

Professional Integration of Immigrant Teachers in the School System: A literature review
L'insertion professionnelle des enseignants immigrants dans le milieu scolaire : recension des écrits

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Article abstract

This literature review article investigates the professional integration of teachers recently immigrated to Canada and other western countries. Its findings reveal a number of obstacles to the integration of immigrant teachers into the teaching profession. The review summarizes different initiatives facilitating or hampering immigrant teachers' access to employment and professional integration. It also notes that there is little research on teachers' professional integration in Western French speaking countries in general, and more particularly in Quebec where these teachers are often relied upon because of the shortage of personnel in this profession.

PROFESSIONAL INTEGRATION OF IMMIGRANT TEACHERS IN THE SCHOOL SYSTEM: A LITERATURE REVIEW

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ABSTRACT. This literature review article investigates the professional integration of teachers recently immigrated to Canada and other western countries. Its findings reveal a number of obstacles to the integration of immigrant teachers into the teaching profession. The review summarizes different initiatives facilitating or hampering immigrant teachers' access to employment and professional integration. It also notes that there is little research on teachers' professional integration in Western French speaking countries in general, and more particularly in Quebec where these teachers are often relied upon because of the shortage of personnel in this profession.

L'INSERTION PROFESSIONNELLE DES ENSEIGNANTS IMMIGRANTS DANS LE MILIEU SCOLAIRE : RECENSION DES ÉCRITS

RÉSUMÉ. Cette recension des écrits porte sur l'insertion professionnelle des enseignants immigrants au Canada et ailleurs en Occident. Les résultats mettent en évidence divers obstacles à leur insertion dans la profession enseignante. Ils permettent également de prendre connaissance de certaines mesures qui favorisent ou nuisent à leur intégration dans l'emploi et au sein de l'équipe-école. On constate aussi que peu de recherches sont faites sur le sujet dans les pays francophones en général et au Québec en particulier où on compte sur l'apport de ces enseignants pour combler les besoins de main-d'œuvre.

Hiring teachers who are recent immigrants is not new to the Quebec school system. However, the state of their professional integration is largely unknown especially since there has been little research about how they fit into the different school communities. In an effort to better understand this issue, a literature review was undertaken to sum up and analyze French and English research dealing with the professional integration of immigrant teachers in Canada and several other Western countries. The aim of this article is to present the results of this review. It begins by presenting the research problem, then describes the methodology employed to review the documentation and finally analyzes the findings.

RESEARCH PROBLEM

Since 1993, becoming a teacher in Quebec has normally required four years of bachelor level studies that are approved by the Quebec Ministry of Education, Leisure and Sports (*Ministère de l'Éducation, du Loisirs et du Sport*, MELS). It also requires a Quebec teaching permit, which is issued by the MELS upon successful completion of the entire Quebec teacher training requirements. However, since the middle of the 2000s, a new Quebec Government regulation has introduced more flexible training requirements for secondary school teachers not only in order to face an anticipated shortage in teaching personnel, but also in an effort to facilitate entry into the teaching profession (Lavigne, 2006). In fact, this provisional measure allows bachelor's degree holders in a Quebec secondary school subject or discipline to obtain a temporary teaching authorization or permit on the condition that they are offered employment from a recognized Quebec secondary school. Furthermore, this new teaching authorization regulation allows the MELS to first grant a temporary teaching authorization. Subsequently, upon fulfillment of certain conditions,¹ a permanent teaching permit can be granted to recently immigrated teachers holding a valid teaching permit in their country of origin. This new Teaching Authorization Regulation eliminates the requirement that these teachers must undergo a complete teacher re-certification process in Quebec (MELS, 2006).

