

Second Language Teacher Attrition, Retention, and Recruitment

A Literature Review on Issues,
Challenges, and Strategies for French
as a Second Language Teachers



Canadian Association of Second Language Teachers
Association canadienne des professeurs de langues secondes

Canadian Association of Second Language Teachers (CASLT)

1-877-727-0994 | admin@caslt.org | www.caslt.org

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Second Language Teacher Attrition, Retention, and Recruitment: A Literature Review on Issues, Challenges, and Strategies for French as a Second Language Teachers

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Authors

Mimi Masson, University of Ottawa

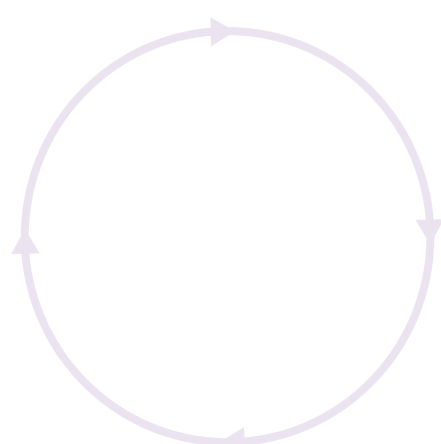
Alaa Azan, University of Ottawa

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Introduction: Language Teacher Shortages and Labour Market Needs in Canada

The following report examines the literature on second language (L2) teacher attrition, recruitment, and retention, particularly as it pertains to French as a second language (FSL) teachers in Canada. It comes after the Department of Canadian Heritage announced a Federal Action Plan, earmarking \$31.3 million over four years, starting in 2019–2020, to address the chronic shortage of FSL teachers across Canada.

Since the 1960s, FSL programs have grown in terms of their popularity with parents and their ability to develop Canadian students' language abilities in French. Currently, FSL is taught across a variety of programs, including core French (basic French instruction, usually resulting in about one French period a day in schools), French immersion (where students receive 50% to 90% of their core classes, such as mathematics, science, or social studies, in French), intensive French (where students receive at least 3 times the number of hours of instruction devoted to French in the core French program over a period of 5 to 6 months during the school year; the other half of the school year is taught in English), and extended French (where students take about half of their core subjects in French throughout the entire school year). While about 90% of Canadian students are enrolled in core French programs (Early, 2016), French immersion and intensive French have been gaining considerable attention and demand in recent years (Statistics Canada, 2017).

Over the years, educators, teachers, and support staff have dedicated themselves to maintaining French as part of the Canadian linguistic landscape. However, FSL teacher shortages have been a longstanding issue across Canada (Grimmett & Echols, 2000; Karsenti et al., 2008; Macfarlane & Hart, 2002). FSL teachers, particularly French immersion teachers, have always been in high demand, especially in rural areas, including the three territories.

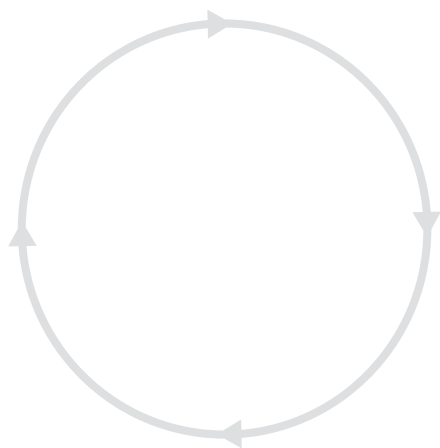
The following report covers three important pieces to understand the FSL teacher shortage and, in particular, what

variables and local contextual factors determine the evolution of teacher attrition, retention, and recruitment. As Lonsdale and Ingvarson (2003) note, “The problem of teacher demand and supply is both cyclical and complex with a range of interconnecting variables” (p. 5). This report aims to answer the following questions to provide a nuanced picture of the current situation in Canada in terms of labour market needs and teacher shortages:

- What issues have been identified that contribute to teacher attrition?
- How can schools and Teacher Education programs encourage teacher retention?
- What measures can be put in place to encourage teacher recruitment?

Key to implementing any recommendations stemming from this report is to take into account the CASLT report on effective language teacher education (Masson, Battistuzzi, & Bastien, 2021) which considers the specific preparational needs of FSL teachers before they enter the field. Many of these needs align or overlap with findings in the literature about the need to foster intrapersonal and interpersonal skills, along with a solid grasp on institutional and organizational expectations and culture, to improve teacher retention and recruitment.

As such, the report is organized into three sections which each examine research pertaining to teacher attrition, teacher retention, and teacher recruitment. In each section, we examine the findings from the literature on general teacher education, then L2 teachers, and finally FSL teachers in Canada. Both international and Canadian studies are presented in the general teacher education and L2 teachers research summaries to provide a broad view of the state of the research in the field. The concluding research summaries offer research specific to FSL teachers in Canada.



Methodology

The following report aims to provide an overview of the literature on language teacher attrition, retention, and recruitment, particularly as it pertains to French as a second language (FSL) teachers in Canada. For this purpose, we used a three-tiered approach to gather the literature: we sought studies that discussed attrition, retention, and recruitment among the general teaching population, second language (L2) teachers, and FSL teachers.

We included peer-reviewed empirical studies, meta-analyses and literature reviews, position papers, and reports funded by non-profit organizations. This review of the literature is not meant to be comprehensive. Instead, we focused on selecting sources that were published in Canada (although we also added international studies when their findings seemed relevant to the Canadian context) and pertinent to FSL teachers' professional experiences.

The sources we reviewed were gathered by conducting a search of scientific databases (such as Education Source, ERIC, JSTOR, and Google Scholar). Our search terms included keywords relevant to the topic of this report, such as "attrition," "retention," "recruitment," "French," "FSL," "teachers," and "Canada." Our research team then created research summaries for each of the sources and extracted key relevant findings for each section of the report. In total, we reviewed 52 sources, however, articles that contained findings pertaining to attrition, retention, and/or recruitment were reported on individually in each of the attrition, retention, or recruitment sections of the report.

Executive Summary



Teacher Attrition

Relevant Findings for Teacher Attrition in General

Key Findings from Attrition Research

- The newest and most experienced teachers are at a higher risk of leaving.
- Highly qualified teachers are more likely to leave the profession.

Attrition Rates Increase

- In schools with a lower socioeconomic composition.
- In schools with a higher racial/ethnic composition.
- In urban and suburban areas.

Attrition Rates Decrease

- In schools where teachers receive financial and emotional support from the school.
- In schools with higher student achievement levels.
- When beginning teachers participate in a mentorship program.
- When teachers are part of school-based teacher networks and opportunities.
- When teachers have regular and supportive communication with their administrators.
- When the levels of bureaucracy and the amount of paperwork for teachers decreases.

Factors Unique to L2 Teachers That Contribute to Attrition

- Teachers' confidence in their pedagogical content knowledge (i.e., knowledge and skill in teaching a foreign language).
- Teachers' confidence in their target language proficiency (i.e., knowledge of and ability in the target language).
- L2 program conditions.
- Support and value for L2 teaching.
- Respect and value for L2 teachers.
- Relationships with other L2 teachers.
- Lack of suitable employment opportunities.
- Difficulty finding their first L2 teaching position to enter the profession.
- Inconsistent federal funding (i.e., for programs such as LINC).
- Lack of job security (i.e., lack of stable full-time positions with benefits, and low salaries).
- Feeling overworked and isolated in their L2 teaching practice.

Factors Unique to FSL Teachers That Contribute to Attrition

- Difficult working conditions in FSL.
- A lack of French immersion instructional materials.
- Challenges with fostering positive professional relationships with non-FSL administration, non-FSL colleagues, and parents.
- Difficulties with FSL classroom management.



- Inadequate initial training received and unmet career aspirations.
- Not having access to a dedicated FSL classroom or an FSL consultant in their schools.
- A lack of funding for FSL-related activities.
- A lack of French-speaking supply teachers, consultants for students with special needs, and French-speaking support staff.
- Feeling more valued by their administration than by the community at large (including colleagues, parents, and students).

Teacher Retention

Relevant Findings for Teacher Retention in General

Key Findings from Retention Research

- Induction and mentoring programs are effective in improving teacher retention.
- Induction and mentoring programs are guided by a complex set of interrelated factors influencing retention rates (i.e., individual, interpersonal, organizational, community, and policy).
- Induction and mentorship programs across Canada are not consistently available.

For Effective Retention Efforts

Individual Aspects

- Novice teachers are allowed space to reflect and bridge between professional realities and personal goals.

Interpersonal Aspects

- Teachers collaborate with other teachers on their own induction activities.
- A positive relationship is established between mentees and mentors in induction programs, which is critical to their professional development (e.g., helping teachers in bridging theory to practise).

Organizational Practices

- There exists a positive classroom climate and high student achievement.
- Leaders follow transformational and distributed leadership styles.
- Professional support is available:
 - ↳ From mentors who are from the same subject field as the teacher-mentee.
 - ↳ From collaborative networks to validate learning experiences and help develop teachers' professional identities.
 - ↳ From school leaders and administrators involved in induction programs (e.g., building trusting relationships with teachers; recognizing resilience as a motive for retention).

Community at Large

- Teachers feel a sense of belonging to the school community.
- Teacher induction is designed to begin during pre-service training and continue through the early years in the teaching profession for an easy integration into the school system.

Macro-Level Policies

- Retention strategies are tailored to specific groups of teachers (e.g., teachers in remote or rural areas, First Nations and minority teachers, and teachers in the Catholic sector).
- There are clear guidelines and/or a framework outlining administrators' roles in induction and mentorship programs.
- Stakeholders (in teacher education programs and in schools) attend to novice teachers' *stories to live by* (i.e., their professional and personal narratives).

Findings Specific to L2 Teacher Retention

- There is a lack of validation for L2 teachers' professional identities.
- FI professionals are highly educated, mostly L2 speakers of French, and mostly women who work in elementary education.

Findings Specific to FSL Teacher Retention

- FSL teachers benefit from professional development specific to FSL teachers' programs of instruction (i.e., French immersion).
- Immersion-based teacher education programs are more effective in supporting future FSL teachers' linguistic and cultural competencies in the target language.

Why Is It Challenging to Retain FSL Teachers?

- Competition within and/or across districts.
- FSL teachers' insufficient language competency levels.
- Working in rural locations.
- Heavy course loads.
- Teachers transferring to new assignments.
- Teachers receiving full-time contracts in other locations.
- Difficult working conditions.
- Lack of pedagogical resources.
- Challenges inherent to the diversity of FSL programming.
- Inadequate administrative support.
- Inadequate coordination with universities to support incoming novice FSL teachers.
- Geographical location.
- Low job security.

Recommendations to Enhance FSL Teacher Retention

- Tailored professional development opportunities to help incoming FSL teachers maintain and advance their linguistic and cultural competences (e.g., regular immersive exchanges

in Francophone environments, opportunities to improve knowledge about the French language).

- Tailored professional development opportunities to help incoming FSL teachers address their reported professional learning needs (e.g., access to effective teaching resources, opportunities to improve their knowledge of effective teaching strategies).
- Creating a national or provincial resource centre which includes resources and online assistance for immersion and core French professionals, as well as direct access to research.
- Making a concerted effort to promote the value of a career in FSL education (e.g., by offering dedicated classroom space to teachers, prioritizing CF programs in schools, legal protection from lay-offs, financial incentives, higher wages).
- Offering professional development to raise administrators' awareness of the benefits and issues unique to French immersion programs (e.g., facilitating forums with school board HR personnel).
- Simplifying how to communicate information about immersion education to school boards (e.g., using newsletters, identifying immersion ambassadors at each school board).

Teacher Recruitment

Relevant Findings for Teacher Recruitment in General

Key Findings from Recruitment Research

- Recruitment efforts are successful when addressing reported challenges and using a variety of platforms at all levels (e.g., Faculties of Education, community partnerships, school boards, language courses during secondary school, etc.).
- Recruitment strategies must be tailored to the targeted group of teachers (i.e., teachers in rural areas, teachers in First Nations schools, and minority teachers).

For increased Recruitment Rates

- Teachers are offered loan payments.
- Teachers' workload is reduced.
- Teachers are offered financial incentives (e.g., cost of moving, one-time recruitment fee).

Findings Specific to L2 Teacher Recruitment

- Teachers' self-efficacy beliefs about their linguistic, cultural, and pedagogical competence before, during, and after pre-

service training affect their ability to develop the necessary skills to succeed as L2 teachers.

- Secondary school students hold misconceptions about the L2 teaching profession.

Findings Specific to FSL Teacher Recruitment

- Schools and teacher candidates report inconsistent standards for French-language proficiency requirements and assessment during the hiring process.
- Cross-board collaboration reduces the variation of tools and processes used to assess the French proficiency of teacher applicants across boards.
- Administrators and parents (in BC) are opposed to lowering the hiring standards to attract more FSL teachers.

Why Is It Challenging to Recruit FSL Teachers?

- The lack of prioritization of French within schools/districts.
- Common knowledge about FSL teachers' working conditions (e.g., feelings of isolation in the school community, underfunded resources, heavy workload and responsibilities).
- Location of teachers' residences and the schools.

Currently Used Recruitment Strategies for FSL Teachers

- Proactively hiring teacher candidates on practicum.
- Posting on school district job board websites and job banks (e.g., *Apply to Education* in Ontario, *Make a Future* in BC, *Workopolis*).
- Presenting at Faculties of Education.
- Having HR staff recruit at job fairs and travel to other provinces to recruit.
- Relying on word of mouth and using social media.
- Offering substitute teaching positions to teacher candidates before graduation.
- Offering higher wages.

Recommendations to Enhance FSL Teacher Recruitment

Expanding Recruitment Efforts

- Using promotional resources and marketing campaigns.
- Targeting secondary school students.
- Involving the community by:
 - ↳ Providing community-based educational training programs in remote Indigenous communities.
 - ↳ Targeting current FSL students who might become immersion teachers in their communities.

- ↳ Creating projects in cultural communities to assist them in using their French.

- Training more native French speakers to become L2 specialists.
- Creating a specialist CF position for elementary and middle schools (in BC).

Offering General Incentives

- Financial:
 - ↳ Repayment of student loans and offering scholarships.
 - ↳ Enhancing job conditions (e.g., offering funding for professional development opportunities, classroom materials, and resources).
 - ↳ Providing financial subsidies for FSL teachers (e.g., to aid with the costs of moving, a one-time relocation payment).
 - ↳ Giving students in teacher education programs the chance to take part in a Canada-wide contest (winners would receive a French immersion placement in a Canadian context of their choice).
- Social and linguistic:
 - ↳ Offering social and recreational opportunities to develop and maintain linguistic and cultural competence in French.
 - ↳ Providing early career teachers with a French Immersion virtual kit. This kit would include activities, resources, contact information, and information on immersion schools.

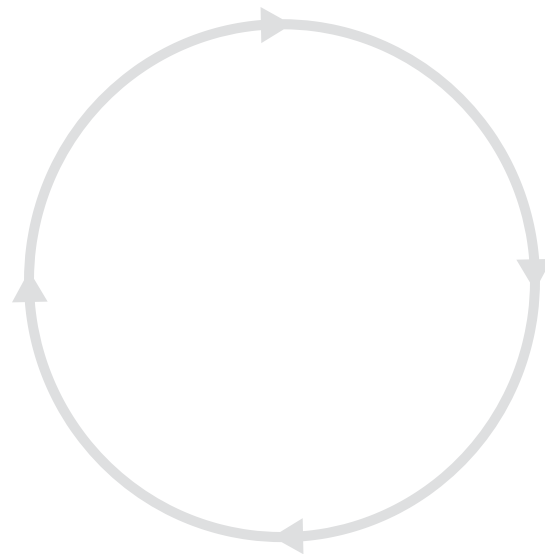
Offering Targeted Incentives

- Offering placement grants for teacher candidates in hard-to-staff areas.
- Reducing barriers minority students face in pursuing a career in teaching.

