

# Transition to Teaching 2013 French-language Teacher Education Program Graduates



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

# Transition to Teaching 2013 French-language Teacher Education Program Graduates

**This report is a supplement to the Transition to Teaching study report for 2013 available on the Ontario College of Teachers web site.**

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# Executive Summary

Surveys of French-language teacher education program graduates<sup>1</sup> in 2013 may signal a pause or reversing of a multi-year trend of worsening job market conditions for this segment of the teaching profession in Ontario. Following several years of steadily increased unemployment and underemployment for these graduates of Laurentian University and the University of Ottawa, more of them were found this year to have achieved full employment as teachers in their first three years in the profession.

Job outcome improvements in 2013 are not substantial, but fewer were unemployed and the quality of their jobs improved over the results found in comparable surveys in 2012.

Despite these improvements, one in six of the graduates in 2012 who sought teaching jobs were unemployed throughout the entire 2012-2013 school year – not even finding daily supply teaching opportunities. Just one in four of them secured regular teaching jobs<sup>2</sup>. And more than one in three of those who were working did not get as much employed teaching time as they wanted.

Since 2008, first-year unemployment rose from one per cent to 17 per cent in 2013, after hitting a high of 22 per cent in 2012. The combined unemployment and underemployment rate for first-year French-language program graduates has increased from 15 per cent in 2008 to 52 per cent in 2013. Daily supply teaching by year end now stands at one in four of those who find teaching jobs.

Just one in three were hired into regular positions in their first year in the profession. This is sharply different from the 65 to 70 per cent first-year regular jobs outcomes found in College surveys from 2002 through 2008. Two in five at year end are still piecing together teaching assignments on a part-time or daily supply basis and/or at more than one school.

Regional and qualification differences are evident among French-language program graduate job outcome measures. But the job market tightening is now affecting these new French-language teachers across all divisions and throughout the province. Intermediate-Senior qualified graduates fare better than those with certification as Primary-Junior or Junior-Intermediate teachers.

About one in three of these first-year teachers now look outside the province for their first teaching job and just under one in four actually teaches in other provinces. One in ten of these teachers drop their membership after one year and one in six do so by the fourth year after graduation and one in five by year eight. These early career lapsed memberships occur at much higher rates than lapsed memberships among English-language program graduates.

Two in three of these French-language program graduates who gained teaching employment of any type did so in the province's French-language Catholic or French-language public schools. Almost one in four teach outside the province. One in 10 teaches in English-language public or Catholic school boards.

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1 Except where otherwise noted, survey findings throughout this report refer to responses of the graduates of the French-language teacher education programs at Laurentian University and the University of Ottawa.

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

Job success measures reveal that French-language teacher challenges extend well beyond the first year. Since 2008 the combined unemployment and underemployment rate for third-year teachers has grown from six to 24 per cent and for those in their fifth year from eight to 21 per cent.

On most measures, however, French-language program graduates fare better in the Ontario teacher job market than their English-language program peers. Their unemployment and underemployment rates are well below those experienced by English-language teachers, although the regular job rate for those in their first year fell four years ago to near the level for English-language teachers and it remains below one in three. And the French as a second language teacher job market that draws some of the graduates of French-language programs also outperforms the English-language teaching market.

Job searching by these new teachers<sup>3</sup> includes much more than simply submitting on-line applications. Many view networking with experienced and decision-making educators as key to successful landing of a teaching job. And many actively pursue opportunities to get noticed by working their education contacts and by personal visits to schools. In the first year following graduation, one in five of them volunteer their time in school classrooms to increase their chances of being recommended for teaching jobs. By the second year of job searching this rises to one in four.

Many first-year teachers apply to multiple school boards and to multiple regions of the province. Most of them apply to French-language school boards and half to both public and Catholic French-language boards. Almost a third of them apply to English-language school boards as well. A similar proportion applies to schools in other provinces. And one in eight looks for positions in Ontario independent schools.

They give school board hiring practices mixed reviews. About half find the standard application process to be clear, but one in three say they could not easily find information about the availability of specific teaching jobs. Many also report that they don't understand how supply teaching relates to eligibility to be considered for long term occasional and regular positions. And one in three say they are not kept well informed about the status of their applications. Only one in 10 says applications were not handled fairly.

Success in finding a job is thought to depend on multiple factors. The formalities of the on-line application, resume, portfolio and cover letter are essential. A good interview is required. But getting to that interview stage is seen by many to depend on connections made through teaching practicums, volunteering, networking, family or friends. They say that being known or in the right place at the right time often lead to job offers given the increased competition today.

The majority of the four in five teachers who found some employment in the first year after graduating consider themselves to be well prepared, confident, supported by colleagues and professionally satisfied with assignments.

Not unexpectedly, job security concerns are expressed by many first-year teachers. Concern about job security is also evident among second-year teachers. And one in four is not optimistic about their professional future.

This new generation of French-language teachers, for the most part, is committed to long-term teaching careers. About eight in ten say they will still be teaching in five years' time. They pursued teacher education because they wanted to make a difference in students' lives, and this motivates them not to give up on their teaching careers even in the face of the underemployment experienced by many.

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3 "New teachers" refers throughout to newly certified members of the Ontario College of Teachers.

Despite their high level of commitment to the teaching profession found in these surveys, French-language graduates drop their membership in the Ontario College of Teachers at much higher rates than English-language program graduates. Combined with the growing numbers of French-language program graduates who maintain their College membership but teach in other provinces, more than one in three of them have temporarily or permanently left the Ontario teaching market within two years following graduation.

Recent graduates of Ontario's French-language teacher education programs recommend changes to further strengthen preparation for teaching in the future. They call for more emphasis on classroom management and on assessment, testing and evaluation. They suggest lengthening the teaching practicum, more opportunities to engage in supervised teaching in the classroom, more coaching and feedback about their teaching, and more time for teaching candidates to observe experienced teachers.

The majority are engaged in significant and varied professional development. Most who hold regular teaching contracts in Ontario publicly funded school boards, and some of those with long term occasional contracts, participate in and value the New Teacher Induction Program (NTIP).

Teachers who are in daily supply teaching roles in their first few years have very limited access to professional development. And with substantial numbers of new teachers unemployed or in daily supply roles throughout the first five years of their teaching careers, this serious deficit affects large numbers of this new generation of the French-language teaching profession.

Most of these unemployed and supply teachers miss out on the formal and informal school-based professional development, orientation, mentoring and principal evaluations available to most teachers with regular employment contracts. They also take fewer in-service courses. And they engage far less with other educators through subject or specialist associations and through teacher enquiry projects than their peers in regular positions or long term occasional contracts.

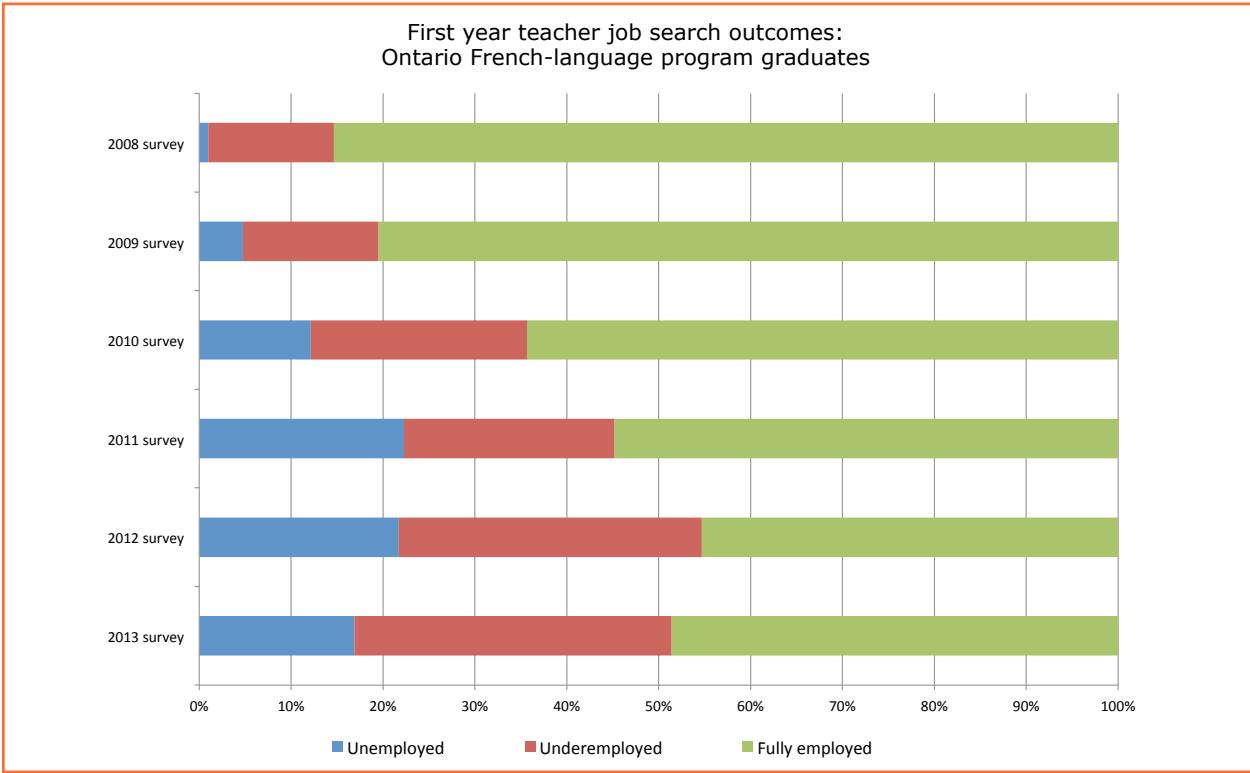
# Employment outcomes

## Half of French-language program graduates are unemployed or underemployed in the first school year after graduating

Employment outcomes for the graduates of Ontario’s French-language teacher education programs of 2012 are little changed from the experience of first-year teachers the previous year. Unemployment fell somewhat but underemployment edged up. And only half of the class of 2012 succeeded in finding full employment as teachers in the 2012-2013 school year. Despite the slight improvement over the previous year, this success rate remains far below the 85 per cent full employment rate for first graduates as recently as 2008.

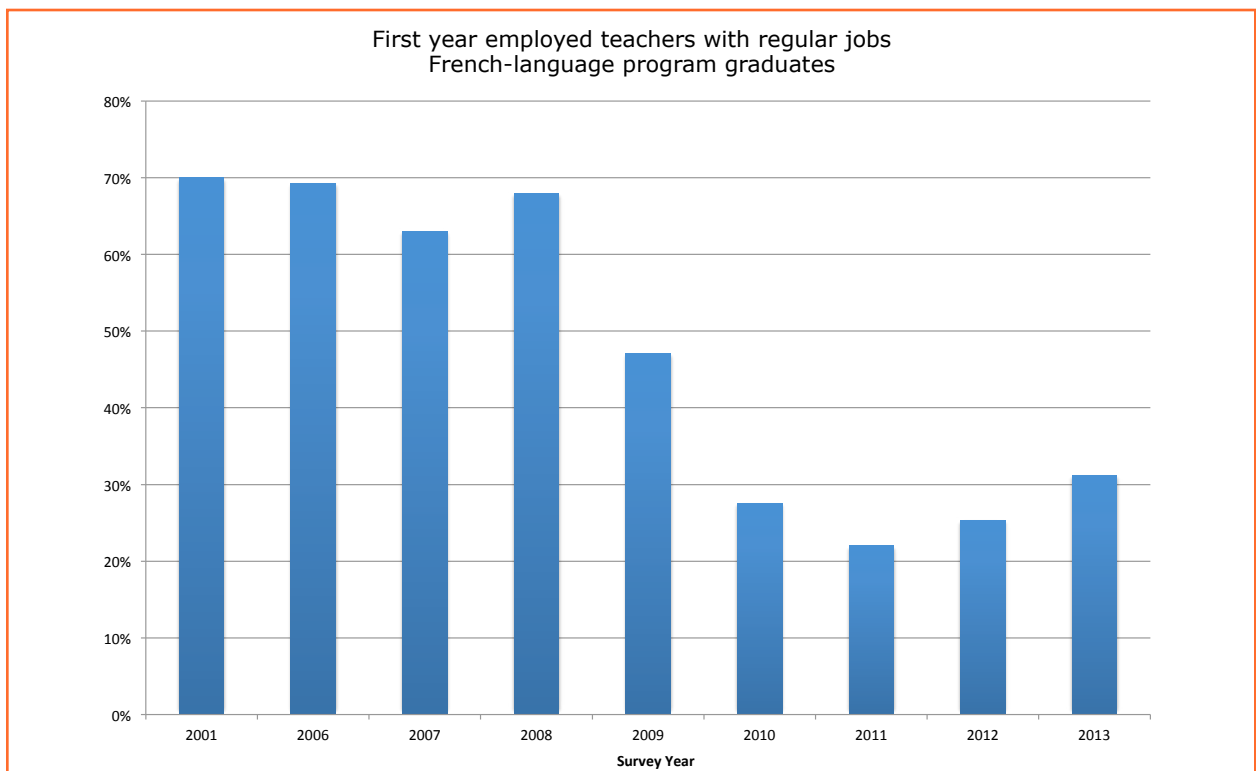
The spring 2013 survey found that one in six (17 per cent) of these first-year teachers were unemployed. They looked for teaching jobs but were completely unsuccessful in finding any work as teachers. They could not even get any daily supply assignments. And another 35 per cent of them say they did find some work during the school year, but they considered themselves to be underemployed. They did not get as much teaching employment as they wanted throughout the year.

