

Early Career Teachers in Ontario Schools



Ontario
College of
Teachers
Transition to
Teaching 2009

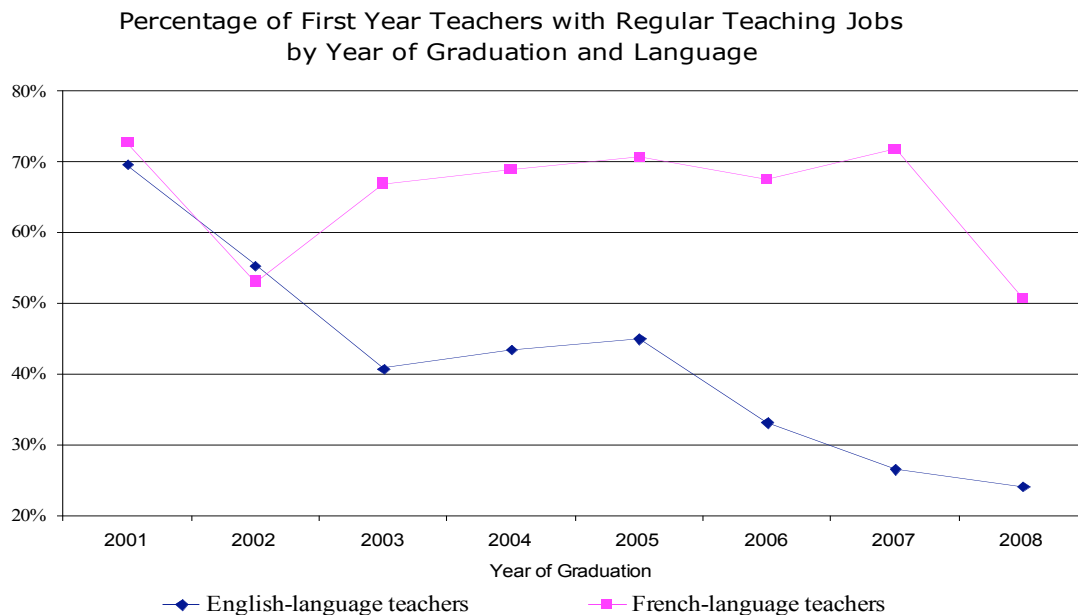
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Context and Overview

Between 2001 and 2009, the *Transition to Teaching* study has tracked the early career experiences of Ontario teachers. Early in the decade both the French- and English-language teacher job markets were highly robust. A temporary rise in annual teacher retirement numbers meant job opportunities were plentiful and Ontario schools hired most available new teachers throughout the province.

As the decade progressed, annual teacher retirements declined and the supply of new teachers from Ontario faculties as well as from other provinces and countries grew substantially. The French-language and English-language job markets diverged.



The high-demand French-language teacher market continued to readily absorb graduates of French-language teacher education programs and other new teachers able to teach French as a second language. The English-language market became oversupplied and increasingly crowded with underemployed¹ occasional teachers, requiring each successive year of new teachers to be more flexible and more patient in their job hunting in the first few years of their careers.

Surveys of teachers in the 2008-09 school year examined the job entry success and teaching experiences of teacher education graduates of 2004 through 2008 and new-to-Ontario teachers educated outside the province and first licensed in 2008. Survey responses from 3,713 teachers

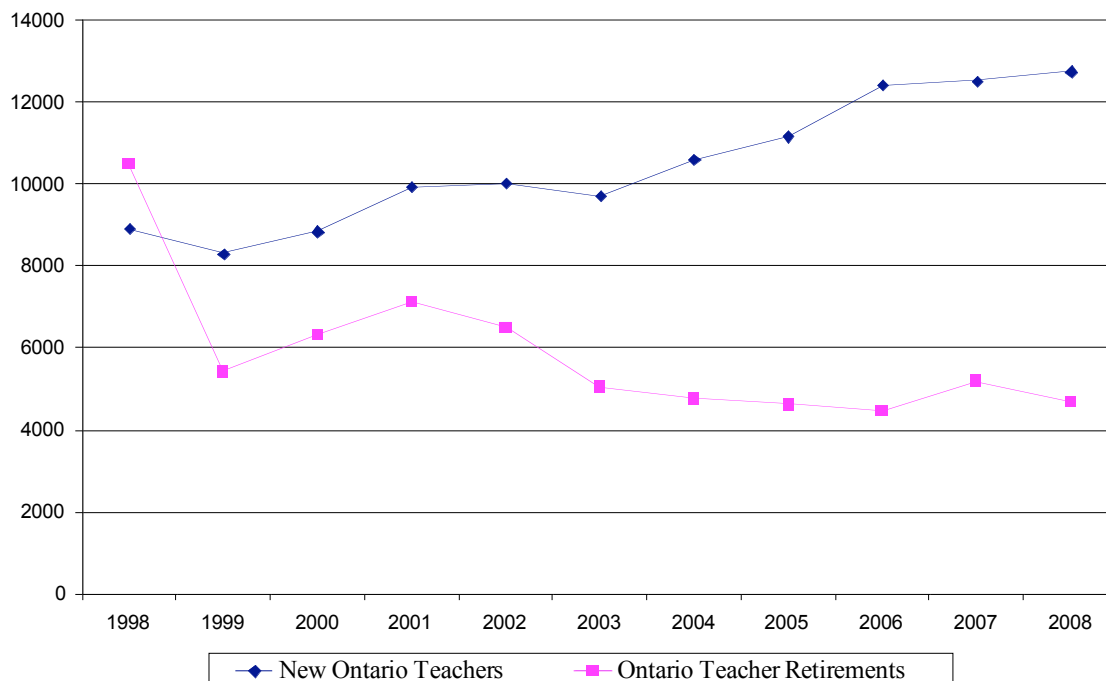
¹ “Underemployed” is defined in this study as respondents who say they wanted to be more fully employed as a teacher than they were during the school year.

confirm further tightening of the employment market for English-language teachers. French-language teacher reports this year may reflect the beginning of a cooling of their job markets as well.

Record-high Ontario teacher retirements and comparatively low numbers of entering teachers between 1998 and 2002 presented a near balance of employment demand and supply at that time. Most new teachers – elementary and secondary, in French-language and English-language school boards and in every region of the province – found regular teaching jobs in their first year as licensed Ontario teachers.

Annual teacher retirements declined over the decade while the volume of new entrants to teaching increased each year. The number of newly certified teachers in excess of the number of teacher retirements in Ontario has averaged 7,500 annually over the past four years.

Ontario new teachers and retirements: 1998 - 2008



Teacher hiring opportunities arise mainly from the need to replace teacher retirees. Job opportunities are also driven to a lesser extent by policy and funding changes as well as the rise and fall in elementary and secondary student enrolments. Several Ontario policy initiatives, such as the funding of more teaching positions to reduce class sizes and extension of Kindergarten programs, add employment opportunities for new teachers. The recent gradual decline in enrolment reduces the demand for teachers. These policy and student demographic changes have tended to balance one another in their combined impact on volume of teaching jobs in the province.

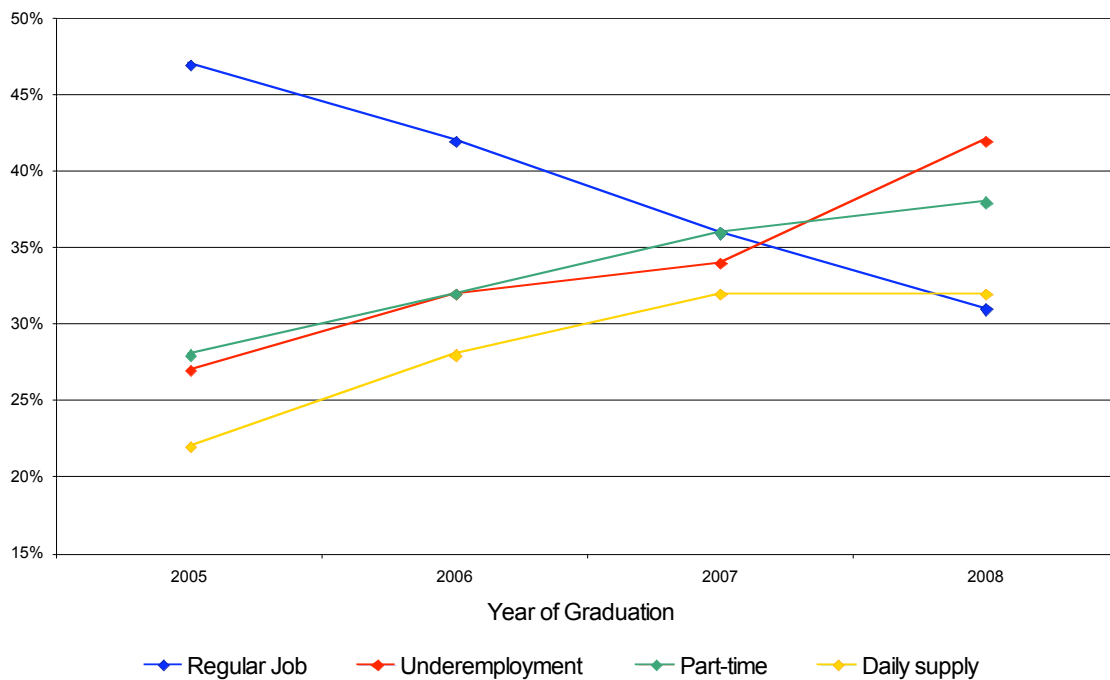
Teacher retirements are forecast to remain at roughly current levels over the next five years. Some decline is now evident in applicants to Ontario teacher education programs. The Ontario University Application Centre reports that annual applicant numbers peaked at 16,530 in 2007 and have declined almost 30 per cent to 11,659 in 2009. This decline did not decrease the number of new teachers graduating each year from Ontario faculties of education because the faculties did not reduce their annual intake of teacher candidates from the declining pool of applicants.

The several years of an oversupply of English-language teachers continues to affect new-teacher job outcomes. New teachers from earlier years take longer to move up from daily supply assignments to term contract and regular jobs. As they continue to seek improved long-term occasional or regular-teacher contracts, each new group of teachers enters a more and more competitive job market.

Survey returns for new graduates in 2009 confirm a continuation of the tightening overall job market:

- regular jobs in the first year are now at 31 per cent
- at the end of the first year, 32 per cent of those teaching are still in daily supply jobs
- part-time teaching is up to 38 per cent, and
- underemployment continues to rise and now stands at 42 per cent.

Percentage of First Year Teachers on Key Job Outcomes



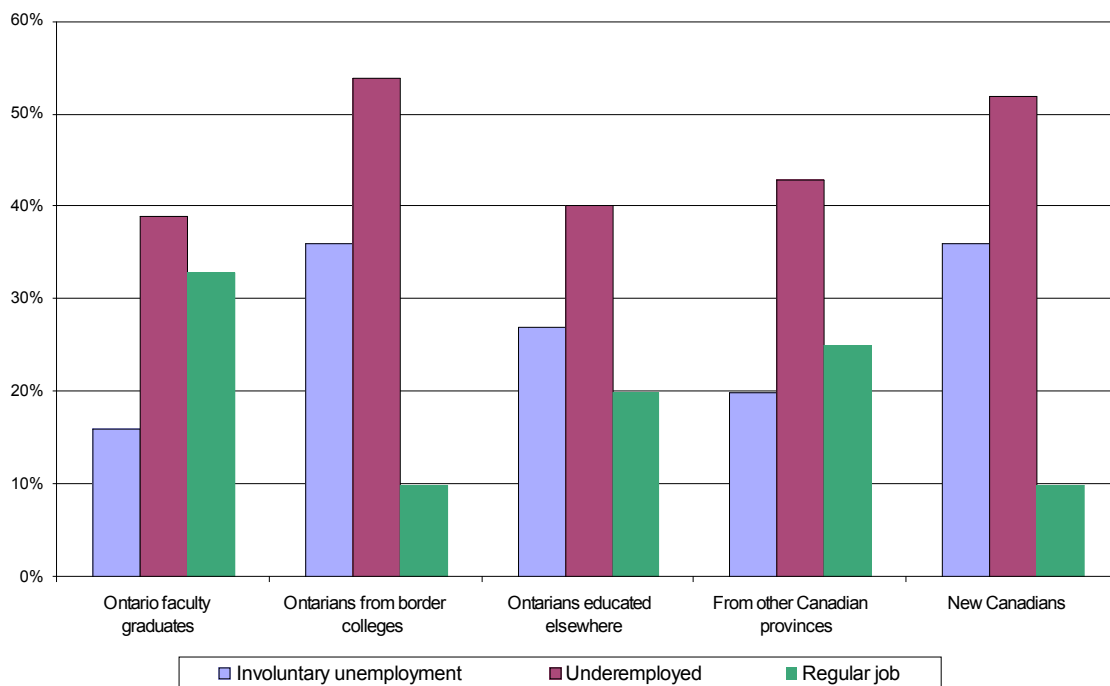
And, for the first time since this study began in 2001, unemployment is significant among first-year teachers. Historically, just three to six per cent of the new graduates from

Ontario faculties and border colleges report they are not working because they could not find any type of teaching job, even daily supply. This first year involuntary unemployment jumped to 17 per cent in 2009.

French-language teachers continue to enjoy an easier entry to the Ontario job market than English-language teachers. However, regular jobs in the first year of teaching fell from about 70 per cent to nearer 50 per cent in 2009 – both for those employed in French-language school boards and French as second language teachers in English-language school boards. Whether this is a one year phenomenon or the beginning of a new trend remains to be seen.

The competitive Ontario job market is experienced differently for teachers educated outside Ontario. New graduates from Ontario faculties face lower levels of unemployment and underemployment as well as higher rates of regular job outcomes in their first year than every other group of new Ontario teachers. New-Canadians and Ontarians who graduate from US border colleges report the highest rates of involuntary unemployment in 2008-09. For each of these groups, nine out of 10 of them who sought employment report they were unemployed or underemployed throughout the school year.

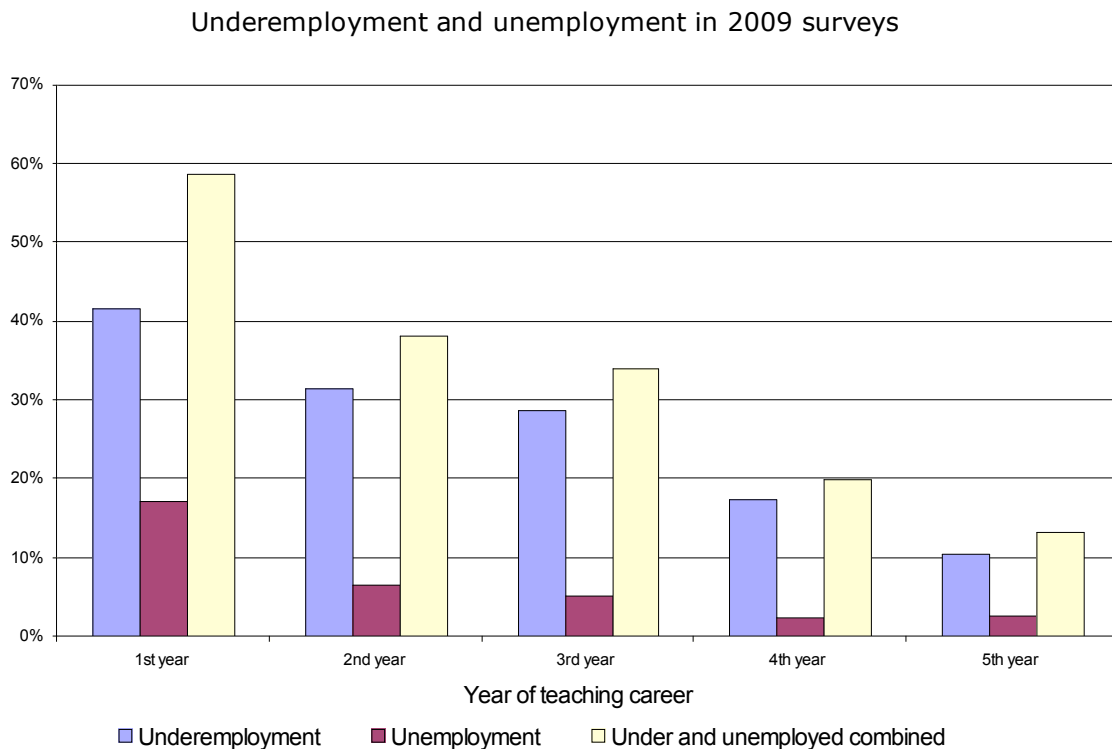
Job outcomes for different groups of new teachers - 2008-09



Ontarians educated elsewhere outside of Ontario and Canadians who moved to Ontario from other provinces also have outcomes that are not as successful in the first year as Ontario faculty graduates.

How long does it take new teachers to secure full employment in Ontario today?

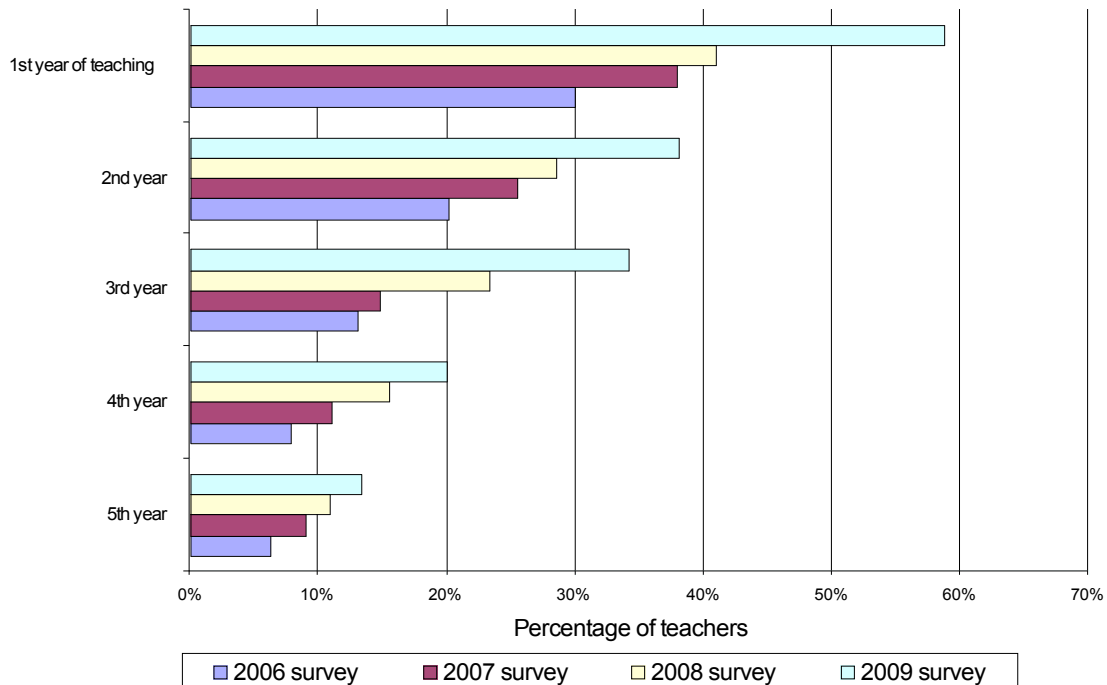
Some teachers choose to continue with daily supply, part-time and/or long term occasional assignments. The best measure for assessing the impact of the market on delaying full entry into the profession is reported underemployment and unemployment.



The latest underemployment and unemployment reports from the 2009 surveys of teacher in their first five years present one answer to this question. In 2009, about two in five first-year teachers reported that they taught as much as they wanted to during the 2008-09 school year, as did about two in three of second- and third-year teachers, four in five of the fourth-year teachers and six in seven fifth-year teachers.

However, the rates of teacher unemployment and underemployment have increased in each of the last four years of the *Transition to Teaching* study. Since 2006, first-year teacher under- and unemployment combined rose from 30 to 59 per cent, second-year teachers from 20 to 38 per cent, and third- through fifth-year reports have also increased. Given this well-established trend, the wait time to settle fully into their careers may be longer for the most recent graduates than for the second through fifth-year teachers surveyed in 2009.

Underemployed and unemployed in first five years of teaching



Despite the challenging job market and high rates of unemployment and underemployment in the early years, most new teachers are strongly committed to the teaching profession. Almost all first year teachers in 2009 report that they planned to teach in the next school year in Ontario (87 per cent) or outside the province (eight per cent). Asked if they expect to still be in teaching in five years time, more than nine in ten say they definitely (76 per cent) or probably (16 per cent) will be continuing in their chosen career. Some did not know. Less than two per cent said they will not or probably will not be teaching in five years.

The Transition to Teaching study is made possible by a grant from the Ontario Ministry of Education. This report does not necessarily reflect the policies, views and requirements of the Ontario Ministry of Education.

First-Year Ontario Teachers: Ontario Faculty of Education and US Border College Graduates of 2008

This is the first year in which the Transition to Teaching study surveyed the teacher education graduates of 2008. These College members were surveyed at the end of the 2008-09 school year, the first school year following their graduation.

New teachers determined despite more tightening of job market

Patience and flexibility in job seeking are increasingly important each year for new teachers in Ontario. And most recent teacher education graduates show they have the commitment to stick with teaching as a career choice for the months or years needed to secure full employment as a teacher.

Further tightening of the employment markets evident in the spring 2009 *Transition to Teaching* surveys of teacher education graduates of 2008 confirm trends reported in recent years. At the end of the first year of teaching, regular job reports slid to 31 per cent, while underemployment rose to 42 per cent, part-time teaching climbed to 38 per cent and daily supply teaching was also up at 32 per cent.

Another 17 per cent of the 2008 graduates report that they tried but could not find a teaching job of any type in the first year following graduation, up substantially from the three to six percent involuntary unemployment rates reported over the past four years.

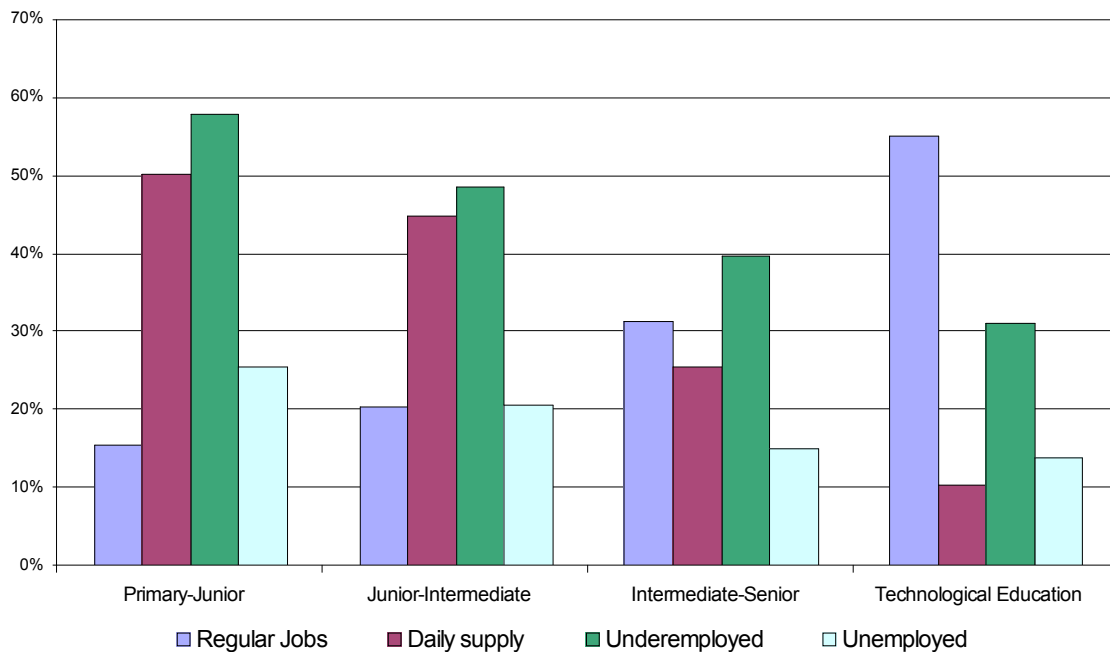
English-language teachers in a crowded job market

English-language teacher graduates face longer wait times for the more secure regular full-time jobs to which most aspire. For the graduates of 2008 actively teaching in 2009:

- under one in four (24 per cent) had regular job contracts by year end
- about two in five (39 per cent) continued with daily supply teaching assignments only
- almost half (48 per cent) say they were underemployed in their first year of teaching and
- another 21 per cent say they were unemployed as they could not find a teaching job of any type, including daily supply teaching.

English-language elementary teachers continue to face considerable competition for available teaching jobs. Fully half of the employed English-language Primary-Junior teachers continued with daily supply teaching at the end of their first year in the profession. Only one in six (16 per cent) found regular teaching jobs. Almost three in five (58 per cent) say they were underemployed. And one in four (26 per cent) were unable to find a teaching job of any type.

English-language 2008 graduate first year job success

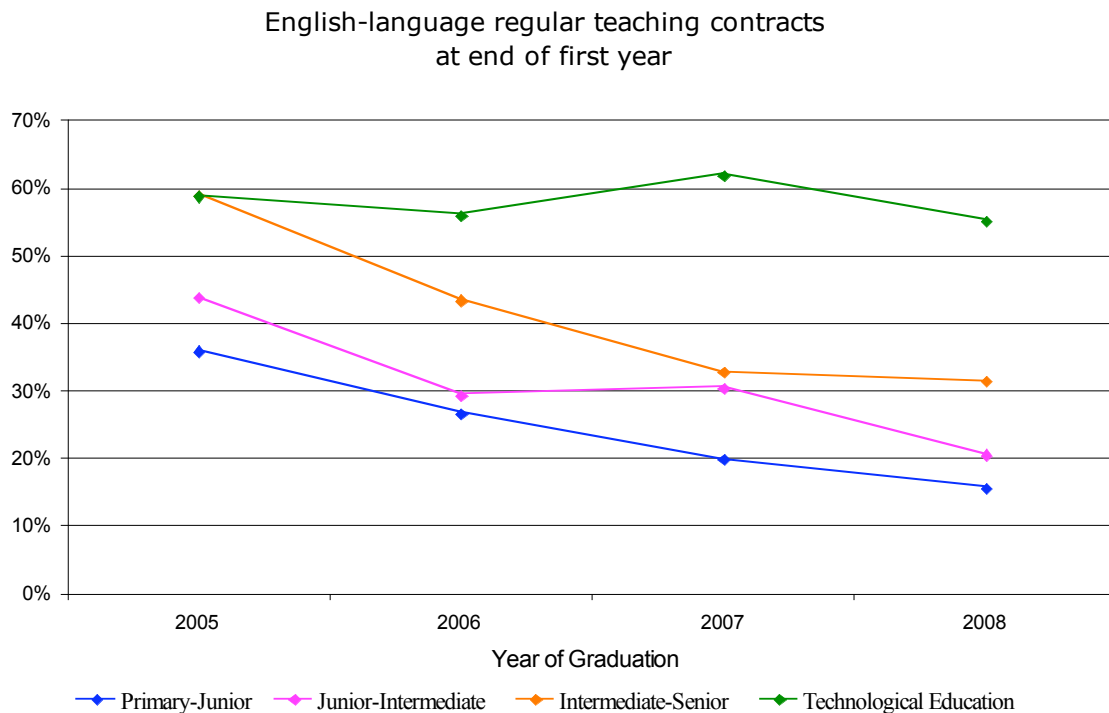


English-language teachers in other divisions enjoyed somewhat stronger job outcomes. One in five (21 per cent) Junior-Intermediate graduates found regular teaching jobs, as did one in three (32 per cent) with Intermediate-Senior qualifications and more than half (55 per cent) of new teachers qualified in Technological Education. Daily supply teaching and underemployment reports are lower for each of these groups of teachers than for Primary-Junior qualified teachers. Involuntary unemployment for graduates in each of these groups is up from previous years, but remains less than among those with Primary-Junior qualifications.

