



Research Article

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Research Trends on Immigrant Teachers: A Bibliometric Study

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Abstract

This study aims to explore the bibliometric characteristics of research on teacher immigration without a specific time frame. Indexed documents were retrieved from the Scopus database, and then analyzed using the VOSviewer software. The search yielded 438 articles representing 55 countries and 160 journals. Since 2017, the number of articles about this topic has increased. The United States, Canada and China were the three countries with the highest production in this field. Most articles were published in education and cultural studies journals. The institutions with the most active participation in publications from this field were from South-Africa and Canada. The most prolific author is Sadhana Manik; however, no avid producers of research were observed, and citation and collaboration among researchers is scarce. References to Latin-American countries were not found despite the increase in their migrant population in recent years. Therefore, the results call researchers to conduct local and collaborative research in order to deepen the knowledge about this minority, and develop public policies suitable for increasingly diverse populations. Addressing these research gaps and fostering international collaboration is essential to achieving a more complete understanding of teacher migration and its implications for education systems around the world.

Keywords: immigrant teacher; bibliometric study; immigration; migration trends; internationally educated teacher

1. Introduction

As a consequence of globalization, immigration has re-defined the characteristics of the countries around the world. In fact, migratory flows represent a permanent phenomenon that will continue shaping societies. Due to this and other reasons, there is a growing interest in studying *intermediate immigrant* groups, which are considered individuals “in between the elite and low-income workers” (Scott, 2019, p. 1744), and reflecting on the challenges posed by their social and work integration.

The term intermediate immigrant is attributed to Conradson and Latham (2005), who describe them as well-educated and mostly middle class. The fact that this concept is gaining more and more followers is due to the fact that research on human mobility concentrates on the extremes, i.e. on the

highly qualified, who generally occupy managerial, entrepreneurial or investment jobs, and on the less qualified, who tend to work in the service sector. In other words, intermediate immigrants are "in the middle" in terms of social class in both the origin and destination contexts (Yang, 2022). Specifically, teachers are good representatives of this category, as they share many of the characteristics that define them as a group, such as high educational levels, and middle-class income, among others (Yang, 2022).

Over the past two decades, teacher mobility has increased significantly (Bense, 2016; Caravatti et al., 2014; Donlevy et al., 2016), relating the demand for qualified educators worldwide. Recent data from the European Union (European Commission, 2024) report that secondary education teachers are among the most mobile professions, following nursing and medicine.

UNESCO (2016) projects a global shortage of 69 million teachers by 2030. This lack of teaching staff originates from several factors, among which is the low interest in studying pedagogy (Sutcher et al., 2016), the high rates of desertion in this profession during the first years of service (Kyriacou et al., 2003; Sims & Allen, 2018; Sutcher et al., 2016) and early retirement (Van Droogenbroeck & Spruyt, 2014). As such, attracting and retaining migrant teachers in countries with a high demand could play a crucial role in addressing this gap.

Although the student population is increasingly diverse from a cultural and ethnic perspective, teachers trained abroad are still under-represented at schools (Collins & Reid, 2012; Author, 2022). Previous studies point to the relevance of diversifying the teaching career, since culturally and ethnically different educators allow for improving the academic and social experiences of migrant students and of students who belong to ethnic minorities (Donlevy et al., 2015; Economou, 2021; Schmidt, 2010). These teachers may also offer a solution to the challenges faced by schools with student populations becoming increasingly multicultural (Donlevy et al., 2015; UNESCO, 2019), as well as promoting greater intercultural awareness (Adair, 2016). This is especially important for educational systems, in which teachers' attitudes and stereotypes about ethnic origins significantly impact students' educational experiences (Ortega et al., 2020).

However, there are currently no bibliometric studies that examine the evolution of research on teacher migration. Therefore, this study aims to fill this gap by conducting a bibliometric analysis to trace the development of research on migrant teachers. By providing a comprehensive overview, this approach will offer valuable information for researchers, policy makers and educators, helping them to understand global trends in teacher migration and the implications for educational systems. Knowing the state of research on this intermediate migrant group is important because of the growing trend of teacher migration globally (Bense, 2016), and due to the importance of this profession for the development of societies.

1.1 Background on Teacher Immigration

Intermediate immigrants bring significant human and economic capital to their countries and their new home (Bravo, 2019), but when they are not recognized, their credentials and experiences are devalued, their participation in the labor field is affected and, therefore, their progress (Miller, 2008). In other words, this group may experience downward mobility, as in the case of teachers who become private teachers, classroom technicians or childcare workers in order to make ends meet. This situation causes the loss of valuable qualified human capital, but also the loss of social capital and professional capital (Marom, 2017). This reflects that the international mobility of immigrants and refugees, even of qualified professionals, is a field in tension. All this because, while their integration is a symbol of open and modern societies, on the other hand, mechanisms are developed to exclude undesirable migration (Magalhães & Schilling, 2021).