The aim of this regulation is to facilitate re-entry into the teaching profession. The results are beneficial not only to recently immigrated teachers but also to the children of immigrant families. In fact, several authors (Carr & Klassen, 1997; Deters, 2006; Goodson, Thiessen, & Bascia, 1997; Phillion, 2003; Ross, 2001; Schmidt, 2010; Schmidt, Young, & Mandzuk, 2010; Wang, 2003) maintain that immigrant teachers play a key role in facilitating immigrant children's integration. These authors contend that these teachers can a) act as role models b) help these children to integrate into the school system, and c) contribute to multicultural education. Consequently, these teachers can bring significant educational contributions to the steadily increasing number of immigrant children in the Quebec School system. As a case in point, Benes and Dyotte (2001) explained that the Quebec school system receives between six and eight thousand new immigrant students per year. In certain Montreal-area schools, the percentage of immigrant students can reach 90%. A teaching faculty that reflects this diversity would therefore be a considerable asset to the success of immigrant children. In fact, this is consistent with the goals of integrating people of various ethnocultural origins at all levels of employment in the school system set forth in the 1998 intercultural policy (Benes & Dyotte, 2001).

Although certain administrative measures appear to foster access into the profession for immigrant teaching personnel in Quebec, their integration into the Quebec School system remains quite controversial. If their Quebec-born colleagues have already encountered professional integration problems,

sometimes leading to abandonment of the profession (Mukamurera, 2005; Mukamurera, Bourque & Gingras, 2008), what are the implications for teachers of foreign origin as they attempt to integrate into a network and a community that is very different from what they have experienced previously in their countries of origin?

Indeed, despite the teaching experience acquired in their countries of origin, these teachers assume beginner's status in the Quebec school system. This is compounded by the fact that they are often not familiar with Quebec culture, its school system or the teaching models that are used. As a result, it appears that they must undergo quite an adaptation process in order to become effective teachers in the Quebec context (Vallerand & Martineau, 2006). According to Martineau and Ndoreroaho (2006), these recently immigrated teachers need continuous and personalized support in order to rapidly develop the necessary knowledge and competency required to be able to read a situation correctly. It is therefore particularly relevant to study the professional integration of these teachers into the Quebec school system in order to better understand their particular situation and to consider different ways of meeting their needs. For these reasons, a literature review dealing with the issue of professional integration of immigrant teaching personnel was undertaken in order to explore this situation and to examine research related to the professional integration of immigrant teachers endeavouring to enter the teaching profession in Quebec, elsewhere in Canada and in several other Western countries.

METHODOLOGY

Literature review procedure

The literature review was conducted using standard procedures (Mertens, 2010). The first step involved identifying relevant publications (scientific articles, professional articles, media articles, chapters in an edited volume, theses, etc.) dealing with the integration of immigrant teachers. In order to find references relating to this specific research topic, the main concepts were first identified and then keywords were assigned to each concept using synonyms. The research was carried out in English and French in order to consult as many texts as possible. Different search engines were employed: the University of Sherbrooke Crésus Catalogue, the Education Resources Information Center (ERIC), a well known English language database, FRANCIS, the French humanities and social sciences database, the ProQuest thesis catalogue, and Google. The second step of the literature review required sorting through the documents that were found during step one in order to select the most relevant documents. The final step involved the analysis of 34 documents dealing with the professional integration of immigrant teachers. The vast majority of these documents originated in English speaking countries. Table 1 summarizes their general characteristics.

TABLE 1. *The corpus*

Document Types	Location	Research types	Data collection techniques
21 scientific articles (18 with research results)	Ontario (7) Manitoba (2) Quebec (1) Australia (4) United States (3) Israel (4)	Quantitative (4) Qualitative (14)	Observations Questionnaires Interviews Focus groups Documentary analysis
5 professional articles	Ontario Québec	—	Surveys Opinions
2 Research reports	UK United States	Quantitative	Questionnaires Interviews
1 Media article	Quebec	—	—
1 Chapter in an edited volume	Ontario	Qualitative	Interviews
2 Doctoral theses	Ontario Manitoba	Qualitative Quantitative	Interviews Observations Questionnaires I
2 Information brochures available on the Internet	Quebec Israel	—	—

