

Transition to Teaching 2017



Ontario
College of
Teachers
Ordre des
enseignantes et
des enseignants
de l'Ontario

Transition to Teaching 2017

Sharply reduced numbers of newly licensed teachers in 2016 accelerated the improvements in job outcomes among early-career teachers in Ontario.

French as a second language and French first language teachers continue in high demand relative to the recently much reduced supply for these two markets.

English-language education graduates also report substantially improved job outcomes. However, higher than normal unemployment persists for many English-language qualifications.

Annual supply of new Ontario teachers will continue sharply lower in the years ahead and teacher retirements will rise gradually over the remainder of this decade and beyond. This will lead to further strengthening of new teacher employment outcomes in the years ahead and recruitment challenges for Ontario school boards.

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1. Executive Summary

Comprehensive study of Ontario's early-career¹ teachers

The annual *Transition to Teaching* surveys include samples of individuals licensed to teach in the province of Ontario. This includes early-career teachers who complete their teacher education through:

- Ontario's university faculties of education,
- Ontario-based teacher education programs specially permitted by the Ontario Ministry of Advanced Education and Skills Development, and
- teacher education programs in other provinces and other countries.

In May 2017, web-based surveys were distributed to large samples of teachers who the College certified in 2007 and in the years 2012 through 2016 and who maintained their licences in good standing at the time of the survey. 3,420 teachers responded. Response rates varied from 15 to 24 per cent of the samples, with an average 18 per cent return overall. The accuracy rate is 1.5 per cent overall and 2.4 to 4.0 per cent for the individual survey components, 19 times out of 20.

This report looks at teachers resident in Ontario as well as those living in other provinces and internationally. It addresses employment and related experiences in Ontario publicly funded schools, private schools and in schools in other provinces and internationally. It also tracks the plans of

those who are not participating in any teacher employment market at the time of the survey.

For example, at the highest level of analysis of Ontario graduates licensed in 2016, outcomes are reported on unemployment and underemployment rates for the full group of respondents actively seeking teacher employment in the 2016-2017 school year, regardless of whether they reside in Ontario or elsewhere, whether they sought teaching jobs solely in private schools, in publicly funded schools or in both, and whether they sought teaching employment in the province, elsewhere or both. Greater detail is then given for graduates of Ontario-based teacher education programs resident in the province at the time of the survey and actively teaching or looking for teaching jobs within the province.

Throughout the report care is taken to identify which population or respondent sub-group the data in charts and analyses describe.

History of new teacher supply and teacher retirements in Ontario

Ontario school boards experienced a short-term, retirement-driven teacher shortage that started in 1998 and lasted for about five years. By 2005, however, it was evident that a teacher surplus had emerged with increasingly more teachers certified each year than the number of teacher retirements. This surplus grew steadily with peak unemployment among early-career teachers occurring in 2013.

¹ Early-career in this report refers to the first five school years following initial licensing as an Ontario teacher.

Surveys in 2014 and 2015 revealed a new trend with unemployment rates starting to decline. For graduates of Ontario's French-language teacher education programs, as well as graduates of English-language programs with French as a Second Language qualifications, the surplus was over and a new teacher shortage era appeared to be under way.

Teacher retirements are the source of the majority of job openings in Ontario schools. To a lesser extent, pre-retirement teacher departures, changes in government policy and in school board funding, and the rise and fall in elementary and secondary enrolment also affect the number of jobs available for early-career teachers.

Policy, funding and student demographic changes in recent years tended to balance and moderate their collective contributions to the overall number of teaching jobs available across the province. And former teachers who return to active service in the province replace some of the workforce losses each year from pre-retirement departures. Accordingly, the main driver of annual demand for new teachers² is the number of teacher retirements.

Sharply increased teacher retirements³ from 1998 to 2002 resulted in a surge in Ontario

teaching job openings. School boards, concerned about the emerging teacher shortage relative to demand, vigorously recruited former teachers back into the profession. Most new teachers secured permanent teaching jobs⁴ relatively easily and early in their careers across all regions of the province.

Over the five year period 1998 through 2002 Ontario experienced record-high teacher retirements, on average about 7,200 annually. Teachers hired in historic high numbers through the 1960s and 1970s were approaching retirement age. This retirement wave, embedded in underlying teacher age demographics, got compressed into a five-year span because of enhanced early retirement provisions first made available to Ontario Teachers' Pension Plan members in 1998. At that time, comparatively low numbers of new teachers joined the profession each year.

Most French- and English-language school boards, at both elementary and secondary levels, and in every region of the province, had higher than normal numbers of retirement-driven teacher vacancies. This wave of retirements created many job openings for the then annual average of about 9,200 newly licensed Ontario teachers. The excess each year of about 2,000 newly licensed teachers beyond retirements enabled school boards

2 "New teachers" refers to newly certified members of the Ontario College of Teachers, including new Ontario graduates and teachers educated in other jurisdictions who gain Ontario certification.

3 "Teacher retirements" refers mainly to Ontario Teachers' Pension Plan (OTPP) reports on Ontario teachers who are plan members and retire or are forecast to retire annually. Some other teachers in private schools who are not members of the OTPP also retire each year and are included in estimates of future retirement forecasts below.

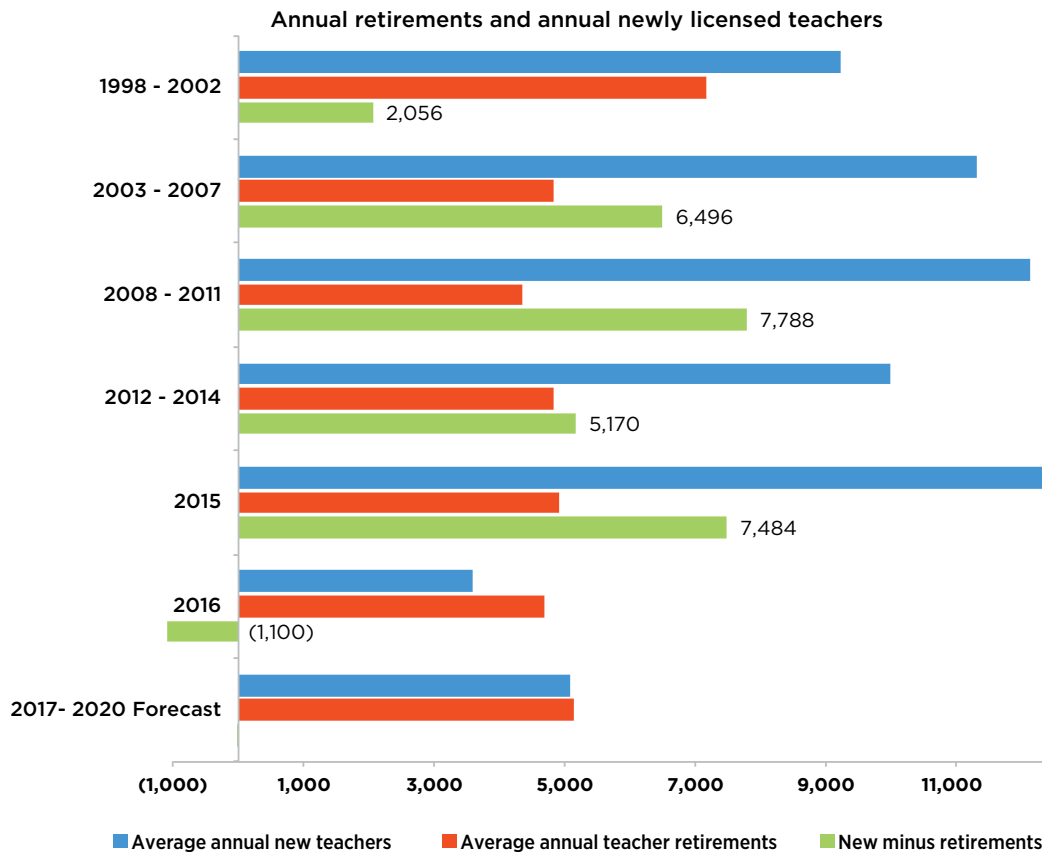
4 "Permanent teaching job" refers to a regular teaching position, part-time or full-time, on a contract that does not have a defined end date.

to fill vacancies while early-career teacher unemployment rates were low.

From 2003 onwards, however, retirement numbers fell as the age bulge in Ontario teacher demographics passed. At the same time, the supply of new teachers increased substantially – from Ontario faculties of education, from teacher education programs with special ministerial consent to operate in Ontario, from US border colleges offering programs designed for and marketed to Ontarians, from Ontarians who pursued

teacher education in Australia, the United Kingdom and elsewhere abroad, and also with more teachers migrating to Ontario from other provinces and countries.

From about 2005 onwards, the English-language teacher job market got increasingly competitive as job openings for new teachers, especially those with Primary-Junior qualifications, were comparatively limited relative to the steadily growing new teacher supply each year.



Every year more new teachers were unemployed and more took longer to move from daily supply assignments to term contracts and permanent jobs, as well

as to progress from partial to full-time contracts. As underemployed teachers from previous years continued to seek more daily supply teaching days, long-term occasional

and permanent teaching contracts, each successive cohort of education graduates and other newly licensed Ontario teachers faced an increasingly saturated job market. The market became ever more competitive over time for a relative scarcity of jobs.

Annual average retirement numbers fell substantially from 2003 through 2007 and even further in years 2008 to 2011. Numbers of newly licensed teachers in Ontario rose steadily over the same periods. The average supply and demand difference of just 2,000 more new teachers than retirees in 1998 through 2002 grew dramatically to 6,500 through the middle of the past decade and reached almost 7,800 annually in 2008 through 2011 – approaching four times greater than a decade previous.

The teacher surplus and its early-career teacher employment impact eventually moved beyond Primary-Junior English-language teachers to encompass secondary teachers, including sciences and mathematics, and also French first language and French as a second language teachers.

Meanwhile, with heightened awareness of the more competitive teacher employment market in Ontario, the number of applicants to Ontario's consecutive teacher education programs fell sharply. From a peak of about 16,500 applicants in 2007 annual applicant numbers fell to under 9,500 by 2013 and 2014. And with the introduction of the enhanced requirements for teacher education, annual applicant numbers fell sharply to 4,300 in 2015. By 2017 applicants had risen only slightly to 4,700, about half the number prior to the 2015 teacher education program changes and less than a third of the level back in 2007.

Supply/demand trends reversed in 2012, and by 2016 a new normal is in place with a balance of new teachers and retirements

Years 2012 through 2014 brought a change in direction for Ontario annual new teacher supply following a decade of steady growth. Newly licensed Ontario education graduate numbers declined almost 10 per cent from the average of the preceding four years. Newly licensed teachers from US border-colleges plummeted more than 60 per cent. And newly licensed teachers educated elsewhere in other provinces and countries dropped by more than 40 per cent.

On average, about 2,150 fewer individuals gained Ontario teaching licences in each of the years 2012 to 2014 than the annual average in 2008 through 2011.

Teacher retirements, meantime, rose somewhat during those three years – an average of 450 more retirements than in the previous four year period. As a consequence of this decrease in new teacher supply and slight increase in retirement-driven demand, the annual surplus of new teachers fell from the average of almost 7,800 in the preceding period to 5,170 on average in the years 2012 through 2014.

2015 and 2016 were transition years in Ontario teacher education as the province moved from a two-semester program to four semesters. The enhanced and extended teacher education program began in September 2015 for both consecutive and concurrent program candidates. Graduates who had completed their programs (or substantially so for those in multi-year program formats) and had applied for their Ontario certification by the end of August

2015 were grand-parented under the previous two-semester requirements.

Many education graduates from earlier years deferred teaching careers and had not applied for an Ontario teaching licence prior to 2015. Large numbers of this deferral group applied

in 2015 under the pre-enhanced teacher education requirements and very few of the 2015 graduates failed to apply for licences that year. This resulted in a one-time sharp jump in newly licensed Ontario teachers in 2015 compared with the previous three years.

Newly licensed teachers (Ontario faculties and other)

| Years | New teachers licensed annually |
|--------------|--------------------------------|
| 2008 to 2011 | 12,138 (actual) |
| 2012 to 2014 | 9,987 (actual) |
| 2015 | 12,399 (actual) |
| 2016 | 3,600 (actual) |
| 2017 | 5,545 (forecast) |
| 2018 | 5,480 (forecast) |
| 2019 | 5,230 (forecast) |
| 2020 | 5,055 (forecast) |

With the new program requirements, Ontario faculty of education annual intake of education candidates fell by more than half compared with pre-2015 levels. The two-year rollout of the new program – with a first full graduating class in 2017 – brought a transitional low number of Ontario teachers newly licensed in calendar 2016. This reduced sharply the new teacher supply for 2016-2017 school year recruitment. And newly licensed Ontario teachers in subsequent years will settle at levels far below recent years.

Ontario teacher retirements are forecast at an average of about 4,900 annually through 2025⁵. Accordingly, Ontario's annual new teacher supply and annual retirements will no longer be in surplus.

2017 survey highlights

The positive trends in the Ontario early-career teacher job markets resumed and accelerated in the 2016-17 school year. These trends are most evident in significantly lower rates of unemployment reported in the 2017 surveys of Ontario teacher education graduates in each of the first- through fifth-years of their careers.

The pause in the multi-year easing of the first-year teacher job market reported in 2016 was just that – a pause that resulted from the large volume of newly licensed teachers in 2015 associated with the transition to the new teacher education requirements that year. This temporary crowding of the entry teacher job market with 12,399 new teachers licensed in 2015 was followed by just 3,600

⁵ PRISM Economics and Analysis 2016 report for the Higher Education Council of Ontario.

new teachers licensed in 2016. The impact on first-year unemployment rates in 2017 was substantial.

With steady increases in the teacher surplus, first-year unemployment rates climbed from three per cent in 2006 to a peak of 38 per cent by 2013. Just four years later, in 2017, the rate has fallen substantially to 14 per cent. The proportion of first-year teachers reporting underemployment also receded since 2013. More than three in five first-year Ontario graduate teachers now consider themselves to be fully employed⁶, a high rate not found since the cohort that entered the job market a decade ago in 2007.

Job market improvements are even more notable among Ontario graduates in their second through fifth years after initial licensure. Unemployment for this group grew from just two per cent back in 2006 to 21 per cent by 2014. The trend then reversed and by 2017 the rate has fallen threefold to seven per cent.

Despite the improved job rates for Ontario teacher education graduates in general over the past several years, substantial differences persist among Ontario-resident teachers depending on language and divisional qualifications.

Unemployment among first-year Ontario-resident French-language program graduates and also among those qualified to teach French as a Second language have been consistently in the single digit range since 2015 compared with peak rates of 18 and 17 per cent respectively back in 2012 and 2013.

English-language program graduates who do not hold FSL qualifications report much higher rates of unemployment in their first year after licensure, despite also reporting marked improvements in recent years. From the peak 45 per cent unemployment rate for these English-language teachers in 2013, 19 per cent were found to be unemployed in our 2017 survey.

Since 2014, Ontario unemployment rates have fallen by about half across all divisions with each division now in the 15 to 17 per cent range. Among English-language program graduates with Intermediate-Senior qualifications, those with math or sciences as one or both of their teaching subjects report an 11 per cent unemployment rate. Those without these more competitive teaching subjects report an unemployment rate of 23 per cent, more than double that of the math and sciences qualified group.

Many first-year Ontario teacher education graduates who gained some teaching employment in the 2016-17 school year were

6 “Full employment” is a self-assessed status of those teachers who report they are employed as elementary or secondary teachers and that they secured as much teaching work as they wanted throughout the school year. They may be full-time or part-time, may work for publicly funded or private schools, and they may be in permanent, LTO or daily supply teaching roles, in Ontario or elsewhere.

limited to piecework teaching⁷ and/or had precarious employment contracts.⁸ Only one in five secured permanent teaching contracts by school year end. Some of this experience of first-year teachers is explained by the staged daily supply, LTO and permanent position entry process for Ontario's English-language school boards.

Many first-year teachers are willing to move for their first teaching jobs. Two of the top three priorities identified with respect to job searching are to secure a permanent contract as soon as possible and to work anywhere a teaching job can be found.

Since 2013, new teacher education graduates applying for teaching jobs outside Ontario fell from one in four (24 per cent) to just one in eight (12 per cent). Similarly, fewer now plan to teach outside the province in the second year following certification.

One in four of the graduates from English-language programs licensed in 2016 applied to Ontario private schools. About one in seven newly licensed graduates hired in Ontario for the 2016-17 school year taught at private schools.

The majority of first-year teachers work – mostly part-time – in occupations that do not require Ontario teacher certification. They say they do so because of financial necessity and either in place of or to supplement insufficient teaching income. Many pursue work with children and youth, tutoring, early childhood education, after school programming or other

jobs related to education. More than one in seven say they are pursuing other work as a preferred career alternative to elementary or secondary teaching.

The teaching job market varies across the province, with reported first-year unemployment highest in Toronto and central Ontario and lowest in eastern Ontario.

The strengthening teacher employment market this year resulted in further gains for newly Ontario-licensed teachers educated outside the province. Ontarians educated while living abroad, those who completed their teacher education at US border colleges, new Canadian teachers and teachers who migrated to Ontario following teacher education in other Canadian provinces all reported higher rates of full employment in the first year after licensing, as did Ontario university graduates.

The majority of first-year teachers who are graduates of Ontario university teacher education programs rate their practice teaching and course work highly. They identify a range of foundational professional knowledge and pedagogical skills for which they were not as well prepared and/or which are high on their priority lists for future professional development. These include mental health, addictions and well-being, teaching students with special needs, mathematics curriculum and pedagogy, classroom management and organization, special education, supporting English language learners and French language

⁷ Piecework teaching refers to daily supply, multiple schools and/or part-time teaching.

⁸ Precarious teaching contracts are arrangements that have definite end dates and/or do not specify number of teaching days from week to week.

learners, and First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing.

Most Ontario education graduates engage in significant and varied professional development in their early years of teaching. Those with permanent teaching contracts in Ontario publicly funded school boards, and about one in three of those with long term occasional (LTO) contracts, participate in and value the supports available through the New Teacher Induction Program (NTIP).

Early-career teachers in daily supply roles engage in far less professional development than those in permanent and LTO jobs. Most miss out on the extensive formal and informal school-based professional development, orientation, mentoring and principal evaluations. And they engage less with other educators in subject or specialist associations, in collaborative learning and in teacher enquiry. Many do pursue Additional Qualifications courses, however, on their own time and using their own financial resources.

The now receding Ontario teacher surplus has left a legacy of continuing negative impacts on career commitment. Early-career teachers allow their Ontario teaching licences to lapse in much greater numbers than before – and French-language program graduates do so to a much greater extent than English-language grads.

Rapidly changing labour market for early-career graduates of Ontario faculties of education

The Ontario teacher labour market that the graduates of Ontario faculties of education enter in 2017 is much less crowded with early-career teachers (those in their first five years after initial Ontario licensing) competing for jobs than it has been in recent years.

Several factors have reduced the numbers of these early-career graduates seeking Ontario teaching jobs in the past few years:

- reduced entrants to Ontario faculties since 2012, including a sharp drop in 2016
- increased volumes of early-career teachers not renewing their teaching licenses
- until recently, higher numbers of graduates starting their teaching careers out-of-province
- graduates teaching out-of-province who defer returning to Ontario, and
- recently declining unemployment rates.

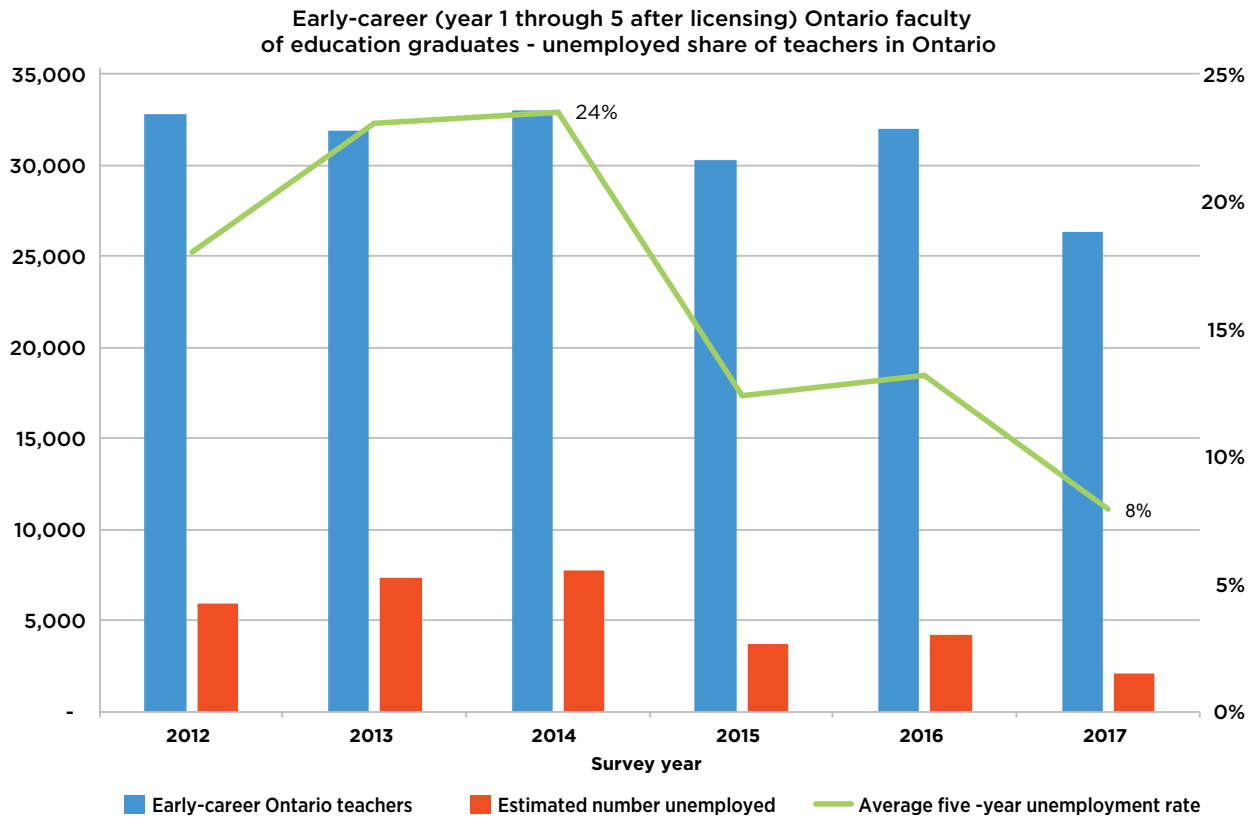
Using the 2012 through 2017 *Transition to Teaching* survey Ontario market participation⁹ and unemployment rates for first- through fifth-year teachers, together with College registry data, improving early-career labour market trends in Ontario are clearly evident.

The number of Ontario faculty graduates resident in the province, actively participating in the Ontario teaching market and in their first five years after first licensing has dropped from an estimated 33,000 in 2014 to

⁹ Ontario market participation includes Ontario-resident teachers who report that they are employed or sought employment as teachers in Ontario or who say they did not seek teaching jobs because they were discouraged about the job market in Ontario.

an estimated 26,300 in 2017. Over the same period, the average unemployment rate for these early-career teachers fell from 24 to eight per cent. The reduced number of these early-career market participants, together

with the falling unemployment rate, results in the estimated number of unemployed early-career graduates dropping from about 7,800 in 2014 to about 2,100 in 2017.



Given the forecast of continued historic low numbers of new Ontario faculty graduates over the next several years and overall intake of new Ontario teachers in numbers about equal to the volume of teacher retirements, this trend of lowered early-career competition in the Ontario labour market can be expected to continue in the years ahead.

I felt that this past year was a good year to get hired by a board as a supply teacher since there were fewer graduates. However, I worry about the process of finding permanent employment because the process is so long, difficult, and unclear.

2016 Primary-Junior graduate teaching full-time on LTO contract in central Ontario English-language board

Despite this changing market for Ontario faculty graduates in their early-career years, there remain a substantial, although declining, overall number of unemployed and underemployed Ontario-licensed teachers from the decade of annual surpluses, and especially among English-language teachers. The sharp drop in the annual number of new teachers in the years ahead should provide opportunities for many of these still underemployed surplus teachers from prior years and for teachers temporarily working in other provinces and internationally to finally gain full-time employment in Ontario.

Hiring process context

Legislation first introduced in fall 2012 supports transparency in hiring by Ontario publicly funded school boards. Standardized procedures define a pathway to permanent employment that usually requires new teachers to start on daily supply rosters and

short-term occasional teaching before gaining eligibility to apply for longer term occasional assignments and eventually to compete for permanent employment opportunities with a school board.

This context is important for understanding how an improving employment market is unfolding. As work opportunities increase for early-career teachers, the staged progress toward full employment continues for most new Ontario teachers. Most will still need to spend many months on daily supply rosters, although more of them will likely be able to do so on a near full-time basis as they work toward eligibility to move into LTO and permanent positions.

This hiring process no longer applies to Ontario French-language school board hiring nor does it apply to Ontario private schools.

