Globalisation and Teacher Movements Into and Out of Multicultural Australia: Final Report

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Professor Michael Singh’s research focuses on the role of Australia’s education and training system in strengthening our socio-economic fabric and improving our regional and worldly understanding, specifically through addressing workforce development and labour shortages. He has published widely and received external funding from a range of bodies including the Australian Research Council.
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Abbreviations

AEU – Australian Education Union
AEUSA – Australian Education Union South Australia
CALD – Culturally and Linguistically Diverse
DEEWR – Department of Education, Employment and Workplace Relations
DEST – Department of Education, Science, and Training
DIAC – Department of Immigration and Citizenship
DIMIA – Department of Immigration and Multicultural and Indigenous Affairs
ET – Emigrant Teacher
IELTS – International English Language Testing System
ISLPR – International Second Language Proficiency Ratings
IT – Immigrant Teacher
LOTE – Language other than English
NESB – non-English speaking backgrounds
NSW – New South Wales
NSWDET – New South Wales Department of Education and Training
NSWTF – New South Wales Teachers Federation
OECD – Organisation for Economic Co-operation and Development
OTT – Overseas Trained Teacher
PEAT – Professional English Assessment for Teachers
RSMS – Regional Sponsorship Migration Scheme
SA – South Australia
SADECS – South Australian Department of Education and Children’s Services
TOEFL – Test of English as a Foreign Language
TRT – Temporary Relieving Teacher
WA – Western Australia
WACOT – Western Australian College of Teaching
WADoE – Western Australian Department of Education
WADTWD - Western Australian Department of Training and Workforce Development
UTS – University of Technology, Sydney
UWS – University of Western Sydney
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Executive Summary

Introduction
Increasing ‘brain circulation’ of professionals is one of the features of contemporary globalised societies. A teaching qualification is a passport to teach in another country. This report presents the findings of a three-year research project into the global circulation of teachers into and out of Australia, with a particular focus on three States: NSW, South Australia and Western Australia. This research project was conducted with the assistance of an Australian Research Council Linkage Grant. Associate Professor Carol Reid (UWS), Professor Michael Singh (UWS) and Professor Jock Collins (UTS) were the chief researchers. Industry partners were the New South Wales Department of Education and Training (NSWDET); New South Wales Teachers Federation (NSWTF); South Australian Department of Education and Children’s Services (SADECS); Australian Education Union (South Australia Branch - AEUSA); Western Australian Department of Education (WADoE); and the Western Australian Department of Training and Workforce Development (WADTWD).

Background:
Western nations face a serious shortage of experienced teachers within the next few years, the Organisation for Economic Co-operation and Development (OECD, 2003) warns, with teacher shortages most likely in male-dominated secondary specialisations such as physics, chemistry, mathematics and technology studies, and languages other than English. With the average age of the teachers across the nation now at 49, Australia has the most qualified, experienced and committed teaching force in its history (A.E.U, 2005). Since the average teacher retirement age is 58 years, a very large proportion of current teachers in Australia will retire in the next ten years (A.E.U, 2005). These trends have given rise to warnings about impending teacher shortage which could amount to a crisis (Peeler & Jane, 2003).

The Australian teaching workforce is being transformed by transnational flows of bilingual and multilingual teachers in an expression of and response to the complex phenomena named globalisation. Based on 2006 census data there are approximately 438,060 teachers in Australia, of which 74,620, or 16.95%, were born overseas. The majority of immigrant
teachers were born in the UK and other English speaking countries, with teachers also coming from New Zealand, South Africa, India, the USA, and Germany, Europe, the Middle East, Asia, and South America. At the same time there is evidence of an increase in the emigration of Australian teaching professionals: in the period July 2001-July 2005 Australia lost 5,819 trained teachers to the United Kingdom alone (Miller, Ochs, & Mulvaney, 2008).

Issues of cultural diversity on the teacher and pupil sides of the classroom accompany the globalisation of the teaching profession. The studies that have been carried out in Australia (Bella, 1999; Han, 2004; Kamler, Reid & Santoro, 1999; Reid, 2005; Santoro, 1997, 1999) and Canada (Bascia, 1996; Beynon, Ilieva & Dichupa, 2001; James, 2002 ) as well as elsewhere (Basit & McNamara, 2004; Cruickshank, 2004; Firkin, Dupuis & Meares, 2004; Phillion, 2003) tend to point to some of the contradictions related to ethnic diversity in the classroom from the point of view of the teacher and the student. These issues and concerns are not new but the diversification of the teaching profession throws up interesting questions about the ways in which working with and through cultural diversity accompany the globalisation of teaching.

**Aims:**

This research project aims to identify the key factors – including taxation, lifestyle, classroom experience, travel, opportunities for advancement, discipline, linguistic skills, cultural factors and institutional frameworks and policy support – that explain how and why overseas teachers come to Australia, and why Australian teachers leave Australia to teach overseas. It aims to better understand the personal, institutional and structural processes which, nationally and internationally, underlie the increasing global circulation of teachers, or what could be called the important phenomenon of ‘brain circulation’ of the global teaching profession.

This study also aims to critically review the federal, state and local government strategies and policies that currently apply in Australia to the global circulation of teachers in order to develop best practice models designed to enhance Australia’s ability to attract and retain immigrant teachers and to regain emigrant teachers. Further, it reviews the experiences and policies of other similar countries – such as Canada, the UK and the Netherlands – in attracting immigrant teaching professionals in order to develop insights into the Australian

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experience, and the best way to respond to the issues of attraction, retention and regaining of teachers in an increasingly globalised teaching environment.

Methodology
A range of different quantitative and qualitative methodologies were employed in this research project. They were informed by an interdisciplinary theoretical framework drawing on the disciplines of sociology, economics, education and cultural studies to inform theories of globalisation, immigration and education that shape the design and analysis of the fieldwork which was conducted.

Quantitative methodologies were utilised to quantify the extent, character, and location of immigrant and emigrant Australian teachers in NSW, WA, and SA, drawing on primary and secondary data sources. The primary data sources were (a) a survey, conducted in year 1 of the project, with temporary and permanent immigrant and/or overseas trained teachers (brain gain) in urban regional and rural areas of all three states; (b) a survey, also conducted in year 1, of Australian trained teachers who have had periods of teaching in other countries (regained brain drain). All respondents to the surveys are identified by pseudonyms throughout this report. The surveys included questions that probed issues of background, immigration/emigration, education and qualifications, information sources, key issues shaping their global movement in the first instance and information about their experiences as an immigrant/emigrant teacher. The secondary data sources were the Australian 2006 census, the LISA longitudinal immigrant surveys conducted by DIMIA [now DIAC] and the databases of DIMIA/DIAC, DEST [now DEEWR] and State Education Departments.

A total of 342 completed surveys were received: 272 from immigrant teachers and 70 from emigrant teachers. 197 surveys of immigrant teachers in NSW were returned, 27 from SA and 51 from WA. 44 surveys from emigrant teachers in NSW were received, with 12 from SA and 14 from WA.

Qualitative methodologies were employed in years 1, 2 and 3 and took the form of (a) focus groups discussions; (b) semi-structured interviews. Both took place in all three states. The teachers volunteering for semi-structured interviews were generally passionate, and lived in rural and regional areas. A total of 112 teachers were interviewed either individually or in focus groups. Of this total 77 were immigrants and 35 emigrants. The interviews probed:
1. their knowledge and perception of processes or arrangements operating and the identification of other key people in these processes; challenges, problems, gains and losses in terms of the links between mobility and teaching;
2. their opinions about the desirable role of schools in supporting greater diversity of staff who may also be more mobile;
3. the reasons some strategies work and some don’t, and suggestions of other ways of addressing the problem;
4. their opinions about possible strategies, intervention programs and useful indicators.

**Major Findings: Immigrant Teachers**

1. Immigrant teachers are increasingly important as the profession becomes increasingly mobile.
2. Experiences of immigrant teachers vary by state because of differing processes and procedures, labour market conditions, and the extent to which and processes by which the states recruit immigrant teachers.
3. Inconsistencies exist between states. A key problem that emerges is the inconsistency between states over teacher registration, teacher recruitment and the response to teachers in schools. A form of labour market failure emerges that impedes the ease by which immigrant teachers enter and teach in our schools.
4. Induction procedures vary between states. They are often useful when the focus is on curriculum and syllabus matters, getting to know the education system, behaviour management discussions, getting to know how Australian schools run and other local information.
5. Immigrant teachers draw on a range of sources of support to assist them in adjusting to professional life in Australian schools. The majority are generally satisfied with the support they have received including from fellow teachers, school principals, education departments and trade unions. Other teachers, however, report dissatisfaction with the level of support suggesting improvements can be made in this area.
6. The first six months of teaching are critical and the project reveals that there is strong praise for individuals in state education departments who become the key
contact person and the conduit for immigrant teachers in their journey from immigrant to teacher in Australian schools, particularly in NSW and WA. The important implication here is that immigrant teachers need personalised connections with the education department and the relationships they form with the department personnel assigned to this position is very critical as to whether the immigrant teacher survives the first six months. In this project the people in these positions had a combination of qualities and skills including but not limited to, being an immigrant teacher themselves, engagement with immigrant teachers over a sustained period of time, broad knowledge of the education system and a commitment to responsiveness to a diversity of needs and situations. Better resources and support in this area of the immigrant teacher program would be very crucial to retention.

7. Misinformation was a problem. Many teachers claimed they did not have access to all the facts, processes, procedures, red tape and institutional hurdles that lay before them prior to teaching in Australian schools. Greater honesty, clarity, and detail of this would be appreciated by immigrant teachers. During this project all states increased information on their websites including narratives and video-clips of immigrant teachers’ experiences in Australian schools.

8. Overall, experiences were positive. The majority of immigrant teachers are satisfied personally and professionally about their experiences as an immigrant teacher in Australian schools. In all states, however, a substantial minority were dissatisfied. This area really needs the attention of education departments in all states. The cost of immigrant teacher dissatisfaction is not just the lack of retention of these teachers in the Australian school system but also the bad press that they generate to teacher colleagues overseas that could hamper future attraction of immigrant teachers. Key points of dissatisfaction is the lack of support in schools, and the fact that their teaching, skills, and experience were not recognised and rewarded adequately in Australian schools.

9. A very strong positive point emerges from the finding that a substantial majority of immigrant teachers in all states would or have recommended to other overseas teachers that they teach in Australia. This is a strong endorsement of the Australian immigrant teacher program.
10. Another strong finding that relates to issues of retention is that a substantial majority of immigrant teachers in all states plan to be teaching in Australia in the next five years.

11. The contradiction is that, setting aside these strong positive indicators of the success of the immigrant teachers program, substantial minorities of immigrant teachers have a very negative assessment of the experience. Some of these relate to access to health services and appropriate housing. Once again, this suggests that greater attention and resourcing, particularly in the first six months, would reduce the problems experienced and hence enhance attraction and retention of immigrant teachers in future years.

12. Trade Unions could also support the needs of immigrant teachers. Immigrant teachers had problems with the bureaucratic systems and processes that they encountered in Australian schools. The difficulties that ranked next in order of immigrant teacher responses were Discrimination/Racism, Employment Difficulties and Lack of Support. Other difficulties noted by immigrant teachers were Qualifications not being Recognised/Appreciated, Student Behaviour, issues related to Curriculum, Welfare Issues and cultures of Australian schooling. Some recognition that immigrant teachers are not ‘new’ to teaching would be helpful in the design of union-based courses.

13. In WA, targeting teachers with families for regional and rural areas appears to be a useful strategy. This works particularly well when the immigrant teacher has come from a similar area in their country of origin.

**Major Findings: Emigrant Teachers**

Emigrant teachers are an important part of the story of Australia’s global teachers, the other side of the global coin of immigrant teachers. Australia loses significant numbers of trained teachers to overseas countries, notably the UK but increasingly various parts of Asia. Some Australian teachers choose to work temporarily overseas and later return to Australia to continue in their profession. Returned emigrant teachers not only represent ‘brain drain’ regained, but bring back with them experience of different pedagogies, institutional approaches, and cultures that can significantly contribute to educational practices and outcomes in Australia. WADoE participates in a teacher exchange program with Canada, the UK, New Zealand and the USA, Denmark and Sweden (and interstate) as
does NSWDET. These programs recognize the positive impact of overseas experience, especially in culturally diverse schools.

A key issue for any global worker is wading through the bureaucratic maze of red tape, certification and qualifications assessment. Our research indicates:

1. That emigrant teachers use a number of visa pathways. Most emigrant teachers obtained a temporary working visa; while 12 had received citizenship of the country they have taught in, most of them are citizens of the UK. Seven emigrant teachers were on travel or holiday visas while 6 used the family stream/spouse immigrant pathway. A small number were on student visas, business visas or were volunteers.

2. Globally–mobile Australian teachers are generally well-qualified. The great majority of teachers who worked overseas and then returned to teach in Australian schools have either one or two higher education qualifications (52), most commonly at either undergraduate or postgraduate level.

3. Australian trained professionals travel throughout the world to teach. Two thirds of the emigrant teachers surveyed had taught in one other country while one in three had taught in more than one other country. Most emigrant teachers had taught in the UK, the traditional overseas destination for Australian teachers. However, increasingly parts of Asia including China, Korea, Japan, Singapore, Malaysia and Indonesia, Thailand, India and Vietnam are targeted. Others taught in Africa, Europe, Latin America and Oceania, highlighting once again the diverse, globalized experience of the Australian teacher Diasporas.

Clearly the demand for English-language teachers in non-English speaking countries is a key driver for Australian-trained teachers to seek employment overseas. Most emigrant teachers taught English in countries where English was not the major language.

Two trade unions were industry partners for this research project. We thus inquired about the extent to which emigrant teachers were trade union members while teaching overseas.

4. Two out of three were not trade union members while teaching overseas, while one in three were. Gender does not appear to be a significant variable in this regard.

5. The main difficulties that Australian teachers faced teaching overseas were to do with the different nature of the education system, including issues related to regulation and lack of knowledge about and support in that education system.
Difference in values and expectations and language barriers were also mentioned, as was discrimination and qualification recognition. In many ways these are the same issues that immigrant teachers identified, suggesting that the issues are more universal than state/Australia specific.

Both immigrant and emigrant teachers used a range of strategies to deal with intercultural differences, pedagogical and curriculum differences and relations with other staff in schools and their communities. These are discussed more fully in the following chapters.

**Policy Implications**
A comparison of the experiences of immigrant and emigrant teachers allows an analysis of whether the problems experienced by immigrant teachers in Australia are also problems of emigrant teachers, a function of the genre, part of the baggage associated with being a globally-mobile teacher. Clearly, teaching is a global labour market. Policies and procedures designed to acclimatise global teachers to local education situations requires more thought and further development for both immigrant and emigrant teachers.

**Immigrant Teachers**
The immigrant teachers in Australia were asked to reflect on their experiences to date and were asked: “If you were able to make one major change to education policies or procedures, what would that change be?”

1. There were a very broad range of responses, with the most common suggestion (about one in five responses) relating to making it easier to navigate the administrative and institutional pathways that new immigrant teachers must travel to be permitted to front a classroom in an Australian school.

2. One in four wanted policies related to immigrant teachers changed, while another one in ten complained directly about the application process to become an immigrant teacher in Australia. In DIAC’s latest skills shortages list teachers still appear (Cleary, 2010). This is despite the fact that permanent teaching positions in most Australian states are very scarce: most job shortages are geographic and/or discipline based. This mismatch of expectations versus outcomes was one of the most frequent complaints by immigrant teachers in this study.

3. The two other most common responses related to suggestions about school processes and procedures: student related issues and more support. Work and employment conditions were of concern to 33 immigrant teachers.

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Emigrant Teachers

One key policy issue for education departments in Australia relates to whether Australian-trained global teachers are able to be re-attracted to teach in Australian schools.

1. Two in three emigrant teachers surveyed saw themselves teaching in Australian schools in five years time, while one in three did not. However it seems that the intention to be teaching in Australian schools in five years time did not discount the possibility of future global teaching experience.

2. The emigrant teacher informants were split fifty-fifty as to whether they intend to teach in another country in the near future. Those who did intend to seek overseas teaching opportunities in the near future nominated Asian countries more than the UK or Canada as desired future teaching countries.

One key aim of this research project is to provide industry partners with policy recommendations designed to help them attract or re-attract and retain global teachers to areas of teacher shortage. To this end we asked emigrant teachers the question: “If you were able to make one major change to education policies or procedures you have experienced as an overseas Australian teacher, what would that change be?”

3. Most emigrant teachers thought improvements to working conditions and opportunities and regulation and assessment were the areas could be made. More specifically, many wanted their overseas work to count in terms of income and opportunities. Like immigrant teachers, emigrant teachers have a broader concept of knowledge creation processes, making them inclusive of immigrant students and teachers’ experiences, language and concepts.

4. Improved re-entry programs that recognised the different cultural capital emigrant teachers have gained and better arrangements with respect to the transferability of qualifications (formal and informal) that were gained overseas were also suggested as areas for policy improvement.

Recommendations

1. More accurate and detailed information about what to expect in the institutional journey to qualification recognition, teacher induction and the experience of Australian schools would assist immigrant teachers to match their expectations with the outcomes they experience.

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2. Immigration policies and processes need to reveal to potential immigrant teachers that employment is not assured.

3. There needs to be a level playing field between Australian states with respect to policies, processes and procedures so that there may be greater teacher mobility across Australian states. This will not only assist the attraction of more immigrant teachers but helps states to fill teacher shortages with non-immigrant teachers from other Australian states.

4. Recognition of prior teaching experiences for immigrant and emigrant teachers.¹

5. Immigrant teachers that go to remote and regional areas require support settling in to local communities, but are often more committed than local teachers to the regional areas. They require ongoing professional development that recognises their relative isolation. In WA there is a strong need to tailor Indigenous education professional development to the specific context.

6. Dedicated departmental personnel to help resolve issues related to isolation, health and housing needs require continued to support and strengthening.

7. There is a perception amongst some immigrant teachers that they are discriminated against in terms of promotion opportunities, access to professional development and other aspects of school life. They are often associated with transience when placed in hard to staff schools. Clearer information regarding their status in schools and opportunities for advancement is required.

8. For many immigrant teacher informants English is not their first language. Their accents are but one marker of their difference and some experience difficulties in classrooms and schools as well as in communities because of this. There are significant differences in the perception of capacity in the use of English by other school personnel, education departments, parents, students and unions. In many of the cases where our informants recounted the difficulties they experienced because of racialised behaviour related to their minority status (accents, colour, gender, local knowledge) they were able to resolve these problems and move on. Some draw on fellow professionals and convert and reconvert the professional knowledge they bring with them to navigate these problems. Mentoring that negotiates knowledge sharing rather than knowledge replacement would assist in this process. A small number of immigrant teachers were not able to resolve these issues of perceived

¹ States to varying degrees recognise overseas teaching experience but there is a strong perception among our interviewees that the processes are widely unknown and that a diverse range of experiences are not counted.

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discrimination or did not get the support they needed. In these instances it becomes more difficult to retain teachers in Australia and highlights the importance of anti-racism school education policies across all levels.

9. Local and school communities welcome many immigrant teachers although this is not universal. School based reception is critical and a focus on strong support for the initial six months would be beneficial.

10. The immigrant teachers we talked with are very impressive in terms of their professional background and experience and their dedication and commitment to the teaching profession and their students. Policies and practices designed to tap their potential to the fullest would benefit the Australian school system.

11. Unions could provide a virtual portal of information for immigrant teachers; lobby for national recognition of qualifications and transportability of qualifications across state boundaries to lessen the bureaucratic problems encountered.

12. Separating performance assessment from permanent residency of immigrant teachers on temporary visas will remove some of the more stressful aspects of their experience.

13. Emigrant teachers require more recognition of their specialised skills through increased opportunities to mentor other teachers and immigrant teachers, salary reward structures and career progression.
1. Introduction

1.1 The Background

Increasing ‘brain circulation’ of professionals is one of the features of contemporary globalised society. Western nations face a serious shortage of experienced teachers within the next few years, an Organisation for Economic Co-operation and Development (OECD, 2003) report warns. The OECD states that teacher shortages are most likely in male-dominated secondary specialisations such as physics, chemistry, mathematics and technology studies, and languages other than English. The OECD also suggested Australian governments need to implement specific policies to entice well-qualified professionals into their schools. With the average age of the teachers across the nation now at 49, Australia has the most qualified, experienced and committed teaching force in its history (A.E.U, 2005). With the average teacher retirement age at 58 years, a very large proportion of current teachers in Australia will retire in the next ten years (A.E.U, 2005). A further problem of recently graduated teachers leaving the profession, in NSW in particular, has also arisen with a sharp increase in the numbers of graduates resigning within 4 years of entering the workforce (Patty, 2009). These trends have given rise to warnings about impending teacher shortage which could amount to a crisis (Peeler & Jane, 2003).

Meanwhile, the Department of Immigration and Multicultural and Indigenous Affairs (DIMIA) on behalf of the Joint Commonwealth, State and Territory Research Advisory Committee states that 2002-03 saw 25,578 Australian-born people depart permanently. They mainly went to New Zealand, the United Kingdom or the United States, Hong Kong and Singapore. Of the people leaving, the largest group (12,856 or 25.4 per cent) were professionals (D.I.M.I.A, 2005). While Australia continues to gain more skilled migrants than it loses, its ability to succeed in the international labour market auction for immigrant teacher professionals will impact greatly on the ability of Australia to meet the demand for teachers in Australian schools in coming years. According to their current Migration Occupations in Demand List (MODL) and Skilled Occupation List (SOL), neither the Department of Education, Employment and Workplace Relations (DEEWR) nor the Department of Immigration and Citizenship (DIAC) is actively recruiting immigrant...
teachers into Australia, only the Employer Nomination Scheme Occupation List (ENSOL) and an ‘Education Visa’ which allows for a temporary entry into Australia enable immigrant teachers to be explicitly and directly recruited into Australia.

The Australian teaching workforce is being transformed by transnational flows of bilingual and multilingual teachers, itself an expression of and response to the complex phenomena named globalisation. There is evidence of an increase in the emigration of Australian professionals with other countries such as the UK seeking to recruit our teachers. For example, in the period July 2001 – July 2005 Australia lost 5,819 trained teachers to the United Kingdom alone (Miller, et al., 2008). This represents a loss of skills, qualifications and experience (the so-called ‘brain drain’) as well as a loss of social investment in fields such as education.

According to Birrell et al. (Birrell, Dobson, Rapson, & Smith, 2001) cited in (Fullilove & Flutter, 2004) Australia had a net gain of 1% in relation to immigrant school teachers in the period 1996–2001. Despite the fact that the recent Ramsey Review (Ramsey, 2000) and Department of Education, Science and Training report (D.E.S.T, 2003) on Australia’s future emphasized the need to attract, prepare and retain quality teachers, and that teachers ought to reflect Australia’s ethnic and cultural diversity, the evidence is that there is a significant under-representation of teachers from ethnically and culturally diverse communities at any level or in any discipline in Australian schools (House of Representatives, 2007).

Whilst federal and state governments agree that improved circulation of workers – permanent and temporary immigrants, guest workers etc. – to fill labour vacancies at the top end of the labour market positions is desirable, the matter of the global circulation of teachers in a national and international context is not specifically addressed in any of the published documents. Easing constraints on mobility is important, for example, if a teacher living outside Australia and New Zealand wishes to work or immigrate permanently and work as a teacher there are a number of barriers related to qualifications and mobility they will encounter. When trying to get a simple answer to the question ‘What are the possibilities for work as an overseas teacher in your state?’ the overseas applicant experiences difficulties as to where to start: If s/he searches policies and practices from the Commonwealth Government, there is deferral to the individual state Departments of

*Global Teachers in Australia*
Education. Then the individual state Departments of Education refer back to Commonwealth Departments, especially DIAC and a range of teacher registrations boards. These issues are magnified by inconsistencies in review processes to support recruitment of culturally and linguistically diverse (CaLD) workers. Some of these problems may be eased by the Commonwealth Government’s new Australian Institute for Teaching and School Leadership\(^2\), which will have a role under the Migration Regulations 1994 in relation to skilled migration to Australia of teachers.

The Western Australian State Department of Education has developed policies and guidelines that recognise the social and economic value of recruiting a CaLD workforce. As part of a review of its recruitment policies and programs, the WADoE examined recruitment policies, programs and their practical application in order to identify key issues and existing good practice initiatives, resulting in the Gerard Daniels Report. The review found that *State and Federal legislation and standards suggest that overseas-trained teachers represent a valuable social and economic resource and are able to make positive contributions to education within Australia*’ [italics added]. Yet, the review also suggested that ‘there is a clear need to coordinate and formalize strategies, including the development of agreed procedures, publicity materials and processes for implementation. A number of strategies have already lost momentum and/ or were implemented on a one-off basis … due to limited resources, lack of commitment or a coordinator’ (Daniels, 2007).

Given that Australia as a whole, as well as individual states, face significant if uneven teacher shortages and commonly turn to recruitment of overseas teachers to address such problems understanding the experiences of globally mobile teachers is critical. This research will assist in the development of state and federal policies and protocols currently under discussion. Further, the experience of teachers who have worked overseas and then returned to Australia is an un-discussed area. Investigation into the experiences of globally mobile Australian teachers is also essential for producing and maintaining efficient and effective policies and procedures related to the attraction, retention and regaining of such teachers in the three states.


*Global Teachers in Australia*
1.2 Current context

Based on 2006 census data there are approximately 438,060 Teachers in Australia (this figure is not accurate due to the Census sampling error and the omission of some persons from large dwellings). All of the data compiled here is for teachers who were employed at the time of the census. 75.1% of teachers are Australian citizens. The average income for teachers was $800-999 per week; this figure was the same for locally and overseas born respondents. Of the 438,080 teachers in Australia 74,620, or 16.95%, were born overseas (Table 1.1).

Table 1.1 Birthplaces of Australian Teachers

<table>
<thead>
<tr>
<th>Birthplace of Teacher</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>356,120</td>
<td>81.29</td>
</tr>
<tr>
<td>Overseas</td>
<td>74,260</td>
<td>16.95</td>
</tr>
<tr>
<td>Not Stated</td>
<td>7,680</td>
<td>1.73</td>
</tr>
<tr>
<td>Total</td>
<td>438,060</td>
<td>100</td>
</tr>
</tbody>
</table>

The rate of first generation (overseas born) immigrant teachers in Australia is less than the proportion of the Australian population who are foreign born (24%) so that immigrants are under-represented in the Australian teaching sector. The majority of these were born in the UK and English speaking countries as Graph 1.1 shows. Many immigrant teachers in Australia also come from New Zealand, South Africa, India, the USA, and Germany. Other immigrant teachers in Australia come from Europe, the Middle East, Asia, and South America, so the immigrant teachers come from all corners of the globe.

