknowledged the influence of their home culture. Ng (2006) explored the identity development, cultural and professional transformation of five visible minority immigrant teachers in Catholic schools in Toronto. All participants worked in different careers before they chose to complete an initial teacher education program and become school teachers. Ng's study showed that immigrant teachers' ethnic, cultural, and linguistic differences impacted their teaching and teacher-student relationships. Similarly, Wang (2002) investigated the cultural adaptation of eight novice (1-3 years of teaching experience) Chinese immigrant teachers teaching in elementary or secondary schools in Toronto. All teachers in Wang's (2002) study made a conscious effort to maintain their Chinese culture which influenced their teaching philosophy and teaching practice in Canada.

**Learning in (re)credentialing programs.** As mentioned in the previous section, many IETs have to go through a re-credentialing process in new settings. They study in bridging programs, initial teacher education programs and graduate programs. Numerous studies have documented IETs' learning in graduate TESOL programs (e.g., Lo, 2003; Lu, 2006; Sahib, 2005; Brutt-Griffler & Samimy, 1999). A number of studies have explored the experiences of IETs in re-credentialing programs (e.g., Beynon, Ilieva & Dichupa, 2004; Mawhinney & Xu, 1997; Mylse, Cheng & Wang, 2006). A few studies have researched IETs in initial teacher education programs (e.g., Chassels, 2010; Cho, 2010; Gambhir, 2004; Flores et al., 2008).
Most teacher education programs include course work and a practicum. Learning to teach, like any other type of learning, is viewed as a socially situated activity (Lave & Wenger, 1991) which involves “acquiring a deep understanding of complex practice, of ethical conduct and higher-order learning which occurs in schools and classroom” (Shulman, 1998, p. 515). Many IETs viewed the practicum as an opportunity to learn from their mentor teachers, obtain useful teaching experiences in a new culture, and practice their teaching strategies in the classroom setting (Beynon, Ilieva & Dichupa, 2004; Mylse, Cheng & Wang, 2006).

Summary. In this section, I have identified the challenges and difficulties that IETs experience as well as how to support IETs' integration into the teaching profession in host countries, by referring to empirical studies in the field, especially those in Canadian contexts.

As the cited research literature shows, in order to tackle the question of how to best support IETs' professional integration, researchers identified the difficulties and challenges that IETs face when learning in (re)credentialing programs (e.g., Beynon, Ilieva & Dichupa, 2004; Gambhir, 2004). Researchers explored IETs' experiences in Canadian classrooms (e.g., Deters, 2008; Wang, 2002) and tried to understand the impact of IETs' cultural background on their teaching philosophy (e.g., Ng, 2006, Wang, 2002). Empirical research has focused on either IETs in the initial teacher education programs, or IETs who had successfully obtained teaching positions in host countries.

However, few studies have investigated IETs' transition from initial teacher education programs to the workplace. Little research has investigated IETs' experiences with stress and their coping strategies during their transition. In particular, the question as to why some IETs are successful in getting teaching positions while others fail to find work as teachers even after obtaining Canadian teaching qualifications has not been adequately researched. Other related questions also need to be addressed. What are their employment seeking experiences? How do IETs apply what they learn in the initial teacher education programs in Canadian classrooms? What are IETs' career choices and decisions during the transition? What are IETs' experiences
with stress and coping strategies? With these questions, I explore IETs’ pre- and post-qualification experiences and try to identify the trajectory of IETs.

**Motivation to Become a Teacher**

In the research literature on teacher motivation, some researchers and educators categorized the motives for teaching into intrinsic, extrinsic, and altruistic motives. Recently, Richardson and Watt (2006) and Watt and Richardson (2007) proposed a framework—Factors Influencing Teaching Choice (FIT-Choice) — to understand the motivation for choosing a teaching career. The FIT-Choice model contains a number of categories including socialization influence (social dissuasion, prior teaching and learning experiences, social influences), task perceptions (task demand and task return), self perceptions (teaching abilities), values (intrinsic, personal utility, and social utility values) and fall-back career.

Numerous studies have investigated pre-service teachers' motives to become teachers (e.g., Bruinsma & Jansen, 2010; De Cooman, De Gieter, Pepermans, De Bois, Caers & Jegers, 2007; Hwang, Baek & Konstantino, 2005; Kyriacou, Hultgren & Stephens, 1999; Klassen, Al-Dhafri, Hannok & Betts, 2010; Roness & Smith, 2010; Watt & Richardson, 2007; Younger, Brindley, Pedder & Hagger, 2004). Younger et al. (2004) identified a number of teacher motivations among secondary teachers in the UK: the intrinsic value of the subject matter, positive schooling experience, career change, and passion. De Cooman et al. (2007) identified that intrinsic, altruistic and interpersonal features were the strong motivators among 241 graduate teachers in Belgium. In Australia, Richardson and Watt (2006) found that the highest rated motivation for teaching among 1653 pre-service teachers were their perceived teaching abilities, the intrinsic value of teaching, and their desire to make a social contribution, shape the future, and work with children/adolescents. Roness and Smith (2010) reported that the students at teacher education programs in Norway were intrinsically motivated to choose teaching as their profession and their motivations for teaching were stable over a period of a year-long course of study.
A number of research projects compared the similarities and differences of teacher motivation between different groups of teachers. For example, Marston (2010) investigated teacher motivation among elementary, high school, and college teachers but found little difference between these groups. Researchers also compared teacher motivation among teachers in different countries. For example, Kyriako, Hultgren, and Stephens (1999) compared teacher motivation of a group of secondary teacher candidates in England and that of another group of secondary teacher candidates in Norway. They found that subject matter was a common motive for both groups, and that Norwegian participants related their choice for teaching to altruistic reasons and participants in England related to extrinsic factors. Recently, from a sociocultural perspective, Klassen et al. (2010) compared the motivations of Canadian pre-service teachers and those from Oman. They found that Canadian pre-service teachers made more self-references and expressed higher levels of individual-focused motivation and intrinsic career value as motivators. Teachers from Oman on the other hand considered teaching as a fallback career and a higher level of sociocultural influences on their career choice (Klassen et al., 2010). IETs in Hwang, Baek, and Konstantino’s study (2005) chose to become teachers because of the influence of their family members and teachers, and wished to continue their teaching career because of their teaching background, passion for teaching, and altruistic reasons.

Limited studies have focused on language teachers’ motivation to teach. For example, Kyriacou and Koboli (1998) found that student teachers of English in Slovenia chose to teach English because of subject matter and altruistic reasons. Recently, Gao (2010) explored the shifting motivations of 12 teachers of English in China. Many of those teachers were not willing to become teachers but they were attracted by the teacher education programs to learn more English. Wang (2005) explored the teacher motivations of two IETs. These two teachers chose to become EFL teachers when they were in China and later in Canada because of their intrinsic motivation. Their motivation to teach was also influenced by contextual, socio-political and cultural factors.
As cited research shows, while much research has investigated motivations for choosing the teaching profession as a career, fewer studies have focused on the voices of internationally educated teachers except Hwang, Baek, and Konstantino (2005).

**Mentorship in Teacher Education**

The origin of the term mentor goes back to Greek mythology, where Mentor was the name of a friend of Odysseus (Roberts, 1999). Though the definitions varied in the literature of mentorship, mentoring describes the one-on-one relationship between an experienced and a less experienced person for the purpose of learning or developing specific competencies (Murray, 2001).

Mentoring has been a common practice in many pre-service teacher education programs (e.g., Bryan & Carpenter, 2008; Furlong & Maynard, 1995; Jozwiak, 2010; Pianta, Stuhlman & Hamre, 2002; Tillema, Smith & Leshem, 2011), as well as in the professional development for novice in-service teachers (e.g., Gould, Brimijoin, Alouf & Mayhew, 2010; Ledbetter, 2008; Yendol-Hoppey Jacobs & Dana, 2009). In different contexts, mentor and mentee roles can be different. Based on the research literature, Ambrosetti and Dekkers (2010) summarized that the possible mentor roles can be supporters, role model, facilitator, assessor, collaborator, friend, trainer or teacher, protector, colleague, evaluator, communicator. They proposed a definition of mentoring in the pre-service context:

Mentoring is a non-hierarchical, reciprocal relationship between mentors and mentees who work towards specific professional and personal outcomes for the mentee. The relationship usually follows a developmental pattern within a specified timeframe and roles are defined, expectations are outlined and a purpose is (ideally) clearly delineated. (Ambrosetti & Dekkers, 2010, p. 52)

Research on mentorship in teacher education explored the perceptions of mentor teachers (e.g., Iancu-Haddad & Oplatka, 2009; Jozwiak, 2010; Pitfield & Morrison, 2009), investigated the perspectives of novice teachers as mentees (e.g., Freemyer, Townsend, Freemyer & Baldwin, 2010; Löfström & Eisenschmidt, 2009; Rorrison, 2010), or included the
voices of both mentors and mentees (e.g., Bradbury & Koballa, 2008; Bryan & Carpenter, 2008; Melville & Bartley, 2010; Menegat, 2010; Tillema, Smith & Leshem, 2011).

Being an evaluator is one of the roles that mentors play in many teacher education programs. Fransson (2010) observed that only a few studies have investigated the issues of mentors assessing newly qualified teachers or teacher candidates. For example, Tillema (2009) explored how practice lessons were assessed by mentors, supervisors, and student teachers, and found considerable variations among different assessors. More recently, Tillema, Smith and Leshem (2011) compared the perceptions of mentors and student teachers in Norway, Israel and the Netherlands on assessment in practicum. Student teachers seemed to press for the assessment of their preparedness and efforts while mentor teachers put more emphasis on students’ initiative and creativity.

Although a mentor usually refers to a trusted counselor, guide, teacher or coach, the findings of several studies have highlighted that poor interpersonal skills and dissimilar attitudes, values, and beliefs were the main causes for negative mentoring experiences in traditional mentorship (Eby, McManus, Simon & Russell, 2000). Bradbury and Koballa (2008) found that different conceptions of mentoring, expectations related to communication, and beliefs about teaching were sources of tension in mentor-intern relationship. Rush, Blair, Chapman, Codner, and Pearce (2008) documented the conflict experiences of two mentors and two student teachers during the practicum, and found that communication and planning were important to resolving conflicts.

**Teacher Stress and Coping Strategies**

Researchers have recognized that the concept of burnout has been developed empirically rather than theoretically, so there is currently no established and empirically testable theoretical model of burnout (Byrne, 1999). The sections covering teacher stress in my study of IETs in transition have been informed by the Multidimensional Model of Burnout (Maslach, Jackson & Leitur, 1996), the Nomological Network (Byrne, 1994; 1999), as well as the studies by Sleeger (1999) and Kelchtermans (1999) narrative and biographical approach.
**Defining teacher stress.** Recently educational psychologists and researchers (e.g., Chaplian, 2008; Grayson & Alvarez, 2008; Maslach, 1999) have begun to investigate teacher stress, teacher burnout and teacher anxiety. As a number of researchers have pointed out, no standard definition of teacher burnout exists. However the several interrelated terms including teacher stress, teacher anxiety, and teacher burnout were frequently used in the research literature. The most commonly cited definition of burnout was proposed by Maslach and her colleagues (Maslach, Jackson & Leiter, 1996; Maslach, 1999) who defined burnout as a type of response to chronic emotional and interpersonal stressors on the job. Maslach, Jackson and Leither (1996) proposed a multidimensional framework to examine the degree of teacher burnout, namely, emotional exhaustion, depersonalization and reduced personal accomplishment. According to Maslach, Jackson and Leither (1996), emotional exhaustion is the tired and fatigued feeling that develops as emotional energies are drained. Depersonalization refers to teachers' indifferent, negative attitudes toward their students. A feeling of low Personal Accomplishment from teaching happens when teachers—no longer feeling that they are contributing to students' development—experience profound disappointment. In order to measure the severity of teacher burnout, Maslach, Jackson and Leither (1996) developed a 22 item questionnaire—Maslach Burnout Inventory Educator Survey (MBI Educator Survey, see Appendix D). Over the years, numerous studies have employed the MBI Educator Survey to explore teacher stress/teacher burnout in different contexts (e.g., Croom, 2003; Grayson & Alvarez, 2008; Kulavuz-Onal, 2009; McCarthy, Lambert, O'Donnell, & Melendres, 2009).


Teacher stress is the general term for negative emotions of teachers that are reflected in aversive demands to their work. This includes emotions such as anger, rage, aggressivity, irritation, frustration, disappointment, depressivity, and anxiety, in particular. (Rudow, 1999, p. 53)
In Rudow's (1999) view, teacher anxiety is a “specific stress phenomenon” (p. 53) and that teacher burnout takes fifteen to twenty years:

> Burnout is a phenomenon that takes years or even decades to evolve. It is often a lingering process unnoticed or underestimated by the teacher. Burnout is thus a large part of a function of years of employment. The syndrome typically does not show clearly until after fifteen to twenty years on the job (Rudow, 1999, p. 54).

However, Maslach (1999) argued that no empirical research supported Rudow's statement.

Based on empirical research, Canadian psychologist Byrne (1994, 1999) proposed the Nomological Network as a theoretical framework for teacher burnout research. The Nomological Network includes background variables such as gender, age, years of experience, marital/family status, grade(s) taught, types of students taught, organizational factors such as role conflict, role ambiguity, work overload, poor classroom climate, low decision-making power, and the level of support from superiors and peers, as well as personality factors such as external locus of control and self-esteem. Byrne (1994) tested the Nomological Network with a sample of 3,138 Canadian elementary, intermediate and secondary teachers. This large sample size enabled her to find six factors statistically significant: classroom climate, decision making, role conflict, work overload, self-esteem and peer support. The first five factors are critical determinants of teacher burnout.

Built on Byrne's (1999) conceptual framework of teacher burnout and others (e.g., Miller, 1999), Dutch scholar Sleegers (1999) proposed an interactional approach to analyze teacher burnout.

> The learning and development of teachers occurs in constant interaction with the individual and the environment… teacher burnout…occur(s) when learning and development no longer take place (Sleeger, 1999, p. 248).

Sleegers viewed teacher burnout as “the outcome of the interactions between the intentions and actions of the individual teacher and the organizational characteristics of the professional environment” (p. 252). Sleegers continued to explain that “the interactions between teachers and their working conditions shape the professional identities of teachers, which in turn influence the manner in which teachers perceive and respond to their work” (p. 252).
Teacher educator Kelchtermans (1999) interpreted teacher stress as teachers' experiences of frustration, dissatisfaction, or demotivation due to teaching job related tension, disturbing events, or provoking situations. He considered teacher burnout as an advanced position on the stress continuum, showing emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, Jackson & Leither, 1996). He also pointed out that teacher stress factors and burnout determinants were mediated through the perceptions of the teachers and proposed a narrative and biographical approach to examine the research phenomenon of teacher stress or teacher burnout. Similar to Sleegers (1999), Kelchtermans maintained that teacher stress and burnout resulted from the interaction between individual teacher and their work environment (i.e., classroom and local school context, educational policies, sociohistorical factors).

**Common themes in teacher stress and teacher burnout literature.** In the research literature, teacher stress and teacher burnout researchers identified the sources of teacher stress and determinants of teacher burnout (e.g., Chaplain, 2008; Byrne, 1994, 1999; Byrne & Hall, 1989; Clunies-Ross, Little & Kienhuis, 2008; Grayson & Alvarez, 2008; Jin, Yeung, Tang & Low, 2008) and coping resources (e.g., Austin, Shah & Muncer, 2005; Malik & Ajmal, 2010), and compared the teacher burnout between different groups (Coutler & Abney, 2009; Tucker, 2009).

**Investigating the source of teacher stress and teacher burnout.** In the field of teacher stress/teacher burnout, researchers and teacher educators have shown interest in identifying the determinants among different groups of teachers in different educational contexts. For example, Zurlo, Pes, and Cooper (2007) investigated teacher stress sources among Italian teachers. Their findings showed that Italian teachers experienced high levels of job satisfaction, and their stress sources included teachers' perceived lack of status, professional workload and their relationship with aggressive pupils. In Australia, Clunies-Ross, Little and Kienhuis (2008) found that workload and student misbehaviour were the highest sources of teacher stress. In Hong Kong,
Jin, Yeung, Tang and Low (2008) examined the relationship between certain psychosomatic symptoms and sources of teacher stress through surveys among high school teachers and identified six teacher stress sources: students, others, curriculum, nonteaching duties, teaching workload, and recognition. In Korea, Brundage's (2007) study showed that student misbehaviour and school director/administrator were the main sources of teacher stress for the EFL teachers, and that teachers' perceptions of stress of living in Korea and perceptions of stress of teaching in Korea were correlated. In the US, among 181 elementary and secondary teachers who administered a state-mandated test as required by the No Child Left Behind legislation, diFate (2000) identified the work-related stressors including time management, discipline and motivation. Similarly, Tucker (2009) found five domains that affected high school teachers' burnout—workload/time incompatibility, pressures on teachers for students to pass high-stakes tests, the need for all stakeholders to take responsibility, diminished teacher autonomy and a lack of resources. In addition, high school teachers in Austin, Shah, and Muncer's (2005) study indicated that work overload and time constraints were the main cause for teacher stress. Most recently, Shernoff, Mehta, Atkins, Torf, and Spencer (2011) conducted a qualitative study among 20 urban teachers in the United States. Shernoff et al. (2011) found that a lack of resources, heavy workload, school-level disorganization, student behaviour problems, and accountability policies were significant sources of teacher stress.

In Ontario, Byrne and Hall's (1989) survey of 624 elementary, intermediate, secondary, and university teachers in Ottawa showed that time constraints, large class sizes, excessive administrative demands and paperwork, as well as role conflicts, contributed to teacher burnout. In addition, elementary and secondary teachers were stressed to meet the demands of principals, parents, students and school board officials. Further, Byrne (1994) conducted a survey among 1431 full-time elementary, intermediate, and secondary teachers and identified five organizational determinants of teacher burnout: role conflict, work overload, classroom climate, decision making and peer support. Byrne also found that personality factors, self-esteem and external locus of control were important mediators of teacher burnout. In Byrne's (1994) study, role ambiguity and lack of superior support were not significant factors for teacher burnout. Not
long ago, Compas' (2006) survey among members of Ontario College of Teachers showed that the majority of teachers were stressed. In particular, 13% reported that they were stressed all the time, and 45% were stressed a few times a week. The most stressful aspects of teaching included time constraints and parental blame for child underperformance.

A number of researchers also studied stress among student teachers. In the UK, Chaplain's (2008) studies showed that behavior management, workload and lack of support were the main stress factors. In Pakistan, Malik and Ajmal (2010) found that stress among a group of student teachers was caused by the heavy workload, evaluation by the supervising teacher, managing the classroom, writing detailed lesson plans and preparing the final lesson.

*Examining the relationship between stress factors and teacher stress and teacher burnout.* A number of studies have examined the relationship between stress factors and teacher stress/teacher burnout. For example, McCarthy et al.'s (2009) study of a group of elementary teachers indicated that teachers' perceived demands and coping resources contributed to burnout. Similarly, Brundage's (2007) survey of 53 foreign EFL teachers in South Korea showed that teaching EFL was mildly stressful, and that teachers' perceptions of living stress in Korea and perceptions of teaching stress in Korea were correlated. In England, Chaplain (2008) examined the teacher stress among secondary teacher candidates and its relationship to teacher candidates' mental health and found positive correlations. In Norway, Skaalvik and Skaalvik (2007) examined the connection between teacher self-efficacy, perceived collective teacher efficacy, external control, strain factors, and teacher burnout and found that a sense of low self-efficacy was strongly related to teacher burnout. In the US, Crayson and Alvarez (2008) examined the influence of school climate (i.e., parent/community relations, administration, student behavioral values, etc.) on emotional exhaustion, depersonalization, and feeling of low personal accomplishment and found that different factors were related to different dimensions. Most recently, among a group of teachers in northern Ontario, Ferguson, Frost, and Hall (2012) found that teacher stress factors (workload, student behavior, and employment conditions) were
significant predictors of depression and anxiety, and that stress and depression had a negative impact on teachers' job satisfaction.

**Comparing teacher stress and teacher burnout of different teaching professional groups.** A number of researchers investigated teacher burnout among different groups. For example, the female teacher candidates in Chaplain's (2008) study reported greater stress than male teacher candidates. Coutler and Abney (2009) compared the teacher burnout level between teachers in international schools and teachers in their country of origin. Their findings indicated that teachers in international schools have a lower level of burnout than those who teach in their country of origin. In the US, Tucker (2009) compared the teacher burnout levels of high school teachers across high-stake subject areas to those across low-stake subject areas and found no significant difference.

Burke and Greenglass (1995) conducted a longitudinal study with a group of teachers and their findings showed that the antecedents of psychological burnout among teachers included individual and situational characteristics, work stressors, and measures of social supports. Burke and Greenglass (1995) called for attention to understanding the developmental process of teacher burnout.

**Investigating coping strategies to reduce teacher stress and prevent burnout.** Researchers also explored the strategies that teachers use to cope with teaching related stress. The coping mechanisms suggested by the EFL teachers in Brundage's (2007) study were drinking alcohol, playing sports, having conversations with friends, doing hobbies including watching TV and movies, as well as listening to music. The coping strategies that student teachers in Malik and Ajmal's (2010) used included communication with teachers and supervisors, talking to friends and family, using self-management skills (e.g., preparation, planning) and organizational skills. Howard and Johnson (2002) studied a group of teachers who were able to successfully cope with a high-level of work related stress and found that a sense of agency, a strong support group, pride in achievements and competence in areas of personal...
importance contributed to teachers' successful stress management. Based upon empirical studies, Brown and Uehara (n.d.) synthesized a number of coping strategies for teacher stress: stress awareness, physiological training, environment adjustment and mind control.

In addition, White and Cornu (2002) found that email communications between student teachers and university supervisors during practicum reduced stress for student teachers. Austin, Shah and Muncer (2005) found that teachers with a higher level of stress tend to use negative coping strategies (e.g., escape, avoidance, accepting responsibility, uncontrolled aggression) and teachers with lower levels of stress tend to use positive coping strategies (e.g., making plans to problem solving, seeking supports, doing exercise).

**Summary.** The cited research literature showed that a number of factors caused teacher stress: heavy workload, time constraints, student misbehaviour, school climate, and so on. For student teachers, the practicum and being assessed were also stressful. Coping strategies for teacher stress are individual and complex.

Researchers paid attention to both pre-service teachers (e.g., Chaplain, 2008; Geving, 2007; Malik & Ajmal, 2010; Schorn & Buchwald, 2007) and in-service teachers (e.g., Chan, 1998; Kokkinos, 2007). Numerous studies have investigated teacher stress and burnout among different groups of teachers: elementary, secondary, EFL teachers, and teachers in different countries. Most of the teacher stress research used surveys as their main data collection instrument. Very few studies have investigated teachers' perceptions of and experiences with stress in an in-depth manner with the exceptions of Huisman (2009) and Kelchtermans(1999). To date, little research has paid attention to IETs' experience of teacher stress and coping strategies.
CHAPTER THREE: CONCEPTUAL FRAMEWORKS

To explore internationally educated teachers' (IETs') motivations for choosing the teaching profession in Canada, their process of learning to teach in the initial teacher education programs, their employment seeking experiences, professional integration in the workplace in Canada, stress and coping strategies of IETs in transition, I use two aspects of Sociocultural Theory as conceptual frameworks for my research. These are the concept of Community of Practice (CoP, Lave & Wenger, 1991; Wenger, 1998) and the notion of identity (Jenkin, 1996; Norton, 2000, 2006). In this chapter, I present these two frameworks and their relevance to my study.

Sociocultural Theory

Sociocultural Theory (Lantolf & Thorne, 2006; Swain, Kinnear & Steinman, 2010) has extensive application for learning, teaching, and teacher education, as “individual cannot be studied or understood in isolation but only as part of a history, of a culture and of a society” (Swain, Kinnear & Steinman, 2010, p. x). In the field of second language education (SLE), Firth and Wagner (1997) observed a sociocultural turn in the study of language and called for a reconceptualization of second language acquisition research. Indeed, language learning has been seen as a social practice instead of a scientific process of acquiring a body of knowledge. Researchers not only pay attention to language learning itself, but also to the social context where learning takes place. While much research on teacher education and teacher professional learning focused on teacher knowledge and its relationship with teaching practice, researchers and educators suggested a sociocultural turn in teacher education (e.g., Johnson, 2006; Lantolf & Johnson, 2007; Lerman, 2001; Singh & Richards, 2006). Teacher educators and researchers
have become interested in understanding teachers' learning and teaching experiences in different social contexts (e.g., Carter, 1993; Clandinin, 1989; Elbaz-Luwisch, 2004). Therefore Sociocultural Theory would be useful for my research of internationally educated teachers in which I explore IETs' motivations to become teachers, learning to teach, looking for teaching positions, and their integration into the teaching profession in Canada.

Community of Practice

The conceptual framework of Community of Practice (Lave & Wenger, 1991; Wenger, 1998) has been used broadly in a wide range of disciplines, namely, anthropology (e.g., Nurnberger & Simpson, 1998), learning in organizations, knowledge management (e.g., Kull, 2004; Wenger, McDermott & Snyder, 2002), teacher education (e.g., Laker, Laker & Lea, 2008; Sutherland, Scanlon & Sperring, 2005), and second language learning and teaching research (e.g., Toohey, 1996, 1998, 2000; Yashima & Zenuk-Nishide, 2008). The concept of CoP was originally proposed by anthropologist Jean Lave and social learning theorist Etienne Wenger in their book Situated Learning. Through illustrating five cases of apprenticeship— the Yucatec Mayan midwives in Mexico, the Vai and Gola tailors in Liberia, the quartermasters in the US navy, the butchers in US supermarkets and the nondrinking alcoholics in Alcoholics Anonymous— Lave and Wenger (1991) explained that in the CoP, learning took place in nonschool settings, little explicit instruction existed, and newcomers gradually moved from nonparticipation towards full participation. According to CoP, situated learning connects four components: meaning, practice, community, and identity (see Figure 1). Wenger (1998) further explained that these four components are interconnected and mutually defined. That is, any of the four components can be switched with learning, and situated in the center as the primary focus.
Figure 2 Components of a social theory of learning (adapted from Wenger, 1998, p. 5)
Lave and Wenger (1991) used the concept of legitimate peripheral participation (LPP) to describe CoP members' various degrees of participation and engagement in social practice:

“Legitimate peripheral participation” provides a way to speak about the relationship between newcomers and older-timers, and about activities, identities, artifacts, and communities of knowledge and practice. (Lave & Wenger, 1991, p. 29)

The notion of LPP highlights the importance of social participation as a means and process of learning and knowing.

Wenger (1998, p. 8) further developed the notion of CoP through his ethnographic research in an insurance claims processing company, where he referred to a CoP as “a set of relations among persons, activity, and world, over time and in relation with other tangential and overlapping communities of practice.”

Most recently, Wenger (n.d.) refined the definition of CoP: “Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (p. 1). Wenger (1998) identified three features of CoP: mutual engagement, a joint enterprise, and a shared repertoire.

**Community of practice in teaching, learning, and teacher education.** While CoP was originally used to understand informal learning in nonschool settings, many researchers and educators have employed this conceptual framework to guide their educational research. Research using this framework includes L2 learners' learning through participation in second language classrooms (e.g., Haneda, 2008; Toohey, 1996, 1998, 2000), graduate students' participation in academic contexts (e.g., Li, 2007; Morita, 2000, 2004), learner identity formation (e.g., Marx, 2002; Spotti, 2007), language teachers' identity construction (e.g., Tsui, 2007), the formation and sustainability of CoP in initial teacher education programs (e.g., Goos & Bennison, 2008), pre-service teachers' identity formation (e.g., Faez, 2007), in-service teachers' professional development (e.g., Laker, laker & Lea, 2008; Li & Chan, 2007) and the professional acculturation of IETs (e.g., Deters, 2006, 2008, 2009; Mylse, Cheng & Wang,
2006). Since my research is situated in second language education and teacher education, in the following section, I discuss the contributions of CoP to the field.

Community of practice in second language education research. In the field of SLE, a number of researchers and educators employed CoP in their studies (e.g., Deters, 2006, 2008; Li, 2007; Haneda, 2008; Norton, 2000; Norton Pierce, 1995; Sharkey & Layzer, 2000; Toohey, 1996, 1998, 2000; Tsui, 2007). Toohey (1996, 1998 & 2000) is one of the earliest researchers using CoP as the conceptual framework in her longitudinal ethnographic studies where she observes ESL learner participants from Kindergarten to Grade 2. In particular, Toohey (1996) reported three ESL learners' legitimate peripheral participation in the CoP and sub-CoPs in a particular sociocultural setting—a kindergarten classroom. Toohey observed that ESL learners' various multiple identities and power relationships influenced their access to resources of language learning, legitimate peripheral participation and practice in the CoP. The notion of LPP is very important to understand L2 learners' gradual participation in classroom settings. Access is also an important concept in the conceptual framework of CoP. To become a full member of a community of practice, it “requires access to a wide range of ongoing activities, old-timers, and other members of the community; and to information, resources, and opportunities for participation” (Lave & Wenger, 1991, p. 100). As Swain and Deters (2007) pointed out, individuals in second and foreign language contexts do not necessarily have unproblematic access to the learning community. L2 learner Harvey in Toohey's (1996) study, for instance, had limited access to resources within the CoP in the kindergarten classroom.

Also with ethnographic research methods, Morita (2000) investigated the academic discourse socialization of a group of graduate students in TESL program. Further, Morita (2004) explored six Japanese female graduate students' negotiation of participations and identity in second language academic communities by examining their participation in L2 classroom communities. In these two studies, Morita associated language socialization with situated learning of CoP. Morita (2000) referred to language socialization as “the process by which children and other newcomers to a social group become socialized into the group's culture
through exposure to and engagement in language-mediated social activities” (p. 281). Swain and Deters (2007) pointed out the difference between language socialization and the CoP framework. They maintained that “the community of practice is more explicit than language socialization about power differentials in learning in situ” (Swain & Deters, 2007, p. 824). Duff (2007) also observed that second language socialization participants, “for a variety of reasons, may not experience the same degrees of access, acceptance, or accommodation within the new discourse communities as their L1 counterparts do” (p. 310).

Most recently, Yashima and Zenuk-Nishide (2008) compared the English study results of a group of Japanese students who studied abroad and another group of students who studied in a content-based instruction environment in Japan. They argued that content-based instruction could enhance learners' participation in an imagined international community and this imagined community (Wenger, 1998) could influence EFL learners' attitudes toward English learning and increase their accuracy and frequency of communication in English.

**Community of practice in teacher education research.** Apprenticeship is an important notion in the concept of CoP. Contemporary curricula and practices in teacher education highlight the importance of mentorship between experienced teachers and novice teachers, or between in-service teachers and pre-service teachers. Although mentorship is different from a strict master-apprentice relationship, the concept of CoP allows teacher educators and researchers to better design their curricula and support teachers' professional development (Goos & Bennison, 2008). This allows for the investigation of models of mentoring and coaching in teacher learning and professional development (e.g., Blair, 2008; Li & Chan, 2007) and to explore the situated learning of internationally educated teachers (IETs) in re-credentialing program (e.g., Mylse, Cheng & Wang, 2006). In particular, Goos and Bennison (2008) investigated the teacher learning and professional development of a group of pre-service mathematics teachers through their participation in a course online bulletin board. Goos and Bennison identified various factors that influenced the formation of an online community: (a) initial face-to-face interaction created familiarity and trust among CoP members, (b) the
voluntary, unstructured, non-assessable, and unmoderated nature of the participation motivated CoP members, and (c) having messages delivered to CoP members' email inboxes without having to log on to the website made it convenient for members to participate in the CoP. Goos and Bennison also observed that the CoP was sustained by its members through the remainder of the academic program and in the first year of full-time teaching, which has very important implications for teacher education and ongoing collegial support for teachers' professional development.

As cited research indicates, the conceptual framework of CoP has been a useful tool to examine practices in second language learning and teaching from sociocultural perspectives. In my study, I explore IETs' situated learning in the initial teacher education programs in Canada and later their professional learning and integration in the workplace. I also investigate IETs' participation in the communities of practice in the teacher education programs and the workplace. Therefore, CoP is an appropriate framework for my research.

**Identity**

Jenkin (1996) defined social identity as “our understanding of who we are and who other people are, and reciprocally, other people's understanding of themselves and of others (which includes us)” (p. 4). As such, social identity is how individuals are distinguished in their social relations with others. Likewise, Norton (2000) referred to identity as “how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future” (p. 5). According to Norton's view, social identity is multiple, temporal, socially constructed, and a site of struggle. Norton (2006) argued that identity was socioculturally constructed, as she referred to social identity as the relationship between an individual and the larger social work such as families, schools, and workplaces, and cultural identity as the relationship between an individual and members of a particular ethnic group. Block (2003) noted that identity was associated with different demographic categories such as age, gender, nationality and race. Researchers have taken up narrative approaches to explore individuals' multiple changing identities in various social
contexts: immigrant minority students' self-ascribed identities (e.g., Spotti, 2007), L2 learners' identities (e.g., Kinginger, 2004; Norton, 1995, 2000), and immigrant teachers' self-image (e.g., Amin, 2000; Pavlenko, 2003).

However, Wenger (1998) argued that identities were not equivalent to narratives of self, self-images or categories.

What narratives, categories, roles, and position come to mean as an experience of participation is something that must be worked out in practice… an identity is made up of the layering of events of participation and reification by which our experience and its social interpretation inform each other. As we encounter our effects on the world and develop our relations with others, these layers build upon each other to produce our identity as a very complex interweaving of participative experience and reificative projections. (Wenger, 1998, p. 150-151)

Wenger (1998) highlighted the notion of practice and participation. In his view, practice and identity are parallel, that is “the formation of a community of practice is also the negotiation of identities” (p. 149). By this, he referred to (a) identity as negotiated experience, (b) identity as community membership, (c) identity as learning trajectory, (d) identity as nexus of multi-membership, and (e) identity as a relation between the local and global (Wenger, 1998).

In sum, identity can be categorized into social identity and cultural identity. Identity is associated with different demographic categories such as age, gender, nationality and race. Identity is also linked to individuals' experiences in different social contexts and participation in the community of practice.

**Identity in learning, teaching, and teacher education.** In the field of education, studies of identity focus on the issues of learner identity (e.g., Harklau, 1996; Kanno, 2000; Norton Peirce, 1995; Norton, 2000; Toohey, 1996) and teacher identity (e.g., Menard-Warwick, 2008; Scherff, 2008; Stritikus, 2003; Tsui, 2007). In particular, numerous studies have focused on the issues of native speaker (NS) and non-native speaker (NNS) identity (e.g., Amin, 1997,
Learner identity. Language learner identities have been an important trend in studies of second language learning and teaching. Recent studies of learner identities have focused on immigrant learners' (e.g., Norton, 1995, 2000; Goldstein, 1996; Toohey, 1996, 1998, 2000), learner identities in relation to their heritage language and multicultural background (e.g., Creese, Bhatt, Bhojani & Martin, 2006), and foreign language learners' identity construction (e.g., Kearney, 2004; Marx, 2002; Pomerantz, 2008). For example, Norton Pierce (1995) observed that adult immigrant women ESL learners in her ethnographic study had different motivations and investments because of their diverse and changing identities. She argued that power relations played a very critical role in social interactions between language learners and target language speakers and often limited the access for minority members (Norton Pierce, 1995). Similarly, Goldstein (1996) investigated the construction of social and cultural identities of immigrant women in Canada. Interestingly, the adult learners in Goldstein's study chose non-participation in one CoP because they wanted to keep their membership in the other. Furthermore, with an autobiographic narrative approach, Marx (2002) reflected on the formation of her own learner identity in an L2 context in relation to the change of her accent and her participation in the communities of practice.

Teacher identity. Teacher identity is an important component in teachers' teaching, professional development, as well in the sociocultural and sociopolitical landscape of classroom (Tsui, 2007). Indeed, “learning to teach is a struggle not only around methods and content knowledge, but essentially, about who one is as a ‘teacher”’ (Singh & Richards, 2006, p. 152). Drawing on sociocultural perspectives of CoP, Singh and Richards (2006) viewed teacher learning as the process of teacher identity construction. They observed that teacher identity interwove with ideologies, discourses, content and approaches during the course of teacher education, as well as with individual teacher's own desire to find meaning in becoming a
teacher. Tsui (2007), for example, retold the stories of an EFL teacher's professional identity formation from a language learner to language teacher, and from a novice teacher to an experienced teacher in different communities of practice. Tsui's study highlighted the complex relationships between membership, competence, and legitimate peripheral participation.

In the research area of teacher identity, one of the focuses is the teacher identity of IETs (e.g., Amin, 1997, 2000; Bascia, 1996; Beynon, Ilieva, & Dichupa, 2001, 2004; Mawhinney & Xu, 1997; Pavlenko, 2003). IETs who learned to teach in diverse regions of the world have developed unique linguistic and professional identities that have been shaped by distinct educational systems. Research showed that many IETs struggled to reconstruct their professional identities in new settings. For example, Mawhinney and Xu (1997) explored the identity construction of IETs in a bridging program specially designed for foreign trained teachers. IETs in Mawhinney and Xu's study indicated that the foreign trained teachers' identity changed from outsider to insider when they could practice teaching in Canadian school systems. Similarly, Beynon, Ilieva and Dichupa (2004) reported the re-credentialing experience of 28 IETs. Findings showed that IETs' teacher identities were negated or confirmed during the process of dealing with teacher education authority and in the practicum (Beynon, Ilive & Dichupa, 2004). Unlike previous studies on teacher identity related to linguistic identity, Deters (2006) reported that IETs in her study accepted rather than struggled with their identity of second language speakers, which helped these teachers to deal with the language issues that they encountered.

**Native speaker and Non-native speaker identity.** Although many researchers and educators (e.g., Braine, 2004; Cook, 1999; Faez, Paikeday, 1985; Phillipson, 1992) have pointed out the problematic notion of native speaker and the dichotomy of NS and NNS, research indicates that the issue of NS and NNS identities is important not only for language learners (e.g., Morita, 2004; Toohey, 1996), but also for IETs (e.g., Amin, 1997, 2000; Beynon, Ilieva & Dichupa, 2001, 2004; Mylse, Cheng, & Wang, 2006). For example, English learner Harvey in Tookey's (1996) study wanted to be perceived as an English native speaker although his
language proficiency was low. Similarly, one immigrant ESL teacher in Amin's (2000) study, Dina, perceived herself as a native speaker ESL teacher. Dina had her own definition of native speaker: “A person who has mastered the language and is able to speak, understand, do whatever needs to be done in the language, that person should be classified as a native speaker of any language” (Amin, 2000, p. 191). In this case, Dina's self-image was an English native speaker though she spoke English as her second language.

Research literature indicated that many IETs experienced discrimination because of their NNS identity (e.g., Amin, 1997, 2000; Beynon, Ilieva & Dichupa, 2001, 2004; Hodge, 2005; Zhang, 2005). For example, Hodge (2005) explored the identity re(construction) of non-native English speaking immigrant English as a Second Language (ESL) teachers in a private language institute context in Vancouver. Hodge also interviewed four international students who were taught by one of the NNS teachers. Findings showed that IETs identity of successful L2 users (Cook, 1999) was challenged in the context where NSs are preferred (Hodge, 2005). Furthermore, NNS ESL teachers in Zhang's (2005) study reported that they were challenged by many adult immigrant students who were not prepared to have NNSs as their ESL teachers. Studies revealed that hiring policies in ESL schools in the US and Canada were not beneficial for NNS IETs (e.g., Mahboob, 2003; Zhang, 2005). In addition, IETs in Mylse, Cheng, and Wang's (2006) study were concern that their NNS accent would be a disadvantage factor when seeking employment after obtaining teaching qualification in Canada.

**Summary**

The construct of Community of Practice (Lave & Wenger, 1991; Wenger, 1998) and the notion of identity (Jenkin, 1996; Norton, 2006) play an important role in understanding learning, teaching, and other educational phenomena from a sociocultural perspective. In the present study, I use multiple lenses (i.e., Community of Practice and identity) to examine the IETs' transition from teacher education programs to the workplace in Canada. This transition includes three stages: initial teacher education, employment seeking, and workplace. During this transition, IETs' stress and coping strategies have an impact on IETs' experiences in the initial
teacher education programs, employment seeking after obtaining Canadian teaching qualifications, and their professional integration in the workplace in Canada.

In this study, I bridge the research gap by using narrative inquiry and a multiple case study approach to investigate IETs' experience with teacher stress and their coping strategies during their transition from initial teacher education programs to the workplace. Through the lenses of Community of Practice and identity, I explore IETs' experience of teacher stress related to some of challenges (i.e., language proficiency and cultural difference, identity formation and construction, professional integration, as well as discrimination) that I discussed in Chapter Two.
CHAPTER FOUR: RESEARCH METHODOLOGY

In the previous three chapters, I have discussed the rationale for my research, reviewed research literature on internationally educated teachers (IETs), motivations to become teachers, mentorship in teacher education. I have presented my understanding of the conceptual framework Community of Practice and the notion of identity in educational research. In this chapter, I focus on the research methodology. I discuss the rationale for qualitative inquiry, present my research design, detail my research process, describe research context, portray my research participants, discuss ethics consideration and illustrate data analysis strategies.

Rationale for Qualitative Inquiry

Qualitative research methods have been used in social science and behavioral science disciplines, including educational studies, historical studies, political science, business research, medicine, nursing, social work and communication (Denzin & Lincoln, 2005). Denzin and Lincoln (2005) defined qualitative research as follows:

Qualitative research is a situated activity that consists of a set of interpretive, material practices that make the world visible. These practices transform the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. (p. 3)

In the field of education, many researchers favour qualitative studies because they want to investigate for deeper understanding rather than just examining the surface features of a research phenomenon. A qualitative approach provides the researcher with a variety of tools to enhance our understandings of teaching and learning in natural contexts. My research topic is concerned with individual IETs' motivations for choosing the teaching profession in Canada,
their learning experiences in the initial teacher education programs, employment seeking after obtaining Canadian teaching qualifications, professional integration in the workplace, decisions regarding their career choice and plans for the future, as well as stress and coping strategies during the transition from initial teacher education programs to the workplace in Canada. I am interested in listening, interacting, exploring, reflecting, and changing my own understanding of the research phenomenon of IETs in a natural setting. Therefore, I selected qualitative research methods for my study.

The goal of qualitative study is to find out the meaning behind the research phenomena or the behavior of the research participants by examining the differences and particularities in human affairs to discover what people think, what happens and why (Arksey & Knight, 1999). In my research, my goal is to seek a deeper understanding of the individual IETs. I am interested in the lived experiences of IETs in transition from initial teacher education programs to the workplace in Canada. Qualitative researchers sometimes use novel forms to express lived experience, including literary, poetic, autobiographical, performance, as well as multi-voiced, conversational, critical, visual, and co-constructed representations (Denzin & Lincoln, 2005). In my research, I employ narrative inquiry (Clandinin & Connelly, 1990; Polkinghorne, 1995) and multiple case study (Stake, 1995). I collect data through semi-structured interviews, short questionnaires, follow-up interviews, field notes, and IETs' written artifacts. In what follows, I present my understandings of narrative inquiry and case study.

**Narrative Inquiry**

As a research approach in qualitative research, narrative inquiry has become popular in various disciplines in social sciences such as anthropology (e.g., Ben-Zvi, 2008; Mattingly, 1998), environmental studies (e.g., Larsen, 2006; Lynch, 2007), education (e.g., Clandinin & Connelly, 1990; Schlein, 2007; Wallace & Wildy, 2004), psychology (e.g., Polkinghorne, 1988, 1995; Smith & Sparkes, 2009), and health research (e.g., Barton, 2008; Bell, 2008). In the field of education, numerous researchers and educators have employed narrative inquiry (Clandinin & Connelly, 1990) in their studies of learners, teacher candidates, practitioners, teacher
educators, and other individuals in diverse educational contexts. To justify my choice of
narrative inquiry for this research, over the next few pages, I discuss the advantages and
disadvantages of the narrative inquiry research approach. I begin by describing the definition of
narrative inquiry. Then, I examine the strengths and weaknesses of the narrative inquiry
research approach in second language education research. Since my research interests are
situated in teacher education, in this section, I mostly refer to theoretical scholarship and
empirical research from this field of education.

**Defining narrative inquiry.** In their book Narrative inquiry: *Experience and story in
qualitative research*, Clandinin and Connelly (2000) reviewed the historical development of
narrative research. They acknowledged that the theoretical framework of narrative inquiry has
been influenced by many researchers and educators. The most influential ones include
educational theorist John Dewey's (1938) theory of experience, philosopher Mark Johnson's
experiential research, Alasdair MacIntyre's (1981) notion of *narrative unity*, psychotherapist
and Mary Bateson's (1994) views of change.

Connelly and Clandinin (1990) maintained that narrative inquiry is the construction and
reconstruction of personal and social stories. In their view,

> Stories are the closest we can come to experience as we and others tell our experiences. A story has a sense of being full, a sense of coming out of a personal and social history … Experience … is the stories people live. People live stories and in the telling of them reaffirm them, modify them, and create new ones. (Clandinin & Connelly, 1994, p. 415).

Polkinghorne (1995) defined narrative inquiry as a research design that “gathers events and
happenings as its data and uses narrative analytic procedures to produce explanatory stories” (p. 5). Clandinin and Rosiek (2007) further defined narrative inquiry,

> In narrative inquiry, multiple contexts beyond the researcher's control— such as spatial contexts, cultural contexts, social contexts, institutional contexts, place contexts, and people contexts —are always present. Narrative inquiry is, following this, a relational form of inquiry. Describing the way people go about making sense of their experience
within these contexts, and contributing to that ongoing sensemaking, is the purpose of narrative inquiry (p. 45).

In sum, narrative inquiry is an interpretive research process through which the researcher collects the lived experiences and the recorded or narrated stories of individuals, retell stories of the research participants' past history, and seek to explore the meanings of the experiences through stories (Clandinin & Rosiek, 2007; Connelly & Clandinin, 1990, 2000; Polkinghorne, 1995).

Built on Bruner's (1985) two types of cognition—paradigmatic cognition and narrative cognition—Polkinghorne (1988) categorized two types of narrative: descriptive narrative and explanatory narrative. The descriptive narrative is used “to produce an accurate description of the interpretive narrative accounts individuals or groups use to make sequences of events in their lives or organizations meaningful” (pp. 161-162). The explanatory narrative is used to explain the relations between actions in a causal sense and to provide the necessary narrative accounts that supply the connections between the events (Polkinghorne, 1988). Polkinghorne (1995) further distinguished analysis of narratives and narrative analysis. He explained that with analysis of narrative, researchers collect stories as data and analyze them with paradigmatic analytic processes to produce taxonomies and categories out of the common elements. With narrative analysis, “researchers collect descriptions of events and happenings and synthesize or configure them by means of a plot into a story or stories” (Polkinghorne, 1995, p. 12).

**Strengths of narrative research.**

*Narrative inquiry is the best way of representing and understanding experience.* One the strengths of narrative inquiry lies in that this research approach provides a theoretical framework and methodology for understanding human behaviors and experiences in-depth within the context. According to Clandinin and Connelly (2000), “narrative inquiry is the best way of representing and understand experience” (p. 18), and an individual's experience is a central lens for understanding a person and understanding how one experience leads to another.
As such, narrative researchers focus on understanding an individual's history and lived experiences and how past experiences and history contribute to present and future experiences.

The narrative inquirer, by way of contract, privileges individual lived experiences as a source of insights useful not only to the person himself or herself but also to the wider field of social science scholarship generally. As described in the comparison to post-positivism, this approach to analyzing human experience is grounded in a pragmatic relational ontology. Takes the immediacy of lives, especially its narrative qualities, as a fundamental reality to be examined and acted on. According to this view, all representations of experience—including representations of the macrosocial influences on that experience—ultimately arise from first-person lived experience and need to find their warrant in their influence on that experience. (Clandinin & Rosiek, 2007, p. 49)

Following the Deweyan view of experience, Clandinin and Connelly (1994) suggested that narrative researchers should inquire experience from four directions: inward and outward, backward and forward.

By inward, we mean toward the internal conditions, such as feelings, hopes, aesthetic reactions, and moral dispositions. By outward, we mean toward the existential conditions, that is the environment. By backward and forward, we refer to temporality—past, present and future. (Clandinin & Connelly, 2000, p. 50)

Clandinin and Connelly further extended their idea to a three-dimensional research framework, which includes the temporal dimension of the past, the present, and the future, the interactive dimension of the personal and the social, and the dimension of place (Clandinin & Connelly, 2000). According to this view, the understandings and meanings of experiences are temporal and context constructed. Research findings of narrative inquiry are based on detailed examinations of human relation and interactions within social contexts.

Using a narrative approach, researchers and educators in second language education investigated the experiences of second and foreign language learners (e.g., Kanno, 2000; Pavlenko, 1998; Ross & Chen, 2008; Song, 2008). For example, Kanno (2000) explored the cross-cultural experiences of four children of Japanese expatriates after they returned from Canada to Japan. Through narratives, Song (2008) investigated six Chinese speaking adult ESL students' experiences and perceptions of classroom assessment.
In addition to narrative research of language learners, numerous narrative studies focused on the educational and teaching experiences of second and foreign language teachers in different contexts (e.g., Barkhuizen, 2008; Barkhuizen & Wette, 2008; Casanave & Schecter, 1997; Golombek & Johnson, 2004; Cui, 2006; Curtis & Romney, 2006; Elbaz-Luwisch, 2007; Hodge, 2005; Johnson & Golombek, 2002; Lu, 2006; Pavlenko, 2003; Simon-Maeda, 2004; Simon-Maeda, Churchill & Cornwell, 2006; Tse Tao, 2005). For instance, in English as a Foreign Language (EFL) context, Dumont-Maeda (2004) reported the life stories of nine female EFL teachers in Japan to understand the identity construction and teaching practice of these teachers. Further, Simon-Maeda and her colleagues documented the experiences of doctoral students in a Teaching English to Speakers of Other Languages (TESOL) program in Japanese institutions to explore their experiences of professional identity formation and their academic practices (Simon-Maeda, Churchill & Cornwell, 2006).

In North America, Pavlenko (2003) used autobiographies as the data collection method to investigate how pre-service teachers viewed their identities in different imagined communities such as native speaker community, non-native speaker community/L2 learner community, and multilingual/L2 user community. Further, Yang (2008) reflected on his experience of teaching Chinese as a Second Language in the United States by using narrative inquiry to analyze qualitative research data from self-observations and journal writing. Yang recognized the importance of cultural diversity and learning style and emphasizes the significance of teaching strategies and pedagogy in the second language classroom. In addition, Hodge (2005) in Canada and Lu (2006) in the US investigated the identity construction of non-native English speaking ESL teachers. In these two studies, researchers tried to understand the meaning of second language teachers' experiences related to teachers' identities as second language learners, teacher candidates in TESOL programs, and ESL teacher in classrooms.

Cited studies demonstrate that narrative inquiry has become a useful research tool to understand experiences of second language learners and teachers. Though results of narrative research cannot be generalized as scientific research, readers and audience can find connections and resonance (Conle, 1996) with the narratives in research reports.
Narrative provides a means of understanding teacher knowledge and teacher development. Narrative inquiry provides a useful way to make sense of teacher experience, teacher knowledge and professional development. Schwab (1969) pointed out that traditional curricular research based on theoretical generalizations cannot conclude any useful findings that may be applied to particular curricular situations, because this type of research is compressed to “abstractions, generalities, regularities, and ideal cases”(p. 309). Schwab continued to argue for the use of research methods that were rooted in the practical and the specific. 

Curriculum is brought to bear, not on ideal or abstract representations, but on the real thing, on the concrete case, in all its completeness and with all its differences from all other concrete cases, on a large body of fact concerning which the theoretic abstraction is silent. (Schwab, 1969, p. 309-310)

Clandinin and Connelly (2000, p. 18) maintained that “education and educational studies are a form of experience.” As such, narrative inquiry is an appropriate research tool for educational research. This approach provides research tools to explore the practical and specific educational problems, particularly to understand teachers' experiences in educational contexts and their practical knowledge. Johnston (1994, p. 538) noted that “narrative inquiry allows teachers to analyze the meaning they are making of their classroom and school experiences—of the way they are living their lives as teachers and makers of curriculum decisions.” Indeed, teachers are involved in the teaching actions in classrooms. They experience the interactions in various teaching contexts. Teachers' knowledge comes from teaching practice. Therefore, teachers' knowledge and experiences can be best presented in stories.

The action feature of story would seem to make it especially appropriate to the study of teaching and teacher education. Teaching is intentional action in situations, and the core knowledge teachers have of having comes from their practice…Teachers' knowledge is, in other words, event structured…stories, therefore, would seem to provide special access to that knowledge. (Carter, 1993, p. 7)

In Carter's (1993) view, narrative inquiry provided an important means of understanding and documenting teachers' knowledge, teachers' ways of knowing and their educational experience. As literature cited in the previous section shows, narrative inquiry has been used in
studies of understanding educational experiences of second and foreign language teachers. More recently, Tsui (2007) explored the process of teacher professional identity formation by making sense of narratives of an EFL teacher in China. Through a sociocultural lens, Tsui focused on “the complex relationships between membership, competence, and legitimacy of access to practice; between the appropriation and ownership of meanings, the centrality of participation, and the mediating role of power relationships in the processes of identity formation” (p. 657). In addition, much work has focused on teachers in K-12 contexts (e.g., Bielec, 2002; Chan, 2005; Clandinin, 1989; Conle, 2000; Craig, 2007; Illesca, 2007; Mulholland & Wallace, 2003; Rushton, 2004). For example, Clandinin (1989) explored a first year kindergarten teacher's experience in the classroom through her stories. Similarly, Rushton (2004) documented a student-teacher's culture shock experience during her placement in an inner-city school. Furthermore, Mulholland and Wallace (2003) employed narrative research in exploring how elementary teachers learned and taught in the transition from pre-service teacher education program to in-service teaching practice.

