

REFEREED ARTICLE

Marginalization, Intersectionality, and Social Justice Leadership: A Case of Internationally Educated Teachers (IETs)

Mabel Dzigbordzi

Abstract

This article discusses the different ways in which some groups of educators are marginalized within the Canadian education system. The author draws on existing literature to examine how intersectionality in complex identities causes severe marginalization for Internationally Educated Teachers (IETs), especially female IETs. The author found ten strategies from Ryan's (2006) theory of social justice leadership to help school leaders to address teacher marginalization.

Per the Canadian federal law on Employment Equity Act (S.C. 1995, c. 44), most educational institutions and employment agencies declare an acknowledgement of diversity, inclusion, and equity in their recruitment processes; the aim is to (i) increase representation (women, persons with disability, Aboriginal people, and visible minorities), (ii) accommodate differences (cultural, religious, ethnic, individual/identity etc.), and (iii) ensure equal treatment of all individuals within institutions. However, some teachers have reported that there are still gaps in achieving diversity, inclusion, and equity within the Canadian teaching force (Duggleby & Badali, 2007; Vangool, 2020). Certain groups of educators are marginalized and continue to experience challenges due to systemic issues rooted in biases and discrimination, unequal access to opportunities, and cultural or societal perceptions (Carr, 2008; McMahon et al., 2014). Educational leaders need to pay attention to the different ways that these multiple teacher backgrounds create unique experiences of marginalization – and take steps to address them.

Internationally educated teachers (IETs) are vulnerable to marginalization. Their foreign-earned educational credentials, cultural differences, perceptions of racialized backgrounds, and complexities in employment protocols often leave them in marginalized conditions resulting in experiences of discrimination, exclusion, and microaggressions within the learning organization. Pollock (2010) explained:

Not all teachers possess equal power. The power of a teacher is determined by their status within the group of teachers that makes up the workforce. Certain groups of teachers, particularly those employed in non-permanent arrangements generally have less access to power than those in permanent positions, placing them in a weaker position. (p. 109)

The power imbalance particularly affects IETs who have been unable to transfer their credentials to obtain teaching certificates in Canada. These IETs are forced into nonpermanent positions, limited in their power and influence, which intensifies their marginalization and leaves them vulnerable to exclusion and systemic discrimination.

The hierarchy of school structure positions certain groups of educators at the bottom indicating their limited access to power and subject to the authority of those with higher power (Pollock, 2012). Substitute teachers, educational assistants, and teachers in non-permanent positions are by “default marginalized” and work in arrangements that set them up for marginalization (Pollock, 2010, p. 3). They have the least sense of classroom autonomy, access to professional development, and power in decision-making (Kraft, 1980). Duggleby and Badali (2007) confirmed that 80% of occasional teachers are foreign-educated and may suffer additional marginalization in the education system. IETs are not treated fairly and beliefs, biases, and discrimination against them as a group act as barriers limiting their interaction with other teachers (El Bouhali, 2019).

Statistics Canada's (2021) report reveals that almost 50% of black individuals aged 15 and above in Canada have encountered some form of discrimination. In the country, visible minorities constitute 27.3% of the population aged 25 to 64 and around 40% of those holding a bachelor's degree or higher in that age range. This data highlights a substantial presence of visible minority groups within the teaching profession, indicating potential discrimination experiences for educators from these diverse backgrounds. Although teachers' experiences may differ from contexts and various influencing factors, the interplay of intersectionality and individual experiences may sometimes shape and intensify the impact of marginalization.

In my personal experience as an internationally educated black female teacher, not only do I encounter challenges of securing employment with my foreign credentials but I also grapple with the uncertainty surrounding my work as a substitute (occasional, casual) teacher. The disparities in treatment between colleagues and students stemming from such factors as race, gender, and the role of teacher create a sense of isolation and a lack of belonging in the school environment. My encounters with disrespect stemming from disregard for the authority and contributions of substitute teachers – especially those with diverse backgrounds like mine – encourage unchecked microaggressions that persist without intervention or support from the school administration. These experiences can extremely damage the morale of teachers and impact their ability to work effectively (Pollock, 2010). Irrespective of their race, culture, gender, or role, every educator contributes significantly to the collective realization of a school's vision and mission (Kraft, 1980; McMahon et al., 2014). Leaders, stakeholders, and policymakers need to pay attention to the various ways in which teachers might face marginalization, and take steps to enhance practices that promote diversity, inclusion, and equity for all teachers.