Graph 1.2 shows that many teachers also acknowledge mixed ancestry although by far the most common ancestry of teachers other than Australian is English, followed by other UK countries when a second choice is selected.
Graph 1.1 Top 20 countries of birth for teachers born overseas

Graph 1.2 Non-Australian ancestry of teachers in Australia
Overseas born teachers are employed in all states. The greatest numbers work in NSW.

**Graph 1.3 States employed**

Some 71.6% of overseas born teachers have English as their native language and speak it at home; 91.6% of Australian born teachers do the same.

**Graph 1.3 Language spoken at home**
1.3 The study

This project was conducted with the assistance of an Australian Research Council Linkage Grant. Associate Professor Carol Reid (UWS), Professor Michael Singh (UWS) and Professor Jock Collins (UTS) were the chief researchers. Industry partners were: New South Wales Department of Education and Training (NSWDET); New South Wales Teachers Federation (NSWTF); South Australian Department of Education and Children’s Services (SADEECS); Australian Education Union South Australia (AEUSA); Western Australian Department of Education (WADoE); Western Australian Department of Training and Workforce Development (WADTWD).

1.3.1 Aims

This study aims to identify the key drivers – a range of factors including taxation, lifestyle, classroom experience, travel, opportunities for advancement, discipline, linguistic skills, cultural factors and institutional frameworks and policy support – that explain how and why overseas teachers come to Australia and why Australian teachers leave Australia to teach overseas. That is, its purpose is to better understand the personal, institutional and structural processes nationally and internationally underlying the increasing global circulation of teachers, or what could be called the increasingly important phenomenon of ‘brain circulation’ of the global teaching profession.

It examines the experience of overseas teachers who are temporary and permanent immigrants in Australia in metropolitan, regional and rural areas in order to better understand the immigrant teacher experience in Australia and the key issues shaping the Australian teacher ‘brain gain’. Further, it explores the experience of Australian teachers who are teaching or who have taught overseas in order to better understand the key issues shaping the Australian teacher brain drain.

A teaching qualification is a passport to teach in another country; but qualification recognition is a frustrating issue for many immigrant professionals, including teachers. The study investigates issues related to the recognition of overseas obtained teaching qualifications in order to identify the extent of ‘brain waste’ of immigrant teachers in Australia and to develop appropriate policy responses. Additionally it examines how/when/why factors related to Australia’s multicultural society – including matters
related to ethnicity, religious and cultural background, language, gender and age – influence all of the above questions.

This study critically reviews the federal, state and local government strategies and policies that currently apply in Australia to the global circulation of teachers in order to develop best practice models designed to enhance Australia’s ability to attract and retain immigrant teachers and to regain emigrant teachers. Further, it reviews the experience of and policies of other similar countries – such as Canada, the UK and the Netherlands – in attracting immigrant teaching professionals in order to develop insights into the Australian experience and the best way to respond to the issues of attraction, retention and regaining of teachers in an increasingly globalised teaching environment.
2. Literature Review

The global movement of teachers is an important issue for school education throughout the world, and the issues facing immigrant and emigrant professionals have been the subject of significant recent research in the past five to ten years in countries such as Canada, the United Kingdom, and South Africa. In 2004 a number of countries in the Commonwealth agreed to the Commonwealth Teacher Recruitment Protocol (Commonwealth Teacher Recruitment Protocol, 2004) in attempt to address critical problems faced by national education systems and individuals alike. Although Australia is one of the nations that hasn’t agreed to the protocol, it has met with other Pacific nations where a range of recommendations were made including transparency in recruitment, maintenance of professional status, ongoing professional development and a common framework of teacher qualifications, comparability and quality assurance. Further, there is no national policy concerning the recruitment of overseas trained teachers or how to manage their integration into the workforce once they arrive. Nor are there protocols to prevent ‘brain drain’ of emigrant teachers, or how to best utilise the developed skills of those who have worked overseas and then returned to continue their careers in Australia. However, the Commonwealth Government’s education reform agenda is expected to address some of the recommendations, namely the mobility of teachers and the associated issues of recognition of certification and accreditation as well as the development of a National Curriculum.

2.1 Australian Research

At the turn of the twentieth century there was little to no research devoted to the study of immigrant and emigrant teachers at primary and secondary level (Kirchenheim & Richardson, 2000). In an Australian context Gribble and Ziguras studied tertiary academics and ‘the type of preparation provided, the perceived relevance and usefulness of this preparation, and views as to the type of preparation and training that would best serve lecturers teaching offshore and their students’ (Gribble & Ziguras, 2003). They suggest that many of the issues of concern to Australian academics teaching in transnational programs could be similar to the issues they faced in teaching culturally diverse classes at their home institutions.

Despite the importance of understanding and responding to the global movement of teachers in Australia, other than a few smaller studies (Bella, 1999; Han, 2004; Kamler, Reid, & Santoro, 1999; Reid, 2005; Santoro, 1997, 1999) there is no comprehensive national study of the way that globalisation is changing dimensions of the teaching profession. The Australian College of Educators (2001) carried out a national survey that provided a tantalizing glimpse into the diversity of the teaching force but there are a number of factors related to the diversity and movement of teachers we still do not understand (A.C.E, 2001). Some work has also been done on the specific contexts of individual states including WA (Dunworth, 1997; Jones & Soyza, 2006) and Queensland (Bella, 1999; Oliver, 1998).4

2.2 International Research

International research offers interesting and relevant points of comparison, and may give insight into some of the issues faced by globally mobile teachers in Australia. The United Kingdom is one of the biggest recruiters of overseas trained teachers (OTTs), however a recent report demonstrated that relatively little was known about the historical patterns of OTTs (McNamara & Lewis, 2008). Very significant numbers of teachers are being recruited in the 2000s, mainly from Australia, New Zealand and South Africa, a pattern that is arguably set to continue (Miller, 2008). The UK government, however, made changes to the visa system in 2008 and introduced a ‘resident labour market test’ so that employers must show that a post could not be filled locally before they could sponsor an overseas teacher (NASUWT, 2009); these may change the pattern of OTT migration to the UK but no studies have yet been done. Despite the large numbers of OTTs in the UK there is little beyond the Commonwealth Teacher Recruitment Protocol in the way of official policy concerning where and how they are recruited, and few strategies to cope with their integration into schools and the community (McNamara, Lewis, & Howson, 2007). Recent evidence suggests that this Protocol may be of little practical use as almost no OTTs in the UK were aware of it (Miller et al., 2008).

A similar lack of research and policy exists in the USA, despite the influence of the National Board of Professional Teaching Standards (NBPTS), an independent body with

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4 Queensland was not part of the current study due to restructuring.

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considerable political influence which has managed, ‘over the past 15 years to become a truly national voice for teaching’ (NZME, 2004). Some small scale studies which examine specific issues facing immigrant teachers in the USA, such as cultural difference in assessment practice (Hutchison & Bailey, 2006) and negotiations of teacher authority (Subedi, 2008) have been conducted. There is, however, little research on, and thus little understanding of, the obstacles faced in employment for teachers who were certified in their native countries and are attempting to enter the US education system.

Canada, which like the UK is signatory to the Commonwealth Teacher Recruitment Protocol, has produced more extensive research. Deters (2009) found that the three most pressing problems facing immigrant teachers in Canada were: lack of Canadian work experience, recognition of overseas qualification, and lack of official (French or English) language skills (Deters, 2008). Walsh and Brigham (2007) reported some similar findings after a review of research conducted in approximately 1996-2006; they also included family and personal concerns and challenges facing teachers after they were credentialed (Walsh & Brigham, 2007). In a comparative study of Canada and Sweden, Andersson and Guo (2009) found that recognition of overseas qualifications remained a significant barrier for globally mobile professionals, such as teachers, and could lead to social exclusion and disadvantage (Andersson & Guo, 2009).

A considerable number of South African trained teachers emigrate to teach in the UK, as noted above. Recent research from South Africa examines not only their experiences overseas, but also related issues faced in South Africa as a result of this ‘brain drain’. Brown (2008) argues that teacher migration negatively impacts on the quality of education in source countries (Brown, 2008), a concern also raised in other parts of the world such as the Caribbean and one which had a direct impact on the development of the Commonwealth Teacher Recruitment Protocol. Reasons for South African teachers emigrating to the UK included enhanced socioeconomic and career opportunities, while reasons for return to their home country included poor student discipline, loneliness and climate (Manik, 2007, 2009).
2.3 Issues facing immigrant teachers in Australia

When skilled immigrants such as teachers enter Australia they have to contend with a variety of issues. For example, Ho (2004) reported that 72% of employed mainland Chinese women migrants who worked in China in highly skilled occupations such as teaching, only 30% of them achieved similar work status in Australia after three or more years of residence here. Thus the apparent ‘brain drain’ from China becomes ‘brain waste’ in Australia (Ho, 2004). Current Australian immigration policy is successful in attracting a large pool of knowledge workers. There does, however, seem to be an absence of a coherent set of strategies in Australia to solve language difficulties, racial discrimination and the downgrading of their working experience so as to maintain their competitiveness and eventually upgrade them to higher professional levels (Peeler & Jane, 2005).

At various times up to 20% of the Australian teaching force are overseas trained. Two distinct patterns of overseas-trained teacher migration since the Second World War have been identified (Inglis & Philips, 1995). Up to the mid-1970s most teachers were directly recruited from the UK and Ireland, and this was later extended to the United States and Canada. More recently Australia’s immigrant teachers also come from countries such as India and Pacific nations such as Fiji and the Cook Island (Degazon-Johnson, 2008). This second trend redresses the previously ‘white and predominantly English-speaking background’ composition of the Australian teaching force (Reid, 2005). These teachers often have different cultural and linguistic backgrounds and teach in very multicultural schools. Issues of cultural diversity on the teacher and pupil sides of the classroom accompany the globalisation of the Australian teaching profession. There have been few studies into these issues. The studies that have been carried out (Bella, 1999; Han, 2004; Kamler, et al., 1999; Reid, 2005; Santoro, 1999) tend to point to some of the contradictions related to ethnic diversity in the classroom from the immigrant teachers’ perspective. In this regard Birrell et al. (2001) point to the discourse of non-English speaking background (NESB) immigrants (or World English Speakers, or WES), as ‘problems,’ trouble,’ and ‘strife’ and investigate issues of their incompatibility (Birrell, et al., 2001; Valenta, 2009).

The ‘Teachers in Australian Schools’ report (A.C.E, 2001) pointed out that bilingual or overseas-born teachers who had immigrated more than 20 years ago were Christian and predominately ‘white’. A recent report by the Australian Bureau of Statistics (2005) noted...
that India has become our fourth largest source country of immigrants and will soon replace China as number three. According to the report, Indian immigrants speak English well, are highly skilled, tend to work in professional occupations and are better educated than the Australian-born (96% compared to 46 percent for locals) (A.B.S, 2005). The study discussed here supports some of these findings and addresses some of the gaps in the literature, including responses by employing bodies and unions.

2.4 Returned emigrant teachers

There has been, to date, little research into the experiences of and issues facing immigrant teachers in Australia, but there is an even greater dearth of research into emigrant teachers, that is, those who left Australia to work overseas and then returned and stayed in the teaching profession. While the growing gap of student versus teacher diversity in Australia is well documented, for example (Hartsuyker, 2007; Santoro, 2007; Santoro & Reid, 2006), the potential contribution of teachers who have worked overseas has not been investigated. That cross-cultural experience during teacher training helps increase awareness of cultural diversity among teachers has been well-documented (Marx, 2008; Stachowski & Mahan, 1998), and the positive effects of teacher exchange programs on areas such as awareness of cultural diversity, and their potential for expanding institutional and pedagogical approaches has also been recently demonstrated (An, 2008; Rapoport, 2008a, 2008b). A recent study of an organised and structured international ‘cultural immersion’ program for US teachers in Costa Rica in 2005 demonstrated a significant range of positive results. These included experiential learning about cultural diversity, increased critical reflection and perception shifts for participants, and growth in all levels of practice and programming for teachers (Hofacre, 2006). In the light of this limited research the experience of emigrant teachers like those surveyed and interviewed in this study might be expected to have particular significance.
3. Methodology

A range of different quantitative and qualitative methodologies were employed in this research project. They were informed by an interdisciplinary theoretical framework that drew on the disciplines of sociology, economics, education and cultural studies to inform theories of globalisation, immigration, education and multiculturalism research that shape the design and analysis of the fieldwork to be conducted in this research project. We relied on our collaborators to: provide databases to allow us to contact teachers for the Phase 1 research; to facilitate the fieldwork related to focus groups and in-depth interviews; to collect information on the relevant policies and programs of each state; and to identify other stakeholders we should consult during the project. In-kind partner contributions release partner staff time to the project to enable these research tasks to be completed.

3.1 Quantitative methodologies

Quantitative methodologies were utilised to quantify the extent, character, and location of immigrant and emigrant Australian teachers in NSW, WA, and SA, drawing on primary and secondary data sources. The primary data sources were (a) a survey, conducted in year 1 of the project, with temporary and permanent immigrant and/or overseas trained teachers (‘brain gain’) in urban regional and rural areas of all three states; (b) a survey, also conducted in year 1, of Australian trained teachers who have had periods of teaching in other countries (regained ‘brain drain’). All respondents to the surveys are identified by pseudonyms throughout this report. The surveys included questions that probed issues of background, immigration/emigration, education and qualifications, information sources, key issues shaping their global movement in the first instance and information about their experiences as an immigrant/emigrant teacher. The secondary data sources were the Australian 2006 census, the LISA longitudinal immigrant surveys conducted by DIMIA [now DIAC] and the databases of DIMIA, DEST and State Education Departments.

A total of 342 completed surveys were received: 272 from immigrant teachers and 70 from emigrant teachers. 197 surveys of immigrant teachers in NSW were returned, 27 from SA, and 51 from WA. 44 surveys from emigrant teachers in NSW were received, with 12 from SA and 14 from WA. 
Table 3.1 Surveys of immigrant teachers

<table>
<thead>
<tr>
<th>State</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW</td>
<td>194</td>
</tr>
<tr>
<td>WA</td>
<td>51</td>
</tr>
<tr>
<td>SA</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>272</td>
</tr>
</tbody>
</table>

Table 3.2 Surveys of emigrant teachers

<table>
<thead>
<tr>
<th>State</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW</td>
<td>44</td>
</tr>
<tr>
<td>WA</td>
<td>14</td>
</tr>
<tr>
<td>SA</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
</tr>
</tbody>
</table>

3.2 Qualitative methodologies

Qualitative methodologies were employed in years 1 and 2 and took the form of (a) focus group discussions; and (b) semi-structured interviews. Both took place in all three states. In each state two immigrant and two emigrant focus groups were intended in year 1 with a follow up 12 months later to capture some dynamic change processes (that is, four focus group discussions x 90mins each in each state per year). However, follow up interviews were not possible. The focus groups were used to explore procedure and policy issues as well as other emergent themes for immigrant and emigrant teachers. In-depth qualitative semi-structured interviews were to be conducted with 20 immigrant (permanent and temporary) teachers and 10 emigrant teachers in all three states (60 immigrant and 30 emigrant teachers nationally). From these we selected participants within the parameters of gender balance, the need to include 10 immigrant and emigrant teachers in regional and rural areas in each state (30 nationally) and the need to include temporary as well as permanent immigrant teachers. We exceed these numbers nationally. The teachers volunteering for semi-structured interviews were generally passionate, and lived in rural and regional areas. The interviews probed globally mobile teachers about:

1. their knowledge and perception of processes or arrangements operating and the identification of other key people in these processes; challenges, problems, gains and losses in terms of the links between mobility and teaching;
2. their opinions about the desirable role of schools in supporting greater diversity of staff who may also be more mobile;

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3. the reasons for why some strategies work and why some don’t, and suggestions of other ways of addressing the problem;
4. their opinions about possible strategies, intervention programs and useful indicators

At the end of the first round of interviewing, the emerging themes related to training needs, qualifications recognition, relationship between current processes and opportunity for immigrants/emigrants were discussed with all industry partners to raise further questions to be discussed in further interviews and focus groups.

Table 3.3 Number of Interviewees

<table>
<thead>
<tr>
<th></th>
<th>Immigrant interviewees</th>
<th>Emigrant interviewees</th>
<th>Total interviewees</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW</td>
<td>28</td>
<td>18</td>
<td>46</td>
</tr>
<tr>
<td>WA</td>
<td>29</td>
<td>9</td>
<td>38</td>
</tr>
<tr>
<td>SA</td>
<td>20</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>35</td>
<td>112</td>
</tr>
</tbody>
</table>

A total of 112 teachers were interviewed either individually or in focus groups. Of this total 77 were immigrants and 35 emigrants. Table 3.3 shows the distribution across the states.

3.3 Conclusion
The number of surveys obtained was shaped by the availability of databases (NSW only), while the number of interviews depended partly on partner support (in WA and SA), and volunteers from surveys (all states). Due to strong partner support and some mid-project innovation – such as the use of Zoomerang for on-line surveys – the project was successful, with survey numbers falling just short of the intended 300 immigrant and 100 emigrant teachers originally sought.
4. New South Wales

4.1 Introduction

In this chapter we outline the history of immigrant teachers in NSW from the middle of the twentieth century to the present day. We place the experiences of immigrant teachers in their present context with a discussion of the approval process currently used by the NSW Department of Education and Training (NSWDET). The results of fieldwork from the study are then discussed. These are based on 194 completed surveys from immigrant teachers in NSW and on: 2 focus groups and 21 one-on-one. There were 28 interviewees who took part: 21 individual interviewees and 7 individuals among the 2 focus groups. The 2 focus groups were held in regional areas where NSWDET assisted in providing a space for discussions and in recruiting participants. Individual interviews were more commonly carried out due to the wide dispersal of volunteers around the State. Some interviews were by telephone while others were face-to-face. Data collection was performed with the help of industry partners. The NSW Teachers Federation up-loaded the survey link and allowed researchers to speak at their Annual Conference which resulted in a quick response to surveys. It also provided the research team with opportunities to take part in beginning teachers’ workshops held in rural NSW, as well as policy documents.

4.2 Background

4.2.1 History of Immigrant Teachers in NSW

NSW has recruited teachers from overseas for many decades. Quite small numbers were recruited in the 1950s and 1960s: from just 20 in 1951 to a peak of 171 in 1964, although annual intakes of more than 100 continued in the years after this (Inglis & Philips, 1995). Most of these immigrants were young Britons or Irish who spoke English and, on average, stayed in the teaching profession for less than two years. In the late 1960s teacher recruitment was expanded to include Canada and the USA, but the above pattern remained otherwise consistent until the 1970s when the numbers significantly increased. In 1971 more than 1 000 teachers were recruited to the NSW school system: 275 from the UK, and of 763 from North America most were from the USA (Inglis & Philips, 1995). More than 6
000 teachers were recruited to work in NSW between 1970 and 1976, most of whom were employed on contracts of two years or less and whose immigration was also generally short term. They were only employed in Sydney schools, or those in the nearby regional centres of Wollongong and Newcastle (Inglis & Philips, 1995).

The mid- to late-1970s saw an increase in the availability of locally trained teachers and a related decrease in the numbers of teachers being recruited from overseas. Between the 1970s and at least 1995 there was a general national oversupply of teachers, although this was accompanied by niche undersupply. In response to shortages in particular curriculum areas NSW actively recruited overseas. In 1986 science, maths and special education teachers were actively sought in the traditional source countries as well as Hong Kong. A similar program was again conducted in the UK and Hong Kong in 1990 (Inglis & Philips, 1995). Currently NSW has a surplus of teachers except in difficult geographical – remote and regional – areas in the curriculum areas maths, science, school counselling and special education.

4.3 Policies and Procedures for Immigrant Teachers in NSW

Immigrant teachers who wish to work in the NSW public school system need to be registered and approved by NSWDET. There are five steps in the approval process (NSWDET, 2009a):

1. Obtaining a ‘Statement of Eligibility for Accreditation to Teach’ from the NSW Institute of Teachers.
2. Assessment of language skills through the Professional English Assessment for Teachers test.
3. Completing an online registration and passing probity checks, including criminal record and employment checks. This may be conducted at the same time as step 1.
4. Participation in the ‘Pre-employment Program for Overseas Trained Teachers.’
5. Attending a personal suitability interview.

While some steps in this process were praised by our teacher informants, in particular the Pre-employment Program for Overseas Trained Teachers’, completion of several other steps was identified as a potential barrier to employment by immigrant teachers in NSW. While the NSW Teachers Federation offers support to help overcome challenges such as lack of clarity in official policies and practices and delays in processing need resolving.

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A ‘Statement of Eligibility for Accreditation to Teach’ is required for all teachers seeking employment in the NSW public schools system, whether they are new local graduates or overseas trained. It is gained through the NSW Institute of Teachers which oversees ‘accreditation and recognition of teachers’ professional capability against professional standards’ (NSWDET, 2009a). The registration process currently used by NSWDET was reported as a problem by 32.43% of OTTs (as discussed below).

The PEAT test was introduced in 1991 and is designed and conducted by the Institute of Languages, University of NSW for NSWDET. Completion is compulsory for OTTs from non-English speaking backgrounds (NESB) seeking employment in NSW schools, although they may apply directly to NSWDET for exemption from the PEAT test if they have taught in Australia or another English speaking country for a minimum of two years (NSWDET, 2009a). The PEAT test is designed to ‘indicate whether … proficiency [in English] is of a standard which would enable you to teach and interact effectively and confidently in a school setting in NSW.’ It is not ‘an assessment of subject matter competency’ (UNSW, 2009). It is a four part (reading; listening; writing; speaking) test. OTTs may not register for the test without approval from the Teacher Recruitment Unit of NSWDET. Candidates face a cost of $400 to sit all four components of the test. 8.11% of overseas trained teachers found that the PEAT test was a barrier to their employment in the NSW schools system.

The Pre-employment Program for Overseas Trained Teachers is mandatory. It is composed of a two-day orientation program to introduce new teachers to the NSW school system, and a five day practicum which may be reduced to three days if the teacher demonstrates a high level of achievement according to NSW Institute of Teachers standards, or extended by a further five days if required (NSWDET, 2009a). The ‘personal suitability interview’ (step 5 above) may also be included under the rubric of this program (NSWDET, 2009b). The two-day orientation workshop ‘supports overseas trained teachers to understand the nature of NSW public schools and the role and responsibilities of a teacher in our schools’ (NSWDET, 2009b). It includes discussion of issues such as curriculum, student behaviour, cultural awareness, child protection, quality teaching, preparation for teaching, and employment opportunities (NSWDET, 2009b). NSWDET also specifies that:
During the five-day school-placement and assessment, overseas trained teachers will be required to observe aspects of effective teacher practice (including lesson preparation and delivery, student management, teaching and learning strategies and classroom communication), take part in professional discussion with their supervising teacher and other teachers, and take part in team teaching and independent teaching (NSWDET, 2009b).

The program takes place regularly throughout the year. Lack of familiarity with the school system was cited as a problem by 15.32% of OTTs.

The personal suitability interview is ‘designed to assess […] personal suitability, attitudes and ideas on teaching’ (NSWDET, 2009a). These interviews are conducted one-on-one at the Blacktown State Office for Sydney residents and in major regional centres for those living outside the metropolitan area. Candidates are asked about professional knowledge, practice, and commitment.

4.4 Results from NSW Fieldwork

In this section we report on the findings of fieldwork with immigrant teachers in NSW carried out under this research project utilising the quantitative and qualitative research instruments developed in conjunction with our industry partners. Specifically, we analyse the responses of 194 immigrant teachers to the survey/questionnaire designed for this research [see Appendix A] who took part in our focus groups and in the individual interviews that we conducted in NSW. First we look at the professional backgrounds of the immigrant teachers surveyed: the countries that they come from; the countries other than Australia where they have taught; the areas of their teaching qualifications; their reasons for coming to teach in Australia in general, and in NSW in particular. We then explore their experiences from entering NSW as an immigrant teacher to entering Australian classrooms as a teacher. Here we are interested to explore their experiences of teacher registration, of induction and training and of finally gaining a teaching position in NSW. We then explore the NSW teaching experiences of these immigrant teachers: the subject areas that they teach in; their experiences with other teachers and the executive in their schools, their experiences in the classroom with curriculum and with students; their experience of living in NSW. We then provide an overview of their perceptions of, and evaluation of, their
experiences as an immigrant teacher in NSW and their future plans. Finally we discuss some policy implications of the immigrant teacher experience in NSW for our NSW industry partners, the NSWTF and NSWDET.

### 4.4.1 Characteristics of the Sample

A total of 194 immigrant teachers participated in the NSW survey. As Graph 4.1 shows, the sample included a broad age spread of the immigrant teachers across the age cohorts from under 25 to 56 and over.

**Graph 4.1 Age groups vs. gender**

Most of the immigrant teachers in the NSW survey spoke English or English only at home, as Graph 4.2 shows. Only 27 respondents spoke another language (i.e. no English) at home.

**Graph 4.2 Percentages of language(s) spoken at home**

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The languages other than English spoken at home were most commonly Indian or South-East Asian languages, followed by Oceanic, Chinese, and North-East Asian, European, and African (Graph 4.3).

**Graph 4.3 Percentages of main non-English languages spoken at home**

Given the predominance of Christian teachers (Graph 4.4) in our state schools it is interesting to see how immigrant teachers may be leading to greater religious diversity in the Australian teaching profession.

**Graph 4.4 Religion of immigrant teachers (%)**

Note: each category of religion includes variations of that particular religion participants practice. For example, Christianity may include SDA, Lutheran and so forth as answered.
4.4.2 Immigrating to Australia

Where immigrant teachers came from and on what type of visa was of interest to this project. Graph 4.5 shows that the immigrant teacher informants come from all corners of the globe. Most came from Commonwealth countries: the UK, New Zealand, South Africa, the Indian sub-continent and Fiji, with the USA and Canada and other African countries also important source countries.

Graph 4.5 Countries of birth of immigrant teachers in NSW (%)

Graph 4.6 shows that, of the immigrant teacher informants from the UK who provided a response to the question as to where in the UK they came from, the majority were from England, with relatively few immigrant teachers in NSW coming from Scotland, Wales and Ireland.

Graph 4.6 British/Irish participants
We also inquired into the countries that the immigrant teachers lived in prior to coming to NSW. As Graph 4.7 shows, NSW draws its immigrant teachers from a wide range of countries, although very few come from European countries other than the UK, or from Latin American or Asian countries. The largest number lived in the UK prior to coming to Australia (42% of those surveyed). A number of these were African teachers who emigrated to, and taught in, the UK prior to coming to NSW. New Zealand (20%) and South Africa (18%) were the next most important source countries. Other immigrant teachers arrived in NSW from Asian countries (17%), the USA and Canada (15%), European countries (10%) and Oceania (8%), with smaller numbers from countries in Africa, Latin America and the Middle-East.