Despite the improvement in unemployment in 2013, at 17 per cent the current rate stands in stark contrast to one per cent unemployment back in 2008. And the 35 per cent underemployment compares with just 14 per cent in the same year.



For those who had some job success it most often came as daily supply teaching and/or piecing together part-time and limited term contract jobs, often in more than one school. The entry job for more than two in five of them was daily supply teaching (42 per cent) and, by year end, most of those who were teaching held term contracts (44 per cent) or were still on daily supply lists (25 per cent). Fewer than one in three (31 per cent) of the employed teachers held a continuing regular teaching appointment.

The regular teaching job rate for first-year teachers is well below the 63 to 70 per cent rates for the French-language program first-year teachers with regular jobs throughout most of the last decade and as recently as the 2008 survey. However, this is a second year of marginal improvement from the low regular job rate of 22 per cent in 2011.



Just one in four (24 per cent) of all first-year job seekers, including the unemployed, say they secured a regular teaching job in the 2012-2013 school year.

*I stayed in northern Ontario during the past school year and could only find daily supply teaching. By attending a job fair at Laurentian this spring, I was able to find a long term occasional position in the south for next year.*

Intermediate-Senior biology and chemistry daily supply teacher, North Bay

Some regional variations are evident in job outcome measures. Northeastern Ontario has the highest level of unemployment and underemployment, with 70 per cent of all employed teachers still engaged in daily supply teaching at year end. French-language program graduates teaching in Toronto and the greater Toronto area outside the city enjoy the highest rate of regular teaching appointments.

### Job outcomes in 2012-13 by region of employment

Job Outcomes	Eastern Ontario (30%)*	Northeast Ontario (11%)	GTA (20%)	Other Ontario (15%)	Outside Ontario (24%)	All (100%)
Unemployed	21 %	33 %	17 %	5 %	14 %	17%
Underemployed	28	47	23	32	37	35
Regular position	29	20	59	28	16	31
LTO/term contract	42	10	41	50	60	44
Daily supply	29	70	0	22	24	25

\* proportion of graduates living in region at time of survey

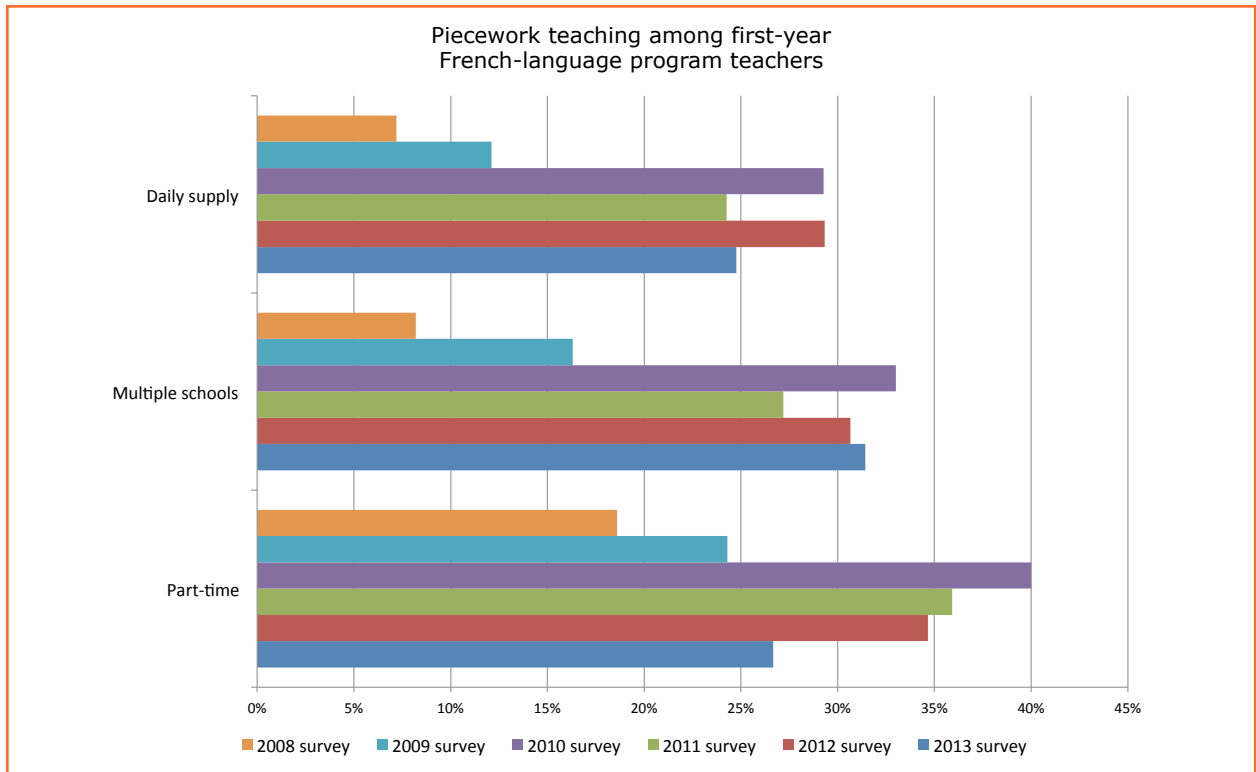
Graduates of French-language programs across all divisions are affected by the challenging job market of recent years. Intermediate-Senior qualified graduates fared best in entry to teaching in the 2012-2013 school year. Very few were completely unemployed throughout the year (just three per cent) and two in five of the employed Intermediate-Senior teachers were hired into regular teaching positions.

Unemployment hit one in six Primary-Junior French-language program graduates and fewer than one in three held regular positions by school year end. The experience of Junior-Intermediate teachers was similar with one in five unemployed and just one in four of the employed teachers in regular positions. Too few Technological Studies graduates were included among respondents to interpret their job market with confidence.

### Job outcomes in 2012-13 by division

Job Outcomes	Primary-Junior (%)	Junior-Intermediate (%)	Intermediate-Senior (%)
Regular position	29 %	25 %	41 %
LTO/term contract	44	63	33
Daily supply teaching	27	12	26
Unemployed	16	20	3
Underemployed	28	34	49

Piecework teaching decreased somewhat from last year's surveys. However, piecework continues to be much more common in 2013 than six years ago. About one in four are employed in daily supply teaching at year end with a similar share of employed teachers saying they are part-time. One in three says they are handling teaching assignments in more than one school. And two in five say they are teaching part-time, in daily supply roles and/or in multiple schools.

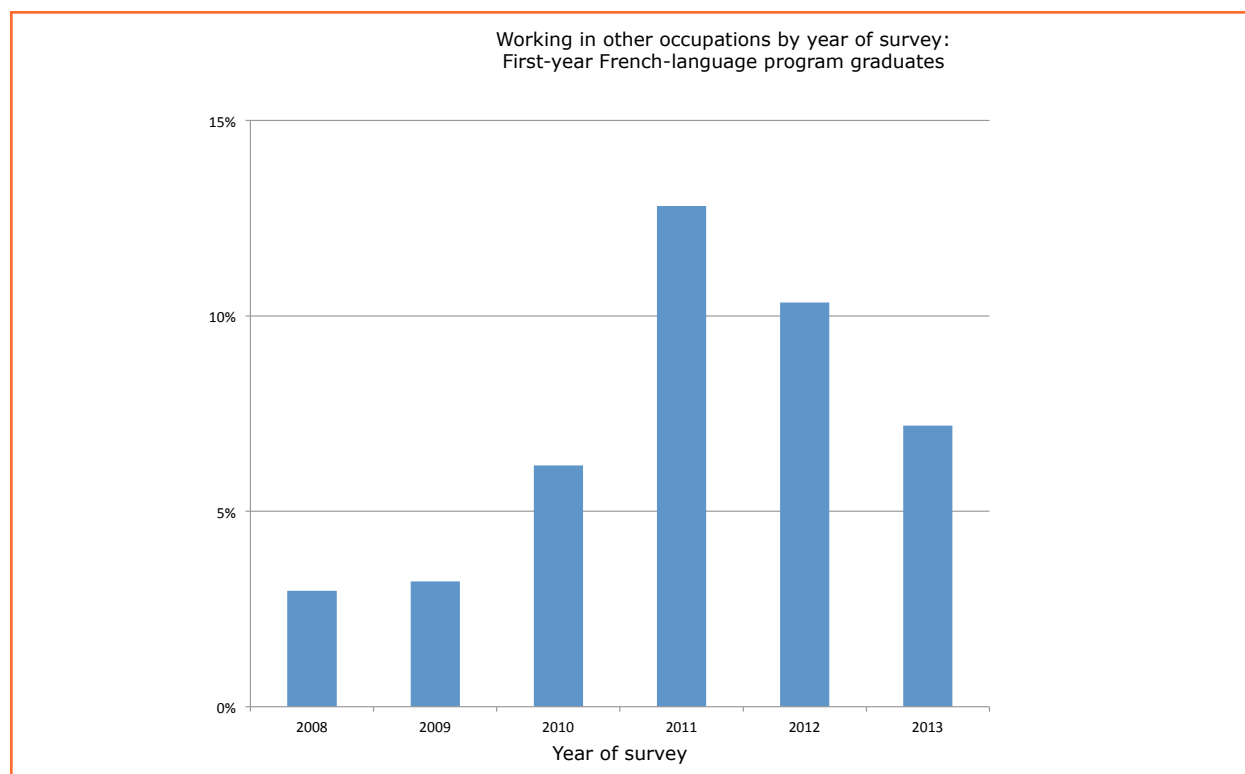


Almost one in three of these first-year teachers (30 per cent) applied for teaching jobs in other provinces, although just 23 per cent of those who are employed report teaching outside Ontario by year end. Almost three in four of those teaching outside the province are in Quebec and the remainder in other Canadian provinces.

*I had no hope of getting on supply lists in Ontario. After moving to Alberta, I easily got on supply lists and even found some longer-term teaching contracts.*

Primary-Junior French-language program graduate of 2012, Calgary

Between 2008 and 2011, a trend began to emerge of more first-year teachers working in non-teaching jobs, either as alternatives to teaching or to supplement part-time or occasional teaching. This has receded somewhat over the past two years, perhaps related to the marginal improvements in job entry success and in the quality jobs found in the first year of teaching.



About one in five (21 per cent) of the first-year teachers who could not find any teaching jobs report that they are working at another occupation. For many of those who could not find teaching employment in their first year, their commitment to teaching continues – about two in three of these unemployed teachers (67 per cent) say they will or probably will be continuing their teaching careers five years in the future.