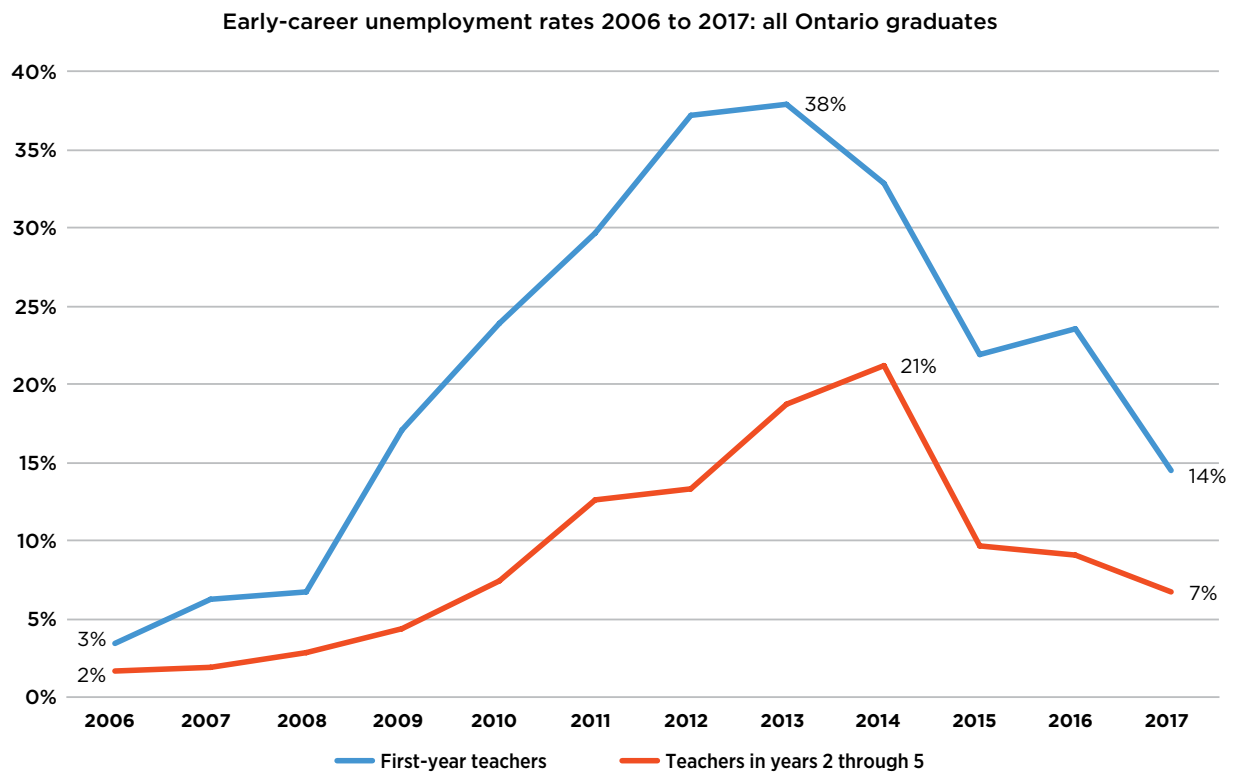
2. Employment outcomes

Unemployment rates resume downward trend

Unemployment fell in 2017 for first-year teachers who did their initial teacher education in Ontario and for graduates in the second through fifth years after licensing.

Following seven years of increasing teacher surplus in which first-year unemployment

rose from just three to 38 per cent, the past four years show the rate tracking sharply downward to 14 per cent by 2017. Similarly, the average unemployment rate for teachers in years two through five rose from two per cent back in 2006, peaked at 21 per cent in 2014, and then fell threefold to seven per cent by 2017.¹⁰

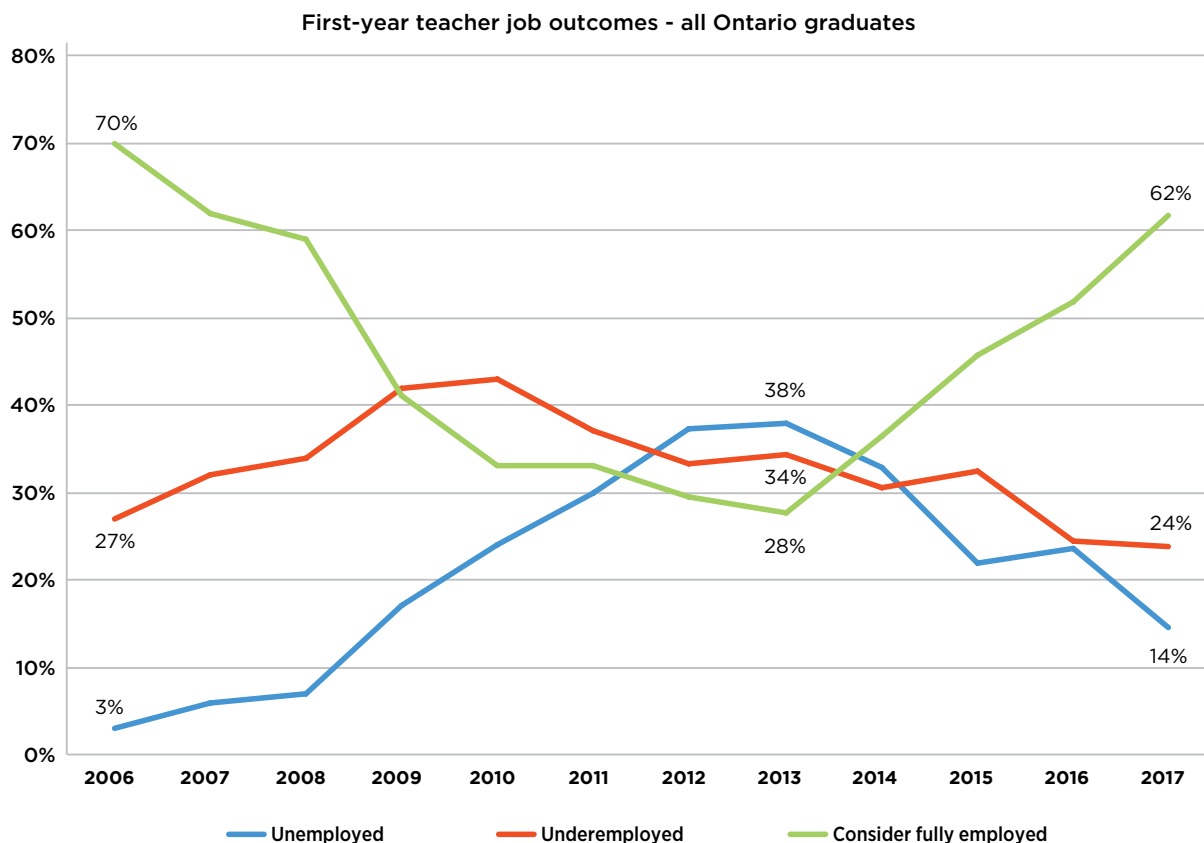


¹⁰ This chart and others throughout identify whether the data reported is for all Ontario graduates in the years referred to or for only those who are Ontario-resident.

For the fourth year in a row, more teachers graduating from Ontario-based initial teacher education programs report they view themselves as fully employed¹¹ in their first year on the job market as Ontario licensed teachers. Although most do not yet have permanent teaching jobs, they say they taught

as much as they wanted throughout their first school year.

From a low of just 28 per cent reporting full employment in 2013, full employment reports now stand at more than three in five first-year teachers (62 per cent).



Although the “full employment” reports in 2017 are approaching the level reported back in 2006, some caution is warranted in assuming that the market has recovered quite as much in the past few years as this indicator appears to suggest. In 2017, 42 per cent of

Ontario-resident first-year teachers still held daily supply teaching jobs. Back in 2006, just 19 per cent were in daily supply roles. Standards for assessing full employment may have changed.

¹¹ “Full employment” is a self-assessed status of those teachers who report they are employed as elementary or secondary teachers and that they secured as much teaching work as they wanted throughout the school year. They may be full-time or part-time, may work for publicly funded or private schools, and they may be in permanent, LTO or daily supply teaching roles, in Ontario or elsewhere

A key factor in the difference between 2017 and 2006 is that Ontario regulations now normally restrict publicly funded English-language school boards to hiring from a pool of teachers who have been on supply lists for a minimum of 10 months and held Limited Term Occasional appointments for another four months. Because of this regulation and years of teacher surplus, what is considered an acceptable start to a teaching career for an English-language teacher in Ontario today may not be comparable to expectations a decade ago.

Most first-year Ontario graduate teachers report precarious employment contract terms. Just 20 per cent of all first-year employed teachers say they held permanent teaching contracts by school year end.¹² More than one in three (37 per cent) report daily supply teaching and about two in five (43 per cent) limited term contracts.

I applied to just one board when I graduated in June 2016. I was hired in September 2016 for the 2016/2017 school year. I began by supplying and got a 0.2 LTO in February 2017. I now teach Grade 2 during my LTO in the mornings and supply teach in the afternoons.

2016 Primary-Junior graduate teaching on multiple contracts in a southwestern Ontario English-language board

The preceding commentary describes findings with respect to the entire set of first-year Ontario graduate survey respondents, whether living in Ontario at the time of the survey or resident elsewhere. We turn now to findings for the sub-group of Ontario-resident graduates in their first year.

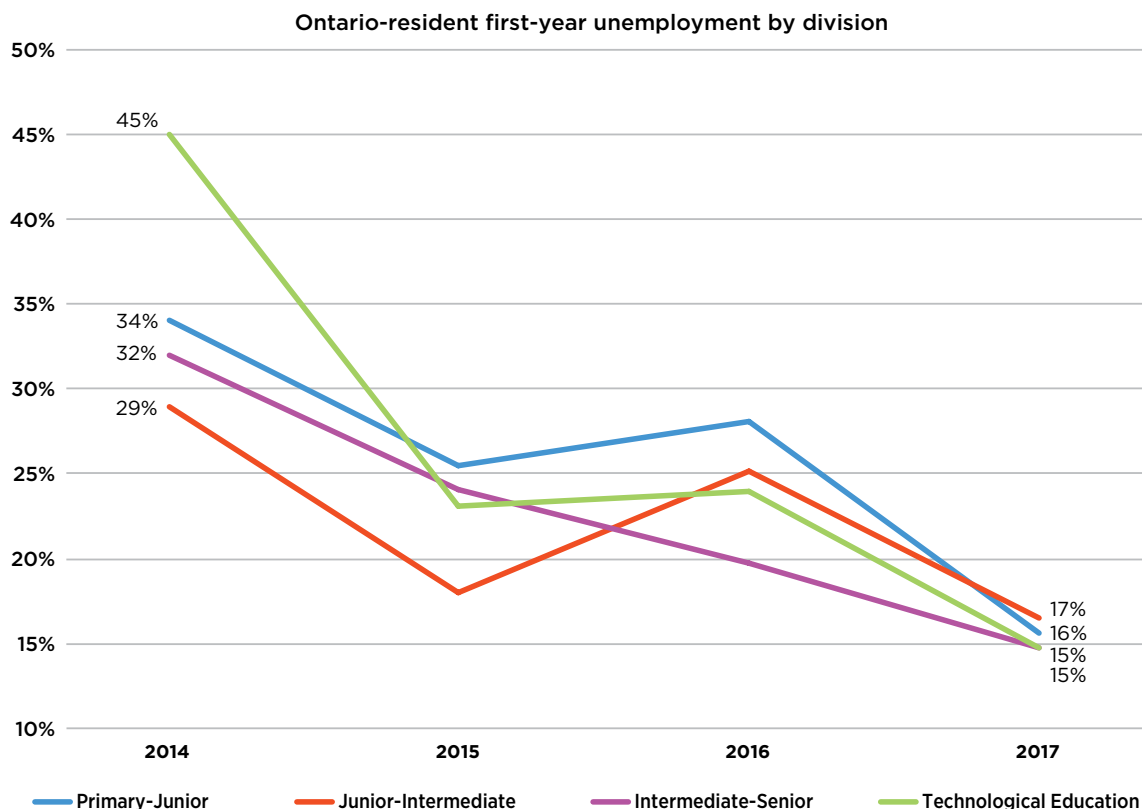
First-year teachers resident in Ontario in 2017 report lower unemployment compared with first-year teachers last year. Unemployment for these teachers now stands at 16 per cent compared with 27 per cent reported in 2016. Underemployment now stands at 25 per cent, similar to the 2016 underemployment rate of 26 per cent.

Unemployment rates for Ontario-resident first-year teachers fell across each division in 2017. This extends a multi-year trend that has reduced the unemployment rates across every division by about half.

I was grateful to have been hired to a permanent position so quickly, although it was in a lower grade level than I prefer.

2016 Primary-Junior graduate permanent full-time contract in English Catholic board

¹² Among first-year teachers employed in Ontario publicly funded school systems, just one in 10 held permanent contracts.



In every division in the 2016-17 school year about three in five Ontario graduate first-year teachers say they considered themselves fully employed throughout the school year. At the same time, fewer than one in five employed

teachers in any division say they secured a permanent teaching job. And just one in eight or fewer of those who sought jobs in Ontario, including the unemployed among them, say they secured a permanent teaching contract.

First-year Ontario-resident job outcomes in 2016-17 by division

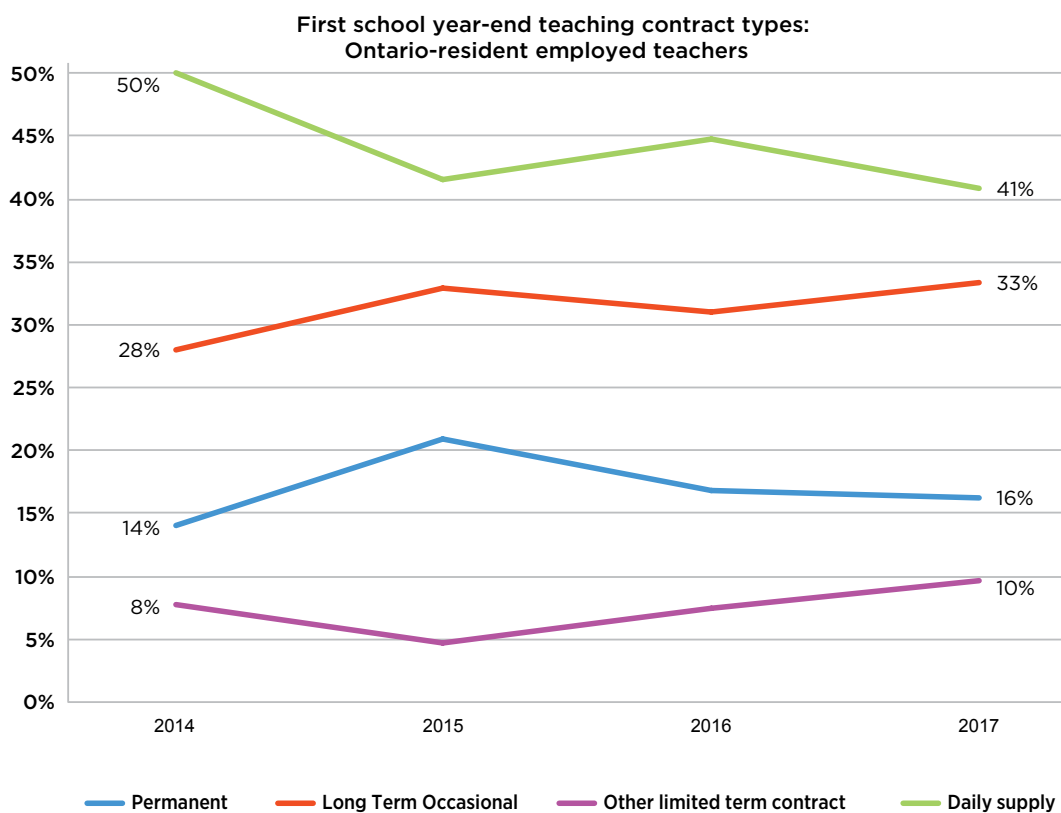
| Job Outcomes | Primary-Junior | Junior-Intermediate | Intermediate-Senior | Technological Education |
|-------------------------|----------------|---------------------|---------------------|-------------------------|
| Unemployed | 16 % | 17 % | 15 % | 15 % |
| Underemployed | 24 | 21 | 29 | 23 |
| Consider fully employed | 60 | 63 | 56 | 62 |
| Permanent contract* | 13 | 9 | 10 | 8 |
| Permanent contract** | 19 | 14 | 14 | 11 |

*Percentage of all teachers on job market, including those unemployed

**Percentage of employed teachers

First-year teaching contract types improved somewhat in Ontario over the past four years. Daily supply appointments status at school year end declined from 50 per cent in 2014 to 41 per cent this year. Over the same

four years, Long Term Occasional (LTO) assignments increased from 28 to 33 per cent. Permanent contracts now stand at 16 per cent compared with 14 per cent back in 2014.



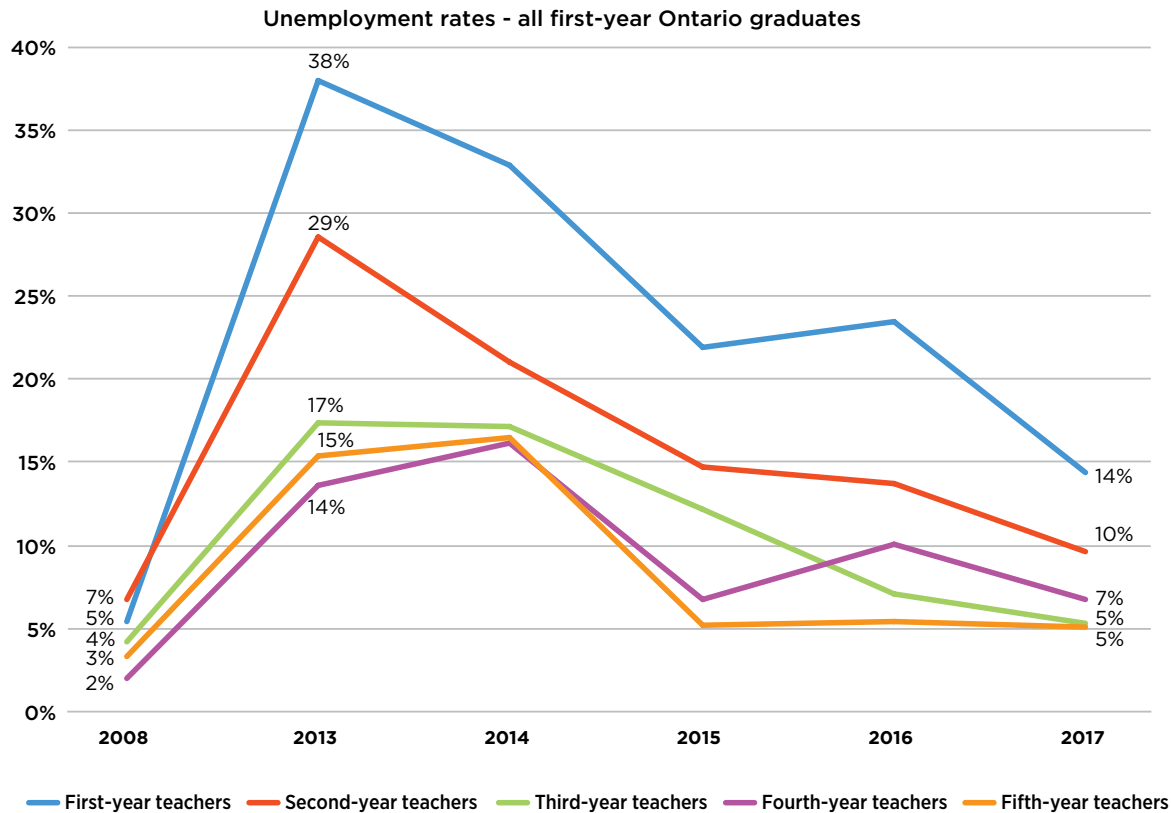
About one in three (36 per cent) at year end still teach part-time, down from 52 per cent back in 2014.

First- through fifth-year teacher unemployment rates down sharply in 2017

Unemployment rates among Ontario teacher education graduates fell in 2017 through each of the first five years of early career teaching.

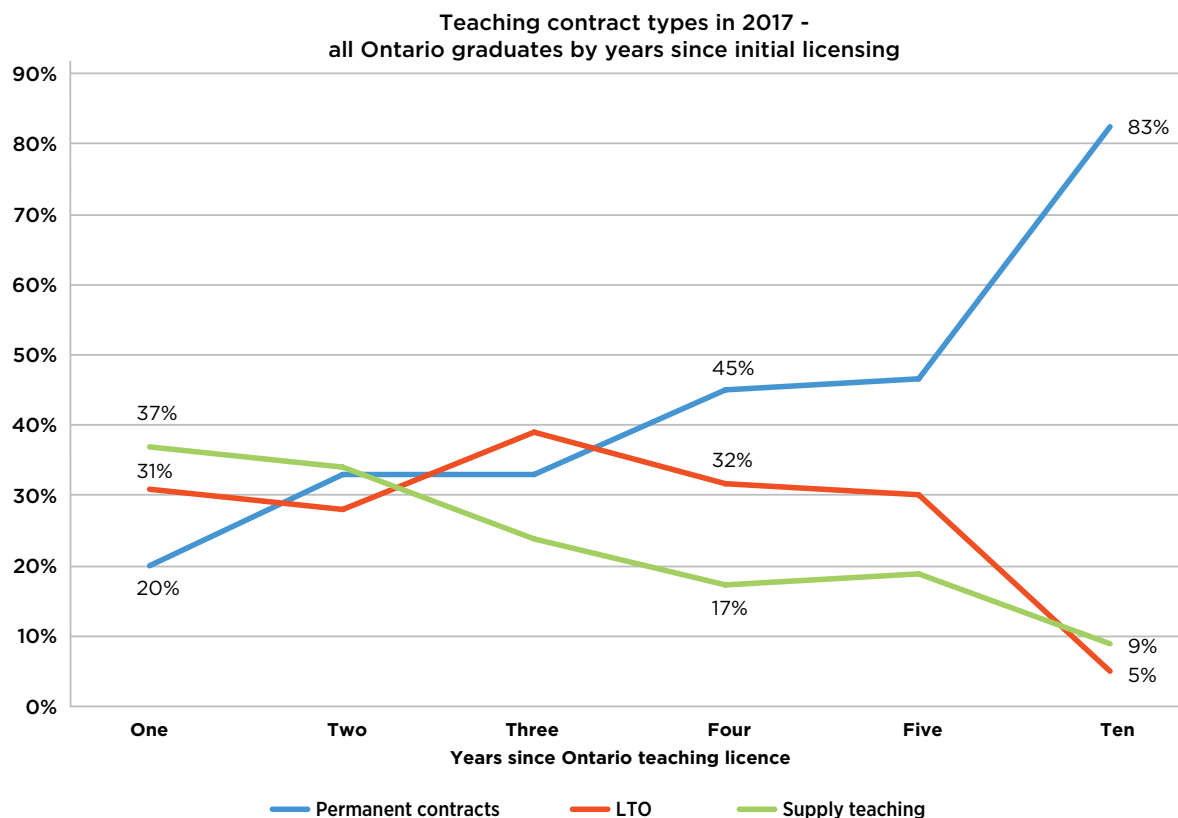
Although the improvements since the peak unemployment years of 2013 and 2014 are substantial, more early-career teachers today,

however, are unemployed than back in 2008 before the teacher surplus began to have a substantial effect on new teachers job entry. First-year teachers in 2017 report almost three times the unemployment rate back in 2008 (14 versus five per cent). Although rates for second- through fifth-year teachers are now at 10 per cent to five per cent, residual effects of the surplus years are still evident as the corresponding rates in 2008 were somewhat lower (seven through two per cent).



Early-career teachers improve their teaching contract status over time. Daily supply teaching rates fall with each additional year of teaching. And with each additional year of experience, more gain permanent teaching jobs. Four years in, almost half the Ontario graduates licensed in 2013 (45 per cent) report they have permanent teaching contracts. Among the ten-year veterans, those first licensed in 2007, more than eight in 10 (83 per cent) report permanent teaching jobs and just 9 per cent teach on a daily supply basis.

As in previous years, gender differences in employment outcomes were tested. Although gender differences in employment outcomes have at times been found in a single cohort of first-year teachers, or differences at some early-career stages that are reversed at others, there continue to be no consistent significant patterns in gender differences found this year as in previous survey years.



Full employment now achieved much earlier than in recent past by majority of Ontario graduates

Using a measure of the proportion of Ontario teacher education graduates who say they taught as much as they wanted throughout the whole school year, the 2017 survey found that early-career teachers are more successful today than at any time since the latter part of the last decade.

