

Transition to Teaching 2014



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

Transition to Teaching 2014

Unemployment begins to recede as Ontario moves beyond peak teacher surplus

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Executive summary

Ebb and flow of teacher supply and teacher demand in Ontario

Ontario's *Transition to Teaching* study focuses on job search outcomes, early-career experiences and professional development of newly licensed teachers. Begun in 2001, annual surveys track the job consequences for each new cohort of teachers of the substantial ebbing and flowing of provincial teacher supply and demand.

At the onset of this study, teacher employment markets in Ontario were in the midst of a short-term, retirement-driven teacher shortage. This shortage started in 1998 and lasted for about five years. By the middle of the last decade, however, a teacher surplus emerged with more new teachers certified each year than the sum of teaching jobs available. This surplus grew steadily each year from 2005 onwards.

This year's surveys, however, suggest that the Ontario teacher surplus may have peaked in 2013. Early signs of the surplus beginning to recede are apparent from the 2014 early career job outcome findings.

Ontario's teacher job market at the beginning of the 2000s was a highly welcoming one for new education graduates. Most French- and English-language teachers¹ who graduated then from Ontario universities easily found teaching positions in the province'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 unemployment and underemployment were evident.

How did this change from a teacher shortage to a teacher surplus come about?

Job openings for teachers arise primarily because of teacher retirements. Teaching job opportunities are also driven, but to a lesser extent, by mid-career departures of other teachers who leave prior to retirement, because of changes in government policy and school board funding, and in relation to the rise and fall in student enrolment with the associated opening and closing of classrooms and schools.

Sharply increased teacher retirements² in the years 1998 to 2002 meant regular teaching jobs³ were plentiful. School boards were concerned about the teacher shortage relative to demand and they vigorously recruited former teachers back into the profession. Most new teachers secured regular teaching jobs relatively easily and early in their careers across all regions of the province.

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 all of the other graduates who are qualified to teach in English and not qualified for and/or teaching in French

2 "Teacher retirements" throughout refers to Ontario Teachers' Pension Plan (OTPP) reports on Ontario teachers who are plan members who retire or are forecast to retire annually. Some other teachers in private schools who are not members of the OTPP also retire each year.

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; sometimes referred to as a permanent position.

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

Policy and student demographic changes have tended to counterbalance and moderate their individual effects on the overall volume of teaching jobs available across the province. Former teachers returning to active service in the province replace some of the workforce losses each year from pre-retirement departures. Accordingly, the main driver of annual demand for new teachers is the volume of teacher retirements.

In the five years 1998 through 2002 Ontario experienced record-high teacher retirements, an average of about 7,200 annually. Teachers hired in unusually large numbers in the 1960s and 1970s were reaching retirement age. This retirement wave, embedded in underlying teacher age demographics, was compressed into a five year period with the introduction of enhanced early retirement provisions in the OTTP in 1998. At the same time comparatively low numbers of new teachers entered the profession each year.⁴

French-language and English-language school boards, at both elementary and secondary levels and in every region of the province, experienced unusually high retirement-driven teacher vacancies. This wave of retirements generated many job opportunities for the annual average of about 9,200 new Ontario teachers throughout those five years. This resulted in a relative balance of teacher demand and teacher supply across the province.

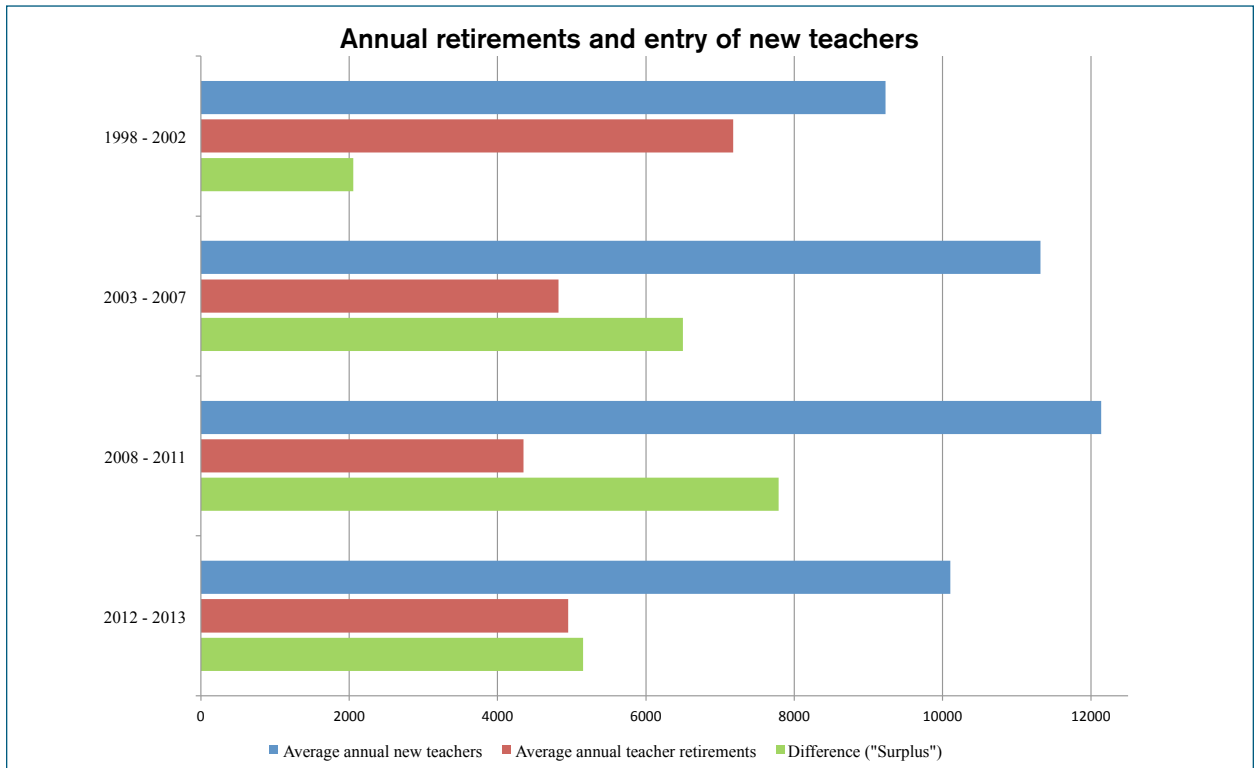
Teacher retirements in Ontario then fell substantially as the retirement wave passed. Retirements continued at much lower numbers from 2003 onwards. The supply of new teachers, however, grew substantially – from Ontario faculties of education, from other organizations given special ministerial consent to operate teacher education programs in Ontario, from US border colleges that increased their intake of Ontarians to meet the Ontario market, from Ontarians who looked to education programs in Australia and elsewhere abroad, and also with more teachers moving to Ontario from other provinces and other countries.

The English-language teacher job market became highly competitive from 2005 onwards and job opportunities for new teachers, especially those with Primary-Junior qualifications, were limited relative to the steadily growing new teacher supply each subsequent year.

More new teachers each year were unemployed and more took longer to move from daily supply assignments to term contract and regular jobs and from part-time to full-time contracts. As the underemployed teachers who graduated in the earlier years continued to look for more daily supply teaching days, improved long-term occasional and regular-teacher contracts, each successive cohort of education graduates faced an increasingly saturated job market.

⁴ “New teachers” refers throughout to newly certified members of the Ontario College of Teachers, including new Ontario graduates and teachers educated in other jurisdictions who gain Ontario certification.

Every year most of the surplus teachers from earlier years were still active on the employment market trying to move up to full employment. This generated more and more competition for the year's new supply of teachers for a relative scarcity of teaching jobs.



In years 2003 to 2007, average annual retirements dropped substantially, and the average fell further again in years 2008 to 2011. Average annual numbers of newly licensed 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 6,500 through the middle of the past decade and reached about 7,800 annually in the period 2008 - 2011, almost four times greater than a decade previous.

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

Meanwhile, with heightened awareness of the more competitive teacher employment market in Ontario, the number of applicants to Ontario's consecutive teacher education programs declined. From a peak of about 16,500 applicants in 2007 annual numbers fell to under 9,500 by 2013 and 2014.

