

**Within and Without:
A DVD Resource and
Handbook to Support
Employment Equity for
Internationally
Educated Teachers
(IETs)**



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Overview and Purpose of the Resource

This professional development DVD and handbook has been developed to support IET stakeholders in learning more about the numerous contributions IETs offer Canadian schools and the IET Programs offered through the University of Manitoba.

Components of the DVD and Intended

Audiences:

Chapter 1: Who are Internationally Educated Teachers (IETs)? (Length: 14 min.)

Intended audiences:

K-12 Teachers and Administrators, School Division Human Resources Personnel and Superintendents, School Advisory Councils, Provincial Certification Branches, Faculty of Education Staff, Immigrant Serving Agencies

This section of the DVD gives general information about internationally educated teachers, shows the range of diversity among IETs, and demonstrates the knowledge, experience, and professionalism they offer Canadian schools.

Chapter 2: IET Programs at the Faculty of Education, University of Manitoba

(Length: 15 min)

Intended audiences:

Field partners involved in the delivery of bridging programs for IETs, Faculty of Education Staff, Potential IET Program Applicants, Immigrant-Serving Agencies

This section of the DVD provides an overview of the components of the IET Programs at the University of Manitoba. Feedback from participants and opinions of education stakeholders are shared.

Chapter 3: Equity and Diversity in the School System (Length: 12 minutes)

Intended audiences:

Teacher Education classes (e.g., Social Foundations of Education, Cross Cultural Education, School and Society, Adult Education), K-12 Teachers and Administrators, School Division Human Resources Personnel and Superintendents, School Advisory Councils, Faculty of Education Staff

This section of the DVD connects issues facing IETs to equity and diversity mandates more broadly, and shows how IETs provide a valuable resource in multilingual, intercultural Canadian school contexts.

Overview of Handbook Activities

The activities are designed and organized to align with each of the three chapters of the DVD. Each DVD chapter has three corresponding handbook components: background, Information post-viewing discussion questions, and an interactive reflection activity. Additionally, a final section offers recommendations for further action and advocacy.

Using the DVD and Handbook in Professional Development: Guidelines for Facilitators

This resource can be used to fulfill various professional development (PD) purposes in a range of contexts. Ideally, the resource will be used in settings where groups can view the DVD and engage in debriefing activities collaboratively. However, Individuals may also view the DVD and reflect on the follow-up questions independently. Each chapter of the DVD is designed to be self-contained; it is not necessary to view the DVD in its entirety in one sitting. Some suggested uses of the resource with intended audiences might include:

A) 1-2 hour PD session (e.g., a "lunch and learn" session; a 2-hour teacher education class; a workshop):

A facilitator can select the chapter most relevant to a particular group. An hour should allow the group sufficient time to view the chapter and debrief the discussion questions. If there is a desire to complete the Interactive activity and discuss strategies for future action and advocacy, two or more hours may be required.

- B) ½ day PD session (e.g., a breakout session at a conference): A half-day PD session should allow a group to view 2 or 3 chapters of the DVD, depending on how detailed the subsequent discussion is and how many of the interactive activities the group wants to complete.
- C) Full-day PD session (e.g., a school division in-service; a retreat): A full-day PD session should allow a group to view the DVD in its entirety, thoroughly debrief the discussion questions, complete two or more of the interactive tasks, and develop a plan for future action and advocacy.
- D) Series of 3 x 1-2 hour PD sessions spread out over a period of time (e.g., once a week; once a month during sessions specifically devoted to this purpose or as part of another regularly scheduled meeting): This format would allow a group to view the DVD in its entirety (one chapter per session) and address most of the handbook questions and activities. Since session participants would have the opportunity to reflect on the issues between sessions, the facilitator or the group could determine some tasks to be completed independently between sessions.

