STRATEGIES AND RESOURCES: RECRUITING AND SUPPORTING INTERNATIONAL CHINESE LANGUAGE TEACHERS

Stacy Lyon
Shuhan C. Wang

In collaboration with CELIN at Asia Society

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Session Overview

• Introduction of CELIN and Presenters: Shuhan Wang

• Recruiting and Supporting International Teachers: Stacy Lyon

• The Journey of a First-Year International Teacher: Yao Yuanbin

• Q & A: Shuhan Wang and Stacy Lyon
Recruiting and Supporting International Chinese Language Teachers in U.S. K-12 Programs

Introduction

During the past fifteen years, we have seen an unprecedented number of Chinese language programs being established across the United States. A seminal report, *Expanding Chinese Language Capacity in the United States* (Asia Society, 2005), helped mark the beginning of a passionate movement to bring Chinese language programs into U.S. schools. This was simultaneously fueled by the economic rise of China, and interest in learning Mandarin Chinese exploded into grade K-12 language education.

The results of *The National K-12 Foreign Language Enrollment Survey Report* (American Councils for International Education, 2017) indicate that Chinese language instruction is widespread within school systems in 50 states (except for South Dakota) and the District of Columbia. The survey identifies approximately 1,144 high schools and school districts offering Chinese classes, with a reported enrollment of over 46,727 students. The Chinese Early Language and Immersion Network at Asia Society (CELIN) also reports that there were more than 330 Chinese dual language immersion programs operating in U.S. public and private K-8 schools in 2018, up from 61 programs in 2011, with a small number of secondary schools offering immersion programs (CELIN, Asia Society, 2018).

The growing numbers translate to tens of thousands of students. Where there are students, there must be teachers!

More reports have called for increased efforts to build Chinese language programs, prepare teachers, and create digital resources to serve them (Asia Society, 2008, 2012; Ingold & Wang, 2010). Several notable efforts have been made to increase the supply of Chinese language teachers who already live in the United States and are highly educated. For example, a number of U.S. universities have implemented graduate programs in Teaching Chinese as a Second Language (e.g., University of Maryland, 2017) as well as undergraduate courses to prepare teachers for Chinese language and immersion classroom teaching (Xie, 2016). STARTALK (https://startalk.umd.edu/public), a major federal initiative that has helped contribute to the nationwide teacher pool over the past ten years, provides funding for teacher education programs, school districts, and schools to offer meaningful teacher training in the summer. For a number of reasons,
Stacy Lyon
Utah Chinese Dual Language Immersion Director

Recruiting and Supporting International Teachers
Finding Teachers in 2019
Audience Survey

1. How many of you are:
   - Principals?
   - District or state administrators?
   - Other roles that support teachers/hiring?

2. How many of you already employ international teachers?

3. How many of you have your Chinese classrooms fully staffed for next year?
National and International Challenges

- “Teacher shortage”
- Political climate
- Reduction of resources
- Increased visa scrutiny
- H1B restrictions
7 International Teacher Advantages

1. Supply
2. Highly motivated
3. Work ethic
4. Richness of native language and culture
5. Personal relationships
6. Financial assistance
7. Long term potential
Convert Conditions to Opportunity
Future Requires New Level of Leadership Engagement

ABC’s of the Future

• **A**dvocacy (local and national)

• **B**e proactive in building relationships (teachers, third-party recruiters)

• **C**ollaboration (local, in-state, across-state, international)
Four Components in the Brief

I. Efforts made to bring international Chinese teachers to the U.S.

II. Considerations for bringing international teachers to a program

III. Support that needs to be provided

IV. Guide to recruit, hire, and support international Chinese language teachers
What Ethos do International Teachers Bring With Them?

How do international teachers view this experience?
What are they excited for?
What are they worried about?
What help do they expect?

Let’s hear about the journey of a 1st year teacher
First Times Aren’t Always a Charm...
Ask the right questions
Recruiting & Hiring Consideration #1

HOW DEEP IS MY PERSONAL COMMITMENT?

• More than hiring a teacher. Hiring a family member.
• Not for the faint-hearted!
Recruiting & Hiring Consideration #2

WHAT IS THE LONG-TERM OBJECTIVE?

PROGRAM TYPE: New, Existing, Immersion, Non-Immersion
What role does funding play in the decision?

RESOURCE:
Appendix B= New Program Guide
Appendix C= Existing Program Guide
Recruiting & Hiring Consideration #3

WHERE DO I FIND THEM?
HOW DO I GET THEM?

• Sponsoring Organization Process
• Sponsoring Organization Support Structure

RESOURCE:
• Appendix A-Sponsoring Organizations
• Appendix D-Visa Types
Collaboration with Sponsoring Organization

• Initial contact and relationship building
• Communication on program context & priorities
• Importance of pre-service training
• Continued inservice during employment
• Channels for problem resolution
Recruiting & Hiring Consideration #4

WHO OWNS THIS?
Stakeholder Communities

Local Community: Openness, cultural resources, autonomy

School Community: Principal, Faculty/Staff, Parents Buy-In

District Community: Prepare Admin, HR, Payroll, Curriculum receive practical information to prepare for their roles.
Recognize Stakeholder Interrelatedness
WHAT IF....?
Recruiting & Hiring Consideration #5

WHAT IF....?

SURPRISES & BENEFITS

• Expect the unexpected: Be ready for cultural differences and gaps in understanding.
• Be flexible and create **channels for resolution**.
• Anticipate **personal transitions**
• Work ethic
• Rewarding relationships
What does support look like?

Personal and Multi-faceted = takes more time

- Host Family
- Mentor

RESOURCE:
- Appendix E
Support: There can never be too much!
Move Forward with Confidence!
谢谢！ Thank you!

Contact us:

Stacy Lyon: stacy.lyon@outlook.com

Shuhan C. Wang, PhD: shuhancw@gmail.com

celin@asiasociety.org