Cited research reveals that narrative research provides a useful tool to explore the impact of teachers' background and experience on their teaching philosophy and teaching practice. Narrative research helps teachers not only in comprehending their teaching practice but also in providing a means of transforming knowledge.

**Narrative gives voices to historically marginalized groups.** Another advantage of narrative inquiry is that this research approach empowered traditionally marginalized groups by providing less exploitative research methods (Hendry, 2007). Narrative research includes autobiography and personal writing such as journals and letters. These biographical perspectives in narrative research allowed women to gain authority (Smith, 1994). “Life writing in professional education carries the same intellectual flavor of the feminist and minority perspective, finding voice among the disenfranchised, the powerless, or those with alternative visions” (Smith, 1994, p. 301). As research literature shows, many researchers used narratives to add voices of women teachers (e.g., Munro, 1993; Phillips, 1994; Simon-Maeda, 2004). For
example, Phillips (1994) claimed that “a narrative must be true to be considered acceptable” (p. 13). According to Blumenfeld-Jones (1995), when narrative researchers collect and retell stories of their participants, researcher's ideas and values structure and alter the narratives. Indeed, qualitative researchers sometimes use novel forms of expressing lived experience, including literary, poetic and autobiographical performance, as well as multi-voiced, conversational, critical, visual, and co-constructed representations (Denzin & Lincoln, 2005). In narrative inquiry, researchers represent their voice in various ways: they decide what to include and what not to include in their research texts; they decide upon word choice; or they fictionalize the characters in the representation of their research texts. For example, He (1998) explored the identity formation and cultural transformation of three Chinese women teachers in Canada. In order to protect participants' confidentiality, He (1998) used composite auto/biographical narrative methods to fictionalize characters in her research by switching backgrounds and voices. The representation of narrative texts can be argued as a potential disadvantage in educational research.

When narrative research is presented to the audience, individuals might take up the story in different ways due to their experience, knowledge, or world view, and so on. “What can be understood depends on the intellectual traditions within which we work, and on the predispositions to understanding which these intellectual traditions leave with all of us” (Louden & Wallace, 2001, p. 74). This can also be a potential weakness of narrative research.

Clandinin and Connelly (1990) argued that “like other qualitative methods, narrative relies on criteria other than validity, reliability, and generalizability” (p. 7). They further suggested that narrative inquiry validates its findings with “apparency, verisimilitude, and transferability” (Connelly & Clandinin, 1991, p. 134). Mulholland and Wallace (2003) proposed a set of criteria including strength, sharing, and service to validate narrative research. Mulholland and Wallace further suggested a combination of multiple tellings of the research story to enhance the legitimation of narrative research (Mulholland & Wallace, 2003).
**Summary.** As the literature demonstrates, narrative inquiry is useful in studies where the focus is upon understanding the experiences of language learners, teachers, and individuals in educational contexts, exploring and documenting teacher knowledge and teacher professional development, and empowering historically marginalized groups. Therefore, narrative inquiry is an appropriate research approach for my study of internationally educated teachers. In addition, narrative as scholarly representation of research texts is more accessible to readers than traditional scientific research reports. Acknowledging the potential limitations of this research approach, I hope to enhance the legitimacy of my research texts with multiple sources of data from interviews, questionnaires, field notes and participant writing.

I use explanatory narrative for the present study because it gathers events and happenings as its data and uses analytic procedures to produce stories (Polkinghorne, 1995). With the analysis of narrative strategy, themes are categorized while with the narrative analysis strategy, stories are produced. Themes are easy for readers to observe an overall picture of the research landscape, and stories are plausible to provide readers with insights and understanding of the outcome of the research (Polkinghorne, 1995). In my study of internationally educated teachers in Canada, I use both themes and stories as scholarly explanation of focal issues related to IETs' transition, integration, stress, and coping strategies.

**Case Study**

As a research method and design approach, case study (Mathison, 2005; Stake, 1995; Yin, 1991) has been used in both qualitative and quantitative research in various disciplines. Case study researcher Robert E. Stake (1995) observed that case study optimized understanding by pursuing scholarly research questions, thoroughly triangulating the descriptions and interpretations continuously through a period of study.

**Defining case study.** A case is any bounded unit such as an individual, group, artifact, place, organization or interaction (Mathison, 2005). Yin (1991) defined a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context;
when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (p. 23). Similarly, Stake (1995) maintained that the purpose of case study was to investigate particular research phenomenon.

The real business of case study is particularization, not generalization. We take a particular case and come to know it well... There is emphasis on uniqueness...we emphasize placing an observer in the field to observe the workings of the case, one who records objectively what is happening but simultaneously examines its meaning and redirects observation to re-find or substantiate those meanings. (Stake, 1995, pp. 8-9)

Stake (2005) identified three types of case studies: intrinsic, instrumental and collective. An intrinsic case study is undertaken because one wants to better understand a particular case, not because the case represents other cases or because it illustrates a particular trait or problem, but because the case itself is of interest. An instrumental case involves the examination of a particular case to provide insight into an issue or to redraw a generalization. A collective case or multiple case study is to study a number of cases jointly in order investigate a phenomenon, population or general condition. Stake (2005, p. 446) continued to explain that

It is instrumental study extended to several cases. Individual cases in the collection may or may not be known in advance to manifest some common characteristic. They may be similar or dissimilar, with redundancy and variety each important. They are chosen because it is believed that understanding them will lead to better understanding, and perhaps better theorizing, about a still larger collection of cases.

Case study researchers use multiple sources of data as research evidence. Yin (1991) suggested that notes, documents, tabular materials and narratives can be used in case study research. Based on their empirical material, narrative researchers present their research findings in different forms such as case study, life history, story and poem (Creswell, 2002).

**Choosing multiple case study.** In my study, I examine the research phenomenon of internationally educated teachers (IETs) within its natural context. I investigate IETs’ experiences in their social contexts within a certain time frame (i.e., from the time that IETs begin their learning in the teacher education programs to the time that they graduate and work in Canada up to five years). Therefore a qualitative case study research method is appropriate. In
particular, collective case or multiple case study meet the needs of my research. In the third phase of my study, I conducted an in-depth investigation of four individual IETs (Jack, Jasmine, Jenny, and Lara) during a period of three to seven months. I selected these four participants because I believed understanding them in depth would lead to a better understanding of the other 16 participants in the study.

According to the definitions of case study cited above (Mathison, 2005; Stake, 1995, 2005; Yin, 1991), each of the 20 IETs can be defined as “a case”; the whole group of 20 IETs in the study can also be defined as “a case.” In this study, I use “multiple case study” (Stake, 2005) to refer to my in-depth investigation of the four focal participants.

Research Design

Qualitative researchers collect a variety of empirical data in a wide range of ways: case study, personal experience, introspection, life story, interview, artifacts, cultural texts and productions— as well as observational, historical, interactional, and visual texts— to describe the experiences of individuals and interpret their meanings (Denzin & Lincoln, 2005). In order to understand the experiences of IETs in transition, I collected varied research data in three phases.

Phase 1: Semi-structured interviews and questionnaires. In the first phase of my research data collection, I conducted semi-structured interviews and administered questionnaires to 20 IETs who were studying in Canadian initial teacher education programs or had graduated from the programs within five years from the beginning of this study (i.e., the period between 2006 and 2010).

Semi-structured interviews allow the researcher to probe deeper into the unexpected issues or topics during the process of interviewing in order to further understand the interviewee's perspective and experiences. In semi-structured interviews, the flow of conversation and share of views is natural, and the interviewers are able to improvise follow-up questions and to explore meanings and areas of interest that emerge (Arksey & Knight, 1999).
In semi-structured interviews, the order of the questions is not fixed but it is still controlled by a list of questions and the topics need to be covered during the interview (O’Leary, 2004).

Specifically, with the multiple goals of understanding IETs’ motivations for choosing the teaching profession in Canada, their learning experiences in the teacher education program, their employment seeking experiences, professional integration in the workplace, their stress and coping strategies, I conducted semi-structured interviews with IETs. Twenty IETs participated in the interviews. I used an interview protocol, which includes a mix of open and closed questions (see Appendix B). I emailed the interview questions to the participants one week before the scheduled interview started. Before I proceeded with the interview, I explained the purpose of my interview and obtained written consent for the interview questions.

During the interview, in order to probe IETs’ background information, I asked, “How long have you been in Canada?” and “What did you do before you came to Canada?” To explore IETs’ motivations to become teachers in Canada, one of the questions I asked was, “Can you tell me why you chose to study in an initial teacher education program in Canada?” To investigate IETs’ learning experience in the initial teacher education programs, I raised questions such as, “Did you find what you learned in initial teacher education program useful in your teaching?” and “Can you describe any related experiences?” To understand IETs’ early teaching, I asked questions such as “Can you tell me about your teaching?” To explore IETs’ employment seeking experiences, my questions included, “Can you tell me about your job seeking experiences?” and “How did you find this teaching position?” To investigate IETs’ experience with teacher stress and coping strategies, I asked a number of questions: “What are the challenges and difficulties you experienced when teaching in Canada? Can you describe some of your experiences? How do you cope with these challenges and difficulties?” The interview duration ranged from 28 minutes to 121 minutes, with a total of 1096 minutes (See Table 1), and an average of 58 minutes. For participants who lived outside of Greater Toronto Area (GTA), I provided the option of a phone or online video conference such as Skype or MSN.

After the first interview, the IETs were asked to answer the Demographic Survey (Appendix C), the Maslach Educator Survey (Appendix D), the IET Stress Scale (Appendix E),
and the Goldberg General Health Questionnaire (Appendix F). The Demographic Survey includes questions related to gender, age, marital/family status, educational level, grades and students taught. These factors have been identified as important variables in the research literature of teacher stress and burnout. Obtaining additional information related to language proficiency and cultural differences is also important as these personal dimensions have also been identified as challenges and difficulties for IETs. Some IETs had teaching experience in other countries. Finally, exploring their teaching experiences outside of Canada was useful.

Inspired by Chaplain (2008), I designed an IET Stress Scale (Appendix E) to explore the degree of stress that IETs experience when they handled teaching related activities. This research instrument included 25 closed-ended questions and one open-ended question. Through this survey, I hoped to identify teachers’ stress associated with the difficulties that they might experience because of their language, culture, and identity, or the challenges they might experience during the transition and professional integration. In addition, the open-ended question provided an opportunity for IETs to add information related to their stressful experiences. The Goldberg General Health Questionnaire designed by David Goldberg (1978) has been useful for mental health research. I wanted to use this 12 item questionnaire to identify the possible connections of teacher stress and IET’s general health. It took about 30 minutes to complete the questionnaires. I provided an electronic copy of the questionnaires to the participants who were outside of GTA. One participant did not return the questionnaires.

The purpose of using these four questionnaires was to utilize multiple data sources to increase the legitimacy of my study. However, due to the small sample (N=20), the research data that I collected with the Maslach Educator Survey and the General Health Questionnaire did not capture the stress of the IETs in the study. Therefore in the findings chapters of this thesis, I do not present the participants responses to these two questionnaires.

**Phase 2: Follow-up by interviews and emails.** In the second phase, I followed up with each of the 20 participants three to seven months after the first interviews. Eighteen IETs participated in Phase 2 study. With the interview protocol (Appendix B), I further investigated
IETs' experiences of employment seeking, teaching or and working at school or non-school contexts. I explored how IETs described and coped with their stress in the workplace. I tried to understand IETs' decisions whether to remain or leave the teaching profession after their employment seeking and early teaching experience in Canada. The follow-up interviews lasted between 10 and 101 minutes, with a total of 618 minutes (See Table 1), and an average of 44 minutes per interview.

At the end of the interview, I sought volunteers to become the focus of case study in Phase 3. Four IETs (Jack, Jasmine, Jenny, and Lara) agreed to participate in Phase 3 study.

**Phase 3: Multiple case study.** In the third phase, I conducted an in-depth investigation of IETs' experiences of transition, professional integration, stress and coping strategies. I conducted three interviews (see Appendix I for interview protocol) with the four focal participants (Jack, Jasmine, Jenny, and Lara) over the course of three to seven months. During the first two phrases of the study, these four participants were at different stages of their transition. Jasmine was already a supply teacher in public schools. Jenny just completed her studies in the initial teacher education program, although I had known Jenny for three years and had seen her in the workshops of the Pre-field Experience Program (PREP). In the first interview, Jack and Lara were still teacher candidates, and in the second interview, they had just completed their studies in the teacher education program. These four participants were very different regarding their educational backgrounds, previous teaching experiences and teaching subjects. They also had similarities. Jasmine and Jenny are both ethnic Chinese, speak Mandarin as their mother tongue, and are certified to teach in elementary division. Both Jack and Lara graduated at the same time and have Business as one of their teachable subjects. These four participants were selected for the multiple case study because I believed that understanding them in depth would lead to a better understanding of the research phenomenon of IETs in transition.

In the interviews and conversations in Phase 3, I asked participants to discuss their employment seeking experience, describe their work contexts, and reflect on their teaching
Table 1 Interviews and Follow-up Communication

<table>
<thead>
<tr>
<th>Interviews and Follow-up Communication</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<td>Bella</td>
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<td>Rose</td>
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<td>Sunyi</td>
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<td>Jack</td>
<td>Emails</td>
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<tr>
<td>Jenny</td>
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<tr>
<td>Lara</td>
<td>73</td>
<td>26</td>
<td>38</td>
<td>58</td>
<td>48</td>
</tr>
</tbody>
</table>

The total interview time is 2326 minutes, with an average of 53 minutes per interview.

-- Shyla and Sunyi were unavailable for the second interview.

Jack, Jasmine, Jenny, and Lara are the focal participants of the study.
practice. All of the focal participants stayed in touch with me by phone, via email or online chat such as MSN.

**Participants Recruitment**

Since my research focused on IETs in transition from initial teacher education programs to the workplace, I tried to recruit IETs who were certified within the last five years (from 2005 to 2010) after studying in Canadian initial teacher education programs. I recruited potential research participants in various ways. I posted a research participation invitation (Appendix G) in *Professionally Speaking*, the magazine of the Ontario College of Teachers. All registered and certified teachers in Ontario receive this magazine, irrespective of their employment status. Only three teachers responded and they were not qualified to be participants of the present study. One of them is a Canadian teacher working in the US. The other two were retired teachers who wanted to find teaching positions overseas. I also contacted faculty members of teacher education programs in four Ontario universities to request that they send out my call for research participants to their graduates. I asked some researchers and teacher educators in Alberta, Manitoba, and Nova Scotia who have worked with IETs to pass my message to the IETs that they knew. In addition, I recruited participants through personal contacts. From July, 2009, to March, 2011, one IET from New Brunswick, 18 IETs in Ontario, and another IET from Quebec participated in the study.

**Ethical Considerations**

Ethical consideration is the social science researchers' respect for the participants. Researchers must care about and respect the informed consent, privacy and confidentiality of their participants (Christians, 2005). Accordingly, I adhered to the ethical guidelines presented in the University of Toronto's *Policies and Procedures for Ethical Review of Research Involving Humans*. 
As the IETs participated in the research voluntarily, they had the right to be informed about the nature and consequences of the research. They also had the right and freedom to discontinue their involvement in the research, at any time of the research, for any reason, without penalty, and their previous contributions would be withdrawn, if they so wished.

Further, IETs' privacy and confidentiality were assured against unwanted exposure from the beginning of data collection to the time when I presented my research findings. In my thesis, conference presentations and any later publications, I used pseudonyms that the IETs chose for themselves as well as for the education institution where they taught or studied.

I received an ethics review and approval from the Research Ethics Board before I started data collection. After my ethics review approval, I informed the IETs in writing of the purpose of my study, tasks to be conducted, the significance of the research, possible inconvenience, and the participant rights (see Appendices A & I). Each participant was asked to sign two copies of the Informed Consent Form before the data collection started. The participant and I each retained a copy. All the interviews were conducted in English or Mandarin. Ten IETs in the present study are ethnic Chinese. Nine of them speak Mandarin. They all chose to speak Mandarin in the interviews.

Due to the large amount of interview data (2326 minutes), I chose not to transcribe all of the interview conversations. Instead, I personally transcribed the interview conversations selectively. All of the interview transcripts and field notes have been stored in a locked filing cabinet in my home; electronic files are password protected. After five years, the interview sound files and transcripts will be destroyed systematically.

**Researcher Identity**

How researchers carry out qualitative research depends on a number of factors including the researcher's beliefs about the nature of the social world and what can be known about it (ontology), the nature of knowledge and how it can be acquired (epistemology), the purpose(s) and goals of the research, the funders of the research, as well as the position of the researcher (Snape & Spencer, 2003). Qualitative researchers emphasize the intimate relationship between the researchers and the research subjects, and qualitative researchers acknowledge the
situational constraints that shape their inquiry (Denzin & Lincoln, 2005). Subjectivity stays central to qualitative work. I recognize the influence of my own bias, values, educational background, working experiences and my identity. My multiple identities and my experiences as an IET in Canada predict the ways in which I see the world before I began my research.

I have 20 years of EFL learning experiences, seven years of which were also EFL teaching experiences. As a teaching professional, I am familiar with the field of education. I have Canadian ESL teaching experience within a program for immigrants. I shared similar experiences with some of the IETs in my research. However, my understandings of IETs changed in more sophisticated ways as a result of undertaking the research. My dialogues and interactions with IETs led me to further understandings of the research phenomenon.

Denzin and Lincoln (2005) viewed qualitative researchers as bricoleurs, quilt makers or as filmmakers. Denzin and Lincoln categorized the interpretive, narrative, theoretical, political and the methodological bricoleurs. The interpretive bricoleurs consider research as an interactive process shaped by their own personal history, biography, gender, social class, race and ethnicity, as well as by those of the people in the setting, and that the gendered, and narrative bricoleur recognize that researchers tell stories about the worlds they have studied (Denzin & Lincoln, 2005). In this study, I consider myself an interpretive and narrative bricoleur. My research was shaped by my own educational background and teaching experiences, my employment seeking experiences in Canada, as well as my identity as an IET, as a Chinese Canadian as an immigrant woman and as a graduate researcher. My research was influenced by the people around me, my colleagues, my teachers, my families and my peers. In narrative inquiry, the stories of the narrator are at the core of the research because the storyteller shapes, constructs and performs the self, experience, and reality during the narration (Connelly & Clandinin, 2000). I collected narratives from IETs. As a narrator and story (re)teller, I am aware that my interpretations may change over time, and that other researchers might interpret the same phenomenon differently (Ellis, 1998).
Data Analysis

After completing the collection of all data, I reviewed the interview conversation records and wrote a two-page summary for each participant (for example, see Appendix J). In these, I summarized the information into five sections: background information, motivations, learning in the initial teacher education program, employment seeking, stress and coping, as well as adding career choice for the future. Qualitative case study researchers seek out the commonality and particularity about the case or between cases, and portray what is particular (Stake, 2005). I used the analysis of narratives approach suggested by Polkinghorne (1996) to categorize the data into themes to present the commonalities of IETs’ experiences. I created a number of tables to summarize the data into manageable information. For example, I put all the information pertaining to motivations into one table. Eleven themes emerged from the research data. In another table, I made two columns for IETs’ learning experiences: positive experiences and negative experiences. In the column of negative experiences, three themes emerged: too much theory and not enough practical aspects, conflicts and tensions with mentor teachers, as well as negative experiences linked to IETs’ multiple identities. When examining IETs’ conflicts and tensions with mentor teachers, I identified a number of possible causes: cultural differences, different teaching beliefs, lack of communication, different expectations, as well as assessment by mentor teachers.

I also used the narrative analysis approach (Polkinghorne, 1995) to reconfigure a number of interviews with four focal participants into coherent and connected narratives. My study focuses not only on reporting the facts and events that make up the experiences, but also on analyzing the connections between the events and exploring the meanings behind the narratives of IETs. During the stage of story generation, I included the contextual features that gave specific meanings to the story—time, place, scene and plot—to link the individual events together to create an experiential narrative of IETs’ past, present and future (Connelly & Clandinin, 2000). I present the particularities of each case and the commonalities through cross-case analysis as defined by Mathison (2005) as an analysis that examines themes, similarities, and difference across cases.
Due to the large amount of data, I transcribed the conversations selectively. During the interviews, Chinese-speaking IETs primarily chose to communicate in Mandarin but sometimes they also spoke English. With such data, I either transcribed in Chinese first then translated into English, or I wrote down what IETs said in English directly. For some Chinese idioms, I kept the Chinese expression and provided an English translation. The selective transcriptions and translation were sent back to research participants for review and modification.

Narrative researchers focus on understanding an individual's history or past experiences and how the latter contribute to present and future experiences. An individual's experience is a central lens for understanding a person and how one experience leads to another experience (Clandinin & Connelly, 2000; Creswell, 2002). When I analyzed my research data, I tried to understand IETs' past experiences (i.e., their educational and working experiences) and how their past experiences as internationally educated individuals contributed to their present and future experiences as certified teachers in Canada.

In addition, I used the data from Demographic Survey (Appendix C) and IET Teacher Scale (Appendix E). The multiple data sources in my study help to understand the research phenomenon and answer the research questions I asked at the beginning of my research journey (see Table 2). I use charts to present the findings from questionnaires with IETs. As this is a qualitative study, I did not conduct statistical analyses. In the research finding chapters, I simply provide descriptive statistics in these summary charts.
<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Data Collection Strategies</th>
<th>Data Analysis (Polkinghorne, 1995)</th>
<th>Research Text Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What motivates IETs to take up or return to teaching in Canada?</td>
<td>Interviews (Phase 1)</td>
<td>Narrative Analysis &amp; Analysis of Narrative</td>
<td>Themes Case Studies</td>
</tr>
<tr>
<td>2. To what degree do IETs perceive their initial teacher education programs in Canada as useful and/or practical?</td>
<td>Interviews (Phase 1)</td>
<td>Narrative Analysis &amp; Analysis of Narrative</td>
<td>Themes Case Studies</td>
</tr>
<tr>
<td>3. What is the nature of IETs' employment seeking experiences with Canadian teaching qualifications obtained in a faculty of education in Canada?</td>
<td>Interviews (Phases 1&amp; 2)</td>
<td>Narrative Analysis &amp; Analysis of Narrative</td>
<td>Themes Case Studies</td>
</tr>
<tr>
<td>4. What are the stressors that IETs experience during the transition from initial teacher education programs to the workplace?</td>
<td>Interviews (Phases 1, 2, &amp; 3) Survey (Phase 1)</td>
<td>Narrative Analysis &amp; Analysis of Narrative; Descriptive Analysis</td>
<td>Themes Case Studies</td>
</tr>
<tr>
<td>5. What are IETs' coping strategies during this transition period?</td>
<td>Interviews (Phases 1, 2, 3) IET's written artifacts (Phase 3)</td>
<td>Narrative Analysis &amp; Analysis of Narrative</td>
<td>Themes Case Studies</td>
</tr>
<tr>
<td>6. How do the employment seeking and early teaching experience of IETs in Canada affect their decision to remain or leave the teaching profession?</td>
<td>Interviews</td>
<td>Narrative Analysis &amp; Analysis of Narrative</td>
<td>Themes Case Studies</td>
</tr>
</tbody>
</table>

**Table 2 Overview of Data Analysis Strategies**
CHAPTER FIVE: RESEARCH CONTEXT AND RESEARCH PARTICIPANTS

Through Chapter One to Chapter Four, I have discussed the rationale of my study, reviewed relevant literature, presented my understanding of the conceptual frameworks that informed my study, as well as detailed my research design and process. From this chapter, I will present my research findings. In this chapter, I begin with a brief description of the research context. Then I provide an overview of the participants through their biographical vignettes. I detail IETs' diverse backgrounds of education and teaching, language and culture, and metaphor of teaching and teaching philosophy. Finally, I introduce the four focal participants of the study.

The research findings presented in this chapter are from Phases 1, 2 and 3. In Phase 1, I conducted semi-structured interviews with 19 participants and interviewed one participant via email. Nineteen participants completed the Demographic Survey. In Phase 2, I conducted a follow-up interview with 14 participants and communicated with four participants via email. Two participants were not available for Phase 2 of the study. In Phase 3, I interviewed three focal participants (Jasmine, Jenny, and Lara) three times, and interviewed one focal participant (Jack) two times in person and once via email.

Research Context

According to Canadian Teachers Federation (n.d.), “Currently in most jurisdictions in Canada, the basic requirement to enter the teaching profession is the successful completion of Grade 12 and four additional years of post-secondary education that includes at least one year of professional studies in teacher education.” To become a teacher in K-12 schools, especially public schools, a teaching certificate is required. The certification process for the teaching
profession is regulated by each province/territory. For example, “the Teacher Development and Certification Branch of Alberta Education is responsible for the evaluation of credentials and issuance of certification for teachers in Alberta” (Alberta Education, n.d., a). The Ontario College of Teachers (OCT) is the teaching profession licensing authority in Ontario. “Teachers who want to work in publicly funded schools in Ontario must be certified to teach in the province and be members of the College” (Ontario College of Teachers, n.d.). In Manitoba, teaching certificates are issued by the Professional Certification Unit of the Manitoba Government. To teach in preschools, and elementary or secondary schools in Quebec, teachers must hold a teaching license issued by the Ministère de l’Éducation, du Loisir et du Sport (MELS) of Québec. The revised Agreement on Internal Trade (AIT) in 2008 enhanced full labour mobility of all regulated professions. For example, “Effective April 1, 2009 and consistent with the terms of the AIT, teachers who hold valid Canadian certification will be able to pursue employment and obtain certification in Alberta without additional training and examination, with the exception of teachers who hold a certificate with a limited scope of practice.” (Alberta Education, n.d., b).

Although the Canadian Government, teacher education programs, researcher, and educators have put in efforts to diversify the teaching profession, research showed that there was a gap between the policy making and policy implementation regarding the hiring of internationally educated teachers (Schmidt & Block, 2010). The number of racialized teachers and school counselors in Canadian elementary and secondary schools has not kept pace with the growth of citizens of colour and the number of students of color (Ryan, Polloc & Antonelli, 2009).

As the majority of the research participants in the present study were certified in Ontario, educational context in this province is worth reviewing. According to the OCT, 18 universities offer teacher education programs in Ontario. Among those 18 teacher education program providers, some are Canadian universities such as University of Toronto, York University, and Queen's University. Some are universities outside of Canada such as Niagara University and State University of New York College at Potsdam. Consecutive, concurrent, technological and
aboriginal teacher education programs are the four major programs. Different universities have different admissions requirements. For example, in the University of Toronto, the Faculty of Education offers consecutive, concurrent and technological programs. The consecutive and technological programs are one-year full-time study programs. An average of B during the undergraduate program is required for admission. Every year, there are approximately 5,000 applicants for the consecutive and technological programs, and up to 1,000 applicants are accepted.

The components of the consecutive teacher education program at the University of Toronto include the Teacher Education Seminar, Psychological Foundations, School and Society, Curriculum and Instruction, Related Studies, and two practica and an internship under the supervision of Ontario certified teachers. In Ontario, every year over 30,000 placements are made in K-12 schools so that teacher candidates can learn from experienced teachers in the field. According to the Accreditation of Teacher Education Programs Regulation of Ontario College of Teachers,

1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.
2. The practicum must be completed in accordance with the requirements of the Teachers' Qualifications Regulation.
3. The practicum enables every student to participate in settings related to each division and at least one of the subject areas of the program relevant to the student.
4. An experienced teacher supervises the student teachers and assesses their practicum.
5. A faculty member is appointed as an advisor for each student in accordance with the Accreditation of Teacher. (Ontario College of Teachers, 2010, p. 6)

The job market in Ontario has been challenging for new teachers, especially for internationally educated teachers who obtained their initial teacher education outside of Canada (McIntyre, 2005; 2007a; 2007b; 2010; 2011). The most recent study indicated that the unemployment rate for first-year teachers in Ontario has grown from 3% in 2006 to 24% by 2010. The underemployment rates for teachers who had a teaching position in the first year rose from 27% to 43% over the same period and in the school year of 2009 to 2010; only 26% of newly qualified teachers had regular teaching jobs (McIntyre, 2011). Although many IETs
obtained teaching certificates from the OCT, very few found jobs in Ontario school boards (McIntyre, 2007b). Among IETs who received teaching certificates in 2006, fewer than 8% were able to find regular teaching jobs compared to 40% of the 2006 Ontario faculty of education graduates (McIntyre, 2007b). Among the IETs who were licensed to teach in Ontario in 2009, 68% could not get jobs (McIntyre, 2011). However, it is not clear whether IETs in McIntyre's (2007b, 2011) studies completed their initial teacher education program in Canada.

**IETs' Biographical Overview**

Twenty IETs (14 women and 6 men) from Alberta, Manitoba, New Brunswick, Ontario and Quebec participated in the study. Soop is a certified secondary teacher in New Brunswick. Mari is an elementary teacher in Quebec. The other 18 IETs obtained their teaching certificates from the Ontario College of Teachers. One IET (Seyyid) found a permanent teaching position in Alberta and he moved from Toronto to Calgary after the first interview. Another IET (Jenny) was offered a one-year contract position in a First Nations reserve in Manitoba and she moved there after the fourth interview.

These teachers have varied linguistic, cultural, educational and teaching backgrounds, while some are qualified to teach similar teachable subjects. Therefore, I group these 20 participants according to their teaching division and teachable subjects: elementary teachers, secondary math and science teachers, and secondary non-science teachers. In this section, I provide an overview of these 20 IETs' biographical vignettes.

As Table 3 shows, Jasmine, Jenny, Mari and Nalita are certified elementary teachers. All of these elementary teachers are women. Among these four elementary teachers, Mari held a permanent teaching position in Quebec, Jasmine worked as a supply teacher in Ontario, Jenny held a one-year contract in Manitoba, and Nalita had been looking for a job in Toronto since 2007.
<table>
<thead>
<tr>
<th>IETs</th>
<th>Biographical Vignettes</th>
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</thead>
<tbody>
<tr>
<td><strong>Jasmine</strong></td>
<td>She came from China as an international student 19 years ago and obtained a diploma in Journalism through a Canadian university. She completed a 9-month teacher education in 2005/2006 after she became a mother of four children. She has been supply teaching since 2006.</td>
</tr>
<tr>
<td><strong>Jenny</strong></td>
<td>She came from Taiwan 8 years ago. Before immigration, she worked as a paralegal., After her arrival in Canada she obtained a Master of Education in second language education and a Diploma in Early Childhood Education, then she undertook a Bachelor of Education and was certified to teach in the elementary division in 2009. She moved to a First Nations reserve for a one-year contract at the end of August 2010. She hoped to renew the contract, obtain a permanent position, or find a teaching job in Toronto.</td>
</tr>
<tr>
<td><strong>Mari</strong></td>
<td>She was originally from Guatemala. After teaching Spanish in the US for 7 years, she went back to Guatemala, obtained a degree in Architecture, then came to Canada 12 years ago. She spent 3 years in a teacher education program in Quebec and started teaching in 2006. She obtained a permanent position to teach ESL in elementary school in 2007.</td>
</tr>
<tr>
<td><strong>Nalita</strong></td>
<td>She came from India with her family 5 years ago. She had a Master's degree in Commerce and Accounting, and taught in elementary schools for 5 years in India. In Canada, she had been volunteering in public schools for five years. She completed a Bachelor of Education and was certified to teach in the elementary division in 2007. At the time of the study she was still unemployed and looking for a job in teaching or elsewhere.</td>
</tr>
</tbody>
</table>
As Table 4 and Table 5 shows, the ten IETs (five men and five women) are secondary Science teachers. Four of these teachers also have Math as a common teachable subject, and a science subject—such as Computer Science, Physics, or Chemistry—as their second teachable subject. Smith is a general science teacher. With the exception of Smith, all of these teachers were teaching in secondary schools during the time of study. Smith graduated from an initial teacher education program in Toronto in June, 2010. By the end of the study in the spring of 2011, he was still applying for an Ontario teaching certificate to be a general science teacher, looking for jobs, and tutoring a student two hours per week.
Table 4 Male Secondary Math and Science Teachers

<table>
<thead>
<tr>
<th>IETs</th>
<th>Biographical Vignettes</th>
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<tbody>
<tr>
<td>Bill</td>
<td>He is originally from China. He taught Computer Science in college in the US for two years after which he completed a Master's degree. He applied for a teacher education program as soon as he immigrated to Canada and graduated in 2008. He can teach Math and Computer Science. He worked at LTO positions for 1.5 years, and then he obtained a permanent contract in January 2010.</td>
</tr>
<tr>
<td>Charles</td>
<td>He emigrated from Taiwan with his parents and went back to Taiwan soon after. After getting a PhD in physics from a US university, he worked in Taiwan for 13 years. He returned to Canada 2 years ago to start studies in teacher education. He can teach Math and Physics. He did volunteer work and took AQ courses after he graduated in 2009. He was offered a permanent position teaching co-op starting September 2010.</td>
</tr>
<tr>
<td>Kent</td>
<td>He is ethnic Chinese and from Malaysia. He came to Canada as an international student 10 years ago to pursue his Master and PhD in Canadian universities. He worked as a chemical engineer for a year before completing a Bachelor of Education in 2008. He can teach Math and Chemistry. He worked in LTO positions for two years. He would like to find a permanent teaching position.</td>
</tr>
<tr>
<td>Seyyid</td>
<td>He taught Math in college for 14 years in Turkmenistan and immigrated to Canada 5 years ago. After immigration, he studied 3 years for an honours degree in Math and Physics, 1 year for a Diploma in TESL, and then he completed a teacher education program in 2009. He was offered a teaching position in a private religious school before graduation. In August 2010, he moved to Calgary for a permanent position at a religious school that is publically funded.</td>
</tr>
<tr>
<td>Smith</td>
<td>After teaching secondary school chemistry in Trinidad for 5 years, he came to Canada with his wife Lara 5 years ago. In Canada, he worked at nonteaching positions for 3 years then he taught in a private school for a year. He graduated from a teacher education program in 2010. While waiting for his teaching certificate, he tutored a student 4 or 6 hours per week.</td>
</tr>
</tbody>
</table>

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5 Religious schools in the province of Alberta are publically funded.
Table 5 Female Secondary Math and Science Teachers

<table>
<thead>
<tr>
<th>IETs</th>
<th>Biographical Vignettes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bella</td>
<td>She studied law in China and came to Canada 8 years ago. After studying engineering for almost 2 years, she wanted to become a teacher, so she transferred from engineering to specialize in Math and Physics. She graduated from a teacher education program in 2008. She held LTO positions for 1.5 years and then she was offered a permanent contract in December 2009.</td>
</tr>
<tr>
<td>Cecilia</td>
<td>She emigrated from China 8 years ago after she finished high school after which she spent one and a half years in Canadian high schools to improve her English. She studied Math and Chemistry in her undergraduate and completed a Bachelor of Education in 2008. She held an LTO position for a year then she obtained a permanent contract in October 2009.</td>
</tr>
<tr>
<td>Donieta</td>
<td>After teaching Math and Physics in Albania for 5 years, she immigrated to Canada. She taught in a private school in Toronto for a year. She graduated from a teacher education program in 2008 and has been teaching in a privately-owned but government-funded adult learning program. She would like to teach in the adult education program within a public school board.</td>
</tr>
<tr>
<td>Jane</td>
<td>After having obtained her first Master's degree in Electronics and Communications Engineering, she came to Canada 8 years ago as an international student to pursue her doctoral degree. After she obtained a second Master's degree in Electrical and Computer Engineering, she went back to China to teach in a university for 2 years. She returned to Canada again 4 years ago as a landed immigrant. She graduated in 2008, with Math and Computer Science as her teachable subjects. She has worked at two different private schools and would like to find a position in public school.</td>
</tr>
<tr>
<td>Samina</td>
<td>She taught Physics in college in Pakistan for 25 years and immigrated to Canada 5 years ago. She worked at call centers and as a teaching assistant in a private school after which she completed a teacher education program in 2009. She can teach Math and Physics. She taught in a private elementary school for a year and decided to return to Pakistan.</td>
</tr>
<tr>
<td>Shyla</td>
<td>She has a PhD and had been a university professor in India for over 15 years. She came to Canada 5 years ago. She studied full time in a teacher education program while working part-time in a store and graduated in 2008. She can teach Biology and Chemistry. She did supply teaching for a year, then held a one-year LTO contract. She would like to find a permanent teaching position.</td>
</tr>
</tbody>
</table>
As Table 6 shows, the IETs Lara, Rose, Jack, Soop and Sunyi have similar teachable subjects of Accounting, Business or Economics. Of these five teachers, only Jack found a teaching position as a supply teacher.
<table>
<thead>
<tr>
<th>IETs</th>
<th>Biographical Vignettes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jack</strong></td>
<td>He has a MBA and is a doctoral candidate, He had taught in university for 10 years and was an associate dean in a business school in the Philippines. He immigrated to Canada 2 years ago. He did some volunteer work for a year then enrolled in a teacher education program and graduated in 2010. He can teach Business and Accounting. After graduation, he worked part-time in a private school in a nonteaching position while occasionally doing some supply teaching. Since January 2011, he has been a supply teacher in a Catholic school board.</td>
</tr>
<tr>
<td><strong>Lara</strong></td>
<td>She came from Trinidad with her husband Smith 5 years ago. Smith encouraged her to complete a Bachelor of Education because she was frustrated by the kind of jobs she was getting in Canada. She graduated in 2010 with the teachable subjects of Biology and Business Management. She found a 6-month nonteaching position while she was waiting for her teaching certificate. She was not very sure if she should stay in education. She would like to go to medical school in a few years.</td>
</tr>
<tr>
<td><strong>Rose</strong></td>
<td>She came from China 10 years ago as an international student to study Business Administration and IT. She wanted to become a teacher after she had children and graduated in 2010 with the teachable subjects of Math and Accounting. She was not sure if she should continue looking for a teaching position as she had had a very bad experience with one of her mentor teachers.</td>
</tr>
<tr>
<td><strong>Soop</strong></td>
<td>After teaching in secondary school in a Southeast Asian country for 2 years, she came to Canada as an international student. She decided to return to teaching because she wanted to contribute to society. She completed a two-year teacher education program and graduated in 2007. She can teach Business and Technology. She still works in the customer service position in New Brunswick where she has worked for over a decade. She has given up looking for a teaching position.</td>
</tr>
<tr>
<td><strong>Sunyi</strong></td>
<td>She came from Korea 9 years ago. She had tutoring experience in high school and university. She had a passion for teaching. She graduated from a teacher education program in 2008, with Math and Economics as her teachable subjects, after which she went to graduate school. During the time of the study, she was enrolled in a Master's program and worked as a TA. She would like to find a teaching position in a public school.</td>
</tr>
</tbody>
</table>
**IETs' Diverse Background**

The IETs in the current study have diverse linguistic and cultural backgrounds as well as varied educational backgrounds and working experiences (See Tables 8 and 9). They immigrated to Canada from 12 different countries including Albania, Guatemala, India, Korea, Mainland China, Malaysia, Pakistan, Taiwan, the Philippines, Turkmenistan, Trinidad, and an unidentified country in Southeast Asia. Before coming to Canada, a number of IETs had been teaching for several years. Some IETs had completed undergraduate or graduate studies while others were still high school students when they immigrated to Canada. IETs in this study ranged in age from 27 to 52. Three IETs (Jack, Shyla, and Soop) did not indicate their exact age. These 20 IETs had been in Canada for 2 years to 25 years (Mean = 7.85 years).

**Education and teaching.** Eighteen IETs in this study obtained tertiary education in their country of origin, and two (Cecilia and Sunyi) were still in high school or had just completed high school when they immigrated to Canada with their parents. Three IETs had obtained PhD degrees. Kent obtained his doctoral degree in Chemical Engineering from a Canadian university. Charles obtained his PhD in the United States. Shyla obtained her doctoral degree in India. Seven IETs (Bill, Nalita, Jenny, Sunyi, Jane, Samina, Jack and Mari) obtained Master's degrees. Bill obtained his Master's degree in Computer Science from a university in the United States. Jane had a Master's degree in Electronics and Communications Engineering from China and she obtained her second Master's degree in Electrical and Computer Engineering from a Canadian university. Jenny, Sunyi and Mari obtained their Master's degree from Canadian universities. Nalita had a Master's degree in Accounting from India. Jack had a MBA from the Philippines. Two IETs (Jack and Jane) are PhD candidates who have taken courses in PhD programs. Eight IETs had one or more Bachelor's degrees. Twelve IETs (Kent, Jenny, Cecilia, Jasmine, Donieta, Sunyi, Bella, Jane, Soop, Rose, Mari and Seyyid) had educational experiences in Canadian colleges or universities before they entered initial teacher education programs.

Sixteen IETs had teaching experience before they entered a teacher education program in Canada. The average length of their teaching experience was 5.4 years. Eight IETs (Bill,
Charles, Jack, Jane, Kent, Samina, Seyyid and Shyla) taught at colleges or universities. Mari taught Spanish as a foreign language in the United States for seven years. Seven IETs (Bella, Donieta, Jenny, Lara, Nalita, Smith and Soop) had teaching or tutoring experiences in K-12. Specifically, Donieta and Smith taught in private schools in Toronto for a year before they entered the initial teacher education program. Four IETs (Cecilia, Jasmine, Rose and Sunyi) did not have formal teaching experiences before they studied in the teacher education program.
<table>
<thead>
<tr>
<th>IETs</th>
<th>Highest Degree</th>
<th>Previous Teaching</th>
<th>Previous Teaching</th>
<th>Post-secondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shyla</td>
<td>Ph D</td>
<td>15 years</td>
<td>University</td>
<td>India</td>
</tr>
<tr>
<td>Charles</td>
<td>Ph D</td>
<td>5 years</td>
<td>University</td>
<td>Taiwan and US.</td>
</tr>
<tr>
<td>Kent</td>
<td>Ph D</td>
<td>5 years</td>
<td>University</td>
<td>Malaysia and Canada</td>
</tr>
<tr>
<td>Samina</td>
<td>Master</td>
<td>25 years</td>
<td>College</td>
<td>Pakistan</td>
</tr>
<tr>
<td>Jack</td>
<td>Master</td>
<td>10 years</td>
<td>University</td>
<td>Philippines</td>
</tr>
<tr>
<td>Mari</td>
<td>Master</td>
<td>7 years</td>
<td>Secondary</td>
<td>Guatemala and Canada</td>
</tr>
<tr>
<td>Nalita</td>
<td>Master</td>
<td>5 years</td>
<td>Elementary</td>
<td>India</td>
</tr>
<tr>
<td>Jane</td>
<td>Master</td>
<td>2 years</td>
<td>University</td>
<td>China, Canada</td>
</tr>
<tr>
<td>Bill</td>
<td>Master</td>
<td>2 years</td>
<td>College</td>
<td>China and US</td>
</tr>
<tr>
<td>Jenny</td>
<td>Master</td>
<td>1 year</td>
<td>Elementary</td>
<td>Taiwan and Canada</td>
</tr>
<tr>
<td>Sunyi</td>
<td>Master</td>
<td>0 year</td>
<td></td>
<td>Canada</td>
</tr>
<tr>
<td>Seyyid</td>
<td>Bachelor</td>
<td>14 years</td>
<td>College</td>
<td>Russia and Canada</td>
</tr>
<tr>
<td>Donieta</td>
<td>Bachelor</td>
<td>6 years</td>
<td>Secondary</td>
<td>Albania and Canada</td>
</tr>
<tr>
<td>Smith</td>
<td>Bachelor</td>
<td>6 years</td>
<td>Secondary</td>
<td>Trinidad</td>
</tr>
<tr>
<td>Lara</td>
<td>Bachelor</td>
<td>4 years</td>
<td>Secondary</td>
<td>Trinidad</td>
</tr>
<tr>
<td>Soop</td>
<td>Bachelor</td>
<td>2 years</td>
<td>Secondary</td>
<td>Southeast Asia and Canada</td>
</tr>
<tr>
<td>Bella</td>
<td>Bachelor</td>
<td>1 year</td>
<td>Tutoring</td>
<td>China and Canada</td>
</tr>
<tr>
<td>Jasmine</td>
<td>Bachelor</td>
<td>0 year</td>
<td></td>
<td>China and Canada</td>
</tr>
<tr>
<td>Cecilia</td>
<td>Bachelor</td>
<td>0 year</td>
<td></td>
<td>Canada</td>
</tr>
<tr>
<td>Rose</td>
<td>Bachelor</td>
<td>0 year</td>
<td></td>
<td>Canada</td>
</tr>
</tbody>
</table>

6 IETs’ previous teaching experiences are not Canadian unless specified.
7 Kent taught in a Canadian university for five years.
8 Jack is also a PhD Candidate.
9 Jane is also a PhD Candidate.
10 Donieta taught in secondary schools in Albania for 5 years and taught in a private school in Canada for one year.
11 Smith taught in secondary schools in Trinidad for 5 years and taught in a private school in Canada for one year.
Languages and culture. As Table 9 shows, many IETs were bilingual or multi-lingual. Seventeen IETs spoke English as their second language or additional language. Three IETs (Lara, Smith, and Soop) spoke English as their mother tongue and are visible minorities. Soop was an ethnic Chinese woman from a country in Southeast Asia who was educated in English-medium schools. In fact, she did not speak Chinese. Lara and Smith were from Trinidad. They both spoke English as their first language. Donieta and Seyyid came from Eastern Europe. They spoke English as their other language and they were an invisible minority in Canada.
<table>
<thead>
<tr>
<th>IETs</th>
<th>Ethnicity</th>
<th>Place of Birth</th>
<th>Mother Tongue</th>
<th>Other Languages¹²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith</td>
<td>African</td>
<td>Trinidad</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Canadian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donieta</td>
<td>Albanian</td>
<td>Albania</td>
<td>Albanian</td>
<td>Italian and Albanian</td>
</tr>
<tr>
<td>Jack</td>
<td>Asian</td>
<td>Philippines</td>
<td>Tagalog</td>
<td>Spanish</td>
</tr>
<tr>
<td>Charles</td>
<td>Asian</td>
<td>Taiwan</td>
<td>Mandarin</td>
<td>Taiwanese</td>
</tr>
<tr>
<td>Lara</td>
<td>Caribbean</td>
<td>Trinidad</td>
<td>English</td>
<td>French</td>
</tr>
<tr>
<td>Jenny</td>
<td>Chinese</td>
<td>Taiwan</td>
<td>Mandarin</td>
<td>Taiwanese</td>
</tr>
<tr>
<td>Kent</td>
<td>Chinese</td>
<td>Malaysia</td>
<td>Taiwanese</td>
<td>Malay and four Chinese Dialects</td>
</tr>
<tr>
<td>Bella</td>
<td>Chinese</td>
<td>China</td>
<td>Chinese</td>
<td></td>
</tr>
<tr>
<td>Bill</td>
<td>Chinese</td>
<td>China</td>
<td>Mandarin</td>
<td></td>
</tr>
<tr>
<td>Cecilia</td>
<td>Chinese</td>
<td>China</td>
<td>Mandarin</td>
<td></td>
</tr>
<tr>
<td>Jane</td>
<td>Chinese</td>
<td>China</td>
<td>Mandarin</td>
<td></td>
</tr>
<tr>
<td>Jasmine</td>
<td>Chinese</td>
<td>China</td>
<td>Mandarin</td>
<td></td>
</tr>
<tr>
<td>Rose</td>
<td>Chinese</td>
<td>China</td>
<td>Mandarin</td>
<td></td>
</tr>
<tr>
<td>Soop</td>
<td>Chinese</td>
<td>Southeast Asia</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Mari</td>
<td>Hispanic</td>
<td>Guatemala</td>
<td>Spanish</td>
<td>French</td>
</tr>
<tr>
<td>Nalita</td>
<td>Indian</td>
<td>India</td>
<td>Hindi</td>
<td></td>
</tr>
<tr>
<td>Shyla</td>
<td>Indian</td>
<td>India</td>
<td>Hindi</td>
<td></td>
</tr>
<tr>
<td>Sunyi</td>
<td>Korean</td>
<td>Korea</td>
<td>Korean</td>
<td></td>
</tr>
<tr>
<td>Samina</td>
<td>South Asian</td>
<td>Pakistan</td>
<td>Urdu</td>
<td></td>
</tr>
<tr>
<td>Seyyid</td>
<td>Turkmen</td>
<td>Turkmenistan</td>
<td>Turkmen</td>
<td>Russian and Turkish</td>
</tr>
</tbody>
</table>

¹² In addition to English
**Conceptions of education.** During the interviews in Phase 1, I asked the IETs to talk about their “metaphor for teachers” to understand their conceptions of education. Some of the teachers related their “metaphor for teachers” to a teacher's role and their teaching subjects. For example, Donieta was an IET originally from Albania. After graduating from an initial teacher education program, she taught Math and Physics to adult learners with physical disabilities in a private institute. I first interviewed her in a Tim Horton's in the City of Maple. Sitting at a table by the window, looking out on the parking lot, Donieta held a cup of hot chocolate and said: “Metaphor for teachers...interesting question, I read the interview questions at home before I came out.” Donieta smiled.

Being a teacher is like looking at the world through a different pair of lenses...not the one you put on every single day. I think about this when I am teaching now. Like, you look around, everything you see is math. See, a rectangle here.

Donieta slightly moved the napkin with her index finger. Then she looked up at me. I smiled. Donieta took a sip of the hot chocolate and then she put the cup on the table. “You see a circle here...” Her index finger made a circle on the table. Donieta picked up the cup with her right hand, and pointed at the cup with the index and middle fingers of her left hand. “You see a cylinder here?” I nodded.

The 20 IETs in this study have different cultures, languages, educational and working experiences— and conceptions of education. IETs have different understandings of a teacher's roles. Their metaphors for teachers included a gardener (Mari, Rose), a role model (Bill), an oyster cultivating pearls (Lara), a father, a monitor (Jack), a soldier (Jasmine), and so on. For example, Rose, an IET originally from China, wrote in her reflection:

Teachers are like gardeners and the students are the plants. A gardener needs to have a good knowledge of the plants to help them grow and bloom. A good gardener knows that different landscapes need a variety of combinations of plants. A great gardener cares about the progress of the plant and is glad to see some plants grow even better and higher than expected. A great gardener should also be able to learn to use new technology and tools to assist the growth of the plants. These are the same as what a teacher need does to the students. (Rose)
Among the 20 IETs in the study, nine of them were ethnic Chinese. Most of them observed the difference between the Chinese education and the western education systems. For example, Jane obtained her education both in China and in Canada. Her understanding was that teaching in Canada was more student-centered and teaching in China was more teacher-centered.

Being a teacher, it is very important to transmit knowledge, and it is also very important to be a good role model. It is easy to forget the knowledge, but the influence of teachers on students is very important, how to deal with things, how to look at the world. Teaching in China is more teacher-centered; here in Canada, it is more student-centered. (Jane)

Similarly, Samina, who taught in Pakistan for 25 years, commented that, “Being a teacher is to pass the knowledge to the students. Give them as much as you can, because they are the future of the country.” Samina observed that teaching physics in Canada focused more on practice whereas in Pakistan, teaching physics focused more on theory. Another IET — Seyyid—made a similar comment about teaching physics.

IETs understand that teachers' roles in different countries are different. For example, Nalita is an IET from India, who had taught in a private elementary school in India for 5 years.

Teachers are the foundation stones in a student's life. I am an unbiased and caring teacher. Being a teacher is like taking care of my own kids. Back home students were disciplined, focused, humble and respectful. In Canada, it is different but a teacher's focus is the same around the world. They all work for the betterment of their students. (Nalita)

IETs' language and cultural background were very diverse. Their teaching beliefs and philosophy had been influenced by their culture and religious beliefs. For example, Kent was an ethnic Chinese from Malaysia. He said that he had been influenced by his family. Kent's mother was Taoist. Kent became a vegetarian 12 years ago as he believed that not killing animals (不杀生) would be better for the environment. Kent was the only vegetarian in his family, but he gets support from his family— they eat vegetarian food when Kent is home (Kent visits his family for a very short time each year). Kent taught according to his beliefs. Kent's students
knew that he was a vegetarian. Kent wanted to show his students that a vegetarian could also live a healthy life. Kent was influenced by the Chinese culture; for him, harmony is precious (以和为贵) and he should be conciliatory (息事宁人). In his teaching practice, Kent looked for strategies to be strict and amicable to his students at the same time.

Cecilia immigrated to Canada after she completed high school in China. She said her teaching was influenced by her Chinese culture, especially traditional culture, and the western values that she has learned over the years. In Cecilia's opinion, in China teachers teach knowledge and cultivate people. Here in Canada, “you teach how to fish, not only to give the fish.” Cecilia believes that teachers need to teach students knowledge and tell the truth in life and the concept of personhood (做人的道理和做人的理念). Cecilia was a Falun Gong practitioner. Cecilia mentioned that her students of Chinese background were very sensitive to issues related to Falun Gong. During her practicum, two-thirds of her students were Chinese. They often spoke in Chinese at school. Cecilia could usually understand what her students were saying, but her students did not necessarily know that she could understand Mandarin. One day, a Chinese girl student went into her class and talked with some students about Falun Gong in an unfavourable way. Cecilia did not say anything as she was a Math teacher and did not feel this would be appropriate. On her last day of practicum, she told her students that she is a Falun Gong practitioner and she allowed them to ask questions about Falun Gong. The students were shocked but respectful. Some students approached Cecilia at lunch time to talk more about this.

