

# Transition to Teaching 2013



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

# Transition to Teaching 2013

**Surplus Ontario teachers queue up for years to secure full employment**

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# Executive Summary

## Teacher supply and demand in Ontario

The Transition to Teaching study examines the early careers and professional development of new Ontario teachers. This annual study began in 2001 when the elementary and secondary teacher employment markets in Ontario were in the midst of a short-term, retirement-driven teacher shortage that started in 1998 and lasted for about five years. By the middle of the past decade, however, a surplus began to appear with more new teachers each year than teaching jobs available. This surplus grew steadily since 2005.

The Ontario teaching job market at the beginning of the 2000s was welcoming for job seekers. Most new French- and English-language teachers<sup>1</sup> graduating from Ontario universities easily found teaching positions in Ontario’s publicly funded and independent schools. Several years later it was evident that the teacher shortage was over and an emerging surplus of teachers and growing teacher underemployment was evident. How did this change come about?

Job openings for teachers arise primarily from teacher retirements. Job opportunities are driven to a lesser extent by some teachers who leave prior to retirement, because of changes to government policy and education funding, and in relation to the rise and fall in student enrolments and the associated opening and closing of classrooms and schools.

Sharply increased teacher retirements<sup>2</sup> in the years 1998 to 2002 – with demographics accelerated by enhanced early retirement opportunities in the Ontario Teachers’ Pension Plan – meant regular teaching jobs<sup>3</sup> were plentiful. School boards concerned about the teacher shortage relative to demand vigorously recruited former teachers in their communities back into the profession. Most new teachers secured jobs relatively easily and early in their careers in every part of the province.

Each year, some teachers leave the profession temporarily or permanently or they leave the province and pursue their teaching careers elsewhere. Some former Ontario teachers subsequently return to active teaching in the province. Ontario policy initiatives – such as the funding of more teaching positions to reduce class sizes and the extension of Kindergarten programs – add employment opportunities for new teachers. The current ongoing gradual decline in student enrolment reduces the demand for teachers.

Policy and student demographic changes tend to somewhat balance one another out in their combined impact on the volume of teaching jobs in the province. Former teachers returning to active service in the province moderate losses each year from pre-retirement departures. The main driver of annual demand for new teachers is the number of teacher retirements.

In the five years 1998 through 2002 Ontario experienced record-high teacher retirements, an average of about 7,200 annually. At that time comparatively low numbers of new teachers entered the profession each year.<sup>4</sup>

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1 “French-language teachers” are those qualified and/or teaching in French-language schools and those qualified and/or teaching French as a second language in English language schools; “English-language teachers” are others not qualified and/or teaching in French.

2 “Teacher retirements” throughout refers to Ontario Teachers’ Pension Plan reports on Ontario teachers who are plan members who retire or are forecast to retire annually.

3 “Regular teaching job” refers to a teaching position, part-time or full-time, on a contract that does not have a defined ending date.

4 “New teachers” refers throughout to newly certified members of the Ontario College of Teachers.

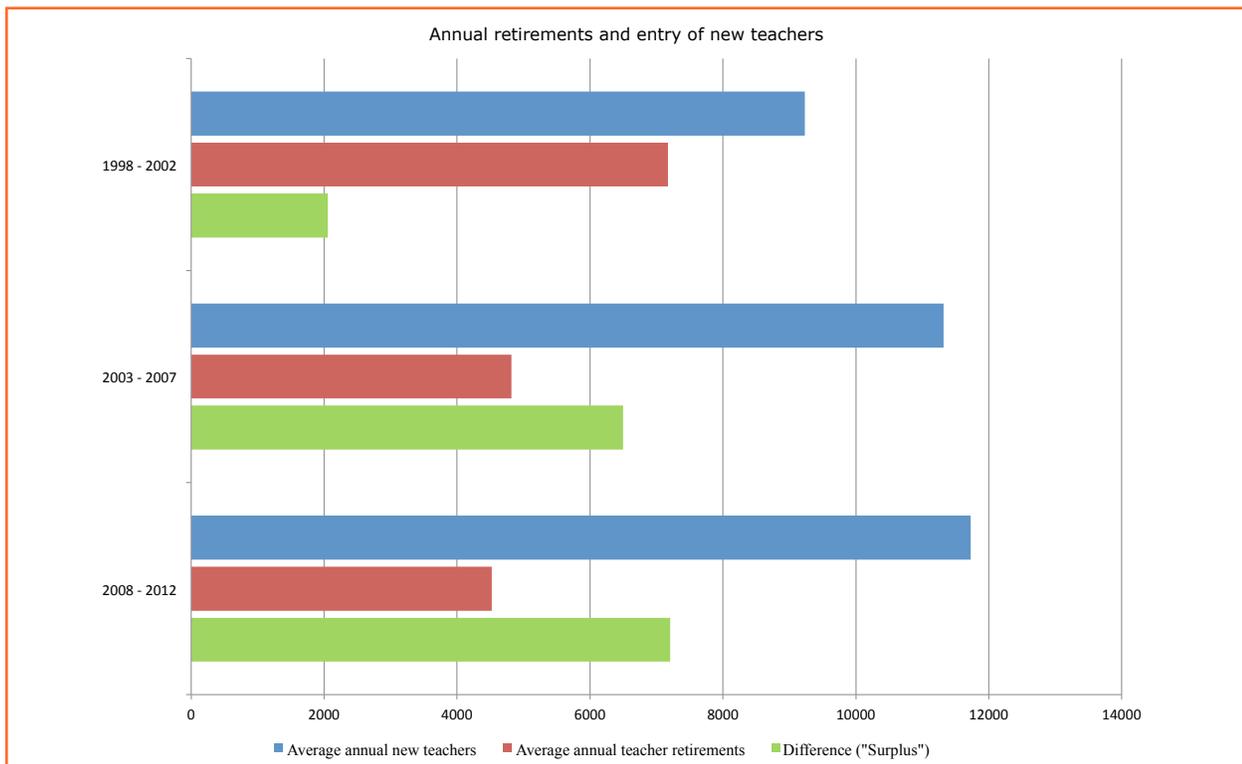
French-language and English-language school boards, at both elementary and secondary levels and in every region of the province, experienced the unusually high retirement-driven job openings that generated many opportunities for the annual average of 9,200 new Ontario teachers at that time. There was a relative balance of teacher demand and supply at that time across the province.

Teacher retirements in Ontario then fell substantially and continued at much lower numbers from 2003 onwards. At the same time, the supply of new teachers grew substantially – from Ontario faculties of education, from other organizations given special ministerial consent to operate teacher education programs in Ontario, from US border colleges that increased their intake of Ontarians to meet the Ontario teacher employment market, and also more teachers moving to Ontario from other countries.

The English-language teacher job market became more competitive from 2003 onwards and job opportunities for new teachers were limited relative to the steadily growing supply each subsequent year.

For the five years from 2003 to 2007, average annual retirements fell substantially, and the average fell again over the past five years. And the average annual number of new teachers in Ontario rose substantially over the same periods. The supply and demand difference of just 2,000 more new teachers than retirees each year in the five years 1998 – 2002 became a much larger annual difference of about 6,500 through the middle of the past decade and has reached about 7,200 annually over the past five years.

Each year the surplus teachers from earlier years are mostly still active on the employment market trying to move up to full employment and generating more and more competition for the year’s new supply of teachers for a relative scarcity of teaching jobs.



With increased awareness of the more competitive teacher employment market in Ontario, the number of applicants for Ontario's consecutive teacher education programs declined. From a peak of about 16,500 applicants in 2007 the annual volume fell to about 9,500 by 2013. Despite this sharply lower applicant volume, Ontario education graduates joining the Ontario College of Teachers declined by just 10 per cent.

On the other hand, the number of Ontarians who graduated each year from US border-colleges and became Ontario Certified Teachers fell by more than half between 2006 and 2012. And the annual number of Ontario's newly certified teachers educated in other provinces and countries declined by almost 40 per cent over the same period. Overall, from a high of about 12,500 new Ontario teachers from all sources in 2006, the total had receded somewhat to about 10,000 in 2012.

Teacher retirements are forecast to remain at an average of about 4,500 annually through the end of this decade, creating about 5,500 fewer openings annually than the 2012 level of newly certified teachers.

Ontario announced in spring 2013 an extended two-year program of teacher education to be introduced in 2015-2016. Faculty of education annual intake will be halved. The 2016 pause in new Ontario graduates, and substantially reduced numbers in subsequent years, will allow more of the cumulative surplus of teachers to finally gain the teaching jobs for which they have been hoping. And Ontario school boards should be confident that this surplus will generally prevent undue teacher recruitment difficulties in the 2016-2017 school year as they look to replace retiring teachers and fill long term occasional and daily supply teacher vacancies.

### **2013 survey highlights**

Since 2006 the annual oversupply of teachers in Ontario has had a cumulative impact that more negatively affects new teacher job outcomes with each passing year. More new teachers take longer each year to move up from daily supply assignments to term contract and regular jobs and from part-time to full-time contracts. As underemployed teachers who graduated in earlier years continue to seek more daily supply teaching days, improved long-term occasional and regular-teacher contracts, each successive set of teacher education graduates faces an increasingly more competitive job market.

The spring 2013 survey of first-year teachers shows the unemployment rate rising sharply for the fifth year in a row. Almost two in five teacher education graduates of 2012 who sought teaching jobs during the 2012-13 school year were unemployed. They were on the job market, actively looking for teaching jobs, and could not even get on daily supply teaching lists during the year. And just over one in four of those who did find some employment secured as much teaching work as they wanted.

More first-year teachers are looking outside Ontario and to Ontario independent schools for their first teaching job. One in four of the graduates of 2012 applied to teaching jobs in other provinces or abroad. And one in six was actually teaching outside the province by spring 2013. And those who left Ontario were more than twice as likely to find full employment as teachers in their first year.

Ontario independent schools are now employing many more new teacher education graduates than in previous years. Two in five of the graduates of 2012 applied to Ontario independent schools. Almost one in six new graduates hired as teachers in Ontario taught at independent schools. And their share of regular teaching jobs was even more disproportionate, with almost one in three of the regular teaching contracts in the province at independent schools.

Almost one in three of these new graduates (31 per cent) who found some work as a teacher in their first year did so outside the province or in an Ontario independent school. And for those who succeeded in getting regular teaching jobs in their first year, almost half (47 per cent) found their jobs outside the Ontario publicly funded school system.

More first-year teachers work in non-teaching occupations each year. For the 2012 graduates, more than one in three did so when faced with a failed search for teaching jobs or to supplement part-time teaching income.

The Ontario job market glut now affects all types of new teachers throughout the province. But some regional, language and division differences in job outcome measures are evident.

No region of the province finds more than 30 per cent of teachers reporting full employment in the first year. Unemployment is highest in the greater Toronto area outside the city of Toronto. Although unemployment is comparatively low in northern Ontario, those who do get employed, for the most part, say they are underemployed.

Almost half of the first-year Primary-Junior and Intermediate-Senior teachers in Ontario now say they were unemployed throughout the entire school year. Technological Education teachers and Junior-Intermediate teachers fared somewhat better with two in three of them reporting some teaching employment during the year. However, the combined underemployment and unemployment rates are now substantial for all types of qualifications with one in three or fewer not fully employed, regardless of qualification.

More than half of the first-year French-language teachers surveyed in 2013 say they were unemployed or underemployed throughout the school year. This continues what is now a five-year trend of weaker employment outcomes for French-language teachers.

Job outcomes also weakened for early career teachers generally in the second through fifth years of their careers as the time required to gain full employment as a teacher lengthened yet again. Only two in five teachers now say they were fully employed in their third year following graduation. And only about half of the teachers responding in their fourth and fifth years say they achieved this goal.

Signs are beginning to appear of a lessening of the generally long term strong career commitment of Ontario graduates to the teaching profession. Four in five teachers across the first five years of teaching say they will still be teachers five years down the road. For those who experience unemployment for multiple years this commitment falls with each year of experience to about half by years four and five.

The majority of this new generation, however, got into teaching because they wanted to make a difference in students' lives. And this same desire drives them to not give up on their teaching careers even in the face of the extended unemployment and/or underemployment.

New-Canadian teachers fare poorly in this difficult employment market. Over the past six years, first-year unemployment more than doubled for this group who are, for the most part, seasoned teachers with years of experience in other jurisdictions. Four in five first-year new-Canadian teachers in 2013 report they are unemployed – they were on the job market during the 2012-2013 school year and could not even get a foothold in daily supply teaching. And even into their second year as Ontario teachers, almost three in four new-Canadians certified in 2011 report they are still unemployed.

New teachers are highly proactive in their job searching. They generally apply to multiple school boards, look for jobs in multiple regions of the province, network their education contacts and visit individual schools. Half of them volunteer their time in school classrooms to increase their visibility and chances to be recommended for teaching jobs. And almost half of them apply for jobs outside the province and/or in Ontario's independent schools as part of their search.

School board hiring practices get mixed reviews from applicants. The majority of them find the standard application process to be clear, although half of them say they are not informed about the status of their applications. Half of them could not easily find information about how to get on supply lists and how supply list status relates to accessing long term occasional and regular positions. One in three says it is hard to find information about the availability of teaching jobs. And more than one in five claim that their applications were not handled fairly.

Success in getting a job is seen to rest on multiple factors. The on-line application, resume, portfolio and cover letter are essential. When the opportunity arises, a good interview is also required. But getting to that interview is thought by many to require connections established through practicum, volunteering, networking, family, friends or otherwise. They say that being known by school administrators, or simply being in the right place at the right time, is what often results in being noticed in a crowded employment market and landing that first teaching job.

First-year teachers who found some employment in 2012-13 generally consider themselves to be well prepared, confident, supported by colleagues and professionally satisfied with assignments that are appropriate and challenging. And about half of them consider their workloads to be satisfactory.

Not unexpectedly, concern about job security is the one significant negative report from most new teachers. And a similar concern about job security is evident among second-year teachers. Even among first- and second-year teachers who managed to find some teaching employment, one in four first- and second-year teachers report that they are not optimistic about their professional futures.

Recent graduates of Ontario teacher education programs recommend changes to further strengthen teacher education in the future. They call for lengthening the teaching practicum. They say that education candidates need more time for supervised teaching in the classroom, more coaching and feedback, and more time to observe experienced teachers.

Confident in their current skills, they nevertheless place a very high priority on further support in hands-on teaching techniques in areas such as classroom management and student assessment.

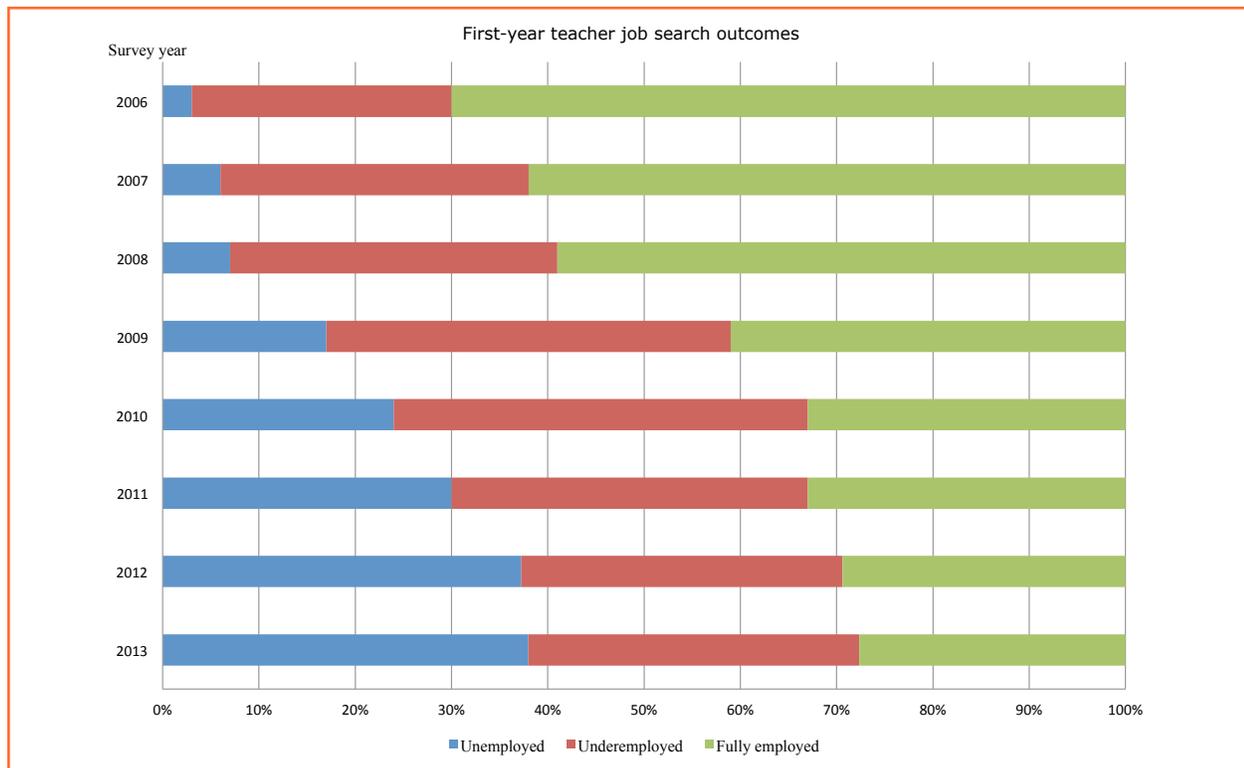
They are, for the most part, engaged in significant and varied professional development. Most of those who hold regular teaching contracts in Ontario publicly funded school boards, and one in three in long term occasional contracts, participate in and highly value the New Teacher Induction Program (NTIP).

A significant professional development gap is evident, however, for the majority of new teachers – those who are unemployed or in daily supply teaching in the first and second years following graduation. Most of these less fortunate teachers miss out on the formal and informal school-based professional development, orientation, mentoring and principal evaluations. And they engage far less with other educators in subject or specialist associations and in collaborative learning and teacher enquiry than do their peers in regular positions or long term occasional contracts. They do participate in formal in-service courses with their own resources and on their own time.

# Employment outcomes

## Most new teachers are unemployed or underemployed in the first school year after graduating

Eight straight years of annual over-supply in the Ontario teaching job market has resulted in a substantial drop in first-year job success for new teacher education graduates. Among those who seek teaching jobs in the first school year after completing teacher education, the rate of reported full employment plummeted from 70 per cent in 2006 to just 28 per cent in 2013.



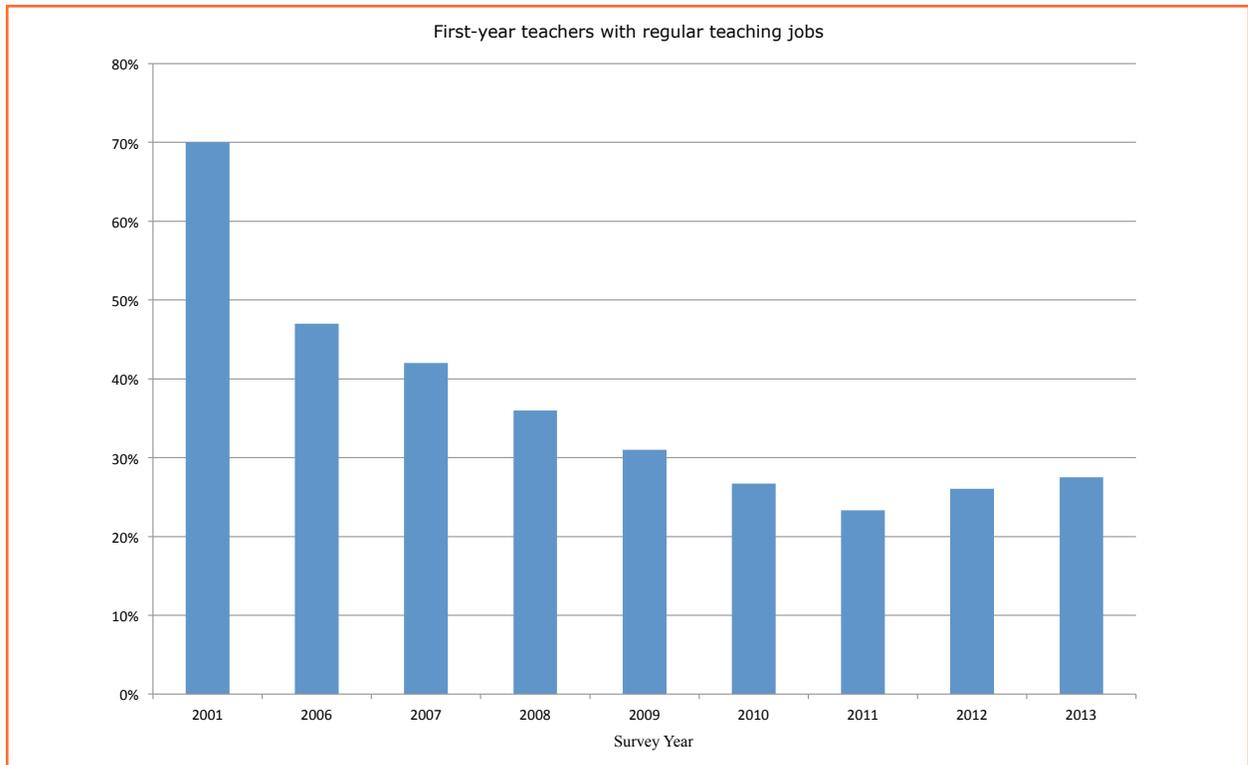
*I was not able to find employment as a teacher for the majority of the school year and only got my first daily supply assignment in June.*

Underemployed Primary-Junior 2012 graduate in greater Toronto region

Almost two in five (38 per cent) of the graduates of 2012 from Ontario faculties and US border colleges were completely unsuccessful in their search for teaching employment in the 2012-13 school year. They could not even get any daily supply teaching work. And for another one in three (34 per cent) of this graduating class who did find some teaching employment, they say they were underemployed over the school year. They could not obtain as much teaching work as they wanted throughout the year.