During their employment insertion process, immigrant teachers face discriminatory treatment in the processes of validation of their degrees (Bense, 2014; Fee, 2011; Miller, 2008; 2019), and perceive exclusion (Duchesne, 2017; Niyubahwe et al., 2014). These situations may refer to the intersection of language, appearance, nationality, and religious affiliation, among others (Terhart & Rosen, 2022). At

an institutional level, attitudes and stereotypes towards certain categories of immigrants and minorities, for example, immigrants from a desirable versus an undesirable country, can hinder their employability (Remennick, 2012). These attitudes and stereotypes manage to cross over to the structural level, as employers often discriminate against workers of foreign origin due to their lack of knowledge of their skills, certifications and language skills (Schneider & Lang, 2016), their lack of knowledge of the culture and forms of interpersonal communication (Duchesne, 2017), being reluctant to hire them.

Some studies have summarized the literature on immigrant teachers (Ching, 2020; Bense, 2016; Niyubahwe et al., 2013). These works report that teachers do not always have the support and collaboration from their co-workers, and sometimes from their mentors or supervisors, having difficulties to integrate into the new school systems, manage the classroom and understand new forms of teaching. Furthermore, it is observed that teachers face structural and symbolic barriers that make their entry into the job market difficult, namely lack of employment, bureaucracy, rigid recertification processes, little or no clarity in the information about recertification and language proficiency, among others. A portion of these studies also report that many of these teachers attended professional development or re-certification courses to facilitate their professional integration; however, these still do not fully address the obstacles presented when entering a new permanent job in their new countries.

When the cultural transition of immigrant teachers is hindered, there is a risk that they abandon the teaching profession (Mercado & Trumbull, 2018; Sharplin, 2009), creating feelings of isolation and exclusion (Economou, 2021; Marom, 2017; Yan, 2020). Therefore, the ability of these professionals to adapt to a new environment is a vital factor for achieving acceptance in the school community and being recognized as professionals (Peeler & Jane, 2005). Broadening the scope of research about this group will create new opportunities for the discussion and reflection on the improvement or development of education policies, and for advancing new research lines.

2. Methodology

2.1 Bibliometric analysis

Bibliometrics is defined as the application of mathematical and statistical methods to analyze the processes of written communication, its nature, and the course of development of a discipline. In other words, it is related to the analysis of research through quantitative studies on publications. The purpose of bibliometrics is to shed light on the process of written communication, and of the nature and course of a discipline (in so far as this is displayed through written communication), by means of counting and analyzing the various facets of written communication (Pritchard, 1969).

Bibliometrics is based on different bibliometric indicators, some widely known, such as the impact factor. Bibliometric indicators are formulas established to quantitatively analyze scientific publications, allowing for the verification of the scientific production of an author, an institution or a journal, among others. These indicators can be classified into productivity, personal, citation, content, and methodological indicators.

Current practical bibliometrics assumes that the majority of research findings are published sooner or later as articles in international academic journals, and that they are read in that context by other researchers who then cite these articles in their subsequent articles. Therefore, the more citations an article receives, the greater the impact this may be assumed to have (Rehn et al., 2014). Schrader (1985, as cited in Thiessen, 1992) states that bibliometric patterns try to portray a certain kind of human behavior towards the flow of information.

Bibliometrics analyses allow for detecting new lines of research, identifying possible areas of study, determining the obsolescence of specific topics, and establishing scientific activity performance. In addition, they measure the impact of research both on the scientific community, and on the development and improvement of society, categorizing the leading journals by subject, the

most prolific and most-cited authors (referents), along with the institutions with the most research (and invested resources) in a specific area (Author, 2018). Therefore, bibliometric analyses show the reader past trends in the topic, shed light on the advancements and make room for further research (Durieux & Gevenois, 2010, as cited in Khan & Muktar, 2020).

In this research, a retrospective bibliometric analysis of the scientific production on migrant teachers was carried out in the Scopus reference database. Indexed articles were collected without restrictions in the search for findings up to the year 2022. The inclusion of all documents published on the subject, without applying exclusion criteria, allows for a comprehensive bibliometric analysis, reflecting the diversity of scientific production, favoring the identification of trends, and ensuring a more equitable representation of the knowledge generated in the area.