IETs’ conceptions of education changed through their teaching careers. Mari came from Guatemala 12 years ago where she had been a teacher. She taught Spanish in the US for seven years. Now in Quebec, she teaches ESL in an elementary school.

In both cases I am an immigrant teaching a foreign language, but I have noticed that the status of the language that I teach influences the perception of my identity as a teacher as well as the relationship of power of the languages (cultures) involved. In the US, I perceived my image of less importance teaching Spanish than here in Canada teaching English to a French population.

Discussion of issues related to Falun Gong continues to be controversial and is out of the scope of current research.
Being an immigrant in Canada, Mari felt “more Canadian every day.”

As I become more Canadian I become more a Canadian teacher. My identity as citizen and as teacher evaluate together. I feel more as a French Canadian each time, and that helps me identify with my students more and with my colleagues.

Mari's identity as citizen and as teacher changed over the years. Her metaphor of being a teacher also changed.

The metaphor that I had at the beginning of my teaching experience was of a cook preparing the food that the students were going to eat, but I changed it with time because with this metaphor I don't consider the ultimate goal of assisting students to become independent learners and thinkers, so that they could become their own teachers.

Now, in Mari's views,

Being a teacher is like working in a garden; where you have all kinds of different plants and the good gardener plans how to provide for the plants what is necessary for them to grow strong and healthy.

IETs' conceptions of education were influenced by their experiences, both teaching and nonteaching. For example, Bill, an IET from China, studied and taught in US for a few years before he came to Canada. Bill considered himself “half North American” as he had learning experience in the higher education in North America and understandings of the education system in North America. Charles, an IET who returned to Canada after working in Taiwan in nonteaching positions for 13 years, commented:

When I was younger, I would think, I need to help my students. I want them to work hard. I want them to study. Teachers would be disappointed if students don't want to study. Now I look at things differently. Though I am a Math teacher, I will not consider a student bad because he is not good at math.

Charles thinks it important to know what the students want.

For example, if a student wants to be an artist and his or her math is not good. Then I would encourage the student to find ways to get by his or her math. They don't have to be very good at math to be artists, but they have to have an okay math grade, so they can graduate from high school and become artists through advanced studies in college.
Diverse Background, Different Identities: Narratives of Jenny, Jasmine, Lara and Jack

In the next few pages, I present background information related to the four focal participants—Jack, Jasmine, Jenny, and Lara. Then I conduct a cross-case analysis by examining the differences and similarities among these four participants.

Jasmine: I entered the real classrooms just as a soldier entered a battlefield. My students said that I was a detective because I knew what happened behind me. Jasmine was in her late 40s. She grew up in the capital city of China, Beijing. Mandarin was her mother tongue. Like many other Chinese, Jasmine learned English as a foreign language. Besides English, she also learned some very basic French many years ago in China. Jasmine came to Canada 20 years ago as an international student. A couple of years later, Jasmine's husband joined her in Canada. Their three sons and a daughter were all born in Canada.

I first met Jasmine in another research project. Jasmine's children were in gifted programs. We had conversations about gifted education on different occasions. When I contacted Jasmine in the fall of 2009, she was very pleased to be asked to participate in my study. She liked to share her stories. She hoped that other IETs could learn from her experiences. I conducted five interviews with Jasmine between November 2009 and June 2010. We had our first three conversations on the university campus. The last two interviews were over the phone.

Jasmine had been working as a supply teacher in the last few years. She also taught Mandarin in the International Language Programs offered by TDSB and YRDSB. Jasmine loved teaching. She felt greatly rewarded when she could help her students. However, in our conversations, Jasmine mentioned a number of times that she felt that being a supply teacher was like “a soldier enters a battlefield.” Jasmine love sports, nature and adventure. She loved supply teaching. For her, supply teaching was more or less like an adventure full of excitement and uncertainty. Early in the morning, Jasmine took the subway, got on the bus, and tried to locate the school according to the address and the map in her hand. She went to different schools, she taught different students, and she taught different subjects. On bad days, students
threw erasers and pencils at her when she wrote on the board. One day during lunch time, Jasmine noticed there was a sticky note in the hood of her sweater. F-words were written on the sticky note.

“Some of the students said that I had eyes in my back and I was a detective because I knew what happened behind me,” Jasmine said. In a classroom, Jasmine felt something on her back. She turned back. A female student had her hand on Jasmine's back and said, “Oh, you got something on your clothes. Let me get it off for you.” It was a sticky note with “Kick me” written on it.

I asked her to write those two words on a piece of paper because I wanted to see if her handwriting matched the words on the sticky note. The girl started to cry and said she didn't do it. I almost believed her. Fortunately, some students were good and they pointed out that it was the girl student who wrote it.

In Jasmine's view, teachers back in China are usually respected.

In Asian countries like Japan, Korea and China, teachers are more respected. In the society where knowledge is respected, teachers are respected. I heard here some people say, you are smart, you are very competent, how come you became a teacher. So the society doesn't seem to respect teachers.

**Jenny:** In Taiwan, you are considered a teacher when you teach. But in Canada, many parents would think that I am only an assistant or a volunteer. Jenny was in her mid-30s. She came from Taipei City, Taiwan eight years ago. Mandarin was Jenny's mother tongue. She also spoke Taiwanese. In Taiwan, Jenny studied law and worked as a paralegal. Jenny's boyfriend was an internationally educated doctor. “We were together when I was still in Ottawa. I moved to Toronto for my study in the teacher education program. Then he left for Yale to do his postdoc.” Jenny would like to find a job wherever her boyfriend finds a permanent position.

I met Jenny six years ago when we took a graduate course together in Nova Scotia. One year later, Jenny transferred to a university in Ontario to finish her Master of Education in Second Language Education. We met each other again in 2008 at the University of Toronto where Jenny was a teacher candidate in the initial teacher education program and I was a
doctoral candidate in the Second Language Education program. Jenny attended the Pre-field Experience Program (PREP), so I met her a few times again at the workshops.

Over the last six years, Jenny and I stayed in touch via email and MSN online chat. For the current study, I first interviewed Jenny in November, 2009, at a McDonald's near her residence. The other four interviews were on the phone.

In Taiwan, you would be considered as teacher when you teach. But in Canada, many parents would think that I am only an assistant or a volunteer. They would say, “Excuse me, is the teacher around?” in the morning. In the afternoon, they would say “I would like to talk to the teacher.”

In our first interview, Jenny described her experience during her practicum in a school in downtown Toronto.

Maybe I was not white enough. There were many coloured teachers in the school. In my second practicum, there were many Asian students and black students but Asian teachers were very rare. I didn't ask how many Asian teachers were in the school, but I didn't see any teachers other than white and black. I was the only Asian student teacher there. There was a Taiwanese working in the office as an administrative staff.

In Jenny's view, it is important to have role models. The role models that Jenny had been looking for were immigrants, women, who came to Canada as adults, found teaching positions in the K-12 schools, especially in the elementary division.

**Lara: The teacher is like the oyster that cultivates pearls.** Lara was in her late 30s. English was her mother tongue, but she was very aware that she spoke English with a Caribbean accent. She also spoke some French. Lara came to Canada with her husband Smith five years ago. She was a secondary teacher in her homeland Trinidad. She taught Management of Business, Business, and Integrated Science in secondary schools for four years. Before immigration, Lara worked at the Ministry of Education.

Lara had a science education background, but she loved poetry. She had written over 100 poems over the years. In Lara's eyes, a teacher is like the oyster that cultivates pearls (students). She expressed this sentiment in her poem “Rainbow Pearl.”
The oceans reflect a deep blue green,  
Sparkling light glistens, reflecting off the pristine white,  
Diamond sand within the cove, down far below,  
The oysters wink at the sky.

Encrusted with deep brown barnacles upon their polished surface,  
They await the nets, the divers,  
For it is harvesting time.

Each oyster has been infused with a crystal of sand  
Which rubs against its inner pink flesh.  
A glean of rainbow covers the grain of sand.

A gem not to be tossed into the wide Sargasso sea before it grows,  
but to be loved, prized,  
beyond the grain of sand,  
Beauty to behold and to be beholden forever.

Lara continued to explain that “The Sargasso Sea is a sea that is filled with a lot of debris. This sea was meant to represent the wider world. The grain of sand is the grain of knowledge which we as teachers hope to cultivate. Students then become the cultivated pearls which are desired. One also hopes that the students' knowledge would enrich those around them when they (the students) are ready to enter the world or other fields of academia.”

When I first met Lara in 2010, she was a teacher candidate in the initial teacher education program. She responded to my call for research participants and indicated her interest. Then I met her in the PREP workshop where a few IETs debriefed their first field experience. Lara was frustrated that her mentor teacher was not pleased with her. “I'm not sure if I would teach after graduation, but I will certainly finish the program.”

**Jack: Teaching is a ministry… A teacher is like a father of a number of children, monitor, police or just another ordinary employee who just waits for the pay to come in.**

Jack is in his 40s and a father of three. He came from the Philippines two years ago. Tagalog was Jack's first language. He also spoke Spanish. Jack had a MBA degree and he was an associate dean in a business school in the Philippines.
I first met Jack in the PREP program in 2010. In the practicum debriefing session, Jack seemed to be quite stressed because of his accent. For him, it seemed that the high school students spoke a different language because they used words that were new to him. For example, when Jack gave an “assignment” to his students, the students said that they did not understand because they used the term “homework” instead of “assignment.” When Jack said “grade,” he was told that he should say “mark.” Jack was not familiar with the language that his students used. I asked Jack if he would like to participate in my research. Jack left his email address and asked me to send him the interview questions. Over the next few weeks, I tried to schedule an interview with Jack. However, Jack was busy with his full-time study in the teacher education program and needed to take care of his three children. It was difficult for him to spare time to talk with me. Jack decided to answer my interview questions in writing. We emailed back and forth a few times for clarification.

At the beginning of his journey in the teacher education program, Jack wrote,

Both as a learner and a teacher, I was influenced by the philosophy of the La Sallian educators: “teaching minds, touching hearts, and transforming lives.” For us, teaching is a ministry. We promote not only intellectual, emotional and social successes but also achieving a certain level of sanctity through our studies. With this belief, I recognize the value and uniqueness of each student as a person with intellectual, imaginative, emotional, social, and physical potential. I endeavour to lead my students to seek the fullest development of their talents.

After practice teaching through the PREP program, Jack told me his metaphor of a teacher. For Jack, being a teacher is like being a “father to a number of children”, and is the “same as molding my own kids and preparing them for the future, only in the classroom the number is multiplied by 30 fold.” Jack completed two practicum sessions, after which he modified his metaphor,

Teaching is just another profession where I have to earn a living…Now it's more of a monitor, a policeman, or just another ordinary employee who just waits for the pay to come in.

After Jack graduated from the teacher education program, I met him in a quiet corner of a public library. I asked Jack to explain his shifting metaphors. He could not remember why he
said “a monitor” or “a policeman”. I wonder if Jack's previous metaphors possibly reflected his multiple identities and experiences of being an experienced IET, a parent, and student teacher. As an experienced teacher, Jack considered “teaching a ministry.” As a single parent of three children, it is easy to imagine why he might consider that being a teacher is like being a father of a number of children. During the practicum, Jack also seemed to be very stressed because of students' lack of motivation and students' behavior. Under such circumstances, it is quite conceivable that Jack saw himself as “a monitor or a policeman.”

In the Philippines the motivation of students come(s) from within. Here the kids are somewhat spoiled and that you have to force them to attend school and twist their arms to learn. Like in my latest practicum, the number of tardiness and absences is just too uncommon for me...I feel that student do not respect authority of the teacher. It's difficult to convince students that learning is key to success. They challenge teachers just for the sake of getting their teachers embarrassed. They do not follow instructions; they do not do their assignments.

Multiple identities, different conceptions: Cross-case analysis. Jasmine, Jenny, Jack and Lara, the focal participants in the study, came from different parts of the world. They came to Canada through different paths. Jasmine first came to Canada as an international student. Jenny, Jack, and Lara all came as independent immigrants. They have varied education, working, and teaching experiences. All four participants obtained their initial higher education in their country of origin. In Canada, Jasmine also obtained a college diploma in Journalism and Jenny obtained a Master of Education and a diploma in Early Childhood Education. Jack and Lara had teaching experiences before immigrating to Canada. Jenny went back to Taiwan to teach after she immigrated to Canada. Jasmine did not have teaching experience in China or Canada before she studied in the initial teacher education program. Jasmine, Jenny and Lara had worked at different nonteaching positions in Canada, but Jack only worked at nonteaching positions in the Philippines.

IETs' teaching beliefs and teaching philosophies seem to have been influenced by their identity and experiences. As a supply teacher, Jasmine faced lots of uncertainty, taught different subjects, and dealt with different students. For her, going into the classroom to teach was akin to
being a soldier going to the battlefield, though she loved teaching. Similarly, as a student teacher in Canada, Jack felt that he was like a monitor or a police officer, and as a father of three children, he felt that being a teacher was like being a father of many. The metaphors of teacher provided by Jasmine and Jack reflected their experiences as IETs in Canadian classroom. In addition, in the views of Jasmine and Jack, teachers in Asian countries were more respected and had more authority.

Jenny's previous teaching experience was in Taiwan. Although she had a Master's degree and a Diploma in Early Childhood Education, she struggled to form her professional identity of being a teacher in Canadian schools. Jenny did not mention any experiences of being discriminated against because of her cultural background, but she seemed to be very conscious of her “colour” and hoped to find an in-service IET with a similar background as her role model. Lara, IET from Trinidad, loved teaching in secondary schools. Her metaphor of a teacher being an oyster cultivating pearls is similar to other IETs' metaphors such as gardener.

Summary

In this chapter, I described the research context of my study and introduced the participants through their biographical vignettes. I provided summaries of their educational background and teaching experiences, as well as their conceptions of education. Research findings showed that IETs came from diverse linguistic and cultural backgrounds. In addition to English and French, a number of languages (Albanian, Chinese, Korean, Hindi, Spanish, Tagalog, Turkmen, and Urdu) and dialects were spoken. Three IETs came to Canada as international students and 17 IETs came as landed immigrants.

As IETs' narratives indicated, their understandings of teaching and learning have been influenced by their learning experiences, teaching subjects, teaching experiences, identities (e.g., Chinese cultural identity, being a parent, an IET, an immigrant, and a Canadian), cultural

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14 In this study, although a number of IETs mentioned that they experienced unfair treatment due to their linguistic and cultural identity, they were reluctant to label their experiences as discriminatory. Further discussion will be in Chapter Seven, Chapter Eight and Chapter Eleven.
background, and more general experiences (in their country of origin or/and in Canada). In particular, both Jack and Mari changed their views on the role of a teacher as their teaching experiences changed.

**Discussion**

At the beginning of my research journey, I defined IETs broadly as immigrants who had taught abroad, who had taught in their host country, or immigrant teachers/teacher candidates who had lived, studied, or worked abroad. Existing literature on IETs showed that many IETs were teachers in their home country. For example, in Cruickshank's (2004) study, all of the 110 immigrant teachers obtained their initial teacher education in their countries of origin. In Wang's (2002) study, all of the IETs were experienced teachers originally from China. Compared to those in the research literature, IETs in this study were more diverse in terms of their teaching background. Most of the IETs were teachers in their home countries before they began to study in the Canadian initial teacher education programs. Some IETs (Bill, Charles, Kent) did not have teaching experience in their home country, but they gained teaching experience through their graduate studies in Canada and the US. Some IETs (Donieta, Jack, Jenny, Smith) had teaching experiences both in their home country and in Canada. Four IETs (Cecilia, Jasmine, Rose, Sunyi) had not done formal teaching experience in their home country or in Canada, but they all experienced tutoring or teaching related activities through their volunteering work.

Although a number of the IETs in the study are of similar ethnicity (e.g., Chinese, East Asian, South Asian), speak the same first language (e.g., Mandarin), or teach similar subjects (e.g., Math, Physics), these IETs hold different conceptions of education because of their different educational background, teaching and working experiences, culture and religious beliefs. This research finding is in line with previous research literature (e.g., Duchesne & Stitou, 2010; Myles, Cheng & Wang, 2006; Ng, 2006). For example, IETs in Ng’s (2006) study were teachers who were all Catholic, and whose teaching beliefs and teaching philosophy were influenced by their religious beliefs. In my study, Cecilia's conceptions of education were
influenced by her beliefs and practice in Falun Gong, Kent was somewhat influenced by his mother who is a Taoist, and Jack was influenced by his Catholic beliefs.

Identity is a reoccurring theme in the narratives of IETs. IETs' identities were strongly connected to their languages and accents, their cultural background and religious beliefs. Lara and Smith were from Trinidad, but Lara self-identified as Caribbean and Smith as African Canadian. Interestingly, although Charles and Jenny came from Taiwan, they both speak Mandarin as their mother tongue and they also speak Taiwanese, Charles self-identified as Asian and Jenny as Chinese. Bella indicated that her mother tongue was Chinese, because her mother tongue was a dialect that was based on Mandarin but also had influence from other dialects. Kent and Soop came from Southeast Asian countries. Kent spoke Taiwanese as his mother tongue because his mother was originally from Taiwan. Kent also spoke Malay, the official language in Malaysia, but he associated his identity with his ethnic Chinese culture. Although Soop did not speak Chinese at all, she identified herself as Chinese from a Southeast Asian country. Soop seemed to link her identity to her ethnicity more than to her first language—English. IETs' narratives support Norton (2000, 2006) that individual's multiple identities were temporal as well as socially and culturally constructed. IETs' identities were also associated with different demographic categories. At the same time, IETs' identities were also linked to their experiences in their country of origin and in Canada. For example, Jasmine was an editor in a publishing company in Beijing. In Canada, her experiences included being an international student, a person selling flowers on the street, a mother, and a supply teacher.

Over the last two decades, a number of researchers and educators problematized the definitions and dichotomy of native speaker and non-native speaker (e.g., Cook, 1999). In this study, a number of IETs were very conscious of their non-native speaker identities (e.g., Bella, Donieta, Jack, Jane, Jasmine, Jenny), and some English native speakers (e.g., Lara, Soop) were conscious of their cultural difference and their non-Canadian English accent. At the same time, a few IETs (e.g., Bill, Kent, Nalita) were confident in their English language proficiency, although they all spoke English as their second language. In addition, all IETs were confident in their professional knowledge of their teachable subjects and content.
In Taraban's study, IETs in Ontario public schools struggled to be perceived as “more Canadian and less foreign” (p. 4), and IETs in Mawhinney and Xu’s (1997) study indicated that their identity shifted from outsider to insider when they had an opportunity to teach in Canadian school systems. In my study, it is interesting that Bill considered himself “half North American” because of his successful educational and teaching experiences in North America. Mari spoke Spanish as her mother tongue, and learned English and French as additional languages. However, Mari's “French Canadian” identity became stronger as she taught in the Quebec school system. If language is associated to a person's identity, Mari's identity seemed more related to French, one of her additional languages. This was also different from some IETs in the same study, who seemed to connect their identity to their second language, English, in a negative way. They said, “No matter what, I am still an Asian teacher in my students' eyes, in their parents' eyes,” “I'm a non-native speaker,” or “I have an accent.”

Looking through the lenses of the Community of Practice (Lave & Wenger, 1991; Wenger, 1998), IETs' professional identity was negotiated and reified through their practice and participation in the community of practice. The best examples are Bill's identity as “half North American,” Mari's identity as “French Canadian,” and Jenny's experiences as a student teacher. Bill successfully obtained a Master's degree from an American university, later he was offered a position to teach computer courses in a college because of his academic merit. He was successful in his teaching. Bill was welcomed into the teaching profession by an “old timer” in the teaching profession community of practice. Hence his professional teacher identity was formed successfully through his practice and participation in the community of practice in the US context. Landing an LTO position in Toronto after graduation from an initial teacher education program and successful teaching in the first year also helped Bill to construct his teacher identity in the teaching profession in Canada.

Spanish is Mari's first language but Mari taught Spanish as a second language in the U.S. for seven years. In Quebec, Mari successfully moved from the initial teacher education program to supply teaching for two years and then her permanent teaching position in a public school. Mari taught English as a Second Language in a Francophone environment. Although Mari was a
non-native speaker of English and French, she became a successful L2 user of these two languages, and she was accepted into the community of practice. Her identity of "French Canadian" was reified in her experiences as an immigrant, a non-native speaker of French or English, a successful user of English and French, and a teacher certified by a professional authority working in a permanent teaching position in a publically funded school in Quebec.

Although Jenny was also highly proficient in English, her identity as a non-native English speaking teacher was challenged in the context where native speakers were preferred. Like the non-native English speaking teachers in Hodge's study (2005), Jenny's teacher identity was weakened by her identities as student teacher, non-native speaker, and as a person of "colour." Through her teaching and participation in the community of practice, Jenny was negotiating with her students, students' parents, and her colleagues and trying to form her professional teacher identity. Although I did not collect data from Jenny's students, their parents, mentors, or colleagues to find out about how these people perceive Jenny's identity, her narratives partially reflect her identity as shaped by their perceptions.

All of the participants in this study were considered IETs according to my definition. However, some IETs (e.g., Bella, Cecilia, Sunyi) were not very certain if they really belonged to the category of internationally educated teachers. After all, many of them obtained their high education in Canada, and a few of them did not have teaching experiences but years of educational experiences in other countries before they immigrated to Canada. According to their interpretation, they are immigrants educated in Canada. Therefore, their identity is made up of their immigration experience and their participation in the higher education in Canada. This is another good example of identity—how individuals are perceived by others might be different from how these individuals perceive themselves. These research findings also support Wenger (1998) who says that "identity is made up of the layering of events of participation and reification by which our experience and its social interpretation inform each other" (p. 151).
CHAPTER SIX: IETS' MOTIVATIONS TO TAKE UP OR RETURN TO TEACHING IN CANADA

In the previous chapter, I have introduced the research context of my study and provided some background information of the 20 IET participants. In this chapter, I present the research findings related to my first research question: What motivates IETs to take up or return to teaching in Canada? The research findings that I present in this chapter are from the Phase 1 study. I interviewed 20 IETs face to face, on phone, through Skype, or email. A total of 2326 minutes of conversations and a number of email communications were collected. Four sections are included in this chapter. First, I provide an overview of the 20 IETs' motivations by themes. Second, I highlight the four core participants' motives through multiple case study. Third, I summarize the related research findings. Last, I relate my research findings to research literature on teacher motivation.

Overview of IETs' Motives

During the interviews, all of the IETs were asked what motivated them to take up or return to the teaching profession in Canada. Eleven themes emerged from these 20 IETs' narratives (see Table 9).

As Table 9 shows, 11 themes were identified as the main motives: teaching background, motherhood, second language speaker identity, passion for teaching, helping, impact of family members or role models, job feature and job benefits, improving employment status, personality, subject matter and changing career. IETs chose to take up or return to teaching for a variety of reasons. In the next following pages, I detail my research findings.
## Table 9 IETs' Motives

<table>
<thead>
<tr>
<th>IETs</th>
<th>Teaching Background</th>
<th>Motherhood</th>
<th>Second Language Speaker identity</th>
<th>Passion for Teaching</th>
<th>Helping</th>
<th>Impact of Family Members or Role Models</th>
<th>Job feature and Benefits</th>
<th>Improving Employment Status</th>
<th>Personality</th>
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**Teaching background.** Sixteen of the 20 IETs had teaching or tutoring experience before they entered Canadian initial teacher education programs. They chose to return to teaching because of their teaching background — “Because I was a teacher.” Some of these teachers (e.g., Charles, Bill, and Kent) taught in colleges and universities when they were studying in graduate schools in Canada or the United States. Some (Jack, Jane, and Shyla) were university professors in their countries of origin for a number of years. Others taught in K-12 schools or had worked as tutors. Some IETs (Donieta and Smith) taught in private schools in Canada before they entered the initial teacher education programs. Some IETs (Bella, Jack, and Nalita) had working or teaching experiences in Canadian public schools as volunteers. These teachers wanted to continue their teaching career in Canada. Most of these IETs understood that they would need teaching certificates to teach in Canadian public schools. Some of them (Bill and Charles) had done some research on the Canadian teaching profession and even applied to teachers’ college before they landed or returned to Canada. However, some IETs (Lara and Smith) were not aware of the process. They were made to believe that they would have good teaching positions right after they came to Canada.

The fact is that we did not have all the information necessary for anything. We were fooled into believing that not only could we get good jobs in our fields but that we would be gainfully employed quickly. (Lara)

**Motherhood.** Three IETs (Bella, Jasmine and Rose) mentioned that they chose to take up or return to teaching in Canada after they had their own children. Bella had a degree from a law school in China. She went to study engineering soon after she immigrated to Canada. Later she decided to become a teacher. In Bella's words, it took her three years to find the right direction for her career. While Bella was pregnant with her daughter, she started to pay attention to education in Canada. She wanted to know more about the school systems. Bella volunteered in a primary school in her neighbourhood as a teaching assistant for a few months. She observed teachers' teaching and she helped the students sometimes. She had a lot of fun, learned a lot, and she started to feel some connections with the school, teachers and the students.
After her daughter was born, Bella went back to university to study engineering. She met two classmates who were public school teachers. From these two classmates, Bella got to know more about Canadian schools and the teaching profession. Then she realized that in her heart, teaching was what she wanted to do. At the end of the semester, Bella transferred from the Engineering program to the Math and Physics Specialist Program. Though she only needed two credits of math to teach Math in Ontario, Bella chose to study in the Specialist Program in Mathematics, which means she took more math credits than the minimum required. After she made her decision, Bella started to prepare herself to teach in Canada.

I am a very determined person. After I made up my mind, I worked very hard to get to where I want to be. Over the last few years, I volunteered in a few high schools. I was also a volunteer tutor in Pathway to Education Canada. When I started in Pathway, it was the first year of the program. At that time, 80% of the high school in that area, Regent Park\textsuperscript{15}, dropped out. Most of the kids are from low-income families. Recently, I read that the drop-out rate is down to 10% now with the support from Pathway program\textsuperscript{16}. It's amazing, isn't it? After one year of tutoring in Regent Park, I realized I made the right decision. I want to be a teacher.

Similarly, Rose related her choice of taking up teaching profession to her motherhood.

Ten years ago, I came to Canada as an international student. I studied Business Administration and Information Technology in university. I worked at a manager assistant position for a year. I got married. I have my own children. I started to pay attention the education in Canada. Then one of my friends said, why don't you study for a teaching certificate, so you can become a teacher.

**Second language speaker identity.** In this study, 17 out of 20 IETs spoke English as their second or other language, most of whom were conscious of their non-native speaker identity. Many of them realized that the challenge they face due to the fact that English was not their first language. However, one IET, Cecilia, indicated that she chose to become a teacher because English was her second language. During the interview conversations, Cecilia sometimes spoke in English. Her pronunciations were very good. In her email communication,

\textsuperscript{15} Regent Park is a neighbourhood in Toronto, Ontario, Canada. A majority of the families in Regent Park are classified as low-income.

\textsuperscript{16} Pathway to Education is a community-based program helping youth in low-income communities stay in school and graduate to post-secondary. For more information, please refer to http://www.pathwaystoeducation.ca/
she wrote very good English. Cecilia admitted that she felt that if she spoke good English that other people might not be able to tell that she was Chinese, or they would guess that she came to Canada at very young age. However, Cecilia was aware that writing in English was not easy for her. “If my English were better, I would have chosen to study business management. I have no problem speaking English but writing in English is a headache for me.”

Math was one of Cecilia's strengths. She taught Math and Chemistry under an LTO contract for a year, after which she obtained a permanent position teaching Math to ESL students. As a Math teacher, Cecilia didn't have to write in English much.

**Passion for teaching.**

Teaching is meaningful. (Kent)
Teaching is rewarding. (Soop)
I am passionate about teaching. That's the reason I did my B.Ed. (Nalita)

All of the IETs in this study indicated that they loved to teach and they enjoyed working with children/students. During the interviews, I heard IETs voice their passion for teaching again and again. For example, Sunyi immigrated to Canada with her parents nine years ago when she was still a high school student. She had tutoring experiences in high school and university.

I had passion for teaching. I had experience being a tutor. I did peer tutoring in high school. Later I also did tutoring in university. I love teaching. I enjoy teaching. So I decided to become a teacher.

Another IET, Kent, related his decision of returning to teaching as doing something meaningful. Ten years ago, Kent came from Malaysia to Canada as an international student. He finished his undergraduate study of Chemistry in Malaysia then went to Saskatoon for two years of graduate studies. After he obtained his Master's degree, Kent came to Toronto to do his PhD in Chemical Engineering. Kent worked as a Teaching Assistant (TA) during his five years of doctoral studies. Kent completed his PhD and started working as an engineer. One year later, Kent decided to quit his engineer position as he wanted to return to teaching. When asked why he would want to be a teacher in the first interview, Kent explained that's because he thought teaching was very meaningful and his personality was suited for teaching. In the second
interview, Kent detailed that he did not like what he did as a chemical engineer. In his view, human beings create too much pollution that is detrimental to the environment. Kent said that he has been influenced by his Taoist family. As a vegetarian for 12 years, Kent believed that not killing animals would be better for the environment. Kent would like to do something good for the environment through teaching.

**Helping.** For many IETs, teaching was one way of helping other people. They wanted to help students through their teaching. During the interviews, a number of IETs (Bell, Charles, Donieta, Jack, Jasmine, Jenny, Soop) voiced their desire to help students. For example, Soop, a Chinese who taught English and home economics at high school in a Southeast Asian country over 25 years ago, came to Canada as an international student and has worked in a courier company in New Brunswick for over 10 years. A few years ago, Soop decided to return to teaching.

My daughter is getting older. I have more time... I would like to teach in Africa or Southeast Asia after my daughter goes to university... I like to help people. I want to contribute to the society. Teaching is one way of helping.

Bella volunteered at public schools and Pathway to Education Canada in Regent Park for three years before she went to study in the teacher education program.

I want to help these kids. I was so happy that some of the students I tutored could go to university. I felt so successful when they told me the good news.

**Impact of family members and role models.** In this study, two IETs (Jasmine and Bella) indicated that they chose to become teachers partly because they were familiar with the teaching profession and because some of their family members were teachers. Bella came to Canada eight years ago to join her husband after she finished her studies at a law school in China. Then she studied in the Electronic Engineering program in a Canadian university. Bella related her decision to become a teacher partly because some of her relatives were teachers and she had positives learning experiences with some of the teachers who became her role models.

I always wanted to be a teacher. In my family, two of my uncles and two of my aunts were teachers. Two of them taught in elementary schools and the other two taught in
secondary schools. When I was in high school, I had two very good teachers. One is a Math teacher, the other is an English teacher. I was very shy. I didn't want to talk to anybody. My English teacher encouraged me. I gained a lot of confidence in her class. She is my first inclusive teacher. My math teacher has a very good sense of humor. She was very good. I wanted to be a teacher like her.

Similarly, Jasmine's decision of taking up teaching profession was influenced by the fact that her mother and her aunt were teachers.

My mother was an elementary school teacher. My aunt was a secondary school teacher. I went to their schools when I was little. So there's more or less some impact on my choice later to become a teacher.

Seyyid is an IET from Turkmenistan. He had taught Math in university for 14 years. He immigrated to Canada with his wife, three children and his mother eight years ago. He went directly to a Canadian university to study an honours degree in Math and Physics. He returned to teaching not only because of his teaching background, but also due to the impact of his family.

I went to teacher education program because I was a teacher. Teaching was the only job I did. Actually I have tried others. For example, I was eligible to apply for the medical doctor program at the University of Toronto because of my high average and I've taken all the life science courses, biology, chemistry, physics, with very high average, another program I was thinking was Radiation Oncology. I talked with my family. I have three children. I have my wife. My mother is with me. So I have people to talk with. I talked with them. They said, oh, no, medical stuff is just not for you. Teaching.

**Job features and benefits.** Some IETs indicated that part of the reason that they chose to teach in Canada was that teaching is a decent profession with good bonuses and long vacations. Seventeen IETs in this study were married and/or had children. They wanted to have more time to take care of their family. For example, Bill taught Computer Science in a college when he was studying for his Master's degree in Boston. His original plan was to find a programmer position in Canada.

One of my friends said, you taught before, why don't you get a teaching license? Teaching in Canada is different from that in the US. because teaching in the US. is not so stable. Teaching profession here is more stable. So I thought, great, then I will try to get a teaching license.

Bella wanted to teach because she was familiar with teaching profession, she wanted to help students, and she also wanted to have more time to take care of her family.
Teaching would be good for me. My husband is a lawyer, so he's busy most of the time. I would have more time to take care of my daughter if I work as a teacher. I can take care of her in the summer, so she doesn't have to go to summer camps.

Jane decided to become a teacher in Canada because of her teaching background, her personalities, and the job benefits.

Because I was a teacher in China. I think teaching is an appropriate profession for me. In addition, I think the job benefits of teaching are quite good. I have done a bit research before I applied for teacher education. I had some general idea about the salary. I think teaching is a decent career.

**Improving employment status.** Many IETs had worked in other fields before they studied in the Canadian initial teacher education program. For example, Lara, Jane, Samina, and Shyla all had experiences working at customer service positions. Shyla had been a university professor for over fifteen years in India.

After I moved here, it was difficult to find a job in my profession, so I just worked, like, minimal wages in a store… I was a PhD. but I was not allowed to teach in schools without having a Bachelor of Education. So I went for that.

Mari was an IET from Guatemala. She taught Spanish in the US for seven years. After immigrating to Canada, Mari worked with kids with special needs and studied part time for a diploma in Inclusive Education. Then she decided to go back to school to get a teaching certificate.

I could not teach here without being certified and in Quebec it takes a baccalaureate in education in order to be able to teach.

For most IETs, the ultimate goal of going back to university and getting teaching certificates was to find permanent teaching positions in Canadian public schools. Some IETs (Charles, Jenny, Lara, and Seyyid) indicated that employment was one of their motives. Going through Canadian teacher education programs was one of the ways for IETs to be (re)certified by Canadian teaching professional organizations, though they had teaching qualifications from other countries and previous teaching experiences. Samina had a Master's degree. She had taught grade
11 and 12 in college in Pakistan for 25 years before she immigrated to Canada with her husband and children.

Because I didn't do a BEd there (in Pakistan). Grade 11 and 12 are in college. And here, grade 11 and 12 are in the school. When I went through the books, subject matter is familiar to me. I have no problem with this subject matter. I have to do my B.Ed. because it is one of the requirements here. You have to have your B.Ed. to teach in the school.

Another IET, Nalita, was from India,

In India I was teaching in private schools and because of my Master's degree I was able to teach in those schools, but in Canada it is a requirement.

Some teachers (Donieta and Smith) worked at private schools in Canada after immigration. Samina used to teach physics in college back in Pakistan. In Canada, she worked at various call centers and later worked as a teacher assistant in a private school. These teachers also chose to study in the initial teacher education program because a Canadian teaching certificate was required to teach in public schools, and public school teachers are unionized with good job benefits.

**Changing career.** As mentioned previously, a number of experienced IETs (Lara, Shyla, Smith) worked at nonteaching positions after immigrating to Canada. They went back to university for teacher education programs to be (re)certified, so they could switch their career back to the teaching profession. In addition, two IETs (Kent and Charles) were working at nonteaching professions. They chose to study in the teacher education program so they could work in teaching profession. Kent had a background in chemical engineering and worked as an engineer after he obtained his doctoral degree. However, he did not like what he did as an engineer and decided to change career. He returned to teaching to do something more meaningful according to his beliefs.

Charles immigrated to Canada with his parents a long time ago but he was educated in Taiwan. Later he worked as a TA when he was studying for his PhD in the United States. After graduation, Charles worked at nonteaching positions in Taiwan for 13 years. Two years ago,
Charles decided to return to Canada and pursue a teaching career. His teachable subjects are Math and Physics.

I have been changing career. I studied Physics in Taiwan. Later, I studied Physics in my Master's. Then I did semi-conduct. You know Taiwan made a lot of money by doing that 10 or 20 years ago. In those days, I was the only one in my class who worked in the lab. Then I decided to quit. I went to the US. study an art degree. Then I went back to Taiwan…Now I found a job teaching co-op. I am not going to teach Math or Physics. Maybe that's my fate.

For Charles, becoming a teacher was not only to change profession; it was also to do something less demanding.

I have been working in different countries in the past couple decades. Also, to me, becoming a high school teacher means moving from high pressure job into low pressure.

**Personality.** In this study, a number of IETs (Bella, Cecilia, Jane and Kent) related their choice of entering teaching profession to their personalities. For example, Bella was studying in an engineering program, but she realized that she preferred working with human beings instead of machines or computers.

If I have to work with machines or computers every day, I would be bored to death. I think my personality is good for teaching.

**Subject matter.** Some IETs in the study mentioned that they chose to become teachers because they liked certain subjects. For example, Bella had a law degree in China. She chose to study Electronic Engineering after she came to Canada because she was good at math and science. Then she realized that she was not really interested in engineering. She was more interested in Math and Physics. Later she transferred to major in Math and Physics so she could apply for a teacher education program and become a certified teacher. Similarly, Cecilia was studying Actuarial Science in Canada. In her third year, she decided to transfer to study a specialized program in order to become a teacher.

When I finished my second year, I changed my mind. Because in the first year, there was no courses of Actuarial Science, only general courses. In the second year, I took some courses in Actuarial. Then I realized that it wasn't what I wanted to do, because it's all
about memorizing the formulas. That wasn’t my interest. So I transfer to Specialist in Mathematics.

**Following Different Paths to a Common Goal: Stories of Jasmine, Jenny, Lara, and Jack**

Jasmine, Jenny, Lara and Jack, the four focal participants, came from different parts of the world. They have different educational backgrounds and working experiences. With a common goal— to teach in Canada, these four IETs followed different pathways to their initial teacher education program. Specifically, Jasmine wanted to become a teacher so she could help her four children. Jenny decided to complete a Bachelor of Education and obtain a teaching certificate so she could teach in Canada as her Master of Education in TESL could not get her a teaching job. Lara went back to school for a Bachelor of Education because she was frustrated by the kinds of jobs she was getting during her first four years in Canada. Jack wanted to stay in the teaching profession, as he considered teaching would be his last profession.

**Jasmine: I want to learn education. So I can help my own kids.** Jasmine had been in Canada for 19 years. She first came to Canada in 1990 as an international student in the “Canadian International Development Agency” exchange program for 13 months. Jasmine studied Journalism at a university in Toronto. At the end of her 13 month stay, Jasmine wanted to continue her education in Canada. “The more you learn, the more you want to learn.” However, she realized that her English language proficiency level would be a challenge. Jasmine decided to improve her English. She went to study in an ESL program in Manitoba as tuition there was more affordable and she had some relatives in Winnipeg as well. Jasmine stayed in Manitoba for a year and returned to Toronto to continue her journalism studies. After a couple of years of part-time study, Jasmine obtained a diploma.

Jasmine loved writing. She wrote stories about her experience as a newcomer, mother/housewife, and later as an internationally educated teacher. Some of her writings were published in a major local English newspaper. Jasmine also wrote poems and published a collection of her poems a few years ago.
In Beijing, Jasmine was an editor in a publishing company. In Canada, she worked as a babysitter for Chinese families, sold flowers around the city, worked in a coffee shop and held a number of other jobs. She chose to become a teacher in Canada for various reasons. Similar to Bella, Jasmine was familiar with the teaching profession because her mother and her aunt were teachers. She wanted to know more about education in Canada after she became a mother of four children.

I want to be a teacher because my mother was a teacher. I grew up at her school, which was my second home. I have four children. I want to learn education. So I can help my own kids. In addition, I love learning. As a teacher, I constantly learn.

Jasmine volunteered in the elementary school where her children studied. She helped in the classroom and the library. Teachers, parents and principals were happy with her. Her son's teacher, Ms. Jones, encouraged her to apply to a teacher education program. Jasmine prepared for the language proficiency test. At the same time, to gain more working experience with children, Jasmine volunteered at a nursery school.

Jasmine applied but was initially not accepted by the teacher education program. She wanted to give up or maybe apply again the following year. Again, her son's teacher Ms. Jones encouraged her. “Don't give up. You need to sell yourself. You need to tell them how good you are.” Ms. Jones helped Jasmine draft a letter to the Registrar.

Because I got the rejection letter on April 1st, so I said (in the letter), I got your letter on April 1st. I thought you were kidding. Then I said that I was very disappointed. I listed my working experiences with kids and stated my strengths. And then I joked, I knock on your door, please let me in, I'm not a big bad wolf… Ms. Jones didn't like my jokes. She said that was not serious. I sent out the letter anyway.

Jasmine sent out her letter and didn't think too much about it.

A few weeks later, I got another letter from the University. I was walking in the hallway of the apartment. I didn't have my glasses with me. When I got the letter, I thought it was some kind of ads. Then I read “I am pleased to ...” I was so happy, I was so excited that I almost rolled on the floor.
In the fall of 2006, Jasmine—mother of four—went back to school at the age of 43 after living in Canada for 16 years. After ten months of hard work, Jasmine graduated from the University of Toronto and is certified to teach in the elementary division.

**Jenny: My Master's degree could not get me a teaching job.** Jenny was originally from Taiwan. She studied law and worked as a paralegal for a few years. Jenny immigrated to Canada at the end of 2002. For the first two years, Jenny spent half of her time in Canada studying English and trying to adapt to the life in Canada. She spent the other half of the time working in Taiwan to make a living. Then Jenny taught English in an after-school program at a private school in Taiwan for a year. Later, Jenny decided to stay in Canada. Jenny described her transition — moving from working as a paralegal to working as a teacher— as having occurred “by chance.”

When I first came to Canada, my English was very bad. I studied laws in Taiwan. In Taiwan, you don't need English to study laws. I didn't have to study English after I entered university. So my English was bad. In Canada, I've studied in the LINC program. As long as the programs were free, or I could afford, I would register and go to study. Later, I decided to study for a degree. I thought it would be good to teach English.

Jenny applied to a few universities and was accepted by one university in Nova Scotia and by the other in Ontario. Jenny studied in Ontario for a semester and then transferred to Nova Scotia where she stayed for a year before returning to Ontario to complete her Master's degree in Second Language Education.

My Master's degree could not get me a teaching job. That degree might be more useful if I go back to Taiwan. But in Canada, that degree won't be useful unless I have obtained a teaching position. If I want to stay in Canada (to teach), I have to get a (teaching) certificate. Or I should try to study for a PhD.

Jenny planned to study at teachers' college right after she completed her graduate studies but she missed the deadline for the application. Jenny went to study for a Diploma in Early Childhood Education as she had worked part-time in a childcare center while in graduate school. Then Jenny applied for the initial teacher education program at nine universities across Canada and she was accepted by five. After consulting a couple of professors and talking with a few
friends, Jenny decided to choose the initial teacher education program at the University of Toronto.

I didn't choose University of Ottawa because I don't speak French. As an immigrant and a non-French speaker, it is very difficult to find a job, because many jobs require bilingual, though I am trilingual myself.

Jenny obtained her teaching certificate in 2009. She was certified to teach in the elementary division.

**Lara: I was constantly frustrated at the kind of jobs I was getting in Canada.** Lara immigrated to Canada with her husband Smith from Trinidad five years ago. Lara taught Business and Science in secondary schools for four years and later she was promoted to work in the Ministry of Education where she spent four years.

For her first four years in Canada, Lara worked at different nonteaching positions. She worked at a toy store, a call centre, a greenhouse, and then another call centre. Lara was disappointed at the jobs that she got in Canada. Before they came to Canada, the immigration lawyer convinced her that she would be able to get a good job in Canada. “We thought we would be able to get teaching jobs as soon as we got here because we are both Commonwealth countries and our systems are similar.” However, reality was different. Lara and Smith did not get teaching jobs right away. They did not know that they could go to initial teacher education to be re-certified. Instead, they worked at nonteaching jobs. What's worse, “I came home crying from that job (working at a call center).” Lara was stressed by how her life and particularly her work status had changed in the new setting. She had to take stress relief medication for a few weeks.

I didn't have any friends. I was far from my family. I was working at those jobs. I was very stressed out. I went for stress relief medication. My husband couldn't handle me. So he sent me home. I went back to Trinidad for a while.

Two years ago, Lara decided to return to the teaching profession in Canada because she was dissatisfied with her employment status in Canada.
Basically my husband encouraged me to do it…well I had to look at it from his
perspective. From his perspective, I taught back home, I was constantly frustrated at the
kind of jobs I was getting in Canada. So he was interested in my mental well being. So he
said, well you taught back home, try and see, maybe you can go and do your Bachelor of
Education and teach a little bit up here. You might like it.

Both Lara and her husband Smith applied for teacher education programs in Ontario.
Lara was accepted by the University of Toronto and Smith was accepted by a private institute.
They graduated in June 2010 and obtained their teaching certificates in May 2011.

**Jack: Teaching will be my last profession.** Jack immigrated to Canada from the
Philippines two years ago. In his homeland, Jack had worked in different professions. He was a
business systems analyst. He also worked as an information systems administrator. Jack had an
MBA and taught in university for over ten years. He was also the associate dean in the business
school of a university.

Before immigration, Jack studied in a doctoral program. He finished the required courses,
passed the comprehensive exams and wrote his dissertation proposal, after which he came to
Canada with his family. After immigration, Jack volunteered in an elementary school for four
months five days a week. He tutored an adult who was developmentally challenged for two hours
a week over the course of a year. Jack applied for the initial teacher education program at the
University of Toronto as he wanted to stay in the teaching profession. “Teaching will be my last
profession.” After ten months of study, Jack graduated in 2010. His teachable subjects are
Business and Accounting in the secondary division.

**Different paths to a common goal: Cross-case analysis.** Jasmine, Jenny, Jack and
Lara came from different cultural and linguistic backgrounds, the time they have spent in Canada
differed, and their teaching experiences in Canada and their country of origin varied. These four
IETs shared a common goal of becoming certified teachers in Canada. They studied at the same
university—the University of Toronto.
Jasmine and Jenny were both ethnic Chinese and speak Mandarin as their mother tongue. One was educated and worked in Beijing and the other was educated and worked in Taipei. They came to Canada in their late 20s and early 30s. Jasmine was an international student and Jenny was an independent immigrant. Jasmine studied in a teacher education program after she lived in Canada for 16 years. Jenny started a teacher education program seven years after her first landing in Canada.

Both Jasmine and Jenny had language learning experiences in ESL programs in Canada. They had limited or no teaching experience before they entered the teacher education program. After studying and living in Canada for a year, Jenny went back to Taiwan to teach English in a private school for a year. Jasmine did not have any teaching experience before she attended the teacher education program in Canada though she had volunteer experience with children at daycare and elementary school.

Jasmine, a mother of four, was motivated to enter the teaching profession because of her motherhood. She was previously familiar with the teaching profession through her family. Jenny, single, needed to be financially independent. She went through English language learning, graduate studies in Second Language Education, a college diploma in Early Childhood Education, and then became a certified teacher in Ontario. Her main motivation was to improve her employment status by finding a teaching position in the Canadian public school system.

Similarly to Jenny, Lara wanted to improve her employment status in Canada by going to a teacher education program. Lara has been in Canada for five years. She wanted to return to teaching because she was not satisfied with her employment status in Canada.

As a single parent of three children, Jack is the only male among the four focal participants. He has been in Canada for only two years. He had over ten years of teaching experience in the Philippines. He worked in a university before immigrating to Canada. He wanted to stay in the teaching profession in Canada because of his teaching background.
Summary

My first research question is: What motivates IETs to take up or return to teaching in Canada? Research data showed that the 20 IETs in the study took up or returned to the teaching profession in Canada for a variety of reasons. Most IETs preferred to return to teaching because of their teaching background and their passion for teaching. They needed to obtain a Canadian teaching certificate to teach in elementary or secondary schools in Canada. Some IETs wanted to be teachers because of the impact of family members and role models. Three female IETs would like to know more about education in Canada after they had their own children. Some IETs decided to become teachers so they could improve their employment status in Canada. Many IETs indicated that they wished to help students. One IET chose to become a teacher because English is her second language. Some IETs wanted to change to a profession which they perceived as more meaningful or less demanding and stressful. For IETs who were teachers before, the most frequent motivation was their own teaching background.

This study also included a few IETs (Cecilia, Jasmine, Rose, Sunyi) who did not have formal teaching experience prior to their initial teacher education. For those who were not teachers before, motherhood was very important to their career choice. Most IETs had more than one motive for wanting to teach in Canada while other IETs expressed only one reason for choosing to teach. For example, Rose's motive was her motherhood. Jack's motive was his teacher identity that he developed from his previous teaching experiences. Sunyi's motive was her passion for teaching.

In this chapter, 11 themes/motives were identified from the research data of 20 IETs. Some of the themes were mentioned by only a few participants. For example, only one participant (Cecilia) mentioned that ESL speaker identity was one of her motives for choosing the teaching profession as her career. However, as this is a qualitative study and the sample size is small (N=20), it is important to consider broader themes.
Discussion

IETs' motivations for becoming teachers in Canada consisted of intrinsic and extrinsic factors. For many immigrants, leaving their homeland also meant leaving their established career behind. They wanted to develop their career in a new setting. Teaching in Canada is a respectable profession which offers a decent salary and good benefits such as extensive vacation time. Therefore, improving employment status, job features of teaching and benefits were some of the motives IETs mentioned for choosing a teaching career in Canada.

In Hwang, Baek and Konstantino's study (2005), the immigrant Hispanic/Latinos teachers' motives to choose the teaching profession in the US were intrinsic and the result of influences of family or teachers. In the present study, for IETs who were teachers before, the most frequent motivation for choosing a career in teaching was their own teaching background. In Ng's (2006) study, all five IETs were in different professions in their homeland or in Canada before they became certified teachers in Canada. They opted for the teaching profession because they had working experience with children or were in an educational environment after immigration. In the current study, the IETs who were not teachers before coming to Canada mentioned that being a mother had a great impact on their motivation of becoming a teacher.

Numerous studies (e.g., Amin, 1997, 2000; Myles, Cheng & Wang, 2006; Hwang, Baek & Konstantino, 2005; Zhang, 2005) have shown that IETs experienced difficulties during their (re)credentialing, employment seeking, and/or teaching because of their second language speaker identity. For example, Latino teachers in Hwang, Baek, and Konstantino's (2005) study indicated that they had difficulty finding information on teaching credentials in the US. Most of the IETs in this study spoke English as their second or other language. It is somewhat surprising that an IET (Cecilia) in this study opted for a career in teaching because English was her second language.

In their Factors Influencing Teaching Choice (FIT-Choice) framework, Richardson and Watt (Richardson & Watt, 2006; Watt & Richardson, 2007) categorized the influence of previous teaching and learning experiences and the impact of role models as socialization influences. Viewing from the FIT-Choice framework, some IETs (Bella, Jasmine) chose to
become teachers because of socialization influences—the impact of their family members or role models. This research finding resonates with the teacher motivations in Hwang, Baek and Konstantino (2005). In Hwang, Baek and Konstantino's (2005) study, the immigrant Hispanic/Latinos teachers' motivation to choose the teaching profession was intrinsic and related to the influence of family or teachers. Richardson and Watt (Richardson & Watt, 2006; Watt & Richardson, 2007) labeled teachers' beliefs of their teaching ability as “perceptions.” They also grouped intrinsic reason, personal utility and social utility value as “value.” Accordingly in this study, some IETs were motivated by their perceptions that their personalities were suited for teaching. Some IETs' passion for teaching can also be the “value” factor for them to choose teaching as their career.

Through the lens of Sociocultural Theory (Lantolf & Thorne, 2006; Swain, Kinnear, & Steinman, 2010), particularly the perspective of identity (Jenkin, 1996; Norton, 2006), IETs chose to become teachers in Canada because of their socioculturally constructed identity and who they are (e.g., immigrants, teachers, mothers, second language speaker). They also chose teaching because of who they wanted to be—teachers in Canada—the professional identity they wanted to construct in the new setting—through participation in the Community of Practice, that is, studying in the initial teacher education programs, practicing teaching in Canadian schools. A number of IETs decided to become teachers in K-12 schools in Canada because of their teaching experience and their identity of being a teacher in their home country, in Canada or in the US. Bella, Jasmine and Rose decided to become teachers because they were motivated by their identity of being a mother of their own children. Cecilia, who spoke English as her second language, was motivated by her ESL identity, her preference of a particular subject—Math, and her personality which she believed was suited for teaching. Similarly, a few other teachers (Bella, Jenny, Kent) also related their career choice to their personality. Kent was a chemical engineer who did not like what chemical engineering did to the environment and a vegetarian who believed that not killing animals would be good for the environment. Charles decided to quit the nonteaching position he worked at for 13 years. The reasons that Charles and Kent decided to change their career and become teachers in Canada were also related to their identities related to
their professional work (e.g., chemical engineering and a nonteaching profession), as well as personal beliefs (e.g., Kent's belief of not killing animals and his practice of being a vegetarian). As discussed above, extrinsic motives such as job feature and benefit, as well as improving employment status motivated some IETs to return to the teaching profession, which were also related to IETs' identity of being immigrants in Canada. During the transition, many IETs' identity shifted from being a developed professional in their country of origin to being an underemployed or unemployed immigrant in Canada where they faced financial constraints and thus needed to improve their socioeconomic status. As immigrants, whether they had previous teaching experience or not, all of these 20 IETs need to (re)construct their professional identity as teachers in Canadian K-12 schools through participation in the Community of Practice.