This review of literature shows very few studies on immigrant teachers' professional integration, and especially in French-speaking areas of the world. The studies are generally based on the Community of Practice (COP) framework as it is considered useful in the study of adaptation and integration of immigrant teachers. Several aspects of the COP are investigated: legitimate peripheral participation, adjustment to established social norms, institutional structures, sociocultural adjustment, identity and resilience. From the 34 documents reviewed, there are two doctoral theses and eight documents which pertain more to the professional community and general public than to the scientific. Among the scientific literature gathered, most present qualitative studies (17/21). From these, six were undertaken with merely three to six participants. Furthermore, the six quantitative studies reviewed do not give a general portrait of the situation of immigrant teachers, as they are limited to a specific school district or to participants from a specific university training program for immigrant teachers. Moreover, two of these quantitative studies involved only a small number of participants (34 to 110), and thus do not offer an overview of the situation. However interesting all of these results are, they do not lead to a general understanding of the integration of immigrant teachers. Finally, the results do not reflect the migratory journey of the group studied, thus shedding little light on the factors that could have influenced their socioprofessional integration into their new school environment. Nev-

ertheless, the analysis of these studies shows the many challenges immigrant teachers face in the schools of their new country.

A content analysis procedure (Mucchielli, 1979; Bardin, 2007) was used on the selected documents. This procedure was chosen because it facilitates consultation of information in documents and isolation of their meaning. As each document was read, relevant passages regarding the research topic were noted. The information from relevant passages was then divided into “coded segments” (Mucchielli, 1979; Bardin, 2007). After the coding, the “coded segments” were classified into themes and sub-themes.

RESULTS

Two main themes emerged from the chosen documents dealing with professional integration of immigrant teachers: professional integration problems specific to immigrant teachers, and factors favourable to their professional integration into the school system.

Professional integration problems specific to immigrant teachers

According to different studies carried out in North America and elsewhere such as Israel and Australia, immigrant teachers face the following difficulties: 1) problems related to employment; 2) problems linked to professional integration into the school culture and the teaching team; 3) problems related to non-recognition of competencies previously acquired in their countries of origin; and 4) problems related to the teaching task, particularly those related to teaching practice and classroom management.

Problems related to access to employment. Immigrant teachers have difficulty accessing employment in their host country. Most of them have acquired extensive experience in their countries of origin, but because of the different teaching systems, many obstacles hinder their access to employment. In Canada (Deters, 2006; Schmidt, 2010), the United States (US) (Ross, 2001) and Australia (Reid, 2005), a high level of unemployment and under-employment among immigrant teachers was observed. As stated by Schmidt, Young and Mandzuk (2010), most immigrant teachers faced two major obstacles to resuming their career in their host country. The first obstacle was the difficulty in gaining access to the required training leading to temporary or permanent teacher certification, and the second the finding of employment once certification was obtained.

Access to employment requires a teaching permit, which implies long and expensive procedures (Allard, 2007; Phillion, 2003). In Ontario, Phillion (2003) explored obstacles to employment encountered by five visible minority immigrant teachers. This study showed that in addition to lengthy procedures, the teachers found it difficult to pay the \$250 required for obtaining equivalen-

cies for their diplomas. In fact, most immigrant teachers were under-employed while waiting for employment as teachers, earning only minimum wage that did not allow them to save the money required to obtain equivalency for their diploma.

Phillion (2003) also showed that once the fees could be covered the immigrant teachers were able to secure a temporary teaching permit. However, access to employment still remained difficult because it required experience in Canada and a letter of reference from a Canadian school principal (Beynon, Ilieva & Dichoupa, 2004; Deters, 2006; Jamieson & McIntyre, 2006; McIntyre, 2004; Phillion, 2003; Schmidt, Young, & Mandzuk, 2010). According to Phillion, Canadian teaching experience is compulsory even for supply teaching. He also indicated that a letter of recommendation was required merely to obtain an interview with a school counsellor. For this reason, immigrant teachers believed that volunteering represented the best way to gain teaching experience. Nevertheless, several of these teachers found it very difficult to find a school that would give them an opportunity to prove themselves (McIntyre, 2004; Phillion, 2003). All things considered, one must question the logic that requires immigrant teachers to have professional experience in Canada when these same individuals are not allowed the opportunity to acquire it. Furthermore, in Manitoba, Schmidt (2010) and Schmidt, Young and Mandzuk (2010) pointed out that systematic discriminatory hiring practices are some of the main obstacles faced by immigrants who want to resume their teaching career. Schmidt (2010) also noted that over-qualification could have an additional negative impact on their chances of obtaining teaching employment. As an example, one research participant explained that her personal strategy for increasing her chances of gaining employment was to conceal the fact that she had a Master's diploma and extensive teaching experience. She believed that her native country diploma and experience could decrease her chances of being hired because of the higher salary that she was entitled to.