The search included 26 terms, applying the following search equation to retrieve information in the 'Article Title, Abstract, Keywords' tag:

(TITLE-ABS-KEY ("Foreign trained teacher" OR "foreign trained immigrant teachers" OR "foreign accredited teachers" OR "foreign-educated teachers" OR "immigrant teachers" OR "re-certifying teachers" OR "internationally educated teachers" OR "migrant teacher" OR "teacher migration" OR "overseas trained teacher" OR "oversea teacher" OR "imported teacher" OR "minority immigrant teacher") OR TITLE-ABS-KEY ("in-service immigrant teacher" OR "immigrant non-native teachers" OR "teachers with an immigrant background" OR "teachers with a migrant background" OR "immigrant educators" OR "newly arrived teachers") OR TITLE-ABS-KEY ("foreign teachers" OR "foreign-born teachers" OR "internationally trained teachers" OR "international teacher migration" OR "overseas-qualified teachers" OR "expatriate teachers" OR "transnational teachers"))

As a result, 438 documents were obtained.

Eleven bibliometric indicators were used for the analysis. Bibliometric indicators are statistical data calculated from the bibliographic characteristics observed in scientific publications, which enable the study and analysis of various features of scientific activity, linked both to scientific quality or perception, production, circulation and dispersion, as well as to the consumption of information (Author, 2021). The bibliometric indicators analyzed were: Annual Productivity, Document Type, Language Distribution, Citation, Institutions, Authorship, Collaboration, Journal Productivity, Impact Factor, Quartile, Nationality, and Co-occurrence of Author and Index Keywords. The selected indicators aim to offer a comprehensive understanding of the research landscape on the topic of migrant teachers. Each indicator was chosen to reflect different dimensions of scientific activity, allowing to examine scientific production from different approaches, and in a global manner.

The information was exported to CSV files (comma-separated values) for further data processing. We used Scopus tools, Excel and VOSviewer software to conduct the data analysis.

For the analysis of productivity by authors and countries, Crane's categorization was used as a reference (Cardona et al., (2009): great producers (10 or more publications), medium producers (between 5 and 9 articles), aspirants (between 2 and 4 articles) and transient (only one publication).

3. Results

3.1 Annual Productivity

Four hundred and thirty-eight documents about migrant teachers were identified. The first one corresponds to a note on the problems of foreign teachers in America, published in 1928 in The Modern Language Journal. Until 2003, the number of publications per year fluctuates between 1 and 3. Subsequently, an increase is observed, with 2021 as the year with the largest number of publications until today (n=59). The characteristics of publications per year are presented in Figure 1.

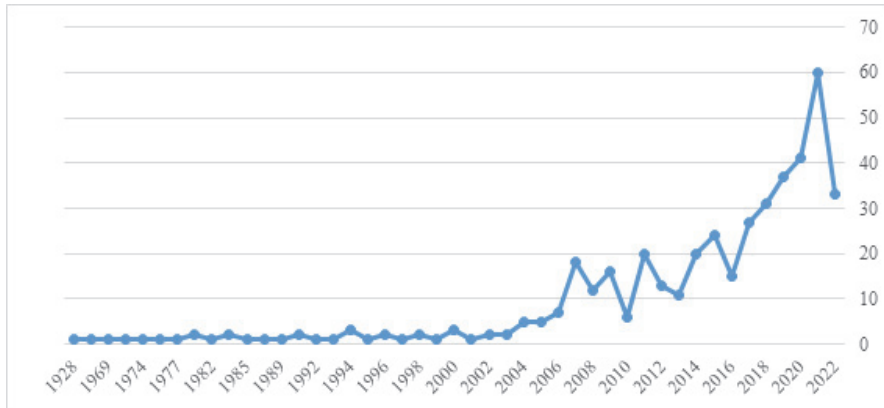


Figure 1: Published documents year by year

3.2 Document type

Regarding type of document, Articles are the largest in number ($n=354$; 80.8%), followed by Book Chapters ($n=30$; 6.8%); Conference Papers ($n=23$; 5.3%); Review ($n=22$; 5%) and Books ($n=5$; 1.1%). The categories of Conference Review, Data Paper, Erratum and Notes contain one document each.

3.3 Language distribution

The predominant language is English, with 404 documents, accounting for 92.2% of the total, followed by French ($n=9$) with 2.1%, Russian ($n=7$), equivalent to 1.6%, and Japanese and Portuguese ($n=5$) with 1.1% each. German recorded 3 documents (0.7%), and Spanish 2 (0.4%). In the case of Arabic, Czech, Italian and Turkish, a document was found for each language (0.2% each).