**Graph 4.7 The countries from which NSW immigrant teachers were drawn**

The majority of immigrant teachers that NSW attracts see it as part of a move to Australia as a permanent migrant, as shown by Graph 4.8. Three in every four teachers surveyed were on permanent visas, and only 16% on temporary visas. This was common across the board irrespective of the country of origin of the immigrant teacher. NSW is different to SA and WA in this respect: the latter states have many who are on temporary visas.

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Graph 4.9 Temporary visa category

Graph 4.8 Visa category vs country of origin

Graph 4.9 shows that the immigrant teachers in NSW on temporary visas tend to be on the 457 visa or the spouse visa, with a few on student or working holiday visas.

4.4.3 From migrant to teacher in NSW

4.4.3.1 Prior Overseas Teacher Qualifications, Training and Teaching Experience

One key issue that has emerged in our research with immigrant teachers across Australia is that while two or three years of teacher training can provide the basis for entry into Australia as a teacher under DIAC immigration program regulations, immigrants may not...
be able to gain employment in the state of their choice with this qualification. As all states set up Teacher Registration Boards or the like, they have also increased the years of training necessary to qualify for a teaching position in state classrooms from three to four years. The issue of the teaching credentials of immigrant teachers is thus a critical one for both the immigrants themselves and the state Education departments and private sector education providers which aim to attract and retain them. As Graph 4.10 shows, 40% of the sample had up to four years of teacher training and 55% had more than four years. Moreover as Graph 4.11 shows, this matter is not sensitive to the gender of the immigrant teacher.

*Graph 4.10 Number of years of tertiary teacher training of immigrant teachers in NSW*

*Graph 4.11 Proportion of participants by gender that are in each category of teaching training*
As Graph 4.12 shows, nearly three quarters of the sample (71%) had taught in one other country before coming to Australia to teach. One in four had taught in more than one country.

Graph 4.12 NSW teachers’ overseas experience

Graph 4.13 reveals the countries and/or regions immigrant teachers had taught in.

Graph 4.13 NSW immigrant teachers’ overseas teaching experience

Note: The graph shows the percentages of participants having taught in each region
4.4.3.2 Teaching Qualifications

As Graph 4.14 shows, most of the immigrant teachers had qualifications to teach in secondary or primary education, with 13% qualified in early childhood education. A number also had qualifications to teach in tertiary education institutions. When the gender dimensions of this area are explored (see Graph 4.15) women are more concentrated in early childhood and primary education, but still have a significant presence in secondary education, where immigrant male teachers are more likely to be found.

Graph 4.14 Number of NSW immigrant teachers by area of teaching qualification

Graph 4.15 NSW immigrant teachers by area of teaching qualification by gender

Most of the immigrant teachers had good qualifications to teach in NSW schools. As Graph 4.16 shows, over half of the teachers surveyed hold one qualification while one third of participants hold two qualifications. A small number (7.7%) have three or more qualifications.
One of the problems in the labour market for school teachers in NSW, as in other Australian states, is that a teacher shortage in one area of the curriculum (often mathematics and physical sciences) can co-exist with an over-supply of teachers in other areas, such as social sciences. As Graph 4.17 shows, the immigrant teachers who participated in the NSW survey had expertise and experience across all areas of the teaching curriculum. English (with 30 immigrant teachers), science (with 27 immigrant teachers) and mathematics (with 26 immigrant teachers) were the most common areas of curriculum expertise, followed by social science. Smaller numbers of immigrant teachers had expertise in history, arts, technology and special education. This graph also shows the gender distribution of immigrant teachers by curriculum expertise. The male teachers surveyed were relatively more prominent in history, special education, technology, arts and sciences.

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4.4.3.3 Immigrant teachers in NSW schools

As Graph 4.18 shows, a large number of the immigrant teacher informants in NSW (40%) are not yet teaching in NSW schools. Their insights are very useful with respect to the paths by which people currently in the system progress from migrant to class-room teacher. Most of the other immigrant teacher informants currently teach in metropolitan (29%) or rural (22%) schools in NSW. Since most of the NSW informants are female teachers women are the majority in all categories. It is also interesting that one immigrant teacher surveyed in NSW was currently teaching in WA, another in the Brisbane metropolitan area and another two in the Melbourne metropolitan area. This highlights the mobility of immigrant teachers across Australian states as they seek a teaching position or a more attractive teaching proposition. In this sense the Australian states compete with each other for immigrant teachers already in the country. This could inform teacher recruitment strategies: it is cheaper and easier to travel from Perth to Sydney to recruit immigrant teachers than from Perth to London or Belfast, though these international and national recruitment strategies for immigrant teachers in Australia are complementary.

Graph 4.18 Where immigrant teachers in NSW are currently teaching

As Graph 4.19 shows, the majority (approximately two thirds) of NSW immigrant teacher informants work in the public sector, while approximately one third teach in the private sector. This highlights the competition in the private and public sectors for immigrant teachers in Australia. It is interesting to note that three teachers work in both the public and

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private sectors, further underlying the competition between both sectors for teachers in NSW.

**Graph 4.19 Immigrant teachers in NSW government and non-government schools by gender**

The sample is fairly evenly spread to include newly arrived teachers (less than two years) and those with more than two years teaching experience in NSW, as Graph 4.20 shows.

**Graph 4.20 Immigrant teachers in NSW schools by length of service by gender**
One key issue that emerged in our research related to the (often unsatisfied) desire for immigrant teachers to gain a permanent teaching position. As Graph 4.21 shows, only 46 teachers (35 female, 11 male) were, at the time of the fieldwork, employed in a permanent teaching position. The majority of those immigrant teachers with employment were on some combination of casual and/or permanent contracts. One clear finding to emerge from our fieldwork is that many immigrant teachers find the lack of a permanent position a challenge, one they did not envisage when embarking on the journey to Australia. This points to the need to further inform prospective immigrant teachers about the labour market context despite this being stated on NSWDET’s website.

Graph 4.21 Immigrant teachers in NSW schools by permanent, temporary, or casual employment status

4.4.3.4 Induction Programs

One key policy initiative that NSW, SA and WA have in common is induction programs for new immigrant teachers. Each state, however, has an induction program that is different in length, content and other arrangements to the others. In NSW this induction program is called the PEP program. As Graph 4.22 shows, two in three (65%) of the immigrant teachers in NSW surveyed did undertake the whole PEP program, with another 10% undertaking part of the program. One in five (21.65%) did not undertake the program. Gender is not a significant factor in this regard.
The NSW immigrant teachers who did undertake the PEP program were asked to identify the features of the induction program that they found useful. As Graph 4.23 shows, the most useful aspects of the induction program, in the minds of immigrant teachers themselves, were, in order of importance: curriculum and/or syllabus overview; knowledge of the education system; behaviour management discussion; knowledge of how schools are run; and local school practice. Only nine immigrant teachers reported that they had not found the induction program useful.
4.3.5 Immigrant Teachers’ experiences in NSW Schools

Induction programs are designed to prepare teachers with a general overview about what they will confront in the NSW school system. They appear to be satisfied with this level of support. One key policy issue, however, relates to the way that their school responds to them, and how they respond to the school environment. As teachers are often not only new to individual schools, but also, as recent immigrants, probably to the neighbourhood and the city, issues of the initial support for them within the school environment can contribute to their impression about the wisdom of their move to Australia. As Graph 4.24 shows, fellow school teachers were the most important source of support, cited by one in three informants. The next most important source of support, for about one in ten, was from their school principal and NSW Education Department officials. Family and friends and other immigrant teachers were also listed as sources of support for some. It is interesting to note that the internet and Teachers’ union were rarely mentioned as sources of support, while one in ten respondents reported that they had no support at all.

*Graph 4.24 Sources of support for immigrant teachers in NSW schools (%)*

When the gender dimensions of the support that immigrant teachers had in schools are explored (see Graph 4.25) it is clear that most of those who had good support from their school Head and from other immigrant teachers were female immigrant teachers.
One consequence of the support that immigrant teachers had in schools was that those who had experienced good support from their school Head and from other immigrant teachers were more likely to intend to seek opportunities for professional advancement as an immigrant teacher while in Australia (see Graph 4.26).

Graph 4.25 Sources of support for immigrant teachers in NSW schools by gender

Graph 4.26 Sources of support vs whether participants intend to seek opportunities for professional advancement as an immigrant teacher while in Australia
Language barriers as such were not specifically identified as a problem by most immigrant teachers. 94.70% reported confidence in their general abilities in English; they claimed to be able to communicate in English without any problems. 90.91% were confident in the language specifics of their subject matter. A smaller proportion (64.39%) were confident that they would be able to understand the colloquial English used by their students. The majority of teachers from the UK reported that they were confident in their ability to understand the colloquial English used by their students (Graph 4.27).

Graph 4.27 British/Irish participants and confidence with student informal language

4.4.3.5 Migrant Teachers in NSW Schools: overall perceptions and future plans

In order to assess policy responses to immigrant teacher attraction and retention, the survey inquired about their perception of their experiences as immigrant teachers in NSW. Graph 4.28 shows that those who responded that they were satisfied (50 women and 16 men) only slightly outnumbered those who reported that they were dissatisfied (40 women and 9 men). If the key issue is the attraction and retention of immigrant teachers to NSW, this finding is of some concern. The informal feedback that the unsatisfied teachers give to their peers considering a similar move to migrate to Australia as a teacher would not be positive. Moreover, it is likely that dissatisfied immigrant teachers in NSW might think of returning home, moving to another Australian state to teach or going to yet another country as an immigrant teacher.

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Graph 4.28 Overall professional satisfaction of immigrant teachers in NSW by gender

It is thus important to explore this issue in greater detail. Graph 4.29 explores the reasons why immigrant teachers were satisfied, while Graph 4.30 explores the reasons why immigrant teachers were unsatisfied. The overwhelming response to those satisfied immigrant teachers as the positive teaching experience that they had in NSW schools. This was followed by the presence of a supportive community, the fact that they were respected and well treated, the many development opportunities that were available to them and the rich resources and facilities available to them as teachers in NSW schools. Those who were dissatisfied cited lack of support as the major factor, followed by the fact that their teaching skills and experience were not recognised in Australia or because they could not find work in NSW as a teacher.

Graph 4.29 What aspects of their professional experience makes immigrant teachers in NSW satisfied (%)
We also inquired about the extent to which the immigrant teachers in NSW were satisfied with their immigration to NSW from a personal, rather than teaching professional, perspective. Once again, only a slight majority (61 v 58) reported that they were satisfied rather than unsatisfied from this point of view (Graph 4.31).

**Graph 4.31 Overall personal satisfaction of immigrant teachers in NSW**
It is interesting to explore this issue further. What factors lie behind an immigrant teacher’s assessment of the immigration experience to NSW from a personal viewpoint? As Graph 4.32 shows, work-related factors were most prominent in this regard, with ‘happy with teaching’ and ‘supportive community and good working conditions’ the most prominent factor shaping the personal view of satisfied immigrants. Similarly, work-related factors were most prominent in leading immigrant teachers in NSW to assess personally their immigration experience as unsatisfactory. As Graph 4.33 shows, the major reasons given for this ‘unsatisfactory’ assessment of immigrant teachers in NSW are ‘teaching expectations not fulfilled’ and ‘difficult regulatory procedures’, ‘unemployment’ and ‘poor working conditions’.

Graph 4.32 Personal factors influencing ‘satisfied’ immigrant teachers in NSW
It is interesting to note that most of the immigrant teachers surveyed in NSW rated teachers’ work in NSW ‘very favourably’ or ‘favourably’ compared to other experience working as a teacher in another country: 54% of all respondents or 78% of those who provided an answer to this survey question. Male immigrant teachers are more likely to rate Australian teaching as ‘not very favourably’ or ‘very unfavourably’ than female immigrant teachers.

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A critical question to evaluate an immigrant experience in a country like Australia is: ‘have you or would you recommend to other immigrant teachers that they teach in Australia?’ As Graph 4.35 shows, 57% of all respondents, or 71% of those who provided an answer to this NSW survey question said that they have or would recommend to other immigrant teachers that they teach in Australia. This finding is very relevant to the issue of the attraction of new immigrant teachers to Australia. This is a very positive endorsement for the experience of immigrant teachers in NSW. Male immigrant teachers are more likely to rate Australian teaching as ‘not very favourably’ or ‘very unfavourably’ than female immigrant teachers. Responses to this question are not sensitive to gender differences.

Graph 4.35 Have you or would you recommend to others that they teach in Australia?

Among the 110 ‘yes’ responses there are many ‘conditions’ applied; as Graph 4.36 shows, this recommendation to others to immigrate as teachers to NSW was conditional on intending immigrant teachers: having knowledge of regulatory procedures, knowing the difficulties in finding permanent work, cultural differences, student behaviour and classroom management prior to emigrating to Australia, and generally be more prepared before coming.
Graph 4.36 Conditions/suggestions for ‘yes, will recommend’

Note: these conditions are: ‘N/A’ here includes those who said ‘No’ and those who said ‘Yes’ but did not explain why. ‘Knowledge of schools of interests’ means it is recommended that immigrant teachers should know the structure of the school, the status of the school, specialties of the school etc. when they apply for jobs.

Another critical question, this one relevant to the issue of the retention of new immigrant teachers, to evaluate an immigrant experience in a country like Australia is: ‘in five years time do you see yourself teaching in Australia?’. As Graph 4.37 shows, two in three (64%) of all respondents, or 75% of those who provided an answer to this survey question, said that they do see themselves teaching in Australia in five years time. This is also a very positive endorsement for the experience of immigrant teachers in NSW. Responses to this question are not sensitive to gender differences.

Graph 4.37 In five years time do you see yourself teaching in Australia?

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It is interesting to probe why those teachers who said that they would not see themselves as teaching in Australia five years time gave for this assessment. As Graph 4.38 shows the most prominent reason given was ‘generally too stressed,’ which highlights the stressful nature of the teaching profession, and is not necessarily limited to immigrant teachers. The second most important reason given was ‘no regular permanent employment opportunities’, a theme discussed earlier. Retiring age and family reasons were also mentioned as factors leading to the immigrant teacher not teaching in Australia in 5 years time.

Graph 4.38 The reasons immigrant teachers in NSW do not want to continue teaching in Australia

It is interesting to probe if the immigrant teachers in NSW plan to use their professional teaching qualifications to teach in another country after Australia. As Graph 4.39 shows, one in four of the sample answered in the affirmative. These are the cohort of immigrant teachers who are circular migrants. Again, gender does not seem to be significant in this regard, as Graph 4.40 shows.
Graph 4.39 Do you intend to teach in another country in the near future?

Graph 4.40 Do you intend to teach in another country in the near future by gender.

4.4.3.6 Policy implications for the NSW Teachers’ Federation and NSWDET

Our industry partners are interested in the policy implications of this research. One aspect of this is to tap the opinions of the immigrant teachers who have recently been through the process of becoming a teacher in NSW schools. The immigrant teachers in NSW were asked to reflect on their experiences to date and were asked: ‘If you were able to make one major change to education policies or procedures, what would that change be?’ Graph 4.41 shows the responses to this question. There were a very broad range of responses, with the most common suggestion (about one in five responses) relating to making it easier to navigate the administrative and institutional pathways that new immigrant teachers must
travel to be permitted to front a classroom in a NSW school. The two other most common responses also related to pre-classroom experiences – ‘assessment basis’ and ‘assessment procedures’ both relate to the assessment processes related to the recognition of overseas teacher qualifications. The suggested changes were to simplify the process and procedures. One in ten teachers suggested changes to the way that classroom teaching is done in NSW. These teachers’ ‘call for a change’ includes more freedom for teachers, school management, and how to deal with student behaviors etc; ‘national standards/Education system structure’ includes introducing a nationalised assessment procedure, how public and private and other systems should collaborate to create more opportunities for immigrant teachers, and also suggestions that schools should have more authority to select staff. A similar number (8%) suggested more/better support programs for immigrant teachers, while others mentioned the need to review work conditions and the curriculum. As Graph 4.42 shows, these suggestions are common to both male and female immigrant teachers in NSW, though only females mentioned suggestions about curriculum, and only one male was concerned about work conditions.

Graph 4.41 Suggestions of immigrant teachers in NSW for policy changes
Graph 4.42 Change to policy vs gender
5. South Australia

5.1 Introduction

In this chapter we provide a history of immigrant teachers and immigrant teacher recruitment in SA from the middle of the twentieth century to the present day. The experiences of current teachers are placed in context by an introductory outline of the approval processes and procedures employed by the SA Department of Education and Children’s Services (SADECS). The results of fieldwork are then discussed. These results are based on the 27 completed surveys received from immigrant teachers in SA and interviews with 20 individuals across 4 focus groups. 2 of these focus groups occurred at the Australian Education Union South Australia (AEUSA) New Educator conferences in 2006 and 2007; the AEUSA inserted workshops for immigrant teachers into the programs of these conferences. SADECS also organised focus groups: 2 for immigrant teachers and 1 for emigrant teachers. They also arranged an ‘expert’ advisors group with members who had been high level policy developers, principals from schools with high levels of immigrant teachers, and SADECS staffing directions personnel.

5.2 Background

5.2.1 History of immigrant teachers in South Australia

South Australia was one of the first states to recruit overseas trained teachers during the school enrolment boom in the post-war years. In an arrangement with the Women Teachers’ Guild 88 female, unmarried teachers had been attracted to South Australia by 1951 and another 172 by 1963 (Inglis & Philips, 1995). These recruits were English-speaking from Britain or Ireland. From the late sixties to early seventies Canadian and American teachers were entering all states including South Australia. According to Inglis and Philips, New South Wales and South Australia were locked in a fierce battle with each for teachers from the UK and North America as well as competing with the other states. Initially the recruitment of teachers was made attractive by the offer of a ‘place in the sun’ (ibid) but later as the numbers increased greater demands were placed on recruits. South Australia began asking for recruits to teach anywhere in the state and did not have such competitive incentives such as no tax (Victoria) and appointments close to a major city (NSW).
Since the mid 1970s there have been niches in the teacher labour market among general over-supply in South Australia. American teachers at this time were considered in need of ‘assimilation’ (Inglis & Philips, 1995) so discussions regarding induction occurred. NOOSR (National Office of Overseas Skills Recognition) was set up in 1990 and funded a range of bridging courses under the Innovative Mainstreaming Fund. Three courses were funded specifically for overseas trained teachers: Flinders University in South Australia (1 year for Asian language teachers); Griffith University in Queensland (1 year for overseas trained primary language teachers); and the University of Western Sydney in NSW in partnership with the NSW Department of School Education (1 year for overseas trained Mathematics teachers). A major South Australian initiative was a bridging course at the South Australian CAE, once again largely for language teachers. The course lasted from 1990-1993 when DEET withdrew funding.

Despite the oversupply of teachers in some areas in SA in the 1990s and early 21st century, the ABC in 2003 ran reports that a Federal Government report, *Australia’s Teachers: Australia’s Future* predicted that South Australia is likely to be the worst affected by a nationwide teacher shortage, predicted for 2010 and that regional areas would be particularly hard hit. In 2008 SA was reportedly ‘running out of teachers’ particularly in maths, science, technical studies and languages. (Hood, 2008) However, a report by DEEWR (DEEWR, 2008) stated:

> University commencements and completions data suggest that supply to the teaching professions has increased over the past few years and is likely to remain high in the medium term. Consequently, apart from some specialised secondary school subjects such as mathematics, science, home economics and design and technology studies, there are no reported labour market shortages.

In an echo of the West Australian situation in 2008, struggles in 2009 over the continuing pay dispute was contributing to a teacher shortage alongside claims of more lucrative pay in engineering and geosciences (Hood, 2008; Vauxhan, 2009). These shortages are
increasingly staffed by immigrant professionals, many of whom bring language backgrounds other than English.

5.3 Policies and Procedures for Immigrant Teachers in SA

SADECS (New and Beginning Teachers Handbook, 2008) and the Teacher Registration Board SA identify key steps for gaining teacher registration in SA (TRBSA, 2009):

1. Meeting the minimum prescribed qualification requirement;
2. English language requirement;
3. Criminal record check (in Australia and overseas); and
4. Provisional or Full Registration from the Teachers Registration Board of S.A. (cannot be done electronically)
5. An Authority to teach
6. BELS Training
7. Mandatory Notification Training (Responding to Abuse and Neglect in Education and Care Settings) provided by AEUSA or Family Services.

The minimum prescribed qualification involves either a four year teacher training course, or a three year degree with an additional year of teacher training. These must include 30-45 days of practice as a minimum. The Board’s English language requirement applies to all Overseas Trained Teacher applicants for teacher registration, with the following exception:

Graduates from pre-service teacher education programs from the following countries: Australia, Canada, New Zealand, Republic of Ireland, South Africa, United States of America, United Kingdom (England, Northern Ireland, Scotland, Wales).

Applicants who do not qualify under the above exemption list must sit for an English language test defined by the Board. The tests recognised by the Board are the International English Language Testing System (IELTS), the International Second Language Proficiency Ratings (ISLPR) and the Professional English Assessment for Teachers (PEAT). Test results must be less than 2 years old.
Currently, the South Australian Department of Education and Children’s Services (SADECS) supports overseas trained teachers through school-based mentoring, and produces a guide for designing such programmes (SADECS) as well as a dedicated section of their website with teachers stories included. The South Australian branch of the Australian Education Union (AEUSA) provides support through a New Educators Conference. The AEUSA also runs Mandatory Reporting courses for all new teachers, including immigrant teachers. These arrangements are different to WA and NSW where orientation and pre-employment programs respectively provide an induction prior to school entry. SADECS has run induction courses in the past (a 6 day course referred to by participants) and delivers 3 day orientations for local teacher education graduates, some of which may be overseas trained teachers upgrading qualifications. However, most of those surveyed or interviewed in this project had not had induction programs.

As in other states, pathways to teaching are varied:

The path to accreditation in the K-12 area is quite prescriptive as it is dictated by the requirements of the Teachers Registration Board. Securing employment depends on a number of factors including the area of qualification (secondary level being of greater demand and in particular in Maths and Science) and the willingness of teachers to go to country regions or more challenging suburban schools. The path to employment in Primary and Junior Primary levels is often through work as a TRT (Temporary Relieving Teacher) or short to longer term contracts which often come about as a direct result of the teacher’s performance and “fit” within that school community. Schools in SA tend to form “clusters” in suburban areas and organise their own staffing as opposed to the previous more centralised approach. (Email communication, 28/06/2007).
5.4 Results from SA Fieldwork

In this section we report on the findings of fieldwork with immigrant teachers in SA carried out under this research project utilising the quantitative and qualitative research instruments developed in conjunction with our industry partners. Specifically, we analyse the responses of 27 immigrant teachers to the survey/questionnaire designed for this research [See Appendix A] and interweave quotes from teachers who took part in our focus groups or in the individual interviews that we conducted in SA. First we look at the professional backgrounds of the immigrant teachers surveyed: the countries that they come from; the countries other than Australia where they have taught; the areas of their teaching qualifications; their reasons for coming to teach in Australia in general, and in SA in particular. We then explore their experiences from entering SA as an immigrant teacher to entering Australian classrooms as a teacher. Here we are interested to explore their experiences of teacher registration, of induction and training and of finally gaining a teaching position in SA. We then explore the SA teaching experiences of these immigrant teachers: the subject areas that they teach in; their experiences with other teachers and the executive in their schools, their experiences in the classroom with curriculum and with students; their experience of living in SA. We then provide an overview of their perceptions of, and evaluation of, their experiences as an immigrant teacher in SA and their future plans. Finally we draw some policy implications of the immigrant teacher experience in SA for our SA and other industry partners.

5.4.1 Characteristics of the sample

As Graph 5.1 shows, the sample included a broad age spread of the SA immigrant teachers across the age cohorts from under 25 to 56 and over, with the majority of the sample over 46 years of age. Two in three of those surveyed were women, one third men. The reflects the high proportion of women among the Australian school teacher profession on the one hand, and the growing feminisation of migration (Castles and Miller 2009), with female professionals, like the teachers who participated in our survey or health workers, increasingly globally mobile.
Most (85%) of the immigrant teachers in the SA survey spoke English or English only at home, as Graph 5.2 shows. Only 8 respondents spoke another language (i.e. no English) at home, with other teachers speaking Chinese Dialects, European Languages, Arabic and Other Asian Languages at home.

We also interviewed 20 immigrant teachers from those surveyed. Many spoke more than one language and had lived and taught in other countries. Their countries of origin are given in Table 5.1:
Table 5.1 Countries of origin of SA immigrant teachers

<table>
<thead>
<tr>
<th>Country</th>
<th>Count</th>
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<tbody>
<tr>
<td>Canada</td>
<td>2</td>
</tr>
<tr>
<td>Pakistan</td>
<td>2</td>
</tr>
<tr>
<td>India</td>
<td>5</td>
</tr>
<tr>
<td>USA</td>
<td>2</td>
</tr>
<tr>
<td>Indonesia</td>
<td>1</td>
</tr>
<tr>
<td>Korea</td>
<td>1</td>
</tr>
<tr>
<td>UK</td>
<td>3</td>
</tr>
<tr>
<td>South Africa</td>
<td>1</td>
</tr>
<tr>
<td>Japan</td>
<td>1</td>
</tr>
<tr>
<td>Romania</td>
<td>1</td>
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<td>Scotland</td>
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</tbody>
</table>

The SA immigrant teachers surveyed demonstrate a diversity of religious denominations. Most (15 or 56%) are Christians, the majority Australian religious beliefs, while other teachers were of Hindu, Buddhist or Jewish faith. A number of the 8 teachers who replied ‘Not Applicable’ to this question would be atheists or agnostics, as Graph 5.3 shows.

Graph 5.3 Religious beliefs of the immigrant teachers

5.4.2 Immigrating to Australia
The immigrant teacher informants come from all corners of the globe. Nine came from the UK, five from the USA and Canada, 8 from Asian countries, including Japan, Korea, Malaysia and India, with two immigrant teachers from Africa and Romania. This is a very
diverse set of immigrant teachers, reflecting the ethnic, religious and cultural diversity of the diversity of global teachers today.

We also inquired into the countries that the immigrant teachers lived in prior to coming to SA. As Graph 5.5 shows, SA draws its immigrant teachers from a wide range of countries. The largest number lived in Asian countries and the UK prior to coming to Australia (33% of those surveyed). Others came to Australia after living in the USA and Canada, and South Africa. Three in focus groups had worked in the Middle East after gaining their qualifications in India and Pakistan.