Enhancing Access to FSL Programs

- Offering fast-track courses for suitable candidates.
- Recruiting potential candidates through partnerships.
- Developing new tools:
 - ↳ Developing standardized FSL teacher qualifications to align qualification standards and professional equivalencies across Canada, including minimum language proficiency levels required by FSL teachers.
 - ↳ Creating a diagnostic test for students to enter the university-level education program.
 - ↳ Creating a national web portal for all immersion and core French professionals searching for positions.
- Training school district recruits on the targeted teachers' unique circumstances.

Teacher Attrition



Language teacher attrition characterizes the decision teachers make to leave the classroom. It can be defined in terms of *hidden attrition* (i.e., those who move out of teaching foreign/second languages (L2), but remain in education as administrators, consultants, or teachers of other subject matter) and *voluntary attrition* (i.e., teachers who leave the profession entirely; Mason, 2017). Schaefer and colleagues (2012) explain that teacher attrition is usually understood in terms of an **individual problem** (e.g., issues of burnout, resilience, personal demographics, and personal factors, such as family) or a **contextual problem** (e.g., support, salary, professional development, collaboration, nature of the context, student issues, and teacher education). However, a meta-analysis of teacher attrition research reveals that characteristics of teachers' working conditions are more salient for predicting attrition than was previously noted in the literature (Borman & Dowling, 2008).

It is difficult to determine exact teacher attrition rates, which often range from 5 to 50%, but research is clear: new teachers are at a higher risk for attrition (Guarino et al. 2006). What is more, attrition rates suggest that teacher turnover is greater than what would normally be deemed a healthy turnover rate, particularly as the research seems to indicate that the “best and the brightest” teachers are those who leave the most (Borman & Dowling, 2008). Frequent changes in teachers are not good for student learning outcomes. Given that teachers are the most determining factor in student success, teacher attrition comes with a financial cost to the education system (OECD, 2005, cited in Karsenti & Collin, 2013) and a professional cost to the quality of teaching. The economic cost of teachers leaving means new teachers need to be trained, boards and educational consultants need to provide resources for new teachers more frequently, etc. The social cost of teachers leaving means school communities cannot easily be formed and maintained. Schools are therefore less efficient in promoting student success.

Schaefer and colleagues (2012) suggest using a holistic approach that takes individual and contextual factors into account during new teachers' identity-making process to

understand teacher attrition. Borman and Dowling (2008) suggest a need to look more closely at contextual factors that can be addressed to curtail teacher attrition and a need to move away from a discourse of teachers not being “resilient enough” to look at how their working conditions affect their level of resiliency. Factors that can be changed relatively easily with initiative and policy changes include offering higher salaries, providing opportunities for teacher collaboration and networking, and offering more administrative support. Professional identities, linked to teacher resilience (Day & Gu, 2014, cited in Clandinin et al., 2015), also have a hand in determining levels of teacher attrition. Ultimately, Schaefer and colleagues (2012) suggest shifting the conversation from looking at teachers' decisions to leave the classroom as a decision that takes place at a specific point in time to a decision that is part of a long and dynamic evolutionary process for teachers, specifically, an identity-making process that has failed. **Schools and administrators that do not account for the identity-making process of new teachers offer little in the way of retaining new teachers, much less sustaining them in their burgeoning careers.**

For L2 teachers, that identity-making process is affected by the perception and status of the target language (Mason, 2017). Schools that do not provide curriculum, physical space, or emotional space for their L2 programs devalue the status of the target language. The impact of this can be seen among French as a second language (FSL) teachers who mainly attribute their desire to leave to their dissatisfaction with teaching FSL specifically, rather than teaching in general (Lapkin & Barkaoui, 2008).

Relevant Findings for Teacher Attrition in General

Key Findings from Attrition Research

- The newest and most experienced teachers are at a higher risk of leaving.

- Highly qualified teachers are more likely to leave the profession.

Attrition Rates Increase

- In schools with lower a socioeconomic composition.
- In schools with a higher racial/ethnic composition.
- In urban and suburban areas.

Attrition Rates Decrease

- In schools where teachers receive financial and emotional support from the school.
- In schools with higher student achievement levels.
- When beginning teachers participate in a mentorship program.
- When teachers are part of school-based teacher networks and opportunities.
- When teachers have regular and supportive communication with their administrators.
- When the levels of bureaucracy and the amount of paperwork for teachers decreases.

Factors Unique to L2 Teachers That Contribute to Attrition

- Teachers' confidence in their pedagogical content knowledge (i.e., knowledge and skill in teaching a foreign language).
- Teachers' confidence in their target language proficiency (i.e., knowledge of and ability in the target language).
- L2 program conditions.
- Support and value for L2 teaching.
- Respect and value for L2 teachers.
- Relationships with other L2 teachers.
- Lack of suitable employment opportunities.
- Difficulty finding their first L2 teaching position to enter the profession.
- Inconsistent federal funding (i.e., for programs such as LINC).
- Lack of job security (i.e., lack of stable full-time positions with benefits, and low salaries).
- Feeling overworked and isolated in their L2 teaching practice.

Factors Unique to FSL Teachers That Contribute to Attrition

- Difficult working conditions in FSL.

- A lack of French immersion instructional materials.
- Challenges with fostering positive professional relationships with non-FSL administration, non-FSL colleagues, and parents.
- Difficulties with FSL classroom management.
- Inadequate initial training received and unmet career aspirations.
- Not having access to a dedicated FSL classroom or an FSL consultant in their schools.
- A lack of funding for FSL-related activities.
- A lack of French-speaking supply teachers, consultants for students with special needs, and French-speaking support staff.
- Feeling more valued by their administration than by the community at large (including colleagues, parents, and students).

Research Summaries

Teacher Attrition in general

Borman, G. D., & Dowling, N. M. (2008). *Teacher retention and attrition: A meta analytic and narrative review of the literature.* *Review of Educational Research, 78(3), 367–409.* <https://doi.org/10.3102/0034654308321455>

This is a meta-analysis of 34 empirical studies examining 63 different moderators that play a role in teacher attrition. Key moderators in determining teacher attrition are personal characteristics of teachers and attributes of teachers' schools, such as its organizational characteristics, student body composition, and resources (i.e., instructional spending, teacher salaries). Notable findings, among others, suggest that **teacher attrition rates decrease in schools where teachers receive emotional support from their schools, when beginning teachers participate in a mentorship program, when teachers are part of school-based teacher networks and opportunities, when teachers have regular and supportive communication with their administrators, and when the levels of bureaucracy decrease.** The authors suggest that teacher turnover may be higher than what is to be expected in a "healthy" turnover, particularly as the research suggests the most qualified teachers are more likely to leave the profession. The authors point out that attrition is more influenced by teachers' working conditions than was previously thought. The authors suggest that teacher attrition can be addressed through policies and initiatives such as increasing teachers' salaries, providing opportunities for teacher collaboration and networking, and offering more administrative support.

Clandinin, D., Long, J., Schaefer, L., Downey, C., Steeves, P., Pinnegar, E., Mckenzie Robblee, S., & Wnuk, S. (2015). Early career teacher attrition: intentions of teachers beginning. *Teaching Education*, 26(1), 1–16. <http://dx.doi.org/10.1080/10476210.2014.996746>

This study sought to examine early teacher attrition from a holistic perspective, inquiring about personal and contextual factors that can influence teachers' identity-making process and, ultimately, their decision to remain in the profession. Participants included 40 Albertan beginning teachers (3–4 years of experience) working in rural, urban, and suburban schools across different grade levels. Interviews revealed the narratives teachers constructed about themselves and their future intentions. The majority of teachers (62.5%) reported being uncertain about whether they would stay in the profession. **Themes that emerged as being consequential on beginning teachers' identity-making process included: having proper support, having a sense of belonging, tensions around contracts, the perception that new teachers are willing to do anything to enter the profession, work-life balance, trying not to let teaching consume them, and questions about "Can I keep doing this? Is this teaching?"** Rather than viewing this as a list of reasons why teachers leave the profession, the authors highlight the importance of acknowledging the uniqueness of each beginning teacher's experiences. As a person with a life at school and outside of school, a beginning teacher's identity-making process will be influenced differently based on their unique trajectory: their experiences will shape the stories they tell (of) themselves as teachers who intend to remain or leave the profession.

Karsenti, T., & Collin, S. (2013). Why are new teachers leaving the profession? Results of a Canada-wide survey. *Education*, 3(3), 141–149. <http://article.sapub.org/10.5923.j.edu.20130303.01.html>

This study sought to examine 1) new teachers' aspirations for becoming teachers, 2) reasons why these teachers (might) drop out of the profession, 3) who were individuals new teachers turned to when difficulties arose. **Findings on new teachers' aspirations to become teachers showed two trends: either drop-out teachers were not very invested in the teaching profession before they began their training program, or new teachers who idealized the teaching profession were disappointed once they entered the field or found that they did not have adequate teaching skills.** Findings indicate the reasons for teacher drop-outs are often interrelated. These included **excessive workload inside and outside the workplace, struggling with classroom management, and poor working relationships with the administrative staff and/or colleagues.** Findings about teachers in need showed that **new teachers often turned to their administrators or other more experienced teachers for assistance.** To address teacher

attrition, the authors suggest offering more administrative and collegial support to new teachers, better university training in the preparation programs, developing specific conditions for new teachers (such as lighter workloads), and providing more help on demand when teachers face challenges, such as creating mentorship programs for new teachers.

Schaefer, L., Downey, C., & Clandinin, D. J. (2014). Shifting from stories to live by to stories to leave by: Early career teacher attrition. *Teacher Education Quarterly*, 41(1), 9–27.

This narrative inquiry follows four K–12 teachers (three in Canada, one in the US) who left the teaching profession within the first five years of their career. The conversations and their ensuing final research texts look at the stories teachers tell about their departure from their chosen field. **In many cases, at the onset, the teachers present stories about "moving forward," "leaving to pursue graduate studies," "wanting to move from a small town to a big city," or "searching for creative freedom and expression through artistic pursuits."** All of these stories could also be seen as "cover stories" (Crites, 1979) which hide more troubling reasons for leaving that extend beyond personal growth stories. **These cover stories obscure the roles that administrators, colleagues, and systemic influences play in new teachers leaving the profession.** The authors call on educators to consider the complexities of new teachers' lives and the decision-making process that evolves slowly over time to contribute to teacher attrition. They also warn against developing fixes for teachers leaving the profession that attend to the cover stories told by teachers and do not attend to the more complex underlying conditions that contributed to their departure.

Schaefer, L., Long, J. S., & Clandinin, D. J. (2012). Questioning the research on early career teacher attrition and retention. *Alberta Journal of Educational Research*, 58, 106–121.

This literature review on early career teacher attrition examined 65 peer-reviewed articles addressing teacher attrition and retention. The authors noted three types of studies: those that looked at individual factors, those that looked at contextual factors, and those taking a holistic approach examining both of these factors. In terms of studies looking at individual factors affecting teacher attrition, **studies found that burnout, resilience (commitment), personal demographic features (such as age, gender, race, ethnicity, etc.), and personal factors (such as family lives) were all contributing factors.** In some cases, looking at individual factors positioned new teachers as deficient when they were not able to meet the required levels of commitment and resiliency to become teachers. In terms of studies looking at contextual factors, studies found that the kind of support available in the professional landscape, salary, professional development opportunities, opportunities for integrated

collaboration, the nature of the teaching context (such as high rates of poverty, rural, urban, or suburban schools), student issues (such as classroom management or violence against teachers), and teacher education were all contributing factors to teacher attrition rates in some way. A common theme across studies that investigated contextual factors suggests that **schools and administrators who positioned new teachers as knowledge contributors who come to the profession with much to offer saw lower rates of teacher attrition.** It is important to note that teachers' reasons for leaving varied greatly depending on these individual and contextual factors. Promising new perspectives being used to examine teacher attrition take individual and contextual factors into consideration. **These include looking at teachers' intentions before, during, and after their induction into the profession; schools that value integrated cultures (promoting new and veteran teachers' know-how and experiences) in collaborative and/or mentorship initiatives; and challenging a "one size fits all" approach to examining teacher attrition.** Ultimately, the authors suggest shifting the conversation from looking at teachers' decisions to leave the classroom as a decision that takes place at a specific point in time to a decision that is part of a long and dynamic process for teachers. In this process, the authors include the identity-making process that beginning teachers negotiate as they become new teachers. Schools and administrators that do not account for the identity-making process of new teachers offer little in the way of retaining new teachers, much less sustaining them in their burgeoning careers.

L2 Teacher Attrition

Swanson, P. (2012). Second/foreign language teacher efficacy and its relationship to professional attrition. *Canadian Modern Language Review*, 68(1), 78–101. <https://doi.org/10.3138/cmlr.68.1.078>

This quantitative study sought to identify the relationship between language teacher efficacy beliefs and attrition. Using survey data collected from 1,065 Canadian and American language teachers, the study found that participating teachers had high self-efficacy beliefs and reported a low attrition rate (6% of participants reported wanting to leave the profession). Teachers reported feeling most confident about their reading and writing skills and least confident about their skills to teach culture. **Factors that related to teachers' confidence in their ability to control disruptive classroom behaviour, demonstrate intercultural knowledge about the target language, and understand a movie fully in the target language were significantly related to attrition.** The author found that **teachers who were members of a professional organization had higher self-efficacy beliefs about their content knowledge, their general teaching ability, and their ability to teach culture.** Similarly, teachers who were granted approved

licensure to teach by a government (as opposed to those teaching without a licence or under provisional certification) felt more confident about their classroom management strategies and their instructional strategies. While the study provides evidence of a relationship between teacher efficacy and attrition, further research is needed to understand the nature of the relationship.

Mason, S. (2017). Foreign language teacher attrition and retention research: A meta-analysis. *NECTFL Review*, 80, 47–68.

This qualitative meta-analysis of 10 studies examines the research conducted across Canada, the UK, the US, and Australia on foreign language teacher attrition and retention. Foreign language teachers in this study include those who teach languages other than English as a foreign/second language. **The author identified seven themes relevant to the discussion of second language (L2) teacher attrition: teacher preparation, transition into teaching, teacher knowledge and skills, workplace and employment factors, value and belonging, supportive workplace relationships, and teacher personality traits. Elements unique to L2 teachers that can contribute to attrition included: knowledge and skill in teaching a foreign language, knowledge of and ability in the target language, foreign language program conditions, support and value for foreign language teaching, respect and value for foreign language teachers, and relationships with other foreign language teachers.** The study suggests that the perception/status of foreign languages is a central factor linked to teacher attrition. Schools that do not provide curriculum, physical space, or emotional space for their foreign language programs devalue the status of foreign language education and thereby contribute to L2 teacher attrition.

Parks, P. (2017). Understanding the connections between second language teacher identity, efficacy, and attrition: A critical review of recent literature. *Journal of Belonging, Identity, Language, and Diversity*, 1(1), 75–91.