Problems of access to employment could also be attributed to linguistic and cultural barriers (Beynon, Ilieva, & Dichoupa, 2004; Cruickshank, 2004; Elbaz-Luwisch, 2004; Maureen, 1992; Gordon, 1996; Hutchison, 2005; Myles, Cheng, & Wang, 2006; Phillion, 2003; Reid, 2005; Remennick, 2002; Schmidt, 2010). Not mastering the language and the culture of the country could hamper access to employment (Dakin, 1971). For example, the participants in a study led by Elbaz-Luwisch (2004) involving immigrant teachers in Israel related that they would show inappropriate teaching behaviour because of their lack of understanding of the language and the cultural code of teaching practices. Immigrant teachers from Russia who participated in Remennick's (2002) study in Israel admitted that their main reason for leaving the teaching profession was their lack of mastery of Hebrew, the teaching language of Israel. In Quebec, the French language test could be an obstacle for gaining access to employment for many immigrant teachers (Lefebvre, Legault, & De

Sève, 2002). In Ontario, the immigrant teachers who were involved with the Myles, Cheng and Wang (2006) study stressed how they were perceived to be very different from the others because of their accent. Participants in the Phillion (2003) study in Ontario deplored the fact that they could not pass the oral language test because of their accent and lack of fluency in English. In the US, one participant in Gordon's (1996) study mentioned that she was refused employment because of her accent. One participant in Hutchison's (2005) research underwent language training to reduce her accent because the parents of the children in her class were concerned about the effect of her accent on their children's education. In Australia, the immigrant teachers who participated in the Cruickshank (2004) study said that they lost confidence in themselves because of their lack of mastery of English, the language of instruction. Hutchison (2005) also noted the language barrier could limit their ability to teach effectively and to offer culturally based examples. Others said that they felt inferior because of their Russian accent in Israel (Remennick, 2002). Schmidt (2010) suggested that in order for immigrant teachers to succeed in their professional integration they needed additional community support to adapt to their new cultural and linguistic environment.

Finally, the requirement to retrain for the necessary credits in order to earn the official teaching permit strongly hindered immigrant teachers' professional integration (Beynon, Ilieva, & Dichoupa, 2004; Maureen, 1992). In fact, their financial vulnerability due to the cost of their university studies made balancing family, work and study responsibilities more difficult for many immigrants (Gordon, 1996; Phillion, 2003; Schmidt, 2010; Schmidt, Young, & Mandzuk, 2010). Furthermore, certain immigrant teachers found that they were not guaranteed a teaching position even when they had obtained proper certification (Maureen, 1992). Going back to school could appear discouraging for certain immigrant teachers who doubted their own ability to successfully complete their studies (Cruickshank, 2004; Gordon, 1996).

This concludes the analysis of the first type of problem, the different obstacles faced by immigrant teachers while attempting to obtain employment and integration into the profession. The second type of problem involves difficulties of professional integration into the school culture as well as integrating into networks of other teachers at a school.

Problems linked to professional integration into the school culture and the teacher network. Even though most immigrant teachers already have teaching experience, they must integrate into a new school system and a new culture. This requires, as beginners do, an open environment with colleagues that are willing to cooperate, thus helping them integrate easily into the school culture. Unfortunately this does not appear to be the case for most immigrant teachers. Different studies on this topic in Canada, Israel and Australia emphasized the fact that often these teachers faced great difficulties establishing positive

relations and collaboration with their colleagues as well as with the school administration (Bascia, 1996; Myles, Cheng, & Wang, 2006; Phillion, 2003; Reid, 2005; Remennick, 2002).