Graph 5.4 The countries from which SA immigrant teachers were drawn

The majority of immigrant teachers that SA attracts see it as part of a move to Australia as a permanent migrant, as shown by Graph 5.5. Nearly all the immigrant teachers surveyed in SA were on permanent visas. In this respect the SA sample is different from that of NSW and WA in that both of these samples include immigrant teachers on temporary visas.
Most of the immigrant teachers surveyed arrived under the general skilled migration program, although a similar number arrived in the ‘family stream’ component of the annual immigration program, as Graph 5.6 shows.

One third of the immigrant teachers surveyed replied that they intend to apply for Australian citizenship sometime in the future, so that for some immigrant teachers in SA, as in the other states, a teaching qualification is a passport to Australian settlement and citizenship, as Graph 5.7 shows.

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The immigrant teachers surveyed were split on the answer to the question “Did you come to Australia with the specific intention to teach?” with as many who did intend to teach as those who did not. This suggests the diversity of experiences and aspirations among the immigrant teachers surveyed, as Graph 5.8 shows.

There are many N/A responses to this question. However if we look at Q6 in the survey (why did you decide to come to Australia to teach?) we obtain the answers shown in Graph 5.9. There are 5 who came for “career/professional development” but there are 10 answers claiming it was because of “spouse/family reasons”. “Better opportunity” and “better lifestyle” may be related to the intention of teaching in Australia but there could be some
gap away from “teaching opportunity” and “lifestyle as teaching in Australia”. It depends on how participants interpret these questions.

Understanding the motivations of immigrant teachers in coming to Australia is important for future planning by employers. As Graph 5.17 shows, most came to South Australia as immigrant teachers attracted by a range of personal and professional reasons: spouse/family reasons, better lifestyle, career/professional development, and better opportunity.

*Graph 5.9 Reasons for the decision to come to Australia*

When asked the question “why did you want to teach in Australia?” most immigrant teachers replied that they enjoyed teaching, four replied that they wanted to find a job and four mentioned professional development, as Graph 5.10 shows.

*Graph 5.10 Why did you want to teach in Australia?*
Most of the immigrant teachers surveyed seemed to be embedded in their local and school communities. As Graph 5.11 shows, most immigrant teachers were involved in sports or hobbies and activities arranged by the local school and community.

Graph 5.11 SA immigrant teachers’ involvement in the local school and community

5.4.3 From Immigrant to Teacher in SA
Teacher qualifications from tertiary institutions in other countries are the passport of the global teacher to move into classrooms across the globe. As Graph 5.12 shows, most of the immigrant teachers held a bachelor degree, though some also held a masters degree or some teaching diploma or certificate. Moreover, as Graph 5.13 shows, the majority of immigrant teachers in SA had four or more years of teaching qualifications.

Graph 5.12 Years of tertiary teacher training of SA immigrant teachers
Graph 5.13 Immigrant teachers in SA with four or more years of teaching qualifications

Graph 5.14 shows that SA draws on teaching experiences from all corners of the globe, with most having taught in the UK, Asia, North America, Africa and South Africa, the EU and Arab states.

Graph 5.14 Countries where SA immigrant teachers have taught

As Graph 5.15 shows, most of the immigrant teachers had qualifications to teach in secondary or primary education, with a number qualified in early childhood education and some teachers possessing tertiary or ‘other’ education specialization. Three quarters of the sample were teaching in secondary schools with the remainder in primary schools. The qualifications of our informants were generally in secondary and primary schooling prior to coming to Australia. This is similar to the wider teaching population of the resident Australian population.
One of the problems in the labour market for school teachers in SA, as in other Australian states, is that a teacher shortage in one area of the curriculum (often mathematics and physical sciences) can co-exist with an over-supply of teachers in other areas, such as social sciences. As Graph 5.16 shows, the immigrant teachers who participated in the SA survey had expertise and experience across all areas of the teaching curriculum. English (11 immigrant teachers) was most common among those surveyed, but immigrant teachers demonstrated a wide range of teaching expertise: social science, life sciences, mathematics, special education, physical education, art and humanities, history and behaviour management.

**Graph 5.16  SA immigrant teachers by curriculum expertise**
5.4.4 Immigrant Teachers in SA

In this section we outline in some detail the experiences of and characteristics of immigrant teachers teaching in SA schools, providing insights into the immigrant teacher experience in SA and their transformation from migrant to classroom teacher. Nearly all the SA immigrant teacher respondents are trade union members (see Graph 5.18). This is partially explained by the fact that a union conference was the site of two focus groups. Additionally, all new teachers (including immigrants) must attend a Beginning Teachers Conference and Mandatory Notification Training (Responding to Abuse and Neglect in Education and Care Settings), provided by the AEUSA. Nearly all (26 out of 27 respondents) are employed in the public sector. The sample was equally divided between immigrant teachers who had arrived before 2000 and those since 2000, so many had substantial experience in teaching in SA schools, though others were newly-arrived (see Graph 5.19). Two in every three immigrant teacher informants first taught in metropolitan schools in SA and one in three in regional schools (see Graph 5.20) while there has been a slight drift to rural schools in more recent appointments (see Graph 5.21).
Graph 5.18 Immigrant teachers surveyed who are members of a union

Graph 5.19 The year that immigrant teachers first start teaching in Australia

Graph 5.20 First teaching experience metropolitan or regional schools

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Most of the immigrant teachers surveyed in SA were employed on a permanent basis, though nearly one in five were employed on a temporary basis, as Graph 5.22 shows.

Many immigrant teachers surveyed reported that they had experienced unemployment in Australia prior to getting employment as a teacher in SA schools (see Graph 5.23). This suggests that the pathway for an immigrant teacher to get into SA schools can take some
time, and that nearly one in two may experience unemployment on the way. This ‘transaction cost’ of immigrant teachers wanting to teach in Australian schools is thus sometimes higher than immigrant teachers predict or expect.

Graph 5.23 Did you experience unemployment in Australia?

There is a growing tendency for teachers in SA to be employed on a temporary basis or in a permanent position that is not on-going. The following graph 5.24 shows this change post-2000.

Graph 5.24 Permanent vs temporary employment

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Graph 5.25 shows the steps that immigrant teachers in SA have undertaken or are currently undertaking to achieve recognition as a teacher in SA schools. The most common response reported involvement with the processes and procedures of qualification recognition with the Teacher Registration Board and with Qualification Assessment. Other immigrant teachers undertook a First Aid course (Basic Emergency Life Support) and a one day course in Responding to Abuse and Neglect in Education and Care settings (Mandatory Notification Training) to gain registration and English tests or applied to DECS as part of the process of getting permission to teach in SA schools.

Graph 5.25 The steps that immigrant teachers in SA undertook/are undertaking to achieve recognition as a teacher in Australia

A minority of the immigrant teachers in SA undertook at least part of a teacher induction program (See Graph 5.26), most of whom found the induction program useful (See Graph 5.27). However, another question which explored how adequate the support that teachers received in the induction program (Graph 5.28) suggests that there is room for improvement in the SA induction program for new immigrant teachers.
Note: 5.26 and 5.27 are produced from two separate survey questions answering a. whether immigrant teachers have undertaken the teacher induction program (Graph 5.26); and b. whether they evaluate the induction program useful or not (Graph 5.27).

We found there were only 5 people who undertook the program entirely or partly, leaving 22 in the “no” group, so there is a large proportion in the first graph of “N/A”s. The only question is how there are 10 participants who could answer the evaluation question without attending the program. Possible explanations are: they’ve heard of the program from other teachers who actually undertook it or they have knowledge of the program from various information resources such as hand-outs, websites and emails.
Immigrant teachers bring overseas teaching qualifications as well as overseas teaching experience with them to South Australia. Graph 5.29 lists the strengths that immigrant teachers say that they bring with them as a teacher in Australia. Teaching experiences and knowledge, strategic/communication-management skills and multi-cultural awareness were the most common responses. Moreover, most immigrant teachers say that these strengths have benefited the school community where they teach in Australia (see Graph 5.30).

Context: Immigrant teachers bring overseas teaching qualifications as well as overseas teaching experience with them to South Australia.

Graph 5.29 The strengths that immigrant teachers say that they bring with them as a teacher in Australia

Note: more than one could be selected

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We wanted to explore the difficulties, if any, that immigrant teachers face as a teacher in Australia. This information is useful for industry partners when deciding issues related to the attraction and retention of immigrant teachers. Graph 5.31 shows that the teachers surveyed mentioned racism/discrimination marginally more than any other difficulty. Other problems experienced by immigrant teachers in SA are employment difficulties, culture gap, inefficient support and a rigid and inflexible processes and systems in the path to getting permission to teach in South Australian schools.

*Graph 5.31 The difficulties, if any, that immigrant teachers face in Australia*
Note: Multiple answers possible. N/As - Five arrived before 2000, which may imply that they have been in Australia for a fairly long time compared to recent immigrant teachers and they may have faced difficulties but that was a long time ago. Recently arrived immigrant teachers have not had induction, are more likely to be temporary and in areas outside of Adelaide. Q. 15 in the survey reveals that 6 out of 7 of the N/A responses in this graph have permanent employment.

The general problems with entry and accreditation are repeated across all states in this study but there are added dimensions to the SA experience. Regulatory difficulties are closely related to immigration processes as many teachers have suggested the conditions/restrictions relate to their visa category. This is exemplified in the fact that SA is in the category of “regional”. In terms of entry to Australia, you get more points if you go to regional areas. Teachers chose SA, in particular Adelaide for this reason but most of the work of a contract or permanent nature increasingly occurs in areas outside of Adelaide. In addition, difficulties occur because the information immigrant teachers have received prior to coming into Australia is mismatched with the reality and this further exacerbates employment difficulties. Immigrant teachers have also encountered difficulties at work in terms of getting along with school personnel, getting used to the management/system, different pedagogical approaches and perceptions and cultural values. These are important differences to discuss and reveal. The following quote from a focus group participant reveals the impact that misunderstandings can have on teaching.

My impression of Australian high school students was that they were disrespectful, lazy, and hard to manage so I developed a whole range of skills, how to convey my expectations but I think that mainly the way that I have managed is that I have lowered my expectations. (Penny)

Within schools and their communities immigrant teachers have experienced racism or discrimination problems, of which “accent” is one of the indicators. There are other kinds of discrimination such as professional discrimination (overseas qualification not respected or recognised). Similar difficulties are also raised in interviews in NSW and WA. A key issue is how immigrant teachers resolve the difficulties they face as a teacher in Australia. This permits an assessment of existing procedures in place to assist teachers to overcome these problems. As Graph 5.32 shows, discussion and communication was the most frequent way that immigrant teachers in SA resolve the difficulties they face.
One teacher explained how she dealt with her accent issues despite coming from an English speaking background:

I was trying to say bowl, and they say bool? (Laughter around this pronunciation). I got to the stage there when there was one boy that could understand me, well, they can all understand me now but there was one boy in the beginning who could understand me and I used to say the word and then I would say Kyle, you tell them in Australian. (Caroline)

At the institutional level, SADECS and the AEUSA have anti-racist policies and procedures in place but the particularities of these experiences warrants further examination to see how these could be extended.

*Graph 5.32 How immigrant teachers resolve the difficulties they face in Australia*

Other areas of difficulty for new immigrant teachers can be the English language, not only as formally spoken but also the colloquial English used by students and fellow teachers. Graph 5.33 shows that most immigrant teachers in SA had high confidence in their English language ability. However, this degree of confidence fell off when the immigrant teachers were asked to rank their ability in student informal language (Graph 5.34), but rose regarding subject specific language (Graph 5.35).

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Graph 5.33 Immigrant teacher’s degree of confidence with the English language

Graph 5.34 Immigrant teacher’s degree of confidence with informal student language

Graph 5.35 Immigrant teacher’s degree of confidence with subject specific language
In terms of confidence and whether or not the teachers come from an English speaking or LOTE background we found that the overwhelming majority of those immigrant teachers in SA who come from LOTE regions of the globe have high confidence in their English language capabilities (62%) and 31% are confident.

One form of labour market discrimination against immigrants can relate to lack of promotional opportunities when compared to their non-immigrant colleagues. Immigrant teachers were asked to rank their answer to the statement: “Immigrant teachers in Australia are as likely to be promoted as non-immigrant teachers to jobs for which they are qualified and eligible.” Graph 5.36 shows that only one in four teachers surveyed agreed or strongly agreed to this statement, while more than one in three disagreed or strongly disagreed. Nevertheless, the majority of those surveyed intended to seek opportunities for professional advancement as a teacher while they are in Australia (Graph 5.37). Here is an area where the perceptions of immigrant teachers could be improved. As Graph 5.38 shows, most immigrant teachers state that they get their most valuable support about promotion and other professional matters from their colleagues or school principal, so it is at this local school level where a lot of the difficulties of a new immigrant teacher settling into SA schools can be resolved and the teacher supported, particularly in the first years in South Australian schools.

I think for me the most important thing was interaction with staff. And if you have a core group whether it is the English faculty, or a group of teachers that meet after school to discuss things, you know, like behaviour management or whatever the topic may be, if you feel part of the community you can get through anything. (Penny)
Graph 5.36 Immigrant teachers in Australia are as likely to be promoted as non-immigrant teachers to jobs for which they are qualified and eligible

Graph 5.37 Do you intend to seek opportunities for professional advancement as a teacher while in Australia?

Graph 5.38 From whom did you get your most valuable support as an immigrant teacher?
5.4.5 Perceptions and Future Plans

One perhaps worrying finding is that immigrant teachers in SA are split as to whether their expectations of being a teacher in Australia have been met (Graph 5.39). This can perhaps be explained by the finding that the majority of immigrant teachers in SA report that they have experienced a difference between their values and the values of the local community (Graph 5.40). On the other hand, most teachers rated the adequacy of professional assistance they received in SA schools as adequate or very adequate (Graph 5.41). Most teachers were neutral about, or slightly critical of, their placement experience (Graph 5.42), but much more positive about their professional development (Graph 5.43). On the other hand, more than half the teachers surveyed thought the information they received about being an immigrant teacher in SA was very inadequate or inadequate (Graph 5.44).

Graph 5.39 Have your expectations of being a teacher in Australia been met?

Graph 5.40 Did you experience a difference between your values and the local community's?
Graph 5.41 Immigrant teacher’s rating of the adequacy of professional assistance

Graph 5.42 Immigrant teacher’s rating of their placement experience

Graph 5.43 Immigrant teacher’s rating of Professional Development
Despite these sometime negative assessments about their experience as an immigrant teacher in SA, two-thirds of the immigrant teachers surveyed in SA replied that they were satisfied as a teacher in Australia from a professional perspective. This is a strong endorsement of the immigrant teacher experience in SA (Graph 5.45). This was also the case in relation to satisfaction as a teacher in Australia from a personal perspective (Graph 5.46).

Graph 5.45 Please comment on your satisfaction as a teacher in Australia from a professional perspective?
Please comment on your satisfaction as a teacher in Australia from a personal perspective?

We were also interested in the question as to how teachers’ work in Australia compares with that in other countries where the immigrant teachers have taught. Graph 5.47 shows that three quarters of those surveyed thought that teachers’ work in Australia compares favourably or very favourably with that in other countries. Moreover, the majority agree that they have, or would, recommend to other immigrant teachers that they teach in Australia (Graph 5.48). This is a positive finding in terms of the attraction of immigrant teachers to Australia in the future. Similarly a majority reported that in five years time they see themselves teaching in Australia (Graph 5.49), a positive finding from the point of retention of immigrant teachers in SA specifically, and in Australia generally. It is interesting that very few immigrant teachers surveyed thought that they would teach in another country after their Australian teaching experience (Graph 5.50). It seems that these globally-mobile teachers are happy to call Australia home and to end their teaching career here.

How does teachers’ work in Australia compare with that in other countries?
Graph 5.48 Have you or would you recommend to other immigrant teachers that they teach in Australia?

Note: it is interesting if we relate this graph to employment status (Q15) as we then find that 5 out of 7 who said ‘yes’ were in permanent positions. Further, 4 teachers out of 5 who selected N/A were also permanent.

Graph 5.49 In five years time do you see yourself teaching in Australia?
Graph 5.50 Do you intend to teach in another country in the near future?

![Pie chart showing the results of the question: 20 teachers said no, 4 said yes, and 3 said N/A.]

5.4.6 Policy Implications

In this final section we explore the policy implications of this research. The immigrant teachers were asked: “If you were able to make one major change to education policies or procedures, what would that change be?” The responses are presented in Graph 5.51 which shows that the immigrant teachers recommended changes across the board from the immigration process to more interaction in school to more disciplined students. Some recommended that a National Curriculum be introduced to make it easier for them to be mobile nationally. Others wanted a higher salary, better professional support and job permanency.

Graph 5.51 “If you were able to make one major change to education policies or procedures, what would that change be?”
A few comments from immigrant teachers reveal the impact of some processes on their lives:

My only complaint is one which applies to Australian as well as immigrant teachers. I think the system of yearly (and shorter) contracts is dreadful as you have no idea where you will end up until fairly close to starting. (I was very lucky to be told before January). As an immigrant with no support mechanisms in terms of family who could put you up temporarily, this is even more unsettling. Other than this though I am loving Australia, delighted I came and happy both in my work and socially. (Joanna)

Another teacher talked about the processes to gain employment:

So I applied for registration from the Teacher Registration Board and they said to me oh, ok, well, it will take 6-8 weeks to recognise your qualifications and it didn’t. After 6 months they sent me a letter saying ok, your qualifications are alright, we assess you as a postgraduate person but you need to sit an English examination. I said yeah, well, I’m ready to, so I sat an examination and I got my score (was 7.5 or something like that) and the next step should have been the certificate of registration. I got the advanced certificate from them and ah, went to the next board of registration who said yeah, you will now have to fill this application out and… it would take 2-3 months. I’m waiting at home, 3 months I have been waiting at home you know. (Zarac)

5.5 Conclusion

The experience of immigrant teachers in SA is generally a positive one. The vast majority of immigrant teachers surveyed and interviewed expressed satisfaction about their decision to emigrate to SA to teach from a personal and professional viewpoint. On the other hand,
many immigrant teachers experienced dissatisfaction with their experiences negotiating the process of getting authority to teach in SA classrooms, and with various aspects of the support they received as immigrant teachers. The clear conclusion is that improvements to policies and programs designed for new immigrant teachers could improve the satisfaction of immigrant teachers greatly, and therefore strengthen the ability of SA to attract and retain immigrant teachers.

Some of these would be to adequately inform them about their chances of gaining permanent employment and career opportunities. In addition, there is a clear need for an induction program with a focus on pedagogical theories so that immigrant teachers could compare their own with the Australian approach. Some of this could take the form of discussing traditional and progressive philosophies so that there is a connection between known knowledge and new knowledge. There also needs to be a focus on the reception school in countering some of the assumptions about accents and difference more generally as well ongoing professional development.
6. Western Australia

6.1 Introduction

In this chapter we discuss the experiences of immigrant teachers in WA. The chapter begins with an outline of the situation facing teachers in WA in recent decades, with a particular focus on teacher shortages and strategies for combating them, including the recruitment of overseas teachers. We follow this by contextualising the experiences of immigrant teachers with an outline of current WA Department of Education (WADoE) policies and procedures. We then discuss the results of our fieldwork and its policy implications.

This study received completed surveys from 48 immigrant teachers working in WA and conducted 6 focus groups in the Perth metropolitan area and in rural and regional locations (Carnarvon, Esperance, Kambalda and Kalgoorlie). Five individual interviews also took place. A total of 29 individuals took part in the focus groups and individual interviews. As of May 2008 only 18 immigrant teachers had returned surveys. At this point the AEU, through the president Angelo Gavrieolatis (who was an original partner when the NSWTF joined the project), contacted the State School Teachers Union of Western Australia, which then placed the survey on the front page of their website to further publicise the project. In order to further combat the problem of low response rates WADoE used a database including phone numbers for all teachers on 457 or similar visas who were working in WA at that time. They also arranged sites for focus groups in regional and metropolitan areas. The Western Australian Department of Training and Workforce Development (WADTWD - formerly WA Department of Education and Training, Overseas Qualifications Unit) began offering the survey to anyone with a teaching background who was seeking qualifications recognition through their unit. The WADTWD also used networks in other states to provide the team with information on processes and practices related to qualifications recognition. The unit also provided video-conferencing facilities to speak with teachers in remote areas where there were only one or two participants.
6.2 Background

Western Australia covers an area of some 2.5 million square kilometres. Almost three-quarters (73.8%) of the State’s population resides in Perth; a further 10.8% in the south-west; and the remaining 15% is shared among the seven other non-metropolitan regional centres and their outlying areas. Each of these has a population of between 1% and 3% of the state’s total. Of the state’s primary schools, 25% (149) have less than 100 students and are located in rural and remote areas. This geographic spread coupled with demographic concentration produces particular challenges for staffing WA schools but these are not the only factors shaping teaching demand.

Following the recession of the early 1990s WA experienced a boom, largely led by the mining industry. Consequently the teaching force underwent a period of considerable change including industrial action, emerging from increasing pressure due to the growth in the student population, demand for higher salaries, the aging workforce,\(^5\) and the loss of teachers to highly paid jobs in the mining and associated industry sectors. The skill set of teachers and graduates is highly sought after within the resources sector. The booming WA economy provided excellent job opportunities resulting in greater opportunity for graduates, and teachers were being lost to higher paid jobs, especially in the rural/remote areas. By the height of the boom in 2006 there were shortages in a range of skilled professions, of which teaching was one. During 2006 it became clear that teacher shortages were becoming a major concern in WA. The Gerard Daniels Report (2007) argued that:

There is evidence that suggests the supply of teachers and graduates is closely associated with the buoyancy of the economy. Teachers have many skills that are attractive to employers and in Australia it is estimated that about 25% of qualified teachers are employed elsewhere. The booming Western Australian labour market will compete with the Department for teachers and university graduates (Daniels, 2007).


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During this period there were Australia-wide uneven shortages of teachers but not as comprehensively and as severely as in WA. In addition to competition from the resources sector the following factors add further pressure on the teaching force:

- Retirements were and still are increasing as the ‘baby boomer’ workforce moves into retirement age;
- Demographic trends of increasing birth rates and international and interstate migration were and remain a factor;
- There was a falling inflow of people into the prime working age population in WA (15-65 years) which is the source of employment growth. The influx of people into this group is expected to fall from the current growth trend of 25,000 people a year to almost 10,000 persons per year by 2018 due to the current demographic profile of WA. This will not be affected by the current birth boom in WA over the short-term and there would need to be a significant and enduring increase in net migration to WA to address this fall\(^6\).
- Student numbers increased in WA schools as a result of the revised school starting age (2003) and the retention of students in Years 11 and 12 (2007).
- It has become increasingly difficult to induce the education workforce to rural/remote locations because (a) lifestyle is not as attractive and (b) conditions for other employees in the same locations are superior.

The fallout from the global financial crisis of 2008/09 has alleviated some of these factors with retirements dropping and fewer transfers to the resources sector. But principally as a result of the reports such as Gerard Daniels (2007) and a 2007 Ministerial Taskforce that investigated workforce initiatives, the WA education department introduced a number of strategies to address teacher shortages, amongst which was a focus on attracting teachers from overseas and offering incentives to work in regional schools.

In terms of solutions, the initial response was to resolve the shortages through internal measures. Financial and professional incentives were two main possible and temporary solutions for the teacher shortage in WA. The State Teachers’ Union of Western Australia (SSTUWA) argued that raising teacher’s salaries to match the WA prosperous mining

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\(^6\) WA teacher demand and supply projections, DET 2008.

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industry was an incentive to attract and retain qualified teachers. While the WADoE argued that there was no obvious evidence to show that financial incentives was an appropriate way to solve the problem, they nevertheless carried out strategies in lessening teachers administrative and teaching workloads as well as increasing permanent positions. However, the dispute over teachers’ salaries did not subside and eventually strike action resulted in increased pay. This did not, however, solve the teacher shortage.

6.2.1 Recruitment of Overseas Trained Teachers

The recruitment of overseas trained teachers has been another response to the teacher shortage and WA began this in earnest in 2006. Three reports (Daniels, 2007; Dunworth, 1997; Jones & Soyza, 2006), with research carried out in WA along with other states, had noted a range of issues related to qualifications recognition, school-based discrimination from students and other staff, and orientation requirements for WA schools when recruiting teachers from overseas. In addition, English language skills were raised as a concern and thus targeting of overseas trained teachers has been focussed on English speaking countries at skilled migration expos. Staff from WADoE visited a number of off-shore sites in the United Kingdom, New Zealand and Ireland with the specific aim of filling vacancies in hard-to-staff areas – both geographically and in terms of Key Learning Areas.

The WADoE has, since 2007, sponsored some 159 teachers to teach in its school through the 457 Visa process. It no longer uses this process and now sponsors immigrant teachers under the Regional Sponsorship Migration Scheme (RSMS),\(^7\) which allows holders and any dependent family members included in the visa application to live as permanent residents (amongst other things, providing access to Medicare and some social security assistance).

This report captures the experiences of many of these specially recruited teachers who came on 457 Visas but there are also a number who came some time ago and from other states of Australia who are included in this analysis.

6.3 Policies and Procedures for Immigrant Teachers in WA

WADoE actively recruits immigrant teachers, both through its websites and through occasional recruitment tours that travel to other countries to promote teaching careers in WA. The WADoE website also promotes the state’s lifestyle, and provides visa and sponsorship information. Every teacher sponsored through the 457 Visa process has, prior to being sponsored, been required to submit to qualification assessment and confirmation of registration through the Western Australian College of Teaching (WACOT). This process includes each person from a non-English speaking country/background achieving eight points across all four IELTS academic testing competencies. Departmental advice clearly states ‘although other English tests are available you should be aware that the only test accepted by DIAC (the Department of Immigration and Citizenship) is IELTS.’ Teachers immigrating to Australia on other categories of temporary visa and wanting to work in Western Australian public schools must first register with WACOT, providing certified copies to prove their teaching qualifications and experience. They must also demonstrate their proficiency in English at a level of eight points across all four IELTS academic testing competencies. WADoE requires submission of:

1. Teaching application form once registered with WACOT
2. National check of employment status form
3. Languages other that English (LOTE) expression of interest form

As well as visa documentation, documentation relating to qualifications (including academic transcripts), specialist qualifications, and the completion of a WA Working with Children Check are required. The LOTE form is required if a teacher has qualifications, experience and an interest in teaching in languages other than English. WADoE also suggests submission of a ‘statement of service’ from previous employers within six months of commencing employment with WADoE. These are, essentially, references from previous employers, and are used to help determine appropriate pay levels. Only service confirmed with such statements can be taken into account when this is calculated, so teachers need to demonstrate their experience in order for appropriate pay levels to be established.