Among those who had some measure of job success in starting their teaching careers, it came, for the most part, as daily supply teaching and/or piecing together part-time and limited term contract jobs, often with assignments in more than one school. Precarious employment persisted throughout the school year for most new teachers. The entry job for the majority was daily supply teaching (51 per cent) and, by year end, most of those who were teaching held term contracts (35 per cent) or were still on daily supply lists (37 per cent).

Just over one in four (28 per cent) of those finding some work as a teacher had secured a regular teaching job, well below the 70 per cent finding first-year regular jobs back in 2001 when the province was in the midst of its last – very brief – teacher shortage.



For the entire group of first-year teachers who say they were actively on the job market in 2012-2013, including those who were unemployed throughout the whole school year, just one in seven (15 per cent) report they were hired into a regular teaching position.

For first-year teachers living in Ontario, the province’s tight employment market greatly limits job success across all teacher education divisions. Full year unemployment ranges from just over one in four first-year Technological Studies teachers to almost half of first-year Primary-Junior certified teachers on the job market in Ontario.

Among those who were employed in Ontario to some extent during the school year, rates of reported underemployment are also high across the divisions. And those who report they were as fully employed as they wished throughout the year ranged from just one in five to one in three across the divisions.

Only one in ten Primary-Junior and Junior-Intermediate qualified first-year teachers in Ontario found a regular teaching job by year end. Intermediate-Senior and Technological Education studies teachers were not much more successful on this measure of job search success.

### Job outcomes in Ontario in 2012-13 by division

Job Outcomes	Primary-Junior (%)	Junior-Intermediate (%)	Intermediate-Senior (%)	Technological Education (%)
Unemployed	47 %	30 %	45 %	28 %
Underemployed	31	36	31	53
Fully employed	22	34	24	19
Regular position	11	10	16	22

The over-supply of teachers is evident across all secondary teaching subjects. First-year teachers living in and seeking teaching positions in Ontario with mathematics, computer studies and/or sciences as teaching subjects report 34 per cent unemployment, 39 per cent underemployment and just 14 per cent regular teaching job success in their first year of teaching. Only about one in four (27 per cent) of this group report they were fully employed in teaching.

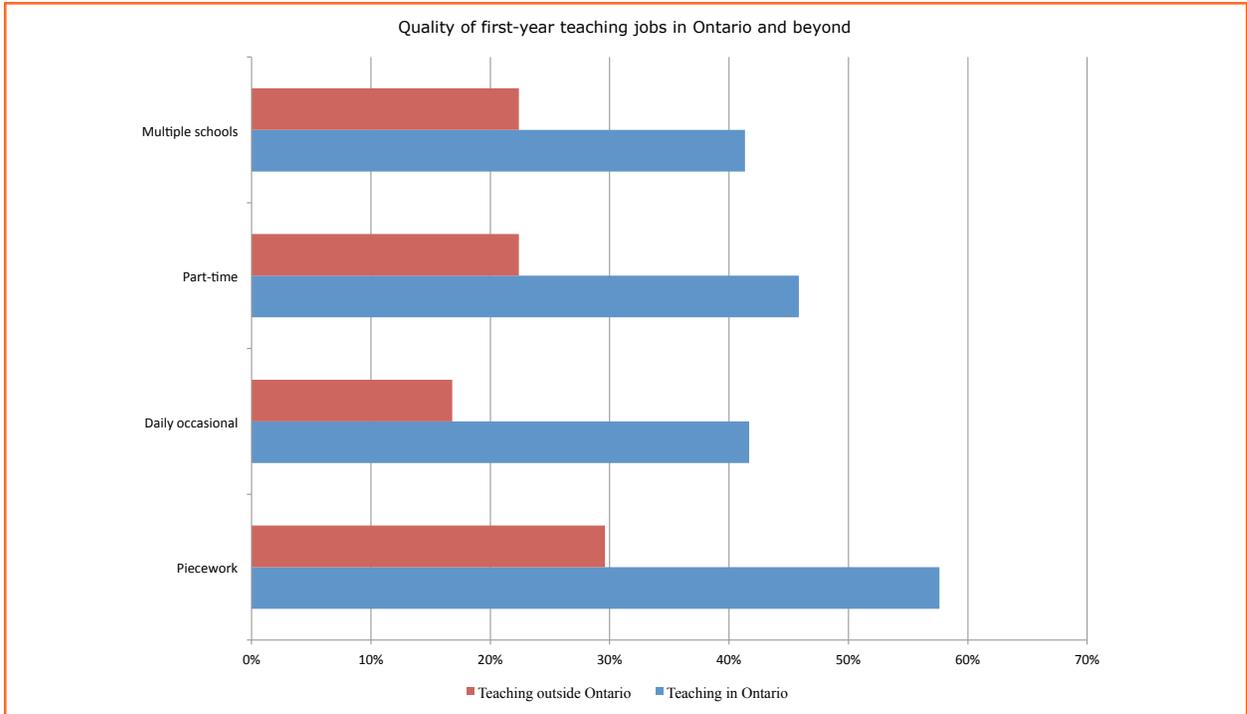
*I have tried many strategies in my first year to get a permanent or long term occasional position – volunteering, making myself known to key people, constantly applying to positions, visiting schools and taking on extra-curricular roles.*

Underemployed first-year teacher, French-language math and physics graduate

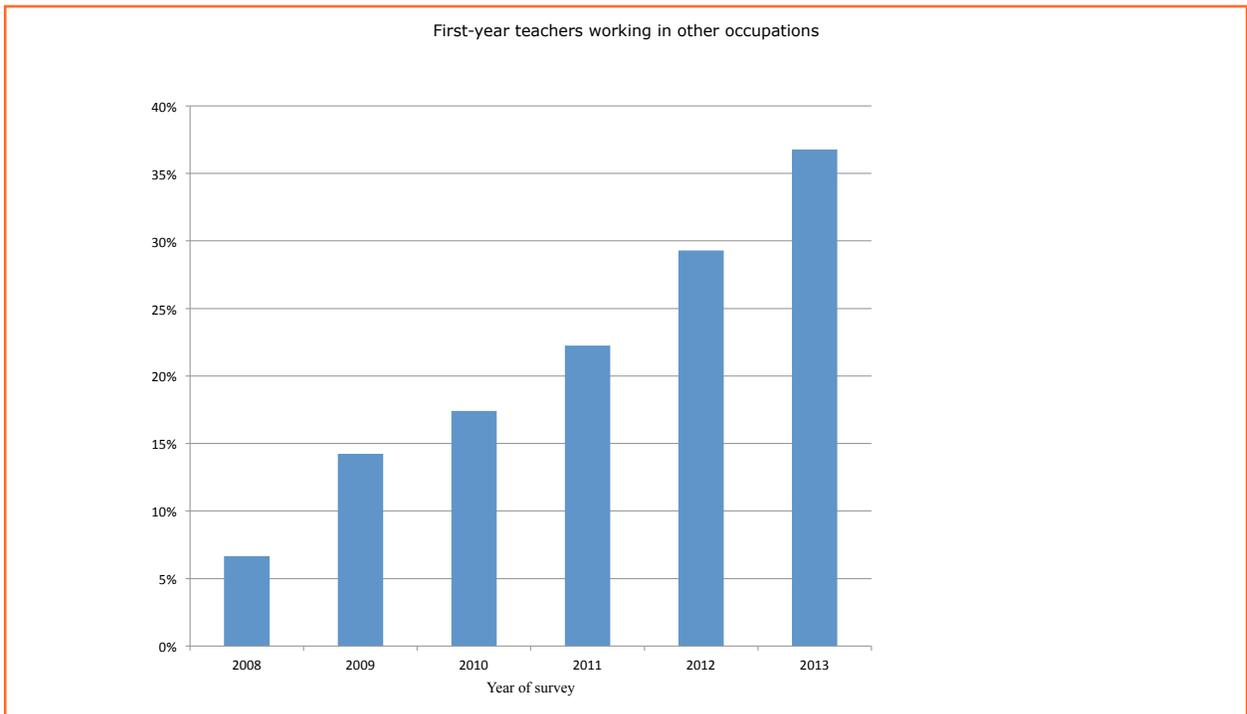
The majority of first-year teachers who find some employment in Ontario are confined to piecework teaching. In 2012-13, almost half (46 per cent) of those who did find some work during the school year report that it was part-time and 41 per cent say they were teaching in multiple schools. The daily supply teaching rate for new employed teachers in Ontario remains high at first-year end (42 per cent). And almost three in five Ontario first-year teachers (58 per cent) say they were daily supply teaching, teaching part-time and/or teaching in more than one school.

Those teaching outside Ontario experience much less daily occasional, part-time and multiple school teaching assignments and they report an overall piecework employment rate of under 30 per cent, about half that found among first-year teachers remaining in Ontario.

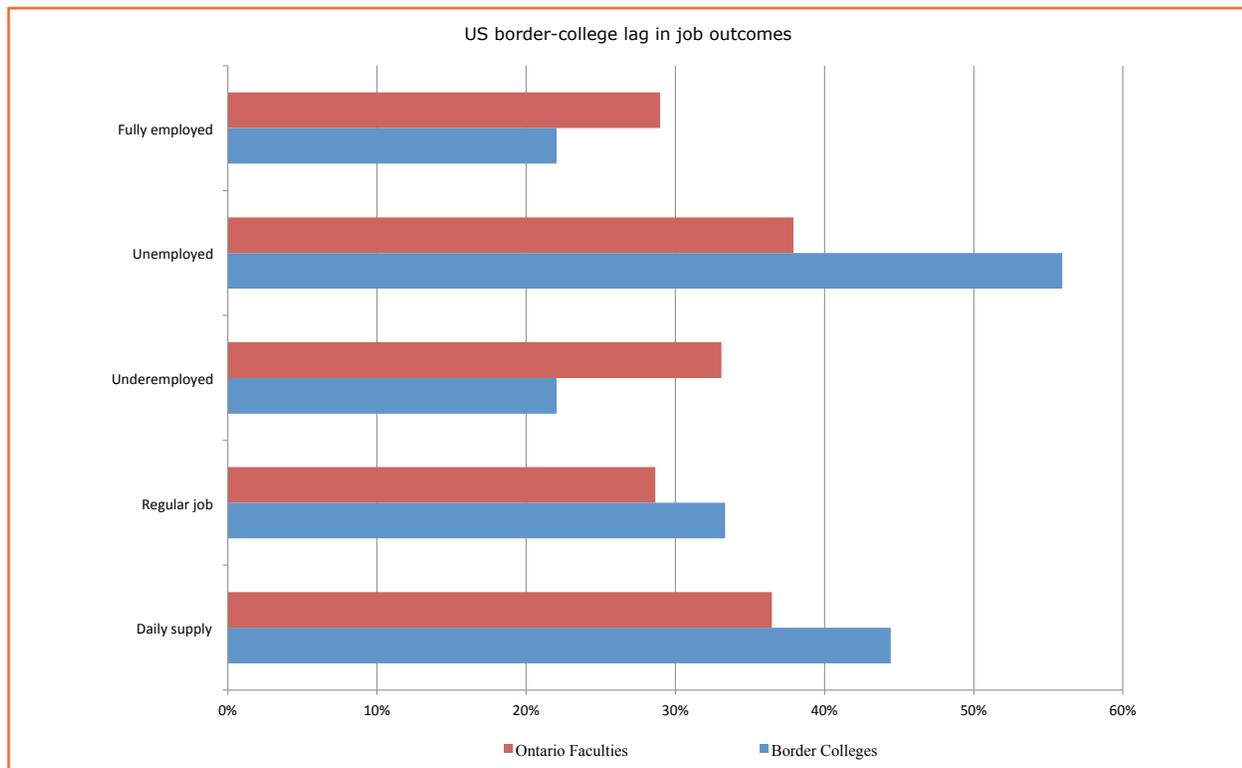
As the teacher market glut worsened, a trend emerged of more first-year teachers working in non-teaching jobs, either as an alternative to elusive teaching opportunities or as a supplement to part-time and/or occasional teaching. New teachers working in other occupations grew sharply from just six per cent in 2008 to 37 per cent in 2013.



The majority (60 per cent) of first-year teachers who could not find any teaching jobs report that they are working at another occupation. For many of them, their strong commitment to teaching endures. Despite their teacher unemployment throughout all of the first year following graduation, four in five say they will or probably will be continuing with their teaching careers five years in the future.



Border college graduates – Ontarians who pursued their teacher education in New York State – have less success obtaining full employment in their first year of teaching. The 2012 graduates from these US border colleges experienced very high levels of teacher unemployment in the 2012-13 school year – 56 per cent, compared with 38 per cent for Ontario faculty graduates. Among those who did find some teaching employment, a lesser percentage of the US border college graduates (29 per cent) secured regular teaching jobs than the Ontario faculty graduates (32 per cent). And more of the border college teachers taught on a daily supply basis.



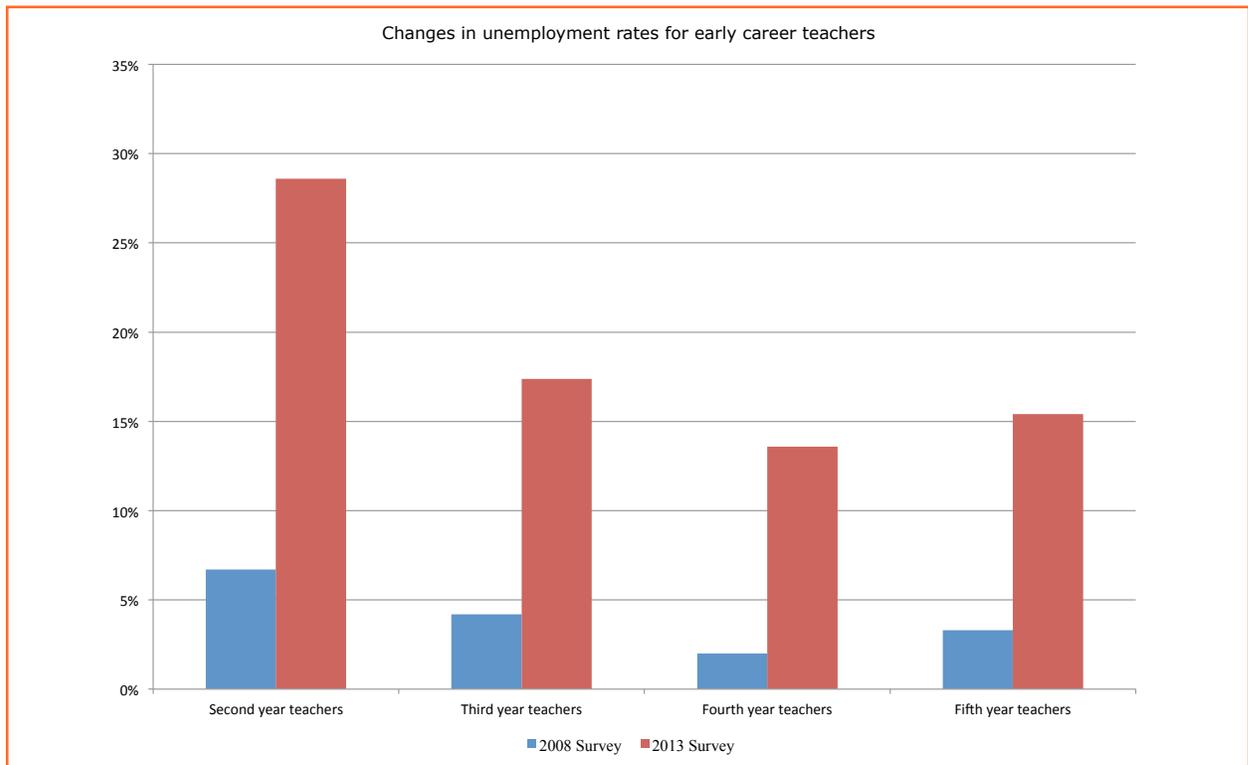
### Tough market affects many teachers even five years into their careers

Survey results from teachers in their second through fifth years following graduation – reports from the graduates of 2008 through 2011 in the 2012-13 school year – reveal the long lasting impact of Ontario teacher over-supply on the recent generation of new teachers.

Unemployment rates are up substantially in recent years for graduates of Ontario faculties and border colleges in their second through fifth years in the teaching profession. More than one in four (29 per cent) of the graduates of 2011 on the job market in the 2012-13 school year – the second school year after graduating – say that they still could not find any teaching work at all, not even by getting on daily supply lists. This is more than four times the unemployment rate of seven per cent for the corresponding second-year teachers as recently as 2008. Similar fourfold or greater increases in unemployment rate rises are evident among teachers in their third through fifth years following graduation.

*It has been such a frustrating experience. I still have not had an interview with any board. I have been eligible and actively looking to teach for four years and cannot even get onto the supply list. I volunteer, but how long can you volunteer when you need to make an income to pay bills?*

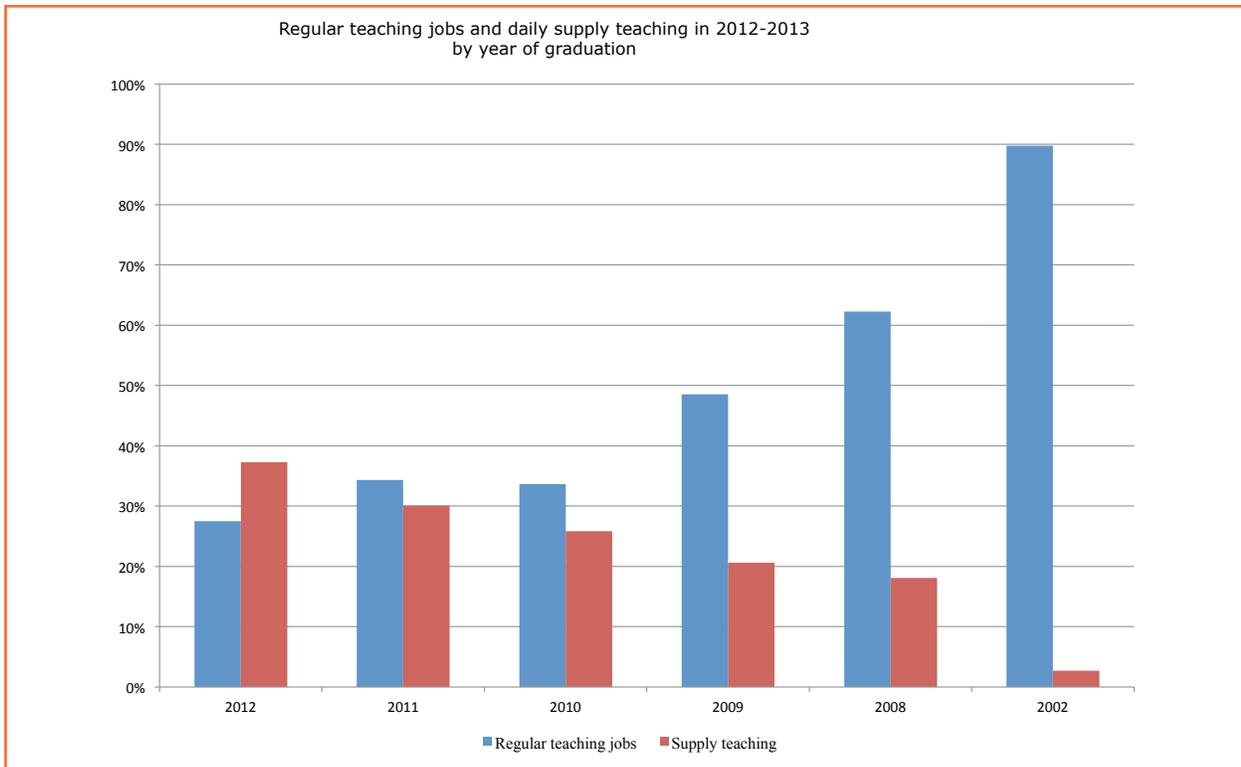
Unemployed Primary-Junior graduate of 2009, working in daycare



Despite the deteriorating job market, early career teachers gradually do improve their employment standing over time, even if that progress toward full employment is much slower than in the recent past. Percentages with regular teaching positions increase and new teacher reliance on daily supply teaching declines with each year on the job market.

In the 2012-13 school year about one in four (28 per cent) employed first-year teachers and one in three (34 per cent) employed second- and third-year teachers report regular teaching contracts. This regular job rate improves to one-half (49 per cent) for fourth-year teachers, to 62 per cent for teachers at the end of five years and 90 per cent after ten years.