Teacher supply recedes, with more precipitous drop just ahead

The past two years of teacher supply and demand presents a significant change in direction. Ontario teacher education graduates joining the Ontario College of Teachers in 2012 and 2013 declined almost 10 per cent from the average of the preceding four years. Ontarians graduating each year from US border-colleges to become new Ontario Certified Teachers plummeted by 60 per cent. And newly licensed Ontario teachers educated elsewhere in other provinces and countries dropped by more than 30 per cent. On average, more than 2,000 fewer teachers were licensed each year in Ontario in the years 2012 and 2013 than in the period from 2008 to 2011.

Teacher retirements, meantime, rose somewhat these past two years – an average of 600 more retirements each year than in the previous four year period. As a consequence of this decrease in new teacher supply and increase in retirement-driven demand, the annual surplus of new teachers dropped from an average of almost 7,800 in the preceding period to an average of about 5,150 for the past two years.

Ontario announced in spring 2013 a two-year program of teacher education to start in 2015. With this enhanced and extended education program, Ontario faculty of education annual intake numbers will be reduced by about half. The two-year rollout of the new program with a first class graduating in 2017 means few new Ontario teachers will be certified in 2016. This will cut the new teacher supply sharply for 2016-2017 school year recruitment. And new Ontario teachers in subsequent years will be at levels substantially below recent years.

New teachers licensed in Ontario (Ontario faculties and other sources)

Years	New teachers per year
2008 to 2011	12,138
2012 and 2013	10,102
2014 and 2015	9,600 (forecast)
2016	2,000 (forecast)
2017	6,000 (forecast)

Teacher retirements through the rest of the decade are forecast to average about 4,500 annually. Accordingly, Ontario’s annual new teacher supply and demand numbers will soon return to a much more balanced state not seen since 1998 – 2002.

2014 study highlights

Although the past two years of new teacher supply and teacher demand presented further annual surpluses, there was a substantial decline in the number of new teachers competing for jobs. At the same time, attrition⁵ among early-career teachers accelerated. What historically was a loss rate of fewer than one in 10 new education graduates dropping their membership in the College in the five years after they first obtained their Ontario teaching licence is now more than one in seven.

5 Attrition refers to Ontario licensed teachers allowing their College membership to lapse.

These two factors – lower new teacher intake and higher losses from the current teacher complement – contributed to reduced rates of unemployment for some early-career teachers in 2014. The spring 2014 surveys reveal first signs that the overall surplus of Ontario teachers is diminishing. Notable declines are reported in unemployment rates for both first- and second-year teachers in 2014 – the most striking among the markers found of improved job search outcomes for early-career teachers.

Other indicators that the peak employment glut is past are evident in Ontario unemployment rates for teaching specialties that continued in short supply long after the decade-long surplus hit English-language teachers generally. Unemployment among English-language secondary teachers with computer science, mathematics and/or sciences as teaching subjects is down from the past several years and now stands at 23 per cent compared with 40 per cent for other secondary teaching qualifications.

Unemployment rates for French-language program graduates and graduates qualified to teach French as a Second language also fell in 2014. These French-language teacher groups report just 12 per cent and 11 per cent unemployment respectively, compared with 40 per cent for English-language teachers.

Hopeful as some of these indicators may be for those seeking a first Ontario teaching job, the path to full employment remains a long one. It still takes up to three years for at least half of new Ontario graduates to gain full employment and as many as five years for two in five of them to do so. Daunting as these queues are for individuals trying to get grounded in their teaching careers, these rates are improved significantly from what surveys revealed last year.

The impact of the multi-year teacher surplus continues to be evident in the experiences of the 2013 teacher education graduating class. One in three is unemployed and almost as many under-employed in the first year as a certified teacher. Most who found some teaching employment were limited to piecework teaching⁶ and/or had precarious contracts.⁷ Fewer than one in five secured regular teaching contracts by school year end – and the majority of these regular contracts are in independent schools or outside the province. Some of this employment landscape for first-year teachers is explained by staged daily supply, LTO and regular position entry procedures introduced for Ontario's publicly funded school boards in the fall of 2012.

Faced with a tough local employment market, almost one in three new teachers took up jobs beyond Ontario's borders in the year following graduation or plan to do so in the future. More than half of first-year teachers work in occupations that do not require a teaching licence. They do so, for the most part, as temporary expedients to survive financially while continuing to look for teaching jobs or for fuller employment as teachers. One in five, however, says they are exploring an alternative career.

Independent schools employ first-year teachers at rates highly disproportionate to their share of the province's education sector. Two in five 2013 education graduates applied to Ontario independent schools. Almost one in seven of those who were hired as teachers in Ontario taught at independent schools. And the independent school share of regular teaching jobs was even more disproportionate, with these schools providing more than one in three of the regular teaching contracts province-wide.

6 Piecework teaching refers to daily supply, multiple schools and/or part-time teaching. New procedures described in the next section established a staged entry to the profession through daily supply teaching that applies to many new teachers hired by publicly funded school boards in Ontario.

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

Although the private school share of the employment uptake remains high, it is down slightly from the preceding year. A higher proportion of the 2013 graduating class were employed in Ontario's publicly funded school boards. Also, fewer of these new graduates than in the year before applied to jobs outside the province and fewer of them are employed in jobs elsewhere. Nonetheless, almost one in three applied to teaching jobs beyond Ontario's borders and one in seven of those with teaching jobs in their first year taught in other provinces or other countries. French-language school boards hire first-year teachers at rates far beyond their proportionate size in the overall Ontario elementary and secondary education sector.

The majority of first-year teachers work – mostly part-time – in occupations that do not require Ontario teacher certification and most do so out of financial necessity in place of or to supplement teaching income. Many of them pursue alternate occupations with children and/or related to education. But one in five says they are exploring alternative career lines.

The teaching job market improved somewhat in most regions of the province in 2014 with consistent reports of declining unemployment and/or underemployment. Despite these gains, however, no region reports full employment for even half of the 2013 education graduates.

The 2014 job outcome gains for graduates of Ontario's faculties of education did not extend to newly licensed teachers educated outside the province. New-Canadians, especially, continue to report very little success in securing teaching jobs in the Ontario market. Ontarians educated at US border colleges and elsewhere abroad fall well behind Ontario faculty graduates in finding teaching jobs in Ontario.

New teachers are highly proactive job seekers. Most apply to multiple school boards, look for jobs in more than one region of the province, network with education contacts and apply to individual schools as well as to school boards. Half volunteer in school classrooms hoping to increase their chances of being noticed and recommended for teaching jobs. And almost half look for jobs outside the province and/or in Ontario's independent schools.

School board hiring practices get mixed reviews from applicants. Success in finding a job is said by many to require connections – through the teaching practicum, volunteering, networking, family, friends or otherwise. Despite the more transparent publicly funded school board hiring procedures introduced in 2012, being known to school administrators, or simply being in the right place at the right time, is thought to be how one succeeds in a crowded employment market.

First-year teachers with jobs see themselves as well prepared, confident, highly engaged in professional development, supported by colleagues and professionally satisfied with teaching assignments that are appropriate and challenging. And about half of them consider their workloads to be satisfactory. Concern for job security is a significant negative in reports from new teachers. And a few years after graduating from an Ontario teacher education program, one in four is not optimistic about the future in the teaching profession.

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 four of those with long term occasional contracts, participate in and highly value the New Teacher Induction Program (NTIP).

Early-career teachers in daily supply roles and those who are unemployed experience substantial professional development deficits compared with their more fortunate peers in regular and LTO jobs. Most of them miss out on the extensive 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, in collaborative learning and in teacher enquiry than do their peers in regular positions and LTO contracts. Many do participate in formal in-service courses, however, on their own time and using their personal financial resources.

Signs are now emerging among recent education graduates of a weakening of the previously strong career commitment to the teaching profession in Ontario. Early-career teachers are allowing their Ontario teaching licences to lapse in greater numbers than before. And more of those who remain teachers in good standing are expressing uncertainty as to whether they will continue in teaching five years into the future.