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As the State registration body for all teachers, WACOT membership is compulsory for anyone wishing to teaching in WA schools. WACOT must see certified proof of qualifications and proficiency in English. Privacy laws prevent WACOT from providing to third parties such documentation as academic transcripts, employment history, and confirmation of the right to work in Australia and so on. As a prospective employer considering an application, the Department must also sight supporting documentation so teachers can be placed in accordance with their experience and skill sets. Prospective teachers whose qualifications were gained overseas ‘will be required to have their teaching qualifications recognised by the College as commensurate with College approved teacher education qualifications’ (WACOT, 2009), and those who come from non-English speaking countries must provide certified translations of their documentation. WACOT’s registration process also includes a Criminal Screening Check across the whole of Australia. No teacher is registered without it and, while WA employers double-check that it has been conducted, they do not require teachers to repeat the exercise.

Applicants must demonstrate oral and written competency in English to gain registration with WACOT, although only the IELTS is acceptable to WADoE.\(^9\) Proof of competency may take the form of having been born or educated in English-speaking countries. For those who are not in this situation test results not more than two years old must be provided (WACOT, 2009). The options are:

1. The academic International English Language Testing System (IELTS) with a score of 8 or above.
2. The International Secondary Language Proficiency Rating (ISLPR) with a score of 4 in reading, speaking, listening, and writing.
3. Professional English Assessment for Teachers (PEAT) with a Band A result in all four components
4. Paper-based test results from the Test of English as a Foreign Language (TOEFL) with a minimum result of 500+ (computer based tests are excluded)

WACOT registration enables teachers to apply to not only the public school system but also to the Catholic and independent school systems, which have different employment requirements.

WADoE offers ‘Entry and Orientation’ programs which those who have not taught in the past ten years in Australia are required to complete. There are also specific programs tailored for overseas-trained teachers (OTT). The Department conducts Entry and Orientation Programs for two cohorts of overseas teachers, namely those sponsored by the Department who undertake a 3-day program and others who immigrate on other temporary visas for whom a 2-day program is provided. Sponsored teachers are given an introduction to the Department of Education and to teaching in Western Australian public schools. Programs for both cohorts of overseas trained teachers cover:

1. Familiarisation with the Western Australian Curriculum Framework and its resources; and
2. Instruction on dealing with culturally diverse students, primarily the learning needs of Indigenous students.

The program is free and is only available once registration processes with WACOT are completed (WADET, 2009). Overseas trained teachers who are not sponsored have the choice of engaging in 10 days of relief teaching prior to or immediately after the 2-day E & O program, for which they are paid. The 10-day unpaid practicum that a number of teachers in our focus groups questioned was abolished in 2008.

6.4 Results of Fieldwork

In this section we report on the findings of fieldwork with immigrant teachers in WA carried out under this research project utilising the quantitative and qualitative research instruments developed in conjunction with our industry partners. Specifically, we analyse the responses of 48 immigrant teachers to the survey/questionnaire designed for this research [See Appendix A] and interweave quotes from the teachers who took part in our focus groups and in the individual interviews that we conducted in WA. First we look at the professional backgrounds of the immigrant teachers surveyed: the countries that they come
from; the countries other than Australia where they have taught; the areas of their teaching qualifications; their reasons for coming to teach in Australia in general, and to WA in particular. We then explore their experiences from entering WA as an immigrant teacher to entering Australian classrooms as a teacher. Here we are interested to explore their experiences of teacher registration, of induction and training, and of finally gaining a teaching position in WA. We then explore the teaching experiences of these immigrant teachers: the subject areas that they teach in; their experiences with other teachers and the executive in their schools, their experiences in the classroom with curriculum and with students; their experience of living in WA. We then provide an overview of their perceptions of, and evaluation of, their experiences as an immigrant teacher in WA and their future plans. Finally we draw some policy implications of the immigrant teacher experience in WA for our industry partners.

6.4.1 Characteristics of the sample

A total of 48 immigrant teachers in WA participated in the Australian survey. As Graph 6.1 shows, the sample included a broad age spread of the WA immigrant teachers across the age cohorts from under 25 to 56 and over, with 26-35 the biggest age cohort.

Graph 6.1 Age of immigrant teachers in WA
Most (71%) of the immigrant teachers in the WA survey spoke English, or English only, at home as Graph 6.2 shows. Only 14 respondents spoke another language (i.e. no English) at home, with other teachers speaking Chinese dialects, European languages, Arabic, and other Asian languages in their homes.

**Graph 6.2 Main language(s) spoken at the home of immigrant teachers**

![Bar chart showing languages spoken at home by immigrant teachers.]

The WA immigrant teachers surveyed demonstrate a diversity of religious persuasions. Most (33 or 69%) are Christians, while other teachers were of Hindu, Buddhist or Jewish faiths. A number of the 13 teachers replied that they had no religion, as Graph 6.3 shows.

**Graph 6.3 Religions of immigrant teachers**

![Pie chart showing religions of immigrant teachers.]

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6.4.2 Immigrating to Australia

Graph 6.4 shows that the immigrant teacher informants come from all corners of the globe. Twenty-two were born in the UK and Ireland, five born in South Africa and six in other African countries, and six born in Asian countries. This is a very diverse set of WA’s immigrant teachers, reflecting the ethnic, religious and cultural diversity of global teachers today. In general there was an increase of teachers from every region around the world coming to Australia in 2000 and after compared to before 2000. Most of the immigrant teachers surveyed arrived in Australia after the year 2000. Those immigrant teachers in WA who arrived on temporary visas were mostly on 457 visas (Graph 6.5).

Graph 6.4 Countries of birth of immigrant teachers in WA (%)

[Graph showing countries of birth]

Graph 6.5 Temporary visa categories

[Graph showing visa categories]

One of the quirks of the migration program in Australia is that you can enter on qualifications for permanent residency and never be employed in that area. This does not
apply to WADoE sponsored teachers but to those who enter independently. Alison, a metropolitan teacher comments:

> I could arrive and be a road sweeper, which just seemed ludicrous to me … you didn’t have to do what you said you were qualified to do. You had to prove you had been doing it for X number of months in the previous 4 years, but you didn’t actually have to guarantee that you would do it.

This experience demonstrates the problems confronting many immigrant teachers: the mismatch between DIAC’s information and permanent residency.

### 6.4.3 From migrant to teacher in WA

Graph 6.6 shows that the majority of immigrant teachers in WA had four or more years of teaching qualifications. About one in three surveyed had three years of teacher training, providing problems for new teacher regulation rules. In addition, there are 30 participants who have taught in one country (most in their home country) before they came to Australia, and the majority of these 30 are from the UK, 1 from New Zealand and a few from the USA. There are 11 participants, in addition to these 30, who have taught in more than one country (their home country and other foreign countries) before they came to Australia.

*Graph 6.6 Years of tertiary teacher training*

Teacher qualifications from tertiary institutions are the passport of the global teacher to move into classrooms across the globe. As Graph 6.7 shows, WA immigrant teachers have pervious teaching experience in the UK, North America, the EU, South Africa and Oceania.

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Most of the immigrant teachers held a bachelor degree, though some also held a masters degree or some teaching diploma or certificate. There is a noticeable difference between WA and NSW immigrant teachers (IT) in that 18.56% (36 out of 194) of NSW IT have experience teaching in New Zealand however only 10.42% (5 out of 48) of WA IT have experience teaching in New Zealand.

*Graph 6.7 Countries taught in*

As Graph 6.8 shows, most of the immigrant teachers had qualifications to teach in secondary or primary education, with a number qualified in early childhood education and some teachers possessing tertiary or ‘other’ education specialization. Some teachers are multi-qualified: there are 18 participants who hold two and more than two qualifications, while 27 hold one qualification, 3 unknown.

*Graph 6.8 Teaching qualifications before coming to Australia (curriculum area)*
One of the problems in the labour market for school teachers in WA, as in other Australian states, is that a teacher shortage in one area of the curriculum (often mathematics and physical sciences) can co-exist with an over-supply of teachers in other areas, such as social sciences. As Graph 6.9 shows, the immigrant teachers who participated in the WA survey had expertise and experience across all areas of the teaching curriculum. Science (with 10 immigrant teachers) was most common among those surveyed, but other immigrant teachers demonstrated a wide range of area of teaching expertise: Social Science, English, Design & Technology, Mathematics and Arts and Humanities.

**Graph 6.9 Current curriculum area of teaching**

6.4.4 Immigrant teachers in WA Schools

Teaching in WA means working in regional areas for many immigrant teachers (Graph 6.10), resulting in some interesting cultural experiences and exchanges. Some of these are leisure related, for example, ‘wild pig chases’ similar to those ‘back home’. Others are related to professional matters and these are discussed further later in the report. Most of the WA immigrant teachers surveyed taught in public sector schools (see Graph 6.11). The WA immigrant teachers are split between permanent and temporary or casual employment, as Graph 6.12 shows.
Graph 6.10 Area of current teaching

![Graph 6.10 Area of current teaching]

Graph 6.11 Sector of current employment

![Graph 6.11 Sector of current employment]

Graph 6.12 Employment status (permanent, temporary, casual)

![Graph 6.12 Employment status (permanent, temporary, casual)]

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Virtually all the immigrant teachers we spoke with had a desire for permanent residency and permanent employment. To many it seemed a lottery but going to a regional area was part of the package, which they acknowledged would lead to these desired outcomes. One focus group participant in a regional mining centre said:

I was led to believe that I would come out to Australia and it was 2 years and after that you could get permanency and then work in Australia. So I thought well 2 years, I don’t know where I am going to be put, it’s like a box of tricks you don’t know where you are going to go so you can go anywhere in WA.

The confusion for this teacher can be clarified by referring to the WADoE employment conditions. “Sponsorship under sub-class visa 457 is for three years. After completing two years of your three year contract, and subject to satisfactory performance, the Department will offer to nominate you for permanent residency” 10.

6.4.5 Induction program

WADOE provides a 3 day Entry and Orientation Program. The program comprises a three day workshop, 10 days teaching practicum and a final interview. The key areas covered include:

1. WA Curriculum Framework
2. Syllabus materials and resources to support teaching
3. Managing student behaviour
4. Working with indigenous people
5. Inclusive education

We asked the teachers in the survey whether they had undertaken an induction program and the features they found useful/less useful. These survey responses were elaborated in focus groups and interviews.


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Most of the immigrant teachers in WA undertook at least part of a teacher induction program (See Graph 6.13) and most found it useful.

**Graph 6.13 Participation in an induction program**

Some useful features of the induction program mentioned in the survey were: meeting other immigrant teachers and having a chance to communicate with them; gaining knowledge of the education system; gaining knowledge of the curriculum; and understanding more about the classroom culture. Some immigrant teachers mentioned further useful features, which included: the time it takes; inappropriate teaching strategies; report on SIS.

**Graph 6.14 Usefulness of features of induction program**

Some useful features of the induction program mentioned in the survey were: meeting other immigrant teachers and having a chance to communicate with them; gaining knowledge of the education system; gaining knowledge of the curriculum; and understanding more about the classroom culture. Some immigrant teachers mentioned further useful features, which included: the time it takes; inappropriate teaching strategies; report on SIS.
Some of the extended commentaries on preparation and induction provide further insights.

One teacher commented:

I feel that induction has improved since I started as a teacher but I know that teachers from overseas who arrive now seem to be discontented that the reality of teaching here does not meet their expectations. They feel that they are promised better wages and conditions than they actually receive.

A strong support from the school is very important. A clear and informative induction is necessary. Channels to support immigrant teachers are necessary to ensure retention – sort out WACOT v WADoE.

One young female teacher, Sarah, who did the E and O program and went into relief work hoping to get permanent work fairly quickly commented:

I remember getting into those first relief days and thinking, so nothing they told me is true, because nothing was happening at this location like they said should be happening, and I’ve been to lots of learning since then.

Here the young teacher was talking about implementing particular pedagogies and curricula that on paper ought to be happening. Perhaps what might be useful is some discussion of the ‘intended curriculum’ and then ‘enacted curriculum’ in the E & O program. This realistic approach means that immigrant teachers could be part of a cultural shift. However, the same young woman found this difficult and was often considered to be stepping outside some invisible ‘norm’ of practice, that meant you don’t do more than the team. Her response to this was to withdraw:

Oh, yeah, now I’ve got it set up in my room - now I’ve got a microwave and a fridge and a water cooler and if I don’t have to travel out to the staff room I don’t. I’ve pulled myself back in.

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For others the need to do the E & O was an insult as they felt that they already had experience:

Oh, look I was welcomed with open arms but then like 5 days after I’d been there I had to do this graduate module…

Others provided some useful suggestions:

I think it could’ve had more HR involvement with sort of the staff in the induction - they weren’t very HR orientated, they were more admin orientated - paper rather than people, and it wasn’t very common sense. For example as an English teacher the first thing I wanted was their curriculum, they wouldn’t give me one, they had a box of them, but they wouldn’t give me one, they told me I had to go across town in this new city and get my own one.

This was a common complaint in our focus groups but since these interviews took place WADoE has placed these documents on-line.

There was also some confusion around the treatment of people from English versus Language Other Than English (LBOTE) backgrounds:

One other thing - the 2 days that I had to do and then the 10 day prac…there were people who were ‘with English as the first language’ - they had the choice to do the 10 days prac work and got paid for it, while the department decided for others that ‘no you have to do a 10 day practicum’ and didn’t get paid for it…

This issue of some getting paid for practicum while others weren’t has since been resolved – all are now paid. Another issue that immigrant teachers faced, especially in classroom settings was having an accent. Some commented that their accent had been mocked, or that other negative feedback had occurred as a result:
Yesterday, I got a new class, year 9 students, it happened that the other teacher was doing something else so they asked me to go to that class, and I came to the class and they started laughing. And I said why are you laughing guys? And they said, oh, your accent is so funny. (pauses - very upset).

Another teacher, who had an Irish accent, explained that she attempts to be proactive and faces the issue head-on in the classroom:

They are [challenging] and because English is my first language and I do have an accent I quite often say you know I’m going to say something, this is how I say it, how you say it is different. I’m a bit proactive that way, and if you don’t understand what I’m saying then come back to me. And I’ve worked round it that way with the class before.

However, there was some interesting discussion in the focus group, which pointed to the fact that English, Irish and Scottish accents are ‘more accepted’ because Australians are familiar with them as they are part of the history of the nation.

As Graph 6.15 shows, just over half the immigrant teachers surveyed in WA were union members, with a greater proportion of women than men joining.

Graph 6.15 Union memberships by gender

As Graph 6.16 shows, most immigrant teachers state that they get their most valuable support about professional matters from their colleagues or school principal – it is at this local school level where a lot of the difficulties of a new immigrant teacher settling into
WA schools can be resolved and the teacher supported – or support from government or trade unions. Many teachers in focus groups mentioned in particular the WADoE officer who dealt personally with new immigrant teachers - Sue Carpenter - as a critical source of support for them, indicating how critical personalised contact is for these immigrant teachers, particularly during the first six months.

**Graph 6.16 Sources of most valuable support**

![Graph showing sources of most valuable support](image)

Note: Sue Carpenter was not a choice listed but was written under ‘Other’

### 6.4.6 Migrant teachers in WA schools: overall perceptions and future plans

One perhaps worrying finding is that immigrant teachers in WA are split as to whether their professional expectations of being a teacher in Australia has been met (Graph 6.17). While the majority of immigrant teachers surveyed (n=24) did have their professional expectations of being a teacher in Australia met, a substantial number (n=16) reported that they were not satisfied with the experience of being an immigrant teacher in WA.
Graph 6.17 Satisfaction as a teacher in Australia from a professional perspective

Those immigrant teachers who were not satisfied mentioned the following reasons: recruitment policies not standardised across States; too much paper work; work conditions and salary lower than expectations; not enough professional support; students with little study motivation; experience and qualifications not appreciated/valued and professional development not optimised.

Those immigrant teachers who were satisfied mentioned the flexibility of the WA teaching system and the level of support they received. Others reported that they enjoy learning in a new education system and enjoyed the new experiences in teaching.

The immigrant teachers in WA were also asked if their personal expectations of being a teacher in Australia have been met (Graph 6.18). While the majority of immigrant teachers surveyed (n=25) did have their personal expectations of being a teacher in Australia met, a substantial number (n=12) reported that they were not satisfied with the experience of being an immigrant teacher in WA.

Graph 6.18 Satisfaction as a teacher in Australia from a personal perspective
Working in regional communities in WA brings new experiences for immigrant teachers. A focus group participant in a regional mining centre summed up his experience:

Dealing with people and trying to get to know people [is hard] because I think people in a town like this are a little bit wary of getting involved with you because it is such a transient town as well you know? So it’s a bit of a tricky one to get to grips with, especially if you are coming from a very highly populated area to where everybody is kind of in your face and you know it can get a bit lonely at times and that sort of thing.

Others find themselves isolated for reasons of cultural difference in communities as a metropolitan teacher explained after finishing a period of time in regional area:

They were, I mean obviously I got flak, because I was you know, a ‘pom’, and I that’s great. I mean that didn’t bother me at all, it doesn’t bother me now and that was the way it was out there. That was the community and they were just lovely people really, very friendly.

A teacher from Kenya who was teaching in a well-resourced mining town commented that he had plenty to do through organised sport:

…but the culture and the society…that can be really difficult and I think that’s what really frustrates most new teachers.

Some of these differences merge private and professional lives.

We were also interested in how teachers’ work in Australia compares with that in other countries; Graph 6.19 shows that the majority of those surveyed thought that teachers’ work in Australia compares favourably or very favourably. This is a positive finding in terms of attracting immigrant teachers to Australia in the future.

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Satisfaction professionally varied. Some of the following interview quotes give some of this flavour:

**Housing:**

A teacher in a regional mining centre:

> It is difficult because with the mining boom there is a shortage, but I don’t find myself in a position to complain about it because I was given a 4 bedroom house to myself. I’m in a special situation here in Newman and I can’t say that I really have a problem with the housing but I know teachers who are having problems with housing.

Another teacher in a regional mining town said:

> …the starting point; there was a massive hiccup with our accommodation. They didn’t have a house for us so they had a hotel for us up in Kalgoorlie and that lasted 3 weeks in total. That was a big issue for me because the kids had to get up at 6am to have a hotel breakfast to then drive 40mins to get to school. My wife then had to drive all the way back, and she was by herself. It would have been different if we had a house. She could go back there. But again there was the fuel,
petrol and she had to hang about there then come back. She had to do 4 trips a day over a 2 week period. So I wasn’t happy at that point.

**Support once in schools (health and welfare, professional):**

A young Irish woman in a focus group in a regional coastal town said:

Lots of tears were shed in the first 6 months because I had no support, I couldn’t go see a doctor, I had to go home, I still haven’t been able to see a dentist. I think I’ll have to go home for that too.

Other comments from regional areas include:

I didn’t get support from the school; it was my own fight, my own battle.

So I actually found, and even now I am very isolated doing the PE, I don’t see many people doing PE unless I actively go in person and chat but I’m personally quite bored with that. I’ve had one session up in Kalgoorlie, they’ve got 6 PE teachers, so they had an in-service back in June, so it was great just to see, touch, feel what another PE teacher looked like and ask them about their reporting and their grade etc that they are doing. Because over here it was just sink or swim kind of thing.

At a metropolitan focus group in Perth, a female teacher of many years experience in WA schools said that support is needed:

Not counselling. I would like to have someone who can come and say look, what is the problem? Let’s see, she has this, this and this problem. Let’s see her file. No-one looks at my file. No-one.

The importance of having someone who can connect with immigrant teachers and their experiences was mentioned. A WADoE employee, Sue Carpenter, who coordinated
appointments and often followed up to check on their requirements, was praised, as were similar efforts of individuals in NSW. A designated person who can use their cultural capital, gained from travelling themselves, seems to offer a way forward in responding to some of the voiced concerns of immigrant teachers. This is because many support requirements cross personal and professional lives and support needs to be more holistic.

One key issue related to immigrant teachers in WA relates to the State’s ability to continue to attract new immigrant teachers in the future. The research has positive findings in this regard. The majority (n=35) agree that they have or would recommend to other immigrant teachers that they teach in Australia (Graph 6.20). This is also a positive finding in terms of the attraction of immigrant teachers to Australia in the future.

Graph 6.20 Have you or would you recommend Australia to other immigrant teachers

Satisfaction levels are not reflected in the generally good recommendation that teaching in Australia and/or WA secures. To build on this reputation and continue to be responsive requires valuing their contribution. These are discussed under policy implications. A majority of immigrant teachers see themselves teaching in Australia in 5 years time (Graph 6.21).
Graph 6.21 Do you see yourself teaching in Australia in 5 years?

It is interesting that very few immigrant teachers surveyed thought that they would teach in another country after their Australian teaching experience (Graph 6.22). It seems that these globally-mobile teachers are happy to call Australia home and to end their teaching career here. Once again, despite some clearly articulated problems, these teachers plan to stay. Staying in Australia does not necessarily mean staying in teaching. Yet if we place this alongside the intention to teach, then slightly more than 75% will be in our schools in five years time.

Graph 6.22 Intention to teach in another country in the near future

6.4.7 Policy implications

In this final section we explore the policy implications of this research. The immigrant teachers were asked: ‘If you were able to make one major change to education policies or procedures, what would that change be?’ The responses are presented in Graph 6.23 which shows that the immigrant teachers recommended changes across the board from more
support for immigrant teachers and more support programs for students. Others recommended better salary and work conditions in WA schools and fairness in employment and promotion. This indicates that for some immigrant teachers, perceptions of discriminatory treatment when compared to non-immigrant teachers are a source of dissatisfaction. Others suggested curriculum reform and improved recruitment policies.

Graph 6.23 Suggested changes to education policies or practices

In relation to the concern about fairness in employment and promotion it is interesting to note that only one teacher interviewed reported promotion within an appropriate timeframe (2 yrs) of beginning teaching in Australia. She had taught for 16 years in a number of countries but the recognition was purely based on her teaching in Australia.

A young Chinese background immigrant teacher felt that being an ethnic minority would make it harder to gain promotion.

Sometimes it’s a bit hard for ethnic Australians to get into the top positions. This is true in the profession, for local teachers, and sometimes this is hard, so what I’m looking at is just doing my job well and make a difference in my expertise.

A young woman of American background commented:
I have also experienced a lot of professional prejudice, because I never understood the tall poppy syndrome, but I understand it now.

Finally, we asked the immigrant teachers if there were any other matters relevant to their experience as an immigrant teacher in Australia that they would like to mention.

In focus groups racism emerged at a number of levels despite only being mentioned by a few in the surveys. Those interviewed in focus groups did not necessarily fill in surveys. These are just a few comments but it was a theme across all focus groups emerging in different ways. From the metropolitan area, a young female teacher said:

Other teachers, my line manager, it’s seen as a threat if you try to improve anything, and I can’t tell you the amount of time I’ve been told ‘stop it you American’.

Comments about Indigenous culture from a metropolitan teacher:

And then if you do 2 years there [regional area] you can get permanent residency. But if you’re coming from inner London, and end up going to Fitzroy Crossing or way up in one of the really remote areas in the Kimberley, total culture shock. You’ve got the weather; you’ve got the Aboriginal culture, which is totally beyond anything that anybody would’ve experienced.

From a regional perspective:

It goes very quickly. When I first came with my family I said what the hell am I doing here? It was a huge culture shock coming to this school because in Perth we used to see indigenous people [but] they weren’t in your face; I didn’t really have to talk to them. Not that I didn’t want to but I didn’t have anything to do with them and then you go into a classroom where you have 50-60% indigenous kids and it’s

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like ‘f***’ you miss and you bitch and I used to go home crying.

I am really tired; these kids are giving me a hard time

That is a big issue here I find that I did not find in Perth. I taught there as well but when I came here I found there was a big gap between the two groups and last month there was actually some kind of communal fight which I had to sort out in my own way because we are expected to do things for Aboriginal kids which we are not expected to do for the white kids. Now that I find is something that can be put in as discriminatory.

There is clear evidence of capacity to contribute more deeply to school life or assume leadership among the Visa 457 cohort, particularly in regional and remote areas; evidence that self-selection to an environment where prior knowledge of context is explained is in the main working. Professional development for recruited teachers needs examining from E and O to ongoing in-community as well as inter-community opportunities; and the nature of school-based reception needs further research.
7. Immigrant Teachers: All States Compared

7.1 Introduction

In this chapter we compare and contrast the results of fieldwork in NSW, WA, and SA to offer an overall picture of the experiences of immigrant teachers in Australia. A total of 272 completed surveys were received from immigrant teachers. The discussion also draws on interviews as outlined in the previous chapters concerned with results from across the states. 77 immigrant interviewees participated in focus groups and one-on-one interviews: 28 from NSW, 20 from SA, and 29 from WA. Methodological considerations are outlined in previous chapters. We begin by outlining the characteristics of the sample; we then examine immigrant teachers’ experiences in coming to Australia, their transitions from migration to (re)entering the teaching profession, and experiences in Australian classrooms. We then explore their overall perceptions of their experiences and their plans for the future. Finally we outline their suggestions concerning future policy directions and systemic changes they would like to see occur.

Table 7.1 Immigrant Teachers in each state

<table>
<thead>
<tr>
<th>Immigrant Teacher</th>
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<tbody>
<tr>
<td>NSW</td>
<td>194</td>
</tr>
<tr>
<td>WA</td>
<td>51</td>
</tr>
<tr>
<td>SA</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>272</td>
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7.2 Results of Fieldwork

7.2.1 Characteristics of the Sample

As Graph 7.1 shows, nearly three quarters (72.5%) of those immigrant teachers who responded to the survey were women. This in part reflects the feminisation of the Australian teaching profession.
Only one in ten of those immigrant teachers surveyed were less than 25 years of age or over 55 years of age. As Graph 7.2 shows, most were spread through the 26-35 (29%), 36-45 (32%), and 46-55 (23%), year age cohorts.

Most of the immigrant teachers in the Australian survey (84%) spoke English or English only at home, as Graph 7.3 shows. This indicates that Australia attracts, or selects, teachers with strong English fluency. The other 15% of immigrant teachers surveyed in all Australian states spoke a range of Asian languages (13%), African languages (5%),
European languages (4%) and Oceanic languages (3%). Less than one per cent of the sample spoke Arabic at home.

*Graph 7.3 Language(s) spoken at home (%)*

Immigrant teachers bring religious traditions with them. As Graph 7.4 shows, the majority – more than half (57%) – were of Christian faith, though this is less than the proportion of Christians in Australian society. Another 10% were Hindus while less than 2% of those surveyed reported that they were of Jewish, Muslim or Buddhist faith. Nearly one in four did not respond to this question, while one in 20 (4.83%) were of no faith.