This article discusses the different ways in which (IETs) are marginalized and the factors that impact the severity of their marginalization. Specifically, it examines the case of female IETs and how intersectionality and multiple forms of identities compound their experience of marginalization. The article introduces the Social Justice Leadership (S JL) theory and discuss how the attributes of the theory bring hope in addressing marginalization faced by female IETs.

Literature Review

Certain groups of educators are marginalized. Intersectionality double-marginalizes them. The following review of literature focuses on these adversities.

Internationally Educated Teachers (IETs) and Marginalization

Immigration policy aimed at attracting highly educated and experienced individuals into the labor force is increasingly bringing internationally educated teacher professionals into the Canadian education system. Women constitute one of the groups mentioned in the Canadian federal law on Employment Equity Act (S.C. 1995, c. 44) as a visible minority. While there is insufficient data on the percentage of female teachers who are immigrants and have received education outside of Canada, research by Pollock (2010) and Duggleby & Badali (2007) suggests that many teachers in non-permanent positions are members of minoritized groups, 80% of whom are internationally educated, speak English as a second language, and may face additional forms of marginalization.

The term *marginalization* was first coined by Robert Ezra Park (1928) to describe the experience of individuals living between two different cultural groups, resulting in an unstable personality known as the "marginal" type (p. 881). It refers to the process of being pushed to the edges of society, where individuals may face exclusion and limited access to resources and opportunities. In the educational context, IETs are confronted with a unique "conflict of their divided selves," functioning within the Canadian educational environment "while preserving their own cultural identities" (Park, p. 881). IETs face marginalization at the workplace from their interactions with colleagues, students, and administrators. The marginalization comes in the

form of microaggressions and stereotyping (Dei & Rummens, 2010; Jungcurt, 2022) resulting from prevailing societal biases and preconceptions associated with race, ethnicity, and gender.

Compared to their Canadian-born counterparts IETs, especially those from visible minority groups, face many barriers to getting employment with their qualifications from foreign educational systems (Walsh et al., 2011). Research indicates that foreign-born women earn around 70% of what their male peers earn, highlighting a significant gender-based wage gap (Lindsay & Almey, 2006). Moreover, the employment landscape is daunting for female immigrants, because they experience higher unemployment rates compared to both Canadian-born women and immigrant men (Lindsay & Almey, 2006).

Despite the qualifications and experiences of female IETs, structural barriers hinder their job prospects, often leading to employment in non-permanent/occasional positions such as substitute teaching, emergency cover, casual, or relief teaching, and sometimes custodial positions (Pollock, 2012). Walsh et al. (2011) noted:

The categorization of female immigrants as a singular entity term “immigrant women” disregards their legal citizenship status and lumps them together based on historical gender, racial, and economic influences in Canada. This ingrained perception significantly contributes to the systemic marginalization of female IETs, constraining their professional advancement and impeding their assimilation into the Canadian education labor market. (p. 660)

International professional training and work history disadvantages IETs in comparison to educators with Canadian credentials and experience, often resulting in their relegation to less stable roles within the education system.

School divisions, educational leaders, and policymakers must see individual teachers as unique, especially female IETs, and understand that each has her own history, experiences, and abilities. Walsh and Brigham (2007) reported research on the barriers that IETs face, including racial and language discrimination, both during the hiring process and in the workplace. IETs often face bias and discriminatory treatment related to cultural and linguistic diversity that may not be appreciated by dominant cultures in the school environment (El Bouhali, 2019).

Intersectionality and Double Marginalization: A Focus on Female IETs

At the center of racial, gender, foreign, and the already existing forms of marginalization within the education system is the female IETs. Female IETs are severely marginalized due to multiple domination in terms of race, gender, and foreign credentials. In hiring practices where gender and educational credentials are a marker, the female IETs can be victimized on both gender and foreign credentials due to how foreign qualifications are regarded.