In this review of the literature, the author identifies 12 articles that report on **three important dimensions of self-efficacy in teacher identity that correlate with teacher attrition: language teachers' beliefs about 1) their language proficiency, 2) their pedagogical content knowledge, and 3) their classroom management skills.** In terms of linguistic proficiency, second language teachers' identity development as members of the target language community is essential. In terms of pedagogical knowledge, linguistic proficiency determines the kinds of pedagogical risks that teachers are willing to engage in. In terms of classroom management, teachers' sense of instructional efficacy will determine the likelihood that they remain in the profession.

Valeo, A., & Faez, F. (2013). Career development and professional attrition of novice ESL teachers of adults. *TESL Canada Journal*, 31(1), 1–19. <https://doi.org/10.18806/tesl.v31i1.1164>

This empirical study examines the career development and professional attrition of novice English as a second language (ESL) teachers as they attempt to secure and maintain teaching positions in their first years of practice. The project involved 147 novice ESL teachers in Ontario. Data were collected through an online survey and interviews. The findings reveal concerns about issues related to employment and suggest novice ESL teachers are at a high risk for attrition due to a lack of suitable employment opportunities. Novice ESL teachers identified finding their first teaching position as a major challenge to entering the profession. They felt their programs had not prepared them well for the job search. Novice ESL teachers also identified inconsistent federal funding (for programs such as LINC) and a lack of job security (such as a lack of stable full-time positions with benefits and low salaries) as impediments to remaining in the profession. Teachers also noted feeling overworked and isolated in their practice, despite many ESL teachers remaining unable to find work. The authors suggest that ESL teacher training programs work with their graduates more closely to transition into the workplace and prepare them for seeking and finding employment upon graduation. They also call on ESL school employers and funders to consider the impact of precarious and isolating working conditions on their ESL teachers and professional organizations to advocate for ESL teachers' working conditions.

FSL Teacher Attrition

Karsenti, T., Collin, S., Villeneuve, S., Dumouchel, G., & Roy, N. (2008). *Why are new French immersion and French as a second language teachers leaving the profession? Results of a Canada-wide survey*. Ottawa, ON: Canadian Association of Immersion Teachers. https://www.researchgate.net/publication/269112784_Why_are_new_French_Immersion_and_French_as_a_Second_Language_Teachers_Leaving_the_Teaching_Profession_Results_from_a_Canada-wide_Study

This nationwide study sought to understand the reasons why novice French immersion teachers leave the teaching profession in the first few years of service. The data were collected via an online survey and telephone and group interviews. A total of 201 teachers took part in the study. Findings reveal five factors that contribute to teacher drop-out: 1) difficult working conditions in French as a second language (FSL), 2) a lack of French immersion instructional materials, 3) challenges with fostering positive professional relationships with administration, colleagues, and students' parents, 4) difficulties with classroom management, and

5) inadequate initial training received and unmet career aspirations. Solutions to prevent teacher attrition include providing mentorship for new teachers through an induction program and giving new teachers lighter workloads and less challenging classes to work with.

Lapkin, S., MacFarlane, A., & Vandergrift, L. (2006). *Teaching French as a second language in Canada: Teachers' perspectives*. Ottawa, ON: Canadian Association of Second Language Teachers (CASLT).

This national study sought to uncover the challenges faced by French as a second language (FSL) teachers across different programs: core French, French immersion, extended French, and intensive French. A total of 1,305 Canadian teachers took part in an online survey. Overall, the respondents reported available commercial pedagogical materials to be "poor" or "adequate," particularly for French immersion teachers. Almost half of the teachers (40%) indicated that they did not have access to a dedicated FSL classroom or an FSL consultant in their schools. Teachers reported concerns about a lack of funding for activities, and a lack of French-speaking supply teachers, consultants for students with special needs, and French-speaking support staff. Teachers reported feeling more valued by their administration than by the community at large (including parents and students). Almost 40% reported that they had recently considered leaving the profession (if not left already). Although the sample was not representative, the study noted that almost 32% of respondents did not hold FSL specialist certificates, prompting the authors to question whether this lack of training may also be contributing to higher attrition rates among FSL professionals.

Lapkin, S., & Barkaoui, K. (2008). *Teaching core French in Ontario: Teachers' perspectives*. Toronto, ON: OISE/Ontario Ministry of Education.

This study examines the teaching contexts, perceptions of resources, stakeholder support, teaching conditions, and professional development (PD) needs of core French teachers in Ontario. The project involved 387 core French teachers who answered a questionnaire. Although the sample was not representative, findings revealed that almost 23% of respondents planned to transition out of teaching French in the next three years. Teachers mainly attributed their desire to leave to their dissatisfaction with teaching French as a second language (FSL) specifically (rather than teaching in general), specifically in terms of a lack of funding, a lack of classroom space dedicated to core French, and the limited availability of French-speaking administrative staff, supply teachers, and librarians. Teachers, however, did report they had access to FSL consultants, computers, and Internet (although technical support was limited). Although teachers reported that their school administration was generally supportive, non-FSL colleagues, parents, students, and the

community at large were seen as much less so. Teachers reported the need for more in-school PD opportunities.

Macfarlane, A., & Hart, D. (2002). *Shortages of French as a second language teachers: Views of school districts, faculties of education and ministries of education.* Canadian Parents for French. <http://www.cpf.ca/eng/pdf/resources/reports/fsl/2002/Report.pdf>

In a national study commissioned by Canadian Heritage, Canadian Parents for French identified a significant gap between the supply and demand of French as a second language (FSL) teachers in Canada. Data were collected through surveys sent to school districts, ministries of education, and faculties of education offering FSL qualification. **Most school districts reported experiencing a teacher shortage and expected more severe shortages to come in the following five years. Shortages were the strongest among FSL supply teachers. Modest shortages of core French teachers were felt more in elementary school than in high school, although both suffered. Modest shortages of French immersion teachers were similar in elementary and high school. Ministries across the country reported the shortages as less severe and predicted that future shortages would be less severe than school districts anticipated.** The difference in assessment between these two bodies suggests the different operating bodies are not preparing for shortages in tandem. **When asked why they were experiencing shortages, almost 90% of school districts responded that too few qualified FSL teachers were graduating from Faculties of Education. Other reasons included FSL teacher retirement, competition from French-language school boards, and increasing school population. Ministries of Education gave very similar reasons for French immersion teacher shortages, however, when it came to core French teachers, they also listed the difficulty in attracting core French teachers to rural areas and core French teachers' perception that teaching FSL is a very challenging position. Anecdotal evidence suggests teachers perceive a lack of commitment to French instruction from school administrators since FSL classes are often given less consideration in terms of scheduling, timetabling, resource support, staffing, professional development, and status in general education. Research has since corroborated this evidence (Kissau, 2005; Lapkin et al., 2006). Faculties of Education report they are unable to fill all the places available in FSL teacher education programs. The two main reasons given were too few applicants (83%) and lack of French language proficiency (60%). Other reasons included lack of academic qualifications, accepted candidates not enrolling, and lack of French proficiency upgrading. School districts reported that finding candidates with adequate**

French language proficiency was an issue in core French (68%) and French immersion (48%) and in some cases having to compromise—more often when it came to core French teachers than French immersion teachers.

OPSBA (2018a). *Meeting labour market needs for French as a second language instruction in Ontario: Understanding perspectives regarding the French as a second language teacher labour market issue.* Toronto, ON: Ontario Public School Boards' Association. https://opsoa.org/application/files/5715/2727/0115/Final_Version_FSL-OLMP_Year_End_Report_May_23_2018.pdf

This study¹ looks into the challenges school boards (SBs) face in light of the French as a second language (FSL) teacher shortage issue in Ontario. Data were collected in the form of surveys and/or interviews with 56 Ontario school districts' HR departments, the Ontario College of Teachers and the Ministry of Education, and 384 recently hired FSL teachers (1–2 years of experience). Findings reveal **over 90% of SBs in Ontario offer a discretionary FSL program in Ontario, usually French immersion (FI) at the elementary level. Rates remain above 60% at the middle and secondary level.** As a result, there is a great need for more teachers in discretionary programs because there is more demand for these programs by parents and there is greater instructional time (about 3.75 times more than core French) in these programs (about 50% of the weekly instructional time is in French). In addition, there is a greater need for FSL teachers at the elementary level. To satisfy their needs, SBs in Ontario would need approximately 4,500 additional teachers in core French programs and 7,000 additional teachers in French immersion programs. **In terms of their internal supply of FSL teachers, SBs indicate FSL teachers are not always able to teach French depending on their assignments. SBs indicate the most common reasons why FSL contract teachers would be teaching less than 50% of their assignments in French are 1) school factors (e.g., staffing requirements, school size, student enrollment); 2) teacher factors (e.g., assignment choice, skill and comfort level using French); and 3) board factors (e.g., collective agreements, seniority, changes in FSL program design/location). In terms of the external supply of FSL teachers, SBs report a 54% decrease in the number of applicants received from FSL teacher graduates in the past 3 years (2015–2017),** in part due to the change in Teacher Education programs in Ontario, which went from a two-semester program to a four-semester program in 2015. As data from the Ontario College of Teachers suggests, between 2015 and 2016, the number of teacher candidates earning FSL qualifications during their program fell by 60%. The number of graduates earning Additional Qualifications (AQs) in FSL decreased by 40%.

1 The findings for this research project were also reported in Jack and Nyman (2019).

Teacher Retention



Teacher retention refers to programs and actions aimed towards reducing teacher turnover. Induction and mentoring programs are the most commonly used strategies in schools to increase teacher retention (Long et al., 2012). Induction is defined as the time when teachers start their teaching career and adapt to their new roles and responsibilities (Nielsen et al., 2006, cited in Long et al., 2012). Induction programs during these early teaching years (usually up to the first five years) offer support and guidance to teachers. There are no set guidelines on induction programs as they vary in length, type of activities, and focus (Long et al., 2012).

Mentoring is usually part of an induction program, or sometimes is considered the induction program. Mentoring involves pairing early career teachers (mentees) with more experienced teachers (mentors) to offer them guidance during their early years in the profession and guide their transition from university to the profession (Nielsen et al., 2006). In fact, because mentoring is often foundational to induction programs, the terms *mentoring* and *induction* are often used interchangeably (Smith & Ingersoll, 2004).

Retention efforts are key to confronting the issue of teacher attrition. As attrition rates continue to rise, particularly those of beginning teachers, so do stakeholders' focus on

teacher retention (Kutsyuruba et al., 2016). As explained in the previous section, current teacher turnover rates are problematic as "attrition is generally costly to schools and may

be detrimental to learning" (Guarino et al., 2006, p. 186); therefore, the current section on retention will outline research findings on retention programs and scholars' recommendations. The

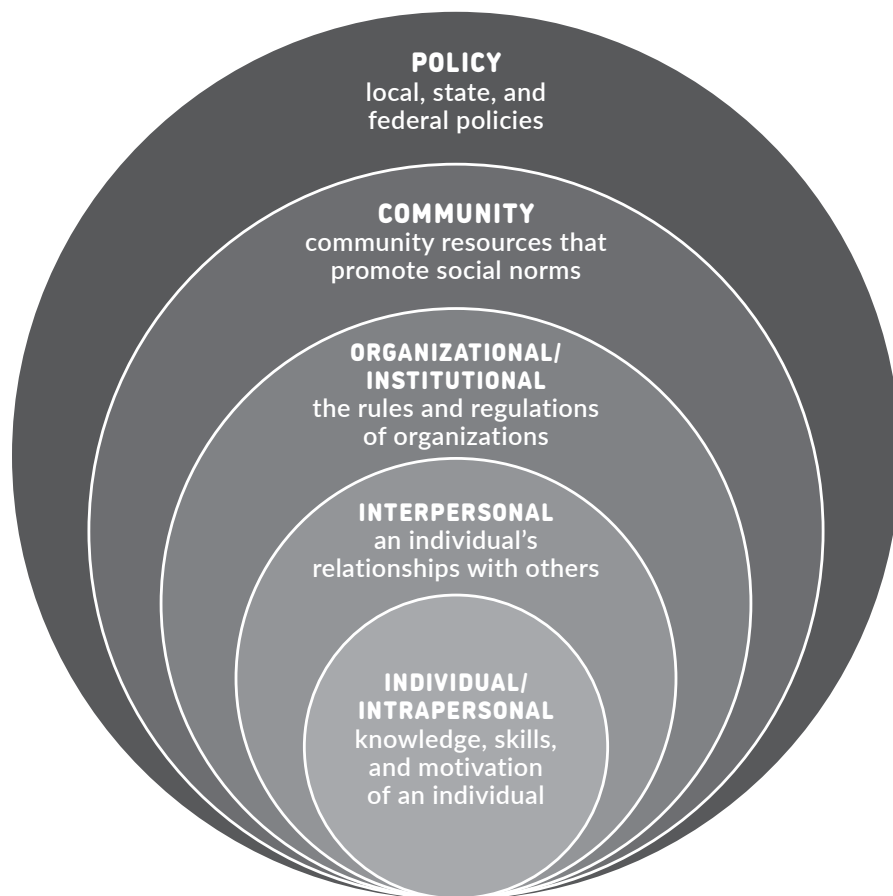


Figure 1. The social ecological model used to understand overlapping facets that impact teacher retention (Zavelevsky & Lishchinsky, 2020, p. 3). Reproduced from Philroc, CC BY-SA 4.0 (<https://creativecommons.org/licenses/by-sa/4.0>), via Wikimedia Commons.

review will highlight findings on teacher retention both in Canada and worldwide with special focus on L2 and French as a second language (FSL) teachers' retention research.

A new model to address teacher retention, developed by Zavelevsky and Lishchinsky (2020), is introduced in this section. The model is promising as it addresses an important element identified in the literature review, that is, the multifaceted nature of teacher retention. The model, pictured in Figure 1, attends to overlapping facets identified in the literature as key to burgeoning teachers' careers: individual/intrapersonal, interpersonal, organizational/institutional, community, and policy. As the authors also offer actionable initiatives within each dimension, we recommend stakeholders take into consideration these categories when implementing mentorship and induction programs for early-career teachers, specifically because of its multidimensional approach and recognition of the complexity of factors involved in teacher attrition and the need for retention efforts that involve all categories and subcategories.

Based on our review of the literature, it is clear that administrators play a key role in the success of induction and mentoring programs. Currently, there is an inconsistency regarding administrators' roles in teacher support programs (Kutsyuruba et al., 2013; Kutsyuruba et al., 2016). Clear guidelines need to be created outlining the responsibilities and active involvement of administrators in supporting novice teachers (Kutsyuruba et al., 2013; Kutsyuruba et al., 2016). We recommend administrators and educational leaders reading this report reflect on their current role in induction and mentoring programs and consider becoming more involved because of the positive impact their involvement generally has on teachers' retention (Brock & Chatlain, 2008; Mancuso et al., 2010; Peters & Pearce, 2011).

Relevant Findings for Teacher Retention in General

Key Findings from Retention Research

- Induction and mentoring programs are effective in improving teacher retention.
- Induction and mentoring programs are guided by a complex set of interrelated factors influencing retention rates (i.e., individual, interpersonal, organizational, community, and policy).
- Induction and mentorship programs across Canada are not consistently available.

For Effective Retention Efforts

Findings are organized according to Zavelevsky and Lishchinsky's (2020) ecological model of interconnected factors that affect teacher retention.

