



CANADIAN EDUCATION EXCHANGE FOUNDATION
FONDATION CANADIENNE DES ECHANGES EDUCATIFS

Teacher/Educator Exchange Program - International and Interprovincial Exchanges
Information Package: Before You Apply

Please ensure that you have read all information before inquiring or submitting an application.

Understanding the Teacher Exchange Program

The Canadian Education Exchange Foundation (CEEF) is a not-for-profit Canadian organization, and the sole body mandated by the Ministries/Departments of Education and Training to facilitate reciprocal, professional exchanges for Canadian teachers in Ontario, British Columbia, Saskatchewan, Quebec, Nova Scotia, New Brunswick and PEI.

CEEF's Teacher/Educator Exchange Program upholds more than a century-long tradition of international teacher exchanges between Canadian educators - together with their families - and their foreign exchange counterparts. The program offers outstanding elementary and secondary level (occasionally tertiary level) educators with the opportunity to enhance their career in education and expand their professional capacity in a cross-cultural setting through full-year and short-term exchange experiences. Such exchanges promote cross-cultural perspectives, foster understanding of diversity, and contribute to the development of our globalizing education systems

Through the exchange process, the Canadian teacher will exchange their teaching position with an educator in a partner country or province, for the period of one year - at no additional cost to the employer. Participants **continue to be employed and paid by their home school board/district while on exchange, and retain seniority and benefits.** Short term job shadows may also be arranged for teachers and administrators.

Participants are expected to exchange housing or provide appropriate living accommodation for the incoming exchange partner and accompanying family members, and support preparation/orientation in their exchange teaching placement, including arrangements for the welcome and orientation of the incoming Teacher in the your school/local community. Both should be ready to engage meaningfully in their respective exchange placement.

Eligibility

All applicants must:

- Hold valid Canadian teaching certification AND a full-time and permanent teaching/educator assignment
- Have a minimum of 5 years teaching experience. Principals or vice-principals should have a minimum of 2 years of experience in their current school.
- Be recognized by their employing authority as an exemplary teacher
- Obtain formal approval for participation in exchange from their school and board/district authorities • Be in good mental and physical health;
- Demonstrate adaptability, mature judgment and willingness to meet challenges
- Hold a Canadian passport valid for at least six months past the projected return date.
- Meet the criteria established by the exchange country to which they wish to apply
- Adhere to CEEF policies, exchange agreements and international Obligations of Parties
- Pay exchange administration fees to CEEF

Current Placement Opportunities:

<ul style="list-style-type: none"> • Australia • France (French proficiency may be required) • Germany (German fluency may be required) • Switzerland • United States (Colorado & other states) 	<ul style="list-style-type: none"> • Other Canadian Provinces (BC, Alberta, Saskatchewan, Ontario, Quebec, New Brunswick, Nova Scotia & PEI) • International Schools (global partnerships in development and open to new leads)
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For more information or to submit an application contact:

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Teacher/Educator Exchange Program Manager,
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[Click for
Application Package](#)

THE APPLICATION PROCESS

The Teacher Exchange Program provides outstanding Canadian teachers with the opportunity to enhance their teaching career and further expand their professional skills in a new environment.

Applicants will be considered on their merit with preference given to teachers who have:

- Demonstrated exceptional teaching best practices
- Received a high recommendation from their Principal and Director - regarding professional and personal suitability for exchange.

Questions to consider before applying for exchange:

If you answer “no” to any of the following questions, there may be underlying issues which might impact on a successful exchange. You may wish to discuss issues with Teacher Exchange coordinator before applying.