My own identity as a black female substitute teacher with an immigration status, and an international education certificate gives a first-hand account of the compounded forms of marginalization and how factors can create severe forms of marginalization to the female IETs in the education system. The intersection of my gender, race, and foreign credentials puts me at a significant disadvantage in hiring processes compared with both male and non-foreign counterparts. My job as a substitute teacher is one of the lowest in the school hierarchy and has the least security. My foreign-earned qualification is marginalized and undervalued. As a foreign black woman, societal biases and stereotypes hinder my prospects due to perceptions about my race (black), my capabilities as a woman, construction about the homogenized group labeled as “immigrant women,” and contributions as an educator. These intersecting layers of marginalization affect not only my career progression but also my sense of professional worth and belonging within the educational landscape. The systemic barriers based on race, gender, and varied backgrounds significantly shape the experiences of certain groups of educators within the education system emphasizing the critical need for educational leaders to address the unique challenges of female IETs for a more inclusive and equitable educational environment.

The research consistently suggests that women in education are double marginalized. Compared with their male counterparts, internationally educated female IETs may face extra harassment or stereotypes about their professional abilities based on age, gender, pregnancy, or breastfeeding (Global Campaign for Education, n.d.; Statistics Canada, 2021; UNESCO 2023; Van Hek et al., 2016). A study conducted by the Global Campaign for Education (n.d.) found that female teachers were four times more likely than male teachers to report experiencing discrimination because of their gender. These disparities may stem from the systemic nature of gender inequality and power imbalances within educational institutions and traditional norms on gender-based roles perpetuate biases and unequal treatment (Blackmore, 2006). Female teachers may encounter stereotypes that undermine their capabilities in the classroom (Garcia et al., 2022). They are more likely to face challenges in hiring processes due to assumptions about their teaching style or competence based on gender rather than merit.

The absence of tailored support networks or mentorship programs specifically addressing the challenges faced by female IETs exacerbates their marginalization (Schmidt, 2010). The lack of resources and guidance targeted at addressing the intersectional hurdles they encounter restricts their access to the support systems necessary for successful integration, professional development, and overcoming the barriers inherent in their unique position in education.

In sum, internationally trained educators face a wide range of challenges, with female educators in this group being disproportionately affected, complicating their experiences. Leadership frameworks that advocate for change and promote socially just schools are essential in understanding these issues. Such frameworks can empower leaders to take more inclusive steps and develop support systems that address and level these inequalities.

Theoretical Framework: Social Justice Leadership

Defining social justice comprehensively has proven challenging due to its broad scope and the varying meanings it can have in different contexts (Blackmore, 2009). Scholars within the field of educational leadership explore the meaning and nature of social justice to conceptualize how practices of equity, equality, fairness, inclusion, and diversity can be implemented in institutions. They do this by critiquing injustices, inequalities, and exclusion within the education system, and by taking action to address these issues (Blackmore, 2002; Goldfarb & Grinberg, 2002). Ryan's (2006) definition of social justice emphasizes recognizing social injustices in communities and schools and doing something about them. According to Ryan, leadership in schools needs to be about deeper moral purposes like social justice because schools must do their part in contributing to a world that is fair for everyone.

Goldfarb and Grinberg (2002) defined social justice as “the exercise of altering institutional and organizational power arrangements by actively engaging in reclaiming, appropriating, sustaining, and advancing inherent human rights of equity, equality, and fairness in social, economic, educational, and personal dimensions” (p. 162). Kowalchuk's (2019) work helps to break down these characteristics into five strategies or practices that school leaders engage in to achieve socially just schools:

1. Demonstrate social justice.
2. Challenge the status quo.
3. Exercise critical instructional leadership.
4. Shape and preserve respectful relationships.
5. Honour voice. (p. 3)

The application of social justice leadership theory to school leadership practices based on the existing body of works demonstrates how social justice work looks in schools.

Theoharis' (2008) view of social justice in this context means “that principals advocate, lead, and keep at the center of their practice and vision issues of race, class, gender, disability, sexual orientation, and other historical and currently marginalizing conditions” (p. 5) within learning environments. Social justice leadership, she insisted, goes beyond being a good

leader. It involves a conscious blend of personality traits woven together with relationships within the school organization capable of exorcising the rigid and impersonal hierarchy that characterizes managed bureaucracies (Theoharis 2008) – what Ryan termed *critical consciousness*.