In Bascia's (1996) Ontario study investigating immigrant teachers from visible minorities, the participants deplored not only the fact that their conversations with their white colleagues remained superficial, but also reported feeling socially isolated at the school. The results of Wang's (2003) doctoral thesis on cultural dissonance and the adaptation of immigrant teachers of Chinese origin in Ontario showed similar findings. All the participants reported that they felt isolated from their Canadian colleagues, were left on their own and did not receive support during their first year of work. Some said they experienced many different types of frustrations, while others related that this period was marked by anxiety, stress and pressure. These teachers also deplored the distance, indifference and mistrust of the school administration towards them.

In Israel, certain participants in Remennick's (2002) study reported having conflicts with their Israeli colleagues. The teaching personnel of Russian origin perceived that their Israeli colleagues considered them a threat to their jobs and kept a distance. Furthermore, these same immigrant teachers claimed that the Israeli teachers did not want to cooperate with them or develop mentoring relationships with them. These teachers also emphasized the lack of cooperation on the part of the schools' counsellors and the students' parents. The parents often took their children's side in the case of conflict with these teachers. These types of parental or counsellor behaviour only contributed to the increase of these teachers' feelings of powerlessness when interacting with difficult students (Remennick, 2002). Peeler and Jane's (2005) Australian research on the importance of mentoring during the professional transition of immigrant teaching personnel reported that one participant ascertained that a failed relationship with her mentor had affected her relations with the other members of the teaching personnel.

In Canada and the US, problems of racism and discrimination faced by some immigrant teachers hindered the success of their integration. Phillion (2003) notes that some teachers reported that their Ontario colleagues refused to speak to them in the staff room and this same behaviour sometimes occurred in the classroom during their practicum with the supervising teacher. Moreover, Bascia's (1996) study emphasized the isolation felt by the visible minority immigrant teachers at school. In Toronto, some white teachers interviewed in Carr and Klassen's study (1997) affirmed that some of their colleagues were racist or had racist tendencies. In Manitoba, Schmidt (2010) also reported that immigrant teachers often faced discriminatory practices in the school and university communities. For example, one school principal who was a research participant deplored the open hostility shown towards teachers with a strong accent and questioned the real effectiveness of equity legislation on obvious discriminatory practices in certain schools.

Problems due to lack of recognition of the professional competencies of immigrant teachers. Some authors (Lenoir-Achdjian, 2005; Reid, 2005) reported that Canadian immigrant selection policies that took into consideration the immigrants' competencies and their qualifications facilitated finding a job in their host country. Most of the immigrant teachers already had university diplomas and extensive teaching experience acquired in their country of origin. However some authors' research from the US (Ross, 2001), Canada (Beynon, Ilieva, & Dichoupa, 2004; Myles, Cheng, & Wang, 2006; Phillion, 2003; Schmidt, 2010) and Australia (Reid, 2005), found that the immigrant teachers' existing competencies were not taken into consideration in the hiring procedures. Consequently they were forced to begin part, or all of their training again. Furthermore, the retraining did not guarantee access to employment (Beynon, Ilieva, & Dichoupa, 2004). For example, during a period of teacher shortages in Ontario, immigrant teachers who were competent in the required subject were not hired for a permanent position (Jamieson & McIntyre, 2006). McIntyre (2004) remarked that despite immigrant teachers' experience and even certifications, they are more often under-utilized and limited to supply teaching positions in contrast to their qualified Ontario or Canadian counterparts.

Not only do the immigrant teachers experience difficulties being hired for a teaching position, they also experience prejudice even when they do succeed. One study in the US by Hwang and Baek (2005) related to the perceptions of immigrant teachers of Hispanic origin with regards to education indicate negative stereotypes towards them from the broad US population, prejudices, and a high level of expectation regarding their competency. In Canada, immigrant teachers from a visible minority were also victims of prejudice. In Mujawamariya's (2008) study, black immigrant students reported that both the administration and their colleagues doubted their capability to teach science. In addition, according to Mujawamariya (2008) and Wang (2003), the administration and their colleagues were less open to immigrant teachers than to other Canadian teachers. As immigrant teachers they were required to spend more time and energy in order to conform and to be accepted. According to Mujawamariya, these prejudices appear to further inhibit the teachers' professional integration into their teaching careers and their contribution to scientific knowledge.