As discussed above, a number of motives can be related to IETs' multiple identities, here I only categorize two themes—second language speaker identity and motherhood as “identity.” To add to the existing research literature of teacher motivation and IETs, I conceptualize my research findings of IETs' teacher motivation as follows in Figure 3. As Figure 3 shows, IETs motivations to teach include twelve motives. The theme of passion for teaching can be categorized as intrinsic motivation. Job features and benefits, and employment belong to the extrinsic motivation category. Helping is an altruistic factor. Subject matter and changing career do not fit in the any of the categories.
Figure 3 IETs’ Motives for Becoming Teachers in Canada
CHAPTER SEVEN: IETS' CANADIAN TEACHER EDUCATION EXPERIENCES

In the previous chapter, I have discussed the 20 internationally educated teachers’ (IETs) motivations to take up or return to the teaching profession in Canada. In this chapter, I present the research findings related to my second research question: To what degree do IETs perceive their studies in the initial teacher education programs in Canada as useful and/or practical?

To answer this research question, I first provide an overview of IETs' educational experiences in Canadian teacher education programs. Second, I highlight the educational experiences of four focal participants. Third, I summarize my research findings. In summation, I discuss my research findings in relation to the research literature pertaining to IETs in their learning to teach roles. The research findings presented in this chapter are from the interview data and email communication from Phases 1 and 2 of the study.

Overview of IETs' Canadian Teacher Education Experiences

The 20 IETs in this study graduated from the initial teacher education programs at five universities in New Brunswick, Ontario, and Quebec. Soop attended a two-year program in New Brunswick. It took Mari three years to complete her concurrent teacher education program in Quebec, as some of her credits from her previous studies could be transferred. Most of the IETs in Ontario attended the consecutive teacher education program for ten months. One teacher attended an 18-month program in Ontario. All of these 20 IETs had graduated from Canadian initial teacher education programs within five years. Specifically, two IETs graduated in 2006, one in 2007, nine in 2008, four in 2009, and four in 2010. Three IETs (Jenny, Mari, and Nalita) are certified to teach in the elementary division while 16 teachers are certified to teach in the


Table 10 IETs' Canadian Teacher Education

<table>
<thead>
<tr>
<th>IETs</th>
<th>Graduation</th>
<th>Division</th>
<th>Teachable Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jasmine</td>
<td>2006</td>
<td>Elementary</td>
<td>Special Education*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary</td>
<td>Math*</td>
</tr>
<tr>
<td>Mari</td>
<td>2006</td>
<td>Elementary</td>
<td>English</td>
</tr>
<tr>
<td>Soop</td>
<td>2007</td>
<td>Secondary</td>
<td>Math, Economics, Technology</td>
</tr>
<tr>
<td>Bella</td>
<td>2008</td>
<td>Secondary</td>
<td>Math, Physics, ESL*, Special Education*</td>
</tr>
<tr>
<td>Bill</td>
<td>2008</td>
<td>Secondary</td>
<td>Computer Science, Math</td>
</tr>
<tr>
<td>Cecilia</td>
<td>2008</td>
<td>Secondary</td>
<td>Math, Chemistry</td>
</tr>
<tr>
<td>Donieta</td>
<td>2008</td>
<td>Secondary</td>
<td>Math, Physics</td>
</tr>
<tr>
<td>Jane</td>
<td>2008</td>
<td>Secondary</td>
<td>Computer Science, Math</td>
</tr>
<tr>
<td>Kent</td>
<td>2008</td>
<td>Secondary</td>
<td>Chemistry, Math</td>
</tr>
<tr>
<td>Shyla</td>
<td>2008</td>
<td>Secondary</td>
<td>Biology, Chemistry, Special Education*</td>
</tr>
<tr>
<td>Sunyi</td>
<td>2008</td>
<td>Secondary</td>
<td>Math, economics</td>
</tr>
<tr>
<td>Nalita</td>
<td>2008</td>
<td>Elementary</td>
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<tr>
<td>Jenny</td>
<td>2009</td>
<td>Elementary</td>
<td>Special Education *</td>
</tr>
<tr>
<td>Charles</td>
<td>2009</td>
<td>Secondary</td>
<td>Math, Physics, Co-op*</td>
</tr>
<tr>
<td>Samina</td>
<td>2009</td>
<td>Secondary</td>
<td>Math, Physics, Special education*</td>
</tr>
<tr>
<td>Seyyid</td>
<td>2009</td>
<td>Secondary</td>
<td>Math, Physics</td>
</tr>
<tr>
<td>Lara</td>
<td>2010</td>
<td>Secondary</td>
<td>Biology, Business</td>
</tr>
<tr>
<td>Jack</td>
<td>2010</td>
<td>Secondary</td>
<td>Accounting, Business</td>
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<tr>
<td>Rose</td>
<td>2010</td>
<td>Secondary</td>
<td>Math, Accounting</td>
</tr>
<tr>
<td>Smith</td>
<td>2010</td>
<td>Secondary</td>
<td>Science</td>
</tr>
</tbody>
</table>

* Additional Qualification
secondary division. One teacher (Jasmine) is certified to teach in both the elementary division and math in the secondary division (see Table 10). A number of IETs obtained additional qualifications after graduation such as Special Education and ESL. In the case of Jasmine, Secondary Math is one of her additional qualifications.

During an interview, one IET talked about her experience of applying for a number of initial teacher education programs. She suggested that I should ask about the application experiences for the other IETs as she suspected that some universities were more “IET friendly” than others. A few IETs mentioned that they were rejected by some universities but were accepted by some friendly universities such as the University of Toronto. Walsh and Brigham’s (2007) survey showed that in the Canadian context, University of Manitoba and Simon Fraser University offered programs specifically for IETs. The University of British Columbia included IETs in teacher recertification programs. In Ontario, the University of Toronto, York University, Queen's University, and the University of Ottawa had special admission category for IETs. Sixteen out of the 20 IETs in this study attended the initial teacher education program in the University of Toronto.

**Positive learning experiences.** Most of the IETs in this study had positive learning experiences in the Canadian teacher education programs. They got support from the university faculty members, mentor teachers, colleagues, and other teacher candidates. They were pleased to study Canadian teaching theories, content to learn different teaching methods, and delighted to know more efficient teaching strategies that Canadian teachers used in their classrooms. More importantly, they had the chance to learn more about Canadian culture. A few IETs who studied at the University of Toronto specifically mentioned that their cohort coordinators were very helpful. They were also thankful to the Academic and Culture Support Centre (ACSC) and they obtained additional support and learning opportunities from the Pre-field Experience Program (PREP).
Learning about Canadian school. Sixteen IETs in the study had previous teaching experience. Twelve IETs had educational experiences in Canadian universities and colleges. However, only two IETs (Cecilia and Sunyi) had educational experience in Canadian high schools. Cecilia completed her high school study in China. After immigrating to Canada, she spent a year and a half in high school to improve her English. Sunyi was a high school student when she immigrated to Canada with her parents.

A few IETs had experiences in Canadian schools through their volunteer work or temporary teaching in private schools. Donieta and Smith had one year of teaching experience in private schools in Ontario. Samina worked as a teacher assistant in a private elementary school for a year. Jack volunteered teaching in an elementary school for four months. Bella volunteered in both elementary and secondary schools for three years before she enrolled in the initial teacher education program. As a volunteer, Bella sometimes was given opportunities to teach under the supervision of certified teachers. Many of the other IETs did not have any educational or teaching experience in Canadian K-12 schools. Some had never seen Canadian K-12 classrooms before. Lara, an IET from Trinidad, once commented, “Before I went to visit the schools, I didn't know that students in public schools don't wear uniforms.”

Learning about Canadian educational systems and getting to know Canadian classrooms were of great interest to many IETs. For example, Shyla has a doctorate and was a university professor in India. After landing in Canada, she realized that she needed a Bachelor of Education to continue her teaching career. Her understanding was that if she had a Bachelor of Education from India, she could apply for a teaching certificate in Ontario Teachers College.

I could go back to India to study a Bachelor of Education, which is cheaper. But I want to know more about Canadian schools. I want to make connections. So I chose to study a BEd in Ontario.

Bill, originally from China, obtained a Master's degree in Computer Science in a university in Boston, USA, and taught in colleges there for two years. He considered formal education on how to teach and getting to know Canadian schools very important in the teacher education program.
Among all my teacher education courses, I think the course Teacher Education Seminar was the most useful. We learned some classroom management skills and information of special education. We got to know about Canadian schools, TDSB schools. We were taught how to handle some issues at school. How to deal with the students fight? We learned a lot. I think I learned how to teach in the Teacher Education Seminar, because I got to know more about Canadian schools through this course, we also got to know students' background and teachers' background.

Another IET Jane commented that “Teacher Education Seminar is very useful for me. I learned some teaching methodology.” Like Shyla, Bill and Jane, many IETs had previous teaching experience before coming to Canada. They were happy to learn more classroom management skills. For example, Seyyid, a Turkmenistan IET, who taught Math in college for 14 years, studied a Bachelor's degree in Math and Physics in a university in Toronto and obtained a diploma in TESL before studying in the teacher education program. Seyyid still considered the teacher education program very useful.

Teacher education program was useful, because it helped me to learn about rules and policies according to which schools in Canada function. I also learned a lot about classroom management skills that can be applied in a Canadian school. These classroom management rules are very different from the rules I experienced before I came to Canada.

Nalita taught in elementary schools in India for five years and volunteered in an elementary school in Toronto for five years.

To some extent (the teacher education program) did help me. It taught me how to work on classroom management skills, it also made me aware of legal aspects in the school and classroom. Because I was a teacher, I already knew how to prepare for lessons. I knew lesson plan and such thing. But the teacher education program made me aware of the legal aspects in the school and classroom. For example, in India, I can pat the students' shoulders. But I can't do it here. Another example is I should always have the door open when I talk to the student in the classroom or be with the student alone. (Nalita)

Mari, an IET from Guatemala who taught Spanish in the US for seven years, received her teaching certificate after she studied at a university in Quebec for three years. She considered the lesson planning and reflection after delivering classes were the most useful things that she learned in the teacher education program.
In summation, IETs seemed to be interested in learning about Canadian schools and how to teach in Canadian classrooms.

**Learning to teach through teaching: Gaining confidence and making connections.**

Practicum is an important component in the teacher education program. Through practicum, “(teacher candidate) has the opportunity to observe and practice teaching in a school setting while being supported by an experienced teacher (associate teacher) and the faculty or school of education through a faculty advisor” (Ontario College of Teachers, 2010, p. 6). All of the IETs in this study considered their practicum to be a good chance to practice teaching and an opportunity to get to know about Canadian educational systems. Many IETs mentioned that they lacked confidence when they started in the programs. They were concerned that they could not be able to teach in Canadian classrooms because they didn't have teaching or learning experiences in the Canadian K-12 schools and many of them spoke English as their second or other language. A number of them (e.g., Charles, Bella, Jane) mentioned that they gained more confidence after their practicum. For example, Charles, who obtained his PhD degree in the US, had not spoken English for 13 years in Taiwan, said, “When I first arrived at the teacher education program, listening to younger teacher candidates speak English easily, I didn't have much confidence.” Another IET, Jane, who has a Master's degree in Electronics and Communications Engineering and a second Master's degree in Electrical and Computer Engineering and taught in a university in China for two years, was not confident either. “I didn't know I could teach. Before the practicum, I didn't have any confidence. But I got very good feedback for my first practicum. I realized that I had the ability to teach.”

Many IETs understood that their lack of connections and networking hindered their path to the teaching profession in Canada. They tried to overcome their disadvantages by giving good impressions and making connections during their practicum and internship. For example, Shyla studied in a teacher education program outside of the Greater Toronto Area (GTA), but she intended to find a teaching position in the GTA after graduation. Therefore, she chose to do her practicum and internship in different school boards in the GTA. In addition, some IETs (e.g.,
Bella, Bill, Charles, Jasmine, Jenny, and Nalita) mentioned that they tried to establish networks and make connections through their practica work. For example, Bill had positive learning experiences in his practica and made good connections with some experienced teachers. After graduation, he went back to the schools where he did his practicum and internship and visited his Associate Teachers (ATs) and a few other teachers that he knew.

**Mentoring: Learning from experienced teachers.** During the practicum, student teachers learn to teach by observing their mentor — AT teach in the classroom and they taught under the supervision of their AT. IETs were very pleased that they had the opportunities of learning from certified teachers. For example, Rose did not have any formal teaching experience before entering the teacher education program. She had three practica, including a non-evaluated practicum through PREP program. I interviewed Rose after her first practicum through PREP, and she said,

> My ATs were very good. My first AT was a very experienced teacher. During those eight days when I taught, I was stressed out. My AT always encouraged me. The second practicum was much easier, because I learned a lot in my first practicum.

“If your teaching styles are similar to your AT, then as a student teacher, you can teach well. You can't teach well if your teaching styles are not similar.” Both Charles and Seyyid made similar comments when they talked about their experiences with their mentors. They felt lucky that their personalities and teaching styles were similar to those of their ATs. They wondered how the student teachers were assigned to the ATs as they and their ATs seemed to have similar teaching styles. “My AT and I had very similar teaching styles. I wonder if that's the reason that I was assigned to work with him.” (Seyyid)

Autonomy is a recurring theme when IETs talked about their good learning experiences with their mentors. For example, Bill had great experiences learning from his AT.

> I had some teaching experience before. My AT was very nice, very friendly. He was not demanding. I could teach in the way I wanted. Every day, I just needed to show him what I wanted to teach. So I just needed to get used to teaching. Every day, my AT gave me feedback such as, how to teach, students' feedback. (Bill)
**Challenges in Canadian initial teacher education programs.** Although most of the IETs had positive learning experiences in the initial teacher education programs, many of them experienced challenges during their learning process. They faced difficulty because of their cultural background, language and accents; they had unpleasant experiences with some of their mentors and they experienced challenges during the re-credentialing process. Three themes emerged from the data: (a) too much focus on theory and less on practice, (b) professional identity construction, and (c) tensions and conflicts with associate teachers. IETs’ tensions and conflicts with their AT were caused by a number of factors: cultural difference and race discrimination, different teaching beliefs, lack of communication, different expectations, and assessment by mentor teachers.

**Too much focus on theory and less on practice.** Many IETs mentioned that it was important they could learn from the experienced teachers in the teacher education program. Some of their course instructors were also classroom teachers for many years. However, some of their learning experiences were not very positive. A number of IETs expressed their dissatisfaction when they talked about their learning experiences in the teacher education program. These teachers seemed to be more interested in how to teach in practice than in teaching theory.

In general my BEd study is an eventful and rewarding experience. I think it will help me and maybe other pre-service teachers even better if the program could let students have longer practice teaching in various settings and require less theoretical study and paper work. (Jane)

I find that the program is not complete as it is. I find that the practical training is not enough as it is. (Mari)

A few IETs mentioned that they did not like some of the courses they took in the program. Psychology was one of them.

I don't think I learned anything useful from the course Psychology. I don't think what he taught was practical. I noticed all of us slept in the class. I was not the only one. In another subject course, we were taught some theories, but nothing we can use in reality, in real classroom, in teaching. (Bill)
The only course that was not good was Psychology. He (the instructor) had a strong background, but he didn't know how to teach us. (Cecilia)

We didn't learn anything useful in the Psychology course. (Bella)

*Professional identity construction.* IETs who had previous learning, working and teaching experiences in another educational system had already developed their professional identity that was impacted by their linguistic, cultural and educational backgrounds. For many IETs, learning to teach in Canada was not only a learning course, but also a professional identity construction process. However, their identities of being immigrant, minority, and their age influenced their professional identity construction. Quite often, such influences were negative.

Eight hours every Monday. Well, imagine you have to be in somewhere for 8 hours where you don't feel belong… Eight hours in a row in a day every week. (Donieta)

Donieta, an IET from Albania talked about her experience in the teacher education program.

When I started school there, I felt the outcast. In (one of) my class (es), almost everyone was Canadian. They were speaking English fluently. And I was the only one with an accent. So I felt like, hmmm, I don't belong here. Yes, the whole time. That's the only class I felt, I don't know, never have I felt that I belong to that class.

Donieta related her sense of not belonging to her identities of minority, ESL speaker, and her age. “I think the issue was my age. Everyone there was in their early 20s.” Donieta is not the only IET who felt “lonely” in the teacher education program. Similarly, Jasmine was aware that she was one of the very few immigrant teachers in her cohort. Donieta and Jasmine did not have much contact with other teacher candidates outside the classroom. Likewise, a few other female IETs (Bella, Jane, Jasmine, Mari) and two male IET (Charles and Seyyid) reported being very conscious about their age difference with other younger teacher candidates who were in their 20s. As discussed previously, Charles was not confident when he listened to the younger teacher candidates speak English fluently. However, interestingly, Charles considered his age—43 years old—and his 13 years of nonteaching working experience to be beneficial to his teaching career. In his experiences, younger teacher candidates seemed to be more depressed when they
experienced difficulties with their students. Similarly, Seyyid considered his age beneficial. “I am 49 years old. I am older than my students' parents. I am almost like their grandpa. So the students respect me. Their parents respect me.” However, talking about professional identity, Seyyid commented, “I don't have my professional identity yet. Maybe I will have my teacher identity later after I teach for a few more years.”

**Tensions and conflicts with associate teachers.** All of the IETs in the study indicated that they understood the importance of learning from their mentors and they tried to maintain a good relationship with their ATs. However, some IETs had difficult experiences with their mentor teachers because of their language, culture, race, and lack of Canadian teaching experience. Some IETs pointed out that some mentors were not supportive, did not provide coaching but instead assigned clerical duties, and that some mentors criticized them in front of the students. A number of themes emerged from their narratives: (a) cultural difference and race discrimination, (b) different teaching beliefs, (b) lack of communication, (c) different expectations, and (d) assessment by mentor teachers.

**Cultural difference and racial discrimination.** IETs came from diverse linguistic and cultural backgrounds. A number of IETs (e.g., Bella, Donieta, Lara, Rose, Shyla) mentioned that some of their ATs were also immigrants. However, the common identity of being an immigrant did not make it easy for the IETs. For example, Donieta had difficulty understanding her AT who spoke with an accent.

My first practicum, my department head was a Chinese man. I could not understand a word of what he was telling me. His accent was too strong. I thought I was going to fail.

Luckily, Donieta got used to her AT's accent and was able to understand him. Compared to Donieta's experience with an AT who spoke English with a Chinese accent, Rose, an IET originally from China, had discouraging experiences with one of her ATs, an immigrant from an Eastern Europe.
My AT is also an immigrant teacher herself... She liked to pick at my language, though English is not her first language either. She asked me to prepare a quiz for her Grade 12. I knew she would pick at my language, so I used the questions in the workbook that she gave me. I just changed the numbers. She looked at the quiz and started to pick at the language. So I had to tell her that I got all the questions in her workbook. (Rose)

In that instance, Rose tried to defend to herself, but that did not resolve the conflicts between her AT and herself. Instead, their conflicts increased as Rose proceeded in her practicum. Although Rose spoke quite good English and was successful in completing her undergraduate studies in a Canadian university, she attributed her second language speaker identity to the conflicts she experienced with her AT, “It’s all about my language. If my language were better…”

Another IET Shyla pointed out that one of her ATs, a teacher originally from Britain, was racist.

So one practicum was very fine. The other practicum…that was not a good experience. One British teacher, she was not happy with immigrant...She was racist. I don't know what she had in her mind. She didn't like it that we come from other countries and we want jobs like that. (Shyla)

Similarly, Lara commented that her AT who was Punjabi immigrant was also racist. I will detail Lara's experiences later when I retell focal participants' stories.

Different teaching beliefs. For IETs who had good learning experiences with their mentors, similar teaching styles and autonomy were part of the reasons. For example, Rose had positive learning experiences with three mentors. However, she had bad experiences with one of her ATs in her third practicum due to their different beliefs in teaching. Before teaching new content, Rose reviewed what she had taught in the previous day, but her AT insisted that reviewing a lesson was a waste of time. Rose gave detailed explanations when she taught in the
Applied Math\textsuperscript{17} class to make it easy for the students, but her AT said that she was too slow and wasted time. These different beliefs in teaching added to the conflicts between Rose and her AT.

\textit{Lack of communication.} Lack of communication also seemed to be one of the issues that IETs had with their ATs. Some IETs did not ask for feedback from their mentors. Their mentors were not supportive in terms of providing resources, giving feedback to their lesson plans ahead of time, and being clear with their expectations for the IETs. In this section, I highlight the narratives from Nalita, Shyla, and Rose.

He asked me what I wanted to teach. I said, what do you want me to teach? … I prepared for a lesson. I emailed my lesson plan to the AT on Monday. Friday morning, before I need to teach, he said, oh, you don't do this. Oh. That's not right. I said, but I emailed the lesson plan to you on Monday. You didn't give me any feedback. (Nalita)

Nalita's AT did not provide feedback until she was ready to teach. However, a number of scenarios might have improved Nalita's experience. It might have been different if the AT was more approachable, but it might also have been different if Nalita had communicated with her AT directly when she was in the school, checking to see if the AT had received her email and reminding the AT that she needed his feedback before her teaching on Friday.

She never told me what I should cover for the week. She never told me. She didn't teach according to the textbook. She would teach one section here, another section there. It took me over a week to find out from the students what has been covered and what has not. At the end of day, I had to ask her. Then she would tell me what to teach next day. I prepared the lesson in the evening. I showed her the lesson plan first thing in the morning. She usually spent one or two minutes to look at my lesson plan before I went to teach another class. Everything I prepared was killed. You can't do this. You can't do that…I had to prepare for the lesson again during lunch time. And I also had to help students during lunch time…One day I only got 4 minutes to change my lesson plan. I usually arrived at school half an hour to one hour earlier. I had a Prep period earlier but

\footnotesize{\textsuperscript{17}} In Ontario, three types of courses are offered in secondary program: academic, applied, and open. For more information, please refer to the Ontario Curriculum at http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf

Students who understand most basic skills and principles but need extra practice to fully understand new concepts should take applied math (Near North School Board, n.d.). For detailed information, please see http://portal.nearnorthschools.ca/sites/schools/wferris/parents/Documents/6-7-8-

Information Sessions/grade 9 math choices.doc
my AT was not at school at all. I was asked to change my lesson plan 4 minutes before I had to teach in another class. (Rose)

As mentioned in the previous section, Rose and her AT had different beliefs about teaching. In addition, Rose and her AT did not have enough communication regarding their expectations. Rose's experiences could be better if they were a bit more open. For example, Rose could have asked her AT directly instead of asking the students, or alternatively, the AT could have set up a plan with the student teacher at the beginning of the practicum.

Although well-educated and with over 15 years of teaching experiences, Shyla still needed support from her AT so she could integrate into the teaching profession in Canada. Shyla was eager to learn and expected supports from ATs, so the lack of communication and not being able to get support from her AT was frustrating and even insulting.

She never used to behave nicely. She never used to talk to me. First of all, I was her student, right? She was a new teacher for three or four years. She never used to talk to me, first of all. And she never used to help me resources. No guidance. No guidance means never give me any resource, like that. And she used to tell me one day before, okay, do it tomorrow. This, do it tomorrow. Or sometimes she used to tell me the morning, okay, can you take that class? So it was hard, right? For those, you have to make worksheets to hand out, you have make activities, 'cause I was not having any resources. But she was never…she was never compassionate. (Shyla)

Different expectations. Although many IETs were teachers in their homeland or they were in another profession in Canada, during their transition from the teacher education program to the workplace, they tried to (re)construct their professional teacher identity through their learning and teaching. For example, although Shyla was a professor of Biology in India for over 15 years, she needed to reconstruct her professional teacher identity in Canada through re-education in the initial teacher education program. Even though communication via email has become very common, it still is not always the case for every individual. Shyla expected more communication and more support from her AT.

I tried to learn from everybody. I never mentioned that I was a professor back home. She (The AT) never want(ed) to talk to me. I tried. I tried. After three or four times, she only replied once. That was very insulting. That was not good experience. (Shyla)
Nalita had five years of teaching experience in private schools in India and three years of volunteering experiences in Canadian schools before studying in the teacher education program.

On my first day, he asked me what I wanted to teach. I told him that I would like to observe his teaching first. He said, “If I were you, I would start today.” The way he taught fits him. He would be making the students' names sound funny. He would throw paper at the students. I can't do that. At the end of the day, he said, “You are female, you are motherly, and also because of your height, you'll have tough time being a teacher.”

(Nalita)

For an IET learning to teach in a different educational system, observation would be necessary and important. There are many possible explanations as to why Nalita's AT suggested that she should teach right away. It could be positively interpreted that the AT believed Nalita had the ability to teach as she had prior teaching experience. Other less positive explanations are also possible too given the apparent difference in teaching styles.

In addition, the AT's comment on Nalita's being “motherly,” her height, and her possibility of having tough time being a teacher could be interpreted as a friendly warning. However, as a woman, immigrant, and IET trying to re(const)uct her professional teacher identity, Nalita might have a different interpretation.

Assessment by mentor teachers. In many teacher educations, mentor teachers have the authority of evaluating student teachers. When conflicts happened between student teachers and mentor teachers, the assessment by mentor teachers became another barrier for IETs. When new teachers look for teaching positions in school boards, they usually need to submit the evaluation forms signed by their ATs and anything less than a positive review could have negative consequences. For example, Rose and one of her ATs had different beliefs in teaching, they had a lack of communication, and they had different expectations. In one of her lessons, Rose's supervisor from the teacher education program observed her teaching and gave very positive feedback and confirmed that it was appropriate to do a review before teaching new content. After Rose's supervisor left, her AT said, “Though your supervisor has been here, I will fail you anyway.” Rose was in tears when she detailed her experiences with her AT.
She is in the department head position already. Was it necessary for her to oppress me, a new teacher? I was not even a graduate yet. I was still a student teacher. I don't understand why she had to do that to me. Her position was very stable. I will not and cannot be her competitor.

Soop in New Brunswick pointed out that her mentor threatened her that he could make sure that she failed her practicum. “I was basically told that they had the power to...not pass me, not give me my teacher's license…I was basically told that they had the power to take away my teacher's license.”

**Learning to Teach: Experiences of the Focal Participants**

The focal participants in this study learned to teach in the teacher education program at the same university, the University of Toronto. Jasmine graduated in 2006, Jenny graduated in 2009, Jack and Lara graduated in 2010. Though these IETs experienced challenges in the program, overall they considered their learning experiences positive.

**Jasmine: Study was hard.** Jasmine studied in the initial teacher education program between 2005 and 2006. Similarly to Donieta, Jasmine felt that she was in the minority in her cohort because of her age, immigrant, and ESL speaker identities.

Sixty people in our cohort. Only two were immigrants. I was one of them. The other was from Poland. There might be more immigrants in the cohort, but they might come when they were very young. I was not confident with my English. I always felt there was a gap between me and the other teacher candidates.

In the initial teacher education program, Jasmine put a lot of efforts into her course work. To complete the course assignments, Jasmine needed to read newspapers, watch videos, borrow library books, and even interview teachers and principals.

Sometimes it was 11:30 p.m., sometimes it was 12:30 a.m., and I was still working at the computer lab. I didn't dare to call my husband because I know if I called him, I had to go home. He was ill at home, taking care of our four children. When people around me started to pack their things up and get dressed, I started to feel nervous. People began to leave the lab. Then I was the only one left in the empty lab. I didn't want to be on the headline of the news tomorrow, “SOMEBODY DIED, MURDERED”
Jasmine's husband had a seasonal job. He had been very supportive of Jasmine's study in the teacher education program. He took care of their four children when Jasmine was at the university.

Jasmine had study experiences in an adult ESL program and journalism courses in college. She published a couple of articles in a local English newspaper and she also self-published a collection of poems. However, Jasmine lacked confidence in her English.

I am not confident with my language proficiency. Some people said that my English was good because I had publications in English newspaper. But that's not the same. Some of readings consist of lots of terminologies, lots theories. I need to read many times. I read a second time if I didn't understand the first time, I read a third time if I didn't understand the second time, and I would read again if I still didn't understand. There were so many terms. Those terms are difficult to understand.

Learning to become a teacher in Canada was difficult. For Jasmine, learning teaching theories, trying to comprehend terminologies, and doing presentation were all difficult. “But when we watch the video, I understood better when the theories were illustrated through specific incidents. I began to understand what boundary meant and why we are not supposed to be with a student alone.” Jasmine not only struggled with her coursework; she also struggled with her practicum.

Before my first practicum, my professor said in front of my face, “You will fail.” She's a very harsh professor. Maybe she was straight. I said, “I won't let that happen.” I sacrificed so much. My family's financial situation was so difficult. My four children were still young. We paid so much for tuition. I needed to prove that I could do it. The professor observed my English class. My English is not very good. Later, she observed my Grade 7 Math class. After class, the professor said that I could pass. She said that I could be a good teacher.

Jasmine liked to write. In her reflection of her practicum experience, she wrote,

This year as a teacher candidate, I had my opening week at H.B Middle School. I entered the real classrooms just as soldiers enter a battlefield. I wasn't sure how to handle a class size as large as 36. One of my fellow student teacher reminded me, “Remember you are an adult. They are kids. They are more afraid of you than you are afraid of them.” But how can I scare them with height of 155cm and a voice as small as a mouse's? After I observed Mr. Smith's eighth-grade math and science lessons, I realized that we don't need to scare students. What we really need to do is engage them.
Jasmine's experiences learning to teach in Canada were not easy. She struggled with her coursework, assignments, and practicum. She was overwhelmed with the heavy workload and tried to balance her time between her studies and her family.

**Jenny: Constructing professional identity.** Jenny was in the teacher education program in 2008/2009. As a result of family issues, Jenny had to go back to Taiwan for two weeks. However, she was delayed in Taiwan for another three months because her travel documents expired and the renewal process took time. Consequently, Jenny only obtained her teaching certificate in December 2009. In addition, Jenny studied for the AQ course Special Education in the summer of 2009.

**Learning to teach in the teacher education program.** Jenny had limited teaching experiences in Taiwan. After immigrating to Canada, Jenny went through a number of ESL learning programs. Due to her living and studying experiences in an English speaking country, Jenny found a teaching position in a private after-school program in Taiwan and taught there for a year. In Canada, Jenny worked part-time in daycare centers for a few years, but she never had learning or teaching experiences in K-12 schools. For Jenny, “how to teach” was very important, but this type of information in the teacher education program was not as much as she expected.

Some of what I learned in the teacher education program was useful. But others such as social justice, equity, gender issue, we have talked a lot about such abstract concepts. Okay, I would bring such things to my teaching, but I don't know how to do it. However, there was not as much information of instruction skills and teaching techniques as I expected.

Jenny was eager to learn how to teach so she attended a number of workshops. However, as an IET with only limited teaching experience— but as one who wanted to know more about teaching— a few workshops did not seem to be enough.

I also attended a number of workshops. For example, classroom management, only two hours or four hours workshop is not enough. I need to know some examples, cases, to
understand how to handle classroom management issues. ...For example, instruction, I have learned the terms such as group reading, guided reading, but I have never seen a teacher do guided reading. So I don't know how to do it.

Jenny was pleased that she could learn to teach from experienced teachers in Canadian schools.

As an IET, I think it very important to have the opportunities to visit schools and observe experienced teachers. ...It is very important and necessary for me to understand some theory. But after graduation, I would be put to the classroom in front of my students. I need to know how to teach. Having the opportunities to observe other teachers was very helpful for me.

During the first practicum through PREP, Jenny felt very lucky—she not only observed her ATs’ teaching but she also had opportunities to observe different teachers, different classrooms, and different grades. After the practicum, Jenny went back to that school as a volunteer and worked there for a month.

**Struggles as a student teacher.** As a novice teacher, Jenny found it challenging to teach without a textbook.

Until I started the teacher education program then I realized that teachers in Canada don't use textbooks. Back in Taiwan, we have textbooks. But here, there is no textbook. The AT just gave you the curriculum and checked a few things that you need to teach. No textbooks. No teaching material. How am I going to teach? It was a big shock to me. So how am I going to teach with a textbook? How am I going to teach without a textbook? Nobody has taught me about that. We had the curriculum, but I don't know if I cover the subject enough or not.

Fortunately, Jenny was been very good at using the internet and online resources to make up for the lack of a textbook on which to base her lessons.

I Googled. I found the curriculum. I looked for related activities. Then I designed some activities. I made handouts. Later when I taught Grades 4 and 5 in my second practicum, I got the teacher's manual. I could use some of the content. At the beginning of my teaching, it would be more convenient if I was given a textbook. But you can also say, if I was given a textbook, my teaching would be limited by the textbook, I wouldn't be able to design so many activities.
For Jenny, language was an issue. Jenny had a good education in Taiwan and in Canada, but she was not familiar with children's literature in English. In addition, “knowledge translation” was challenging.

For a lot of things, I know how to say in Chinese, but I never learned to say them in English. I need to translate a lot of proper nouns. I never knew how to say some of the words in English. So I had to look up the dictionaries, or asked other people how to say. For example, I was teaching human body, I didn't know how to say some of the organs in English. I already forgot how to say some of them. For example, the two front pieces of the rib bones. One is radius. I already forgot how to say the other piece.

Jenny was conscious of her English accent. She tried to be careful when she spoke to her students. However, sometimes she still had difficult experiences.

Students liked to challenge me. They challenged my English. Maybe some of my pronunciations were not standard. They would imitate my accent on purpose. Or when I said some sentences they were not very familiar with, they would also imitate what I said....

Jenny was trying to construct her teacher professional identity through her teaching. However,

It seemed they didn't trust me. Maybe I was too sensitive, but from their facial expression and attitude, I could tell that they didn't trust what I taught them. Another example would be, they had pets in the classroom such as crickets. So I said that we would feed the crickets in the afternoon after we finish the study. Some students went directly to the back of the classroom and ask their class teacher/my AT whether they could feed the crickets in the morning instead.

In one of the PREP workshops, Jenny shared her practicum experiences with other IETs. Classroom management was her concern. In the first interview, Jenny mentioned her experience again.

It was in a kindergarten. One of the students was very active. Usually my AT had to grab him back to his seat. When I was teaching, he would be running around the classroom, or playing toys, or doing what he wanted. I didn't know how to control the situation. It was hard for me. I didn't have my AT's authority to drag him back to the seat. I didn't dare to do such things. So my AT complained that I didn't control the class well. What could I do?
Fortunately, Jenny was not evaluated in the practicum. Jenny considered herself lucky that her practica were successful. She was very proud of herself that she did a lot of activities with her students, and she believed that having supportive ATs was very important.

Later in another practicum, the AT was very supportive. A few students were very active. So when I was teaching, the AT would sit with those few students. She was helping me. When my supervisor came to visit my class and evaluated my teaching, my AT sent one of the difficult students to another classroom. The situation was quite bad on that day, the student came in and was very active, and acting out, so my AT said that I would not be able to teach if that student stayed. At the end the class, she said, “Now you know how to be an AT.”

**Jack: Positive learning experiences with challenges.** Jack studied in the initial teacher education in 2009/2010. Although Jack was well educated and had ten years of teaching and education leadership experiences, he had positive learning experiences.

OISE has been giving me all the resource, pedagogy, strategies on classroom management, finances, and moral support. Teachers and have thought me how to respect diversity and they have been good models on their commitment to students. Some of them lifted my moral, to feel confident about and to believe in myself. As an experienced teacher, Jack found it very useful to learn pedagogical approaches and instruction strategies. It's worthwhile. I could have just applied for OCT but the experience and the knowledge acquired are invaluable. The more useful things are the pedagogical approaches, curriculum and instruction strategies. For example, from my Business Studied-General course, I have learned a number of instructional approaches I haven't had or have been doing before. Plus, of course, the experiences from practica and internship.

Jack considered himself lucky that he was assigned to ATs who support newcomers and internationally educated teachers like himself. However, as an IET, Jack also experienced challenges in the program due to his English language accent.

**Language difficulty: Accent.** In the Philippines, Jack was educated and taught through the medium of English. In Canada, the major challenge for Jack was language, particularly his accent.

As a newcomer, I found it difficult to correct my accent and find the appropriate words to describe what I have in mind. I find it difficult to articulate and carry an intelligent conversation. The English we learned as a foreign language was different. I know this
because I noticed some words and terms were different. There are some specific examples like, homework, assignment, grade, mark. When I speak, my pronunciation, my accent, for example, data, should it be /deita/ or /da:ta/? I think I have to work on those things.

I asked if the students gave him hard time because of his accent. Jack joked, “Hard time? I think I gave them hard time, because they didn't understand me. They had to get used to my accent.”

(Re)constructing teacher professional identity through classroom management.

When practicing his teaching in the secondary schools in downtown Toronto, Jack found it difficult to motivate students and challenging to handle classroom management.

I feel that student do not respect authority of the teacher. It's difficult to convince student that learning is key to success. They challenge teachers just for the sake of getting their teachers embarrassed. They do not follow instructions; they do not do their assignments.

In the Philippines, Jack had already developed a professional identity in the field of education, but in Canada, he was trying to reconstruct his teacher professional identity through his practicum.

They see you are a new teacher, they give less respect. They all know that. I feel that too. Teacher candidates have less authority. They look at student teacher as somebody practicing, somebody don't know what they were doing.

Jack was also conscious that his physical appearance was a disadvantage because it did not conform to the typical image of a teacher. “Maybe they think teachers should be somebody tall, somebody strong. I am short. I am skinny. I am Asian. I speak in a different accent.”

At the beginning of his first practicum, Jack was not very confident, and suffered stress as a result of his language and accent difficulties, as well as due to the classroom management issues. After he completed his practica and internship, Jack seemed more relaxed and confident. “I did not attribute all the problems to myself. I tend to appreciate myself more.”
Balance between studies and family. When Jack immigrated to Canada, he came with his wife and three children. During his study in the teacher education program, Jack and his wife separated, he became a single parent, and struggled to maintain a balance between study and family. Fortunately, Jack received financial support from the government so he could afford childcare during the time he was in university and placement.

Lara: Adapting to differences and learning from experiences. Lara studied in the teacher education program in 2009/2010. Before entering the program, Lara believed that the educational systems between Trinidad and Canada were similar. After starting in the program, Lara realized that this was not true and tried to adapt to the differences that she perceived. In her three practica, she had different experiences with her ATs.

Learning to adjust differences. In addition participating in the PREP program as part of her preparation for teaching in Canada, Lara also signed up for the Transition Program offered by the university. This provided her opportunities to visit three schools in the GTA.

It was a definite eye opener since the schools were different to what I was accustomed to in Trinidad...I didn't know that students don't wear uniforms at school. I meant public school. In my home country, all kids in public schools wear uniforms and kids in private schools don't wear uniforms.

Lara had a positive learning experience in the Transitional Program.
Teacher candidates were encouraged to ask teachers and principals questions about the teaching system in Canada. We observed different classes in action before our actual practicum. Some of the teachers even gave us resources when we went to their classrooms...Of course, depending on the person I suppose, it could have been a networking opportunity also (but I am never that good at networking on an ad hoc basis)

Lara had five visits to the schools, and she wished she could have more practical experiences in the teacher education program.

The teacher education program should include more practical experiences, not like project or group work. They should actually teach a class. They should have more practical aspects, but they had so much theory before. I don't think practicum should be the only experience, 'cause some people don't do well in the practicum. They should
have classes where they actually teach a class. So before they go to practicum, they have some kind of teaching experience.

Having grown up in Trinidad, Lara speaks English as her mother tongue, but in Canada, she seemed to have difficulty because of her Caribbean accent.

When I was working in customer services, some people asked me why I didn't speak with an American accent. When I was working in the call centre, some clients asked me to repeat because they said they couldn't understand me. When I was teaching, some students said they didn't understand me.

In the teacher education program, Lara learned to adjust the differences: different expectations to teachers, students, and mentor teachers. However, her first practicum experience was not very encouraging due to her conflicts with the AT.

**Conflicts with the AT.** During the practicum through PREP program, Lara was very frustrated and suffered a great deal of stress because of tension with her AT.

I had problems with the AT. She was pretty bad. She was a racist. At first, I thought it was personality crash, because she and I had different personalities, completely different styles of teaching. She was more practical, do this, do that, stuff like that. I love role play. I love drama in my class.

Possibly as a result of their different personalities and different expectations for each other, Lara and her AT had more conflicts.

She made it blamable that I was losing paper all the time, like, attendance sheets went missing all the time. She actually put it in my summary letter that papers went missing during her time here. It had nothing about the teaching in it. There's nothing about my teaching. She considered me disorganized though as teacher candidates should be organized. She found that I was disorganized. For example, I had her Grade 9 and Grade 11 class. I had my thing sorted. Handouts, stuff like that. She would throw whatever on top of my things. So of course when I came to the class, paper got mixed up, thing went missing, and I would get blamed for that. And then she sucked me up in the last class. She was following the attendance sheets. She was there with the stuff that I need to hand out. I carried it with me to the class. And I couldn't find it again. And the handouts, right? She said, well, go and find it. So she made me leave the classroom twice. Second time I came back, it was found in the pile. So obviously, it had been there all the time. So she had it. Like I asked her, do you have it, because it should be in the pile? So it's
either she put it in the pile when I was gone or something like that. ‘cause she felt that she needed to put that I lost paper all the time, she had to have it happen on the last day.

Lara's conflicts with her AT were beyond personality difference. Lara believed that her AT, a Punjabi, was racist.

She's racism. She didn't like black people. She silenced the black children. They were not allowed to participate in the class. She has favourite in her class. There are five black children in the class. When I tried to run a particular program in the class, it didn't work because some of them didn't like the aspect of the program. She took her favourite students and she asked for their opinion and discontinued the game because of what they said, even though 50% of the class said that they would not mind continuing, they liked the game. She took her favorite students'... of course they were all Punjabi. Of course they were all Punjabi.

Lara practiced teaching under the supervision of her AT but she could not meet the expectation of her AT.

She actually made me re-teach a class because it was done to her satisfaction the first time, so she made me teach it the second time the next day. Because that particular thing, the content was lacking from the lesson. After the class, I said, well, if you needed to have particular things in the lesson, because I follow the syllabus. As far as I am concerned, everything in the syllabus was in the lesson. But she was going from the text, a particular thing from the text. So I said, okay, what would you like me to cover by the end of the unit then? Because if I can get an idea, maybe instead of having to re-teach the class again, I would know what I should have covered in the class, so I don't have to re-teach the class. And she got so mad at me and she refused to give me anything with the unit plan. So I really had a hard time.

Although the practicum delivered through the PREP program was not evaluated, Lara received feedback from her AT.

She evaluated me every day. You did this badly. She gave me a list of pros and cons in the first week. The things I did wrong had nothing to do with my teaching. She didn't mention I teach this or that. It was all about I had very bad classroom management. I lost people and paper stuff like that. It had nothing to do with my teaching. Only the administrative stuff, which is very very important for her.

**Learning from experiences.** Although Lara had unpleasant experiences in the practicum through PREP program, fortunately her teaching was not evaluated. Lara also learned from her lesson she tried to be more organized in her other two practica and internship. Luckily, Lara's
efforts and hard work were recognized by her other two ATs and she had great learning experiences in the subsequent practica. Both of these were very successful from her perspective. “It actually helps when you have a supportive AT, because once the relationship breaks down, you are in trouble.” Looking back, Lara wondered if her experiences would be different if she had worked with a Caribbean AT. “Maybe Caribbean people understand Caribbean people. If my AT is from Caribbean, if my AT is from Trinidad. They might be able to give better advice.”

Cross-case analysis. Jasmine, Jenny, Lara and Jack had positive learning experiences in the initial teacher education program at the University of Toronto. These four IETs came from different parts of the world and they spoke different languages (English, Mandarin, and Tagalog). Language and accents were the common barriers, and classroom management was their general concern. Jasmine and Jenny both spoke Mandarin as their mother tongue and had ESL learning experiences in Canada. Jasmine, who had a diploma in Journalism and had previously published in an English newspaper, lacked confidence in her language skills, especially her speaking abilities. Jenny had a Master's degree in Second Language Education and had EFL teaching experiences in Taiwan. However, her students challenged her language and her teacher authority during her practica.

Lara spoke English as her first language in Trinidad. Jack had English teaching experiences in educational environments in the Philippines. However, while teaching in Canada, both Lara and Jack had difficult experiences due to their English accents. Lara tried to adjust the differences through her studies in the teacher education program and extra classroom experiences in the Transition Program and PREP program. Unfortunately, Lara had unpleasant learning experiences with one of her mentor teachers as a result of their different personalities and expectations, as well as the cultural differences between them. Although faced with language and accent difficulties, Jack tried to reconstruct his teacher identity in Canada through teaching.

All of the four focal participants experienced challenges with their students which stemmed from their previous conceptions of education. These IETs came from countries and
cultures where teachers had more authority and were more respected. Students were more obedient and less diverse in terms of their academic and cultural background. Adjusting to the diverse students in most Canadian classrooms created barriers to successful experiences.

Family status also had great impact on IETs' experiences. Lara and Jasmine were married and lived with their spouse. Both of them received family support. Jack was separated with his wife. Jenny's boyfriend was in the US and later in another province in Canada. Neither Jenny nor Jack had financial or emotional support from their family.

Both Jasmine and Jack found it difficult to meet the demands from their studies and family, probably, because they both have young children (Jasmine has three children and Jack has three). Jenny was fortunate to have support from her husband, while Jack had a double whammy—no family support but need to take care of his three children—thus Jack seemed to have had the hardest time. Neither Jenny nor Jack had financial or emotional support from their family.

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Summary

My second research question is: To what degree do IETs perceive their studies in the initial teacher education programs in Canada as useful and/or practical? Research data indicated that most of the IETs considered their learning experiences in the initial teacher education program to be useful. They preferred learning from experienced teachers and wished to have more practical experiences in the classrooms. However, some IETs also experienced challenges when learning from their ATs and faced barriers when they tried to (re)construct their teacher identity in Canada.

IETs were interested in learning about Canadian schools and teaching practices. They were happy to learn from experienced teacher educators in the program and certified teachers in K-12 schools. They tried to make connections through volunteer work, practica, and internship. IETs also gained confidence through practica. IETs preferred more teaching practice in Canadian schools rather than learning theories in courses. In particular, they were interested in learning teaching methods and instructional strategies and practicing such methods and
strategies in real classroom situations. The barriers that IETs faced were language and accent, classroom management, conflicts with the ATs, and professional identity (re)construction. IETs' non-native speaker or non-Canadian accents were not accepted by some students and/or ATs. The IETs' conflicts with their ATs were primarily caused by different teaching beliefs and expectations, lack of communication, as well as linguistic and cultural differences. IETs tried to (re)construct their teacher identity through their learning in the teacher education program and teaching as student teachers in Canadian K-12 schools. However, their teacher authority was challenged, especially when they tried to handle classroom management issues. IETs' non-native speaker or non-Canadian English speaker identity weakened their "successful L2 user" identity and teacher identity.

Jenny, Jack and Lara and a number of IETs participated in the PREP at the University of Toronto. They gained extra learning and teaching experiences through the non-evaluated practicum. This also meant that they needed to complete three practica. As a result, they were still trying to finish the first evaluated practicum when other teacher candidates already had their application packages ready and sent to school boards. Thus, this makes it more difficult for IETs to seek employment when they are competing with teacher candidates who did not participate in the PREP program. Although it should enhance IETs skills and thus marketability in the long term, in the short term it must be considered a barrier for employment. Some IETs wondered if the teacher education program could make changes focused on removing this barrier. These changes could include counting the practicum through PREP (on the condition, of course, that teacher candidates pass the practicum evaluation) or maybe the PREP practicum could be considered as an opportunity for teachers to make up a practicum if they happened to fail in the first practicum.

Discussion

In Gambhir (2004), IETs who had higher education and teaching experiences in their home country— but no previous experience in Canadian schools— faced linguistic and cultural challenges, needed additional support in language proficiency, especially in reading and writing,
and needed opportunities to observe Canadian school systems. The linguistic backgrounds and proficiency levels of the IETs in my study were diverse. Jasmine was confident with her writing skills, but some IETs (e.g., Bella, Cecilia) in my study also indicated their difficulty in formal writing and grammar. However, slightly different from Gambhir's (2004) findings, some IETs in my study seemed confident with their reading abilities and a few reported difficulties with speaking, accents, and knowledge translation.

Although some IETs gained extra practicum experiences through supportive services such as the Transition Program at the University of Toronto, and the PREP program through ACSC, many IETs preferred to have more opportunities to practice teaching in Canadian schools. IETs in Myles, Cheng and Wang (2006) study faced challenges in adapting to a different school system and teaching philosophy, lack of experience in elementary education, language proficiency, and relations with ATs. In my study, some of the IETs had limited learning and teaching experiences in Canadian K-12 schools, but overall most IETs gained more confidence through their practica in Canadian K-12 schools. However, classroom management issues and teacher authority were still the concerns for IETs.

Research showed that student teachers likely emulate their mentors (e.g., Furlong & Maynard, 1995; Pianta, Stuhlman & Hamre, 2002) and students teachers used the classroom management skills that they recalled from coursework, advice from mentors and university supervisors. However, not every IET could handle classroom management as easily as their mentors. For example, Jenny did not and could not do what her AT did to manage her classroom, due to her identity as a student teacher and lack of experiences. Jack commented that his students did not respect teacher authority. Other IETs in the study also mentioned that “teachers have limited or no authority” and “student teachers have no status and have no authority.”

All of the IETs in my study understood the importance of learning from their mentors/ATs and many IETs had good learning experiences with their ATs. However, a number of IETs had conflicts and tensions with their ATs due to their different personalities and expectations, dissimilar teaching beliefs and styles, as well as cultural difference and race
discrimination. This research finding echoed some mentorship research literature. For example, Eby et. al. (2000) observed that in addition to poor interpersonal skills, the dissimilar attitudes, values, and beliefs between mentors and mentees caused negative mentoring experiences. Bradbury and Koballa (2008) noted that different teaching beliefs and different expectations related to communication could be the sources of tensions in mentor-intern relationships.

My research findings that show that IETs’ conflicts with their ATs are often a result of a lack of communication and unclear expectations is also similar to what Myles, Cheng, and Wang (2006) found in their studies of IETs in the Alternative Teacher Accreditation Program in Ontario. In the Myles, Cheng, and Wang (2006) study, open communication and mutual respect between IETs and ATs led to IETs' positive learning experiences, while unclear expectations and assessment by ATs caused conflicts. In my study, Nalita, Lara, Rose, Shyla and Soop had difficult experiences with one of their ATs. Although Lara was in a non-evaluated practicum through PREP, the negative feedback that she received from her ATs caused her a lot of frustration, anger, and stress. Lara's career choice and future plans after graduation were somewhat influenced by her unpleasant learning experiences with her AT. Both Nalita and Soop transferred to different schools to finish their practicum directly as a result of the conflicts with their ATs. The difficult ATs that Lara, Shyla, and Rose encountered were all IETs themselves — a factor that warrants further study on its own. Both Lara and Shyla identified one of their ATs as racist, and Rose believed that her discouraging experiences were related to her ESL speaker identity.

IETs’ multiple identities, especially their identities associated with their linguistic background, had great impact on their learning experiences in initial teacher education programs in Canada. As immigrants and minorities, they felt isolation in the programs. Although most of the IETs speak and/or write English proficiently, they lack confidence due to their non-native speaker identity or their identity as a native speaker of English with a non-Canadian accent. Because many of them did not have learning or teaching experience in Canadian elementary and secondary schools, they had to put in extra time and effort to learn about Canadian culture. A few IETs in this study experienced difficulty when working with their ATs, which more or less
is related to their cultural and linguistic identities. If Lara, Nalita, Rose, Soop, and Shyla were not immigrants, or if they were invisible minorities, their experiences might have been different.

Apprenticeship is an important notion in the theory of concept of Community of Practice (Lave & Wenger, 1991). In the community of practice described by Lave and Wenger (1991), newcomers enter the community, they start with nonparticipation and observation, they move on to doing simple tasks, and then their participation increases until they become full participants. During the process, there is little explicit instruction. Research literature in the field of teacher education highlighted the importance of mentorship between experienced teachers and novice teachers, or between in-service teachers and pre-service teachers. Although mentorship in educational contexts is different from a conventional, strict master-apprentice relationship, such learning and teaching relationship in the school context is more or less like an apprenticeship.

Wenger (1998) maintained that individual social beings belong to several communities of practice. Accordingly, individual teacher candidates belong to different communities of practice that they form with their peers and university faculties when they are learning in the teacher education program, because their learning is not limited in the university setting or classroom. Here, I would like to focus on the community of practice that IETs form with their ATs during practicum. Individual IETs and their ATs belong to a community of practice, whether or not they were aware of this. Such a community of practice comprises the four components: community, meaning, practice, and identity (Wenger, 1998). The meaning is the way that individual IETs and ATs talk about teaching. The practice is the activities in which IETs participate and engage. IETs’ identity in the community evolves as they move from nonparticipation as newcomers to full participation as “older timers”. Ideally, in such a community of practice, student teachers learn to teach in nonschool setting (the nonschool setting for teacher candidates is the workplace in which they practice their teaching skills) by observing experienced teachers in classroom and teaching under the supervision of ATs.