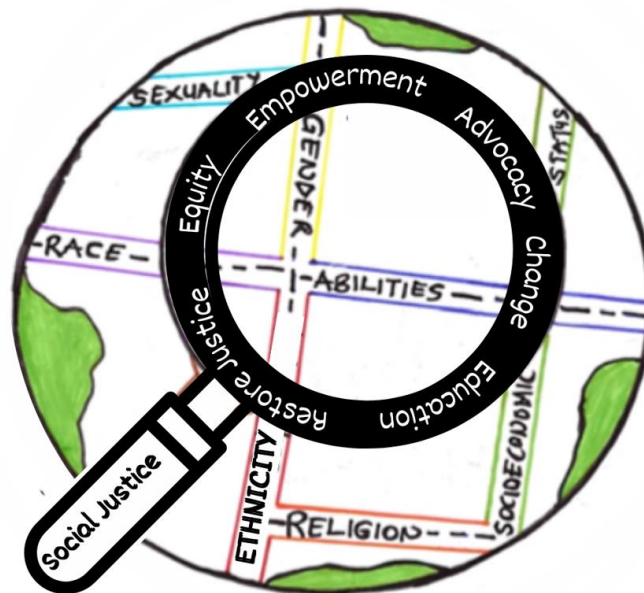
Inclusion is an important aspect of social justice leadership frameworks. Social justice and inclusive leadership ensure that students, parents, and teachers regardless of their background or identity, have a seat at the table, their voices heard, and they have equal opportunities to promote diversity and foster a sense of belonging (Carr, 2008). Socially just school leadership promotes inclusion through empowerment, dialogues, and collective or distributive or shared leadership approaches to decision-making (Ryan, 2006).

A conceptualization of education/school administration and leadership through the lens of social justice reveals that leadership in schools take an active process focused on those who are marginalized and grounded in the principles of equity created by historical notions of privilege and power within our schools (Kowalchuk, 2019). Through advocacy and critical discourses, social justice leadership raises awareness and addresses beliefs that underpin issues of discrimination and marginalization.

Figure 1 illustrates social justice leadership in educational institutions where teachers from diverse backgrounds mix. The various identity axes show the diverse racial, gender, ethnic, and religious, to name a few backgrounds that make the teacher workforce where IETs are found. The social justice leadership lens serves as a magnifying glass that helps school leaders and administrators understand and address marginalization within the diverse teacher workforce.

Figure 1

Social Justice Leadership Lens and Teacher Marginalization



Note: Figure 1 represents the education system with a diverse teacher population where the IETs are found with their multiple identities.

The magnifying lens is used to symbolize three concepts of social justice leadership in this context. First, the lens illustrates the critically conscious nature of social justice leadership in acknowledging marginalization and injustices within the education system. Secondly, the lens

illustrates the nature of social justice leadership that criticizes and challenges dominant ideologies to unmask hidden intersectionality that often creates unseen yet severe marginalizing conditions for individuals such as IETs within education systems. Social justice leadership is not only interested in finding injustices within educational structures and systems because, as Ryan and Rottmann (2009) wrote, “marginalized groups continue to be excluded even when systems are introduced to include them” (p. 476). Hence, the social justice leadership lens in this diagram illustrates the strategies and practices that school leaders adopt in their work to address marginalization.

Frames of social justice in education help school leaders and stakeholders to acknowledge the different ways in which teachers from diverse backgrounds are marginalized, the interconnectedness of different forms of oppression such as racism, sexism, classism, and ableism, and how identities intersect as indicated in Figure 1 to create more complex forms of marginalization (Agosto & Roland, 2018; Roland, 2018). Using a social justice leadership lens, educational leaders can actively promote fairness, equality, and inclusion in every aspect of leadership through inclusive decision-making, advocating, educating, communicating, nurturing, and eliminating hierarchies (Blackmore, 2006).

Strategies for Moving Towards Inclusion

Educational leaders have the greatest advantage in adding their voice to social justice within their jurisdiction and to the world at large. Ryan’s theory of social justice leadership offers ten strategies or practices that school leaders can develop to contribute to a socially just school: eliminate hierarchies, collective or shared leadership, pursue inclusive ends, educate community members, develop critical consciousness, nurture dialogue, advocate for inclusion, incorporate whole school, adopt inclusive decision making, and emphasize teacher practices. These strategies provide concrete ways by which educational leadership can fight marginalization and address issues related to IETs.

