Teacher Professional Standards in Canada: Perceptions of Different Stakeholder Groups

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