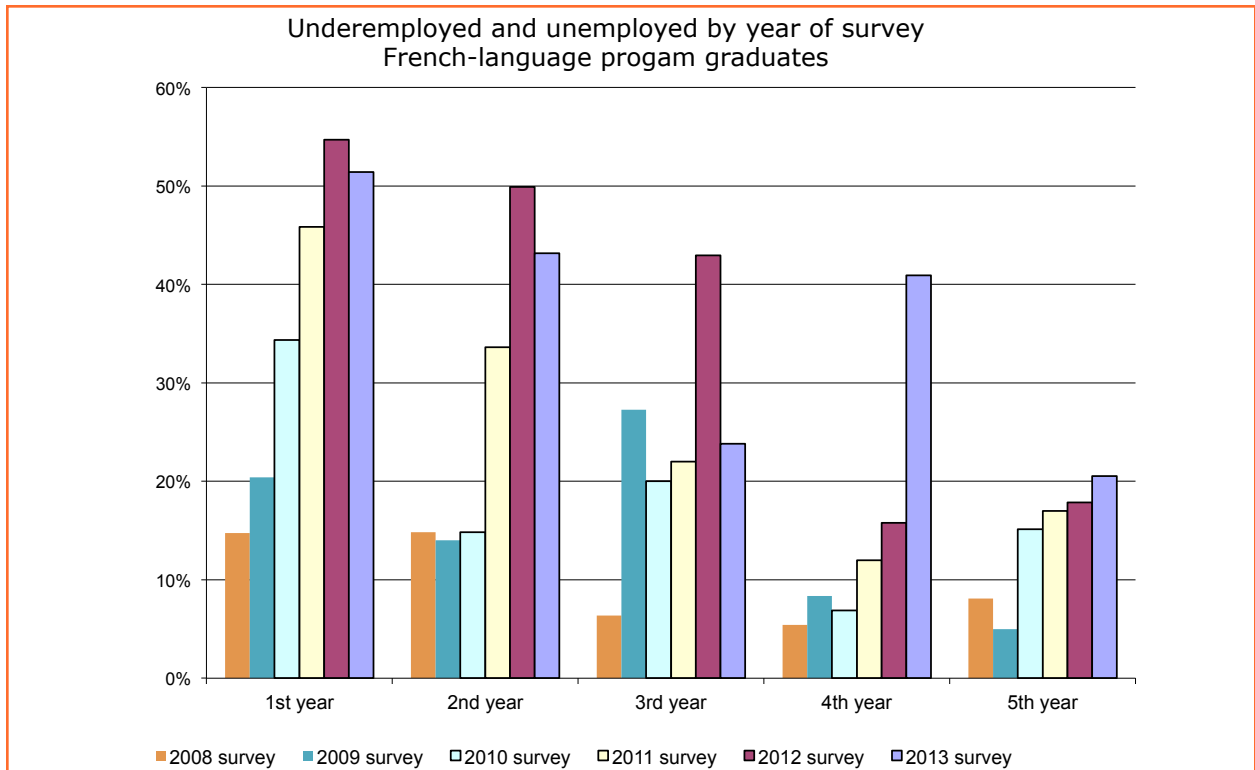
### Job outcomes in 2013 may signal a trend correction in job outcomes

The survey results for years one to five of French-language program graduates present mixed results that may alter the trends of the recent past.

- This study defines full employment for teachers as those who report:
- they are active in the job market,
- they were employed as a teacher during the school year, and
- they say they had as much teaching work as they wanted throughout the school year.

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

The combined unemployment and underemployment rates for teachers in their first three years after graduating fell back from peak levels hit in 2012. This reversal of the four-year trend is not apparent in the results for fourth- and fifth-year teachers. The 2013 survey results could be an early sign of a halt or reversing of the trends to less successful job searches for French-language graduates in recent years.



Nonetheless, the levels of under/unemployment in 2013 continue substantially higher across the first five career years than they were in the virtually full employment years for French-language program graduates up to 2008.

The wait time for full employment has lengthened considerably for many French-language program graduates. Since 2008:

- first-year teachers not fully employed increased from 15 to 51 per cent
- second-year teachers from 15 to 43 per cent
- third-year teachers from six to 24 per cent
- fourth-year teachers from five to 41 per cent, and
- fifth-year teachers from eight to 21 per cent.

Despite this less robust market for French-language program graduates than in the recent past, early career teachers do continue to improve their employment status over time. This year's surveys show a generally steady rise in regular teaching positions from about one in three for teachers in their first two years following graduation to four in five of them by their fifth year in the profession. And most teachers (9 in 10) have regular teaching jobs ten years into their careers.

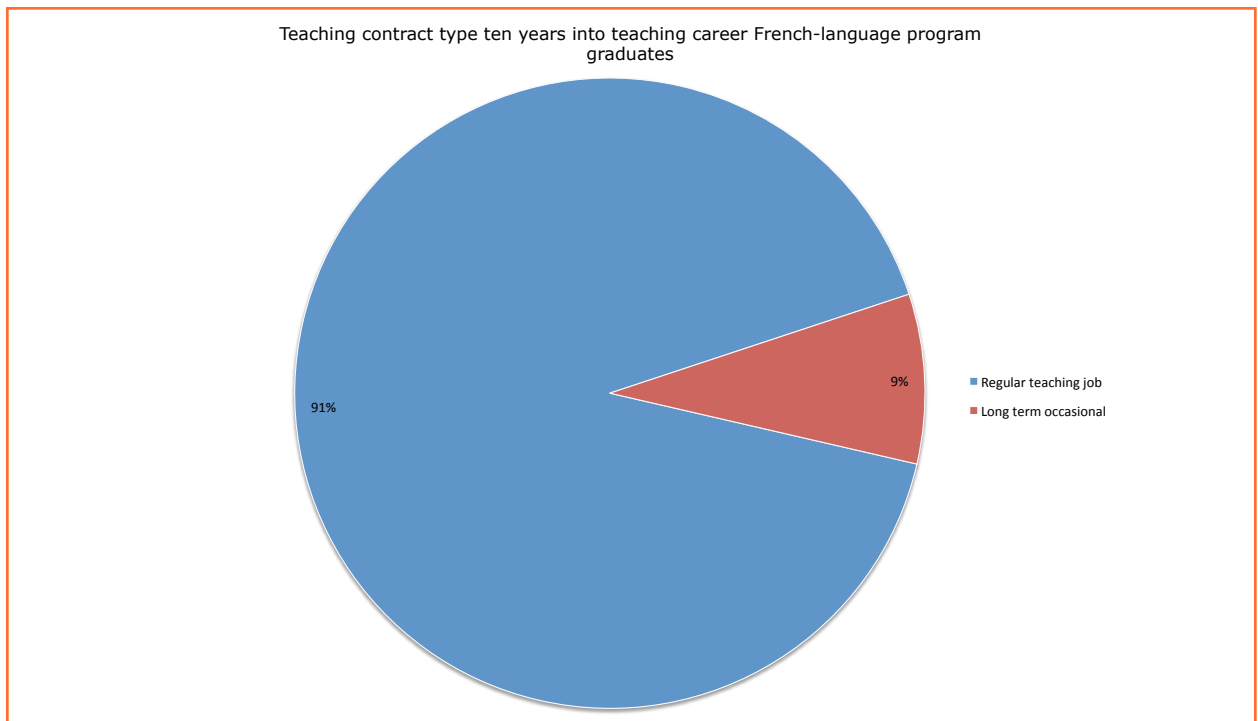
Job change is common in the early career years for French-language program graduates in Ontario. More than three in five employed first-year teachers (61 per cent) and about than half of the teachers in their second through fourth years expect to be in different teaching jobs the following school year. About two in five fifth-year teachers also anticipate a job change.



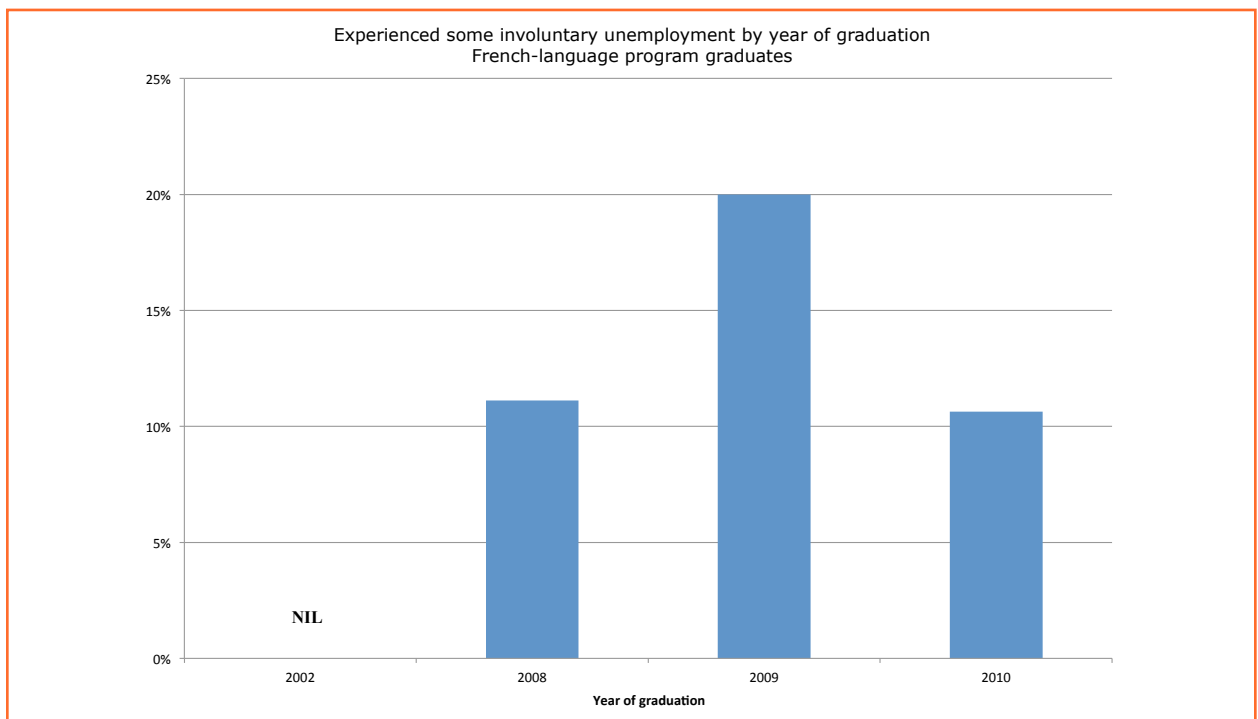
Some of this change is teacher-driven and focused on seeking another school, grade level or assignment. For the majority, however, the change is anticipated because a term contract is ending, they hope to move up from occasional teaching to regular or LTO contracts or they were declared surplus or expect to be laid off.

**Ten years out, graduates of 2002 are well established in teaching careers**

Most graduates of French-language teacher education programs in 2002 are well established in their teaching careers ten years later. Eight per cent say they were underemployed during the school year. More than 9 in 10 of those with jobs (91 per cent) have regular teaching contracts. The others report long term occasional positions. None of them choose or have to resort to daily supply teaching. Most are highly positive about their career choice and how it has unfolded for them.



None of these teachers who entered the Ontario job market when there was a very high demand for French-language teachers report that there was any time in their teaching career when they were unemployed because they could not find a teaching job. This contrasts with 10 to 20 per cent for those who began careers toward the end of the decade.