Some teachers seek part-time or occasional teaching by choice as they start their careers. Others take time out from teaching for further study, family or other reasons. This study defines full employment for teachers as the status of those who report:

- they are active in the job market either working as or seeking work as elementary or secondary teachers,

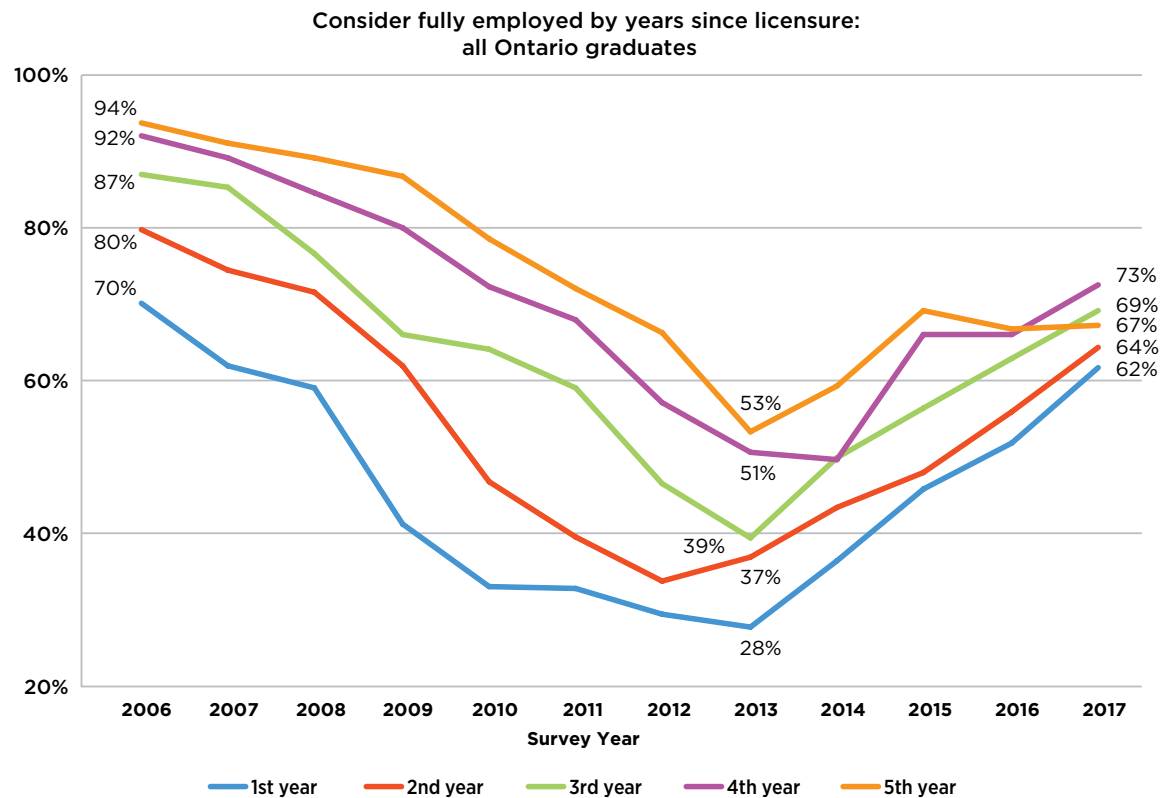
- are employed to some extent as teachers during part or all of the school year, and
- say they secured as much teaching employment as they wanted throughout the school year.

Teachers who are in the market actively seeking teaching jobs (including those who want to teach but say they did not apply for jobs because they are discouraged about teaching prospects) and are either unemployed for the whole school year or report finding less teaching work than they want in a particular school year, are counted as not fully employed. Those who say they voluntarily took the year off to do something else and did not seek employment as elementary or secondary teachers in Ontario

or elsewhere are considered not on the job market and excluded from this analysis.

Using these definitions, the proportion of first- through fifth-year teachers reporting

they consider themselves fully employed dropped sharply from 2006 to 2013. Then, the trend line reversed direction with much higher proportions reporting full-time employment in 2017 than in 2013.



Since 2006:

- the proportion of first-year teachers reporting they are fully employed decreased from 70 per cent to just 28 per cent in 2013, and has now recovered to 62 per cent
- second-year teacher full employment fell from 80 per cent to 34 per cent by 2012, regaining to 64 per cent by 2017
- third-year teachers dropped from 87 per cent to 39 per cent by 2013, and moved back up to 69 per cent in 2017

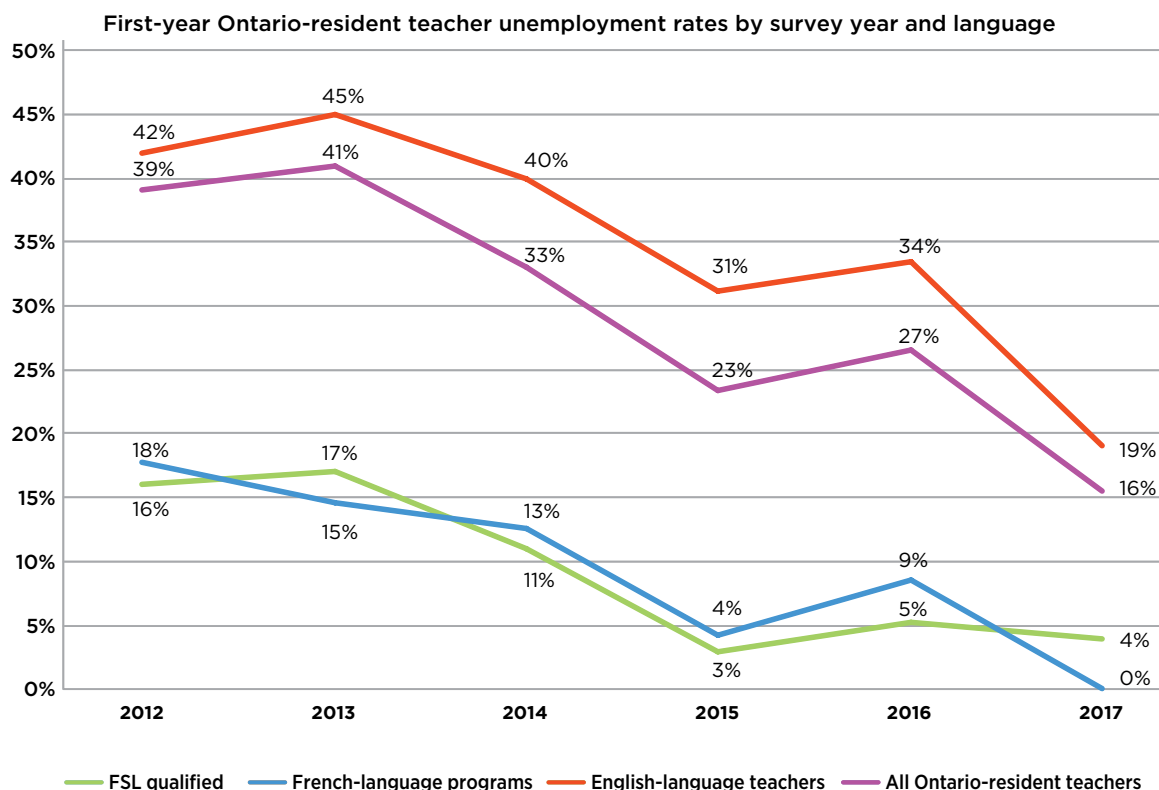
- fourth-year teachers fell from 92 per cent to 50 per cent in 2014, and is back up to 73 per cent in 2017, and
- fifth-year teachers from 94 to 53 per cent in 2013, and back to 67 per cent in 2017.

Ontario job outcomes vary widely across language and qualifications

The chart below presents the striking differences among the English-language teacher job market in Ontario, the French-language school board job market, and the market for teachers who are qualified to

teach French as a second language. All of these job markets improved greatly since 2012/2013. However, the English-language teacher market¹³ continues to lag far behind the French-language and French as a second language job markets in the 2017 unemployment rates.

Unemployment peaked in 2013 at 45 per cent among English-language teachers, two and a half times greater than the peak unemployment rates of 18 and 17 per cent for French-language program graduates and for FSL-qualified teachers.



**The 2017 survey results for French-language program graduates represent only six respondents.*

Among Ontario-resident graduates of the province's two French-language teacher education programs, first-year unemployment peaked in 2012, but has been in the single

digit range since 2015. Our 2017 survey found none reporting unemployment.¹⁴

¹³ English-language teachers are graduates of English-language teacher education programs not employed or qualified to teach French as a second language.

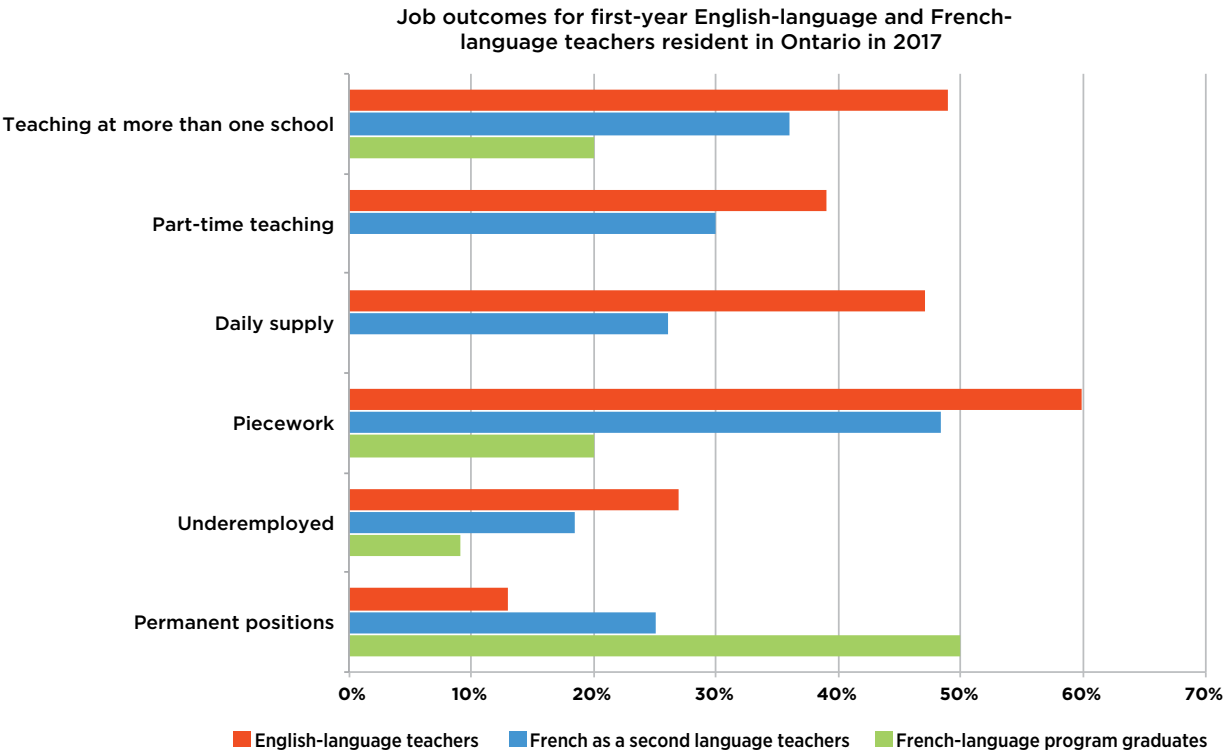
¹⁴ Because of the low number of graduates of Ontario French language programs licensed in 2016 (67) and the very low number who responded to the 2017 survey (six, with just four resident in Ontario), caution is appropriate in interpreting the nil unemployment rate in 2017 separate from the multi-year trend.

Graduates of the English-language programs with French as a Second Language qualifications reached peak unemployment (17 per cent) in 2012. Since 2015, this group of first-year Ontario teachers reported annual unemployment rates between three and five per cent.

I had a lot of success finding a position. I was initially on the supply lists for two school boards. In the third week of September I started an LTO position in grade 1 French Immersion that goes until the end of the year. I believe that if you can actually speak French and are interested in teaching in French it is very likely that you will find a position.

2016 Primary-Junior graduate
teaching French Immersion full-time
on an LTO contract in a central Ontario
English public school board

In addition to the continuing sharp differences in rates of unemployment, first-year English-language teachers in Ontario report higher rates of piecework and precarious teaching jobs than the two French-language groups – more part-time employment, more daily supply teaching, more multi-school teaching, higher proportions reporting underemployment and fewer permanent teaching jobs.



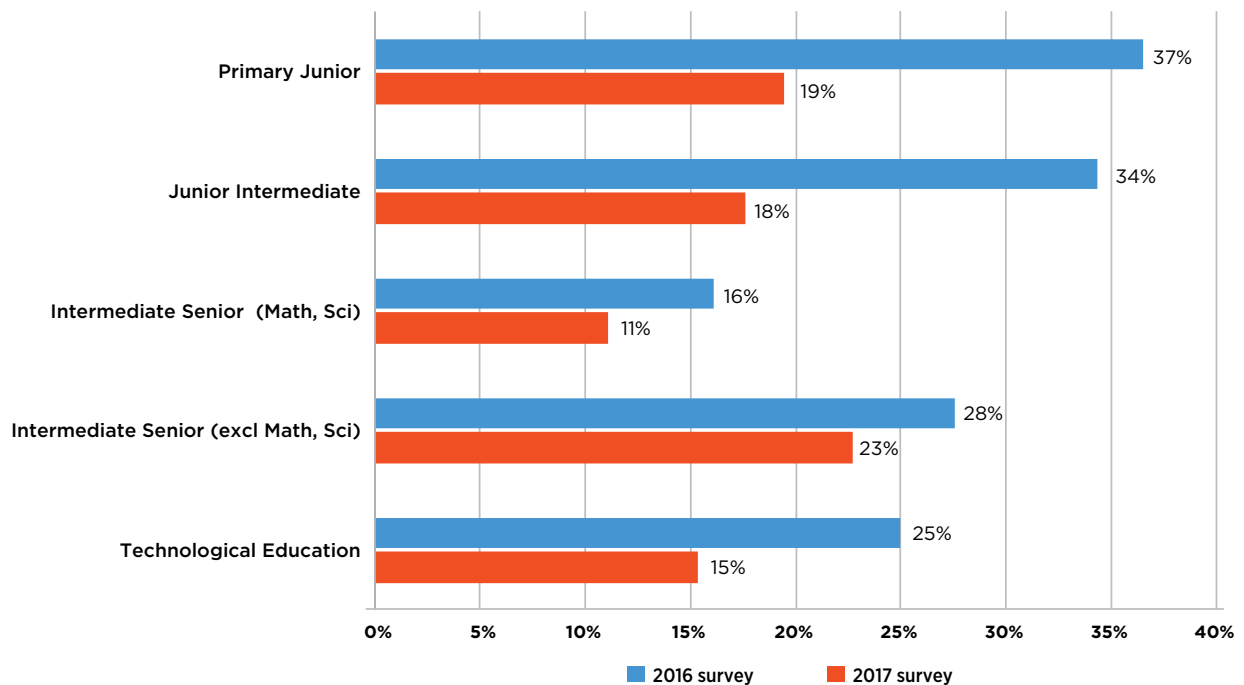
For the third year in a row, French-language program graduates reported lower rates of piecework teaching contracts and higher rates of permanent first-year teaching contracts than the FSL-qualified group.

Excluding those with FSL qualifications, English-language teachers resident in Ontario report higher and varied job outcomes in the first year following licensure depending on division and subject qualifications.

*We need more supply teachers for this board.
And dual track schools need a preference
list for French speaking supply teachers for
French immersion classrooms.*

2016 Primary-Junior FSL graduate
teaching French Immersion on a full-time
permanent contract
in a central Ontario French
public school board

First-year Ontario-resident English-language
teacher unemployment rates by qualifications: 2016 and 2017



Intermediate-Senior qualified first-year teachers with math and/or science as teaching subjects report the lowest rate of unemployment at just 11 per cent. Intermediate-Senior qualified teachers without any of these subjects (and lacking FSL) have the highest rate of unemployment (23 per cent). All divisions reported lower rates of unemployment than the previous year, with Primary-Junior qualified teachers enjoying the greatest improvement from 37 per cent in 2016 to 19 per cent in 2017.

Although the English-language job outcomes continue to lag significantly behind rates for French-language program graduates and for FSL qualified first-year teachers, the English-language job market for first-year teachers in Ontario is improving rapidly. The pace of change suggests that the supply of newly qualified English-language teachers also warrants close monitoring over the next few years.

Despite improving teacher job market, many still supplement income in other occupations, some as alternative career paths

With the still challenging teacher employment market for many recent Ontario graduates, more than three in five (62 per cent) first-year licensed teachers work in non-teaching jobs. They do this either as a preferred alternative to teaching or, more typically, to supplement part-time and/or occasional teaching or because they were not able to find work as a teacher. The majority of them (78 per cent) pursue this alternative work on a part-time basis.

The wait times for LTO contracts are extremely demotivating. As I am approaching my thirties, I need stability and I am worried this is not going to work out for me. Next year I will have a full time job on the weekend and evenings, just so I can afford to be available to supply teach during the school day. There need to be some changes in the system so that more graduates can enter the work force earlier and be guaranteed work.

2016 Primary-Junior graduate
part-time daily supply teaching in central
Ontario English-language public board

More than half (51 per cent) of first-year teachers who take on jobs for which they do not need an Ontario teaching licence work at teaching-related occupations. Most frequently they cite work as a tutor, either on a private basis or for a tutoring company. Many also report after school program, early childhood education, child care, or education assistant jobs. Others have post-secondary teaching jobs, or teach in museums or in other settings not requiring an Ontario Certified Teacher designation. Adult education, corporate training, coaching, recreation, and child and youth special service roles are other teaching related jobs reported.

Many work in unrelated jobs in hospitality, service or retail, administrative, financial services or clerical roles, or work in creative or performing arts, trades, manufacturing or construction or non-education professions. Some respondents say they juggle more than one type of alternative work while continuing to look for teaching jobs.

Most consider non-teacher employment a temporary expedient while waiting for full-time teaching jobs. Almost three in four say they need to take on this work to supplement teaching income. About two in three are continuing alternative work that supported them during their university studies. One in four report the alternative as a return to a career that preceded teacher education.

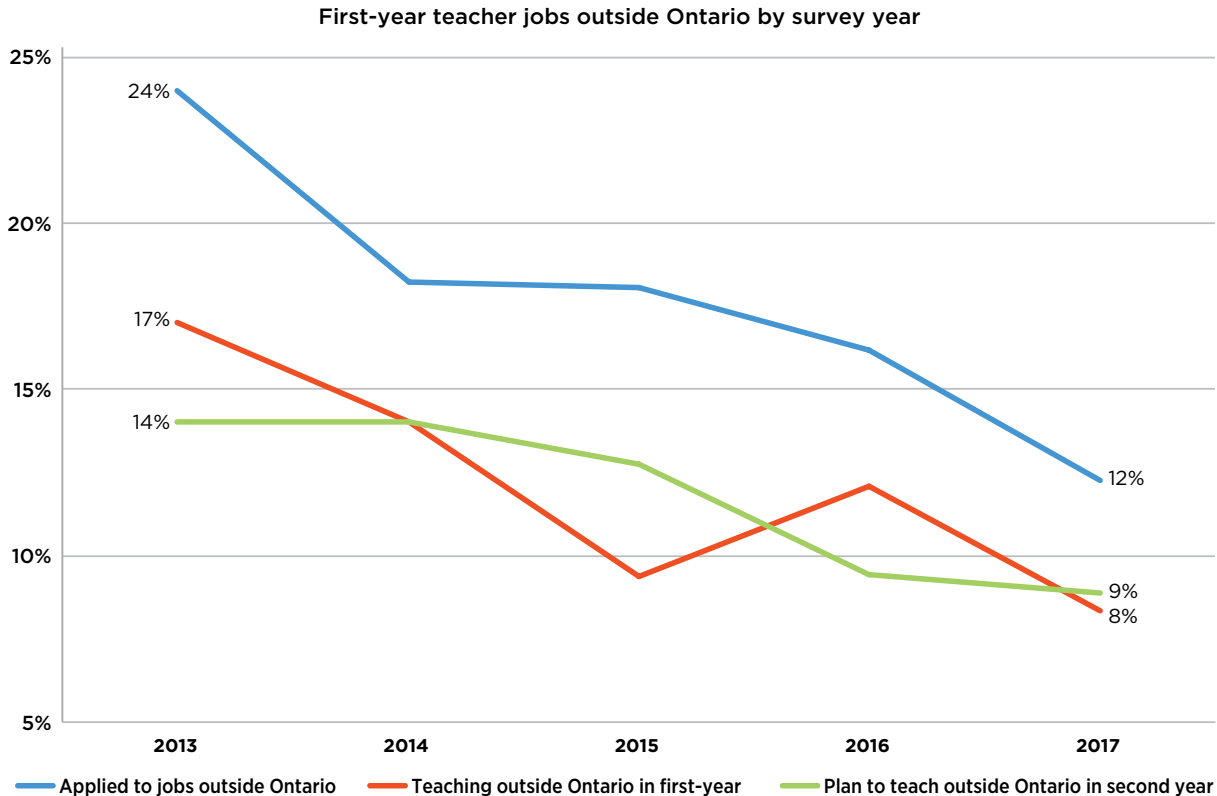
Half say they hope the alternative work will advance their future prospects in securing a teaching job. But one in four reports this employment as an obstacle to seeking and being available for teaching opportunities.

About one in seven of these first-year teachers in alternate occupations say they are pursuing this work as a preferred alternative to a career in elementary or secondary teaching.

| First-year teacher perspectives on their work in non-teacher occupations | % agree or strongly agree |
|---|---------------------------|
| This alternative work is just a temporary arrangement until I am employed as a teacher | 84 % |
| I need to do this other work to supplement my teaching income | 73 |
| Some or all of this other work is a continuation of part-time and/or summer employment I had to support myself during my university years | 64 |
| I am pursuing this other work to increase my chances of getting a teaching job | 49 |
| This work is an obstacle to searching for or being available for teaching opportunities | 25 |
| Some or all of this other work is a return to a career I pursued before I enrolled in teacher education | 23 |
| I am pursuing this other work as a preferred career alternative to elementary or secondary teaching | 15 |

Fewer teachers seek jobs in other provinces and internationally

The strengthening Ontario teaching job market has reduced the level of interest in out-of-province jobs among early-career teachers. Since 2013, new teacher education graduates who apply to teaching jobs outside the province decreased from 24 to 12 per cent. And our 2017 survey also found just eight per cent of them actually held teaching jobs elsewhere in their first year, down from 17 per cent in 2013. Similarly, fewer plan to teach outside the province in second year compared with previous survey years.



I left Ontario because I knew I could immediately start teaching full-time and I needed the financial stability of a full-time job. I likely would have stayed in the province if I felt as though I could begin working full-time for an Ontario public school board immediately.

2016 Primary-Junior graduate
teaching on a permanent contract
in the United Kingdom

I knew that many students leave university and end up stuck on supply lists for years. This is not something I wanted to do, so I left to England and taught full time there for two years. I then moved to Australia and this is my fourth year at this school. I do hope to come back to Canada in the future and will use my experiences to my advantage.

2011 Ontario Intermediate-Senior math
and chemistry graduate
teaching on full-time, permanent
contract in Australia

Three in five (59 per cent) of the first-year group surveyed in 2017 who teach elsewhere say they plan to return to Ontario to teach at some time in the future. One in five of them (20 per cent) say they likely or definitely have closed the door on a return. About one in five are uncertain whether or not they will return.

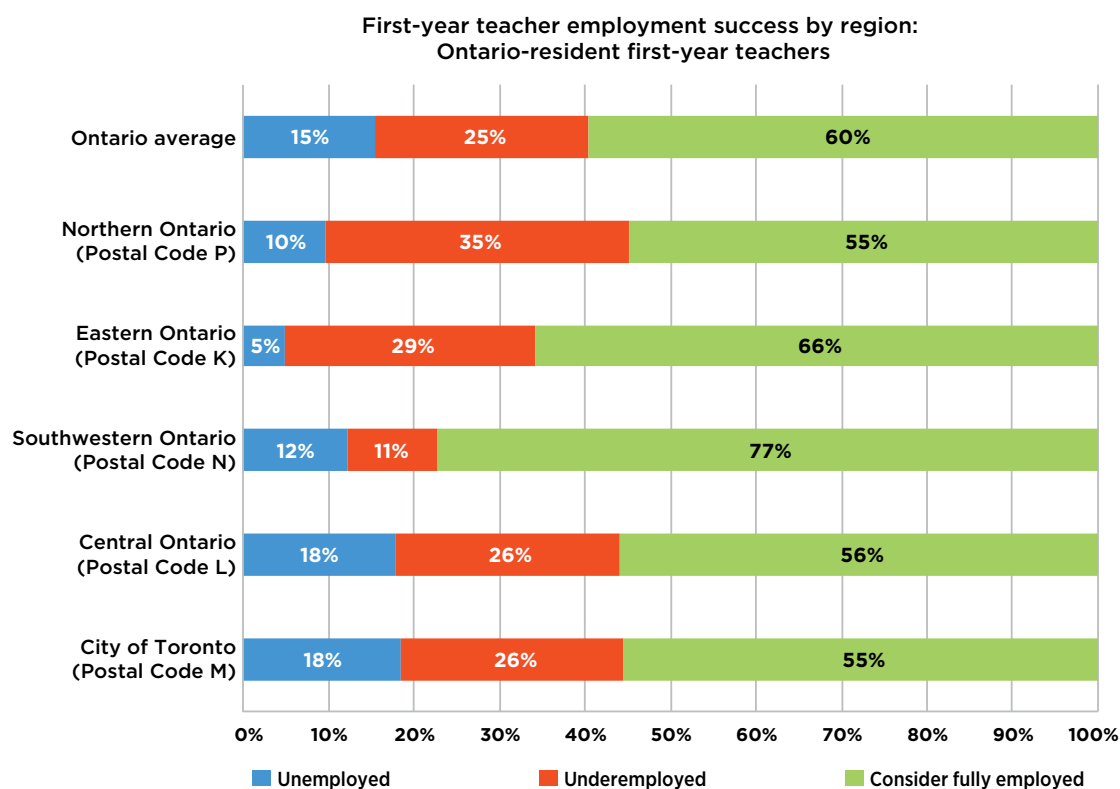
Eastern and northern Ontario report lowest unemployment rates

First-year teacher unemployment varies considerably across Ontario regions. At five and 10 per cent respectively, teachers resident in eastern and northern Ontario report the lowest rates of unemployment. At 18 per cent each, Toronto and central Ontario have the highest rates of unemployment.