Chapter 1: Who are Internationally Educated Teachers (IETs)?

i) Background Information

This section of the DVD introduces IETs and some of the varied qualities, backgrounds, and experiences they bring to school communities. As Schmidt and Block (in press) note:

"In Manitoba, most IETs who complete academic and professional bridging supports have a number of qualifications, experiences, and skills that set them apart from most Canadian -born Bachelor of Education (B.Ed.) students. They are multilingual, fluent in 2-5 languages each; they are adept at cross-cultural interaction; they have first hand knowledge of Immigrant and/or refugee experiences; they have knowledge of and experience with at least two education systems, one of which is Canadian; they have 2 to 20+ years of teaching experience; and many have advanced degrees in their content areas and/or education." (p. 9).

ii) Post-viewing discussion questions

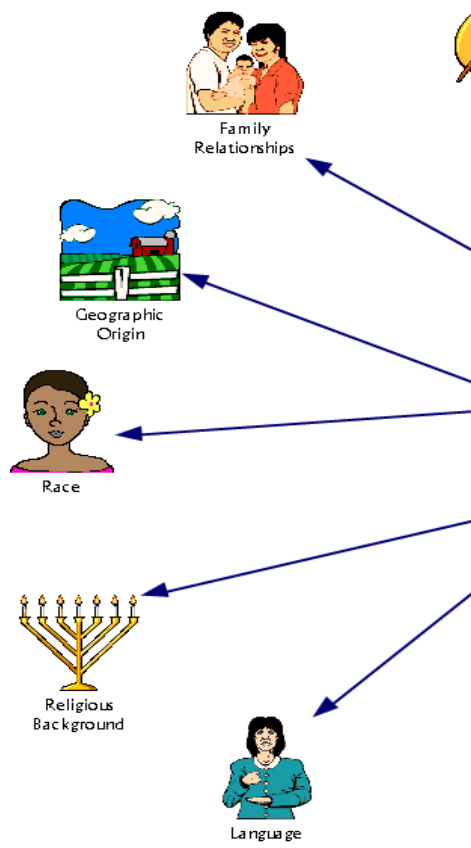
a) What professional attitudes expressed by the individual IETs were familiar to you? How have their diverse experiences as educators influenced their approach to Canadian Schools?

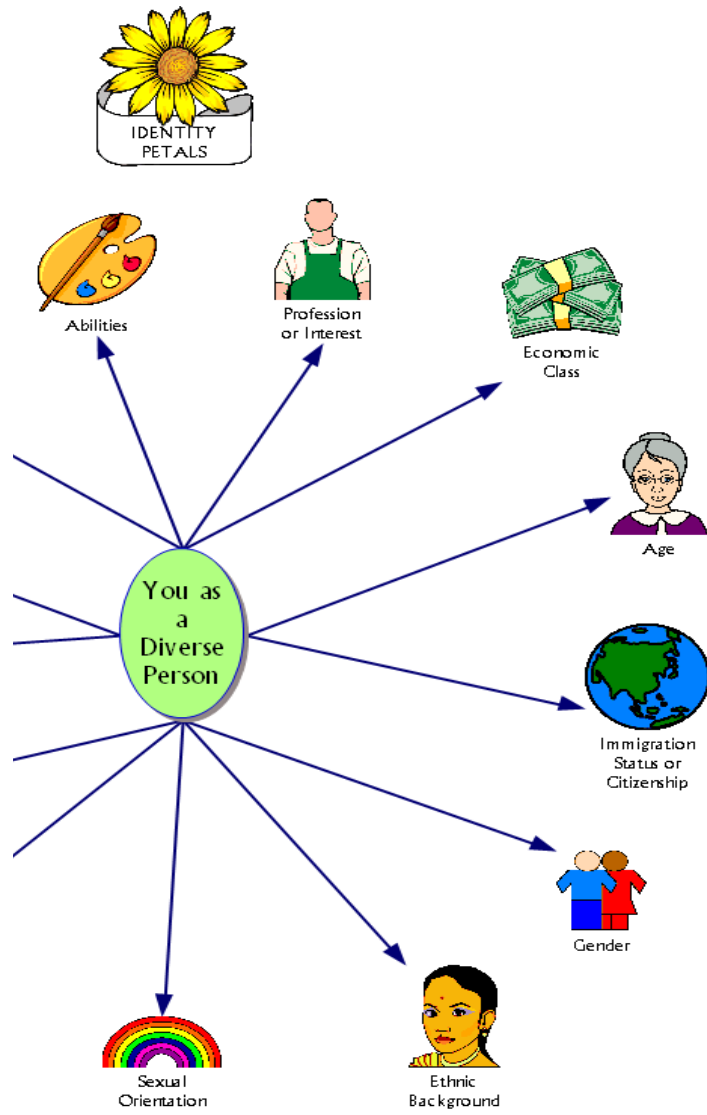
- b) How does diversity enhance educational institutions?
- c) What is your stance on diversifying the teaching force to better reflect the diversity of student populations?
- d) What contributions can IETs offer school communities?
- e) What barriers might IETs face in joining the staff of Canadian schools?
- f) What diverse qualities do you contribute to your own organization?