## French-language job markets still outperform the English-language market

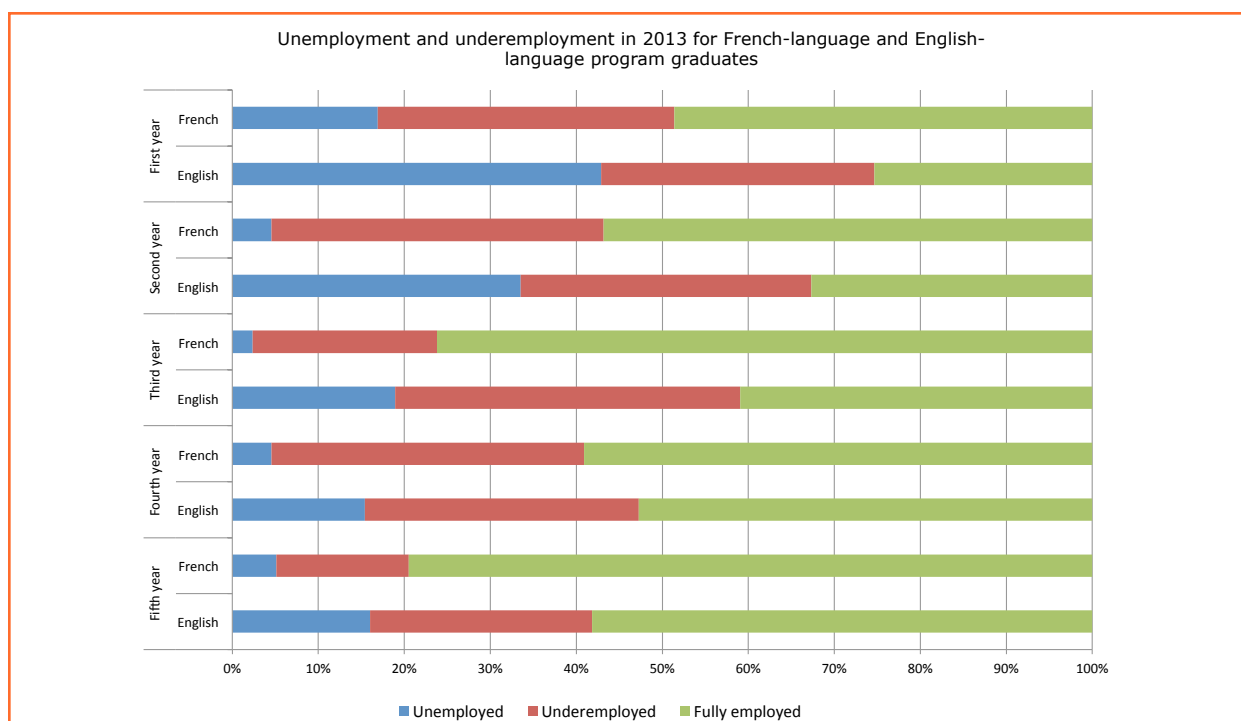
Despite the generally less positive job outcomes for French-language graduates since 2008, these new Ontario teachers continue to report significantly lower unemployment and lower underemployment than their English-language program counterparts.

The table below presents job outcomes for French-language program graduates, French as a second language graduates and English-language program graduates (excluding those able to teach French as a second language). About half of both of the French-language teacher groups experience full employment in their first year, compared with just over one in five English-language teachers. And the unemployment rates for English-language teachers two and a half times the rates for the French-language teacher groups.

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

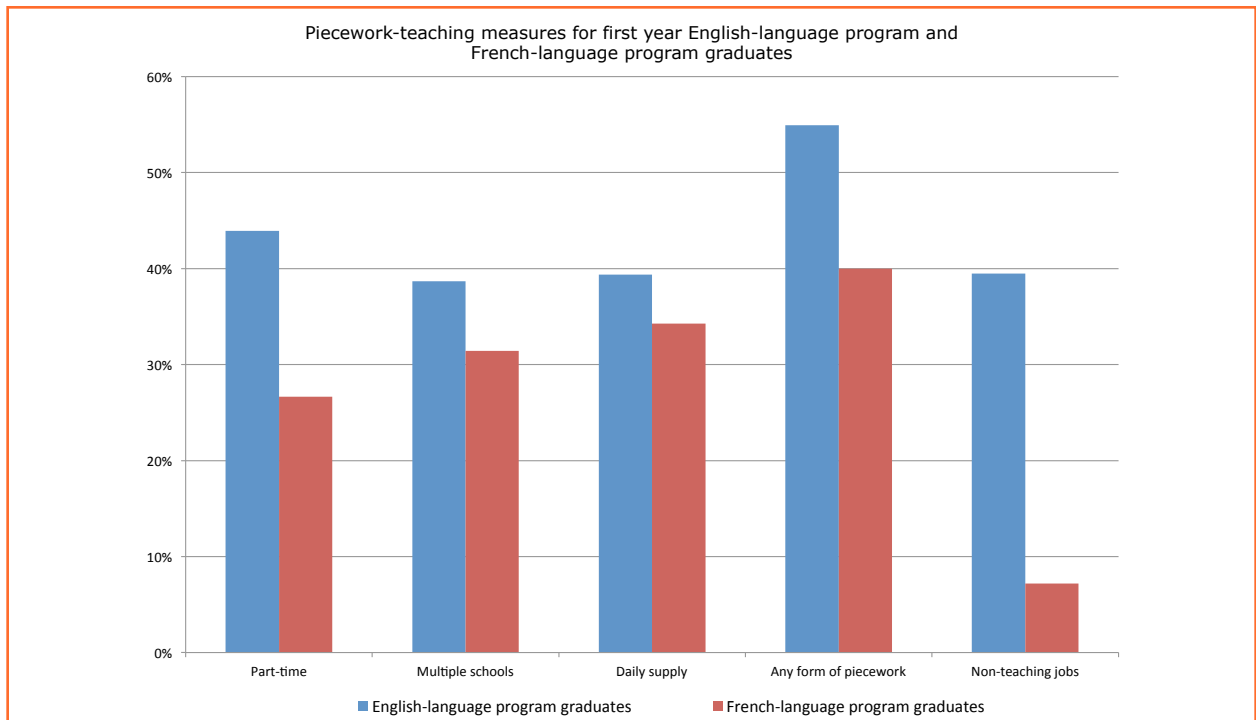
	French-language program graduates (%)	French as second language teachers (%)	English-language teachers (%)
Unemployed	18 %	17 %	45 %
Underemployed	34	33	33
Fully employed	48	50	22
Regular contracts	31	34	26

Regular job success in the first year and rates of underemployment are more similar across the three different groups.

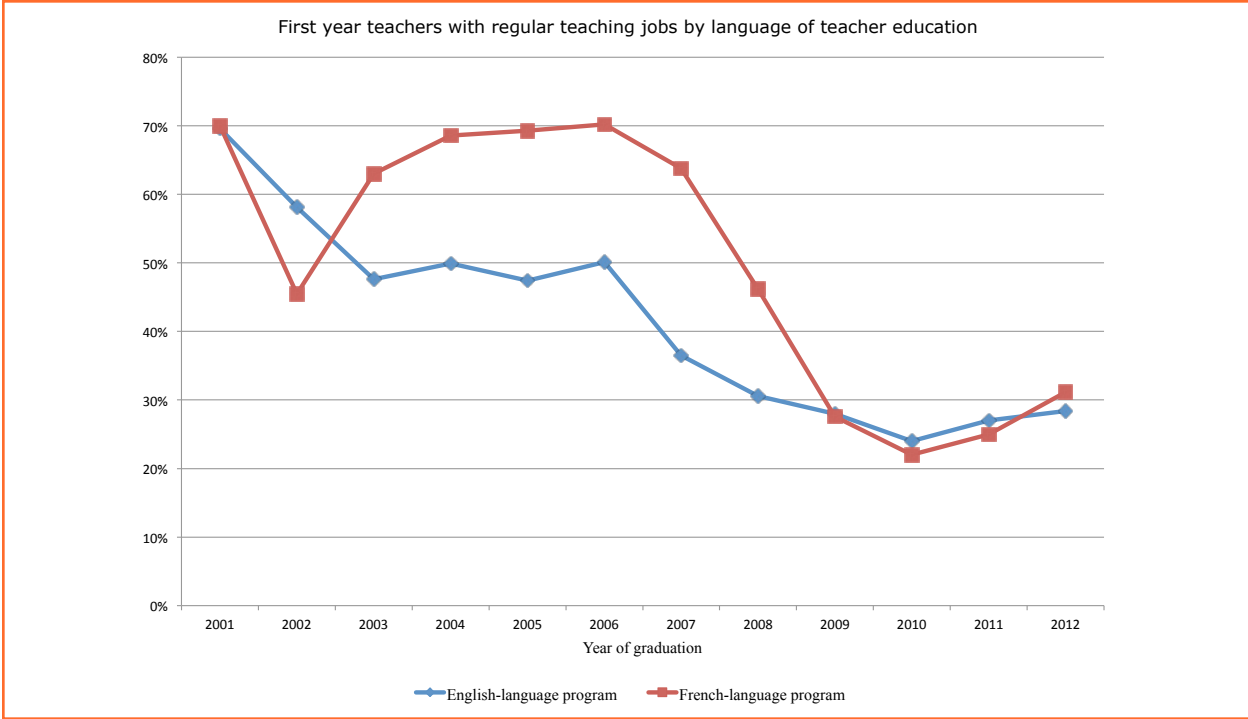


The preceding chart describes job outcome differences between French-language program graduates and English-language program graduates across the first five years of teaching careers. Much higher proportions of the English-language program graduates are unemployed and under-employed than French-language program graduates, not just in the first year, but across the first five years of their careers.

French-language program graduates also less frequently have to resort to part-time, multiple schools and daily supply teaching than their English-language program peers. And they do not need to fall back on non-teaching employment nearly as frequently as English-language graduates.



Fewer regular teaching positions are available in recent years for French-language teachers. They rely much more on long term occasional opportunities for the early years of their careers. Regular teaching contracts were fairly standard for first-year French-language program graduates until 2007. Since then, regular job reports dropped from 64 per cent to just 31 per cent for the 2012 graduates. Regular job rates for first-year French-language program graduates have been at low levels similar to English-language program graduates for the past four years.



### Where do French-language program graduates find first-year teaching jobs?

The 83 per cent of French-language program graduates of 2012 who succeeded in obtaining teaching employment in the 2012-2013 school year found their opportunities across Ontario and in other provinces. More than one in four of them report jobs in eastern Ontario. And almost one in four are teaching outside Ontario.

### Geographic distribution of employment and regular jobs – first-year teachers in 2013

Geographic Region	Share of total employed (%) *	Share of regular teaching jobs (%)*
Eastern Ontario	28 % (40 %)	24 % (26 %)
Outside Ontario	23 (17)	12 (11)
City of Toronto	10 (11)	21 (11)
Greater Toronto region	10 (11)	18 (16)
Northeastern Ontario	9 (8)	6 (0)
Southwestern Ontario	9 (7)	15 (21)
Central Ontario	5 (4)	3 (11)
Northwestern Ontario	5 (3)	0 (5)

\* Previous school year percentages in brackets for 2012 survey

Regular teaching job opportunities present a somewhat different distribution. French-language teachers in Toronto, the greater Toronto region and the southwest report they regular teaching appointments disproportionate to their share of total employment.

More than four in five of the French-language program graduates of 2012 who found teaching jobs in the province are employed in French-language public (34 per cent) or French-language Catholic (51 per cent) school boards. Publicly funded English-language school boards provided 14 per cent of Ontario teaching jobs for French-language program graduates and independent schools just one per cent.

French-language public school boards had disproportionately fewer regular teaching jobs relative to their share of employed first-year teachers.

### Employer distribution of employment and regular jobs in Ontario

Employer Type	Share of total employed (%)	Share of total regular teaching jobs (%)
French-language public	34 % (29 %)	21 % (41 %)
French-language Catholic	51 (45)	59 (47)
Independent schools	1 (5)	3 (12)
English-language public	9 (13)	10 (0)
English-language Catholic	5 (5)	7 (0)
Other **	0 (3)	0 (0)

\* Previous school year percentages in brackets for 2012 survey

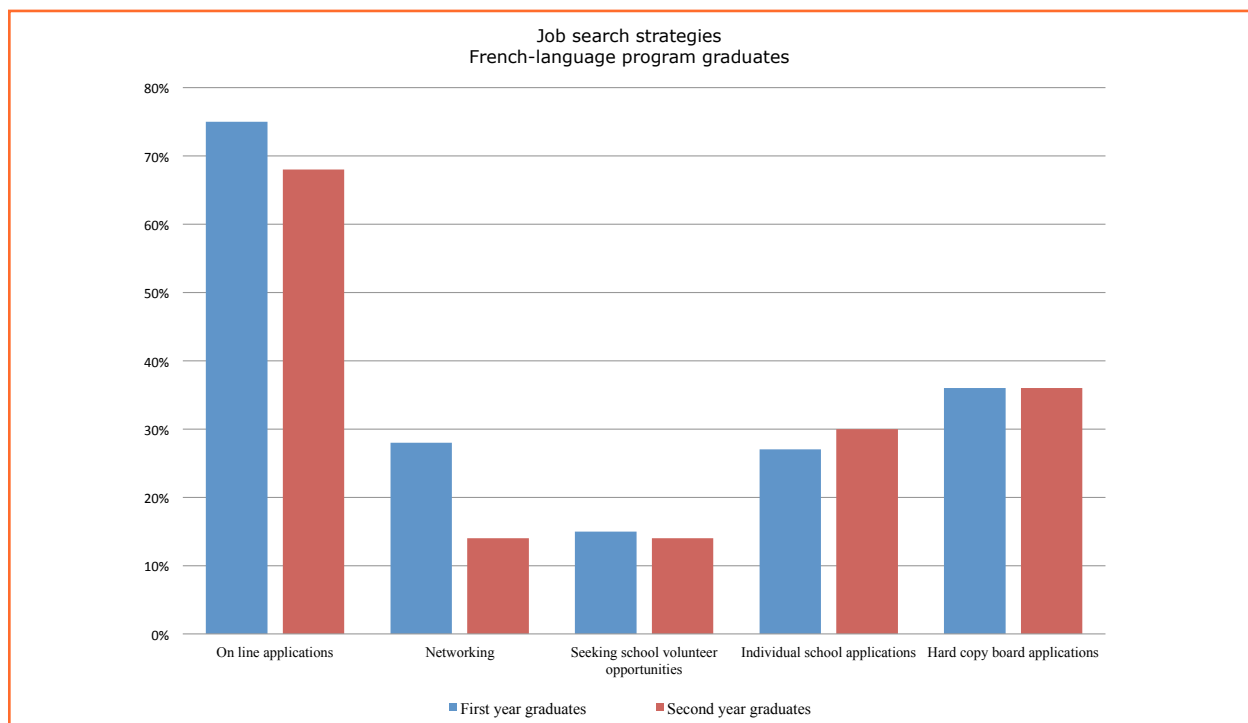
\*\* Teachers reporting “other” refer to French-language public and Catholic board as their employers

# Job searching and volunteering

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

French-language program graduates use varied job search strategies in their efforts to secure teaching employment.