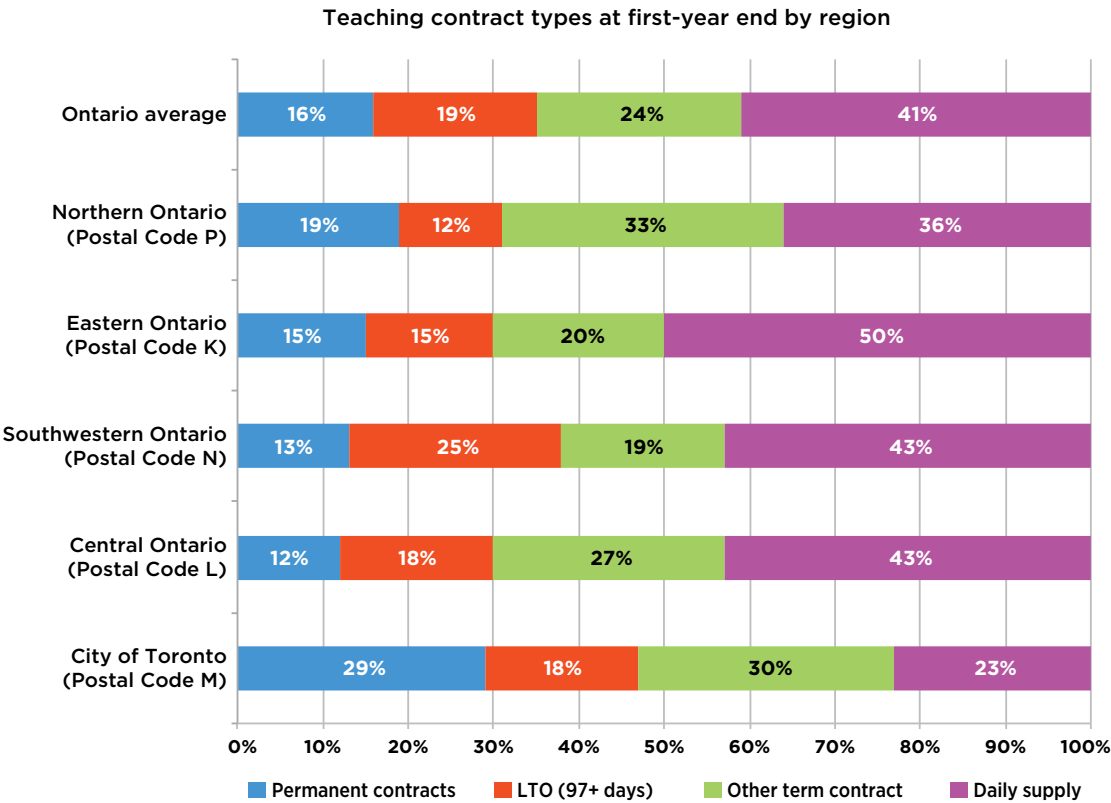
Underemployment also varies from region to region. The two regions with the lowest

unemployment also report the highest rates of underemployment. Using the measure of teachers who consider themselves fully employed, southwestern Ontario (77 per cent) and eastern Ontario (66 per cent) report the highest success rates in first-year job search outcomes.

More than half of Ontario graduates in each region say they were employed as teachers as much as they wanted throughout the first school year as teachers.¹⁵



¹⁵ On the different question of what proportion of teachers reported that their current teaching job toward the end of the first school year was full-time, the regional breakdown is as follows: northern Ontario (68 per cent), eastern Ontario (50 per cent), southwestern Ontario (52 per cent), central Ontario (69 per cent) and City of Toronto (65 per cent).



Among employed teachers, City of Toronto residents report the highest rates of permanent teaching contracts in 2017 and the lowest rates of daily supply teaching by first school year end. Eastern Ontario resident teachers reported the highest rate of year-end daily supply teaching.¹⁶

The number of teachers and teaching jobs varies greatly by region, tracking population

variation across the province. In 2017, central Ontario accounted for 54 per cent of all teaching jobs reported by first-year teachers and 49 per cent of permanent contracts. Toronto-resident teachers and those in northern Ontario experienced proportionately higher rates of permanent contracts than teaching jobs overall¹⁷.

¹⁶ The accompanying charts refer to all Ontario-resident teachers, including those employed in private schools. For publicly funded employers, the Ontario-wide year-end contract types were permanent contracts (10 per cent), LTO 97+days (20 per cent), other term contracts (21 per cent) and daily supply (49 per cent).

¹⁷ “Residence” in this analysis of regional outcomes refers to employer residence, not teacher residence. Some teachers reside in one region and teach in another adjacent region.

Ontario regional first-year teacher hiring

| Region | Share of total employed | Share of permanent contracts |
|--------------------------------------|-------------------------|------------------------------|
| Toronto (postal Code M) | 12 % | 21 % |
| Central Ontario (postal Code L) | 54 | 49 |
| Southwestern Ontario (postal Code N) | 18 | 11 |
| Eastern Ontario (postal Code K) | 9 | 8 |
| Northern Ontario (postal Code P) | 7 | 11 |

Three in four first-year teachers in 2016-2017 with jobs in Ontario teach in English-language public (53 per cent) or English-language Catholic (22 per cent) school boards. But only 37 per cent of the permanent contracts in Ontario were in these English-language school boards.

Publicly funded French-language school boards did just five per cent of the reported hiring of first-year teachers in 2016-2017 but account for 17 per cent of the permanent contracts – well beyond the relative size of the French-language system enrolment and teaching population in the province. Private schools are employers for 17 per cent of total jobs and 44 per cent of permanent contracts. First Nations schools accounted for two per cent of hiring in general and two per cent of permanent contracts.

Much of this variance is, no doubt, accounted for by the staged hiring required in English-language publicly funded schools.

The north, especially First Nation Reserve schools in northeastern and northwestern Ontario really need good, committed teachers. And as a new teacher, I need good experience and practice in the classroom, preferably in challenging environments to maximize my learning and growth at the beginning of my career. It's a perfect match for new teachers to teach in the north, as long as they are here for the right reasons.

2016 Junior-Intermediate, English graduate teaching on a full-time term contract in northeastern Ontario

Ontario employer distribution of first-year teacher hires

| Employer Type | Share of all hires | Share of permanent contracts |
|---------------------------|--------------------|------------------------------|
| English-language public | 53 % | 28 % |
| English-language Catholic | 22 | 9 |
| French-language public | 4 | 13 |
| French-language Catholic | 1 | 4 |
| Independent schools | 17 | 44 |
| Section 68 programs | <1 | - |
| First Nations | 2 | 2 |

It is much easier to get a job in an independent school.

2016 Junior-Intermediate, health and physical education graduate teaching on a permanent contract in southwestern Ontario private school

Most newly licensed Ontario teachers report stronger job outcomes; new-Canadians still lag behind

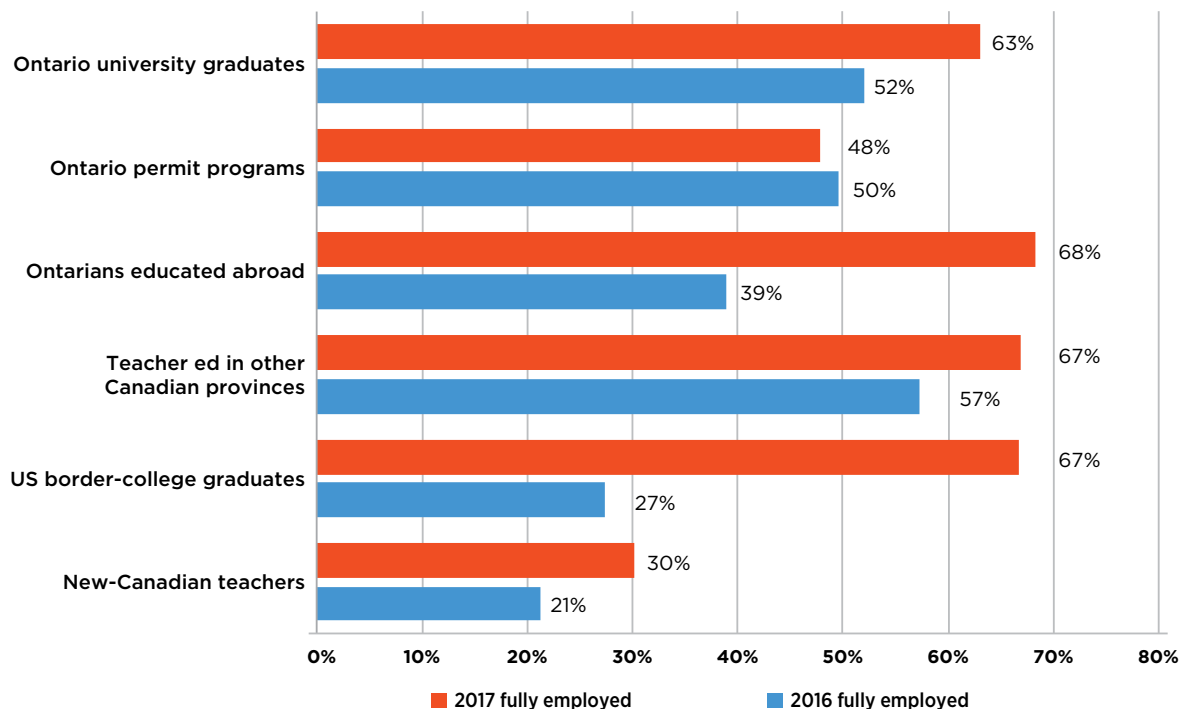
Most first-year teachers across all teacher education sources reported improved job outcomes in 2017. On the measure of the rate at which each source group of first-year teachers considered themselves fully employed throughout the 2016-17 school year, Ontario university graduates improved to 63 per cent full employment, up from 52 per cent the previous year. Similarly, teachers educated in other Canadian provinces, Ontarians educated at US border colleges and Ontarians educated elsewhere abroad show

gains in 2017 and about two-thirds of each of these groups now report they considered themselves fully employed throughout their first school year as an Ontario licensed teacher, about the same success rate as those who graduated from Ontario faculties.

Graduates of Ontario permit programs report similar outcomes to the previous year and, in 2016-17, lagged behind most other certification groups.

New-Canadian teachers – defined for this report as individuals who immigrated to Canada and gained Ontario certification after completing teacher education in other countries – continue to report by far the weakest job outcomes. Fewer than one in three (30 per cent) first-year new-Canadian teachers say they considered themselves to be fully employed in the 2016-2017 school year, up from 21 per cent the previous year.

Certification groups reporting they are fully employed: 2016 and 2017

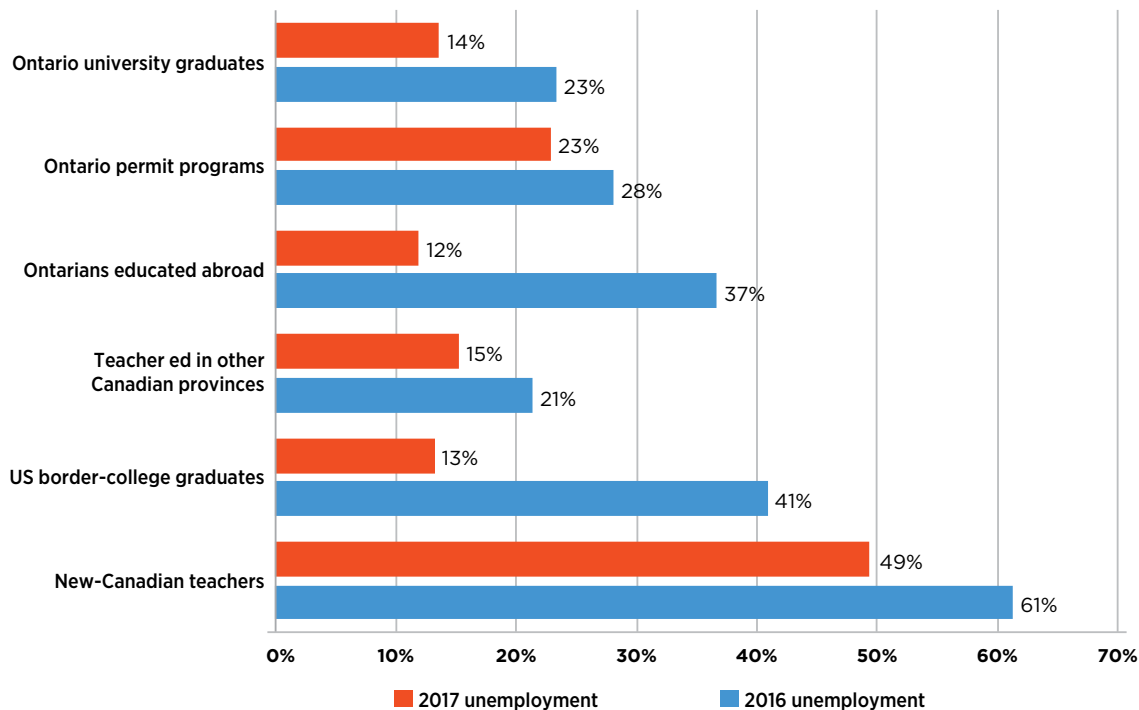


Unemployment rates fell in 2017 for every certification group of first-year teachers. The strengthening job market meant higher proportions of new teachers hired among those educated in other provinces and abroad, as well as among Ontario educated teachers.

The lowest rates of unemployment (low to mid-teens) are now reported among Ontario faculty of education graduates, Ontarians educated at US border colleges and elsewhere abroad, and those who completed teacher education in other Canadian provinces. Ontario-based special permit teacher education programs report about one in four unemployed.

Half (49 per cent) of new-Canadians certified in Ontario are unemployed in their first year. This still very high unemployment rate is better than this new teacher group reported last year, and substantially better than the four in five unemployed back in 2013. In 2016-17, new-Canadian teachers in their second year following Ontario licensure, almost half (47 per cent) still found themselves unemployed throughout the entire school year.

Certification groups first-year unemployment rates: 2016 and 2017



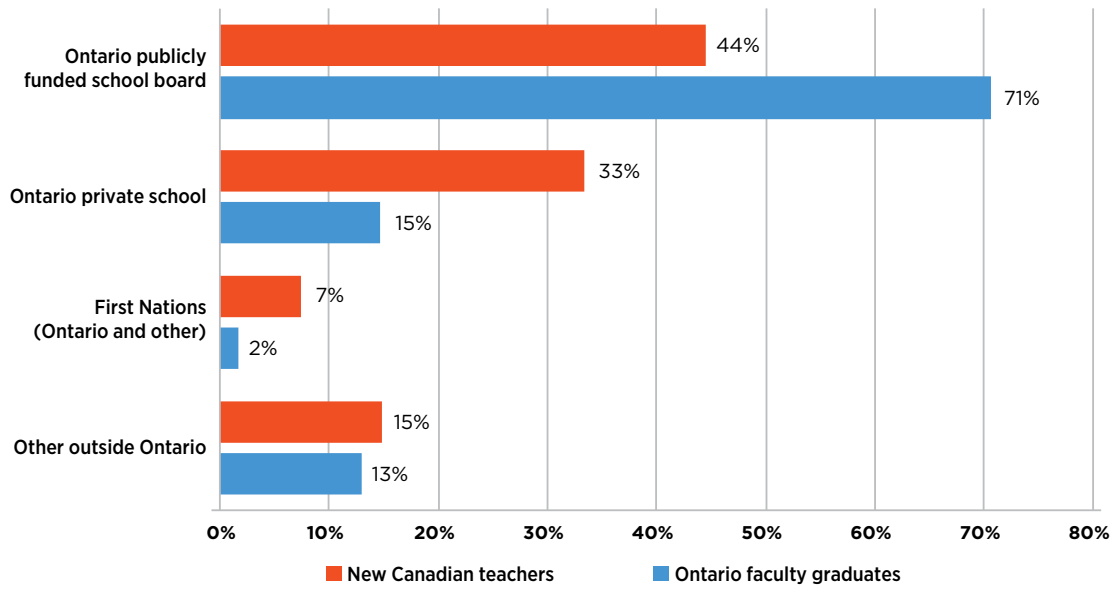
Private schools continue to be a major source of teaching employment for the new-Canadian teachers. These schools account for one in three of the jobs secured by new-Canadians in their first year following Ontario licensing. This compares with 15 per cent of the jobs of Ontario faculty graduates in their first year.

Nonetheless, there have been some gains for new-Canadian teachers in publicly funded school board hiring in 2017. Not only is the overall unemployment rate improved as we saw earlier, but publicly funded Ontario school boards now account for 44 per cent of their teaching jobs in the 2016-17 school year, compared with 38 per cent for first-year new-Canadian teachers in the 2015-16 school year.

The Ontario teacher employment market does not recognize my overseas experience as a secondary teacher. I have more than 20 years of experience as a mathematics and science teacher in secondary schools in India.

Unemployed new Canadian teacher living in central Ontario
certified as Intermediate-Senior math and science teacher

Employers of new Ontario faculty graduates and newly Ontario licensed New-Canadians



3. Job Seeking and Competition

Many newly licensed teachers willing to relocate and to work for varied employers

Among first-year Ontario graduates actively on the teacher job market in 2016-17, only about one in five (22 per cent) restricted their job search to just one school board. Half (51 per cent) applied to two or three school boards and more than one in four (27 per cent) applied to four or more boards.

More than three in four (78 per cent) new English-language program graduates apply to Ontario English public school boards. One in three of them (33 per cent) apply to Ontario English Catholic school boards. Almost one in four (24 per cent) seek jobs in Ontario private schools. Just one in eight (12 per cent) now look outside Ontario and only six per cent exclusively so. Four per cent apply to First Nations schools. A few (two per cent) include Section 68 special schools in their job searches. Some also try French public (three per cent) or French Catholic (one per cent) school boards.

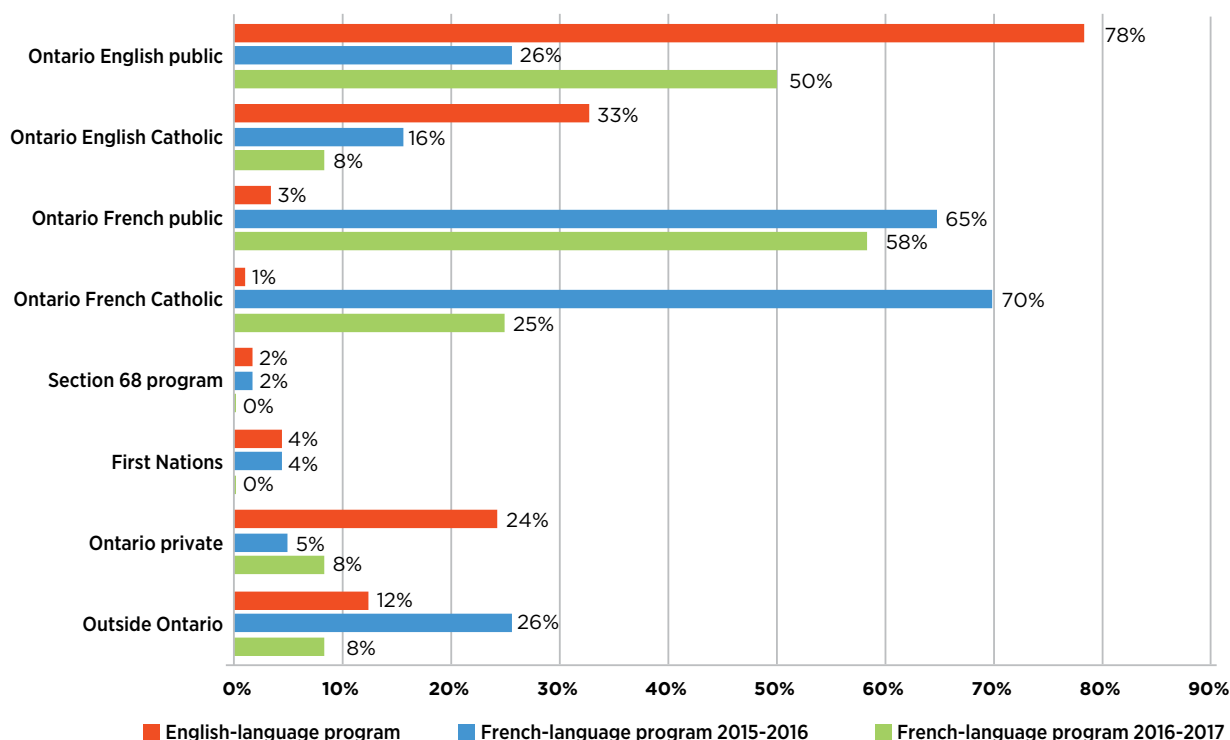
Because of the low number of French-language program graduates licensed in 2016 and very low number responding to the 2017 survey, employer types applied to in the 2016-2017 school year should not be interpreted as typical of a normal graduation cohort. For this reason, the 2015-2016 school year French-language program first-year applications by employer type are also reported.¹⁸

French-language program graduates surveyed in 2016 focused their job searches primarily on Ontario French public (65 per cent) and Ontario French Catholic (70 per cent) school boards. Many also seek positions in Ontario English public (26 per cent) or Catholic (16 per cent) school boards. Some (five per cent) include Ontario independent schools in their job search. More than one in four (29 per cent) apply to schools beyond Ontario's borders, although very few (two per cent) apply exclusively out of province. Four per cent say they tried First Nations schools and two per cent Section 68 special programs.

The unusually high level of interest in English-language public boards (50 per cent) and unusually low interest in Ontario French-language catholic boards (25 per cent) among French-language program survey respondents in 2017 is highly likely an anomaly arising from the very small number of survey respondents.

¹⁸ The 2017 survey includes six French-language program applicants and the 2016 survey represented 121 applicants. The employer distribution in 2016 is typical of earlier years.

Where Ontario graduates apply for first teaching jobs by language of teacher education program

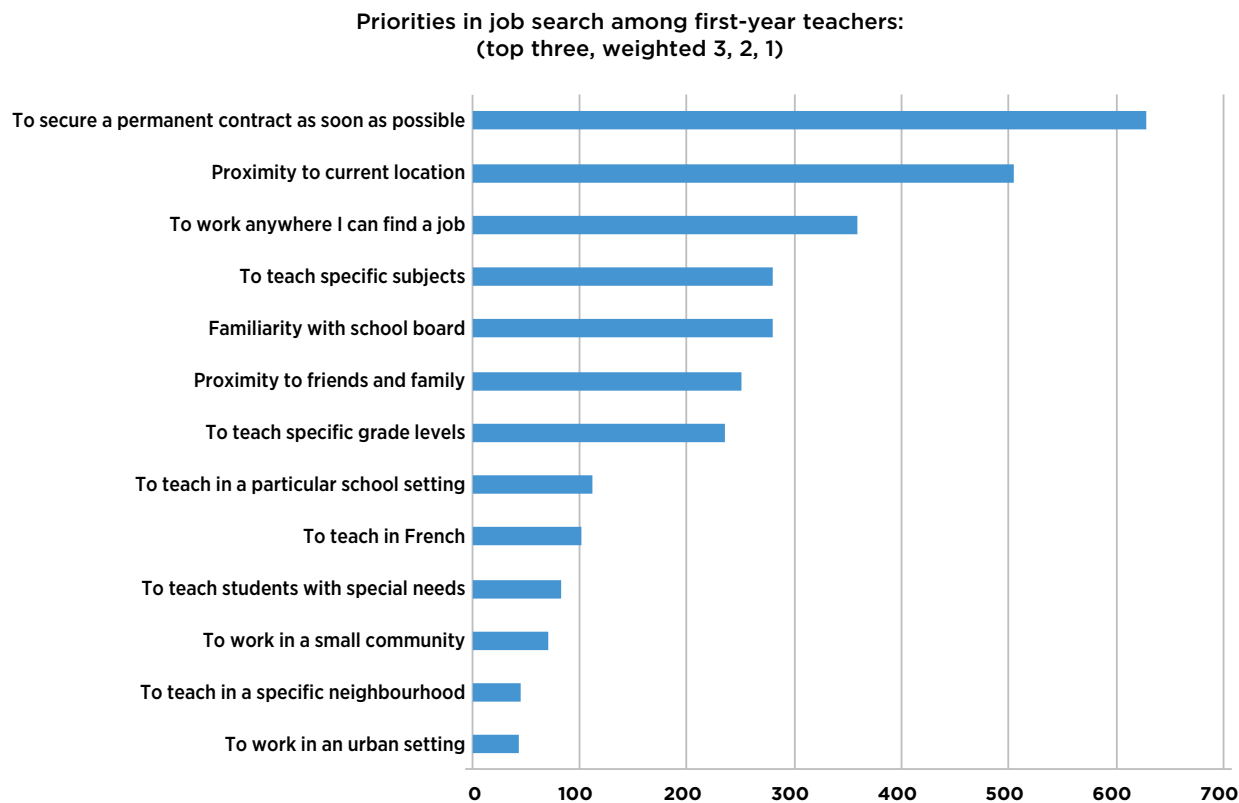


As noted above, many Ontario graduates apply to more than one geographic region for first teaching positions. Schools and boards in central Ontario (postal code L) receive applications from two in three (61 per cent) of all graduates seeking teaching jobs. Toronto is the next most popular region at 34 per cent of applicants. Southwestern (postal code N) and eastern Ontario (postal code K) regions follow at 22 and 16 per cent respectively. Northern Ontario (postal code N) receives applications from about one in ten (9 per cent) of all applicants.