Develop Critical Consciousness

Addressing issues relating to social justice will require conscious efforts on the part of leaders to critically analyze and understand how structures play a role in inequity and injustices in the school. Justice in school leadership can only begin with the leaders themselves. School leaders need to develop an open mindset and deep curiosity about non-foreign teachers, listen without judgment, and cultivate empathy to understand the root causes of their challenges – and be willing to do something about them. Principals may identify various factors, such as my case race (black), gender (female), educational background (foreign), and abilities (e.g., language/accent), which present challenges to my work as an educator within the Canadian education system. This also means that leaders must be able to recognize existing conditions, climates, behaviors, and assumptions that privilege certain groups of teachers and marginalize others – and be intentional in addressing them through their vision, mission, and purpose statement (Cherkowski & Ragoonaden, 2016).

Advocate for Inclusion

Social justice leaders are principal advocates for social justice. They are concerned with their role in ensuring fairness, inclusion, and equality. School leaders who are committed to social justice actively advocate for equity and inclusion through their practices and beliefs. Principals, school heads, and other stakeholders can promote diversity and inclusion by engaging in a leadership stance that puts issues of race, class, gender, disability, and other marginalized conditions at the core of their practice. Leaders must first model their commitment to social justice in different ways and encourage followers to emulate. To address IET

marginalization, leaders can improve upon or implement change practices, policies, and cultures that value respect for diverse backgrounds. Leaders can be advocates by discussing with staff and students the need to appreciate and welcome teachers from diverse backgrounds. For instance, in the case of female IET substitute teachers, trust in their abilities to fulfil their duties should prevail through the leader's advocate, unlike my experience where the school administration receptionist doubted that I was genuinely a substitute teacher and not an educational assistant, implying a lack of confidence in my capacity to manage a whole class.

Incorporate a Whole-School Strategy

Another way by which leaders can address teacher marginalization and intersectionality is to approach social justice as a fundamental aspect of their leadership and moral obligation to the entire education system (Theoharis, 2008). While it is important to focus on justice for students, it is equally important to focus on justice for all educators. Teachers are the backbone of education, and IETs play a critical role in shaping the future of the diverse student population. Ensuring that teachers are treated fairly and equitably is essential to creating a positive learning environment for students. By adopting a whole-school approach, leaders can create and support inclusive systems that benefit not only students but also marginalized groups of teachers.

Eliminate Hierarchies

The most obvious obstacle that impedes the practice of democracy in schools (Ryan & Rottman, 2007) is the hierarchical context of schools and school systems. Challenging the status quo becomes important here to eliminate hierarchical power within the education system that marginalizes certain teachers. Hierarchical power imbalances create the notion of some educators, such as permanent or regular teachers, having more authority than non-permanent or occasional teachers and their contribution to educational administration. Educators can create school cultures that accord equal respect of authority to educators of all backgrounds irrespective of their position through collaborative decision-making processes, a whole-school approach, and involving all teachers (including non-permanent and IETs) to dismantle hierarchies and create equal opportunities for teachers to contribute their expertise and opinions.

Share Leadership

After eliminating power inequalities, shared leadership can be a powerful tool to promote collaboration and include teachers. Shared leadership encourages input from various stakeholders, including teachers from different backgrounds and experiences. Leaders can provide opportunities for all teachers to take on leadership roles such as organizing events and leading committees. This collaborative approach allows IETs to share their expertise, ideas, and perspectives, fostering a sense of ownership and collective responsibility. By involving all teachers regardless of their position or identity in the decision-making process, leaders create an environment where teachers feel valued, belong, and are motivated to work towards a common goal (Whitney et al., 2010).

Nurture Dialogue

Effective communication is the foundation of any successful human institution. It is key to building trust, respect, and collaboration by embracing diversity (Cherkowski & Ragoonaden, 2016). The first step towards addressing teacher marginalization cannot be taken without communication. Leaders need to foster open communication to hear the voices of marginalized

teachers within the education system. It is through meaningful conversations that teachers can come to “understand and accommodate differences and work together to shape the institution in which they live and work” (Ryan & Rottman, 2009, p. 479). Nurturing dialogue also includes having what Kowalchuk (2019) described as “courageous conversations” about issues that deal with privilege, power, and politics through communication. This can be achieved through regular meetings, suggestion boxes, online forums, or anonymous feedback mechanisms.