- Three in four first-year teachers use the standard on-line application process in place for most publicly funded school boards across the province.
- One in four pursues active networking with teachers and school administrators.
- About one in six looks for school volunteer opportunities as an additional job strategy.
- And, despite many boards' policies to direct all applicants to use the formal on-line application processes, one in three of these new teachers also submits hard copy applications to school board offices and more than one in four to individual schools.



This multi-strategy approach continues into the second year of job searching.

*I tried several strategies to obtain a permanent or long-term teaching job. I had to sacrifice supply days to volunteer in a school, get noticed by the principal of schools I supplied in, participate in extra-curricular activities, visit boards and schools regularly and apply for every permanent or long term position that became available.*

Secondary math and physics graduate of 2012 with LTO assignment in greater Toronto region

Most graduates of French-language teacher education programs (88 per cent) apply to Ontario French-language school boards for teaching positions. And almost half of them (44 per cent) send applications to both French-language public and French-language Catholic school boards.

Many of these new teachers do not restrict their job searches to Ontario's French-language boards. More than one in four (29 per cent) apply to Ontario English-language school boards. And one in eight (12 per cent) include Ontario independent schools in their job searches.

The reach of job searches is wide-ranging for many of these new graduates. Only 15 per cent confine their search to a single school board, half (51 per cent) apply to two or three school boards and one in four (24 per cent) of them apply to four or more boards. Ten per cent said they did not have to apply in order to find teaching positions.

Half of these French-language program graduates (49 per cent) apply to school boards in more than one region of the province and about a third (30 per cent) of them apply to schools outside Ontario. Half (48 per cent) include eastern Ontario schools in their search. The City of Toronto is next in Ontario region popularity at 32 per cent.

### First-year applications by geographic region

Geographic Region	Applicants including region in search (%)
Eastern Ontario	48 %
City of Toronto	32
Greater Toronto region	31
Outside Ontario	30
Southwestern Ontario	26
Central Ontario	25
Northeastern Ontario	23
Northwestern Ontario	15

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

Just half of French-language program graduates of 2012 reported positively on the clarity and ease of understanding of school board employment application procedures, with one in three (32 per cent) rating the application procedures negatively. Views were similarly split with regard to ease of finding information on available jobs and on how supply list status relates to eligibility for consideration in long term occasional and regular job competitions.

Two in five say they were not kept apprised of the status of their applications, but only one in 10 (11 per cent) say they were treated unfairly by school boards.

*I found it very difficult to understand the hiring procedures of different school boards. Some boards close their hiring lists for substitute teachers. The boards don't even keep me informed. Hiring procedures are not clear at all as different people in the human resources department of the same board give different information.*

Primary-Junior graduate of 2012 supply teaching in eastern Ontario

### Connections and proactive searching are seen as key to getting teaching jobs

Most teachers who succeed in finding some form of teaching job in their first year attribute the success to multiple factors. The majority of them affirm the importance of the formal elements in the application process – the interview, references, portfolio and resume.

Getting to the interview stage is usually seen to depend on making connections and standing out from others. Being in the right place at the right time is ranked by the majority of successful applicants as an important factor in job success. Connections made through networking, the practicum, volunteering and previous employment with schools or school boards are all seen as important by more than two in five successful job applicants.

### Factors contributing to job search success

	% important or very important
Interview	88 %
References	78
Portfolio, resume	77
Right place at right time	71
Networking	52
On-line applications	52
Connection made through practicum	50
Persistent follow up	49
Hard copy applications to school board	46
Applications to individual schools	42
Volunteering in a school	42
Previous employment with school or board	41
Willing and able to relocate	40
Family or personal connection	27

Two in five report that being willing and able to make a geographic relocation was important in job success. And about one in four attributes first-year job success in part to family or personal connections.

### **Many graduates consider volunteering in schools**

Many French-language program graduates of 2012 (64 per cent) and 2011 (55 per cent) report that they considered volunteering at a school as part of their job search strategy. About one in five (20 per cent) of the 2012 graduates as well as one in four (27 per cent) of the graduates from 2011 followed through on volunteering in a classroom. Those who did not volunteer, for the most part, say that they could not afford to volunteer or that they found employment without needing to. A small number were not able to find a school in which they would be welcomed to volunteer.

Volunteer time commitments vary widely. Many report substantial weekly commitments and for many months throughout the school year. Among the volunteers who graduated in 2012, two in three (68 per cent) did so for more than one month and 39 per cent for four or more months. More than half of these volunteers (57 per cent) contributed three or more hours of their time to volunteering each week.

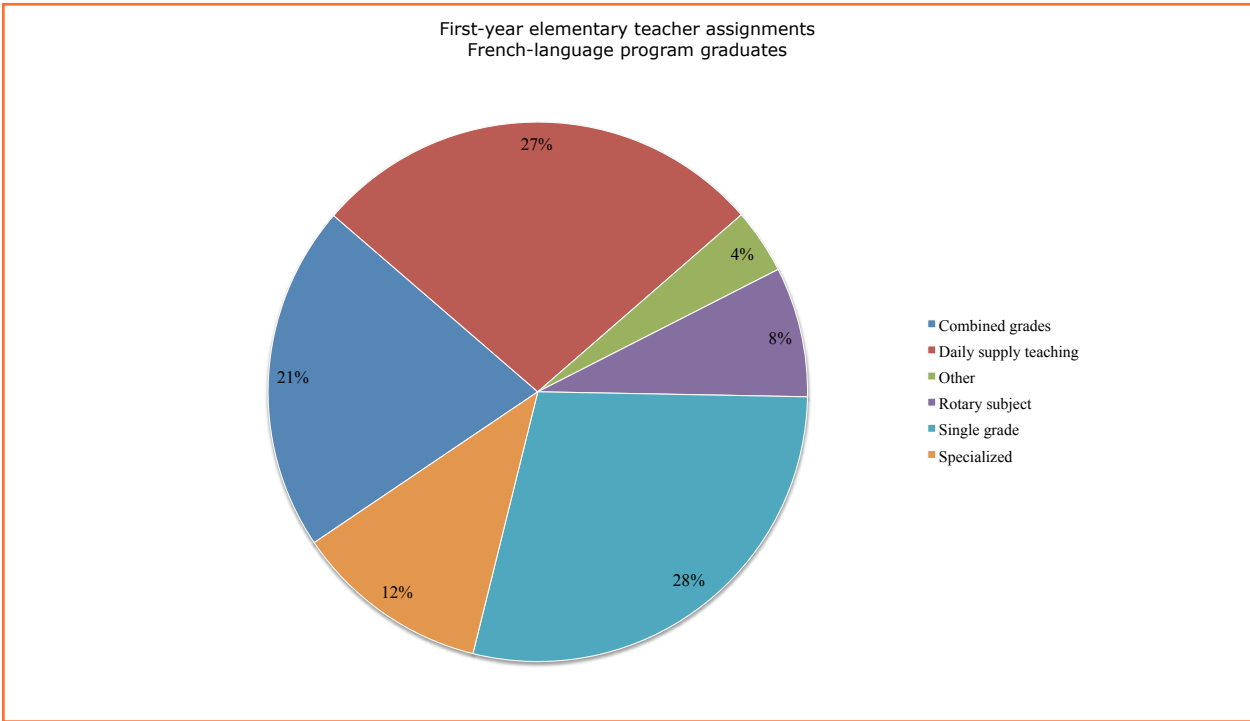
Somewhat more first-year Primary-Junior (36 per cent) and Junior-Intermediate (39 per cent) certified teachers volunteered than did those with Intermediate-Senior (21 per cent) certification.

# Teaching experience in the early career years

## Many first-year teachers are given challenging assignments

Among first-year French-language program graduates who secure elementary teaching assignments, more than two in five (42 per cent) say their first assignment was daily supply teaching. And more than one in four of them (27 per cent) continued with daily supply teaching at the end of the first school year.

More than one in four (28 per cent) of first-year elementary teachers are regular or long term occasional teachers assigned to teach single homeroom grades. One in five (21 per cent) were assigned to combined grades. 12 per cent taught specialized classes, eight per cent rotary classes and the remainder a mix of assignments.



Many daily supply teachers report they are engaged in specialized teaching as part or all of their assignment. Almost one in three (30 per cent) first-year elementary teachers – daily supply, regular and limited term contract teachers – teach French as a second language or special education.

Among first-year teachers with secondary school teaching jobs, almost half (44 per cent) have four or more different course preparations and one in ten (10 per cent) say they have six or more course preparations.

### Some first-year assignments do not match teacher qualifications

Three in five of these French-language elementary teachers (59 per cent) consider their qualifications to be an excellent or good match to the assignments. One in seven (14 per cent) report that the assignment is either not an adequate match or not a match at all to their qualifications.

More secondary teacher respondents present a less positive view of the match of their teacher qualifications and their assignments. As with their elementary colleagues, three in five (62 per cent) rate the match as excellent or good. But more than one in four (28 per cent) say the match of assignment and qualifications was not an adequate match or not a match at all.

And almost half of all elementary secondary teachers report that there is an aspect of their first-year teaching assignments for which they are not sufficiently prepared.

More than a third (37 per cent) of employed teachers with Intermediate-Senior qualifications is teaching in elementary schools toward the end of the first year following graduation. Just 10 per cent of the Primary-Junior certified teachers are teaching at the secondary level. Almost three in four (71 per cent) employed Junior-Intermediate certified teachers with first-year teaching jobs are teaching in elementary schools and 29 per cent are in secondary schools.

### Many view teaching careers positively despite the challenging job market

Among French-language program graduates of 2012 who obtained some teacher employment in the 2012-13 school year, three in four rates their overall teaching career as excellent (18 per cent) or good (54 per cent). One in five (21 per cent) evaluate the experience as adequate and just eight per cent say their career start is unsatisfactory or very unsatisfactory.