First-year teachers reported on three ranked priorities they used in seeking a first teaching job. Weighted analysis of these responses in 2017, as in recent years, clearly identifies the highest priority as getting a permanent teaching contract as soon as possible. Proximity to current location is a second

level driver. Working anywhere a job can be found is also near the top of the list. Teaching specific subjects, familiarity with school board, teaching specific grade levels and proximity to family and friends round out the top seven motivators.

Graduates of French-language programs say the opportunity to teach in French is their highest priority, even higher than securing a permanent contract as soon as possible. Among FSL qualified graduates, teaching in French rises to the third ranked priority, following the opportunity to secure a permanent contract as soon as possible and proximity to current location.



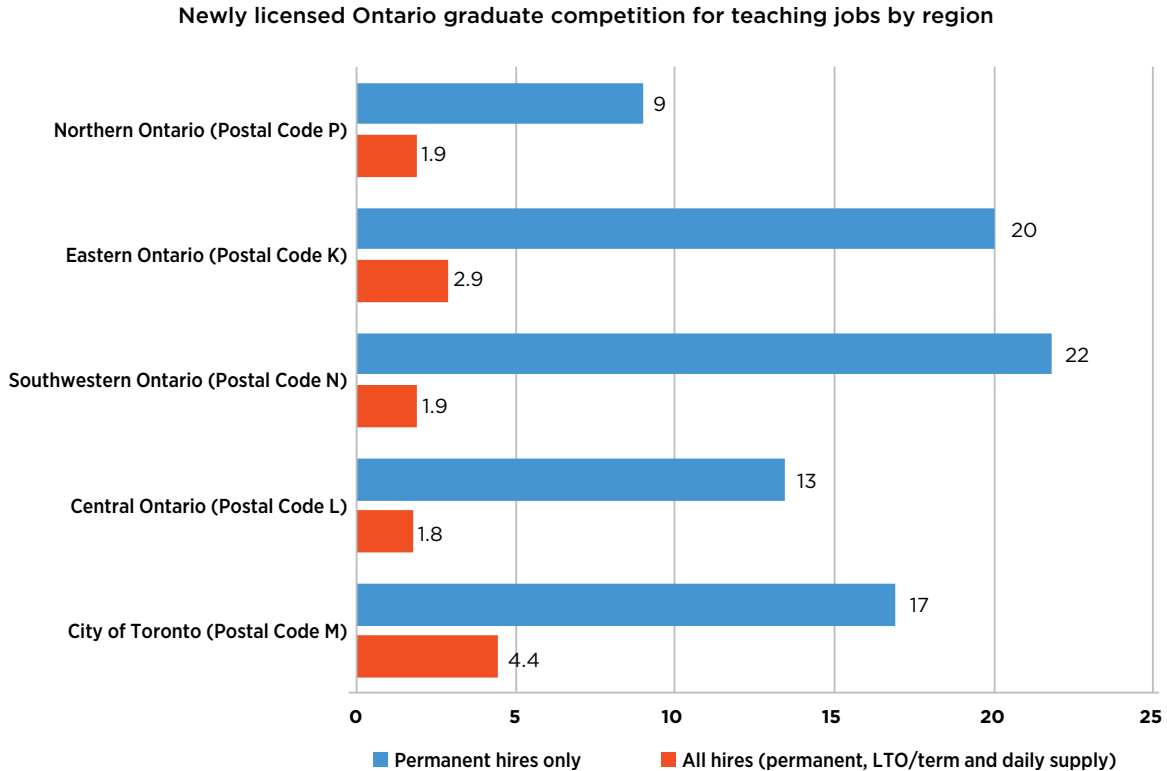
First-year teacher job competition still vigorous across province

To determine comparative newly licensed graduate competition for teaching jobs by Ontario region, this study uses two indices:

- first-year applicant numbers in a region divided by first-year teachers hired to permanent jobs in the region (in both publicly funded and private schools) by year end, and
- first-year applicant numbers in a region divided by first-year teachers hired to any type of teaching job (all hires – permanent, LTO, other term contract or daily supply) in the region by year end.

The higher the index number is for a region, the greater the competition among first-year teachers in that region.¹⁹

¹⁹ These indexes are based on head counts of first-year applications only, not the number of applications to each position from all applicants unrestricted with respect to year of licensing which would generate different indices with far higher numeric values.



Using these measures, survey results show that competition has fallen in 2017 in several regions of the province. In northern, southwestern and eastern Ontario the “all hires” index fell significantly from 2016 indicating that higher proportions of this year’s first-year applicants in these regions succeeded in getting some type of teaching job. Competition was most vigorous this year in Toronto.

Securing permanent teaching jobs in the first year remains elusive for first-year teachers across the province. There are nine or more active first-year applicants in every region for every first-year teacher hired to permanent teaching positions. The highest volume of applicants using this measure is in southwestern and eastern Ontario, followed by the city of Toronto.

4. Teaching experience in the early-career years

Varied first-year teaching assignments; daily supply roster typical

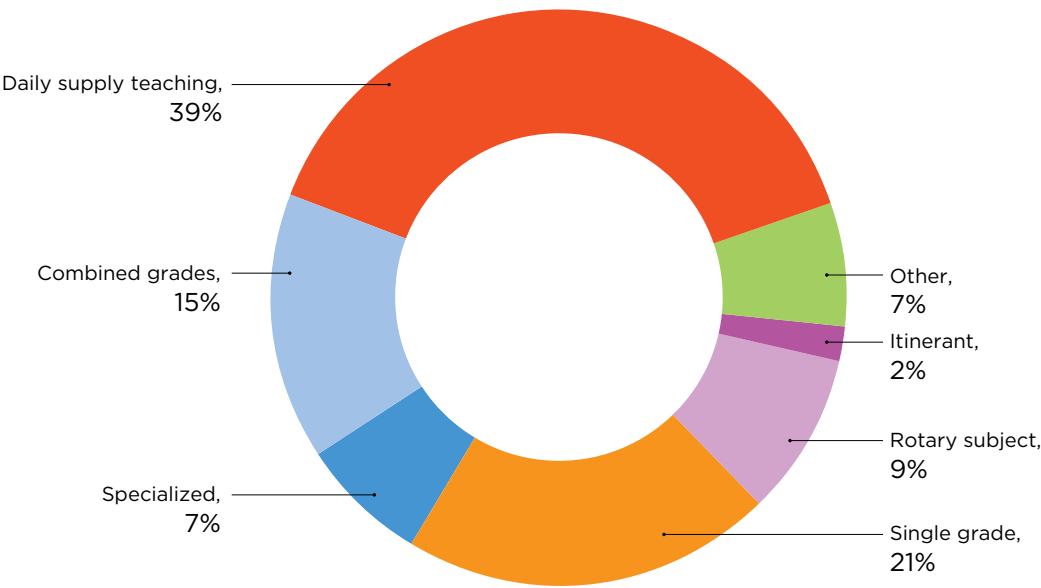
More than half (52 per cent) of all first-year Ontario graduate teachers in 2017 report that they began their teaching career in daily supply teaching roles.²⁰

Among first-year teachers with elementary teaching assignments toward school year end,

almost two in five (39 per cent) continued with daily supply teaching.

Elementary teachers with permanent, LTO or other term contract assignments more frequently teach single grade homerooms (21 per cent of all first-year elementary teachers) than combined grades (15 per cent) or specialized classes (seven per cent). About one in 10 report rotary subject (9 per cent) or itinerant (two per cent) assignments.

First-year elementary year-end teaching assignments



One in five (21 per cent) of those teaching in elementary school, including the daily supply teachers, report assignments that include special education. One in four (26 per cent) teach French as a second language and/or

French immersion and another two per cent teach English as a second language.

²⁰ Among those resident in Ontario, 55 per cent started as daily supply teachers.

Among first-year teachers with secondary panel teaching jobs, one in three (32 per cent) continued in daily supply rosters toward the end of the school year. Excluding those with varied daily supply roles, two in five (41 per cent) secondary panel first-year teachers report they have four or more different course preparations each week.

Generally appropriate first-year assignments

Despite the challenging and specialized teaching roles for many first-year elementary teachers in Ontario, more than four in five (83 per cent) consider their qualifications excellent or good matches to their teaching assignments. Only four per cent say the assignment is not an adequate match or not a match at all to their teaching qualifications. Most (82 per cent) describe themselves as very well or well prepared for their teaching assignments, with only three per cent indicating they are not well prepared.

Most secondary teachers are also positive about the match of their teacher qualifications to their assignments. Most (82 per cent) rate the match as excellent or good. Just two per cent say their assignments are not an adequate match or not a match at all to their teaching qualifications. Most (82 per cent) also say they are well prepared for their assignments, with just two per cent describing themselves as not well prepared.

Almost one in five (18 per cent) employed teachers with Intermediate-Senior qualifications teach in elementary schools toward the end of the first year following graduation. Just three per cent of Primary-Junior certified teachers in their first year teach at the secondary level. Most (83 per cent) Junior-Intermediate certified teachers with first-year teaching jobs teach in elementary schools, 17 per cent in secondary.

Many early-career teachers still insecure in jobs, most positive about teaching

More than three in four employed first- and second-year teachers rate their teaching experience as excellent or very good. More than three in five also rate positively their confidence, preparedness, professional satisfaction, the appropriateness of their assignments and the support they receive from colleagues. Very few say their experience is unsatisfactory regarding any of the foregoing.

One in three respond positively with respect to their sense of job security but another roughly one in three identify job security as an issue for them. Nonetheless, more than three in five are optimistic about their professional future and just one in seven consider their future professional outlook unsatisfactory.

First- and second-year teaching experience, all graduates

| Assessment area | % excellent or very good | | % unsatisfactory or very unsatisfactory | |
|----------------------------------|--------------------------|----------|---|----------|
| | 1st year | 2nd year | 1st year | 2nd year |
| Overall teaching experience | 79 % | 76 % | 6 % | 7 % |
| Confidence | 70 | 71 | 4 | 5 |
| Preparedness | 69 | 73 | 4 | 3 |
| Professional satisfaction | 68 | 61 | 6 | 10 |
| Appropriateness of assignment | 66 | 64 | 7 | 6 |
| Support from colleagues | 63 | 67 | 6 | 8 |
| Optimism for professional future | 61 | 56 | 14 | 15 |
| Job security | 35 | 34 | 34 | 36 |

5. Initial teacher education, induction and professional development

Recent graduates generally positive about teacher education, some key knowledge and pedagogical skills flagged for enhancement

First-year teachers who complete Ontario teacher education programs highly value their

practice teaching as a positive foundation for teaching. Most (88 per cent) rate practice teaching as excellent or good preparation for teaching, with about half saying that the practice teaching they experienced was excellent.

2016 licensed graduate ratings of Ontario teacher education

| Rating | Practice teaching | Education courses | Connecting |
|--------------------|-------------------|-------------------|------------|
| Excellent | 48 % | 20 % | 18 % |
| Good | 40 | 44 | 40 |
| Adequate | 8 | 24 | 28 |
| Less than adequate | 3 | 9 | 10 |
| Unsatisfactory | 1 | 4 | 4 |

Almost two in three (64 per cent) also assign positive grades to teacher education course work, although these generally positive ratings fall below their practice teaching assessments. Only 20 per cent give an excellent rating to education courses.

About three in five (58 per cent) rate their teacher education positively with respect to connecting education courses with practice teaching such that these components mutually inform one another.

First-year teachers indicated the level of their agreement with statements that:

- their teacher education program was excellent,
- their current level of professional preparedness is excellent, and
- they place a high priority on future professional development

each in relation to a comprehensive set of foundational professional knowledge content and pedagogical skills. These knowledge and skill competencies were identified through the Ontario College of Teachers research and consultation as important to support the province's enhanced teacher education program introduced in 2015.

Ratings were selected on five-point scales from strongly agree to strongly disagree and the detailed results are presented in an appendix to this report. Results are presented separately for first-year teachers with primarily elementary or primarily secondary school teaching jobs.

Teacher education ratings reflect very positive (4.0 and above), positive (averaging 3.5 – 3.9) or neutral (3.0 – 3.4) for most areas of foundational knowledge and pedagogical

skills. Some areas resulted in less than positive ratings (2.9 and lower).

Both elementary and secondary teachers identified teaching combined grades, report card preparation and preparation for daily occasional or supply teaching in the less than positive grouping (2.9 and below).

Elementary teachers also assigned lower ratings to mental health, addictions and well-being, to supporting English language learners and to supporting French language learners. Secondary teachers also assigned

less than positive ratings to First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing and to mathematics curriculum and pedagogy.

The following areas are highlighted as:

- areas for which the average rating for initial teacher education was neutral or lower (3.4 and below), and/or
- where the area also scored either comparatively low in the respondent ratings of their own preparation in the area or very high in ongoing professional development priorities,

| ELEMENTARY TEACHERS | | |
|---|--------------------------------|------------------|
| Teacher education area rated 3.4 or below | Low rating for own preparation | High PD priority |
| Report card preparation | X | X |
| Teaching combined grades | X | |
| Supporting English language learners* | X | X |
| Mental health, addictions and well-being | X | X |
| First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing | X | |
| Teaching students with special needs | | X |

* “Supporting English language learners” is based on English language program graduate responses only.

| SECONDARY TEACHERS | | |
|---|--------------------------------|------------------|
| Teacher education area rated 3.4 or below | Low rating for own preparation | High PD priority |
| Report card preparation | X | |
| Teaching combined grades | X | |
| Mathematics curriculum and pedagogy | X | |
| Supporting English language learners* | X | |
| Mental health, addictions and well-being | | X |
| First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing | X | |
| Supporting French language learners** | | X |
| Teaching students with special needs | | X |
| Classroom management and organization | | X |
| Special education | | X |

*“Supporting English language learners” is based on English-language program graduate responses only.

**“Supporting French language learners” reflects the ratings of FSL qualified and French first language program graduates only.

The foregoing areas can be considered as areas the respondents flagged they consider in need of further strengthening in teacher education that either resulted in an assessment that their own current preparedness is insufficient and/or where they place a high priority for further professional development.

In addition to these areas, the detailed appendix identifies additional areas of continuing high priority for further professional development for which these teachers also rated their teacher education more highly. Simply put, the teacher education program did comparatively well in covering these areas, but ongoing professional development is important to further build on this strength. For example, elementary teachers say their teacher education program did well with respect to preparation on engaging students, but this competency continues high in their PD priorities.

Similarly, there are some areas rated neutral or less than positive in teacher education that they neither identify as areas of low personal preparedness for teaching nor continuing high professional priorities.

Too little data in 2017 to identify effects of the enhanced teacher education program on Ontario teacher ratings

Ontario graduates licensed in 2016 include the first small group of teachers graduating from the enhanced teacher education program first introduced in 2015. These are fast-track candidates who completed programs available at some universities before the end of calendar 2016. Only 17 per cent of our first-year Ontario graduates (100 of 587) identified themselves as completing the enhanced program.

There are a few indicators suggestive of a positive effect of the new program. The average assessment of teacher education

courses by the enhanced program graduates is slightly higher than the ratings assigned by 2016 licensed teachers who began their programs prior to 2015. Although the new program graduates rated the majority of the core teacher education knowledge and professional skills areas more positively than the pre-2015 program respondents, the differences are not at levels that can be considered significant, especially given the low number of enhanced program respondents.

No data is presented from these comparisons in our 2017 survey report given the low volume of enhanced program respondents and lack of statistical significance in differences identified. The much more substantial data set available in 2018 may provide the first opportunity to assess the impact of the enhanced program on graduates' assessments of their teacher education programs, their preparedness for teaching in the first year after licensing and their continuing professional development priorities.

Induction program highly valued

The New Teacher Induction Program (NTIP)²¹ offers professional learning support to many teachers in permanent and long term occasional positions in Ontario's publicly funded schools during their first two years of teaching. The NTIP assists with professional growth and development for entry to a challenging profession.

Most first-year teachers (92 per cent) with permanent teaching jobs in Ontario publicly funded school boards in 2017 say they participate in the NTIP, as do more than one in three (37 per cent) of those with long term occasional appointments (97 or more teaching days). Two per cent of other first-year teachers in Ontario's publicly funded schools report they also participate in NTIP. Among second-year teachers, 44 per cent with permanent appointments and 42 per cent with long term occasional appointments (97 or more teaching days) are engaged in the NTIP.

The majority of first-year NTIP participants in permanent teaching jobs say they were oriented to their school boards (71 per cent),

21 Publicly funded school boards in Ontario provide NTIP support to first-year teachers with permanent or long-term occasional appointments (of 97 days or more duration) and they may offer support to second-year teachers with the same contract types. The analysis in this section is based on responses of new teachers who said that they met the definitions of eligibility for the NTIP program as one of the following:

- New Teacher - a teacher certified by the Ontario College of Teachers hired into a permanent position, full-time or part-time, by a publicly funded school board to begin teaching for the first time in Ontario. A teacher is considered "new" until she/he successfully completes the NTIP or when 24 months have elapsed since the date on which he/she first began to teach for a board.
- Beginning Long-Term Occasional Teacher - a certified teacher in her/his first long term assignment, with that assignment being 97 or more consecutive days as a substitute for the same teacher.
- Beginning Full-time Continuing Education Teacher - a certified teacher who is teaching two secondary credit courses per quad for four quads per year in a given school year in an adult day school.
- Second-year Teacher - a certified teacher who has successfully completed NTIP and is still accessing NTIP supports.

mentored by experienced teachers (83 per cent) and formally evaluated by their school principals (75 per cent). And 46 per cent report having received an orientation to their individual school. NTIP participating second-year teachers in permanent jobs report slightly lower participation rates for three of these elements, but a similar rate of principal evaluation.

Long term occasional teachers (97 or more teaching days) in the NTIP report somewhat less engagement in the various elements of the program. The majority of first-year NTIP-participating teachers with LTO contracts say they are mentored by experienced teachers (68 per cent), had a formal evaluation by their school principal (63 per cent), and received orientations to their school boards (53 per

cent). One in three (32 per cent) had an orientation to their own school. Mid-school year timing of some LTO appointments may explain in part their lower levels of participation.

Professional development in many content areas identified as NTIP elements is commonly reported by most first- year participants. Planning, assessment and evaluation, use of technology, literacy and numeracy strategies and classroom management are the most frequent PD areas cited. None of the permanent appointment respondents and just one in ten of the LTO (97+ days) respondents say they had no professional development in any of the NTIP PD elements.

First-year NTIP participant professional development

| PD area | Permanent appointments | LTO Appointments (97 days+) |
|--------------------------------------|------------------------|-----------------------------|
| Planning, assessment and evaluation | 79 % | 58 % |
| Use of technology | 67 | 16 |
| Literacy and numeracy strategies | 46 | 53 |
| Classroom management | 42 | 50 |
| Inclusive education | 42 | 21 |
| Teaching students with diverse needs | 38 | 26 |
| Mental health awareness | 33 | 32 |
| Student success | 29 | 32 |
| Safe schools | 21 | 21 |
| Effective parent communication | 13 | 11 |
| Early learning | 4 | 11 |
| None of the above | 0 | 11 |

NTIP participants are generally positive about the assistance from mentors and other experienced teachers in their first year of teaching. The majority of first-year teachers

view the assistance they receive as very helpful or helpful across a wide range of practical day-to-day tasks. And very few give negative ratings to support they receive.

Ratings of first-year assistance to NTIP participants

| Type of assistance | Positive rating | Negative rating |
|--|-----------------|-----------------|
| Observation of other teachers' practices | 77 % | 4 % |
| Observation of my mentor's teaching | 74 | 11 |
| Feedback from mentor on my teaching | 71 | 0 |
| Curriculum planning with my mentor(s) | 63 | 13 |
| Finding effective teaching resources | 62 | 11 |
| Mentoring on student evaluation | 62 | 10 |
| Mentoring on instructional methods | 60 | 9 |
| Information on administrative matters | 60 | 15 |
| Help with report card preparation | 59 | 11 |
| Advice on supporting individual students | 57 | 12 |
| Preparing for parent communication | 52 | 13 |
| Mentoring on classroom management | 51 | 16 |

Most mentoring of new teachers in the NTIP takes place outside the classroom:

- most (86 per cent) first-year NTIP participants say they met monthly with their mentor(s) – 31 per cent say this was less than one hour per month, 31 per cent report such meetings for one to three hours per month and 24 per cent for more than three hours per month
- however, most say no experienced teacher (mentor or other teacher) observed them in their classrooms (67 per cent) or that this happened less than one hour per month (14 per cent), and
- similarly, most say they had no opportunity (45 per cent) to observe another teacher's teaching practice

(mentor or other teacher) or that such opportunities were less than one hour per month (33 per cent).

New teachers highly engaged in professional development

Most Ontario graduates licensed in 2016 (83 per cent) and 2015 (78 per cent) who teach in Ontario engage in professional development at a moderate, high or very high level.

More than two in three complete Additional Qualifications courses in their first year and three in five do so in their second year after obtaining teacher certification. More than half engage in teacher enquiry and collaborate with teacher colleagues. Just under half engage with subject or specialist associations. Two in five have teacher mentors and participate in school self-evaluation projects.

New teacher engagement in professional development

| Nature of professional development | Licensed 2016 | Licensed 2015 |
|---|---------------|---------------|
| Participating in Additional Qualification courses | 69 %* | 61 % |
| Engaging in teacher enquiry | 59 | 52 |
| Collaborative teaching with colleagues | 56 | 57 |
| Collaborative learning in my school | 55 | 54 |
| Engaging with subject or specialist associations | 46 | 39 |
| Being supported by a mentor | 43 | 43 |
| Participating in school self-evaluation | 40 | 41 |

% reporting moderate to very high engagement in types of professional development

Elementary and secondary teachers in their first year after licensing place high priority on a broad range of foundational professional knowledge and pedagogical skills.

Elementary teachers say their highest priorities are in the following areas:

- Classroom management and organization
- Student observation, assessment and evaluation
- Adapting teaching to diverse learners
- Mental health, addictions and well-being
- Program planning
- Reading and literacy pedagogy
- Instructional strategies
- Report card preparation
- Theories of learning and teaching and differentiated instruction
- Inquiry-based instruction
- Engaging students
- Mathematics curriculum and pedagogy
- Supporting English language learners
- Addressing equity of access and outcomes for all students, and
- Teaching students with special needs.

For secondary teachers, many of the highest priorities are similar:

- Mental health, addictions and well-being
- Supporting French language learners
- Adapting teaching to diverse learners
- Student observation, assessment and evaluation
- Engaging students
- Instructional strategies
- Classroom management and organization
- Theories of learning and teaching and differentiated instruction
- Addressing equity of access and outcomes for all students
- Teaching students with special needs, and
- Special education.

6. Daily supply teaching

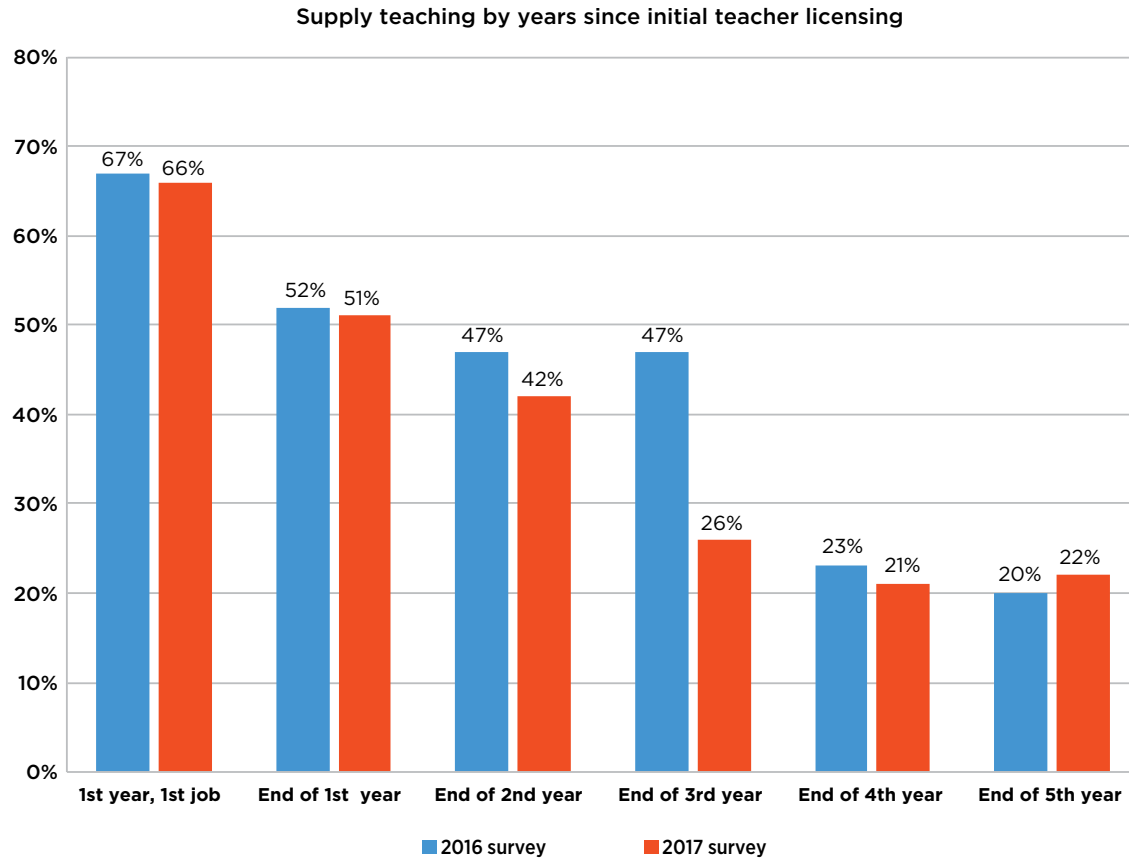
Majority start careers on daily supply rosters and many continue so for one, two or more years

Even with the notable improvements evident in Ontario teacher employment markets over the past four years, entry to the profession starts with daily supply teaching for more than half of new teachers. At the end of the first school year, 37 per cent of those first licensed in 2016 remained on supply rosters. Among those licensed in 2015, this year's survey found 34 per cent still confined to supply teaching rosters at the end of their second year of teaching.

