



Edge Hill University  
CAREERS CENTRE

# Teaching Overseas

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## Inclusive Learning

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Edge Hill Careers Centre  
Contact Details: Tel: 01695 584866

Website; [www.edgehill.ac.uk/careers](http://www.edgehill.ac.uk/careers)

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Friday	9.00 am – 4.00 pm

Vacation periods: Mon – Fri 9.00 am – 4.00 pm  
(closed for lunch 12.30 pm – 1.30 pm)

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# Teaching Overseas

## Introduction

This guide aims to provide useful information to qualified teachers i.e. those who are working towards or have obtained QTS (qualified teacher status) and would like to consider teaching abroad. It does not deal with TEFL - teaching English as a foreign language. There is however a separate booklet available from the Careers Centre for those students who are interested in TEFL.

There are good opportunities for teachers wishing to work abroad although this will depend on the subject that you teach, your qualifications, experience and immigrations laws throughout different countries. In the developing world there is a general shortage of qualified teachers and there are plenty of opportunities for volunteers. Vacancies are widely advertised in the Times Educational Supplement (TES).

One disadvantage of moving abroad is that you will not have any guarantee of employment when you return. Teachers who are already employed should check on their right to return to a position at an equivalent level. Working abroad can also have adverse effects on your social security rights and on state and private pension arrangements. The Teachers Pensions Agency (Capita Teachers' Pensions, Mowden Hall, Darlington DL3 9EE, Tel 01325 745746, [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk)) can offer advice on your likely position.

Moving overseas to teach, whether temporary or as a long-term emigration plan, (especially if you have dependants) needs to be well researched. You may see teaching posts advertised in the TES or Overseas Jobs Express, which may offer opportunities to newly qualified teachers (NQTs). However I would advise caution and careful research. You will see that the majority of organisations who help international schools recruit teachers from the UK normally ask for at least two years experience.

A number of years ago one of our own Edge Hill graduates, who has been a head teacher in a number of International schools, told us of the initial problems he had when he went to work in the Philippines, following on from an advert in the TES. He did not stay there for long, as what he had been promised, did not materialise. He strongly recommended using an organisation such as CIS (see overleaf) to make sure that you are paid the correct remuneration, given support in finding accommodation and in settling into a new country/culture.

The following information provides useful starting points for researching teaching posts overseas.

Updated by Sue Norris  
April 2010



## **CIS (Council Of International Schools)**

CIS is a large association of international schools: a non-profit corporation registered in the USA and administered by a professional staff from offices in three continents. CIS split from ECIS (founded in 1965) in 2003 and has over 540 international schools, both primary and secondary, spanning the globe from Japan in the east to the United States in the west, from Norway in the north to Lesotho in the south and recently in Australia too.

### **What Does CIS Do?**

- Is the oldest, recognized international school Accreditation Service
- It supports schools in developing effective school boards.
- It supports the founding and sustaining of effective international schools.
- It performs Leadership searches for new heads and senior administrators.
- It assists in staffing through arranging and conducting recruitment centres in London and the US for schools from around the world, and CIS registered candidates. Candidates can also participate in recruitment fairs through our pioneering video interview program.
- It maintains a year-round, searchable database pool of teaching candidates for recruiting purposes.

### **Criteria For Teaching Candidates**

Schools routinely recruit American, Australian, British, Canadian, New Zealand and other native English speakers to their staff, although in some instances positions may be open only to candidates of a particular nationality. They also seek flexible teachers who can adjust to the frustrations and stimulation of working in another culture, and who are prepared to contribute to the school as a whole by assisting with extra curricular activities or after school clubs. Most contracts are for two years.

CIS cannot guarantee success in placing candidates since the schools they assist vary and they make the decision on whom to appoint. CIS will give general guidelines. There is no fee for registering with CIS or for appointment through their services.

The following factors must be taken into consideration prior to making an application to CIS:

- All candidates are required to have current teaching certification/qualification. In many cases this is required to obtain a work permit.
- You will be required to provide three confidential supportive, supervisory references - one of which must be from your current head teacher.
- Candidates should have a minimum of two years recent full time experience within their certified area and between the age range of 3 - 18 years.
- Candidates need to have specific experience teaching Australian, British, International Baccalaureate, New Zealand or USA curriculum. There are few vacancies for teachers of vocational subjects.
- All teaching candidates must be fluent in the English language and have experience teaching in this language.
- Candidates must be prepared to attend one of the ECIS Recruitment Centres. There are two of these in London each year.