3.4 Citation

Three hundred and three documents have received at least one citation, which corresponds to 69% of the total. Table 1 shows the ten most cited articles on the topic, all of them published between 1996 and 2011. The number of citations of these documents fluctuate between 33 and 53. The most cited article is "Teacher-reported problem behavior in Turkish immigrant and Dutch children: A cross-cultural comparison" ($n=53$), published by the journal *Acta Psychiatrica Scandinavica* in 2000. The documents citing this article were published between 2001 and 2021.

Table 1: Most cited papers

Title	Authors	Year	Source Title	N° Citations
Teacher-reported problem behaviour in Turkish immigrant and Dutch children: A cross-cultural comparison	Crijnen, A.A.M., Bengi-Arslan, L., Verhulst, F.C.	2000	Acta Psychiatrica Scandinavica	53
Teaching in elementary school: Perceptions of foreign-trained teacher candidates on their teaching practicum	Myles, J., Cheng, L., Wang, H.	2006	Teaching and Teacher Education	49
Immigrant teachers: Stories of self and place	Elbaz-Luwisch, F.	2004	International Journal of Qualitative Studies in Education	45

Title	Authors	Year	Source Title	N° Citations
Survival of the fittest: Russian immigrant teachers speak about their professional adjustment in Israel	Remennick, L.	2002	International Migration	44
Towards diversity in teacher education: Teacher preparation of immigrant teachers	Cruikshank, K.	2004	European Journal of Teacher Education	42
Systemic discrimination as a barrier for immigrant teachers	Schmidt, C.	2010	Diaspora, Indigenous, and Minority Education	41
Inside and outside: Minority immigrant teachers in Canadian schools	Bascia, N.	1996	International Journal of Qualitative Studies in Education	39
An investigation into teacher turnover in international schools	Odland, G., Ruzicka, M.	2009	Journal of Research in International Education	36
Confirming chances: What early childhood teacher educators can learn from immigrant preschool teachers	Adair, J.K.	2011	Journal of Early Childhood Teacher Education	33
Should teachers stay at home? The impact of international teacher mobility	Appleton, S., Morgan, W.J., Sives, A.	2006	Journal of International Development	33

3.5 Institutions

By institutions, 160 have participated at least in one document, while 76 have done so in one publication (47.5%), 2 in 9 documents (1.3%), 2 in 6 publications (1.3%), 6 in 5 documents (3.8%), 5 in 4 (3.1%), 14 institutions in 3 documents (8.7%) and 55 institutions in 2 documents (34.3%). Table 2 shows the ten institutions that have more publications on the topic, all of them being universities. The number of publications of these organizations for the topic ranges between 9 and 5. The two organizations with the most publications are the University of KwaZulu-Natal and the University of Pretoria, both from South Africa, with 9 publications each.

Table 2: Institutions more involved in research

Institution	N° Documents	Country
University of KwaZulu-Natal	9	South Africa
University of Pretoria	9	South Africa
The University of Texas at Austin	6	United States
Monash University	6	Australia
University of South Africa	5	South Africa
Helsingin Yliopisto	5	Finland
Malmö Högskola	5	Sweden
University of Manitoba	5	Canada
The University of British Columbia	5	Canada
University of Toronto	5	Canada

3.6 Authorship and collaboration

A total of 161 authors published on the topic during the studied period. When applying the categorization of Crane's model (Cardona et al., 2009), the main group observed is transient producers (n=103; 64%), i.e., authors with only one publication on the topic, followed by aspirant producers (n=57; 35.4%) and moderate producers (n=1; 0.3%). No great producers were found. The author with the largest number of documents is Sadhana Manik, an affiliate of the University of

KwaZulu-Natal from South Africa, with six publications on the topic. This author is followed by Jennifer Adair, Elin Ennerberg, Lilach Marom, Paul Miller, Clea Schmidt, Zenzele Weda and Johannes de Villiers, with 4 documents each.

Regarding collaboration, 46.6% of documents (n=204) were written in collaboration, i.e., had two or more signing authors, while 53.4% (n=234) had only one author. Figure 2 shows the quantity of authors signing per document.

