

## QUESTIONNAIRE

### Staffing International Language Programs in Basic Education

1. What is the nature of the shortage of international language teachers in your jurisdiction?
  - We are having difficulty finding teachers proficient in both the international languages as well as in English. Teachers fluent in international languages are not always equally fluent in English, and our programming and interactions with parents need them to be.
  - We are also experiencing difficulty with respect to the recruiting of teachers with specific subject specializations, for example French Immersion teachers with high level skill in High School Mathematics.
  
2. In which languages is there a shortage?

We are experiencing increased challenges in finding:

  - Spanish – as a second language and bilingual
  - French – Particularly in Secondary Mathematics and Science
  - German
  - Mandarin
  
3. At what level (elementary, Junior high, Senior high) is there a shortage?
  - At the elementary level, we have needs in the area of bilingual Spanish.
  - We also need French teachers at both Junior and Senior High levels, especially in mathematics and science.
  - We need to find Mandarin teachers at the junior high level who are capable of writing the language.
  
4. How many new international language teachers are needed each year for the next five years in your school jurisdiction?
  - We anticipate growth in our Spanish, German and Mandarin programs in each of the next five years, and we expect that our French Immersion programs will need to be maintained. It is not possible to provide precise numbers of the teachers we will require because it is not possible to precisely predict how quickly these

programs will grow. However, Alberta Learning has recently announced the department's belief in the value of International Languages, and our enrolments in language programs have strong support with parents.

5. How is your school jurisdiction currently addressing this shortage?
  - We are currently recruiting for teachers of International languages across Canada.
  - We are using Internet employment sites to advertise positions requiring international languages.
  - We identify applications with evidence of international language proficiency, and give priority, where appropriate, to interviewing such candidates.
  - Our Recruiters are identifying universities with available graduates in international languages, and visit their Career Fairs. Where possible, we also arrange for interviews at that time with interested applicants.
  - We are exploring the Visiting Teacher Programs.
6. What have been issues in obtaining teacher certification for your international language teachers?
  - The waiting period can be long in obtaining teacher certification for our international language teachers from other countries. Alberta Learning needs to assess credentials from Universities, often in an international language which can be a time-consuming process.
7. What are possible solutions to any shortage of international language teachers in your school jurisdiction?
  - Participate in visiting teacher programs for the Spanish program.
  - Explore how to speed up the certification process for international language teachers.
  - Highlight international language competency in our advertising within Canada. There may be teachers within other provinces who would find a move to Calgary attractive.
8. What types of policies would effectively address the shortage?
  - Encouraging our existing tenured teachers through the offering of Professional Improvement Fellowships to study international languages in order to gain proficiency

- Considering a program of incentives to assist teachers who may need to move great distances to work for CBE.
  - Providing strong mentoring and support programs for the teachers we do hire, who may be living far from home and in a culture new to them, so that we can retain them into the future.
9. How can we best prepare international language teachers for the future?
- Provide resources for our existing language programs in schools so that students currently in those programs experience success, and learn to value their second language.
  - Encourage students currently engaged in University programs to pursue teaching as a profession.
  - Encourage High School graduates to enrol in teaching programs at the university to become teachers in our system.
  - Provide opportunities for Professional Development Leaves for existing teachers to visit countries and become more proficient in languages.