Carr and Klassen's (1997) Toronto study showed that visible minority teachers held positions that were of inferior status to those of their white colleagues. In another research study in Israel by Michael (2005), comparing Israeli born teachers to those of Russian origin, the results seemed to indicate that the immigrant teachers showed lower rates of membership in professional organizations, participated with less frequency in decision-making concerning their school, assumed fewer positions of responsibility and participated less often in continuing education than their Israeli counterparts. This author suggested that integration of immigrant teachers was not a central priority in the ev-

eryday affairs of Israeli school establishments. He argued that these teachers encountered not only systematic barriers that prevented them from becoming full time classroom teachers, but also that they were victims of an exclusion mechanism which restricted access to positions of responsibility and limited their influence in school decision making. In fact, according to the research results, immigrant teachers were not perceived as good educators, and were thus seen as incapable of transmitting the dominant culture.

Problems linked to the teaching task. The first problem is related to teaching practices. Because teaching philosophies can vary from one country to another, immigrant teachers often face problems adapting to the teaching model that is applied in their host country (Cruikshank, 2004; Dakin, 1971; Gordon, 1996; Hutchison, 2005; Myles, Cheng, & Wang, 2006; Wang, 2003; Seah, 2005). For example, Wang (2003) notes that immigrant teachers of Chinese origin in Toronto felt disoriented after observing the differences in teaching approaches in Toronto schools. In China, the school supplied everything, whereas in Toronto, the teachers were responsible for procuring and managing their teaching materials on their own. Furthermore, the teachers found that they must be creative and self-reliant in order to find the appropriate materials to teach with, while in China teaching materials were standardized. The teachers also experienced problems with the role they had to play in the classroom. They were used to transmitting textbook knowledge and found it difficult to change from the role of transmitting knowledge to that of facilitating learning. The teachers also brought to light problems related to student assessment. Similar findings were also reported in other studies: Myles, Cheng and Wang (2006) in Ontario, Cruikshank (2004) in Australia, Elbaz-Luwisch (2004) in Israel and Gordon (1996) in the US. The immigrant teachers who participated in these studies felt they had to change their beliefs and teaching practices, in order to adapt to the new teaching system.

The second problem is related to classroom management. Whether in Canada or the US, the immigrant teachers were required to manage multicultural or multi-ethnic classrooms with children from different socio-economic backgrounds which might pose problems for the immigrant teachers who were faced with this “diversity” for the first time (Gordon, 1996). The situation was similar in Israel. Consequently, certain immigrant teachers who participated in the Elbaz-Luwisch study (2004) reported that their first year teaching was difficult. When the students insulted them, the school administration made no effort to reconcile the two parties. Remennick’s (2002) study in Israel confirmed the situation: immigrant teachers of Russian origin declared that they had to work very hard to gain respect and the students’ attention. They added that instilling discipline took a lot of time and affected the effectiveness of their teaching. They remarked that there was a notable lack of discipline in the multi-ethnic classrooms and in schools with children from disadvantaged neighbourhoods. Furthermore, the study showed that immigrant teachers

were often given the most difficult classes and that the Israeli-born teachers avoided these types of classes.

Findings related to classroom management problems were also reported in Wang's (2003) thesis. Immigrant teachers of Chinese origin in Ontario claimed they had to work hard to gain the respect of the children, and faced undisciplined behaviour, lack of respect and disobedience from them. Furthermore, these teachers encountered the difficulty of establishing lasting and strong relationships with their students. Another malaise sensed by the immigrant teachers was the students' lack of confidence in their teaching ability. This resulted in the students intentionally testing the limits of their teachers. This situation is noted in Elbaz-Luwisch's (2004) and Remennick's (2002) studies in Israel as well as that of Reid (2005) in Australia.