Technological Education first year teachers continue to lead in each of the employment success measures.

First year regular jobs are the minority experience for English-language teachers throughout the province, but some regional variations are evident. The highest reported regular job outcomes are in Toronto (40 per cent) and the northwest (37 per cent). The Toronto region outside the city itself follows at about one in five regular jobs (22 per cent), with the remaining areas significantly lower again – just 12 per cent of central, eastern and southwestern Ontario teachers report regular jobs and the northeast 14 per cent. By contrast, 68 per cent of those who left the province to teach in their first year say they have regular teaching contracts.

These English-language teacher job outcomes reflect a gradual tightening of this employment market over several years. Regular teaching contracts have trended downward for all qualifications except Technological Education.



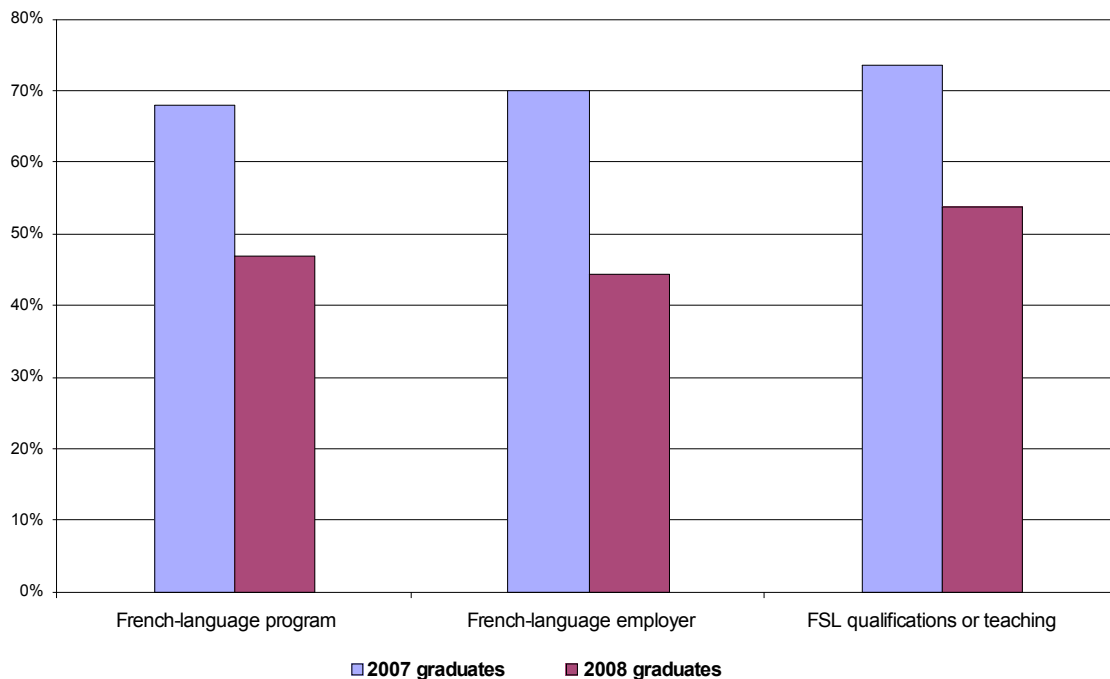
Part-time and daily supply teaching and underemployment gradually climbed for each qualification type over the same time period.

Reduced French-language teaching advantage

The long-established strength of the French-language teaching markets diminished somewhat for the graduates of 2008. Nevertheless, new French-language teachers continue to enjoy considerably more first year success than others, with more than half of first year French-language teachers finding regular teaching jobs by spring 2009.

The rate of first year regular job success for French-language teachers fell for the first time in six years – to 51 per cent from 72 per cent the previous year. Daily supply teaching at year-end rose from eight per cent the previous year to 13 per cent, an increase, yet still just one-third the rate for English-language teachers.

French-language teachers with first-year regular jobs

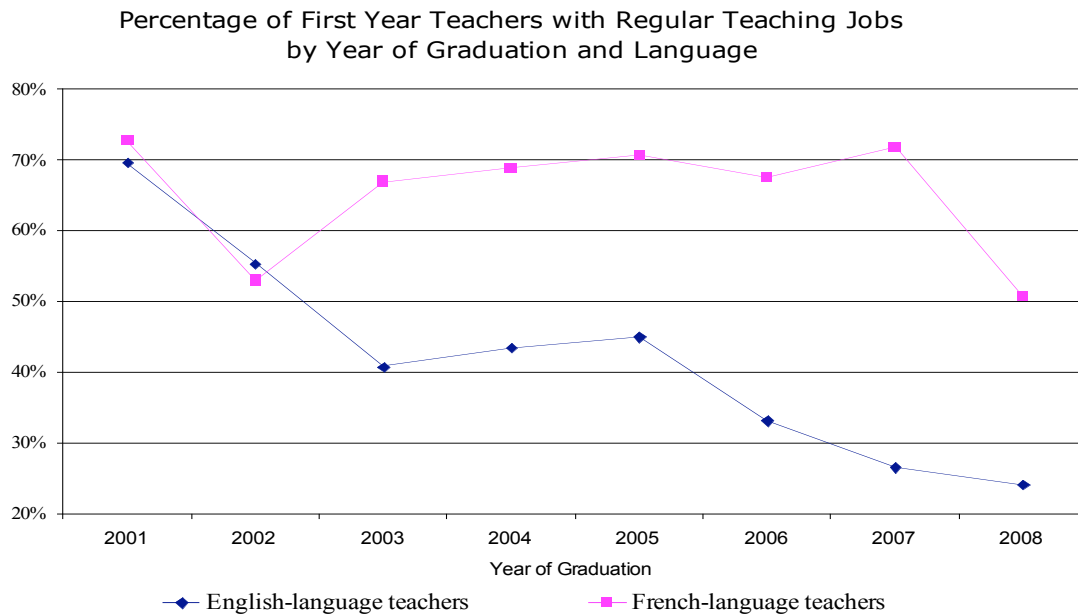


The lower job success rate is consistent across all component groups that constitute the *Transition to Teaching* definition of “French-language teachers.” Forty-seven per cent of the graduates of French-language teacher education programs gained regular job contracts, as did 45 per cent of new teachers hired by French-language school boards and 51 per cent of French (second language) teachers in English language school boards.

Despite these rates, just one in five or fewer of each of these sub-groups say they were underemployed in their first year (compared with about half of the English-language teacher respondents) and only two per cent report involuntary unemployment.

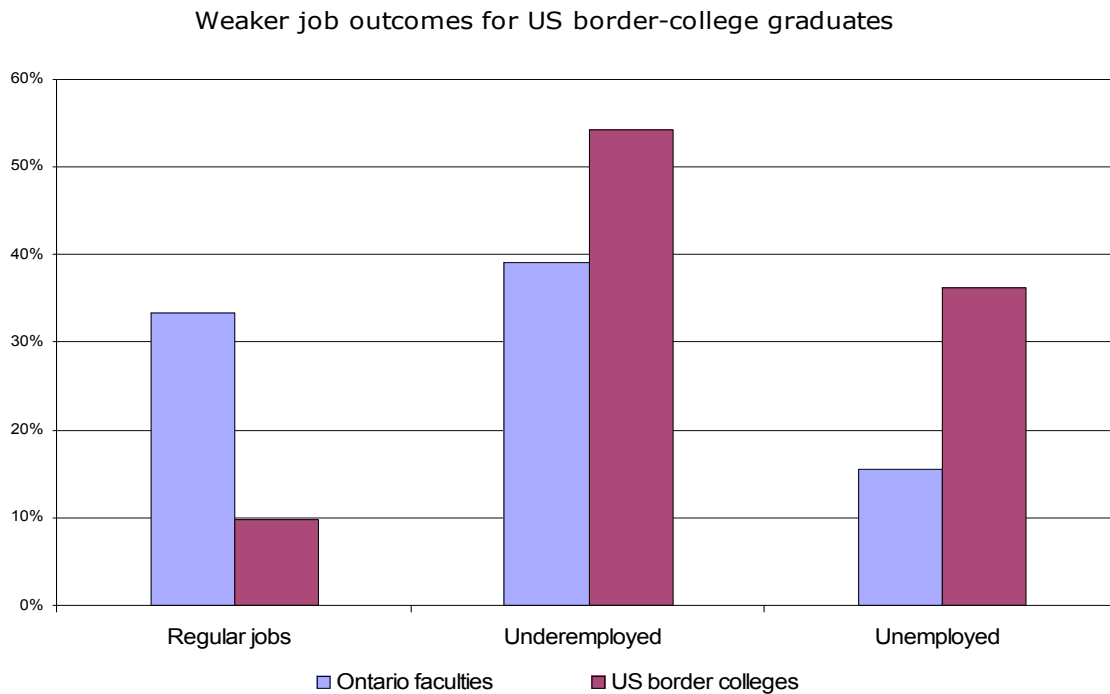
Both French-language school boards and the English-language FSL markets have absorbed available new teachers readily throughout most of the history of the *Transition to Teaching* study. One year of data does not constitute a new trend. Surveys in 2010 and 2011 will tell whether the decline of the English-language teaching market is indeed broadening to the French-language markets.

The main trend over the eight years of this study is the substantial change in the English-language teaching market in the province – from 70 per cent first year regular jobs for the graduates in 2001 to 24 per cent those who joined the employment market in 2008.



Border college graduate job success declines further

US colleges in New York and Maine educated more than 12,000 Ontario teachers since 2001. As the teaching job market in the province tightened over the past four years, job success outcomes for these border college graduates have lagged those of the graduates of Ontario-based teacher education programs. The 2009 survey shows that unemployment and underemployment are now very high for these US program graduates.



Only one in ten of the 2008 border-college graduates actively teaching by year end report they found regular teaching jobs and more than half (54 per cent) of them say they were underemployed. Another one in three (36 per cent) could not find a job of any type in the first year after graduating. Fully 90 per cent report they were still unemployed at year end or underemployed during their first year.

Ontario faculty of education graduates had more than three times the success rate in finding regular teaching jobs (33 per cent) and their unemployment rate (15 per cent) was less than half that of the border college graduates. Underemployment among employed teachers is about 40 per cent higher for the border college graduates.

Induction program comprehensive for teachers in regular jobs

In 2008-09, with the continued availability of the New Teacher Induction Program (NTIP), Ontario's school boards provided comprehensive support to many new teachers who secured regular or long-term occasional teaching contracts.² The NTIP includes board and school-level orientation as well as mentoring and professional development in publicly funded schools throughout the province. It was established in 2006 to provide an additional year of support for the early professional growth and development of entrants to a very challenging and often stressful profession.

The College's *Transition to Teaching* study found that 88 per cent of the graduates of 2008 hired into regular teaching jobs in publicly funded school boards last year participated in the NTIP. This is similar to the 92 and 91 per cent participation rates for regular job teachers in the previous two years. Graduates of 2007 report 93 per cent participation in the program in their first or second year following graduation. Even the small numbers of these teachers who say they were not in formal induction report that they had a mentor or a formal orientation program, were evaluated by their principals, or had access to professional development opportunities similar to those funded through the NTIP.

This major support program for new teachers is well established for teachers who obtain regular job contracts in Ontario district school boards, with high rates of involvement of these new teachers in every element of the program.³ Most (85 per cent) of the first-year participants in 2008-09 received formal orientation to their school board, 60 per cent had an individual school orientation, 89 per cent were assigned experienced teacher mentors and 89 per cent had been formally evaluated by their school principal by the time they responded to the College survey.

² In this report, rates for participation in the NTIP and the various categories of teaching contract are based on respondents' self-reporting which does not necessarily correspond with Ministry of Education NTIP eligibility definitions. No conclusions are drawn with respect to whether NTIP-eligible teachers are not in the program nor that NTIP-ineligible teachers who claim to be in the NTIP program are, in fact, formally enrolled in the program.

³ In this report, "regular jobs" includes some teachers with part-time regular jobs who may not be eligible for the NTIP program in the school year referred to.

Most NTIP-supported teachers (97 per cent) received professional development in one or more of the program's priority areas for new teachers: literacy and numeracy; planning, assessment and evaluation; classroom management; and student success are the most frequent professional development areas reported.

NTIP professional development in priority areas

PD content	Participation rate (%)
Planning, assessment and evaluation	64 (79/70)*
Literacy and numeracy	60 (86/70)
Classroom management	52 (68/56)
Student success	48 (59/48)
Teaching students with special needs	33 (52/34)
Safe schools	28 (45/29)
Parent communication	23 (30/29)

*2007 and 2008 comparators in brackets

Participation rates in these content areas have decreased somewhat over the previous two years. Nevertheless, many NTIP participants continue pursuing professional development in these key areas.

The support of experienced mentors and other teachers continues to be highly valued by these new teachers. More than four out of five (83 per cent) of these first-year teachers identified some components of their mentor's coaching, information and demonstration of teaching methods as very helpful to them, choosing the top rating of a five-point scale. Almost all (95 per cent) say support from experienced teachers helped them on the job. Report cards, advice on helping individual students, classroom management and observing other teachers top their lists of most valuable support.

Most of these first-year teachers in the NTIP identified mentoring as a major (36 per cent) or moderate (34 per cent) professional development activity for them over the year.

NTIP participants highly value mentoring support

Type of mentoring	Very helpful (%)	Helpful (%)
Help with report-card preparation	42 (47/44)*	27 (25/29)
Coaching on classroom management	36 (38/41)	24 (29/27)
Finding good teaching resources	36 (32/37)	31 (36/30)
Advice on helping individual students	34 (38/33)	30 (32/31)
Coaching on student evaluation	34 (32/35)	29 (31/29)
Observation of other teachers' practices	32 (34/36)	22 (24/22)
Coaching on instructional methods	30 (31/36)	27 (27/27)
Curriculum planning with my mentor	26 (30/32)	26 (23/23)
Feedback from mentor on my teaching	26 (27/34)	24 (24/21)
Observation of my mentor's teaching	24 (26/29)	17 (19/22)
Preparing for parent communication	24 (23/22)	31 (35/35)
Information on administrative matters	23 (18/21)	25 (30/27)

*2007 and 2008 comparators in brackets

Mentoring continues to take place mainly outside the classroom. Fewer than one in five first-year teachers say they had as much as one hour per month to observe their mentor or another teacher in the classroom.

Also, fewer than one in five new teachers (18 per cent) say they were observed for an hour per month or more in their first teaching year. More than half (53 per cent) say their own teaching was not observed at all by another teacher.

When new teachers give negative comments on mentoring, it is most often linked with lack of access or quality time with mentors.

Principals and vice-principals play critical roles in the initial year for new teachers. Three out of four (76 per cent) first-year teachers in the NTIP give a positive rating to the support they received from school administrators. Fully 43 per cent gave the highest rating – excellent – to the support they had from their vice-principal and principal.

Mixed induction experience for occasional teachers

The New Teacher Induction Program in 2008-09 continued to focus mainly on new teachers hired into regular contracts, although district school boards are permitted to use NTIP funds to support beginning long-term occasional teachers. Less than one in four LTO teachers report formal participation in the program. Some of these teachers would not be eligible for the NTIP if they do not meet the criteria established for beginning LTO teachers. Daily supply teachers are not eligible to formally participate in the NTIP and most report that they did not.

NTIP participation by Ontario school board contract type⁴

Type of employment	NTIP participants (%)
Regular or permanent jobs	88 (92/91)*
Long-term occasional	25 (26/16)
Daily supply teaching	5 (3/4)

*2007 and 2008 comparators in brackets

First-year support is formally or informally available to many occasional teachers, however, whether or not they are officially in the NTIP, through various elements of the programs in place at their school boards.

Occasional teacher supports

Type of support	Long-term occasional teachers (%)	Daily supply teachers (%)
School board orientation	36 (43)*	35 (44)
School orientation	33 (37)	10 (7)
Mentoring	37 (45)	9 (10)
Evaluation by principal	25 (26)	7 (15)
PD – literacy and numeracy	53 (58)	25 (21)
PD – planning and assessment	41 (39)	15 (15)
PD – special needs	28 (39)	25 (14)
PD – safe schools	23 (30)	9 (19)
PD – student success	37 (30)	13 (11)
PD – classroom management	28 (27)	26 (24)
PD – one or more priority areas	85 (82)	65 (44)

*2008 comparators in brackets

⁴ In this report, rates for participation in the NTIP and the various categories of teaching contract are based on respondents' self-reporting which does not necessarily correspond with Ministry of Education NTIP eligibility definitions. No conclusions are drawn with respect to whether NTIP-eligible teachers are not in the program nor that NTIP-ineligible teachers who claim to be in the NTIP program are, in fact, formally enrolled in the program.

With the increased frequency and duration of occasional teaching as the entry to the profession in Ontario, many new teachers face their early years in a challenging profession without the advantage of formal induction program support. Some consider their extended occasional teaching to be an excellent entry to the profession. Others say they are on their own and lack essential support that is available to others.

Methodology

This year's *Transition to Teaching* study includes a survey of 2008 Ontario teacher education graduates in May 2009 near the end of the first year of their teaching careers. The survey also includes graduates of 2008 from six colleges in New York State and the University of Maine who joined the College following graduation.

New graduates in their first year are the largest survey group each year, including 40 per cent of the English-language population and 80 per cent of the French-language population. This survey was chosen to pilot online survey methodology to determine the feasibility of using an electronic platform for all surveys in future years of the study.

For College members in these groups who communicate with the College in French, a double sample was selected (80 per cent) to address this distinct employment market.

The survey of 2008 graduates received 1,236 responses from a survey population of 4,279 teachers, for a 29 per cent return rate. These overall survey results are considered accurate within 2.8 percentage points, 19 times out of 20.

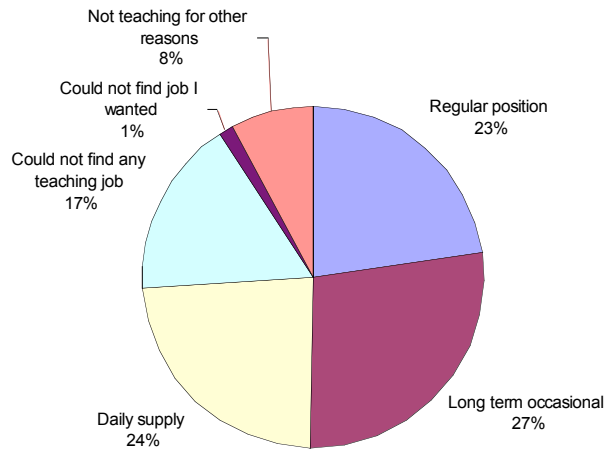
DETAILED FINDINGS

Employment highlights

First-year unemployment rates for 2008 graduates increased significantly from earlier years. Among the employed group, underemployment increased, regular jobs declined and daily supply teaching was up for this year's first-year teachers. More first-year teachers are teaching part-time and more are relying on partial appointments in two or more schools.

- About three in four (74 per cent) of these recent graduates were employed as teachers at the time of the survey and 82 per cent taught at some time during the 2008-09 school year. These employment participation rates are significantly lower than the 89 and 93 per cent rates on these measures among the preceding year's graduates in their first year.
- About one in six (17 per cent) report they were not teaching in their first year because they could not find any teaching job, up sharply from five per cent the year before. Some were not teaching because they were not able to find a job they wanted (one per cent) and another eight per cent chose not to teach in their first year.

Employment status of first-year teachers at end of school year



- Among the three in four (74 per cent) actively teaching in a regular job or on a long term occasional or daily supply basis by the end of their first year, occasional teaching, either on a daily supply teacher basis (50 per cent) or on a long-term contract (28 per cent), was their initial entry to the profession.
- By spring of the first year, fewer than one in three (31 per cent) of the 74 per cent who are teaching are in regular positions. This rate continues a steady four-year decline from 36 per cent in the first year for 2007 graduates, 41 per cent for 2006 graduates and the 51 per cent rate for 2005 graduates.
- Under half (44 per cent) of those actually teaching were hired to the job they held in spring 2009 prior to the start of the 2008-09 school year. Fourteen per cent began their first teaching jobs sometime in September 2008, another 18 per cent started jobs by December, and 24 per cent did not start their teaching jobs until January 2009 or later, following their graduation in spring 2008.
- Part-time teaching (38 per cent) and teaching in two or more schools (32 per cent) are increasingly common employment statuses in first-year teaching for new graduates. These rates are up from the 36 and 29 per cent rates respectively for the graduates of 2007 and continue a gradual rise from 26 and 21 per cent for 2005 graduates.
- Among those who found some form of teaching job, two in five (42 per cent) report that they did not teach as much as they wanted in their first year in the profession. This measure of underemployment is up from 34 per cent last year and continues a four year trend from 24 per cent underemployment among the 2005 graduates.
- About one in six new teachers report they were teaching in settings outside the Ontario publicly funded school system – in Ontario independent schools (5.3 per cent), other Ontario settings (1.3 per cent) and outside the province (9 per cent). This is an increase from the previous year in which about 10 per cent taught outside the Ontario publicly funded school systems. Those teaching outside the province more than doubled from four per cent last year.
- The French-language employment markets continue to be much stronger than the English-language market. However, reports of first-year regular teaching contracts dropped in both

systems. Those teaching outside the province more than doubled from four per cent last year.

- The French-language employment markets continue to be much stronger than the English-language market. However, reports of first-year regular teaching contracts dropped in both French-language school boards and for French as second language teachers in English-language boards.
- About half (51 per cent) of French-language teachers in 2008-09 report regular jobs by the spring of their first year in teaching, with 20 per cent saying that they wanted more teaching employment throughout the year. These outcomes are less positive than the 72 per cent regular jobs for first year teachers the year before and 15 per cent underemployment.
- However, the French-language employment outcomes for the most recent entrants to the job market continue to compare very favourably with the 24 per cent regular jobs and 49 per cent underemployment reported by English-language teachers this year.
- Only three per cent of French-language teachers report that they could find no teaching employment of any type. This compares with the much higher rate of 21 per cent involuntary unemployment among English-language teachers.
- The further decline this year in English-language regular-job success was evident for all qualifications. Only one in ten (11 per cent) Primary-Junior and one in seven (17 per cent) Junior-Intermediate teachers found regular teaching jobs in the first year, down from 16 and 20 per cent the previous year. Similarly, Intermediate-Senior regular jobs were down from 32 per cent to 28 per cent and Technological Education from 62 per cent to 55 per cent.
- Most regions experienced the decline in first year regular jobs this year, with Toronto region most affected. Regular job reports in the City of Toronto fell from 64 to 50 per cent, with underemployment rising from 18 to 33 per cent. The Toronto region beyond the city experienced a decline in regular jobs from 36 to 28 per cent and an increase in underemployment from 33 to 43 per cent.
- There no longer appears to be much advantage for those with formerly higher demand teaching subjects such as business, computer studies, math and sciences. These subjects declined to 32 per cent regular-job rates compared with the overall Intermediate-Senior rate of 28 per cent.
- Primary-Junior-qualified teachers who lack the higher demand French-language teaching qualifications or capacity to teach in French report less first-year regular-teaching-job success (16 per cent) than English-language Junior-Intermediate (21 per cent), Intermediate-Senior (32 per cent) and technological education (55 per cent) teachers. Their underemployment and unemployment rates have climbed substantially in each division.

English-language first year teachers in 2008-09 school year

	Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Education
Unemployed	26%	21%	15%	14%
Underemployed	37%	34%	31%	25%
Combined	63%	55%	46%	39%

- English-language Primary-Junior teachers outside the Toronto region have the lowest employment rates, with only about one in six (16 per cent) obtaining regular jobs by the end of the first year. More than half (56 per cent) report they were underemployed throughout the year. This underemployment rate is a rise from the 44 per cent rate for the same group in the preceding year.

English-language regular teaching jobs by spring 2009

Divisions	Toronto region	Other Ontario regions	Total Ontario
Primary-Junior	13% (23/36)*	9% (18/17)	11% (20/25)
Junior-Intermediate	23% (34/53)	11% (21/9)	17% (29/29)
Intermediate-Senior	38% (51/52)	19% (12/33)	28% (32/43)
Technological studies	69% (78/60)	44% (50/57)	55% (62/58)
All divisions	27% (35/45)	15% (17/21)	20% (27/32)

* 2008 and 2007 comparators in brackets

- French-language teachers report declines in first-year regular-job success rate in each division: Primary-Junior down from 73 to 50 per cent, Junior-Intermediate from 68 to 53 per cent and Intermediate-Senior from 73 to 51 per cent.
- Teachers newly employed by French-language school boards report a 45 per cent regular job rate compared with 70 per cent for first year teachers at these boards the previous year. Similarly, the French-language teacher education programs graduates report a year over year decline in regular jobs from 68 to 47 per cent.
- French as a Second Language teachers had a 54 per cent regular job rate compared with 74 per cent the previous year.

As might be expected from the further market tightening in the 2008-09 school year, concerns and frustrations are even more frequent among the comments received from these teachers than from first year teachers in years past. They say it is very difficult to find teaching job or even to get on eligible to hire or supply teaching lists. Many are uncertain about their prospects for the future. They are often overwhelmed by competing for a comparatively small number of jobs in a tight market and express uncertainty about the hiring process. They often say that connections are essential to stand out in this job market. At the same time, many appear determined to learn from these challenges and are not deterred from their career aspirations.

A relatively small number this year report a smooth and positive experience with the transition into the first year of employment as a teacher. Some of these attribute their success to a specialized subject qualification, French language, persistence, flexibility or sheer luck in being in the right place at the right time.

I applied for multiple jobs and I am now 250 kilometers away from where I would like to be living.

I found a position quite easily overseas as they are looking for teachers all of the time.

I have been working as an occasional teacher since graduation. I have had one long term occasional position but am hoping to find permanent employment. As a supply I am able to work everyday between two different school boards.

It is extremely hard for new teachers to obtain positions due to a preference for teachers with experience, the limited numbers of openings each year, and a saturation of retired teachers on the supply list.

I had my first long term occasional position one week after completing my teacher education program. The vice-principal had contacted my university to find someone qualified to teach music.