Hiring process context

Legislation introduced in the fall of 2012 supports transparency in hiring by Ontario publicly funded school boards. The standardized procedures define a pathway to permanent employment that normally requires new teachers to start with daily and short-term occasional teaching, then apply for longer term occasional assignments and eventually compete for permanent employment opportunities with a board.

This context is important for understanding the 2013-14 survey findings. As employment opportunities continue to improve for early-career teachers, this staged progress toward full employment is expected to continue for most new Ontario teachers.

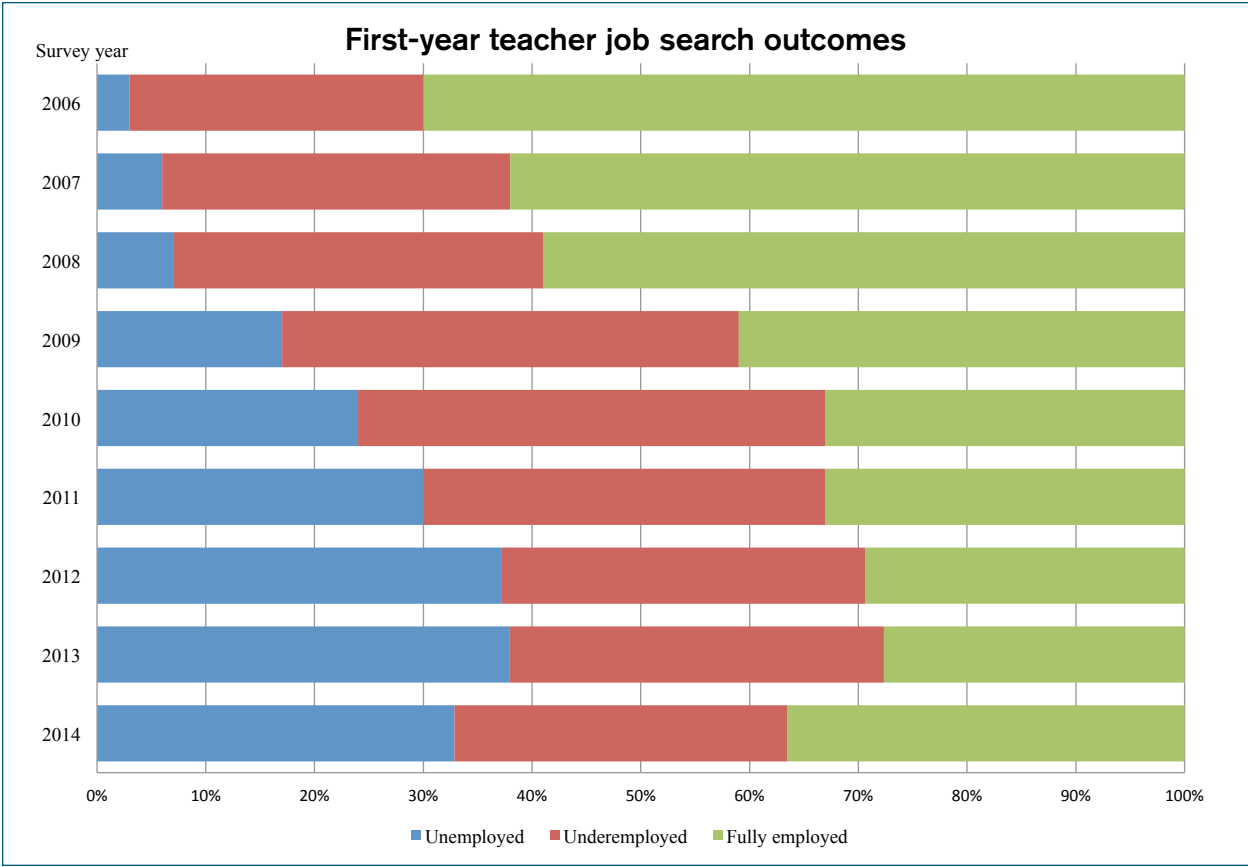
The legislation does not apply to Ontario independent school hiring processes.

Employment outcomes

Unemployment and underemployment rates decrease, but still high

After eight years of steadily worsening first-year teacher job outcomes, 2014 survey returns show some improvement with 37 per cent now reporting they are fully employed⁸, up from 28 per cent the previous year. Both the unemployment rate and the underemployment rate improved from 2013 first-year teacher reports.

Despite these gains, the bottom line on first-year teacher job outcomes continues to reflect a challenging employment market. One in three education graduates say they were unable to find any teaching employment, not even daily supply teaching. And just shy of another one in three report underemployment. They wanted more teaching work than they were able to secure throughout the school year.



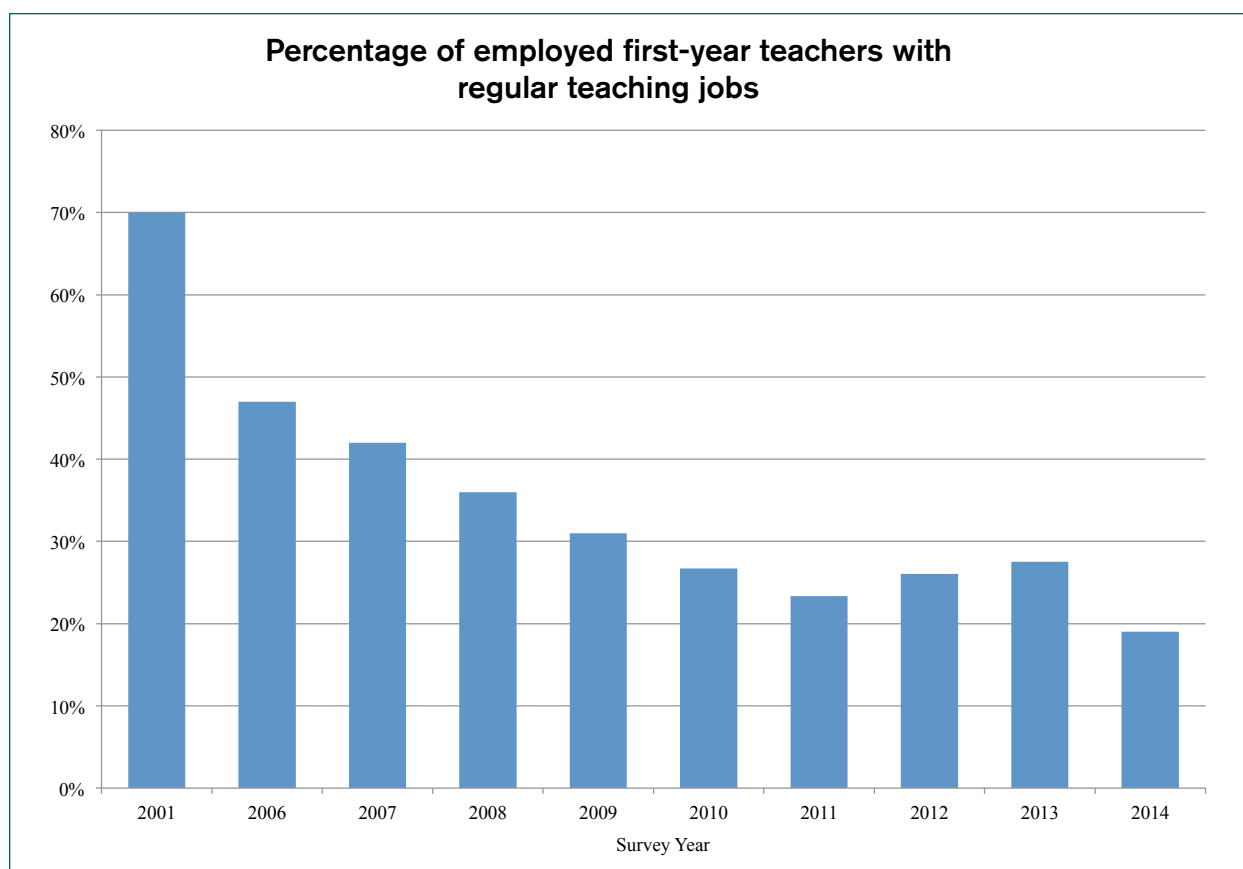
⁸ “Full employment” is a self-assessed status of all teachers who report they are employed and secured as much teaching as they wanted throughout the school year. They may be part-time or full-time and may be in daily supply, LTO or regular teaching roles.

