

Teacher Professional Standards in Canada: Perceptions of Different Stakeholder Groups

Dianne Tyers



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada



The Project

- **Professional Standards for the Teachers of English as a Second Language Sector in Canada**
 - **A Literature Review**
 - **Survey Report**
 - **Secondary Analysis Report**

The Report

- 98 pages of comparative graphs and tables.
- To express interest in receiving an individual copy of the report of the secondary analysis, please send an email to admin@tesl.ca.

Stakeholder Group Categories

- **Geographic Location**
- **Years in the Profession**
- **Roles in the Profession**
- **TESL Canada Membership**
- **Professional Certification**
- **Program Type**

Questions Asked

- **Familiarity with teacher professional standards.**
- **Alignment of teacher professional standards.**
- **Importance of teacher professional standards.**
- **Purpose of teacher professional standards.**
- **Teacher professional standards and new practitioners.**
- **Teacher professional standards and ongoing professional learning.**

Questions Asked

- **Teacher professional standards and certification.**
- **Teacher professional standards and student learning outcomes.**
- **Teacher professional standards and the general public.**
- **Teacher professional standards and employment.**

Geographic Location

- All provinces represented except Quebec.
- The Atlantic provinces grouped together (New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland and Labrador).
- Not enough respondents from the territories or Quebec for their responses to be statistically significant.

Geographic Location

- **How do geographic locations differ?**
 - **Number of immigrants, international students and English language practitioners.**
 - **The types of programs offered.**
 - **The length of time the profession has been active.**
 - **The size and activity of the provincial professional associations.**

Geographic Location

- **Similar levels of familiarity with teacher professional standards.**
- **Variation in perceptions of alignment of teacher professional standards with needs of the profession.**
- **No variation in the perception that teacher professional standards are important.**
- **Variation with respect to perception of the purpose of teacher professional standards.**

Geographic Location

- No variation in perception that teacher professional standards provide direction for new practitioners in the field.
- Variation in perception of direction that teacher professional standards provide to ongoing professional learning.
- Variation in perception on how teacher certification should be maintained.

Geographic Location

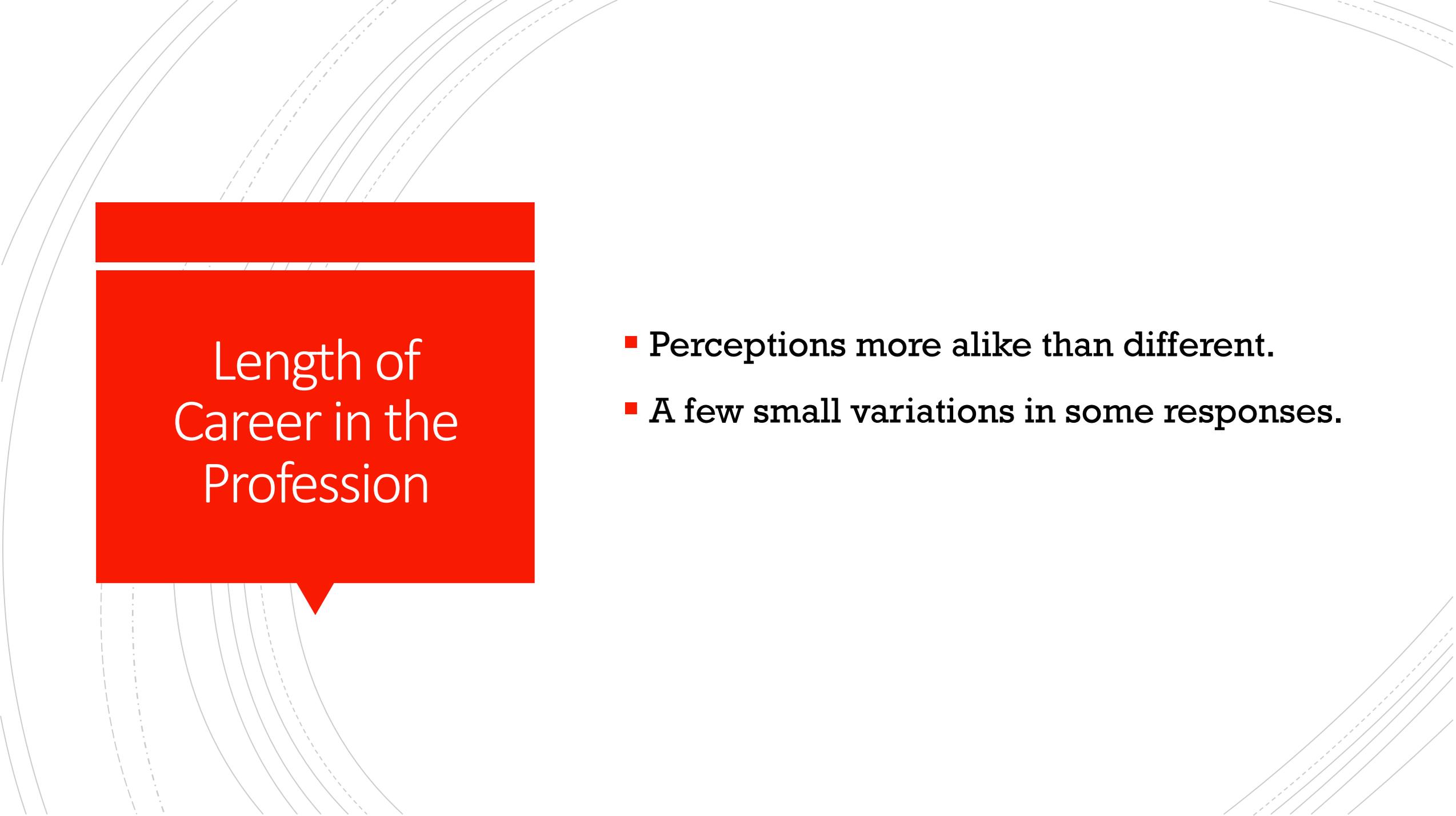
- **Teacher professional standards have either a strong impact or some impact on student learning outcomes.**
- **Teacher professional standards had either a strong impact or some impact on the general public.**
- **Employers require completion of an accredited teacher training program based on professional standards.**
- **Teacher professional standards either had a strong impact or some impact on their employment opportunities.**