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| Yes/No | Are you able to demonstrate your teaching practice at proficient teacher accreditation level? |
| Yes/No | Are you genuinely professionally motivated and does your personality lend itself to being adaptable and flexible while undertaking an exchange? |
| Yes/No | Have you consulted with your Principal and local Director and colleagues? Are they supportive? |
| Yes/No | If appropriate, have you consulted with family members and considered the consequences of receiving an exchange position? Issues may include: new school for children, financial implications, difficulties taking PBS medications out of Canada, spouse may have difficulty getting the year off work, spouse may not find work in the exchange location, de facto partners may have difficulty obtaining visas for some locations.
Yes/No Have you considered that exchange experiences tend to amplify any existing professional, personal or family difficulties and issues? |
| Yes/No | Are you confident that you and any accompanying family members would be granted appropriate entry visas for the country to which you wish to exchange? Visa refusal might occur for previous criminal convictions or medical issues Adult children and de facto spouses may be required to apply independently for their own visas. |

Timing (Application due dates)

<p>Applications will be accepted throughout the year, however the following should be considered for planning purposes and to ensure best chances of successful exchange match and approval:</p>		
Exchange Placement Preference	Anticipated Exchange Start Date	For best chances of success...
Northern Hemisphere (i.e. Europe; North America)	September - Coincides with Canadian school year	APPLY BEFORE: DEC. 31 of the previous year
Southern Hemisphere (i.e. Australia)	January - February Coincides with Australian school year/calendar year; Occasionally exchanges with Australia can be negotiated with a mid-year July start date.	APPLY BEFORE: JAN. 31 of the previous year

Before you apply:

- Read this 'Teacher/Educator Exchange Info Package: Before you Apply' thoroughly and review the application process.
- Approach your school administration before filling out the application to see if they will support your application for a teacher exchange. Do not surprise your administrator with a last-minute request
- Talk with your partner, family and friends about undertaking an international exchange.
- Do some research... read online blogs from past teacher exchanges, or connect with colleagues who have previously gone on exchange.
- The application may take a few weeks to complete thoroughly, requiring the endorsement of school authorities and references. Remember that your application will be considered by the Exchange Coordinators, potential exchange partners, as well as host schools and jurisdictions.

Application Submission:

- Applicant discusses the exchange opportunity, timing and application process with their Principal/Dean
- Applicant completes the Application Package and adds all attachments, professional reference forms, and school authority signatures:
- The completed Application Package should be submitted in a single document with all forms and attachments, to: teachers@ceef.ca
 - Please contact CEEF if you require accommodations for alternate modes of submission
- Submit Application Fee (See 'Information Package': 'Exchange Cost - Administration Fees')

What to Expect after Applying:

1. Application package is processed and reviewed
2. CEEF liaises with partnering international exchange authorities to identify potential exchange counterpart and proposes a placement to the potential host principal, and the exchange applicant.
3. An exchange placement is considered to be fully confirmed when the Canadian and foreign school authorities and exchange participants have all accepted and signed off on the proposal (this should occur at least 3 months prior to anticipated departure).
4. CEEF and the foreign counterpart issue documents of Confirmation of Exchange between participants to all stakeholders. Canadian Teacher's Confirmation Fee is due.
5. CEEF guides the Canadian School Board/District in applying for an 'Offer of Employment' for the Incoming Exchange Teacher, a requirement of Immigration, Refugees and Citizenship Canada (IRCC) for all Canadian School Authorities hosting a foreign Exchange Teacher/Educator. This includes payment of \$230.00 online application fee by the Canadian school board/district to IRCC via the Canadian Government's Employer Portal. (Note: This amount is to be reimbursed by the Incoming Exchange Teacher upon arrival. In the event of cancellation, the fee is refunded by IRCC);
6. Exchange participants undertake preparations for departure in line with guidance and requirements of CEEF, the foreign counterpart and international authorities, including: acquiring international work visa, teaching authorization, criminal record checks, health card registration and insurance (3+ months prior to anticipated departure).

Exchange Cost - Administration Fees:

CEEF is a not-for-profit organization which administers Teacher/Educator Exchanges at a minimum fee to Exchange Participants, and at NO COST to School Boards/Districts. Travel and living expenses are covered by participants.