iii) Interactive reflection activity

Use the following 'identity petals' graphic organizer to explore the diversity of the individuals within your group. Once each session attendee has had a chance to discuss various aspects that comprise their identity, ask each group member to choose 2-3 of the characteristics that they most strongly identify with. Consider that those aspects of identity that may be most visible (e.g., race, immigrant status) to others, may not be the aspects of self individuals identify most strongly with.

For Reflection Chapter 1





Chapter 2: IET Programs in the Faculty of Education at the University of Manitoba

Background Information

This section of the DVD discusses the two IET Programs at the University of Manitoba: 1) the Academic and Professional Bridging Program for Internationally Educated Teachers, designed for graduates of international teacher education programs who require additional university course work, and 2) the Mentorship Initiative for Internationally Educated Teachers, designed for IETs who already have permanent or provisional certification and are transitioning into the Manitoba workforce.

Post-viewing discussion questions

- a) How can IETs' experiences and knowledge be valued in faculties of education and schools?
- b) How might the professional development needs of IETs differ from Canadian-born teacher candidates?
- c) How does addressing the needs of the IETs you work with affect your practices?
- d) What supports exist for IETs in your context? Are there supports not currently offered that would be beneficial? If so, what might these look like?

Interactive reflection activity

Please read the following scenario and discuss possible courses of action with your colleagues.

Scenario: Supporting Culturally and Linguistically Diverse Teachers in School

You are working with a teacher in a medium-sized middle school in a well established suburban neighbourhood. The school is comprised of predominantly white students and staff, most of whom were born in Canada and speak English as a first language. The teacher is Ritu, who was educated in India where she worked as a journalist prior to immigrating to Canada 4 years ago and completing her teacher education.

Ritu is delivering a Math lesson and you notice the students do not seem to be attentive. In observing Ritu's lesson, you are concerned that Ritu is unfamiliar with classroom management practices prevalent in Canadian schools. You also find her accent difficult to understand and you fear that students and parents are going to complain. Ritu, who has not previously been told about these concerns, is feeling discouraged and frustrated that her lesson did not go as well as she had hoped.

Scenario Questions

- a) How would you address the situation with Ritu? What kind of feedback would you provide?
- b) What can you do to facilitate a positive learning experience for culturally and linguistically diverse teachers in schools?

Chapter 3: Equity & Diversity in the School System

Background Information

In this section of the DVD, IETs share their experiences as parents of immigrant children in Manitoba schools. IETs report instances of teasing, bullying, discrimination, and racism that their children face on account of cultural and religious diversity.