Further detailed information can be found at [www.cois.org](http://www.cois.org) or ECIS, 21A Lavant St. Petersfield, Hampshire, GU32 3EL. Tel 01730 263131. Email [cois@cois.org](mailto:cois@cois.org)

Also in the LRC you can browse through or take out on one week loan the **Council of International Schools Directory** 371.02 COU

## **The European Schools**

The European Schools provide mother-tongue education principally for the children of employees of EU institutions. They are day schools with nursery, primary and secondary pupils aged 4 to 18, and are organised in language sections. Pupils follow the curriculum of the European Schools, learning a second language from the age of 6. Part of the secondary curriculum is taught in the pupil's second language and a third language is taught from age 13. At age 18, pupils take the European Baccalaureate, which is regarded in all member states as an entry qualification for higher education.

There are currently 14 European Schools – four in Brussels, two in Luxembourg and one each in Mol (Belgium), Bergen Am Zee (Netherlands), Culham (UK), Munich, Karlsruhe and Frankfurt am Main (Germany), Varese (Italy) and Alicante (Spain).

Applicants would be expected to be qualified and have a minimum of 4 years teaching experience. Vacancies are advertised on the DCSF website (see below) in the *Times Educational Supplement* and *The Guardian* in early to mid February of the year in which the posts need to be filled.

If you wish to apply for a post as a seconded teacher (for a maximum of five years) further information can be found at:

[www.dcsf.gov.uk/europeanschools](http://www.dcsf.gov.uk/europeanschools)

Tel: 020 7340 4387

Other useful information available at: [www.eursec.eu](http://www.eursec.eu)

## **League For The Exchange Of Commonwealth Teachers (LECT)**

LECT connects teachers and educators throughout the Commonwealth - "a family of 54 developed and developing nations around the world". Its mission is to support teachers and promote excellence in education through developing, supporting and promoting a wide range of international professional development programmes for teachers and educators.

Programmes on offer include *Study Visits, Travel Grants and One Year Exchanges*.

For further information contact LECT at 60 Queens Road, Reading, RG1 4BS

Tel: 0118 902 1171 or [www.lect.org.uk](http://www.lect.org.uk)

## **Service Children's Education**

Service Children's Education (SCE) provides objective and impartial advice on the school opportunities open to service children, irrespective of whether they are in state or independent schools. SCE provides schooling facilities for pupils in Belize, Brunei,

Cyprus, Denmark, Falkland Islands, Gibraltar, Italy, Belgium, Holland and Germany, and recruits UK Based Teachers to teach the children of military and civilian personnel.

To qualify for UK Based Teacher (UKBT) status you must be recruited in open competition in response to an advertisement in the TES (Overseas Appointments section). It has been usual for SCE to ask for one or two years teaching experience as part of their selection criteria, although within the past year they have recruited NQTs. It is important to apply early and this year interviews took place over the Easter vacation in London.

For further information visit [www.modoracle.com](http://www.modoracle.com) and click on Children's Education or via:

[http://www.modoracle.com/childrens\\_education/general.html](http://www.modoracle.com/childrens_education/general.html)

HQ SCE (UK), Trenchard Lines, Upavon, Pewsey, Wilts. SN9 6BE

Tel 01980 618244

Email: [mod.sce.uk@gtnet.gov.uk](mailto:mod.sce.uk@gtnet.gov.uk)

## **VSO (Voluntary Service Overseas)**

### **Primary School Teacher**

The VSO primary education programme offers primary school teachers the opportunity to train teachers. Working in an in-service or pre-service environment, primary volunteers help to increase the repertoire of teaching techniques available to colleagues, for example child centred methodology, making and using appropriate resources and building the competence and confidence of teachers, and inspiring them to improve the quality of their lessons.

Applicants must have QTS plus a minimum of two years teaching experience. Sometimes candidates can be placed with just one year of experience.

### **Secondary School Teacher**

The majority of requests that VSO receive are in core subjects of English, Maths and Science. However sometimes there are opportunities also for teachers of IT, music, sport and business studies.