During the practicum, all IETs were legitimate peripheral participants in the community of practice they formed with their ATs, as their practicum was scheduled in the academic calendar and they were placed in the workplace by faculties of education. However, the degrees
of their participation and engagement were varied. They might not become full participants or “older timers” by the end of their practicum. Some IETs’ participation was limited or interrupted due to conflicts with their ATs. For example, Rose’s participation seemed limited in her last practicum. As the conflicts with her AT increased, Rose wanted to drop out from her practicum I (I will provide more detail in Chapter Nine). Rose’s nonparticipation was still legitimate peripheral participation in the community of practice, as legitimate peripheral participation includes various degree of participation and engagement between nonparticipation and full participation.

In the Chaplain’s (2008) study, secondary teacher candidates in England identified that their practicum was stressful. In my study, learning to teach in Canadian school systems was certainly a stressful experience as it involved a heavy workload, many differences, and for some IETs, tension and conflict with their mentor teachers. Sleegers (1999) and Kelchtermen (1999) maintained that teacher stress and burnout resulted from the interaction between individual teacher and their work environment (i.e., classroom and local school context, educational policies, socio-historical factors, and others). In my study, IETs entered the initial teacher education programs to learn to teach in Canada and they practiced teaching in Canadian schools through practicum and internship. “Teacher burnout...occur(s) when learning and development no longer take place” (Sleeger, 1999, p. 248). Although IETs might not have experienced teacher burnout, they were under much stress when conflicts with their ATs occurred and the tensions accelerated, or when IETs did not get enough support from their ATs for their learning to teach. In particular, after their negative experiences with their ATs, both Lara and Rose became reluctant to look for teaching positions. Kelechtemans (1999) maintained that teacher stress factors and burnout determinants were mediated through the perceptions of the teachers. In my study, a number of IETs expressed and showed their positive attitudes toward their challenges and stress. For example, Jasmine also experienced difficulties in her practicum. However, Jasmine did not take the negative comments from her supervisor negatively. Instead, she worked harder and wanted to prove that she could be a good teacher.
In the teacher stress and teacher burnout research literature, heavy workload is one of the main stressors. When learning in the teacher education programs in Canada, IETs experienced many other stress factors in addition to workload—language, culture, accents, as well as their negative experiences with ATs.

As discussed in previous chapter, during the process of immigration many IETs’ identities shifted from well-established teaching professionals in their country of origin to underemployed or unemployed immigrants in Canada. All of the IETs in this study had a common goal of constructing a teacher identity in K-12 schools in Canada. When learning in the different communities of practice, IETs’ multiple identities (e.g., experienced teachers, individuals without teaching experience, immigrants) had a great impact on their teacher identity formation and (re)construction. The IETs construction of their new teacher identities was hindered by several factors. These included the gap between IETs’ previous experience and their current situations as well as the fact that some IETs only had limited formal teaching experience. The change in identities was dramatic: some of their identities changed from experienced teachers to student teachers without Canadian teaching experience, or from tenured university professors teaching in graduate schools to students learning in the post-graduate teacher education programs. Many of them were also non-native speakers of English, or native speakers with non-Canadian accent. Such linguistic identity weakened their teacher identities in the English speaking environment. For example, Jenny's teacher identity was challenged by her students due to her accent. Rose was confronted by her AT who spoke English as a second language.

How IETs perceived their experiences may be influenced by their understanding and awareness of racism and discrimination. In this study, a few IETs related their difficult experiences to race discrimination but others did not want to attribute any of the problems to discrimination. As an educator and researcher, I understand my obligations to point out that those IETs did experience discrimination against their race, language, culture, and gender. As an immigrant myself, I understand those IETs’ feeling, respect their choice of wording, and would reserve a grey area in this section. However, it is essential that the teacher education programs
address this issue to help teacher candidates to become more aware of discrimination in school context and learn to handle possible conflicts with mentors or colleagues. This is especially critical for IETs as they are more vulnerable.

In this study, the relationship between student teachers and associate teachers was not only that of apprentice and mentor, but also a relationship with a power differential. Associate teachers have the authority of accessing student teachers’ performance while student teachers have no power to appraise their associate teachers. When conflicts happen between an associate teacher and a student teacher, due to the power differential, the student teacher’s learning can be limited and identity construction interrupted. There is only limited research literature discussing the issues of mentors assessing newly qualified teachers or teacher candidates (Fransson, 2010). In mentoring research literature, some educators have tried to differentiate mentor and supervisor and have proposed that mentors should not involve evaluation roles, and that only the supervisor role could involve evaluation (Ambrosetti & Dekkers, 2010). It would be worthwhile for teacher education programs to reexamine the practice of mentorship, especially the practice of mentors evaluating student teachers.

Through the lenses of Community of Practice (Lave & Wenger, 199; Wenger, 1998) and identity (Jenkin, 1996; Norton, 2000, 2006), IETs constructed their professional identities through their studies in the teacher education program and early teaching practice in practicum. During this process, IETs were in different communities of practice. When they took courses, they learned from other teacher candidates who took the same courses. Some of them also participated in other programs such as Transition Program and PREP program where they learned from other IETs. During practicum, IETs observed and learned from their associate teachers. In some cases, IETs also observed and learned from other certified teachers in the school. In the school context, mentor teacher/associate teacher can play the role of old timer leading novice teachers into the community of practice in teaching profession. IETs' different experiences with their ATs in this study supported existing literature. Positive experiences with associate teachers enhanced IETs’ learning, encouraged IETs to enter and participate in the community of practice, and negative experiences with associate teachers prevented IETs’
entering and participation in the community of practice (e.g., Deters, 2008; Myles, Cheng, & Wang, 2006). In the community of practice described by Lave and Wenger (Lave & Wenger, 1991; Wenger, 1998), from observing to playing basic roles, newcomers eventually gain full membership through the process of legitimate peripheral participation. The relationship between newcomers and old-timers seemed ideally equal. However, Lave and Wenger (1991) also pointed out that “(t)he social structure of this practice, its power relations, and its conditions for legitimacy define possibilities for learning (i.e., for legitimate peripheral participation)” (p. 98).

During practicum, teacher candidates and their mentors are not equal—mentors were also evaluators and stakeholders. The power relationship often put teacher candidates in a disadvantaged position and sometimes obstructed teacher candidates' learning, participation, and teacher identity construction in the community of practice. Even after successfully completing their practicum and internship, teacher candidates do not necessarily become members of the K-12 teaching profession in Canada. Their entrance into the teaching profession is dependent upon successful employment—a focus for the following chapter.
CHAPTER EIGHT: IETS' EMPLOYMENT SEEKING EXPERIENCES

As discussed in the previous chapter, most of the IETs experienced positive learning as well as difficulties and challenges in the initial teacher education programs in Canada. IETs' narratives highlighted the significance of having supportive mentor teachers and increasing practical components in the teacher education programs. In this chapter, I present the research findings related to my research question: What is the nature of IETs' employment seeking experiences with teaching qualifications obtained in a faculty of education in Canada? To answer this question, I first provide an overview of 20 IETs' employment statuses. I discuss IETs' employment seeking difficulties and strategies. Then I highlight the employment seeking experiences of four case study participants. Last, I summarize related research findings. The research findings in this chapter were from the data that I collected through Phrases 1, 2, and 3 of the study.

Overview of IETs' Employment Status

As Table 8 shows, in the first interview, five IETs (Cecilia, Bella, Mari, Charles, and Seyyid) obtained permanent teaching positions. Specifically, Cecilia, Charles, and Seyyid obtained their permanent contract in their second year of teaching. Bella obtained her permanent position a year and a half after graduation. Mari was offered a permanent position in her third year of teaching. In addition, Kent, Bill and Shyla held LTO (Long Term Occasional) positions. Donieta and Jane were teaching in private schools. Jenny was supply teaching in different childcare centers. Jasmine was supply teaching in public schools. Sunyi was studying in a graduate program and working as a TA at a university. Smith was working as private tutor. Three IETs (Jack, Lara, and Rose) were still studying in the initial teacher education programs.
## Table 11 IETs' Employment Status

<table>
<thead>
<tr>
<th>IETs</th>
<th>Graduation Date</th>
<th>Interview 1</th>
<th>Interview 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jasmine</td>
<td>2006</td>
<td>Supply, public</td>
<td>Supply, public</td>
</tr>
<tr>
<td>Mari</td>
<td>2006</td>
<td>Permanent</td>
<td>Permanent</td>
</tr>
<tr>
<td>Soop</td>
<td>2007</td>
<td>Nonteaching</td>
<td>Nonteaching</td>
</tr>
<tr>
<td>Nalita</td>
<td>2008</td>
<td>Unemployed</td>
<td>Unemployed</td>
</tr>
<tr>
<td>Bella</td>
<td>2008</td>
<td>Permanent</td>
<td>Permanent</td>
</tr>
<tr>
<td>Bill</td>
<td>2008</td>
<td>LTO</td>
<td>Permanent</td>
</tr>
<tr>
<td>Cecilia</td>
<td>2008</td>
<td>Permanent</td>
<td>Permanent</td>
</tr>
<tr>
<td>Donieta</td>
<td>2008</td>
<td>Private adult school</td>
<td>Private adult school</td>
</tr>
<tr>
<td>Kent</td>
<td>2008</td>
<td>LTO</td>
<td>LTO</td>
</tr>
<tr>
<td>Jane</td>
<td>2008</td>
<td>Private</td>
<td>Private</td>
</tr>
<tr>
<td>Sunyi</td>
<td>2008</td>
<td>TA, university</td>
<td>—</td>
</tr>
<tr>
<td>Shyla</td>
<td>2008</td>
<td>LTO</td>
<td>—</td>
</tr>
<tr>
<td>Jenny</td>
<td>2009</td>
<td>Supply, daycare</td>
<td>Supply, daycare</td>
</tr>
<tr>
<td>Charles</td>
<td>2009</td>
<td>Permanent</td>
<td>Permanent</td>
</tr>
<tr>
<td>Samina</td>
<td>2009</td>
<td>Private Elementary</td>
<td>Private Elementary</td>
</tr>
<tr>
<td>Seyyid</td>
<td>2009</td>
<td>Permanent, Religious</td>
<td>Permanent, Religious</td>
</tr>
<tr>
<td>Jack</td>
<td>2010</td>
<td>Unemployed</td>
<td>Unemployed</td>
</tr>
<tr>
<td>Lara</td>
<td>2010</td>
<td>Unemployed</td>
<td>Nonteaching</td>
</tr>
<tr>
<td>Rose</td>
<td>2010</td>
<td>Unemployed</td>
<td>Unemployed</td>
</tr>
<tr>
<td>Smith</td>
<td>2010</td>
<td>Private tutoring</td>
<td>Private tutoring</td>
</tr>
</tbody>
</table>

— Unavailable for second interview
At the time of the second interview, Kent had obtained a permanent contract. Lara had begun work in a six-month contract nonteaching position outside the education field. Jack and Rose were still looking for jobs after being certified. Smith was still working as a private tutor, tutoring one student to hours per week. Nalita graduated in 2008 and was still unemployed in 2010.

At the end of the study, six IETs (Bella, Bill, Cecilia, Charles, Mari, and Seyyid) were holding permanent teaching positions in publically funded schools. Two IETs (Donieta, and Jane) were teaching in private schools. Two IETs (Jack and Jasmine) were doing supply teaching. Kent was still working on a LTO position in a public school in Ontario, and Jenny was teaching in an elementary school in northern Manitoba on a one-year contract. Soop gave up looking for a teaching position and would stay in her nonteaching position in New Brunswick. However, Nalita and Rose remained unemployed. Lara and Samina were finishing their contract positions and eventually became unemployed. Smith was underemployed as he was tutoring one student once per week. Shyla was finishing her LTO contract and had to renew her application for supply teaching, and Sunyi was finishing her studies in the graduate school. In my last conversation with Shyla through telephone, Shyla mentioned that she was not teaching and was still looking for a teaching position. However, neither Shyla nor Sunyi was available for follow-up interviews.

**IETs' Employment Seeking Difficulties**

The ultimate goal of IETs is to obtain a teaching position in public schools after being (re)certified in Canada. Even though IETs have gone through the teacher education program and obtained Canadian teaching certificates, none of the 20 IETs obtained a permanent teaching position in the first year after graduation. A few IETs were holding LTO positions or working as supply teachers in their first year. Some IETs were still looking for supply teaching positions.
Eligibility. A number of IETs (e.g., Charles, Donieta, Jenny, Jack, Lara, Nalita, Rose, Samina, Smith, and Sunyi) were not on the eligible hiring list in the first year which meant they could not even work as supply teachers in public schools. Sunyi, a Korean IET, graduated in 2008. Math and Economics are her teachable subjects.

I got a couple of interviews. One with TDSB. One with Durham. But I got the impression that they prefer teachers with teaching experience or teachers who were already doing supply teaching in their board.

Sunyi was not on the eligible hiring list. So she looked for opportunities in an international school. “I was thinking of the international school in UK, but things didn't come out as expected.”

Nalita, who gained five years of “Canadian experience” through her volunteer work in schools, has applied for three school boards and submitted her resumes to numerous schools. After nearly three years, she still was looking for a supply teaching position. Nalita shared her stories with me at a quiet corner in a public library in York Region. She said, “I want to know how I can become a supply teacher. Please look at my resume. Give me an interview. And tell me what is missed in my resume. I want to fix it.” Although Nalita has a Master's degree, she was never offered an interview opportunity. Like Nalita, a few IETs (e.g., Donieta, Jenny, Rose) raised questions of how to become a supply teacher. “How can I get on the eligible hiring list? What criteria do they use when choosing teachers for board interviews?” However, none of them found satisfactory answers to these questions.

A few months later when I talked to Nalita again, she told me that she had been to the workshops offered by a school board. She asked some people to look at her resume and was told that her resume was fine. She delivered her resumes to different schools. She tried to make an appointment with the principal of the school where she has volunteered for five years but the principal has been always too busy to see her. The only possible reason with which Nalita could come up was that she had been in Canada for only five years and that she was too “young” in Canada.

“I like teaching. I don't mind working as a volunteer. I still need to pay our bills. I want to support my family financially.” When I first talked with Nalita, she said that she would not
consider nonteaching positions but when we met again later, she said that she also looked for nonteaching positions. Nalita was desperate to get a job. She applied for positions in private schools but she didn’t have the AQ course in special education for which private schools were looking. She could not afford to take this or any other courses due to financial constraints. Nalita also applied for positions in international language programs, day care, and even Shoppers Drug Mart.

I applied for a cashier job, but I was told that I didn't have Canadian experience. I have a Master's degree in Commerce and Accounting. I worked as an accountant assistant in a multinational company for two years. But that was not Canadian experience. (Nalita)

Soop obtained her teaching certificate in New Brunswick in 2007. “I applied for a lot of jobs, but I haven't been called for interviews. I only supply, substitute.” In 2008/2009 school year, Soop taught one day a week. However, in she was called to supply teach for only one day in 2009/2010 school year. Soop related her difficulty finding a permanent teaching position to her language ability. Soop is an ethnic Chinese, but she has been educated in English schools and English is her first language. However, she does not speak French.

New Brunswick is a bilingual province. So all the teachers who get jobs are bilingual...have to be a bilingual. Since I am not bilingual in French, and I can’t speak French. Basically, my prospect for teaching job is null.

**Frustrations.** IETs worked hard to get through the initial teacher education and all obtained Canadian teaching qualifications. However, employment seeking after graduation proved to be very difficult and frustrating. A few IETs (e.g., Bella, Donieta, Soop) expressed their dissatisfaction of not getting reward after investing much effort. Albanian IET Donieta commented on her job seeking experiences as follows:

It was so frustrating. It's like you are dealing with a demon and the demon is invisible. It seems you are doing something but nothing is coming. You know when you do something all, and you expect a reward. Sometimes I feel like I am fighting with someone I can't even see. Everyone says that just keep on doing what you're doing, one day you will see the rewards.

---

18 Shoppers Drug Mart is one of a retail drug stores owned by Shoppers Drug Mart Corporation.
Donieta was frustrated because she believed that she might have missed the opportunities of getting a teaching position in the public school system.

Actually I got an offer to teach in a summer school during the summer time. I made a huge mistake in my life. I did not accept it. They offered me two months. I did not accept it because people around me telling me, hey, what do you do after two months. Start looking for a job? Unless you have something stable now. You are earning almost three thousand dollars now. You are putting them in your pocket every month. One of my friends took it and she got an LTO right after that. Now she's hired by the school board. So that was the mistake I made.

The job market for teachers in Ontario has been complex in the last few years, as “teacher shortage in Ontario was over” (McIntyre, 2005). What's more, some school boards in Ontario indicated that they preferred retirees to new teachers as supply teachers (Alphonso & Hammer, 2010). It is difficult for newly certified teachers to find supply teaching positions and more difficult for IETs. Rose, a Chinese IET who graduated in June 2010 with teachable subjects in Math and Accounting, was not on the hiring list.

School boards do not have the budget to hire more teachers. It's so bad that they don't hire teachers. I spent thousands of dollars to study a BEd. Now I can't find a job. It is a waste of money and time. If I knew the employment situation for new teachers a year ago, I would not waste my money and time for this BEd. (Rose)

IETs holding teaching LTO positions were very pleased that they had the opportunities, but stable employment was still their concern since they were not holding permanent contracts. A few IETs (e.g., Bella, Jane, Kent) missed the opportunities to interview for permanent teaching positions after they signed contracts to teach private school or LTO positions.

**Discrimination.** None of the IETs specified that they experienced discrimination when they were looking for employment. However, just as Shyla commented, “You can feel it, but you can't say it. Every immigrant feels that. It doesn't matter how good you are. It doesn't matter how good your teaching is. You feel it, right? But you can't say it in words.” After graduation in 2008, Shyla started teaching in one school and she was told that there was one position vacant. Ten days later, she was told that the new teacher had come.
I don't know from where the teacher came. I don't know what happened. When was it advertised? When was the interview? I don't know anything. I don't know anything… New teacher was totally new, without any experience. So I thought that person might have different teachable subjects, so they prefer that person. But after teaching for 1 month, I found out that person had the same teachable subjects as me.

Shyla was not aware of the hiring process in public schools. It's always a myth what employers are looking for. Kent, an ethnic Chinese IET originally from Malaysia, told one of his job seeking experiences.

It's hard to say. It's really hard to say. I have graduate degrees. I have a Master's degree. I have a PhD… That was a position to teach in the I.B. Program\(^\text{19}\). I thought I was quite competitive. I felt that my academic background match the requirement. I found out later that they hired one of my classmates. A local woman... She even said that she had been away from schools for a long time. She didn't have strong technical background. She didn't have experience teaching I.B.

**IETs' Employment Seeking Strategies**

As Table 12 below shows, IETs used different strategies for seeking employment during their transition from the teacher education programs to the workplace. In the next few pages, I highlight some of themes that emerged.

\(^{19}\) IB Program: International Baccalaureate Program. For more information, please refer to [http://www.ibo.org/](http://www.ibo.org/)


<table>
<thead>
<tr>
<th>IETs</th>
<th>Employment Seeking Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bella</td>
<td>Work hard, never give up, be positive, good attitude</td>
</tr>
<tr>
<td></td>
<td>Seek support from ACSC: writing resume, interview skills</td>
</tr>
<tr>
<td></td>
<td>Submit resume to different schools</td>
</tr>
<tr>
<td>Bill</td>
<td>Networking, make connection;</td>
</tr>
<tr>
<td></td>
<td>Work hard at LTO positions</td>
</tr>
<tr>
<td>Cecilia</td>
<td>Attend resume writing workshops</td>
</tr>
<tr>
<td></td>
<td>Seek support from ACSC</td>
</tr>
<tr>
<td></td>
<td>Delivered resume to different schools</td>
</tr>
<tr>
<td></td>
<td>Teach in private high school</td>
</tr>
<tr>
<td>Charles</td>
<td>Delivered resume to over 50 schools</td>
</tr>
<tr>
<td></td>
<td>Networking, making connections</td>
</tr>
<tr>
<td></td>
<td>Volunteering</td>
</tr>
<tr>
<td></td>
<td>Study AQ course</td>
</tr>
<tr>
<td>Donieta</td>
<td>Teach in a private institute</td>
</tr>
<tr>
<td>Jack</td>
<td>Work hard, pray</td>
</tr>
<tr>
<td></td>
<td>Attend workshops, job fair</td>
</tr>
<tr>
<td></td>
<td>Study for Life Insurance Agent License</td>
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<tr>
<td></td>
<td>Look for nonteaching positions</td>
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<tr>
<td></td>
<td>Look for possibility of starting transnational business</td>
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<tr>
<td>Jane</td>
<td>Work hard</td>
</tr>
<tr>
<td></td>
<td>Prepare early</td>
</tr>
<tr>
<td></td>
<td>Look for jobs. Never wait for jobs.</td>
</tr>
<tr>
<td></td>
<td>Attend workshops, job fairs</td>
</tr>
<tr>
<td>Jenny</td>
<td>Work hard</td>
</tr>
<tr>
<td></td>
<td>Phone schools, sent resumes</td>
</tr>
<tr>
<td></td>
<td>Looked for jobs outside of GTA and in other provinces</td>
</tr>
<tr>
<td></td>
<td>Work with another new teacher who is looking for jobs, help each other</td>
</tr>
<tr>
<td>IETs</td>
<td>Employment Seeking Strategies</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
| Kent | Phoned different schools  
Work hard at LTO positions  
Give up LTO, wait for permanent position |
| Lara | Do what has to be done, then pray  
Look for alternative employment opportunities |
| Mari | Before graduation sent CV to different school boards |
| Nalita | Attend workshop, revise resume, looking for teaching positions in daycare, private schools, and nonteaching positions |
| Rose | Volunteer, make connection, networking  
Look for nonteaching positions |
| Samina | Teach in private school to gain more Canadian teaching experiences  
Leaving Canada soon and coming back in 2 years |
| Seyyid | Obtain information early  
Make connections  
Do internship in the private school where he wanted to teach  
Attend job fair |
| Shyla | Keep working hard, be honest to the profession, take good care of students, believe in God |
| Smith | Apply various jobs  
Start tutoring business |
| Soop | Give up finding a teaching position  
Stay in the profession that she has been for a long time  
Consider moving to another province  
Pray |
| Sunyi | Prepare for interview questions early  
Look for teaching position in an international school  
Apply for graduate school |
Working hard and seeking support. "Work hard" was mentioned by many IETs when they spoke of their experiences and strategies. For example, Jane found a teaching position in a private school in March 2009, two months before she graduated from the teacher education program.

I may say that I am very lucky. I can also say that I work very hard. Many people wait for jobs. I never wait for jobs. I look for jobs. So I attended any activity, any workshop related to job seeking.

A number of IETs mentioned that they understood the job market for new teachers was not promising. So they started looking for jobs when they were still in the program. They sought support for resume writing and improving interview skills. Most of the University of Toronto graduates mentioned that they sought additional support from the university through the Academic and Cultural Support Centre (ACSC) and the Pre-Field Experience Program (PREP). They attended job-seeking related workshops.

As most of the IETs speak English as their second or other language, they practiced interviews with a mirror, recorder, or with their peers. In addition, to prepare for the job interview with Toronto District School Board (TDSB), Jane read aloud the answers that she prepared and she memorized the answers.

You can't just recite the answers in the interview. You need to talk about them very naturally. But you can only talk about them naturally after you memorize them and familiarize yourself with the answers.

Some IETs mentioned that they shared information with other teacher candidates and helped each other. Jane was one of the few students who had a job offer before graduation. She shared her job seeking and job interview experiences with her classmates. After graduation Jane still stayed in touch with some of her classmates. They shared information and teaching materials.
Networking. As discussed in Chapter Seven, in order to enter the community of practice in the teaching profession, IETs tried to make connections and networks through practicum, internship, and volunteer work. A number of IETs (e.g., Bella, Cecelia, Charles, Nalita) mentioned that they had experiences of delivering their resume to different schools. Charles, for example, returned to Canada two years ago and went directly to the initial teacher education program. When Charles was still in Taiwan, he received the magazine Professionally Speaking from one of his friends. He understood that connections and networking were critical for job seeking. “You will not get the interview chance with the school board if you don't have connection.” Charles graduated in 2009 but he was not on the eligible hiring list of TDSB. So he prepared his resumes and delivered them to over 50 schools in Mississauga and Brampton of Peel Region. “It was useless because I didn't have connections.” So he did some volunteering in Peel Region to make some connections. Then he realized that was not very useful because he did his two practica and internship in the TDSB. In the winter of 2009, Charles moved his family from Mississauga to Toronto so he could do some volunteer work in the TDSB. In the summer of 2010, Charles found his permanent position due to his networking.

I think I had good reputation in that school. The principal has seen me teaching before. So when I went to talk with him, he told me that one teacher was leaving. After he got confirmation from the board that he could hire a teacher, I got the job.

Compared to Nalita, Charles seemed to have better luck in networking and making connections through volunteer work in the schools. Nalita had been volunteering in the school for five years but she could not even make an appointment with the principal to discuss her intention of finding a supply teaching position. During the winter semester, Charles volunteered in five schools and talked with five principals. One principal was supportive and offered him a job. “Only 1 out of 5 was supportive. But that's what I need. I only need one job. I am lucky!” Three days after Charles signed the contract, I interviewed him in a coffee shop in North York. “I am still overwhelmed with the excitement and happiness!” Charles said.
**Attending job fairs.** A number of IETs (e.g., Jack, Jane, Jenny and Seyyid) mentioned that they attended job fairs. For example, Jane talked about her experience at a job fair.

Not many people showed up at the job fair. It was winter. It was Saturday morning. Maybe they were not interested in private schools. We also heard some misleading information such as that the pay is not so good, that parents are arrogant. I thought, I wanted to go to have a look. Nothing to lose. I went there early. So I had a lot of opportunities. I submitted my resume. Later more people came. They had to line up and waited for a long time. I was early so I could talk to those schools. One week later, I did a follow-up with those schools. Some did not respond. Some did. So I got a letter saying that they had a position opening and asked me to go there for an interview.

Similarly, Seyyid found his permanent teaching position in Calgary when he attended a job fair in Toronto. “They had people in the job fair. I submitted my resume. I got the job.”

**Seeking alternative teaching opportunities.** As it is not easy to find teaching positions in Ontario, some IETs looked for jobs in other parts of Canada. For example, Taiwanese Jenny graduated in 2009 but she was not on the eligible hiring list. So she was supply teaching in daycare and looking for teaching positions in other provinces. She found a one-year contract at a first nations reserve in Manitoba. Turkmenistan IET Seyyid started teaching in a religion-based private school after graduation. He found out that in the province of Alberta, religion-based schools were publicly funded. So he and his family moved to Calgary after he signed a contract with a religion-based school there.

Like Seyyid, after graduating from the teacher education program, Samina taught in a religion-based girls' school for a few months. However her aspirations were to teach in public schools. Before graduating from the teacher education program, she went for an interview with TDSB, but she could not get on the eligible hiring list. She called the school board to ask why she was not selected, and she was told that her answer to one of the questions during interview was not adequate. In the second year, Samina did more preparation and submitted her application. However, once more she was not selected. She moved back to Pakistan and hoped to return to Canada in two years as she heard the job market for teachers could be better in two years.
Korean IET Sunyi applied for teaching positions in public schools in Ontario and an international school in the UK but she did not have much luck getting a job. So she applied to graduate school. During the time of study, Sunyi was a graduate student in a Masters program in Math and was working as a TA at the same time. Sunyi hoped to eventually find a teaching position in public school.

In addition, a number of IETs (e.g., Bella, Bill, Jenny) expressed their intentions to start their own tutoring businesses, after-school programs, or private daycare as their alternative employment options if they could not find teaching positions in schools. Jack tried to establish a website development business between Canada and the Philippines. During the study, IET Kent was teaching at an LTO position in a public school and also working as a tutor at weekends.

**Multiple Case Study**

The four core participants in the study had different experiences finding employment. Jasmine graduated in 2006 and she has been a supply teacher since then. She also taught Mandarin in the heritage language programs. Jenny graduated in 2009. She found a one-year contract and moved to a First Nation reserve in Manitoba at the end of August 2010. Jack and Lara both graduated in 2010. After working at a nonteaching position and did some supply teaching in a private institute for a few months, in December 2010, Jack was accepted by Toronto District Catholic School Board (TDCSB) to be a supply teacher. From October 2010 to March 2011, Lara worked at a six-month contract position in an immigrant settlement organization.

**Jasmine: I am satisfied being a supply teacher.** Jasmine graduated from the initial teacher education program in 2006, but she was not on the eligible hiring list.

I went for the board interview. I got the rejection letter. Oh, my god. I spent so much money and time studying, but I can't even find a job. I learned from my previous experience. You can't give up. You need to sell yourself. So I wrote a letter. I stated my strength. I wanted to write “I am green eggs and ham. Please try me. You will like me.”
It was September again. Jasmine did not obtain a teaching position. She continued to volunteer in the school where her children studied. “So I met the principal on the playground. He asked me if I was teaching yet because he knew I studied in the teacher education program. So I told him that I was not on the list.”

The principal had been aware that Jasmine volunteered in the school for years. Teachers were happy with her. Students loved the challenging math questions that she prepared. The principal said that he would make a phone call and recommend Jasmine for board interview as a candidate for supply teaching positions. A few weeks later, Jasmine got a letter in October, on her birthday, saying that she was on the hiring list.

Jasmine started her teaching career as a supply teacher. She taught almost every day. She also taught Chinese on Friday evenings and on Saturdays. After a couple of years, Jasmine realized that her health could not afford such heavy workload any more.

Then I realized that my health cannot afford that. According to the Law of Energy Conservation, we have limited energy. Either I am not responsible enough for my own children or other people’s children. So I decided to quit the teaching in Saturday afternoons. I only teach in Saturday mornings.

Since her graduation in 2006, Jasmine applied for permanent teaching positions every year, but she didn’t have much luck. However, Jasmine looked at it in a positive way.

Even if I am on the list of permanent employees, teaching in the same class everyday is too stressful. You need to prepare for lessons. You need to write report cards. You need to deal with parents. We are immigrants. Depending on where you teach, some students, some parents don’t respect you at all. Also, when kids are small, you need to take care of them. Now they are bigger. They don’t need me to take care of them so much. But they need me to help them with their study... I have too many things in the home need to be done. When the kids come home from school, they are usually very hungry. I need to get them some food. Then I can have a rest before I need to cook supper. After supper, I need to help them with their homework. I wash dishes after the kids go to bed.

Jasmine preferred supply teaching was partly because of her English proficiency.

Some people said that my English was good because I had publication in English. But that's different. That's academic. The language is different...My English, no matter what, is not so good as that of the local teachers. They were born here. To be honest, my pronunciations are not so accurate as that of my students. I don't have confidence in this.
Jasmine's employment seeking did not seem very difficult because she obtained support from the principal of the school where she volunteered. Compared to Nalita, Jasmine seemed luckier.

Over the years, Jasmine has taught in different schools in Downtown Toronto, North York, Scarborough, and Central Island. However, she never did supply teach in the school where her four children studied.

I volunteered in that school before I went to teacher education. After graduation, I still go there as a volunteer. But I was never called to supply teach in that school. My four children studied in that school. The secretary put my employee number at a visible place. I guess the principals have a list of supply teachers that they prefer.

**Jenny: Finally…though it is a one-year contract.** I first interviewed Jenny in the fall of 2009, after she came back from Taiwan. In a McDonald's near her apartment, Jenny told me that she needed to find a teaching job.

I started sending out resumes two days ago. I am still waiting for my license. So I am looking at private schools and day care, school program, community centers in Toronto area. I have ECE, which is still useful. I sent out six resumes, made two phone calls... I looked at my resume. I have a Bachelor's degree. I have a Bachelor of Education. I have a Master's degree. I also have ECE. I should be able to find a job.

Over the last few years, Jenny has been working part time in daycares. In Jenny's experiences, finding a supply teaching or teaching assistant in daycares was not too difficult.

It was not too difficult to find part time in day care, afternoon school program. (Before I started teacher education program) I was doing supply teaching in three or four childcare centers.

Two weeks later, Jenny started to work as a part-time teaching assistant in a day care. She also did supply teaching in two other childcare centers.

When Jenny was looking for work in daycares, she only considered areas along the subway lines in Toronto. After she obtained her teaching certificate, she started to look for a teaching position in the public school system. She submitted her applications to Toronto District School Board, York Region School Board and Peel Region School Board. She applied for positions in the Northwest Territories. She was also interested in finding a job in Vancouver,
Edmonton, or Halifax. Jenny would like to look for jobs in non-government organizations (NGOs) or immigrant settlement service if she could not find a teaching position. At the same time, she was also ready for the option of working in low-pay positions before she found a teaching job.

I heard that half of the graduates from teachers college got jobs. It is just like a person studied for a whole life and finally got a Ph D, but ended up washing dishes in restaurants. It is not so bad if you only need to wash dishes for a year. But if you need to wash dishes in the restaurant for the rest of life, then why do we need so much education. I am considering working in MacDonald at weekends to pay my bills.

Jenny stayed in touch with me through MSN. The following quotes are some of the messages that Jenny sent.

“No news is good news.”
“I am worried.”
“I heard TDSB has completed their recruitment. No more positions in the summer. Is it true?”
“I am frustrated...It has been four months already.”
“I am defeated. Five months already.”
“It has been six months.”
“Am I the most unfortunate person?”
“I am in my bad luck now.”

From winter 2009 to spring 2010, Jenny did not have much luck finding a teaching position in public schools. Summer 2010 arrived and Jenny was still looking for a teaching position in publically funded schools. As mentioned in Chapter Seven, during her practica, Jenny also had chance to work with supply teachers. Jenny asked those teachers about their interview experiences, job seeking strategies. However, Jenny was not lucky enough to obtain any interview opportunities with any school boards. She could not even work as a supply teacher.

“I am frustrated now.” Jenny sent me a message through MSN in July 2010.
“Why?” I replied.
“Because I have tried to apply for some jobs at Durham school board,” Jenny said.
“And all of my applications are bounced back.” Jenny continued her story.
“I don't know why!!!! I don't know if I attached too many files or just there are way too many people applying for a job now!”
“Why? Bounced back? What did you mean?” I typed my questions and clicked “Enter”.
“I sent my applications through email. And the emails all got returned!!!!” Jenny's message came in.
“But the same day!!!!”
“They just opened the job.”
“And I just emailed.”
“And the mailbox got full!!!!”
“Incredible...”
“So what can you do?” I sent out my question.
“I am thinking of sending my paper applications to them!!!” Jenny's message appeared.
“I am feeling I am a loser in this game now!!!!”
Looking at the screen of my computer, reading the messages Jenny sent over, I could feel her frustration. However, there was nothing I could do to help.
“But do you know what's the most terrifying?” Jenny sent another message.
“?” I typed a question mark.
“The gap between graduation and now” Jenny's message appeared on the screen of my laptop.
“Every time when I fill out an application,”
“I have to choose ‘teaching experience — 0 year’”
“What's your status now — other, not student, not graduating.”
“Just other.”
“Which means nothing...”
“And I feel the longer I am out of the field, the harder for me to get back,” Jenny's messages came one after another.
“You are teaching in the daycare, right? That's your teaching experience.” I clicked “Enter” to send out those two sentences. I wasn't sure if I could make Jenny feel better.

“No.” Jenny replied.

“The only accountable teaching experience is teaching at school.”

“Not teaching somewhere else.”

In the middle of August 2010, Jenny sent me a message through MSN. “I am going for my interview on Monday.”

“Wow! That's great news!” I replied.

“Yes. Manitoba,” Jenny said.

“First nation,” She added.

A few days later, Jenny told me that she received an offer to teach in an elementary school in a first nation reserve in Manitoba. “Finally...though it is a one year contract...No matter what, I will finally have my salary.” I could hear that she was happy and excited.

Jenny moved to Manitoba at the end of August, 2010. The school is in a small village by a lake. To get there, Jenny would fly to Winnipeg, transfer twice to get to the closest city, and then travel by Greyhound for two hours.

I interviewed Jenny before she left for Manitoba. Talking about her employment seeking experiences, Jenny said that she “really worked very, very, very hard.”

I found the job through the website Education Canada. I know you would find (teaching) jobs information on two websites: Education Canada, another is Teaching in Canada. Ones free, the other is not. So I put my resume on the free website. I really worked very hard. For the last month, I visited the websites almost every day. I sent out my resumes every day.

Jenny noticed that some schools in First Nation Reserves were hiring teachers. So she submitted her resume. One day, Jenny got a phone call from Manitoba. “I didn't understand much of what he said. He didn't understand much of what I said.” However, at the end of the conversation, she was invited to have an interview in Winnipeg. Jenny described her experiences as “happening too fast.”

http://www.educationcanada.com/
I sent out my resume on Wednesday. Then I got the phone call on Thursday evening. One week later, I flew to Winnipeg on Sunday morning, had the interview on Monday, then I came back on Monday evening.

To prepare for the interview, Jenny reviewed the common interview questions that she obtained from a course at the teacher education program. She contacted one of her classmates who was teaching in the North Territories.

She happened to be Toronto. So I met her. We talked. She told me about her interview experience: the questions they asked, the questions they didn't ask, how she answered the questions. I also looked for information on line for aboriginal board interview questions, experiences.

Jenny's job interview in Winnipeg took place in an office building. The interviewers were a group of eight people. They asked Jenny eight questions in total. Jenny asked them three questions. The interview lasted about one hour. At the beginning of the interview, Jenny was nervous.

The interviewers are First Nation people. So English is their second language. English is also my second language. So during the interview, they didn't understand some of what I said, and I didn't understand some of what they said. So we tried to communicate, communicate, communicate. We did a lot of clarification. When I didn't understand what they said, I asked them what they meant. When they didn't understand what I said, they asked me. That made me relax a bit.

Later, the interview became a “very interesting, very happy experience.”

I told them some of my teaching experiences when I was a student teacher. We talked about fish. So I bought a fish from the grocery store and showed it to my students. Some of my students said “Yucky.” At the end of the unit, I took my students to a pet store to buy a pet fish. All of the interviewers laughed, because First Nation kids are very familiar with fish, and they go fishing at very young age.

Jenny related her success at the interview to her “many interview experiences” and the supports that she obtained from different people.

We really need to practice through interview experiences. I learned from my interview experiences. I also asked my boss who interviewed me to give me advice. I wanted to know what I need to improve for the interview. So she told me that I should give more examples. I also emailed one of my instructors at OISE. She replied to tell me how I should answer questions.
Although language could be a barrier for IETs during employment seeking (Myles, Cheng & Wang, 2006) and during interviews in particular, this was not the case for Jenny, because the interviewers were also non-native speakers of English. In this instance, Jenny's successful L2 user identity was more powerful than her non-native speaker status. Had the interviews been native-speakers of English, the outcome of the interview may had been different because their perception of Jenny as a non-native speaker of English.

**Jack: I am trying to find a way to work and take care of my kids at the same time.**

When he was in the teacher education program, other than attending a job fair, Jack did not look for jobs seriously.

I don't have the evaluation from my first practicum yet, so I don't think I can start looking for a job. Plus, the workload is just enormous that there no more time to browse for job opportunities. I just want to complete this program first and then start applying.

Jack graduated from the teacher education program in June 2010. In the middle of June, Jack started sending out job applications. He applied for public school boards, Catholic School Boards, and private schools. Unfortunately, Jack was not on the hiring list of any school boards.

I haven't even been asked for an interview. I applied for TDSB, TDCSB I have Simcoe County, Peterborough, Peel Region School Board. But I haven't received any...

According to Jack's understanding, because of his internationally educated background, and his participation in the PREP program, the evaluation documents for his teaching in two practica came a bit later than other Canadian teacher candidates, This somehow delayed his teaching certificate application for OCT and job applications with school boards.

In the summer of 2010, Jack studied for the additional qualification (AQ) course on Special Education so he could be more prepared to find a teaching position. In addition to looking after his three children, Jack started studying for the Life Insurance Agent License so he could have opportunities for alternative employment if a teaching job did not materialize. He also had been looking for other nonteaching jobs.
If I can't find teaching positions in schools, I would like to look for educating, training jobs. I also look for care giving, like child care services. I am even ready for work as a general labour.

In September of 2010, Jack was very happy to tell me that he found a part time job in a private education institute working as a website developer. Most of the time, Jack worked from home. Later, Jack also did some supply teaching in that school. However, “pay is always delayed though. But I am more appreciative with the experience I gain from it.”

After working between website development and supply teaching for a while, Jack was offered the opportunity to work full time as website developer and administrative staff. However, Jack rejected the position. “I am not sure if I want to work full time at this nonteaching position. If it is a teaching position, I might or might not take it.” He did not think that he could not work in any full time positions (whether it was teaching or nonteaching) and take care of his three children at the same time.

Since Jack had an educational background and work experience as an IT analyst, Jack also looked into the possibility of a website development business, setting up websites in Canada for businesses in his home country of the Philippines. He would make use of Philippine network to generate the business and do the actual website development in Canada. In this way, he would not only have more income but also more time to take care of his children at the same time.

In December 2010, Jack was accepted by TDCSB to be a supply teacher. Jack did daily supply teaching in different schools, but he had not had a chance to teach in the schools where his children studied.

The principal said that he would call me for some supply teaching, but never did. I don't know ... should they have the concern of conflict of interests, because I am the parent of ... and I am in the parent council.

Jack was hard working in the teacher education program. He worked hard to find jobs after graduation. He was flexible as to which school boards he sought work in. He was constrained by his responsibilities as a single father. A full-time position might not be a good
Supply teaching seemed a better choice, as Jack could work and take care of his three children.

**Lara: I would love to look for a teaching position.** Before Lara and her husband Smith immigrated to Canada, they were not very informed of the job market situation for teachers in Canada. They were hoping to locate teaching positions after landing in Canada. However, things did not work out as they expected. They did not know that they could study in university soon after they came to Canada. For her first four years in Canada, Lara worked at a number of nonteaching positions and was frustrated with her employment situation. Encouraged by her husband, Lara went back to school. However, because of her difficult experiences with her mentor in the practicum through PREP program, Lara was doubtful about her career choice. “I'm not sure if I would teach after graduation, but I will certainly finish the program.”

During her study in the teacher education program, Lara went to a job fair in February 2010 and applied for a job in an international school based in Trinidad. She got an interview but did not get the job. In addition, Lara has been to a job finding club and some job seeking workshops, but she did not have much luck finding a teaching position.

After graduating from the teacher education program, Lara went back to Trinidad for a few months. I met Lara again in the fall of 2010. She was still waiting for a document from Trinidad for her teaching certificate application through Ontario College of Teachers. She was hoping that she would have the teaching certificate before Christmas and start looking for a teaching position in the public school systems in January 2011. “I would love to look for a teaching position.” Lara was very happy to share with me that her two practica were quite successful. She had no problem with her mentors/associate teachers (ATs) and she would like to teach in Canada.

Lara obtained a six-month-contract position through a program for newcomers.

I just started this contract two weeks ago. I didn't have much to do in the last two days, but I will be busy next week because my boss is going away to California. It's different from teaching, but it got me used to working with different people.
Lara was pleased that she gained some administrative work experiences through the contract. Then she could apply for another administrative job later.

I actually created an entire new filing system for my director. He had all the files...he's very disorganized, but he has photographic memory. So even though it was all over the place, he knows exactly where this is. But when people need to find anything, they can't find it. So I organized all the files, over 500 files. It was a huge project.

After graduation, Lara also applied for a few positions with private schools but she did not get any response. Lara is Catholic, so she would like to find a job within a Catholic School Board. To apply for any teaching position in the Catholic schools, Lara would need a letter from the priest at the church where she been attending. She hoped to get the letter from the priest soon, and then she could start looking for a teaching position in public schools or Catholic schools.

As discussed in Chapter Seven, the difficult experiences that Lara had with one of her ATs made her reluctant to look for teaching positions. Later her successful practicum and internship allowed Lara to gain more confidence so once again she wanted to find a teaching position. After all, teachers are generally well paid and have good benefits in Canada. One of Lara's motivations to become a teacher in Canada was to improve her employment status, so teaching would still be a good choice. However, while she waited for a document from Trinidad to be certified by OCT, it was difficult to find a teaching position even in private schools.21

At the end of the study, Lara finally received the documents from Trinidad and she hoped to obtain her teaching certificate in April 2011. “They are still hiring in April for September. That's okay. I am still eligible.” In addition, Lara and her husband Smith also had the intention of looking for teaching positions abroad. They would like to join a cousin in England. At her workplace in Canada, Lara experienced difficulties as a result of her Caribbean accent. She believed that British people could understand her English accent better. So they were hoping to have a better future in England.

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21 A teaching certificate is not required to teach in private schools.
Cross-case analysis. Jasmine, Jenny, Jack and Lara studied in the initial teacher education program in the same university (University of Toronto). There were many differences in their experiences and results. This was particularly true when it come to their difficulties and coping strategies as it pertained to seeking full time employment.

Jasmine and Jenny are both ethnic Chinese and they are qualified to teach in elementary division. Jasmine successfully became a supply teacher soon after graduating from the teacher education program. She obtained support from the principal of the school where she had been volunteering for a few years. Jenny could not locate a teaching job in Ontario, but she successfully found a one-year contract position in northern Manitoba.

Jack and Lara studied in the teacher education program at the same time. However, Lara was still waiting for her teaching certificate at the end of the study. Both Jack and Lara are Catholic, so finding a teaching position in Catholic schools would be a strategy. Jack worked at a nonteaching position and did supply teaching in a private institute for a few months. Subsequently he was accepted by TDCSB to become a supply teacher. Lara was trying to make connections in her church community so she would have the necessary recommendation.

Both Jack and Jasmine became supply teachers. Jack taught in the Catholic school board and Jasmine taught in public school boards. Both Jack and Jasmine had prior volunteering experience in the schools where their children studied, but neither Jack nor Jasmine was called to supply teach in those schools. Jasmine's understanding was that the principal kept a list of preferred supply teachers, but Jack took it as conflict of interests.

Finding employment was difficult for all of these four participants. They used different strategies for their employment seeking. Both Jenny and Jack were ready to work at low-pay jobs as transitional employment. Jenny, Jack and Lara looked for nonteaching positions as alternative employment options. Both Jack and Lara successfully found nonteaching positions. All of these four IETs tried to make good use of their networking to find employment. Jasmine made good use of her networking through her volunteering work. Jenny worked very hard to

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22 Lara and Smith eventually obtained their teaching certificates in May 2011, nearly 1 year after they graduated from the teacher education programs.
look for jobs and finally relocated herself in a First Nation Reserve in northern Manitoba. Jack made good use of his IT background and found a nonteaching position prior to landing a teaching position. In addition, he made connection through his religious community and became a supply teacher in a Catholic School Board.

Summary

My third research question is: What is the nature of IETs’ employment seeking experiences with Canadian teaching qualifications obtained in a faculty of education in Canada? In reality, many teacher candidates started employment seeking before they obtained teaching certificates. They attended workshops learning how to prepare their resumes, writing cover letters, and practice interview skills. For some IETs, they helped each other by sharing information, practicing mock interviews, and forming small groups to support each other. IETs used different employment seeking strategies: they worked hard, tried to establish networking through volunteering and practica, attended job fairs, studied AQ courses, looked for employment opportunities in other provinces and considered alternative employment possibilities. However, due to financial constraints, IET Nalita could not even afford AQ course to improve her employment opportunities.

A number of IETs experienced difficulties finding teaching positions after they obtained Canadian teaching qualifications. They did not understand why some teachers obtained board interview opportunities and others did not. When looking for nonteaching positions, relevant “Canadian working experience” became another barrier that some IETs faced.

Discussion

Research indicates that hiring policy in different contexts is not beneficial for IETs (e.g., Mahboob, 2003; Michael, 2006; Ruecker, 2011; Zhang, 2005) and some IETs experienced discrimination in their workplace or during their employment seeking process. In the field of second language education, some ESL programs claimed that their students, paying high tuition, did not want to be taught by NNS student teachers (Brady & Gulikers, 2004). In my study, IETs
were reluctant to label some of their employment seeking experiences as discrimination, however, most IETs agreed that it was not easy for them to find teaching positions. IETs were not aware of the hiring policies of different school boards. For example, some IETs did not understand why they were not given an interview opportunity with school boards although they held a Master's degree, while at the same time some teacher candidates without a Master's degree obtained interview opportunities. With a Master's degree from India and a Bachelor of Education from a Canadian university, her five years of experience in Canadian classrooms as a volunteer, a student teacher, in addition to her five years of teaching experience in India, Nalita could not find a teaching position. In addition, Lara and her husband Smith were not aware of the credentialing process before they immigrated to Canada. Similar to some IETs in Pollock (2010), they were misinformed and believed that they could become teachers after landing in Canada.

In addition, the teacher surplus issue in the Ontario context in recent years has made it much more difficult for IETs to land teaching positions even after being certified by Ontario Teachers College. McIntyre's (2007a, 2007b, 2010, 2011) studies indicated that a lot of new teachers were unemployed and underemployed, and the reality for IETs has been worse. McIntyre's (2011) study showed that in 2010, 36% of the first-year primary-junior teachers were unemployed. However, not every IET was aware of the teacher surplus situation, many of them heard of the teacher shortage story, and some IETs found out the employment situation only after they entered the initial teacher education program. Therefore, looking for nonteaching positions temporarily or returning to their country of origin could be the solution to employment for some IETs. Faculties of education could provide more information regarding job seeking beyond outside schools. Most, if not all teacher candidates enter the program in the hope of finding work as teachers in elementary and secondary schools. It would therefore be helpful if the education faculties could help teacher candidates explore some non-traditional teaching opportunities while they are still in the program, so they are more prepared for the difficult job market.
For many immigrants, leaving their homeland also means leaving their established career behind. They need to develop their profession in a new land. Teaching in Canada is a decent profession with good benefits. Therefore, some IETs' motivations to become teachers in Canada were to improve their employment status as well as the job features and benefits. Research literature indicated that it is not easy for internationally educated individuals to find positions related to their educational background (e.g., Klite, 2009; Sakamoto, Chin & Young, 2010). Becoming an entrepreneur may be the most likely employment option for immigrants due to the lack of recognition of foreign credentials, discrimination, or immigrants' limited language proficiency (e.g., Price & Chacko, 2009; Solé, Parella, & Alarcón, 2009; Teixeira, Lo, &Truelove, 2007). In my study, although all of the IETs had gone through the initial teacher education programs in Canada and obtained Canadian teaching qualifications, finding a teaching position was not easy. Therefore, starting a business and becoming an entrepreneur could be a good alternative employment seeking strategy for some IETs.

Many newcomers to Canada tried to establish networks and gain working experiences through volunteer work, in the hope of eventually finding paid professional position. However, some research has showed that certain employers used the need that some immigrants have for "Canadian experience" as a tool to exploit immigrants and obtain free labour (Sakamoto, Chin & Young, 2010). In this study, most of the IETs mentioned that they tried to make connections and network through volunteering, completing a practicum and/or an internship. The fact that Charles volunteered in five schools led to one principal offering him a job. Faculties of education could support IETs by integrating strategies for networking into the teacher education curriculum. In these challenging times, such skills would benefit all teacher candidates regardless of their place of birth.

Finding a teaching position is critical for teacher candidates in transition from the teacher education programs to the workplace. As most of the IETs did not have educational experiences in Canadian K-12 schools, they found themselves in a difficult situation when looking for teaching positions, due to their lack of connections and networking. Even though all IETs in the study completed an initial teacher education in Canada and had become members of
Canadian teaching professional authorities such as Ontario College of Teachers, or were in the process of applying for membership, some IETs could not fully participate in the community of practice without a teaching position.

As social beings, IETs belong to many communities practice. When they were learning to teach during the various practica, they formed different communities of practice with their ATs. They were legitimate peripheral participants. After they completed their studies in the initial teacher education programs, IETs no longer belonged to those communities of practice. If they were able to find a position, they entered different communities of practice in their workplace and became legitimate peripheral participants. However, certified IETs without a teaching position could not enter the community or become legitimate participants in the community of practice as elementary and secondary teachers in Canada. Their teaching certificates issued by the provincial teaching authority provided them the appearance that they were legitimate members in the teaching profession, but they were not in any community of practice in the Canadian teaching profession.

Lave and Wenger (1991) pointed out that “(t)o become a full member of a community of practice requires access to a wide range of ongoing activity, old-timers, and other members of the community; and to information, resources, and opportunities for participation” (p. 101). Without a teaching position, whether full-time or part-time, IETs did not have any opportunities to teach, they could not access to the activities, information, or resources, they would not have opportunities to learn from the older-timers or other members in the community, nor could they construct teacher identity. Obtaining a teaching position in elementary and secondary schools after acquiring Canadian teaching qualifications is the key to entering the community of practice in the Canadian teaching profession. Therefore, it is readily evident that some IETs still need additional support to find teaching positions after obtaining Canadian teaching qualifications so they can participate in the community of practice in the K-12 teaching profession in Canada.

Although obtaining a teaching position and becoming a full participant in the workplace is the goal of many IETs, in this study, Nalita and Soop stopped working to obtain full participation due to their difficult employment seeking experiences; Lara and Rose were
reluctant to acquire full participation due to their difficult experiences with their associate teachers.