*Graph 7.4 Religious background of immigrant teachers surveyed (%)*

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The immigrant teachers in all three states were very confident about their English language ability (see Graph 7.5), but less confident about the colloquial or informal language of the students (see Graph 7.6) and subject-specific language related to their curriculum (Graph 7.7).
7.2.2 Immigrating to Australia

Graph 7.8 shows that the immigrant teacher informants come from all corners of the globe. Most came from Commonwealth countries: the UK (36%), Asian countries (16%), South Africa (13%), New Zealand (9%), and the USA and Canada (9%). Other immigrant teachers came from European countries, Oceania with very few from Latin America and the Middle-East.

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We also inquired into the countries that the immigrant teachers lived in prior to coming to Australia. Graph 7.9 shows that the largest number of immigrant teachers surveyed lived in the UK prior to coming to Australia (44% of those surveyed). A number of these were African teachers who emigrated to, and taught in, the UK prior to coming to Australia. New Zealand (16%) and South Africa (16%) were the next most important source countries with many immigrant teachers from South Africa living and teaching in Western Australia. Other immigrant teachers arrived in Australia from Asian countries (18%), the USA and Canada (14%), European countries (11%) and Oceania (6%), with smaller numbers of immigrant teachers coming from countries in Africa, Latin America and the Middle-East.

*Graph 7.9 Countries from which Australia’s immigrant teachers were drawn*

Graph 7.10 shows that while nearly one in five immigrant teachers surveyed arrived in Australia prior to 2000, most (80%) arrived since 2000. In that sense most immigrant teachers surveyed are recent immigrant to Australia.

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Australia draws in immigrants on permanent resident visas or temporary entrant visas. Graph 7.11 shows that the majority of immigrant teachers in Australia (75%) are on permanent resident visas. This indicates the important role that permanent residence in Australia has in attracting immigrant teachers to Australia. About one in five immigrant teachers surveyed are on temporary visas, with most on the 457 visa or the spouse visa, with a few on student or working holiday visas.

Graph 7.11 Australia’s immigrant teachers on temporary and permanent visas

About one half of the immigrant teachers surveyed (51%) currently on temporary visas are on the 457 visa, as Graph 7.12 shows. These teachers used their teaching qualifications to
qualify for entry into Australia. Another 18% arrived in Australia on the spouse visa of a temporary entrant, suggesting that the Australian teaching profession can draw to some extent on spouses of those who arrive under non-teaching specific visas to fill teacher labour shortages. Other immigrant teachers surveyed on temporary visas entered under the 495 visa (4%), student or working holiday visas (4%). A few entered Australia on business or employer sponsored temporary visas.

Graph 7.12 Australia’s immigrant teachers on temporary visas

Note: the top three visa categories are 457 working visa, spouse visa and general skilled. There is only one SA immigrant teacher on a temporary visa when participating in this survey.

Graph 7.13 Did you come to Australia with the specific intention to teach? (%)

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The majority of those surveyed came to Australia with the specific intention to teach (Graph 7.13).

We then explored the reasons why those who came to Australia with the specific intention to teach wanted to teach in Australia. As Graph 7.14 shows, the top reasons given are professional ['teaching is my occupation’/ ‘enjoy teaching’ (20%), ‘better resource/professional development’ (17%)] and lifestyle ['better lifestyle’ (8%) and ‘to live life’ (3%)]. It is interesting that ‘spouse’ or ‘family reunion/migration’ is no longer a prominent reason of teaching in Australia. Note that ‘spouse’ is a high percentage migration reason.

Graph 7.14 Why did you want to teach in Australia?

It is also important to review the visa pathways of those immigrant teachers who are permanent residents in Australia. As Graph 7.15 shows, there are a great variety of visa pathways for these immigrant teachers. The largest number (21%) arrived under the Regional Skilled Scheme, introduced by the Australian government earlier this decade to recruit skilled immigrants to regional and rural Australia. This is followed by those who arrived as a Spouse or arrived under the Family Stream (19%). This indicates that the general immigrant program does allow teachers entry into Australia. It is interesting that only 13% arrived directly in Australia under the permanent residency program. This suggests that for many teachers the pathway to permanent residence is a temporary visa that

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can be later converted to a permanent visa. The importance of permanent residence as a carrot for attracting immigrant teachers can be seen in Graph 7.16 which shows that over one half of the immigrant teachers surveyed (54%) do intend to apply for Australian citizenship sometime in the future.

*Graph 7.15 Immigration category of entry of Australia’s immigrant teachers who are permanent residents*

![Immigration category of entry of Australia’s immigrant teachers who are permanent residents](image)

*Graph 7.16 Australia’s immigrant teachers who intend to apply for Australian citizenship sometime in the future*

![Australia’s immigrant teachers who intend to apply for Australian citizenship sometime in the future](image)

Note: ‘granted’ response is only from NSW immigrant teachers.
7.2.3 From migrant to teacher in NSW, WA and SA

Australia’s immigrant teachers have gained their teaching qualifications in other countries and also have experience teaching in other countries. Their teaching qualifications and experience are the reasons that the Australian school education system is interested in them as immigrant teachers. In this section we explore the teaching qualifications and experience of the immigrant teachers surveyed.

As Graph 7.17 shows, 120 immigrant teachers, or 45% of those surveyed, had taught in the UK or Ireland before coming to Australia to teach. Significant cohorts of immigrant teachers surveyed have also taught in New Zealand (39 teachers or 15% of the sample), South Africa (38 teachers or 14%), south-east Asian countries (36 teachers or 13%) and North America (27 teachers or 10%). The survey also included 18 teachers with experience teaching in European union countries other than the UK, 18 teachers with experience in teaching in African countries other than South Africa and 14 teachers with experience in teaching in schools in the Oceania region other than NZ. The survey also included 9 informants with teaching experience in North East Asian schools, 2 in in Arabic countries and 2 in schools in Latin America.

Graph 7.17 The countries where Australia’s immigrant teachers have previously taught (%)

Note: ‘none’ means they only have taught in Australia as a foreign country. The majority who are in the category of ‘UK/Ireland’ are from the UK.
One key issue that has emerged in our research with immigrant teachers across Australia is that while two or three years of teacher training can provide the basis for entry into Australia as a teacher under DIAC immigration program regulations, immigrants may not be able to gain employment in the state of their choice with this qualification. The issue of the recognition of teaching credentials of immigrant teachers is thus a critical one for both the immigrants themselves and the state Education departments and private sector education providers who aim to attract and retain them. As Graph 7.18 shows, about one third (37%) of the sample had up to four years of teacher training and 57% had more than four years. This matter is not sensitive to the gender of the immigrant teacher, as Graph 7.20 shows.

As Graph 7.19 shows 198 immigrant teachers had a bachelor’s teaching degree, 65 had a master’s degree and 10 held a doctorate. In addition, 78 immigrant teachers had a teaching diploma and immigrant teachers had a teaching certificate. Please note that a number of teachers held more than one teaching qualification.

*Graph 7.18 Number of years of tertiary teacher training of immigrant teachers in Australia*
Teaching shortages in Australia are often specific to curriculum areas, to secondary, primary or early childhood education, to public or private sector schools or to specific geographical regions in metropolitan or regional and rural areas. As Graph 7.21 shows, most of the immigrant teachers had qualifications to teach in secondary (155 immigrant teachers) or primary education (147 immigrant teachers), while another 44 had teaching qualifications in early childhood education. A number (31) also had qualifications to teach...
in tertiary education institutions. The graph clearly indicates that a number of immigrant teachers surveyed were qualified to teach across secondary, primary or early childhood areas. When the gender dimensions of this area explored it is revealed that women are more concentrated in early childhood and primary education, and that immigrant male teachers are more likely to be found in secondary education.

*Graph 7.21 Number of Australia immigrant teachers by area of teaching qualification*

One of the problems in the labour market for school teachers in Australian states is that a teacher shortage in one area of the curriculum (often mathematics and physical sciences) can co-exist with an over-supply of teachers in other areas, such as social sciences. As Graph 7.22 shows, the immigrant teachers who participated in the Australian survey had expertise and experience across all areas of the teaching curriculum. Immigrant teachers with expertise in English (with 48 immigrant teachers), Life Sciences (with 48 immigrant teachers), social science (with 48 immigrant teachers), and mathematics (with 25 immigrant teachers) were most numerous in the survey. However, as Graph 7.22 shows, immigrant teachers have a very broad range of curriculum expertise, with smaller numbers of immigrant teachers with expertise in history (16), arts and humanities (16), IT and technology (12), PE (11) and special education (8). Moreover, there were 3 immigrant teachers with expertise in behaviour management and 35 with Primary/Early Childhood expertise.
7.2.4 Immigrant teachers in Australia schools

7.2.4.1 Prior Overseas Teacher Qualifications, Training and Teaching Experience

The majority of the immigrant teachers surveyed (55%) first started teaching in Australia this decade, with only 13% beginning before 2000 as Graph 7.23 shows. One quarter of our informants had not yet stared teaching, not yet having completed the process of qualification recognition, certification or induction. The immigrant teachers surveyed are sought after by both metropolitan and regional and rural schools, with an equal number of those who responded to this question first teaching in metropolitan schools and regional and rural schools (see Graph 7.24). Those who did not respond to this question were those informants who had not yet begun teaching in Australian schools. At the time of survey, more immigrant teachers were teaching in regional and rural schools than in metropolitan schools (see Graph 7.25), highlighting one again the spatial dimensions of shortages in the school teacher labour market that immigrant teachers have the potential of filling.
Graph 7.23 The year that the immigrant teachers began teaching in Australian schools

Graph 7.24 The location of the first Australian teaching job for immigrant teachers surveyed

Graph 7.25 The current location of the immigrant teacher’s schools
Those immigrant teachers who are teaching are mainly employed in government sector schools, as Graph 7.26 shows. However there is significant variation between states in this regard. 26 of the 27 immigrant teachers of SA are working in government sector, as are the majority of the immigrant teacher informants in WA. However, less than half immigrant teachers in NSW work in the government sector. This may be due to our sampling procedure of recruiting informants rather than reflecting fundamental differences between the states.

*Graph 7.26 The sector of school employment of the immigrant teachers surveyed*

Most immigrant teachers surveyed want permanent employment; only one third of those surveyed had attained permanency, as Graph 7.27 shows. About one fourth of NSW immigrant teachers were on permanent employment, 19 out of 27 SA immigrant teachers on permanent employment, and 21 out of 48 of WA immigrant teachers were on permanent employment. There are 11 teachers in WA in casual positions and 63 in NSW; no SA participated immigrant teachers stated that they were on casual contracts. This is an area of dissatisfaction among non-permanent immigrant teachers who expected to find permanent employment in Australian schools. Nevertheless, those immigrant teachers employed on a temporary or casual basis are not as dissatisfied as those who are unemployed. As Graph 7.28 shows, four out of every ten immigrant teachers surveyed had experienced unemployment for some time in Australia. This suggests that policies designed to reduce the red tape and move immigrant teachers who come to Australia to teach into Australian schools more quickly would be of benefit to the immigrant teachers themselves and to the Australia school education sector itself.
7.2.4.2 Certification and Qualification recognition

One of the realities for globally-mobile professionals the world over is the issue of qualification recognition and professional certification in the countries that they emigrate to. Often this process does not go smoothly enough for, or meet the expectations of, or promises made to, the immigrant professionals themselves. One of the strongest themes that emerged from our fieldwork with both immigrant and emigrant teachers is the dissatisfaction with the red tape that goes with the institutional requirements that they must meet before beginning employment in their profession in their host countries. Different professions have different registration procedures and for immigrant teachers these
registration procedures and requirement vary from state to state. As Graph 7.29 shows, two in three immigrant teachers surveyed went through or are going through this process of registration while just under half (41%) went through or are going through the processes of qualification recognition.

Another key issue for globally-mobile professionals who emigrate to English-speaking countries is English language proficiency and the processes that they have to go through to demonstrate this. As Graph 7.29 shows, half of the immigrant teacher informants went through or are going through processes to assess their English Proficiency. The most common English proficiency assessment in NSW is PEAT, followed by IELTS; some immigrant teachers sat for both tests; in WA and SA the most common is the IELTS test. About half of the immigrant teachers in all three states replied ‘Paper work’ when asked to briefly outline the steps they undertook/are undertaking to achieve recognition as a teacher in Australia. Most of those who pointed out paper work consider paper work is very time consuming and unnecessary. 15% of those surveyed were required to have an interview with the state Education Department.

Graph 7.29 The steps that immigrant teachers undertook/are undertaking to achieve recognition as a teacher in Australia
7.2.4.3 Induction Programs

One key policy initiative that NSW, SA and WA have in common is induction or entry programs for new immigrant teachers. As Graph 7.29 above shows, 40% of the immigrant teachers surveyed went through or are going through induction or entry programs designed specifically for new teachers entering the system. Each state, however, has an induction program that is different in length, content and other arrangements. There is no ‘induction program’ *per se* in SA, which has instead a ‘First aid mandatory/mandatory notification class’. While Graph 7.30 shows that only 20% of immigrant teachers surveyed did not undertake a teacher induction program, 16% of those surveyed have not yet completed this induction program. Of those who responded to a question inquiring into the usefulness of the induction program, those who thought it useful outnumber those who thought it not useful five to one (see Graph 7.31).

*Graph 7.30 Did you undertake a teacher induction program?*
Graph 7.31 Immigrant teacher evaluation of the induction programs

7.2.5 Immigrant Teachers’ experiences in NSW, WA and SA Schools

In the previous sections of this chapter we have traced the movement of immigrant teachers to Australia and to Australian schools. In this section we look at their experiences once teaching in schools in NSW, WA and SA. We asked immigrant teachers: ‘what difficulties, if any, have you faced as an immigrant teacher in Australia?’ This information should assist Education Departments and teacher Trade Unions to respond better to the needs of immigrant teachers. Graph 7.32 provides an overview of responses to this question. The most common answer was that immigrant teachers had problems with the bureaucratic systems and processes that they encountered in Australia schools. The difficulties that ranked next in order of immigrant teacher responses were: discrimination/racism; employment difficulties; and lack of support. Other difficulties noted by immigrant teachers were qualifications NOT recognised/appreciated; student behaviour, issues related to curriculum, welfare issues and cultural gap/way of doing things.
We also asked the teachers how they resolved these difficulties. As Graph 7.33 shows, the most common answer to this question (from 17% of the informants) was ‘Keep Going & Trying’: in other words they resolved these issues themselves without seeking the assistance of others. Another 17% of the immigrant teachers replied that they resolved these issues through communication and discussion while 15% of the immigrant teachers replied that they resolved these issues through changing their own goals and approaches, and another 7% responded by self-learning. In other words, most immigrant teachers responded to the difficulties that they faced as an immigrant teacher through individual changes. Fewer than one in ten (8% of the informants) replied that they attended DET programs as a means of solving these issues. For 13% of the informants the difficulties that they faced as an immigrant teacher are still unresolved.

Discrimination and racism was an issue for some teachers in all states. There is little work on the subject of how people respond to racism but that of Dunn et al (2009) showed that around 22% confronted it. In interviews teachers said they used the strategies outlined above, such as self-learning, using their skills and knowledge and changing goals or approaches. Dunn et al (2009) found similar processes as well as humour, ridicule, physical confrontation and reasoning.
This finding indicates that Australian schools could improve the systems that they have in place for dealing with the difficulties that immigrant teachers face, particularly during the first term of appointment.

*Graph 7.33 How immigrant teachers resolve the difficulties they faced in Australian schools*

Induction programs are designed to prepare teachers with a general overview about what they will confront in the Australian school system. The immigrant teachers appear to be satisfied with this level of support. One key policy issue, however, relates to the way that their school responds to them, and how they respond to the school environment. As teachers are often not only new to individual schools, but also, as recent immigrants, probably to the neighbourhood and the city, issues of the initial support for them within the school environment can contribute to their impression about the wisdom of their move to Australia. As Graph 7.34 shows, fellow school teachers and principals were the most important source of support, cited by one in two informants. The next most important source of support, for about one in ten, was family and friends (15% of responses) and Education Department officials (9% of responses). It is interesting to note that one in ten teachers found support in the union, while one in ten respondents reported that they had no support at all.
There was a wide variety in responses to questions probing the adequacy of the professional assistance they received as immigrant teachers in Australian schools (see Graphs 7.35-7.39). Immigrant teachers were asked to rate the support that they received in areas of general support, the induction program, the adequacy of professional placement, the adequacy of professional development support and the adequacy of professional information. Across all aspects of support between one quarter and one third of immigrant teachers rate their support as ‘Adequate’ or ‘Highly Adequate’, while one in five rated the support as ‘Not Adequate’ or ‘Little Adequate’. This finding suggests that Australian education institutions are satisfying many of their immigrant teachers with the level of support that is offered to them to teach in Australian schools. This affirms the effort that many individuals, schools and departments put towards assisting immigrant teachers.

On other hand, the majority of immigrant teachers surveyed were either neutral about the support levels or thought them ‘Not Adequate’ or ‘Little Adequate’. If the attraction of and the retention of new immigrant teachers is the goal then this is an area for policy initiatives and innovations to improve the professional support for immigrant teachers.
Graph 7.35 Rating of the adequacy of professional general support

Graph 7.36 Rating of the adequacy of induction program

Graph 7.37 Rating of the adequacy of professional placement

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One theme that emerged from our fieldwork was that many immigrant teachers thought that their potential as a teacher was not always tapped fully in Australian schools. We asked the immigrant teachers ‘What strengths do you bring with you as a teacher in Australia?’ Multiple responses were permitted and recorded. Graph 7.40 shows that eight out of every ten immigrant teachers (79%) replied that their major strength was their professional experience and knowledge and the fact that they were well-trained. They also ranked their personalities, attitudes and life experience as a strong asset that they bring to Australian schools together with the management skills and strategies that they gained through their teaching experience prior to coming to Australia. Multicultural awareness also ranked highly.
The majority of WA and SA immigrant teachers consider their strengths have benefited the school community. About one fourth of NSW immigrant teachers do not consider their strengths have benefited the school community. Overall, 57% of responses and over 70% of those immigrant teachers who answered this question agreed that their strengths as a teacher benefited the school community in Australia (see Graph 7.41).

Graph 7.41 Have these strengths as a teacher benefited the school community in Australia?
One concern of immigrant teachers in Australia that emerged during our qualitative fieldwork relates to where they stand in relation to promotion. We sought responses to the question: ‘Immigrant teachers in Australia are as likely to be promoted as non-immigrant teachers to jobs for which they are qualified and eligible.’ As Graph 7.42 shows, about the same proportion of the immigrant teachers surveyed agreed (8%) to or strongly agreed (25%) to the proportion as those who ‘disagreed’ (19%) or ‘strongly disagreed’ (12%). The suggestion here is of immigrant teachers’ perceptions of discrimination against immigrant teachers in the processes and procedures (formal and informal) related to promotion.

Graph 7.42 Rating of likelihood of immigrant teachers being promoted compared to non-immigrant teachers

Despite this the majority of the immigrant teachers surveyed (70%) reported that they intend to seek opportunities for professional advancement as a teacher while in Australia, as Graph 7.43 shows.
7.2.6 Migrant Teachers in NSW, WA and SA Schools: overall perceptions and future plans

In order to assess policy responses to immigrant teacher attraction and retention, the survey inquired about their perception of their experiences as immigrant teachers in three Australian states: NSW, WA and SA. Graph 7.44 shows that those who responded that their expectations of being a teacher in Australia been met (80 or 30%) only slightly outnumbered those who reported that their expectations of being a teacher in Australia had not been met (67 or 25%). Another three in ten respondents had their expectations only partly met. If the key issue is the attraction and retention of immigrant teachers to NSW, this finding is of some concern. The informal feedback that the unsatisfied teachers give to their peers considering a similar move to migrate to Australia as a teacher would not be positive. Moreover, it is likely that dissatisfied immigrant teachers in Australia might think of returning home, moving to another Australian state to teach or going to yet another country as an immigrant teacher.

While the majority surveyed did not report a difference between their values and those of the local community in which they taught (Graph 7.45), a large minority did report value difference. Similarly, while most immigrant teachers reported satisfaction from a professional viewpoint, a large majority did not (Graph 7.46)
Graph 7.44 Have your expectations of being a teacher in Australia been met?

Graph 7.45 Did you experience a difference between your values and the local community?

Graph 7.46 Satisfaction as a teacher in Australia from a professional perspective?
We also inquired about the extent to which the immigrant teachers in NSW, SA and WA were satisfied with their immigration to Australia from a personal, rather than teaching professional, perspective. Once again, only a slight majority reported that they were satisfied (105 or 39%) rather than unsatisfied (80 or 30%) from this point of view (Graph 7.47). Once again, the lesson is a sense of achievement in serving those who are satisfied with the immigrant teacher experience but think of ways to improve that experience and hence reduce those who are not satisfied.

*Graph 7.47 Satisfaction as a teacher in Australia from a personal perspective*

It is interesting to note that most of the immigrant teachers surveyed in NSW, SA and WA rated teachers work in NSW ‘very favourably’ (14%) or ‘favourably’ (45%) compared to their experience working as a teacher in another country. Only 40, or about 15% of the immigrant teachers surveyed, rated Australian teaching as ‘not very favourably’ or ‘very unfavourably’ compared to their experience working as a teacher in another country (see Graph 7.48).
Graph 7.48 In general, how does teachers’ work in Australia compare with that in other countries?

A critical question to evaluate an immigrant experience in a country like Australia is: ‘have you or would you recommend to other immigrant teachers that they teach in Australia?’ As Graph 7.49 shows, 60% of all respondents said that they have or would recommend to other immigrant teachers that they teach in Australia. This finding is very relevant to the issue of the attraction of new immigrant teachers to Australia. This is a very positive endorsement for the experience of immigrant teachers in NSW, SA and WA. Responses to this question are not sensitive to gender differences.

Graph 7.49 Have you or would you recommend to other immigrant teachers that they teach in Australia?
Another critical question, this one relevant to the issue of the retention of new immigrant teachers, to evaluate an immigrant experience in a country like Australia is: ‘in five years time do you see yourself teaching in Australia?’ As Graph 7.50 shows, two in three (64%) of all respondents, or 75% of those who provided an answer to this survey question, said that they do see themselves teaching in Australia in five years time. This is also a very positive endorsement for the experience of immigrant teachers in NSW, SA and WA. Responses to this question are not sensitive to gender differences.

*Graph 7.50 In five years time do you see yourself teaching in Australia?*

It is interesting to probe if the immigrant teachers in NSW, SA and WA plan to use their professional teaching qualifications to teach in another country after Australia. As Graph 7.51 shows, just over one in four (27%) of the sample answered in the affirmative. These are the cohort of immigrant teachers who are circular migrants. Again, gender does not seem to be significant in this regard.
One issue that sometimes confronts immigrant professionals like the teachers that we surveyed and interviewed in NSW, SA and WA is their social isolation as newcomers to the school and community. As Graph 7.52 shows, the immigrant teachers did get involved with their new local community. Three in four (72%) were regularly engaged in activities involving sports or hobbies while a slight majority regularly attended activities arranged by the local school or by the local community. One in three immigrant teachers regularly attended activities arranged by people from their home country. This evidence suggests that many immigrant teachers are embraced by their ‘host’ neighbourhood and school community forming social networks that assist decisions to stay rather than to go.

Graph 7.52 Since coming to Australia have you regularly attended any of the following activities?
7.2.7 Policy implications for NSW, WA and SA Industry Partners

Our industry partners are interested in the policy implications of this research. One aspect of this is to tap the opinions of the immigrant teachers who have recently been through the process of becoming a teacher in NSW, SA and WA schools. The immigrant teachers in Australia were asked to reflect on their experiences to date and were asked: ‘If you were able to make one major change to education policies or procedures, what would that change be?’ Graph 7.53 shows the responses to this question. There were a very broad range of responses, with the most common suggestion (about one in five responses) relating to making it easier to navigate the administrative and institutional pathways that new immigrant teachers must travel to be permitted to front a classroom in an Australian school. One in four wanted policies related to immigrant teachers changed, while another one in ten complained directly about the application process in Australia. The two other most common responses related to suggestions about school processes and procedures: student related issues and the need for increased support. Work and employment conditions were of concern to 33 immigrant teachers. A few respondents raised suggestions about curriculum issues.

Graph 7.52 If you were able to make one major change to education policies or procedures, what would that change be?

Note: ‘Policies’ includes assessment policies of teaching qualification (in NSW), recruitment (in SA) and national standardized policies to make interstate teaching easier (in NSW and WA); ‘curriculum’ means curriculum design, and call for a national curriculum; ‘more support’ is more
support for immigrant teachers in the sense of both professional and personal aspects (daily life); ‘student related issues’ include student behavior (NSW and WA), way of classroom teaching (NSW), student exam regulation (in SA) and more support programs for students (in SA). ‘Employment related issues’ have job permanency and fairness in employment and promotion (in SA). ‘Application process’ includes immigration process, and application process to get teaching qualification.
8. Emigrant Teachers: All States Compared

8.1 Introduction

In this chapter we report the results of the emigrant teacher survey and of other qualitative fieldwork involving emigrant teachers, including one-to-one interviews. We surveyed 70 emigrant teachers: from New South Wales (44), Western Australia (14), and South Australia (12). We first look at the methodology and characteristics of the sample before exploring the emigrant teachers experience from leaving Australia to getting to teach in classrooms abroad, and, in most cases, finally returning to Australia.\(^{11}\) We explore issues of negotiating the qualification process and the acquiring of appropriate immigration permits, their experience in classrooms, the reasons that they wanted to teach overseas and their overall evaluation of the experience. As we outline the survey findings we draw on quotes from emigrant teacher informants to humanize and flesh out the emigrant teacher side of the global teacher experience. Finally we reflect on the comparative similarities and differences between immigrant and emigrant teachers in Australia today.

8.2 Background

Australia receives professional skilled immigrants like teachers from all over the world, just as it receives doctors, health professionals, and finance and management high flyers. The ‘Age of Globalisation’ has become an ‘Age of Immigration’ (Castles & Miller, 2009) as immigration selection procedures for permanent and temporary immigrants coming to Australia switched towards more skilled and professional immigrants (Collins, 2008; Hugo, Rudd, & Harris, 2003). Immigrant teachers come to teach in Australian schools at the same time as Australian teachers use their teaching degrees as a passport to join the frequent flyers division of the global teachers club. We call these Australian-trained teachers ‘emigrant teachers’. Emigrants are those who leave a country to become an immigrant to another country, the host or settler immigration country. More than one million Australians are living in other countries, many of them professionals and highly-skilled workers. They and their families constitute Australia’s Diaspora. Australia loses about the same number of teachers to other countries each year (emigrant teachers) as it gains in immigrant teachers. Immigrant and emigrant teachers may see the movement as temporary or permanent. They

\(^{11}\) 7 were overseas at the time of surveying.