Geographic Location

- Perceptions of teacher professional standards are surprisingly consistent across Canada.
- Positioning geographic location as a divider of the profession does not align with the similarities of the perceptions of those in the profession.
- We are far more similar than we are different..

Length of Career in the Profession

- Less than five years, (29 respondents)
- Five to ten years (49 respondents)
- Ten to twenty years (94 respondents)
- Greater than twenty years (120 respondents).

The background features several sets of concentric, curved lines in shades of gray, some solid and some dashed, creating a sense of motion or a circular path. A prominent red shape, resembling a speech bubble or a callout box, is positioned on the left side of the slide. It has a rectangular top section and a pointed bottom section.

Length of Career in the Profession

- **Perceptions more alike than different.**
- **A few small variations in some responses.**

TESL Canada Membership

- Members are more familiar with teacher professional standards.
- Few similarities in the perceptions of areas of misalignment of the current teacher professional standards.
- Little variation on the other questions.

Professional Certification

- More familiarity with higher level professional certification with higher level certification
- Variation on perceptions of role of teacher professional certification for new practitioners.
- Otherwise very little variation.

Role in the Profession

- Varying degrees of familiarity with teacher professional standards depending on role.
- Variation in perceptions of areas of misalignment of the teacher professional standards.
- Little to no variation on the other questions.

A red speech bubble graphic with a white outline, containing the text 'Language Program'. The bubble has a tail pointing downwards and to the left.

Language Program

- **No patterns or trends OR no variation.**

The background features several sets of concentric, curved lines in light gray, some solid and some dashed, creating a sense of motion or a circular path. A prominent red speech bubble shape is positioned on the left side of the slide.

To Hear the Stakeholder Voices in Detail

- For more details for each stakeholder category analysis and the voices of the stakeholders in the categories, read the report.

Conclusions

- **Listening to all of these voices in a profession with so many different stakeholders is important; stakeholders need to be recognized, heard and validated.**
- **Shining a light on these additional layers of voices, identified areas of variation among some stakeholder characteristic groups and little variation among other stakeholder characteristic groups.**

Conclusions

- While there certainly are differing perceptions among those practicing in the profession, there are, surprisingly, more similarities than differences.
- It is hoped that by hearing all of the voices in the profession, and acknowledging the differences, we can then appreciate and build upon the similarities, and work together to build a current, relevant, agile and vibrant profession.

A red speech bubble graphic with a white outline, containing the text "Questions? Comments?". The bubble has a tail pointing downwards and to the left. The background features faint, curved lines in the top-left and bottom-right corners.

Questions?
Comments?