Individual Aspects

- Novice teachers are allowed space to reflect and bridge between professional realities and personal goals.

Interpersonal Aspects

- Teachers collaborate with other teachers on their own induction activities.
- A positive relationship is established between mentees and mentors in induction programs, which is critical to their professional development (e.g., helping teachers in bridging theory to practise).

Organizational Practices

- There exists a positive classroom climate and high student achievement.
- Leaders follow transformational and distributed leadership styles.
- Professional support is available:
 - ↳ From mentors who are from the same subject field as the teacher-mentee.
 - ↳ From collaborative networks to validate learning experiences and help develop teachers' professional identities.
 - ↳ From school leaders and administrators involved in induction programs (e.g., building trusting relationships with teachers; recognizing resilience as a motive for retention).

Community at Large

- Teachers feel a sense of belonging to the school community.
- Teacher induction is designed to begin during pre-service training and continue through the early years in the teaching profession for an easy integration into the school system.

Macro-Level Policies

- Retention strategies are tailored to specific groups of teachers (e.g., teachers in remote or rural areas, First Nations and minority teachers, teachers in the Catholic sector).
- There are clear guidelines and/or a framework outlining administrators' roles in induction and mentorship programs.

- Stakeholders (in teacher education programs and in schools) attend to novice teachers' *stories to live by* (i.e., their professional and personal narratives).

Findings Specific to L2 Teacher Retention

- There is a lack of validation for L2 teachers' professional identities.
- French immersion professionals are highly educated, mostly L2 speakers of French, and mostly women who work in elementary education.

Findings Specific to FSL Teacher Retention

- FSL teachers benefit from professional development specific to FSL teachers' programs of instruction (i.e., French immersion).
- Immersion-based teacher education programs are more effective in supporting future FSL teachers' linguistic and cultural competencies in the target language.

Why Is It Challenging to Retain FSL Teachers?

- Competition within and/or across districts.
- FSL teachers' insufficient language competency levels.
- Working in rural locations.
- Heavy course loads.
- Teachers transferring to new assignments.
- Teachers receiving full-time contracts in other locations.
- Difficult working conditions.
- Lack of pedagogical resources.
- Challenges inherent to the diversity of FSL programming.
- Inadequate administrative support.
- Inadequate coordination with universities to support incoming novice FSL teachers.
- Geographical location.
- Low job security.

Recommendations to Enhance FSL Teacher Retention

- Tailored professional development opportunities to help incoming FSL teachers maintain and advance their linguistic and cultural competences (e.g., regular immersive exchanges in Francophone environments, opportunities to improve their knowledge about the French language).
- Tailored professional development opportunities to help incoming FSL teachers address their reported professional learning needs (e.g., access to effective teaching resources, opportunities to improve knowledge of effective teaching strategies).
- Creating a national or provincial resource centre which includes resources and online assistance for immersion and core French professionals, as well as direct access to research.
- Making a concerted effort to promote the value of a career in FSL education (e.g., by offering dedicated classroom space to teachers, prioritizing core French programs in schools, legal protection from lay-offs, financial incentives, higher wages).
- Offering professional development to raise administrators' awareness of the benefits and issues unique to French immersion programs (e.g., facilitating forums with school board HR personnel).
- Simplifying how to communicate information about immersion education to school boards (e.g., using newsletters, identifying immersion ambassadors at each school board).

Research Summaries

Teacher Retention in General

Brock, B., & Chatlain, G. (2008). The status of teacher introduction in Catholic schools: Perspectives from the United States and Canada. *Catholic Education: A Journal of Inquiry and Practice*, 11(3), 370–384. <https://digitalcommons.lmu.edu/cgi/viewcontent.cgi?referer=https://www.google.ca/&httpsredir=1&article=1616&context=ce>

The study highlighted the experiences of novice teachers, particularly those new to the Catholic education sector. Comparing findings both in the US and Canada, the authors investigated induction programs directed towards teachers in Catholic schools. The goal was to determine the quality

of the current induction programs and recommend future directions. A narrative survey was used for data collection from Canadian districts and US diocese². Twenty-eight superintendents from both Canada and the United States took part in the study (US=16; Canada=12). Findings reveal variable themes on induction programs, including the variety of induction programs in terms of goals, comprehensiveness, and delivery; the Catholic sector's unique structure in the formation of induction programs; mentorship programs as a key aspect of induction programs; and little emphasis on structured training in classroom management in the induction programs. Also, although some superintendents were satisfied with induction programs aimed for improvement, they were often constrained by time, money, and the number of schools they serve. One common theme in the study is the role of mentorship in supporting new teachers. Most participants referred to mentorship as a key tool for early career teacher retention in Catholic schools. **Based on the results, the authors offered recommendations to superintendents: involving principals in induction efforts, tailoring to teachers' and schools' unique needs, creating induction programs guided by the principles of the Catholic education sector, establishing a comprehensive framework on induction programs for Catholic schools, and ensuring all schools offer induction programs to novice teachers.** By improving the state of induction programs in Catholic schools, enhancing new teachers' retention rates becomes a reality.

Kitchenham, A., & Chasteauneuf, C. (2010). Teacher supply and demand: Issues in northern Canada. *Canadian Journal of Education*, 33(4), 869–896.

This study sheds light on the unique needs of educators in the northern parts of Canada. The authors build on previous findings on teachers' retention and recruitment practices in northern Canada. A total of 113 participants (96 teachers, 13 administrators, and one Human Resources representative) from four research sites took part in the study. Data were collected using online questionnaires and two or more semi-structured interviews. Results add to previous findings in two areas: 1) outlining the constant challenge of school districts in northern Canada to hire and retain teachers in mathematics and science at the senior high school levels and in special education at the elementary level and 2) emphasizing the lack of incentives as a key factor in teacher attrition. Finally, the authors expanded on these findings by highlighting blended learning as the preferred professional development model for a quarter of the participants because it reduces the cost of travelling for face-to-face workshops and is more convenient

for northern teachers' unique needs. **The authors do not only add to previous discussions on the factors leading to northern teachers' attrition (i.e., reduced motivations to teach in northern Canada); they also address previous calls on the importance of catering to teachers' unique professional development in helping with teacher retention in Northern Canada.**

Kutsyuruba, B., Godden, L., & Tregunna, L. (2013). *Early-career teacher attrition and retention: A pan-Canadian document analysis study of teacher induction and mentorship programs*. Kingston, ON: Faculty of Education, Queen's University. <https://educ.queensu.ca/sites/webpublish.queensu.ca/educwww/files/files/People/Faculty/Kutsyuruba%20-%20Pan-Canadian%20Document%20Analysis.pdf>

In this report, the authors provide a document analysis of teacher induction and retention programs across Canada. After formalizing a comprehensive search criterion, 131 documents were chosen for analysis and inclusion in the report. The goal of the report is to investigate 1) teacher induction programs, 2) mentorship roles in the induction programs, and 3) administrators' roles in the induction and mentorship of new teachers. The findings reveal the variety of approaches taken by the administration and school districts to increase new and beginning teachers' retention. Although each province/territory employed different forms of support, some form of induction program/policy or mentorship support was offered to teachers across Canada. An important finding in the study is the inconsistency in administrators' role in induction programs. **The authors emphasize the importance of creating clear guidelines on administrators' role because they play a key part in supporting teacher induction and mentorship efforts.** Finally, the authors call for further investigation into the nature of support and mentorship offered across Canada because many programs did not offer online documents with easy access. Having a clear grasp of the nature of induction and mentorship support programs and policies will inform the creation of enhanced resources, programs, and policies that will improve teacher retention across Canada.

Kutsyuruba, B., Godden, L., Matheson, I., & Walker, K. (2016). *Pan-Canadian document analysis study: Understanding the role of teacher induction and mentorship programs in teacher attrition and retention*. Kingston, ON: Faculty of Education, Queen's University.

2 Diocese is the term used in the US referring to the political boundary defining the authority of a board of education.

The following is an updated report of the 2013 pan-Canadian document analysis.³ This report examined the same themes reported in the previous version: 1) organization of teacher induction support programs; 2) mentorship role in teacher induction; and 3) administrators' roles in facilitating teacher induction and mentorship support. Similar to the previous report, the authors organized and defined the terms used in the document search and located 120 new or updated documents (that were published after the previous report) that were included in the current report. Although published with a three-year difference and including new documents, both reports revealed the same findings: **unclear guidelines on the administrators' roles and degrees of participation, inconsistent availability of induction programs and support in the form of mentorship across Canada, and the need for easy online access to documents on available support resources, programs, and initiatives.**

de Feijter, C. (2015). *Teacher perceptions about retention and classroom climate in remote schools in western Canada* [Doctoral dissertation, Walden University]. ProQuest Dissertations Publishing.

In this dissertation, the author investigated the reasons behind the high attrition rates of teachers in remote schools in western Canada. Using a blended case study design, 11 new teachers at different grade levels and one administrator took part in the study. All participants worked at a remote school in the Precambrian Shield School Division. To collect data, questionnaires, semi-structured interviews, and document reviews were used. The goal of the study was to identify participants' perceptions of classroom and school activities that impact decisions to leave remote schools. Results reveal a **negative influence between student achievement, classroom climate, available professional support, and novice teachers' retention decisions.** Guided by the identified issues, de Feijter formulates a professional development action plan specific to improving mentoring offered to novice teachers in remote contexts. The action plan involved a document describing teacher retention and a description of three professional development sessions specific to supporting early career teachers in remote areas. A long-term goal of the plan is to present an ongoing framework for professional coaching. To achieve this goal, the author presented a schedule on teacher mentoring throughout the academic year. The schedule was formulated following Boogren's (2015) framework which "specified the need for support in four distinct areas, physical support, emotional support, institutional support, and instructional support" (p. 104). Three goals guide the achievement of the action plan: 1) establishing a consistent mentoring approach; 2) equipping mentors with relevant

information to support novice teachers; and 3) offering a professional support for teachers that is separate from evaluative procedures in the school to reduce fear associated with inconsistent professional support that was offered. Although specific to one school, this plan could work as a model for different school boards in Canada aiming to increase teacher retention in remote areas. In connection to other articles in this section, access to friends and family was identified as positively connected to new teachers' retention (as explained in the following summary). This finding could explain the high attrition rates in remote areas in western Canada.

Long, J. S., McKenzie-Robblee, S., Schaefer, L., Steeves, P., Wnuk, S., Pinnegar, E., & Clandinin, D. J. (2012). *Literature review on induction and mentoring related to early career teacher attrition and retention. Mentoring & Tutoring: Partnership in Learning, 20(1), 7-26.* <https://doi.org/10.1080/13611267.2012.645598>

In this literature review, the authors present a collection of studies to support their argument that induction and mentoring programs are effective tools for reducing novice teachers' attrition rates and increasing retention. The authors analyzed data from studies on induction and mentoring that involved early career teachers. Articles ($n = 93$) on early-career teacher retention and attrition published from 2000 to 2012 were collected from Canada, the US, New Zealand, Australia, and the UK. Although many studies confirmed the positive relationship between induction and mentorship programs and teacher retention, some scholars in the review questioned the simplicity of the approach. They recommended awareness of the complexity of the issue and the need to investigate other factors influencing the effectiveness of induction and mentorship services, such as whether the mentor is teaching similar grades as the mentee or whether induction programs view teachers as individuals with agency in charge of their professional development as opposed to passive participants in their induction experiences. In addition, when examining retention efforts, attention should be given to the school climate and the social context of beginning teachers, such as their connection to family and friends (which have been found to correlate with retention). In alliance with other articles in this section, **the authors further confirmed the lack of research on administrators' role in teacher retention efforts.**

³ Findings were reported in Kutsyuruba and Treguna (2014).

Schaefer, L., & Clandinin, D. J. (2011). **Stories of sustaining: A narrative inquiry into the experiences of two beginning teachers.** *Learning Landscapes*, 4(2), 275–295.

In this narrative inquiry, the authors investigated the common view of teacher attrition and whether this way of framing it is limiting our understanding of the problem and of the different possibilities for teacher retention. Two early-career teachers took part in three one-on-one conversations each with one of the researchers and the fourth conversation as a group of three including the researcher. The narratives were first put in an imaginary survey on teacher attrition to demonstrate how the answers would fit the common views; nevertheless, **the authors demonstrate that by attending to teachers' stories, the complexities of their experiences and challenges are revealed as something that cannot fit into a box on reasons behind teacher attrition.** The authors explain how, at first glance, the participants' stories can be organized into categories on common trends in novice teachers' experiences. Nevertheless, close examinations of participants' narratives reveal that their personal and professional stories shift and change in diverse ways depending on their journey. The authors reject the oversimplifications of early career teachers' experiences and instead suggest teachers should be given opportunities to negotiate their *stories to live by*: in other words, "what has brought teachers to teaching, or what their imagined stories of teaching are" (p. 293). The authors conclude with recommendations for Faculties of Education and induction programs to create spaces and resources for novice teachers to reflect on their goals for pursuing a career in teaching and their current professional goals. Such reflections will assist teachers in understanding their imagined stories and bridging their personal goals with their professional realities, making their mission more purposeful and rewarding and helping them develop future stories that involve them.

Schaefer, L., & Clandinin, D. J. (2018). **Sustaining teachers' stories to live by: Implications for teacher education.** *Teachers and Teaching, Theory and Practice*, 25(1), 54–68. <https://doi.org/10.1080/13540602.2018.1532407>

In this study, the authors documented teacher educators' role in supporting novice teachers' *stories to live by*. The current study draws on results from two studies with 55 second- and third-year teachers from two provinces in Canada and a narrative inquiry into the experiences of novice teachers who left their career as teachers. **The findings reveal that participants' stories to live by (their imagined stories of being a teacher and their goal of teaching) were the drive behind**

their motivation to stay in the teaching profession. However, participants whose *stories to live by* were not sustained (i.e., unmatched their lived realities) during their professional career turned into "stories to leave by" (p. 54) causing them to leave the teaching profession.

Hope, L. L. (2001). **Effects of a formal mentoring program on teacher retention and benefits to protégés and mentors [Master's dissertation, Lakehead University].** ProQuest Dissertations Publishing.

In this dissertation, Hope looked at the role of mentoring programs on teacher retention. The study evaluated a formal mentoring program that took place at the Keewatin-Patricia District School Board in northwest Ontario during the 1999–2000 academic year. Both experienced mentors and protégés⁴ that took part in the program were recruited. Twenty-three mentors and twenty-three protégés agreed to participate in the study. Two surveys were used to collect data on the mentoring program. The findings reveal the ways in which the program benefited the protégés, the mentors, and the teacher retention rates in the following year. The mentoring program was found to be effective in increasing retention rates the following year. **Benefits of the program to the protégés involved learning from the mentors' teaching experience and technical knowledge, in addition to having a role model figure to communicate with. Mentors also viewed the mentoring program as an opportunity to give back to the teaching profession through supporting teachers and to establish rewarding relationships with teachers. The program also encouraged 96% of the teachers that took part to continue with the school for the following year, hence, enhancing retention rates.** This dissertation is consistent with other studies in this section that maintain the positive role of mentoring in early-career teacher retention.