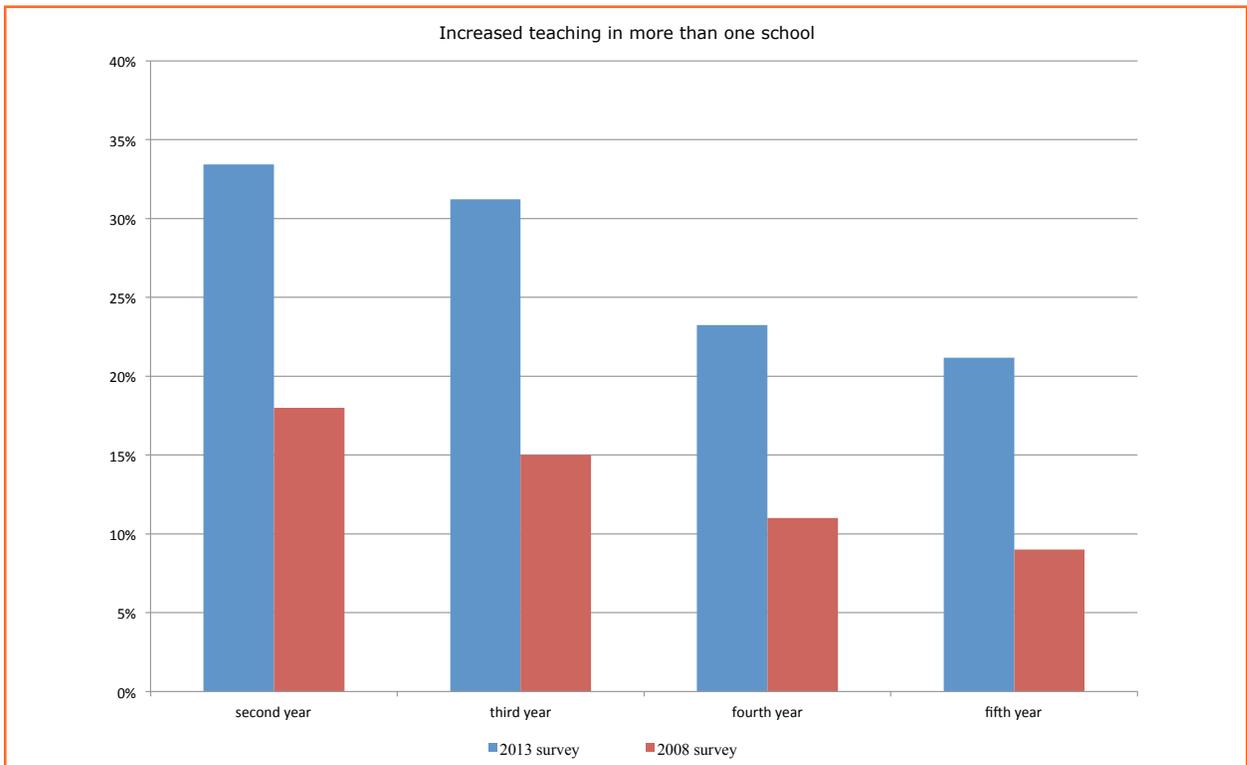
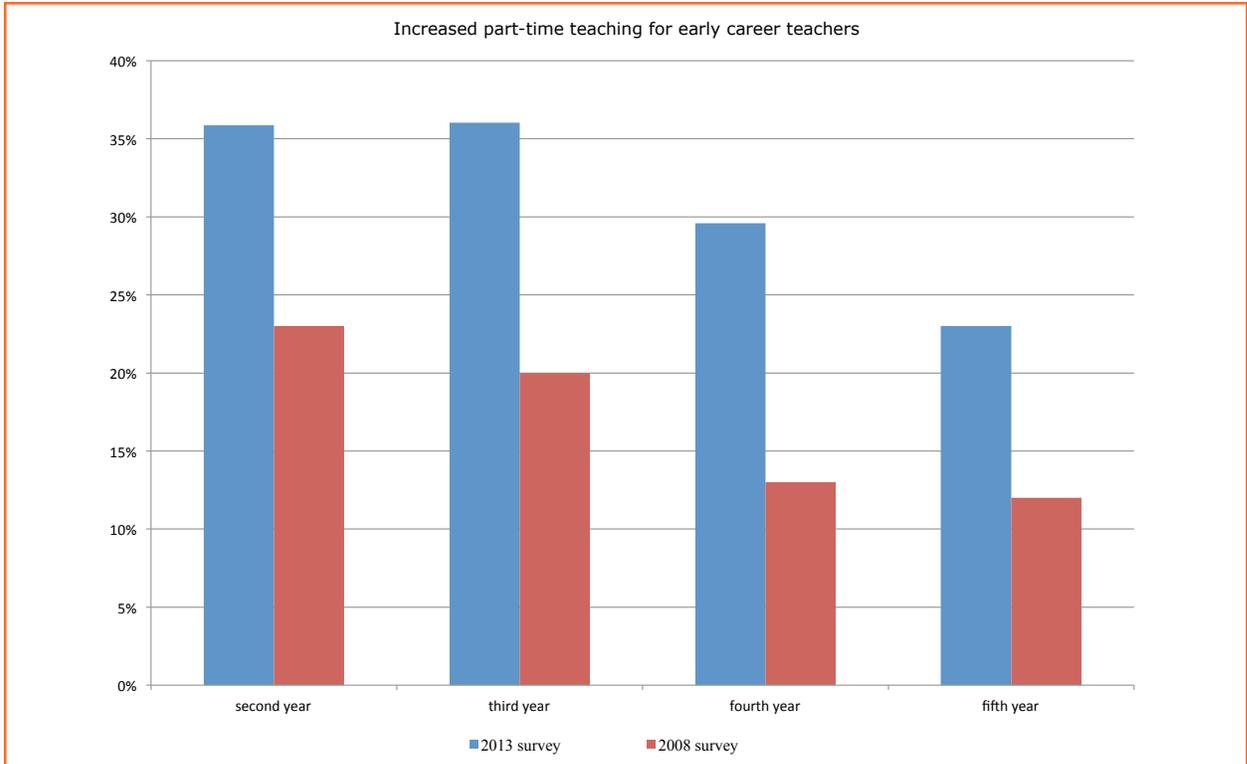
Daily supply teaching among employed teachers gradually decreases with years of experience. From a high of 37 per cent for the graduates of 2012 at the end of their first year of teaching, the daily supply rate in the 2012-2013 school year declines steadily to 18 per cent for the graduates of 2008 in the fifth year of their careers. Highly experienced teachers, who graduated in 2002 before teacher over-supply emerged in the province, report just a three per cent daily supply rate in the 2012-2013 school year.



Job change is common in the early stages of teaching careers in Ontario. About 70 per cent of those with jobs in their first, second and third years in the profession expect to have a different job the following school year. This declines only slightly to 59 per cent in the fourth and 56 per cent by the fifth career year.

Some of this change is teacher-driven and focused on seeking another school, grade level or assignment. For most, however, the expected change relates to the precarious status of their employment with a term contract ending, being declared surplus, expecting to be laid off or hoping to find more reliable employment than being on call through daily supply lists.

Part-time employment throughout the first five years in the teaching profession is much more common now than five years ago. About one in three are now part-time through their second, third and even fourth years of teaching. And more than one in four is still a part-time teacher even in the fifth year. Piecing together teaching jobs with multiple assignments in more than one school is also increasingly common. More than one-third of teachers are now teaching in multiple schools in their second year and more than one in five teachers still do so in their fourth and fifth years in the profession.



Some of this part-time teaching, and perhaps some of the multiple school teaching, is by choice. The substantial increase in the rate of this piecework employment over the past five years, however, is a result of the decline in the job market which also drives the higher rates of unemployment and underemployment in recent years. Three in four of these teachers also say they are underemployed. Their part-time and/or multi-school teaching up to five years into their careers is not by their own choice.

### **Queues and wait times for full employment grow longer each year**

2013 brought yet again longer wait times for full employment as the queues of unemployed and underemployed teachers increased with another year of teacher over-supply. Almost half of this latest generation of teachers now says they are still not fully employed five years into their teaching careers.

Some teachers seek part-time or occasional teaching by choice and are not looking for a full-time teaching job as they start their careers. Some teachers choose to take time out from teaching for further study, family or other reasons.

This study defines full employment for teachers as those who report:

- they are active in the job market through working as or looking for work as an elementary or secondary teacher,
- they are employed to some extent as a teacher during the school year, and
- they say they secured as much teaching employment as they wanted throughout the school year.

Those who are active in the market looking for work but unemployed, or reporting less work as a teacher than they wanted in a particular school year, are considered not fully employed. Teachers who say they voluntarily took the whole year off to do something else and did not seek employment as elementary or secondary teachers in Ontario or elsewhere are excluded from this analysis.

Using the above definitions, wait times to full employment lengthened dramatically in Ontario since 2006. And the wait times got longer again this past year.

The 2013 surveys of Ontario faculty and US border college graduates of the years 2008 through 2012 show more teachers unemployed or underemployed in the 2012-13 school year than in previous surveys in most of the first five years of their careers.

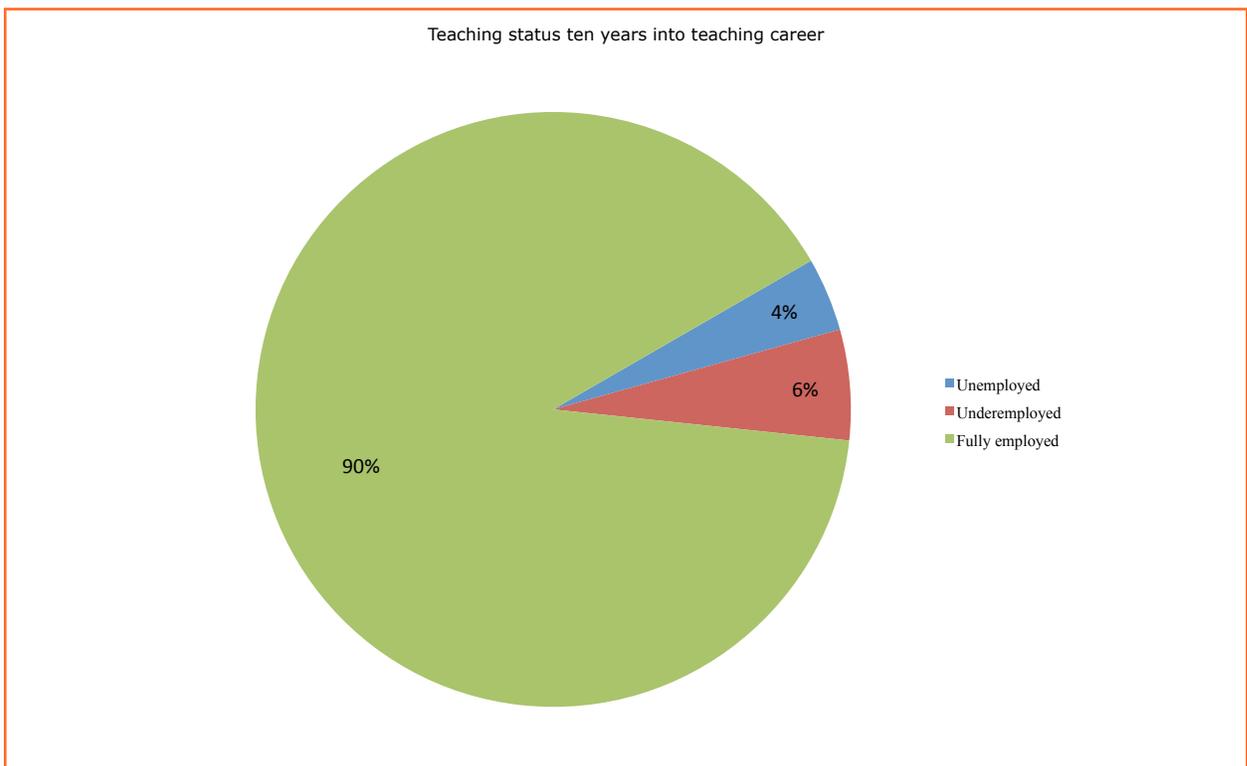
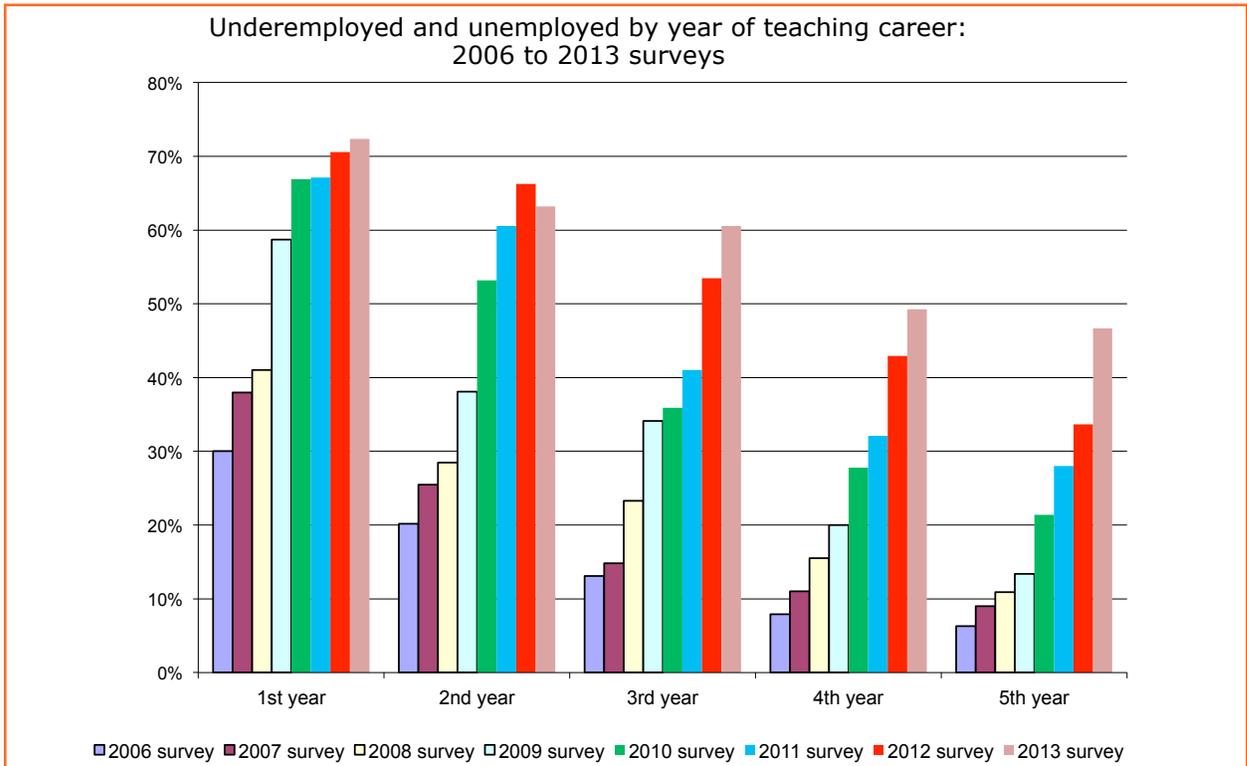
Since 2006:

- first-year teachers active on the job market but not fully employed increased from 30 to 72 per cent
- second-year teachers from 20 to 63 per cent
- third-year teachers from 13 to 61 per cent
- fourth-year teachers from eight to 49 per cent, and
- fifth-year teachers from six to 47 per cent.

### **Teachers who entered Ontario teaching market ten years ago are well established**

Most graduates from teacher education programs in 2002 are now well settled in their teaching careers. However, one in 10 of them report that they did not achieve full employment in the

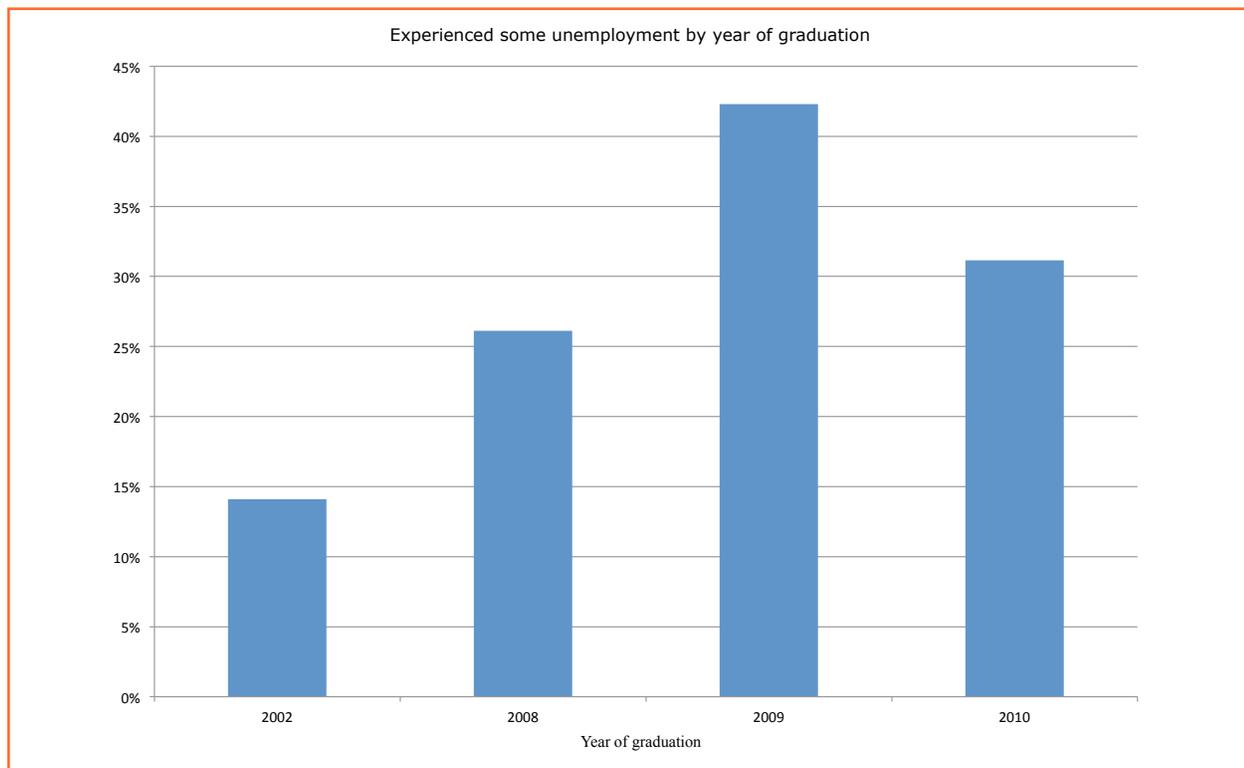
2012-2013 school year – four per cent report they were involuntarily unemployed and another six per cent say they were underemployed during the school year.



This analysis excludes the one in six (16 per cent) who chose not to continue teaching or seek a new teaching job during the 2012-2013 school year.

Nine in 10 of these 2002 graduates employed as teachers hold regular teaching contracts. Most of them (85 per cent) rate their teaching careers as an excellent or good professional experience. And they intend to continue with their teaching careers. Just six per cent of them say they definitely or likely will not be teachers five years down the road.

These teachers began their careers in the 2002-2003 school year when there was not yet an over-supply of teachers in Ontario. Their career experience stands in marked contrast to teacher education graduates later in the decade. Just one in seven of them report that there was any stage in their teaching career to date when they were unemployed because they could not find a teaching job.



The rate at which graduates of 2008, 2009 and 2010 experienced unemployment in their early careers is two to three times greater than those who graduated in 2002 into the robust employment market early in the last decade. They do appear to have been somewhat affected by the deteriorating job market, however, as their reported 14 per cent unemployment at some stage over ten years is notably higher than the very low level of six per cent reported in an earlier study of the graduates of 2000 ten years into their careers.

**French-language teacher markets are also challenging for new teachers**

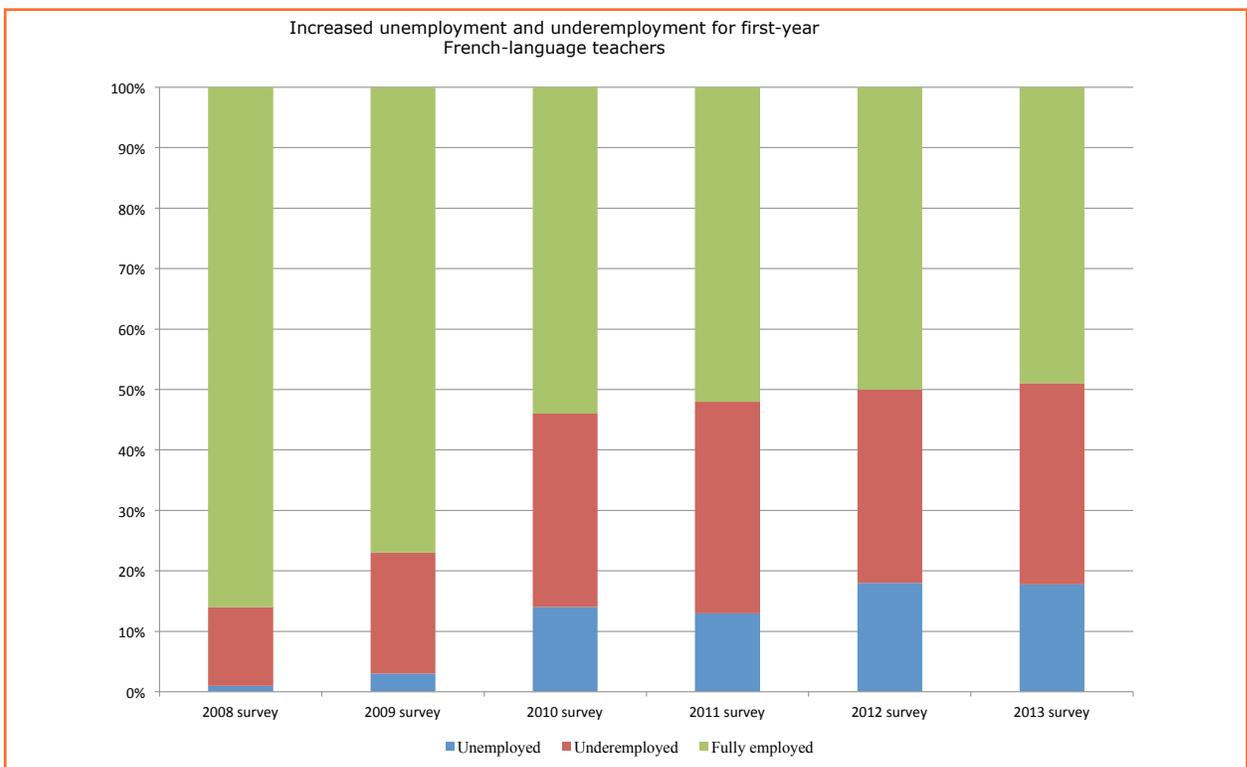
More than one in six (18 per cent) first-year teachers able to teach in French say they were on the job market in 2012-2013 but could find no work as a teacher, not even daily supply teaching.

Another 33 per cent say they were underemployed during the year. Only half (49 per cent) report they were as fully employed as they wished in the first year following graduation.