Early career supply roster teaching is much more common for teachers employed in Ontario publicly funded school boards than those employed in private schools and outside

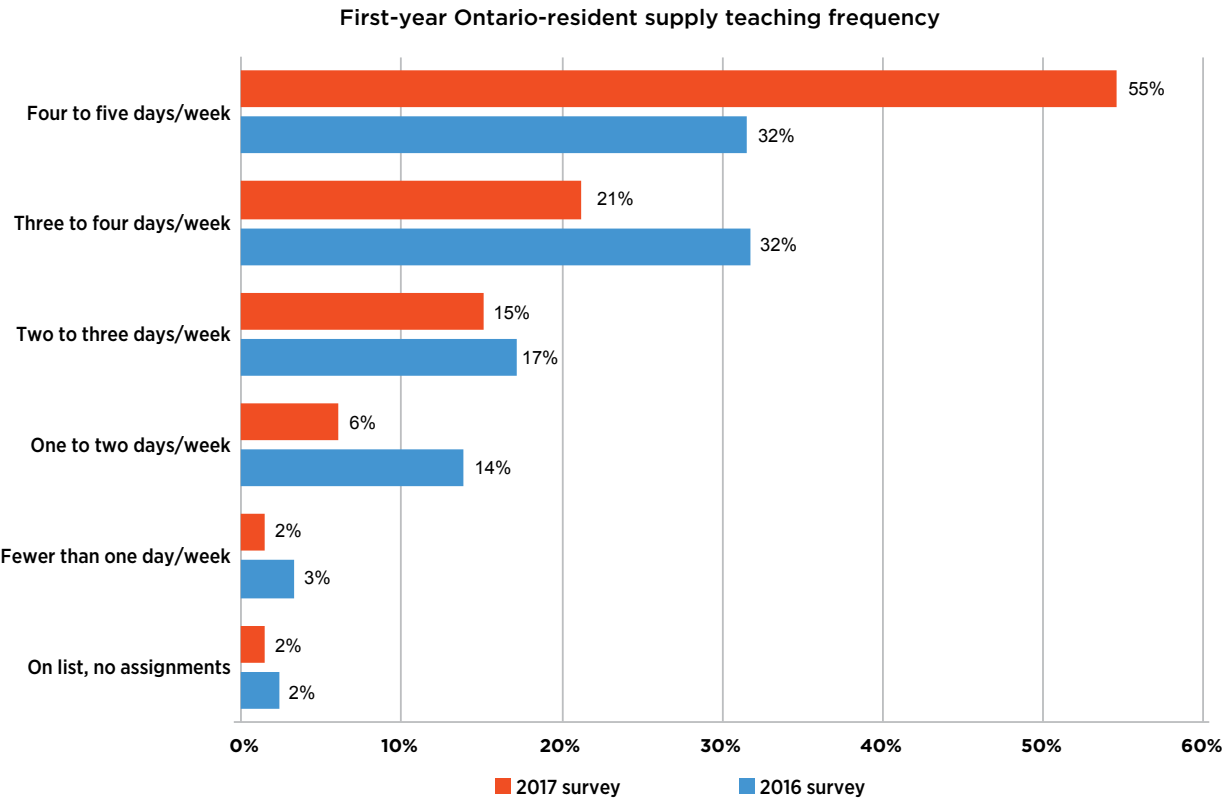
the province. The following chart describes early career supply teaching experience for the sub-set of teachers employed in Ontario publicly funded schools in the 2016-17 school year.

Although there has been some decline found in our most recent survey in the proportion of teachers in Ontario publicly funded schools in years two and three after initial licensing, supply teaching remains a major component of the early career teaching experience. More than half are on supply rosters throughout the first year, two in five in the second year, one in four in year three, and one in five in years four and five. By contrast, our surveys back in 2006 found just one in five in daily supply roles at the first year-end and this dropped to one in ten by the second year.

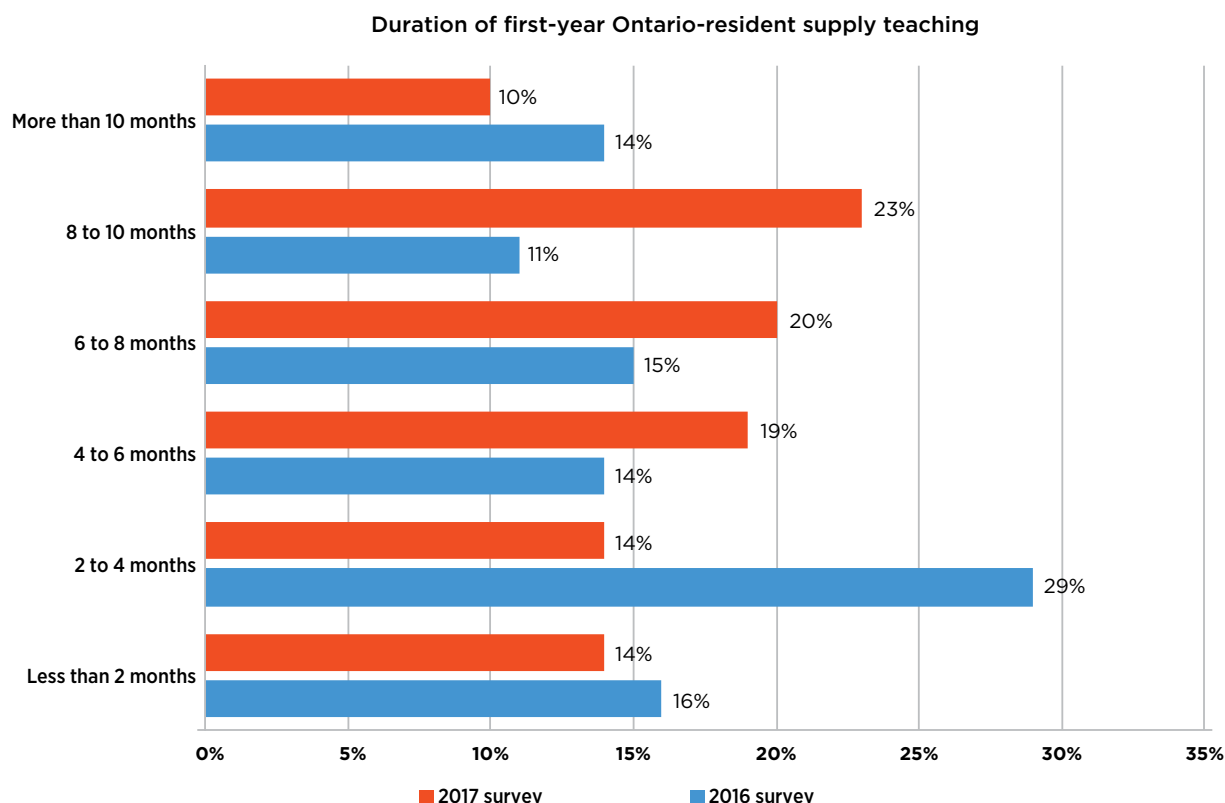


First-year supply roster teachers get more assigned teaching days and more consider themselves fully employed

The majority of teachers (55 per cent) who successfully made it onto supply rosters in Ontario and continued on supply lists through to the end of the school year report they were assigned four to five days per week. Just one in 10 say they were on supply lists through the school year end but gained just one to two days per week or no actual assigned days at all. The average number of supply days available to first-year teachers increased in 2017 as compared with average days in 2016.



Similarly, the 2017 survey found an increase in the duration of supply rostering. In other words, more teachers gained supply teaching opportunities earlier in the school year than their comparator first-year teachers surveyed in 2016. For example, just 28 per cent of supply roster teachers in 2017 reported four months or less supply teaching throughout the school year compared with 45 per cent in the preceding year. More than half (53 per cent) of the 2017 first-year survey group taught for six or more months compared with 40 per cent in 2016.



Two in three (65 per cent) of these first-year supply teachers say they taught as much as they wanted throughout the school year, up from 51 per cent of first-year supply teachers reporting they considered themselves fully employed in the 2016 survey.

By year end, most (87 per cent) who remained on supply lists had completed 20 or more days of teaching.

Despite the improvements in average supply teaching available to newly licensed graduates in 2016-2017, some new teachers still find it difficult to gain access to publicly funded school board occasional teacher rosters. More than one in eight (13 per cent) of the 2016 licensed Ontario graduates who applied to school board daily supply rosters were not successful in joining any board's list and remained unemployed throughout the school year.

Less professional development support available to supply teachers

In addition to the financial challenges facing many daily supply teachers in Ontario in their early career years, a gap persists between their more limited access to in-school professional development and the support available to their colleagues in permanent and long term occasional jobs.

This gap is evident across a wide range of in-school and out of school professional development activities. Daily supply teachers report less involvement in collaborative teaching, collaborative learning projects and in school self-evaluation activities. Fewer connect to subject or specialist associations and fewer engage in teacher enquiry.

Professional development gap for daily supply teachers in Ontario

| Nature of professional development | Licensed in 2016 | | Licensed in 2015 | |
|---|------------------|-------------------|------------------|-------------------|
| | Daily supply | Permanent and LTO | Daily supply | Permanent and LTO |
| Participating in school self-evaluation | 25 %* | 46 % | 17 % | 58 % |
| Engaging with subject or specialist associations | 37 | 55 | 23 | 52 |
| Engaging in teacher enquiry | 40 | 67 | 40 | 61 |
| Collaborative learning in my school | 34 | 67 | 27 | 77 |
| Being supported by a mentor | 32 | 55 | 26 | 56 |
| Collaborative teaching with colleagues | 38 | 70 | 34 | 78 |
| Participating in Additional Qualification courses | 74 | 65 | 72 | 62 |

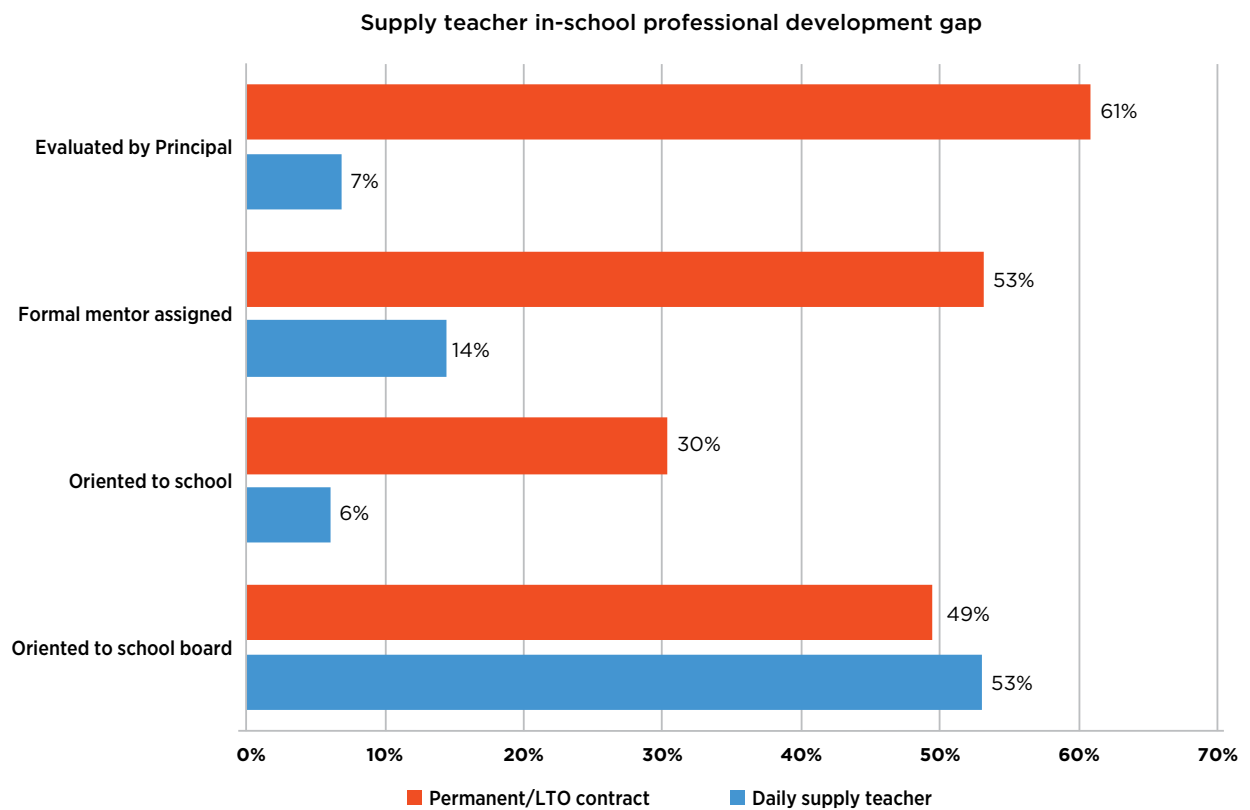
% reporting moderate to very high engagement in types of professional development

It is worth noting, however, that the extent of participation in non-AQ professional development among daily supply roster first- and second-year teachers in Ontario school boards increased this year over last. This may be a result of the greater number of days on average assigned to supply teachers in 2016-17.

The one exception to this pattern of more limited professional development is enrolment in Additional Qualification courses. Almost three in four Ontario teachers who are limited to daily supply teaching rosters in their first two years after licensing enroll in AQ courses, an even greater participation rate

than among their colleagues with permanent and LTO teaching jobs.

Daily supply teachers experience a further professional disadvantage in their highly limited access to school orientations, principal evaluations and mentoring by experienced teachers. These important professional supports are common for teachers with permanent or LTO teaching jobs in the first two years of their careers, but rare for daily supply teachers. An exception to this pattern is that more daily supply teachers report school board wide orientation than do teachers with permanent and LTO contracts.

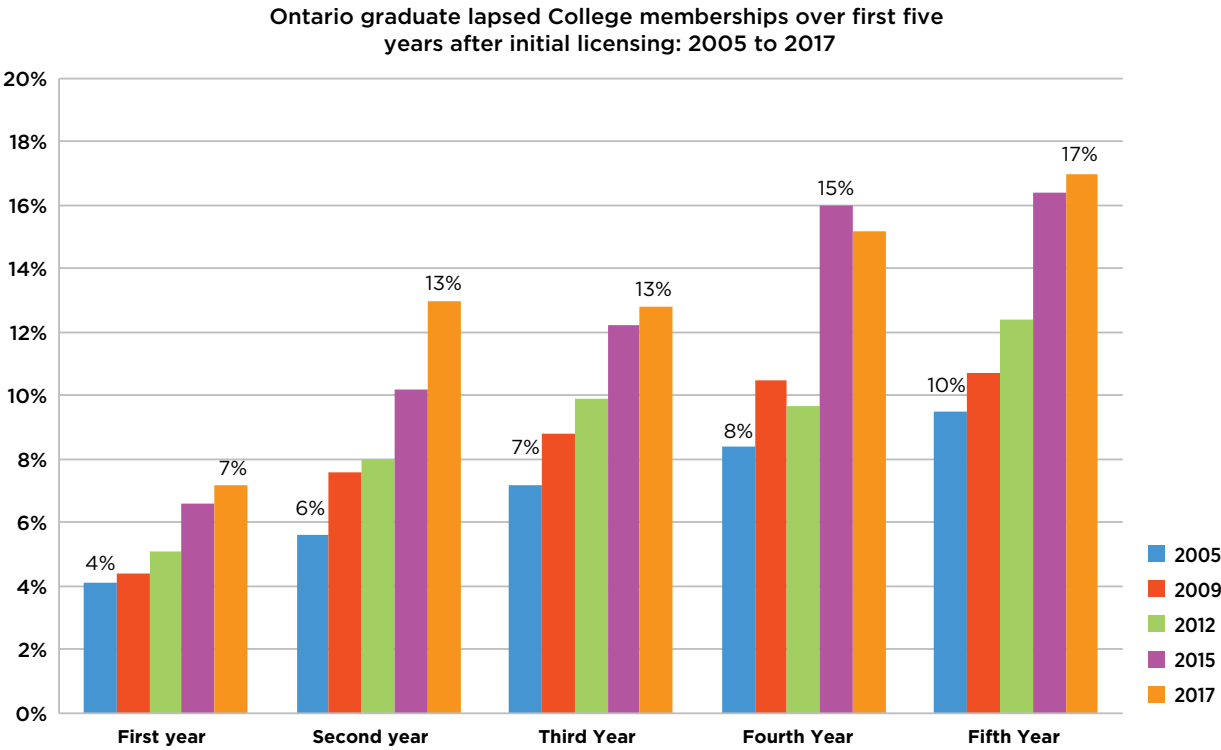


7. Attachment to profession

Current rate of early-career non-renewal of College membership much higher in 2017 than a decade ago

One in 14 (seven per cent) of Ontario faculty of education graduates certified in 2016 failed to renew their teaching licences in 2017. And one in six (17 per cent) who first got their OCT licences in 2012 were no longer members of the College five years later in 2017.²²

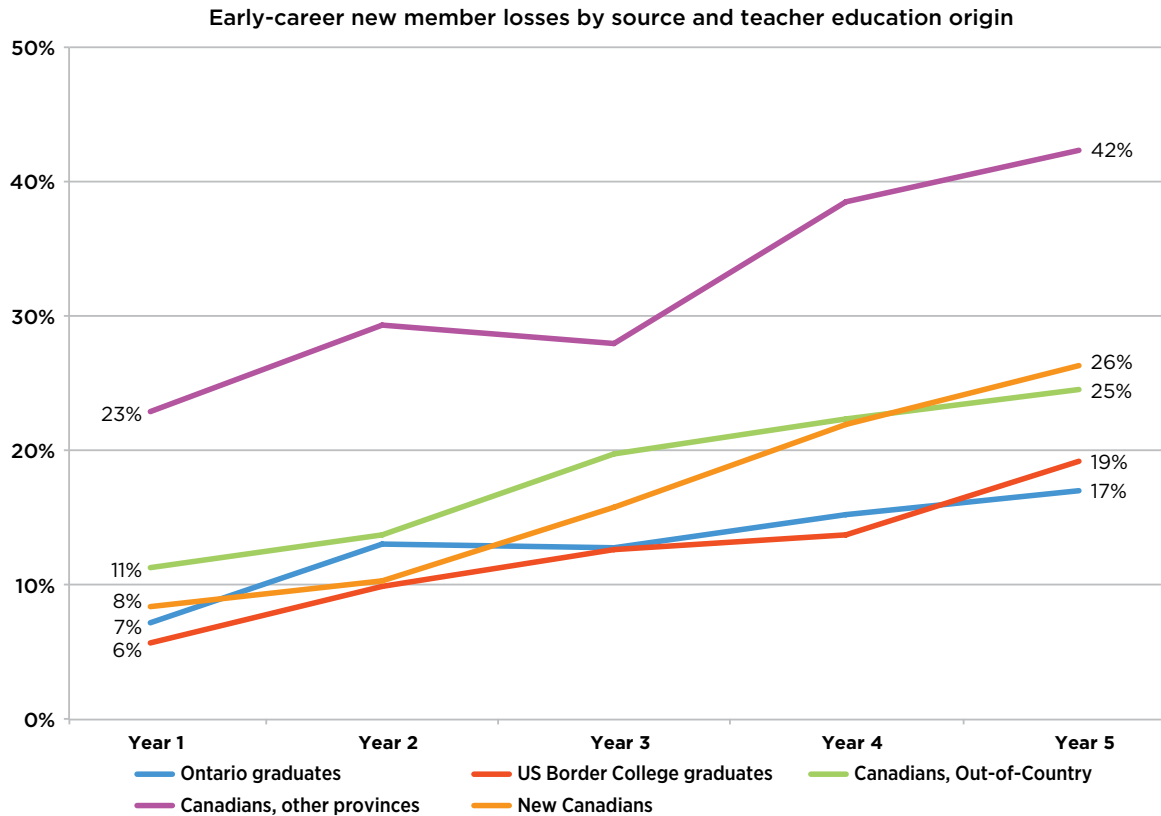
Much of this increased pace at which early-career members drop their College membership may be job market related – although further research would be required to confirm this, it is reasonable to assume that the attrition is greatest among those who failed to gain substantial teaching employment in Ontario after initial licensure.



22 The high level of second-year teacher attrition in 2017 is an anomaly associated with the volume of Ontario graduates from previous years who applied for College membership in 2015. Many appeared to do so to keep open the possibility of entering teaching careers at some time in the future without the requirement of additional course work required with the introduction of the enhanced teacher education program in Ontario.

Ontario faculties of education are the source of most newly licensed teachers each year, on average 85 per cent of new Ontario teachers in recent years. Attrition rates for new Ontario teachers from other sources

and teacher education origins also increased in the past few years. And losses from each of these groups are greater over five years than the losses from Ontario teacher education graduates.

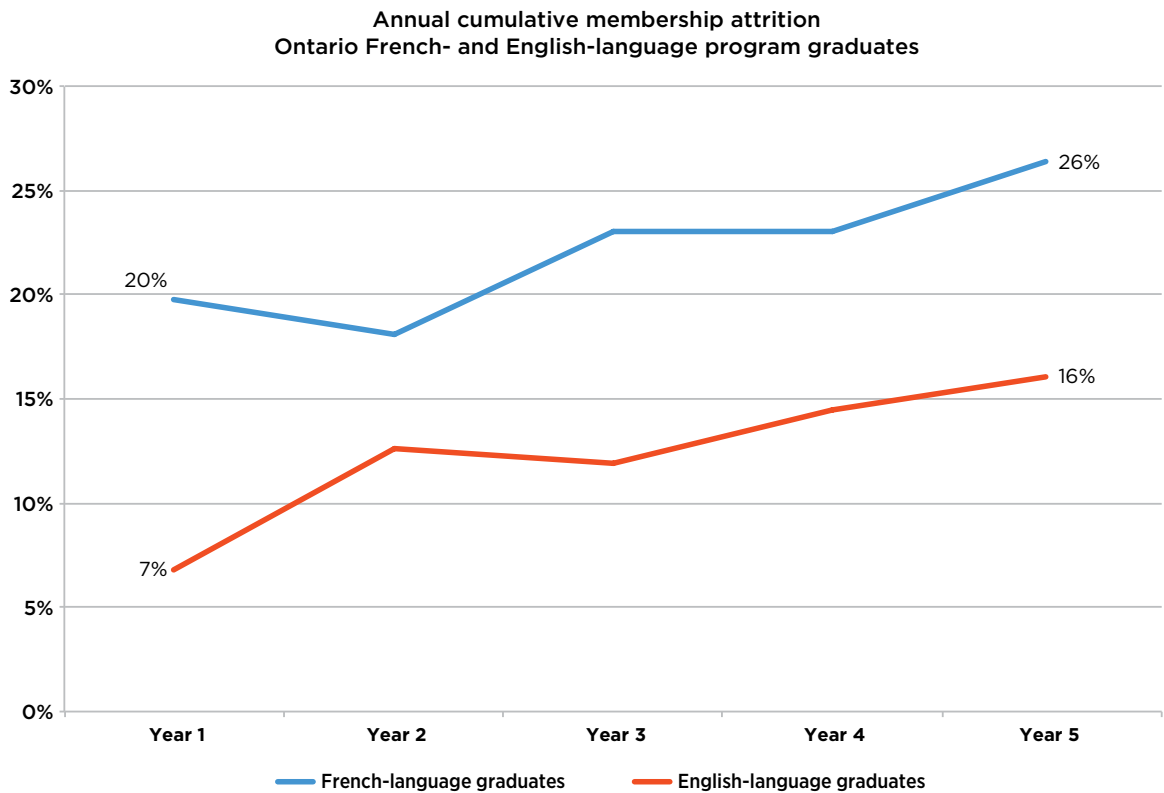


Canadians who completed teacher education in other provinces and migrated to Ontario have the highest rate of attrition. More than two in five of them drop their Ontario teaching license within five years of initial membership in the College. New Canadians and Canadians (mainly Ontarians) who

completed their teacher education in another country prior to obtaining their Ontario teaching license have about a one in four rate of attrition over five years. The loss rate among Ontarians who complete teacher education in US border colleges is similar to Ontario faculty graduates.

Attrition rates remain sharply different for French- and English-language program graduates in Ontario. By year four, more than one in four French-language program

graduates have dropped their Ontario teaching license.²³ Both English- and French-language program graduate membership losses accelerated in the past few years.



Some of this historic difference may be accounted for in the numbers of Ontario French-language program teacher education candidates who are from Québec and who return to Québec to teach in the early years following graduation, allowing their Ontario teacher certification to lapse sometime after they do so.

²³ Caution is recommended in interpreting the very high first-year loss rate among French-language program graduates. The 2016 licensure cohort was exceptionally small owing to the transition to the new four-semester program begun in 2015.