While I understand that there is a surplus of teachers, I am finding the process of hiring disappointing. If you do not get an interview for the supply list, then you are at a loss for another year as you need to be on the list to compete for jobs.

I was actually hired full time in 2006 as I was enrolled in the B.Ed. alternative program with Laurentian and there was a shortage of qualified French-speaking teachers. I have been at the same school for the last three years.

I am teaching at a First Nation reserve school in Saskatchewan. I had to move to have a chance to get a teaching position. There are not enough opportunities in Ontario for new teachers.

I luckily got hired as a supply teacher right out of college. We were, however, told that we shouldn't expect to get a full time contract for at least seven years.

My first year of teaching was actually six days of supply work. I hope that there is more work available for me next year.

The process was lengthy, time consuming and totally unproductive. I spent six months volunteering in two different schools, had principals' recommendations and still did not get any interview calls. I even took an AQ course, to no avail. I am currently not working.

It was an extremely difficult process where there is limited feedback on the status of one's application. Had I known about the surplus teachers I would have thought twice and perhaps not gone to teacher's college when I did.

Because I speak French I was able to get a job right away. However, timing is still key. If I had not called HR to enquire about positions coming available I would not be employed right now.

I am finding it extremely difficult. Most employers want experienced teachers. How am I supposed to get my career started if no one will give a new teacher a chance?

I have been applying for teacher positions for over one and half years and I have been very unsuccessful in even obtaining an interview. I have used all of the tools that are available for applying to the different boards, but I have had no success.

In spite of my best efforts I was able to obtain only one interview. At the moment it is extremely competitive and rather than wait for something I went back to my previous career. The experience has, to say the least, been disappointing.

I interviewed three times for positions in the same Board. I found out after the fact from a principal in the same Board that the successful candidates for each position were chosen before the interview process was even conducted.

The whole process of getting an interview was stressful over the past year. Because I was hired so late in the school year, I had to keep my full-time retail job as well. I didn't want to be unemployed for the summer. I have really enjoyed supply teaching

The process to become a technology teacher was at times frustrating. I have over 20 years experience as a trades person yet start at the bottom of the pay scale yet a person with no life experience but graduated from university starts at about \$10 000 more.

I was very lucky to obtain my current teaching position. I happened to be in the right place at the right time. I applied to my current school in order to obtain a position on their supply list. As it turns out, at that time, they were looking to hire a full-time teacher.

I am a francophone who has a very strong background in music, and I have FSL part 1. For me, it was not a problem securing full-time employment teaching Early French Immersion at the primary level.

The process for obtaining a teaching job in Ontario can be described as difficult, disempowering and heart breaking. It has been the most disappointing and frustrating process for me. I graduated at the top of my class, took additional ABQ courses and have not yet got a job.

Teaching assignments

- For new teachers with secondary-panel employment, sciences (21 per cent), mathematics (12 per cent), English (11 per cent) and history (eight per cent) are the most commonly cited main teaching assignments.
- Four in five (82 per cent) secondary-school-employed first-year teachers have jobs that require three or fewer different class preparations.
- Most of these new secondary teachers say they are very well prepared (39 per cent) or adequately prepared (55 per cent) for their assignments in general, and about three in ten (29 per cent) indicate they are teaching at least one subject for which they are not adequately prepared.
- Three in four (74 per cent) of secondary qualified teachers report an adequate or excellent match of their qualifications to their teaching assignments.
- For new teachers with elementary-panel jobs, more than one in four (27 per cent) teach in combined-grade classrooms, eight per cent teach Special Education and 15 per cent teach French as a Second Language, distributions very close to the previous two years.
- For elementary teachers with a single-grade assignment, kindergarten and Grades 1 and 2 are the most common grades reported.
- Fewer than one in 10 (8 per cent) elementary teachers report that they are not adequately prepared for their assignments in general; however, nearly two in five (39 per cent) say there is at least one assignment for which they are not adequately prepared.
- Four in five (80 per cent) elementary-qualified teachers report an adequate or excellent match of their qualifications and their first-year teaching assignments.

Daily supply teaching, assignments that are especially challenging because of split grades, classes with difficult behavioural situations or subjects, little time to prepare and grade levels for which the first year teacher feels unprepared are frequently mentioned by these first year teachers. Some found first year placements that were excellent matches to their qualifications and others cite the school environment and colleagues as important factors for success in their first year of teaching. Others describe supply teaching as a good way to develop teaching skills in the first year.

For my first assignment, I found out I was hired the day before. I learned about my second assignment the actual day I was to begin teaching. More notice would have been nice, although I hate to complain because at least I was working.

I was assigned to the difficult classes to teach. The classes were focused on classroom management as opposed to teaching.

First year teachers get the most challenging teaching assignments (rotary, combined grade, more than one school, for example) and the experienced teachers get the more straightforward teaching assignments like single-grade classes. It should be the other way around.

I believe being assigned as an occasional teacher for my first year of teaching has been extremely beneficial. I have been able to experience the diversity of different classroom environments and have gathered invaluable knowledge and ideas from each.

Supply teaching is such an amazing way to gain experience in teaching. It is extremely challenging as everyday that I am in a class it is something different.

I found it challenging to plan, prepare and manage three different, disparate course subjects during my initial placement. I felt a bit frazzled and unfocussed.

I got to choose from two different grades that were available in my school. I chose the grade I felt I was best suited for along with my principal's advice.

A combined grade classroom is quite challenging. In my teacher education, the focus was primarily on single grade classes.

I have learned a lot from being an occasional teacher and visiting lots of classrooms so I am glad that I had that opportunity but I feel that I am now ready for my own classroom.

Even though one subject is out of my teaching area, I am able to do it and I work with a very collaborative staff.

Most first year teachers, including occasional teachers, will have to teach split grade classes. I believe that the teacher education program should include some methodology as well as classroom management on split grade classrooms.

I feel as though I was assigned positions that allow me to succeed.

I've enjoyed supply teaching because it allows me to experience teaching at a variety of schools and grade levels, however it's a little upsetting that I did not have an option to work full time due to a lack of job openings.

I think that it is important for first year teachers to have the opportunity to work as a supply teacher before having their own classroom because it provides the opportunity to work with a variety of different students in many different settings.

Teacher education and ongoing professional development

- First-year teachers continue to give generally positive marks to their teacher education, with the majority rating practice teaching (91 per cent) and education courses (66 per cent) good or excellent ratings.
- Asked to suggest areas that need more emphasis in teacher education, they gave highest priority to more practicum time with classroom management a close second. High priority was also given to more opportunity in the practicum for active teaching by the candidate as well as more emphasis on assessment, testing and evaluation, reading and literacy, and special education.

- First-year teachers also recommend an increase in time for observing experienced teachers in the classroom.
- With respect to their assessment of their own preparedness for the first year of teaching, they rate most highly their lesson planning, curriculum and subject knowledge, instructional strategies organization and time management (3.8 to 4.2 on average on a five-point scale).
- They rate themselves as somewhat less prepared in classroom management, assessment and evaluation, motivating students, communicating with parents, and covering the full breadth of the curriculum (3.1 to 3.5 on average on a five-point scale).
- They expressed even less readiness for handling administrative routines, teaching students with special needs, teaching combined grades and teaching students at risk (2.4 to 3.0 on average on a five-point scale).
- Intermediate-Senior qualified teachers report that they are somewhat more prepared to teach academic subjects (4.3 on the same five-point scale) than applied secondary classes (4.1). They are less prepared to teach outside their teachables (3.5).
- First-year teachers describe themselves as confident (35 per cent) in their teaching or describe their confidence as a teacher as somewhat high (53 per cent) and their overall preparedness as high (29 per cent) or somewhat high (57 per cent).
- First-year teachers continue to identify their top professional development priorities in three key teaching-skill areas – evaluation and assessment, classroom management and instructional strategies – and they place a high priority on experienced teacher observation and feedback on their teaching practice.

These assessments of teacher preparation and further professional development are highly consistent with the results for first-year teachers over the past few years. They recommend more practicum time, more focus on assessment and evaluation, on classroom management and preparing for supply teaching, special education and the breadth of instruction called for in teaching combined grades.

I would like a little more emphasis on classroom management as it is a fundamental skill. Without proper classroom management, it is very difficult to teach effectively and cover the curriculum material.

Teaching full-time has been overwhelming and sometimes I envy my colleagues who only teach one or two periods because I found it to be so much all at once. I felt that my co-workers were amazingly supportive.

I would have liked more preparation on how to be an occasional teacher. Since most of us do some supply teaching, it would have been helpful to get more basic tips on how to succeed as an occasional teacher.

It's the norm now that supply teaching is likely the first job graduates will get and I think teacher education programs should help prepare you for daily occasional classroom management, quick lessons and other realities when you are briefly handling another teacher's class.

Because regular classroom teachers are now expected to teach students with exceptionalities, all teachers should receive far more special education preparation in the faculties of education.

I would prefer more practicum time, possibly three instead of two. I would have liked to be in a school for the first week of school to see the dynamics of establishing a classroom from day one.

I would like to see more hands-on assessment of actual student work as well as methods of delivering a lesson. Although theory is a useful foundation, I found there was not enough practical experience.

I cannot stress enough that classroom management should be top priority for all programs. All of the graduates I know have felt that this was the most difficult part of beginning to teach.

I think it would be helpful to learn how to set up your first classroom. I have questions about arranging day plans based on content requirements, as well as questions regarding certain assessment programs used by school boards and report cards.

My first year teaching has been very stressful. In the first semester I would arrive at work at 6:30 a.m. and not leave until 7:00 p.m. I did five preps in my first year. I only had one class in one of my teachable subjects. It has been very stressful, but I am now getting the hang of things.

I was confident in the classroom but I wish I had more practice or simple tools to use when dealing with parents.

I would like to see the practicum placements extended. In my experience, I was just getting to know the class routines and the students and then my placement was over.

Spending as much time as possible in the classroom is critical to teaching success. Mentor teachers and students provide the best opportunities for teacher candidates to learn and progress in the teaching field.

I received no training about report cards and it was very stressful when I had to do them the first time. There was also insufficient emphasis on teaching strategies and classroom management.

It would be beneficial if we could see how an experienced teacher prepares for the beginning of the school year, especially setting up routines, expectations and long-term planning.

Teacher education should include more practical courses such as Smart Board training, classroom management strategies, bridging cultural differences, IT training, lesson ideas, inclusive classrooms and multiple intelligences.

Let's have more emphasis on practicum experience and longer B Ed program including an apprenticeship to extend the practicum.

First-year experience and New Teacher Induction Program

The New Teacher Induction Program (NTIP) continues to play an important role in support of first-year teachers in district school boards across the province.

- Nine in 10 first-year teachers (90 per cent) in regular jobs in Ontario's publicly funded boards report that they were in the NTIP, similar to the rate of 92 and 91 per cent rates reported in the past two years.
- First-year teachers with long-term occasional (LTO) appointments report a 25 per cent rate of participation in the program. As noted earlier, the self-reported status of LTO does not necessarily correspond with the Ministry of Education definition of LTO eligibility for NTIP funding.
- More LTO teachers (61 per cent), whether reporting they are formally in the NTIP or not, report having a mentor in their first year, up from 45 per cent the previous year.
- The NTIP participants in regular teaching contracts report that they receive a broad range of program support. Most of them were provided with an orientation to their school board (85 per cent), were assigned a mentor (89 per cent) and were formally evaluated by their principal (89 per cent) in their first year. Many (60 per cent) also received formal orientation to their individual schools. NTIP participants in LTO contracts report much lower support from each element of the program.
- The chart below describes participation of first-year teacher NTIP participants in NTIP priority areas over the past two years.

Professional development content	Participation 2008-09	Participation 2007-08
Planning, assessment and evaluation	67%	79%
Literacy and numeracy	63%	86%
Classroom management	55%	68%
Student success	50%	59%
Teaching students with special needs	34%	52%
Safe schools	28%	45%
Effective parent communication	24%	30%

- Almost all (97 per cent) first year NTIP participants in 2008-09 report that they had done some professional development in at least one of these areas.
- Reviews of the NTIP elements are positive – the majority rate most of the key components as excellent or good, with the support of the principal or vice-principal at the top of the list:
 - support of principal/vice-principal as excellent (43 per cent) or good (33 per cent)
 - mentoring program as excellent (20 per cent) or good (36 per cent)
 - school board orientation as excellent (21 per cent) or good (45 per cent)
 - school orientation as excellent (21 per cent) or good (38 per cent), and
 - school board in-service as excellent (17 per cent) or good (39 per cent).
- NTIP participants identify assistance with immediate demands to be the most helpful content delivered through the NTIP, with mentoring on report card preparation.

- These first-year teachers also rate positively their mentors' coaching on instructional methods, parent communication and help with administrative matters.
- Mentoring continues to take place mainly outside the classroom. Most first-year teachers in the NTIP report either that they had no opportunity to observe their mentor or another teacher (44 per cent) or had less than one hour of such observation per month (38 per cent).
- Similarly, most report that their own teaching was not observed by their mentors or other teachers (53 per cent) or was observed for less than one hour per month (34 per cent).
- This lack of classroom time together likely accounts for the lesser value placed on mentor feedback on teaching practices and on learning from the observation of mentors and other teachers.
- While not eligible for participation in the NTIP, some daily supply teachers also experienced orientation to their school board (35 per cent), to schools in which they supply taught (10 per cent) or had a mentor assigned to them (9 per cent). Some of them also participated in professional development workshops on classroom management (26 per cent), literacy and numeracy (25 per cent), teaching children with special needs (25 per cent), safe schools (19 per cent) and planning and assessment (15 per cent).
- Most new teachers report that the challenge of first-year teaching assignments was high (38 per cent) or somewhat high (40 per cent) and that they experienced high stress (33 per cent) or somewhat high stress (32 per cent).
- Most rated their workload as high (36 per cent) or somewhat high (33 per cent) and their sense of job security as low (17 per cent) or very low (37 per cent).
- Despite the challenges, stress, heavy workload, limited job access and job insecurity, many new teachers report a high (36 per cent) or somewhat high (44 per cent) sense of professional satisfaction.
- The overall assessment of the first year for those who obtained teaching employment of any type was a rating of excellent (39 per cent) or good (44 per cent). These new teachers expressed a high (35 per cent) or somewhat high (53 per cent) degree of confidence in their teaching.
- They described their optimism with respect to their professional future as high (33 per cent) or somewhat high (39 per cent).
- NTIP participants in their first year of teaching report high levels of engagement in professional development. The majority say:
 - the support of a mentor was a major (32 per cent) or moderate (35 per cent) professional development activity
 - they were engaged in collaborative learning in their school to a major (32 per cent) or moderate (42 per cent) extent.
- By contrast, mentoring was a major or moderate professional development activity for only a minority (26 per cent) of non-NTIP teachers, as was collaborative learning in the school (40 per cent).

Many new teachers value the New Teacher Induction Program and also the less formal support and guidance of experienced teachers and school administrators. Many daily supply and long-term occasional teachers ask for more formalized NTIP-type support in their increasingly lengthy occasional-teaching career entry.

I was very lucky to have supportive and helpful administrative staff and colleagues. This is very important. I was given opportunities to watch experienced teachers and learn about their planning strategies and this was very helpful.

Each mentor teacher has a different style of teaching. I would like to see a more developed coaching program for the mentor teachers with clearer objectives. I would love to see team-teaching and team planning opportunities.

Teaching is scary, exciting, enlightening, frustrating, hard work, fun, joyful, sad, disturbing, and sometimes unforgiving. We are judged, labeled, tested, tried and emotionally drained. But I love teaching.

It was totally overwhelming in the first half and far more emotional than I ever expected. However, this whirlwind year has been extremely rewarding and I have grown more as a person and a teacher than I ever expected.

It would be nice if there was more of an ease into teaching, like one year of apprenticeship with a teacher in the room all the time, or even part time.

It was a wild ride full of learning. I realize that the majority of teacher education does not happen until you get into the classroom.

I used to think that I had good time management skills; however, with teaching there is never enough time to do what you want. It is difficult to control work life balance and not stress out.

The year has gone by so quickly and I have learned so much about the teaching profession, the students and myself. I wish that I had followed my dreams thirty years ago and started teaching then.

The first year of teaching was very overwhelming. I felt quite alone and did not have a mentor to assist me. I would have benefited from watching other teachers comprehensive literacy program and management techniques.

I think the induction program is a good one. It should be expanded so new teachers, even if they are not teaching or doing supply teaching, have a mentor for the first year.

I attended a new teacher induction workshop about classroom management that I found to be extremely helpful. This workshop allowed new teachers to use each other as resources to help plan new ways to manage the classroom. I have only attended a few professional development sessions and all have been helpful.

Because of the timing of my hiring, I missed the assessment and evaluation professional development, which would have been helpful. I also would have appreciated the opportunity to have PD on restorative justice and classroom management.

I have had the most wonderful experiences in my first year of teaching. All of my colleagues at my school have been so helpful and taught me so much.

First year teachers should not be given full-time teaching assignments. The amount of work that entails is simply too much. Instead, teachers should be gradually integrated, maybe by teaching two classes instead of three, and observing other teachers at other times.

You need to keep remembering the positive things that happen each day as the negatives and stress can keep you down and make you jaded quickly.

My first year teacher mentor was everything I would have wanted during my practice teaching. She gives me positive feedback, helpful websites, and she treats me respectfully as a teacher.

I really liked the induction program and the fact that I had a mentor close to me. The times when I was accompanied in the classroom were the most beneficial to me and we should continue to have this program!

Networking with other teachers at the NTIP workshops was very valuable. It was nice to talk to others who were dealing with similar issues. It made me feel less alone.

I had access to workshops designed specifically for Occasional Teachers dealing with such things as classroom management, teaching ideas, assessment and evaluation for LTO's and Smart Board orientation. I found these workshops tremendously helpful.

Talking with my mentor about problems that arise through the day and asking her advice on how to handle certain situation has been the most helpful.

Working with my mentor has been awesome. She is a wonderful resource and very supportive. Observing an experienced teacher with my mentor has also been very helpful.

Career plans

- The past eight years of research are unequivocal on what motivates individuals to choose teaching as a career. And on what sustains their interest in a very demanding occupation. This new generation of teachers want to make a positive difference in their students' lives and they want to work with children or young people.
- Another theme of importance, clearly a second level motivator, is the interest in teaching subjects that they enjoy and to have their own classroom in which to do it.
- More material motivations such as job security, career and travel opportunities, salary, benefits and pensions are present, but stand as a lower tier of considerations that motivate them.
- Change in teaching jobs is a reality for many new teachers. Two-thirds of those with teaching jobs in their first year (67 per cent) said they expect to have a different job for the next school year.

- One in 10 of the 2008 graduates report that they did not teach in 2008-09 by choice. Work in another occupation and further studies were the most frequently cited reasons for not teaching after graduation.
- Another 18 per cent were unemployed at the time of the survey, and not by choice. Seventeen per cent could not find any teaching job at all, even on a daily supply teaching basis. A further more than one per cent said they were unemployed because they could not find any job they would have wished to take. This involuntary unemployment rate is up substantially from previous years of this study.
- Only five per cent report that they did not plan to teach in the 2009-10 school year, with 87 per cent planning to teach in Ontario and 8 per cent outside the province.
- Of those planning to teach outside Ontario, the majority said that they would definitely (41 per cent) or probably (21 per cent) return to the province to teach, and only 14 per cent report that they would definitely or probably not come back to Ontario to teach. The remaining teachers reported they did not know whether or not they would return.
- On their thoughts with respect to the longer-term future, very few say they will not (one per cent) or probably not (another one per cent) be teachers in five years, with 75 per cent saying that they will definitely still be teaching at that time and 16 per cent reporting that they probably will. Others reported they simply do not know.
- Only eight individuals from a response group of 1,236 say that they will not teach at all in the future.
- About three in ten (29 per cent) report that they plan to assume an education leadership role as vice-principal, principal, supervisory officer or director of education at some point during their education career. This high level of interest in leadership positions has been stable for several years among first-year teachers.
- More than half (56 per cent) express an interest in mentoring, coaching or some other leadership role with teacher colleagues.

Reflections on teaching

- Four out of five first-year teachers indicate that they are very familiar (38 per cent) or somewhat familiar (47 per cent) with the ethical standards for teaching in Ontario.
- About one in seven (14 per cent) report that they encountered a significant ethical issue in the first year.

In addition to the reflections that this study has seen from first year teachers – of stress, difficult assignments, longer hours than expected, greater demands on teachers than anticipated, and many other challenges – this year’s survey returns include more teachers voicing questions about whether it is all worth it in the face of extended underemployment. Many still mention that their passion for teaching will see them through, and many others that they have already achieved their dream.

I am frustrated, disappointed and disillusioned. The opportunities I was told for a career in education in Ontario do not exist. Hiring is at an all time low, and yet retirees are still working well past 60. In my board 1,200 people applied for positions. Only 200 were even interviewed.

I have found this year to be a very frustrating one. Despite feeling prepared and confident in my teaching skills, I have been unable to get a job. I will still work hard to achieve my goals, as I am determined to make a career of this.

I know that I have chosen the right career for myself. I worked in other fields which allowed me exposure to the classroom and knew that is where I belong.

I've had a blast. I love teaching more than anything and know I'm definitely in the right profession for me. I know it's going to take time and I plan on being patient but I cannot wait until I finally get my own classroom.

I feel that I have come a long way since September in most aspects of teaching. As a new teacher you must be very organized, independent, and be able to work through difficulties on your own.

I wish I had more to say about my first year teaching experience but I have not yet found a job. I am looking forward to starting my career as a teacher. I am extremely eager to start teaching and cannot wait to make a difference.

I have had a hard year and have become rather disillusioned with teaching. Although I hold out hope that things could be different in future, the behaviour I have seen in students has made me reconsider a teaching career.

My first year of teaching has pushed me towards my second career choice of being a police officer. With the lack of jobs in teaching, I have the opportunity to apply to the force.

I am thirty-four, living back home with my parents because I can't get a job teaching. I cannot afford, mentally or financially, to be out of work.

I am disappointed that I have been unable to find any teaching job. I am surprised that I have not been able to get on the supply list and am getting rather discouraged but am hoping for something next school year.

I'd like a better sense of job security for the future so I can fully involve myself in the culture of the school with out having to say or think "If I'm here next year..."

Very stressful trying to finding a job, living pay cheque to pay cheque when the Education faculty reassured us last year that eventually everyone should find a position.

It has been an absolutely awesome experience – I have loved every minute of it and look forward to teaching for many years to come.

I am strongly considering whether teaching is the right career for me. It takes a lot of time and effort during and after school hours. A lot of the time, I don't feel the students appreciate how much work you put into your job to benefit them.

As this year comes to a close I feel I grew tremendously as a teacher mostly due to working with veteran teachers as well as supportive administrators. There were certainly times, however, where I felt like quitting.

Despite feeling prepared and confident in my teaching skills, I have been unable to get a job. I now feel discouraged and a little let-down. I will still work hard to achieve my goals, as I am determined.

It has been a lot of hard work but I'm glad and happy I chose the exciting and rewarding career of teaching.

It takes a lot of mental energy to make it through each day and I am trying to discover how to increase that mental stamina. If not for the students, I would have packed it in and gone back to swinging wrenches.

I have so much energy and passion for learning that I could share with my students but due to the employment situation may not get a chance to do so. This has been a disappointment to me and many of my fellow graduating teachers.

I am so lucky and so grateful to be teaching this year, and I am so happy with all of the decisions I have made to get me here.

After six years of post-secondary in childcare fields, it is very disappointing to come out and have to be on a wait list for eight months simply to supply. I have become very discouraged this year.

I love having my own classroom. I have had the opportunity to work with great students. Now that I know how it is to have your own classroom, it is sad to say goodbye to an LTO position and go back to supply teaching.

There is nothing I want to do more than teaching. I am a passionate teacher who plans to teach for my entire career. I wish more than anything that I could find a teaching job in Ontario, any teaching job.

Teaching is a wonderful career. Even though it can be demanding at times, it is the most rewarding thing that I have done in my life. I love going to work in the morning.

Supply teaching is not enjoyable for me. We have very little support, or benefits, and students are very disrespectful. I would love a full time teaching job, but they are hard to come by in my board. I do not see myself doing supply teaching for much longer.

When I first began teaching, I had very little confidence in my abilities. Now that I have been teaching for a full school year, working with the students, I have gained an incredible amount of experience. I am truly grateful.

Out of 7 friends that I graduated with, I am the only one who has even made it on the supply list. It is very discouraging for us.

Although my first year has been primarily on a volunteer basis, it has been a fulfilling experience. I have learned immensely from the mentorship provided by my mentor teacher. I have also had the opportunity to teach some classes and develop my skills.

Demographic highlights

- About one-third (34 per cent) of these 2008 graduates report that teaching is a second career and about one in five (21 per cent) were 35 years of age or older at the time of completing the survey.
- Male respondents constitute 23 per cent of the sample; 77 per cent are female.
- The survey returns comprise 89 per cent Ontario faculty of education graduates, with 11 per cent from US border colleges.
- French-language teacher education programs are the source of 13 per cent of the respondents overall and 15 per cent of the Ontario faculty graduates.
- Primary-Junior-qualified teachers comprise 46 per cent of the returns, Junior-Intermediate 17 per cent, Intermediate-Senior 34 per cent and technological studies three per cent.
- Sciences, English, history and mathematics are the most frequent Intermediate-Senior teaching subjects qualifications.
- Among the US border college respondents, English is the language of teacher education for all of them and the majority (69 per cent) have Primary-Junior basic qualifications. None are qualified in technological studies.

First year as Teachers in Ontario: Out-of-Province/Country Teachers Ontario Certified in 2008

This is the sixth year in which the *Transition to Teaching* study surveyed new Ontario teachers initially certified in other jurisdictions. This survey includes three distinctly different groups of respondents. One in four respondents (26 per cent) are new Canadians who immigrated to Ontario from outside Canada following their teacher education and/or a teaching career elsewhere. About half (53 per cent) are Ontarians who did their teacher education in another province or country. The remaining 21 per cent migrated to Ontario from another province in which they completed their teacher education programs.

This survey excludes Ontarians educated at US border colleges who are part of the other surveys in this study.

New-Canadian teachers have faced very high levels of unemployment and underemployment throughout the six years they have been included in this study. As the overall employment market tightens further, the experience of new-Canadians does not appear to be worsening and, on some measures this year, there is slight improvement. Job outcomes continue to be considerably weaker than for Ontario faculty graduates, however. The employment gap between new-Canadians and Canadians who do their teacher education outside Ontario receded in 2008-09.

Job market especially challenging for new-Canadian teachers

The College licenses 1,500 to 1,700 internationally educated teachers annually, about half of whom are new-Canadians. New teachers who immigrate to Canada face a particularly challenging job market that, for most of them, means an initial year of unemployment or significant underemployment in teaching.