The two in three who did find work as teachers typically report that it is piecework and precarious in nature. Most are in daily supply teaching roles, part-time or limited term contract jobs, and often with assignments in more than one school. Most started with daily supply teaching (58 per cent). And this precarious employment persisted for most of them throughout the school year. Near school year end, almost half (45 per cent) were still confined to supply teaching roles and another third (36 per cent) held limited term teaching contracts.

Getting a teaching job is very difficult. The only paid work I had with any connection to teaching was a short-term Education Assistant role in a private school and a few weeks scoring tests. I continue to apply to school boards and private schools, but am becoming discouraged.

Unemployed Primary-Junior 2013 graduate in Toronto

Despite the somewhat improved unemployment and underemployment rates, year-end regular appointment rates dropped from the previous year. Fewer than one in five (19 per cent) of those who managed to find some teaching work had secured a regular teaching job, down from 28 per cent in 2013 and far below the 70 per cent with first-year regular jobs back in 2001 when the province was in the midst of its last teacher shortage.



And for all first-year teachers who say they were actively on the job market in 2013-14, including those unemployed for the entire school year, only about one in 10 (11 per cent) report they were hired into regular teaching positions. Many comment on the barriers to getting on daily supply lists and securing long term occasional appointments.

Regulation 274 has made it very difficult for new teachers to find work. Despite volunteering, coaching, part-time supply teaching and building rapport with staff, students and school administration, new teachers are rarely given interview opportunities. I have been very fortunate to gain some part-time employment with several boards.

Part-time occasional FSL teacher in southwestern Ontario

Because Ontario publicly funded school board hiring constitutes more than two-thirds of all first-year teacher hiring, the new hiring legislation impact on school board procedures likely explains the decline in reported regular jobs in 2013-14 that occurred despite the overall improvement in the job market.

First-year teachers in Ontario face tight employment markets across the divisions. About one in three Primary-Junior, Junior-Intermediate and Intermediate-Senior qualified teachers were unemployed throughout the entire school year. Among those employed in Ontario during the school year, rates of reported underemployment are also high across divisions. And those who report they are fully employed vary from about one in three Primary-Junior and Intermediate-Senior graduates to more than two in five of those with Junior-Intermediate qualifications.

Only about one in ten, or fewer, first-year teachers on the job market in Ontario secured a regular teaching post by school year end, regardless of the division of their qualifications.

Job outcomes in Ontario in 2013-14 by division

Job Outcomes	Primary-Junior	Junior-Intermediate	Intermediate-Senior
Unemployed	34 %	29 %	32 %
Underemployed	31	28	37
Fully employed	35	43	31
Regular position	8	11	10

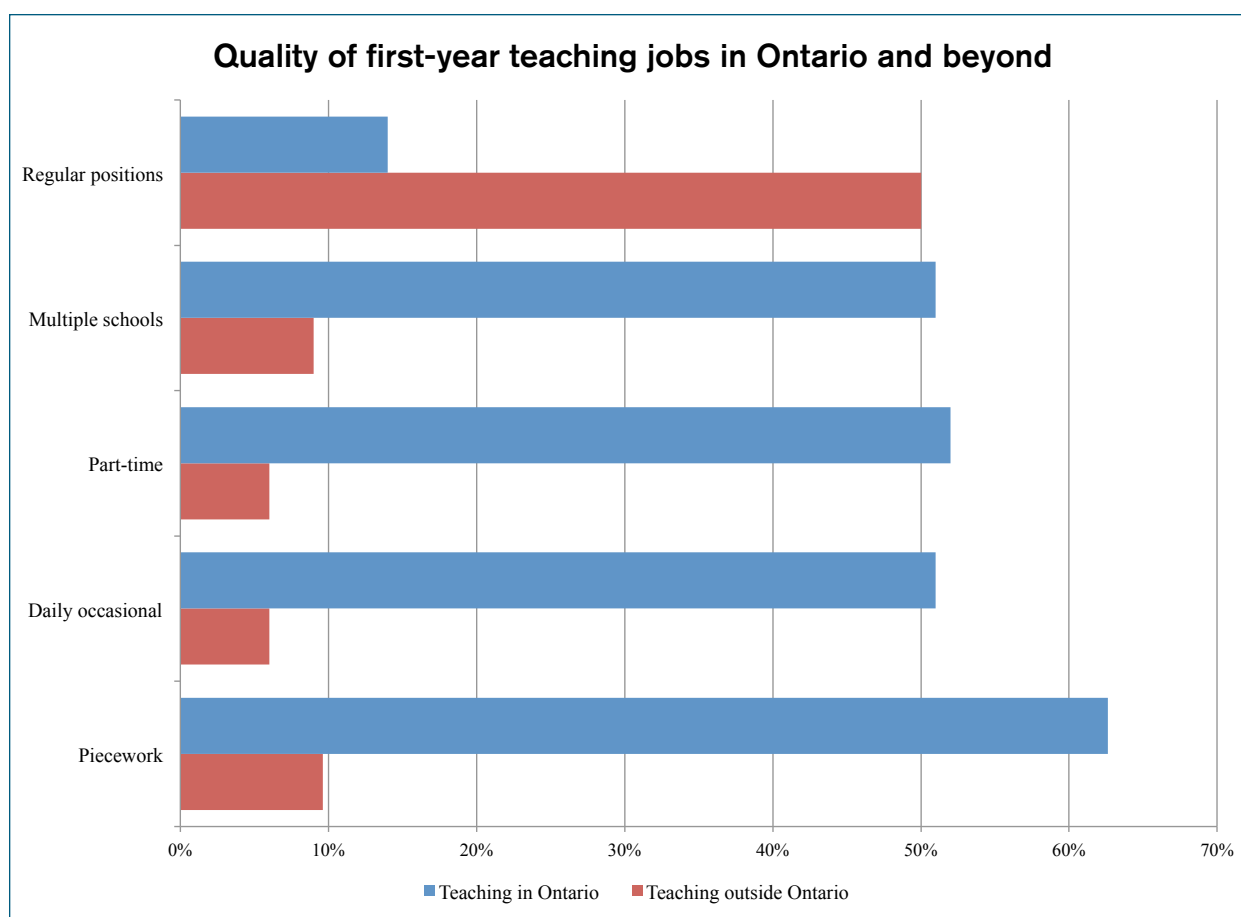
First-year Junior-Intermediate and Intermediate-Senior teachers in Ontario with mathematics, computer studies and/or science as teaching subjects now report substantially lower unemployment rates (23 per cent) than those with other teaching subjects (40 per cent). Nevertheless, two in five (39 per cent) of these higher demand qualified teachers say they are underemployed and only one in eight of them secured a regular position by year end.

I applied to six boards in and around the GTA. I have referrals from principals and years of volunteering in schools. I worked as a Scientist in School for three years prior to my teacher education. I am skilled at using technology and applying it to science, technology, engineering and math teaching. With all this experience, what do I have to do to get noticed and considered for a position?

Unemployed Intermediate-Senior, biology and general science second-career 2013 graduate in Toronto

More than three in five new graduates (63 per cent) with teaching employment in Ontario are limited to piecework teaching. More than half who did find work during the school year report that it was still just part-time by year end. Half say they were teaching in multiple schools. And half report their employment is daily supply.

Those who leave Ontario and find teaching jobs report many fewer daily occasional, part-time and multiple school teaching assignments, with only one in ten of them in piecework teaching jobs. And half of the new graduates teaching outside the province secured regular teaching contracts by year end, compared with just one in seven (14 per cent) of those teaching in Ontario. As noted elsewhere, much of this difference may be explained by the staged process introduced in 2012 for new teachers hired by Ontario publicly funded school boards to start with daily supply teaching and over time move on to LTO and permanent teaching positions.