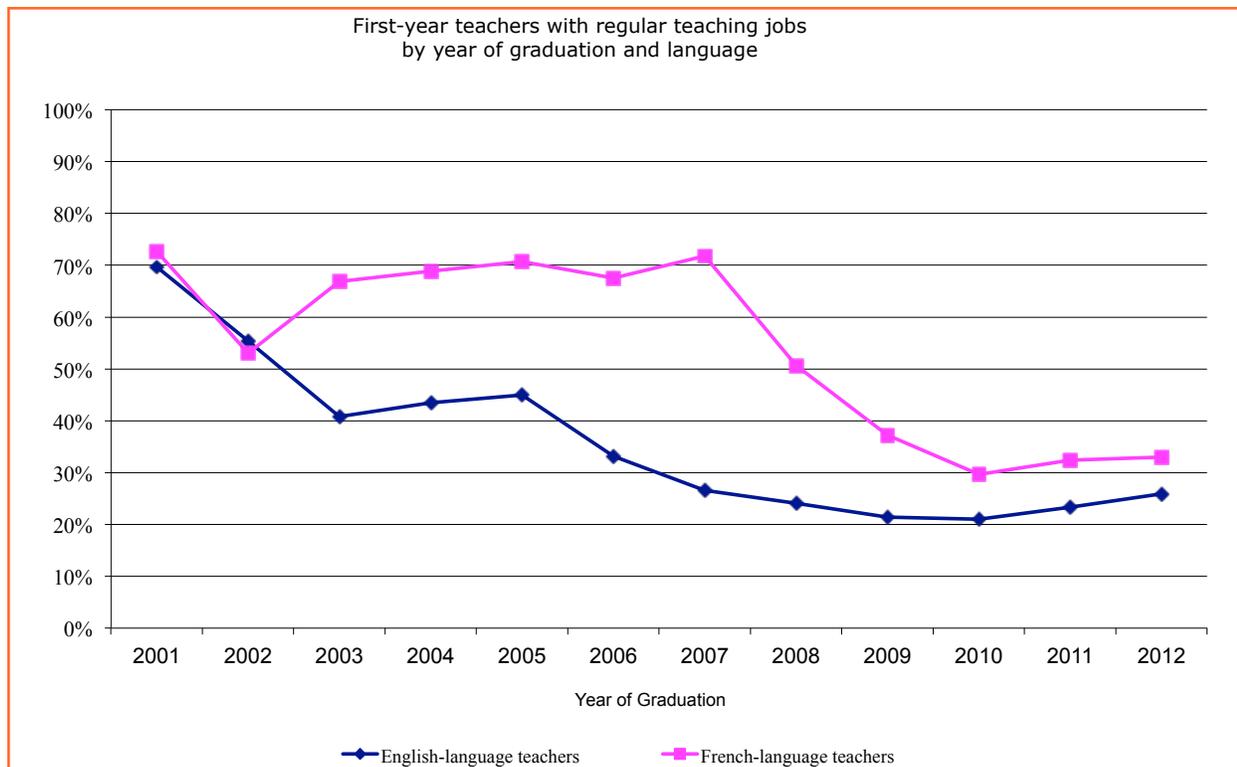
*I applied to four boards and to numerous individual schools for positions only to find that I was ineligible for these positions as I am not on their supply teacher lists which are not open. I recognize that there are more available teachers than there are open positions and I have acquired certifications in areas of particular need - special education and FSL. I have finally been successful in acquiring a position as an occasional teacher starting in September.*

Primary-Junior FSL-qualified 2012 graduate, Toronto

These combined under/unemployment rates are more than three times the rates found in surveys as recently as 2008.



For the approximately four in five of these French-language teachers who found some teaching employment in 2012-2013, just one in three say they secured regular teaching contracts by school year end. First-year regular teaching contracts were common for Ontario teachers who graduated from French-language programs or who could teach French as a second language until the 2008-09 school year. Since then, regular job reports dropped steadily from 70 per cent to the 30 to 33 per cent range for the past three years.



The weakened employment market is evident among French-language program graduates as well as teachers of French as a second language who graduate from English-language programs.

*I applied to several school boards. I followed up. I travel to other cities to do language tests and interviews. It has been a very difficult experience and so far I have been unable to obtain a teaching job.*

Unemployed French-language program graduate of 2012 with Junior-intermediate math qualifications in eastern Ontario

These two French-language teacher groups report very similar rates of unemployment and underemployment. French as a second language teachers had somewhat greater success in obtaining regular teaching positions and resorted to slightly more daily supply and part-time teaching than French language program graduates. About three in 10 of the teachers in both groups taught in multiple schools.

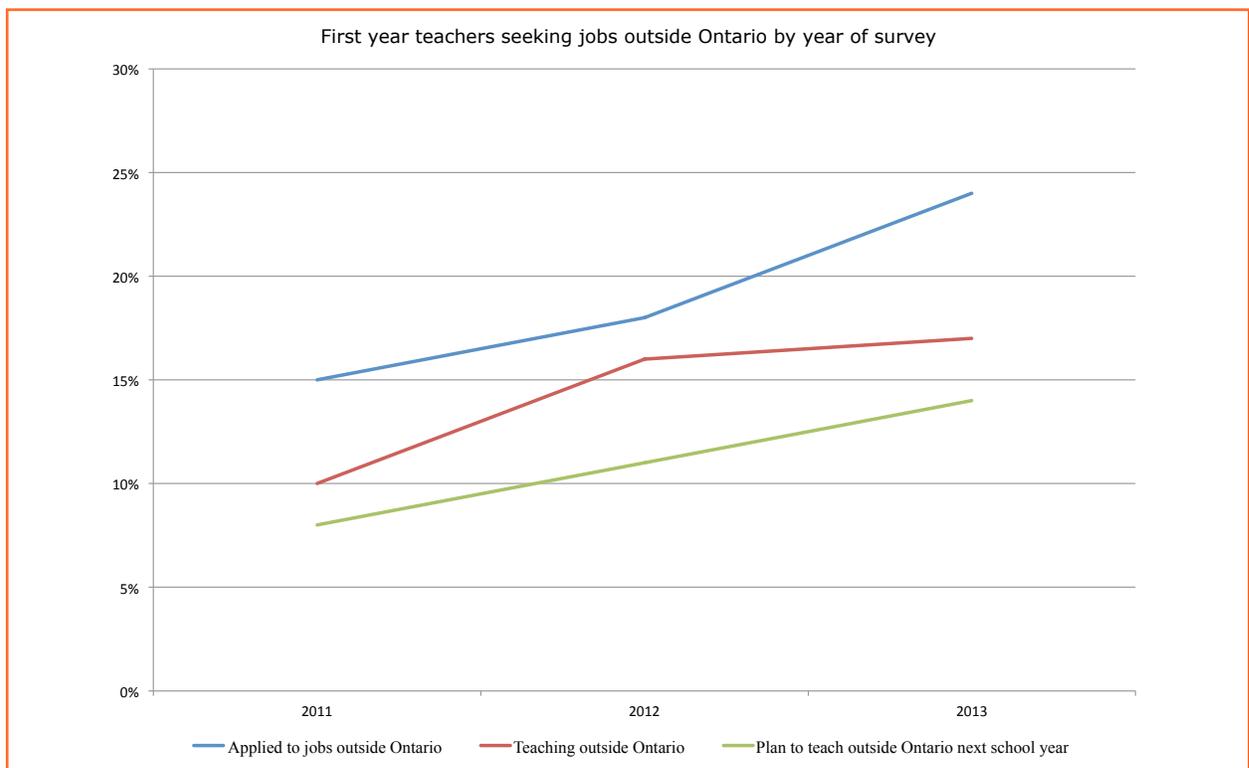
Despite the tighter French-language employment markets in recent years, first-year French-language program graduates and English-language graduates with FSL credentials continue to enjoy more success on the job market than English-language teachers. They report much less unemployment than English-language teachers. Their rates of obtaining regular teaching contracts and of underemployment, however, are now approaching the disappointing levels experienced by first-year English-language teachers.

### 2013 job outcomes for French- and English-language teachers

	French as second language teachers (%)	English-language teachers (%)
Unemployed	17 %	45 %
Underemployed	33	33
Regular positions	34	26

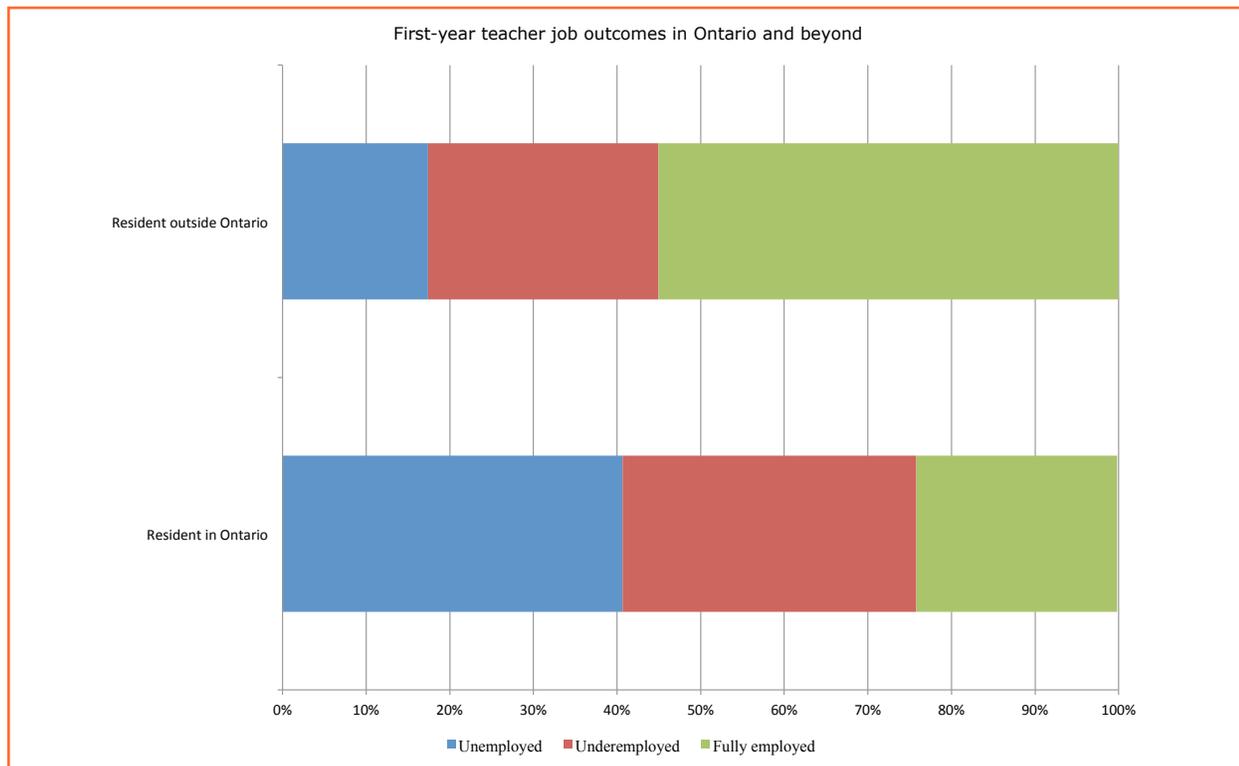
### More new teachers look beyond Ontario for their first teaching jobs

About one in four (24 per cent) teacher education graduates applied to teaching positions outside of Ontario in their first year following graduation. One in six (17 per cent) of those who found teaching jobs in their first year did so outside the province. And one in seven (14 per cent) say at the end of the first year that they plan to teach outside the province in their second year as a teacher. These percentages represent a significant upward trend from corresponding percentages of 15, 10 and eight just two years previous.



More than half of those teaching elsewhere or planning to do so expect they will eventually return to Ontario to teach at some time in future. Only one in five of them (19 per cent) say they likely or definitely have closed the door on a return. Many of them say they are uncertain about where they will teach in future.

The 2013 surveys found a striking difference in job outcomes between those residing in Ontario and those who leave the province. More than one in eight (13 per cent) first-year teachers resided outside Ontario at the time of the survey – two-thirds of them in other Canadian provinces and the other third abroad.



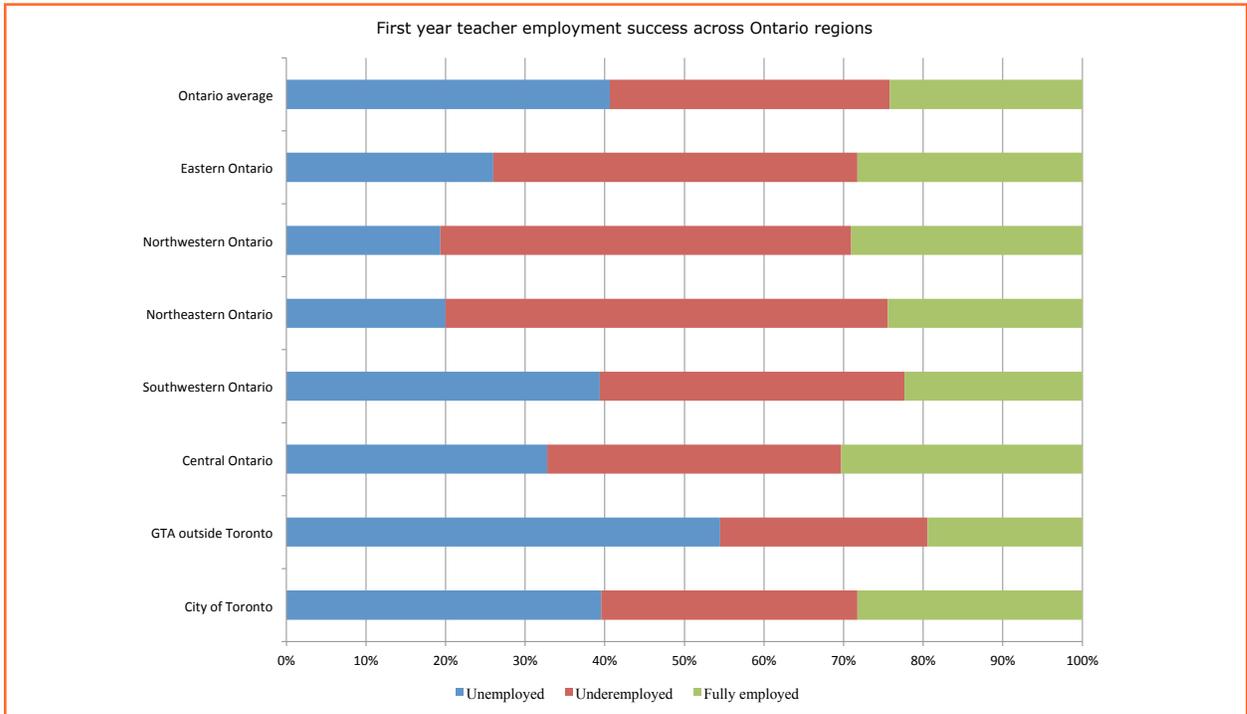
Among the 2012 graduates who left the province, more than half (55 per cent) report they were fully employed as teachers during the 2012-2013 school year. Fewer than one in four (25 per cent) achieved full employment among those resident in Ontario. Unemployment and underemployment rates for Ontario residents were much higher (at 41 and 35 per cent) than for those who left the province (17 and 28 per cent).

*The market in Ontario is almost impossible to get into. I realized that I would need to look outside of Ontario to obtain a teaching position with a regular and reliable salary.*

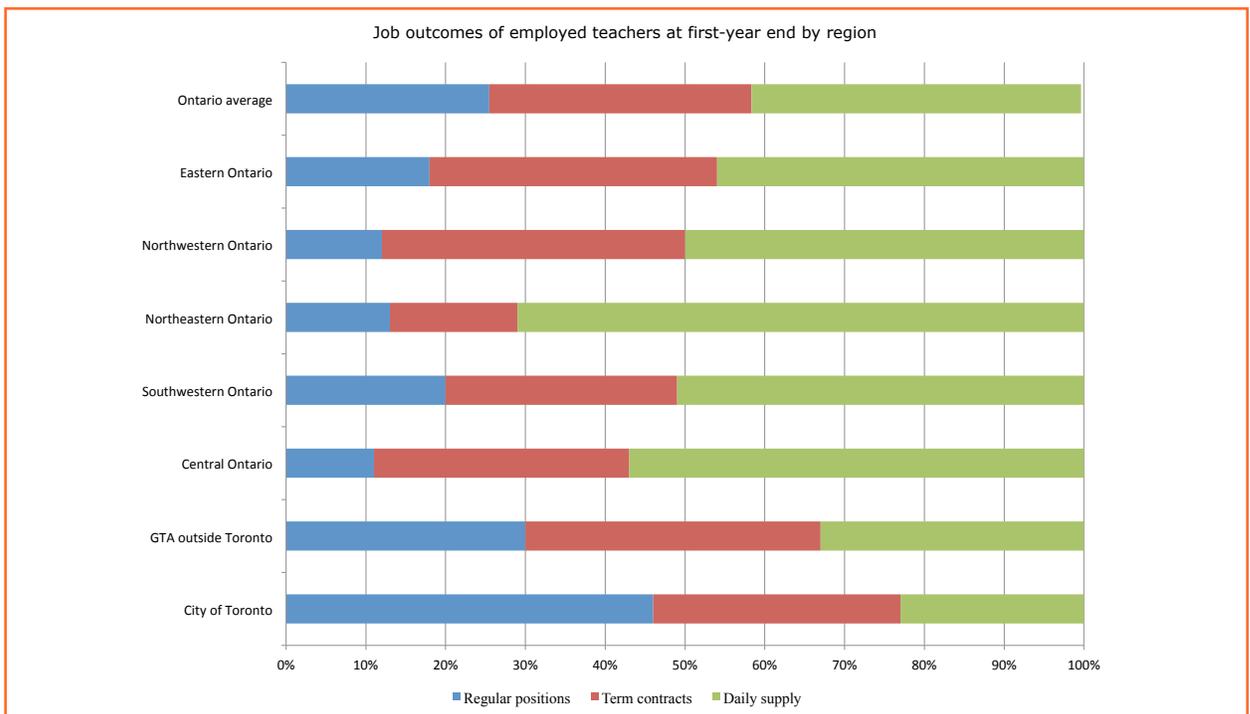
Intermediate-Senior math and history 2012 Ontario graduate teaching in Egypt

### Teacher job market is weak across the province

Unemployment rates are highest in the greater Toronto region outside the city of Toronto. Northern Ontario enjoys the lowest rates of unemployment, but reports higher rates of underemployment than other regions. Whether as a result of comparatively higher unemployment or underemployment rates, all regions experience very low rates of first-year teacher full employment, varying from a low of 19 per cent to a high of just 30 per cent.



With the exception of the greater Toronto region only about one in five, or fewer, first-year employed teachers achieved a regular teaching appointment by year end. And in most regions beyond greater Toronto, half or more of those reporting some teaching job success were still on daily supply teaching lists at year end.



The greater Toronto region accounts for about one in four (24 per cent) teaching jobs secured by first-year teachers. Employed teachers in this region also represent about one in four (25 per cent) of the much more scarce regular teaching jobs reported. The city of Toronto, in contrast, provided just 14 per cent of all teaching employment, but a much greater proportion (23 per cent) of the highly sought after regular appointments.

Other Ontario regions experienced a disproportionately low incidence of regular appointments. Beyond the Toronto region, 45 per cent of first-year teaching employment reflected only 28 per cent of the regular teaching appointments.

More than one in six (17 per cent) of employed first-year teachers were in schools outside Ontario. And they held one in four (25 per cent) of the regular teaching contracts secured by first-year teachers in the 2012-2013 school year.

### Distribution of Ontario employment and regular jobs

Ontario Region	Share of total employed (%)	Share of total regular teaching jobs (%)
Outside Ontario	17 %	25 %
Greater Toronto region	24	25
City of Toronto	14	23
Southwestern Ontario	18	13
Eastern Ontario	14	9
Central Ontario	6	2
Northeastern Ontario	4	2
Northwestern Ontario	3	2

Two in three of the graduates of 2012 who found teaching employment in the province are in Ontario English-language public (48 per cent) or English-language Catholic (17 per cent) school boards. Publicly funded French-language school boards provided 18 per cent of teaching jobs, well beyond the relative size of the French-language school board enrolment and teaching population in the province. Similarly, at 15 per cent of total jobs, the province’s independent schools are hiring teachers at a rate well beyond their provincial student enrolment share. Just one per cent of new teachers found employed in First Nations schools in Ontario. Another one per cent reported teaching in First Nations schools elsewhere in Canada.

## Ontario Employer distribution of employment and regular jobs

Employer Type	Share of total employed (%)	Share of total regular teaching jobs (%)
English-language public	48 %	33 %
English-language Catholic	17	16
French-language public	8	7
French-language Catholic	10	14
Independent schools	15	30
First Nations	1	-

Independent schools are now providing almost one in three (30 per cent) of the regular teaching appointments available to first-year teachers in Ontario. By contrast, English-language public schools offered only about the same one-third (33 per cent) of regular teaching jobs despite representing almost half of the first-year teacher employment.

Over the past three years, Ontario independent schools and teaching opportunities outside the province increased greatly in importance as the entry to teaching careers for new graduates.

In 2010, Ontario publicly funded schools accounted for 80 per cent of the employers of first-year Ontario teachers, with 20 per cent employed by Ontario independent schools or outside the province. The 2013 survey found that Ontario publicly funded school board employers now account for just 69 per cent of first-year teacher jobs.