A wide range of opportunities exist for teachers at all levels: trainer training, curriculum development, classroom teaching. Placements can be at tertiary/college or secondary school level. Countries with programmes requiring the skills of teachers in the core subject areas include: Ethiopia, Eritea, Ghana, Kenya, Vietnam, China, Rwanda, Mongolia, Sri Lanka and Zambia.

Applicants must have QTS and for placements in teacher training and curriculum development a minimum of two years experience.

For further information contact:

VSO  
Enquiries  
317 Putney Bridge Rd  
Putney, London SW15 2PN

[enquiry@vso.org.uk](mailto:enquiry@vso.org.uk)

[www.vso.org.uk](http://www.vso.org.uk)

## **Gabbitas Educational Consultants (GEC)**

GEC deal with long-term placements at English medium schools for candidates with British teaching qualifications.

For further information contact:

Gabbitas, Carrington House  
126 - 130 Regent St, London. W1B 5EE  
Tel 020 7734 0161  
[www.gabbitas.co.uk](http://www.gabbitas.co.uk)

## **Eteach International**

Eteach provide information on teaching posts overseas as well as in the UK. At [www.eteach.com/jobseekers/international.aspx](http://www.eteach.com/jobseekers/international.aspx) you can access the International School Directory which provides a comprehensive guide to English speaking schools around the world and view current vacancies overseas.

## **Other resources**

[www.teachingtheworld.com](http://www.teachingtheworld.com) part of Synarbor Education Group, a network of recruitment agencies offering teaching posts in New Zealand, South Africa, Asia, UAE and Europe

## **Teach in the United States with VIF**

(the following information has been kindly provided by Graham Weston of VIF Program in December 2009)

### **Teaching in the US is a possibility for many teachers from the UK .....**

Educators from around the world are sought to teach U.S. students through the Visiting International Faculty Program (VIF), the United States' largest cultural-exchange program for teachers and K-12 schools. A private organization founded in 1987, VIF is designated as an official visa sponsor in the U.S. Department of State's Exchange Visitor Program. The VIF Program hosts 1,00 teachers in 5 states with visas valid for up to three years. Through the VIF Program, you can enjoy the excitement of teaching abroad in a new culture with the security of a respected organization supporting you. The largest international-exchange program for U.S. schools and teachers worldwide, VIF is a global leader in education, dedicated to transforming lives through international cultural exchange.

The program is open to teachers of all subjects but there is a particular demand for primary trained teachers (both Key Stage 1 and 2) and secondary trained language, particularly Spanish, maths, science and special needs teachers. Through VIF, teachers have access to valuable professional development including instructional workshops, educational certification in their host state, and Master's degree programs at reduced tuition rates. VIF teachers serve as true cultural ambassadors, sharing the

heritage of their home nations with U.S. students, educators and members of host communities, opening their eyes to the world beyond their borders.

Currently there are many teachers from the UK enjoying this unique experience; indeed some from Edge Hill and other surrounding Universities. A VIF representative will be in attendance at the annual Edge Hill Teaching Fair. Monthly interviews are conducted in London and Manchester throughout the year.

Please visit the VIF Program website to learn more about program qualifications, view application deadlines for the UK, and to submit an application: [www.vifprogram.com](http://www.vifprogram.com)

### **Fulbright Commission: US Educational Advisory Service**

Opportunities for teachers, administrators and lecturers.

Most opportunities to undertake short term work or research in the United States are available through government exchange programmes, private exchanges and scholarships. Go to [www.britishcouncil.org/learning-fulbright.htm](http://www.britishcouncil.org/learning-fulbright.htm) for more information.

For further information contact:

US Embassy, 24-31 Grosvenor Square, London W1A 1AE  
Tel: 020 7499 9000 [www.usembassy.org.uk](http://www.usembassy.org.uk)

### **Teaching In New Zealand**

New Zealand has an ongoing need for well-qualified, dynamic and enthusiastic teachers. There is currently a high demand for Early Childhood, Maori Medium and Pacifica teachers, and Secondary teachers of maths, physics, chemistry, Te reo māori, home economics and technology.

Overseas-trained teachers need to be extremely competent in written and spoken English. The majority of overseas teachers working in New Zealand schools have come from countries with strong language, cultural and educational similarities with New Zealand such as the United Kingdom, Ireland, Australia, Canada and South Africa.