Administration Fees:

1. **\$400.00 CDN + HST = \$452.00 non-refundable Application Fee.**
 - If you applied for the previous exchange cycle, but were not successful in being placed for exchange, you will need to contact CEEF to re-activate your application and submit the **Re-activation Fee: \$75.00 CDN + HST = \$84.75 (non-refundable)**
2. **\$400.00 CDN + HST = \$452.00 Confirmation Fee** payable upon confirmation of a mutually acceptable exchange.

This fee is non-refundable except in case of exchange cancellation due to chronic illness, death in the family (immediate family) or cancellation by the exchange partner. CEEF cannot guarantee a replacement exchange, but will make every effort to secure an alternate match.

All other costs (including travel, immigration, insurance, living expenses) are the responsibility of the individual exchange participant. The cost of living varies from country to country. It should be researched for your destination so that you can factor it in when doing your financial planning for an exchange.

Note: Should an applicant find an exchange partner privately, fees still apply as CEEF coordinates all administrative arrangements between the participants, the Canadian school board and the exchange jurisdiction prior to and during the exchange year.

Commitment

The commitment to the Teacher Exchange Program is considerable. By applying, you have committed to follow through with your application. Withdrawals that occur in the middle of the exchange application process inconvenience many levels of cooperation between countries, host organizations, districts, schools and individual participants. It may not be the best time to apply if you (and/or accompanying family members) are contemplating a career move, experiencing health challenges, relationship issues etc.

Candidates should be aware that an exchange match/proposal cannot be guaranteed for every application received. There is also the chance that an approved exchange could be cancelled due to unforeseen circumstances (personal, health, international advisories). Openness, good communication and flexibility are the best insurance.

The Exchange Placement Process

To enable you to participate in an exchange, someone at your preferred destination must be willing to come to Canada, have the qualifications and experience to do your job, and provide suitable accommodations for you (and your family). Many other countries and Canadian provinces participate in international exchanges. In a sense, you are competing with educators around the world for a limited number of opportunities. The more flexible you are in your choice of acceptable destinations, the greater are your chances of success.

The matching process is a joint endeavour. As soon as jurisdictions, both CEEF and foreign exchange authorities have a database started, files are exchanged. Once a potential match has been identified, the documentation for the proposed incoming exchange partner is forwarded to the principal or district superintendent (depending on the province) of the Canadian school. The match must be approved by the principal, the employing board or district and you. At that point it will be important that you assume responsibility for seeing that the "Acceptance of Exchange" form is signed by all of the above, and returned to CEEF. Occasionally, the proposed match will already be accepted by the potential exchange partner and school when it is sent to the Canadian school. Generally, however, consideration of the exchange is taking place simultaneously, in your destination jurisdiction.

Once an exchange has been confirmed, Canadian candidates receive official documentation and guides from both CEEF and their exchange jurisdictions. This will help to ensure that your preparation and orientation are thorough.

Companion volunteer organizations of former exchangees in the various provinces may also provide orientation activities in advance of the participants' departures. During the period of time that your exchange partner is in

Canada, these same volunteer groups in your province may also provide a schedule of orientation, professional development, social and cultural activities. In most partner jurisdictions, similar organizations exist to help support and make your year more rewarding.

Basics of the Program

A Canadian educator exchanges their professional position with an educator in another country or province. You will remain employed by your Canadian school board/district for the duration of your exchange, and will be expected to return to your home assignment upon conclusion of exchange (unless otherwise approved). Therefore, your salary continues to be paid by your employer and all benefits and seniority remain intact. Your first step in the exchange process is to get the approval of your employing authority/ district to apply. Information on how to do this for your particular jurisdiction can usually be obtained through the Human Resources or Personnel Department. You **MUST** have this approval before submitting an application to CEEF. We suggest you begin this process immediately because final approvals can take time.

Normally, the exchange also involves exchanging homes with the exchange partner. Exchanges where no accommodation is exchanged are rare. If you are in the position of having to provide accommodation, be as specific as possible about what you will guarantee. A situation where accommodation is shared is also extremely difficult to match. In some jurisdictions such a situation will not be considered at all. If you are in this position, you might consider arranging for private accommodation to increase your chances but, at least, give a description of the person or people with whom the accommodation is shared.