Although a few IETs in the study hold full-time teaching positions, it is worthwhile to mention that a number of IETs indicated their interest in participating in the study but eventually did not become involved. There were numerous reasons for this — some did not have teaching jobs, others were busy looking for nonteaching positions, or simply some had left Canada looking for better opportunities elsewhere. In particular, one IET has a doctorate from India. After studying in a Canadian teacher education program and supply teaching for two years, he returned to India to continue his teaching career in university. From India, he sent me an email to say that he was really enjoying his teaching there. He was in the process of setting up new labs and planning for a Masters program in Life Sciences, and that after four years, he finally felt gainfully employed.
CHAPTER NINE: IETS' STRESSORS AND COPING STRATEGIES

In this chapter, I present the research findings related to two of my research questions: What are the stressors that IETs experience during the transition from the Canadian initial teacher education programs to the workplace? What are IETs' coping strategies during this transition period? To answer these two research questions, First, I provide a descriptive analysis of the IET Stress Scale. Second I provide an overview of IETs' stressors and coping based on the interview data. Next I highlight the experiences of four focal participants. I summarize my research findings. I then relate IETs' stressors and coping with research literature. Research findings that I present in this chapter were from the research data that I collected through Phrases 1, 2, and 3 of the study.

Descriptive Analysis of the IET Stress Scale

The IETs Teacher Stress Scale consists of 25 items. The IETs were asked to indicate their degree of stress at which they experienced in a range of teaching related activities by selecting from six choices: Extreme stress = 5, very stressful = 4, moderately stressful = 3, mildly stressful = 2, no stress = 1 and Not Applicable = 0. For IETs who were not teaching during the time of research, they were asked to refer to their practicum and internship experiences when responding. The total scores would range from 0 to 125. IETs' mean score of teacher stress is 50.4737 with SD = 17.51545.

Table 13 presents the mean scores of IET Teacher Stress Scale. As data indicate, the top five stressors for IETs include finding a teaching position, teacher identity construction, balance between work and life, being observed and assessed, and workload. Particularly, finding a teaching position was the most stressful for IETs (Mean=3.079, SD=1.548). Although IETs
Table 13 IETs' Teacher Stress

<table>
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<tr>
<th>No.</th>
<th>IET Teacher Stress Survey Items</th>
<th>Mean</th>
<th>Std. Deviation</th>
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<tr>
<td>16</td>
<td>Finding teaching position</td>
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<td>15</td>
<td>Teacher identity construction</td>
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<td>25</td>
<td>Balance between life and work</td>
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<td>Being observed and assessed</td>
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<td>1.4725</td>
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<td>Workload</td>
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<td>English proficiency</td>
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<td>1.2836</td>
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<td>Students' attitude</td>
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<td>Special education</td>
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<tr>
<td>10</td>
<td>Differentiated instruction</td>
<td>2.000</td>
<td>1.0000</td>
</tr>
<tr>
<td>23</td>
<td>Lack of recognition</td>
<td>1.974</td>
<td>1.4575</td>
</tr>
<tr>
<td>3</td>
<td>The cultural difference between you and students</td>
<td>1.947</td>
<td>1.1291</td>
</tr>
<tr>
<td>4</td>
<td>Meeting with parents of students</td>
<td>1.9211</td>
<td>1.31512</td>
</tr>
<tr>
<td>2</td>
<td>Teach in different classroom environment</td>
<td>1.842</td>
<td>1.3023</td>
</tr>
<tr>
<td>5</td>
<td>Working with department head or principal</td>
<td>1.7895</td>
<td>1.31567</td>
</tr>
<tr>
<td>22</td>
<td>Colleagues' attitude</td>
<td>1.763</td>
<td>1.0849</td>
</tr>
<tr>
<td>6</td>
<td>Working with colleagues</td>
<td>1.763</td>
<td>1.0324</td>
</tr>
<tr>
<td>1</td>
<td>Teach in second or other language</td>
<td>1.684</td>
<td>1.1572</td>
</tr>
<tr>
<td>20</td>
<td>Support by colleagues</td>
<td>1.6053</td>
<td>1.11279</td>
</tr>
<tr>
<td>14</td>
<td>Assessing students</td>
<td>1.605</td>
<td>0.9513</td>
</tr>
<tr>
<td>19</td>
<td>Support by department head or principal</td>
<td>1.474</td>
<td>1.3068</td>
</tr>
<tr>
<td>21</td>
<td>Lack of family support</td>
<td>1.447</td>
<td>1.1654</td>
</tr>
</tbody>
</table>
found it stressful to balance between work and life (Mean=2.421, SD=1.2277), lack of family support was the least stressful factor.

The last question of the questionnaire is an open-ended question “What other aspect of your life do you find very stressful?” Surprisingly, not many IETs responded to the open-ended question. A few IETs stated that they found it difficult to balance their work and life.

IETs' Stress Factors and Coping Strategies

Table 14 summarizes the stress factors and coping strategies that each IET mentioned in the interviews. Employment, workload, language/culture, lack of confidence, student behavior/classroom management, experiences with associate teacher, collegial relationship, balance between work and family, financial difficulty, and age are the salient factors. In the paragraphs after Table 14, I highlight some of the themes.
<table>
<thead>
<tr>
<th>IETs</th>
<th>Stress Factor</th>
<th>Coping Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bella</td>
<td>Finding a permanent position</td>
<td>Work hard, never give up, be positive, good attitude. Support from ACSC.</td>
</tr>
<tr>
<td></td>
<td>Workload</td>
<td>Work after child goes to bed</td>
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<tr>
<td></td>
<td>High expectation from parents</td>
<td>Using marking rubric</td>
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<td></td>
<td>School culture: Every teacher has to do the same</td>
<td>Redo lesson plans</td>
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<td>thing</td>
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<tr>
<td></td>
<td>Language proficiency, especially writing</td>
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<td></td>
<td>Cultural difference: cannot understand some</td>
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<td></td>
<td>Canadian jokes</td>
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<td></td>
<td>Differentiated instruction</td>
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<td></td>
<td>Special ed. students</td>
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<td></td>
<td>NNS identity</td>
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<td></td>
<td>Difficult student-absence</td>
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<td></td>
<td>Lack of confidence</td>
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<td></td>
<td>Collegial relationship</td>
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<tr>
<td>Bill</td>
<td>Classroom management</td>
<td>Supports from colleagues</td>
</tr>
<tr>
<td></td>
<td>Deal with parents</td>
<td>Supports from principals</td>
</tr>
<tr>
<td></td>
<td>Collegial relationship</td>
<td>Books</td>
</tr>
<tr>
<td></td>
<td>Finding a permanent contract</td>
<td>Work hard</td>
</tr>
<tr>
<td>Cecilia</td>
<td>Some difficult colleagues</td>
<td>Falun Gong beliefs</td>
</tr>
<tr>
<td>Charles</td>
<td>Language, age</td>
<td>Gain confidence after presentation</td>
</tr>
<tr>
<td></td>
<td>Finding a permanent teaching position</td>
<td>Networking, making connections</td>
</tr>
<tr>
<td>Donieta</td>
<td>Second language identity</td>
<td>Support from peers</td>
</tr>
<tr>
<td>IETs</td>
<td>Stress Factor</td>
<td>Coping Strategies</td>
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</tr>
<tr>
<td><strong>Jack</strong></td>
<td>Language, accent</td>
<td>Seek support from faculty, peers, ACSC</td>
</tr>
<tr>
<td></td>
<td>Students behavior</td>
<td>Get used to it</td>
</tr>
<tr>
<td></td>
<td>Anxiety, stress</td>
<td>Peer support</td>
</tr>
<tr>
<td></td>
<td>Single parent</td>
<td>Work hard, pray</td>
</tr>
<tr>
<td></td>
<td>Balance between work and family</td>
<td>Work part time, take care children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supply teaching</td>
</tr>
<tr>
<td><strong>Jane</strong></td>
<td>Employment seeking</td>
<td>Prepare early, attend workshops</td>
</tr>
<tr>
<td></td>
<td>Lack of confidence</td>
<td>Encouragement from faculty, gain more confidence in practicum</td>
</tr>
<tr>
<td></td>
<td>Not enough time</td>
<td>Work after child goes to bed</td>
</tr>
<tr>
<td></td>
<td>Deal with parents</td>
<td>Support from colleagues</td>
</tr>
<tr>
<td></td>
<td>Access students</td>
<td>Using professional judgment</td>
</tr>
<tr>
<td></td>
<td>Language and culture</td>
<td>Don't tell jokes.</td>
</tr>
<tr>
<td></td>
<td>Balance between work and family</td>
<td>Good attitude.</td>
</tr>
<tr>
<td><strong>Jasmine</strong></td>
<td>Language proficiency</td>
<td>Supply teaching; teaching Mandarin</td>
</tr>
<tr>
<td></td>
<td>Classroom management</td>
<td>Seek support from principal;</td>
</tr>
<tr>
<td></td>
<td>Age</td>
<td>don't take it personally</td>
</tr>
<tr>
<td></td>
<td>Work load, not enough sleep</td>
<td>Napping on the subway</td>
</tr>
<tr>
<td></td>
<td>Balance between work and family</td>
<td>Support from husband</td>
</tr>
<tr>
<td><strong>Jenny</strong></td>
<td>Workload</td>
<td>Spend more time</td>
</tr>
<tr>
<td></td>
<td>Lesson plan</td>
<td>Use online resources</td>
</tr>
<tr>
<td></td>
<td>Classroom management</td>
<td>Supports from AT</td>
</tr>
<tr>
<td></td>
<td>Finding a permanent teaching position in public schools</td>
<td>Work every hard. Work with another new teacher who is also looking for jobs, help each other.</td>
</tr>
<tr>
<td></td>
<td>Language, accent, culture</td>
<td>Improve English. Borrow children's literature from library.</td>
</tr>
<tr>
<td></td>
<td>Lack of teaching experience</td>
<td>Seek support from ATs</td>
</tr>
<tr>
<td></td>
<td>Lack of resources</td>
<td>Pay from pocket</td>
</tr>
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<td></td>
<td>Lack of professional development opportunities</td>
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<tr>
<td></td>
<td>Standardize tests</td>
<td></td>
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<tr>
<td>IETs</td>
<td>Stress Factor</td>
<td>Coping Strategies</td>
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<tr>
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<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Kent</td>
<td>Workload</td>
<td>Going to work early and leaving late</td>
</tr>
<tr>
<td></td>
<td>Not enough sleep</td>
<td>Drinking coffee</td>
</tr>
<tr>
<td></td>
<td>Difficult students</td>
<td>Swimming, live a healthy life</td>
</tr>
<tr>
<td></td>
<td>Classroom management</td>
<td>Working with parents and tutor</td>
</tr>
<tr>
<td></td>
<td>Dealing with some difficult parents</td>
<td>Harmony is precious (以和为贵), be conciliatory (息事宁人).</td>
</tr>
<tr>
<td></td>
<td>Finding a permanent position</td>
<td>Got support from colleagues and principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phoned schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work hard.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give up LTO, wait for permanent position</td>
</tr>
<tr>
<td>Lara</td>
<td>Difficult experience with AT</td>
<td>Support from university supervisor;</td>
</tr>
<tr>
<td></td>
<td>Finding a teaching position</td>
<td>Learn to be better</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Looking for alternative employment opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do what has to be done, then pray</td>
</tr>
<tr>
<td>Mari</td>
<td>Age and previous experience</td>
<td>Keep telling my colleagues and myself what I was learning</td>
</tr>
<tr>
<td></td>
<td>Preparing an adequate CV</td>
<td>Building friendly ties with other teachers</td>
</tr>
<tr>
<td></td>
<td>Passing interviews in French</td>
<td>Stop thinking about school when at home</td>
</tr>
<tr>
<td></td>
<td>Feeling of isolation</td>
<td>Seeking support from administration</td>
</tr>
<tr>
<td></td>
<td>Balance between work and life</td>
<td></td>
</tr>
<tr>
<td>Nalita</td>
<td>Difficult experience with AT</td>
<td>Support from university faculty</td>
</tr>
<tr>
<td></td>
<td>Employment seeking</td>
<td>Tried various ways</td>
</tr>
<tr>
<td></td>
<td>Cannot afford AQ courses</td>
<td></td>
</tr>
<tr>
<td>Rose</td>
<td>Lack of teaching experience</td>
<td>Learn from experienced ATs</td>
</tr>
<tr>
<td></td>
<td>Difficult experience with one AT</td>
<td>Support from other ATs and university faculty</td>
</tr>
<tr>
<td></td>
<td>Employment</td>
<td>Looking for nonteaching positions</td>
</tr>
<tr>
<td>IETs</td>
<td>Stress Factor</td>
<td>Coping Strategies</td>
</tr>
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</tr>
<tr>
<td>Samina</td>
<td>Workload, First experience with elementary students, Classroom management, Hard to get students on task, Finding a position in public school</td>
<td>Support from husband, Ask colleagues for help, Find different ways to teach, Change teaching style, Leaving Canada soon and coming back in 2 years</td>
</tr>
<tr>
<td>Seyyid</td>
<td>Financial constraint, Difficult experience with AT, Finding permanent teaching position</td>
<td>Work part time, study full time, Keep working hard, be honest to the profession, take good care of students, believe in god</td>
</tr>
<tr>
<td>Smith</td>
<td>Students cheating behaviour, Finding a permanent teaching position</td>
<td>Applied to various jobs</td>
</tr>
<tr>
<td>Soop</td>
<td>Difficult experience with AT, Finding a teaching position, Communication between Asian and Canadian is more difficult</td>
<td>Support from professor, Give up finding a teaching position, Pray</td>
</tr>
<tr>
<td>Sunyi</td>
<td>Employment seeking</td>
<td>Attend graduate school</td>
</tr>
</tbody>
</table>

**Employment.** All of the IETs expected to obtain a teaching position in publically funded schools after being (re)certified in Canada. During the time of study, only six IETs held permanent teaching positions. Employment status became the salient stressor for IETs. Some IETs held LTO positions. Some teachers were supply teaching. However, regular teaching opportunities for supply teachers were not guaranteed. For example, Soop had been a supply teacher since she graduated from the initial teacher education program in New Brunswick in 2007. In her first year of teaching, she only worked one or two days a week. However, not
enough teaching hours became a challenge for Soop, “Last year, I was called to supply teaching for two days. This year, I got no call so far.” In Soop’s case, she was eligible to teach but she was not assigned many teaching tasks, so her opportunity to teach was very limited from 2007 to 2009. During the time of this research, Soop did not teach at all.

In Ontario, some IETs (e.g., Donieta, Jack, Jenny, Nalita, Rose, Lara, Semina, Smith, Sunyi) could not get on the eligible hiring list to become a supply teacher. For example, Nalita had a Master's degree from India and taught in elementary schools for five years before she immigrated to Canada. After immigration, she volunteered in an elementary school for five years and obtained her teaching certificate three years ago. However, Nalita was still looking for a teaching position. “I applied every year, but I am not on the list.” Charles is one of the lucky IETs who were not on the eligible hiring list in his first year, but on the list in the second year. He signed a permanent contract with Toronto District School Board (TDSB) in the summer of 2010.

Many IETs found their financial challenges stressful—they had to pay for their student loan and they needed to support their families while finding a job was difficult. IETs used various coping strategies. They prepared early, attended job-seeking related workshops, sought support for their resume writing, practiced interviews with a mirror, recorder, or with their peers and they shared information and helped each other. In addition, IETs believed that having a good attitude was very important during the transition. “Work hard, be positive, and never give up.”(Bella) One teacher said that before he got out of the car, he would look at the mirror and adjust his facial expression, so he would have a happy face when he walked into the school where he volunteered. “Forget that you are looking for a job. Forget about your stress. No one would pity you. You need to show that you can work.” (Charles)

**Experiences with associate teachers.** Some IETs’ tensions and conflicts with their mentor teachers were not represented directly in the survey data, but “being observed and assessed” was reported as one of the stress factors. During the transition from teacher education program to the workplace, IETs were usually observed and assessed by their mentor teachers.
As shown in Chapter Seven, some IETs (Lara, Nalita, Rose, Shyla, Soop) reported their difficult experiences with ATs in the teacher education programs. These were the result of many factors—different teaching beliefs and teaching styles, different expectations, lack of communication, cultural difference and race discrimination. Some IETs mentioned that their ATs threatened them with failing their practicum. For example, Soop mentioned that she was intimidated by her mentor teacher.

I was basically told that they had the power to...not pass me, not give me my teacher's license…I was basically told that they had the power to take away my teacher's license. (Soop)

As discussed in Chapter Six, Rose had good learning experiences with her ATs in her non-evaluated practicum through the PREP program and later during her first practicum. However, conflicts occurred between Rose and her AT in her second practicum, due to their different beliefs about teaching and their general lack of communication. In what follows, I would like to detail Rose's experience. On the Friday afternoon before the last week of her practicum, Rose’s AT said, “Next week, I don’t want to see you up there on the board. I want you to sit at a corner. Let the students work. Not you tell them how to do.” Rose found her AT’s request unreasonable, so she asked two experienced teachers for help and spent her whole weekend planning group work for “Binary Equation Methods.” She planned to teach one method per day for three days, and she would do review on Thursday. That would be her last week of practicum.

Monday morning, Rose showed her lesson plan to her AT. Minutes before Rose had to teach, the AT said, “How can they understand if you don’t explain?” After being reminded of what she said on the past Friday afternoon, the AT said, “What I meant was that you could prepare for worksheets and let them work through.” The AT told Rose to prepare some worksheets for her class. Rose could not get any worksheet ready within minutes, so she had to teach according to her plan. Unexpectedly, the AT called another teacher in to observe Rose’s teaching.
In the past three weeks, the AT never provided feedback. However, after Rose's teaching, the AT provided very detailed feedback. Rose’s lesson plans for the rest of the week was rejected.

I was desperate. I could not do what I planned. If I made new lesson plans to lecture, I might not have enough time to cover the subject, because I lost one day already. I sent an email to my practicum supervisor. I said I had to quit my practicum though only four days were left. I would rather do my practicum again next year.

Fortunately, Rose’s supervisor responded and encouraged her to complete her practicum. I went to school on Wednesday. My supervisor came during lunch time. He wanted to clear any misunderstanding between my AT and me. So my AT told my supervisor her concerns. She pointed out things like it took me one week and a half to remember students’ names, but she didn’t say that I was not given the sitting plan until the second week.

Rose’s supervisor gave her very positive feedback and confirmed that it was appropriate to do a review before teaching new content. After Rose’s supervisor left, her AT said, “Though your supervisor has been here, I will fail you anyway.”

Rose experienced much stress in her last practicum. "I cried every day during those few weeks. However, I could only cry in the evening when I talked to my husband or some of my friends. They all knew what happened, but they could do nothing to help me. I cried in the evening. During the day, I still had to go back to school and face my AT."

In the Chaplain (2008) study, one of the stressors that teacher candidates identified was their experiences with mentor teachers. In Mylse, Cheng and Wang (2006) study, some IETs had positive learning experiences with their ATs, but some IETs had various conflicts with their ATs because expectations were not clear regarding their individual roles in the classroom.

IETs sought support from the university to deal with AT issues. Some of them asked their supervisors to intervene in the conflicts (e.g., Rose, Soop) or they switched to another school to finish their practicum (e.g., Nalita). Rose wanted to drop out of her practicum and do a make-up session the following year, but with support from her supervisor, she completed her practicum in spite of her ATs negative attitude and behavior.
Workload. Workload is another stressor for IETs. For example, Kent obtained an LTO position after graduating from the teacher education program. As a single person, Kent did not have to take care of family or children as some of the other IETs did, so he went to work early and stayed after school to do additional work. “I used to sleep eight hours, but now I sleep seven hours, or six hours. I felt a bit overdrawn.” Similarly, Bill worked at an LTO in his first year teaching, and his wife was still in China then. Bill put in a lot of effort and time into his teaching.

I was tired. I was so tired that sometimes I didn't want to go to work, but I went anyway. LTO teachers don't get as many sick days as teachers with permanent contracts. We always worked very hard, unless we were really ill. We want to give good impression. I taught a new course last year, so I usually practiced at home. I practiced presentation. Otherwise I would be rush, and students wouldn't understand. I got everything ready at home. Sometimes I worked till 2 or 3 o'clock late at night, then I got up at six in the morning.

I lost ten pounds during the first two weeks of my practicum. (Bella)

I have been always good at Math, but I found it difficult to explain how to solve the math problem. Being good at math doesn't mean being good at explaining math. So I spent a lot of time preparing for my lessons. I was thinking how to teach when I was walking on the street, or sitting on the bus. I was thinking how to teach when I was awake. I was dreaming how to teach when I was a sleep. (Rose)

Drinking coffee is one of the coping strategies IETs used to keep them awake and energetic.

I don't get enough sleep. I have to drink a cup of coffee before I go to work. One morning I didn't drink any coffee. I dozed off for a second and almost hit a truck on the highway. (Bella)

I didn't drink coffee until I started teaching. I drink coffee now. I think coffee is very useful. Coffee makes me full of energy, very energetic, then I can deal with my students. My courage, my energy, my sunshine, all comes from coffee. (Kent)

Some IETs mentioned they could not fall asleep after a long day of hard work so they need to “drink a glass of wine” to help. In addition, some IETs tried to “live a healthy life” by going to gym, swimming, and doing sports to manage their stress.
Language, culture, and accent. Some IETs were confident with their language proficiency. For example, Kent grew up in Malaysia. His elementary education was in Chinese and secondary and college in Malay. He learned English as a foreign language. “My English proficiency, in my opinion is an 8.5 or 9 out of 10. I speak fluently and have a considerably large vocabulary.” The IET Stress Scale data showed that most IETs didn't think teaching in their second language, English, was very stressful. The mean score of the related survey item was 1.684 (SD= 1.1572). However, their language proficiency, which encompassed their abilities both inside and outside the classroom, was more stressful. The mean score of the related survey item was 2.211 (SD=1.2836).

The interview data show that many IETs had difficult experiences because of their “accent” and “culture.” For example, Jack mentioned that his students corrected him for using “assignment” instead of “home work” and “grade” instead of “mark.” Such experiences made him lose confidence. Similarly, although Samina spoke English and taught in English when she was still in India, in Canada, she had to get used to the specifics of the language that her students used. Some IETs mentioned that their students were not used to their different English accents or students did not show enough respect because of their “non-native speaker English accent.” Lara spoke English as her mother tongue, but some of her students could not understand her because they were not used to her Caribbean English accent. Some IETs revealed that they did not understand some Canadian jokes. Some said that they did not dare to tell jokes though they understood the jokes.

For me, language is still a barrier. Maybe it is a psychological barrier...My English is never going to be as good as my Mandarin. Native speakers can talk in an easy manner, but I have to practice before I say. Native speakers can tell jokes; I can't, because I am afraid that I would hurt the others if I tell a bad joke. (Jane)

To cope with language difficulty, IETs tried to improve their language every day, to the extent that they welcomed their students’ feedback on their English. They also sought support from university faculty, colleagues, and peers.
Guatemalan IET Mari spoke Spanish as her mother tongue and learned English and French as her other languages. After immigrating to Canada, Mari went to study in an initial teacher education program in Quebec. When looking for a teaching position, “preparing an adequate CV was challenging as well as doing it in French and passing interviews in French. This was especially stressful.” After graduation, Mari started supply teaching and later found a permanent position teaching ESL in a Francophone school.

The greatest difficulty that I think I have experienced is the feeling of isolation. Language proficiency in the medium in important to communicate and find a sense of belonging with other members of the teaching body. Building friendly ties with other teachers have helped me to break the feeling of isolation, but it takes time and effort in trying to learn the culture and the language in order to break the possible barriers that often cause misunderstanding.

**Student behaviour and classroom management.** Classroom management and teaching students with special needs also added to IETs’ stressor list. Many teachers voiced their frustration when dealing with classroom management issues.

Some of my students were active. They liked to talk. They don't listen to you. At the beginning, I didn't know how to handle it. I didn't have the skills. I am a bit...How can I be strict with them without losing the amicability? I am from the cultural background, Chinese culture. Be amicable. Be conciliatory. Harmony is precious.

The IETs used different strategies to cope with such issues. For example, Bella noticed that one of her female students was often late for school or missed school because she was late, so for almost a semester, Bella called that student every morning before she left for school. Some IETs tried to get support from their colleagues. Samina, who had been teaching in college in Pakistan for over 25 years, found her first teaching position in a private elementary school. Some of her students talked a lot in class and it was hard for Samina to get students on task. This was very different from her teaching experiences back in Pakistan. Samina tried to find different ways to teach. She changed her teaching style in order to engage the students. The first month was very stressful but she reported feeling much better later. Samina talked to colleagues who were helpful and gave advice on classroom management.
In addition, some IETs worked with the parents, youth workers, and tutors to meet the ends of students with special needs. For example,

Communication with parents is very important. One of my students came from single parent family. Her parents divorced. She was a bit rebelliant. I talked to her father on regular basics. This student was not interested in learning though she had the ability. Later, her mother got her a tutor. So I gave a copy of the homework to her mother, and asked her to get the tutor to help. I also put her to sit with a student who helped her as well. This student passed eventually. (Kent)

During the interviews, many IETs talked about the classroom management issues and related stress. Most of them also mentioned that they tried not to adopt a generous attitude towards such behaviours. "Don't take it personal. They are just kids."

**Collegial relationship.** Most IETs mentioned that they got support from their colleagues in the schools where they taught. Many experienced teachers would share teaching material with these novice teachers. When IETs experienced difficulty in classroom management or students with special needs, their colleagues usually provided advice and shared some of the strategies that they used. A number of IETs (e.g., Bella, Bill, Cecilia, and Jasmine) mentioned that some experienced teachers did not seem to be very supportive. For example, Cecilia, a Chinese IET worked at a LTO position in her first year of teaching. She got support from only two experienced teachers. “Other teachers in the math department were very nice to me, but it's hard to find them available when I need help. Maybe they are busy. Maybe they don't want to talk. I don't know.” Cecilia had some unpleasant experiences with some of her colleagues during her first two years of teaching. She usually applied her Falun Gong beliefs as coping strategies.

Bill, another IET from China, said that he tried to maintain good relations with his colleagues. He wanted to learn from experienced teachers. However, some of his colleagues were not very friendly.

When you meet some teachers in the hallway, you smile to them. Usually they would nod their head. However, some teachers would just hold their head high. Maybe that's because I am a minority... I talked with other new teachers about this. They had similar experience as well. Maybe we are just new teachers.
Bill tried to get some ideas from books on how to develop a collegial relationship, but he did not understand why he failed to succeed with certain colleagues.

I don't think I have difficulty communicating with other people. But some very experienced teachers didn't want to communicate with some teachers. Everyone has their own habits, their own ways of doing things...Anyway, I don't understand.

**Dealing with parents' expectations.** A number of IETs (e.g., Bella, Bill, Jane and Kent) mentioned that sometimes they found it hard to deal with parents with high expectation to both their own children and teachers. Jenny taught at private schools since her graduation in 2008.

This is a private school. Lots of students are from rich family. Their parents are doctors, lawyers, university professors. These parents have high expectation to their children, to teachers as well.

After teaching at LTO positions for a year and a half, Bella obtained a permanent position in a public Uptown high school.

My friends used to warm me that this school is the independent “private school” in TDSB. Parents pay nothing and expecting to have the quality of private school education. The parents are hard to handle, and every teacher have to do the same thing, same marking... which means that I have to redo my lessons and get used to the marking rubric according to their existing ones...lots of marking.... in this school, you might have complaints from the parents for a 0.5 % mark. The students are pretty good and coming from rich family, who will cry for getting 92 instead of 95. They are very talented and hard working students, but I have to say that it is not easy to be a teacher there.

**Balance between work and life.** A number of IETs mentioned that they worked till late at night, after their children went to bed. Sometimes they fell asleep in their child's bed and woke up at 2 or 3 o'clock in the morning. Instead of going to their own bed, they went to prepare for lessons and do marking before they went to cook breakfast for their kids and got ready for work and school. Some teachers mentioned that they lacked sleep because of the heavy workload from teaching, and struggled between work and family obligations.

As a new teacher, Jane needed to spend a lot of time preparing lessons. Jane taught five courses in her first year of teaching. In addition, she also helped in the Computer Science Club and the Badminton Club at school. At home, Jane needed to take care of her toddler daughter.
So Jane started to do her work after her daughter went to bed at 10:00 p.m. Jane worked late—often until 1:00 a.m. and then she needed to get up early in the morning at 5:00 a.m. or 6:00 a.m. in order to begin the next day’s routine. Sometimes she fell asleep on her daughter’s bed and woke up at 2:00 a.m or 3:00 a.m. in the morning. Then she would work for two or three hours and nap for 30 minutes before she had to get up again.

As discussed in Chapter Five, Rose was motivated by her motherhood to pursue the teaching profession in Canada—she wanted to know more about Canadian educational system so she could help her children. However, before she started her studies in the teacher education program, she sent her two children back to China to be with her in-laws. It was not an easy decision but Rose did not seem to have a better option, as she knew that she would not be able to take care of her two children and study full-time at the same time.

Mari had been teaching ESL in a French school in Quebec for a few years. “I think that the teaching profession is very demanding emotionally and physically and support is vital for new teachers.” Mari tried to get support from different resources.

I used to seek for more support from the administration at the beginning of my practice. I have found very useful to find out the different resources available as support; the principals, the pedagogical adviser from the school beard, etc.

In addition to getting support, Mari tried to balance her life and work by finding some time and space for herself and her family.

I decided to stop thinking about school when I am at home. I set myself a limit. Once I am out of school I have a life that I try to make as rich and as interesting as I can, I exercise, take courses, have family reunions and try to enjoy my time.

**No Stress at All: A Special Case**

Seyyid is an IET from Turkmenistan. After he completed his studies in Engineering in Russia, Seyyid went back to his hometown to teach Math in a college. After teaching math for 14 years, Seyyid and his wife and three children immigrated to Canada. Later, his mother came to join him. After immigration, Seyyid wanted to continue his teaching career. He went to a university to study Math and Physics. As Seyyid had good academic records (with an average of 94), he obtained a scholarship for his three years of study.
I went to study in university because I wanted to show my own children to want university, even I want my wife to be a university student, and she just graduated from a college. Basically I went to university, I said, people, look I am doing it at my 45 years of age, you have to do the same.

Seyyid's wife took care of their three children. The whole family lived on his scholarship. With the help of his wife and mother, Seyyid could focus on his study. In Seyyid's words, he could leave home early and stay on campus for a whole day without having to worry about his family.

After he fished his undergraduate studies with a Honours degree in Math and Physics, Seyyid went to study TESL for a year as he was thinking of going to teach ESL in Saudi Arabia. Seyyid said that he never learned English at school. He just picked up English when he went to conferences in Europe. He said that his English proficiency is between 6 to 7.5 out of 10, but at the same time, he told me that before he went back to university for his undergraduate studies, his language scores were 100 writing, 75 reading, and 70 listening. For Seyyid, teaching in English, his 3rd or 4th language, was not stressful, because he taught in the language of Math, which he believed, was the same in different languages.

Seyyid didn't go to Saudi Arabia. He went into the teacher education program.

I went to teacher education program because I was a teacher. Teaching was the only job I did. Actually I have tried others. For example, I was eligible to apply for the medical doctor program at the University of Toronto because of my high average. I've taken all the life science courses, biology, chemistry, physics, with very high average, another program I was thinking was Radiation Oncology. I talked with my family. I have three children. I have my wife. My mother is with me. So I have people to talk with. I talked with them. They said, oh, no, medical stuff is just not for you. Teaching.

I first met Seyyid in the PREP program when he shared his experiences with his peers.

I took ESL teaching course before. I loved the Communicative Language Teaching. So I thought, as soon as I have my own students, I am going to try this method. So I tried it on Monday when I taught. It didn't work. My AT said, it is not teacher-centered any more. This is student-centered any more. This is a Math class. For me, this is a teaching method issue; it is not classroom management issue.(Field note, November 7, 2008)
In the fall of 2008, I visited Seyyid's classroom during his practicum. I was very impressed by his students. They seemed well behaved. They paid attention to the teacher. It seemed they all did their homework.

“I was surprised. Students are under control, teachers are knowledgeable. Good text books. Canada's Math is good....I changed my mind...I wasn't like that before.” Seyyid shared his experiences with his peers at the PREP program. (Field note, November 7, 2008).

Later when I interviewed Seyyid in the summer of 2010, Seyyid explained that he did his practicum in a gifted program, and the students were very motivated to study. In addition, the ATs who supervised Seyyid in the practica had very similar teaching styles. Therefore, teaching as a student teacher in the practica was easy for Seyyid.

For Seyyid, finding a teaching position in Canada was not difficult. When he was still studying for his undergraduate degree, he learned from some university students that Islamic schools needed teachers. When he was in the teacher education program, he went to the Islamic society to meet the people and he was offered the teaching position in June 2009 before he had even graduated. So he chose to do his internship in the Islamic school where he taught for one year after graduation.

Finding a job in an Islamic school is very easy. Teaching in an Islamic School, even though the school is located in Canada is very different from any Canadian school since. Again there is nothing stressful.

Seyyid taught in a Islamic school for a year and then in 2010, Seyyid received an offer from an Islamic school in Calgary. Seyyid decided to move west for the sake of his family as there were more opportunities in Calgary (for his wife to find a job and for his children to go to good programs in the university). Also important was that the salary was much higher — almost three times of what he could make in Toronto.

From Calgary, Seyyid sent me an email:

We all are fine here in Calgary. I started teaching in a n Islamic School. As I told you, our school is brand new school and construction of the part of the school is continuing even now. All teachers are new graduates from different faculties of education in Ontario and Alberta.
I am given to teach Math and Science to Grade 7 students. My job is very easy now. Nothing special. The school is fully equipped with new computers, laptops, projectors, Smartboards, new photocopy machines, and obviously with new textbooks and supporting materials published in Alberta. All students were selected from the waiting list. There are more than 400 students remain to be on the waiting list. This explains the fact that absolutely all students are highly motivated. We have very nice uniform for our students.

I don't know what I can add more. My first impression of our school is very good.

The case of Seyyid was certainly different from the other 19 IETs in the study. Looking into Seyyid's experiences, we can see how Seyyid avoided stress, although he likely did not do so intentionally. Financial difficulties are not uncommon for new immigrants. Seyyid and his family were fortunate to be able to live on his scholarship when he was studying full time in university for his second undergraduate degree. Heavy workload is one of the vital stressors for IETs in transition, and a number of IETs (e.g., Jack, Jasmine, Jenny, Rose) with young children found it difficult to meet the demands from studies/work and their family. Here, Seyyid obtained support from his mother and his wife who took care of the family. His three children were old enough so Seyyid did not have to worry about them when he studied on campus. While some IETs had conflicts with their ATs due to various reasons, Seyyid was lucky enough to be placed to work with ATs who had similar teaching styles. While many IETs struggled with classroom management issues, Seyyid happened to teach students with high motivations in the gifted program and Islamic schools. While some IETs seemed to be conscious about their age and worried that they could not compete with younger teacher candidates, Seyyid considered his age an advantaged factor for his teaching career.

Although Seyyid never learned English formally and he speaks English as one of his other languages, he did well in English proficiency tests and he was confident in teaching Math and Physics in English. Employment was the salient stressor for most IETs, but Seyyid obtained potential employment information even before he studied in the initial teacher education program. He contacted his potential employer directly and obtained a teaching position before he graduated from the program.
For many IETs, classroom management and teaching students with special needs was challenging. In his practica, Seyyid was assigned to teach highly motivated students with advanced academic backgrounds where classroom management was not an issue. Seyyid did his internship in an Islamic school where he was later employed. His internship provided him opportunities to observe, practice and eventually became a full member of the community. Although Seyyid was an outsider of the Islamic community, his identity as a non-Islamic did not prevent him from participating in the teaching community.

It is worthwhile mentioning that Seyyid's multiple identities associated to his cultural background and gender might have contributed to his success. Although Seyyid is not related to Muslim culture, he has an Arabic first name. As an immigrant from Turkmenistan, Seyyid has a European appearance. As a male teacher in his late 40s, Seyyid did not seem to be embarrassed by his salt and pepper hair. Instead, Seyyid seemed to consider age as beneficial for his teaching career in Canada. “I am 49 years old. I am older than my students' parents. I am almost like their grandpa. So the students respect me. Their parents respect me.” Seyyid's experience might have be different if he were a visible minority and his age might be seen as a disadvantage if he were a female.

In sum, Seyyid has no stress during his transition from the initial teacher education program to his workplace in Islamic schools, as many possible stressors did not exist in Seyyid's experiences. Examining the case of Seyyid, I would like to use a Chinese saying to highlight the factors for Seyyid’s successful transition—“Tian Shi, Di Li, Ren He” (天時, 地利, 人和), which means heavenly timing, location advantage, and human harmony, or the right time, the right place, and the right people.

Looking through the lens of the Community of Practice (Lave & Wenger, 1991; Wenger, 1998), Seyyid obtained support in different communities of practice. Within his own family, his mother, his wife, and his three children learned to live in Canada. Seyyid provided financial support to the whole family. His family supported his studies in undergraduate studies, TESL training, and later initial teacher education program. When he was a student teacher, in the workplaces where he practiced his learning, he learned from experienced ATs who have similar
teaching styles, he successfully completed his practica. Before graduating from the teacher education program, Seyyid successfully located a teaching position in an Islamic school in Toronto, so he smoothly transitioned into the workplace in Canada. Seyyid entered the community of practice in his workplace and became a legitimate peripheral participant.

In the interview conversation, Seyyid mentioned that he did not have a teacher identity in Canada, and that he would perhaps have a teacher identity later. It is not clear why Seyyid made that comment. Research data indicated that he constructed his teacher identity successfully in practica, internship, his first teaching position in an Islamic school in Toronto, and later his permanent teaching position in an Islamic school in Calgary. Seyyid’s email from Calgary showed that his participation in the community of practice in the Canadian teaching profession was quite successful.
Table 15 IETs' Stress Factors

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<tr>
<th>IETs</th>
<th>Employment</th>
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Focal Participants' Stress and Coping: Multiple Case Study

Jasmine: I am oppressed by three big mountains: Work, husband and four kids.

Jasmine, mother of four, had been a supply teacher in public schools since 2006. In addition, she also taught Mandarin in the Heritage Language Programs in two school boards. Jasmine was happy being a teacher. She loved teaching. She loved to work with students. She felt highly rewarded when she could help her students. During my five interviews with Jasmine, she talked about her experiences as a supply teacher in the public schools, and shared her narrative writing about her experiences as a novice teacher. When I interviewed Jasmine, she spoke in Mandarin most of the time. Occasionally, she would speak in English. The narrative that Jasmine wrote was in English. In the following, I include some of Jasmine's writing to let Jasmine express herself in her own voice.

Struggle as a supply teacher. “There is always a butterfly in my stomach because I have no idea about the school, about the students, about what I am going to do, good or bad.” When I interviewed Jasmine in a library on campus, Jasmine read this sentence from her narrative writing to summarize her feelings as a supply teacher. The difficulties that Jasmine faced usually include instruction and classroom management. Jasmine was certified to teach at the elementary level. She also obtained an additional qualification to teach Math at the secondary level. As a supply teacher, Jasmine taught different subjects in different schools every day. Jasmine loved supply teaching and she wanted to help students. Doing supply teaching was not only a way to earn an income but also a way to help students. “I don't want to be just babysitting. I need to do something to help the students.” Jasmine did not want to show up in classroom unable to teach something. As Jasmine was not very confident about her English proficiency, she would try to avoid teaching courses such as Geography and History which require stronger language skills. Jasmine loved sports and sometimes supply taught as a phys. ed. teacher.
I supplied teaching phys. ed. yesterday. It should be simple. Students came. The lesson plan said that I need to play the music, and do the movement with the music. But I have never heard that song before. It was not bad in the first period because the teacher assistant was there. I learned from the teacher assistant right there. I did what she did. In the second period, the education assistant was not so nice. She left a couple of minutes after class started. I learned from the other assistant in the last period. So you had to sell the things right after you bought it. You need very fast reaction.

Jasmine spoke Mandarin as her mother tongue. English was her second language. She also learned some French when she was in China. However, French was not a subject that she would be comfortable teaching. However, she had experience teaching French.

Maybe it is difficult to get teachers to supply teach French, so sometimes they didn't say it was French. Once, it was said to be Math, so I accepted the task and went to the school. When I got the lesson plan, I was confused. I had to talk to the principal. "Why? Didn't you say it was Math. Why the lesson plan I get here is French?" I learned a bit French when I was in China, but I forgot most of it. The principal apologized. Then she asked another supply teacher to work with me together.

As a supply teacher, Jasmine found it challenging to handle classroom management issues. “Students don't listen to you because you aren't their regular teacher. They change their seating. They like to sit with their friends. The difficult ones would be sitting together.” In the teacher education program, Jasmine learned that teachers should not have any physical contact with students including actions such as “touch” or “hug.” However, things in real situation were not so simple.

Once, a student stood on a chair. So I asked him to come down, because it is not safe. "You want to kill me. You want to kill me." He started to scream. So I told him to go to the office. Then he got a bit closer to my arm, and said, "You touched me. You touched me." So we have to be very careful. Otherwise, 跳进黄河你也洗不清 (even if you jump into the Yellow River, you cannot wash yourself clean/clear your name).

Jasmine tried to avoid teaching some subjects, but she could not avoid the difficult experiences caused by her English accent. More than once, students laughed at Jasmine's accent.

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23 Yellow River, or Huang He, is the second-largest river in China and the sixth-longest river in the world.
I speak English with an accent. In a Grade 7 class, a student used a cell phone to record what I said, then played it to the whole class to make everyone laugh ... I didn't know how to handle such thing. I didn't know what to do.

One of the reasons that Jasmine loved supply teaching was that she loved challenges and she loved to learn new things. However, classroom management was so difficult and stressful that sometimes Jasmine wanted to do something else instead of teaching.

When things are bad, I feel quite depressed. I am an adult. They are kids. They threw things at me when I just turned my back to them. Erasers, pencils, and things like that. You are not respected. ... A boy called me “you garbage supply teacher.” ... When I told my students that they shouldn't be cheating, they said, “This is a free country. You bother people; you will end up in jail.” Sometimes I think, I don't want to do this anymore. Maybe something else.

**Balance between work and family.** Being a mother and wanting to help her own children was one of Jasmine's motivations of choosing teaching as her career. Jasmine was not only a teacher, but also a mother and a wife. Often she found it hard to balance her work and family.

I came home from teaching. I was very tired. Kids were hungry. So I had to get them something to eat first. Then I could rest for a while before I had to work supper. After supper, I need to help my children with their study. After they go to sleep, I still have to wash dishes.

Jasmine did daily supply teaching and taught Mandarin on Friday evenings and Saturday mornings. Struggling between teaching and family, Jasmine often felt tired and sleepy. “Sometimes I fell asleep on the subway and bus.” Jasmine's husband had been supportive of Jasmine's pursuit of a teaching career and her interest in writing. However, he had high expectations for his children, his wife and himself. “I feel like I am oppressed by three big mountains — work, husband, and four children.”

Jasmine loved writing. However, she realized that it had been very long time since she wrote poems. “Now, I can't write poems any more. That's because of the stress. Since I became a teacher, I can't write any more poems. Teaching is very stressful.”
Coping: Think positively, otherwise you can't survive. Throughout the interviews, when talking about her coping strategies during her transition from the teacher education program to her teaching as a supply teacher and heritage language teacher in public school systems, Jasmine reiterated the phrase “Think positively, otherwise you can't survive” a number of times. In her narrative writing, Jasmine described her experiences as a new teacher, and how she handled her stress in her teaching.

I realize that many children live with social problems, such as poverty, violence, physical and sexual abuse, drug use, crime and broken home. Who better to take their frustrations out on than fellow students and teachers? The key to our survival is to try not to take insults personally. And resilience, the ability to forgive and a sense of humour definitely help.

When things were bad, Jasmine did not have any one to whom she could talk, neither in school nor at home.

We are supply teachers. We work alone. We don't have colleagues. Even in the schools that I have been supply teaching many times, I still feel that there is a gap. They are them. We are us... Some schools and teachers are more supportive, others are not. School culture can be very different. In some schools, almost every teacher you meet would say hello to you, things like that. They know that you are a supply teacher. So they would come to help when there is problem. In other schools, you are invisible to the teachers and the students there. They don't care. Students don't respect you.

Usually when things were good, Jasmine liked to tell her family what happened in her teaching. But when things were bad, after coming home, Jasmine didn’t want to talk to her family about her bad experiences.

Everyone is tired. My husband is very tired. ... He works very hard every day. He gets up at 3 o'clock in the morning. When he comes home, he is very tired. So he needs to have some rest.... It is useless even if I talk to him about the bad things. So I don't talk to them about my bad experiences. So I have to digest it myself. I tried to think positively. I tried to recall the good things. You have to think positively, otherwise you can't survive

Jasmine used what she called spiritual victory method (精神胜利法) to cope with her stress. Whenever there were bad things, Jasmine tried to think of something good to make herself feel
better. For example, she was quite upset when one of her students called her “garbage supply teacher.” Coming out of the school, walking on Spadina Crescent, Jasmine was very unhappy.

I looked up at the sky. The moon was so round and bright. So I said, moon in the evening sky, perfectly round and right, so something good. When things good happened, I would think, no matter what happen for the rest of the day, I don't care. This is going to make my day.

In her story as a supply teacher, Jasmine wrote:

After a bad day, on the subway home, I bought Oreo (frozen dessert sandwich) to cheer me up. After a good day, to celebrate, I treated myself to Oreo too. I had many good days, which was why I didn't quit my job despite struggles.

Over the years, Jasmine developed some strategies so she could be better at her teaching and classroom management. For example,

Sometimes the students need to do homework based on the story they learned in class. But some of them didn't listen to me at all. How could they finish their homework? I just had to copy the story for them, so they can do their homework.

Jasmine was still not confident with her English proficiency. Still some students made fun of her or laughed at her accent.

So I told them, Canada is a country of immigrants. Your parents, or your grandparents, or your ancestors came to Canada sometime before. Some came a bit early. Some came a bit late. Most people have similar experience. 不要五十步笑百步 (Those who retreat fifty paces should not laugh at those who retreat a hundred paces). I came here to help you. I didn't come here to be laughed at. I appreciate it if you point out my mistakes and I should correct them.

At the beginning of Jasmine's teaching journey, she was quite upset and got very emotional when some students were not disciplined. “Why? I came to help them. Why did they do such things to me?” Later, after talking to some experienced teachers, she realized that such students were like that even with their class teacher.

I realize that many children live with social problems, such as poverty, violence, physical and sexual abuse, drug use, crime and broken home. Who better to take their frustrations out on than fellow students and teachers? The key to our survival is to try not to take insults personally.
Jenny: A first generation immigrant’s professional integration. During Jenny's transition from the initial teacher education program to her workplace in a First Nation reserve in Manitoba, Jenny's stress came at every stage of the journey— from her initial teaching experience in the practicum, to seeking employment after graduation, and continued into her early teaching experiences in Manitoba.

Learning to teach through teaching practice: A stressful experience. Jenny had positive learning experiences in the teacher education program but her practicum experiences were very stressful. Due to lack of learning and teaching experience in Canadian K-12 schools, Jenny spent a lot of time preparing for lessons.

I didn't sleep well in my second practicum. Sometimes I woke up during the night because of my worries and stress....For the first two weeks, I was very stressed out. I need to spend a lot of time preparing for lessons: how to prepare lesson well, what to teach, how to teach, what to write on the board. Would students ask me other questions? Would I fail? What can I do to fix if I fail? A few students in the class require inclusive instruction. A lot of stress.

The stress that Jenny experienced affected her sleep. Sometimes she was too distressed to fall asleep, while other times she would suddenly awake from a sound sleep, scared and worried. In the morning, Jenny felt worse due to lack of sleep or poor sleep.

I was stressed before I left for school. I was more stressed when I got to school. I need to prepare for the teaching materials. Then I went to bring my students in the classroom. I felt I was in an absent-minded condition when I took attendance. I was most stressed between the time I finished taking attendance and started teaching. The students had 10 minutes for quiet reading. I was most stressed during that 10 minutes. I was still thinking how to teach. I felt my brain was blank. When teaching started, I didn't have other options. I just had to do what I had to do. After school, I went back home. Oh, another day is over! There's more work tomorrow!

Jenny loved teaching, and she was very happy to have the opportunity to learn from experienced teachers and practice teaching in Canadian schools. However, due to the stress, sometimes she did not want to go to school.
One day morning, I was so stressed out that I didn't want to go to school. I just didn't want to go. I knew I should go. I didn't want to. I had to go, because there was not enough time for me to even ask for leave.

**Difficult employment seeking.** Throughout my conversations with Jenny, she said a few times “It's more difficult for first generation immigrant to find a position in the teaching profession.” For most of her time in Canada, Jenny was studying and working at the same time. Jenny's motivation of going into the teacher education program was to find a teaching position in Canada since that even with her Master of Education in Second Language Education from a Canadian university, she had been unable to land a teaching job. However, Jenny was frustrated when, a few months after graduation, she still found herself still looking for a teaching position.

I went to talk to a director in a daycare centre. She looked at my resume, and said, "You have so many degrees. Why are you here?" It's not my fault to have those degrees. I thought I could get jobs with those degrees. But the most useful one was my ECE diploma.

Jenny experienced stress due to her employment status as a supply teacher in two or three daycare facilities. In addition to financial reasons – supply teaching assignments are not guaranteed and often sporadic — Jenny felt the social pressure from her family, relatives, colleagues, and friends.

It seems we are expected to have a job since we have a license now. We spent our money, put in our efforts, and got the teaching certificate, now what? Why am I still working as a supply daycare teacher here? Even my colleagues asked me why I don't have a better teaching job.

**First year teaching: New environment, new students, new teacher.** Before Jenny started her first teaching position in a First Nation reserve, she worried about the uncertainty of the situation.

I am very worried. I am worried of not only the unknowing. I don't know the community. I don't know their food, culture, people. The people who interviewed me were a bit shy. But I don't know the situation over there. My friend who is teaching in the North told me that situation might not be very good. Sometimes you might you see a lot addiction, crime issues.
Jenny grew up in the biggest city in Taiwan. After coming to Canada, Jenny stayed in Halifax, Ottawa, Toronto, or Vancouver most of the time. So she considered herself a city girl. Jenny usually traveled around the city by bus or subway.

The most shocking thing I found was...Before I came here, I wanted to know how people travel within the community, because I don't drive, you know. “We people there just walk. We don't drive.” After I got there, I realized everybody drives, even kids.

After settling in, Jenny realized that walking from one end of village to the other end took about one hour.

Another thing is when school starts, on the first day, I need to face my students. What happens on the first day in Canadian schools? I don't know. I have never been in a Canadian school (as a student, on the first day of the school year). From morning till 3 o'clock in the afternoon, a whole day, what do I do? I know what we would do in Taiwan, but I don't know what we do here. Nobody has taught me. I am very worried.

Jenny tried to get help. “I sent an email to my fellow students, asking about what they did on the first day. Then I also Googled on the internet.”

When I first got here, it was very impressive because I saw many houses' windows were covered by plastic bags, black or white. And some people’s car shields had lots of cracks on it, and some people cars don’t have windows. They just used a plastic bag to cover it.

Before teaching in the reserve, Jenny had no experience with First Nation students. During her first few months of teaching, Jenny struggled with “how to teach.” She had trouble adapting her learning from the University of Toronto to her current assignment teaching First Nation students.

My teaching is a bit different from other teachers. I don't do a lot of phonetic practice. Some teachers suggested that I should do that. I have read Jim Cummins and Krashen. We don't have much chance for professional development. It would be good if we can learn something on a PA 24 day. Or the assistant learn something. I want to know if there is any new theory or approach to teach literacy to First Nation students.

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24 PA day: Professional Activities day.
Jenny tried to look for information on the internet, but did not have anything useful. She guessed some resources might be available in university libraries, but she could not access to university libraries since her graduation. In addition, Jenny was concerned about her students due to the provincial standard tests. In Jenny's view, some of her students needed additional support, as a few of them had already repeated Grade 1 before they came to her Grade 2 class. She wanted to help them so they would be able to move on to Grade 3.

Students are good but many of them have special needs. And there's the assessment. If the students don't pass, they need to stay in the same grade for another year. Even if they pass Grade 3, they might not be able to pass Grade 6.

However, lack of resources and not knowing how to teach First Nation students were not the only barriers that Jenny had to overcome.

Teaching is tiring, especially for a new teacher. There're limited resources...not with the resource teacher, not in the library. We need to pay from our pockets if we need to buy anything. We were supposed to have an assistant in each class, but my assistant disappeared.

*Coping: Work hard, be flexible, and ready to learn.* Jenny faced difficulties and experienced a lot of stress in learning to teach, employment seeking and early teaching. She worked very hard to overcome the barriers and cope with her stress. Over the years, Jenny spent most of her time in university. To pay for her expenses and to make payments on her student loan, Jenny worked part time in addition to her full time studies. During her experiences as a student teacher, Jenny experienced a high degree stress as a result of her lack of experience and language issues. In addition to spending more time and effort on preparation, Jenny's positive attitude and her personality also help her get through these difficult times.

Finding employment after graduation was as difficult for Jenny as it was for other IETs. She was already working at low paying jobs so that she could pay her bills. As a single woman, she tried to be flexible and was willing to consider moving to another province for employment opportunities, although that would meant that she was still far away from her boyfriend. Jenny understood that she needed Canadian teaching experience to find a job where her boyfriend lived.
Jenny was always ready to learn new things and adapt new environment so the transition from the teacher education program in the University of Toronto to her workplace in a First Nation reserve in northern Manitoba was approached in a positive manner. She was good at getting information from the internet. She also asked for and obtained support from her colleagues and supervisors/employers.

