Many Canadian Ontario-educated teachers are gaining international experience—either prior to entering a faculty of education, during their degree programs, or upon graduation—before seeking teaching jobs in their home province. For this study, 131 administrators from Ontario public, Catholic and independent/private schools at all levels completed a quantitative, online anonymous survey, which sought to see if this experience is an advantage during the local hiring process. Participants were recruited through obtaining permission from school boards, by contracting schools directly, by publishing information in two professional e-newsletters and by speaking with principals at a conference. Results were compiled in order to see if there was a central tendency. Two Human Resources professionals in public school boards also confirmed information about the process of hiring.

The school administrators who participated in the study generally indicated that they are aware of international opportunities available to teachers, and that they believe that these experiences can develop teachers’ knowledge, skills and abilities; however, when hiring, international experience is not necessarily an advantage on its own, including for those administrators who have completed international experiences themselves. Teachers with international experience must demonstrate how their work abroad has prepared them for local teaching and how their experience differentiates them from other equally-qualified candidates in order to be considered for the jobs that are available. Other legislative requirements, such as Regulation 274/12, and board policies may also play a role in determining the hiring decisions that are made, particularly in publicly-funded schools and school boards. The majority
of the administrators also indicated that they would be interested in learning more about international education in the K-12 context. This study is inaugural in the Ontario context, and can help to inform teacher educators and aspiring teachers about the “market value” of international experience, which may complement or contrast the many known benefits of teaching internationally—especially in the contemporary global context.