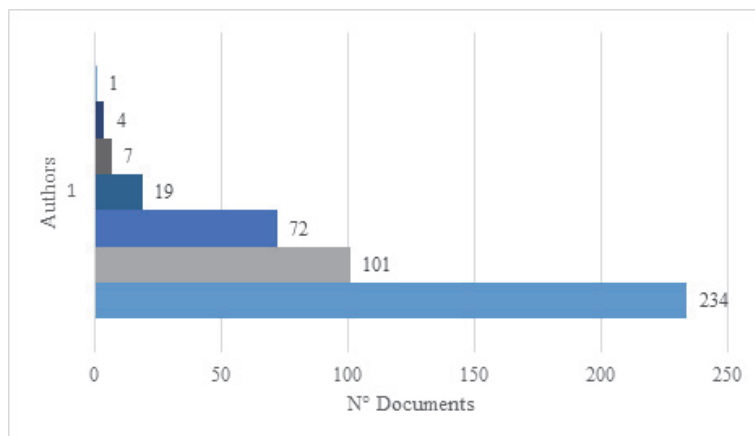


Figure 2: Collaboration

3.7 Journal productivity, impact factor and quartile

The documents on the studied topic were published in 160 journals. We found that 55% (n=88) correspond to journals specialized in education, while 45% (n=72) are related to other fields of knowledge, such as migration, cultural studies, or communication, among others.

Table 3 shows the eleven journals with the largest number of publications. In the first place is the South African journal *Perspectives in Education*, with 11 publications, which account for 2.5% of the total documents. In turn, 62 journals have published an article on the topic.

Table 3: Journal Productivity, impact factor and quartile

Journal Title	N° Documents	%	SJR Indicator	Country
Perspectives in Education	11	2.5	0.16	South Africa
Teaching and Teacher Education	10	2.3	1.94	United Kingdom
Canadian Journal of Education	7	1.6	0.23	Canada
Journal of International Migration and Integration	7	1.6	0.46	Netherlands
European Educational Research Journal	6	1.3	0.65	United Kingdom
Journal of Research in International Education	6	1.3	0.31	United Kingdom
Diaspora Indigenous and Minority Education	5	1.1	0.19	United States
Intercultural Education	5	1.1	0.34	United Kingdom
Qualitative Report	5	1.1	0.38	United States
Sage Open	5	1.1	0.39	United States
Teachers and Teaching Theory and Practice	5	1.1	1.24	United Kingdom

3.8 Nationality

Figure 3 shows the fifty-five countries that have published on the topic, with an average of eight documents per country. The United States is the country that has contributed the largest number of documents ($n=108$), followed by Canada ($n=42$), China ($n=35$), Australia ($n=32$), the United Kingdom ($n=30$), South Africa ($n=25$), Thailand ($n=18$), Russia ($n=12$), Germany ($n=11$), and Sweden and Israel ($n=10$) with the same number. When categorizing based on Crane's model (Cardona et al., 2009), these countries form part of the group of great producers ($n=11$; 20%). Nine countries compose the group of medium producers ($n=9$; 16.4%); 20 countries are classified as aspirant producers ($n=20$; 36.4%), and 15 countries that contributed with one document each as transient producers ($n=1$; 27.2%).

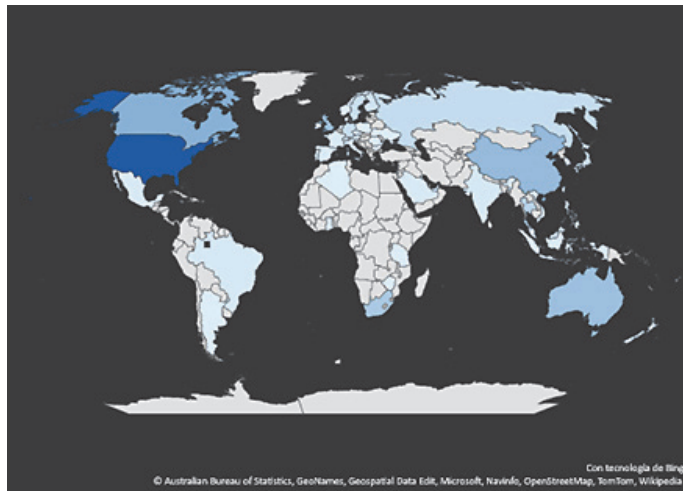


Figure 3: Publications by country

Meanwhile, figure 4 shows the collaboration network among countries. Here it can be observed that United States is the country that more international collaboration has generated.