### First-year teaching experience

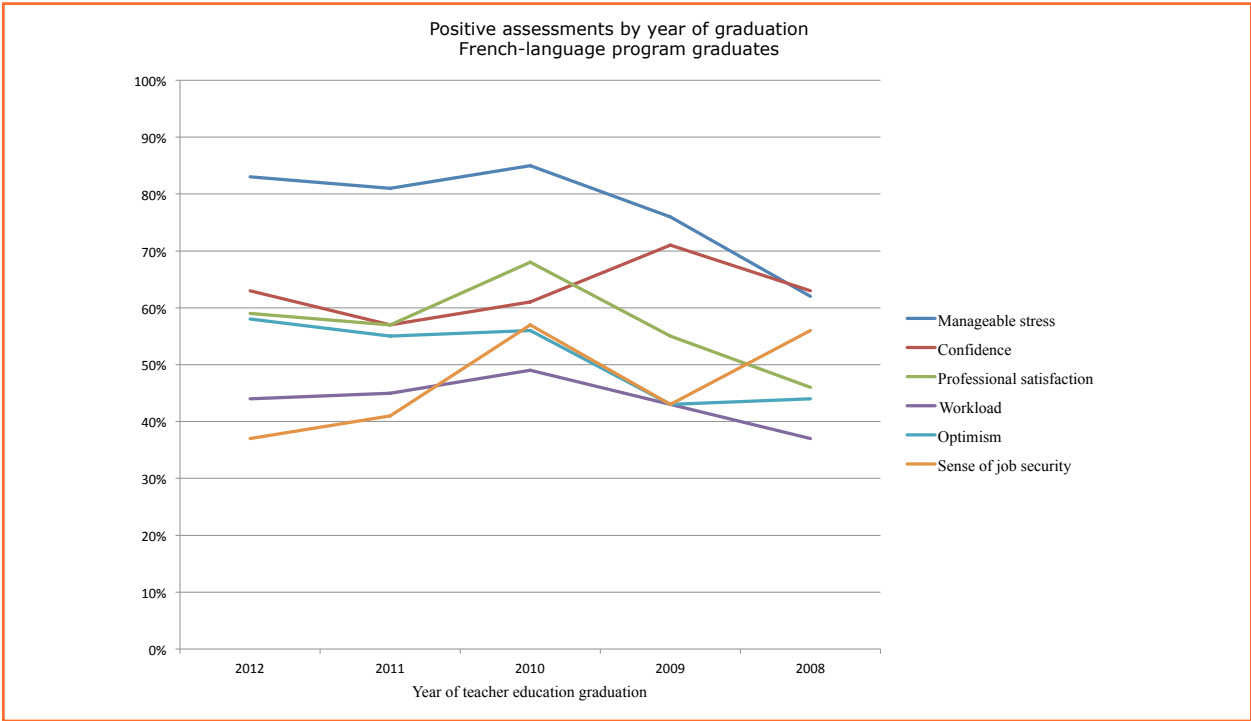
Assessment area	% excellent or good	% unsatisfactory or very unsatisfactory
Support from colleagues	71 %	14 %
Confidence	63	14
Professional satisfaction	59	14
Optimism for professional future	58	25
Preparedness	51	20
Appropriateness of assignment	47	16
Workload	46	23
Job security	37	38

A majority rate their confidence, professional satisfaction and preparedness positively. And they enjoy good or excellent support from teacher colleagues. Almost one in four (23 per cent) find their workload unsatisfactory.

As many of them have concerns about job security (38 per cent) as view job security positively (37 per cent). And one in four (25 per cent) are not optimistic about their professional futures.

Graduates of 2011 in their second year of teaching report they are confident, professionally satisfied and well supported by colleagues. However, although two in five are positive with respect to job security, half of them report concerns about the security of their employment.

Concerns about stress, professional satisfaction, workload and career optimism trend somewhat negatively in the 2013 survey data with years of experience. Over the first five years of teaching confidence in professional skills remains positive for most and sense of job security improves.



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

## Graduates recommend enhanced practicum in reform of teacher education

Graduates of French-language teacher education programs highly value practice teaching experience as a positive foundation for teaching. And they recommend that future teacher candidates have even more supervised time in the classroom.

## 2012 graduate ratings of French-language teacher education programs

Rating	Practice teaching(%)	Education courses (%)
Excellent	38 % (48 %*)	10 % (12 %)
Good	43 (31)	31 (35)
Adequate	13 (12)	29 (33)
Less than adequate	4 (8)	18 (10)
Unsatisfactory	1 (0)	1 (8)

\* 2011 graduate ratings in brackets

Four in five of the 2012 graduates rate their practice teaching experiences as excellent or good preparation for teaching. Just two in five, however, evaluate the course work positively. And this difference in ratings of the practicum and courses components continues into the second year.

Not only do new teachers value the practice teaching they experience. They also point to more practice teaching time and more hands-on experience as high priorities to focus on to strengthen French-language teacher education in the future.

Two of the four highest priorities for more emphasis identified by the graduates from 2012 relate to enhanced practicum – more practicum placement time and more time for the candidates to teach during the practicum. Other high priorities are also directed to practical hands-on teaching experience – classroom management and assessment, testing and evaluation.

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

Content area	highest priority (%)	high priority (%)
Classroom management	62 %	28 %
Teaching time in the practicum	39	31
Assessment, testing, evaluation	38	39
Practicum placement time	38	29
Special education content	33	32
Reading and literacy content	33	32
Report card preparation	32	37
Observing experienced teaching	29	32
Teaching subject methodology and content	29	31
Use of technology with students	26	36
Professional conduct and ethics	26	29
Coaching and feedback during practicum	25	37
Parent-teacher communications	18	42
Daily supply teaching	15	35
Combined grades practicum	15	32
French as second language	10	25
Foundations of education courses	9	21
Administrative routines	7	18
English as second language	2	15

More than two in three elementary teachers (69 per cent) and three in four secondary teachers (76 per cent) say they are very well or well prepared for their first-year assignments. One in five (20 per cent) new elementary teachers report that they are not sufficiently prepared for their teaching assignments. Among secondary teachers, none say they were insufficiently prepared for most of their secondary assignments.

Despite these positive assessments of overall preparedness, about half of elementary (53 per cent) and secondary (52 per cent) teachers say there is at least one area of their teaching for which they consider themselves not adequately prepared.

With respect to specific competencies, first-year elementary teachers identify teaching children at risk and students with special needs as teaching skills for which they are least well prepared. And elementary teachers with combined grade assignments add this as another role for which they are also not well prepared.

Less than half of first-year elementary teachers say they are well prepared in assessment and evaluation, communicating with parents and in handling administrative routines.

## First-year assessments of own competence

Competence area	Elementary - excellently or well prepared (%)	Secondary - excellently or well prepared (%)
Teaching outside my teaching subjects	-	31 %
Teaching academic secondary classes	-	69
Teaching applied secondary classes	-	73
Integrating Aboriginal history and perspectives	8 %	17
Handling administrative routines	22	38
Teaching students at risk	23	17
Teaching combined grades*	28	-
Teaching students with special needs	30	38
Assessment and evaluation	39	48
Communicating with parents	46	45
Finding classroom resources	50	48
Adapting to diff. levels of student preparedness	51	59
Classroom management	54	65
Covering breadth of curriculum	56	83
Time management skills	57	72
Using technology for instruction	59	68
Motivating students	61	69
Adapting to different learning styles	63	66
Instructional strategies	63	72
Professional boundaries with students and parents	65	76
French as a second language*	69	-
Organization skills	70	76
Curriculum knowledge	71	86
Lesson planning	72	79
Creating a safe, accepting and positive climate	72	79
Subject knowledge	72	93

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

The self-assessed competence deficits of first-year teachers with jobs in secondary schools are similar in some respects to those in elementary schools. Secondary teachers also report being least well prepared for teaching students at risk and those with special needs. And like their elementary

counterparts, less than half of them view themselves as well prepared for communicating with parents, handling administrative routines and for assessment and evaluation.

Most first-year teachers – elementary and secondary – describe themselves as well prepared in key teaching areas such as subject and curriculum knowledge, lesson planning, instructional strategies and using technology for instruction. Most are confident that they are able to create safe, accepting and positive learning environments and that they understand professional boundaries with parents and students. Very few consider themselves prepared to integrate Aboriginal history and perspectives into their classrooms.

### **New Teacher Induction Program is valued by teachers in early years <sup>4</sup>**

The New Teacher Induction Program (NTIP) provides comprehensive support to many new teachers who succeed in gaining regular teaching positions or long term occasional positions in Ontario’s publicly funded school boards. Established in 2006, the NTIP provides support for the early professional growth and development of entrants to a challenging profession.

Most French-language program first-year graduates (82 per cent) in regular teaching positions in Ontario publicly funded school boards say they are in the NTIP. One in four (25 per cent) of those in long term occasional positions are also in the program. Among second-year teachers, 77 per cent of those with regular appointments and 23 per cent with long term occasional appointments report they are in the NTIP.

The majority of first-year teachers in regular positions who are participating in the NTIP receive a school board orientation (93 per cent), mentoring by an experienced teacher (93 per cent) and a formal evaluation by their school principal (93 per cent). And about two in five (41 per cent) had an orientation to their individual schools.

Second-year NTIP participants in regular positions also report high rates of involvement in the various components of the program, with 90 per cent having an orientation to their school board, 80 per cent with an experienced teacher mentor and 80 per cent formally evaluated by their school principal. Two in five (40 per cent) of them report orientations to their individual schools.

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4 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 aspects of the program. About two in three first-year and second-year NTIP-participating teachers with LTO contracts are mentored by an experienced teacher and fewer than half received a formal orientation to their school board, with under one-third of them reporting they were formally evaluated by their principal.

Performance appraisals are not required of long term occasional teachers under the terms of the program. Timing and duration of long term occasional appointments may also explain some of the lower intensity of program participation as many of the LTO teachers are appointed for shorter durations and at later stages of the school year.

Professional development in some key areas identified as NTIP elements is also common for most NTIP participants. Most teachers with regular appointments (89 per cent) participated in one or more designated professional development content area. Two in five of those with long term occasional appointments received no professional development in the recommended areas.

### First-year NTIP-participant professional development

PD area	Regular appointments (%)	LTO appointments (%)
Planning, assessment and evaluation	63 %	20 %
Literacy and numeracy strategies	56	50
Classroom management	44	20
Teaching students with special needs	41	20
Use of technology	37	30
Student success	26	10
Effective parent communication	22	0
Safe schools	15	0
None of the above	11	40

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

Mentoring of new teachers in the NTIP generally takes place outside the classroom:

- most NTIP participants in regular positions report that no experienced teacher (their mentor or another teacher) observed them in their classrooms (59 per cent) or that this happened less than one hour per month (33 per cent) and
- the majority also report that they had no opportunity (40 per cent) to observe another teacher's teaching practice (mentor or other teacher) or that such opportunities were limited to less than one hour per month (37 per cent).

Many first-year teachers in the NTIP give a positive rating ("very helpful" or "helpful") to most of the assistance they received with a wide range of practical day-to-day teaching responsibilities. Few assign a negative rating ("somewhat unhelpful" or "not at all helpful") to these types of assistance.

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

Type of assistance	Positive rating (%)	Negative rating (%)	Not applicable (%)
Help with report card preparation	70 %	4%	7 %
Finding good teaching resources	67	8	4
Observation of other teachers' practices	67	7	26
Mentoring on classroom management	63	11	11
Mentoring on instructional methods	63	11	15
Information on administrative matters	60	23	7
Mentoring on student evaluation	59	8	22
Observation of my mentor's teaching	59	7	22
Curriculum planning with my mentor	52	14	19
Preparing for parent communication	45	15	26
Feedback from mentor on my teaching	45	11	30
Advice on helping individual students	41	15	19

### Many early-career teachers engage in some professional development

The majority of French-language program graduates of 2012 (66 per cent) and 2011 (69 per cent) teaching in Ontario in the 2012-13 school year engaged in some form of professional development.

Support by mentors and collaborative learning are the most common forms of professional development for these first- and second-year teachers. About one in three participate in formal courses. And about one in five also engages in teacher enquiry, in school self-evaluation projects and with subject or specialist associations.