If you have ever been found guilty of a criminal offence or currently have any charges pending against you, please contact CEEF prior to submitting an application. This does not prevent an exchange but may require extra time for visa acquisition/permit to teach.

Exchanges for School Principals /Vice-principals or Administrators

School principals and vice-principals can sometimes be matched in a year-long exchange which operates in a similar fashion to traditional teacher exchanges. Usually, the applicant they will have to give up their administrative role for the exchange year. While this is usually the case, occasionally it can be arranged for principals or vice-principals to make a direct assignment swap, and applicants should consider the additional challenges of assuming such a role in a different country and education system. Principals or vice-principals should have a minimum of 2 years of experience in their current school in order to be considered.

Double Exchanges: Is it possible for partners/spouses who are both educators to take part in exchange?

It is more challenging, but not impossible to secure matches in teaching assignments of a Canadian couple with those of another couple. A few are achieved every year. It may be possible to match a couple with two unassociated teachers; however this also requires additional arrangements for accommodation. To deal with this type of application, it is helpful to give CEEF permission to match either one of the applicants should a double exchange not be possible. Please specify in your applications whether you would accept an exchange if only one partner can be placed, and which partner(s).

A partner/spouse who is not placed could apply for a year's leave of absence from his/her Canadian school board or authority, and possibly still find an employment opportunity in the exchange country.

Commonwealth exchange countries allow spouses to work. In most other countries, employment may only be possible if no local citizens are qualified for a particular job. For a teaching partner/spouse, this could be a supply or casual role, subject to available opportunities and required documentation.

Double exchanges at the elementary level are more likely to be successfully approved than those at the secondary level.

Accompanying Family Members and Children:

Most teachers/educators participate in exchange together with their partners/spouses and children. CEEF takes into consideration accompanying family members and accommodation needs when matching candidates. This can be a uniquely rewarding as well as challenging experience for the entire family (as with relocations or student exchanges).

Accompanying partners/spouses considering employment leave options may also explore opportunities in the exchange destination (see work rights above under **Double Exchanges**).

Immigration matters are beyond the jurisdiction of CEEF, international partners and ministries or departments of education. The immigration laws of some countries require that the accompanying spouse present a marriage certificate and that any accompanying children carry birth certificates bearing the names of the natural parents. De facto/common-law spouses will be required to prove a long-standing relationship. Single parents will have to prove to immigration that they have sole custody of children or that the other parent agrees to the child being taken out of Canada.

School-age children of Canadian exchange teachers/educators are usually subject to exemption from international fees for public school attendance, based on reciprocal arrangements.

Timing

The process of arranging exchanges involves an annual cycle, beginning with providing applications in the fall and generally ending in late spring. Southern hemisphere educators may still be matched after this date.

Complete applications are forwarded to partner jurisdictions. If your application is delayed or incomplete, others may get first consideration for a placement which would be ideal for you. Please check the above **Application Steps** and the **Application Checklist** (see Application Package, final page) to ensure that your application is complete and submitted at the appropriate time for best chances of success.

Matching normally takes place throughout the winter and spring. Applications normally are considered for the areas of your choice, until June and there are some late matches made over the summer months, (in exceptional cases in early fall). CEEF endeavours to coordinate matches based with whatever destinations you have indicated are acceptable on your "Choice of Destinations" page. This is undertaken using knowledge of opportunities available in partner jurisdictions. No commitments are made without your knowledge and consent and the approval of your employing authority.

The exchange is for a one year period. Occasionally it can be extended for a second year with the agreement of both educators and both employing jurisdictions.

Current Exchange Placement Opportunities

Applicants may request an exchange with one or more CEEF partner countries, and we will make every effort to identify qualified potential exchange partners in the preferred placement destination(s). Some countries, subject areas, and grade levels however are more difficult to match than others. The more exchange destinations an applicant is willing to accept and the more flexible a school can be in the teaching assignment for the incoming teacher, the easier it is to find a suitable match. Both exchange participants must be capable of handling the teaching task and other professional responsibilities in their host school in the host country/region language. If you are interested in pursuing an inter-provincial exchange, or placement in a destination where recruitment of a large pool of applicants does not exist (Germany, Switzerland or an 'International Schools'), please consider discussing with the Teacher Coordinator and reaching out to interested teachers through any existing networks which you might have. We are also open to supporting and building on new leads for exchange partnership!