**Jack: Balance between family and work.** During his transition from the teacher education program to his workplace in Canada, Jack experienced a lot of stress related to his multiple identities: his family roles as a husband and father, his professional roles as a student teacher and later as a supply teacher. He was trying to find a way to work and take care of his children at the same time.

**As a husband and father.** When Jack was studying in the teacher education program, Jack went through a separation from his wife. He became a single parent and had to struggle between his full time study and three children. He paid for babysitting with student loans and his bursary in order for him to stay in the teacher education program. However, he soon realized that he could not concentrate on his study.

I was stressed out. So I asked for help, psychologically. I told them that I couldn't deal with that any more, and I need help. I told myself, I cannot do this. I cannot drop my course, because I already paid. There's no way for me to continue. Because I realized...there were times that I lost my memory. There were times that I found myself in the lady's washroom. Yeah, it happened. One time, I was like, why am I here? There were so many things going through my mind.

**As a student teacher.** As shown in Chapter Seven, Jack experienced difficulties during his practicum because of his English accent, his unfamiliarity with language that the high school students used, as well as classroom management issues. The following is Jack's description of his feelings before, during, and after teaching.

Before I began teaching, I felt nervous and worried, anxious. When I was teaching, it has been like a roller coaster of emotions. There are time that I feel elated and a number of
times worrisome. After teaching? It depends, when I feel that my students are satisfied, then I feel good, otherwise I feel miserable.

As an experienced teaching professional, Jack was afraid of making mistakes. As a result of his difficult experiences at practicum, he suffered from a lack of confidence.

I always feel guilty when I feel I did not prepare well for the class. Yes, I am afraid of making mistakes. I do not want to feel stupid and I do not want to be ridiculed. I still want to continue with my career though and I am still looking for ways to build my confidence... I feel lost. I keep on thinking and blaming myself.

**As a supply teacher.** In Jack's opinion, if the regular class teachers handled their class well, when a supply teacher went in, things would be easy for the supply teacher. If the regular teachers didn't handle their class well, then supply teachers would have a hard time in the class.

He had been to two or three classes which he found hard to handle.

There's not so much responsibility. You just have to be there, and of course, do whatever the lesson plan says. But there's time, most of the time, there's not much to do. Sometimes there's a feeling of guilt when I haven't done anything and you get pay for it... Not doing anything... Like yesterday, I was assigned to a special education, kids are like, and they have special needs. Specifically, they are autistic. And each of them have their own order. I was there like... I don't know. There's certain guilt. I haven't done anything and I am getting something from it.

**Coping: Seeking supports.** Due to the heavy workload in the teacher education program, challenging issues with classroom management in the first practicum, and family issues related to the separation with his wife, Jack was very stressed. Fortunately, Jack realized his problem and sought support.

I know it's not good any more. So I asked my teacher, like, is there something I can do to... So I went through a few session with the doctor, a psychologist. It really helped. I didn't have to pay for it. I just need to spend some time to see the doctor.

To cope with his stress as a student teacher, Jack tried praying and taking deep breaths. He tried to forget what had happened. He listened to music. He talked to friends. Additionally
he shared his worries with his peers in the teacher education program and sought support from his teachers.

The moral support, the “push,” the encouragement, the small recognition and appreciation, like: “you had a good presentation,” “you have a strong teacher's presence,” “it's ok to be receive nasty remarks from students, they happen most of the time, they don't mean it,” or “welcome to the teaching world.”

Due to his responsibilities as a single father, Jack was very eager to get a job and he was ready to work at any job that he could find. After graduation from the teacher education program, he applied for a number of school boards, considered alternative employment possibilities, and took additional qualifications for teaching and nonteaching professions during the summer when he also had to take care of his children. Later, Jack chose to work part time at a nonteaching position, taking the occasional supply teaching job, primarily so that he could take care of his children. Finally, Jack successfully found a supply teaching position with Toronto District Catholic School Board.

To teach in the Catholic schools, you need to be a Catholic. That's the basic requirement. You also need a recommendation from the priest. I have been volunteering in the church, and my kids’ school, not to get a job, but that's related to my belief and personal commitment.

When Jack was a student teacher, classroom management was one of his difficulties. He tried to seek support from peers and supporting services in the teacher education program. Later, Jack gained more confidence through his occasional supply teaching at a private institute. After he became a supply teacher in the Catholic schools, Jack worked with another teacher to develop some strategies for classroom management.

I have been able to talk with one classmate from OISE, who is also a supply teacher. We have been gathering ourselves some strategies. Those strategies work. We have been gathering some information on classroom management. For example, when you come to the class in the morning, the first thing you need to do is to ask the students for the classroom rule that their teacher made. I give them small pieces of paper to write their names and rules. And I look for the consequences and give it back to them. They know it, and I would know the consequences. If somebody misbehaves, they know the consequences. That works.
When Jack was a student teacher practicing teaching in inner city schools in Toronto, he experienced many difficulties and a great deal of stress. As a supply teacher in the Catholic schools, he seemed to be more accepted.

Although in terms of the students, their behaviours, they are the same. They hate school. They are bored. It could be cause of the different values, beliefs. What I normally do is, I pray. There's times when I found things difficult, I pray...Students pray, yeah, at the beginning of the day, during lunch time, and then after school. They [prayers] have a certain values.

**Lara: Teaching in Canada is a lot more challenging.** In Lara's experiences, teaching in Canada was a lot more challenging than she expected. Although she was eager to learn and ready to adjust, Lara experienced difficulty with classroom management issues, with her accent, and had conflicts with her first AT in the non-evaluated practicum through PREP. In addition, getting the documents for certification and finding a teaching position after graduation were also challenging.

**Learning to teach.** In her first practicum through PREP program, Lara realized that teaching in Canada was “a lot of more challenging” and required “a lot more paper work.”

Being a teacher in Canada is different from being a teacher back home. There is a lot of protocol and paper work here. Special education was separated from regular schools back home. Back home, kids with physical challenges were in different schools. So I found it very challenging to have an autistic student in my class. I found that I spent so much time...So I found it a lot more challenging.

As an IET who had four years of teaching experience in secondary schools in Trinidad, Lara found it difficult to handle students who were less motivated to study.

Different types of students [diverse students] — more explicit … differentiated instruction they don't want to do any work. It was heartbroken. They have computers, all they are interested is YouTube and Facebook. Back home, it was all academic, we didn't have to have these hands on activities, we didn't have to keep the students entertained and engaged all the time.
At the same time, Lara was not very sure if she needed to note down students' behavioural issues, as she did not know much about the student background and she was there for only a month.

The expectation of education is different. The expectations to teachers were different. They expect different things from you. For example, in Trinidad, we would expect to do behaviour a lot, and we would expect to do homework a lot. But here, I found it is not only necessary, but they look to see if you have two types of things on the students.

In Lara's experiences from the teacher education program to the workplace in an immigrant settlement organization, her stress was mainly caused by her unpleasant experiences with the AT when she did her first practicum through PREP program.

By the end of the first week, I was totally broken down. The second week, she was literately and mentally abusing me. In one of the feedback section, she said that I am not going to be hired by anyone.

Lara's experiences with her AT illustrated potential pitfalls in this process. Student teachers are supposed to learn by practical experience teaching, being guided by a seasoned mentor. When the mentor—the AT—has little or no interest in mentoring or skills to be an effective mentor, it is the student teacher who suffered.

She did not provide any scaffolding. She did not provide any mentorship. I had to do everything for myself. When I asked for any resources, she didn't give me any. Like, if she would do any activity in the class, she should give me a sample of what she was doing.

As the conflicts were building up, the relationship between Lara and her AT became very tense.

She criticized me in the class. The last day I was there, she was yelling at me in front of the students, “I can't stand this anymore. She's always losing paper.” It was a nightmare.

During her practica in Canadian schools, language was also one of Lara's concerns. Having grown up in Trinidad, Lara spoke English as her mother tongue, but she did so with a non-Canadian accent and was self conscious about this. During her practica, she found it easier to work with students with Caribbean background as she noticed that students from other cultural backgrounds sometimes did not understand her.
Looking for a teaching position. As an IET with previous teaching experience, as an independent skilled immigrant hoping to continue teaching career in a new setting, part of Lara's motivations was to improve her employment situation in Canada. However, even after studying in the Canadian teacher education program for ten month and practicing teaching in three practica and an internship, Lara still could not find a teaching position.

The six month administrative position that Lara obtained during her transition was certainly very helpful in financial terms and providing her with “Canadian working experience” in a field other than customer service and call centers. However, her inability to find a teaching position in Canada was still a stress factor for Lara and she considered returning to Trinidad or in emigrating to England where she believed the British people would have fewer problems her Caribbean accent.

Coping: Seeking support, learning from experiences, and looking for alternatives. Lara experienced a lot of stress in the initial teacher education program, and in particular, her first field experiences in Canadian schools through the PREP program. To cope with her difficulty and stress, Lara tried to seek support and asked for advice from university faculty, peers, and family. In addition, Lara also learned from her bad experiences. When her AT complained that she was disorganized during her first practicum, Lara tried hard to be more organized in her other two practica and internship. She continued to focus on organization in her later work in an administrative position at an immigrant settlement agency.

Improving her employment status was part of Lara's motivations for returning to the teaching profession in her new home (Canada). However, as a result of her bad experience with her AT, Lara exhibited reluctance to finding a teaching position. In addition, Lara's licensing procedure took longer than expected, which compounded the problem of finding a teaching position in school boards. To cope with her stress caused by her employment difficulties, Lara looked for alternative employment opportunities. Working on the six-month contract at an immigrant settlement agency, Lara had the opportunity not only to earn some money, but she also regained some confidence.
Cross-case analysis. Jasmine, Jenny, Jack and Lara experienced different stressors during their transition from the teacher education programs to their workplace in Canada. Jasmine was struggling between study and family when she was a student teacher, and then later between her teaching and family life when she worked as supply teacher and heritage language teacher. She needed to balance work and family because of her responsibilities as a mother of four children, as the wife of a husband who had high expectations for everyone in his family — his children, his wife, and himself — and importantly, her standards for herself as a teacher. When Jenny was a student teacher, she faced difficulties due to her language, accent, and lack of teaching experience and teacher authority. Even after finding a teaching position in a First Nation reserve, Jenny needed to adapt to the new environment, faced her new students, and took up her role as a new teacher. As a novice teacher, Jenny was faced with limited resources and was concerned about the success of her students due to the provincial standardized tests. Lara's major stress came from her difficult experiences with her first AT through the PREP program. Compared to other three focal participants, Jack's situation was even more complicated. In addition to the heavy workload in teacher education, language issues due to his unfamiliarity of the language students used as well as his own language accent, classroom management issues, and students with special needs – many of which were shared by his peers — Jack also had to contend with his separation from his wife and becoming a single father. Balancing his life between study and family was a constant stressor.

All of these four IETs tried to seek supports. Jasmine worked very hard and obtained support from her husband and family. Jenny sought support from peers, teacher educators, and her employers. In addition, Jenny made good use of the online information. Lara got support from peers and her husband. And Jack, sought support from peers, teachers, and his religious beliefs.
Summary

My fourth research question was: What are the stressors that IETs experience during the transition from Canadian initial teacher education programs to the workplace? A number of stress factors were identified from interview data. Particularly, IETs were stressed due to their unemployment or underemployment status, heavy workload, language, culture, and accents, lack of confidence, student behaviour and classroom management issues, expectations of parents, conflicts and tensions with AT, balance between work and life, collegial relationship, and financial difficulty. Employment seeking was the most stressful factor during the transition from initial teacher education programs to the workplace in Canada. In addition, novice teacher Jenny also had to deal with limited resources when teaching in a First Nation reserve. She became concerned about her students because of the provincial standardized tests. Jenny was worried that her students with special needs would not be able to pass the tests and have to repeat Grade 3 or Grade 6 later. Although students in Ontario and Quebec also take provincial standardized tests every year, none of the other IETs expressed related concerns. Some IETs (e.g., Bella, Bill, Kent) experienced stress due to high expectations from students and parents.

Although the survey data showed that most IETs did not find teaching in English very stressful, the interview data showed that quite a few IETs were concerned with their linguistic and cultural difference, especially accents. Even though Lara speaks English as her mother tongue, she experienced difficulties in her practicum because of her Caribbean accent.

My fifth research question was: What are IETs' coping strategies during this transition period? IETs in this study used different strategies to cope with their stress during the transition. They worked hard and sought support; they tried to improve their language; they tried to be positive and they developed their own strategies to handle classroom management issues. In addition to teaching, they also tried to look for alternative employment possibilities. IETs' coping strategies were influenced by their cultural and religious beliefs.
Discussion

In the research literature of teacher stress, stress factors included gender, age, years of experience, marital/family status, grade(s) taught, types of student taught, organizational factors such as role conflict, role ambiguity, work overload, poor classroom climate, low decision-making power, and little support from superiors and peers, and personality factors such as external locus of control and self-esteem (Byrne, 1994; 1999). In this study of internationally educated teachers, some of the stressors (e.g., age, workload, classroom management, and teaching students with special needs) that IETs identified are similar to those in existing research literature. In addition, some stress factors are related to IETs only (e.g., employment status, financial constraints, IETs' language proficiency, their accent and culture).

Employment status is one of the critical stressors in this study. This research finding supports the findings of Tynjälä and Heikkinen (2011) in that employment is one of major challenges for teachers in transition from the pre-service teacher education programs to the workplace. Negative experiences with mentor teachers in the practicum seemed to have great impact on IETs' beliefs in teaching and their career choice after being (re-)certified.

In this study, a few IETs (e.g., Bella, Jane) mentioned that they experienced stress due to the high expectation of students and parents. This research finding reflects what Compas (2006) found among Ontario teachers. In Compas’ (2006) survey, parental blame for child underperformance was one of the most stressful aspects. In the current study of IETs, no teachers reported that they experienced parental blame for child underperformance, but they felt stressful due to the high expectation of students and parents.

In the U.S., Tucker (2009) compared the teacher burnout levels of high school teachers across high-stakes subject areas to those across low-stakes subject areas and found no significance difference between them. Some provinces in Canada carry out standardized exams in public schools. For example, in Ontario, every year, there is EQAO25 (Education Quality Accountability Office) test for Grade 3 students and OSSLT (Ontario Secondary School Literacy Test) for Grade 9 students. In Manitoba, the provincial assessment program includes

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25 For more information of EQAO and OSSLT, please refer to www.eqao.com
Grade 3 Assessment, Middle Years Assessment, and Grade 12 Standards Test (Manitoba Education, n.d.) Among the 20 IETs in the study, Jenny is the only teacher who reported stress because she was concerned about her students' performance in provincial standardized exams.

I use Figure 4 to present my research findings of the teacher stressors of IETs in transition from initial teacher education programs to the workplace in Canada. As Figure 4 shows, a total of 14 stress factors were identified. Among these stress factors, family status, age, as well as language, culture, and accent are connected to IETs' multiple identities and their internationally educational background. During their studies in the initial teacher education programs, IETs' stressors included heavy workload, balance between work and family, teacher professional identity construction, classroom management, as well as their conflicts and tensions with ATs. As novice teachers, some IETs experienced much stress due to student parental expectations, standardized exams, students with special needs, and collegial relations in the community of practice. In addition, financial constraints and employment status were also added to the list.
Figure 4 IETs' Stressors
Based on research findings, it is important to examine the phenomenon of teacher stress from a sociocultural perspective. The 20 IET participants' narratives in this study showed that teacher stress was not only caused by teaching related activities. Employment status, financial constraints, and family status also cause stress. Similarly to others, IETs study, work, and live in a socially and culturally constructed world which also impacts their teacher identities. Being a non-native speaker or a native speaker with non-Canadian accent had great impact on some IETs' teacher identity, their teaching activities, their interaction with their students, colleagues and other members in the community which in turn, impacted upon their level of stress. For example, Jack's stress was related with his identities as a student teacher, father, and supply teacher. At the beginning of his practicum, Jack was distressed because of his Filipino accent and unfamiliarity with some of the vocabulary that his students used. Jasmine wrote good English but she spoke English with a Chinese accent. Some of the challenges she experienced when she was a student teacher and later a supply teacher was caused by her linguistic identities. Although Lara spoke English as her mother tongue, some of her students did not understand her because they were not familiar with the Caribbean accent. Conflicts occurred when Lara was working with her Punjabi AT. Lara's experience with stress was associated with her Caribbean background. Jenny's stress was related to her struggle with her non-native speaker identity, her professional identity construction as a student teacher, and her difficult employment seeking experience as a first generation independent immigrant in Canada.

Research findings of teacher stress in this research support both the findings of both Sleegers (1999) and Kelchtermans (1999) who maintained that teacher stress and burnout resulted from the interaction between individual teacher and their work environment (i.e., classroom and local school context, educational policies, sociohistorical factors, and others). Research findings presented in previous chapters show that IETs experienced various levels of stress as a result of their educational experiences in the initial teacher education programs, their teaching experiences as student teachers and novice teachers in Canadian schools, as well as their employment seeking during the transition.
Based on the research findings, trying to gain employment was the salient stressor for IETs in transition. Without a teaching position in an elementary or secondary school, IETs could not access the resources, participate in the community of practice, or continue to construct their teacher identity in the Canadian K-12 teaching profession. Learning to become teachers in Canada is an ongoing process. IETs started their learning in the initial teacher education programs, they carried on their learning through the practicum and internship, and they continued to learn after they took up their teaching positions. However, limited teaching opportunities or no opportunity to teach hindered or prevented IETs' learning and development. Therefore, unemployment and underemployment caused much stress among IETs.

In this study, IETs utilized different strategies to cope with their stress during their transition from the initial teacher education programs to the workplace in Canada. To cope with stress caused by unemployment and underemployment, IETs prepared for job applications early, worked hard, and tried to make connections and establish networking through practicum, internship, and volunteering work. They also looked for teaching positions in other provinces and tried to obtain alternative employment opportunities. Language proficiency, cultural difference, and accents caused a high level of stress among some IETs. IETs tried to improve their language through daily life and their studies. They faced the accent issue and were open to correction. To cope with a heavy workload, some IETs tried to get support from their families, some worked hard by putting in more time (i.e., arriving at school early, going home late) and others tried to live a healthy life to stay energetic. Their conflicts with associate teachers also added to their stress levels. IETs tried to obtain support from university supervisors. For classroom management issues, they learned from their colleagues and also developed some working strategies. To balance work and life, some IETs worked after they took care of their family and some IETs did supply teaching to meet their financial needs. In addition, religious beliefs also helped IETs cope with their stress. Seeking support and positive attitudes help IETs overcome their difficulty and stress. In addition, some IETs tried to manage their stress and stay energetic with sports, a cup of coffee or a glass of wine, which is similar to what Brundage (2007) found among a group of EFL teachers in Korea.
CHAPTER TEN: IETS' PROFESSIONAL INTEGRATION IN CANADA
AND FUTURE PLANS

As discussed in Chapter Nine, IETs in transition experienced high levels of stress when they were student teachers in the teacher education programs and when they looked for teaching positions after graduation. Many of them struggled between family and work. When teaching in Canadian K-12 schools, classroom management was the most stressful factor, especially for those who spoke English as a second language or spoke with a non-Canadian accent. In this chapter, I present the research findings related to my last research question: How do the learning experiences in the initial teacher education programs, employment seeking, and early teaching experience of IETs in Canada affect their decision to remain or leave the teaching profession? To answer this question, I first provide an overview of IETs decision/plans for their future. Then I retell the stories of the focal participants and conduct a cross-case analysis. Last I discuss my research findings related to research literature in the field. Research findings in this chapter were from the research data that I collected in Phrases 1, 2, and 3 of the study.

Overview of IETs' Decisions

Table 22 below shows the graduation time, employment status, and the future plans of the 20 IETs in the study. At the end of the study, six IETs (Bella, Bill, Cecelia, and Charles in Ontario, Mari in Quebec, and Seyyid in Alberta) held permanent contracts with publically funded school boards and wished to stay in the teaching profession in Canada. Both Kent and Shyla have doctorates and were working at Long Time Occasional (LTO) positions. They were hoping to secure permanent contracts with school boards in the near future.
After two years of very limited opportunities as a supply teacher, Soop decided to give up looking for a teaching position in New Brunswick. She was considering moving to another province where IETs might be more accepted, or after she retires, she would like to teach as a volunteer in less developed countries to fulfill her dream of being a teacher. Samina was finishing a contract position with a private school in Toronto. She decided to go back to Pakistan and hoped to return to Canada in two years. She could get a teaching job back in Pakistan and it was her understanding that the job market for Canadian teachers would be better in two years. After five years of volunteering in schools and two years of unsuccessful teaching job seeking, Nalita decided to look for a nonteaching position so she could support her family financially. Rose decided to look for a nonteaching position after she had a bad experience with one of her ATs.

In addition, Donieta and Jane were teaching in private schools but they hoped to find a teaching position with a public school board. Donieta would like to teach in the adult education program. Jane would like to continue to work in high school. Sunyi was finishing her Master's degree and she hoped to find a teaching position in public schools. Smith was still waiting for his teaching certificate and working as a private tutor at the same time. He hoped to find a teaching position in public or private schools in Toronto and he was also looking for opportunities in England.

Among the four focal participants, Jasmine and Jack were content with their supply teaching positions. Jenny was happy teaching in a First Nation reserve in the northern of Manitoba and hoped to stay in the teaching profession in Canada. Lara was finishing her six month contract in an immigrant settlement service agency and hoped to find a teaching position after she obtained the teaching certificate from Ontario College of Teachers (OCT). At the same time, Lara had a few other plans for her future.

Most IETs in this study indicated that they still loved teaching and wanted to stay in teaching profession. However, some of them had to give up their teaching careers due to their underemployment or unemployment situation. This research finding corresponds with what
<table>
<thead>
<tr>
<th>IETs</th>
<th>Graduation</th>
<th>Employment</th>
<th>Future Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bella</td>
<td>2008</td>
<td>Permanent</td>
<td>Stay in teaching</td>
</tr>
<tr>
<td>Bill</td>
<td>2008</td>
<td>Permanent</td>
<td>Stay in teaching</td>
</tr>
<tr>
<td>Cecilia</td>
<td>2008</td>
<td>Permanent</td>
<td>Stay in teaching</td>
</tr>
<tr>
<td>Charles</td>
<td>2009</td>
<td>Permanent</td>
<td>Stay in teaching</td>
</tr>
<tr>
<td>Donieta</td>
<td>2008</td>
<td>Private School</td>
<td>Look for a position in public school</td>
</tr>
<tr>
<td>Jane</td>
<td>2008</td>
<td>Private School</td>
<td>Look for a position in public school</td>
</tr>
<tr>
<td>Kent</td>
<td>2008</td>
<td>LTO</td>
<td>Look for a permanent position</td>
</tr>
<tr>
<td>Mari</td>
<td>2006</td>
<td>Permanent (Quebec)</td>
<td>Stay in teaching</td>
</tr>
<tr>
<td>Nalita</td>
<td>2008</td>
<td>Unemployed</td>
<td>Look for a job</td>
</tr>
<tr>
<td>Rose</td>
<td>2010</td>
<td>Unemployed</td>
<td>Look for a nonteaching position</td>
</tr>
<tr>
<td>Samina</td>
<td>2009</td>
<td>Private School</td>
<td>Return to Parkistan</td>
</tr>
<tr>
<td>Seyyid</td>
<td>2009</td>
<td>Permanent (Alberta)</td>
<td>Stay in teaching</td>
</tr>
<tr>
<td>Shyla</td>
<td>2008</td>
<td>LTO</td>
<td>Look for a permanent position</td>
</tr>
<tr>
<td>Smith</td>
<td>2010</td>
<td>Tutoring</td>
<td>Look for a teaching position</td>
</tr>
<tr>
<td>Sunyi</td>
<td>2008</td>
<td>TA</td>
<td>Look for a position in public school</td>
</tr>
<tr>
<td>Soop</td>
<td>2007</td>
<td>Nonteaching</td>
<td>Giving up teaching</td>
</tr>
<tr>
<td>Jack</td>
<td>2010</td>
<td>Supply teaching</td>
<td>Stay in teaching</td>
</tr>
<tr>
<td>Jenny</td>
<td>2009</td>
<td>1 year teaching contract in First Nation reserve (Manitoba)</td>
<td>Stay in teaching</td>
</tr>
<tr>
<td>Jasmine</td>
<td>2006</td>
<td>Supply teaching</td>
<td>Stay in teaching</td>
</tr>
<tr>
<td>Lara</td>
<td>2010</td>
<td>Nonteaching</td>
<td>Look for a teaching position or look for other options</td>
</tr>
</tbody>
</table>
McIntyre (2011) found in his most recent survey among Ontario certified teachers. McIntyre (2011) reported that many new teachers worked on limited-hour teaching contract or could not find teaching positions in Ontario. Others worked in nonteaching jobs or tried to find teaching positions in other provinces.

**Multiple Case Study**

**Jasmine: Teaching is very interesting. You will never be bored.** Before Jasmine took up the teaching profession in Canada, part of her motivation was to have a better understanding of the Canadian education system so she could help her four children. Over the years, Jasmine learned new knowledge when she helped her own children. Then she used what she learned from helping her children to augment her supply teaching. “You can say that I teach them. At the same time, they also teach me.” When she did supply teaching, she learned more new knowledge.

Sometimes I was called to teach because the class teacher needed to go to have a meeting. For example, Grade 7 Math, the teacher would just open the test book, and said that you need to teach “probability,” then she left. Things happened very fast. Fortunately, Math is my strength. My son is also in Grade 7. I know how to explain “probability” through helping my son.

Jasmine had been a supply teacher and heritage language teacher for a few years. “The first year was like hell, but things were getting better.”

Some people say that supply teaching is easy. You don't need to prepare for lessons. You don't need to write report cards. You don't have to deal with parents. But you pay the price, because students don't know you. They don't respect you. They don't care. It would be better if you know the students and the students know you. It's not easy.

In her story of supply teaching, Jasmine wrote,

During a lunch period, I was shocked to discover an eraser with words “FUCK YOU” inside the hood of my sweater. Somebody managed to put it there while I worked in a Grade 8 classroom. It was the ugliest word in English language! I felt so disgusted that I lost my appetite instantly. I stopped wearing that sweater ever since as if the eraser with f-word had burned a hole in it. There are individuals who don't have respect whatsoever.
According to Jasmine's understanding, obtaining a permanent teaching position might her to get a LTO first. Then she would need to study more (to obtain a Master's degree). Jasmine was not very eager to get a permanent teaching position but she had expressed an interest in studying for a Master's degree. Ideally, Jasmine would like to have three worlds: home, school, and university so she could take care of her children, do supply teaching and Chinese teaching at school, and study at university. During the time of study, Jasmine applied for a Master's program but she was not admitted.

After teaching for a few years, Jasmine still wanted to stay in the teaching profession in Canada.

Teaching is very interesting. You will never be bored. I am not the best teacher. For me, the best teacher needs to be very organized. But I am creative. I always have new ideas. I am passionate. I am patient. ...I have a Math qualification. I wish I could teach high school Math later. But I know it is very very difficult, because you need two teachable. But if I can teach credit (Math) courses in the evening, then I teach Mandarin, I do daily supply, and then I do some writing. Then I am satisfied. In addition, I need to take good care of my own children.

**Jenny: I love teaching.** Jenny’s integration into the teaching profession in Canada was not very difficult. Before school started, she did not know what she should do on the first day of school. She looked for information on the internet and was very surprised to find out that many teachers had encountered similar dilemmas when they started their teaching careers. Jenny arrived at the school on the last day of August. However, school didn't start until the middle of October because the school didn't pass the fire safety inspection. Consequently, she had more time to prepare for her teaching. On the first day of school:

I was the only teacher who stood by the door to welcome students. I shook each student's hands. In the classroom I set up the tables. I put some coloring paper and crayons on the tables and their names. So the students found their seat and sat down to color. I got two students who cried. Afraid of me, I think. Then after 9 o'clock, after the morning message, I showed my students a book I made, “All about me” book. About something about me, like birthplace. Then we start making their own name cards, having some games knowing each other, read the book *Polar Bear, Polar Bear, What do you See?*, then I took students' pictures. That's the whole morning. In the afternoon, we started doing some review of numbers.
When Jenny was a student teacher in Toronto, her teacher identity was challenged due to her linguistic and cultural difference, especially her accent. In the First Nation community, Jenny started to learn about the local people and their culture, and the students became accustomed to Jenny's accent.

At the beginning, they didn't understand me because of my accent, but they got used to it. We understand each other better now. Accent doesn't seem to be a big problem now. We just say it again if we don't understand.

Before Jenny left for Manitoba, her family and friends were worried about her since she had grown up in the city and had now moved to a far way village with a very rural lifestyle. “There's no entertainment at all.” Jenny tried to look at the situation in a positive way. “No entertainment. No expenses. So I can save some money.” Having regular income was “a big relief” to Jenny's finance as she needed to pay back her student loan. After getting her pay cheque, Jenny would go to the city to buy some of the things that she needed since things were very expensive in the village.

Jenny was happy living and teaching in the village, despite being far away from the city. However, she missed city life and she missed her boyfriend who was in another province.

People in the community were very nice. Students were respectful. They all seemed to respect teachers. I heard a few teachers left in the last couple of years. I guess they want to keep the teachers. I was the only Chinese teacher there. Some people just called me “Chinese teacher.”

In Jenny's opinion, as an IET, teaching in a First Nation school was a right decision that she has made.

It's difficult to find a job without teaching experience. It is relatively easier to find a teaching position in the First Nation schools. Rather than staying home and doing nothing, teaching in a faraway place for a year might not a bad idea, even for people with family and kids.

After teaching for a few months, Jenny hoped to renew the contract, obtain a permanent position, or find a job to be close to her boyfriend.
After I gain some teaching experiences in this First Nation school, even if I have to find another job, things would be easier, especially if I look for a teaching position in First Nation schools. Or I'll try to find a job in the North.

After having studied and worked in Toronto for over a year, Jenny came to love Toronto.

If the winter here is too cold for me to survive, I will also consider moving back home. I pay close attend to the news that more elementary schools in Ontario will provide full-day kindergarten programs, and there should be more openings.

The “home” in Jenny’s eyes is Toronto, where she studied and worked and where she had many friends and colleagues. Jenny planned to submit her application to the school boards in Toronto in the new year. From a long term perspective, Jenny would consider going back to university to pursue a doctorate.

**Jack: Supply teaching meets my needs.** Jack graduated from the teacher education program in June 2010 and he started to work at a website development position and did occasional supply teaching in a private institute.

My occasional supply teaching in that private school was bad experience as a job, but it was good in terms of learning, especially classroom management. I learned from the teachers. I learned from the principal. It raised my confidence.

Starting January 2011, Jack had been working as a supply teacher in the Toronto District Catholic School Board. He was called to teach every day.

With supply teaching, there's excitement. Every day, you get new job, new assignment, and excitement. I go to different school every day. So there's excitement every day.

During Jack's transition from the Canadian teacher education program to his workplace in Catholic schools, Jack had also gone through separation and become single parent of three children. He had been struggling between his family and work. Finally, supply teaching seemed to solve the problem and he was happy with his teaching career in Canada.

Supply teaching is good. The teaching schedule fits my kids' schedule. They go to school, I go to teach. They need to come home after school. I can pick them up after my teaching. Supply teaching doesn't require lesson planning. You don't need to do
preparing in the evening. You just have to wait for the calls. So I have time for my family, my kids. On Saturdays and Sundays, I give them to their mom, so I have time for myself.

Besides supply teaching, Jack was studying for additional qualifications.

My qualification is to teach secondary. The Human Resources person of the school board personally talked to me that I need to get additional qualification for primary and junior, so I can get more placements, even long time occasional job.

However, like many other supply teachers, Jack had concerns due to financial reasons.

The only thing I don't like about supply teaching is, you don't work, you don't get pay. So when there is a March break, you won't get pay. Of course, when it comes summer, there would be another concern.

As a researcher, I have witnessed Jack's transition from teacher education program to the workplace in Canada. When I first met Jack in the PREP program, he was very tense. He was stressed out in his first practicum. When I saw Jack again after he graduated, he looked a bit worried and seemed to lack confidence. “When you saw me last time, I was worried, because I was afraid that students would laugh at me because I have an accent.” After he started working on the website development position and had some opportunities doing supply teaching, Jack sounded relieved. After he finally became a supply teacher in the Catholic schools, Jack seemed much more confident and happier.

The best thing that I am excited about this is that the regular teachers appreciate my work. They emailed me and said "I want you to be my supply teacher again. Thank you!" In a few instances, the regular teachers would recognize me in school.

Looking back his recent experiences as a single parent, a student teacher, and a supply teacher, Jack commented on his shifting metaphor of teacher over the last two years.

I still feel that being a teacher is like being a father, especially yesterday, when I was working with those kids with special needs. They are all autistic kids. I really have concern about them. Policeman, yes, especially when you have to deal with classroom management issues. Now, it has become a job. I am earning money. It pays well. It's good, because you do what you are supposed to do, you do what you like to do, and you get pay for it.
In the near future, Jack would like to get an LTO after he completed his additional qualification (AQ) course. If not, he would go back to the Philippines to finish his doctoral dissertation.

**Lara: I don't know if I would stay with education.** During the transition from teacher education program to the workplace in Canada, Lara experienced frustration and stress due to the unpleasant experiences with her AT in the practicum through the PREP program. In addition, although Lara spoke English as her mother tongue, she experienced barriers in her workplace in Canada. She was never happy with the jobs that she had before she went to teacher education. “I was totally unhappy. Teaching was the only thing I was happy with.” As a result of her good working experience in the immigrant settlement service agency, Lara would like to look for another administrative position, clerical, or office job. However, in my last interview with Lara, she seemed to have different plans for her future.

I would like to volunteer in the hospital. I wanted to volunteer in the library for reading, but they said only students could volunteer in the library. Most of the people are unionized. I still have the form. I will fill out the form and see what they say. I want to volunteer because people say that I read well, I want to read for the children.

Lara would also like to go to medical school in a few years.

I have plans to study further. I don't know if I would stay with education. I am finding the revenue to go to medical school. I want to do medical science. I want to go to Russell University. It's in Dominica. It's close to home. I keep my fingers crossed. There are options available to me. I need to get my Physics credit. It will take a few years to get things together. Saving, paying off stuff...I want to do Neonatology.

Although Lara had her degree in Business and she is qualified to teach Business, she felt that she missed science.

Well, let's put it this way. Everybody wants me to do something I am not comfortable with. The reason that I am so late, well, I followed a lot of people told me to do. I didn't follow what I wanted to do. So I've been doing what other people want me to do for...It's not that I didn't like teaching. I like teaching, the school. It's just I don't have necessary the classroom management skills. I don't like to cope with disciplinary type of business.
Lara believed that her husband supported her plan, because “he can find a teaching job in Dominica. They probably will accept our qualifications because we are all commonwealth countries.”

**Different experiences, different plans: Cross-case analysis.** Due to their different experiences in the teacher education program, practicum experiences in Canadian schools, employment seeking experiences and they professional integration in the workplace in Canada, Jasmine, Jenny, Jack and Lara had different plans for their future.

Both Jasmine and Jack became supply teachers in Toronto, and they were both happy with their teaching positions. Jasmine wanted to become a teacher so she could know more about Canadian education and help her own children. Being a supply teacher and teaching different students in different schools made it possible for Jasmine to make a living and take care of her family at the same time. It has also been Jasmine's strategy to cope with her stress due to her language accent. Jack wanted to stay in the teaching profession. During his transition, Jack went through a separation and became a single parent, and he was trying to find something that would allow him to work and take care of his children at the same time. Being a supply teacher met Jack's need. Both Jasmine and Jack experienced difficulty with classroom management. However, Jack learned from his colleagues, principals, and gradually developed some good strategies for classroom management, while classroom management was still a concern for Jasmine after three years of supply teaching.

While Jasmine, Jenny, and Jack wanted to stay in the teaching profession in Canada, Lara seemed to have more plans. She certainly wanted to find a teaching position, but at the same time, she was not very sure if she would stay in the field of education. At the beginning of the transition, Lara was motivated to continue her teaching career in Canada. She had been a teacher and worked in education in Trinidad for eight years and she was frustrated with her employment situation in Canada. However, her unpleasant experiences with one of her ATs, her difficulty with classroom management during practicum in Canadian schools, and her happy
working experience in an immigrant settlement agency are all factors that may contribute to her career choice and her plans in the future.

Summary

My last research question is: How do the learning experiences in the initial teacher education programs, employment seeking, and early teaching experience of IETs in Canada affect their decision to remain or leave the teaching profession? As research data show, IETs' decisions regarding their career choice and plans for the future were also influenced by their learning experiences in the teacher education programs, their employment seeking experiences and the job market for teaching profession in Canada, as well as their initial teaching experiences through practica and first years teaching.

For IETs who were teaching during the time of study, whether they were holding permanent positions, LTO, supply teaching, or teaching in private schools, all of them would like to stay in the teaching profession in Canada. For IETs (Donieta and Jane) who were teaching in private schools, finding a teaching position in public schools was their main goal. Sunyi was completing her graduate studies and she hoped to find a teaching position in a public school. Samina was finishing her contract in a private school. Since she was unable to get on the eligible hiring list of school boards, she decided to leave Canada. Soop has been a supply teacher in New Brunswick. However, she had very limited opportunity to teach. Therefore, she gave up finding a permanent teaching position in New Brunswick, but she considered moving to another province where IETs might have better employment opportunities. Nalita could not find a teaching position for almost three years. She would like to find a job to support her family financially, whether it is a teaching position or nonteaching job.

Rose was reluctant to look for a teaching position due to her negative experiences with her AT in the last practicum. Lara also had bad experiences with one of her ATs, but her decision regarding to career choice changed over the time. At the beginning of the study, she expressed her intention not to seek a teaching position as a result of her conflicts with one of her ATs. After her two successful practica and internship, Lara gained more confidence. After she
completed all the requirements for her Bachelor of Education, Lara wanted to find a teaching position. However, a number of other factors — her difficult experiences with classroom management during practica, her long time of waiting for certification, her good working experiences at the administrative position, and her employment seeking experiences — Lara seemed to be more interested in professions other than teaching.

**Discussion**

Bruinsma and Jansen (2010) study indicated that pre-service teachers with positive teaching experiences had higher self-efficacy, and teachers with negative teaching experiences intended to stay in the profession for shorter time. In my study, many IETs gained more confidence through their teaching in Canadian schools, even though some of them experienced challenges due to language and classroom management issues. However, IETs (Rose and Lara) with good teaching experiences with their students but bad learning experiences with their mentors were reluctant to take up or continue their teaching careers in Canada.

In the present study, IETs’ employment seeking experiences with teaching qualifications obtained from a faculty of education in Canada also impact IETs' career choices. Soop had to return to her customer service job after graduating from a Canadian initial teacher education program due to the limited availability of supply teaching opportunities. Samina had to return to her country of origin to continue her teaching profession as she could not find a teaching position in Canada after she finished a short term teaching contract. This research finding supports McIntyre's (2011) finding. McIntyre (2011), a researcher from the Ontario College of Teachers, observed that the job market for new teachers in Ontario stayed challenging over the previous five years. More new teachers were unable to find teaching jobs or only had limited supply teaching opportunities, and some new teachers had to return to their former occupations or take up nonteaching positions.

In order to integrate into the K-12 teaching profession in Canada, 20 IETs in the study had gone through studying in the initial teacher education programs, looking for teaching positions after obtaining Canadian teaching qualifications, and practicing teaching through
practica, and/or internships. I have documented these participants’ experiences in chapters five to ten. Only six IETs successfully located permanent teaching positions in publically funded school boards. Although some of these six teachers still experienced barriers, they were members in the community, they could access to the ongoing activities, they interacted with old-timers and other members in the community of practice. A number of IETs in the study were daily supply teachers or on long time occasional contracts. Although they were members in teaching profession, their participation in the community was temporary and limited. These supply teachers and short contract teachers interacted with old-timers and other members in the community differently. Their identity of being a teacher was also different. This is best summarized by Jasmine’s quote: "They are them. We are us.” At the end of the study, a few IETs were still looking for jobs, both teaching and nonteaching. They were legitimate peripheral participants in the community when they were teaching as student teachers. They could not integrate into the teaching profession due to difficult employment situations. They did not belong to any community of practice in Canadian elementary and secondary schools. Unless they located teaching positions in the future, they would not be able to access the resources, and they would have no opportunities to learn from old timers or construct their professional teacher identity in Canada. During the transition, IETs' identities changed over time. Identity is not only who these IETs are, but who they are not. They built on their multiple identities through their participation and nonparticipation in various communities of practice. Not being able to participate in the community of practice in the Canadian teaching profession added a layer to their identity. Without a teaching position, one of their identities is as a certified teacher without a teaching position.

Limited research has investigated the teacher retention in Canada (e.g., Clark & Antonelli, 2009; Kitchenham & Chasteauneuf, 2010). Clark and Antonelli (2009) reported that the primary reasons for Ontario teachers who were holding permanent teaching positions to leave the teaching profession were personal reasons, job dissatisfaction, and new job opportunities. The top reasons for job dissatisfaction included teaching workload, relationship with administration, class size, and assigned duties. It would be important to further investigate
the experiences of Ontario certified IETs who had to leave the teaching profession due to unemployment and underemployment status.
CHAPTER ELEVEN: SUMMARY AND IMPLICATIONS

From Chapter Five to Chapter Ten, I have presented the research findings of this study of internationally educated teachers (IETs) in transition from the initial teacher education programs to the workplace in Canada. I have described the research context and provided background information of the 20 IETs of the study. I have discussed 20 participants’ motivations of becoming teachers in Canada, learning experiences in the teacher education programs in New Brunswick, Ontario, and Quebec, employment seeking experiences, professional integration in the workplaces and career choices in Alberta, Brunswick, Manitoba, Ontario, and Quebec, as well as their stress and coping strategies during the transition. In this final chapter, I present a summary of the research findings to answer the six questions that guided this study, revisit the theoretical concepts that informed my study, discuss the implication for teacher education, state the significance of the study, acknowledge the limitations of the research, and suggest possible directions for future research.

Summary of the Research Findings

My study of internationally educated teachers in transition from initial teacher education programs to the workplace in Canada was guided by six research questions:

1. What motivates IETs to take up or return to teaching in Canada?
2. To what degree do IETs perceive their studies in initial teacher education programs in Canada as useful and/or practical?
3. What is the nature of IETs' employment seeking experiences with Canadian teaching qualifications obtained in a faculty of education in Canada?
4. What are the stressors that IETs experience during the transition from initial teacher education programs to the workplace in Canada?

5. What are IETs' coping strategies during this transition period?

6. How do the learning experiences in the initial teacher education programs, employment seeking, and early teaching experience of IETs in Canada affect their decision to remain or leave the teaching profession?

**IETs' motivations to take up or return to teaching profession in Canada.** From the research data collected from semi-structured interviews with 20 IETs, email communications, online chat records, and writing from some of the participants, I identified 11 motives: teaching background, motherhood, ESL speaker identity, passion for teaching, helping, impact of family members or role models, job feature and job benefits, improving employment status, personality, subject matter, and career change.

IETs' motivations of becoming teachers in Canada consist of both intrinsic motives (i.e., passion for teaching, personality), extrinsic factors (i.e., improving employment status, job features and benefits), and altruistic reason (i.e., helping), which are similar to existing research literature of teacher motivations. IETs' motivations were also influenced by their previous teaching and learning experiences (i.e., teaching background, impact of family members or role models), which can be categorized as socialization influences (Richardson & Watt, 2006; Watt & Richardson, 2007). In addition, IETs' multiple identities (i.e., motherhood, ESL speaker) also impacted on their choice of taking up or returning to the teaching profession in Canada. However, subject matter and changing career do not fit into any of the categories of teacher motivations. It was a surprise that an IET (Cecilia) stated that her ESL speaker identity was one of her motivations of choosing teaching as her career.

**IETs' perceptions of teacher education in Canada.** All of the IETs in the study their studies in the initial teacher education programs in Canada useful, but a number of them expressed their desires that the programs include more practical than theoretical aspects. IETs,
whether they had previous teaching experiences in their home countries or in Canada, found it very useful to learn about Canadian schools through course studies, practica, internship, and extra placements (for example, through the Transition Program and the Pre-Field Experience Program in University of Toronto), as well as volunteering work.

All of the 20 IETs were pleased to have the opportunities to learn from certified teachers in K-12 classrooms in Canada. However, a number of them were frustrated due to the tensions and conflicts with their associate teachers (ATs). Many IETs gained more confidence through practica and early teaching in their first years, despite the fact that they faced barriers of language and accents, struggled with heavy workload and classroom management issues, and tried to maintain a balance between work and family.

**IETs’ post-qualification employment seeking.** At the end of the study, among the 20 participants, six IETs (Bella, Bill, Cecilia, Charles, Mari, and Seyyid) were holding permanent teaching positions in publically funded schools, two (Donieta and Jane) were teaching in private schools, two (Kent and Jenny) were teaching in public schools with one year contract, and two (Jasmine and Jack) were working as supply teachers. Soop was still working in her nonteaching position in New Brunswick. Nalita and Rose were still unemployed. Samina and Lara were finishing their contract and eventually became unemployed. Smith was still underemployed. The employment status of Shyla and Sunyi was not very clear as they were not available for follow-up interviews. Based on my last phone conversation with Shyla, she was possibly underemployed or unemployed.

Due to a challenging teaching job market in Ontario, and the disadvantaged situation for IETs, finding a teaching position was not easy for these 20 IETs. Based on the research data that I collected from September 2009 to March 2011, the main challenge for IETs’ employment seeking was to obtain eligibility so they can find teaching positions with school boards. IETs were frustrated at their unemployment and underemployment status. Although none of the IETs labeled their employment experiences as being discriminatory, some of them had unpleasant experiences.
In addition, employment seeking for new teachers started when they were still teacher candidates in the teacher education program. However, some IETs' job applications were delayed because they did an extra non-evaluated practicum. The evaluation report from the later practicum arrived past the deadline so they could not submit their job applications to the school boards when the other teacher candidates did.

**IETs' stressors during transition.** During the transition from the initial teacher education programs to the workplace or unemployment, IETs experienced a great deal of stress. The IETs in the study spent one to two years in the program. Heavy workload due to course work and lesson preparation during practicum was very stressful for many IETs. As most IETs spoke English or French as their second or other language — and IETs whose mother tongue was English spoke with an accent — many IETs experienced difficulties and stress due to their cultural differences, language proficiency and English accent. Five IETs had unpleasant experiences, tensions and conflicts with some of their mentor teachers/ ATs, more or less due to the different cultural grounds, teaching beliefs, and language.

Employment, underemployment, and unemployment are the most salient stress factors for IETs in transition. Only six IETs were holding permanent teaching positions in publically funded schools. Research has showed that hiring policy and practice was not advantageous for IETs (e.g., McIntyre, 2007b; Ruecker, 2011; Zhang, 2005). Furthermore, a teacher surplus in some Canadian provinces such as Ontario made it more challenging for IETs to locate a teaching position even after having obtained Canadian teaching qualifications and Canadian teaching experiences (through practica, internship, and volunteering).

IETs' integration into the teaching profession in Canada started when they were studying in the initial teacher education program. IETs gained initial access to the teaching profession through practica and internship, and many of them gained confidence through participation in Canadian elementary and secondary schools. However, due to various reasons, some IETs had stressful experiences when working with their ATs. Most IETs who obtained teaching positions mentioned that they had positive teaching experiences and obtained supports from colleagues.
and principals. Heavy workload, classroom management issues, teaching students with special needs, and meeting the expectation of parents, as well as standardized exams were some of the stress factors that IETs identified during their transition. Some IETs also experienced difficulty when they tried to establish good working relationships with some of their colleagues.

IETs' transition from the initial teacher education to the workplace in Canada is a long and unstable process. Some IETs successfully found permanent teaching positions; some moved in and out of the workplace due to the temporality of their work; some were still looking for a workplace; and others left for other countries as they could not find a workplace in Canada. Studying for the teaching qualification, seeking teaching positions, and integrating into the profession can be stressful.

Research data from the IET Stress Scale showed that the top five stress factors for IETs in transition included finding a teaching position, teacher identity construction, balance between life and work, being observed and assessed, and heavy workload. From the rich interview data with 20 IETs, 14 stressors were identified: employment, financial constraint, students with special needs, standardized exams, parent expectation, collegial relations, age, family status, balance between work and family, heavy workload, professional identity construction, classroom management, conflicts with ATs, as well as language, culture, and accent. The research findings of my study provide support for the concept of teacher stress that a number of factors such as heavy workload and classroom management cause teacher stress. As a result of IETs' multiple identities as immigrants, teachers, and the roles in their family, IETs' stressors also include their language and accent, professional identity construction, and balance between life and work. For teachers in transition, employment is a very critical stressor. My research findings highlight the unpleasant experiences with ATs, as well as underemployment and unemployment status.

In this study, only one out of the 20 IETs (Seyyid) specified that he transition from the initial teacher education program to his workplace in religion-based schools was smooth and successful, and that he did not experience any stress at all.
**IETs' coping strategies.** Research data from interviews showed that IETs utilized various strategies to cope with their stress. In particular, for language, culture, and accents, IETs tried to improve their language through daily life and study. They recognized the issue and were open to correction. To cope with heavy work load, they work harder by putting in extra hours (i.e., going to school early, going home late). For employment difficulties, IETs prepared early, worked hard, tried to make connections and establish networking, tried to find positions in other provinces, and looked for alternative employment opportunities. For the conflicts with mentor teachers, IETs tried to obtain support from university. For classroom management issues, they learned from their colleagues and also developed some working strategies. To balance work and family, some IETs worked late into the night after they took care of their family, and some IETs did supply teaching to meet their financial needs. In addition, their religious beliefs also helped them cope with some of the issues that they faced.

**IETs' decisions regarding career choice and plans for the future.** During the time of study, 16 IETs who were teaching — whether they were holding permanent or temporary position, in publically or privately funded schools, or tutoring — expressed their desires to stay in the teaching profession in Canada. Nalita, Lara, Rose and Soop were not teaching. Lara and Soop were working at nonteaching positions. Nalita and Rose were unemployed. In the study, five IETs (Nalita, Lara, Rose, Shyla, and Soop) had difficult experiences with some of their ATs. Three of them (Nalita, Lara, Rose, and Soop) looked for jobs in other professions due to their difficult employment seeking experiences. Lara and Rose were reluctant to look for teaching positions due to their learning experiences with ATs during practicum. Particularly, Lara experienced conflicts and tension with her ATs, she was concerned with classroom management issues, and she had difficult experiences due to her English accent. At the end of the study, Lara's decision regarding her career choice and her plans for the future was complex. On one hand, she wanted to continue her teaching career. On the other hand, she did not like to deal with classroom management issues. Going to medical school and then returning to education to teach adults was a possible option. However, Lara was also aware that she needed
to address her financial issues by finding a job, teaching or nonteaching, and to spend time to prepare the entrance exams and then go through medical school education before she could realize her dream.

When Rose started her studies in the initial teacher education program, she was very motivated. After her first non-evaluated practicum through the PREP program, Rose was full of passion for teaching and was very thankful to have the opportunity to learn from experienced teachers in real classroom. However, after the conflicts and tensions with her AT in the last practicum, Rose lost her confidence. In a phone conversation, Rose said,

As immigrant teachers, we are the weaker group. We do not have as much confidence as other Canadian teachers do. We need more support. We gained more confidence through successful practicum. The experience with that unsupportive AT took away the last bit of confidence I had.

Rose passed her last practicum with a bad evaluation. Although Rose obtained her teaching certificate from the Ontario Teachers’ College (OCT), she was not very eager to find a teaching position. "I understand not every teacher is like her. But my experience more or less had an impact on my beliefs in teaching."

Among the IETs with temporary teaching positions, supply teachers Jasmine and Jack seemed satisfied with what they have achieved. Supply teaching met their financial needs and gave them time to take care of their family. For Jasmine, supply teaching was also a strategy she used to cope with the issues related to her English accent, as she believed that students would complain of her accent more if she were their regular classroom teacher. Samina wanted to stay in the teaching profession in Canada. She was teaching in a private elementary school during the time but she decided to leave Canada because she could not find a teaching position in public schools when she finished her contract with a private school. Kent worked on LTO positions for two years. As he missed some opportunities of getting a permanent position due to his contract obligations, Kent decided to give up LTO, turned to supply teaching, and waited for opportunities to apply for permanent teaching positions. Soop was a supply teacher in New Brunswick, but her work hours were so limited that she did not teach during the time of
research, so she decided to give up looking for a teaching position and stay in her nonteaching position.

**Reflection on Conducting Narrative Inquiry and Case Study Research: Surprises in the Research Findings**

During my research journey, I interviewed my participants between the summer of 2009 and the spring of 2011. As a case study researcher, I set the boundaries of my study, in which I investigated 20 IETs' experiences during their transition from the teacher education programs to the workplace in Canada. I decided to include IETs who were studying in or graduated from a teacher education program within five years. As the IETs in the study graduated between 2006 and 2010, I examined their experiences between 2005 and 2011. As a narrative researcher, in order to understand IETs' past, present, and future, I also probed their experiences back two or three decades. My research journey did not end once I had finished collecting stories from my participants. Over the last three years, I have tried to understand and retell their stories in various drafts of my dissertation. My interpretation of the meanings of their stories is in an ongoing process. My understandings of IETs' transitional experiences will not end with the completion of my dissertation.