Mancuso, S. V., Roberts, L., & White, G. P. (2010). **Teacher retention in international schools: The key role of school leadership.** *Journal of Research in International Education*, 9(3), 306–323. <https://doi.org/10.1177/1475240910388928>

In this study, the authors documented the turnover rates of Near East South Asia (NESA) international schools and revealed the factors connected to the rise in teachers' attrition rates. Twenty-two school principals and 248 teachers completed a survey documenting attrition rates in their schools and the factors influencing the increasing numbers. The average turnover rate at the schools was 17%. **Results reveal that teacher attrition rates were connected to the school head support, teachers' age, and their salary.**

4 In the discussed mentoring program, the term protégés referred to beginning teachers, experienced teachers, and seasoned teachers.

The leadership approach adopted by the school heads was found to be closely linked to teacher retention with transformational and distributed leadership styles having a positive relation. Aligning with previous discussions in this section, supervisory support from school heads or mentors correlates positively with teacher retention. The findings in the study have the potential of informing mentor training initiatives.

Mueller, R., Carr-Stewart, S., Steeves, L., & Marshall, J. (2011). Teacher recruitment and retention in select First Nations schools. *In Education, 17(3), 56–71.*

Investigating the factors affecting teacher recruitment and retention in First Nations schools, the authors conducted a case study comparison between eight schools in one Tribal Council and one publicly funded school in Saskatchewan. The results reveal that attrition and recruitment variations between schools were largely contextual. The absence of a comprehensive school system that governs many of the teachers' rights, such as salaries, was identified as a leading cause of teacher attrition and low recruitment numbers in the Tribal Council schools. Two of the seven First Nations schools reported the highest retention rates. **These schools had unique characteristics: they offered teacher salary, sick leave, pension, life insurance, and health and dental benefits that are similar to the provincial grids; consistent teacher compensation packages; commitment to achieving educational stability; and a significant level of local board control similar to schools within other educational jurisdictions. Such incentives meant that First Nations teachers are not likely to leave the school system for better offers in other school boards.**

Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal, 41(3), 681–714.* <https://doi.org/10.3102/00028312041003681>

In this article, the authors investigate whether induction programs are effective in increasing early-career teachers' retention rates. Using secondary data, Smith and Ingersoll analyze the 1999–2000 *Schools and Staffing Survey*. The survey was created by the National Center for Education Statistics (NCES) and asked teachers on possible induction, mentoring, and other support services offered to teachers. The results reveal that **induction programs involving mentors from the same subject field as the teacher reduced the possibilities of teacher attrition after their first year of teaching.** In addition, the study emphasized that **teachers' involvement and collaboration with other teachers on their own induction activities were also positively connected to retention.** In addition, **novice teachers who**

received a full-time position were less likely to leave the profession as opposed to teachers who are in a part-time or temporary position.

Tait, M. (2008). Resilience as a contributor to novice teacher success, commitment, and retention. *Teacher Education Quarterly, 35(4), 57–75.*

In this article, the author closely examines the profiles of early-career teachers to highlight instances of resiliency. The study was conducted with 23 new teachers in Toronto, Ontario. A questionnaire was used to document emotional competence, personal efficacy, and resilience of the teachers and how it correlates to their retention or attrition decisions. From the 23 teachers, four teachers with optimistic views on their career took part in a follow-up interview. The results revealed that **resilient teachers were more likely to stay in the profession and succeed in their position. Characteristics of resilient teachers included the abilities to overcome obstacles and stay optimistic in the face of adversity.** Guided by these findings, the author recommends that faculties of education and schools foster resilience in novice teachers, such as by increasing social and emotional support of pre-service teachers and creating networks and social events to encourage continuing contact with colleagues after graduation.

Peters, J., & Pearce, J. (2011). Relationships and early career teacher resilience: A role for school principals. *Teachers and Teaching, Theory and Practice, 18(2), 249–262.* <https://doi.org/10.1080/13540602.2012.632266>

In this article, the authors investigate the conditions promoting novice teachers' resilience and retention during their first two years in the profession. Data were gathered during a longitudinal investigation involving school principals and first-year teachers from 59 schools across Australia. Participants ($n = 59$ teachers, and one leader per school where possible) in the study took part in in-depth open-ended interviews. A preliminary thematic analysis of the interview data revealed five themes: relationships, school culture, teacher identity, teachers' work, and policies and practice. In the current study, the authors focus on the first theme (i.e., relationships) and use narrative portraits of two teachers and their principals to illustrate findings on the theme. The aim was to highlight the lived experiences of novice teachers in light of the broader school context. An important finding was **the reported key role of principals in enhancing teachers' wellbeing and resilience, which are connected to retention. Specifically, teachers' resilience is enhanced when school leaders care about teachers' wellbeing, take part in induction efforts, foster trusting relationships with teachers, support teacher learning, negotiate collaborative processes, and "take a 'humanistic' approach to mentoring, which acknowledges**

the importance of building self-esteem while also developing professional knowledge and skills” (p. 260). This is the only study that specifically reports on the role of school principals on novice teacher retention.

Torres, J., Santos, J., Peck, N. L., & Cortes, L. (2004). *Minority teacher recruitment, development, and retention. Northeast and Islands Regional Educational Laboratory LAB.* <https://eric.ed.gov/?id=ED484676>

In this report, the authors review 233 educational articles, studies, and reports guided by five research questions: 1) What factors influence minority students' decision to pursue a career in teaching? 2) What recruitment strategies are most helpful in encouraging prospective minority teachers? 3) What does research tell us about the effectiveness of current pre-service programs designed for minority students? 4) What are the experiences of minority teacher candidates in pre-service programs? and 5) What do data tell us about patterns of minority teacher retention? This summary reports on the findings of the literature review relating to the fifth research question on teacher retention. The findings from the literature reveal characteristics of minority teachers that remained in the teaching profession despite being confronted with challenges: **their sense of professional integrity and personal mission, positive cultural identities, personal strengths, and community ties act as a source of support in the face of discouragement and challenges in the workplace. In addition, teachers' self-efficacy was connected to teacher retention.** Finally, the authors warn against a lack of administrative support and absence of a professional community in the teachers' workplace as they both threaten minority teachers' professional and personal self-esteem, which could impact retention.

Zavelevsky, E., & Lishchinsky, O. S. (2020). *An ecological perspective of teacher retention: An emergent model. Teaching and Teacher Education, 88*, 1–11. <https://doi.org/10.1016/j.tate.2019.102965>

In this study, the authors document the ecological characteristics of one school in supporting teacher retention. This holistic approach stems from the authors' recognition of the complexity of factors involved in teacher retention efforts, such as individual, contextual, cultural, and professional aspects. Twenty early-career teachers (3–5 years of experience) were recruited from twenty schools in Israel and took part in 90-minute semi-structured interviews to discuss factors related to teacher retention. **The results driven from the interview data were organized into a new multidimensional ecological model on the factors that impact teacher retention.** The model was organized into a graph with five categories (taken from interview data) each

with its associated subcategories: 1) community (community support, parent-teacher support); 2) working conditions and teacher status (teachers' status, wages, and working conditions); 3) organizational practice (vertical process of mentoring and support, guidance of novice teachers by the school administration, partnership and inclusion of novice teachers, autonomy of novice teachers, conditions that enable success, focusing on students versus achievements); 4) peer communication (relations between peers and horizontal process of mentoring and support); 5) individual aspects (demographic characteristics, personal characteristics, and teachers' perceptions and feelings within the school framework). **The categories reported in this new model need to be taken in consideration when implementing mentorship and induction programs for new teachers, specifically because of its multidimensional approach and recognition of the complexity of factors involved in teacher attrition and the need for retention efforts that involve all categories and subcategories.**

L2 Teacher Retention

Mason, S. (2017). *Foreign language teacher attrition and retention research: A meta-analysis. NECTFL Review, 80*, 47–68.

In this meta-analysis, the author reviews 10 articles to investigate the factors influencing foreign language teachers' high attrition rates internationally and highlights strategies to reduce teacher attrition. Themes that have an impact on second language (L2) teacher retention and attrition were identified: teacher education, transition into teaching, teacher knowledge and skills, workplace and employment factors, value and belonging, supportive workplace relationships, and teacher personality traits. **Findings highlighted the struggle faced by foreign language teachers in finding a sense of belonging in schools when their position and professional identity are often marginalized in comparison to other teachers in schools.** The author recommends addressing these issues by creating policies and transforming the current perspectives surrounding foreign language teachers and creating space for foreign language teachers in schools where they feel validated. Such changes should improve foreign language teachers' retention rates internationally.

Kastelan-Sikora, K. (2013). *Mentoring beginning second language teachers: Perceptions of challenges and expectations of support [Doctoral dissertation, University of Alberta]. ProQuest Dissertations Publishing.*

In this qualitative inquiry, the author focuses on the practice of mentoring as viewed by three key stakeholders: foreign language teachers, assistant principals, and off-

site mentors. The study took place through the Alberta Teachers' Association (ATA) mentoring program and involved interviews with beginning second language (L2) teachers (BTs), their mentors (MTs), and assistant principals (APs) on the unique challenges faced by L2 teachers and the roles and expectations of mentors and assistant principals in supporting the teachers. Findings reveal **L2 teachers were satisfied with their mentors and the overall support they received from their school; however, there was still a need for more resources to enhance their feelings of belonging in the school.** The author concludes with a set of recommendations for each group of participants: APs must be aware of the L2 program, BTs' unique challenges, and the need for BTs to be actively involved in selecting their MTs; MTs need to be well trained on mentorship and have the time to offer adequate support; and BTs should look for supportive mentorship that involves insights on practical solutions to problems as opposed to solely receiving encouraging words from MTs.

FSL Teacher Retention

CAIP (2018). Final report: Canada-wide consultation. *Immersion Journal*, 40(2), 1–32. Ottawa, ON: Canadian Association of Immersion Professionals. https://www.acpi.ca/wp-content/uploads/2020/05/Vol40_n1_Printemps_2018_final_en_web.pdf

The objective of this report is to draw a profile of French immersion (FI) teachers, identify their challenges and needs, identify how to support them in their practice, and raise awareness about issues specific to FI in Canada. Data were collected nationwide from 641 survey respondents and 246 focus group participants. Findings reveal that **FI professionals are highly educated, mostly second language speakers of French, and mostly women who work in elementary education.** The survey also identifies challenges facing FI teacher retention: 1) Shortages of qualified teachers; 2) Absence of unified language skill level between teachers; and 3) A lack of FI specific resources and teaching tools. With regard to the lack of resources, the authors explain the inconsistency of resources offered to FI teachers with most being in English, thus, requiring the teachers to spend many hours in translating the documents, a burden not faced by their colleagues in the school. In order to address this issue, the authors offered three recommendations. First, they suggest creating a national or provincial resource centre. This centre will include many resources including online assistance for immersion professionals and direct access to research. Second, they recommend offering professional development in FI for administrators which will involve informing administrators of the additional value of having immersion programs in schools. Third, they suggest simplifying immersion education to school boards. This could be accomplished by

creating newsletters, identifying immersion ambassadors at each school board, and raising administrators' awareness of the benefits and issues unique to immersion programs.

Ewart, G. (2009). Retention of new teachers in minority French and French immersion programs in Manitoba. *Canadian Journal of Education*, 32(3), 473–507.

In this study, the author investigates the retention of French as a second language (FSL) teachers in Manitoba. A total of 130 graduates from the only French teacher education program in Alberta took part in the study. Both surveys and interviews were used to collect data. With a low attrition rate, participants in the study were an ideal source of information on the factors leading to teacher retention in the teaching profession. Results indicate that **pre-service training and support from colleagues lead to an easy integration into the school system. The participants emphasized the role of mentors and administrators in supporting integration later on in their careers. The current study highlighted the importance of early support for teachers during their pre-service training as opposed to only emphasizing induction and mentorship programs during the teaching career.**

Lapkin, S., Arnott, S., & Mady, C. (2006). Preparing to profile the FSL teacher in Canada 2005–06: A literature review. *Réflexions*, 25(1), 15–17.

In this literature review, the authors collected research articles on French as a second language (FSL) teachers in order to better understand the high attrition rates and how to improve teacher retention and recruitment approaches. The literature review was informed by an FSL teacher survey commissioned by the Ontario Modern Language Teachers' Association (OMLTA) and a study on FSL teachers in French minority schools conducted by the Canadian Teachers' Federation (CTF). A practical aim of the current review is to guide future researchers with the construction of an evidence-based survey of FSL teachers. The themes that arose from the research literature fall into four categories related to FSL teachers: 1) Teacher qualifications and needs. In this section, the authors discuss FSL teachers' need for knowledge of language teaching methodologies and specialized subject matter instruction; 2) Resources for FSL. In this section, the authors present research-based evidence on the absence and/or lack of classroom resources for FSL classes; 3) Student diversity. In this section, the authors discuss the lack of research on experiences of students with exceptionalities or who do not speak the official languages in FSL classes; 4) FSL teaching context. Findings in this final section were specific to elementary core French teachers and reported on the issues they faced with funds, status, and space given to their classes, which are often inadequate. The review concludes with a table outlining the many challenges facing FSL teachers

in different positions (e.g., core French teachers, intensive French teachers, etc.). The issues identified include feelings of isolation in the school community, underfunded resources, and heavy workload and responsibilities.

MacPhee, M., & Lecky, G. (2018). *The state of French second-language education in Prince Edward Island: Report. Canadian Parents for French.* <https://pei.cpf.ca/wp-content/blogs.dir/1/files/State-of-FSL-in-PEI-Report-ed-2-November-20-2018.pdf>

The aim of this report is to provide an overview of the delivery of French as a second language (FSL) education in Prince Edward Island (PEI), including the strengths and challenges of the current system in place. Using a mixed-methods approach, the authors gathered data from policy documents, interviews with professionals involved in FSL education in PEI, and a survey sent to FSL teachers ($n = 74$) and administrators in schools that offer FSL programming. In terms of findings relating to teacher supply, administrators report that they face challenges with the recruitment and retention of FSL teachers in their boards. **Retaining FSL teachers in their positions also proved to be a challenge due to competition within and/or across districts, FSL teachers' insufficient language competency levels, working in rural locations, heavy course loads, teachers transferring to new assignments, and teachers receiving full-time contracts in other locations.** The report confirms previous research that has identified a shortage of qualified FSL teachers across Canada.

Masson, M. (2018). Reframing FSL teacher learning: Small stories of (re)professionalization and identity formation. *Journal of Belonging, Identity, Language and Diversity*, 2(2), 77–102.

In this case study, two French as a second language (FSL) teachers shared their teaching and learning experiences over four years in a teacher-led Computer-Supported Collaborative Learning (CSCL) network. Story narrative was used to gain insights into the participants' professional identity development. Results revealed that **the support FSL teachers received from the CSCL network in the form of learning experience validation and collegial ties strengthened the participants' professional identity and their decisions to stay in the teaching profession.** The study recommends retention efforts to follow a teacher-led network structure such as that of the CSCL network to support teachers. Such collaborative communities centralize teachers in their own learning. This is similar to other studies that emphasize the need to have teachers at the centre of their own learning as opposed to being the subject of training and support programs.

Muhling, S. (2016). *Teaching to learn and reciprocal learning among associate teachers in French as a second language teaching environments: A multiple case study* [Doctoral dissertation, University of Toronto/OISE]. Proquest Dissertation Publishing. <https://www.proquest.com/docview/1819538235>

The current multiple case study aimed at investigating the role of associate teachers (ATs) in supporting and guiding French as a second language (FSL) teachers' professional development and highlighting the reciprocal learning as a result. Data were collected from seven ATs using mind maps, logs, and semi-structured interviews. The participants were working in core French or French immersion contexts at both the elementary and secondary school levels. Results show that **establishing a positive experience with their mentees was critical to their professional development. The mentors (ATs) helped teachers in bridging theory to practise, identifying and pursuing their learning goals, and implementing the ministry-mandated learning agenda.** The author recommends a greater emphasis on the importance of effective mentoring for enhancing teachers' professional practice.