<p>Australia</p>	<p>The greatest number of Teacher Exchanges coordinated by CEEF takes place between Canadian and Australian teachers/educators. Each Australian state has its own education system and respective exchange coordination authority. There is also an extensive private school system with which CEEF also partners.</p> <p>Australian exchanges usually but not exclusively take place during their school year (approximately mid-January or early February until near end of December). Canadian secondary school teachers in semestered schools generally exchange towards the end of the first semester or a mutually agreed upon time in January. In non-semestered schools, the exchange would begin either at the beginning of January or at a mutually agreed upon time in January. In elementary schools, the incoming Australian teacher usually takes over a class in the first week of school in January. It is sometimes possible to negotiate exchanges based on the Canadian school year.</p>
<p>France</p>	<p>Exchange opportunities between France and Canadian provinces build on our important relationship to la francophonie and are growing in connection with the engagement of CEEF's partnering Académies in language Immersion programs.</p> <p>Canadian teachers/educator will often be placed in ESL roles however, will usually be expected to have a high degree of fluency in French regardless, of the primary subject of teaching.</p> <p>Greater opportunity currently exists for elementary teachers, as the French secondary teachers are qualified, or specialize only in one subject. However, if you teach only one subject, your chances improve at the secondary level.</p> <p>The exchange coordination system in France is different from other jurisdictions, as opportunities are facilitated in liaison with the French consulate, and participating Académies in France.</p>

Germany	<p>It is helpful for applicants to have a good working knowledge of <i>German</i> in order to function in the <i>German</i> school, even for ESL positions. If a subject area is to be considered, the <i>Canadian</i> candidate must be fluent in <i>German</i>. There may be eligible elementary level applicants; however the <i>Canadian</i> teacher must be completely fluent. The <i>German</i> teacher will be fluent in <i>English</i>. As there are few candidates who meet the language requirements, the exchange authorities will endeavour to recruit a match for the <i>Canadian</i> applicant. Therefore, it is essential that we receive requests for <i>Germany</i> as early as possible. Teachers considering a <i>German</i> exchange should contact the CEEF office to discuss. Very rarely there may be an opportunity for an <i>English</i> language only position.</p>
Switzerland	<p>Primary teachers may apply for the <i>French</i> or <i>German</i> speaking areas of <i>Switzerland</i> and will usually be expected to have complete fluency.</p> <p>Opportunities may be available for <i>German</i>, <i>Italian</i> and <i>French</i>- speaking teachers. Regardless of the language of instruction, educators will need to be able to communicate effectively with parents and colleagues.</p> <p>Secondary school teachers (ages 11-15) may be able to teach certain subjects in <i>English</i> as there are some <i>English</i> Immersion pilot programs in <i>Swiss</i> schools. Subjects taught in <i>English</i> might include: <i>Music</i>, <i>Physical Education & Art</i>. At the high school level (ages 15-19), subjects taught in <i>English</i> might include: <i>Science</i>, <i>Math</i>, <i>Geography</i>, <i>Physical Education</i>, <i>English & History</i>. Applicants should be aware that although the cost of living in <i>Switzerland</i> is considerably higher than in <i>Canada</i>, <i>Swiss</i> teachers sometimes subsidize <i>Canadian</i> teachers to some extent. Applications must be in by <i>December 31st</i> at the latest but earlier is better. Opportunities are limited and based entirely on <i>Swiss</i> teachers making inquiries with CEEF.</p>
United States	<p>There are growing opportunities for exchange to the <i>United States</i>. At this time candidates would have greatest opportunity for placement in <i>Colorado</i>, <i>Nebraska</i> and <i>Washington State</i></p>
Other Canadian Provinces	<p>The pool of interested applicants for inter-provincial exchanges is quite small, so chances for exchange are much improved if the applicant can find a suitable candidate in another part of <i>Canada</i> with similar qualifications.</p> <p>CEEF has also been willing to arrange exchanges between jurisdictions within the same province, however, since there is no pool of applicants, educators should seek out their own potential exchange partners. In such cases, CEEF will accept applications from both partners and handle all of the administrative details with the school boards.</p>
International Schools	<p>There are many <i>International Schools</i> around the world where teaching is conducted in <i>English</i> and teaching staff tend to represent a relatively diverse international contingency. Exchange placements to <i>International Schools</i> are coordinated based on interest. Applicants should strongly consider engaging with potential schools in their country/region of interest, and discussing possible leads with the CEEF Exchange Coordinator.</p>
Interested in exchanging elsewhere?	<p>Please remember that exchanges to other countries can be explored upon request. This may take additional effort and time, so be sure to approach the CEEF Exchange Coordinator early. Forging new cross-cultural partnerships can be very rewarding!</p>