No unemployment rate relief for third- through fifth-year teachers

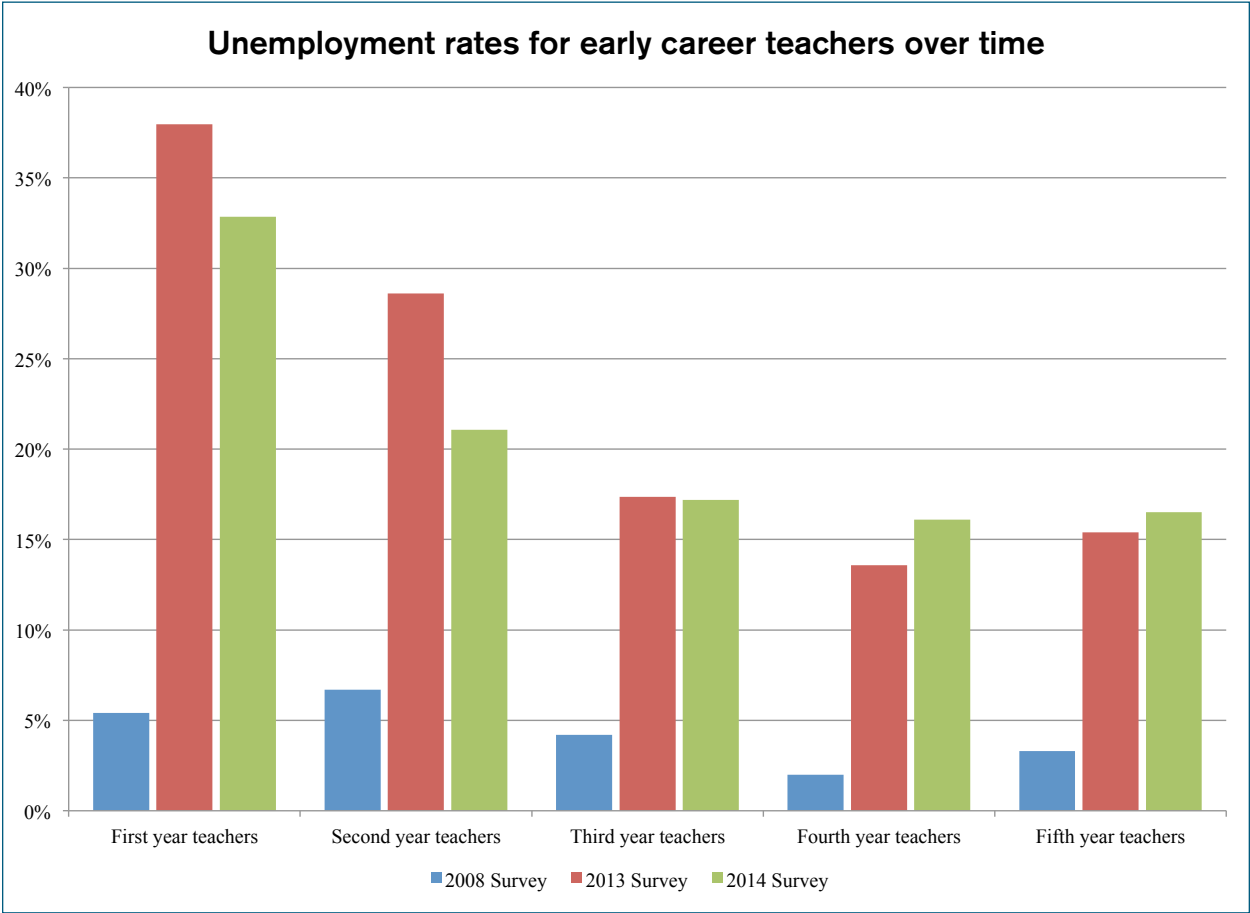
The drop in annual new teacher surplus over the past two years also had a positive impact on second-year teacher unemployment rates. Early-career teachers in their third through fifth years after graduating report no similar improvement. One in six of them were not able to secure even daily supply assignments.

Despite the promising decline in the unemployment rate for first and second-year teachers, the bottom line for new teachers in their first five years of teaching is very high unemployment rates that are three to eight times higher than in 2008.

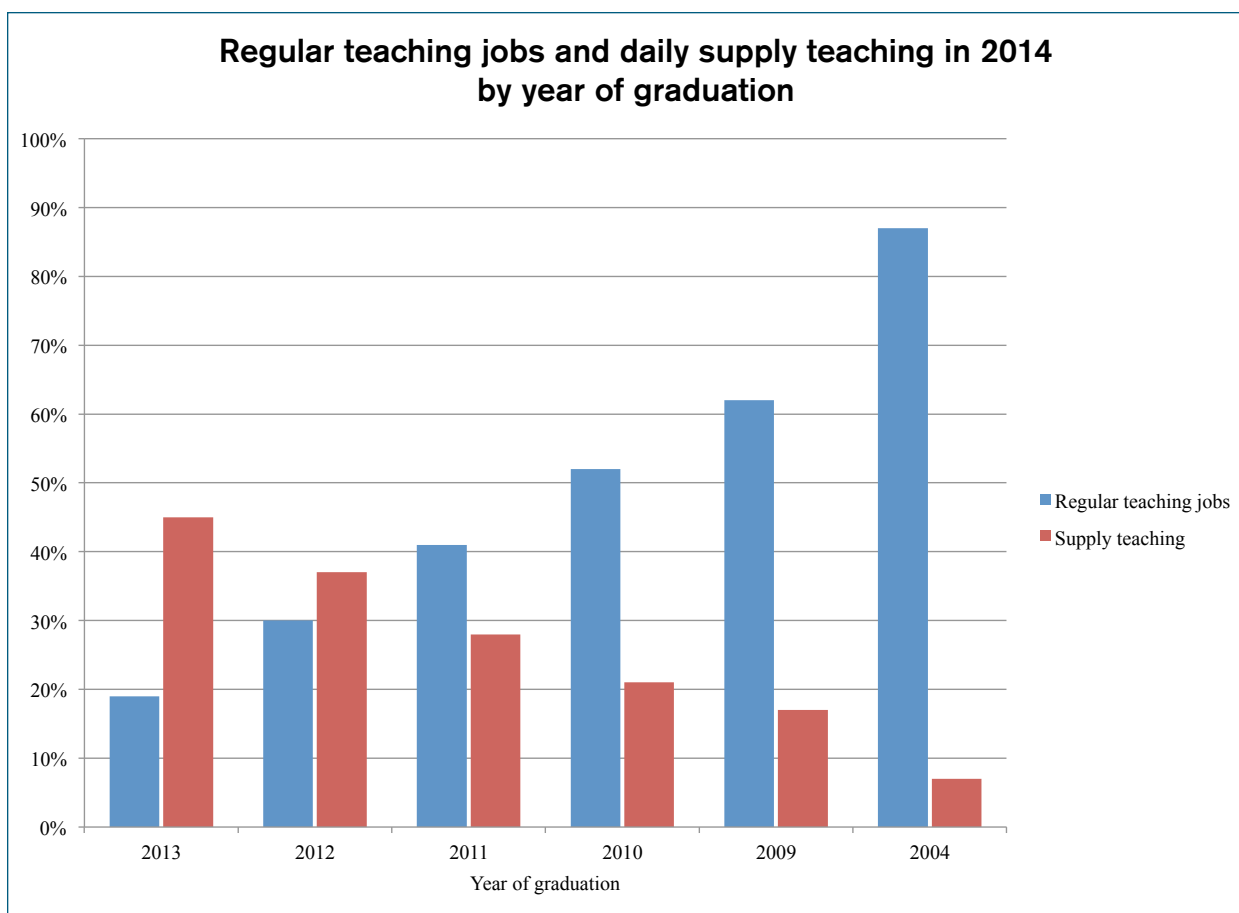
The high rate unemployment rates in years three through five are discouraging some early-career teachers who have not yet had success in their search for teaching jobs.