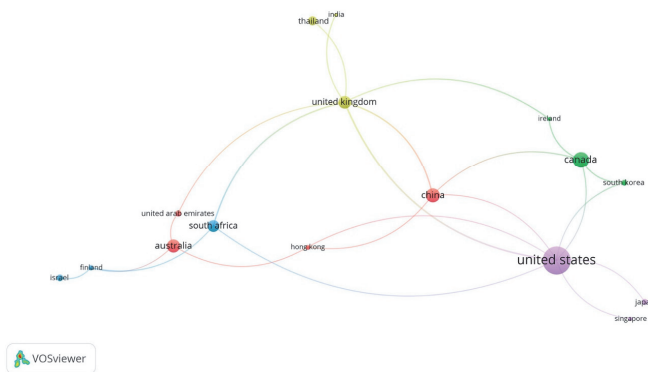


Figure 4: International Collaboration

3.9 Co-occurrence of author and index keywords

A keyword co-occurrence analysis was performed using VOSviewer software, including keywords from authors and an index based on 1591 keywords. Among these, only 46 keywords met the threshold criterion, appearing at least five times. The normalization method applied was association forces. The total strength of the co-occurrence links with other keywords was calculated. The keywords with the strongest links were selected, obtaining seven clusters with a minimum of 3 and a maximum of 10 keywords (Figure 5). Each color represents a cluster. The most repeated keywords were: teaching (n=29), immigrant teachers (n=20), teacher migration (n=18), migration (n=17), education (n=16), internationally educated teacher (n=15), foreign teacher (n=14), students (n=14), South Africa (n=12), teacher identity (n=11) and migrant teachers (n=11). These keywords highlight key themes within the research on migrant teachers, such as the broader topics of migration and teacher identity, as well as the specific focus on immigrant teachers and teacher migration. The co-occurrence analysis provides information on the conceptual frameworks surrounding migrant teachers, showing the interconnection of the sub-themes addressed.

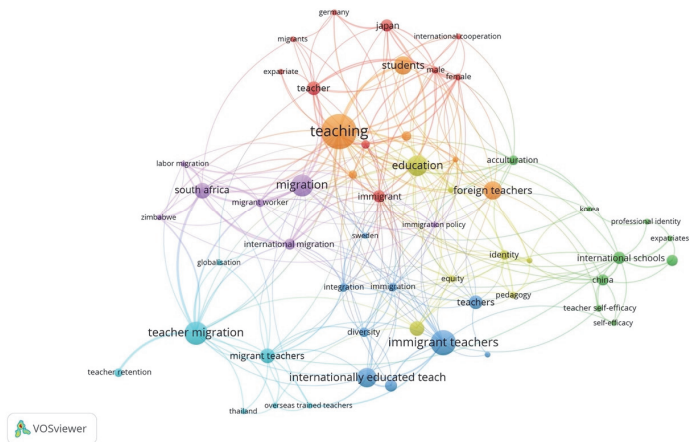


Figure 5: Keyword co-occurrence

Regarding the 7 clusters obtained, table 4 shows the keywords contained in each one, as well as the thematic focus of each grouping.

Table 4: Cluster grouping by theme

Cluster	Keyword	Occurrences	Subject
1. Orange	teaching	29	Teaching and learning
	students	14	
	foreign teacher	14	
2. Red	teacher	10	Professional exchange
	Japan	9	
	Germany	7	
	expatriate	7	
	international cooperation	5	
	male	5	
	female	5	
	immigrant	10	
	migrants	5	
	culture	6	

Cluster	Keyword	Occurrences	Subject
3. Blue	teachers	10	Diversification of teaching staff
	immigrant teachers	20	
	internationally educated teacher	15	
	diversity	7	
	equity	5	
4. Green	China	8	Professional teacher identity and agency in International Schools
	Korea	5	
	acculturation	7	
	expatriates	8	
	self-efficacy	6	
	professional identity	5	
	international schools	9	
	teacher self-efficacy	5	
	teacher identity	11	
5. Purple	South Africa	12	Labor market
	labor migration	5	
	migration	17	
	migrant worker	7	
	international migration	8	
	Zimbabwe	5	
	immigration policy	5	
	teacher training	7	
6. Yellow	equity	5	Benefits of teacher diversification
	education	16	
	identity	7	
	pedagogy	5	
7. Sky-blue	globalization	5	Migrant teacher mobility
	Thailand	5	
	overseas trained teachers	5	
	migrant teachers	11	
	teacher migration	18	
	teacher retention	6	
	teacher attrition	8	

4. Conclusions

A bibliometric analysis of research on immigrant teachers was presented, which considered publications indexed in Scopus. Through this research perspective, we have been able to follow the trajectory of a specific topic using bibliometric procedures. Our analyses revealed the volume and growth trend, types of documents, countries and research institutions, journals, articles and influencing authors. In addition, collaboration patterns between countries, relevant references for the subject and the topics addressed by the authors were identified.