Important Considerations

The prospect of going on exchange for a year to another province or country is exciting and for the majority of participants, will be the experience of a lifetime. The following factors should be considered when making the decision and applying to participate in a Teacher/Educator Exchange:

Finances	Will you and your family be ready for the expenses of exchange? You will likely spend more than you normally would for everything from long distance telephone bills, insurance & travel. The big expense will be travel, not only to your exchange destination but also to take advantage of other travel opportunities available to you during the exchange year.
Accommodation	Will you be comfortable having someone else in your home, using your belongings? Similarly, you will be living in someone else's home. Normal wear and tear on your property must be viewed as part of the cost of exchange. You will be offered materials regarding how to handle the exchange of accommodation and other arrangements. Exchange partners will need to cooperatively develop agreements around housing, with fairness and flexibility being key to mutual satisfaction.
Power of Attorney	You will need to appoint a relative or friend whom you trust and who is willing to handle your affairs while you are out of country or province.
Stability	Are you secure in your current lifestyle and relationships? Experience has shown that participants who hope to solve problems related to marriage, family, professional relationships or other stresses by going on exchange usually find the problems compounded. The exchange experience produces its own set of stresses. Exchange is never a solution to personal or professional problems.
Professional Challenge	The exchange year should be viewed as a challenge and a growth experience, not simply as an opportunity for travel. Are you prepared to meet the challenge of being a new educator in a new system? Do you remember the hours of planning and preparation necessary when you were beginning your career? Are you secure in your classroom management and discipline?
School Support	Are your principal/ department head and colleagues supportive and willing to help your exchange partner? Discuss this with your administration before applying. To increase your chances of a match, try to identify a range of subjects, disciplines or grade levels. The issue is not only what you are able to teach but also what the incoming educator is qualified to teach. French can rarely be matched in Australia, but sometimes it occurs at the secondary level in Colorado. It certainly can be matched in France and almost always in Switzerland, particularly at the elementary level.
Commitment	You should be available for matching until at least the end of June and should intend to accept an exchange if it is offered. This means that you must not apply for promotions, transfers, or any other program that might prevent you from accepting an exchange. By the time you are informed about proposed exchange, it may be tentatively approved in the partner jurisdiction and another educator somewhere in the world may already be anticipating the exchange. The spirit of exchange requires fairness, consideration, commitment, flexibility and a healthy sense of humour.