Masson, M., Larson, E. J., Desgroseilliers, P., Carr, W., & Lapkin, S. (2019). *Accessing opportunity: A study on challenges in French-as-a-second-language education teacher supply and demand in Canada.* Ottawa, ON: Office of the Commissioner of Official Languages. <https://www.clo-ocol.gc.ca/en/publications/studies/2019/accessing-opportunity-fsl>

This study aimed to provide insight on the matter of French as a second language (FSL) teacher supply, demand, recruitment, and retention strategies across Canada. Data were collected nationwide from Ministry representatives, school board HR personnel and/or principals involved in the hiring process, Faculty of Education Representatives teaching FSL methodology courses in Teacher Education programs, and teacher candidates in their final year of their Teacher Education programs. Data were collected through telephone interviews with representatives from provincial and territorial Ministries of Education, university faculties of education and school boards ($n = 28$), focus group interviews with teacher candidates ($n = 39$), and an online survey of teacher candidates ($n = 101$). Major findings related to FSL teacher retention indicate **some Ministries of Education have implemented measures for financial and in-kind support for in-service FSL teachers. For instance, one ministry launched a \$20,000 grant to help teachers who need additional language training. Another ministry is developing a toolkit to assist school administrative personnel who work with French immersion teachers but do not speak French.** The Canadian

Association for Second Language Teachers (CASLT) and the Canadian Association of Immersion Professionals (CAIP) have also created online resources on this topic. The Council of Ministers of Education, Canada (CMEC) has created an initiative to develop resources for FSL programs, with dedicated pages on its website. **School boards reported elements that hindered FSL teacher retention: difficult working conditions, lack of resources, challenges inherent to the diversity of FSL programming, inadequate administrative support, and inadequate coordination with universities to support incoming novice FSL teachers.** Overall, findings indicate a **greater need for 1) collaboration and leadership horizontally (across provinces and territories) and vertically (between ministries, faculties, and school boards) to ensure stronger retention and recruitment strategies; 2) tailored professional development opportunities to help incoming FSL teachers maintain and advance their linguistic, cultural, and pedagogical qualifications; 3) a focused effort on improving the working conditions of FSL teachers, of which some incoming FSL teacher candidates have a negative perception.** Recommendations include standardizing FSL teacher qualifications to align qualification standards and professional equivalencies across Canada, including minimum language proficiency levels required by FSL teachers, and making a concerted effort to promote the value of a career in FSL education.

OPSBA (2018a). Meeting labour market needs for French as a second language instruction in Ontario: Understanding perspectives regarding the French as a second language teacher labour market issue. Toronto, ON: Ontario Public School Boards' Association. https://opsoa.org/application/files/5715/2727/0115/Final_Version_FSL-OLMP_Year_End_Report_May_23_2018.pdf

This study⁵ looks into the challenges school boards (SBs) face in light of the French as a second language (FSL) teacher shortage issue in Ontario. Data were collected in the form of surveys and/or interviews with 56 Ontario school districts' HR departments, the Ontario College of Teachers and the Ministry of Education, and 384 recently-hired FSL teachers (1–2 years of experience). Findings reveal a **great need for more teachers in discretionary programs (like French immersion) because there is more parent demand for these programs and greater French instructional time (about 3.75 times more than core French) is required in these programs (about 50% of the weekly instructional time is in French).** Novice FSL teachers listed their top motivations for pursuing FSL teaching as healthy job market (56%), opportunities to continue using French (47%), enjoyment

of learning French in school (41%), and personal experience where knowing French was an advantage (37%). The majority (80%) of novice FSL teachers expressed feeling confident or very confident in teaching FSL; however, 20% expressed a lack of confidence. They attributed this to a lack of mentorship, isolation, unsatisfactory practicum placements, and language proficiency in French. When asked about their current challenges in the position, newly hired teachers identified a lack of access to suitable teaching resources (65%), student attitudes towards learning French (53%), a lack of readiness to support a range of diverse students (30%), not having a dedicated classroom space (30%), and a lack of opportunities to learn French outside of the school day (22%). New teachers identified the following as their professional learning needs at this stage in their career: access to effective teaching resources (78%), opportunities to improve French language skills (45%), and knowledge of effective teaching strategies (43%). Recommendations to improve retention include providing financial subsidies for FSL teachers to enroll in courses and other language learning opportunities, developing a coordinated provincial strategy for professional learning, and facilitating forums with school board HR personnel to share results from this study on effective retention strategies.

OPSBA (2019). Meeting labour market needs for French as a second language instruction in Ontario: Moving forward with understanding perspectives regarding the French as a second language labour market issue. Toronto, ON: Ontario Public School Boards' Association. https://www.opsba.org/wp-content/uploads/2021/02/FSL-FULL-REPORT-2019_ONLINE.pdf

This report provides an update on action plans carried out based on the recommendations made in the OPSBA report (2018a). It also provides research into the experiences of education workers (EWs) in French as a second language (FSL) programs (i.e., educational assistants, child and youth workers, early childhood educators, etc.). EWs in FSL programs have been under-researched and often cited as an important part of the support network FSL teachers need to be successful and remain in the profession. The project reports on three pilot projects conducted across school boards in Ontario to operationalize and implement the recommendations on how to improve FSL teacher retention made in the OPSBA report (2018a), including: *Retention of FSL Teachers Through CEFR-Inspired Resources and Professional Learning* (Renfrew County Catholic DSB), *Apprendre Ensemble* (Greater Essex DSB), and the *French Immersion Teacher Retention and Developing the French Immersion Program* (Ontario Principals' Council).

5 The findings for this research project were also reported in Jack and Nyman (2019).

Using a mixed-methods approach (surveys, focus groups, and interviews), the research team collected responses from 1,100 EWs. Findings reveal that school boards wish to hire EWs with French-language skills; however, the majority of EWs surveyed indicated they only had a very basic knowledge of French. Over half of EWs surveyed indicated considerable interest (53%) in pursuing professional learning to improve French proficiency. When asked to indicate whether their boards offered professional learning opportunities specific to their work in FSL programs, 75% indicated they were not aware whether such opportunities existed in their board.

Pan, C. (2014). 2014 Report on French immersion and core French in British Columbia and Yukon: Trends in enrolment, popularity, and attrition. Canadian Parents for French.

This report, which gathers information about French as a second language (FSL) programs in school districts (SDs) across British Columbia (BC) and Yukon, also addresses the FSL teacher shortage in this region. Surveys were sent out to representatives of the 47 school districts across BC and Yukon ($n = 45$). Findings reveal the most common challenges to retaining French immersion (FI) teachers included geographical location, competition with other SDs, and low job security. SDs cited mentorship, job security, and professional development as the best practices for retaining FI teachers. To address the FI teacher shortage, SDs recommended more, varied, better, or expanded FI teacher training programs, with FI-specific training programs, courses delivered in French in the programs, immersion experiences in Francophone environments for teacher candidates, training native French speakers in BC to become second language (L2) specialists, and online training programs. The majority of SDs reported that core French (CF) teacher retention was not an issue. However, they did report social factors and geographical location as common reasons for CF teacher attrition. To address the CF teacher shortage, SDs recommended training more native speakers of French in BC to become L2 specialists, offering immersion experiences in Francophone environments for teacher candidates, creating a specialist CF position for elementary and middle schools, and incentivizing CF training and teaching by offering CF teachers dedicated classroom space, more teaching resources, higher wages, legal protection from lay-offs, financial incentives, and prioritization of the CF program in schools.

Kaszuba, A. E. (2018). A comparison of teacher experiences between course-based and immersion-based FSL teacher education programs. OISE Graduate Student Research Journal, 1(1), 66–86.

The purpose of this study is to identify teacher candidates' perspectives on two different approaches followed in pre-service French as a second language (FSL) teacher education programs that aim to improve the linguistic proficiency standards for FSL teachers: course-based and immersion-based approaches. Three participants were selected for the study. Two were teacher candidates that came from the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT) where they were following a course-based teacher education program. The other was a recent graduate from Glendon College at York University (GCYU) who started working as an FSL teacher in Ontario. A one-hour interview was conducted with each participant. The findings reveal the benefits of the immersion-based teacher programs over the course-based programs, which included offering subject-specific methodology courses, extending practicum opportunities, offering additional services to develop French proficiency, and offering opportunities to gain cultural knowledge. Besides the listed benefits of immersion-based programs, the author maintains that such benefits may help with improving teachers' retention rates during their first years in the profession. Based on the findings, the author recommends faculties of education revise their current course-based programs or replace them with immersion-based programs.

Teacher Recruitment



Teacher recruitment refers to the strategies, initiatives, and tools used to hire teachers in schools. Teacher recruitment methods depend on the targeted teacher group: for example, language teachers (Namaghi & Hosseini, 2019; Swanson & Moore, 2006), FSL teachers (Masson et al., 2019; OPSBA, 2018b; Pan, 2014), Indigenous teachers (Mueller et al., 2011), minority teachers (Torres et al., 2004), and teachers in rural areas (Storey, 1993). Effective recruitment efforts involve various recruiting entities, such as Faculties of Education, community partners, and school boards. Campaigns, social media, job fairs, school board recruits, and many more methods are used to recruit teachers. After discussing recruitment strategies that are general to teachers in Canada and internationally, the section will conclude with initiatives and approaches specific to second language (L2) and French as a second language (FSL) teachers. This group faces unique recruitment challenges such as inconsistent language proficiency standards (Namaghi & Hosseini, 2019).

By listing successful recruitment approaches and promising initiatives, Canadian stakeholders will gain a comprehensive understanding of recruitment strategies. They can refer to these findings to learn about the current state of recruitment and envision new ideas to address teacher shortages, particularly for FSL and L2 teachers in Canada.

Relevant Findings for Teacher Recruitment in General

Key Findings from Recruitment Research

- Recruitment efforts are successful when addressing reported challenges and using a variety of platforms at all levels (e.g., Faculties of Education, community partnerships,

school boards, language courses during secondary school, etc.).

- Recruitment strategies must be tailored to the targeted group of teachers (i.e., teachers in rural areas, teachers in First Nations schools, and minority teachers).

For increased Recruitment Rates

- Teachers are offered loan payments.
- Teachers' workload is reduced.
- Teachers are offered financial incentives (e.g., cost of moving, one-time recruitment fee).

Findings Specific to L2 Teacher Recruitment

- Teachers' self-efficacy beliefs about their linguistic, cultural, and pedagogical competence before, during, and after pre-service training affect their ability to develop the necessary skills to succeed as L2 teachers.
- Secondary school students hold misconceptions about the L2 teaching profession.

Findings Specific to FSL Teacher Recruitment

- Schools and teacher candidates report inconsistent standards for French-language proficiency requirements and assessment during the hiring process.
- Cross-board collaboration reduces the variation of tools and processes used to assess the French proficiency of teacher applicants across boards.

- Administrators and parents (in BC) are opposed to lowering the hiring standards to attract more FSL teachers.

Why Is It Challenging to Recruit FSL Teachers?

- The lack of prioritization of French within schools/districts.
- Common knowledge about FSL teachers' working conditions (e.g., feelings of isolation in the school community, underfunded resources, heavy workload and responsibilities).
- Location of teachers' residences and the schools.

Currently Used Recruitment Strategies for FSL Teachers

- Proactively hiring teacher candidates on practicum.
- Posting on school district job board websites and job banks (e.g., *Apply to Education* in Ontario, *Make a Future* in BC, *Workopolis*).
- Presenting at Faculties of Education.
- Having HR staff recruit at job fairs and travel to other provinces to recruit.
- Relying on word of mouth and using social media.
- Offering substitute teaching positions to teacher candidates before graduation.
- Offering higher wages.

Recommendations to Enhance FSL Teacher Recruitment

Expanding Recruitment Efforts

- Using promotional resources and marketing campaigns.
- Targeting secondary school students.
- Involving the community by:
 - ↗ Providing community-based educational training programs in remote Indigenous communities.
 - ↗ Targeting current FSL students who might become immersion teachers in their communities.
 - ↗ Creating projects in cultural communities to assist them in using their French.
- Training more native French speakers to become L2 specialists.
- Creating a specialist core French position for elementary and middle schools (in BC).

Offering General Incentives

- Financial:
 - ↗ Repayment of student loans and offering scholarships.
 - ↗ Enhancing job conditions (e.g., offering funding for professional development opportunities, classroom materials, and resources).
 - ↗ Providing financial subsidies for FSL teachers (e.g., to aid with the costs of moving, a one-time relocation payment).
 - ↗ Giving students in teacher education programs the chance to take part in a Canada-wide contest (winners would receive a French immersion placement in a Canadian context of their choice).
- Social and linguistic:
 - ↗ Offering social and recreational opportunities to develop and maintain linguistic and cultural competence in French.
 - ↗ Providing early career teachers with a French immersion virtual kit. This kit would include activities, resources, contact information, and information on immersion schools.

Offering Targeted Incentives

- Offering placement grants for teacher candidates in hard-to-staff areas.
- Reducing barriers minority students face in pursuing a career in teaching.

Enhancing Access to FSL Programs

- Offering fast track courses for suitable candidates.
- Recruiting potential candidates through partnerships.
- Developing new tools:
 - ↗ Developing standardized FSL teacher qualifications to align qualification standards and professional equivalencies across Canada, including minimum language proficiency levels required by FSL teachers.
 - ↗ Creating a diagnostic test for students to enter the university-level education program.
 - ↗ Creating a national web portal for all immersion and core French professionals searching for positions.
- Training school district recruits on the targeted teachers' unique circumstances.

Research Summaries

Teacher Recruitment in general

Grimmett, P. P., & Echols, F. H. (2000). Teacher and administrator shortages in changing times. *Canadian Journal of Education*, 25(4), 328–343. <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/2790/2091>

In this qualitative study, the authors investigated factors relating to teacher attrition and recruitment in British Columbia. Looking at teacher attrition by region, level, and subject, the authors caution against a serious shortage in teachers and describe a need to address issues with teacher recruitment. Interviews with stakeholders (i.e., local union presidents, teachers, administrators, and school district officials) were conducted in three sites: the Ministry of Education, the British Columbia College of Teachers, and the British Columbia Teachers' Federation, in addition to second language (L2) school districts. Findings revealed that **the variation in shortages is due to differences in student population and workforce demographics. Responders pointed to the changes in course demands, a mismatch between teacher programs and the needs of schools, difficulties in the recruitment of qualified teachers, diversity needs, and an ageing teaching workforce.** The authors recommend both immediate and long-term changes: there is a need for immediate response to shortages of particular kinds and a need to address the long-term demand of all kinds of teachers at all levels across British Columbia. Overall, the authors recommend the establishment of policies and planning for enhancing teacher recruitment. A finding that was not anticipated in the study was identifying shortages in administrative staff at school. Findings in this regard highlighted how **teachers negatively viewed the administrator position, making it difficult for schools to hire qualified teachers into administrative roles.** Although the study was specific to British Columbia, the authors view the findings as relevant to the rest of Canada.

Kitchenham, A., & Chasteauneuf, C. (2010). Teacher supply and demand: Issues in northern Canada. *Canadian Journal of Education*, 33(4), 869–896.