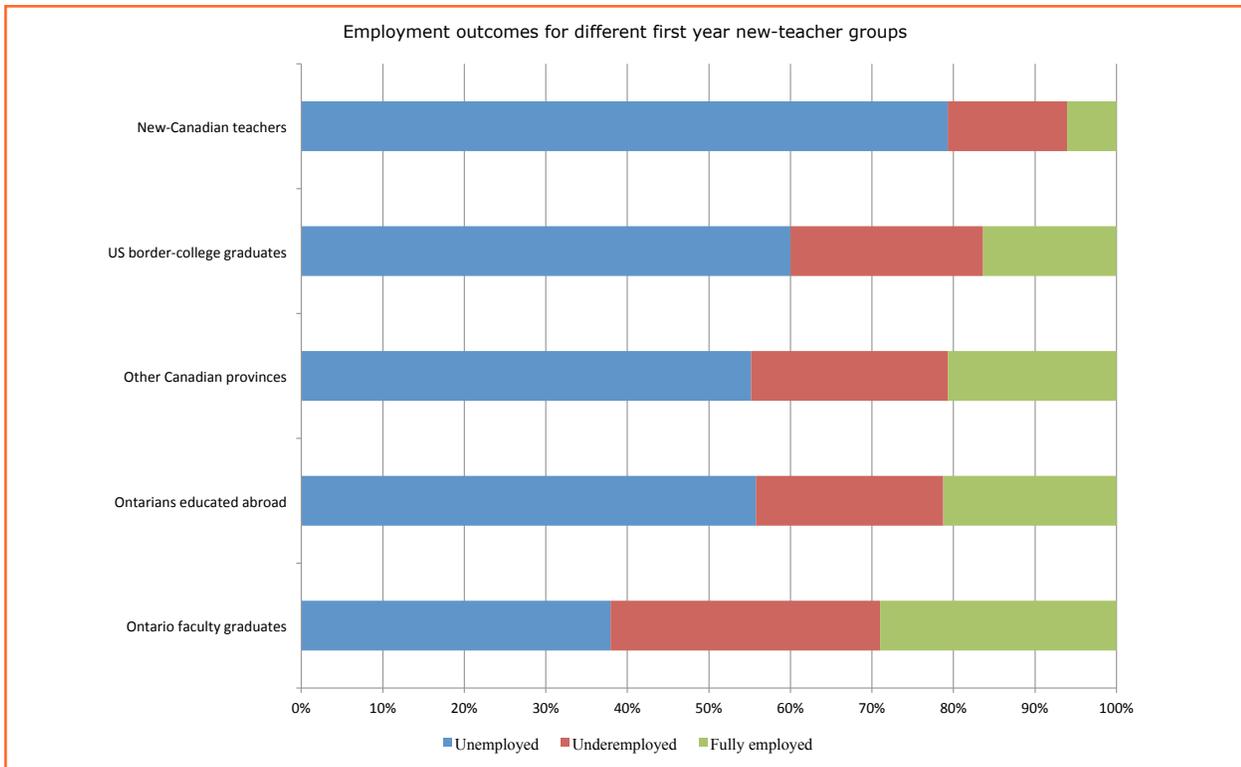
And Ontario independent schools and schools outside Ontario now account for almost half (47 per cent) of all regular jobs obtained by teachers in their first year following graduation.

### Saturated job market holds very few teaching opportunities for new-Canadians

Teachers who immigrate to Canada and gain teacher certification in Ontario face major challenges in gaining a foothold in the teacher job market here. Opportunities for these newcomers were limited even ten years ago when this study began tracking new-Canadians' experience following certification in Ontario. Their job outcomes worsened as the Ontario teacher oversupply emerged in the middle of the last decade.

In the 2012-13 school year, when Ontario first-year teacher unemployment increased yet again, most new-Canadians were unemployed in their first year following Ontario certification. Four in five of them (79 per cent) who report that they were actively on the job market say they could find no teaching employment at all, not even daily supply jobs. This rate is double the already significant 36 per cent unemployment rate reported by new-Canadian teachers in 2006-07.

All other groups of teachers newly certified in Ontario in 2012 faced high rates of unemployment in 2012-2013, ranging from 38 per cent for Ontario faculty grads to 55 per cent for those who migrated from other provinces, 60 per cent for Ontarians educated at US border colleges and 54 per cent for Ontarians who completed their teacher education elsewhere abroad and returned to the province to teach.



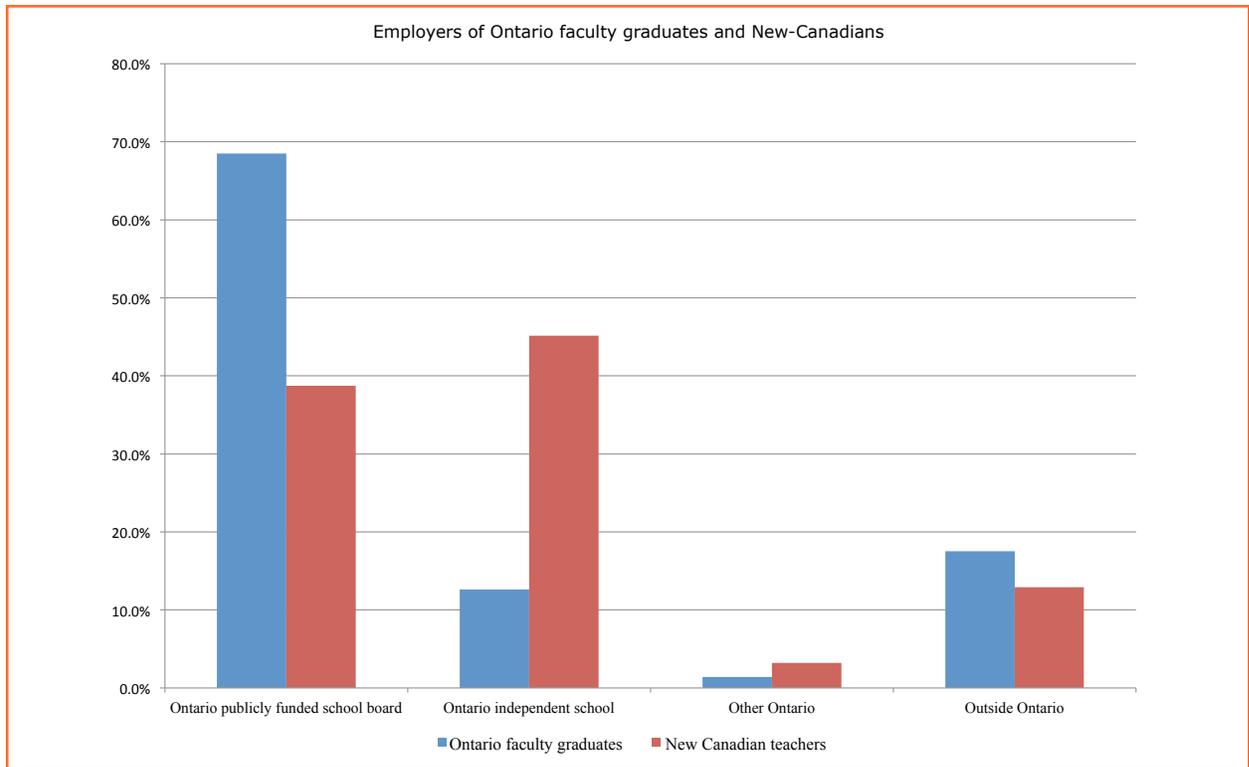
The 79 per cent unemployment rate for new-Canadians is striking even in the context of these very high unemployment rates for all first-year teachers in Ontario. And, for the one in five new-Canadians who did find some work as a teacher, most of them (71 per cent) say they were underemployed. Just one in 15 (six per cent) say they are fully employed in the first year following certification in Ontario.

*Searching for a teaching job in Ontario is a very hard experience. I am always told I lack Canadian experience. How could I have Canadian experience when I am a newcomer? I have solid professional experience having worked so many years as a teacher. I can't volunteer because my financial situation does not allow me to.*

French and FSL teacher with ten years of teaching experience in Mauritius

Independent schools are the key source for teaching employment in Ontario for the one in five new-Canadian teachers who find some form of teaching job in their first year following certification. These schools provide 45 per cent of the jobs for new-Canadians compared with only 13 per cent of the jobs secured by Ontario faculty graduates in their first year.

And for the very small number of new-Canadians teaching with regular contracts in Ontario by year end, only one in ten found these regular jobs in the Ontario publicly funded school systems.



The substantial gap in job outcomes between Ontario graduates and new-Canadians continues into the second year. Although there is some improvement in the unemployment rate for new-Canadian teachers by the second year on the Ontario job market, almost three in four (73 per cent) report they had still not been able to find even daily supply teaching. And more than half (57 per cent) of the one in four new-Canadians who are employed by the second year say they are still underemployed.

*I couldn't even find a volunteer position at a secondary school. Finally, I got to volunteer at an elementary school. Now, I have experience teaching in a school in Canada but I can't get hired as a secondary teacher because I have elementary school experience.*

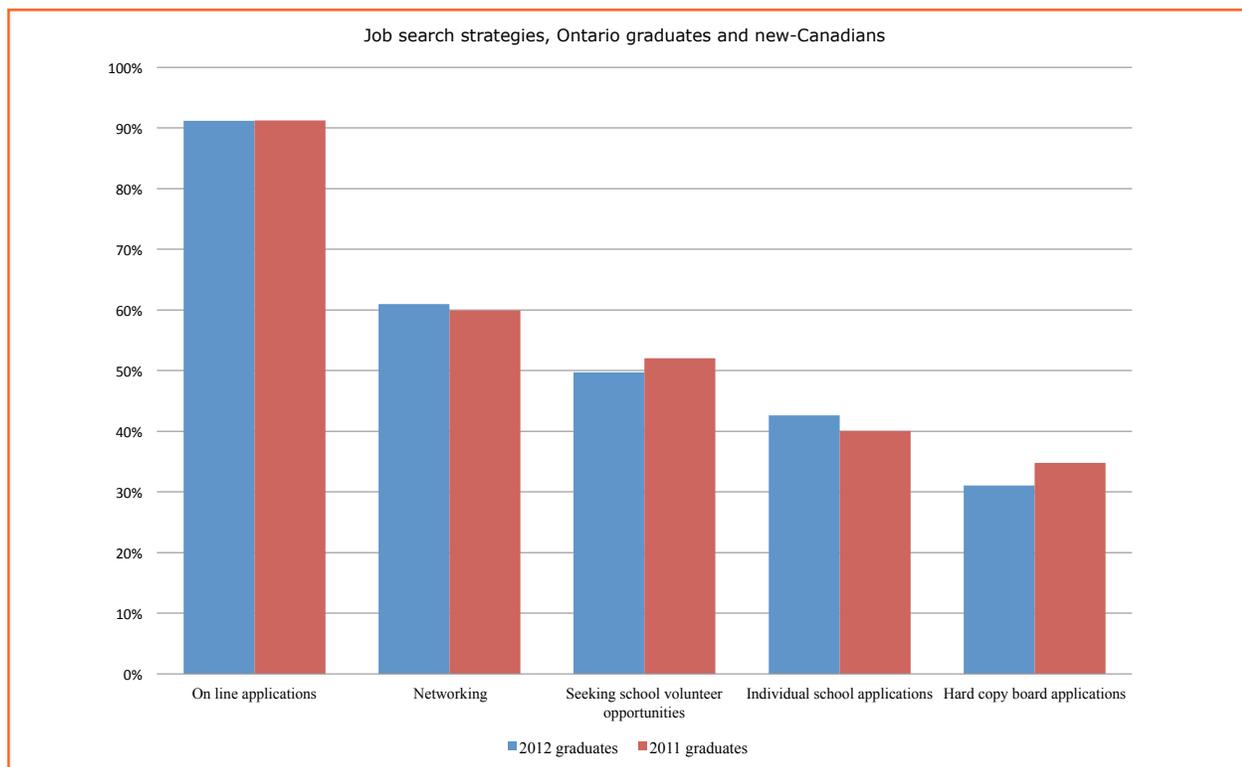
Intermediate-Senior qualified with three years secondary teaching experience in India, employed as Wal-Mart manager

# Job seeking and volunteering

## New teachers are proactive, multiple-strategy job seekers

New teachers in Ontario use multiple strategies in what for many are highly proactive efforts to secure teaching employment in the first two years following graduation.

- More than nine in 10 new teachers use on-line application processes in place for most publicly funded school boards in the province
- Three in five of the Ontario graduates supplement this process with active networking with teachers and school administrators.
- Half of all new Ontario graduates now volunteer their time in schools as part of their job search process.
- Despite many boards’ policies directing applicants to use the formal on-line application process, almost one in three new teachers also submits hard copy applications to individual schools.

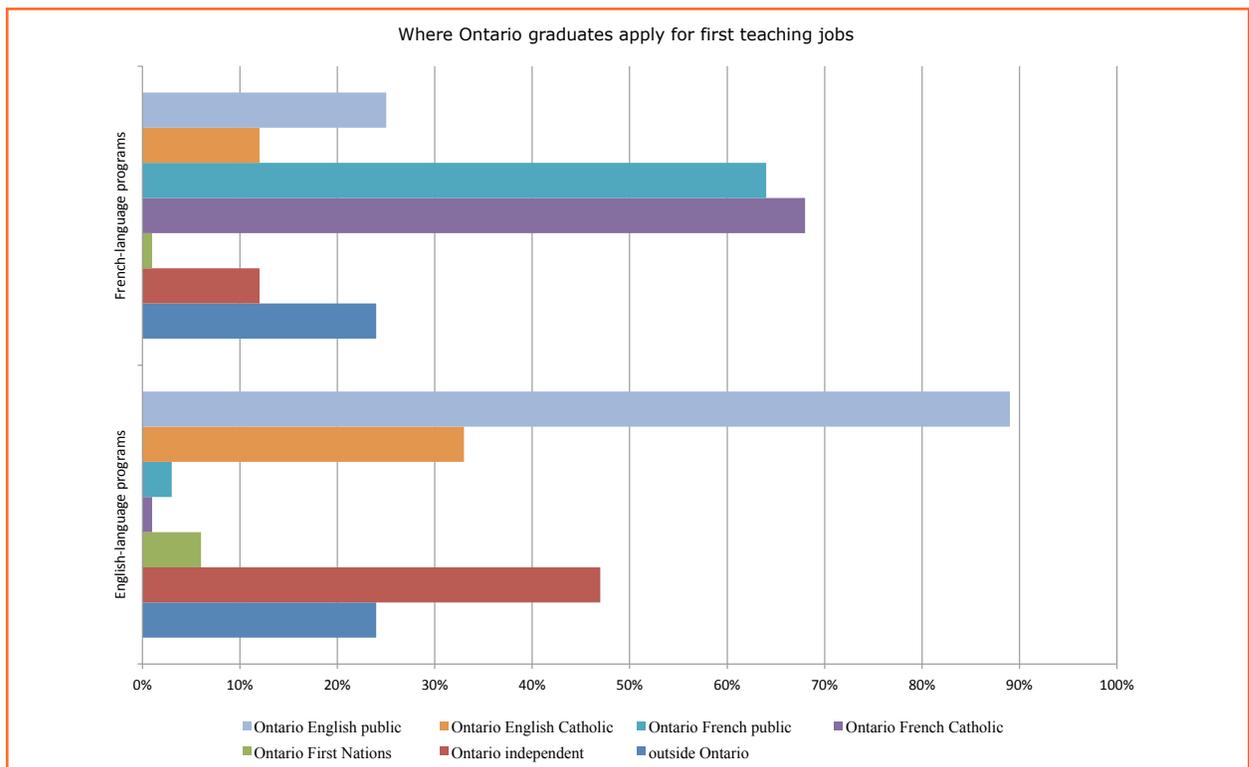


## Many new teachers are willing to relocate and search widely for first teaching job

Fewer than one in five first-year teachers (18 per cent) say they limited their job search to one school board. Another two in five (41 per cent) applied to two or three school boards and fully one-third (33 per cent) applied to four or more boards.

Most new English-language program graduates (89 per cent) apply to Ontario English public school boards. One in three of these graduates (33 per cent) apply to Ontario English Catholic school boards. Almost half of them (47 per cent) seek jobs in Ontario independent schools. One in four (24 per cent) look outside Ontario. Six per cent of them include Ontario First Nations schools in their job search. A few of them (three and one per cent) apply to Ontario French public or Catholic school boards.

French-language program graduates focus their job search primarily on Ontario French public (64 per cent) and Ontario French Catholic (68 per cent) school boards. Many of them also seek positions in Ontario English language public (25 per cent) or Catholic (12 per cent) school boards. Just one in eight of them (12 per cent) include Ontario independent schools in their job search. One in four (24 per cent) apply to schools outside Ontario. And only one per cent says they also looked to First Nations schools.



In the face of this challenging Ontario job market, the majority of new graduates are open to working outside the Ontario public school system. Almost half (46 per cent) of the graduates of 2012 applied to teaching jobs outside Ontario (24 per cent) and/or to Ontario independent schools (40 per cent). However, only five per cent of the graduates applied only out of province or to independent schools and did not include Ontario publicly funded school systems in their job search.

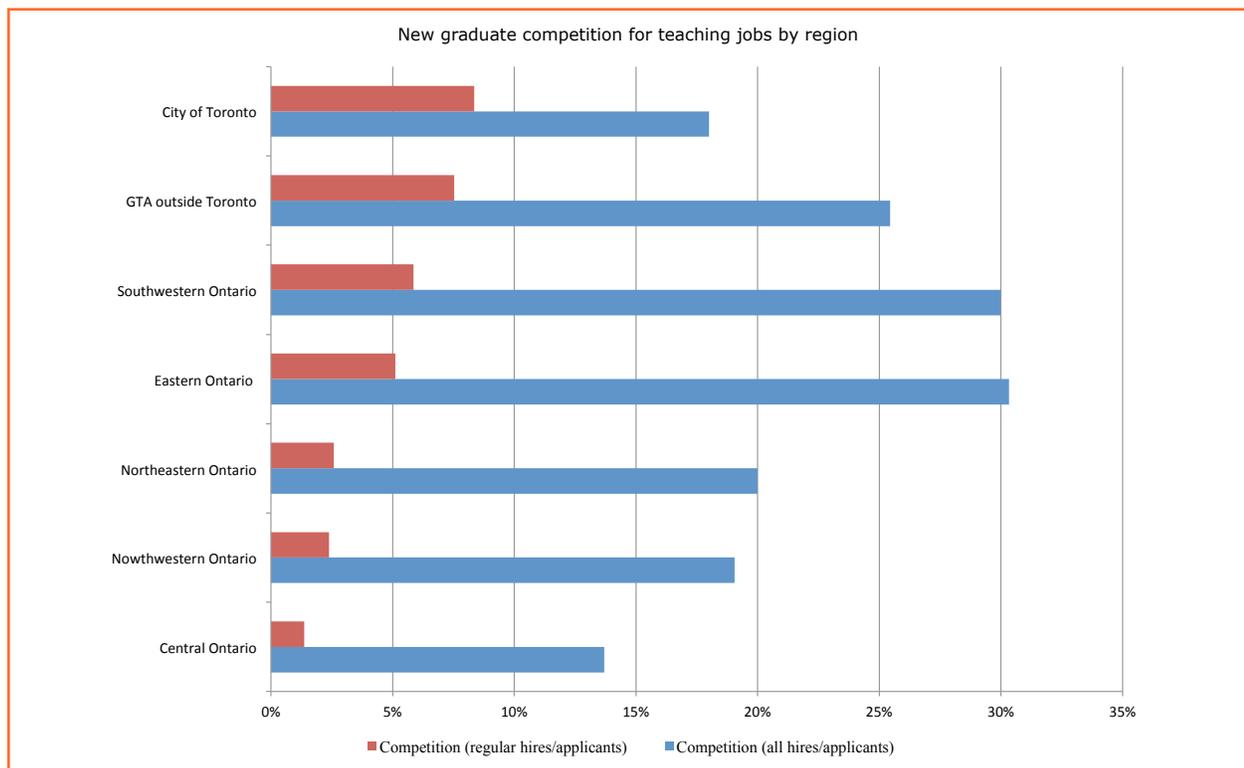
Many first-year teachers apply to more than one region of the province for teaching jobs. In the 2012-13 school year half of them (54 per cent) included the Greater Toronto region (outside the City of Toronto) in their search. The City of Toronto and southwestern Ontario follow as popular regions at 44 and 35 per cent respectively of first-year teachers applying to them. Eastern Ontario and central Ontario followed at about one in four (27 and 24 per cent), with northeastern and northwestern Ontario receiving the lowest volumes of applications at 13 and 10 per cent respectively.

To determine the relative extent of competition for teaching jobs by Ontario region, we created two competition indices:

- first-year teachers hired to regular jobs as a percentage of total applicants, and
- first-year teachers hired to any type of teaching job (regular, LTO or daily supply) as a percentage of total applicants.

The lower the percentage of applicants hired, the greater the competition.

Using these measures, the survey results indicate that the competition for regular teaching positions is highest in central Ontario and lowest in the city of Toronto. On the measure of competition for any type of teaching job, the competition is highest in central Ontario and lowest in southwestern and eastern Ontario.



### New teachers give mixed reviews of school board hiring practices

The majority of the 2012 graduates (66 per cent) report that they found school board employment application procedures to be generally clear and understandable. However, half of them (52 per cent) say they were not well informed about how to get on supply teaching lists and on how being on supply lists relates to competitions for long term occasional and regular teaching positions.

One in three (31 per cent) report they could not easily find information about the availability of teaching jobs. And half of the applicants (50 per cent) say they were not kept aware of the stage and status of their applications. More than one in five (22 per cent) say that applications were not handled fairly by school boards. These reviews are unimproved from the hiring process assessments of the previous two years.

*Looking for a teaching position through school boards has been a maddening experience. My applications were generally lost in a swamp of Byzantine online registration systems. My previous experience and qualifications were entirely irrelevant. The process objectifies the applicant, in some cases turning all my history, passion, and talent into a number lost in a sea of numbers. The only reason I got an interview with one school board was because a principal who was fond of my work made repeated appeals to the human resource department.*

Unemployed Intermediate-Senior English and History 2012 graduate, Toronto

### **Networking and proactive searching are seen as important for job success**

Most teachers who succeed in gaining some type of teaching job in the first year following teacher education attribute their success to multiple factors. The majority affirm the importance of the formal elements in the application process – the interview, the portfolio, resume and application letter, and the on-line application – with the interview identified by the greatest number as very important or important in securing a first teaching job.

Factors contributing to job search success	% important or very important
Interview	84 %
References	75
Portfolio, resume, application letter	72
Right place at right time	65
On-line applications	59
Networking	55
Connection made through practicum	46
Volunteering in a school	43
Able to relocate	41
Persistent follow-up	38
Applications to individual schools	38
Previous employment with school or board	35
Family or personal connection	31
Hard copy applications to school board	23

With the tremendous volume of applicants for teaching jobs across the province, getting to the interview stage depends on references, being in the right place at the right time, networking, connections made during the teacher education practicum experience and/or volunteering in schools. More than two in five attribute their success in getting a job in part to their willingness to relocate.

And one in three identifies persistence in follow-up, applying to individual schools, previous work with a school board and/or family or other personal connections as very important or important in getting a teaching job.

*I found that the only reliable way to obtain a position was to make a connection with someone in a position to hire. Application processes are too over-saturated.*

Intermediate-Senior math and physics 2012 graduate  
teaching on an LTO contract, southwestern Ontario

### Volunteering to get noticed in the crowded applicant pool is on the increase

Most Ontario faculty and border college graduates of 2012 (83 per cent) report that they considered volunteering at a school as a component of their job search strategy. Most of those not giving consideration to volunteering say they did not volunteer because their personal financial circumstances did not allow them to do so.