In this study, 20 IETs came to Canada from 12 different countries and areas. Although 18 IETs were educated in Ontario, three of them moved to other provinces or left Canada eventually. Two IETs were educated as teachers outside Ontario. I travelled to different parts of the Greater Toronto Area to meet my participants: Downtown Toronto, North York, Markham, and Scarborough. I met them on university campuses, in public libraries, coffee shops, malls, or in the schools where they taught. With participants who were not in Ontario, the internet and telephone allowed these participants to share their narratives.

In this research, I interacted with the existing research literature, interviewed and conversed with 20 IETs, and I interacted with the interview transcripts and various field texts. Recently, I interacted with the research texts I created, in which I tried to retell 20 IETs' experiences and stories.
As a researcher, I am fortunate to have the opportunity to collect first-hand stories from 20 IETs. In the first year of data collection, I was pregnant with my second child. In some cases, my participants and I started our conversations talking about pregnancy, family, and children, as well as our struggle to manage our studies, work and family. My interpretation of IETs’ struggle with their work and family was certainly influenced by my multiple identities as a mother, pregnant woman, and spouse. As an IET myself in the final phases of the doctoral program I am in transition from a Canadian university to the workplace in Canada. A number of my participants were curious about my experiences of studying in two different Canadian graduate schools and looking for work as well as my career plan after I obtain a PhD degree from a prestigious Canadian university. I shared my own stories of how I decided to pursue a doctoral degree, how I tried to take as many courses as I could, and how I tried to gain Canadian experience in research and teaching with my participants. A few of them wanted to know what type of position I would be able to obtain with a PhD from a Canadian university.

My interpretation of IETs’ narratives was influenced by my own experiences of being a teacher candidate in Canada and in China. Many IETs speak English as a second or third language, but their proficiency is high. Although I am fluent in two dialects (Cantonese and Mandarin) of the Chinese language, I remember that when I was a student teacher in China many years ago, I was lost and confused when the principal spoke in the local dialect because I did not understand it at all. Listening to IETs' narratives of their conflicts and tensions with their ATs, I recalled when I was an internationally educated teacher candidate in Canada, on the first day of my field placement, before I observed his class, my mentor teacher said, “I know you have teaching experience, but this is my classroom.” I did not understand why my mentor teacher would make such a statement. I did not know and still do not know if my mentor teacher had had a bad experience with another internationally educated teacher candidate or other teacher candidates with previous teaching experiences. Although there are various ways one could interpret this event, I simply remember a great feeling of discomfort.

Listening to IETs’ stories and recalling my own experiences, I was surprised to notice so many similarities. As a non-native speaker of English, in the last seven years, I have become
conscious of my non-native speaker identity due to my experiences as well as the research literature on non-native speakers I encountered in my graduate studies. I was very surprised that Cecilia, who speaks very good English, said that one of her motivations to become a teacher in Canada was that she spoke English as her second language.

Before I started this research, I did not expect that employment seeking would be the most salient stressor for IETs in transition. Like many IETs, I also heard stories of the teacher shortage in Canada. Although I had difficulty finding an ESL teaching position in Canada, I expected that my participants’ experiences would be different, because they were qualified to teach in elementary and secondary schools where there had been a shortage of teachers till about 2008.

Although one of the factors that motivated me to investigate IETs’ experiences after they obtained their Canadian teaching qualifications was my personal experience with racism that I described in the prologue, the discrimination and racism experienced by my participants in the workplace is a surprising finding in this research. During the data analysis process, the theme of discrimination and racism emerged. Some of my participants directly pointed out that their ATs were racist. These IETs were treated unfairly and experienced discrimination due to their identity of being a minority, an ESL speaker, and/or an IET. However, some of the IETs were reluctant to label their experience as discriminatory. It is not clear whether or not Kent, Rose and Soop were aware what they experienced was racism and discrimination. Or it could be that they were aware, but was reluctant to take risk to name or label that they were discriminated.

I researched for the definition of "racism" and found various definitions. Here, I refer to the Declaration on Race and Racial Prejudice in the 20th General Conference in Paris in 1978.

Any theory which involves the claim that racial or ethnic groups are inherently superior or inferior, thus implying that some would be entitled to dominate or eliminate others, presumed to be inferior, or which bases value judgements on racial differentiation... Racism includes racist ideologies, prejudiced attitudes, discriminatory behaviour, structural arrangements and institutionalized practices resulting in racial inequality as well as the fallacious notion that discriminatory relations between groups are morally and scientifically justifiable... Racial prejudice, historically linked with inequalities in power, reinforced by economic and social differences between individuals and groups. (Unesco, 1979, pp. 61-62)
Discrimination and racism in the workplace has been investigated by many researchers (e.g., Banerjee, 2012; Fathi, 2012; Wrench, 2012). For example, Banerjee (2012) examined the perceived discrimination among different visible minority groups in Canada and found that visible minorities’ perception of workplace discrimination was positively related to their ethnic group identification, in particular, Black respondents most often perceived workplace discrimination, next were South Asian, Chinese respondents were least likely to perceive workplace discrimination. Banerjee's study indicated that an expectation for equity and fair treatment was the most important factor on visible minority's perception of workplace discrimination. Among the 20 IET participants in my study, both Lara and Shyla indicated that one of their ATs was racist.

I had problems with the AT. She was pretty bad. She was a racist.... She's racism. She didn't like black people. She silenced the black children. They were not allowed to participate in the class. (Lara)

One British teacher, she was not happy with immigrant...She was racist. (Shyla)

However, when talking about discrimination and racism in the workplace, Shyla also said, "You can feel it, but you can't say it. Every immigrant feels that. It doesn't matter how good you are. It doesn't matter how good your teaching is. You feel it, right? But you can't say it in words."

Other IETs including Kent, Rose, and Soop were reluctant to use "racism" or "discrimination" in their narratives.

It’s hard to say. It’s really hard to say. (Kent)

It’s all about my language. If my language were better… (Rose)

It’s not what happened. Something you need to feel it, you know…the kind of feeling is…Its more body language. I don’t know if you have such experience. (Soop)

Looking at these IETs' background—Lara is Caribbean, Shyla is South Asian, and Kent, Rose, and Soop are ethnic Chinese. This seems to support Banerjee's (2012) finding that visible
minorities perception of workplace discrimination was related to their ethnic group identification.

Racism and discrimination in the workplace is a complex issue. My interpretation of IETs' stories was bounded by my multiple identities and situated in the social contexts where I live, work, and study. As an educator and researcher, it is not difficult for me to point out that some IETs experienced racism and discrimination during their transition from the teacher education programs to the workplace. As an IET myself, as an immigrant who experienced racism at the beginning of graduate studies in Canada, I understand my participants’ frustration, I feel their pain, and I see their anger. In this research report, I have the power of revealing the racism and discrimination that my participants experienced. However, in reality, my participants did not have any power or support to fight against the workplace racism and discrimination. The best they could hope for was that the education faculties would transfer them to another workplace and that the ATs there would be different. If they tried to defend themselves, they got hurt more. Rose’s case is an example. As discussed in previous chapters, Rose tried to defend herself by confronting her AT’s accusation, and she ended up having a bad evaluation from her AT, which made it more difficult if not impossible for her to find any teaching position.

In this study, some IETs were discriminated against by other minority groups. Lara pointed out that her AT - an immigrant with Punjabi background - was a racist and discriminated against black people (i.e., Lara, black students in the class). In the case of Shyla, her AT was an immigrant from Britain. Rose was treated unfairly by her AT who was an immigrant from Eastern Europe, who also spoke English as a second or other language. Rose attributed her misfortune to her ESL speaker identity and her language proficiency, although her language obviously was proficient enough for her to complete four years of undergraduate studies and initial teacher education in Canada. Kent did not get the job he applied for, although he had a strong academic background, but one of his classmates, who did not seem to have as strong an academic background or teaching experience got the offer. Kent did not want to say that was racism or discrimination. This might or might not be the case because of Kent's ethnic
Chinese cultural background—for him, harmony is precious (以和为贵) and he should be conciliatory (息事宁人).

The Answers to my Puzzle

At the beginning of my research journey, I was looking for answers to my puzzle: Why do some internationally educated teachers successfully find teaching positions while others fail to become teachers in Canada after obtaining Canadian teaching qualifications? In the last three years, I explored IETs’ motivations for taking up or returning to the teaching profession in Canada, I investigated their learning experiences in initial teacher education programs and their initial teaching experiences in practica, internship, as well as their early years teaching, I examined their employment seeking experiences, I learned about their employment status as well as their underemployment and unemployment situations after they obtained Canadian teaching qualifications, I found out their decisions regarding their career choice and plans for their future, I also studied their stress and coping strategies during the transition.

At the end of the study, I realized that IETs’ transition was very complex: (a) IETs’ employment seeking started when they were still studying in the initial teacher education programs. As student teachers, IETs’ initially integrated into the workplace through the practicum. After teacher education, some IETs found a teaching or nonteaching position, where they entered the community of practice in their workplace in Canada. There is also a possibility that some teachers were underemployed. Those who could not find a job became unemployed. However, IETs’ employed, underemployed, or unemployed status was not permanent. IETs with temporary positions may transition from employment to underemployment or unemployment, then back to seeking employment. If they were lucky, they would enter a workplace, if not, they would stay unemployed. During the transition, IETs experienced various stress and they used different coping strategies. However, IETs’ hard work during the transition did not necessarily lead to a workplace in Canada. I use Figure 5 on the next page to represent the complexity of IETs’ transition.
Figure 5 IETs’ Complex Transition
Due to underemployment and unemployment for the teaching professionals in Canada, some IETs left for other countries for better opportunities, which is beyond the scope of this study, although it could be worth researching.

Listening to the interview conversations, reading my participants’ stories, I recalled the IETs in Halifax, Nova Scotia. In particular, one of them, Maha, has obtained a Master’s degree from her home country Pakistan and a second Master’s degree from a Canadian university. After having volunteered in an immigrant learning program for three years, she was not called for supply teaching, or interview for the positions she applied. “I cry every day. I need a job so I can support my family. We need food. We need to pay rent,” Maha said.

Here in Toronto, Nalita worked as an elementary teacher in India for five years, and she volunteered in elementary schools in Toronto for five years. Nalita had a Master’s degree from India. She obtained her Bachelor of Education from a Canadian university and she is certified by OCT to teach in elementary division. However, Nalita was still unemployed. What's more, her husband was laid off.

Now we don't have any income, but we still need to pay for the expenses and loans. I want to help... I like teaching. I don't mind working as a volunteer. I still need to pay our bills. I want to support my family financially.

There seemed to be some similarity between Maha and Nalita but they were also very different. Like Maha and Nalita, many IETs struggled to obtain teaching positions after they were (re-)certified by Canadian teaching professional authorities.

There is not a definite answer to my puzzle as to why some IETs successfully found teaching jobs while others did not. All of the IETs in the study had good motivations to become teachers in Canada, whether or not they had teaching experience prior to studying in the initial teacher education programs. Studying in the teacher education program was hard, learning to teach was difficult, but finding a job after graduation was the most complicated and stressful. Individual IETs' educational background and previous teaching experiences, teachable subjects, and their interactions with their associate teachers have somewhat impact on their practicum and later their employment seeking experiences.
All of the participants in this study worked hard towards their goal of finding a teaching position in publically funded elementary and secondary schools in Canada. They employed a number of strategies to increase their opportunities for employment—networking, making connections, delivering resumes to different schools, volunteering, completing a practicum or internship, attending workshops and job fairs, improving their resume, practicing their interview skills, and so on. However, the number of strategies and the results of employment seeking were disconnected. For example, Nalita tried almost every strategy if not all that she learned for years, but she remained unemployed. The complex job market for the teaching profession was an important factor. In addition, individual IETs' luck of meeting an employer who would be open to accept IETs is the most important.

**Theoretical Conceptions Revisited**

In this section, I discuss the theoretical frameworks (i.e., Community of Practice and identity) that informed my study of internationally educated teachers in transition from the initial teacher education programs to the workplace in Canada.

**Examining IETs in transition through the lens of community of practice.** Wenger (1998) maintained that individual social beings can belong to a number of communities of practice at any given time. “Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (Wenger, n.d., p. 1). In this study, IETs in transition have gone through different stages from the initial teacher education, employment seeking, and professional integration in the workplace. They have also gone through a number of communities of practice.

Learning, meaning, practice, community, and identity are the important components in the framework of Community of Practice (Wenger, 1998). All of the IETs in this study have a common goal of becoming certified teachers in Canada. Having the opportunities to study in the initial teacher education programs and practice their teaching in Canadian schools through practica and internship, IETs obtained their initial access to the community of practice in the
teaching profession. They interacted with other teacher candidates, faculty instructors, supervisors, and other members in the initial teacher education programs. They learned the ‘meaning’ (being a teacher in Canada) by doing and participation (e.g., learning in different courses, practicing teaching in practica and internship), and they constructed their professional teacher identity by learning in the programs and teaching in Canadian K-12 schools. Besides learning in the community practice within the teacher education program, some IETs also learned in other communities of practice such as the PREP program and the Transitional Program in the University of Toronto. During practica, IETs were placed in different communities of practice in Canadian schools. They learned from their associate teachers (ATs)/mentors by observing in-service teachers and practicing in schools. However, in some cases (e.g., Nalita, Lara, Rose, Soop), IETs' legitimate peripheral participation in the community of practice was interrupted and limited due to the conflicts and tensions with their ATs. Nalita was placed in a different school/community of practice to learn from another AT. Lara did not want to stay in the teaching profession/community of practice after her conflicts and tensions with her AT. As her conflicts and tensions with her AT increased, Rose did not want to finish her last three days of practicum. These IETs chose non-participation as their coping strategy.

IETs' membership and participation in the community of practice through learning and practicing teaching in the teacher education program was temporary. After graduation, some IETs found teaching positions and moved to different communities of practice in the schools where they taught; some IETs found nonteaching positions and entered the community of practice in their workplace. However, other IETs' learning and participation in the community of practice within the teaching profession were interrupted. They graduated from the teacher education programs and did not access another community of practice as a result of not being able to locate a teaching position, or they could not find another teaching position when they finished their short term contract. For IETs such as Nalita and Rose, although they were certified by OCT and they were members of OCT, they were not in any community of practice in the teaching profession in Canada. In addition, some IETs tried to learn more about Canadian schools and made connections through volunteering work, but they were in different community
of practice within the school contexts. In some cases (e.g., Charles, Jasmine), IETs got support from the old-timers (i.e., principals) and eventually became members of the community of practice in the teaching profession. In other cases (e.g., Nalita, Rose), IETs could not move to the community of practice in the teaching profession. Unless they locate a job in schools, they would not be able to participate in the teacher community. Their participation in the school contexts was as volunteers instead of certified teachers. Successful participation in the community of practice in the Canadian initial teacher education does not necessarily guarantee successful entry into another community of practice in the school system.

Some IETs in the study indicated that they formed new communities of practice with their peers or colleagues after graduation. For example, Jack formed a community of practice with one of his classmates from the initial teacher education program. They discussed issues related to their teaching practice and exchanged ideas of classroom management strategies. Bella, Bill, Kent, and Jane mentioned that they not only helped each other when they were learning in the teacher education program but they also shared information and helped each other when they were looking for teaching positions. After graduation, they continued to learn together by discussing teaching or sharing teaching materials. In these communities of practice, IETs' common goal was to improve their teaching. They learned meaning (being a teacher in elementary or secondary schools in Canada) through participation (regular conversations as well as communications via email and phone).

In this study, a number of IETs (i.e., Jack, Jasmine, Jenny, and Soop) were supply teachers. They taught at different schools every day, and their interactions with other teachers in the school context were not on a regular basis. They did not have full access to the community of practice. Their participation and engagement was marginalized. For example, although Jasmine did daily supply teaching, she had limited contact with or support from regular teachers in the school. Soop was eligible to work as a supply teacher in New Brunswick, but her opportunities to teach were very limited. Due to marginalized participation, Soop almost had no contact with any other teachers. Soop's learning and development in the community of practice did not occur.
In sum, IETs need more support from old-timers/mentor teachers/ATs for their participation in the community of practice. Without a teaching position, permanent or temporary, in public or private schools, IETs would not be able to access to the community of practice or become full participants.

Examining IETs' transition through the lens of identity. Lave and Wenger (1991) maintained that learning, identity and social world were interrelated. An individual's identity is formed and shaped according to the multiple social roles that he or she plays and the social relations in which he or she is involved. Wenger (1998) further highlighted that identity in practice was dynamic in nature as well as socially and historically constructed. Identity “combines multiple forms of membership through a process of reconciliation across boundaries of practice” (Wenger, 1998, p. 163). From the Community of Practice perspective, individuals' multiple identities impact how individuals build relations in a community of practice (i.e., community), how individuals behave (i.e., practice) in this community of practice, how they experience life and make sense of the world (i.e., meaning), as well as individuals' learning (Wenger, 1998).

This study documented the transitional experiences of 20 IETs from the initial teacher education programs to unemployment or the workplace in Canada. These IETs entered the initial teacher education programs in Canada with diverse linguistic knowledge, cultural background, education and working experiences. Although many IETs were experienced teachers in their country of origin, in the US, and in Canada, they were all newcomers in the community of practice in Canadian elementary and secondary schools. They were all student teachers when they practiced their teaching in practicum, and they were novice teachers when they took up their teaching positions in Canadian K-12 schools. During the transition, many IETs' identity shifted from experienced teachers to student teachers and novice teachers. They were old-timers in the community of practice of teaching profession in other countries but they were newcomers in the teaching profession in Canada. For IETs who could not find a teaching position after graduation and those who could not locate another teaching position when they
were finishing their teaching contract, unemployed or underemployed added another layer to their identities. This supports Wenger's (1998) view of identity—an identity is made up of the layering of events of participation and reification by which our experience and its social interpretation inform each other.

Based on research findings discussed in previous chapters, individual IETs' complex social identities—as immigrant, teacher, parent, non-native speaker, English native speaker with a non-Canadian accent, woman, men, as well as their cultural identity as a member of particular ethnic group (e.g., Chinese), a member of a certain religious group (e.g., Catholic, Falun Gong)—have a great impact on their perceptions of education, teacher education experience, employment seeking experiences, underemployment and unemployment status in Canada, professional integration in the workplace, as well as stress and coping during their transition.

In the research literature, numerous studies have showed that non-native speakers were in disadvantaged status compared to their native speakers, and non-native speakers' self image was usually negative. Surprisingly, in this study, a few IETs were confident in their language proficiency. It is interesting to learn about their self-identity of “half North American” and perceptions of being “more Canadian every day.”

**Examining IETs' stress through the lens of community of practice.** According the concept of Community of Practice (Lave & Wenger, 1991; Wenger, 1998), identity, meaning, practice, and learning are the important components. As discussed in the previous section, IETs' multiple identities impacted how they built relations in a community of practice, how they behaved, how they experienced life and made sense of the world, as well as their learning. During the transition, IETs tried to (re)construct their teacher professional identities in the new setting, and many of them experienced various levels of difficulty and challenge which caused stress.

IETs tried to make sense of teaching in Canada through their participation in multiple communities of practice during their transition. As they had many years of learning experiences
in school systems which were different from those in Canada, their learning processes in the
Canadian teacher education program and initial teaching practice in practicum were stressful.
Although many IETs were already experienced teachers prior to initial teacher education, some
of them found teaching in practicum very stressful, especially when they needed to work with
diverse students, handle classroom management issues, or deal with students with special needs.

Sleegers (1999) maintained that teacher burnout occurred when teacher learning and
development no longer took place. Through the lens of Community of Practice, IETs learned to
be teachers through studying in the teacher education and practicing teaching in practicum. In
the community of practice that they formed with their associate teachers, some IETs' learning
was interrupted and limited when they had conflicts and tensions with their ATs. Although there
was no evidence that these IETs were burned out, they certainly were much stressed.

Examining IETs’ stress through the lens of identity. Socioculturally constructed
identities include social identity and their cultural identity (Norton, 2006). During the transition,
IETs' multiple identities had a great impact on their learning to teach in the Canadian teacher
education programs, practicing teaching in the Canadian K-12 schools, seeking a teaching
position after obtaining a Canadian teaching qualification and, trying to integrate into the
teaching profession in Canada. Their multiple identities were built on their experiences during
the transition. The high levels of IETs' stress related to their multiple social identities as
immigrant, internationally educated teacher, wife, husband, or parent, as well as their cultural
identity as a member of an ethnic group, non-native speaker, or an English native speaker with
an accent. Many IETs were stressed when they (re)constructed their professional identity in a
new setting.

Significance of the Study

My research on IETs in transition addressed various issues related to IETs in Canada:
language, culture, education, employment, stress and coping strategies. Research findings
provided insights into how to prepare IETs for the Canadian context, which is significant and
valuable for Canadian teacher education programs, and also benefit Canadian students. This research has the potential of making recommendations to policy makers and stakeholders in teaching professional associations and teacher education programs as to how to best support IETs integrate into teaching profession after being (re-)certified. This is particularly important in Ontario context where a number of IETs graduate from initial teacher education programs every year and the issue of teacher oversupply has become very complex (McIntyre, 2005; 2007a; 2007b; 2010; 2011; Ontario College of Teachers, 2007). Ultimately, I hope that IETs can learn to cope with teacher stress and prevent teacher burnout.

In this study, I mainly used interviews and questionnaires to collect research data. The questionnaires certainly captured IETs feeling at the time, but interviews and follow-ups with emails and interviews provided better opportunities to understand IETs’ experiences and the developmental process of teacher stress during their transition from the initial teacher education programs to the workplace, underemployment, or unemployment in Canada.

From the theoretical perspective, my findings contribute to the field by identifying the relations between the difficulties and challenges of IETs with their experiences of teacher stress, and documenting individual IET’s coping strategies. At the beginning of my research journey, I referred to Maslach, Jackson, and Leiter, (1996), Rudow (1999), and a number of teacher stress and teacher burnout literature. Most of the research literature, if not all, related to the issues of teacher stress and burnout to their work (i.e., teaching). In this study, IETs’ stress was caused not only by activities or events related to their work (i.e., lesson preparation, teaching), but also related to activities or events that were not connected directly to their work (e.g., family status, age, financial constraint, employment seeking). Therefore, IETs' stress was not only associated with their identity of being a teacher and teaching related activities, but also associated their identity as individuals in the different contexts inside and outside of schools. Teachers' working environment is not confined to the classrooms or schools. Their activities as teachers or teacher candidates extend to larger social and cultural contexts (e.g., home). Their multiple identities influenced their work and family. For example, Jasmine, Jack, and Jenny found it difficult to balance their work (i.e., teaching) and family, because they were not only teachers, they were
also parent to their children, husband or wife to their spouse. Even though some of the IETs were not in teaching positions, they were certified teachers with Canadian teaching qualifications. Their stress caused by underemployment or unemployment is part of teacher stress.

This study highlights the teacher stress caused by the conflicts and tensions between some IETs and their ATs. Teacher candidates learned to teach in the community of practice they formed with their ATs in the workplace—elementary and secondary schools. Due to the conflicts, their learning was limited and their teacher identity construction was disrupted. Through the lens of Sociocultural Theory (Lantolf & Thorne, 2006; Swain, Kinnear, & Steinman, 2010), particularly the aspects of Community of Practice (Lave & Wenger, 1991; Wenger, 1998) and identity (Jenkin, 1996, Norton, 2000, 2006), I saw a bigger picture of the stress and coping of internationally educated teachers in Canada.

**Limitations of the Study**

This study has its limitations. Small sample size would be the first limitation. As a qualitative study, my research only include a small sample (n=20). I cannot make generalizations based on the research findings from a sample of 20 research participants. In addition, the research data (interviews, field notes, participants' writing, and surveys) mostly come from participants' subjective input, although the triangulation of multiple data can help to increase the validity of my study. Although some IETs’ narratives reflected how they were perceived by others in the community (e.g., mentor teachers), there is no data directly from these people who are in power. Last, as my research is mainly be presented as narratives which, while more reader accessible, opens the possibility that individuals might take up the story in different ways due to their experience, knowledge, or world view. Therefore, my study using narrative inquiry cannot guarantee the truth of the research phenomenon.
Recommendations for Internationally Educated Teachers

As an IET myself, at the end of my research, I have some thoughts to share with all IETs in transition from their initial teacher education programs to the workplace in Canada.

For those who are studying in the initial teacher education programs and planning to become teachers in Canada, it is never too early to plan for your employment seeking. The job market for teachers in some parts of Canada might be more challenging than in other regions. Teachers who are flexible in relocating might have better job opportunities. Although it is the goal of most IETs to become teachers in publically funded elementary and secondary schools, during these difficult times, looking for an alternative nonteaching position inside or outside the educational context might be an option.

For those who have graduated from Canadian teacher education programs but have not located a teaching position, do not give up. If you have read the stories of the 20 IETs in this research, you will understand that Canadian teaching qualifications and hard work do not necessarily guarantee a teaching position in publically funded K-12 schools. “Tian Shi, Di Li, Ren He” (the right time, the right place, and the right people) are also important factors to success.

During the transition, your formal studies may prove challenging, finding a job may be difficult and integration into the workplace might not be very easy, but a network of professional colleagues and family members will be useful as they provide ongoing support.

Implications for Teacher Education

Government, universities, teacher education departments have invested money, time, and effort to cultivate teachers for educational systems. It is important to support IETs' professional integration. By understanding IETs' post-qualification experiences and identifying the stressors that they face and coping strategies that they use, this study can make suggestions to cope with teacher stress and prevent teacher burnout among IETs. It can also serve as a basis for making recommendations to teacher education programs, school systems, and government organizations for the effective services and better support for IETs' professional integration into the workplace.
after (re)certification. This is critically important in some local contexts such as Ontario where a number of IETs graduate from initial teacher education programs every year and the issue of teacher oversupply has become very complex (McIntyre, 2005; 2007a; 2007b; 2010; 2011).

For the practice of mentorship. When promoting diverse teachers for diverse learners in the multicultural Canadian context, teacher education programs, teaching professional authorities and policy makers might want to further examine the current practice of mentorship in Canadian teacher education programs. This is one area which, based upon my study, appears to have a profound impact upon IETs. While learning under the direct supervision of a mentor is greatly beneficial — in theory — in practice the assessment of student teachers by mentor teachers proved very stressful and caused deep conflicts. It would be safe to say that not all existing teachers make good mentors and that the role of mentoring should be elevated so that IETs experience the best mentoring experiences in all cases.

For the issue of racism and discrimination. A number of IETs in the study experienced racism and discrimination in their workplace. However, it is not clear why some of them were reluctant to use "racism" or "discrimination" to describe their experiences. Were these IETs aware of workplace discrimination and racism? Did they have any concerns? It would be necessary for education faculties to help teacher candidates to become more aware of racism and discrimination in the workplace. More importantly, teacher candidates need to know how to identify and cope with racism and discrimination. In addition, teacher candidates who experienced racism and discrimination might need emotional support or even psychological advice to handle their traumatic stress caused by racism and discrimination. Therefore, it is important for education faculties to provide support and help to IETs as they learn strategies to cope with racism and discrimination.
For support systems. By understanding the challenging discourses among IETs, I hope that all parties can provide additional support for IETs in order for them to cope with their stress and help in their transition from the teacher education program to the workplace in Canada.

Universities such as the University of Toronto have been trying to help IETs integrate into the teaching profession by setting the admission category for IETs, and providing extra opportunities for IETs to learn about Canadian schools through the Transition Program and PREP program. However, extra practicum also delays the regular practicum, which makes it more difficult for IETs to look for teaching positions with school boards as they may miss important cutoff dates to be put on supply lists, delaying their transition to the workplace. This often causes undue financial stress. The challenging job market for teachers— and especially IETs— suggests an opportunity for universities, teacher education programs, or teaching professional authorities to provide more support for certified teachers to look for alternative employment opportunities.

Directions for Future Research

This study had a number of different focal areas. An important one was to explore IETs' initial motivations to choose to become teachers in Canada. It then follows their experiences from their learning in the initial teacher education programs in Canada, through their challenges seeking employment in the Canadian teaching environment and their professional integration into the workplace in Canada. Importantly, it examines their stresses and the sources of these stresses during these phases, as well as their coping strategies during the transition. Ultimately, it looks at their decisions regarding career choice and plans for future and the factors that have had significant influence on these decisions. These perspectives were chosen as they stem directly from my experiences as an IET, my studies in Canadian universities, my employment seeking experiences in Canada, my research experiences with IETs from Halifax, Nova Scotia to Toronto, Ontario, and my research experiences in the area of mental health.

During the process of analyzing IETs' narratives and sharing some preliminary research findings with a group of secondary teacher candidates, several other ideas occurred to me that
could be of interest and worth further investigation. It would be interesting to compare the transitional experiences of IETs to those of Canadian born counterparts and to compare the experiences of visible minority and those of invisible minority IETs. It would be worthwhile to further investigate IETs' employment seeking experiences after they obtained Canadian teaching qualifications. During the time of research, a number of IETs expressed their initial intentions to participate in the study but eventually did not participate. There were a number of reasons for this—some of them were struggling with two or three part time nonteaching positions and had little time, some were reluctant to share their stories as they did not have a job at all, and others left Canada for better employment opportunities. It's important to have their voices heard in order to have a clearer picture of all the issues affecting IETs. It would be fascinating to explore the experiences of IETs who chose alternative employment opportunities for various reasons. It would be interesting to further explore supply teachers' experiences in the teaching profession through the lens of Community of Practice (Lave & Wenger, 1991; Wenger, 1998), and investigate teacher stress and coping from a sociocultural perspective. In addition, it would be important to understand how IETs are socially constructed by others in power, by students, and other participants in the educational community.
EPILOGUE : TELLING THE UNFINISHED STORIES

In this research, I collected and retold a number of stories related to 20 internationally educated teachers' learning and teaching, employment seeking and professional integration, from education to employment and/or unemployment, as well as stress and coping during their transition from the initial teacher education programs to the workplace in Canada.

Near the end of my research journey, I was reminded that some of stories were not finished yet, as these IETs were still in their transition. As a researcher, I had to set the boundaries of my study—whether it was five years after IETs' graduation, or from 2005, the time some IETs started in the initial teacher education, to the spring of 2011, the time I completed collecting my research data. I wish I could continue to update my participants' status.

During the time of study, Shyla was not available for the second interview. A few months ago, she sent me an email saying that she finally got a contract, but she did not specify whether it was a permanent contract. I hope Shyla has secured a permanent position. At the end of the study, Kent was working in an Long Time Occasional position. Not long ago, I heard from another IET that he obtained a permanent position in 2011, but unfortunately, he became surplus in 2012.

Lara and Smith finally obtained their teaching certificates from the Ontario College of Teachers. Lara completed her six-month contract in the immigrant settlement organization and she is on EI (employment issuance). Smith is teaching in a couple of private schools.

Soop is still in New Brunswick. She is not teaching. She has given up finding a teaching position there.

A few weeks ago, I had the opportunity to talk to Jane. After teaching in a private school for three years, Jane was told that there would not be a position for her in the fall. "I got the
notice before March Break...after working there for three years." Jane started to look for a new job while she was working full time. "My parents were visiting me in those days. I didn't tell them. No need to make them worry more. They have enough to worry about." Jane was one of the those who got job early in the transition. "It was a mistake. Had I not declined the interview opportunity with the school board, my experience could have been different."

Jenny left Manitoba and took up another position to teach in a First Nation neighbourhood in another province. I met Jenny in Toronto before she left for her new adventure. She loved working with First Nation students. She wanted to gain more teaching experience.
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APPENDICES

Appendix A: IET Information Letter and Consent Form (Phase 1 & Phase 2)

Internationally Educated Teachers in Canada: Transition, Integration, Stress, and Coping Strategies

Dear (Name of IET),

I am a PhD. candidate in the Modern Language Centre at the Ontario Institute for Studies in Education of the University of Toronto. I am also an internationally educated teacher (IET). I am interested in exploring IETs' post qualification experience in Ontario. You are invited to participate in my study because you had lived, studied, or worked in a country other than Canada, and you are an immigrant to Canada, and you recently graduated from a Canadian initial teacher education program.

- I wish to conduct one 60-90-minute interview with you. The interview will be audio recorded with your permission. After the interview, you will answer four short questionnaires. It would take about 30 minutes to complete the questionnaires.
- The interview will take place at the University of Toronto or a place of your preference. For participants who live outside of GTA, I can interview you through phone or online video conference such as Skype or MSN.
- You can choose to complete the questionnaires at another time that is convenient for you and send them back to me through an online survey service, email, or regular post. If you choose to use regular post, I will provide an envelope with stamp.
- I wish to conduct a 60-minute follow up interview with you 2-3 months after the first interview.
- I would also like to request your permission to contact you by telephone or email after the interview if I need to clarify any information.

All information that you provide will be confidential. The interview sound files, email communication between researcher and participants will be password protected. Transcripts,
field notes, and any other written form of data will be stored in a locked filing cabinet in my home. The interview sound files and transcripts will be kept for five years after the study is completed. Then they will be systematically destroyed.

You will be asked to choose a fake name or “pseudonym” for the purposes of assuring confidentiality in reporting the research. “Pseudonym” will be used for your and any names related to you such as the educational institute that you work for. I will use these pseudonyms in my thesis, in conference presentations, and in any resulting publications.

You are not obliged to answer all the interview questions and may withdraw from the research study at any time. If you decide not to continue your involvement in the research, at any time, for any reason, you can discontinue without penalty and any contributions can be withdrawn too, if you wish. You will also be given the opportunity to review your interview transcripts and to change or delete any information that may identify you or that you do not wish to include in the study.

I intend to write a thesis and I may present the study at conferences, and possibly publish papers in academic journals. If interested, I will provide you a copy of the summary of my thesis.

If you have any questions about how this research is being conducted, please feel free to ask me now or at any point during the research. My supervisor Dr. Antoinette Gagné can also address any concerns or questions you may have about this research. Her phone number is 416-XXX-XXXX and her email address is antoinette.gagne@XXX.

Sincerely,

Kangxian Zhao
Student Researcher
University of Toronto
Email: kangxian.zhao@XXX
Consent Form

Research Project:

*Internationally Educated Teachers in Canada: Transition, Integration, Stress, and Coping Strategies*

I have read the IETs information letter for Kangxian Zhao's study of internationally educated teachers in transition from initial teacher education programs to the workplace.

By signing below, I indicate that I am willing to participate in this study, that I have received a copy of information letter and consent form, and that I am fully aware of the conditions above.

**Participant Name:** ________________________________

(Please Print)

*Signature:* ________________________________

*Date:* ________________________________

Preferred methods of contact (please check and complete).

_____ Telephone: ________________________________

_____ Email: ________________________________

**Researcher Name:** Kangxian Zhao

*Signature:* ________________________________

*Date:* ________________________________
Appendix B: Interview Protocol (Phase I & Phase 2)

Interview Questions for Phase 1

Background
1. How long have you been in Canada?
2. What did you do before you came to Canada?

Motivation to Take up or Return to Teaching in Canada
1. What did you do before you immigrated to Canada?
2. Did you have teaching experience before?
3. Can you tell me why you chose to study in an initial teacher education program in Canada?
4. What's your metaphor of a teacher? / How do you describe your image of being a teacher?

Learning and Teaching in Canadian initial Teacher Education Programs
1. Did you find what you learned in initial teacher education program useful in your teaching? Can you describe any related experiences?
2. What are the challenges and difficulties you experienced in the teacher education program?
3. What did you find most challenging/stressful in your placement/practicum? What are your coping strategies?

Employment Seeking Experience
1. Can you tell me your job seeking experience?
2. What are the difficulties you experienced when seeking employment? Can you provide an example or two?
3. (If the participant has a teaching position) How did you find this teaching position?
4. (If the participant can't find a teaching position) What's your plan in terms of job seeking? Are you considering looking for a job in another field?
Early Teaching (If the participant has a teaching position)
1. Can you tell me about your teaching?
2. If the participant mentions about stress, ask questions of teacher stress and coping strategies (see below).

Interview Questions for Phase 2

Employment Seeking Experience
1. Can you tell me about your job seeking experience?
2. What are the difficulties you experienced when seeking employment? Can you provide an example or two?
3. (If the participant has a teaching position) How did you find this teaching position?
4. (If the participant does not have a teaching position) What's your plan in terms of job seeking? Are you considering looking for a job in another field?

Experience with Teacher Stress
1. Do you enjoy teaching? Why? /Why not?
2. How do you feel before you teach a class? (e.g., nervous, worried, excited, or calm, etc.) Can you tell me your experience?
3. How do you feel when teaching? Can you tell me your experience?
4. How do you feel after teaching? Can you tell me your experience?
5. Do you experience any physical/mental/emotional symptoms of anxiety? Can you describe your experience? How often do you experience such symptoms? How do you cope with these symptoms?
6. What are the challenges and difficulties you experience when teaching in Canada? Can you describe some of your experiences? How do you cope with these challenges and difficulties?

Coping Strategies
1. How did you deal with the stress?
2. Did you seek any support to deal with your work stress?
3. Did you get any support from your supervisors? Colleagues? Family? Friends?
Stay or Leave the Teaching Profession?

1. After teaching/working for a few months, have you changed your metaphor of teacher? What is your metaphor now?

2. Has your image of being a teacher in Canada changed over time? What is it now?
Appendix C: Demographic Survey

1. Are you a female or male? _________
2. What's your age? _______________
3. What's your marital/family status? ____________________
4. What's your mother tongue? ________
5. What other language(s) do you speak?
   ______________________________________________________________________
6. (If you are currently teaching), what level do you teach?
   ______________________________________________________________________
7. Can you describe your students (private/public, girls/boys/mixed gender, academic/applied, special education, etc.)?
   ______________________________________________________________________
8. Did you have teaching experience in any countries other than Canada?
   ______________________________________________________________________
9. If so, how many years of teaching experience did you have before you came to Canada?
   ______________________________________________________________________
10. What is your highest level of education?
    ______________________________________________________________________
Appendix D: Maslach Educator Survey

The purpose of this survey is to discover how teachers view their job and the people with whom they work closely.

On the following page there are 22 statements of job related feelings. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, write a “0” (zero) in the space before the statement. If you have had this feeling, indicate how often you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. An example is shown below.

Example:

<table>
<thead>
<tr>
<th>HOW OFTEN</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td>A few times a year</td>
<td>Once a month</td>
<td>A few times a month</td>
<td>Once a week</td>
<td>A few times a week</td>
<td>Every day</td>
</tr>
</tbody>
</table>

Statement: I feel depressed at work.

If you never feel depressed at work, you would write the number “0” (zero) under the heading “HOW OFTEN.” If you rarely feel depressed at work (a few times a year or less), you would write the number “1.” If your feeling of depression are fairly frequent (a few times a week, but not daily) you would write a “5.”
<table>
<thead>
<tr>
<th>HOW OFTEN</th>
<th>Statement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 6</td>
<td></td>
</tr>
<tr>
<td>1. _____</td>
<td>I feel emotionally drained from my work.</td>
</tr>
<tr>
<td>2. _____</td>
<td>I feel used up at the end of the workday.</td>
</tr>
<tr>
<td>3. _____</td>
<td>I feel fatigued when I get up in the morning and have to face another day on the job.</td>
</tr>
<tr>
<td>4. _____</td>
<td>I feel I treat some students as if they were impersonal objects.</td>
</tr>
<tr>
<td>5. _____</td>
<td>I can easily understand how my students feel about things.</td>
</tr>
<tr>
<td>6. _____</td>
<td>Working with people all day is really a strain for me.</td>
</tr>
<tr>
<td>7. _____</td>
<td>I deal very effectively with the problems of my students.</td>
</tr>
<tr>
<td>8. _____</td>
<td>I feel burned out from my work.</td>
</tr>
<tr>
<td>9. _____</td>
<td>I feel I'm positively influencing other people's lives through my work.</td>
</tr>
<tr>
<td>10. _____</td>
<td>I've become more callous toward people since I took this job.</td>
</tr>
<tr>
<td>11. _____</td>
<td>I worry that this job is hardening me emotionally.</td>
</tr>
</tbody>
</table>
12. _____ I feel very energetic.

13. _____ I feel frustrated by my job.

14. _____ I feel I'm working too hard on my job.

15. _____ I don't really care what happens to some students.

16. _____ Working with people directly puts too much stress on me.

17. _____ I can easily create a relaxed atmosphere with my students.

18. _____ I feel exhilarated after working closely with my students.

19. _____ I have accomplished many worthwhile things in this job.

20. _____ I feel like I'm at the end of my rope.

21. _____ In my work, I deal with emotional problems very calmly.

22. _____ I feel students blame me for some of their problems.
Appendix E: IET Stress Scale

Use the scale of 1-5 to describe how stressful you find a range of work related activities? If you are not teaching at this time, please refer to your practicum experience and internship experiences when responding.

Extremely stressful = 5

Very stressful= 4

Moderately stressful=3

Mildly stressful =2

Not at all stressful =1

NA = Not applicable

How stressful do you find…?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. teaching in English, which is your second/additional language</td>
<td></td>
</tr>
<tr>
<td>2. teaching in a classroom environment which is different from the classroom environment in your country of origin</td>
<td></td>
</tr>
<tr>
<td>3. the cultural differences between you and your students</td>
<td></td>
</tr>
<tr>
<td>4. meeting the parents of your students</td>
<td></td>
</tr>
<tr>
<td>5. working with your department head or principal</td>
<td></td>
</tr>
<tr>
<td>6. working with your colleagues</td>
<td></td>
</tr>
<tr>
<td>7. your workload</td>
<td></td>
</tr>
<tr>
<td>8. your English proficiency</td>
<td></td>
</tr>
<tr>
<td>9. your students’ attitudes towards you and your teaching</td>
<td></td>
</tr>
<tr>
<td>10. providing differentiated instruction and an inclusive environment for all learners</td>
<td></td>
</tr>
<tr>
<td>11. teaching students with special education needs</td>
<td></td>
</tr>
</tbody>
</table>
12. being an internationally educated teacher in Canada
13. being observed and assessed by your supervisor/colleagues
14. assessing student performance/writing report cards
15. (re)constructing my identity as a teacher in Canada
16. finding a teaching position in Canada
17. being a non-native speaker of English
18. seeking professional development opportunities
19. the level of support provided by your department head or principal
20. the level of support provided by your colleagues
21. the level support provided by your family
22. the attitudes/behaviors of your colleagues
23. the lack of recognition of the efforts you make
24. preparing lessons
25. balancing your personal life and work

What other aspects of your life do you find very stressful?


Appendix F: Goldberg General Health Questionnaire

Please read this carefully.
We should like to know how your health has been in general, over the past few weeks. Please answer ALL the questions on the following pages simply by circling the answer which you think most nearly applies to you. Remember that we want to know about present and recent complaints, not those that you had in the past.
It is important that you try to answer ALL the questions.
Thank you very much for your co-operation.

Have you recently...?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Better than usual</th>
<th>Same as usual</th>
<th>Less than usual</th>
<th>Much less than usual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>been able to concentrate on what you're doing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>lost much sleep over worry</td>
<td>Not at all</td>
<td>No more than usual</td>
<td>Rather more than usual</td>
<td>Much more than usual</td>
</tr>
<tr>
<td>3</td>
<td>felt you were playing a useful part in things</td>
<td>More so than usual</td>
<td>Same as usual</td>
<td>Less useful than usual</td>
<td>Much less useful</td>
</tr>
<tr>
<td>4</td>
<td>felt capable of making decisions about things</td>
<td>More so than usual</td>
<td>Same as usual</td>
<td>Less useful than usual</td>
<td>Much less useful</td>
</tr>
<tr>
<td>5</td>
<td>felt constantly under strain</td>
<td>Not at all</td>
<td>No more than usual</td>
<td>Rather more than usual</td>
<td>Much more than usual</td>
</tr>
<tr>
<td>6</td>
<td>felt you couldn't overcome your difficulties</td>
<td>Not at all</td>
<td>No more than usual</td>
<td>Rather more than usual</td>
<td>Much more than usual</td>
</tr>
<tr>
<td>7</td>
<td>been able to enjoy your normal day-to-day activities</td>
<td>More so than usual</td>
<td>Same as usual</td>
<td>Less useful than usual</td>
<td>Much less useful</td>
</tr>
<tr>
<td>8</td>
<td>been able to face up to your problems</td>
<td>More so than usual</td>
<td>Same as usual</td>
<td>Less useful than usual</td>
<td>Much less useful</td>
</tr>
<tr>
<td>9</td>
<td>been feeling unhappy and depressed</td>
<td>Not at all</td>
<td>No more than usual</td>
<td>Rather more than usual</td>
<td>Much more than usual</td>
</tr>
<tr>
<td>10</td>
<td>been losing confidence in yourself</td>
<td>Not at all</td>
<td>No more than usual</td>
<td>Rather more than usual</td>
<td>Much more than usual</td>
</tr>
<tr>
<td>11</td>
<td>been thinking of yourself as a worthless person</td>
<td>Not at all</td>
<td>No more than usual</td>
<td>Rather more than usual</td>
<td>Much more than usual</td>
</tr>
<tr>
<td>12</td>
<td>been feeling reasonably happy, all things considered</td>
<td>More so than usual</td>
<td>About the same as usual</td>
<td>Less than usual</td>
<td>Much less than usual</td>
</tr>
</tbody>
</table>
Appendix G. Participant Recruitment Notice in Professionally Speaking

An OISE/UT researcher seeks participants for her research project of internationally educated teachers (IETs). Teachers who worked, studied, or lived in other countries and recently graduated from Ontario initial teacher education programs are invited. The research focuses on IETs' professional integration, stress, and coping strategies. To participate, please contact Joy at kangxian.zhao@XXX.
Appendix H: IET Information letter and Consent Form (Phase 3)
(to be printed on OISE letterhead)

Dear (Name of IET),

Thank you for your participation in the previous two interviews. I am very grateful that you are interested in participating the 3rd phase of my research project, which will take place from January-June, 2010. In this phase, I would like to have better understanding of your work and your working context. Preferably, I would like to include the following for the case studies:

- I wish to visit you at your workplace 3 days in the next few months from January to June. If you are teaching, I would only visit your classroom. It would be great if the 1st visit takes place between January and February, the 2nd visit between March and April, and the 3rd visit between May and June.

- I wish to conduct three 60-minute interviews with you at your workplace or another location that is convenient for you. The interviews will be audio-recorded with your permission.

- Please keep a written record of the stressful events related to your work and life in the next few months

- I would also like to keep in touch with you through email or phone.

The above is some of my ideas. I am open to suggestions and changes. Please let me know if you have any questions or concerns about the case study.

Thanks again for your participation in my research.

Sincerely yours,

Kangxian Zhao
Consent Form

Internationally Educated Teachers:
Transition, Integration, Stress, and Coping Strategies

I have read the IETs Information Letter (Phase 3) for Kangxian Zhao's study of internationally educated teachers in transition from initial teacher education programs to the workplace.

By signing below, I indicate that I am willing to participate in the case studies, that I have received a copy of information letter and consent form, and that I am fully aware of the conditions above.

Participant Name: ________________________________
(Please Print)
Signature: _______________________________________
Date: ____________________________________________

Preferred methods of contact (please check and complete).
_____ Telephone: ____________________________________
_____ Email: _______________________________________

Researcher Name: Kangxian Zhao
Signature: _________________________________________
Date: ____________________________________________
Appendix I: Interview Protocol (Phase 3)

1. (If the participant has a teaching position) Can you tell me about your teaching today/recent teaching?
2. (If the participant has a position other than teaching) Can you tell me about your work today/recently?
3. Did you experience any stress related to your work? Can you describe some of your experiences?
4. What are your coping strategies to your work stress?
5. Did you receive any support from your colleagues, supervisor, or family?
6. If so, how did they support you?
7. If not, did you seek any support from them? / What was your experience seeking support?
8. Do you like your job/teaching? Why or why not?
9. Are you looking for another job?
10. (If the participant has a teaching position) Would you consider changing career? Why or why not?
11. (If the participant has a position other than teaching) Are you still looking for a teaching position? Why or why not?
Appendix J: Participant Portrait Sample

<table>
<thead>
<tr>
<th>2</th>
<th>Name</th>
<th>Ethnicity</th>
<th>Mother Tongue</th>
<th>Other Languages</th>
<th>Education</th>
<th>Time in Canada</th>
<th>Level of Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill</td>
<td>Chinese</td>
<td>Chinese</td>
<td>English</td>
<td>Master</td>
<td>3 years</td>
<td>Secondary</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Place of Birth</th>
<th>Age</th>
<th>Employment</th>
<th>Previous Teaching</th>
<th>Graduation</th>
<th>Teachable Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>China</td>
<td>38</td>
<td>Permanent</td>
<td>2 years</td>
<td>2008</td>
<td>Math, Computer Science</td>
</tr>
</tbody>
</table>

The first interview with Bill was in a Coffee Time at Victoria and Sheppard on September 30, 2009 the second interview was done by phone on February 15, 2010.

**Background:**

Bill immigrated to Canada three years ago. Before immigration, Bill had a Bachelor's degree in Physics. He worked in an insurance Company for a few years, and at the same time, he studied for an accounting degree.

Bill went to study in Boston and obtained a Master's degree in Computer Science and taught in a college there for two years. He submitted his Canada immigration application from the US then went back to China, where he worked in a bank until he came to Canada as a landed immigrant.

Bill didn't have teaching experience in China, but he thinks that teaching in China would be more stressful as the class size is usually larger than in Canada and teachers have more responsibilities. Bill thinks a teacher should be a role model for his/her students.

Bill considers himself a “half North American” as he has been in North American for 5 years and obtained North American education. He has a good understanding of the education system in North America. Bill is quite confident.
Motivation to teach

Bill has had good teaching experiences in Boston. Before he came to Canada, Bill learned from his friends that teaching is a good profession in Canada. So he applied for a position in a teacher education programs and was accepted. After studying at OISE for 9 months, Bill obtained his teaching certificate, with Computer Science and Math as his teaching subjects for secondary school. Bill didn't apply for Physics as his teachable subject because he believe it would be more difficult to find a position to teach physics.

Bill mentioned that the reason he wanted to take up the teaching profession in Canada is that he had had positive experiences teaching in Boston. He enjoyed working with students.

Learning in the Teacher Education Program

"Among all my teacher education courses, I think the course entitled Teacher Education Seminar was the most useful. We learned some classroom management skills and information about special education. We got to know about Canadian schools, and Toronto District School Board (TDSB) schools in particular. We were taught how to handle difficult situations at school including how to deal with student fights. We learned a lot. I think I learned how to teach in the Teacher Education Seminar, because I got to know more about Canadian schools through this course, we also got to know students' background and teachers' background."

"My ATs (associate teachers) were very good. My first AT was a very experienced teacher. During those eight days when I taught, I was stressed out. My AT always encouraged me. The second practicum was much easier, because I learned a lot in my first practicum."

Employment Seeking

Before the first interview, Bill had two job interviews. One is to teach Computer Science and Math, the other is to teach Math. However, Bill is not confident that he will land either of these two jobs, as many teachers went for the interviews and it seemed very competitive. For the first interview, Bill felt that the school already had a candidate to hire. Bill had a better feeling about the second interview because he did his practicum in that school and he knew the teachers
there better. Last year Bill taught Computer Science. So he doesn't have any experience teaching Math.

**Stress and Coping**

Bill mentioned that he didn't have much difficulty in teaching from a technical perspective, but that his stress originates from worrying about finding a permanent position in the school board. (Interview One)

Bill still stayed in touch with the schools where he did his practicum. In his first year of teaching, Bill wanted to establish a good relationship with his colleagues, but he realized that some teachers were quite cold. He wondered if that's because he is new teacher, or a minority teacher.

One week after the first interview, I emailed Bill. Bill replied to say that his first interview was successful and he got an long term occasional (LTO) position to teach Computer Science and Math.

I contacted Bill in January of 2009 for a follow-up interview. He told me in the email that he was just hired as a contract teacher with the TDSB. In the second interview, I found out that he got a half-time permanent position. This position was located at the same school where he had been teaching. Bill felt relieved as he finally had a permanent position though he knew he might not teach in the same school in the next school year.

Bill mentioned that he needed to adjust his lesson plans to meet the students' needs, as the students' foundational knowledge was not very good. For example, the other classes in the same school might be able to cover seven chapters of a book while he could only cover five chapters. He felt he needed to communicate with his curriculum leader to get support.

Bill mentioned that when he started teaching in Boston, he didn't know how to teach because nobody taught him how to teach. So he had to rehearse his teaching at home once or twice before he went to teach. In his first year LTO teaching, Bill spent a lot of time preparing for his lessons. This year was the first time that Bill taught Math. He got very good support from other teachers in the same department. They shared teaching material with him. Bill didn't have
to spend much time preparing for the Computer Science course. He spent more time preparing for Math lessons.

In Bill's opinion, as an internationally educated teacher, the difficult part was to enter the field. He considered himself lucky to get an LTO position right after graduation so he could gain Canadian teaching experience.

Bill mentioned that his students were in the college rather than the university stream, so they usually did not want to study. He found it challenging to get students interested in what they needed to learn. Frequently, quite a number of students were absent or late for school.

Bill's challenges not only involved dealing with classroom management issues, but also dealt with difficult parents. For example, two of his students fought and one got hurt. So he called the parents. However, one parent called the school to complain of Bill. The parent believed that the fighting happened because Bill didn't watch his students. Luckily, the vice principal was very supportive, who told Bill not to deal with such difficult parents, and the vice principal himself dealt with the parent instead.

**Career Choice**

Bill wants to stay in the teaching profession in Canada.