Post-viewing discussion questions

- a) What insights can teachers and school administrators gain from the stories shared?
- b) What policy and strategies does your school/institution have to deal with bullying? How is bullying based on discrimination different than other forms of bullying? What strategies are specific to dealing with bullying based on discrimination?
- c) What issues of discrimination have you observed or experienced in your own institution? What courses of action have been taken to address these issues? What other strategies might be taken?
- d) How can parents and families' voices be included in approaches to addressing bullying in these circumstances?
- e) What practices can schools enact to affirm the linguistic, cultural, socioeconomic, gender, and religious diversity of their communities?

- f) *How can the IETs and their families' experiences inform practices and policies in schools and school divisions?*

Interactive reflection activity

Exploring programs and policies to challenge racism and discrimination in schools

Background Reading: Manitoba Education, Citizenship and Youth. (2006). *Belonging, Learning and Growing: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity*. Available on the Manitoba Education website: <http://www.edu.gov.mb.ca/k12/cur/diversity/>.

After you have read the MECY Action Plan, spend some time researching educational programs and policies on anti-racism and anti-discrimination in your province and within your own institution. Provincial government and school division websites will give you a good starting point. What supports are in place to help teachers and students address issues of racism and discrimination? What principles of equity do the programs and policies support?

Task variation: Have session attendees work in groups and assign each group to a different Canadian province to determine what kinds of educational policies and programs are available in different parts of the country. Once groups have found some preliminary answers to the questions listed above, have groups present their initial findings for purposes of comparison.

What now? Recommendations for Action and Advocacy

Teachers and teacher candidates who reflect the cultural and linguistic diversity of Canada's K-12 students have tremendous contributions to offer school communities. To help facilitate successful school experiences for these teachers (whether they are completing practicum placements, substitute or term teaching, teaching full-time, or working in schools in other capacities) the following suggestions may be useful:

Find out if teachers speak more than one language or have lived in other countries, and if so, help them showcase these features as assets in the school.

Some internationally educated teachers may benefit from a longer period of observation during the early part of the practicum before they assume responsibility for teaching on their own.

Encourage teachers from diverse backgrounds to compare and contrast their educational experiences from their home contexts with what they are observing and experiencing in Canadian schools. Explicitly discuss and contrast approaches to classroom management used in different contexts.

If the teacher has not attended K-12 school in Canada, suggest some additional resources that can help familiarize them with the culture and characteristics of the Canadian system.

Remember that accent is not something that can or should be “reduced” or “modified”. The focus with pronunciation should be on getting messages across clearly. Encourage teachers to communicate their messages in a variety of formats (orally, in writing, using demonstrations).

Sometimes we have difficulty understanding accents that we are not used to listening to; this doesn't necessarily mean the teacher is incomprehensible. Observe the teacher over time to determine whether the issue is indeed stemming from communication difficulties.

If you or another colleague suspect a teacher may be struggling with English as an additional language, be as concrete as possible in giving advice and feedback. If you are uncertain about how to support the teacher with language concerns, education faculty members or adult educators specializing in EAL can be consulted as appropriate.

Your own suggestions for action and advocacy:

References and further reading

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Thiessen, D., Bascia, N., & Goodson, I. (Eds.). (1996). *Making a difference about difference: The lives and careers of racial minority teachers*. Toronto, ON: Garamond Press.



Feedback Form

The Faculty of Education at the University of Manitoba would appreciate your feedback and suggestions on this resource. This form may be completed by individuals, a PD facilitator, or by PD session attendees.

Please fax forms to (204) 474-7550 or e-mail to schmidtc@cc.umanitoba.ca, attention Dr. Clea Schmidt.

Thank you for taking a few minutes to respond to the following questions. Please check all that apply.

1. My institution and position:

2. I used the *Within and Without* DVD and handbook:

- () independently
() with the following group(s):

3. I used the *Within and Without* DVD and handbook in the following format:

- () 1-2 hour PD session
() ½ day PD session
() Full-day PD session
() Series of PD sessions
() Other _____