It has been a thoroughly demoralizing experience to apply for teaching jobs. Each time I apply to the supply list, there are between 350 and 400 other applicants competing for what amounts to approximately 35 interview slots. The last four years have turned out to be a complete waste of my time and money.

Unemployed FSL-qualified 2010 Primary-Junior graduate in eastern Ontario



Nonetheless, for those who do achieve some teaching employment, job status steadily improves over time. Daily supply teaching rates decline with each year of experience. And reported regular teaching contract status rises from year to year. Four years in, half of those teaching (52 per cent) report they secured regular teaching jobs. The proportion of daily supply teaching gradually falls with each additional year on the job market.

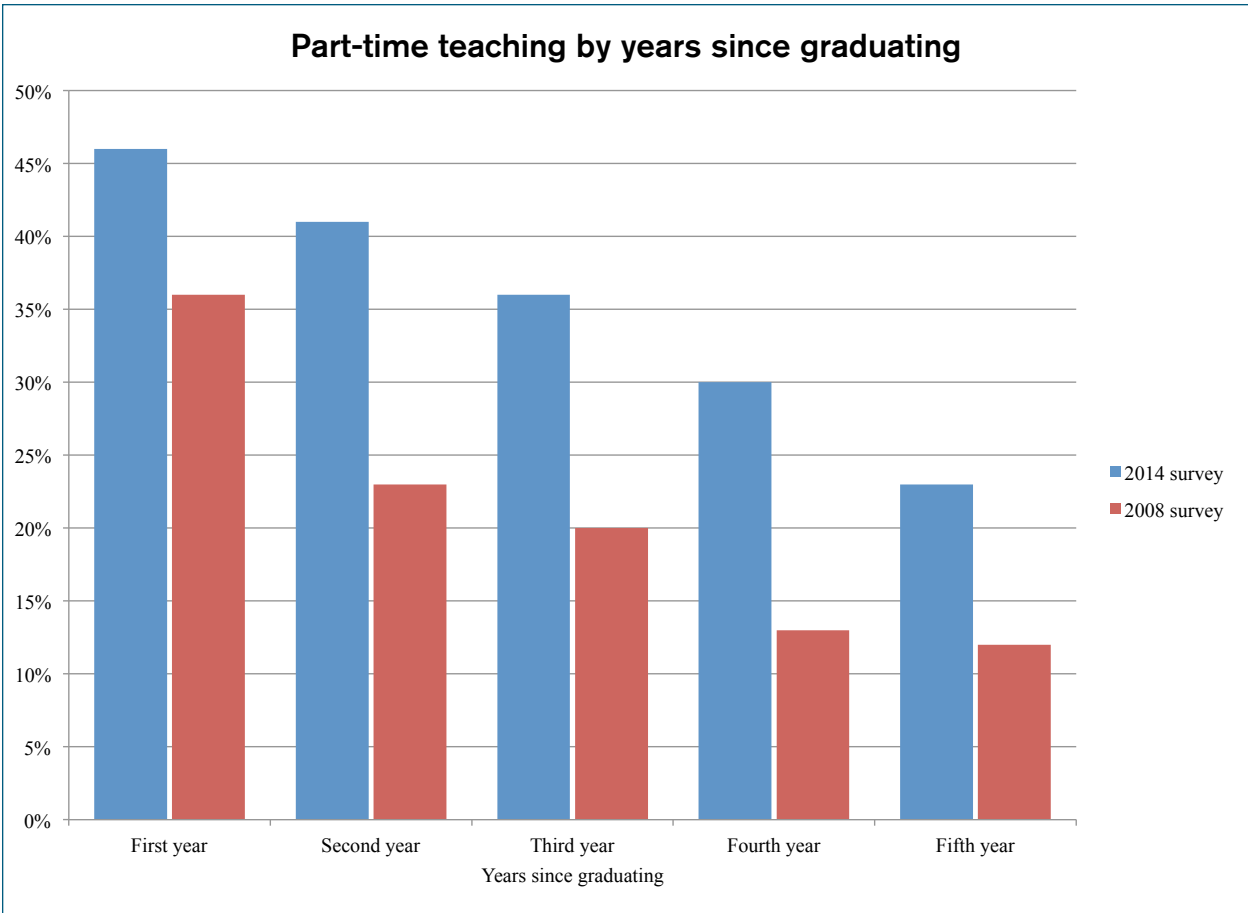


Ten year veterans, those who graduated in 2004 at an early stage of the province's teacher over-supply, report a seven per cent daily supply teaching rate in 2014.

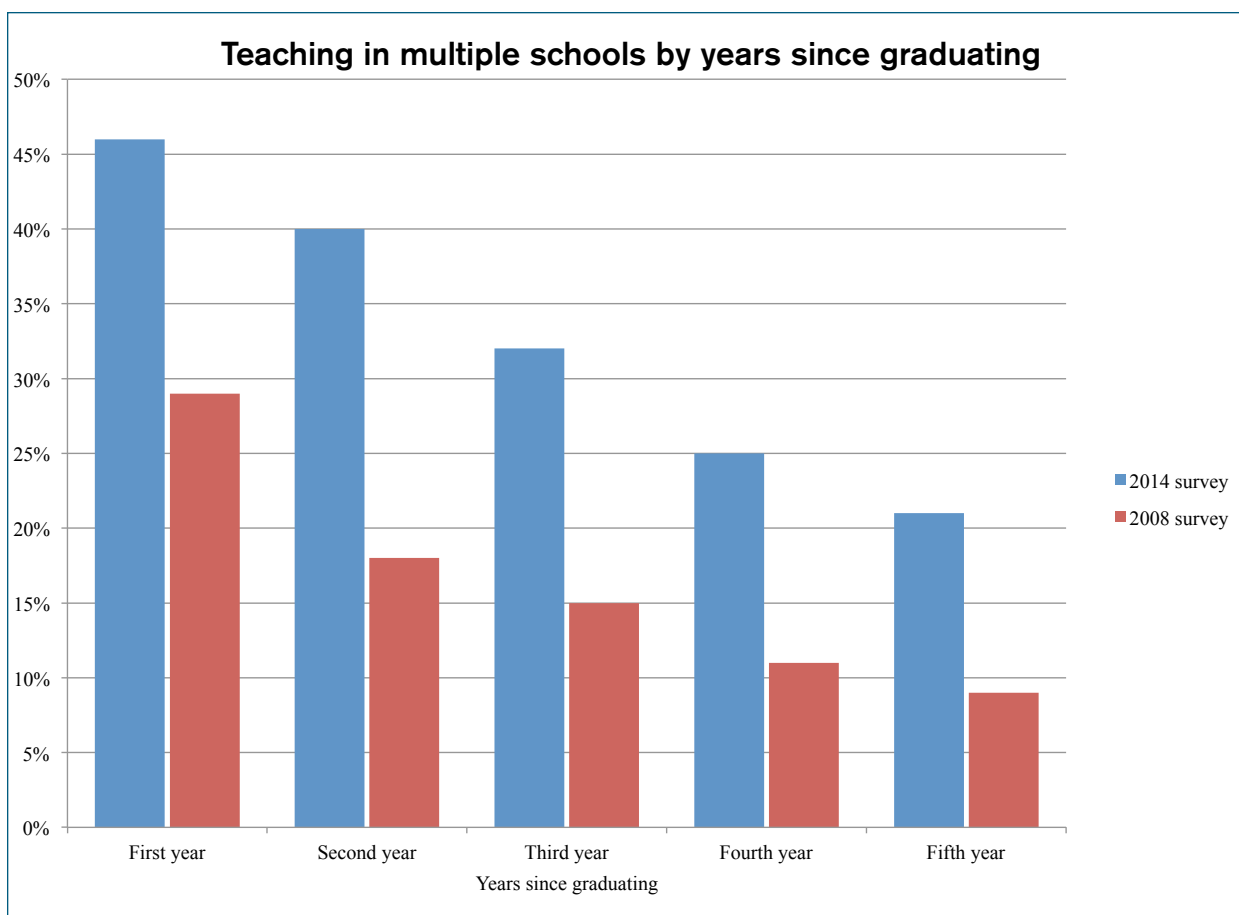
The majority of employed teachers across the first five years of their careers expect their jobs to change in the next year – about seven in 10 of those in first-year teaching (69 per cent), and gradually declining to about half (53 per cent) by the fifth year.