Of those who did look for volunteer opportunities, almost all of them (96 per cent) were successful in securing a volunteer role. Almost half (48 per cent) did volunteer in a classroom during the first year following teacher certification.

Volunteer time commitments vary greatly. Many report substantial weekly commitments for many months throughout the school year. Among new teachers resident in Ontario more than half of those who volunteer now do so for four or more months and more than one in four for the entire school year. Four in five volunteer for three or more hours each week and more than one in four more than ten hours per week.

### Volunteering frequency and intensity in early years of teaching in Ontario

	% of first-year teachers in 2012-2013	% of second-year teachers in 2012-2013
Volunteered	51 %	51 %
Four or more months	56	50
Full school year	28	31
Three or more hours per week	80	66
More than 10 hours per week	30	25

Volunteering is common for first-year and second-year teachers in Ontario at both the elementary and secondary levels. More Primary-Junior certified teachers (63 per cent) volunteer than Junior-Intermediate (50 per cent), Intermediate-Senior (45 per cent) and Technological Education (40 per cent) teachers. These volunteering rates are markedly higher for each division than the rates found in 2011 surveys.

New-Canadian teachers also seek volunteer opportunities as part of their job search strategy and to an even greater extent than Ontario graduates. More than half of the new-Canadian teachers certified in 2011 and 2012 (54 and 56 per cent respectively) sought volunteer teaching opportunities. More new-Canadians were unsuccessful, however, in securing volunteer roles than Ontario graduates. Nevertheless, 40 per cent of first-year and 44 per cent of second-year new-Canadians did volunteer in schools.

Does volunteering improve job outcomes for new teachers?

Successful job seekers certainly consider their volunteer experiences to be important contributors to their job success. Half of the new teachers who graduated in 2011 and 2012 and are employed in Ontario view their school volunteer roles as very important or important contributors to securing teaching jobs.

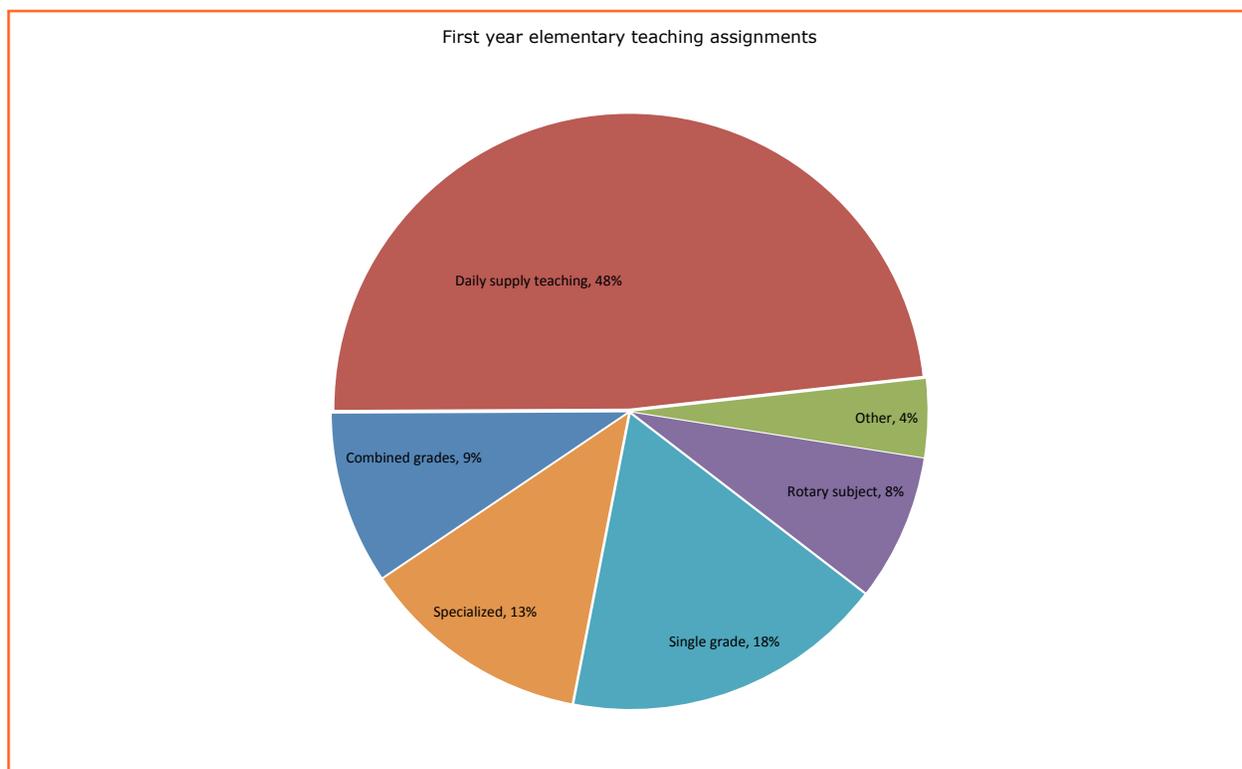
Job outcome data, however, does not appear to support the importance of volunteering in obtaining jobs in the early years. More non-volunteers report that they have found teaching employment than non-volunteers. This may well be because volunteering is pursued mainly by those who do not have early success in obtaining employment. More than one in five respondents says they did not volunteer because they did not need to in order to find employment. Excluding this group not needing to volunteer, those who volunteer have a slight, but not significantly higher job success rate.

# Teaching experience in the early career years

## Challenging teaching assignments face many first-year teachers

Among first-year teachers who secure elementary teaching assignments, about half (51 per cent) say their first assignment was daily supply teaching. And almost half of them (48 per cent) continued with daily supply teaching through year end.

Elementary teachers with regular or longer term contract assignments more frequently teach either combined grades (9 per cent) or specialized classes (13 per cent) than teach in single grade homerooms (18 per cent).



Many daily supply teachers report that they are engaged in specialized teaching as part or all of their assignments. Almost one in three (32 per cent) of first-year elementary teachers – including daily supply, regular and limited term contract teachers – teach French as a second language, special education and/or English as a second language.

Among first-year teachers with secondary school teaching jobs – including daily supply, regular and limited term contract teachers – more than one in three (37 per cent) have four or more different course preparations and one in five (19 per cent) have six or more course preparations.

### Qualifications and assignments are well matched for most new teachers

Despite the challenging and often specialized teaching roles assigned to first-year elementary teachers in the 2012-13 school year, about two in three of them (69 per cent) consider their qualifications to be an excellent or good match to the assignments. Only 9 per cent report that the assignment is either not an adequate match or not a match at all to their teaching qualifications. The others (22 per cent) gave a middling adequate rating to the match of their qualifications to their assignment.

Most secondary teachers are also positive about the match of their teacher qualifications and their assignments. The majority (71 per cent) rate the match as excellent or good. The rate at which secondary teachers find the match of their qualifications and assignments to be inadequate or not a match at all (11 per cent) is similar to that found among elementary teachers. And 18 per cent rate the match as adequate.

More than one in four (29 per cent) employed teachers with Intermediate-Senior qualifications are teaching in elementary schools toward the end of the first year following graduation. Just three per cent of Primary-Junior certified teachers in their first year are teaching at the secondary level. Three in four (75 per cent) Junior-Intermediate certified teachers with first-year teaching jobs are in elementary schools and the other 25 per cent in secondary schools.

### Teachers who secure jobs in their first year are generally positive about early career

Among the graduates of 2012 who obtained some teacher employment in the 2012-13 school year, four in five of them rate their overall teaching experience as excellent (32 per cent) or good (48 per cent). Fourteen per cent evaluate the experience as adequate and only six per cent rate the experience as unsatisfactory or very unsatisfactory.

### First-year teaching experience

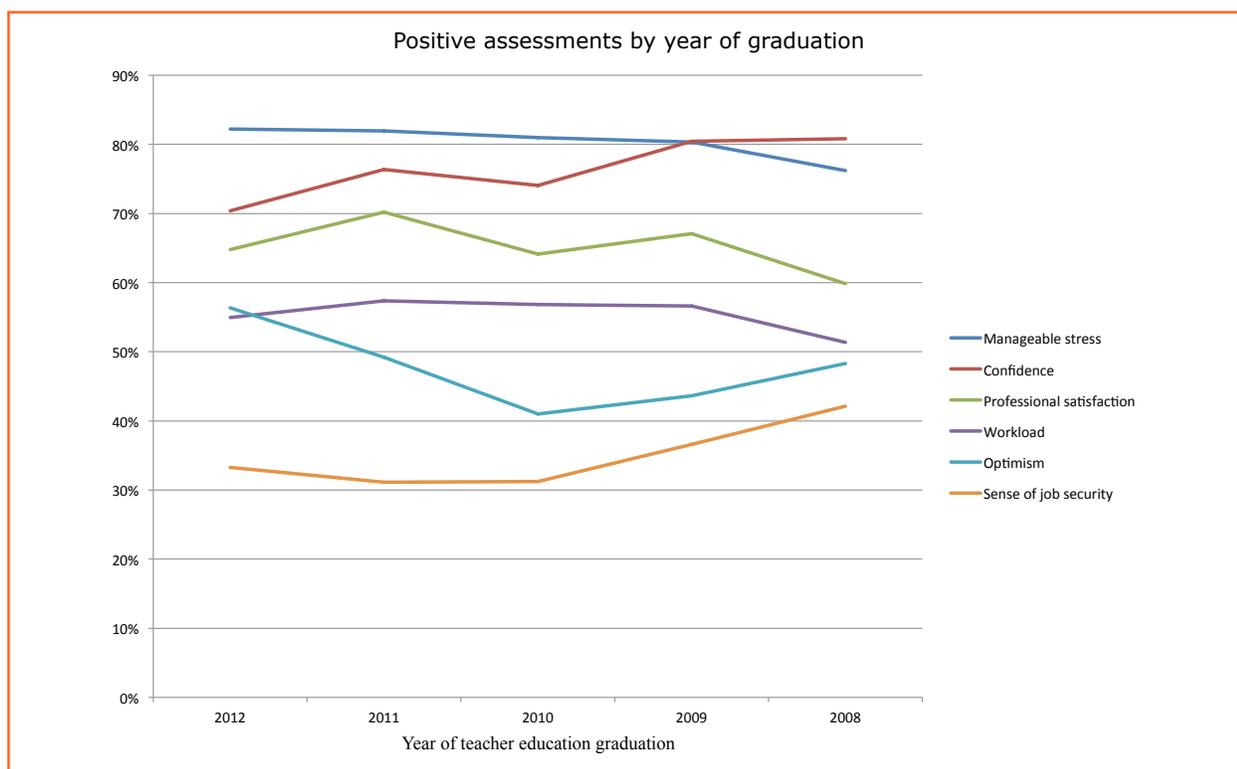
Assessment area	% excellent or good	% unsatisfactory or very unsatisfactory
Overall teaching experience	80 %	6 %
Preparedness	66	7
Confidence	69	6
Support from colleagues	69	7
Appropriateness of assignment	65	6
Professional satisfaction	63	11
Workload	51	16
Optimism for professional future	56	23
Job security	33	41

Most also rate their sense of preparedness, confidence and professional satisfaction highly positively. They enjoy good or excellent support from their teacher colleagues. They find their assignments to be appropriate and only one in six (16 per cent) find their workload unsatisfactory.

More of them, however, have concerns about job security (41 per cent) than view their security in a positive light (33 per cent). And even among these more fortunate teacher education graduates who were successful in finding some employment in their first year, one in five of them (23 per cent) say they are not optimistic about their professional futures.

Graduates of 2011 in their second year of teaching report similar assessments of their experience. They are generally confident, supported by colleagues, professionally satisfied with assignments that they find appropriate and do not have excessive workloads. However, their report more job insecurity (50 per cent unsatisfactory or very unsatisfactory) than first-year teachers and more of them (35 per cent) are not optimistic about their professional futures.

The 2012 survey responses from employed teachers in their first through fifth years in the profession present a generally positive career experience over the past decade. In every year approximately 60 to 82 per cent of teachers report positive assessments (“excellent” or “good” on a five point scale from “excellent” to “very unsatisfactory”) of their professional satisfaction, their confidence in their teaching abilities, and their management of the stresses of a demanding profession.



Just over half of teachers in all years assign a positive assessment to their workload. And about one in six report negative assessments of their workload.

With the job market challenges that accelerated since the second half of the last decade, however, only about half of the employed teachers who graduated in 2008 through 2012 report that they have a positive sense of optimism with respect to their professional futures. And most employed teachers who graduated over this period also have a less than positive sense of job security.

# Teacher education, New Teacher Induction Program (NTIP) and professional development

## Recent graduates recommend more practicum in teacher education reform

Graduates of Ontario faculties in 2012 and 2013 value most highly their practice teaching experience as a positive foundation for teaching. And they say that teacher candidates need more supervised time in the classroom.

### 2012 and 2011 graduate ratings of their teacher education

Rating	Practice teaching (%)	Education courses (%)
Excellent	54% (50%)*	14% (16%)
Good	35 (35)	44 (41)
Adequate	8 (12)	28 (28)
Less than adequate	2 (3)	10 (12)
Unsatisfactory	0 (0)	5 (3)

\* 2011 graduate ratings in brackets

Most graduates of 2011 (85 per cent) and of 2012 (89 per cent) rate their practice teaching experience as excellent or good preparation for their teaching career, with more than half rating the practicum excellent.

More than half also assign positive grades to their teacher education course work – but the ratings fall substantially below those for the practicum.

New teachers recommend more practice teaching time and more hands-on teaching experience as future reforms to strengthen teacher education. Four of the six highest priorities for change in teacher education identified by the graduates of 2012 focus on the practicum – more practicum placement time, more candidate teaching time during the practicum, more opportunity to observe experienced teachers in the classroom and more coaching and feedback during the practicum.

And the other two highest priorities are directed to practical hands-on teaching experience – more emphasis on classroom management and more focus on assessment, testing and evaluation.

Few of these new Ontario-educated elementary (10 per cent) and secondary (seven per cent) teachers report that they are not sufficiently prepared for their teaching assignments. About two in three elementary teachers (66 per cent) and almost as many secondary teachers (62 per cent) say they are well prepared or very well prepared for their assignments. The others consider themselves adequately prepared.

### First-year teacher priorities for further emphasis in teacher education

Content area	highest priority (%)	high priority (%)
Classroom management	47 %	38 %
Practicum placement time	46	32
Candidate teaching time in the practicum	44	33
Assessment, testing, evaluation	32	44
Observing experienced teachers	29	39
Coaching and feedback during practicum	28	42
Use of technology as a pedagogical tool	22	38
Special education content	20	44
Reading and literacy content	20	42
Report card preparation	18	33
Daily occasional teaching	16	35
Teaching subject methodology and content	15	34
Covering breadth of curriculum	14	35
Parent-teacher communications	13	33
Combined grades practicum	10	28
Professional conduct and ethics	9	28
Administrative routines of teachers	6	25
English as second language teaching	5	21
Foundations of education courses	5	15
French as second language teaching	4	13

Despite this assessment of their general preparedness, about half of these employed elementary (54 per cent) and secondary (47 per cent) teachers say there is at least one component of their teaching for which they consider themselves not adequately prepared.

Asked about specific teaching competencies, Ontario-educated first-year elementary teachers identify incorporating Aboriginal history and perspectives, teaching children at risk and teaching those with special needs as the roles for which they are least well prepared. And elementary teachers with combined grade assignments add this as another role for which they are less well prepared. Assessment and evaluation is a further area in which many consider themselves less well prepared. Looking beyond their direct teaching roles, most elementary teachers say they are less well prepared for handling the school administrative routines and for communicating with parents.

More than half of first-year elementary teachers also say they are also less well prepared finding appropriate classroom resources, adapting the curriculum for different levels of student preparedness and covering the breadth of the curriculum.

The self-assessed competence deficits of Ontario-educated first-year teachers with jobs in secondary schools are similar in some respects to those in elementary schools. The secondary school teachers

also report being least prepared to incorporate Aboriginal history and perspectives, teach students at risk, teach those with special needs and adapt for different levels of student preparedness. And like their elementary counterparts, they also view themselves as generally not as well prepared for handling school administrative routines and for communicating with parents.

### First-year elementary and secondary teachers assessments of own competence

Competence area	Elementary - excellently or well prepared (%)	Secondary - excellently or well prepared (%)
Incorporating Aboriginal history and perspectives	11 %	15 %
Teaching outside my teaching subjects	-	17
Teaching students at risk	21	25
Handling administrative routines	27	28
Teaching students with special needs	30	26
Assessment and evaluation	34	47
Teaching combined grades*	35	-
Communicating with parents	36	34
Finding classroom resources	39	41
Teaching applied secondary classes	-	41
Adapting for different levels of student preparedness	40	40
Covering breadth of curriculum	45	49
Adapting to different learning styles	52	59
Using technology for instruction	55	62
Classroom management	55	52
Motivating students	58	55
Time management skills	60	60
Instructional strategies	61	57
Teaching academic secondary classes	-	60
Curriculum knowledge	61	63
French as a second language *	62	-
Subject knowledge	63	77
Professional boundaries with students and parents	66	67
Organization skills	70	65
Lesson planning	72	70
Creating a safe, accepting and positive environment	76	80

\*Assessment of competence in teaching combined grades and in French as a second language is restricted to elementary teachers with assignments related to the competence assessed.

Many more of these secondary teachers also report that they are less well prepared to teach classes in subject areas other than the one or two teaching subjects they completed in their teacher education programs. And many of them see themselves as less well prepared to teach applied than academic classes.

A majority of elementary and secondary teachers consider themselves well prepared in classroom management despite also identifying this as the highest priority for further emphasis in teacher education programs. The majority of first-year teachers describe themselves as well prepared in using technology for instruction, adapting to different learning styles, and in such key areas as motivating students, instructional strategies, curriculum and subject knowledge and lesson planning.

Most also consider themselves well prepared in respect to professional boundaries with students and parents and in creating a safe, accepting and positive environment for their students.

### **Ontario's New Teacher Induction Program is highly valued <sup>5</sup>**

The New Teacher Induction Program (NTIP) provides comprehensive support to many beginning teachers who find regular teaching positions or long term occasional positions in Ontario school boards. Established with designated annual provincial funding starting in 2006, the NTIP provides support for the early professional growth and development of entrants to a challenging profession.

Most first-year teachers (91 per cent) who report that they are in regular teaching positions in Ontario publicly funded school boards say they are in the NTIP as do 30 per cent of those in long term occasional positions. Among second-year teachers, 79 per cent of those with regular appointments and 30 per cent of those with long term occasional appointments report they are in the NTIP.

First-year NTIP participants in regular teaching jobs say they experienced a school board orientation (88 per cent), mentoring by an experienced teacher (90 per cent) and a formal evaluation by their school principal (93 per cent). And about two-thirds (63 per cent) report an orientation to their individual schools. Second-year teachers in regular positions report similar high participation rates.

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<sup>5</sup> Publicly funded school boards in Ontario are required to provide NTIP support to first-year teachers with regular or long-term occasional appointments and they may offer the support to second-year teachers with such contracts. The commentary in this section is based on responses of teachers who said that they met the definitions of eligibility for the NTIP program as one of the following:

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

Long term occasional teachers in the NTIP report less engagement in the different aspects of the program. Many first-year NTIP-participating teachers with LTO contracts say they are mentored by experienced teachers (81 per cent) and receive formal orientations to their school boards (69 per cent). Only about two in five of them, however, received an orientation to their own school (42 per cent) and report they have been formally evaluated by their school principal (42 per cent).

Performance appraisals are not required for long term occasional teachers in the NTIP. Mid-school year timing of many appointments and the shorter duration of many long term occasional appointments may also explain in part the lower intensity of program participation for these participants.

Professional development in some areas identified as NTIP elements is also common for most NTIP participants. Only one per cent of those in regular positions received no professional development in any of the recommended areas. About one in five (19 per cent) of NTIP-participants with LTO appointments report they had no professional development in these areas.

### First-year NTIP participant professional development

PD area	With regular appointments (%)	With LTO appointments (%)
Planning, assessment and evaluation	65 %	31 %
Literacy and numeracy strategies	62	56
Classroom management	43	44
Use of technology	41	31
Student success	41	36
Safe schools	36	19
Teaching students with special needs	36	33
Effective parent communication	22	8
None of the above	1	19

NTIP participants positively evaluate the assistance they receive from their mentors and other experienced teachers in their first year of teaching.

The majority of first-year teachers with regular appointments assign a positive rating (“very helpful” or “helpful”) to assistance they received from their mentors and others with a wide range of practical day-to-day teaching responsibilities – observation of teaching practices, help with report card preparation, finding good teaching resources, mentoring on classroom management, advice on helping individual students, curriculum planning finding teaching resources, help with report cards, mentoring on classroom management, and mentoring on instructional management and student evaluation. Very few give a negative rating (“somewhat unhelpful” or “not at all helpful”) to most of these types of assistance. Up to 33 per cent of these NTIP participants report that they did not receive a type of mentoring assistance that is rated highly by others for whom it was available.

### Ratings of first-year assistance to NTIP participants in regular positions

Type of assistance	Positive rating (%)	Negative rating (%)	Not applicable (%)
Observation of other teachers' practices	70 %	6 %	12 %
Help with report card preparation	69	3	8
Finding good teaching resources	66	8	6
Mentoring on classroom management	64	7	9
Advice on helping individual students	64	9	6
Curriculum planning with my mentor	61	10	18
Mentoring on instructional methods	60	4	10
Mentoring on student evaluation	60	8	15
Feedback from mentor on my teaching	59	9	21
Observation of my mentor's teaching	58	4	26
Information on administrative matters	57	16	5
Preparing for parent communication	54	8	16

NTIP participants with LTO contracts give similarly positive ratings to these areas of mentoring assistance, although greater proportions of them report they did not have the assistance available.