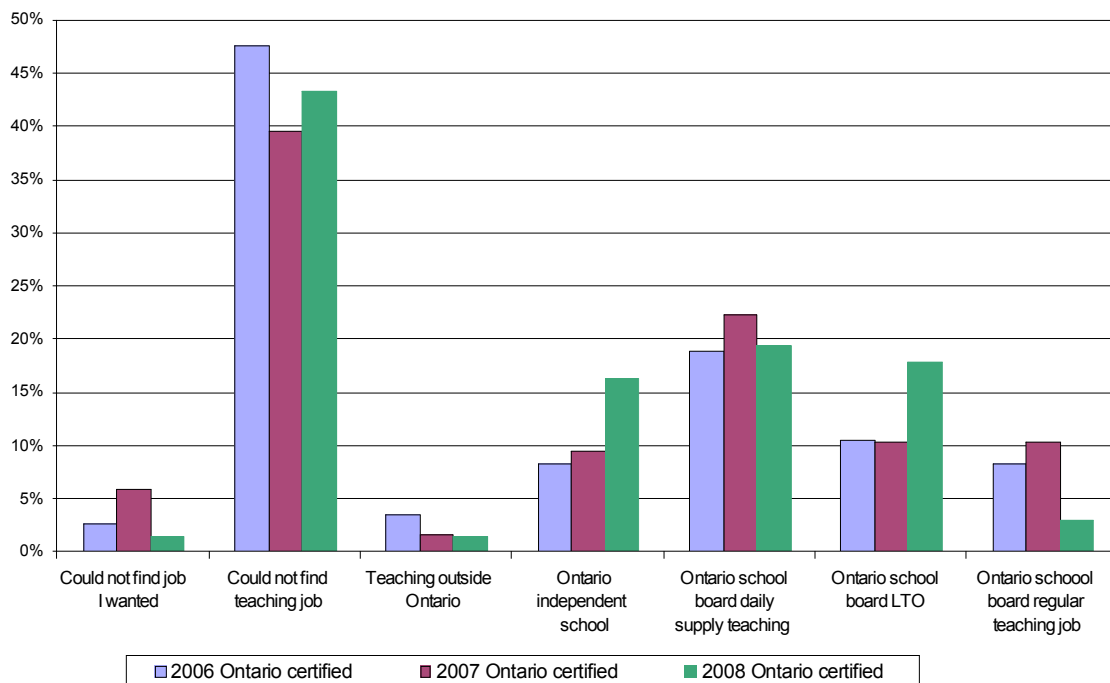
Very few new-Canadian teachers find jobs in Ontario district school boards in today's competitive teacher-employment market. Only three per cent of the new-Canadian teachers responding to the *Transition to Teaching* survey of new members in 2008 say they succeeded in finding regular teaching jobs in publicly funded Ontario school boards in the 2008-09 school year.

This compares with 15 per cent for the Ontario faculty of education graduates of 2008. More than one third of the new-Canadians (36 per cent) were unable to find teaching employment of any type and another half (52 per cent) report they were underemployed in their first year of actively seeking teaching employment in Ontario.

Despite taking the first step of securing Ontario recognition of their teaching credentials, most new-Canadian teachers face significant challenges in establishing themselves in their profession in this province.

The employment situation for first-year new-Canadian teachers in the 2008-09 school year was somewhat better than for this teacher group in the two preceding school years. Their unemployment and underemployment rates improved somewhat in 2008-09. The improvements, however, are reflected mainly in more long term occasional teaching and teaching outside the publicly funded school systems. Regular teaching jobs, especially in publicly funded schools did not increase for new-Canadian teachers this year.

First Year Job Status for New-Canadian Teachers Actively on Job Market



Independent schools are an important teaching alternative for new-Canadian teachers. More than one in four (28 per cent) who found teaching employment in the 2008-09 school year say they are employed in a private school. And three out of four who say they are in regular contracts found them outside the publicly funded schools.

Most of these underemployed teachers have many years of teaching experience. More than one in three (35 per cent) taught for more than 10 years in other jurisdictions prior to their Ontario teacher certification. Three in five (60 per cent) taught for more than five years. Four in five (80 per cent) bring two or more years of teaching experience. Their teacher education is predominantly in English (78 per cent) or French (eight per cent).

Methodology

This year's *Transition to Teaching* study includes a survey of teachers who completed their teacher education in other provinces or internationally and who were newly certified in Ontario in 2008. This survey excluded the US border college graduates included in other surveys. Survey forms were mailed in May 2009 to the College members with valid addresses among the 1,624 teachers who met the definition of the survey group. This survey received 310 responses, for a 19 per cent return rate. These overall survey results are considered accurate within 5.6 percentage points, 19 times out of 20.

DETAILED FINDINGS: OVERALL

With the further decline in the Ontario teaching job markets, new teachers who complete their teacher education outside the province appear to be at a substantial disadvantage in finding jobs.

Percentage of teachers from different groups and first-year job success

Group certified as Ontario teacher in 2008	Not employed as teachers	Unemployed because no teaching job found	Underemployed in 2008-09 school year	Teaching in daily supply job at year end	Teaching in regular job at year end
Ontario grads 2008	27 (10/10)*	16 (6/6)	39 (32/31)	32 (25/21)	33 (39/44)
Ontarians with teacher ed in another province	26 (9/10)	26 (17/0)	52 (38/29)	29 (25/26)	35 (50/52)
Border college grads 2008	44 (13/14)	36 (7/10)	54 (44/43)	47 (38/36)	10 (19/18)
From other Canadian provinces	23 (18/17)	20 (15/5)	43 (21/25)	48 (15/20)	25 (65/44)
Ontarians who did teacher ed abroad	33 (23/19)	25 (13/13)	32 (52/43)	42 (39/25)	17 (23/34)
New Canadians	50 (55/55)	36 (39/48)	52 (60/69)	45 (44/39)	10 (28/27)

*2007-08 and 2006-07 school-year comparators in brackets

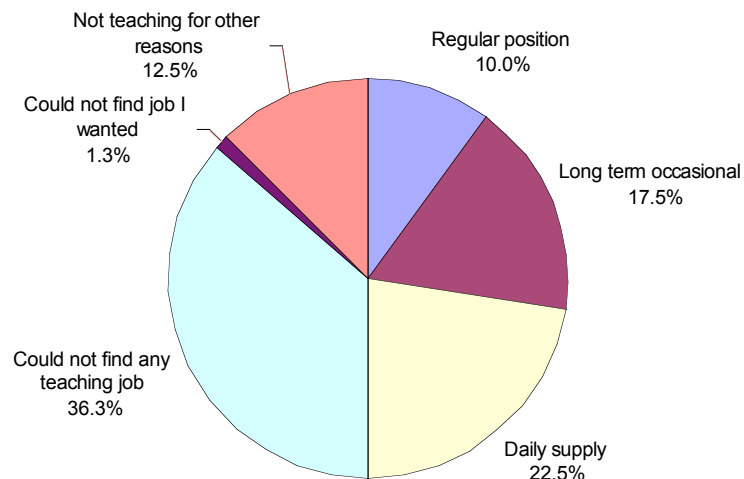
On most measures, new-Canadians and Ontarians who completed their teacher education at border colleges lag Ontario graduates, Ontarians educated elsewhere and Canadians who migrated from other provinces.

DETAILED FINDINGS: NEW-CANADIAN TEACHERS

Employment highlights

- About half (53 per cent) of these new-Canadian teachers first certified in Ontario in 2008 were employed at some time during the 2008-09 school year and 50 per cent were employed at the time of the survey.

Employment status of new-Canadian teachers



- At the time of the survey, about one in three (36 per cent) said they were not teaching because they could not find any teaching job and another one per cent could not find a teaching job they wanted. This combined involuntary unemployment rate of 38 per cent is down from the 46 and 51 per cent rates reported by first-year new-Canadian teachers in the previous two years.
- For new-Canadian teachers who found some type of teaching job in their first year as certified teachers in Ontario, more than half (51 per cent) started in daily supply teaching and 45 per cent were still limited to daily supply teaching at the time of the survey.
- By the end of the 2008-09 school year, one in nine (11 per cent) of these new-Canadian teachers who were actively on the job market had found regular teaching jobs; only three per cent found those regular teaching jobs in Ontario's publicly funded school system.

- Part-time teaching (34 per cent) or teaching in two or more schools (41 per cent) is reported by many new-Canadian teachers who find some teaching employment in the first school year following Ontario certification.
- More than half (52 per cent) of those who were employed in 2008-09 report that they did not teach as much as they wished in their first year in Ontario, down from the 59 and 69 per cent rates over the previous two years.
- Almost one in three of the new Canadians are teaching in settings outside the publicly funded school system, in independent schools (27 per cent) or outside the province (five per cent).
- The majority of new-Canadian teachers who find employment in Ontario do so in the Toronto region (63 per cent) and in south western Ontario (22 per cent).
- Even in the relatively higher-demand Toronto-region market, fewer than one in five (18 per cent) new-Canadian teachers who are teaching have regular teaching jobs and more than two in five (42 per cent) report underemployment in their first school year as an Ontario certified teacher.
- About seven in ten (69 per cent) of the new-Canadian teachers report that they experienced significant challenges in gaining employment as a teacher in Ontario.
- Very few (six per cent) consider their mastery of English or French to be a challenge for them in their communication with students or parents.
- Similarly, very few (four per cent) think that mastery of French- or English-language skills is seen by others as a barrier in their communication with students or parents.

Almost all of the comments from teachers educated outside Ontario and certified in 2008 express some concern about difficulties they experienced in finding teaching employment in Ontario. Many mention Ontario school board undervaluing of their experience and credentials. Lack of contacts and local references and minimal opportunity to promote their skills and experience in interviews are frequently cited barriers that disadvantage them in a crowded employment market.

Neither of the school boards in my local area was hiring occasional teachers when I came to Ontario. I had to work on an “emergency only” basis for six months before an opening on the actual occasional teachers list opened up and I interviewed and got on.

It’s difficult to be considered employable by school boards because I do not have enough teaching experience in public school boards, although I have taught at private schools.

It is difficult to get hired on with a school board when you haven’t done any teaching within Canada and do not have contacts.

Currently there are so many retired teachers doing supply work and now enough for younger teachers to be hired by the boards. I was not informed enough on labour trends in Ontario and supply teaching opportunities.

I would like to be full time or even occasional in the public schools, but there were no responses to my applications and the occasional teacher list is only updated once per year.

I am finding it difficult getting employed as a teacher, applying for night school teaching is also difficult since I need a school principal to be a reference.

I find that it's hard to even get on a supply list. Many of the supply teachers are retired teachers. This makes it difficult for those of us who want to gain experience and get the hours mandated to receive our permanent teachers certificate impossible.

I was unable to get on any supply lists and therefore unable to get my foot in the door even after doing volunteer work.

I kept hearing that I didn't have Canadian experience. I spent almost two years volunteering to get my first references.

I find being trained overseas is looked down upon. Employers, more often than not, interview and hire those educated within Ontario.

There are few public school prospects, so I was forced to find work at a private school.

It's a humiliating experience and I saw that people closed the door because I was new and from outside Canada.

I have had a very disappointing teaching experience so far. I understood there to be jobs, or at least I would be able to supply. I am very qualified, have experience, have applied to for boards, over 75 jobs, and have never heard back from any. I did get on one board's supply list and have only worked eight days so far, even though I am able and willing any day, to go anywhere.

How do teachers find jobs here? I have volunteered in a school since the fall, am taking an AQ course in reading, apply for LTOs daily, follow up with boards about supply lists, and try to talk with principals. I am at a complete loss as to what else I can possibly do to find a job anywhere in the Toronto region.

Job interviews that I get don't lead anywhere. I was told that my answers need to be more in-line with Ontario curriculum, but I don't have experience with the Ontario curriculum.

Teachers only generally call on supply teachers they know, so it is vital to get into a school and network with teachers and get someone to start the ball rolling by advocating for you as a supply teacher to begin with.

Since we are new immigrants we need immediate jobs to pay our bills and the current recession made me scared to lose the job I have. I want to continue and improve myself. But it's so hard to settle down and compete with the experienced local teachers.

I have been on a waiting list all this year. It is very difficult to be referred by a principal when you are one of very many unemployed teachers and new to the area.

I have not taught a single day since moving to Ontario in summer 2007.

The job market is not equitable and is unfair. People are being employed on who you know basis. I am used to a more level playing field.

I did not have any problems getting a job in Ontario. I started off teaching Grade 6 as well as Grades 7 and 8 French which was what I think got me the job, even though it was not what I wanted.

I have a Masters degree in languages and tons of experience but I do not have an Ontario "Teacher Evaluation Report" because I haven't worked in a school in Ontario and cannot find employment because I do not have that document. This spring I was volunteering in a school in Toronto but had to stop because it wasn't possible financially anymore.

I had to return to England to gain experience teaching because nothing was opening up here as far as teaching positions.

I came to Canada with the required skills and preparation. Unfortunately, I haven't been given the chance to share my expertise here yet. I find this situation so sad.

Ontario schools are not comfortable in general hiring foreign-trained teachers, especially those from developing countries. For this reason, I have given up applying for teaching positions. I am now working as program officer with an NGO. They do not look down on my education and experience.

For an LTO position, for just 7 months, the vice-principal told me that 365 people applied. How do you get recognized if you are only allowed to apply through a website with hundreds of people?

I don't understand why employers prefer hiring people who are trained in Ontario and do not speak French well, rather than those who have a good command of French, but who come from other countries.

I would like to say what a disappointing experience it has been. I call boards to ask about supply teaching and no one is hiring. LTOs seem to be who you know. As a new teacher in Ontario this is a huge disappointment for me. I am completely at a loss as to what else I can possibly do to get work here. I have had such a negative experience that we are thinking of returning home.

I will move out of the province and teach. My teaching career here is impeded because boards will not properly recognize my credentials and experience.

The "supply list" as a hiring tool has proven to be unfair in my opinion, as schools consistently interview teachers from their own supply list and no one from outside of it. How do these schools know they are getting the best teachers?

I do not want to waste time and money trying to get into teaching in Ontario if it's this hard. My skills are obviously more appreciated outside Ontario and that's why I'm moving.

I am experiencing overwhelming difficulty and frustration in not being able to find work here in my profession.

I have no job security I did not realize how poorly surplus teachers are treated here. This does not happen back in the United Kingdom.

It has disappointed me that "who you know" seems to matter more than qualifications. This is a very closed system, even to supply teach. I feel very lonely and out of the loop. I have no idea what else to do to get a job beyond my qualifications, willingness to work at any school, experience, commitment to providing excellent teaching, great evaluations and references.

I am an internationally educated teacher with 15 years of experience, familiar with the system, rules and school system, classroom management, and assessment & evaluation of students and yet I am having difficulty getting re-established here.

Certification and teaching assignments

- More than four in five (84 per cent) new-Canadian teachers certified in 2008 made use of specialized Internationally Educated Teacher (IET) meetings and services available through the College or through Teach in Ontario.
- Among those who used these IET services, most (83 per cent) give positive evaluations of the services they accessed.
- New-Canadian secondary teachers are assigned more to teach sciences (17 per cent) and to mathematics (12 per cent) and English as a Second Language (10 per cent) than other subjects.
- Fewer than one in four (23 per cent) new-Canadian secondary school teachers indicate they are teaching at least one subject for which they are not adequately prepared.
- Of those who responded to this survey who are teaching in elementary schools, two in five (42 per cent) teach in combined-grade classrooms and 38 per cent teach French as a Second Language.
- Those teaching in elementary schools describe themselves as very well prepared (64 per cent) or adequately prepared (36 per cent) for their assignments in general. About one in four (28 per cent), however, report that they are not adequately prepared for one of their elementary assignments.
- More than one-third (38 per cent) of the new-Canadian respondents to this survey report a less than satisfactory match of their qualifications and teaching assignments.

First-year experience and professional development

- About seven in ten of those who found employment in their first year as certified teachers in Ontario say their experience was excellent (39 per cent) or good (31 per cent).
- Few new-Canadian teachers employed in publicly funded school boards were supported by the New Teacher Induction Program (NTIP), an unsurprising outcome as almost all of them were employed in daily supply (50 per cent) or long term occasional (42 per cent) teaching jobs, and some of those in LTO positions would not have met the Ministry of Education NTIP eligibility definition.
- With respect to their assessment of their own preparedness for their first year of teaching in Ontario, these experienced new-Canadian teachers rate most highly their subject knowledge, instructional strategies, classroom management, curriculum knowledge, ability to adapt to different learning styles and to motivate students, and their skills in assessment and evaluation (4.2 to 4.5 on average on a five-point scale).
- They rate themselves as somewhat less prepared for covering the breadth of the Ontario curriculum, communicating with parents, teaching students with special needs, students at risk and ESL students, and handling administrative routines (3.5 to 4 on average on a five-point scale).
- In all of these areas, these highly experienced teachers report a much higher level of preparedness for teaching in Ontario than first-year Ontario graduates.
- Intermediate-Senior-qualified teachers report that they are somewhat more prepared to teach academic subjects (4.1 on the same five-point scale) than applied secondary classes (3.8) or outside their teachables (3.2).
- They describe their confidence as a teacher as high (56 per cent) or somewhat high (31 per cent).
- These new-Canadian teachers identified their highest priority professional development needs as integration of technology, further knowledge of Ontario curriculum, school procedures and expectations.
- The reviews are mixed for key supports to new teachers, with no more than half giving a positive rating to, school orientation (49 per cent), classroom resources (32 per cent), school board orientation (27 per cent) and school board in-service (14 per cent).
- Much more positive reviews were given to the support from principals and vice-principals (57 per cent) and colleagues (65 per cent).
- Despite the barriers to employment, assignment challenges, stress and the uneven support reported, many of these new-Canadian teachers report a high (25 per cent) or somewhat high (39 per cent) sense of professional satisfaction.
- The majority also report a high (23 per cent) or somewhat high (39 per cent) degree of optimism for their professional future.
- More than half, however, express a low (45 per cent) or somewhat low (10 per cent) sense of job security.

Despite the many employment challenges, some of these new-Canadian teachers take a positive view of their early teaching experience in Ontario and remain committed to teaching.

My understanding has changed from being a teacher with no positive relationship with the students to a teacher that has a meaningful relationship that enhances the students' learning.

To be a teacher in Ontario is the same as in Argentina. You have to be compassionate, respectful, and love teaching.

I require patience and am realistic now about how long it could be before I find a long term occasional or regular contract job. However, I have been pleasantly surprised at how much I am enjoying supply teaching. I have been able to make real connections with students and staff at schools I frequently visit.

I feel that compared to teaching in the US, teaching in Canada is much lower stress. Teachers have more planning time, get paid better, and generally have a stronger work-life balance. I also found student behaviour better overall.

I have truly enjoyed my first year as a teacher. Interacting with my students and seeing their faces when the light bulb goes on, or when they experience success has made me sure that I've chosen the right job. I will never tire of this

I hope that more job opportunities will soon become available. In the meantime, it has been a wonderful year so far working as a supply teacher. I have been given a wonderful opportunity to teach students, to make a difference, to meet new teachers and principals and students. Every day is a great new experience.

Teaching is a challenge, but at the end of the day after a good self-reflection, it's all worth it. I love teaching.

I would like to see more support for new teachers. Every first year teacher, including the majority of them who teach supply, should have a mentor who is an experienced teacher to help them. I was fortunate enough to have a learning support teacher on staff who I went to often. She helped me out on her own time and had to take time out of her very busy schedule to help me. She was not officially assigned to me.

I would like to master classroom management and dealing with multi-grade classes. There are no homogenous classes. It was a difficult transition year. I know I have lots of things to learn and improve at. Despite everything, it is a very enriching profession and I am very happy to be a teacher.

Career plans

- Like the Ontario and border college new graduates, these new-Canadian teachers are primarily motivated by wanting to make a difference in their students' lives and by an interest in working with children or young people. This motivation is stronger than a secondary motivator of teaching subjects they enjoy and having their own classrooms in which to do it. Material motivations such as job security, career and travel opportunities, salary, benefits and pensions are important but stand as a third tier of considerations in their career choices.

- Despite the job seeking challenges that many of these teachers face, most of them (89 per cent) plan to teach in Ontario in the 2008–09 school year.
- Very few say they will not or will probably not be teachers in five years (four per cent) with 78 per cent saying they will definitely still be teaching at that time and 13 per cent reporting they probably will. Five per cent reply that they do not know.
- One in five (20 per cent) aspire to an education leadership role as vice-principal, principal, supervisory officer or board director.
- About two in five (43 per cent) say they hope to mentor or coach other teachers.

Reflections on teaching

- More than four in five of these new-Canadian teachers indicate that they are very familiar (44 per cent) or somewhat familiar (37 per cent) with the ethical standards for teaching in Ontario.
- Very few (eight per cent) report that they encountered a significant ethical issue in the first year.

Although most are committed to continuing with their profession, some make comments suggesting that they may leave Ontario to continue their teaching careers.

I have had a complete lack of response after applying to six school boards in the Toronto region over the past year. I am feeling disillusioned with my prospects of working as an educator in Ontario.

There are very few prospects for regular or long term occasional teaching positions due to a total saturation of the market. Ontario is graduating far too many teachers each year. I have left the profession until the job market improves.

In Ontario, unless you're French, the first five to seven years of your career will be occasional teaching positions only. Unfortunately, new teachers will be burnt out and discouraged from occasional teaching. The province should invest in the energy, enthusiasm and technologically informed new teachers more than it does.

As a teacher qualified outside of Canada I am finding it hard to know what to do to get started with my career, I imagine that once I begin teaching in Ontario it will be as enjoyable as my teaching experience in both Wales and England.

I have taught in Alberta and England, I would love to teach in Ontario. However, I do need to make a living. I either need to find a job either in a different industry or teaching in a different place.

A lot of things I found out about obtaining a teaching job in Ontario I found out too late or as I went along. Current labour trends should be communicated better.

I have taken advantage of the many opportunities Teach in Ontario offered. However, the more I talk to teachers, the more I feel that securing an LTO or permanent job is very unlikely. I am an experienced, good teacher but I believe I will be a supply teacher forever.

This has been a difficult year. It has been discouraging to search and search for work, and not find many positions available. It has caused me to seriously consider moving and trying to establish my career elsewhere.

As with the general teaching council of Scotland, it should be mandatory that upon satisfactory completion of teaching degree, a one-year probationary year is guaranteed.

This has been a very tough year trying to find work in Ontario. I really don't feel like we are valued in the current job market. Schools have a "sellers" market and the new teachers have to go to extreme measures to gain work.

Demographic highlights

- Most (86 per cent) of these new-Canadian teachers had one or more years of teaching experience in other jurisdictions prior to gaining their Ontario certification in 2008. Four in five (80 per cent) have two or more years of teaching experience, three in five (60 per cent) have five years or more, and one-third (35 per cent) 10 years or more teaching experience.
- Two-thirds (67 per cent) of these teachers are age 35 or older.
- For most of them (88 per cent), teaching is a first career.
- Male respondents constitute 24 per cent of the sample; 76 per cent are female.
- English was the language of teacher education for 78 per cent of these new-Canadian teachers, with French-language teacher education reported by eight per cent.
- About one in four received Ontario Primary-Junior certification (28 per cent), Junior-Intermediate qualifications are held by 12 per cent of them and about three in five (59 per cent) are Intermediate-Senior qualified.

DETAILED FINDINGS – ONTARIANS RETURNING FROM EDUCATION ABROAD AND TEACHERS EDUCATED IN OTHER CANADIAN PROVINCES

About three in four (74 per cent) of the respondents to this survey were Ontarians who completed teacher education in other provinces of Canada and abroad or Canadians from other provinces who migrated to Ontario following their teacher education.

With the further tightening of the employment market in Ontario, these teachers educated in other provinces and abroad are experiencing greater challenges settling into teaching jobs in this province. On most measures, they are more successful than new-Canadians and Ontarians who completed their teacher education at Ontario border colleges, they are not enjoying the same measure of relative success as new Ontario faculty graduates.

If I do not obtain employment this year in Ontario I will be returning to Australia and will most likely not return to Ontario.

I have become somewhat disillusioned. I left a good job in Saskatchewan, Ontario teachers that I work with recognize my capability, and yet I cannot get work here.

There are too many people waiting jobs and not enough jobs. In Alberta, if you have a temporary position, the principal can offer you a job the following year. Here, my principal always comments on my excellent teaching, but can only offer me LTO positions. My family and friends are in Ontario but I will have to leave next year in order to have job security in another province.

I have been disappointed in the lack of opportunity, help and guidance from school boards since moving from New Brunswick. I would not recommend to anyone coming to Ontario to teach.

I changed over all of my certifications from Quebec to Ontario hoping to work in what is my home province. I have been so utterly disappointed in my experiences teaching here, and trying with no success to find work, that I don't know if I will ever want to teach in Ontario again.

You can't make a living supply teaching. I am moving back to Alberta because there are opportunities there and new teachers are treated with much more respect. In Ontario, I felt more like an unwanted babysitter.

Demographic highlights – Ontarians educated in another Canadian province

- Thirty-five per cent of these teachers report that teaching is a second career and 40 per cent are 35 years of age or older.
- About nine in ten (89 per cent) taught for one or more years prior to gaining Ontario certification.
- Male respondents constitute 44 per cent of the sample; 56 per cent are female.
- Most (96 per cent) completed English-language teacher education programs, the remainder French-language programs.
- Half (52 per cent) gained Primary-Junior Ontario certification, four per cent Junior-Intermediate, 44 per cent Intermediate-Senior and none technological studies.

Demographic highlights – Ontarians educated abroad

- Only 12 per cent of these teachers report that teaching is a second career and only five per cent are 35 years of age or older.
- Most (85 per cent) taught for one or more years prior to gaining Ontario certification.
- Male respondents constitute 24 per cent of the sample; 76 per cent are female.
- Almost all (98 per cent) completed English-language teacher education programs, the remainder French-language programs.
- More than half gained Primary-Junior certification (57 per cent), eight per cent Junior-Intermediate, 35 per cent Intermediate-Senior and none technological studies.

Demographic highlights – Canadians with teacher education from another province who migrated to Ontario

- One in four (23 per cent) of these teachers report that teaching is a second career and just 36 per cent are 35 years of age or older.
- Most (78 per cent) taught for one or more years prior to gaining Ontario certification.
- Male respondents constitute 12 per cent of the sample; 88 per cent are female.
- One-third completed French-language teacher education programs and two-thirds English-language.
- Half gained Primary-Junior certification (50 per cent), 14 per cent Junior-Intermediate, 36 per cent Intermediate-Senior and none technological studies.