We've summarised the main teaching opportunities that exist currently in New Zealand schools and early childhood (ECE) services to help you with your decision making. While we've emphasised the main opportunities which exist now, New Zealand has an ongoing need for experienced and well-qualified teachers.

- **Early childhood teachers (ECE)** - new professional registration requirements for early childhood teachers in New Zealand, and the high participation rate in early childhood education are placing pressure on ECE teacher numbers. At this point there are no UK ECE qualifications that are equivalent to 3 -year NZ ECE diploma or degree.
- **Primary teachers** - currently vacancies are greatest in Auckland where an increasing population is placing pressure on all teaching sectors.

- **Secondary teachers** - teachers of maths, physics, chemistry, Te reo māori, home economics and technology are in demand.
- **Special education teachers** - qualified, experienced teachers of children with learning or behavioural issues and those working with children with physical disabilities are sought after.
- **Auckland** - with its increasing population is experiencing teacher supply pressure in all sectors.

There are four steps that overseas teachers must complete if they wish to teach in New Zealand. We suggest you carry out the steps in this order to make your move to New Zealand easier.

## 1. Have your qualifications assessed

- Your qualifications must be assessed by the New Zealand Qualifications Authority for the purposes of teacher registration and starting salary.
- This process involves producing evidence of having a teacher education qualification in the form of a degree or diploma. **You will need to provide originals of all documentation** to the New Zealand Qualifications Authority (NZQA). This includes providing original transcripts for the full length of your relevant qualification. These things take some time to complete and there is a cost involved. Check [NZQA's](http://www.nzqa.govt.nz) website for more details. ([www.nzqa.govt.nz](http://www.nzqa.govt.nz))
- For more information about the UK-based Graduate Teacher Programme (GTP) visit the [New Zealand Teachers Council](http://www.teacherscouncil.govt.nz/communication/director/dir20070704.stm) ([www.teacherscouncil.govt.nz/communication/director/dir20070704.stm](http://www.teacherscouncil.govt.nz/communication/director/dir20070704.stm)) website.
- An NZQA statement is also required to ensure that primary and secondary teachers receive the correct salary. When you start teaching in a primary or secondary school you will be paid as an untrained teacher if the NZQA statement is not available (although you will be back-paid when it comes through).
- For the salary assessment, you also need to provide a certified statement of all your teaching service, something which is much easier to organise before you leave rather than sending back to your home country for documents. This certified statement must be on letterhead from the school or teaching authority and be signed by a person of authority. It needs to include a start and finish date and either that you were employed in a full-time position or, if part time, the number of hours you worked per week.

## 2. Register with the New Zealand Teachers Council (Steps 1 & 2 may be started at the same time)

- All teachers at primary and secondary level, and at supervisor level in early childhood services in New Zealand, must be registered with the Teachers Council before beginning teaching employment in New Zealand. You will need to apply for registration using the TC0 form, and provide them with your NZQA assessment report and other documentation. Overseas teachers who are registered will get either of two categories: provisional or subject to confirmation. To be eligible for subject to confirmation you need to supply evidence of at least two years of supervised teaching, holding a senior position, and satisfactory appraisal material. To be recommended for full registration,

you need to have completed at least three months of supervised teaching service in New Zealand. Application forms and information on registration are available on the [New Zealand Teachers Council's \( www.teacherscouncil.govt.nz \)](http://www.teacherscouncil.govt.nz) website.

- Teachers with overseas qualifications need to supply evidence of their English language proficiency. If you have completed your teacher education qualification in English in a country where English is an official language, you would meet the requirement. You would need to supply written evidence from the institution. If not, you need to pass an approved English language proficiency test such as IELTS.

### 3. Apply for a job

- Once registration is completed teachers can apply for any teaching position in New Zealand. **All vacancies are advertised in the official publication The New Zealand Education Gazette** or you can visit the [Education Gazette online. \( www.edgazette.govt.nz \)](http://www.edgazette.govt.nz) There is a search engine which makes it possible to search by subject and geographic region (and you can subscribe to be notified of vacancies meeting your criteria).
- In New Zealand, schools are responsible for employing their own staff. There is no central staffing agency and no government department responsible for staff placement. All applications should be made therefore, to the employing school. In early childhood services, teachers are employed by the licensee or owner of the service.
- However you can work through [approved teacher recruitment agents. \( www.teachnz.govt.nz/overseas-trained-teachers/employment/recruitment-agencies \)](http://www.teachnz.govt.nz/overseas-trained-teachers/employment/recruitment-agencies) They will help you with the assessment, registration, immigration and application processes. Their services should be free as they are paid by schools using them to help fill vacancies.