In the US, immigrant teaching personnel encountered the same types of problems regarding the teacher's role and power. Gordon (1996) also emphasized that immigrants do not apply for teacher training because they find the role and power of the teacher is not the same as that of their countries of origin. In fact, in some countries where education is not considered a human right for all, teachers benefited from high esteem and are viewed as persons who can have a significant effect on the child's future. On the other hand in the US where education is considered to be an undeniable right, the teacher has no hierarchical status (Gordon, 1996). For immigrant teachers who are not used to this mode of operation and who would like to impose their old habits, gaining respect from the students proves to be quite a challenge. For example, one participant in Hutchison's (2005) research in the US related that she had received an official note from the school administration saying that her contract would not be renewed if her classroom management competencies were not improved.

We have just demonstrated that immigrant teachers' encountered difficulties with professional integration are quite similar across several countries. The following points address the different initiatives that improve access to employment and integration into the school team.

Initiatives to enhance the professional integration of immigrant teachers

Access to employment. Ontario has instigated administrative procedures aimed at improving immigrant teachers' integration into the mainstream (Bascia, 1996; Ordre des enseignantes et enseignants de l'Ontario [Ontario College of Teachers], 2004). According to the *Ordre des enseignantes et enseignants de l'Ontario*, certification of immigrant teachers is among their top priorities. In 2004, Ontario's Ministry of Training, Colleges and Universities injected 1.9 million dollars into a project to help foreign-trained teachers acquire certification in order to teach in Ontario schools. This project's mission was to support immigrants in their process of certification, to facilitate learning English and

French, to offer a bilingual website where they can find teaching and social resources and to facilitate networking, etc. Queen's University has also started a teaching program for immigrant teachers trained abroad to aid them in gaining competency and the necessary knowledge for their professional integration into Ontario schools. Schmidt, Young and Mandzuk (2010) reported that a similar program was put in place at the University of Manitoba's Faculty of Education. This program was set up to facilitate immigrant teacher training up until their re-certification. Manitoba's Ministry of Labour and Immigration offered financing to cover the tuition fees for teachers participating in this program. These immigrant teachers also received supplementary funding to cover subsistence and childcare fees during their university studies.

In the US certain training programs take into account the needs of immigrant teachers in order to reconcile work and studies (Ross, 2001). In some school districts, the community and the university work together in close collaboration to select and direct candidates towards the program. These teachers followed part-time courses during three semesters in a program spanning two years to allow them to continue working and to support their families. Similar programs exist in Australia (Cruickshank, 2004) where immigrant teachers follow a two-year course aimed at gaining the necessary competencies to qualify them to teach in Australian schools. In Israel, the new immigrant teachers' training lasts 10 months. Depending on the type of diploma, they are required to take fewer courses and therefore become certified in a shorter period of time. Experience acquired abroad is also taken into consideration, and teachers with proof of teaching experience receive seniority benefits (Ben-Chétrit, 2003).

This analysis has described various countries' initiatives to facilitate professional integration of immigrant teachers. However, these initiatives still seem limited in the extent to which they adequately address the different obstacles to certification faced by immigrant teachers. Moreover, these studies have already shown that even when these teachers become certified in their areas of expertise, access to and procurement of employment remains difficult to obtain. When they were employed, immigrant teachers were confined to unreliable teaching positions without job security even during a teacher shortage. Additionally, it appears that their competencies were continually put to the test in order for them to gain acceptance as bona fide teachers.

Integration into the school culture and into the team of the other teachers. The key factors contributing to the process of professional integration of immigrant teachers emphasized by most authors were the quality of the reception and collaboration (Elbaz-Luwisch, 2004; Myles, Cheng & Wang, 2006; Remennick, 2002; Deters, 2006); support given by the administration and their colleagues; mentorship relationship (Peeler & Jane, 2005; Deters, 2006) and acceptance from the school community and the students' parents (Deters, 2006).