### New teacher engagement in professional development \*

Nature of professional development	2012 graduates (%)	2011 graduates (%)
Being supported by a mentor	40 %	39 %
Collaborative learning in my school	38	46
Collaborative learning beyond my school	38	41
Participating in formal courses	34	31
Engaging in teacher enquiry	23	24
Participating in school self-evaluation	21	20
Engaging with subject or specialist associations	18	18

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

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

### High priority areas for further professional development

Professional development area	2012 graduates (%)	2011 graduates (%)
Classroom management	91 %	85 %
Instructional strategies	85	80
Evaluation and assessment	83	77
Observation and feedback on my teaching practice	74	77
Lesson planning	72	69
Broad curriculum planning	72	65
Integration of technology	66	64
Further teaching subject knowledge	64	59
Communicating with parents	60	56
More knowledge of school procedures and expectations	60	55

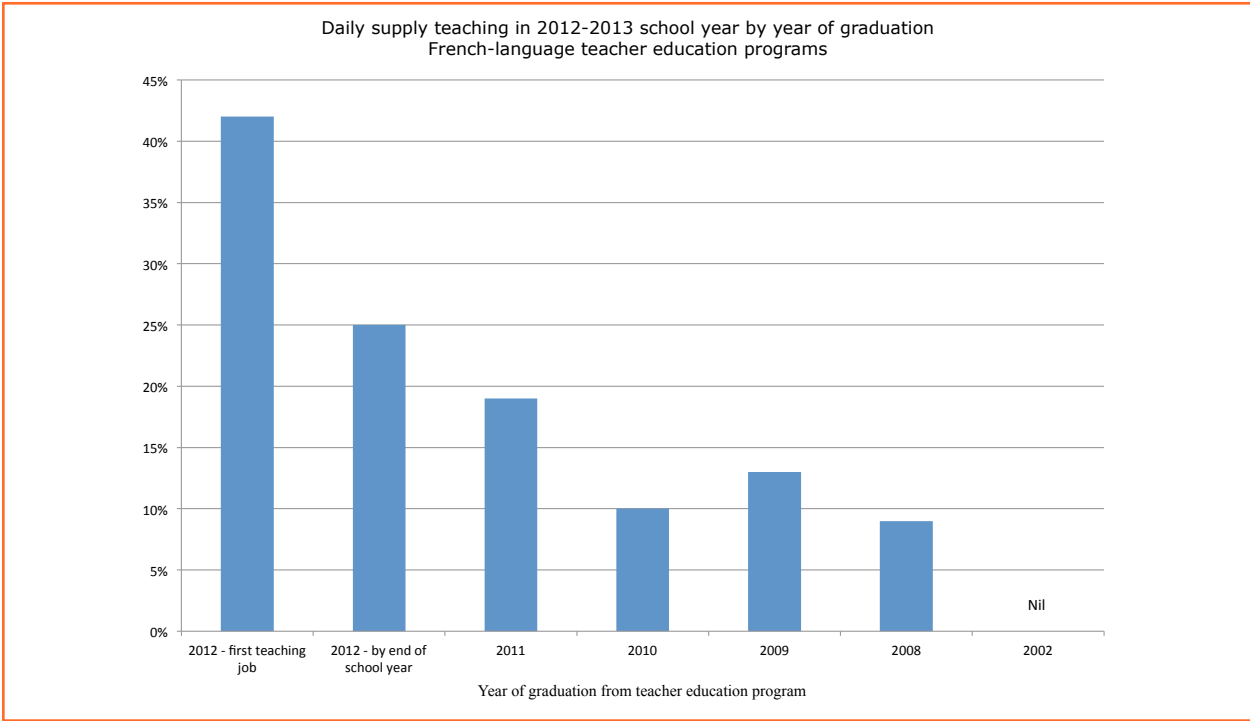
\* % rating area as highest priority or high priority

These priorities correspond to some of their recommendations on further emphasis needed in teacher education programs.

# Daily supply teaching

## Many new teachers are limited to daily supply roles early years in their careers

Daily supply teaching is now a significant part of the first two years of teaching careers for many French-language program graduates. Almost half of them are in daily supply roles as their first teaching job and about one in five continue as supply teachers through the second year of their careers. And about one in ten of them do daily supply teaching in their third, fourth and even fifth years of teaching. More than ten years out, none of the graduates of 2002 is still supply teaching.



Some teachers report that daily supply roles help them ease into teaching roles. 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 managing a classroom entirely 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 on daily supply teaching. Most of these French-language program graduates who are supplying in the first three years of their teaching careers (100, 57 and 100 per cent for years one, two and three respectively) teach in more than one school. The majority (69, 57 and 100) also describe themselves as underemployed. Whether in their first, second or third year of teaching, these supply teachers want to teach more than they were assigned through supply lists.

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

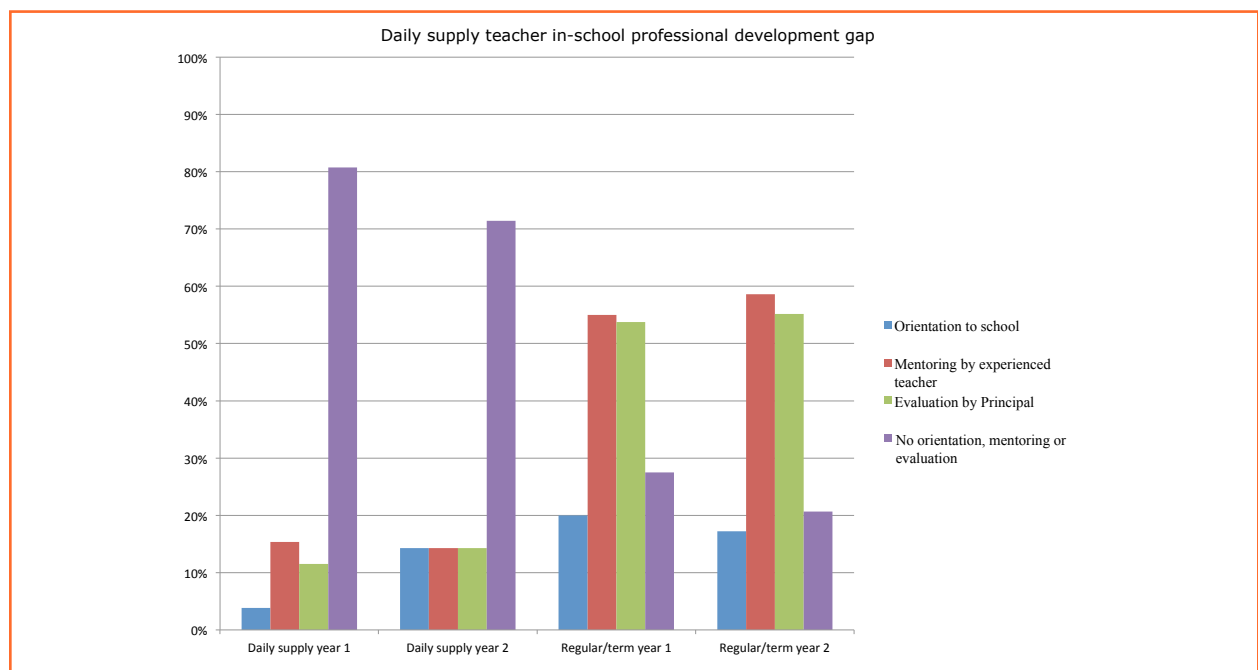
In addition to the financial hardship for many daily supply teachers, a huge gap is evident between their professional development engagement and support and levels of such support available to their more fortunate colleagues with regular or long term occasional positions earlier in their careers.

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

Nature of professional development	2012 graduates	
	Daily supply (%)	Other (%) *
Being supported by a mentor	8 %	57 %
Collaborative learning in my school	4	52
Collaborative learning beyond my school	4	44
Participating in formal courses	20	39
Engaging in teacher enquiry	4	30
Participating in school self-evaluation	0	29
Engaging with subject or specialist associations	0	18

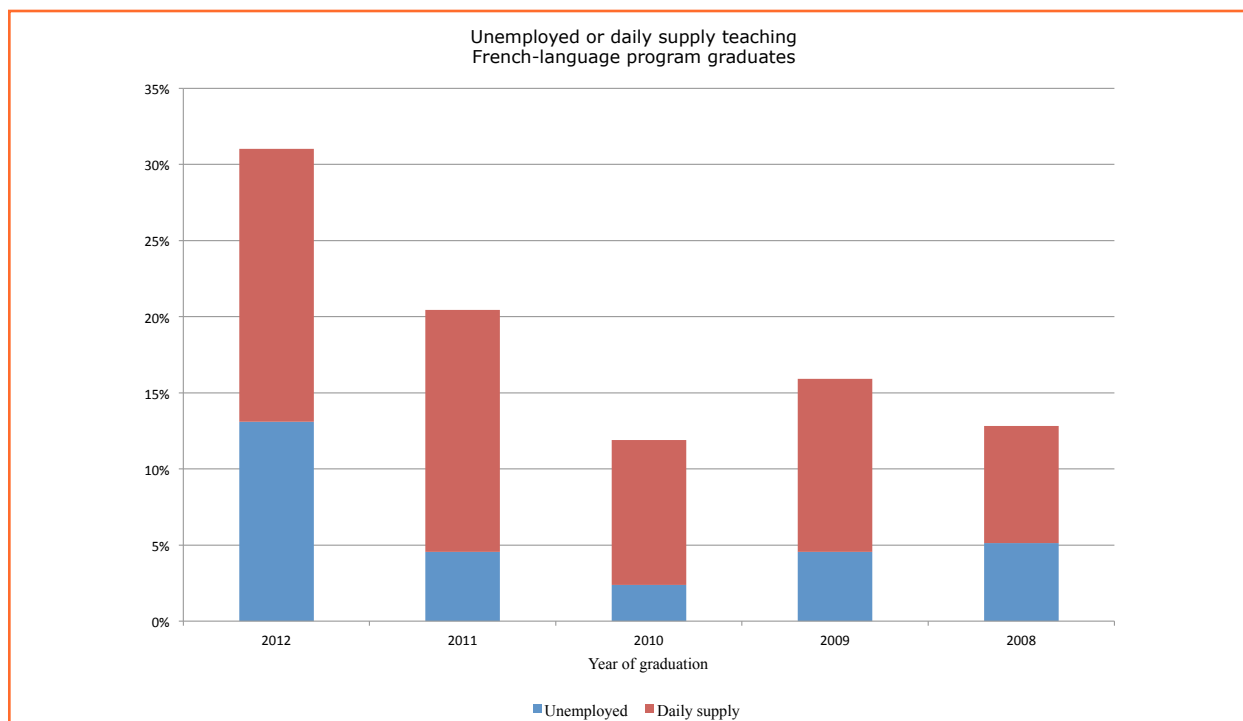
\* Other includes teachers with regular or long term occasional positions

The professional development gap is evident across the full range of in-school and outside-of-school supports. Very few daily supply teachers engage with an experienced teacher mentor, almost none have opportunities for collaborative learning with other teachers, whether in schools in which they teach or otherwise. They don't engage on teacher enquiry, participate in school self-evaluation projects or link with subject or specialist associations. And many fewer take formal courses.



Gaps are also substantial in access to school and school board orientation and principal evaluations. Daily supply teachers are almost completely denied access to these supports in the first year. By the second year, daily supply teachers still have far less access than teachers with regular or long term occasional appointments. These gaps are even more substantial when daily supply teachers are compared with teachers in the NTIP in the first and second years.

The significant numbers of French-language graduates who are completely unemployed in the early years face an even greater professional development deficit than that experienced by daily supply teachers. They are not in any teaching roles and generally do not have access to even the highly limited in-school supports available to the daily supply teachers.



And this segment of new teachers is substantial in recent years given the tight employment market. One in three French-language teacher education graduates of 2012 who were in the job market were either unemployed or in daily supply teaching in the 2012-13 school year, as were one in five of the graduates of 2011 and 12 to 16 per cent of the graduates of 2010, 2009 and 2008 in the third through fifth years of their careers.

# Career plans and attachment to the profession

## **French-language program graduates are generally committed to teaching profession**

French-language program graduates in Ontario who joined the profession during these more challenging employment market conditions have generally stayed committed to teaching careers, although not necessarily in Ontario. Most (72 to 93 per cent) of the graduates of 2008 through 2012 say they will definitely or probably still be in the teaching profession five years in the future.

Even among the teachers who report that they are completely unemployed, commitment to the profession is high. Among this subset, 85 per cent of first-year unemployed teachers say they definitely or probably will be teachers five years in the future. And only 15 per cent of them say they will definitely or probably not be teaching by then.