Inclusive Decision Making

Inclusive decision-making is another way to empower marginalized teachers by giving them a platform to contribute meaningfully to the educational process. Leaders can welcome the inclusion of diverse perspectives during meetings and create committees that include teachers from various backgrounds. This approach is not only pivotal in addressing teacher marginalization but it also enriches the school by providing leaders with a wealth of creative ideas to effectively implement culturally responsive strategies.

Educate the Community

Ryan’s framework of inclusive leadership through community education can be an effective tool to address marginalization. Educating the community generates broader advocacy and support networks to accommodate IETs. Parents can add their voices to social justice and advocate for inclusive practices in schools. Community education can focus on developing appreciation, trust, and the benefits of having teachers from diverse backgrounds for the growth of students and preparations for the international world. Tackling marginalization through community-rooted approaches can also include the education and training of future leaders through preparatory programs that focus on developing culturally responsive skills and knowledge to assess schoolwide cultural competence (Cherkowski & Ragoonaden, 2016).

Pursue Inclusive Ends

Leadership based on social justice and inclusion acknowledges the underlying nature of exclusion and oppression, and aims to create leadership practices that go beyond participation in decision-making in schools, as well as to promote inclusion, equity, and social justice (Theoharis, 2007). Through the lens of social justice, school leaders see the various ways by which IETs are discriminated against and excluded from fully participating in the school community, and establish practices that will include them.

Emphasize Teacher Practices and Empowerment

Leadership should offer professional development and training programs that equip foreign teachers to adequately meet the needs of students and the expectations of educational heads. School leaders can regularly observe classrooms to provide constructive feedback that supports teachers in improving their practices. Schools and divisional leaders can emphasize equity and empower marginalized teachers by establishing policies that promote inter-, intra-, and trans-cultural practices through teaching and evaluation methods, and professional growth experiences.

Implementing these strategies is not going to be easy, as Ryan and Rottman (2009) noted, especially where there are teachers from diverse backgrounds with varying views of the world. However, the democratic nature of the social justice leader will find ways to communicate across differences and ensure that followers do the same (Ryan & Rottman). Indeed, “*It is not hard work; it is heart work*” (Farinde-Wu et al, 2017, p. 1). Leaders need to develop emotional

intelligence to understand the marginalized conditions and intersectionality of IETs and to take steps to address them, rather than focusing on the challenges of a diverse teacher workforce.

Conclusion

Education today is increasingly focused on diversity, equity, and inclusion to promote representation of different groups and meet the needs of a diverse student population. Stakeholders are doing their best to execute the Government of Canada's (2021) policy that focuses on recruiting professionals, including internationally educated teachers. However, gaps remain in the attempt to fully embrace diversity and ensure equal treatment of all individuals within the education system. The persistence of racism, microaggressions, discrimination, and all forms of marginalization continue to trouble internationally educated teachers.

While different groups of educators are marginalized and may suffer equal forms of marginalization, intersectionality and individual experiences sometimes compound themselves to create exceptional circumstances of vulnerability for IETs, especially females. Overlapping identities of gender, race, and foreign background make them susceptible not only to gender-based discrimination but also to inaccurate and unfair perceptions about their backgrounds and capabilities. Conditions surrounding their work arrangements and power dynamics in the educational hierarchy place them in marginalized positions that impact their work experience and affect the way colleagues and students relate with them.

Social justice leadership provides strategies to recognize the challenges faced by marginalized teachers and rectify systemic inequalities and biases that lead to marginalization. It aims to create fair and inclusive environments within educational institutions, ensuring that all teachers and students, regardless of their background or identity, are treated equally and have equal opportunities for success and recognition. This leadership approach acknowledges the complexities of marginalization and intersectionality, and advocates for policies and practices that promote diversity, equality, and inclusivity in the education system.

It is not enough to acknowledge diversity and the need for representation of diverse groups. It is not enough to identify and understand how individuals are marginalized and excluded within the education system. Educational leaders must take socially just steps, moving beyond simply recognizing to actively creating inclusive atmospheres that value and promote respect for educators from all backgrounds. Leaders must be strongly committed to diversity, challenge the status quo, hold others accountable, and make social justice and inclusion a personal priority in their daily practices.