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

- most NTIP participants in regular positions report that no experienced teacher (mentor or other teacher) observed them in their classrooms (46 per cent) or that this happened less than one hour per month (40 per cent),
- three in four report that they had no opportunity (32 per cent) to observe another teacher's teaching practice (mentor or other teacher) or that such opportunities were less than one hour per month (42 per cent), and
- even fewer NTIP participants in LTO positions report significant time observing or being observed in the classroom.

Three in five of those who do get some feedback on their teaching practice give this feedback a positive rating. And, as reported below, almost two in three new teachers say that observation and feedback on their teaching practice is a high priority for their professional development.

### Most early-career teachers are engaged in professional development

Most graduates of 2012 (91 per cent) and 2011 (80 per cent) teaching in Ontario in the 2012-2013 school year are engaged in some form of professional development. They report their engagement as at a moderate, high or very high level in one or more of a range of professional activities.

Half of these new teachers participate in formal courses and engage in collaborative learning in their schools. Almost as many participate in teacher enquiry projects and are supported by teacher mentors. And more than one in three engage with subject or specialist associations and participate in school self-evaluation activities.

## New teacher engagement in professional development

Nature of professional development	2012 graduates (%)	2011 graduates (%)
Participating in formal courses	50%*	52%
Collaborative learning in my school	49	55
Undertaking teacher enquiry	42	53
Being supported by a mentor	41	47
Collaborative learning beyond my school	39	46
Engaging with subject or specialist associations	34	40
Participating in school self-evaluation	32	41

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

First- and second-year teachers employed in Ontario place a high priority on their own future professional development across a wide range of practical hands-on teaching skills. One and two years into their teaching careers they identify their greatest professional development needs to be in classroom management, instructional strategies, evaluation and assessment, observation and feedback on their teaching practice and integration of technology in teaching.

## High priority areas for further professional development

Professional development area	2012 graduates (%)	2011 graduates (%)
Classroom management	79% *	70%
Instructional strategies	77	69
Evaluation and assessment	71	77
Observation and feedback on my teaching practice	64	61
Integration of technology	62	64
Further teaching subject knowledge	60	56
Lesson planning	57	57
Broad curriculum planning	57	53
Communicating with parents	54	48
More knowledge of school procedures and expectations	51	39

\* % rating area as highest priority or high priority

These priorities correspond very closely to their recommendations for further emphasis in teacher education programs.

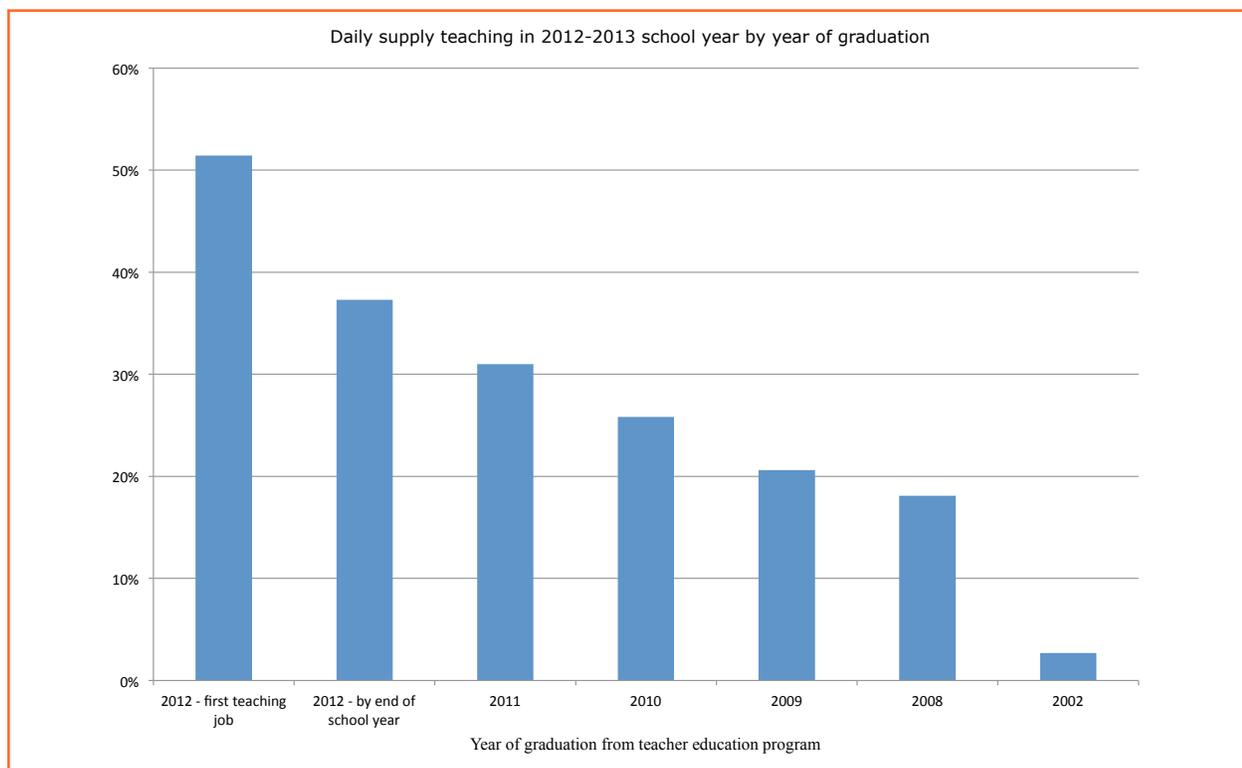
# Daily supply teaching

## More new teachers are in daily supply jobs for increasing durations

Daily supply teaching now comprises some of the early months of teaching careers for the majority of new Ontario teachers. Many of them are confined to supply teaching for years. The 2013 surveys found that:

- more than half of them are hired for daily supply teaching as their first teaching job,
- more than one in three employed teachers are continuing with daily supply at the end of their first year of teaching,
- almost one in three are still supplying by the end of the second year,
- more than one in five at the end of the third and fourth years, and
- even in the fifth years of their teaching careers, almost one in five is still confined to daily supply teaching.

Just three per cent of the teachers who began their careers in 2002 during the last teacher shortage are continuing with daily supply roles ten years later.



By contrast, the Transition to Teaching surveys back in 2006 found just one in five first-year teachers in daily supply roles at year end and this dropped to one in ten by the second year.

Some teachers report that daily supply roles help them ease into the teaching role. They learn from the organization, lesson-planning and varying styles of the experienced teachers they replace. And they are not immediately faced with the full responsibility for a classroom on their own with

all that is entailed in terms of establishing climate, covering the full breadth of the curriculum, adapting teaching to varying learning styles, assessment and evaluation, report cards, communicating with parents and so on.

Far more common, however, are negative reports about the experience of daily supply teaching. Most (90 to 98 per cent) of those who are supplying in the first five years of their teaching careers teach in more than one school. More than half of first- and second-year supply teachers report that they volunteer in schools as well.

*I volunteered in schools for 15 hours a week for the full school year before I was invited for an interview as an Occasional Teacher. I was hired an entire year after I qualified as a teacher. Now that I am an Occasional Teacher I have to wait 10 months before I can interview again to be put on a list that makes me eligible for LTO positions. I feel that as soon as I jump through one hoop, another pops up. This is a second career for me and it is taking much longer than expected to become established in a permanent position.*

Underemployed second-year daily supply teacher in greater Toronto area

Many complain that they are excluded from the better supply placements that entail more extended time in one school or even one classroom. Whether in their first or fifth year of teaching, most of these supply teachers (77 to 86 per cent) want to teach more days than they were able through supply lists.

### Daily supply teachers get much less access to professional development

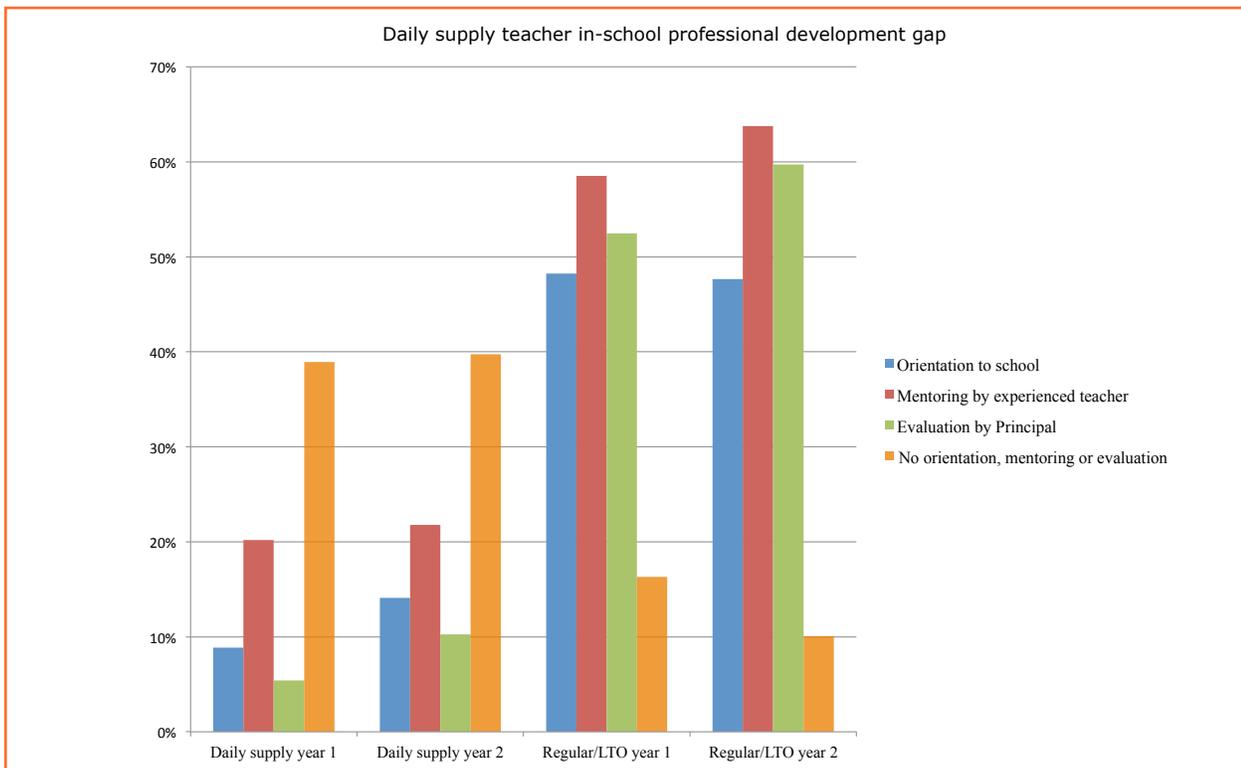
In addition to the financial hardship experienced by many daily supply teachers in Ontario in the early career years, there is a substantial gap between their access to in-school professional development and support and what is available to their more fortunate colleagues who secure regular or long term occasional positions.

### Professional development gap for daily supply teachers in Ontario

Nature of professional development	2012 graduates		2011 graduates	
	Daily supply (%)	Regular and LTO (%)	Daily supply (%)	Regular and LTO (%)
Participating in formal courses	52 %	52 %	50 %	56 %
Collaborative learning in my school	24	70	31	60
Collaborative learning beyond my school	22	52	25	60
Being supported by a mentor	22	69	25	60
Engaging with subject or specialist associations	21	43	33	44
Participating in school self-evaluation	15	45	26	49
Undertaking teacher enquiry	28	54	42	61

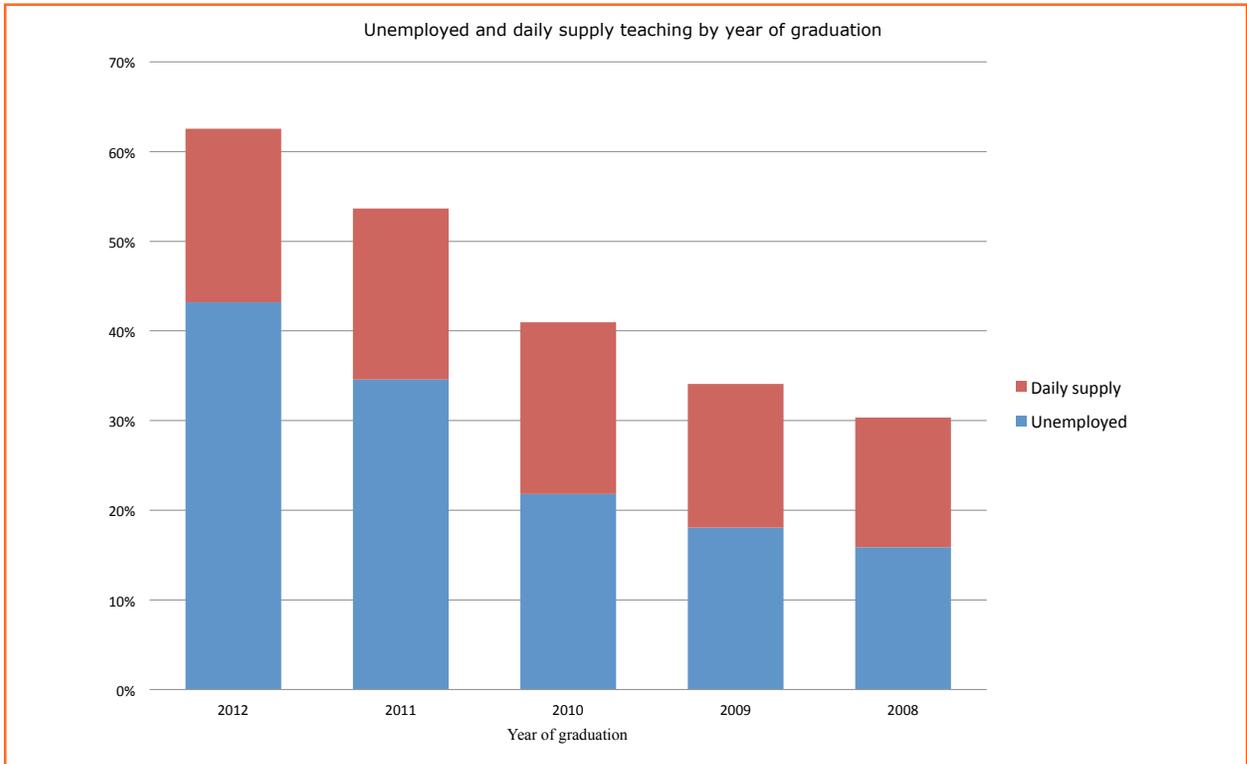
The gap is evident across a range of in-school and outside of school professional development. Daily supply teachers report much lower levels of involvement in school-based professional development such as in-school collaborative learning and school self-evaluation activities. Fewer of them engage with subject or specialist associations and participate in collaborative learning outside of the schools in which they teach. And fewer of them report that they have a mentor or engage in teacher enquiry. The one area of professional development that does not show this gap is enrolment in formal courses.

Daily supply teacher professional support deficits are also evident in comparing access to school orientation, principal evaluations and mentoring by experienced teachers. For these types of professional learning and support, teachers with long term occasional or regular appointments are three to 10 times more likely to receive support than are daily supply teachers. And four in 10 daily supply teachers report that they received none of these key types of new teacher in-school support.



Teachers who are wholly unemployed in the early career years – that increasing number who do not find at least some daily supply teaching opportunities – face a greater deficit. They do not have access to even the scaled back professional support available to some daily supply teachers.

With the increasingly high incidence of unemployment and daily supply teaching, the majority of this new generation of teachers experiences this more limited access to professional development. Almost two-thirds of the teacher education graduates of 2012 who were on the job market were either unemployed or only employed as daily supply teachers in the 2012-13 school year. More than half of the graduates of 2011 were unemployed or daily supply teaching in the second year of their careers – as were more than two in five of the graduates of 2010 in their third year and one in three of the graduates of 2009 in their fourth year of teaching. And nearly one in three are still unemployed or in daily supply roles after five years in the teaching profession.



## Career plans and attachment to profession

### Some recent graduates are losing their commitment to a teaching career

New teachers in Ontario who began their careers during this difficult employment market are generally committed to the long term in their teaching careers despite the challenges they experience in achieving full employment. Looking ahead five years, most (80 per cent or more) of the graduates of 2008 through 2012 say they definitely or probably will still be teaching then.

These percentages are somewhat lower than surveys from previous years. And it is among the growing numbers who experience multiple years of teaching unemployment that the long term commitment appears to be fading. Just three in four (77 per cent) of the unemployed second-year teachers surveyed in 2013 say they definitely or likely will not have given up on teaching in five years' time. This drops to two in three (64 per cent) for third year unemployed teachers and closer to half (52 and 55 per cent) for fourth and fifth year unemployed teachers.

*I was not prepared for the serious lack of job openings and all the changes the education system and teachers would face during my job hunt. To be honest, it was quite frustrating and discouraging. My true calling is to be an educator. However, I have had to work in other fields that are not as satisfying or rewarding. I volunteer in a classroom one day a week, I tutor, and I work part-time in retail. I spent a lot of money becoming a teacher and I am beginning to regret doing so. The job search seems pretty bleak. If I do not gain employment within the upcoming year I will begin searching for employment outside my field of study.*

Third year unemployed French as a second language qualified teacher, Toronto

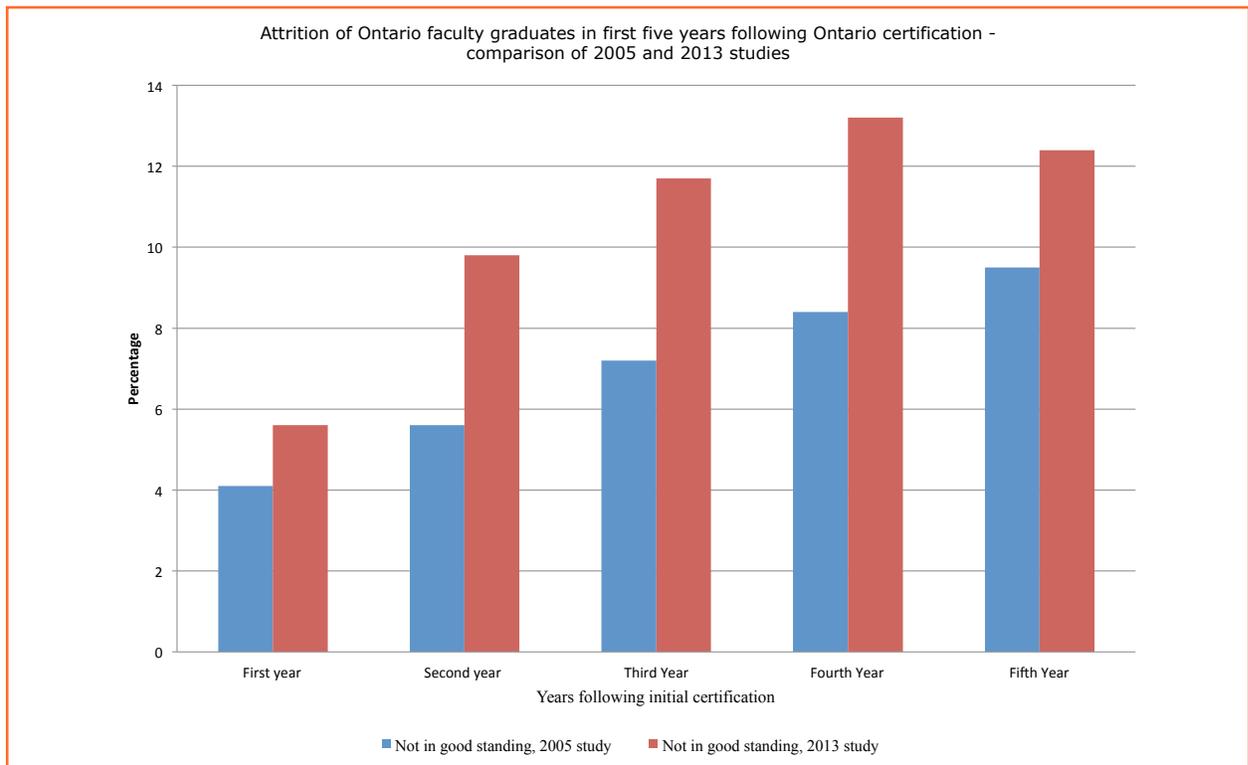
For many, however, the attraction to the profession is both broad and deep. Four in five first-year teachers say it is very important for them to make a difference in the lives of their students. Half of them say it is very important for them to share with others subject matter that they enjoy. And one in five refers to the material rewards of the profession (salary, benefits and pension) as very important drivers in their choice of teaching as a career.

All three types of motivation are evident in responses of each group of teachers in their first through tenth years in the profession. Material rewards rise somewhat in importance over time. For those who do achieve full employment over their first five years, the satisfaction gained in teaching appears to sustain a long term commitment. Most graduates of 2002 (89 per cent) say they will still be members of the profession five more years in the future.

This new generation of teachers also has considerable depth of interest in taking on leadership roles in the profession. Two in three surveyed this year say they aspire to mentoring, coaching or some other form of leadership during their teaching careers. And 21 to 31 per cent of each survey group (first through tenth year of teaching) says they hope to take on a role of vice-principal or other administrative position at some point in their career.

### Early career non-renewals of College membership are on the increase

More than one in 20 (5.6 per cent) of Ontario faculty of education graduates in 2012 who received an Ontario Teaching Certificate that year did not renew their membership in the College in 2013. About one in eight (12.4 per cent) of those who gained their certificates in 2008 were no longer members five years later in 2013. These rates compare with 4.1 and 9.5 per cent attrition for first and fifth-year teachers back in 2005, prior to the development of the teacher surplus in Ontario.