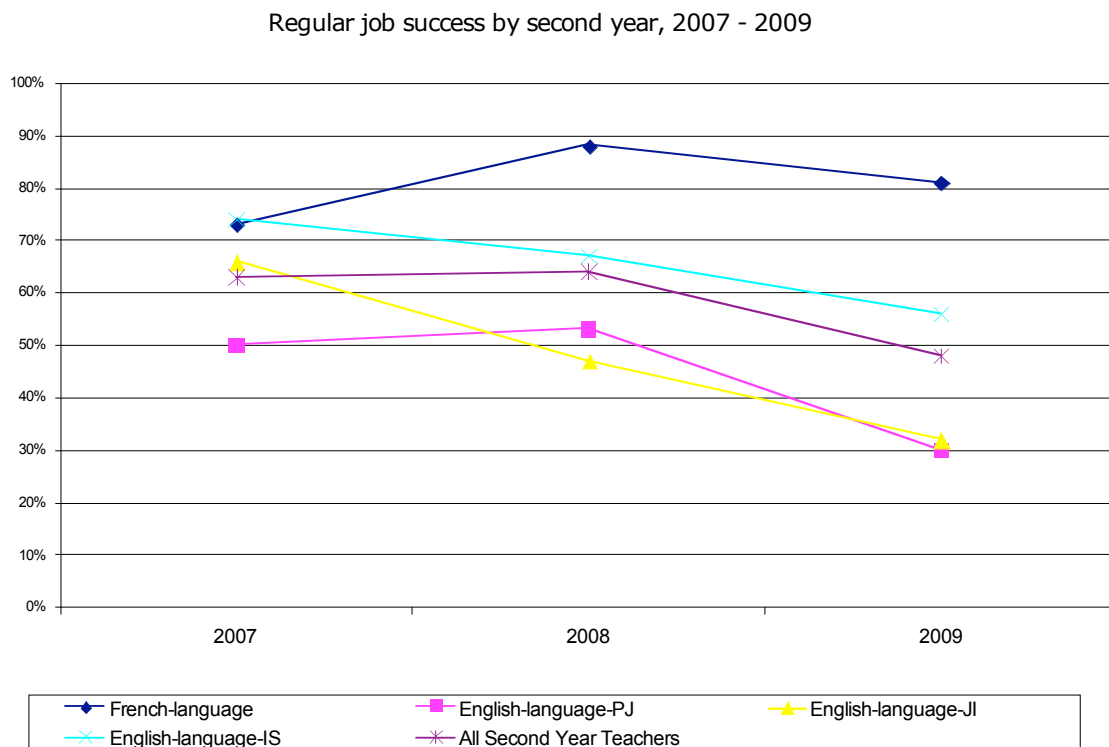
Second-Year Ontario Teachers: Ontario Faculty and US Border College Graduates of 2007

This is the second year in which the *Transition to Teaching* study surveyed the teacher education graduates of 2007. These College members were surveyed at the end of the 2008-09 school year, the second school year following their graduation.

Majority not in regular jobs by end of year two

This year's surveys found a further significant decline in the job outcomes for teachers well into the second year of their careers. Under half (48 per cent) of the graduates of 2007 secured regular teaching jobs by the end of the 2008-09 school year, a significant drop from the 63 per cent of the graduates of 2006 who had done so by the end of their second year of teaching.

Thirty-one per cent also reported that they were underemployed, up from 24 per cent for the parallel group the previous year. And another six per cent said they were unemployed despite actively looking for teaching jobs, up from three and four per cent the previous two years.

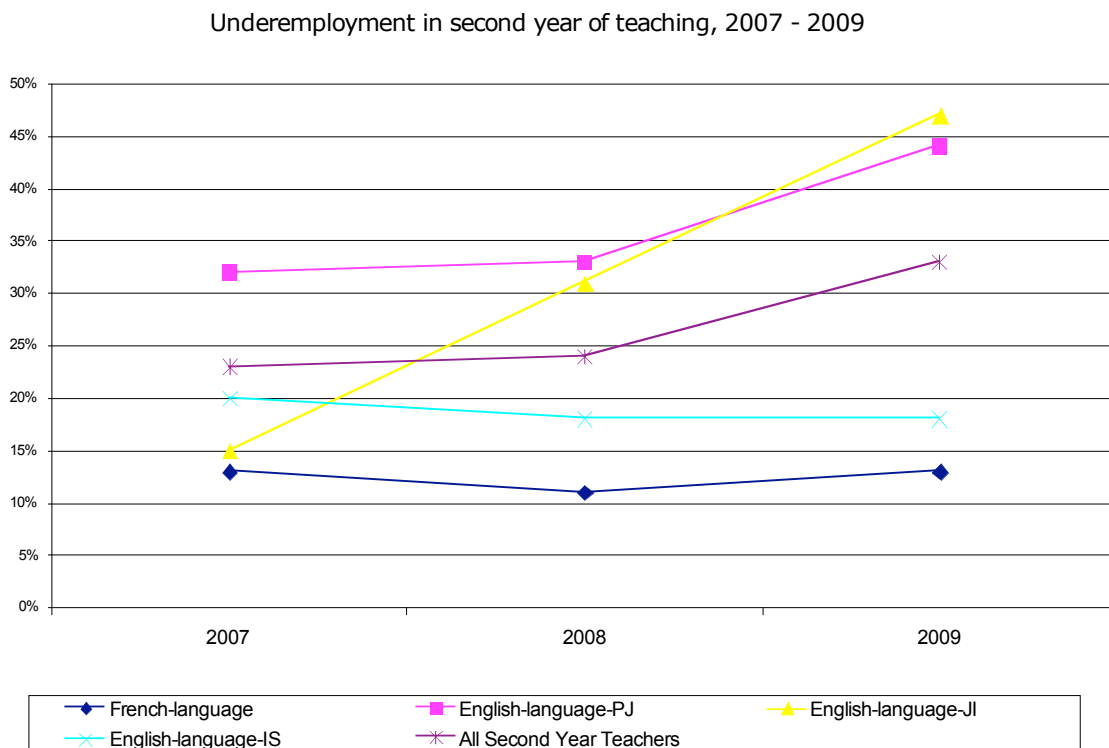


French-language teachers in their second year continued to enjoy the outcomes of the strong entry they had to the robust markets in French language school boards and for French as a second language teaching in Ontario English language boards.

The majority of English language teachers were much less settled in their teaching careers at the end of two years than teachers at a comparable stage of their careers in earlier years of this study. Only 38 per cent of them held regular teaching jobs at the end of the second year, compared with 57 per cent last year. And reported underemployment jumped to 38 per cent.

More than two in three primary-junior teachers from 2007 teaching in Ontario still had not secured regular jobs by 2009. They reported a 30 per cent regular job rate and 44 per cent underemployment.

Certification and regional variations persist. Toronto region teachers reported a 54 per cent regular job rate and just 24 per cent underemployment. Second year teachers elsewhere in the province achieved only 44 per cent regular jobs and a much higher 39 per cent underemployment. Technological Studies teachers continue to enjoy the best job outcomes. Intermediate-senior teacher outcomes are declining, but maintain significantly better outcomes than primary-junior and junior-intermediate certified teachers.



Primary-junior English-language teachers outside the Toronto region are struggling the most in their efforts to get established, with only one in five (21 per cent) finding regular jobs by the end of year two and 57 per cent still underemployed. These outcomes for them represent substantial change from the 42 per cent regular jobs and 39 per cent underemployment for second year teachers the year before.

The table below describes regular teaching job-success rates toward the end of the second year for various categories of teachers.

Percentage of second-year employed teachers in regular teaching jobs, 2009

Certification	Toronto region	Other Ontario regions	Total Ontario
French language	72 (95/86)*	86 (85/71)	81 (88/73)
English language – PJ	42 (62/68)	21 (42/35)	30 (53/50)
English language – JI	39 (54/73)	25 (43/59)	32 (47/66)
English language – IS	73 (79/80)	40 (53/66)	56 (67/74)
English language – tech studies	100 (80/100)	100 (100/67)	100 (92/86)
All qualifications	54 (69/74)	44 (59/51)	48 (64/63)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological studies
42 (59/52)	46 (61/69)	61 (71/73)	100 (85/87)

French language	English language	Ontario faculties	Border colleges
81 (84/73)	38 (57/60)	48 (66/67)	55 (53/51)

*2007 and 2008 comparators in brackets

Another important measure of job success is underemployment, teachers who report they have not been employed in teaching as much as they wished in the current year. This underemployment measure shows some of the same qualification and regional patterns as those found among first-year teachers. Underemployment rates are highest in the second year among English-language Primary-Junior- and Junior-Intermediate-certified teachers outside the Toronto region.

The underemployment rates increased most this year for primary-junior and junior-intermediate teachers, with the highest jumps for Toronto region junior-intermediate and for primary junior teachers outside Toronto.

Percentage of second-year underemployed teachers, 2009

Certification	Toronto region	Other Ontario regions	Total Ontario
French-language	15 (9/17)*	12 (12/12)	13 (11/13)
English language – PJ	30 (28/19)	57 (39/45)	44 (33/32)
English language – JI	48 (21/15)	45 (43/15)	47 (31/15)
English language – IS	5 (21/18)	36 (15/24)	18 (18/20)
English language – tech studies	0 (20/0)	50 (26/33)	25 (18/14)
All qualifications	24 (22/17)	39 (26/28)	33 (24/23)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Studies
37 (29/29)	38 (24/13)	20 (17/19)	33 (25/12)

French language	English language	Ontario faculties	Border colleges
13 (11/11)	38 (11/25)	32 (22/20)	36 (31/35)

*2007 and 2008 comparators in brackets

Most second-year teachers (94 per cent) who were successful in obtaining regular contracts in Ontario publicly funded schools report that they participated in the New Teacher Induction Program (NTIP) in either their first or second year of teaching. They report that the program was of considerable value to them, and they rated as especially helpful the mentoring and advice they received with respect to report cards, assisting specific students, classroom management, student evaluation and locating good teaching resources.

Methodology

This year's *Transition to Teaching* study includes a survey of teacher education graduates of 2007 toward the end of the second year of their teaching careers. Surveys were mailed in May 2009 to College members with valid addresses representing approximately 20 per cent of the 8,506 Ontario faculties of education graduates of 2007 who joined the College, and also 20 per cent of the 1,678 graduates from six New York State colleges and the University of Maine in 2007 who became members of the College following graduation.

For College members in these groups who communicate with the College in French, a double sample was selected (40 per cent) to address this distinct employment market.

The survey received 528 responses, for a 28 per cent return rate. These overall survey results are considered accurate within 4.3 percentage points, 19 times out of 20.

DETAILED FINDINGS

Employment highlights

- Most (95 per cent) of these 2007 graduates were employed as teachers at the time of the survey, and slightly more (97 per cent) taught at some time during the 2007-08 or 2008-09 school years.
- Six per cent say they are not teaching because they could not find any teaching job or a job that they wanted to accept, up significantly from the 3.6 and 2.6 per cent rates in the two preceding years.
- Occasional teaching, either on a daily supply basis (41 per cent) or on a long-term contract (27 per cent), was the route in to the profession for the majority of these teachers. The daily supply-teaching rate is up from 37 and 28 per cent rates reported for second-year teachers the two previous years.
- By spring of the second teaching year, fewer than half (48 per cent) of those who are teaching are in regular positions, 22 per cent continue in daily supply teaching and the other 27 per cent are in longer-term occasional or other-term contract teaching employment. Second year regular teaching jobs are down markedly from 63 per cent and daily supply teaching is up from 14 per cent for second-year teachers in the preceding year.
- Part-time teaching (28 per cent) and teaching in two or more schools (25 per cent) continues for many toward the end of the second year of teaching, rates that are again up from the rates of 23 and 18 per cent in the preceding year.
- Almost one in three (31 per cent) report that they did not teach as much as they wished in their second year in the profession, up from 24 per cent the previous year.
- Almost one in ten (nine per cent) of these second-year teachers report teaching in Ontario settings outside the publicly funded school system (five per cent) or outside Ontario (four per cent). This represents a higher proportion teaching outside the Ontario public school system than in previous years.
- Most second-year teachers experienced change in their employment between the first and second years. They changed assignments in the same school (20 per cent), changed schools (28 per cent) or changed school boards (seven per cent). For some, this change enabled them to move from daily supply to long term occasional assignments or from long term occasional assignments to regular contracts.
- As with first-year teachers in the 2008-09 school year, language of instruction, divisions of qualifications and geography continue to be significant determinants of job outcomes at the end of the second year of teaching.

- The strong market for French-language teachers (in French-language school boards) and teachers of French as a Second Language (in English-language school boards) has resulted in most of the French-teaching graduates of 2007 being well settled by the end of the 2008-09 school year. Most French-language teachers in 2008-09 (81 per cent) report regular jobs by the spring of their second year in teaching. Thirteen per cent report that they wanted more teaching employment throughout the year.
- By contrast, less than two in five (38 per cent) English-language teachers had regular jobs by the end of year two, down sharply from the 57 per cent with regular jobs the previous year. And more than one in three (37 per cent) wanted more employment than they found, up from 29 per cent the previous year.
- Geographic variances are also prominent in the job outcomes for second-year teachers in 2008-09. Within the Toronto region, 54 per cent of second-year teachers are in regular teaching positions, whereas outside the Toronto region, 44 per cent secured regular positions. The regional is narrowing as teachers throughout the province are taking longer to find regular jobs. Last year, second year teachers in Toronto reported a 74 per cent regular job rate compared with 59 per cent elsewhere in the province.
- These geographic differences are most evident with respect to Primary-Junior-qualified English-language teachers. Only 21 per cent of these teachers outside the Toronto region have regular jobs by the end of the second year compared with 42 per cent of the same group teaching within the Toronto region, both regions down sharply from 42 and 62 per cent the previous year.
- Teachers employed in French-language school boards report 89 per cent regular employment, with just 41 per cent in English-language boards reporting regular jobs. This variance has widened from the previous year's 86 and 59 per cent.

With greater frequency than second year teachers in previous years, new teachers who graduated in 2007 express frustration at their difficulties in securing more than daily supply assignments, suggest that favouritism – “who you know” – is the main route to securing a teaching job, and often report that the ability to teach in French, a referral through someone they knew at a school, or their willingness to take an assignment no one else wanted gave them their first opportunity at a teaching position. More teachers this year complain of not even being able to find supply teaching jobs.

It has been a very difficult two years. I have applied to hundreds of postings and received no calls from employers.

It was too hard for me to get into public school boards in my area so I had to go turn to a private school for a teaching job.

Finding a regular teaching job has been an impossible task for me. I'm currently teaching adults outside of my qualifications and have little hope of securing a school board job in any capacity.

Without being able to speak French, it would be hopeless.

I am grateful for my teaching position, but realize it is who you know that helps when getting a job.

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I was hired very quickly because I speak French. No problems finding a job.

I applied to Education Canada for many positions in the public school boards in southern Ontario with no replies. The school I am currently employed with is on a reserve.

There have been very few positions to apply to in my board. Positions seem to go to teachers with more years of service of teachers who have connections within the school board.

I was lucky to student teach at a school where there were two teaching positions open in my field and they could employ me.

It is incredibly difficult to obtain a contract position. I anticipate I will be in long term occasional positions for two more years.

One year of supply teaching is an excellent way to begin your career but a few LTOs after that and then back to supply teaching can be frustrating.

You must do a lot of networking. I found that people who got interviews with some of the larger school boards did so because of connections they had.

So far I have only served as an emergency supply teacher twice since graduating. I don't have any "ins" and I don't have the desire to continue volunteering in order to possibly get me an interview.

I was fortunate to quickly obtain LTO position in a great school and was hired back as full-time contract this year.

I was told in interviews that possibilities for full-time were slim to none until about five years from now.

I moved to Alberta and immediately received a position. I made this choice owing to the lack of Ontario jobs. Most of my graduating class still don't have job.

I was able to obtain position with little trouble but know many fellow teachers who graduated at the same time and still don't have a position.

It is quite difficult with all retired teachers still supply teaching and people who graduate from teacher's college with no job prospects.

I am the only one of my friends from my faculty who successfully achieved full-time status in the first year.

It has been brutal trying to find any kind of teaching work in northern Ontario. I have had to leave the profession.

I was hired as a part-time special education teacher soon after completing my Education degree which put me on the permanent list, thus allowing me to bid on my current job.

It was difficult. I thought there would have been more demand and the process in publicly funded school boards would have been more equitable. There are too many retired teachers in the occasional teacher pool and it's who you know that determines whether you get a position.

I moved to Montreal, put my name on the substitution list for the English Montreal school board and was hired next day

I was hired for my last assignment the Friday before Labour Day. This increased my stress level immensely.

I have gotten the exact assignments I desired. I am very happy.

My full-time permanent position came quickly because I was qualified to teach French immersion.

It was easy as long as you were willing to move out of southern Ontario. I started career on a remote first nation reserve.

The hiring process is onerous with the many hoops to get an interview to the board and then the schools. It is also deceiving, as many positions are spoken for and only posted to appear transparent and fair.

Getting a teaching job is a nightmare. There are no jobs for new teachers. Hiring often takes place outside of the board so that one LTO doesn't guarantee another even after you do a great job.

The job search process was not difficult at all for me. I think it helped having volunteered and done other jobs with the school I'm at now.

Applied to many schools but only had interview where I did my practicum. Luckily I speak French and was hired.

I couldn't find a steady job teaching in my city. I eventually needed a reliable pay cheque, so now work I work as daycare supervisor.

In the first year after graduating I taught in South Korea. Since Sept 2008, I have been back in Ontario and have tried to obtain a position on an occasional list from Sarnia to Toronto with no luck at all.

The school board hiring process was too slow and not promising with no jobs or even supply work available. I had to go overseas to gain experience and employment.

If I had known it would be so difficult, I'm not sure if I would have become a teacher. It sure feels like most of the difficult classes were assigned to the newest teachers with the most classroom management challenges.

Not hard. All I had to do was look for a remote northern place nobody else wanted to go.

It is very difficult to get onto occasional lists and once hired there is not much work. Things looked up after I decided to teach French.

It has been extremely challenging. Very frustrating when you deliver resumes to find out the position has been filled even though it's posted.

I only applied to one board, I went to the interview and I got my permanent job right away.

It was very difficult doing special education in my first year without classroom experience and any real preparation. But, I realize doing this assignment allowed me to get a full-time position.

Getting in to a school is quite difficult. Each of my positions was given to me based on recommendations not through applications.

I benefitted from having parents already teaching in the board, but people without an "in" are having a difficult time finding work.

As an FSL qualified teacher, I am teaching various content courses for which I am not qualified solely due to the fact they are taught in French. However, I do not teach math which is my qualification as it's taught in English.

I am losing my passion for teaching being away from a full time classroom. I feel out of touch with practices, children, and new programs in schools.

I had to find own job out of the country. Hopefully this experience will help me gain employment in Canada.

Teaching assignments

- For second-year teachers with secondary school employment, mathematics (14 per cent), sciences (13 per cent) and English (13 per cent) are the most commonly cited teaching assignments.

- Most (85 per cent) secondary school employed second-year teachers have jobs that require three or fewer different class preparations.
- Most of them (92 per cent) also consider themselves very well or adequately prepared for their teaching assignments in general, although 28 per cent indicate they are teaching at least one subject for which they are not adequately prepared.
- Elementary teachers in the second year continue to have challenging assignments. Thirty-one per cent are teaching in combined grades and 12 per cent have Special Education assignments.
- Fourteen per cent of these second year elementary teachers are teaching French as a Second Language.
- For second-year elementary teachers in a single grade, Kindergarten through Grade 3 are the most frequent assignments.
- Most elementary teachers (93 per cent) consider themselves very well or adequately prepared for their teaching assignments in general, although one third of them (34 per cent) reported they had at least one assignment for which they were not adequately prepared.
- Only one out of six (16 per cent) second-year teachers report a less than satisfactory match of their qualifications and teaching assignments.

Difficult first and second year assignments, combined grades, difficult behaviour issues, subjects or classes for which they were not qualified, and little time to prepare because of the last-minute nature of the appointments are themes that echo throughout the responses of these second year teachers.

I think me being assigned a math course is an injustice to students. They deserve someone who is skilled in math.

I am incredibly happy to teach same Grade 2 class years in a row. Having to learn another grade after only one year would have been unpleasant. Seriously, why does the education system do this to new teachers? Veterans should be more flexible.

My first assignment was a Grade 2/3 split class with many students with special needs. This was a very challenging class for a new teacher and I was overwhelmed by the demands of teaching two sets of curriculum, plus so many students with IEPs. The teaching staff said that no one wanted to teach some of the kids in this class so they changed the grade assignments and I ended up with the class as a first year teacher.

I would like to have more time to prepare myself before classes start. Until now I have always gotten my job placement the night before the first day of school.

My first year I was hired for a Grade 7 class, but then a week before school opened, it was changed to Grade 8. This was out of my comfort zone and extremely stressful.

I taught in four different positions this year (Grades 3, 4, a combined 1/2, and special education). There was no stability and although I am grateful to have an opportunity to teach, I feel used as a filler or placeholder.

As a new teacher, my courses were ones no one else wanted to teach.

Kindergarten is as specialized as French in some ways. It would help to have had some training in this area.

I have been very fortunate to teach in the divisions I am certified and most interested in.

First two years experience and New Teacher Induction Program

- The New Teacher Induction Program (NTIP) played a prominent role in supporting the teacher education graduates of 2007 in publicly funded school boards across the province at some point over the first two years of their career. This section refers to their experience with the program, regardless of whether they were eligible and in the program in the first or second year following graduation.
- Most (93 per cent) of these second-year teachers in regular jobs in Ontario publicly funded boards report that they were in the NTIP.
- The experience and evaluation of the NTIP by participants in their second teaching year is very positive and parallels that of first-year teachers.
- They report working with an experienced mentor (83 per cent) and attending formal orientation to their new school boards (81 per cent). Involvement in individual school orientation programs is reported by three out of five of these teachers with regular contracts (60 per cent).
- Professional development in the NTIP priority areas was comprehensive, with participation rates as follows: literacy and numeracy (74 per cent), planning, assessment and evaluation (69 per cent), classroom management (51 per cent), student success (45 per cent), teaching students with special needs (44 per cent), safe schools (36 per cent) and parent communication (26 per cent).
- Reviews of most NTIP elements continue to be highly positive – the majority of participants rate each of the key components positively:
 - school board orientation as excellent (16 per cent) or good (36 per cent)
 - orientation to teacher's school as excellent (20 per cent) or good (34 per cent)
 - school board in-service as excellent (11 per cent) or good (42 per cent), and
 - support of principal/vice-principal as excellent (37 per cent) or good (34 per cent).
- These NTIP participants identify as most helpful the assistance they received with specific instructional matters: help with report card preparation, coaching on classroom management, advice on helping individual students and finding good teaching resources.
- Most participants report limited or no time available with mentors and with other teachers in the classroom. Most report no opportunity for their teaching practices to be observed by their mentor or another teacher (48 per cent) or less than one hour per month (39 per cent).

- Similarly, most had no time to observe their mentors or other teachers in the classroom (40 per cent) or less than one hour per month (38 per cent).
- This lack of time likely accounts for the somewhat less positive valuing of feedback on teaching practices and learning from observation by a mentor and other teachers in the classroom.
- Although only about half of the participants in mentoring described it as excellent (20 per cent) or good (34 per cent), this is a somewhat more positive evaluation than in years.
- Most (94 per cent) of the NTIP participants had experienced an appraisal by their principal by the time they completed the survey in May or June.
- NTIP participants in their second year of teaching report high levels of engagement in professional development. The majority say:
 - The support of a mentor was a major (23 per cent) or moderate (33 per cent) professional development activity.
 - They were engaged in collaborative learning in their school to a major (31 per cent) or moderate (41 per cent) extent.
 - They participated in formal courses as a major (27 per cent) or moderate professional development activity (33 per cent).
- By contrast, mentoring was a major or moderate professional development activity for only a minority (15 per cent) of non-NTIP teachers, as was collaborative learning in the school (48 per cent). The majority of these teachers did, however, consider their participation in formal courses (51 per cent) to be a major- or moderate-level professional development activity.
- Most second-year teachers report that the challenge of their assignments was high (37 per cent) or somewhat high (44 per cent) and that they experienced high stress (34 per cent) or somewhat high stress (30 per cent). This is not significantly different from the challenge and stress reported by first-year teachers over the past few years.
- Despite the challenges and stress, many of these teachers report a high (31 per cent) or somewhat high (44 per cent) sense of professional satisfaction.
- On their overall assessment of the first two years of teaching, they rate their experience as excellent (41 per cent) or good (47 per cent). They also express a high (35 per cent) or somewhat high (54 per cent) degree of confidence in their teaching and they rate their optimism for their professional future as high (31 per cent) or somewhat high (34 per cent).
- The majority (56 per cent), however, give a negative rating for their sense of job security.

Teacher preparation and professional development interests

- These second-year teachers value their teacher education. They report consistently positive ratings for their practice teaching (92 per cent) and significantly more positive (71 per cent) than negative for their education courses.
- Asked to suggest areas for more focus in pre-service teacher education based on their first two years of teaching experience, they give highest priority to classroom management. High priority is also given to assessment, testing and evaluation, reading and literacy and then Special Education.

- These second-year teachers recommend an increase in practicum placement time, with more emphasis on both candidate teaching time and opportunities to observe experienced teachers in the classroom.
- Reflecting on their preparedness for the first year of teaching, they rate most highly their lesson planning, curriculum and subject knowledge, time management and organization skills, and instructional strategies (3.6 to 4.0 on average on a five-point scale).
- They rate themselves as somewhat less prepared in classroom management, assessment and evaluation, covering the breadth of the curriculum, motivating students, adapting to different learning styles, finding classroom resources and communicating with parents, (3.0 to 3.4 on average on a five-point scale).
- They express less readiness to teach combined grades (2.3), to teach students with special needs (2.8) and to teach students at risk (2.4).
- Intermediate-Senior-qualified teachers report that they are more prepared to teach academic subjects (3.0 on the same five-point scale) than applied secondary classes (2.4) or outside their teachables (2.1).
- Second-year teachers identify their further professional development priorities as immediate teaching skills – classroom management, instructional strategies and evaluation and assessment.

Reflections on teacher preparation and professional development needs focus on the immediate challenges in the classroom – classroom management, supply teaching, evaluation, behaviour issues, report cards and other practical issues. A key theme running through many responses is the value of collaboration with and learning from other experienced teachers.

The most important learning comes from observing expert teachers sharing resources with them.

As an intern, I had the great advantage of team-teaching with and learning from experienced teachers.

Learning from and collaborating with other teachers and programs run by the literacy improvement teacher at my school was a great experience.

Some of the workshops on teaching students with special needs, on classroom management and differentiated instruction were very helpful parts of my NTIP support.

I think the NTIP program should be made available to new teachers even if they're "only" doing an LTO. Often these assignments last the whole year – and sometimes, with the way the employment situation is, a teacher does two or three years of LTOs before she gets a permanent contract. So then you have a teacher who has had her own classroom for three years going through NTIP, when the ones who are really desperate for all the help they can get (fresh out of teachers college) don't qualify.

The most value came from workshops away from my school and with others who teach in same subject area and/or panel. Generalized sessions delivered to teachers of all subject areas and panels are less valuable to a new teacher.