References

- Agosto, V., & Roland, E. (2018). Intersectionality and educational leadership: A critical review. *Review of Research in Education, 42*(1), 255-285.
<https://doi.org/10.3102/0091732X18762433>
- Blackmore, J. (2002). Leadership for socially just schooling: More substance and less style in high-risk, low-trust times? *Journal of School Leadership, 12*(2), 198-222.
<https://doi.org/10.1177/105268460201200206>
- Blackmore, J. (2006). Social justice and the study and practice of leadership in education: A feminist history. *Journal of Educational Administration and History, 38*(2), 185-200.
<https://doi.org/10.1080/00220620600554876>
- Blackmore, J. (2009). Leadership for social justice: A transformational dialogue. *Journal of Research on Leadership Education, 4*(1), Article 5.
https://www.researchgate.net/publication/234727543_Leadership_for_Social_Justice_A_Transnational_Dialogue

- Carr, P. R. (2008). The “equity waltz” in Canada: Whiteness and the informal realities of racism in education. *Journal of contemporary issues in education*, 3(2).
<http://journals.library.ualberta.ca/jcie/index.php/JCIE/article/download/4575/3735>
- Cherkowski, S., & Ragoonaden, K. (2016). Leadership for diversity: Intercultural communication competence as professional development. *Teacher Learning and Professional Development*, 1(1). <https://journals.sfu.ca/tlpd/index.php/tlpd/article/download/5/6>
- Dei, G., & Rummens, J. A. (2010). Including the excluded: De-marginalizing immigrant/refugee and racialized students. *Education Canada*, 50(5). <https://eric.ed.gov/?id=EJ918857>
- Duggleby, P., & Badali, S. (2007). Expectations and experiences of substitute teachers. *Alberta Journal of Educational Research*, 53(1). <https://cjc-rcc.ucalgary.ca/index.php/ajer/article/download/55196/42243>
- El Bouhali, C. (2019). Internationally educated teachers in Canada: Caught between Scylla and Charybdis. *Interrogating models of diversity within a multicultural environment*, 157-173. https://link.springer.com/chapter/10.1007/978-3-030-03913-4_9
- Farinde-Wu, A., Glover, C. P., & Williams, N. N. (2017). It’s not hard work; it’s heart work: Strategies of effective, award-winning culturally responsive teachers. *The Urban Review*, 49, 279-299. <https://doi.org/10.1007/s11256-017-0401-5>
- Garcia, V. J., Forneas, V. T. M., Romo, V. C. N., Concordia, T. M., Villa, C. R., & Rafanan, R. D. L. (2022). Gender stereotypes of the classroom: The teacher’s contradicting perceptions of gender-neutrality and practices on gender-inclusiveness. *ResearchGate*, 34(6), 17-21. https://www.researchgate.net/publication/372751988_
- Global Campaign for Education. (n.d). Girl’s education – Discrimination. <https://campaignforeducation.org>
- Goldfarb, K. P., & Grinberg, J. (2002). Leadership for social justice: Authentic participation in the case of a community centre in Caracas, Venezuela. *Journal of School Leadership*, 12(2), 157-173. <https://doi.org/10.1177/105268460201200204>
- Government of Canada. (2021, January 1). Employment Equity Act S.C. 1995, c. 44. <https://laws-lois.justice.gc.ca/eng/acts/e-5.401/page-1.html>
- Johnson, J. M., Holcombe, M., & Vance, K. (1988). Apprehensions of substitute teachers. *The Clearing House*, 62(2), 89-91. <https://doi.org/10.1080/00098655.1988.10114018>
- Jungcurt, S. (2022, May 13). Who is being left behind in Canada? *International Institute for Sustainable Development*.
<https://www.facebook.com/sharer/sharer.php?u=https%3A%2F%2Fwww.iisd.org%2Farticle%2Finsight%2Fwho-being-left-behind-canada>
- Kowalchuk, D. (2019). Voices for change: Social justice leadership practices. *Journal of Educational Leadership and Policy Studies*, 3(1), n1.
<https://files.eric.ed.gov/fulltext/EJ1226940.pdf>
- Kraft, D. W. (1980). New approaches to the substitute teacher problem. *NASSP Bulletin*, 64(437), 79-86. <https://doi.org/10.1177/019263658006443713>
- Lindsay, C., & Almey, M. (2006). Immigrant women. In Statistics Canada, *Women in Canada: A gender-based statistical report* (5th ed., pp. 211-238).
<https://www150.statcan.gc.ca/n1/pub/89-503-x/2015001/article/14217-eng.htm>
- McMahon, S. D., Martinez, A., Espelage, D., Rose, C., Reddy, L. A., Lane, K., Anderman, E. M., Reynolds, C. R., Jones, A., & Brown, V. (2014). Violence directed against teachers: Results from a national survey. *Psychology in the Schools*, 51(7), 753-766.
<https://doi.org/10.1002/pits.21777>
- Park, R. E. (1928). Human migration and the marginal man. *American Journal of Sociology*, 33, 881-893.
https://books.google.com/books/about/Human_Migration_and_the_Marginal_Man.html?id=T0uwGWAACAAJ