The analysis indicated that research in the field is not new, but has not been sufficiently studied. The analysis revealed considerable growth in research on immigrant teachers over the last five years, reaching a peak in 2021, when three times more articles were published than in 2011. But until 2006 the research was marginal, while from 2007 there is an increase, but unstable, with ups and downs until 2017. From this period on is when scientific productivity increases in this subject, although in 2022 the decrease is almost 50%, possibly due to the impact of the COVID-19 pandemic. The increase perceived in recent times may be related to the increase in migratory flows, as an effect of globalization and some international conflicts.

Regarding the countries with the most publications, it was observed that many of them have a longstanding tradition in immigration, for example, the United States, Canada, Australia and the United Kingdom (Donlevy et al., 2015). Likewise, four countries in the top ten of publications are members of the Commonwealth Teacher Recruitment Protocol (Vigilance, 2012), being active importers and exporters of teachers. Sweden also stands out as one of the most recent countries to have joined scientific production on immigrant teachers over the last three years (10 studies), which could be attributed to their recently implemented policy for access to the profession (Al-Shakrchy & Jansson, 2022; Economou, 2021; Malm, 2020), and to the increase in refugees from Arabic countries. Meanwhile, in countries such as China and Thailand, publications were observed to be more related

to topics about language and international schools. This can be observed in some of the clusters analyzed, possibly due to the experience of having native speakers for language teaching.

Likewise, it should be noted that there is a lack of research regarding the diversity of teachers, especially in countries with recent and massive immigration, as it is the case of Latin American countries, such as Chile and Colombia (Soto-Alvarado et al., 2019). It is imperative to call upon these researchers, as having immigrant teachers has positive effects on the academic performance and social experiences of minority students (Adair, 2016; Donlevy et al., 2015; Economou, 2021; Schmidt, 2010).

When analyzing the frequency and co-occurrence of keywords, we see that generic words are used (e.g. teaching or migration), while two of them correspond to the "label" or denomination that teachers acquire once they move to another country (e.g. immigrant teacher). In this sense, it is striking that the latter do not occupy the first place in frequency, when it is one of the keywords that would allow a more effective search for studies in the area.

The results reveal that publications about immigrant teachers in countries such as China and Korea, are mostly related to international schools—as mentioned above—acculturation, expatriates and teacher self-efficacy. Additionally, in the case of South Africa and Zimbabwe, both members of the Commonwealth (Vigilance, 2012), topics more related to immigration and its links to the labor market are observed. Meanwhile, in Sweden, research is linked to integration, diversity, immigrant teachers and teachers educated internationally, which agrees with the governance style of this country, i.e., a welfare state, the European politics and their integration practices related to the massive flow of refugees in recent times (Al-Shakrchy & Jansson, 2022; Economou, 2021; Malm, 2020).

With respect to researchers, no great producers are observed. In this case, Lotka's law is fulfilled (Mathankar, 2019), since more than half of the authors have only one publication in the field. In turn, it is noteworthy that authors group in small clusters, which indicates little collaboration and citation among them. The same is true for collaboration between countries, with the United States as the country that has generated the most networks with other countries.

The same is true for collaboration between countries, with the United States being the country that has generated the most networks with other countries, mainly Canada and the United Kingdom, countries that are in the top 5 of the most producing countries, but also in the group of countries that have a tradition of immigration. The associations between these and other countries with relatively recent immigration, would allow to nourish from the greater experience of some, while serving as orientation for those who begin to navigate in the research in the thematic.

Meanwhile, of the most cited articles, it is noteworthy that the most recent ones correspond to 2010 and 2011, which indicates that there are no recent works that have had an impact on the subject. In this sense, our work shows some gaps, when looking at clusters, in topics that are relevant and require further discussion today. For example, there is a lack of studies that allow us to account for the impact of teacher mobility in the classroom on the performance of the students they teach, especially those who are inserted in schools with minority student populations, which may be a potential topic that could shed new light, beyond the lack of human resources or from the more experiential view of these teachers and their difficulties when they are inserted into the labor market. Another topic of interest and little studied (Author, under review) is the migratory flows of teachers, which is mobilizing the public teaching policy of the countries where they arrive. This type of study can even open the door to collaboration, due to the international importance of generating integration policies for immigrants (Magalhã & Schilling, 2021).