I enjoyed and learned from working in small groups with teachers in my boards.

I appreciated the differentiated instruction lesson planning and teacher moderation with my mentor as well as the formative assessment and feedback on my teaching.

You can't beat watching another teacher's methods and assisting/leaning along side them.

Some of the NTIP sessions were very useful, especially the parent teacher communication and classroom management.

I had some great opportunities to work closely with other math teachers.

I got the most out of observing other teachers, quality planning time with my mentor, time I spent with the school's resource teacher. There was not enough of this, however.

It was useful doing learning assessment and evaluation with my common grade partner.

I learned from talking to other teachers about classroom management techniques for at-risk students as well as observing other teachers and being observed by other teachers.

The communicating with parents session was helpful, as well as collaborating with colleagues teaching math in different schools and exchanging strategies, lesson plans, and activities.

The formal induction to teaching training from my school board was good information, but it was done too late in the school year.

Career plans

- The strong drive to make a difference in students' lives continues to be the prime motivator that sustains teachers in their commitment toward the end of their second year in the profession.
- As with teachers in the third through fifth years of their careers, material motivators of job security and compensation become more important as their career experience progresses.
- Job change is a significant reality for many teachers in the second year, as evident in more than half of them (55 per cent) saying they changed positions, schools or school boards between their first and second years and even more (63 per cent) say they expect to change teaching positions again for the third school year.
- Lack of success in finding a teaching job is cited as the reason that four per cent of these second year teachers are not in the classroom in their second year following graduation from teacher education. Four per cent also reported they were working at another occupation at the time of the survey.

- Four per cent plan not to teach in the following year, with 90 per cent planning to teach in Ontario and six per cent outside the province.
- Of those planning to teach outside Ontario, more than half report that they will definitely (37 per cent) or probably (27 per cent) return to the province to teach, and only 15 per cent report that they will definitely or probably not come back.
- On their thoughts with respect to the longer-term future, only half of one per cent say they will not teach at all in the future, another two per cent say they will not or probably will not be a teacher in five years time, with 78 per cent saying they will definitely still be teaching at that time and 15 per cent reporting they probably will. Five per cent say they do not know.
- About one in four (27 per cent) report that during their career they expect to assume an education leadership role as vice-principal, principal, supervisory officer or board director.
- More than one out of three (37 per cent) express an interest in mentoring, coaching or some other leadership role with teacher colleagues, down from the rates of 53 and 59 per cent in the previous two years.

Reflections on teaching

- Four out of five second-year teachers say they are very familiar (32 per cent) or somewhat familiar (47 per cent) with the ethical standards for teaching in Ontario.
- One out of eight (13 per cent) report they have encountered a significant ethical issue in their early years of teaching.

Many second year teachers sound stressed and disappointed. The source of their concerns is mainly focused on their employment plight. For most, their love of teaching shines through despite how difficult their early years may have been.

My first year was a nightmare, as it is with most teachers. I wish it was not a right of passage to come so close to burn-out or mental breakdown for a first year on the job. My second has been fantastic, but I was very close to quitting last year.

I find motivating students to learn the most difficult aspect of teaching. During my practicums the students were more motivated to learn. It was a bit of a culture shock with my first teaching assignment in a remote school. I wish there was a mentorship program in my school during my first year here.

Teaching is a very rewarding career and my expectation of how I would like my career to be is what is happening. I am very happy I chose teaching as a career I just hope that my job would be more secure in the near future.

I feel like I've been misled as far as teaching opportunities go. Even as an Honours graduate with two highly sought after Additional Qualification, I have not found work as an elementary teacher, even occasional teaching. I have had to fall back on my ECE degree just to survive, and I pity those who can't say the same and are working completely outside the field of education.

I worked very hard managing my education, family responsibilities and work in order to become a teacher. Now it is so discouraging to realize there are so few contract jobs. No one told us that fact at Teacher's College.

I have enjoyed the teaching assignments that I have had. I am worried that if I do not get a full-time position soon, I may lose some valuable skills. I hope to establish myself in this career soon before I lose skills that I have worked so hard to develop.

I'm still broke. I owe more on my student loans than I could make in two years of teaching. It's depressing to spend so much money, earn two degrees to be qualified to teach, but be forced to apply at Zellers for an income. It is hard to be prepared when I don't know where I'll be and what I'll be teaching.

I find that new teachers are always being handed the tough jobs. Tough kids, lack of access to resources, and the burden of additional responsibility are all too common in the beginning years.

First year teachers would benefit greatly from doing a team-taught course. I was fortunate to have two such courses in my first year. The opportunity to observe and be observed as well as learning the rhythm of the school, the course year, and assessment and evaluation practices was all outstanding.

I was very enthusiastic to begin my professional teaching career when I graduated. I know the past two years have been a great experience and I have grown as a teacher. Despite some disappointment with how slow the progress has been on the employment front, I am still very excited in beginning my career and appreciate every day I am able to work as an occasional teacher.

I absolutely love my job and I've been fortunate to obtain LTO positions since graduation. However, the outlook for a new teacher is not promising. There are far too many of us for the number of jobs available. Can't something be done to get the Faculties of Education to admit fewer teacher candidates? It is very frustrating when you are one of 700 or 800 people applying for a single position. I just want a permanent position. I am an extremely hard worker (coaching seven teams and running school-wide events) but this doesn't seem to matter. It is frustrating.

The job market is very disappointing. I am excited to become a part of a school community but it is sometimes discouraging to hear how long it could take to get a full-time position. If I do not get something more stable in the teaching profession this September, I may go into a different area of work until the teacher employment situation changes.

It is frustrating to be a new teacher in Ontario because it is so difficult to obtain a supply position which is the entry into the profession now. It is disconcerting to see so many retirees in supply and LTO positions. These positions need to be made more available to new teachers so they can get experience and grow the profession.

Very stressful to be moved from school to school, grade to grade. It takes at least two years of on the job training to learn what is needed in each grade level. I think new teachers should stay at same grade level whenever possible, and also the same school if possible.

Supplying was a rude awakening for me. I was not prepared for how brutal some students can be towards supply teachers.

This is the best profession one can be in and I can truthfully say that. I am 41 years old. I was an education assistant for 11 years and my principal and husband encouraged me to apply to the faculty. My experience is what helped me gain entrance and I am thrilled to be involved more fully in the education of children.

It was never my goal to be a supply teacher this long. I know I have learned lots through supplying and have had great opportunities to volunteer and do educational assistant positions and observe many great teachers in action. However, I am impatient and I can't wait for my own classroom.

The first two years of teaching have been rewarding but full of stress. I am looking forward to the future where it is my hope the job will get easier with time.

My first two years have been very tough. I have supply taught all over the region in both the public and catholic boards. I would like to put down roots at one school, to learn and develop professional relationships with other teachers.

Demographic highlights

- About one-third (35 per cent) of these graduates of 2007 report that teaching is a second career and about one in four (23 per cent) are 35 or older.
- Male respondents constitute 16 per cent of the sample; 84 per cent are female.
- The survey respondents comprise 91 per cent Ontario faculty of education graduates, with nine per cent from the US border colleges.
- French-language teacher education programs are the source of nine per cent of the sample overall and 11 per cent of the Ontario faculty graduates.
- Primary-Junior-qualified teachers made up 53 per cent of the returns, Junior-Intermediate 21 per cent, Intermediate-Senior 25 per cent and technological studies one per cent.
- Sciences, English, history, mathematics and geography are the most frequent Intermediate-Senior teaching-subject qualifications.
- Among the US border college respondents, English is the language of teacher education for all of them. Most (71 per cent) have Primary-Junior basic qualifications and none have technological studies qualifications.

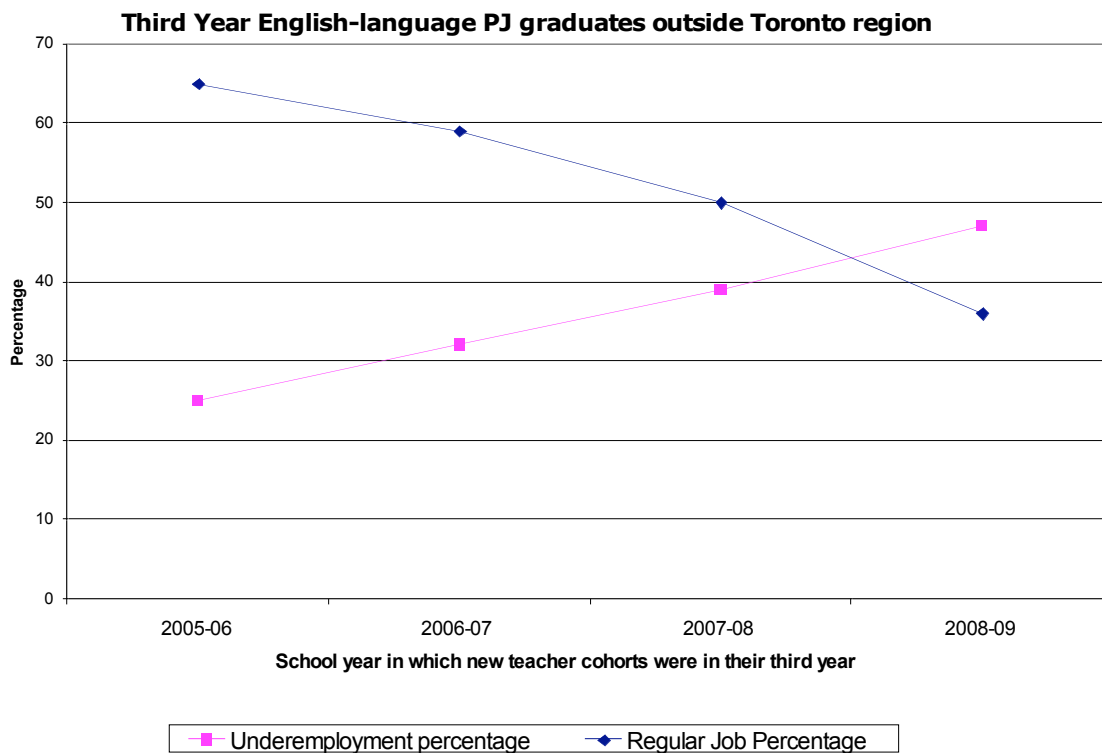
Third-year Ontario Teachers: Ontario Faculty and US Border College Graduates of 2006

This is the third year in which the *Transition to Teaching* study surveyed the teacher education graduates of 2006. These College members were surveyed at the end of the 2008-09 school year, the third school year following their graduation.

Many English-language teachers still underemployed three years into their careers

This year's survey of the graduates of 2006 confirms further deepening of the effects of the English-language teacher surplus on teaching-job outcomes even three years into careers. Third-year English-language teachers with regular teaching jobs have declined from 79 per cent for the graduates of 2004 to 57 per cent for the 2006 graduates, with the corresponding underemployment rates rising from 13 to 31 per cent.

Job outcomes for the English-language teachers in this group are less positive outside than within the Toronto region. Only about one in three (36 per cent) of the Primary-Junior-qualified teachers outside Toronto report they had obtained a regular teaching contract by the end of the third year, and their reported underemployment reached 47 per cent. Underemployment also increased for other divisions and within the Toronto region.



These indicators of a weakening of the English-language employment market's capacity outside the Toronto region to absorb new teachers even in the third year of their career are now a well-established trend.

Other highlights of the survey of third-year teachers include:

- Third-year French-language teachers continue to report much more positive job outcomes than their English-language teaching counterparts, with 81 per cent regular jobs and only 15 per cent underemployment, although these are slightly weaker outcomes than the 86 and eight per cent levels for these two measures the previous year.
- Technological studies teachers continue to report high rates of regular-job success (88 per cent).
- Intermediate-Senior teachers are increasingly affected by the tighter employment market in the third year, down from 74 to 66 per cent regular jobs overall and down to two out of three (46 per cent) for English-language Intermediate-Senior-qualified teachers outside the Toronto region.
- Toronto-region job success for all third-year teachers outpaces that of teachers beyond the Toronto region, 70 per cent compared with just 50 per cent elsewhere.

The first set of tables below describes regular teaching job-success rates toward the end of the third year for various categories of teachers.

Percentage of third-year employed teachers in regular jobs in 2009

Certification	Toronto region	Other Ontario Regions	Total Ontario
French language	95 (92/100)*	86 (83/91)	85 (86/93)
English language – PJ	54 (85/92)	36 (50/59)	47 (67/74)
English language – JI	57 (69/83)	70 (69/57)	64 (68/70)
English language – IS	83 (82/94)	46 (66/78)	64 (74/87)
English language – tech studies	75 (100/100)	90 (67/100)	86 (92/100)
All qualifications	70 (83/91)	50 (63/70)	61 (72/81)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological studies
53 (69/75)	67 (70/74)	66 (74/87)	88 (91/86)

French language	English language	Ontario faculties	Border colleges
81	57	62	57
(86/92)	(69/79)	(75/81)	(57/73)

*2007 and 2008 comparators in brackets

Another important measure of job success is underemployment, teachers who report they have not been employed in teaching as much as they wished in the current year.

As described in the next set of tables, underemployment increased overall for third-year teachers this year resulting in a significant two-year trend from 12 to 27 per cent. The increased underemployment is now evident across all divisional qualification groups.

Percentage of third-year underemployed teachers in 2009

Certification	Toronto region	Other Ontario regions	Total Ontario
French language	0 (9/0)*	9 (7/8)	6 (7/6)
English language – PJ	28 (15/2)	47 (39/32)	36 (27/18)
English language – JI	22 (11/6)	43 (20/21)	31 (16/13)
English language – IS	13 (11/3)	34 (32/17)	22 (23/8)
English language – tech studies**			14 (0/0)
All qualifications	20 (12/3)	35 (28/21)	27 (21/12)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological studies
32 (26/17)	34 (15/13)	23 (20/8)	18 (0/0)

French language	English language	Ontario faculties	Border colleges
15 (8/6)	31 (24/13)	28 (18/12)	27 (36/18)

*2007 and 2008 comparators in brackets; ** Technological Studies numbers are too low to be meaningful for regional breakdowns

Involuntary unemployment rose for third-year teachers from less than half of one per cent last year to four per cent for this year.

Methodology

This year's *Transition to Teaching* study includes a survey of teacher education graduates of 2006 toward the end of the third year of their teaching careers. Surveys were mailed in May 2009 to College members with valid addresses representing approximately 20 per cent of the 7,866 Ontario faculties of education graduates of 2006 who joined the College, and also to 20 per cent of the 1,616 graduates from six New York State colleges and the University of Maine in 2006 who became members of the College following graduation.

For College members in these groups who communicate with the College in French, a double sample was selected (40 per cent) to address this distinct employment market.

The survey received 567 responses, for a 27 per cent return rate. These overall survey results are considered accurate within 4.1 percentage points, 19 times out of 20.

DETAILED FINDINGS

Employment highlights

- Most (94 per cent) of these 2006 graduates were employed as teachers on some basis at the time of the survey, with four per cent reporting that they were not teaching because they could not find teaching jobs. Maternity or parental leave and other family responsibilities were the main reasons for the others not teaching in the current school year.
- By spring of the third teaching year, 40 per cent of them were occasional teachers, either on a daily (19 per cent) or longer-term (21 per cent) basis. Three out of five (60 per cent) had found regular teaching positions in Ontario or outside the province. This regular-job success rate continues the decline in regular jobs for teachers by their third year of teaching, from the 79 per cent regular job rate for the comparable group two years ago.
- Part-time teaching (23 per cent) and teaching in two or more schools (23 per cent) continue for many, even toward the end of the third year of teaching.
- Twenty-nine per cent report they were underemployed a rate that is up sharply from the 13 per cent reported by third-year teachers two years ago.
- Six per cent report teaching in Ontario settings outside the publicly funded school system or outside Ontario, similar to the rate last year but down from nine per cent two years ago.
- More than half (55 per cent) of these teachers experienced change in their employment between their second and third years in the profession. They changed assignments in the same school (17 per cent), changed schools (29 per cent) or changed school boards (nine per cent). For some, this change was a positive career move that enabled them to move from daily occasional to long-term occasional assignments or from occasional assignments to regular contracts.
- As with first- and second-year teachers in the 2008–09 school year, language, divisions of qualifications and geography remain significant determinants of job success at the end of the third year of teaching. These differences are not as large for third-year teachers as for first- and second-year teachers, but they remain evident. These patterns underscore

the commitment to teaching required of those seeking employment outside the comparatively stronger market of the Toronto region or without capacity to teach in French.

- The stronger market for French-language teachers (in French-language school boards and teachers of French as a Second Language in English-language school boards) resulted in most French-language teachers throughout the province being fully employed by the third year. Four out of five (80 per cent) French-language teachers in 2008–09 report regular jobs by the spring of their third year in teaching, and 15 per cent report that they had wanted more teaching employment throughout the year. Although these outcomes continue to be much more positive than the success indicators for English-language teachers, they are reduced somewhat from the 86 per cent regular jobs and just seven per cent unemployment rate for French-language teachers who were in their third year of teaching the previous year. This is consistent with the drop in French-language job success evident in first and second year teachers this year.
- For English-language teachers, job success lagged well behind French-language teachers. Only 57 per cent of English-language teachers had found regular teaching jobs by the end of the third year and 31 per cent say they did not teach as much as they wanted. These indicators of job success continue the weakening trend from the much more robust 79 per cent regular jobs and 13 per cent underemployment for English-language third-year teachers two years ago.
- Regular teaching jobs were less frequent among Primary-Junior (47 per cent) than among Junior-Intermediate (66 per cent) and Intermediate-Senior (63 per cent) colleagues from the same graduating class. Most (85 per cent) technological-studies-qualified respondents report regular teaching jobs.
- Geographic variations are prominent in the job outcomes for third-year teachers in 2008–09. Within the Toronto region, about two out of three (67 per cent) are in regular teaching positions, whereas outside the Toronto region, only 44 per cent have secured regular positions.
- Third-year Primary-Junior-qualified teachers outside the Toronto region who lack high-demand French-language teaching ability or qualifications report less regular-teaching-job success (36 per cent). Junior-Intermediate and Intermediate-Senior teachers outside the Toronto region are somewhat more successful in landing regular jobs (54 per cent and 46 per cent respectively). All three of these groups are down significantly from the 50, 67 and 67 per cent regular jobs reported by their third year of teaching counterparts last year.
- Reported underemployment for these same English-language teachers outside the Toronto region is greater for Primary-Junior teachers (47 per cent) than Junior-Intermediate teachers (39 per cent) and Intermediate-Senior (34 per cent) teachers. All three divisions have higher underemployment than their 39, 20 and 32 per cent rates respectively for the comparable teachers last year.

Third-year teachers who graduated in 2006 report greater challenges and more concerns for their professional future in this job market. Frustration and disappointment are common themes, often interspersed with commitment to make it in their chosen career despite of the difficulties in getting settled into a full-time job. Whether they have had a tough time in

early teaching assignments, or moved more smoothly into the full-time job they had dreamed of, many continue to report that they are highly satisfied with teaching.

The longer I remain an occasional teacher, the more frustrating this career becomes. It would be nice to gain access to some of the professional development opportunities of teachers for whom I supply.

I was initially unsure about being a full-time French immersion teacher, but after three years of teaching I have learned how important this second language really is in Canada. I enjoy passing on my love for French to my students.

The teaching profession is very discouraging for new teachers because there is no job security. It is extremely frustrating that older teachers are not retiring to make way for new teachers.

Teaching has exceeded my expectations; however, before entering the profession I did not understand how difficult it is to get a contract position in an Ontario board. Many of my peers have left the province or the country as a result. Ontario is losing great potential teachers because job stability is not offered at a time when many have major financial debts from your university studies.

I have been very frustrated with the lack of interviews and job opportunities available to me in my area. I have received one interview in the three years since I graduated.

Too many newly certified teachers are graduating and unable to find jobs because teachers who retired are still supply teaching and taking the long-term occasional assignments.

It's been enormously challenging. There is a very steep learning curve in the first few years. B.Ed. programs leave you largely unprepared and the workload and expectations are constantly increasing. The lack of job security with being declared surplus, new assignments each year and declining enrollment is very frustrating.

My teaching career to date has been fulfilling especially when I know I have made a difference in a child's life. As a supply teacher I can periodically take the time to help a student understand a concept or teach an important life skill.

I have been an occasional teacher since I graduated. Although I have been lucky to have had several LTO assignments, I am very frustrated that I have not been able to acquire a permanent position. All of my LTOs have been in special education and I feel that I have been pigeon-holed into special education assignments only.

I got into the profession late in life. I am very frustrated with the chronic under-employment. I feel being a supply teacher I am ghettoized. I feel I can't take another job which would interfere with my availability to supply. I am often sitting at home waiting for a call and living on less than \$10,000 year and paying for my own professional development to further my career.

My teaching career has been very fulfilling to date. I enjoy working with kids of all ages, helping them achieve in class and in life.

It's discouraging applying for jobs that aren't actually open because they already know who they're going to give them to. It would be better if these jobs weren't posted at all.

I have been declared surplus two years in a row. I've only been teaching three years and I've taught at five schools. For two of my three years I've been working part-time at two different schools. The stress is causing health problems for me.

I love teaching. It's the only thing I have ever wanted to do and if I were not teaching I don't know what else I would do. Having said this, I am very disappointed about the lack of job prospects. Had I known it would take more than three years to find consistent work, I would have tried to find other fields that could have led to full-time work and I would never have gone into teaching.

I love my profession and although I feel that it's a difficult one to do well, it is worth it. I can't see any profession out there more emotionally rewarding than my own.

This is my second career following years as a chartered accountant. I have never regretted changing careers. While I have my share of difficult students, I know I am making a difference and this is incredibly rewarding.

It has been very satisfying and this year I feel as if I am finally a respected teacher at the school.

I have really enjoyed my first three years as an elementary school teacher. Although I have had struggles with confidence issues, I understand it as a process I must go through in order to grow as an educator. I get to go into work every day and work at a profession that I absolutely love and work with people who are going to be our future.

Being on LTO assignments every year is tiring after three years of it. It is difficult to pack up and then set up again each year. I dislike not knowing which grade I will teach and where year after year.

If I had known I would not be able to secure a school three years later, I would have picked a different career. I am very unsatisfied that after all these years of hard work I am going into the summer again not knowing where I will be in September.

I enjoy making a difference in the lives of my students. From the beginning to the end of the year it is amazing to see how each of them grows.

It is not what you know or how good a teacher you are, it is who you know that seems to get some new teachers their jobs. I have been to a number of interviews where the interviewer has come right out and said how well I did, but that they already had a candidate picked/ in mind. It's disheartening and insulting. I wish they wouldn't waste people's time.

It has been very challenging, yet it has been extremely rewarding. I am very lucky to have landed a full-time permanent position right out of teacher's college and in a great school with supportive colleagues.

If it were not for my French background, I would not have a job right now. While I am incredibly thankful for my full-time contract, I would like the option of applying for English positions in the future.

I find it deeply disappointing that colleges continue to produce teachers yet there is a serious lack of jobs available. We are setting people up for failure. I am barely able to scrape by each month supply teaching. Yet, principals want to see professional development on your resume. How can I possibly afford to pay for these courses?

I am very frustrated that so many qualified young teachers cannot find work. I am the only one in my group of friends that graduated in 2006 that has ever held a teaching job.

It has been a daily struggle to remain optimistic about my career as a teacher when job opportunities remain so few and the over-supply of teachers in Ontario continues to grow

It is very frustrating to try to break into the profession. Often I wonder what else I could do career-wise. I still have huge student debt and a mortgage. I love the kids, continuous learning, being involved in my school communities but I can't work part-time forever.

I would like the security of a permanent job closer to home. I currently commute for hours each day with no prospects seemingly available.

I am still patient and committed to staying in this profession. It's been three years, and I am still doing LTO positions, without knowing what will happen to me once the contract comes to the end.

Experience of first three years

- Most (83 per cent) third-year teachers give positive reports on their satisfaction with their teaching-career experiences to date.
- They generally report that they are confident (94 per cent), well prepared for their teaching responsibilities (92 per cent), have teaching assignments appropriate to their qualifications (82 per cent), and are professionally satisfied (76 per cent).
- Only half (50 per cent) report a positive sense of job security, down from 70 per cent reported by third-year teachers two years previous. About two out of three (68 per cent) remain optimistic about their professional futures, also down from the 78 per cent optimism among the comparable group two years ago.
- Teaching continues to be challenging for most third-year teachers (87 per cent) and many report they still have a high (23 per cent) or somewhat high (38 per cent) level of stress on the job.
- Professional development remains a continuing priority for teachers in their third year. Highest priority is given to further work on evaluation and assessment (45 per cent), integration of technology (41 per cent), instructional strategies (40 per cent) and classroom management (38 per cent).
- Fewer report a continuing need for professional development support in and teaching-subject knowledge (28 per cent), communicating with parents (25 per cent) and for

observation and feedback on their teaching practice (24 per cent) in the third year than in the earlier years of teaching.

- Formal course work ranks at the top (28 per cent) of their significant professional development activity, followed by collaborative learning in their schools (24 per cent), coaching or mentoring support (13 per cent), and engagement with subject or specialist associations (11 per cent). Smaller proportions of these experienced teachers engage in significant professional development through action research (seven per cent), school self-evaluation (eight per cent) and collaborative learning beyond the school (10 per cent).
- The main motivator for continuing interest in teaching for these third-year teachers is consistent with what initially motivated their choice of teaching and the incentive that sustained them in the challenging first two years. They continue to be rate at the highest level the desire to work with children or young people, helping them to learn and grow and making a positive difference in their lives. A second tier drive continues to be having their own classroom and teaching subjects they enjoy. Job security and compensation are much more prominent for these teachers than these material considerations were when they decided to become teachers. They are now on a par with the satisfaction they get in teaching subjects they enjoy.

Many third-year teachers report long hours and the challenges of addressing the breadth of learning styles and grade levels in their classrooms. Despite the difficulties, lack of support in their classrooms and the impingement on their personal lives, most also report that they find reward, remain committed to teaching and are gaining more confidence with each passing year. Some speak very appreciatively about the assistance of formal and informal mentor teachers.

I used to think that I would be able to just create wonderful lessons and that would be it. Now I know that in addition to teaching, we are social workers, nurses, therapists, behaviour specialist, and most surprisingly, teaching parenting skills. It is an extremely demanding but rewarding job.

I think that the breadth of knowledge and professional development that is required to be a great teacher was more than I expected, but this was a pleasant surprise.

I didn't realize how much extra work there would be. There is never enough time during school hours to adequately plan and prepare for my students. I spend much of my own time to plan and prepare. There is no time for anything else outside of school. This is very hard on my family life.

During one's first year of teacher it is so crucial to have a mentor as this is the time that the foundations are established for how one will function as a teacher in subsequent years.

I feel as if the most positive aspect of my teaching career to date has been the help and guidance of other educators. I have learned so much from other amazing teachers and would love for other teachers to know how much of a difference their guidance can make.