- Pollock, K. E. (2010). Marginalization and the occasional teacher workforce in Ontario: The case of internationally educated teachers (IETs). *Canadian Journal of Educational Administration and Policy*, 100. <https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1131&context=edupub>
- Pollock, K. (2012). Occasional teachers' job-related learning. *Teacher learning and power in the knowledge society* (pp. 109-125). https://www.edu.uwo.ca/about/faculty-profiles/katina-pollock/_docs/2012-chapter-occasional-teachers-job-relatedl.pdf
- Roland, E. (2018). Understanding intersectionality to promote social justice in educational leadership: Review of JCEL cases. *Intersections: Critical Issues in Education*, 2(1), 3. <https://digitalrepository.unm.edu/cgi/intersections>
- Ryan, J. (2006). Inclusive leadership and social justice for schools. *Leadership and Policy in schools*, 5(1), 3-17. <https://doi.org/10.1080/15700760500483995>
- Ryan, J., & Rottmann, C. (2009). Struggling for democracy: Administrative communication in a diverse school context. *Educational Management Administration & Leadership*, 37(4), 473-496. <https://doi.org/10.1177/1741143209334579>
- Schmidt, C. (2010). Systemic discrimination as a barrier for immigrant teachers. *Diaspora, Indigenous, and minority education*, 4(4), 235-252. <https://doi.org/10.1080/15595692.2010.513246>
- Statistics Canada. (September 22, 2021). *Gender-related differences in the career advancement of women in Canada by Zechuan Deng*. <https://www150.statcan.gc.ca/n1/pub/36-28-0001/2021009/article/00002-eng.htm>
- Theoharis, G. (2008). Woven in deeply: Identity and leadership of urban social justice principals. *Education and Urban Society*, 41(1), 3-25. <https://doi.org/10.1177/0013124508321372>
- UNESCO. (April 20, 2023). Smashing gender stereotypes and bias in and through education. <https://www.unesco.org/en/articles/smashing-gender-stereotypes-and-bias-and-through-education>
- Van Hek, M., Kraaykamp, G., & Wolbers, M. H. (2016). Comparing the gender gap in educational attainment: the impact of emancipatory contexts in 33 cohorts across 33 countries. *Educational Research and Evaluation*, 22(5-6), 260-282. <https://www.tandfonline.com/doi/pdf/10.1080/13803611.2016.1256222>
- Vangool, H. (2020, September 3). Schools need BIPOC educators now more than ever. CBC SK Opinion Post. Schools need BIPOC educators now more than ever | CBC News - Search (bing.com)
- Walsh, S. C., & Brigham, S. M. (2007). Internationally Educated Female Teachers who have Immigrated to Nova Scotia: A Research/Performance Text. *International Journal of Qualitative Methods*, 6(3), 1-28. <https://doi.org/10.1177/160940690700600301>
- Walsh, S. C., Brigham, S. M., & Wang, Y. (2011). Internationally educated female teachers in the neoliberal context: Their labour market and teacher certification experiences in Canada. *Teaching and Teacher Education*, 27(3), 657-665. <https://doi.org/10.1016/j.tate.2010.11.004>
- Whitney, D., Trosten-Bloom, A., & Rader, K. (2010). Leading positive performance: A conversation about appreciative leadership. *Performance Improvement*, 49(3), 5-10. <https://doi.org/10.1002/pfi.20131>

About the Author

Mabel Dzigbordzi is an international student in the M.Ed. educational administration stream at Brandon University. She has experience as a substitute teacher and educational assistant. She is passionate about rural school leadership and social justice. She loves hiking, travelling, discovering new places, and photography.