The study sheds light on the unique needs of educators in the northern parts of Canada. The authors build on previous findings on teachers' retention and recruitment practices in northern Canada. A total of 113 participants (96 teachers, 13 administrators, and one Human Resources representative) from four research sites took part in the study. Data were collected using online questionnaires and two or more semi-structured interviews to gather information on recruitment approaches for teachers in northern Canada. Findings reveal **the districts' use of advertisements in national newspapers**

and district websites and their attendance at recruitment fairs. In addition, incentives were used to attract teachers, including higher increments after several years, higher than average salaries, subsidized housing, and opportunities for advancement. Further, the Yukon Department of Education offers one-time financial incentives for teachers to come to the Yukon, which increases when a teacher agrees to move to more remote communities.

Mueller, R., Carr-Stewart, S., Steeves, L., & Marshall, J. (2011). Teacher recruitment and retention in select First Nations schools. *In Education*, 17(3), 56–71.

Investigating the factors affecting teacher recruitment and retention in First Nations schools, the authors conducted a case study comparison between eight schools in one Tribal Council and one publicly funded school in Saskatchewan. The results reveal that **attrition and recruitment variations between schools were largely contextual. The absence of a comprehensive school system that governs many of the teachers' rights, such as salaries, was identified as a leading cause of teacher attrition and low recruitment numbers in the Tribal Council schools.** For example, teachers in First Nations schools were faced with lower salaries in comparison to teachers in other school boards. **At the community level, high attrition rates impacted students' achievements, parents' involvement, and overall educational goals in First Nations schools.** Therefore, a recommendation emerged for policymakers to create enhanced long-term educational policies guaranteeing consistent funding to First Nations schools. Such a policy decision may help counter First Nation teachers leaving First Nations schools for better incentives at a publicly funded school.

Storey, V. J. (1993). Factors, issues, and problems in the recruitment and retention of teachers for rural schools. *Journal of Research in Rural Education*, 9(3), 160–169.

In this article, the author reports on rural teachers' perspectives on factors influencing three critical decisions in their teaching career: 1) the decision to join the teaching profession; 2) the decision to remain; and 3) the decision to leave the profession. The aim is to inform rural school districts' recruitment and retention efforts. Data were collected through a survey of 558 teachers in rural schools and districts across British Columbia (BC). Information sought in the survey included demographic data and participants' perspectives regarding the factors influencing their recruitment, retention, and attrition, in addition to information on participation in a government loan forgiveness program. Results outlined a profile of rural teachers. **In at least one of the three career decisions, influences included job conditions, teachers' lifestyle, school district recruiters, compensation, social and recreational opportunities, and partner's job.**

Foster, D. (2018). Teacher recruitment and retention in England. Briefing Paper, 7222. House of Commons Library, London, UK. <https://dera.ioe.ac.uk/32668/1/CBP-7222%20%281%29.pdf>

After highlighting the recent increase in teacher attrition and challenges facing teacher recruitment efforts, Foster documents the initiatives currently in place in the United Kingdom (UK) to address these issues. They include **financial initiatives, such as early-career payments for teachers in certain subjects; creating teacher vacancy websites; and piloting a new student loan reimbursement scheme for science and language teachers from selected locations.** Foster identifies teacher workload as a critical factor which often threatens recruitment efforts. The author reports on a 2014 survey conducted by the Coalition Government that launched the Workload Challenge surveying teachers on the best tools to reduce their workload, from which several programs were created to inform schools of teachers' perspectives on reducing their workloads. Following the survey, the Department for Education (DfE) conducted a follow-up survey reporting a reduction in teachers' working hours due to the newly created programs. Nevertheless, **respondents continued to report dissatisfaction with the workload impacting their work-life balance goals.** The report concludes with a discussion on an upcoming teacher retention and recruitment strategy. **The new strategy introduces the early-career framework which involves a fully funded two-year planned support for early-career teachers in addition to several plans to strengthen recruitment and retention results throughout the UK.** Although specific to the UK, several ideas are transferable to the Canadian context. For instance, the introduced two-year plan would support teacher retention and recruitment efforts in Canada because it targets novice teachers: the same group of teachers more likely to leave the teaching profession in Canada.

Guarino, C. M., Santibanez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173–208. <http://dx.doi.org/10.3102/00346543076002173>

In this article, the authors conducted a literature review of 46 empirical studies on teacher recruitment and retention. The goal was to identify the characteristics of the teachers recruited, the teachers choosing to stay in the profession, and the schools that successfully recruit and retain teachers. More importantly, the authors documented the types of policies that supported these successful schools' efforts. The results indicate that **teachers' gender, race, and academic abilities were related to teacher recruitment, with individuals who are female, White, and/or who have a lower academic achievement being more likely to choose**

a teaching profession. The literature review also identified the characteristics of districts and schools that effectively recruited and retained teachers. Findings in this regard reveal that **urban schools and schools with difficult working conditions (i.e., a high proportion of minority, low-income, and low-performing students) had the highest rates of teacher attrition.** As for teacher retention, it was found to be higher in public schools as opposed to private schools. Finally, reviewing policies in place regarding teacher retention and recruitment revealed that **in-service policies that were successful in promoting teacher retention were implemented through induction and mentoring programs that specifically included collegial support.** Schools with such programs had a lower attrition rate for beginning teachers compared to schools that did not implement these programs. Furthermore, teachers who were offered autonomy and administrative support had the highest retention rates. In addition, policies that enforced guidelines on teacher compensation and unionism were positively connected to teacher recruitment and retention.

Lonsdale, M., & Ingvarson, L. (2003). Initiatives to address teacher shortage. *ACER Policy Briefs*, 5, Australian Council for Educational Research. <https://research.acer.edu.au/workforce/4>

This document provides a review of the state of teacher recruitment strategies in Victoria (Australia) and other states such as New Zealand, Canada, the United Kingdom, and the United States. The information on recruitment strategies and initiatives were obtained from printed and online documents in addition to input from key stakeholders. A total of 35 leaders, directors, and managers in the field of education were consulted as part of the data collection. Strategies that were effective, pilot strategies, and strategies that are in the pre-approval stage were included in this review. The rationale behind the wide inclusion criteria is because many strategies outlined are new and have not been evaluated. Based on the review of relevant documents, the following recruitment issues were identified: **challenges in recruiting individuals for the teaching profession; filling vacancies in specific subjects, in remote areas (e.g., rural areas), and for short-term/casual positions; attracting target groups to teaching; increasing teacher retention; the sustainability of recruitment strategies; and student-teacher placement problems.** Specifically, strategies and responses to each challenge were outlined along with the country/state/territory where the action was taking place. Examples of response strategies included 1) Strategies to address recruitment challenges in general, such as establishing a teacher recruitment centre, using promotional resources and marketing campaigns, offering fast track courses for suitable candidates, offering repayment of student loans, offering scholarships, and targeting secondary students; 2) Recruiting teachers in specific subjects and

remote areas (e.g., rural areas) by offering incentives, such as loan repayments and paid study leave to teach in remote areas; 3) Recruiting teachers for short-term/casual positions by creating an automated online centre or easy access website, fast-tracking final-year university students, providing necessary professional development services, and setting up “flying squads”⁶; 4) Recruiting targeted groups of teachers by providing community-based educational training programs in remote Indigenous communities and offering scholarships; 5) Increasing retention by creating induction and mentoring programs, supporting novice teachers, having targeted training for teachers from overseas to ease the transition, and improving teaching conditions such as increasing salaries; 6) Ensuring the sustainability of recruitment strategies by creating a long-term plan approach to address teacher recruitment and retention challenges; and 7) Addressing student-teacher placement problems by offering alternatives for less-well-off teacher candidates and placement grants for students in hard-to-staff areas.

Torres, J., Santos, J., Peck, N. L., & Cortes, L. (2004). *Minority teacher recruitment, development, and retention. Northeast and Islands Regional Educational Laboratory LAB.* <https://eric.ed.gov/?id=ED484676>

In this report, the authors review 233 educational articles, studies, and reports guided by five research questions: 1) What factors influence minority students' decision to pursue a career in teaching?; 2) What recruitment strategies are most helpful in encouraging prospective minority teachers?; 3) What does research tell us about the effectiveness of current pre-service programs designed for minority students?; 4) What are the experiences of minority teacher candidates in pre-service programs?; and 5) What do data tell us about patterns of minority teacher retention; specifically, what experiences support or hinder minority teachers? This summary will report on the findings relating to the second research question on recruitment. **The authors identified four challenges facing minority teacher recruitment efforts:** 1) Recruitment as a preparation issue: in this section, the authors highlight the **gap in research on teacher preparation and promotional activities specific towards secondary students from minority backgrounds** in addition to a need to improve high school minority students' academic performance so they qualify for teaching positions; 2) **The type of outreach universities should use to attract minority students was still unclear;** 3) Recruitment as a testing issue: in this subsection, the authors indicated evidence of **minority candidates' disproportionate struggle with certification examinations that allow them to pursue a**

teaching career; and 4) **A need for more research on the role of minority faculty teachers (there exists scarce evidence on their positive influence as role models for students).** To address the reported challenges, the authors recommend conducting research on the experiences and practice of minority faculty and on the type of resources and support offered to pre-service students; recruiting candidates through partnerships (e.g., using personal contacts); and employing alternative methods for entrance into teacher education, such as including portfolios and other assessment sources.

L2 Teacher Recruitment

Swanson, P. B. (2013a). Guiding frameworks. In *Identifying and recruiting language teachers: A research-based approach*. Charlotte, NC: Information Age Publishing.

In Chapter 2, “Guiding Frameworks,”⁷ of *Identifying and recruiting language teachers: A research-based approach*, Swanson reports on Holland's *Self-Directed Search Form R* (Holland, 1994), a vocational inventory designed to help adolescents and adults make decisions about their career and education such that they align with their interests and abilities. The empirically tested form categorizes individuals into six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. **In a previous study where Holland administered the form to 23,078 college freshmen (Holland, 1966), all those who reported that they aspired to become second language (L2) teachers had a Social, Artistic, and Enterprising profile. The score achieved from Holland's scale helps to determine how well defined an individual's vocational interests are (they must show differentiation) and the relatedness among personality types within their profile (they must reveal consistency).** Swanson describes how he uses it with his own students training to be L2 teachers and recommends going through the scale with students to help identify any incorrect perceptions about teaching which, if not addressed early, may impede their desire to join or remain in the L2 teaching profession. **Swanson also stresses the importance of monitoring teacher candidates' self-efficacy beliefs (Bandura, 1977), as these will largely determine how well teacher candidates can develop the basic cognitive, interpersonal, and self-management skills needed for their future careers during the preparation phase.** As Swanson notes, “[W]hen recruiting individuals into teaching languages, it is important to remember the powerful nature of building a strong foundation of self-efficacy in potential pre-service educators” (p. 24).

6 The term “flying squads” refers to teachers who are available to be relocated where needed in New South Wales and Western Australia.

7 More details are provided on how Swanson uses Holland's theory and his Self-Directed Search inventory in Swanson (2013b).

Swanson, P. B. (2013b). The recruitment of language teachers at a time of critical need. *International Journal of Arts & Sciences*, 6(1), 401–412.

In this article, the author presents a new model for recruiting highly efficacious second language teachers. Swanson suggests that the model is effective for teachers of different subjects as well. The model is guided by Holland's theory and his *Self-Directed Search* inventory. Following the theory and using Holland's person/environment fit, **Swanson introduces a recruitment model that is active in its approach and that centralizes its efforts on establishing a fit between teachers' personal goals and what the working environment has to offer.** As maintained by Holland, when the fit is created, it is less likely that the individual would leave the profession.

Namaghi, S., & Hosseini, S. (2019). Exploring foreign language teachers recruitment criteria: A qualitative study. *Qualitative Report*, 24(4), 731–753.

In this qualitative inquiry, the authors document the recruitment criteria of second language (L2) teachers in Sari, the capital of Mazandran, in Iran. The participants were supervisors of private language schools in the city ($n = 15$). The supervisors run the school and are responsible for recruiting L2 teachers. Participants' perspectives were gathered through multiple interviews and analyzed following grounded theory. Findings reveal **nine characteristics that guided the recruitment process: educational background, professional experience, professional knowledge, management skills, mastery over language skills, writing skills, speaking skills, ability to plan and prepare lessons, and teaching style.** Supervisors' ratings of the different characteristics varied with some emphasizing certain characteristics over others. However, most supervisors in the study recruited L2 teachers based on their speaking skills during the job interview.

Swanson, P., & Moore, A. D. (2006). Changing student misperceptions about foreign language teaching: A research-based approach to improving recruitment practices. *NECTFL Review*, 59, 6–27.
https://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1026&context=mcl_facpub

In this article, the authors investigated secondary students' ($n = 106$) perspectives on having a career as a Foreign Language (FL) teacher. The goal of the study was to understand students' motives before they begin pursuing a teaching position in second language (L2) and better understand the shortages in L2 teacher supply in the United States. Following a quasi-experiment design, both pre-test and post-test surveys were administered to the students. The participants were studying Spanish in five rural schools. The rationale behind the choice of participants was informed

by the theoretical framework indicating secondary years as a critical time for making career choices. The second theory guiding this study is the Conceptual Change Model (CCM), which was introduced by Piaget. The theory positions students as active learners who are capable of re-evaluating and re-structuring their preconceptions, "then work[ing] towards resolution and conceptual change through a six-stage process" (Stepans, 1996, p. 9). The changing variable in the study is the teaching approach in the participants' Spanish classes. In the experimental group, the instructors were guided by CCM and worked towards creating an environment where students could think out loud and share their thoughts and perceptions on foreign language teachers' careers. Students in the control group attended a regular Spanish class with no alterations to the teaching style. The results indicate **a statistically significant difference between students who were offered instructions guided by CCM and students who were not. The instruction administered in the experimental group aimed at changing students' misconceptions about a foreign language teaching career.** For example, teachers presented accurate information on L2 teachers' salaries and benefits. After the completion of the study, many students expressed interest in pursuing a career as an FL teacher. The authors recommend introducing these teaching methods in L2 classes at the secondary school level as part of recruitment efforts to address widely held misconceptions, hence increasing numbers of L2 teachers.

FSL Teacher Recruitment

CAIP (2018). Final report: Canada-wide consultation. *Immersion Journal*, 40(2), 1–32. Ottawa, ON: Canadian Association of Immersion Professionals. https://www.acpi.ca/wp-content/uploads/2020/05/Vol40_n1_Printemps_2018_final_en_web.pdf

The objective of this report is to draw a profile of French immersion (FI) teachers, identify their challenges and needs, identify how to support them in their practice, and raise awareness about issues specific to FI in Canada. Data were collected nationwide from 641 survey respondents and 246 focus group participants. Specific to recruitment, **the authors identified a general shortage of qualified professionals across Canada** and, based on consultations with participants, formulated a list of recommendations to enhance recruitment efforts. The authors recommend a Canada-wide campaign strategy with the guiding phrase "Immersion, a perfect career for me" (p. 27) that includes 1) Enthusiastic video by two young teachers; 2) Short interactive virtual conference with two enthusiastic teachers; 3) Targeting secondary students and students at faculties of education via social media, job fairs, and interactive websites; and 4) Collaborations with partner associations, such as French for the Future (FFF). In addition to a campaign

strategy, they recommend a recruitment campaign involving 1) Recruitment initiatives (i.e., targeting current French as a second language (FSL) students who might become immersion teachers in their communities and, in cooperation with *Fédération internationale des professeurs de français*, launching recruitment initiatives in French-speaking countries) and 2) Establishing an internship contest for future immersion teachers (i.e., giving students in education programs a chance to take part in a Canada-wide contest to land a FI internship in a Canadian context of their choice through partnerships with other Canadian associations). Finally, the report recommends creating a web portal for all immersion professionals searching for positions.