8. French-language initial teacher education program graduates

This chapter provides a separate analysis focused on survey findings with respect to employment outcomes for graduates of the French-language teacher education programs at Laurentian University and the University of Ottawa.

Few French-language program graduates licensed in 2016

An unusually low number of Laurentian and Ottawa French-language initial teacher education program graduates applied for their Ontario teaching licenses in 2016. This was owing to the transition to the enhanced teacher education program implemented in 2015. Only a handful of survey responses were received from first-year teachers from French-language initial teacher education programs in 2017.

In this transitional year, there is an insufficient data set to warrant detailed analysis of first-year teacher experiences on their own. For this reason, the Transition to Teaching report this year includes just this chapter on the experiences of French-

language program graduates, rather than a separate supplementary report as in recent years.

The Ontario French-language program graduates invited to participate in the survey included 2,846 individuals across the several surveys directed to them. Completed returns from these graduates stand at 399 surveys for an average return rate of 14 per cent.

The results as a whole for these French-language teachers are considered accurate within 4.6 per cent. Margins of error for individual surveys are high generally, especially for the first-year group.

Despite these low returns and high margins of error, the findings this year are consistent with trends found in surveys of the comparable groups over the past five years. Nevertheless, these findings should be treated as tentative only when considered in isolation from the overall survey group in 2017 and from findings and trends from earlier years.

| Licensing year | Survey population | Responses | Response rate | Margin of error* |
|----------------|-------------------|-----------|---------------|------------------|
| All years | 2,846 | 399 | 14 % | 4.6 % |
| 2016 | 67 | 6 | 9 | 38.5 |
| 2015 | 672 | 127 | 19 | 7.9 |
| 2014 | 539 | 74 | 14 | 10.6 |
| 2013 | 547 | 75 | 14 | 10.5 |
| 2012 | 516 | 53 | 10 | 12.8 |
| 2007 | 505 | 64 | 13 | 11.5 |

* Survey result accuracy ranges, 19 times out of 20

Annual French-language initial teacher education supply context

The chart below summarizes the annual number of newly licensed teachers with French-language basic qualifications over the past four years and forecast through 2019. In addition to graduates of the French-language programs at Laurentian and Ottawa

universities, there are on average about 100 newly licensed teachers who complete their teacher education in other provinces and abroad prior to obtaining an Ontario Teaching Certificate with French-language basic qualifications in some combination of primaire, moyen, intermédiaire and/or supérieur.

| Newly licensed teachers with French-language qualifications (Ontario faculties and other) | | | |
|---|---------------------------------|--------------------------|-------|
| Year | New teachers licensed annually | | |
| | Laurentian and Ottawa graduates | Out-of-province educated | Total |
| 2013 | 732 | 73 | 805 |
| 2014 | 693 | 84 | 777 |
| 2015 | 835 | 97 | 932 |
| 2016 | 87 | 122 | 209 |
| 2017 (forecast) | 350 (forecast) | 100 | 450 |
| 2018 (forecast) | 340 (forecast) | 100 | 440 |
| 2019 (forecast) | 300 (forecast) | 100 | 400 |

Low unemployment rate continues for French-language graduates

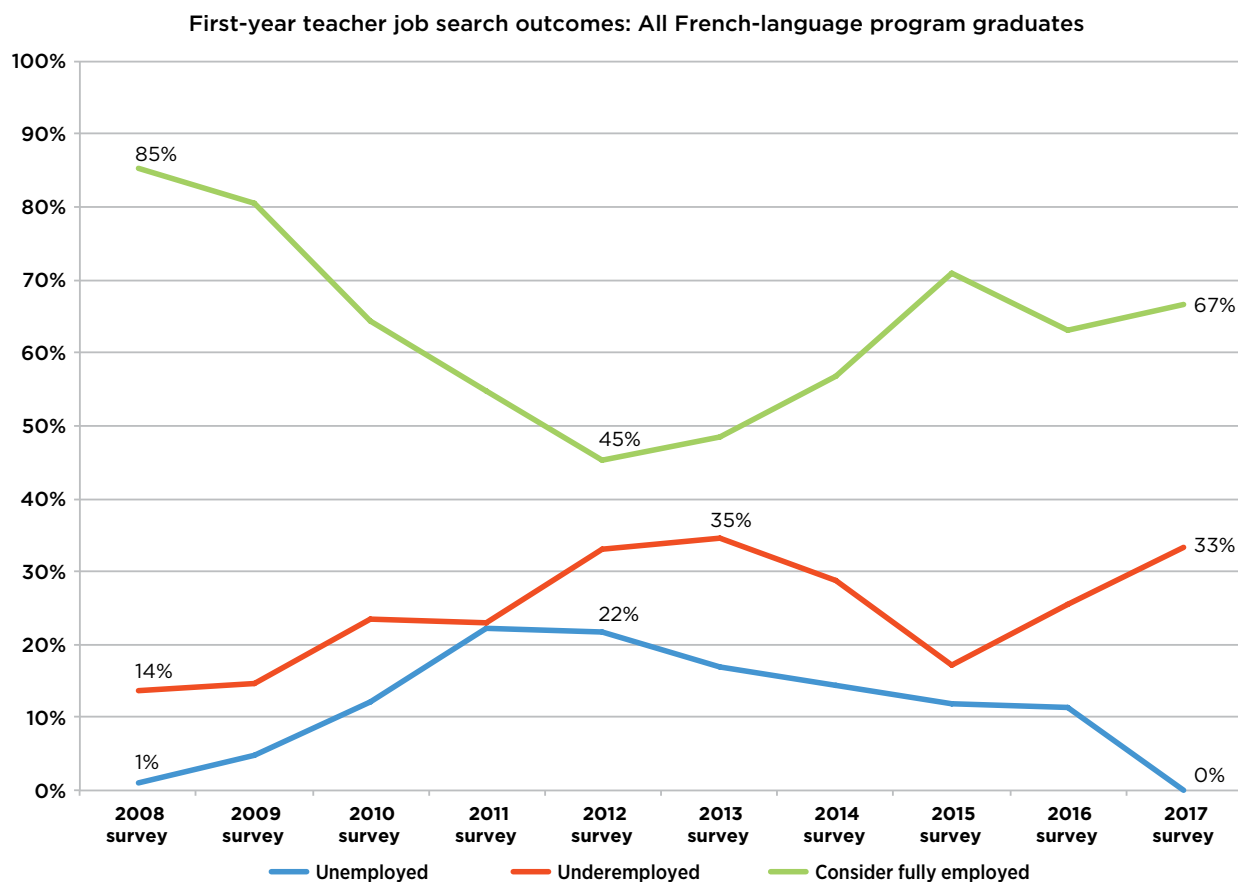
Although the very low number of newly licensed French-language program graduates in 2016 was too small to support an assessment of the market this past year in isolation, the nil unemployment and 33 per cent underemployment rates are consistent with trends of improved job outcomes for this population over the past five years.

Reported underemployment rose to 33 per cent, below the peak 35 per cent rate in 2013.²⁵ Full employment reports now stand at two in three (67 per cent) of first-year French-language graduates compared with fewer than half (45 per cent) back in 2012.

The College's spring 2017 survey found no first-year teachers unemployed, down sharply from the high of 22 per cent back in 2012.²⁴

²⁴ Unemployed graduates are those who look for teaching jobs but are unsuccessful finding any work as teachers, including no daily supply teaching.

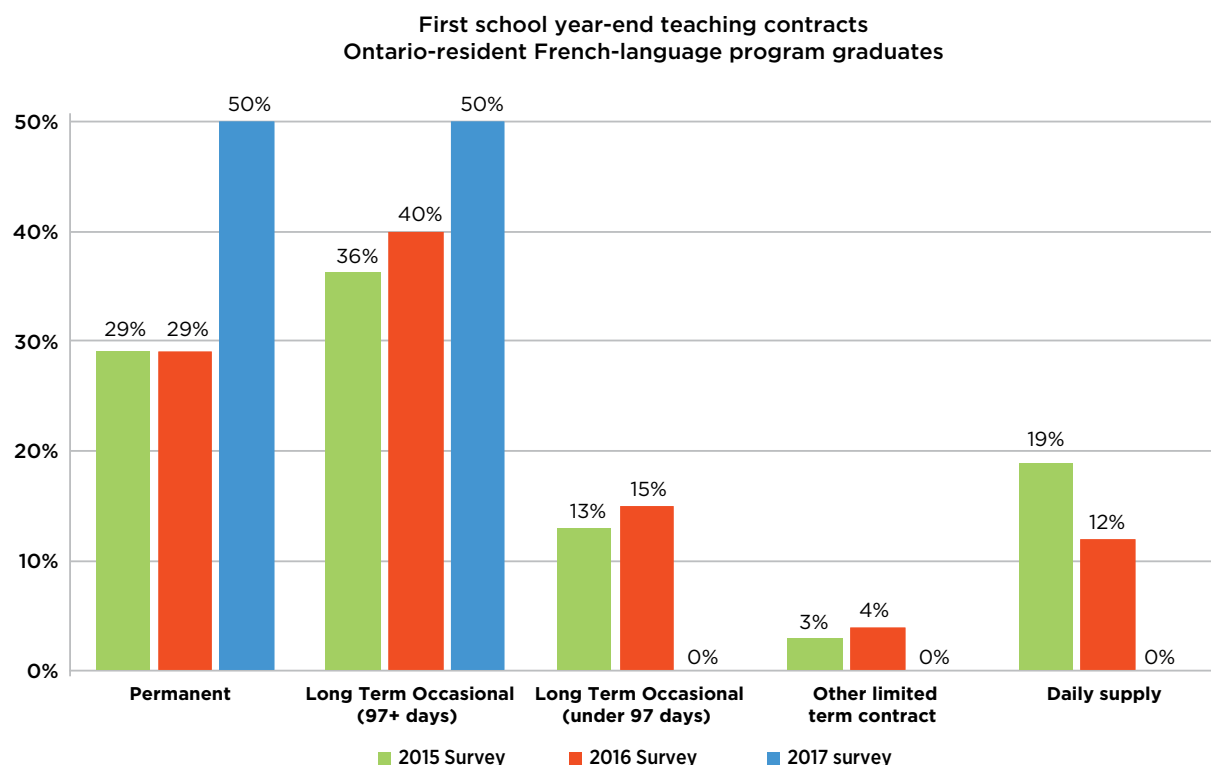
²⁵ Underemployed teachers are those who say they found some teaching employment, but not as much as they wanted throughout the first school year.



**The 2017 survey results represent only six respondents*

With the same major caveat about considering the 2017 survey results out of context of the five-year trend, the nil unemployment and underemployment among the handful of 2017 survey respondents resident in Ontario offers no evidence contrary to a strong job outlook for French-language program graduates.

Similarly, the improvement in year-end job types secured by French-language graduates licensed in 2016 is suggestive of a continuing improved market with all of them reporting permanent or LTO (97+ days) contracts.



**The 2017 survey results represent only four respondents*

Early full employment for French-language teachers

The 2017 survey results for early-career French-language program graduates confirm the recent positive trends for new teachers entering the Ontario French-language teaching job market.

Those who are on the market and unemployed or reporting less work as a teacher than they want during the year are not considered fully employed.

This study defines full employment as the status of those who report:

- they are active in the job market and either working or seeking work as elementary or secondary teachers in Ontario and/or elsewhere,
- are employed to some extent teaching for part or all of the school year, and
- say they secured as much teaching employment as they wanted throughout the year.



**Because there were very few French-language program graduates licensed in 2016 and responding to his survey in 2017 the first-year teacher data point for 2017 is omitted from this chart. All of the four Ontario-resident first-year respondents reported they were fully employed in the 2016-17 school year.*

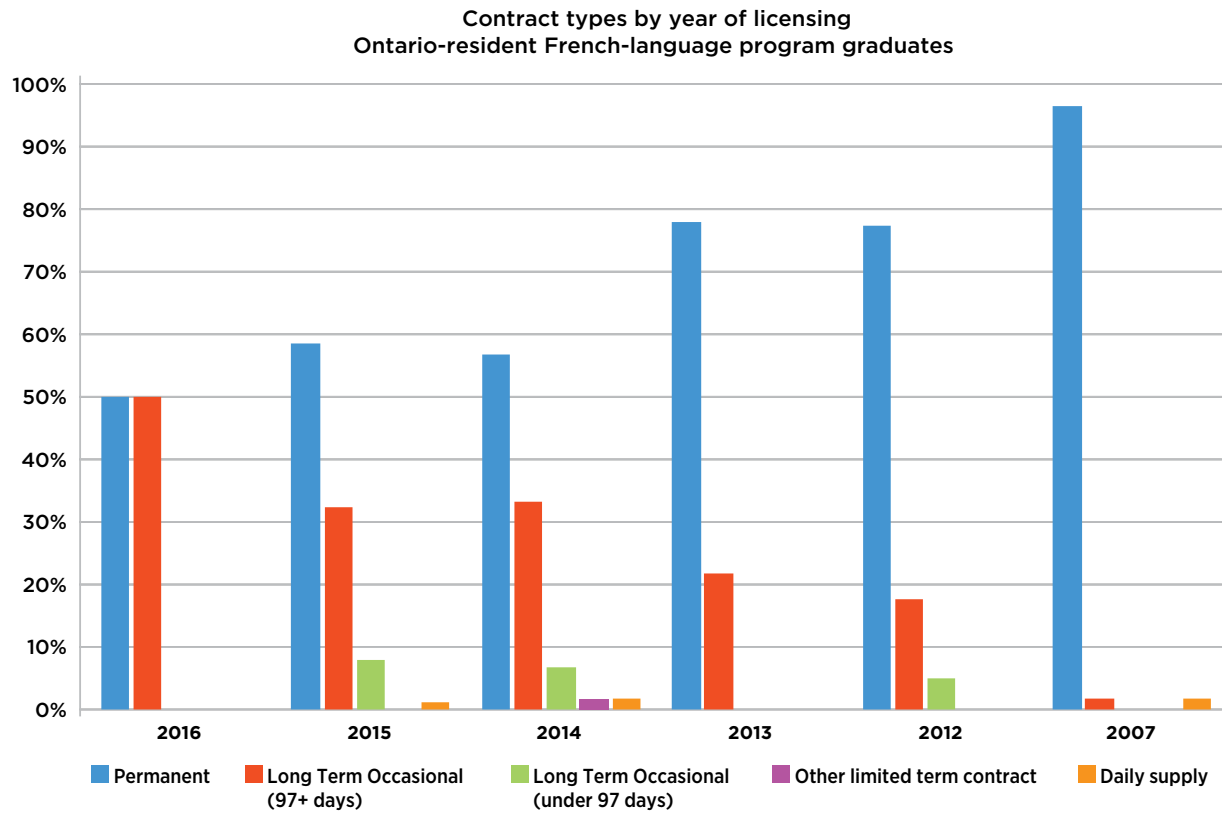
Starting in 2009, the proportion of early career French-language program graduates who considered themselves to be fully employed declined year over year. Among first-year teachers, this trend continued until 2012, at which point fewer than half reported full employment (45 per cent compared with 85 per cent back in 2006.)

The very low numbers of 2016 licensed teachers warrant some caution. If we consider the average rate of full employment over the years 2015 through 2017, this more recent average first-year full employment reporting is not far below the 78 to 85 per cent rates reported in 2006 through 2009.

Among second- through fifth-year teachers, job reports deteriorated through 2014 when

it bottomed out at just over half (53 per cent, also compared with 85 per cent back in 2006). Our 2017 surveys found 86 per cent of second- through fifth-year teachers reporting full employment, indicating a market fully recovered to the near full employment state seen in 2006.

Many early-career teachers resident in Ontario now report early movement into permanent status teaching jobs in Ontario. The 2017 surveys found the rate of permanent contracts between 50 and 58 per cent in the first three years moving to 78 per cent in years four and five. And in all of the first five years, 80 per cent or more report either permanent contracts or LTO contracts of more than 97 days.



**The 2016 licensing group represents only four Ontario-resident respondents.*

9. Conclusion

Annual supply of new Ontario elementary and secondary teachers significantly exceeded annual provincial demand for new teachers every year from 2005 through 2012. This imbalance resulted in increasingly saturated Ontario teacher employment markets. Unemployment and years of underemployment faced many new English-language and, somewhat later in the decade, French-language and French as a second language teachers. Some legacy challenges from this recent over-supply continue for early-career Ontario teachers in 2017.

Reduced newly licensed Ontario teacher numbers in 2012 through 2014, slightly increased annual numbers of teacher retirements, and accelerated losses of early-career teachers not renewing their Ontario teaching licences combined to reduce the annual oversupply of new teachers in these years. This resulted in a new early-career trend of falling unemployment / underemployment rates, and higher rates of full employment.

Although there was a transitional bump in the number of new teacher licenses in 2015, associated with the introduction of new requirements for Ontario teacher licensing, 2016 saw the first year of sharply reduced numbers of new Ontario teacher licenses heralding a new normal of less than half the recent annual volume of the teacher workforce replenishment.

With the low numbers of newly licensed teachers in the next several years, and the forecast slowly increasing Ontario teacher

retirement rates through 2020, Ontario will experience a near net zero balance in the annual supply of newly licensed teachers and annual teacher demand. This will mean a seller's market for job seekers not seen since 1998 through 2002. The reduced intake of new teacher candidates should also mean opportunity for many of the still underemployed surplus teachers who gained their licences in prior years to finally secure full-time teaching jobs.

Despite the sharply decreased annual resupply of new teachers in the years ahead, Ontario school boards should have some confidence that they can meet some of the future English-language teacher staffing requirements from the existing residual surplus and the annual new supply. Many Ontario-certified teachers can likely be recruited from the pool of still unemployed and underemployed English-language teachers from the surpluses that arose in years past.

Much more vigorous recruitment will be required, however, for French as a second language and French first language job vacancies. Survey findings over the past several years indicate that the teacher surpluses for these jobs that first emerged in 2009 are now depleted. With unemployment rates in the single digit range for first-year Ontario-resident French-language teachers in the past several years, and reduced numbers of new teachers in the years ahead, we will likely be in teacher shortage territory for these employment markets.

English-language teacher unemployment rates are improving substantially, but they remain somewhat high except for Intermediate-Senior teachers with math and sciences qualifications. With the much reduced annual new supply forecast in the years ahead, English-language school boards will likely experience challenges in future recruiting to job openings for these subjects.

Many teachers in the surplus pool that developed over the past decade have little or no Ontario teaching experience. These include Ontario graduates who left the province to teach elsewhere, as well as those who remained in Ontario and have experienced multiple years of unemployment or underemployment, but have not yet given

up on their teaching careers. And many Ontarians educated in other jurisdictions and new-Canadian teachers have also not yet gained a real foothold in teaching jobs in this province and remain available to fill staffing needs.

School boards that recruit vigorously to their occasional teacher rosters from among these underemployed and unemployed Ontario-qualified teacher groups will be better able to ease their transition to an environment of substantially lower numbers of newly licensed teachers in the years ahead. And many of these unemployed and underemployed teachers should have more opportunities to finally get established in the profession in Ontario.

10. Methodology

Purposes and sponsorship of study

The *Transition to Teaching* study is based mainly on annual surveys of Ontario teacher education graduates throughout the first five years and at year ten after first obtaining their teaching certification. Ontarians licensed after gaining teaching degrees at US border colleges and elsewhere, as well as out-of-province and new-Canadian teachers educated elsewhere are also surveyed.

The study provides provincial education stakeholders with information on the transition into active membership in the profession in Ontario. Surveys measure early-career employment over time, gauging unemployment and underemployment by program, region and language. Questions are included on teacher induction, evaluation of teacher education programs and ongoing professional development activities and needs.

Surveys also touch on the extent, timing and reasons some individuals pursue alternate forms of employment and leave the profession. They track career progression in the early years of teaching.

Changing Ontario teacher demographics and the ebb and flow of provincial teacher demand and supply have been substantial over the 16 years of this study since it began in 2001. Reports provide annual updates on the changing balance of demand for new teachers and the available new teacher recruitment pool.

From the mid-2000s onwards, our study highlighted the impact of an increasing relative shortage of employment opportunities on the job outcomes for new members of the profession – a situation that has improved considerably for teachers licensed over the past four years.

The *Transition to Teaching* study is made possible by grants from the Ontario Ministry of Education. This report does not necessarily reflect the policies, views and requirements of the Ministry. The study is conducted each year by the Ontario College of Teachers.

Survey design and delivery

Surveys of Ontario teacher education graduates in their first two years following Ontario licensure include questions under the following headings – teaching employment, job search, alternate employment, teaching assignments, teaching experience, views on teacher education, professional development, career plans, reflections on teaching and demographics.

Surveys of Ontario graduates beyond the second year of their careers and of those educated out-of-province are narrower in scope. They focus on employment, teaching experience, career plans, reflections on teaching and demographics.

Four different surveys were distributed in May and June 2017 with samples of Ontario faculty graduates licensed in 2016 and 2015, in 2014, 2013, 2012 and 2007 and also teachers newly certified in Ontario in 2015 and 2016 who obtained education degrees and initial

licensing in another Canadian province or abroad.

Each of the surveys includes English- and French-language versions, with College members accessing the survey in their language of choice for communicating with the Ontario College of Teachers.

The surveys consist mainly of closed-response option questions. Some open-ended questions are included.

The surveys are web-based using the survey software platform Qualtrics.

Sampling and survey administration

Samples of members in good standing with currently valid Ontario teaching licenses were drawn from the College registry of Ontario teachers for each of the four surveys. E-mail addresses are current as verified through the College member annual registration process and regular member updates.

An introductory e-mail from the College Registrar encouraged participation in the survey. This was followed by e-mailed survey invitations with the URL address for the appropriate survey. Respondents were assured of confidentiality and that the data submitted would not be linked with their official College membership and registry information. An incentive was used to boost response rates – eligibility for a draw for one of five prizes of \$150.00.

Large sample sizes support analysis of sub-groups of teachers by region, qualifications and language of teacher education. For Ontario faculty graduates licensed in 2016, the entire population was surveyed. Random samples were selected of 50 per cent of the

2015 licensed group still in good standing with current e-mail addresses. For the graduates of other years, the random samples included 25 per cent of each population.

Given the smaller population of members who communicate with the College in French and the distinctiveness of this employment market, all French-language graduates licensed in the pre-2016 survey years were invited to complete the survey. Again, to ensure adequate returns from the low population group of Technological Education teachers, all licensed teachers with these qualifications of each survey population were invited to participate.

The entire populations of out-of-province and out-of-country educated teachers certified in 2015 and 2016 were also invited to complete an appropriately modified version of the core survey.

Response rates and margins of error

Some responses were incomplete. Responses that did not include completed sections on demographics and employment status were not included in the analysis. This procedure ensures that bias that might be associated with differential time available to complete the remainder of the surveys was minimized.

The overall sample invited to participate in the survey was 18,906 individuals. Returns were completed by 3,420 respondents for an overall return rate of 18 per cent and overall margin of error of 1.5 per cent. Return rates for the four individual survey groups range from 15 to 24 per cent. Individual survey margins of error range between 2.4 and 4.0 per cent.

| Licensing year/group | Sample | Responses | Response rate | Margin of error* |
|---|--------|-----------|---------------|------------------|
| All survey groups | 18,906 | 3,420 | 18 % | 1.5 % |
| 2016 Ontario graduates | 2,373 | 587 | 24 | 3.5 |
| 2015 Ontario graduates | 5,010 | 937 | 18 | 2.9 |
| 2007, 2012, 2013 and 2014 Ontario graduates | 9,234 | 1,425 | 15 | 2.4 |
| 2016 and 2015 other new members | 2,289 | 471 | 23 | 4.0 |

* Survey result accuracy range, 19 times out of 20

Survey rates of return declined over the years from an average of 37 per cent in 2011 to 18 per cent in 2017. The decline affected all survey groups. No changes were made to the general survey methodology over these years. Nor does analysis of the demographics in the returns suggest particular sub-groups to support an explanation for the decline.

The drop in response rates was very likely a result of general online survey fatigue. When online surveys replaced the previous hard copy mail survey methodology used for this study in earlier years, a large increase in return rates ensued. This may have been

because of enhanced interest in the then novelty of responding to online surveys. Given the increase in online surveys throughout the Ontario population in general over the past few years, the advantage of what was once new methodology appears to be wearing off and may account for the drop in response rates.

Despite the overall drop in response rate, the first-year Ontario graduate 24 per cent rate of return is similar to the one in four return rate in the early years of the study when mail surveys were used.

11. Demographics

Ontario Graduates

Three surveys sample Ontarians who graduated from Ontario faculties of education and other teacher education programs operating in Ontario by ministerial consent or special Act of the legislature. Each survey group is selected by year the licence is granted in order to assess years on the teaching employment market.

Some graduates defer licensure after graduating. The table below identifies the percentages licensed each year by recency of completing teacher education. The higher percentage of deferred licensure in 2015 relates to the change in teacher education requirements that year. Many who previously deferred their Ontario teaching license did so in 2015 as those applying for College membership after August 2015 were subject to the additional program requirements.