Religious Affiliation	You may choose not to disclose your religious affiliation. If you are Roman Catholic (practicing or otherwise), we recommend that you indicate this because we are sometimes asked specifically for Catholic educators. If you teach for a Roman Catholic authority you must include an authorized statement of your board's policy on accepting non-Catholic's for your teaching position. A copy of the form is provided.
Catholic Schools	Laws in some of our exchange partner jurisdictions prohibit questions about an applicant's religious affiliation. Although CEEF has been able to increase the range of destinations for Catholic teachers, your school board's policy on acceptance of non-Catholic exchange teachers is critical.
Language	Where language fluency is involved, there are of course further considerations. A brief explanation of what is necessary is provided above by country. However, if you are in doubt, please speak with the CEEF Exchange Coordinator for a consultation on fluency.
Teaching Qualifications, Experience & Placements	When completing your application and engaging with foreign counterparts, please keep in mind that terminology will differ in jurisdictions outside Canada. Ensure that your descriptions are as clear as possible (e.g. use approximate age levels of students, explain duties, etc.). Avoid acronyms and labels that may be meaningless to foreign counterparts (e.g. refer to 'French as a Second Language' rather than FSL or 'Core French'). If your position requires specialized certification, skills, or knowledge, describe in detail. Any assignment or subject which has an unusual name should be clearly explained to facilitate the matching process. If you teach Health and/or Physical Education, for example, please indicate whether the incoming teacher must be the same gender as you. All technical subjects require detailed descriptions.
Assignment for Incoming Educator	It is advisable to discuss with your administration the degree of flexibility that exists to accommodate the incoming exchangee. If your position requires specialized skills or knowledge (e.g. resource, remedial, guidance, cooperative education, etc.), it may be possible to have the exchangee assigned to a less specialized timetable. The more unusual your combination of subjects, particularly at the secondary level, the more difficult it is to match. Would an incoming exchangee likely have some choice of grade level in the elementary schools? Is there any possibility of a close assignment? We realize it is difficult for administration / department heads to guarantee anything at this time; however it helps to know what flexibility there may be.
Medical Information	Please note, that should you be successfully matched, some countries will require a medical prior to your departure, as a requirement for issuing a work visa. This may be in addition to the Evidence of Good Health form included in this package. You will be asked to attest that your circumstances - to the best of your knowledge - will not affect required visa applications (or the successful completion of an exchange).
Reference Forms	Two recommendations are required, one from your principal and one from a colleague, preferably a supervisory officer, department head or similar position of responsibility (forms for this purpose are included in the Application Package). If space on the form is insufficient, additional information may be appended on separate sheets. You may also choose to include your latest performance appraisal.

Special Requests

If you are seeking an exchange to a specific location for personal reasons (e.g. spouse working or studying there) include a letter of explanation. The earlier such an application is received, the greater the chances of being matched. A few exchange jurisdictions are willing to advertise for a specific placement if the application is received early enough; however this is not a general practice.

A Binding Agreement

When you accept an exchange position, the exchange agreement is binding for the full period of the exchange. Only emergency circumstances would lead to an early termination or, failure to meet the required professional teaching standards of your host jurisdiction. Absence from work in your exchange teaching assignment functions much like that at home, as you continue to be employed and paid by your home employer. A request to be relieved of your exchange teaching assignment and return home early involves the following considerations:

- a) You must provide written notice to Exchange Officers and local school authorities in both jurisdictions;
- b) Your exchange partner is entitled to remain in your professional position;
- c) You are not entitled to a position with your employing board;
- d) You (if continuing to be paid) or your employing board (if you take unpaid leave) would be responsible for paying the cost of an occasional educator in the exchange jurisdiction for the remainder of the exchange period.
- e) The terms of the agreement with respect to exchange of accommodation are binding;
- f) The cancelling teacher may be considered in breach of contract;
- g) The cancelling teacher may be subject to disciplinary action by his or her federation.

In emergency situations, and for compassionate reasons, the teachers and employing authorities may agree to an early termination.

In the case of unsatisfactory performance, a jurisdiction can terminate the exchange. This is rare, but should it happen there could be significant professional and financial implications to you.

Different standards of living, quality of accommodation, costs of living, or unsatisfactory car agreements are not acceptable reasons for an early end to an exchange. These elements of an exchange should be well pre-planned.

Should you decide that you need to withdraw from the Program prior to the commencement of the exchange but after it has been confirmed, you must immediately notify CEEF. It is expected that you would not seek to withdraw other than in exceptional circumstances. Such a withdrawal may necessitate reimbursement of your Exchange counterpart's travel preparation costs.