In addition to the issue of FSL teacher shortages, this report outlines the **issue of inconsistent levels of language proficiency among FI teachers. Many hiring personnel do not require proof of French proficiency for novice teachers, nor do they offer a continuous skill development plan.** In addition to creating inconsistencies, this impacts the quality of immersion programs. Based on these findings, the authors recommend several measures to unify language skills and improve the quality of the program: 1) Creating a diagnostic test for students to enter the university-level education program. A certificate of immersion would be offered to students who pass the test; 2) Introducing a certificate in French-second-language education and opportunities for students to enhance their language skills during their pre-service period; 3) Requiring a diagnostic test for new hires; 4) Creating funds for national and local scholarships for faculties to enhance their efforts towards language improvement; 5) Creating projects in cultural communities to assist community members' use of French; 6) Spreading awareness among administrators and managers of the unique challenges of FI; and 7) Providing early-career teachers with an FI virtual kit. These kits would include activities, resources, contact information, and information on immersion schools.

Carr, W. (2010). Raising FLAGS: Renewing core French at the pre-service teacher level. *Canadian Journal of Applied Linguistics*, 13(1), 37–57.

Carr evaluates a new program for French as a second language (FSL) teacher candidates called FLAGS (French Language and Global Studies) established at the University of British Columbia (UBC) in 2007. The program consists of a five-week summer immersion experience at a Canadian university that is funded by “the federal/provincial Explore! bursary program” (p. 38). The program continues to the 12-month B.Ed. program at UBC that involves added French methodology and French conversation for teachers' courses. The purpose of the program is to qualify FSL teacher candidates who want to teach core French but do not have the required level of French proficiency necessary to qualify. A

second goal is to enhance the abilities of core French teachers in BC. The first graduating group of the FLAGS program (2007/2008) took part in conversations with the researcher (who is also the program coordinator) before, during, and after the program about their motives for pursuing this option and their goals. The results reveal the intensive summer immersion program had a **positive impact on addressing FSL teacher recruitment and enhancing FSL teachers' linguistic and cultural performance in French.**

MacPhee, M., & Lecky, G. (2018). *The state of French second-language education in Prince Edward Island: Report. Canadian Parents for French.* <https://pei.cpf.ca/wp-content/blogs.dir/1/files/State-of-FSL-in-PEI-Report-ed-2-November-20-2018.pdf>

The aim of this report is to provide an overview of the delivery of French as a second language (FSL) education in Prince Edward Island (PEI), including the strengths and challenges of the current system. Using a mixed-methods approach, the authors gathered data from policy documents, interviews with professionals involved in FSL education in PEI, and a survey sent to FSL teachers and administrators ($n = 74$) in schools that offer FSL programming. In terms of findings relating to teacher supply, **administrators reported that they face challenges with the recruitment and retention of FSL teachers in their boards. Successful recruitment was reported as the result of partnerships with the University of PEI, using job banks to advertise positions, and proactively hiring teacher candidates at the end of their training programs. Administrators reported that the most prominent challenges were finding teachers who had second language teaching qualifications, who had appropriate French-language proficiency, and who lived near the school location.**

Masson, M., Larson, E. J., Desgroseilliers, P., Carr, W., & Lapkin, S. (2019). *Assessing opportunity: A study on challenges in French-as-a-second-language education teacher supply and demand in Canada.* Ottawa, ON: Office of the Commissioner of Official Languages. <https://www.clo-ocol.gc.ca/en/publications/studies/2019/accessing-opportunity-fsl>

This study aimed to provide insight on the matter of French as a second language (FSL) teacher supply and demand by looking into recruitment and retention strategies across Canada. Data were collected nationwide from Ministry representatives, school board HR personnel and/or principals involved in the hiring process, faculty of education representatives teaching FSL methodology courses in teacher education programs, and teacher candidates in their final year of their teacher education programs. Data were collected through telephone interviews with representatives from

provincial and territorial Ministries of Education, university faculties of education, and school boards ($n = 28$); focus group interviews with teacher candidates ($n = 39$); and an online survey of teacher candidates ($n = 101$). **School boards report using the following strategies to recruit teachers: posting on job boards (like *Apply to Education* in Ontario or *Make a Future* in BC), following up with teacher candidates in practicum in their schools and/or providing them with conditional offers before graduation, presenting at faculties of Education, having HR staff recruit at job fairs, travelling to other provinces to recruit, relying on word of mouth, using social media, offering substitute teaching positions to teacher candidates before graduation, and offering \$1,500 moving incentives to teachers moving from outside the province. Two school boards that reported being satisfied with their recruitment strategies indicated this was due in part to 1) their close partnerships with local faculties of education, 2) leaving an open posting on the job boards year-round, 3) making job postings on the board websites available sooner (March–April), and 4) attending national and international career fairs. The majority of faculties of education reported they did not meet quotas to fill seats for FSL specialization programs. Almost all faculty members agreed that the strategies currently in use for recruiting students into their FSL teacher education programs could be improved or that they need more resources to implement them more successfully. Commonly used strategies for recruitment into FSL teacher education programs include attending career fairs, hosting open houses for the programs, promoting them through webinars and social media, word of mouth among students and alumni, and sending representatives to recruit students from a university's faculty of arts or French department. When asked what school boards could do to attract more FSL teacher candidates, respondents requested **better salaries and working conditions, promoting Francophone culture and intercultural awareness to their students, receiving financial support with the cost of moving and the cost of their studies, and improving professional and emotional support through resources available at the school. Potential candidates found the job application process overwhelming, repetitive, and expensive.** When asked for suggestions to improve their job searching experience, the most common was to create a free online platform wherein school boards across Canada could offer job postings for FSL positions. Teachers could thus create a single profile and apply to several boards using the same profile. Such websites exist on a provincial level,**

in Ontario and British Columbia for instance, but there is no platform for all of Canada.

OPSBA (2018b). *Review regarding the French as a second language teacher labour market issue.* Toronto, ON: Ontario Public School Boards' Association.

This study⁸ investigates the challenges school boards (SBs) face in light of the French as a second language (FSL) teacher shortage issue in Ontario. Data were collected in the form of surveys and/or interviews with 56 Ontario school districts' HR departments, the Ontario College of Teachers and the Ministry of Education, and 384 recently hired FSL teachers. **SBs reported the more effective strategies for recruiting FSL teachers as conducting FSL language assessments during job fairs at Faculties of Education, hiring FSL teachers to a pool in anticipation of emerging job vacancies, and offering financial or in-kind incentives for FSL applicants.** However, SBs indicated that the effectiveness of these recruitment strategies were strongly influenced by local variables. SBs (87%) reported they conducted some form of language assessment with some, but not all, of their applicants. The most used method (over 80% of SBs) to assess applicants' language proficiency is assessing their oral language skills holistically during an interview (without any predetermined standards). **Newly hired teachers reported the most effective ways to learn about FSL job opportunities as looking on board websites, knowing current employees in a board, talking to colleagues and other applicants, using information made available through faculties of education, and other means (e.g., using the *Apply to Education* website, word of mouth, direct recruitment by principals, etc.).** Newly hired teachers reported the strongest factors influencing their decisions where to apply were **proximity of school board to desired place of residence, prior knowledge of the board, practicum experience at the board, opportunities for professional development offered at the board, and ease of the application process.** Most applicants (over 60%) applied to at least two boards. Applicants noted that few boards offered the possibility to apply for positions through an online interview (80% of interviews were in-person only). For boards located far away from where applicants reside when they apply, this reduced the number of applications to those boards. Some applicants felt unsupported in their job-seeking process and noted they received little feedback on their interviews. Applicants also expressed the following elements dissuaded them from applying to jobs: a lack of specific information about available jobs, the location of the interviews, and the timing of the job applications.

8 The findings for this research project were also reported in Jack and Nyman (2019).

OPSBA (2019). *Meeting labour market needs for French as a second language instruction in Ontario: Moving forward with understanding perspectives regarding the French as a second language labour market issue.* Toronto, ON: Ontario Public School Boards' Association. https://www.opsba.org/wp-content/uploads/2021/02/FSL-FULL-REPORT-2019_ONLINE.pdf

This report provides an update on action plans carried out based on the recommendations made in OPSBA (2018a). It also provides research into the experiences of education workers in French as a second language (FSL) programs, reported in the “Retention” section above. Three pilot projects were conducted across SBs in Ontario to operationalize and implement the recommendations for recruitment made in the OPSBA (2018a) report: *Assessment Tool and Guidelines for Hiring FSL Teachers* (Algoma DSB, Near North DSB, and DSB Ontario North East), *Developing FSL Part 2 Additional Qualification Course* (Halton DSB), and *Subsidizing FSL Part 2 or 3 AQ course in Spring/Summer 2019* (Waterloo Catholic DSB). Preliminary analysis shows that cross-board collaboration reduces the variation of tools and processes used to assess the French proficiency of teacher applicants across boards, which is beneficial to the teacher recruitment process.

Pan, C. (2014). *2014 Report on French immersion and core French in British Columbia and Yukon: Trends in enrolment, popularity, and attrition.* Canadian Parents for French.

This report, which gathers information about French as a second language (FSL) programs in school districts (SDs) across British Columbia (BC) and Yukon, also addresses the FSL teacher shortage in this region. Surveys were sent out to representatives of the 47 school districts across BC and Yukon ($n = 45$). Findings reveal a serious French immersion (FI) teacher shortage, with 78% of SDs reporting that a lack of qualified FI teachers was their number one challenge. SDs also cited competition with other SDs as an impediment to finding qualified FI teachers. The main challenges related to recruiting FI teachers were the lack of qualified applicants, geographic location, and inability to offer continuing contracts. SDs reported proactive hiring of teacher candidates on practicum, partnerships with a university, and recruitment from other provinces as the most common methods used to recruit FI teachers. SDs also reported a shortage of core French (CF) teachers, particularly in elementary and middle schools where generalist teachers teach CF, in some cases without second language (L2) qualification. SDs cited the lack of qualified applicants (64%) and the lack of valuing or prioritization of French within schools/districts (24%) as the main challenges to recruiting CF teachers. SDs reported proactive hiring of teacher

candidates on practicum, partnerships with a university, online advertising, and recruitment from other provinces as the most common methods used to recruit CF teachers. However, instead of recruiting new teachers, many SDs train existing CF teachers to improve their French-language skills through professional development and mentorship and by providing teaching resources. To address the CF teacher shortage, SDs recommended training more native speakers of French in BC to become L2 specialists; offering immersion experiences in Francophone environments for teacher candidates; creating a specialist CF position for elementary and middle schools; and incentivizing CF training and teaching by offering CF teachers dedicated classroom space, more teaching resources, higher wages, legal protection from lay-offs, financial incentives, and prioritization of the CF program in schools.

Veilleux, I. (2003). *Priorities in the recruitment of French immersion teachers in British Columbia* [Doctoral dissertation, University of British Columbia]. Proquest Dissertation Publishing.

In this dissertation, Veilleux surveyed 48 parents with children in French immersion programs and 28 Human Resources (HR) directors working in schools across British Columbia that offer French immersion programs. Participants were asked about their preferences and/or recruitment practices for French as a second language (FSL) teachers in surveys and follow-up interviews. The results reveal that **both HR directors and parents rated FSL teachers' language skills as a top priority followed by teaching skills, personal characteristics, and knowledge of French culture. Parents expressed a specific preference for francophone teachers, and HR directors highlighted a preference for graduates from French immersion streams of pre-service teacher programs, followed by bilingual anglophones.** Despite facing a shortage of FSL teachers, **the participants opposed lowering the hiring standards to attract more FSL teachers.** Veilleux also reported an inconsistency among school boards in terms of measures used to assess FSL teachers' qualifications and the degree of scrutiny in the measures.

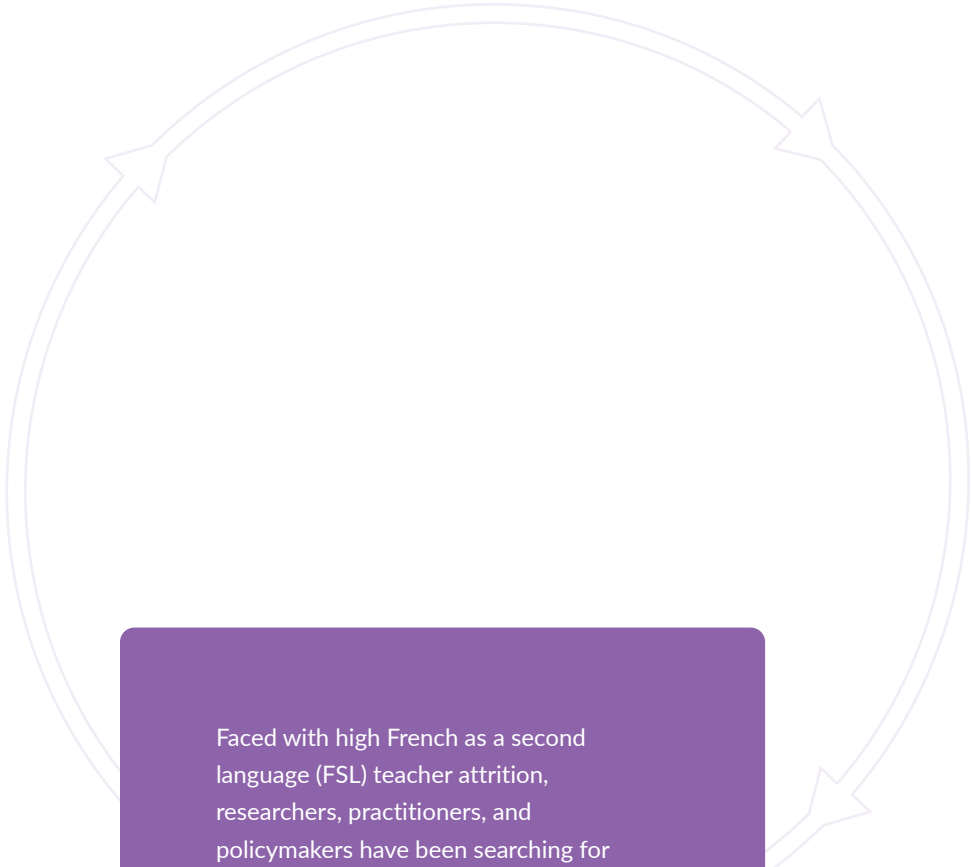
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Faced with high French as a second language (FSL) teacher attrition, researchers, practitioners, and policymakers have been searching for and creating strategies to increase retention in the profession. In addition to chronicling these efforts, this report offers a detailed review of research on teacher recruitment. Each section begins with an introduction and follows with a list of key findings and recommendations. Studies reviewed are organized to narrow the focus from general education to second language and FSL teachers. This report is essential to everyone concerned with the issue of FSL teacher attrition and looking for evidence-based strategies to enhance recruitment and retention.



Canadian Association of Second Language Teachers
Association canadienne des professeurs de langues secondes

1 877 727-0994
admin@caslt.org
www.caslt.org