Initially, I was very optimistic. Now, however, I have come to realize teachers are over-worked, under-appreciated, and they receive little to no support from in dealing with negative student behavior.

It is so stressful to teach combined grades with integrated special needs students, and with no classroom support.

As a third year teacher I have successfully found LTO assignments each year. However, I have not been evaluated or received formal feedback at any point, and this worries me and makes me uncertain about how I am progressing.

As I grow as a teacher, I gain a deeper understanding of student struggles and feel more capable of supporting them in the challenge of learning.

I initially thought teaching was about plowing through the curriculum and pouring knowledge into their heads. Now I recognize student progress is individual and the value of formative assessment.

As a supply teacher I would like to see more opportunities for professional development with full time teachers. I often feel isolated and cut off from “regular teachers”!

In my first year of teaching, I was very unaware of the maturity level and what to expect from the children who were starting school for their first time. This was very a difficult start, but very rewarding by the end of the year.

This is a demanding career. It involves a huge commitment. However, I remain invested and passionate about my career.

My love for teaching has only increased in the last four years since I started my teacher education. I really feel I make an impact and learn constantly.

My classroom management skills were lacking in the beginning, but as time progressed, I have developed some effective strategies. From the moment I began teaching, my desire to effect positive change for kids has grown and continues to be my personal driving force.

What I found I was lacking in my early years of teaching was support from a more experienced teacher to let me know that things will work out and encourage me to hang in through all the supplying.

I feel that I have grown through the past three years by visiting other classrooms. I get to see new ways to teach and grow as an educator

Classroom management, teaching a split grade, communicating with parents – all of these were very challenging in the early days.

After working in some very challenging schools, I can say that I was not adequately prepared to deal with the high needs students and inner-city schools. Being a teacher means being emotionally drained, exhausted, abused and underappreciated.

Career plans

- The third year continues to be one in which teachers anticipate further change, with more than half (52 per cent) saying they expect to change teaching positions for the next school year. The main reasons reported for the expected changes relate to their status as daily supply, occasional or declaration of surplus.
- Three per cent plan to teach outside the province in the fourth year of their teaching careers, with 92 per cent planning to teach in Ontario and five per cent planning not to teach at all.
- Of those planning to teach outside Ontario, the majority (63 per cent) say they will return or will probably return to teach in Ontario in the future, up from the 58 per cent who planned to return from the corresponding group in the previous year.
- On their thoughts with respect to the longer-term future, only two individuals from a response group of 567 say they will not be teachers in five years and just one per cent says they will probably not, with 71 per cent saying they will still be teaching at that time and 20 per cent reporting they probably will. Eight per cent say they do not know.
- More than one in five (22 per cent) report that during their career they expect to assume an education-leadership role as vice-principal, principal, supervisory officer or board director.
- More than half (56 per cent) express an interest in mentoring, coaching or some other non-administrative leadership role with teacher colleagues.

Reflections on teaching

- Four in five of these third-year teachers report that they are very familiar (25 per cent) or somewhat familiar (48 per cent) with the ethical standards for teaching in Ontario.
- Ten per cent report that they encountered a significant ethical issue in their early years of teaching.

Although most of these third-year teachers report that they are in the profession for the long term, many say they have thought of quitting in the face of a stressful and time-consuming career.

I don't know if I'll remain in the teaching profession. While I love teaching and I love making a difference in a young person's life, the sacrifice to my family and social time is overwhelming.

Becoming a teacher was the best career move I could have made. It is an exciting and a very rewarding profession. I love it.

I would have quit many times over if something as satisfying but less stressful and demanding of my time had been available when I was ready to let it.

I am aware that burn out is high among new teachers and I can see why. In the past three years I have taught 11 different classes to a very broad range of student abilities. I have modified students working at four different grade levels in my classroom.

My teaching career has taught me many things. I improve my practice all of the time. It has been challenging and rewarding. Children are the future and I am contributing to this.

I love it, but that's because it's been a life-long dream of mine. I thrive on challenges and stress. But I do know many other new teachers who are miserable and want to switch professions.

Teaching wasn't easy at the beginning. I thought it would be a breeze. I almost quit after my first year because there are not enough resources out there for new teachers. People need to support and coach new teachers more.

It is sad and frustrating when people who want to teach and work with children are not given an opportunity to do so. I contemplated over the last three years giving up on teaching, but my desire to help and inspire children has kept me applying and trying to get on the eligible to hire list.

I try my best but it just doesn't seem good enough. If I don't start to feel more positive about my contribution, I may need to think about getting out of this profession. That makes me feel sad. I just feel like such a failure.

I thoroughly enjoy teaching and having a positive impact on youth. The rewards and experiences are unlike any other.

I really enjoy being a supply teacher in my board. I think that a huge effort has been made to ensure that supply teachers are welcomed and respected in our schools. I've seen a change in my three years from sometimes being ignored by staff and treated badly by students to rarely having problems with students and being acknowledged and supported by the full-time teachers.

Demographic highlights

- Two in five (39 per cent) of these graduates of 2005 report that teaching is a second career and about three in 10 (29 per cent) are 35 years of age or older.
- Male respondents constitute 20 per cent of the sample; 80 per cent are female.
- The respondents include 87 per cent Ontario faculty of education graduates with 13 per cent from the US border colleges.
- Graduates of French-language teacher education programs constitute seven per cent of the sample overall (including Ontario faculties and border colleges) and eight per cent of the Ontario faculty graduates.
- Primary-Junior-qualified teachers make up 45 per cent of the returns, Junior-Intermediate 28 per cent, Intermediate-Senior 34 per cent and technological studies three per cent.
- History, English, mathematics and biology are the most frequent Intermediate-Senior teaching-subject qualifications.
- Among the US border college respondents, English is the language of teacher education for all of them. Most (63 per cent) have Primary-Junior basic qualifications and none have high-demand technological studies certification.

Fourth-Year Ontario Teachers: Ontario Faculty and US Border College Graduates of 2005

This is the fourth year in which the *Transition to Teaching* study surveyed teacher education graduates of 2005. These College members were surveyed at the end of the 2008-09 school year, the fourth school year following their graduation.

Underemployment continues for one in five English-language teachers into year four

More than three out of four graduates of 2005 (78 per cent) were well established in regular teaching positions by the end of their fourth year in the teaching profession. Among those teaching within the province of Ontario, 82 per cent held regular jobs, the same percentage as fourth-year teachers the year before. More than one out of six, however, reported that they were underemployed at the end of four years in the profession. The impact of the English-language teacher surplus is apparent as underemployment increases from that reported by the fourth-year teachers in earlier years.

Most French-language teachers (93 per cent) report regular teaching jobs and only seven per cent say they did not teach as much as they wanted to in their fourth year following graduation. By contrast, only 76 per cent of English-language teachers report regular teaching jobs and 19 per cent say they were underemployed.

Toronto-region teachers in general are significantly more settled in the fourth year than those in other areas of the province. The former enjoy a 90 per cent regular-job success rate and 11 per cent underemployment rate compared with 76 per cent regular jobs and 21 per cent underemployment for those in the rest of Ontario.

Only two-thirds of Primary-Junior and Junior-Intermediate English-language graduates of 2005 teaching outside the Toronto report regular jobs in their fourth year, with underemployment at 28 and 26 per cent respectively. These job indicators are much less positive than reported by fourth-year teachers just two years ago. The impact of the English-language teacher surplus is more pronounced each year.

Almost half (48 per cent) of these fourth-year teachers spent part of their early career out of the classroom. Difficulty finding teaching jobs was the main reason cited by one-quarter of the respondents to this year's survey. More than one in five (21 per cent) report that they did not teach because they were not able to find any teaching job and another three per cent did not teach because they could not find a job they wanted to accept. Maternity or parental leaves were the next most frequent reasons (13 per cent). Others took breaks associated with travel or further study (four per cent). Other personal or family reasons, including illness, accounted for the remaining six per cent who did not teach at some point over the first four years.

The table below describes regular-teaching-job success rates toward the end of the fourth year for various categories of teachers, with comparator rates for fourth-year teachers the year before.

Percentage of fourth-year employed teachers in regular teaching jobs in 2009

Certification	Toronto region	Other Ontario regions	Total Ontario
French language	95 (100/100)*	92 (90/95)	93 (93/96)
English language – PJ	82 (88/99)	67 (66/75)	74 (75/86)
English language – JI	68 (96/91)	66 (67/73)	67 (75/81)
English language – IS	90 (93/91)	74 (83/77)	83 (88/85)
English language – tech studies	100 (100/100)	66 (100/100)	83 (100/100)
All qualifications	85 (90/95)	74 (76/80)	79 (82/87)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological studies
75 (86/86)	75 (83/82)	83 (89/86)	75 (100/100)

French language	English language	Ontario faculties	Border colleges
93 (92/92)	76 (81/85)	79 (84/87)	77 (78/80)

*2007 and 2008 comparators in brackets

An additional table presents underemployment rates for the same groupings of fourth-year teachers, again with comparator data for the previous two years. Underemployment affects more new teachers longer with each additional year of the growing surplus of Ontario English-language teachers

Percentage of fourth-year underemployed teachers in 2009

Certification	Toronto region	Other Ontario regions	Total Ontario
French language	5 (0/0)*	7 (5/3)	7 (4/2)
English language – PJ	12 (12/3)	28 (22/15)	20 (18/10)
English language – JI	19 (3/6)	26 (24/19)	24 (16/13)
English language – IS	10 (3/3)	19 (15/15)	14 (9/8)
English language – tech studies	0 (0/0)	0 (0/0)	0 (0/0)
All qualifications	11 (6/2)	21 (17/11)	16 (12/8)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological studies
20 (16/10)	17 (12/12)	16 (8/8)	0 (0/9)

French language	English language	Ontario faculties	Border colleges
7 (4/2)	19 (14/10)	16 (11/9)	23 (11/12)

*2007 and 2008 comparators in brackets

Confident, committed educators, engaged in ongoing professional development

Most teacher education graduates of 2005, like those of earlier years, are confident in their abilities, professionally satisfied and up to the stresses of a challenging profession.

The main change from fourth-year teachers of the previous year is a somewhat reduced sense of job security (an increase from the low or somewhat low rating of 32 per cent to 38 per cent) and lower optimism (an increase from 22 to 26 per cent in low or somewhat low optimism). This is now a gradual four-year trend that appears to be associated mainly with the increasing numbers who have not been able to establish themselves in regular teaching positions over four years.

Percentage describing nature of their experience as a teacher in fourth year on various characteristics

	Confidence	Preparedness	Professional satisfaction	Challenge	Stress	Job security	Optimism
High	52 (55)*	46 (49)	28 (31)	38 (41)	23 (24)	35 (41)	39 (42)
Somewhat high	43 (39)	48 (44)	51 (50)	45 (46)	35 (32)	27 (27)	35 (36)
Somewhat low	4 (4)	5 (6)	15 (14)	12 (11)	31 (34)	15 (15)	13 (12)
Low	1 (2)	1 (1)	6 (5)	5 (2)	11 (10)	23 (17)	13 (10)

*2008 comparators in brackets

Nevertheless, these fourth-year teachers are highly motivated and most plan to stay in teaching for the long haul. Only three per cent of this survey group say they will definitely or probably not be teaching by 2013.

Their reasons for choosing teaching in the first place keep them committed to the profession. They are driven mainly by a desire to help their students to learn and grow. However, job security, work life balance and compensation are rising in importance for them. The majority of them are engaged in significant ongoing professional development, although there is some decline in the extent of this engagement in the past year.

Professional development activities in fourth year in profession, 2009

	Major Activity (%)	Moderate Activity (%)
Formal course work	25 (39)*	30 (34)
Collaborative learning in school	22 (24)	39 (36)
Engaging subject/specialist associations	12 (16)	25 (29)
Collaborative learning beyond school	7 (14)	27 (31)
Engaging with coach or mentor	7 (13)	23 (25)
Participating in school self-evaluation	6 (10)	22 (28)
Undertaking action research	5 (8)	13 (19)
None of the above	5 (7)	

*2008 comparators in brackets

This new generation includes many teachers willing to assume leadership in the profession throughout their careers. Almost three in five of them (58 per cent) are interested in mentoring or coaching others and more than one in three (38 per cent) plan to assume an administrative role such as vice-principal or principal at some stage in their education careers. This commitment to leadership is up from the one in four reported similar plans among fourth-year teachers in 2008.

Methodology

This year's *Transition to Teaching* study includes a survey of teacher education graduates of 2005 toward the end of the fourth year of their teaching careers. Surveys were mailed in May 2009 to College members with valid addresses representing approximately 20 per cent of the 7,340 Ontario faculty of education graduates of 2005 who joined the College, and also to 20 per cent of the 1,526 graduates from six New York State colleges and the University of Maine in 2005 who became members of the College following graduation.

For College members in these groups who communicate with the College in French, a double sample was selected (40 per cent) to address this distinct employment market.

The survey received 536 responses, for a 29 per cent return rate. These overall survey results are considered accurate within 4.2 percentage points, 19 times out of 20.

DETAILED FINDINGS

Employment highlights

- Most (94 per cent) of these graduates were employed as teachers at the time of the survey.
- Only three per cent report they were not teaching because they could not find a teaching job, a rate that is the same as the previous year and only marginally up from two years ago. Most of the remainder who are not teaching report being on maternity or parental leave.
- By the end of their fourth year of teaching, 78 per cent of the currently employed teachers in this group held regular teaching positions, a rate that continues the gradual decline in regular-job outcomes from the 89 per cent rates found among graduates three years earlier in their fourth year in the profession.
- Changing jobs and assignments between the third and fourth years of teaching was a reality for almost half (47 per cent) of the survey respondents, with 19 per cent changing assignments in the same school, 23 per cent changing schools and five per cent changing school board employers.
- Part-time teaching (16 per cent) and teaching in two or more schools (13 per cent) are up from reports of fourth-year teacher a year earlier.
- Reports of underemployment continue to rise for teachers even into their fourth year in the profession. Among these graduates of 2005, 18 per cent say they did not teach as much as they wished in the 2008-09 school year, up from nine per cent reported two years ago by the graduates of 2003 in their fourth year of teaching.
- Most (80 per cent) of the daily supply teachers and half (48 per cent) of the long-term occasional teachers report that they wanted to teach more than they did in their fourth year in the profession.
- The geographic and employer-type distribution in the fourth year in the profession are generally reflective of the relative sizes of the teaching populations throughout the province. Of fourth-year teachers, 95 per cent are teaching in Ontario publicly funded schools, three per cent in Ontario independent schools or non-school settings and just one per cent outside Ontario.

- Almost half (48 per cent) of these fourth-year teachers report not teaching for some of the time since graduating because they could not find any teaching job (21 per cent) or a job they wanted (three per cent), took a maternity or parental leave (13 per cent) or took a leave for study or travel (four per cent) or other personal, family or health reasons (seven per cent).
- Approximately one in six (17 per cent) female teachers report that they have taken a maternity leave during their first four years in teaching.

More fourth-year teachers express frustrations about their early years of teaching than was the case for teachers at a comparable stage in past years. The majority, however, continue to report they are well settled in their careers.

It is very frustrating being out of school four years and unable to find full time employment.

I have begun new career in real estate. It has been much too difficult to pay off my OSAP loans and deal with the mortgage on supply teaching salary.

I really enjoy the teaching part of the job, but being a teacher has so many hoops to jump through that it's exhausting. I am just this year starting to get hang of it, but I did seriously consider new job until this year.

The first few years of teaching are very draining emotionally and personally. It is so difficult to find work-life balance. I considered leaving teaching, but the great support from two experienced teachers who are willing to share their knowledge and say it get easier has kept me going.

I love my work. It is going so well, and I feel very lucky. Four years ago, when I got this job, I was sad and frustrated. It was not the grade that I wanted. And now, it has been four years in a row and I love it. Going to work each day is such a pleasure.

I love my job. I am working in my own classroom and enjoy being a long-term member of a school staff. I really value my job. The constant insecurity of whether there will be work from semester to semester was stressful.

Securing long-term occasional jobs for each of my four years as a teacher has been great but I need consistency now. I am frustrated not having permanent job.

I have been in three different schools in three years and was declared surplus each time. I am also teaching courses I am not comfortable teaching.

I love my job but sometimes not being a permanent teacher makes me feel like I failed. My university should have prepared me more for this and they should stop accepting so many teacher candidates.

Shouldn't something be done about graduating thousands of teachers every year with very little hope of employment in the current market?

I have lost my optimism and enthusiasm for teaching. Occasional teaching is basically crowd control. It is hard to build rapport with the students when you supply at 12 different schools.

I had incredible early years of teaching at a private school. Many of my public school colleagues are discouraged with the difficulty of finding secure full-time positions.

After four years it is frustrating not to get a probationary contract. I may pursue another less stressful career or may stay at home to raise family.

I am very discouraged and anxious about state of the profession and my ability to obtain teaching positions other than supply.

Experience of first four years of teaching

- Most fourth-year teachers in this round of surveys (86 per cent) view their teaching-career experience to date as satisfactory.
- They also give positive responses in assessing their own confidence (95 per cent), preparation for their teaching responsibilities (95 per cent), the appropriateness of their teaching assignments to their qualifications (85 per cent) and their professional satisfaction (79 per cent). These are similar to ratings on these assessments over the past three years for teachers at the same stage of their careers.
- Most report positively on their sense of job security (62 per cent) and their optimism (75 per cent) about their professional futures. These job security and optimism measures, however, continue a four-year small downward trend. The comparable reports of fourth-year teachers four years ago were 80 per cent for sense of job security and 83 per cent for optimism about the future.
- Teaching remains a challenging experience for most of them (83 per cent) and many of them report a high (23 per cent) or somewhat high (35 per cent) level of stress on the job.
- Professional development remains a priority for these teachers four years into their careers. Highest priority is given to further work on integration of technology (42 per cent), evaluation and assessment (41 per cent), instructional strategies (38 per cent), classroom management (31 per cent) and teaching-subject knowledge (26 per cent).
- Fewer report a continuing need for professional development support in communicating with parents (21 per cent) and for observation and feedback on their teaching practice (23 per cent) in the fourth year than in the earlier years of teaching.
- Motivators for their continuing interest in teaching continue to show an altruistic first tier of drive to work with children or young people, help them to learn and grow and make a positive difference in their lives. Job security, work-life balance and compensation have risen in importance from the importance these factors had when they entered their careers. These material incentives are now on a par with the desire to teach subjects they enjoy and have their own classrooms.

With four years of experience, many of these graduates of 2005 report that they find the profession to be highly challenging, stressful and more infringing on their personal lives than they expected. Despite all of this, and fewer resources and supports than they would

have liked, many say they are gaining confidence in their teaching and say they love their work and find great satisfaction in working with their students.

You need to put in 150% to do this job well. Teaching is so exhausting and overwhelming at time. It is a good thing I love what I do.

Over the years, my confidence has improved, my knowledge of effective teaching practices has increased, and I have become less stressed about assessment and evaluation. I love my job.

The first years of teaching are very demanding job with lots of constant changes. You do not have time to improve because you are always changing from one supply job to another. The stress level is very high and it is hard to have a good balance of work and family life because it is such a demanding job. You find yourself with the courses that nobody else wants to teach. It should be mandatory for new teachers to have enjoyable courses to teach to allow them to be more comfortable in the classroom. After that, you can be sent back to more difficult classes.

Feels like a thankless job sometimes, very isolated. It's hard to stay positive with the difficulties of large class sizes, lack of support and public disrespect

I found my first year in teaching to be a big challenge, especially classroom management. I did not have the right tools or the experience to manage a class with a large number of special education and behavioural students. Also, unfortunately, I did not have a proper mentor.

I have become more student-centered, trying to see past the curriculum demands and focus on what students need to be successful.

I realize the importance of taking the time to find out what factors are holding back each student's performance and being a support/resource to help them cope with the barriers. The more experience I have teaching a course, the more time I spend helping individual students rather than prepping.

An incredible time commitment is required for teaching - it is interfering with my family time.

My understanding of teaching now encompasses the wide variety of roles that teachers now engage in. We are given so much responsibility. Teachers today are expected to be counselors, surrogate parents, social workers and so on.

The expectations for new teachers are demanding and unrealistic and create a great deal of stress.

Genuine desire to teach and hard work are not properly rewarded. Those who excel at professional schmoozing get ahead. It is discouraging to have such a hard time finding employment. When new graduates are hired over those with experience, it's very frustrating.

The teacher's role is to be a social worker, a secretary, a cashier, a guardian – and a magician to find resources that do not exist for a constantly changing curriculum. I hate all the personal time that I spend marking, planning, and stressing.

Teaching is the best job there is. I love having little ones in my class and the student-teacher interactions. I absolutely loved my first years. I think of myself as lucky to be teaching in such a small French school.

I always knew that there would be lots of challenges with constant changes, but this becomes easier to accept over time. I am very happy with my career; my only challenge is still the lack of resources. I could make my teaching much more significant without all the lost time continuously searching for resources.

Career plans

- Despite the challenges of the teacher surplus, by the fourth year more teachers are experiencing some stability in their careers; only two in five fourth-year teachers (42 per cent) say they expect to change teaching positions for the next school year.
- Three per cent of them plan to teach outside the province in the fifth year of their teaching careers, with 93 per cent planning to teach in Ontario and four per cent not planning to teach at all.
- Of those planning to teach outside Ontario, half (52 per cent) say they will return or will probably return to teach in Ontario in the future.
- On their thoughts with respect to the longer-term future, only three per cent say they will not or will probably not be teachers in five years, with 68 per cent saying they will still be teaching at that time and 22 per cent reporting they probably will. Seven per cent say they do not know.
- One in four (24 per cent) report that during their career they expect to assume an education leadership role as vice-principal, principal, supervisory officer or board director.
- About three in five (57 per cent) express an interest in mentoring, coaching or some other non-administrative leadership role with teacher colleagues.

Reflections on teaching

- Three in four of these fourth-year teachers report that they are very familiar (31 per cent) or somewhat familiar (45 per cent) with the ethical standards for teaching in Ontario.
- About one in five (19 per cent) report that they encountered a significant ethical issue in their early years of teaching.

Fourth-year teachers who are not yet settled into regular teaching jobs and those who had a difficult time in their first few years vividly recall the challenges and frustration they experienced. Some have lost their enthusiasm for teaching, and some report they are considering leaving the profession. Although these comments have increased over previous years, the majority retain their passion for and satisfaction in teaching.

The early years of teaching shouldn't have been as hard as they were. The mentoring process was minimal. I will leave teaching soon to work in a company for which I am paid for my additional work.

Every year I become a better teacher. I love my job.

I am very frustrated because I'm continually upgrading my skills and am very dedicated, and yet no board will give me a chance. At this point, I would work for free for a year just to have own class.

I was very positive in outlook when I first graduated. Now, I wish I was qualified to do something else as it is nearly impossible to find teaching jobs. Retired teachers should not be able to supply teach.

I have made more of an impact on my students than I anticipated. Having the respect of students begins to outweigh the problems most times. Kids are even more fun and rewarding to work with than I had hoped.

You need to find the balance between doing what must be done and what would be ideal to do. This is how I avoid burn out. I have the best and the worst job in the world.

I am happy with my career. I love the structured day and predictable quitting time. I do put in many hours in at home, but it means I can be around family more. I really enjoy creating lessons and gathering resources, and I love interacting with my students.

Demographic highlights

- Two in five (39 per cent) graduates of 2005 report that teaching is a second career and 30 per cent are 35 or older.
- Male respondents constitute 24 per cent of the sample; 76 per cent are female.
- The respondents comprise 90 per cent Ontario faculty of education graduates, with 10 per cent from the US border colleges.
- Primary-Junior program graduates make up 48 per cent of the respondents, Junior-Intermediate 18 per cent, Intermediate-Senior 32 per cent and technological studies two per cent.
- Graduates of French-language teacher education programs constitute nine per cent of the respondents to this survey (including Ontario faculties and border colleges) and 10 per cent of the Ontario graduate respondents.

Fifth-Year Ontario Teachers: Ontario Faculty and US Border College Graduates of 2004

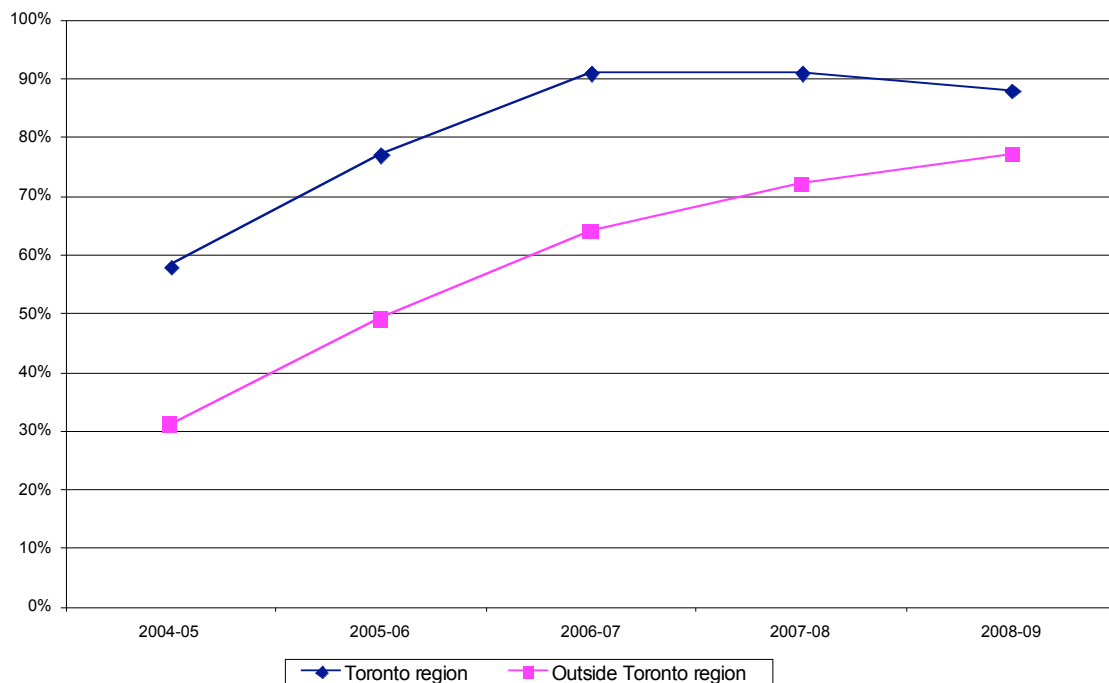
This is the fifth year in which the *Transition to Teaching* study surveyed the teacher education graduates of 2004. These College members were surveyed at the end of the 2008-09 school year, the fifth school year following their graduation.

Five years in, new generation well settled despite tight job market

Education graduates of 2004 are the second group of recent Ontario teachers whose initial five years of teaching occurred during Ontario's current English-language teacher surplus. As with the graduates of 2003, achieving full employment as teachers in this market did not come as quickly as many expected. Nevertheless, most of them report that they are now well established in their chosen profession. Persistence and flexibility paid off for a highly committed new generation of educators.