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may be ‘country hopping’, part of their global teacher’s tour or they may be thinking of emigrating to another country permanently, using their teaching qualification as a means of securing a hard-to-get temporary or permanent visa. Globalisation has developed immigrant trajectories that often involve multi-country movements, sometimes eventually returning to the home country and sometimes not, a form of circular migration (Hugo, et al., 2003).

Emigrant teachers are an important part of the story of Australia’s global teachers, the other side of the global-coin of immigrant teachers. Contemporary global migration patterns in countries like Australia show a global shortage of business, health and education personnel, among others, with western countries losing professional and skilled workers to other western countries at the same time as they are attracting immigrant professional to fill their labour market shortages. This creates a strong global market for teachers, as it does for the other categories of professional and skilled workers. Some Australian teachers choose to work temporarily overseas and later return to Australia to continue in their profession. They most commonly travel to the UK, but others also worked in Asia and throughout the world. Returned emigrant teachers not only represent ‘brain drain’ regained, but bring back with them experience of different pedagogies, institutional approaches, and cultures that can significantly contribute to educational practices and outcomes in Australia. WADoE participates in a teacher exchange program with Canada, the UK, New Zealand and the USA, Denmark and Sweden (and interstate) as does NSWDET. These programs recognize the positive impact of overseas experience, especially in culturally diverse schools.

In previous chapters of this report we have focused on the immigrant teacher experience in NSW, SA and WA, and across the three combined. In this chapter we look at the experience of emigrant teachers across all three states. In many ways the story of emigrant teachers is of critical interest in its own regard, an insight into the new globally-mobile Australian professional, the worker of tomorrow, not yesterday. Australia needs to re-attract the Diaspora, including emigrant teachers, who have Australian human capital qualifications and working experience, and who now have newly-acquired global professional employment experience, and so are very attractive teaching professionals for Australian schools. The story of emigrant teachers is also of critical interest in the sense that it is a ‘control group’ for the immigrant teachers’ component to this research project. A comparison of the experiences of immigrant and emigrant teachers allows an analysis of whether the problems experienced by immigrant teachers in Australia are also problems of.

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emigrant teachers, a function of the genre, part of the baggage associated with being a globally-mobile teacher. This chapter also explores the lessons we can learn from the experience of emigrant teachers that can help shape policy recommendations for the industry partners to this research project.

8.3 Results of Fieldwork

8.3.1 Characteristics of the Emigrant Teacher sample

The survey questions for the emigrant survey were developed from the immigrant surveys. Surveys were returned by a total of 70 teachers currently working in New South Wales (44), Western Australia (14), and South Australia (12) who have at some point in their careers also taught in countries other than Australia. The gender split between male and female emigrant teachers slightly favoured females (58.8%) over males (41.2%). Interviews were conducted with 35 individuals: 18 from NSW, 8 from SA, and 9 from WA. These teachers were interviewed within focus group discussions and in one-on-one interviews.

As Graph 8.1 shows, nearly all of the emigrant teachers surveyed spoke English at home, though four of the teachers surveyed spoke another language at home.

Graph 8.1 The main language/s Australian emigrant teachers spoke at home

Note: all SA and WA emigrant teachers responded ‘English’ (and ‘English’ only) as the language they speak at home.
A key issue for any global worker is wading through the bureaucratic maze of red tape, certification and qualifications assessment. As Graph 8.2 shows, emigrant teachers use a number of visa pathways. Most emigrant (28) teachers obtained a temporary working visa; while twelve had received citizenship of the country they have taught in - most of them are citizens of the UK. Seven emigrant teachers were on travel or holiday visas while six used the family stream/spouse immigrant pathway. A small number were on student visas, business visas or were volunteers.

*Graph 8.2 Visas that Australian emigrant teachers worked under*

Globally–mobile Australian teachers are generally well-qualified. The great majority of teachers who worked overseas and then returned to teach in Australian schools have either one or two higher education qualifications (52), most commonly at either undergraduate or postgraduate level. As Graph 8.3 shows, about one half of those surveyed had bachelor degrees; slightly less than one in three had postgraduate qualifications. Moreover, as Graph 8.4 shows, while one in three emigrant teachers have one teacher education qualification, two in three had more than 2 teacher education qualifications, with sixteen emigrant teachers possessing three or more qualifications.

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Australian trained teachers’ qualifications are sought after and assist mobility. Neil, aged 28 from SA, is qualified to teach ESL in primary and secondary, and has taught in Canada (1 year), Latin America (1.5), Japan (1), Korea (0.5) and Central Asia (0.25), commented his education was:

Very well rounded…to teach anywhere…after my education in Australia.

Kate from NSW is a primary teacher who has taught in Japan, England, Beru Is and the Republic of Kiribat commented that:

We seem to be well respected and sought after as employees and our qualifications are highly regarded.

Jane, a teacher whose has taught in the UK and who currently works in WA said:

It was a different system to what I was used to in Australia but again, they were pretty helpful and the deputy and principal were quite good.
8.3.2 Teaching Experience outside Australia

As Graph 8.5 shows, two thirds of the emigrant teachers surveyed had taught in one other country while one in three had taught in more than one other country. Graph 8.6 shows the global range of Australian emigrant teachers. Most (35) had taught in the UK, the traditional overseas destination for Australian teachers. Others had taught in parts of Asia: North-east Asia, including China, Korea and Japan (17); South East Asia, including Singapore, Malaysia and Indonesia (10); and Thailand, India and Vietnam (4). Others taught in Africa, Europe, Latin America and Oceania, highlighting once again the diverse, globalized experience of the Australian teacher Diaspora.

Graph 8.5 Number of countries Australian emigrant teachers taught in
Graph 8.6 Countries Australian emigrant teachers have taught in

Graph 8.7 shows that both male and female emigrant teachers surveyed used their Australian teacher education qualifications and experience as a passport to travel to all continents to teach. Teachers, especially female teachers, most commonly worked in the UK; this finding matches UK data which shows that Australia provides the second largest cohort of immigrant teachers to that country.

From the interviews we carried out there are clear reasons – other than language – for the UK as a destination for Australian trained teachers. One was pay; Adrian from WA has taught in the UK and Canada. He was primary trained but teaches linguistics.

Well I’m not sure if it was acknowledged but I was a level 3 principal when I left to go and teach in Britain and as a year 6 teacher I was earning more gross than I was as a level 3 principal. I earned 26 000 pounds which is quite a few more thousand dollars than what I would’ve earned in Australia.
Margaret, from WA, was a primary teacher before going to the UK where she taught arts and humanities.

I get paid a fortune in England because they pay me for those two specialties plus those two degrees; they pay me for every subject I’ve ever studied. I do very well over there, plus the 7 and 6 danger money they gave you because you are in the inner London slum schools.

Joey, a primary trained teacher from NSW, commented that international schools are part of the market attracting Australian educated teachers:

Yeah, they both were, in Beijing and in Singapore it was the Australian International School so while it was an international school in a foreign country it was very Anglicised. I think 60% of the population was from Australia and then English 40%.

**Graph 8.7 Countries Australian emigrant teachers have taught in by gender**
Most (35) returned emigrant teachers first taught overseas within the past decade. Although the countries/regions differ according to gender (as shown in Graph 8.8), overall more females than males went overseas to work and then return throughout the past three decades.

It is possible to see that there are an increasing number of Australian teachers going to different parts of Asia. Their experiences are varied but in general positive. Kelly from NSW has taught ESL in Japan and has a Bachelor of Education from Macquarie University.

I have wonderful stories of my experiences to tell my new students of Japanese. This helps motivate them to learn more about Japan. It also made me realize how difficult learning English is!

Graph 8.8 Year of first overseas experience of Australian emigrant teachers by gender

The breakdown of years in which teachers first went to other countries to work demonstrates a steady increase in the number of returned emigrant teachers. Moreover, as Graph 8.9 shows, some emigrant teachers (n=12) had less than 12 months overseas teaching experience – a short-term taste of the global teacher experience – a greater number (n=35) had taught for 1 to five years in schools in other countries while six global teachers have more than 5 years overseas teaching experience. Men who emigrate from Australia to work are much more likely to return within a year than their female peers. As the length of time spent overseas extends the gender-based gap decreases; the greatest difference is for 1-2
years with women almost three times as likely as men to spend this length of time away (see Graphs 8.10, 8.11). The UK was the country that most Australian teachers worked in for longest during their overseas experience, though the wide spread of countries across all continents is the major information contained in Graph 8.7 above.

Graph 8.10 Years of teaching overseas by Australian emigrant teachers

Graph 8.10 Years of teaching overseas by Australian emigrant teachers by gender

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Most Australian emigrant teachers still head for English speaking countries to gain overseas teaching experience. In many ways this is understandable, however as Graph 8.13 shows about one in three emigrant teachers surveyed have taught in countries where English is not the main language. If we look at the break down of sector taught in and examine the language spoken it is possible to understand global movements at other levels of analysis.

Graph 8.13 Main language/s in countries where Australian emigrant teachers taught
Graph 8.14 shows that while most Australian teachers teach in the government or public education sectors overseas those who teach in Asian countries tend to be more often employed in private-sector schools.

Graph 8.14 Comparison – government vs. non-government

Clearly the demand for English-language teachers in non-English speaking countries is a key driver for Australian-trained teachers to seek employment overseas. As Graph 8.15 shows, most emigrant teachers taught English in countries where English was not the major language. Graph 8.16 shows that most emigrant teachers in English-speaking countries teach subjects other than English, while Graph 8.17 shows that three in four emigrant teachers in Asian countries teach English.
Graph 8.15 Teaching English vs. languages of the countries taught in

![Bar chart showing languages taught](chart1.png)

Graph 8.16 English vs. other subject taught in English-speaking countries

![Pie chart showing subjects taught](chart2.png)

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These experiences were somewhat different to those who taught in the UK. Lois from WA had a primary qualification but taught English in Indonesia.

Like I said after 5 years of teaching in Indonesia where every day was a pleasure, I never once had to speak to a child about behaviour, I never once had a problem with a colleague, it was just a joy to be there for those years in every way including actually teaching the kids. I don’t think that happens very much to teachers here in Australia. There are no doubt people who are happy but I wonder how many.

Melinda (26) from NSW, a secondary English teacher with a Bachelor in Teaching taught in Malaysia:

Um, I was really fortunate to have really friendly staff. So, they would take us out and take us to restaurants and just to talk and to sight see…and you see Malaysia in a different context rather than just kind of in this tourist perspective. They take you to where they go to eat and you know all the brochures they say don’t eat here, don’t eat there and they’re no, no that’s fine, here you go have this and it’s fabulous and
it would be nothing that I would ever pick cause I just don’t know about it, so in that regard it was a lot deeper kind of insight into the culture itself.

The nature of a teacher’s human capital is a teacher qualification that is specific to different levels of school teaching (early childhood, primary, secondary) and/or to specific curriculum areas. Labour market shortages for teachers are rarely across the board, but often linked to specific curriculum areas in schools that are often hard to staff. In Australia hard to staff schools are often in working class, socio-economically disadvantaged suburbs (such as the western suburbs of Sydney and Melbourne) or in regional and rural areas, particular in schools with high Aboriginal student enrolment. As Graph 8.18 shows, ‘English and foreign languages’ and ‘all areas’ (KLAS) are by far the two most common curriculum areas taught by Australians in their first overseas experience, though the emigrant teachers surveyed had teaching expertise across a whole range of curriculum areas.

Graph 8.18 Areas of curriculum taught by Australian emigrant teachers in their first overseas teaching experience
As Graph 8.19 shows, the UK is the destination where Australian emigrant teachers are most likely to teach and to spend some years doing so.

Two trade unions were industry partners for this research project. As a result we inquired about the extent to which emigrant teachers were trade union members while teaching overseas. Two out of three were not trade union members while teaching overseas, while one in three were (Graph 8.20). Gender does not appear to be a significant variable in this regard (see Graph 8.21).

*Graph 8.19 Employment sector of Australian emigrant teachers by country where they spent the longest time teaching*

*Graph 8.20 Membership of an education trade union while teaching overseas*
This is an important question for unions in Australia and overseas. As one teacher said in the survey: ‘there are no Trade Unions in the organisations I worked for. It was sometimes difficult negotiating with bosses.’ Further examples from the open-ended responses in the surveys include:

In the UK the agencies are a rot, they overcharge the schools and underpay the teacher

Made me appreciate our strong union system and detest funding linked to league tables - in UK disadvantaged schools get penalized for poor performance by funding cuts - the result - performance gets worse

Despite being injured at school by a student there was, according to the school, no way of pursuing any form of worker's compensation.

Employment conditions...security, leave…I did not find the NSW Teachers Federation to be supportive of teachers working overseas, although they were working for TAFE.
The Australian Education Union has been negotiating reciprocal agreements with the UK and local unions cover members when they are on international exchange.

### 8.3.2 Overseas Activities

In previous chapters we have explored immigrant teacher’s experience of induction programs. The majority (58) of returned emigrant teachers either completed (21) or partially completed (37) an induction program in the country they went to. Fewer than half (22) of the teachers (58) who participated either fully or partly in an induction reported that the program was useful to them. Clearly as teaching becomes a more global labour market, policies and procedures designed to acclimatise global teachers to local education situations requires more thought and further development for both immigrant and emigrant teachers.

The main difficulties that Australian teachers faced while teaching overseas were to do with the different nature of the education system, including issues related to regulation (n=25) and lack of knowledge about and support in that education system (n=18). Difference in values and expectations and language barriers were also mentioned, as was discrimination and qualification recognition (see Graph 8.22). In many ways these are the same issues that immigrant teachers identified in previous chapters, suggesting that the issues are more universal than state/Australia specific.

*Graph 8.22 The difficulties that Australian emigrant teachers faced teaching overseas*
The difficulties that emigrant teachers experienced are not surprising. The most common way they had of dealing with these problems were discussion and communication (n=20), self-learning study (n=16) and socialising (n=8) (See Graph 8.23).

Graph 8.23 How Australian emigrant teachers resolved the difficulties they faced overseas

We wanted to explore the subjective assessments that emigrant teachers had regarding their experience as global teachers. We asked them about the strengths that they brought to teaching in another country (see Graph 8.24). The most common response (n=34), expressed by about half of the teachers surveyed, was the communication skills and teaching strategies that they had developed from their Australian teaching experience. This was followed by their curriculum knowledge (n=26), their flexibility and adaptability (n=20), the fact that they were native English speakers (n=15), and their general experience (n=9). An overwhelming majority (n=62) reported that these qualities were valued in the overseas schools that they taught in (Graph 8.25). Clearly the message here is that their human capital (their teaching qualifications per se) was not as important as the experience that they had had as a teacher in terms of the value that they provide as a global teacher. Yet most processes of credentialisation and qualification recognition relate to the former, not the latter. This is also the case for the immigrant teachers that we surveyed.
Graph 8.24 The strengths that Australian emigrant teachers brought to teaching in another country

Graph 8.25 Did these strengths benefit the school community where you taught?

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The majority of emigrant teachers regularly took part in some kind of activity organised by their local school or community in their host country. This suggests a level of engagement with the local area and people that went beyond their immediate professional duties (see Graph 8.26). Peter, a Western Australian teacher who has taught in the UK commented:

Personally I’ve got all of my mum’s family that live over there, so I have lots of family over there that I can call on if need be.

Dean, also from WA who has taught in Canada, Ghana, and Fiji said:

Then also once you had built up a network you were asked to go and make presentations to other schools, perhaps different education authorities and provide outlines and overview of education in Australia, so you sort of had a degree of obligation as part of the deal of going over as an exchange teacher to try and promote and provide an overview of Australian curriculum and draw some comparisons and contrasts between both systems.
Some teachers reported that they had built up networks before going overseas. Stan, who has taught in the UK and now, teaches in WA said:

As a teacher it was definitely the department and the … I had a very good rapport with a supply co-ordinator – she actually met me in Perth, she was for some reason coming over to Perth for a holiday so I met her in Perth before I went over there and took up the job.’

When young friends emigrate to teach they are less likely to mix with locals. Stan also said:

I still keep in contact with many of them. Personally it would just be other Australians, my friends, there were a number of us that were friends back in Perth back at school and we’ve all done similar things so definitely Australian friends. We probably didn’t assimilate much in that sense, everyone was very friendly at school but I don’t think I took the friendship past that.

Most of the teachers (n=56) surveyed left Australia with the specific intention to teach while a minority (n=11) left Australia for other reasons. Gender does not appear to be a significant factor in this regard, as Graph 8.27 shows.

*Graph 8.27 Departed with the specific intention to teach by gender*
As Graph 8.28 shows, the great majority of emigrant teachers went overseas in order to gain new work and/or life experience, that is, for personal reasons. Relatively small but still potentially significant numbers went because their career opportunities were better overseas (6) or because of difficulties in the Australian education sector (7). It is interesting to note that although broadened perspectives and greater understanding of cultural difference was a key outcome in studies of the impact of overseas experience on teachers – as noted above – very few (3) emigrated to broaden their minds. The concept may have been a factor in gaining work/life experience, but was not an articulated desire for most survey respondents.

Graph 8.29 Emigrant teachers’ plans for permanent residency of a country taught in
Very few of the surveyed teachers plan to apply for permanent residency of a country they have worked in, as Graph 8.29. The low proportion who expressed a desire to permanently leave Australia in this study may be, at least in part, explained by the fact that only those who had departed and later returned were surveyed. This does not indicate how many stay overseas, or how many originally intended to stay overseas when they first departed and then changed their minds. Nevertheless, this finding is different to the finding of immigrant teachers that were surveyed, where many immigrant teachers intended to use their teacher qualification as a means to migrate permanently or as part of a migration journey to a number of countries’ classrooms.

8.3.3 Perceptions and experiences

While Australian trained teachers are sought after by other countries as part of the ‘brain circulation’ of education professionals (Robertson, 2007) Australia seems to be slow to value their expertise once they return. One of the overwhelming findings for the cohort of emigrant teachers we interviewed and surveyed was that the experiences and knowledge they acquired while teaching in diverse contexts was invisible. The common thread throughout their narratives was that they hadn’t been asked about their experiences and in many ways this is why they joined the study. According to the teachers in this project, this was the first chance they had been given to explain what was gained, how they felt valued upon return and what obstacles and opportunities emerged from overseas experiences back home in Australia. What we have found is a story of lost opportunity by employers. However, there are many insights to be gained from talking with emigrant teachers and these should assist in processes of retention and re/atraction of Australian trained teachers.

First, we report on questions comparing and contrasting teachers work in different countries. Emigrant teachers are able to reflect on their Australian teaching experiences in light of their international teaching experience. They thus provide a good source for evaluating the experience of teachers in the Australian school education in a comparative light.
As Graph 8.30 shows, the majority (n=60) thought that their Australian teacher experience ranked highly favourably (n=16), very favourably (n=27) or favourably (n=17) when compared to their overseas teaching experience. Only a minority (n=7) thought that their Australian teacher experience ranked unfavourably or highly unfavourably.

One key policy issue for education departments in Australia relates to whether global teachers are able to be re-attracted to teach in Australian schools. Graph 8.31 shows that two in three of the emigrant teachers surveyed did see themselves teaching in Australian schools in five years time, while one in three did not. It seems, however, that the intention to be teaching in Australian schools in five years time did not appear to discount the possibility of future global teaching experience. As Graph 8.32 shows, the emigrant teachers surveyed were split fifty-fifty as to whether they intend to teach in another country in the near future. Those who did intend to seek overseas teaching opportunities in the near future nominated Asian countries more than the UK or Canada as desired future teacher countries (see Graph 8.33).
Graph 8.31 Whether emigrant teachers see themselves as teaching in Australia in five
years time

Graph 8.32 Whether Emigrant teachers intend to teach in another country in the near
future

Graph 8.33 Which countries emigrant teachers would like to go to teach in the future

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One key aim of this research project is to provide industry partners with policy recommendations designed to help them attract or re-attract and retain global teachers to areas of teacher shortage. To this end we asked emigrant teachers the question: ‘If you were able to make one major change to education policies or procedures you have experienced as an overseas Australian teacher, what that change would be?’ Graph 8.34 provides an overview of the responses to this question. It shows that improvements to working conditions and opportunities and regulation and assessment were the areas where most emigrant teachers thought improvements could be made.

Lois from WA commented that:

I had a lot of trouble when I came back because I wasn’t registered with WACOT before I left, and they wanted a police clearance from Indonesia so I was ringing the Australian consulate in Indonesia and the Indonesian consulate in Australia and they were both telling me different things.

Improvements to the value, discipline and respect they experienced in overseas schools, as well as improved induction programs and better arrangements with respect to the transferability of qualifications were also suggested as areas for policy improvement.

*Graph 8.34 Emigrant teachers’ suggested policy changes*
One final important question is related to the extent to which the experiences of emigrant teachers as global teachers is valued and recognised once they return to Australia (Graph 8.35). Overall, while over half (n=36) replied that it was, a large number (n=28) replied that it wasn’t. This suggests that there is a great deal of improvement that can be made to the way that the Australian education system responds to global teachers that the various education department and systems are able to re-attract to Australia.

*Graph 8.35 Is the experience you gained overseas recognised in Australia?*

They were never recognised. The one on exchange was classed as good service because I was on exchange from here; the other was long service so I got my passport so I could teach through my long service if you know what I mean. (Margaret, WA).

Finally we gave our emigrant teacher informants the opportunity to comment on their experience as an overseas Australian teacher. Australian teachers feel respected overseas: well paid, warmly welcomed and supported in the local life style. Quotes below are all from emigrant teachers who worked in the UK (6), Asia (1) and North America (2).

It was tremendous, the boss automatically put up our pay every year with the inflation index without us even asking for it. (Lois, WA)
So I was made to feel very welcome at every school I worked at. I think we were highly regarded because when you travel and work you do the job that you have to do but you don’t have all that baggage stuff like when you work full time year after year. (Diana, WA)

I was the only one that was programming at [anonymous] and I got written up in the local paper when the superintendent came over because the kids had advanced so much and he wanted to know what methods I was using. (Margaret, WA)

My last year I got a permanent position at the boys school and actually changed curriculum areas which was fantastic because I’d always taught business and other humanities but I actually got a media studies position and so I took that and I got paid fairly good with permanency… Now that we have won pay deals over here I’m looking at by October this year I’ll be on 77 thousand with 3 months holiday, and I’m thinking it might not be the time to think about moving. (Stan, WA).

A NSW teacher, Jack (26) is a secondary qualified teacher teaching Business, Legal Studies and Religion in Shanghai, China:

I felt respected by students and staff there, because there is no doubt that being a teacher from Australia we were seen as very … with lots of skills and teaching abilities and well educated and they certainly felt they had a lot to gain from us being there and just having teachers with English as their native tongue they certainly felt their students could benefit from that a lot and they really did appreciate us being there.

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For some emigrant teachers there was a need to negotiate new contexts and become aware of linguistic and cultural norms and practices. Some remain in enclaves of international English speaking teachers. There are some similarities between emigrant teachers who taught in non-English speaking background countries with those of immigrant teachers in Australia who come from language backgrounds other than English.

Look, I can understand what they are talking about. I speak pretty reasonable Indonesian; it’s certainly not perfect and it’s interesting that you are in a vacuum, like when I leave the school and get on a bus to go home, people are talking but I can’t understand any of what they are saying because they are talking in their dialect. When I go to the shopping centres the same thing happens. If I speak to a person in Indonesian they can speak to me back and I do have lots of friends in that case, but if you didn’t speak Indonesian I think it would be a very difficult life because even not speaking the dialect was enough to make it strange. You think that if you travel home tonight and you do not understand a single word that anyone is saying from the moment you leave the office till the moment you get home, it’s really quite isolating. (Lois, WA)

Simpson (46), from NSW who holds a Bachelor in English History has taught in Singapore. When asked how we might get teachers back to staff hard areas in regional and rural communities in NSW he drew on his experiences overseas in relation to racism and commented on the situation at a northern NSW town:

It’s a different social setting and like in Australia the racism is a lot more overt, in Singapore it’s hidden under this sort of façade you could say. So, there is a lot of racism in the country but um…I think it’s already occurring. I know at Jindalah (pseudonym) - there was a lot of sub-continent teachers out in Jindalah - so we had 3 Indian guys while I was there, and 2 Sri Lankan guys, and they did it tough, they

*Global Teachers in Australia*
really did. English wasn’t their first language and they’ve come from societies where teachers are revered and have gone out to western NSW where they cop racism themselves from the Aboriginal kids and the white kids.

This empathy gained from overseas teaching experience is an important personal and professional attribute to recognise because it assists in creating an environment that can attract and retain both emigrant and immigrant teachers.

In contrast to being valued at schools overseas a sense of being devalued because of this experience was common. NSW survey respondents wrote:

When I used overseas welfare experience for an application to join the school welfare team it was not seen to count and even though I had been on Boarding Duty was told I was inexperienced for the Year 11 Adviser position.

Although it was a long time ago, I need to mention that I was severely penalized in the NSW Education when I returned to the NSW service in 1967. During the interview the officer was so hostile that an unpleasant verbal confrontation encountered. They seemed to think spending weekends in Paris make up for everything else.

I was working in a state high school in Australia. I was granted leave without pay to work for TAFE in China. This year was not counted as a teaching year by the NSW Dept. of Education and Training.

From SA:

It is important for the senior staff to realise that there is a process of adjustment that goes on for quite a while when you travel to teach. There should not be changes made to your returning job position, unless discussed with you.

*Global Teachers in Australia*
Many felt that overseas experiences improved their teaching in particular ways. From

NSW:

It gave me a good perspective on our practices and why we do what we do.

I took back lots of ideas from things I liked about UK practices that we didn't do

It's a great experience. I learned a significant amount professionally and also learned about the world which enriches lessons on a daily basis. Teaching service by Australian teachers overseas should be encouraged by the NSWDET and recognised in full as professional development.

It is a great way to develop your teaching skills in different circumstances.

Very valuable experience for when I returned to Australia, but tough and makes you appreciate what we have.

Wonderful opportunity to grow in professional knowledge and understand the workings of another education system

Excellent for my own personal growth and development which ultimately will impact my ability to work in the classroom or with teachers.

From SA:

I was on exchange, which is probably different to other teachers answering the survey. The biggest hassle was being paid in Australian ways whilst living in the expensive UK.

Emigrant teachers dealt with difference in many ways. From NSW and SA:

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Learn the language and meet the people will help you not get lonely

International Qualifications - should be accepted and each region provides very clear induction processes and programs to certify that qualification. Teachers and students benefit when teachers are mobile, especially given we live in a global village. Language and lack of support though can hinder both parties.

