



Title of Research Project: Investigating Pathways to Inclusion and Integration for Immigrant Internationally Educated Teachers

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Relevant key words: Migrant Teachers; Integration; Teacher Diversity; Teacher Employment

Summary:

Teaching is an increasingly mobile profession (Bense, 2016; Cho, 2010). The recruitment and integration of migrant and/or minority ethnic teachers has been identified as an important policy objective both nationally (Government of Ireland, 2020) and internationally (European Commission, 2016). Despite these clear policy aims, there remains a persistent lack of diversity in the teaching profession in Ireland (Walsh and Mc Daid, 2019; Keane & Heinz, 2016). Census data, in addition to other sources, suggest a significant number of Immigrant Internationally Educated Teachers (IETs) in Ireland (CSO, 2016). However, these teachers are not currently teaching in Irish public primary and post-primary schools (Mc Daid and Walsh, 2016), despite increasing issues of teacher supply in key areas (O'Doherty and Harford, 2018). The Migrant Teacher Project (MTP) in Marino Institute of Education is tasked with increasing participation of IETs in Irish schools. The project is funded by the European Asylum Migration and Integration Fund, through the Department of Justice and Equality, and the Department of Education. The purpose of this current study was to interrogate data generated during the needs analysis element of the larger MTP and disseminate the findings.

Methods:

Data consist of a quantitative sample of 220 IETs and concurrent focus groups with primary and post-primary principals and IETs.

Findings:

Findings can be segregated into two areas: Barriers to Registration and Barriers to Employment.

1. Barriers to Registration:

With regard to registration, IETS identified a mismatch between qualifications obtained and qualifications required, with specific reference to qualifications as a teacher in an area in which it is not possible to register directly in Ireland, such as guidance counselling and SET, or as a teacher across the primary/post-primary divide in Ireland. Difficulties in obtaining required information from the jurisdiction in which their qualification was obtained and the costs associated with this work were also identified as barriers to registration, as were difficulties in identifying routes to address shortfalls identified in the registration process.

2. Barriers to Employment:

Lack of confidence, including in English language skills, an absence of social networks and employment precarity associated with entry level positions emerged as some of the key barriers to employment.

These findings have contributed greatly to the work of the MTP in addressing the needs of IETs, both in terms of Teacher Professional Learning and training and advocacy work with employers and policy makers.

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