Some examples that illustrate these findings involve the immigrant teachers who participated in the Deters (2006) Ontario study that emphasized how effective help given by the mentor and the administration supported their success. They also reported that the level of acceptance by their colleagues along with the many opportunities for and types of cooperation available enabled them to gain access to the proper resources. These include social resources such as connecting with and receiving advice from other experienced colleagues, or finding out about concrete resources such as teaching materials. These strategies facilitated their integration into the school team of teachers and contributed to the success of their teaching practice and the development of their teaching competencies. A school community that already employed teachers from different cultural backgrounds was also a means of support. It facilitated their successful integration into the workplace, especially because their colleagues were conscious of the difficulties the immigrant teachers were going through on a cultural and linguistic level and everyone worked together to support their integration.

The Peeler and Jane (2005) study of the mentorship experience revealed that immigrant teachers in Australia who benefited from a mentor relationship succeeded in their cultural and professional transition by developing a feeling of belonging in the community and also a professional identity. Furthermore, the study showed that the mentorship experience facilitated the development of the necessary knowledge and competencies to teach in their new work environment. These teachers said themselves that their mentors facilitated their contact with the other teachers, which in turn favoured cooperation with their colleagues.

In Quebec, the Laval School Board offered three workshops to support the professional integration of recently immigrated teachers (Carrefour national de l'insertion professionnelle en enseignement [CNIPE], 2008). These teachers first took part in an inter-cultural workshop aimed at facilitating their socio-cultural transition. Next they were familiarized with the realities and characteristics of the school culture, the multicultural teaching context and Quebec youth, and finally received practical training related to developing competencies in student discipline, classroom management and student-centred learning. All these training elements were focused on facilitating integration of recently immigrated teachers. However, no research relating the effect of these workshops on their professional integration has yet been carried out. Information has yet to be found on what has been done to help integrate this category of teachers in other school boards.

DISCUSSION AND CONCLUSION

This literature review has shown that immigrant teachers are being considered more and more as precious resources, both to fill the needs of the workforce

and to contribute to multicultural education and the school-integration of students of immigrant families. However studies carried out in Canada and a number of other countries in the West show that there is still work to be done in order to support this professional integration. Despite certain initiatives taken to help these teachers, access to employment remains difficult and few specific measures have been adapted to address the specific obstacles that they must face. As an example, these measures should sufficiently take into account the existing systemic, sociological and cultural barriers. Concepts such as migration routes, socio-cultural transition, acculturation, comparative education and relation to knowledge should all contribute to in-depth consideration and reflection on the support of professional integration for immigrant teachers. It is understood that despite the successful initiatives for the integration of immigrant teachers, success also depends on the openness and cooperation of the school administration, the school team and all the members of the community. Unfortunately, it appears from the analysis done that no initiative has been undertaken in these directions. This necessarily hinders the success of immigrant teachers' professional integration since these factors can lead to a lack of motivation and the abandoning of the teaching profession (Portelance, Martineau, & Vallerand, 2007).

In fact, career commitment and continuation are influenced by the contribution of the school administration as well as colleague support (Comité d'orientation de la formation du personnel enseignant [COFPE], 2001). The school boards and the schools that hire immigrant teachers could gain from adopting clear procedures for their social and professional integration in order to fully benefit from what these teachers have to offer and consequently foster student success (Martineau & Vallerand, 2007).

In conclusion, obstacles hindering professional integration of immigrant teachers have been brought to light by this review as well as procedures that can enhance their integration. However, these procedures need to be reinforced and increased if this integration is to be effective. This literature review highlighted the small number of studies dealing with the integration of immigrant teachers, particularly in Quebec and in other francophone communities. It also showed that no study has yet been undertaken in Quebec with the intent to examine the state of professional integration of recently immigrated teachers. It thus seems appropriate to explore this avenue in order to shed more light on the situation of these teaching personnel in Quebec.

NOTE

1. These conditions require successful completion of the following: a) the Quebec French Language Exam that is compulsory as of September 1st 2008; b) the equivalent of 12 course credits in Education of which 6 credits are in teaching didactics, that is the art of teaching in their area of specialization, plus 3 credits in evaluation of learning; c) the equivalent of 3 credits in special education (different techniques regarding handicapped students, and students with learning

difficulties and problems adapting to the system); d) a university level course outlining the Quebec teaching system; e) a teaching practicum that demonstrates that they are able to teach in the Quebec school system.

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