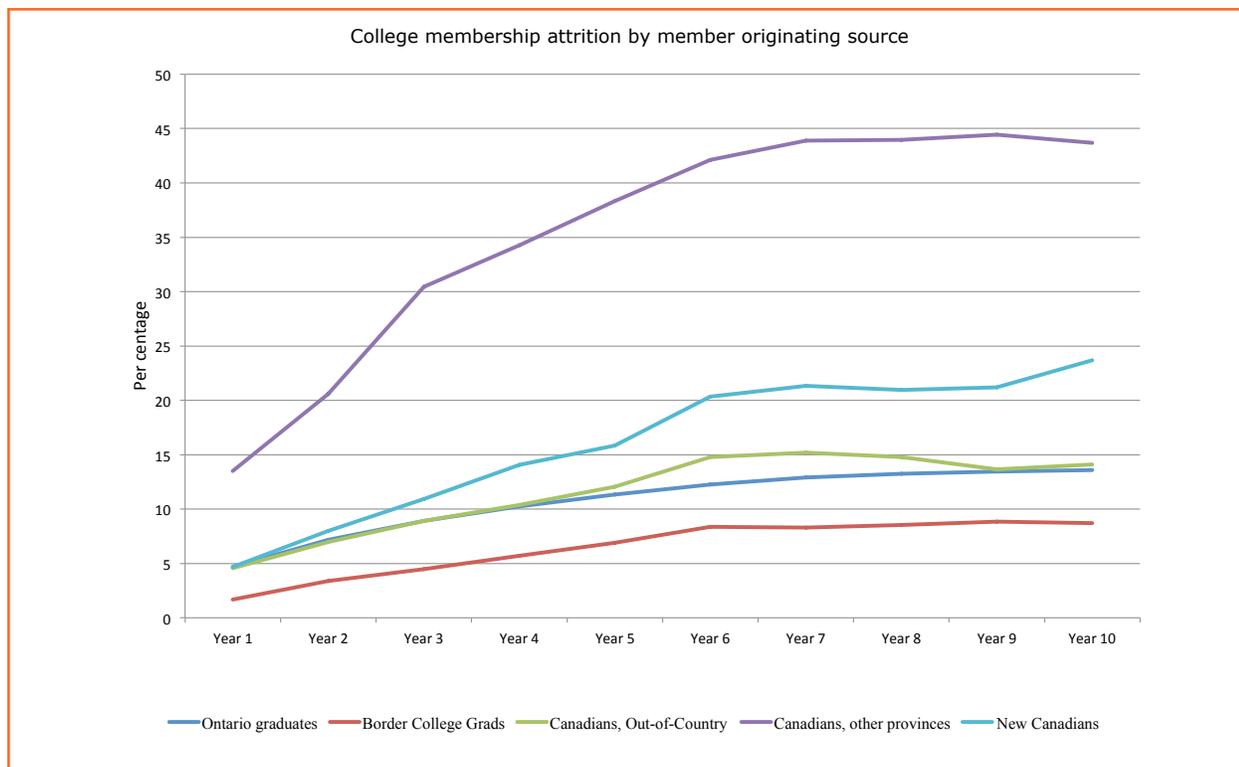
As the employment market tightened in Ontario, attrition of teachers in the early years has clearly increased. Despite this increase in attrition rates, the current rates of a little more than five per cent in the first year and more than 12 per cent by the fifth year is not nearly as high as some other jurisdictions for which somewhat comparable data is available (such as in many regions of the United States).

Ontario faculty graduates comprise the majority of new teachers each year in this province, about 81 per cent of the Ontario-certified teachers in 2012. This is up from just 69 per cent as recently as 2006. Ontario graduate numbers increased somewhat over the five year span as out-of-province educated certifications fell substantially.

Attrition rates for new Ontario teachers from some other sources differ from those for Ontario graduates.

A rapidly declining percentage of new Ontario teachers each year are Ontarians who graduate from US border colleges. Fewer of these teachers fail to maintain their College membership over time. The average attrition rate for this group over the past ten years is about half to one-third that for those who graduate from Ontario faculties of education.

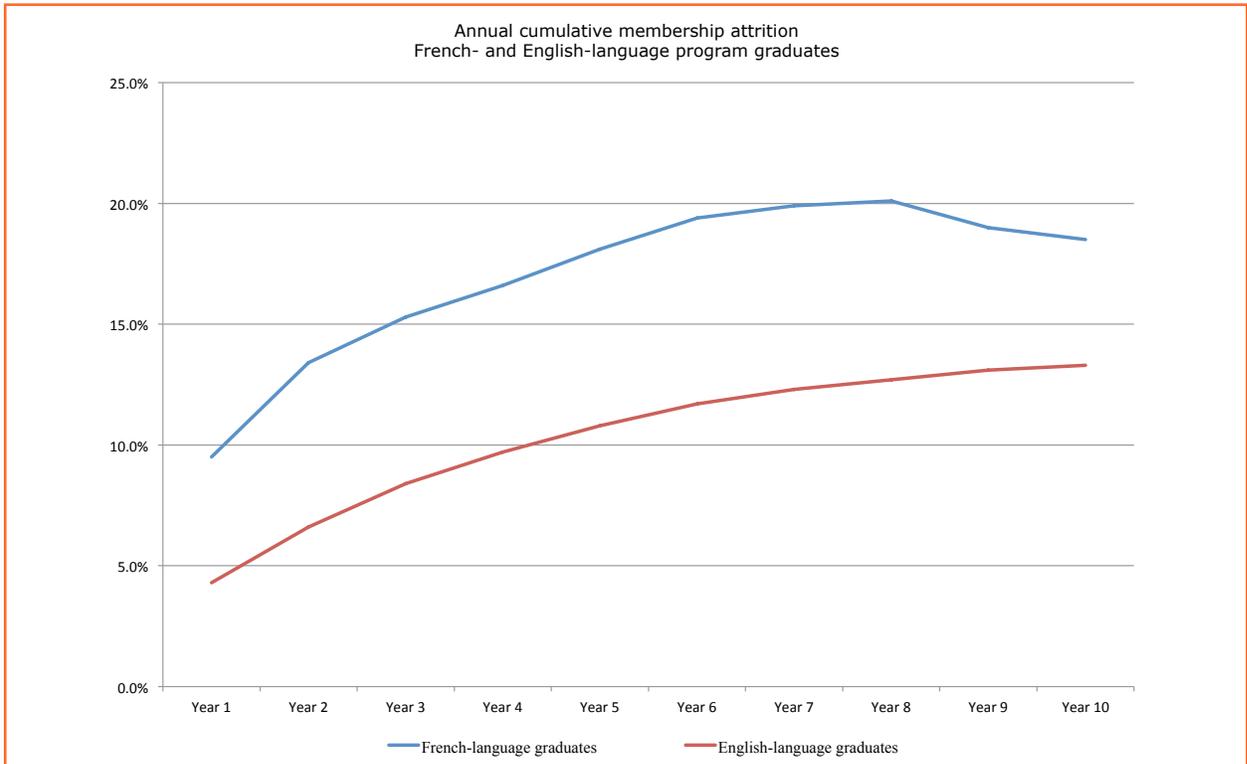
Canadians (mainly Ontarians) educated elsewhere abroad also have comparatively low attrition rates. At five per cent attrition after one year, 12 per cent after five years and 14 per cent after ten years, their loss rates are similar to Ontario faculty graduates.



Ontario-certified teachers who move to Ontario from other provinces have much higher rates of attrition than is evident for all other sources of new Ontario teachers – 14 per cent after one year, 38 per cent at five years, and 44 per cent at 10 years. The higher loss rate for this group may be accounted for by teachers moving back to their home provinces or elsewhere to continue teaching careers outside Ontario. Although this group has high attrition, they now comprise only about two per cent of new Ontario teachers annually.

New-Canadian teachers have higher rates of attrition than native Ontarians. One in six drop their Ontario teaching license by year five and almost one in four of them are gone from the Ontario teacher pool by ten years after their initial certification. The higher rate in this instance may be associated with lack of access to teaching jobs and also the older age profile of this group of new Ontario teachers.

Attrition differences are also apparent in comparing French- and English-language program graduates. The chart below breaks out these two groups. Almost one in 10 of the French-language program graduates fail to renew their College membership in the first year. This rises to about one in seven by year two and to more than one in six by year five, and with little further net attrition in the early career years thereafter. These rates of early career attrition for French-language program graduates are about 40 per cent higher than attrition among English-language graduates.



Some of this difference may be accounted for because of the numbers of Ontario French-language program teacher education candidates who are Quebec residents who subsequently teach in Quebec and do not renew their Ontario teacher certification.

## Conclusion

The supply of new Ontario elementary and secondary teachers has exceeded demand every year since about the middle of the last decade. This has created increasingly saturated Ontario teacher employment markets. Unemployment and long periods of underemployment confront many new English-language and, to a somewhat lesser extent, French-language teachers.

Newly licensed teachers have less success with their job search each year as the growing volume of still unemployed and underemployed teachers from earlier years compete with them for a limited number of job openings. And each year the job outcomes are weaker for teachers across the first five years of their careers. New teacher unemployment rates are now extremely high as even daily supply lists are often closed to recent graduates.

More early-career teachers look outside the province and to Ontario independent schools for teaching jobs. Many of those who leave Ontario hope to return when the market back home permits. Increasing numbers sustain themselves financially in alternative employment as they wait longer to achieve full employment as teachers.

Some weakening of the historically strong commitment to the teaching profession is beginning to appear among teachers who are unsuccessful in gaining a meaningful foothold in their chosen career in the first few years after graduating. Non-renewals of Ontario teaching licenses are slowly on the rise.

The challenging teacher employment market has resulted in a dramatic drop in applicants to Ontario faculties of education. This same market impact had an even greater impact in reducing the number of Ontarians each year who complete programs at US border colleges, in Australia and elsewhere abroad.

With the declining applicant numbers and reduced government funding of teacher education in recent years, annual rate new teacher certification from Ontario's faculties of education declined by about 10 per cent between 2008 and 2013. New Ontario teacher certifications from other sources meantime fell much more substantially – almost 50 per cent over the same period.

Despite these trends that lowered the annual intake of new teachers from almost 13,000 in 2008 to about 10,000 by 2013, the cumulative surplus of Ontario teachers continues to build each year with newly licensed teachers continuing at about twice the annual number of Ontario teacher retirements.

Meantime, the province of Ontario announced in spring 2013 that an extended two-year program of teacher education will be introduced in 2015-2016. Ontario's faculty of education annual intake will be reduced to half its current level. As planned, implementation of this reform will mean no new graduates from consecutive teacher education programs in 2016 and annual cohorts graduating in 2017 and future years at about half the present numbers.

The teacher supply and demand imbalance over the past eight years resulted in tens of thousands of unemployed and underemployed teachers still on the market for Ontario teaching jobs. The continuing imbalance between now and 2015 will add further to these numbers. The 2016 pause in new Ontario graduates, and substantially reduced numbers in subsequent years, will allow more of these surplus teachers to finally gain the teaching jobs for which they have been hoping. With the possible exception of specialized roles, Ontario school boards should be confident that this surplus

will prevent undue teacher recruitment difficulties in the 2016-2017 school year as they look to replace retiring teachers and fill long term occasional and daily supply teacher vacancies.

Over time, as the teacher surplus diminishes in subsequent years, the unemployment and under-employment trends in the recent past should start to move in reverse with greater proportions of each new cohort of teacher graduates finding full employment earlier in their careers.

# Methodology

## Purposes and sponsorship of study

The *Transition to Teaching* study started with surveys of the Ontario university teacher education graduates of 2001. Surveys at that time focused on job search outcomes and professional experiences in the first school year following licensing as Ontario teachers.

The study broadened in scope over the years to include annual surveys of early-career teachers throughout the first five years and at year ten following graduation. Additional samples were included of Ontarians who pursued their teaching degrees at US border colleges and elsewhere and also of out-of-province and new-Canadian teachers educated elsewhere and subsequently certified in Ontario.

This study gives education stakeholders in the province information on teacher transition into active membership in the profession in Ontario. It focuses on teacher induction and support as they join the profession, evaluation of their teacher education programs and assessment of their ongoing professional development activities and needs.

It also covers the extent, timing and reasons for some of them leaving the profession and career progression patterns in the early years of teaching. The study highlights the value for new teachers of the enhanced induction resources available through the New Teacher Induction Program (NTIP) introduced in Ontario in 2006. Finally, the study tracks employment over time, measuring unemployment and underemployment by program, region and language.

Ontario teacher demographics and the balance of provincial teacher demand and supply changed significantly over the 12 year lifespan of this study. The study provides regular updates for Ontario education stakeholders on the changing balance of demand for new teachers and the available teacher pool. Over the past eight years reports from this study highlighted the impact of the increasing relative shortage of employment opportunities on new members of the profession.

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 Ministry. The study is conducted each year by the Ontario College of Teachers.

## Survey design and delivery

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

Surveys of teachers beyond the second year of their careers are briefer. They focus on the employment update, teaching experience, career plans, reflections on teaching and demographics.

Eight different surveys were conducted in May and June 2013 with samples of Ontario faculty and US border college graduates of 2012, 2011, 2010, 2009, 2008 and 2002 and also samples of newly certified teachers in 2011 and 2012 who obtained their teacher education degrees and initial licensing in another Canadian province or elsewhere abroad.

Each of the eight surveys was available in English and in French, with College members accessing the survey in their language of choice for communicating with the Ontario College of Teachers.

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

The surveys are web-based using a platform, Fluid Surveys, available through the Canadian survey software company Chide.it. Web-based surveys on professionally relevant survey questions are highly appropriate for this population. Most teachers have access to computers and they routinely maintain current e-mail addresses with the College. Many initially applied on-line to become members. The majority of them receive electronic newsletters from the College and many communicate electronically with the College on routine matters relating to their membership and College services.

### **Sampling and survey administration**

Random samples were drawn for each of the eight surveys based on the College registry of currently licensed Ontario teachers. E-mail addresses are for the most part available and current as verified through the College member annual registration process and other updating opportunities.

An introductory e-mail from the College Registrar encouraged participation in the survey. This was followed by e-mail survey invitations providing the appropriate URL address for the survey. Respondents were assured of confidentiality and that the data would not be linked with their official College membership and registry information. An incentive was used to boost response rates – eligibility for a draw for one of five prizes equal to the annual College membership fee (\$138 in 2013).

Very large sample sizes were used to support analysis of sub-groups of teachers by region, qualifications and language of teacher education. For Ontario faculty graduates and US border college graduates of 2012, random samples were selected of 50 per cent of the members in good standing with current e-mail addresses who communicate with the College in English. For the graduates of other years, the random samples included 25 per cent of each population.

Given the smaller population of members who communicate with the College in French and the distinctiveness of this employment market, all French-language 2012 graduates and 50 per cent of the French-language graduates of other years were invited to complete the survey. Again to ensure adequate returns from the low population group of Technological Studies teachers, all teachers who graduated in 2012 with these qualifications were invited to participate.

The entire populations of out-of-province and out-of-country educated teachers certified in 2011 and 2012 were invited to complete the surveys.

### Response rates and margins of error

Some responses were incomplete. Those responses that did not include a completed first section on employment status were not included in the analysis. This procedure ensured that bias that might be associated with differential time available to complete the survey and that could affect the employment outcome findings was minimized.

The overall sample invited to participate in the survey was 17,874 individuals. Returns completed totaled 4,428 for an overall return rate of 25 per cent. Return rates for the eight individual surveys ranged from 16 to 35 per cent. The individual surveys' margins of error range between 2.6 and 6.4 per cent.

Survey group	Responses (%)	Response rate (%)	Margin of error (%) *
2012 graduates	1,465	33 %	2.6 %
2011 graduates	580	24	4.1
2010 graduates	488	21	4.4
2009 graduates	525	22	4.3
2008 graduates	466	18	4.5
2002 graduates	237	16	6.4
Other 2012 certified	424	35	4.8
Other 2011 certified	263	21	6.0

\* Survey result accuracy range, 19 times out of 20

Survey rates of return have fallen over the past three years – from an average of 37 per cent in 2011, to 28 per cent in 2012 and to the average of 25 per cent in 2013. The decline affected all of the eight surveys. No changes were made to the survey methodology over these three years. Nor does analysis of the demographics in the returns suggest particular sub-groups that might support an explanation for the decline.

The drop in response rate is likely a result of general on-line survey fatigue. When on-line surveys replaced the previous hard copy mail survey methodology used for this study in earlier years, a large increase in the return rates ensued. This may have been the result of enhanced interest in the novelty of responding to on-line surveys at the time. Given the increase in on-line surveys throughout the Ontario population in general over the past few years, the advantage of a new methodology appears to be wearing off and may account for the drop in response rates.

The 2013 response rates, although significantly lower than in 2011, are still generally above the rates in earlier years when mail surveys were used.

# Demographics

## Ontario and US border College graduates

Six of the 2013 surveys sample Ontarians who graduated from Ontario faculties of education or who attended US border colleges and subsequently obtained their certification as an Ontario teacher.

The survey returns are representative of the populations of early career teachers from which the samples were drawn. On average for the six Ontario and border college surveys (graduates of 2012, 2011, 2010, 2009, 2008 and 2002) they have the following demographic profiles.

Ontario Teaching Qualifications (%)	
Primary-Junior	45%
Junior-Intermediate	18
Intermediate-Senior	34
Technological Education	4

Teacher education sources (%)		
Ontario faculties of education	89%	(90 % of graduates of 2012)
Ministerial consent-holding programs	4	(5 % of graduates of 2012)
US border colleges	7	(5 % of graduates of 2012)

Language of teacher education (%)		
English-language programs	88%	
French-language programs *	12	(14 % of Ontario faculties only)

\* French-language program graduates are 7.7 per cent of Ontario graduates for survey years

Gender (%)	
Female	76%
Male	12

Teaching career (%)	
First career	65%
Second career	39

### Age range by year of teacher education graduation

	2012 (%)	2011 (%)	2010 (%)	2009 (%)	2008 (%)	2002 (%)
18 – 24	29%	10%	1%	0%	0%	0%
25 – 34	46	66	71	73	70	20
35 – 44	17	16	19	17	19	58
45 – 54	7	8	8	8	9	16
55 – 64	1	1	2	2	2	6

### New-Canadian teachers

The new-Canadian respondents certified in 2011 and 2012 have the following demographic profiles.

Ontario Teaching Qualifications (%)	
Primary-Junior	19%
Junior-Intermediate	25
Intermediate-Senior	54
Technological Education	2

Teacher education sources (top 10 sources, largest to smallest)	
1. India	6. Romania
2. Philippines	7. Nigeria
3. Jamaica	8. Pakistan
4. United States	9. Albania
5. United Kingdom	10. Guyana

Language of teacher education (%)	
English	83%
French	4
Other	13

Gender (%)	
Female	83%
Male	17

Age range by year of Ontario certification	2012 (%)	2011 (%)
18 – 24	0%	1%
25 – 34	29	22
35 – 44	36	50
45 – 54	28	22
55 – 64	7	5

Years of teaching experience prior to Ontario certification	2012 (%)	2011 (%)
None	4%	1%
Less than one year	3	4
1 – 2 years	10	10
3 – 5 years	17	24
6 – 10 years	24	20
More than 10 years	41	41

### Ontarians certified after teacher education in another province or abroad

The respondents who are originally Ontarians and completed their teacher education in another Canadian province or country prior to returning to Ontario have the following demographic profiles.

Ontario Teaching Qualifications (%)	
Primary-Junior	54%
Junior-Intermediate	4
Intermediate-Senior	41
Technological Education	1

**Teacher education sources (top 10 sources, largest to smallest)**

1. Australia	6. British Columbia
2. United Kingdom	7. New Brunswick
3. United States	8. Nova Scotia
4. New Zealand	9. Manitoba
5. Quebec	10. Multiple

**Language of teacher education (%)**

English	96%
French	2
Other	2

**Gender (%)**

Female	81%
Male	19

**Age range by year of Ontario certification**

	2012 (%)	2011 (%)
18 – 24	7%	0%
25 – 34	77	78
35 – 44	9	10
45 – 54	5	11
55 – 64	2	1

**Years of teaching experience prior to Ontario certification**

	2012 (%)	2011 (%)
None	49 %	47 %
Less than one year	17	16
1 – 2 years	15	12
3 – 5 years	11	16
6 – 10 years	5	6
More than 10 years	4	3

### Teachers from other provinces who migrated to Ontario

Canadians from other provinces who completed their teacher education in another province, migrated to Ontario and obtained their teacher certification in Ontario have the following demographic profiles.

Ontario Teaching Qualifications (%)	
Primary-Junior	44%
Junior-Intermediate	12
Intermediate-Senior	44
Technological Education	0

Teacher education sources (largest to smallest number)	
1. Alberta	5. Nova Scotia
2. Quebec	6. Newfoundland and Labrador
3. British Columbia	7. Saskatchewan
4. New Brunswick	

Language of teacher education (%)	
English	72%
French	28

Gender (%)	
Female	83%
Male	17

Age range by year of Ontario certification	2012 (%)	2011 (%)
18 – 24	7%	5%
25 – 34	51	55
35 – 44	33	14
45 – 54	5	27
55 – 64	4	0

Years of teaching experience prior to Ontario certification	2012 (%)	2011 (%)
None	12%	12%
Less than one year	9	12
1 – 2 years	21	28
3 – 5 years	21	28
6 – 10 years	9	0
More than 10 years	27	20

# Glossary of terms

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

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

**French-language teachers** – graduates of Laurentian University or University of Ottawa French-language teacher education programs, employed in an Ontario publicly funded French-language school board, and/or qualified as, or employed as, French as a second language teachers

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

**Full employment** – status of a teacher active in the teaching job market during the school year, not reporting unemployment and not reporting wanted more employment as a teacher this year; may be part-time or full-time employed

**Independent school** – privately run elementary and/or secondary school that operates independently in Ontario as a business or non-profit organization.

**Long term occasional position** – full-time or part-time position that replaces a regular teaching position and has a definite end date and is called “long-term occasional” (LTO)

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

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

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

**Ontario teacher education graduates** – Graduates of Ontario faculties of education or ministerial consent teacher education programs in Ontario

**Other limited term contract** – full-time or part-time position that has a definite end date and that is not referred to as long term occasional and does not replace a regular teaching position

**Ministerial consent teacher education programs** – Charles Sturt University, Niagara University in Ontario, Redeemer University College, Tyndale University College and State University of New York at Potsdam (Ontario) each of which operate teacher education programs in Ontario under special ministerial consent

**Regular teaching position** – full-time or part-time position that does not have a definite end date

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

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

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

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

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

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

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



The teacher surplus in Ontario is now so large that half the new education graduates will face five or more years of job searching to gain full employment as teachers.

More new teachers are looking beyond Ontario's borders for their first teaching jobs.

New-Canadian teachers have very little success in this glutted job market. Four in five of them cannot find even daily supply teaching work.

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