Teachers from WA said:

Yes, as an Australian teacher, my school wanted me to expose the students to other cultures as they were very mono-culture. The local 'Teacher's College' also asked me to speak and give workshops to new trainee teachers about different cultural perspectives. This was great.

Just go with an open mind. Other countries values could be different to your own.

Be flexible don’t expect it all to be like home.
9. Conclusion and Recommendations

9.1 Emigrant Teachers
A comparison of the experiences of immigrant and emigrant teachers allows an analysis of whether the problems experienced by immigrant teachers in Australia are also problems of emigrant teachers, a function of the genre, part of the baggage associated with being a globally-mobile teacher.

Clearly, teaching is a global labour market. Policies and procedures designed to acclimatise global teachers to local education situations requires more thought and further development for both immigrant and emigrant teachers.

For emigrant teachers communication skills and teaching strategies that they had developed from their Australian teaching experience were highly valued. These were followed by their curriculum knowledge, their flexibility and adaptability, the fact that they were native English speakers, and their general experience. An overwhelming majority (n=62) reported that these qualities were valued in the overseas schools that they taught in.

While overseas emigrant teachers were generally well cared for those who experienced problems suggested that union support was needed and that perhaps their membership could be carried with them or have some recognition in the union structure of the countries they were teaching in – a kind of reciprocal agreement. Matters that they needed support for included pay, difficult bosses, injuries, leave entitlements and employment conditions more generally. Two out of three were not trade union members while teaching overseas, while one in three were.

While Australian teachers overseas were warmly regarded, back home in Australia there appears to have been a market failure. A number of teachers have spoken of the pay scales overseas that reward coursework, professional development and different sets of knowledge. Some education systems respond to proven capacity quickly by offering promotions or additional responsibility that is well remunerated.
Despite these problems, two in three of the emigrant teachers surveyed did see themselves teaching in Australian schools in five years time, while one in three did not. Emigrant teachers surveyed were split fifty-fifty as to whether they intend to teach in another country in the near future. More of those who did intend to seek overseas teaching opportunities in the near future nominated Asian countries rather than the UK or Canada.

9.2 Immigrant teachers

9.2.1 Major Findings

1. Immigrant teachers are increasingly important as the profession becomes increasingly mobile.

2. Experiences of immigrant teachers vary by state because of differing processes and procedures, labour market conditions, and the extent to which and processes by which the states recruit immigrant teachers.

3. Inconsistencies exist between states. A key problem that emerges is the inconsistency between states over teacher registration, teacher recruitment and the response to teachers in schools. A form of labour market failure emerges that impedes the ease by which immigrant teachers enter and teach in our schools.

4. Induction procedures vary between states. They are often useful when the focus is on curriculum and syllabus matters, getting to know the education system, behaviour management discussions, getting to know how Australian schools run and other local information.

5. Immigrant teachers draw on a range of sources of support to assist them in adjusting to professional life in Australian schools. The majority are generally satisfied with the support they have received including from fellow teachers, school principals, education departments and trade unions. Other teachers, however, report dissatisfaction with the level of support suggesting improvements can be made in this area.

6. The first six months of teaching are critical and the project reveals that there is strong praise for individuals in state education departments who become the key contact person and the conduit for immigrant teachers in their journey from immigrant to teacher in Australian schools, particularly in NSW and WA. The important implication here is that immigrant teachers need personalised connections.
with the education department and the relationships they form with the department personnel assigned to this position is very critical as to whether the immigrant teacher survives the first six months. In this project the people in these positions had a combination of qualities and skills including but not limited to, being an immigrant teacher themselves, engagement with immigrant teachers over a sustained period of time, broad knowledge of the education system and a commitment to responsiveness to a diversity of needs and situations. Better resources and support in this area of the immigrant teacher program would be very crucial to retention.

7. Misinformation was a problem. Many teachers claimed they did not have access to all the facts, processes, procedures, red tape and institutional hurdles that lay before them prior to teaching in Australian schools. Greater honesty, clarity, and detail of this would be appreciated by immigrant teachers. During this project all states increased information on their websites including narratives and video-clips of immigrant teachers’ experiences in Australian schools.

8. Overall, experiences were positive. The majority of immigrant teachers are satisfied personally and professionally about their experiences as an immigrant teacher in Australian schools. In all states, however, a substantial minority were dissatisfied. This area really needs the attention of education departments in all states. The cost of immigrant teacher dissatisfaction is not just the lack of retention of these teachers in the Australian school system but also the bad press that they generate to teacher colleagues overseas that could hamper future attraction of immigrant teachers. Key points of dissatisfaction is the lack of support in schools, and the fact that their teaching, skills, and experience were not recognised and rewarded adequately in Australian schools.

9. A very strong positive point emerges from the finding that a substantial majority of immigrant teachers in all states would or have recommended to other overseas teachers that they teach in Australia. This is a strong endorsement of the Australian immigrant teacher program.

10. Another strong finding that relates to issues of retention is that a substantial majority of immigrant teachers in all states plan to be teaching in Australia in the next five years.

11. The contradiction is that, setting aside these strong positive indicators of the success of the immigrant teachers program, substantial minorities of immigrant teachers
have a very negative assessment of the experience. Some of these relate to access to health services and appropriate housing. Once again, this suggests that greater attention and resourcing, particularly in the first six months, would reduce the problems experienced and hence enhance attraction and retention of immigrant teachers in future years.

12. Trade Unions could also support the needs of immigrant teachers. Immigrant teachers had problems with the bureaucratic systems and processes that they encountered in Australian schools. The difficulties that ranked next in order of immigrant teacher responses were Discrimination/Racism, Employment Difficulties and Lack of Support. Other difficulties noted by immigrant teachers were Qualifications not being Recognised/Appreciated, Student Behaviour, issues related to Curriculum, Welfare Issues and cultures of Australian schooling. Some recognition that immigrant teachers are not ‘new’ to teaching would be helpful in the design of union-based courses.

13. In WA, targeting teachers with families for regional and rural areas appears to be a useful strategy. This works particularly well when the immigrant teacher has come from a similar area in their country of origin.

### 9.2.2 Future change recommendations

1. More accurate and detailed information about what to expect in the institutional journey to qualification recognition, teacher induction and the experience of Australian schools would assist immigrant teachers to match their expectations with the outcomes they experience.

2. Immigration policies and processes need to reveal to potential immigrant teachers that employment is not assured.

3. There needs to be a level playing field between Australian states with respect to policies, processes and procedures so that there may be greater teacher mobility across Australian states. This will not only assist the attraction of more immigrant teachers but helps states to fill teacher shortages with non-immigrant teachers from other Australian states.
4. Recognition of prior teaching experiences for immigrant and emigrant teachers.\textsuperscript{12}

5. Immigrant teachers that go to remote and regional areas require support settling in to local communities, but are often more committed than local teachers to the regional areas. They require ongoing professional development that recognises their relative isolation. In WA there is a strong need to tailor Indigenous education professional development to the specific context.

6. Dedicated departmental personnel to help resolve issues related to isolation, health and housing needs require continued support and strengthening.

7. There is a perception amongst some immigrant teachers that they are discriminated against in terms of promotion opportunities, access to professional development and other aspects of school life. They are often associated with transience when placed in hard to staff schools. Clearer information regarding their status in schools and opportunities for advancement is required.

8. For many immigrant teacher informants English is not their first language. Their accents are but one marker of their difference and some experience difficulties in classrooms and schools as well as in communities because of this. There are significant differences in the perception of capacity in the use of English by other school personnel, education departments, parents, students and unions. In many of the cases where our informants recounted the difficulties they experienced because of racialised behaviour related to their minority status (accents, colour, gender, local knowledge) they were able to resolve these problems and move on. Some draw on fellow professionals and convert and reconvert the professional knowledge they bring with them to navigate these problems. Mentoring that negotiates \textit{knowledge sharing rather than knowledge replacement} would assist in this process. A small number of immigrant teachers were not able to resolve these issues of perceived discrimination or did not get the support they needed. In these instances it becomes more difficult to retain teachers in Australia and highlights the importance of anti-racism school education policies across all levels.

\textsuperscript{12} States to varying degrees recognise overseas teaching experience but there is a strong perception among our interviewees that the processes are widely unknown and that a diverse range of experiences are not counted.
9. Local and school communities welcome many immigrant teachers although this is not universal. School based reception is critical and a focus on strong support for the initial six months would be beneficial.

10. The immigrant teachers we talked with are very impressive in terms of their professional background and experience and their dedication and commitment to the teaching profession and their students. Policies and practices designed to tap their potential to the fullest would benefit the Australian school system.

11. Unions could provide a virtual portal of information for immigrant teachers; lobby for national recognition of qualifications and transportability of qualifications across state boundaries to lessen the bureaucratic problems encountered.

12. Separating performance assessment from permanent residency of immigrant teachers on temporary visas will remove some of the more stressful aspects of their experience.

13. Emigrant teachers require more recognition of their specialised skills through mentoring of other teachers, salary reward structures and career progression.
10. Bibliography


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SADECS. *Designing School-based Induction Programmes.*


## Appendix A: Survey: Immigrant teachers

### Immigrant Teachers in Australia Survey

INSTRUCTIONS: Please tick boxes or fill in answers where appropriate

<table>
<thead>
<tr>
<th>TEACHER HISTORY</th>
<th>Response/Comments</th>
</tr>
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<tbody>
<tr>
<td>1 Please list your Teaching Qualifications (including date and education institution and country)</td>
<td>Qualification/exam – Institution – Year - Country</td>
</tr>
<tr>
<td>2 How many years of tertiary teacher training have you had?</td>
<td>Years ___ months ___</td>
</tr>
<tr>
<td>3 Please list countries where you have taught and the years in each country.</td>
<td>Country Years</td>
</tr>
<tr>
<td>4 In what areas did you have teaching qualifications prior to coming to Australia? [Please tick boxes]</td>
<td>☐ early childhood  ☐ primary  ☐ secondary  ☐ tertiary  ☐ other</td>
</tr>
<tr>
<td>5 In what areas of the curriculum do you teach (primary or secondary)?</td>
<td>1.</td>
</tr>
<tr>
<td>If secondary, what key learning areas?</td>
<td>2.</td>
</tr>
<tr>
<td>6 Why did you decide to come to Australia to teach?</td>
<td></td>
</tr>
<tr>
<td>7 Are you a member of a trade union?</td>
<td>☐ Yes  ☐ No</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Answer Options</th>
</tr>
</thead>
</table>
| 8 | When did you first start teaching in Australia?                          | □ Year________
                     □ Not started teaching yet (Go to Q. 10)                                    |
| 9 | Where was your first Australian teaching job?                            | State:___________________________
                     Territory:____________________
                     City:________________________
                     Suburb:______________________
                     Town:______________________ |
| 10| Please briefly outline the steps you undertook/are undertaking to achieve recognition as a teacher in Australia? | 1.______________________________________________
                     2.______________________________________________
                     3.______________________________________________
                     4.______________________________________________
                     5.______________________________________________ |
| 11| Did you undertake a teacher induction program?                           | □ Yes
                     □ Part of the program?
                     □ No (Go to Q.13)                                                                 |
| 12| What features of the induction programs have you found useful/not useful? Please explain. | Useful _________________________________________
                     ____________________________
                     ____________________________
                     Not useful _________________________________________
                     ____________________________
                     ____________________________ |
| 13| Where are you currently teaching?                                       | State:___________________________
                     Territory:____________________
                     City:________________________
                     Suburb:______________________
                     Town:______________________
                     □ Not teaching yet (Go to Q. 15)                                        |
| 14| Is the school where you now teach in the government or non-government sector? [tick boxes] | □ government
                     □ non- government                                                              |
| 15| Is/will your employment be permanent, temporary, or casual? [tick answer] | □ Permanent
                     □ Temporary
                     □ Casual
                     Other?______________________                                                |
| 16| Did you experience unemployment in Australia? [please tick]              | □ Not applicable as just arrived
                     □ Yes
                     □ No
                     For how long?_________Years_________Months                                |

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<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>17</td>
<td>What strengths do you bring with you as a teacher in Australia?</td>
<td>[comment]</td>
</tr>
</tbody>
</table>
| 18 | Have these strengths benefited the school community as a teacher in Australia? |   □ Yes, especially ________________________________
                 _________________________________________
   □ No, because of ________________________________
                 _________________________________________ |
<p>| 19 | What difficulties, if any, have you faced as an immigrant teacher in Australia? | [comment] |
| 20 | How did you resolve these difficulties?                                | [comment] |
| 21 | Please indicate by circling your degree of confidence with language: 1-no confidence….5 high confidence? | English language 1 2 3 4 5 Student informal language (slang) 1 2 3 4 5 Subject specific language 1 2 3 4 5 |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
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</table>
| Please circle the number below that best fits with your answer to the following statement:  | 1. Strongly disagree  
2. Disagree  
3. Neither agree nor disagree  
4. Agree  
5. Strongly agree                                |
| “Immigrant Teachers in Australia are as likely to be promoted as non-immigrant teachers to   | jobs for which they are qualified and eligible.”                                           |
| Do you intend to seek opportunities for professional advancement as a teacher while in      | ☐ Yes  
☐ No  
[please explain]                                                                                 |
| Australia? [please tick]                                                                     |                                                                                           |
| Have your expectations of being a teacher in Australia been met? [please tick]               | ☐ Yes  
☐ Partly  
☐ No  
[please explain]                                                                                 |
| Did you experience a difference between your values and the local community? [please tick]  | ☐ Yes, especially ________________________________________________________________  
☐ No, because _____________________________________________________________  
[please explain]                                                                                 |
| From whom did you get your most valuable support as an immigrant teacher?                    |                                                                                           |
| From your professional experience as an immigrant teacher in Australia please indicate your | General Support  1 2 3 4 5  
Induction  1 2 3 4 5  
Placement  1 2 3 4 5  
Professional Development  1 2 3 4 5  
Information  1 2 3 4 5 |
<p>| ratings of the adequacy of professional assistance                                        | 1. Not adequate…5. Highly adequate. [circle]                                              |</p>
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<tbody>
<tr>
<td>28</td>
<td>Please comment on your satisfaction as a teacher in Australia from a <strong>professional</strong> perspective?</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Please comment on your satisfaction as a teacher in Australia from a <strong>personal</strong> perspective?</td>
<td></td>
</tr>
</tbody>
</table>
| 30 | In general, how does teachers’ work in Australia compare with that in other countries? (follow up with focus groups) | □ very favourably □ favourably □ not very favourably □ very unfavourably Explain_________________________________________  
|   |   |   |
| 31 | Have you or would you recommend to other immigrant teachers that they teach in Australia? | □ Yes □ No  
[please explain] |
| 32 | In five (5) years time do you see yourself teaching in Australia? [please tick] | □ Yes □ No  
[please explain] |
| 33 | Do you intend to teach in another country in the near future? [please tick] | □ Yes □ No  
[please explain] |
<p>| 34 | If you were able to make one major change to education policies or procedures, what would that change be? |   |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>35 Are there any other matters relevant to your experience as an immigrant teacher in Australia that you would like to mention?</td>
<td></td>
</tr>
<tr>
<td><strong>BACKGROUND</strong></td>
<td></td>
</tr>
<tr>
<td>36 What is your country of birth?</td>
<td></td>
</tr>
<tr>
<td>37 What are the countries of birth of your parents?</td>
<td>Mother: __________________________</td>
</tr>
<tr>
<td></td>
<td>Father: __________________________</td>
</tr>
<tr>
<td>38 What is/are the main languages spoken at home?</td>
<td></td>
</tr>
<tr>
<td>39 What is your gender?</td>
<td>□ Male</td>
</tr>
<tr>
<td></td>
<td>□ Female</td>
</tr>
<tr>
<td>40 What is your age?</td>
<td>________</td>
</tr>
<tr>
<td>41 What is your religion?</td>
<td></td>
</tr>
<tr>
<td><strong>IMMIGRATION HISTORY</strong></td>
<td></td>
</tr>
<tr>
<td>42 What countries did you live in prior to coming to Australia? List in chronological order.</td>
<td>1. __________________________</td>
</tr>
<tr>
<td></td>
<td>2. __________________________</td>
</tr>
<tr>
<td></td>
<td>3. __________________________</td>
</tr>
<tr>
<td></td>
<td>4. __________________________</td>
</tr>
<tr>
<td></td>
<td>5. __________________________</td>
</tr>
<tr>
<td></td>
<td>6. __________________________</td>
</tr>
<tr>
<td>43 What year did you arrive in Australia as an immigrant teacher?</td>
<td>Year ________</td>
</tr>
<tr>
<td>44 Are you a temporary or permanent immigrant?</td>
<td>Temporary YES/NO [if yes, go to Q44]</td>
</tr>
<tr>
<td></td>
<td>Permanent YES/NO [if yes, go to Q45]</td>
</tr>
<tr>
<td>45 If Temporary, What is your Visa category</td>
<td>[go to Q46]</td>
</tr>
<tr>
<td>46 If Permanent, what was your immigration category of entry?</td>
<td></td>
</tr>
<tr>
<td>47 Do you intend to apply for Australian citizenship sometime in the future?</td>
<td>□ Yes</td>
</tr>
<tr>
<td></td>
<td>□ No</td>
</tr>
<tr>
<td></td>
<td>Other ______________</td>
</tr>
</tbody>
</table>

Global Teachers in Australia
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<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Other, explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>Did you come to Australia with the specific intention to teach? [please tick]</td>
<td>☐</td>
<td>☐</td>
<td>☐ Other, explain - ________________________________</td>
</tr>
<tr>
<td>49</td>
<td>Why did you want to teach in Australia?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Since coming to Australia have you regularly attended any of the following activities? [Please tick box for each activity you have attended]</td>
<td>☐ religious activities</td>
<td>☐ activities arranged by local school</td>
<td>☐ activities organized by people from your home country</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ activities arranged by the local community</td>
<td>☐ activities involving sports or hobbies</td>
<td>☐ other, specify __________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ none of these</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>If you have children, do they attend a government or non-government school? (or will attend if just arrived)</td>
<td>☐ Government</td>
<td>☐ Non-government</td>
<td>If non-government what is the religious denomination? ________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ I have no children</td>
<td>☐ My children have finished school</td>
<td></td>
</tr>
</tbody>
</table>

Would you like to discuss your experiences further in a short focus group session (60mins)?
If yes, please fill in contact details below.

Name: ___________________________________ Phone: __________________________
Address: ___________________________________ Email: _________________________

THANK YOU VERY MUCH FOR TAKING TIME TO COMPLETE THIS SURVEY
## Appendix B: Survey: Emigrant teachers

### Australian educated teachers with overseas teaching experience survey

INSTRUCTIONS: Please tick boxes or fill in answers where appropriate.

<table>
<thead>
<tr>
<th>TEACHING HISTORY in Australia</th>
<th>Response/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Please list your teaching qualifications (including date and education institution and country).</td>
</tr>
<tr>
<td>2</td>
<td>How many years of tertiary teacher education have you had?</td>
</tr>
<tr>
<td>3</td>
<td>In what areas did you have teaching qualifications prior to leaving Australia?[ Please tick boxes]</td>
</tr>
<tr>
<td>4</td>
<td>When did you first start teaching in Australia?</td>
</tr>
<tr>
<td>5</td>
<td>Where was your first Australian teaching job?</td>
</tr>
<tr>
<td>6</td>
<td>What areas of the curriculum did you teach in Australia?</td>
</tr>
<tr>
<td></td>
<td>Question</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 7 | Have you experienced unemployment as a teacher in Australia? [please tick] | □ Yes  
□ No  
[If yes] Go to next question  
[If no] Skip next question  |
| 8 | If unemployed, for how long did you experience unemployment in Australia? | Year/s _____ month/s _____ |
| 9 | Were you a member of a trade union in Australia? [please tick] | □ Yes  
□ No |

**TEACHER HISTORY OVERSEAS**

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
</table>
| 10 | Please list countries where you have taught and the years in each country.  
[begin with country of last teaching experience] | Country  
Year/s teaching  
1.________________________________________  
2.________________________________________  
3.________________________________________  
4.________________________________________  
5.________________________________________ |
| 11 | In what year did you first teach overseas? | Year _________ |
| 12 | Did you undertake a *teacher induction program* overseas? [please tick] | □ Yes  
If yes, which country/countries?  
□ partly/part of the program  
□ No |
| 13 | What features of the induction programs have you found useful/not useful? [please explain] | Useful  
1.________________________________________  
2.________________________________________  
3.________________________________________  
Not useful  
1.________________________________________  
2.________________________________________  
3.________________________________________ |
<p>| 14 | How many years have you spent teaching overseas? | _____________years |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the country outside of Australia where you have worked the longest as a teacher?</td>
<td>Country ____________ &amp; _______ Year/s</td>
</tr>
</tbody>
</table>
| Did you leave Australia with the specific intention to teach?           | ☐ Yes  
☐ No  
[If yes] Go to next question  
[If no] Skip next question  
☐ Other, specify                             |
| Why did you want to teach overseas?                                     |                                                                      |
| Do you intend to apply for permanent residence of a country that you have taught in? | ☐ Yes  
If yes, name country______________________  
☐ No                             |
| While teaching outside Australia have you regularly attended any of the following activities? | ☐ religious activities  
☐ activities arranged by local school  
☐ activities organized by people from your home country  
☐ activities arranged by the local community  
☐ activities involving sports or hobbies  
☐ other, specify _____________  
☐ none of these                         |
| Was the school/s where you taught in the government or non-government sector? [tick boxes] | ☐ government  
☐ non- government                                               |
| Was your employment permanent, temporary or casual? [tick answer]       | ☐ Permanent  
☐ Temporary  
☐ Casual                                                   |
| What kind of visa were you working under?                               |                                                                      |
| What areas of the curriculum did you teach overseas?                   | 1.__________________________________________  
2.__________________________________________  
3.__________________________________________  
4.__________________________________________  
5.__________________________________________                        |
| Were you a member of an education trade union while teaching overseas? [please tick] | ☐ Yes  
☐ No                                                     |
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
</table>
| 25 What strengths did you bring to teaching in another country as an Australian teacher? | 1. ____________________________________________  
2. ____________________________________________  
3. ____________________________________________  
4. ____________________________________________  
5. ____________________________________________  |
| 26 Did these strengths benefit the school community where you taught as an Australian teacher overseas? | ☐ Yes, especially _________________  
☐ No  |
| 27 What difficulties, if any, did you face as an Australian teacher overseas? | Main language/s: _________________  |
| 28 How did you resolve these difficulties? |  
| 29 What was the main language/s in the country where you taught? |  
| 30 Please indicate your degree of confidence with that language. | 1. Very confident  
2. Confident  
3. Neither confident nor unconfident  
4. Unconfident  
5. Very unconfident  |
| 31 Please circle the number that best fits with your answer to the following statement: “An Australian teacher overseas is as likely to be promoted as non-immigrant teachers if qualified and eligible.” | 1. Strongly disagree  
2. Disagree  
3. Neither agree nor disagree  
4. Agree  
5. Strongly agree  |
| 32 Did you seek opportunities for professional advancement as a teacher while teaching overseas? | ☐ Yes, go to question 34  
☐ No, go to question 35  |
<table>
<thead>
<tr>
<th>Page</th>
<th>Question</th>
<th>Yes, please explain</th>
<th>No, please explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>If yes describe your possibilities for professional advancements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Have your expectations of being an Australian teacher overseas been met?</td>
<td>□ Yes, please explain</td>
<td>□ No, please explain</td>
</tr>
<tr>
<td>35</td>
<td>Did you experience a difference between your values, situations or relationships as an Australian teacher overseas? [please tick]</td>
<td>□ Yes</td>
<td>□ No</td>
</tr>
<tr>
<td>36</td>
<td>From whom did you get your most valuable support as an Australian teacher overseas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>In general, from your professional experience as an Australian teacher overseas please indicate your ratings of the adequacy of the professional assistance that you received. [please circle] [Where 1 is highly adequate; 2 is very adequate; 3 is adequate; 4 is inadequate and 5 is very inadequate]</td>
<td>General Support 1 2 3 4 5</td>
<td>Induction 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Placement 1 2 3 4 5</td>
<td>Professional Development 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Please comment on your satisfaction as an Australian teacher overseas from a professional perspective? [please circle]</td>
<td>1. Very satisfied</td>
<td>2. Satisfied</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Neither satisfied nor dissatisfied</td>
<td>4. Dissatisfied</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Very dissatisfied</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Please comment on your satisfaction as an Australian teacher overseas from a personal perspective? [please circle]</td>
<td>1. Very satisfied</td>
<td>2. Satisfied</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Neither satisfied nor dissatisfied</td>
<td>4. Dissatisfied</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Very dissatisfied</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Question</td>
<td>Options</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 40  | In general, how does teachers’ work in Australia compare with that in other countries? [please circle] | 1. Highly favourably  
2. Very favourably.  
3. Favourably.  
4. Unfavourably.  
5. Highly Unfavourably |
| 41  | Have you or would you recommend to other Australian teachers that they teach overseas? [please tick] | ☐ Yes  
If yes, what country would you recommend __________________________   
☐ No  
[please explain for yes or no answers] |
| 42  | In five (5) years time do you see yourself teaching in Australia? [please tick] | ☐ Yes  
☐ No  
☐ Other, specify __________________________ |
| 43  | Do you intend to teach in another country in the near future? [please tick] | ☐ Yes  
If yes, what country would you recommend __________________________   
☐ No |
| 44  | If you were able to make one major change to education policies or procedures you have experienced as an overseas Australian teacher, what would that change be? | ☐ Yes  
☐ No |
| 45  | Is the experience you gained overseas recognised in Australia? [please tick] | ☐ Yes – for what purpose?  
☐ No – for what purpose? |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>Are there any other matters relevant to your experience as an overseas Australian teacher that you would like to mention?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>BACKGROUND</strong></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>What is your Country of Birth?</td>
<td>Country: ______________________________</td>
</tr>
<tr>
<td>48</td>
<td>What are the Countries of Birth of your parents?</td>
<td>Mother: ______________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Father ______________________________</td>
</tr>
<tr>
<td>49</td>
<td>What is/are the main languages spoken at home?</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>What is your gender? [please tick]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Female</td>
</tr>
<tr>
<td>51</td>
<td>What is your religion?</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>What is your age?</td>
<td>________</td>
</tr>
</tbody>
</table>

Would you like to discuss your experiences further in a short focus group session (60mins)?
If yes, please fill in contact details below.

Name: ______________________________  Phone: ______________________________

Address: ______________________________  Email: ______________________________

THANK YOU VERY MUCH FOR TAKING TIME TO COMPLETE THIS SURVEY

*Global Teachers in Australia*