As for the journals in which has published on the subject, less than half correspond to journals whose primary subdiscipline is education, the remainder being cultural studies, both in the social sciences. Others are general or miscellaneous in the discipline of arts and humanities. However, of those that are cultural studies, they also include education studies as a secondary subdiscipline. At this point, perhaps, it makes sense that the main journals that publish on the subject have this type of studies, since immigration and teacher training represent topics of global interest. However, when looking at the keyword recurrence clusters, it is possible to observe other topics where teacher

immigration is also relevant, for example, from the perspective of human resources (labor market). We believe that in order to understand this phenomenon from a deep perspective, multidisciplinary convergence is necessary, and this is where international cooperation takes on a sense of urgency in this area, especially when teachers are among the most mobile groups of *intermediate immigrants* (European Commission, 2023), and because there is a global deficit of teachers (UNESCO, 2016), a deficit that needs to be narrowed to achieve one of the goals of the Sustainable Development Goal (UNESCO, 2019).

Regarding the concept of immigrant teacher, the results reveal the use of a great number of terms for their denomination. For example, the concept of the internationally educated teacher is often used in research in Canada, while expatriate is more employed in Asian countries. This could make it difficult to retrieve relevant sources of studies on the topic. In turn, this could be related to the scarce citation between authors. According to the International Organization for Migration, the most adequate term to refer to a person who moves to a different country, to that of his nationality to settle down as a resident, is immigrant (Sironi et al., 2019); therefore, we recommend that, based on the findings of this study, using the term teacher or immigrant educator to avoid leaving gaps at the moment of retrieving information.

4.1 Practical applications and further research

The dominance of forms of dissemination, the article as a source and English as the main language, often widen the gap between research and practice. In this sense, it is necessary a greater commitment of researchers and institutions to expand knowledge to schools, but also, the generation of strategic alliances where there is a greater proportion of immigrant teachers, which allow narrowing the hegemony of the language and the media. Reelevating and taking advantage of the voices of immigrant teachers can bring positive consequences that return to their school communities to open multicultural spaces, and especially beneficial for children's learning and for their own professional reintegration. One way, we believe effective, is to conduct action research with these teachers and in their schools to establish a base of their needs and seek new ways of producing knowledge based on their own experiences and practices.

Further research related to the impact of policies for immigrant teachers seems essential. Research shows that they are a group that can bring benefits to schools and, especially, to immigrant students and their families. Hence, more research is needed on the creation of attraction policies, in the absence of qualified teachers, retention and professional development, so that they feel integrated, and feel they belong to their new school communities, while learning about the new school culture. Also, decision makers at the political level would benefit from considering the voices of these teachers when formulating state policies.

The study carried out shows who is doing research on the subject, which countries, etc. The increase in research on this group of intermediate immigrants in recent years represents a strength that should be used to generate collaborative networks between countries that dominate current research and have a long tradition in human mobility with countries of recent immigration. Also, alliances between research groups or authors who dominate the field with those who are just beginning to develop in it. The keyword networks also allow us to identify topics that are being addressed, but also the existing gaps, therefore, it can be an input to unveil unaddressed topics. Also, our study can serve to see the interconnectedness of themes, allowing interdisciplinary collaborative work.

Thus, future research can be oriented towards revealing how diversities and new identities converge within this minority group. Also, to show their professional trajectories before and after reintegrating into their new territories. Finally, a pattern that we have seen in the key words indicates that there seems to be a difference between teachers from international schools and those who do not, so it would be interesting to observe differences in their reinsertion as teachers.

4.2 Limitations

This study is restricted to indexed studies on the Scopus database. Therefore, some sources may be excluded because they are indexed to other databases, including regional databases such as Scielo and Latindex, or specialized databases like ERIC.

These databases may contain relevant research, focusing on specific geographic regions or educational contexts that Scopus cannot fully represent. For example, Scielo and Latindex include Latin American research that could provide insights into teacher migration within and from these regions. This area may not be as well represented in Scopus. Meanwhile, ERIC includes educational research with a focus on pedagogy and educational policy, which could provide further insight into the roles and challenges of migrant teachers within educational systems.

By limiting the analysis to the Scopus database, the study could be biased towards highlighting studies from higher-income countries or those with greater institutional access. Furthermore, Scopus tends to index journals that are more aligned with the standards; this selection does not allow for the inclusion of other types of documents such as reports and grey literature, which often contain critical perspectives on emerging trends and regional challenges related to migrant teachers.

This limitation could affect the findings of the study. There is a risk of excluding relevant research that could provide a more nuanced understanding of the topic. Therefore, future research should consider broadening the scope by including additional data from other bibliographic resources, such as regional databases and repositories that offer access to a wider range of publications, including those that may not be indexed in the main databases. Broadening the sources would provide a more comprehensive understanding of teacher migration.

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