By the end of the 2008-09 school year, most of these fifth-year teachers (84 per cent) reported that they held regular teaching contracts and about one in 10 (11 per cent) said they were underemployed. Despite the English-language teacher shortage during their entry to the profession, most of the English-language Ontario teachers in this group were in regular jobs (82 per cent).

English language 2004 graduates in regular teaching jobs over five years



Many English-language teachers outside the Toronto region required more time than those in the Toronto region to move beyond occasional teaching and/or to achieve the amount of teacher employment they wanted. After five years, 23 per cent of these teachers continue in daily supply or long-term occasional teaching and 16 per cent say they are still underemployed.

The following table describes fifth-year Ontario teachers in regular jobs by language, region and certification, with comparators in brackets for fifth-year teachers in the previous two school years. Job success outcomes for graduates of 2004 have declined slightly from those for the graduates two years previous, mainly because of the continuing long-term effect of the teacher surplus outside the Toronto region. Central and Eastern Ontario English-language teachers are most affected. The final two rows include graduates teaching outside the province.

Percentage of fifth-year employed teachers in regular jobs in 2009

	Toronto region	Outside Toronto region	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
French language	100 (93/95)*	95 (89/96)	100 (100/100)	96 (85/97)	100 (90/100)	85 (91/93)	96 (90/95)
English language	88 (94/93)	77 (79/84)	72 (90/86)	69 (74/79)	81 (79/85)	78 (70/78)	82 (86/88)
Total	92 (94/93)	80 (81/86)	77 (91/87)	79 (78/86)	84 (80/86)	80 (79/84)	85 (86/89)
Primary-Junior	Junior-Intermediate		Intermediate-Senior		Technological studies		
82 (82/86)	84 (84/84)		87 (89/96)		89 (86/83)		
French language	English language		Ontario faculties		Border colleges		
94 (90/93)	82 (84/84)		85 (85/90)		79 (89/81)		

*2007 and 2008 comparators in brackets

French-language teachers maintain the more positive employment outcomes in their fifth year in comparison with English-language counterparts. Nineteen out of 20 are in regular teaching jobs and only three per cent say they are underemployed. The relative advantage of Ontario graduates over border college graduates is insignificant by the fifth year.

The next table describes the percentages of fifth-year teachers who say they were underemployed in the 2008-09 school year with comparator data for the previous two years. English-language teachers report a small continuing increase in underemployment rates over the three-year period.

Percentage of fifth-year teachers underemployed in 2009

	Toronto region	Outside Toronto region	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
French language	0 (5/0)*	4 (11/6)	0 (20/0)	4 (13/3)	0 (0/0)	8 (10/13)	3 (9/5)
English language	8 (2/5)	16 (16/12)	20 (5/6)	20 (18/16)	13 (16/13)	16 (25/5)	12 (10/8)
Total	7 (2/2)	13 (15/11)	17 (8/0)	14 (16/14)	12 (15/16)	14 (18/12)	11 (9/8)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological studies
13 (12/11)	11 (10/4)	5 4/(4)	22 (20/17)

French language	English language	Ontario faculties	Border colleges
3 (8/5)	12 (10/8)	10 (10/7)	13 (5/13)

*2007 and 2008 comparators in brackets

Only two per cent report that they were not teaching because they could not find a teaching job or could not find one they wanted. One in eight (12 per cent) teach part-time and nine per cent teach in more than one school. These rates are unchanged from those for fifth-year teachers in the previous school year.

Almost half (45 per cent) of the respondents did not teach for some portion of the first five years of their career. About one in five report that this period of non-teaching was because they could not find any teaching job at the time (17 per cent) or because they could not find a job they wanted to take at the time (two per cent). Maternity, parental or other family reasons led another 18 per cent to be out of the classroom. Some did not teach at some point to travel or for further study (three per cent). Other personal reasons or illness accounted for five per cent being out of the classroom at some point in the first five years.

Confident, committed and engaged in professional development despite tougher market

Despite the challenges of the job market for many who began their careers in 2004, most of this new generation of Ontario teachers are confident in their abilities, professionally satisfied and dealing with the stresses of a challenging career. While some express concern for their futures, most are highly motivated and plan to continue over the long term with what they see as a very rewarding career.

Most say they will still be teaching (71 per cent) or likely still be teaching (19 per cent) in a further five years time. Only four per cent of this survey group say they will definitely or probably not be teaching ten years into their careers. Nine per cent say they will not be teaching in the 2009-10 school year but the majority of these (53 per cent) say they will return to teaching after taking time out from the classroom.

The table below presents measures of these fifth-year teachers' experience and satisfaction with their teaching careers in the 2008-09 school year and fifth-year teachers the previous two years. Confidence, self-reported preparedness for teaching and professional satisfaction are consistently high over the three year period, and the tightening of the job market does not show any significant negative trend over time for fifth- year teacher stress, sense of job security or optimism for the future.

Percentage describing experience as a teacher in fifth year

	Confidence	Preparedness	Professional satisfaction	Challenge	Stress	Job security	Optimism
High	61 (60/59)*	54 (55/53)	33 (29/31)	39 (41/44)	20 (24/23))	45 (45/51)	45 (43/49)
Somewhat high	35 (36/38)	41 (41/41)	49 (51/52)	46 (43/43)	33 (35/32))	26 (28/28)	32 (34/35)
Somewhat low	3 (3/3)	4 (4/5)	14 (14/14)	11 (13/11)	34 (32/31))	13 (11/11)	13 (13/10)
Low	1 (1/1)	1 (0/1)	4 (6/3)	3 (4/2)	12 (9/14)	17 (16/8)	10 (9/6)

*2007 and 2008 comparators in brackets

The majority of this generation of teachers are highly engaged in ongoing professional development five years into their careers.

Professional development activities in fifth year in profession, 2009

	Major activity (%)	Moderate activity (%)
Formal course work	27 (26)*	32 (27)
Collaborative learning in school	23 (23)	42 (41)
Engaging subject/specialist associations	15 (15)	25 (27)
Collaborative learning beyond school	10 (10)	31 (30)
Participating in school self-evaluation	8 (12)	27 (24)
Engaging with coach or mentor	9 (9)	18 (21)
Undertaking action research	9 (9)	17 (13)
None of the above		2 (6)

*2008 comparators in brackets

Leadership is an aspiration for many of these teachers. More than half of them expect to mentor or coach others in future and about one in five aspire to vice-principal, principal and other leadership roles as part of their education careers.

Methodology

This year's *Transition to Teaching* study includes a survey of teacher education graduates of 2004 toward the end of the fifth year of their teaching careers. Surveys were mailed in May 2009 to College members with valid addresses representing approximately 20 per cent of the 7,033 Ontario faculty of education graduates of 2004 who joined the College, and also to 20 per cent of the 1,205 graduates from six New York State colleges and the University of Maine in 2004 who became members of the College following graduation.

For College members in these groups who communicate with the College in French, a double sample was selected (40 per cent) to address this distinct employment market.

The survey received 536 responses, for a 31 per cent return rate. These overall survey results are considered accurate within 4.2 percentage points, 19 times out of 20.

DETAILED FINDINGS

Employment highlights

- Most of these 2004 teacher education graduates (95 per cent) were employed as teachers at the time of the survey.
- Two per cent report they were not teaching because they could not find a teaching job. The rate of employment in teaching and this involuntary unemployment rate are both unchanged from those of fifth year teachers the previous year.
- Most of the others not teaching (a further two per cent) report being on maternity or parental leave.
- By the end of their fifth year of teaching, 84 per cent of the currently employed teachers in this group held regular teaching positions, similar to the 85 per cent rate for the comparable group last year and down from the 89 per cent and 91 per cent reported by fifth-year teachers in the two years previous to that.
- Changing jobs and assignments between the fourth and fifth years of teaching is a reality that affects more than two in five teachers. Twenty-one per cent report changing assignments in the same school, 20 per cent changed schools and three per cent changed school board employers.
- Part-time teaching (12 per cent) and teaching in two or more schools (nine per cent) continue to be relatively low in the fifth year. This part-time teaching rate is the same as last year and up only slightly from the 10 per cent rate two years ago.
- More than one in 10 (11 per cent) report that they did not teach as much as they wanted in the fifth year, a rate up only slightly from the nine per cent underemployment rate the previous year and continuing the small upward trend from the eight and five per cent rates reported by fifth-year teachers the previous two years.

- The geographic and employer-type distribution in their fifth year of employment are generally reflective of the relative sizes of the teaching populations throughout the province. Ninety-four per cent are teaching in Ontario publicly funded schools, four per cent in Ontario independent schools or non-school settings, and two per cent outside Ontario.
- Almost half (45 per cent) of these fifth-year teachers report not teaching for some of the time since graduating because they could not find a teaching job (17 per cent) or one they wanted at the time (two per cent), took a maternity, parental or other leave for family reasons (18 per cent), or took a leave to study (one per cent) or to travel (two per cent) or for other reasons (five per cent).
- More than one in five (22 per cent) female teachers report taking a maternity leave during their first five years in teaching.

Over the past few years of this study, more and more of the fifth-year teachers talk about employment challenges in their early years and, for a number of them responding in 2009, their challenges continue well into their careers. Many speak about job shortages, a highly competitive market place, challenging assignments, job insecurity and financial difficulties that continue to trouble them. Many others are well settled and enjoy a challenging but very rewarding career.

I have been unable to get a full-time teaching position in five years of trying. I think I lacked the training, knowledge and skills necessary to market myself as a teacher.

I am an FSL teacher and I have a job. If I was an English teacher I would likely not have a regular job now because there is absolutely no opportunity for them now.

It is difficult coping with the number of retired teachers taking my supply days while I am trying to figure out how to pay my mortgage and feed my kids.

Many excellent teachers cannot get an interview or are surplus due to low seniority numbers. These newer teachers often have the brightest ideas, are more willing to collaborate and are enthusiastic.

I was not taught how to network effectively to get a full-time job. Hiring is based more on who you know and not your qualifications.

I am very disappointed with how the teaching market has declined since I started teaching. Good teachers are not able to find jobs. Regulations should be set to discourage retired teachers from doing LTOs and supply teaching.

I would like to see a feedback system for casual occasional teachers so they can learn from the more experienced teachers and principals.

I'm very disheartened by the situation in my community. I can't move as I have a family. I think much of this issue is at the University level-stop letting people into programs in cities where there are very few job prospects.

Even five years into my career, I am still driving 60 kilometers each way to my school and back home and I am not able to transfer because of my low seniority.

We need more teaching opportunities for young teachers. LTO's are great, but after five years it can be discouraging not to have a full-time job.

Experience of first five years of teaching

- Two in five (40 per cent) fifth-year teachers describe their teaching-career experience to date as excellent and another half (49 per cent) rate it as two on the positive end of a four-point scale.
- Most report that they are highly confident (61 per cent) or confident (35 per cent), highly prepared (54 per cent) or prepared (41 prepared) for their teaching responsibilities, have teaching assignments that are highly appropriate (58 per cent) or appropriate (31 per cent) to their qualifications, are highly professionally satisfied (33 per cent) or satisfied (49 per cent), enjoy a high sense of job security (45 per cent) or feel more secure than not (26 per cent), and are highly optimistic (45 per cent) or optimistic (32 per cent) about their professional futures.
- An excellent teaching career to date is reported by higher proportions of male teachers (49 per cent) than female teachers (38 per cent). Male teachers also report a slightly higher level of professional satisfaction (36 to 33 per cent) and a higher sense of job security (50 to 43 per cent). The higher sense of optimism reported by male teachers the previous year was not maintained this year, with 46 per cent of both males and females reporting a high level of optimism (in the previous year 51 per cent of male teachers reported a high sense of optimism compared with 41 per cent for female teachers).
- More females (58 per cent) than males (42 per cent) report a higher degree of preparedness for teaching although, paradoxically, slightly more males (66 per cent) report a high degree of confidence in their teaching than females (60 per cent)
- Teaching continues to be viewed by most fifth year teachers as a highly challenging (39 per cent) or challenging (46 per cent) profession and many report a high (20 per cent) or somewhat high (33 per cent) level of stress on the job.
- Professional development continues to be a high priority for these teachers who are already well established. Highest priority is given to further work on integration of technology, evaluation and assessment and then instructional strategies.
- Fewer place a continuing high priority on further teaching subject knowledge, curriculum planning, classroom management, communicating with parents, observation and feedback on their teaching practice, and lesson planning, although most report the importance of some further development in these areas.
- Formal course work ranks at the top (27 per cent) for these teachers as a major professional development activity in their fifth year in the profession, followed by collaborative learning in their schools (23 per cent) and engagement with subject or specialist associations (15 per cent). Smaller proportions of these experienced teachers report engaging with a coach or mentor (nine per cent), collaborative learning beyond the school (10 per cent), school self-evaluation (eight per cent) and action research (nine per cent) as major professional development experiences. Almost all teachers

(98 per cent) report some professional development engagement in one or more of the above areas in their fifth year in the profession.

- The motivation that drives the continuing interest in teaching for these well-established teachers is somewhat consistent with what initially motivated their choice of teaching and the incentive that sustained them in the challenging early years. The strongest motivators continue to be the altruistic ones of working with children or young people, helping them to learn and grow, and making positive differences in their lives. After five years in the profession, however, career opportunities and compensation have increased as motivators, becoming approximately equal in importance with teaching subjects they enjoy and having their own classrooms.

These fifth year teachers describe many challenges in their teaching assignments, situations that stretched the knowledge they had gained in their teacher education and heavy demands on their personal lives. Despite this, their reflections often convey that they were successful in consolidating their teaching skills and gaining confidence in the early years.

Balancing my personal life with the demands of teaching – planning, marking, reporting, and extracurricular duties take so much time outside the classroom that I still have a hard time making time to pursue activities beyond my teaching career.

When I graduated I did not feel well-prepared in areas like assessment and evaluation. Fortunately, our school engages in collaborative learning among the staff and this supported my learning in the early years.

When I started teaching I didn't even know the difference between assessment and evaluation. I was confused about marking by category in science: knowledge, communication, inquiry, making connections. Finally I am now learning about critical thinking and direct instruction and am feeling much more optimistic about teaching competence.

I have chosen a fabulous profession. I love my career. It is rewarding to go to work each day and have an impact on students' lives.

Time management is a real challenge for new teachers. With so many demands to juggle, I had difficulty prioritizing what was urgent and what wasn't. In trying to do it all, you burn yourself out staying at school until 7:00 p.m. many days.

I find that this is my best teaching year to date. I have the largest class assignment, and with students who have more challenges than others I taught over the past few years. My experience has built my confidence which is reflected in how I teach in the classroom and I am up for this year's students.

I care very deeply for the kids and found it difficult balancing their need to learn and my need to have a personal life. With so many more combined grade assignments and tremendous parent backlash to these placements, my job became extremely unsatisfying and difficult to manage effectively.

New teachers tend to be given more different preps & challenging classes compared to more experienced teachers. This makes for a very harrowing first few years for beginning teachers.

As a teacher for whom this is a second career, I am still surprised by the level of stress and fatigue suffered by almost all staff. There is constant pressure to add more and more into a day. This is a stress filled vocation.

It takes time to understand you cannot teach everything in the curriculum and that every school has different expectations that change frequently. This is hard for new teachers to adjust to, although eventually you become a more rounded teacher who can share her experiences with colleagues.

I now have much more confidence as an educator. I realize how beneficial the Ontario teacher education and certificate is for me in my teaching in the Maritimes. I received a great education for this profession.

I had a hard time learning to accommodate my many special needs kids, English as a second language, and children with behaviour difficulties without any additional support, and also trying to successfully cover the entire required curriculum. New teachers should have a mentor and release time to observe to learn how to do all of this.

Teaching is a wonderful career. My challenge is balancing work and my personal life. The work hours can be very demanding.

I have thoroughly enjoyed my professional experience. Teaching has allowed me to travel to Nunavut, mentor students and colleagues and even voice my ideas on television. I welcome the coming year.

I knew it was a huge responsibility to be a teacher, but I am stressed that five years later I am still overwhelmed by the work involved in the life of a teacher. I am putting in even longer hours now than I did my first year.

Career plans

- The fifth year is one of continuing change for many, although there is somewhat less change than in the earlier years of teaching. Almost two in five (39 per cent) say they expect to change teaching positions for the next school year.
- Only three per cent reported they planned to teach outside the province in the sixth year of their teaching careers, with 88 per cent planning to teach in Ontario and nine per cent planning not to teach at all.
- Of those planning to teach outside Ontario, about half (53 per cent) say they will return or will probably return to teach in Ontario in the future.
- On their thoughts with respect to the longer-term future, only one per cent say they will not be teaching in five years and another three per cent say they will probably not, with 71 per cent saying they will still be teaching at that time and 19 per cent reporting they probably will. Six per cent say they do not know.

- About one in five (25 per cent) report that during their career they expect to assume an education leadership role as vice-principal, principal, supervisory officer or board director. This level of leadership aspiration has been relatively stable throughout the years of this study.
- Three out of five (60 per cent) express an interest in mentoring, coaching or some other non-administrative leadership role with teacher colleagues.

Reflections on teaching

- Almost four in five of these fifth-year teachers report that they are very familiar (35 per cent) or somewhat familiar (44 per cent) with the ethical standards for teaching in Ontario.
- About one in five (18 per cent) report that they encountered a significant ethical issue in their early years of teaching.

Despite an increase in the numbers of fifth year teachers who express frustration with the challenges in finding regular teaching jobs, the majority who are well settled continue to reflect the same sense of reward, accomplishment and commitment evident in this study over the years.

Teaching is the most important job in the world. We can change lives. Instilling confidence and trust in our students is vital to their success both inside and outside of the classroom.

There should be some sort of evaluation process for LTOs. I have had four year-long LTOs and have never been evaluated. Positive feedback would enhance my teaching and my satisfaction as a teacher.

This is truly a rewarding profession. Plenty of opportunities exist for advancement and change is the only constant, thus always keeping this interesting and challenging

I love teaching and only wish that I had job security. It is very hard to go to a new school every year. There is a huge sense of frustration and dissatisfaction amongst teachers looking for contract positions.

It has been frustrating getting into the profession. I am still surplus to the needs of my school five years later. I may have to give up on my teaching dream to support my young family.

While there are many challenges working with the children, still has many benefits on a personal level, knowing that you can make and have made a difference still overcomes any problems faced.

Would you please prevent retired teachers from taking long term occasional assignments? LTOs and extended occasional agreements are our chance to prove ourselves and to get good references, some mentoring and experience.

Teaching is far more challenging than is perceived by the public. After 20 years in hi-tech industries in various positions of authority, teaching encompasses and consumes more of me than any other job.

My husband and I are both teachers. This is my fifth year and this is his fourth year. I am on an LTO and he is supply teaching. We haven't bought a house or begun a family because we don't have a stable income. Eventually we will have to look for jobs elsewhere even though we enjoy teaching.

After five years of making an income below the poverty line as a single parent supply teacher, I need to get a full-time position and with the number of surplus teachers, the future isn't very promising for full-time jobs.

My experience has been wonderful. It is full of challenges and stresses that took me by surprise but there is a lot of job satisfaction working with children.

Faculties need to limit the enrollment in the Bachelor of Education program because many new teachers are not obtaining jobs. There is a backlog of teachers waiting for positions.

My experience teaching these five years has become more and more positive. I love going to work. I have learned so much and I'm growing as a teacher each year.

Being a teacher in Ontario or anywhere is a difficult job. However, other teachers are always willing to help out. Teachers have the best job. It would be nice, however, to see teachers given the same professional respect as lawyers and doctors.

I am disappointed that I have my Masters of Education degree and English as a second language Additional Qualification and have yet to obtain even partial employment. I feel that because I have no contacts within a school, I will not get hired, regardless of my experience or level of education.

Demographic highlights

- About two of five (38 per cent) of these graduates of 2004 report that teaching is a second career and more than one in three (35 per cent) are 35 years of age or older.
- Male respondents constitute 21 per cent of the sample; 79 per cent are female.
- The respondents comprise 89 per cent Ontario faculty of education graduates, with 11 per cent from the US border colleges.
- Graduates of French-language teacher education programs constitute eight per cent of the respondents to this survey.

Successful Pilot of Web-based On-line Survey

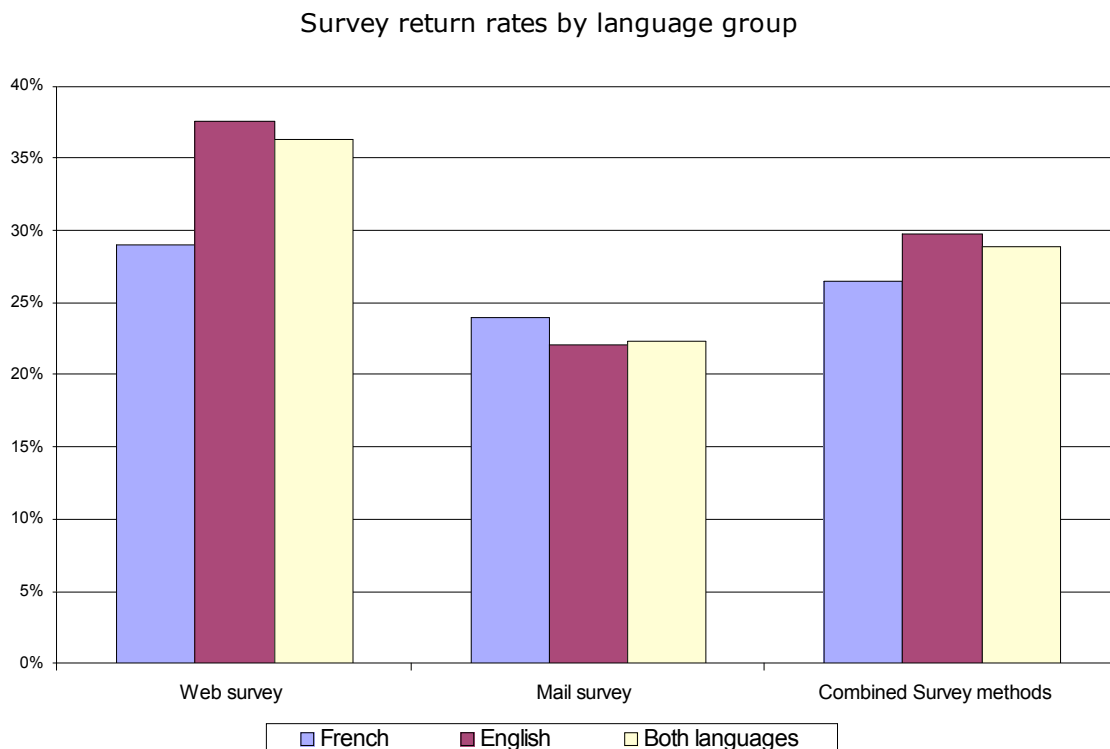
Survey design

Using an online consultation platform, one-half of the first year surveys of the teacher education graduates of 2008 were conducted via e-mail and the web, with a survey sample of 300 French-language and 1,804 English-language members. A similar-sized sample group received traditional mail surveys. Independent random samples were drawn for each survey type from the population of new members in the first year following graduation.

The online survey was announced through an e-mail from the Registrar followed a week later by a survey e-mail that provided a link to the web site hosting the survey. All communications were designed to be consistent with College language and visual identity, and it was clear that the communications were related to a specific College survey. The survey was launched on May 20, 2009 and closed on July 13, 2009. The mail surveys were issued over the first two weeks of May and similarly closed on July 13, 2009.

Return rates

Both surveys had a small non-deliverable return rate of approximately three per cent resulting from non-functioning e-mail addresses or invalid postal addresses.



Historic rates of return for mail surveys in this study ranges from 30 per cent to 33 per cent, with and a return rate for 2007 graduates of 30 per cent. The mail survey return rate fell for the 2008 graduates this year to 22.4 per cent. In sharp contrast, the return rate for

the pilot web-platform survey reached 36.4 per cent, a rate 62 per cent higher than this year's mail survey return.

The response rates differed for French-language and English-language respondents. Although web platform response rates were significantly higher than mail responses for both language groups, the French-language survey group response rate was slightly higher than the English-language group for the mail survey. For the web platform, the reverse was true with a higher English-language return.

Return patterns

The online methodology resulted in much faster survey returns than for the mail surveys. About one in three of the total returns arrived on the day of the launch e-mails providing access to the survey. Reminder e-mails were sent to those who had not responded within eight days of the launch (May 28) and, as of the close of that eighth day, fully two-thirds of the total responses had arrived. A second reminder two weeks later (June 11) brought the responses to 87 per cent and the third and final reminder on June 25 raised the total to 97 per cent of its eventual total when the survey closed on July 13. By contrast, the mail surveys reached the one-third level in three weeks of the mailing and the two-thirds level within four weeks.

Testing of platform variances

Analysis of the data comparing online and mail response sets indicate sufficient consistency between the two platforms to raise little concern about bias associated with the online survey methodology.

No significant differences in response rates were identified by age. Response rate differences were found, however, with respect to gender. The online response rates for males and females were proportionate to the sample sizes. The mail returns, however, revealed an underrepresentation of males in the responses. It is possible that the reason for the lower response rate to the mail survey may be a result of males being less inclined to respond to mail surveys. This difference was not found in previous years of this study.

As indicated above, there is a significantly higher response rate online for English-language than for French-language respondents; however, the online survey did elicit a higher rate of return for French-language members than the mail survey for the same group. As each of these populations are treated separately in *Transition to Teaching* analyses because of the marked difference in employment markets, this language variance does not present a problem for this particular research study.

Among the online survey respondents, higher proportions were not employed at all in the first year and were not employed at the time of completing the survey. Both groups were similar, however, in their reported rates of underemployment. A higher proportion of the online respondents indicate they were not teaching for reasons other than the employment market. It appears that the online methodology makes it more likely that new teachers

who choose to not teach in their first year will respond to the survey. This is a positive effect of the online methodology ensuring that the survey more fully reflects the experiences of members in the population group.

Conclusion

This pilot confirms the feasibility of conducting this type of survey of a segment of the College membership. The online survey format resulted in a significant improvement in response rates. No platform bias was found that would have a negative impact on the purposes of the *Transition to Teaching* study. Differences in response rates by gender and employment market participation were found and in both instances, the online method appears to have improved on the mail method in representativeness of the respondents.

Online methodology brings several benefits for survey research – speed of response and reduced costs through eliminating printing, mailing and data entry expenses. The environmental advantages of on line surveying for this type of large scale study are considerable. This pilot clearly indicates that future *Transition to Teaching* surveys would be enhanced through online methodology.

Each successive year of new English-language teachers in Ontario spend more months and years of their early careers in occasional teaching assignments. Unemployment and underemployment have increased.

French-language teachers continue to enter a stronger market with much less underemployment than English-language teachers.

An imbalance of teacher supply and demand is now well established with first-year teachers facing more and more job competition from underemployed graduates of earlier years.



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