Recency of teacher education degree by year of licensure*

| | 2016 | 2015 | 2014 | 2013 | 2012 | 2007 |
|---------------------|------|------|------|------|------|------|
| Current year degree | 90 % | 80 % | 92 % | 92 % | 91 % | 95 % |
| One year previous | 6 | 13 | 6 | 5 | 6 | 3 |
| Two years previous | 2 | 4 | 1 | 1 | 2 | 1 |
| More than two years | 2 | 3 | 3 | 3 | 1 | 1 |

Because of the introduction of the enhanced four-semester requirement in 2015, the 2016 graduating class was much reduced from earlier years. It included concurrent program graduates who enrolled before 2015 and a

low number of fast-track graduates who began under the new regulations in 2015. The table below presents the breakdown of 2016 licences by teacher education qualification regime of respondents.

Program regime for respondents who completed teacher education in 2016

| | # of respondents | % of respondents |
|-----------------------|------------------|------------------|
| 2015 enhanced program | 100 | 17 % |
| Pre-2015 program | 487 | 83 |

Survey returns are generally representative of the populations of early-career teachers from which the samples were drawn. Exceptions to this are the relatively high percentages of

French-language program and Technological Education program graduates which result from design over-sampling of these smaller population groups in the pre-2016 samples.

Very few survey responses were received in 2017 from 2016 graduates of French-language programs at Laurentian and Ottawa universities. There were very few graduates of these programs licensed in 2017

because neither university has concurrent programs and neither offered the enhanced program with a fast-track option that would have enabled such candidates to graduate before 2017.

Teacher qualifications by year of licensure

| | 2016 | 2015 | 2014 | 2013 | 2012 | 2007 |
|-------------------------|------|------|------|------|------|------|
| Primary-Junior | 49 % | 46 % | 46 % | 42 % | 38 % | 46 % |
| Junior-Intermediate | 20 | 20 | 16 | 17 | 15 | 19 |
| Intermediate-Senior | 29 | 30 | 31 | 32 | 40 | 29 |
| Technological Education | 3 | 4 | 7 | 9 | 7 | 6 |

Teacher education sources by year of licensure

| | 2016 | 2015 | 2014 | 2013 | 2012 | 2007 |
|--------------------------------|------|------|------|------|------|------|
| Ontario faculties of education | 91 % | 95 % | 97 % | 96 % | 95 % | 98 % |
| Ministerial consent programs* | 9 | 5 | 3 | 4 | 5 | 2 |

**Includes Redeemer College which has a special Act of Ontario legislature*

Language of teacher education by year of licensure

| | 2016 | 2015 | 2014 | 2013 | 2012 | 2007 |
|------------------|------|------|------|------|------|------|
| English-language | 98 % | 86 % | 80 % | 78 % | 83 % | 80 % |
| French-language | 2 | 14 | 20 | 22 | 17 | 20 |

Gender identification by year of licensure

| | 2016 | 2015 | 2014 | 2013 | 2012 | 2007 |
|--------|------|------|------|------|------|------|
| Female | 82 % | 76 % | 76 % | 75 % | 71 % | 78 % |
| Male | 18 | 23 | 24 | 24 | 29 | 22 |
| Other | < 1 | < 1 | < 1 | < 1 | < 1 | < 1 |

Teaching as first or subsequent career by year of licensure

| | 2016 | 2015 | 2014 | 2013 | 2012 | 2007 |
|-----------------------------|------|------|------|------|------|------|
| First career | 83 % | 73 % | 69 % | 64 % | 66 % | 60 % |
| Second or subsequent career | 17 | 27 | 31 | 36 | 34 | 40 |

Age range by year of licensure*

| | 2016 | 2015 | 2014 | 2013 | 2012 | 2007 |
|---------|------|------|-------|-------|------|------|
| 18 – 24 | 54 % | 15 % | < 1 % | < 1 % | 0 % | 0 % |
| 25 – 34 | 37 | 66 | 77 | 69 | 67 | 39 |
| 35 – 44 | 5 | 12 | 14 | 19 | 21 | 38 |
| 45 – 54 | 4 | 6 | 6 | 12 | 9 | 14 |
| 55 – 64 | 0 | 1 | 1 | < 1 | 2 | 6 |
| 65 + | 0 | 0 | 0 | 0 | 0 | < 1 |

* Residual declined to answer

Internationally educated by year of Ontario licensure*

| 2016 | 2015 | 2014 | 2013 | 2012 | 2007 |
|------|------|------|------|------|-------|
| 1 % | 2 % | 2 % | 2 % | 2 % | < 1 % |

* Obtained teaching degree in another country prior to Ontario B.Ed. degree

New-Canadian teachers

The new-Canadian respondents certified in Ontario in 2015 and 2016 have the following demographic profiles.

Divisions of Ontario Teacher Licensure

| | |
|-------------------------|------|
| Primary-Junior | 25 % |
| Junior-Intermediate | 26 |
| Intermediate-Senior | 41 |
| Technological Education | < 1 |
| Other combination | 8 |

Language of Initial Teacher Education

| | |
|---------|------|
| English | 79 % |
| French | 8 |
| Other | 13 |

Gender identification

| | |
|--------|------|
| Female | 79 % |
| Male | 21 |

Teaching as first or subsequent career

| | |
|-----------------------------|------|
| First career | 90 % |
| Second or subsequent career | 10 |

Age range

| | |
|---------|-----|
| 18 – 24 | 1 % |
| 25 – 34 | 20 |
| 35 – 44 | 43 |
| 45 – 54 | 31 |
| 55 – 64 | 2 |
| 65 + | >1 |

* Residual declined to answer

Years of teaching experience prior to Ontario certification

| | |
|--------------------|-----|
| None | 3 % |
| Less than one year | 4 |
| 1 – 2 years | 11 |
| 3 – 5 years | 24 |
| 6 – 10 years | 23 |
| More than 10 years | 35 |

Countries and provinces in which respondents taught

| | |
|------------------------------------|------|
| India | 23 % |
| United States | 12 |
| Pakistan | 5 |
| United Kingdom | 5 |
| Philippines | 4 |
| Québec | 4 |
| Kuwait | 3 |
| Australia | 3 |
| Albania | 3 |
| Jamaica | 3 |
| Romania | 3 |
| 36 others with 2 per cent or fewer | 31 |

Ontarians certified after initial teacher education in another province or abroad (excluding New York State border colleges)

Respondents who are from Ontario and completed their teacher education in another Canadian province or country prior to returning to Ontario have the following demographic profiles. This group excludes Ontarians who completed teacher education in New York State colleges bordering on Canada.

Divisions of Initial Teacher Certification

| | |
|-------------------------|------|
| Primary-Junior | 34 % |
| Junior-Intermediate | 3 |
| Intermediate-Senior | 54 |
| Technological Education | 1 |
| Other combination | 8 |

Language of Initial Teacher Education

| | |
|---------|------|
| English | 97 % |
| French | 1 |
| Other | 2 |

Gender identification

| | |
|--------|------|
| Female | 80 % |
| Male | 19 |
| Other | 1 |

Age range

| | |
|---------|------|
| 18 – 24 | 10 % |
| 25 – 34 | 66 |
| 35 – 44 | 14 |
| 45 – 54 | 5 |
| 55 – 64 | 4 |

* Residual declined to answer

Teaching as first or subsequent career

| | |
|-----------------------------|------|
| First career | 74 % |
| Second or subsequent career | 26 |

Years of teaching experience prior to Ontario certification

| | |
|--------------------|------|
| None | 52 % |
| Less than one year | 7 |
| 1 – 2 years | 18 |
| 3 – 5 years | 5 |
| 6 – 10 years | 10 |
| More than 10 years | 8 |

Countries and provinces in which respondents taught

| | |
|-----------------------------------|------|
| United Kingdom | 23 % |
| United States | 15 |
| Australia | 12 |
| Québec | 10 |
| Alberta | 8 |
| Manitoba | 5 |
| British Columbia | 5 |
| 8 others with 2 per cent or fewer | 20 |

Ontarians certified after initial teacher education at a New York State college near the Ontario border

Respondents who completed teacher education at Canisius College, Daemen College, D'Youville College, Medaille College and Niagara University, New York have the following demographics.

Divisions of Initial Teacher Certification

| | |
|-------------------------|------|
| Primary-Junior | 46 % |
| Junior-Intermediate | 1 |
| Intermediate-Senior | 45 |
| Technological Education | 0 |
| Other combination | 7 |

Language of Initial Teacher Education

| | |
|---------|-------|
| English | 100 % |
| French | 0 |
| Other | 0 |

Gender

| | |
|--------|------|
| Female | 76 % |
| Male | 24 |

Age range

| | |
|---------|-----|
| 18 - 24 | 4 % |
| 25 - 34 | 62 |
| 35 - 44 | 30 |
| 45 - 54 | 4 |
| 55 - 64 | 0 |

Teaching as first or subsequent career

| | |
|-----------------------------|------|
| First career | 58 % |
| Second or subsequent career | 42 |

Years of teaching experience prior to Ontario certification

| | |
|--------------------|------|
| None | 60 % |
| Less than one year | 13 |
| 1 - 2 years | 6 |
| 3 - 5 years | 14 |
| 6 - 10 years | 6 |
| More than 10 years | 1 |

Teachers from other provinces who migrated to Ontario

Canadians who completed their teacher education in another province and subsequently obtained their teacher certification in Ontario have the following demographic profiles.

Divisions of Ontario Teacher Qualifications

| | |
|-------------------------|------|
| Primary-Junior | 27 % |
| Junior-Intermediate | 5 |
| Intermediate-Senior | 61 |
| Technological Education | 0 |
| Other combination | 7 |

Language of Initial Teacher Education

| | |
|--------------------|------|
| English | 75 % |
| French | 23 |
| French and English | 2 |

Gender identification

| | |
|--------|------|
| Female | 70 % |
| Male | 30 |

Age range

| | |
|---------|-----|
| 18 - 24 | 7 % |
| 25 - 34 | 43 |
| 35 - 44 | 31 |
| 45 - 54 | 14 |
| 55 - 64 | 5 |

Teaching as first or subsequent career

| | |
|-----------------------------|------|
| First career | 89 % |
| Second or subsequent career | 11 |

Years of teaching experience prior to Ontario certification

| | |
|--------------------|-----|
| None | 9 % |
| Less than one year | 11 |
| 1 – 2 years | 21 |
| 3 – 5 years | 11 |
| 6 – 10 years | 39 |
| More than 10 years | 9 |

Provinces and countries in which respondents taught

| | |
|-----------------------------------|------|
| Québec | 26 % |
| Alberta | 24 |
| British Columbia | 8 |
| Saskatchewan | 8 |
| New Brunswick | 8 |
| Nova Scotia | 5 |
| Manitoba | 5 |
| 6 others with 2 per cent or fewer | 16 |

Indigenous teachers

Survey respondents choosing to self-identify as indigenous make up 4.3 per cent of the Ontario graduates certified in 2016 and 3.0

per cent overall of Ontarian respondents to all four surveys combined.

| Survey group | Total Responses | Indigenous self-identified | % Indigenous |
|----------------------------------|-----------------|----------------------------|--------------|
| Ontario grads certified 2016 | 587 | 25 | 4.3 % |
| Ontario grads certified 2015 | 937 | 39 | 4.2 |
| Ontario grads certified pre-2015 | 1,425 | 127 | 1.9 |
| Ontarians educated elsewhere | 164 | 4 | 2.4 |
| Total | 3,113 | 95 | 3.0 |

Ontario graduate indigenous teacher survey group highlights:

- 100 per cent of those licensed in 2016 resided in Ontario at the time of completing the 2017 survey; and 88 per cent of those licensed in earlier years resided in Ontario.
- Among the indigenous graduates of Ontario faculties in 2016, one in four (24 per cent) say they did not seek employment in the 2016-17 school year.
- Of those active in the teacher job market, 21 per cent say they were

unemployed throughout the first school year following certification and 32 per cent were underemployed – higher than the 14 and 24 per cent levels recorded for all first-year Ontario graduates.

- Among market-active indigenous graduates certified between 2012 and 2015, just two per cent say they were unemployed and 25 per cent underemployed – stronger job outcomes than the eight per cent unemployment and 25 per cent

underemployment levels for all second- through fifth year Ontario graduates.

- Of the 2016 survey group who are employed, 15 per cent say they teach in First Nations schools; 11 per cent of the second- through fifth-year Ontario graduates teach in First Nations schools.
- 28 per cent of the 2016 licensed group completed the Aboriginal Teacher Education program and four per cent the Teacher of Native Languages program; 32 per cent completed one of these programs and/or secondary teaching subjects Native Studies or Native Languages; just eight per cent of the second- through fifth-year teachers completed any of these qualifications.

12. Glossary of terms

English-language teachers – graduates of English-language teacher education programs not employed or qualified as French as a second language teachers or as teachers in French-language school boards

English-language program graduates – English-language teacher education program graduates of Brock University, Lakehead University, Laurentian University, Nipissing University, OISE-University of Toronto, Queen’s University, Trent University, University of Ontario Institute of Technology, University of Ottawa, Western University, University of Windsor, Wilfrid Laurier University and York University

French as a second language teachers – employed and/or qualified as French as a second language teachers

French-language program graduates – graduates of Laurentian University or University of Ottawa French-language teacher education programs

Full employment – status of a teacher active in the teaching job market during the school year, not reporting unemployment, may be full-time or part-time employed, reporting that they had as much employment as a teacher throughout the school year as they wanted; may be in permanent, LTO or daily supply teaching job

Long term occasional position – full-time or part-time position that replaces a permanent teacher on leave, has a definite end date and is called “long-term occasional” (LTO); further

divided into “97 or more days duration” and “under 97 days duration”

Ministerial consent teacher education programs – teacher education programs offered by Charles Sturt University, Niagara University in Ontario, Tyndale University College and State University of New York at Potsdam (Ontario) each of which operates in Ontario under special ministerial permit (Redeemer University College, which operates under a separate Act of the Ontario legislature is grouped with these programs for analysis purposes)

New-Canadian teachers – teachers educated and certified to teach in another country who immigrate to Canada with the intention of teaching in Canada or immigrate to Canada and subsequently decide to resume a teaching career, and obtain an Ontario teaching licence

Ontario faculties of education – faculties of education at Brock University, Lakehead University, Laurentian University, Nipissing University, OISE-University of Toronto, Queen’s University, Trent University, University of Ontario Institute of Technology, University of Ottawa, Western University, University of Windsor, Wilfrid Laurier University and York University

Ontario teacher – Ontario Certified Teacher eligible to teach in publicly funded elementary and secondary schools in the province

Ontario teacher education graduates – Graduates of Ontario faculties of education

or ministerial consent teacher education programs in Ontario

Ontario teacher employment market

– employment market for elementary and secondary teacher jobs in publicly funded and private schools in the province of Ontario

Other limited term contract – full-time or part-time position that has a definite end date, one that is not formally referred to as long term occasional

Permanent teaching position – full-time or part-time position that does not have a definite end date; sometimes referred to as a regular teaching position

Piecework teaching – daily supply, multiple school and/or part-time teaching arrangements

Precarious teaching – teaching contracts or arrangements that have definite end dates and/or do not specify number of teaching days from week to week

Private school – privately run elementary and/or secondary school that operates

independently in Ontario as a business or non-profit organization; sometimes referred to as independent schools

Supply teaching – on list(s) for daily on-call teaching assignments for one or more schools or school boards

Teacher retirements – Ontario Certified Teachers who partially or wholly retire from active teaching and become retired members of the Ontario Teachers' Pension Plan

Term contract – Long term occasional or other limited term contract position

Underemployed – employed to some extent as a teacher, but wanted to be more fully employed as a teacher during the school year

Unemployed – actively looking for a teaching job and not able to find teaching employment, including not able to find daily supply teaching work

US border colleges – New York State colleges including Canisius College, Daemen College, D'Youville College, Medaille College and Niagara University, New York

13. Appendix

Ratings on foundational professional knowledge and pedagogical skills

First-year teachers were asked to indicate their agreement with statements that:

- their teacher education program was excellent,
- their current level of professional preparedness is excellent, and
- they place a high priority on future professional development

each in relation to a comprehensive set of areas of foundational professional knowledge and pedagogical skills. These areas are identified through Ontario College of Teachers research and consultation as central to support the province's enhanced teacher education program.

Ratings were done on five point scales from strongly agree to strongly disagree and the detailed results are presented in an appendix to this report. Results are presented separately for first-year teachers with primarily elementary or primarily secondary school teaching jobs.

Teacher education ratings reflect very positive (4.0 and above), positive (averaging 3.8 – 3.9) or moderately positive (3.5 – 3.7) for most areas of foundational knowledge and pedagogical skills. Some areas resulted in less positive ratings (2.6 – 3.4).

Elementary teachers - Teacher education excellence ratings

Statement: Initial teacher education coverage was excellent.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

4.0 - 4.2

Lesson planning

Professional conduct and ethics, professional boundaries with students and parents

*Theories of learning and teaching and differentiated instruction**

Safe and accepting schools / creating of a positive school climate

Observing experienced teachers

*Addressing equity of access and outcomes for all students**

3.5 - 3.9

*Engaging students**

*Instructional strategies**

*Adapting teaching to diverse learners**

Coaching and feedback on my teaching

*Reading and literacy pedagogy**

Education law and standards of practice

Depth and breadth of Ontario curriculum

Connection of theory and practice in the practicum/classroom

Pedagogy, assessment and evaluation for your specific curriculum areas

Knowledge of the Ontario context

*Inquiry-based instruction**

Inquiry-based research, data and assessment

*Mathematics curriculum and pedagogy**

*Student observation, assessment and evaluation**

Foundations of education courses

*Program planning**

Use of educational research and data analysis

Professional relationships with colleagues

Classroom management and organization*

3.0 - 3.4

Special education

Child and adolescent development and student transitions

*Teaching students with special needs**

Parent engagement and communication

*First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing***

2.1 - 2.9

Mental health, addictions and well-being ***

Supporting English language learners ***

Daily occasional or supply teaching

*Teaching combined grades***

Supporting French language learners

Report card preparation ***

**Among highest professional development priorities for elementary teachers (4.0 and above)*

***Among lowest own preparation ratings among elementary teachers (3.4 and below)*

Secondary teachers - Teacher education excellence ratings

Statement: Initial teacher education coverage was excellent.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

4.0 – 4.1

Professional conduct and ethics, professional boundaries with students and parents

Lesson planning

*Theories of learning and teaching and differentiated instruction**

3.5 – 3.9

Safe and accepting schools / creating of a positive school climate

Observing experienced teachers

Pedagogy, assessment and evaluation for your specific curriculum areas

Education law and standards of practice

*Addressing equity of access and outcomes for all students**

*Adapting teaching to diverse learners**

*Instructional strategies**

Knowledge of the Ontario context

*Engaging students**

Coaching and feedback on my teaching

Foundations of education courses

*Student observation, assessment and evaluation**

Depth and breadth of Ontario curriculum

Program planning

Inquiry-based instruction

Use of educational research and data analysis

Connection of theory and practice in the practicum/classroom

3.0 – 3.4

Reading and literacy pedagogy

Inquiry-based research, data and assessment

*Special education**

*Classroom management and organization**

Child and adolescent development and student transitions

*Teaching students with special needs**

*Supporting French language learners**

Professional relationships with colleagues

*Mental health, addictions and well-being**

Parent engagement and communication

*Supporting English language learners***

2.1 – 2.9

*First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing***

*Mathematics curriculum and pedagogy***

Daily occasional or supply teaching

*Teaching combined grades***

*Report card preparation***

**Among highest professional development priorities for secondary teachers (4.0 and above)*

***Among lowest own preparation ratings for secondary teachers (3.4 and below)*

Elementary teachers – Preparedness excellence ratings

Statement: My current level of preparedness is excellent.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

4.0 – 4.3

Lesson planning

Professional conduct and ethics, professional boundaries with students and parents

Safe and accepting schools / creating of a positive school climate

Professional relationships with colleagues

Engaging students

Theories of learning and teaching and differentiated instruction

Instructional strategies

Observing experienced teachers

Addressing equity of access and outcomes for all students

Adapting teaching to diverse learners

Coaching and feedback on my teaching

Depth and breadth of Ontario curriculum

3.8 – 3.9

Classroom management and organization

Reading and literacy pedagogy

Connection of theory and practice in the practicum/classroom

Mathematics curriculum and pedagogy

Pedagogy, assessment and evaluation for your specific curriculum areas

Student observation, assessment and evaluation

Program planning

Knowledge of the Ontario context

Inquiry-based instruction

Education law and standards of practice

Foundations of education courses

3.5 – 3.7

*Daily occasional or supply teaching**

Inquiry-based research, data and assessment

Use of educational research and data analysis

Special education

Parent engagement and communication

Teaching students with special needs

*Supporting French language learners**

Child and adolescent development and student transitions*

2.6 – 3.4

*Mental health, addictions and well-being**

*Supporting English language learners**

First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing

*Teaching combined grades**

*Report card preparation**

**Among lower than positive ratings for teacher education among elementary teachers (2.9 or below)*

Secondary teachers – Preparedness excellence ratings

Statement: My current level of preparedness is excellent.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

4.0 – 4.2

Professional conduct and ethics, professional boundaries with students and parents
Safe and accepting schools / creating of a positive school climate
Lesson planning
Engaging students
Supporting French language learners
Pedagogy, assessment and evaluation for your specific curriculum areas
Professional relationships with colleagues
Theories of learning and teaching and differentiated instruction
Instructional strategies
Observing experienced teachers
Adapting teaching to diverse learners

3.8 – 3.9

Student observation, assessment and evaluation
Classroom management and organization
Program planning
Addressing equity of access and outcomes for all students
Depth and breadth of Ontario curriculum
Coaching and feedback on my teaching
*Daily occasional or supply teaching**
Education law and standards of practice
Connection of theory and practice in the practicum/classroom
Foundations of education courses

3.5 – 3.7

Parent engagement and communication
Knowledge of the Ontario context
Inquiry-based instruction
Mental health, addictions and well-being
Reading and literacy pedagogy
Inquiry-based research, data and assessment
Special education
Teaching students with special needs
Use of educational research and data analysis
Child and adolescent development and student transitions

2.6 – 3.4

Supporting English language learners
*First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing**
*Mathematics curriculum and pedagogy**
*Report card preparation**
*Teaching combined grades**
**Among lower than positive ratings for teacher education among secondary teachers (2.9 or below)*

Elementary teachers – Professional development priority ratings

Statement: This is a high professional development priority for me

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

4.0 – 4.2

Classroom management and organization

Student observation, assessment and evaluation

Adapting teaching to diverse learners

*Mental health, addictions and well-being**

Program planning

Reading and literacy pedagogy

Instructional strategies

*Report card preparation**

Theories of learning and teaching and differentiated instruction

Inquiry-based instruction

Engaging students

Mathematics curriculum and pedagogy

*Supporting English language learners**

Addressing equity of access and outcomes for all students

Teaching students with special needs

3.7 – 3.9

*Supporting French language learners**

Pedagogy, assessment and evaluation for your specific curriculum areas

Safe and accepting schools / creating of a positive school climate

Observing experienced teachers

Parent engagement and communication

*Teaching combined grades**

First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing

Inquiry-based research, data and assessment

Coaching and feedback on my teaching

3.5 – 3.6

Connection of theory and practice in the practicum/classroom

Child and adolescent development and student transitions

Depth and breadth of Ontario curriculum

Knowledge of the Ontario context

Professional conduct and ethics, professional boundaries with students and parents

Lesson planning

3.1 – 3.4

Special education

Use of educational research and data analysis

*Daily occasional or supply teaching**

Foundations of education courses

Professional relationships with colleagues

Education law and standards of practice

** Among lower than positive ratings for teacher education among elementary teachers (2.9 or below)*

Secondary teachers – Professional development priority ratings

Statement: This is a high professional development priority for me

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

4.0 – 4.1

Mental health, addictions and well-being
Supporting French language learners
Adapting teaching to diverse learners
Student observation, assessment and evaluation
Engaging students
Instructional strategies
Classroom management and organization
Theories of learning and teaching and differentiated instruction
Addressing equity of access and outcomes for all students
Teaching students with special needs
Special education

3.7 – 3.9

Pedagogy, assessment and evaluation for your specific curriculum areas
Safe and accepting schools / creating of a positive school climate
Reading and literacy pedagogy
*First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing**
Program planning
Supporting English language learners
Observing experienced teachers
Inquiry-based research, data and assessment
Inquiry-based instruction
Coaching and feedback on my teaching
Connection of theory and practice in the practicum/classroom

3.5 – 3.6

Parent engagement and communication
Lesson planning
*Report card preparation**
Professional conduct and ethics, professional boundaries with students and parents
Depth and breadth of Ontario curriculum
Child and adolescent development and student transitions

3.3 – 3.7

Use of educational research and data analysis
Knowledge of the Ontario context
Professional relationships with colleagues
*Teaching combined grades**
*Daily occasional or supply teaching**
Foundations of education courses
*Mathematics curriculum and pedagogy**
Education law and standards of practice
** Among lower ratings for teacher education among secondary teacher*

2017 surveys confirm a much improved job market for early-career teachers in Ontario.

French as a second language and French first language teachers are in high demand relative to annual supply. First-year unemployment has been minimal for these teachers for each of the past three years.

English-language teacher education graduates also report much improved job outcomes in the early-career years, especially Intermediate-Senior math and science qualified teachers.

For the remainder of this decade, annual supply of new Ontario teachers will be much lower than in recent years and teacher retirements are expected to gradually rise.

This annual rebalancing of new supply and demand in Ontario teacher employment markets in the years ahead indicates much improved job outcomes for future education graduates, opportunities for still underemployed teachers licensed in earlier years, and more vigorous recruitment required of Ontario's schools and school boards.



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