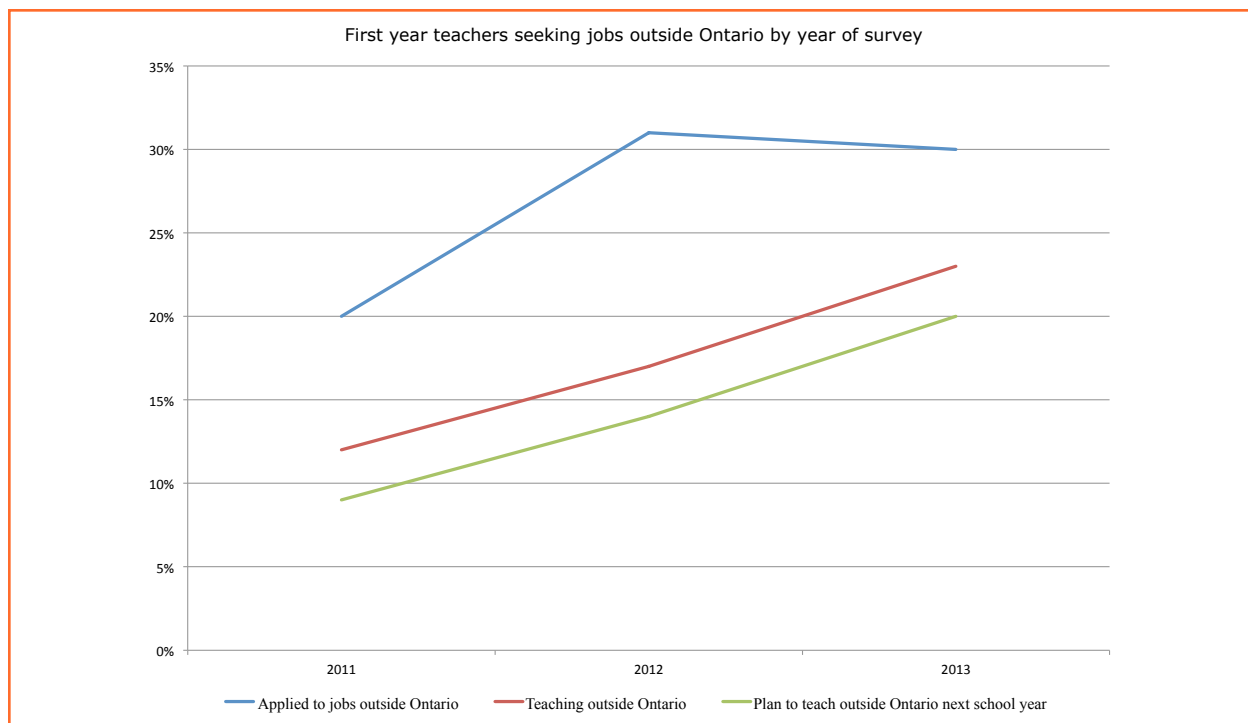
The motivation to enter and to continue in teaching is both broad and deep. The top driver for most teachers is the opportunity to make a positive difference for the lives of their students. Most of them are also motivated by a strong interest in sharing with others subject matter that they enjoy. A third tier purpose focuses on the material rewards of the profession (salary, benefits and pension) and the work-life balance available in a teaching 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 in importance to approach, but not exceed, the other motivators over time in the profession. The satisfaction gained in teaching appears to sustain many in a long term commitment to teaching.

This new generation of teachers includes members committed to leadership in the profession. More than half (52 per cent) of first-year teachers surveyed in 2013 say they aspire to mentoring, coaching or some other form of leadership during their teaching careers. French-language program graduates surveyed in their second through fifth years of teaching ranged from 38 to 57 per cent commitment to mentoring. From 16 to 36 per cent of the each survey group also say they hope to take on roles of vice-principal or other administrative position at some point in their careers.

## **More French-language teachers are leaving Ontario in recent years**

Surveys over the past three years reveal a trend among new graduates to look outside Ontario for teaching jobs. Applications to schools and boards in other provinces and abroad rose from about one in five back in 2011 to nearer one in three in 2012 and 2013. First-year teachers with jobs elsewhere almost doubled over the same period from just 12 per cent in 2011 to 23 per cent in 2013. And first-year teachers planning to teach outside Ontario in their second year also doubled.



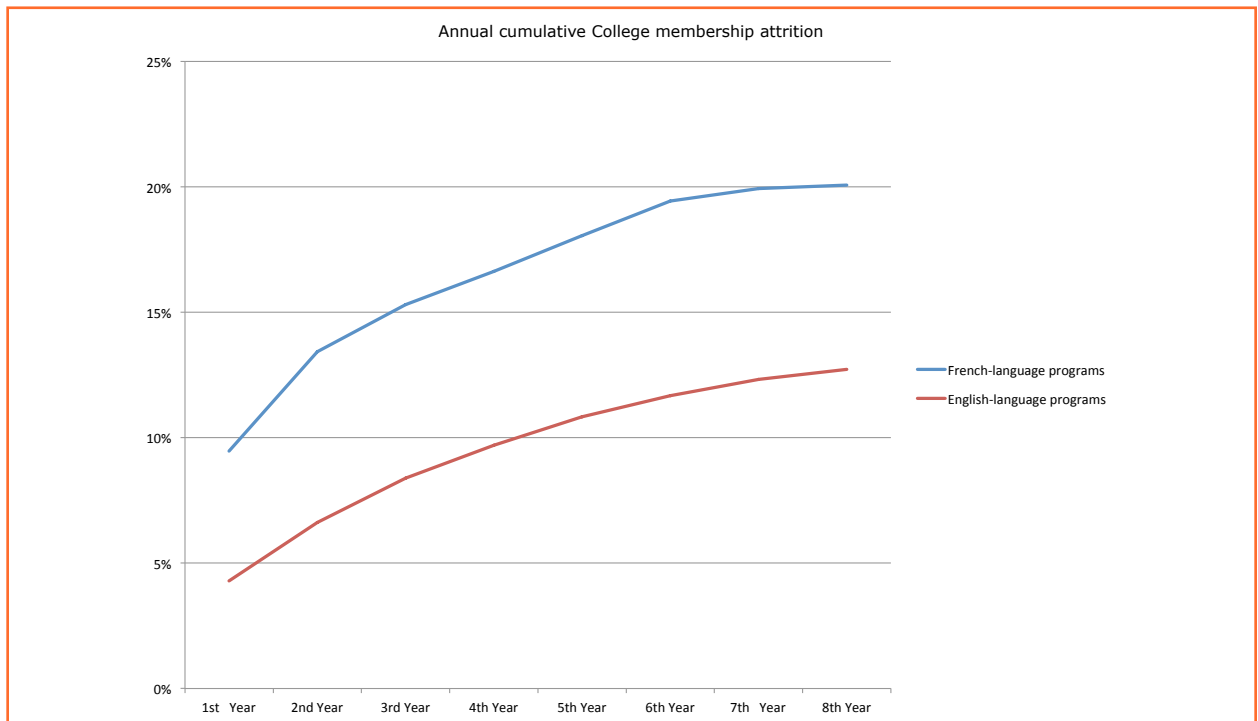
About two in three of the 2012 graduates teaching or planning to teach elsewhere say they will or probably will return to Ontario at some time in the future. Three in five of the 2011 graduates who are teaching outside the province, or who plan to do so, say they will or probably will return to Ontario.

### **French-language program graduates drop Ontario teaching licenses at higher rates than English-language program graduates**

English- and French-language membership renewals at the Ontario College of Teachers show a gradual increase in attrition. Nonetheless, although there has been some increase in early career teachers leaving the profession in the province since the start of the current oversupply of the education job market in the middle of the last decade, teacher retention remains relatively high in Ontario.

Teachers who move elsewhere may continue to teach in another jurisdiction while not renewing their teaching licenses in Ontario. For this reason, the rates at which Ontario teachers leave the teaching profession entirely in the early years of their careers is likely lower than the attrition numbers that follow. However, individuals who drop their membership in the Ontario College of Teachers are not included in the annual surveys. Accordingly, there are graduates who leave the province in addition to the numbers identified through the surveys.

Attrition is much higher among French-language teacher education program graduates than for graduates of the province's English-language programs. Almost one in 10 French-language program graduates fails to renew their College membership in the first year. This rises to about one in eight by year two and to one in five by year eight.. This rate of attrition for French-language program graduates is almost 60 per cent higher than attrition among English-language graduates over eight years following teacher education.



This higher French-language program graduate attrition among graduates not included in this study's annual surveys is a loss to the Ontario teacher workforce that is in addition to the growing rate of renewed College members who teach outside Ontario. More than one in three French-language program graduates are no longer available to the Ontario teacher employment market two years following graduation – 15 per cent because they have not renewed their College membership and another 20 per cent plus who continue as College members but teach outside the province.

## Conclusion

Despite some improvements in French-language program graduate job outcomes evident in the 2013 surveys, rates of unemployment and underemployment and also teaching job quality measures present the effects of a much more challenging job market for early career teachers than the comparatively full-employment situation in 2008 and earlier. These are the outcome of a multi-year imbalance of teacher supply and demand for French-language teachers across the province of Ontario over the past several years.

The Ontario government announced in spring 2013 that an extended two-year program of teacher education will be introduced in 2015-2016. Ontario's faculty of education overall 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.

If the overall one-year pause and 50 per cent reduction in teacher education capacity were to be applied equally to English- and French-language teacher education programs, the surplus of French-language teachers may recede much more quickly than the surplus of English-language teachers for a number of reasons:

- the French-language teacher surplus is proportionately smaller than the English-language surplus as the imbalance in French-language supply and demand emerged much later and the unemployment, underemployment and job quality measures each year are less severe indicating proportionately smaller surpluses;
- higher proportions of French-language drop their Ontario teaching licenses in the early years after graduation, either leaving Ontario to pursue teaching elsewhere or leaving the profession altogether; and
- in recent years there has been faster growth in out-of-province teaching among French-language program graduates.

In addition to the foregoing factors, the 2013 survey indicates high proportions of French-language program graduates competing for positions in English-language boards teaching French as a second language and in independent schools. Thus, significant reductions in the numbers of French-language program graduates could begin to reduce competition for teacher vacancies in Ontario's public and Catholic school boards much more quickly than for the English-language public and Catholic boards.

Close monitoring of the impact of the upcoming changes on French-language school boards is warranted given that the supply and demand balance for this segment of the Ontario employment market could change quickly, especially with respect to specialized and low population teacher qualifications.

# Methodology

## Purposes and sponsorship of study

The *Transition to Teaching* study started with surveys of Ontario university teacher education graduates in 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, Fluidware. 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 French-language program graduates invited to participate in the survey included 1,967 individuals across the six surveys that included them. Completed returns from these graduates were 371 surveys for an average return rate of 19 per cent. Return rates for the six individual surveys ranged 15 to 25 per cent.

The results for the surveys as a whole are considered accurate within 5.1 per cent, and the survey of first-year graduates within 7.8 per cent, 19 times out of 20. Given the relatively low returns for years two through five and year 10, margins of error for individual surveys are high and range from 14 to 18 per cent.

Despite the low returns and high margins of error, the findings are consistent with trends found in surveys of the parallel groups over the past four years. Nevertheless, the findings for individual years two through five and year 10 should be treated as tentative when considered in isolation from the overall survey group in 2013 and from the trends found in earlier years.

Survey group	Responses (%)	Response rate (%)	Margin of error (%)*
All groups	371 %	19 %	5.1 %
2012 graduates	157	25	7.8
2011 graduates	48	15	14.2
2010 graduates	47	16	14.3
2009 graduates	45	17	14.6
2008 graduates	45	15	14.6
2002 graduates	29	17	18.2

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

French-language program graduate survey rates of return have fallen over the past three years – from an average of 33 per cent in 2011, to 19 per cent in 2012 and 2013. The decline affected survey populations across all years. Return rates have also fallen substantially for the English-language populations over the past several years. 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 with the novelty 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.

# Demographics

Survey returns are generally representative of the populations of French-language program graduates registered with the College.

The survey respondents have the following demographic profiles:

Ontario Teaching Qualifications (%)	
Primary-Junior	43%
Junior-Intermediate	29
Intermediate-Senior	27
Technological Education	2

Gender (%)	
Female	71%
Male	29

Teaching career (%)	
First career	58%
Second career	42

## Internationally educated

Obtained teaching degree in another country prior to Ontario B.Ed. degree 8 %

## Age range by year of teacher education graduation

	2012 (%)	2011 (%)	2010 (%)	2009 (%)	2008 (%)	2002 (%)
18 – 24	24 %	12 %	0 %	0 %	0 %	0 %
25 – 34	31	34	60	53	61	36
35 – 44	26	31	22	27	20	43
45 – 54	15	3	13	11	14	14
55 – 64	3	8	2	9	2	7

# 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

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

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

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

**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

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

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

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





After several years of deteriorating job outcomes for graduates of Laurentian University and the University of Ottawa French-language teacher education programs, the most recent survey found improvements in 2013 that may mean a correction to this negative trend.

Despite these improvements, just half of the French-language graduates of 2012 were fully employed in the 2012-2013 school year.

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