### 4. Obtain a work permit (does not apply to Australian citizens or permanent residents)

- The final step is to obtain a work permit from [Immigration New Zealand. \( www.immigration.govt.nz \)](http://www.immigration.govt.nz) Currently for both early childhood and secondary teachers, you only have to produce evidence of registration and a letter of a job offer in order to get a work visa. The visa allows you to enter New Zealand where a work permit will be issued.
- From 30 July 2007 primary teachers (with a minimum of three years relevant teaching experience) are listed on the Immediate Skill Shortage list and therefore will have a similar immigration status to early childhood and secondary teachers. Check Immigration New Zealand's website for the latest details.

Recent surveys of New Zealand schools indicate that overseas teachers being offered positions are generally from Canada, the United Kingdom, Ireland, Australia and South Africa.

The reasons given by schools are:

- the similarity of the curriculum and teacher education in those countries
- the high level of written and oral English language required to teach effectively in New Zealand classrooms

Teachers recruited overseas help to meet the additional demand created by roll growth and staffing improvements and are often able to fill positions in hard to staff subject areas such as physics and mathematics. They are also often able to meet the demand for experienced teachers, particularly in the Auckland region.

While there are vacancies throughout the year, most vacancies occur between September and January for the new school year, of four 10-week terms, which starts in early February.

The [Education Review Office](http://www.ero.govt.nz) ([www.ero.govt.nz](http://www.ero.govt.nz)) reviews all schools and early childhood services in New Zealand within a specified period and is a useful reference for New Zealand schools' and services' performances.

To check salary details there are a couple of union websites you can access.

PPTA post primary teachers association [www.ppta.org.nz](http://www.ppta.org.nz)

NZEI (New Zealand Educational Institute) [www.nzei.org.nz](http://www.nzei.org.nz)

A good and informative website to us is [www.teachnz.govt.nz](http://www.teachnz.govt.nz)

This has a plethora of useful information about teaching in New Zealand, applying for jobs and what the NZ CV should look like and tips about life down under.

## **Teaching In Australia**

Teacher registration and recruitment practices vary across state territories. Useful sites which will link you to registration information throughout the various territories and other useful Australian education information include:

[www.edna.edu.au/](http://www.edna.edu.au/)

[www.deewr.gov.au](http://www.deewr.gov.au)

[www.det.wa.edu.au](http://www.det.wa.edu.au)

For further information contact:

Australian High Commission, Australia House, Strand, London WC2B 4LA

Tel: 020 7379 4334 [www.uk.embassy.gov.au](http://www.uk.embassy.gov.au)

## **Teaching In Canada**

Teachers wishing to emigrate to Canada and seek employment in public schools must meet all the requirements made of teachers moving within Canada. Teacher qualifications must be submitted to the teacher certification body in the province or territory of application. In addition there are requirements pertaining to immigrants. The initial application should be made to the nearest Canadian immigration office in the applicant's country.

In Canada, candidates must apply directly to the specific school board in the particular province or territory where they wish to teach. To link directly to school boards in each province or territory, go to:

[www.edu.gov.on.ca/eng/relsites/oth\\_prov.html](http://www.edu.gov.on.ca/eng/relsites/oth_prov.html) Most teaching positions are advertised in local newspapers between February and June, with duties commencing

in September of the following school year. Applicants must generally be present in Canada and available for interview.

The Education Canada Network has developed a website to assist job seekers where you can post your resume (CV) for free at <http://educationcanada.com>

Apply to Teach Network (ATTN) is a "one-stop" recruitment centre for teachers [www.applytoteach.ca/](http://www.applytoteach.ca/)

Jobs in Education also assists job seekers - [www.jobsineducation.com/](http://www.jobsineducation.com/)

Canadian High Commission, Macdonald House,  
1 Grosvenor Square, London W1K 4AB

Tel: 020 7258 6600 [http://www.canadainternational.gc.ca/united\\_kingdom-royaume\\_uni/index.aspx?lang=eng](http://www.canadainternational.gc.ca/united_kingdom-royaume_uni/index.aspx?lang=eng)



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