Some of this change is teacher-driven and focused on hoping for another school, grade level or assignment. For most, however, the expected change reflects the precarious status of their employment – a term contract will end or the teacher is declared surplus, expects to be laid off or is hoping for more reliable on-call daily supply employment.

Part-time employment is far more common now than eight years ago. Almost half (46 per cent) of employed teachers still have part-time status toward the end of their first year of teaching. This rate declines gradually to about one in three by the end of the third year and is still almost one in four by year five.



Piecing together teaching jobs with multiple assignments in more than one school is now common-place. About one-third of teachers are teaching in multiple schools in their third year and more than one in five teachers still do so after five years in the profession.



Some of this part-time and multiple school teaching is personal choice. The substantial increase in the rate of this piecework employment since 2008, however, is clearly a consequence of the poor job market. And the majority of these part-time and multi-school teachers say they are underemployed. Their part-time and/or multi-school teaching up to five years into their careers is not voluntary. They want more employment, but they piece together as much teaching work from whatever opportunities they can find.

Queues and wait times for full employment receded in 2014, but still long

After seven years of steady increases in wait times for full employment, the 2014 surveys reflect somewhat shortened queues of unemployed and underemployed teachers in most of the first five years of teaching careers. Despite this improvement, half of this generation of teachers is not fully employed three years into their teaching careers and two in five have still not achieved this goal in five years.

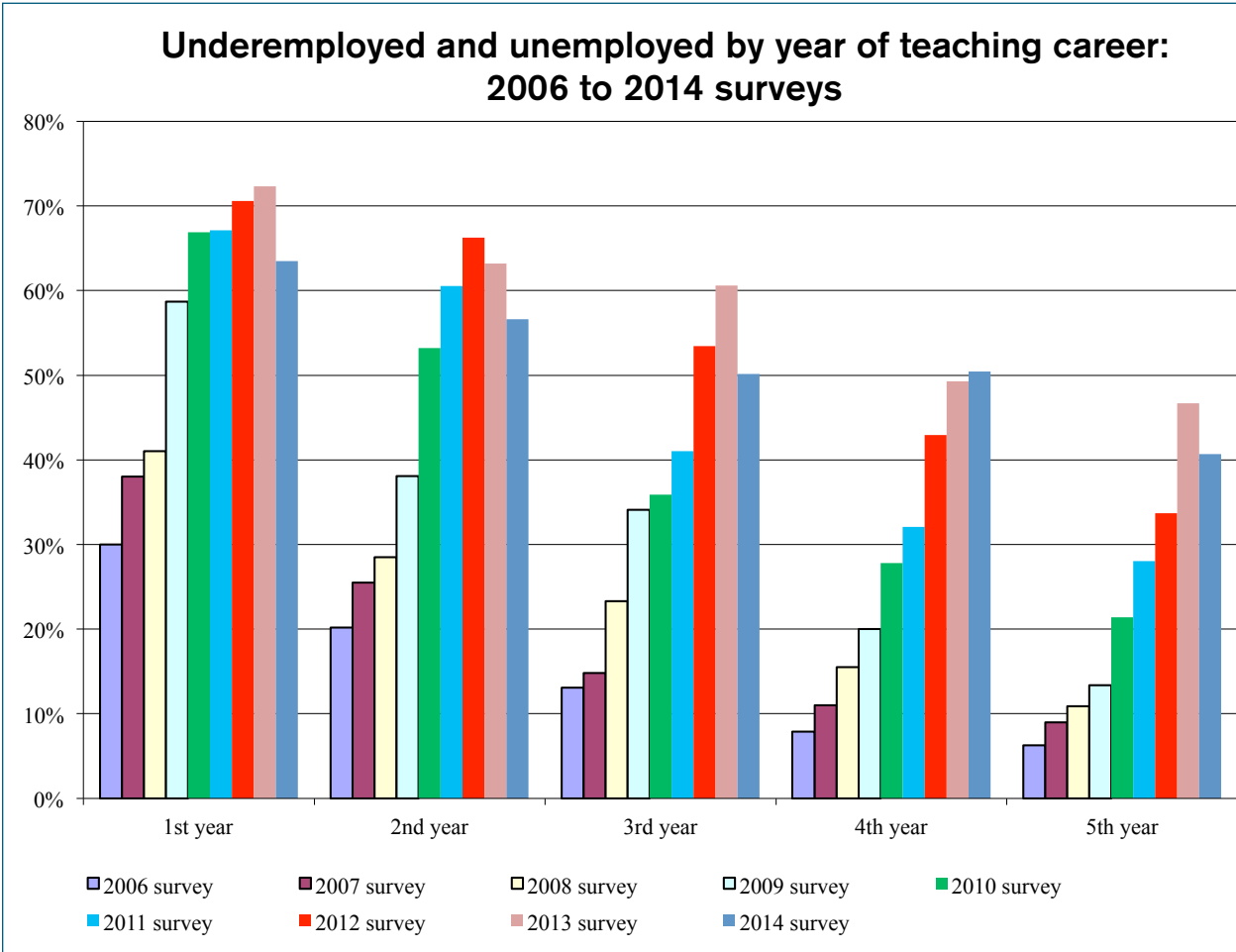
Some teachers seek part-time or occasional teaching by choice as they start their careers. Others take time out from teaching for further study, family or other reasons.

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

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

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

Using these definitions, wait times to full employment lengthened steadily and dramatically in Ontario 2006 to 2013. In 2014, this trend line reversed – the wait times were shorter than in 2013 for teachers in four of the first five years of their careers.



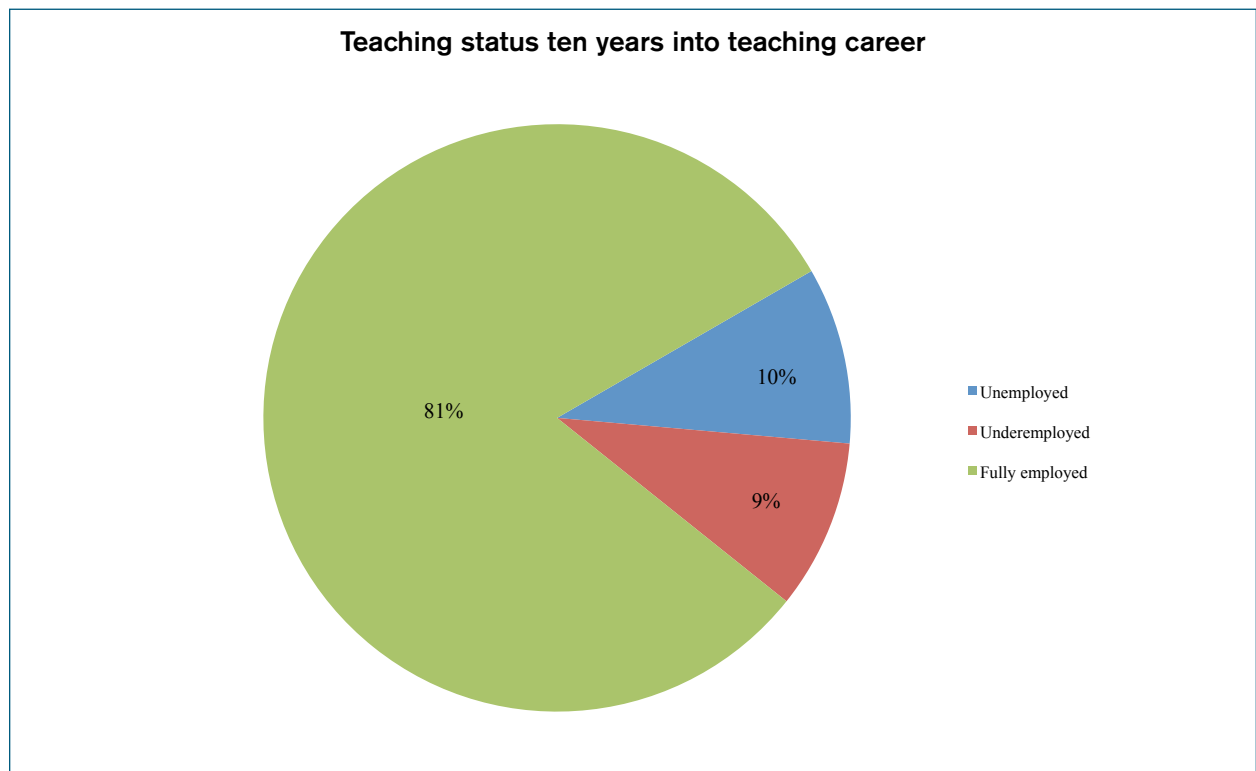
Since 2006:

- first-year teachers active on the job market but not fully employed increased from 30 to 72 per cent in 2013, and then decreased in 2014 to 63 per cent
- second-year teachers from 20 to 63 per cent by 2013, falling back to 57 per cent in 2014
- third-year teachers from 13 to 61 per cent by 2013, down to 50 per cent in 2014
- fourth-year teachers from eight to 49 per cent in 2013, and up marginally to 51 per cent in 2014, and
- fifth-year teachers from six to 47 per cent in 2013, down to 41 per cent in 2014.

The reduced intake of new teachers over the past two years – and the much greater reduction to come in 2016 and onwards – mean that the worst job outcome effects of the teacher surplus peaked in 2013, with improvement in job outcomes in 2014 and very likely more significant improvements to come in future years.

Four in five teachers licensed ten years ago now well established

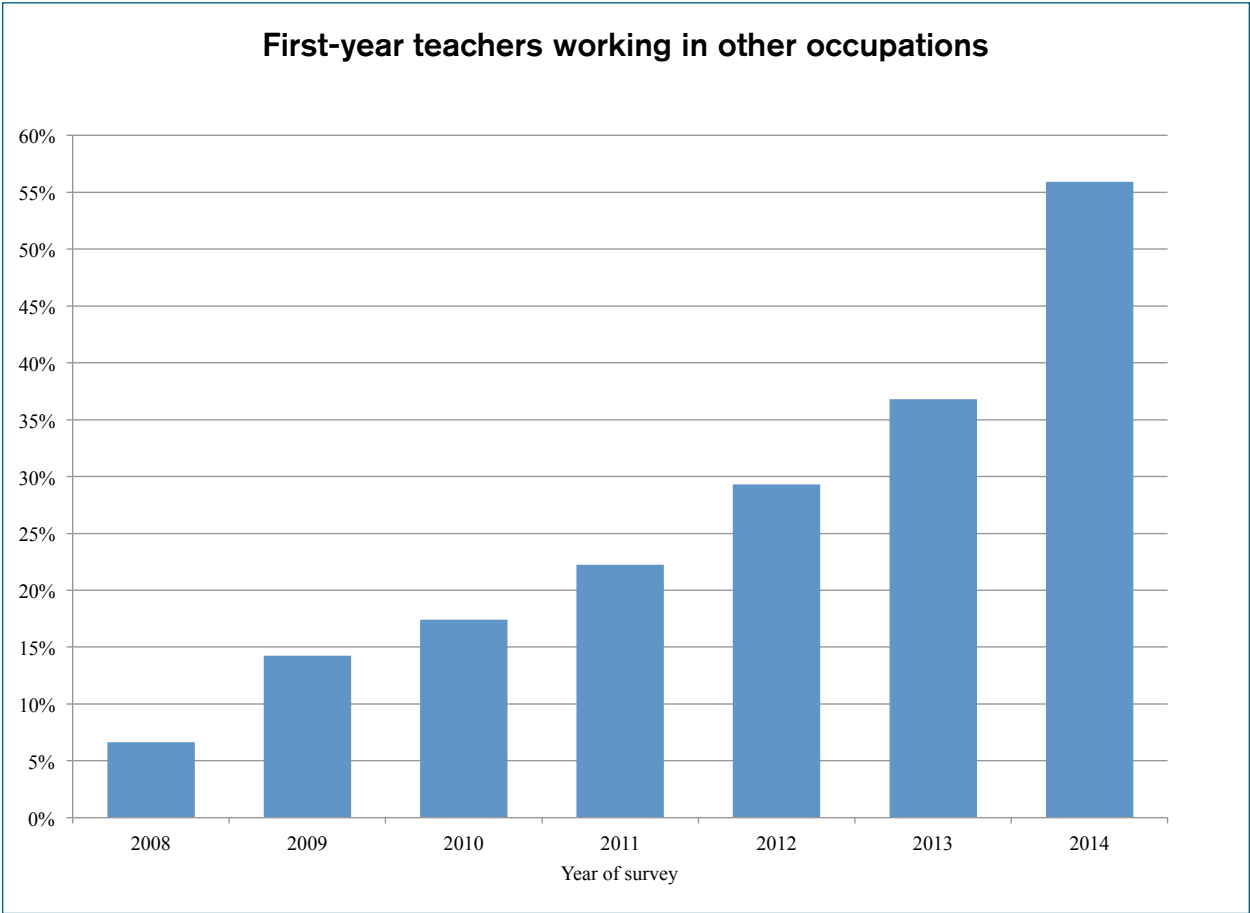
Most graduates of teacher education programs in 2004, among those who continued their teaching careers despite the challenges of the increasingly tight employment market since the middle of the last decade, are now well settled in their teaching careers. However, one in ten of them said they could not find a teaching job in 2013-14 and almost another one in ten that they were underemployed.



This analysis excludes the one in seven graduates of 2004 who gained an Ontario teaching licence but subsequently dropped their membership in the Ontario College of Teachers. It also excludes the almost one in ten (nine per cent) who are continuing Ontario teachers but who chose to not continue teaching or to seek a teaching job during the 2013-2014 school year. Almost nine in 10 (87 per cent) of these 2004 graduates who are employed as teachers hold regular teaching contracts.

More graduates take jobs not requiring Ontario teacher certification

With the tightening teacher employment market over the recent past, more first-year teachers each year work in non-teaching jobs. They do this either as an alternative to elusive teaching jobs or they do it to supplement part-time and/or occasional teaching. New teachers working in other occupations grew sharply from just six per cent in 2008 to 56 per cent⁹ in 2014.



Most first-year teachers who take on jobs that do not require a licensed teacher are, at least in part, working at teaching-related occupations. The most frequent teaching-related work is

⁹ The substantial jump from 37 per cent in 2013 to 56 per cent in 2014 may partly reflect under-reporting in earlier year surveys. A more substantial survey section on alternative work was added in 2014 possibly encouraging more respondents to report non-teaching work in our most recent survey.

tutoring, either on a private basis or for a tutoring company. Many also report early childhood education jobs, child care, or work in before and after school programming. Others engage in post-secondary instruction, teaching in museums or other settings not requiring an Ontario Certified Teacher designation. Adult education, recreation, and child and youth special service roles are also reported.

In addition to teaching-related roles, many work in retail or service industries, administrative, financial services or clerical roles and work in trades or non-education related professions. Some respondents juggle more than one type of alternative work while continuing to look for teaching jobs.

Non-teacher occupation	% reporting type of job
Tutoring	42 %
Service or retail roles	20
Teaching in another role or setting not requiring OCT designation	16
Recreation, coaching or personal training	15
ECE, childcare or before/after school programming	14
Administrative, financial services or clerical	11
Child and youth or special needs work	8
Managerial or non-teacher professional	7
Education assistant	6
Trades, manufacturing or construction	6
Post-secondary instruction	4
Adult education	3
Other	8

Most consider the non-teacher employment to be a temporary expedient required to supplement teaching income. Half continue alternative work that supported them at university, with one in three reporting the alternative as a return to a career that preceded teacher education.

About two in three say they enjoy the alternative work they are engaged in. But one in four reports this employment as an obstacle to looking for and being available for teaching opportunities.

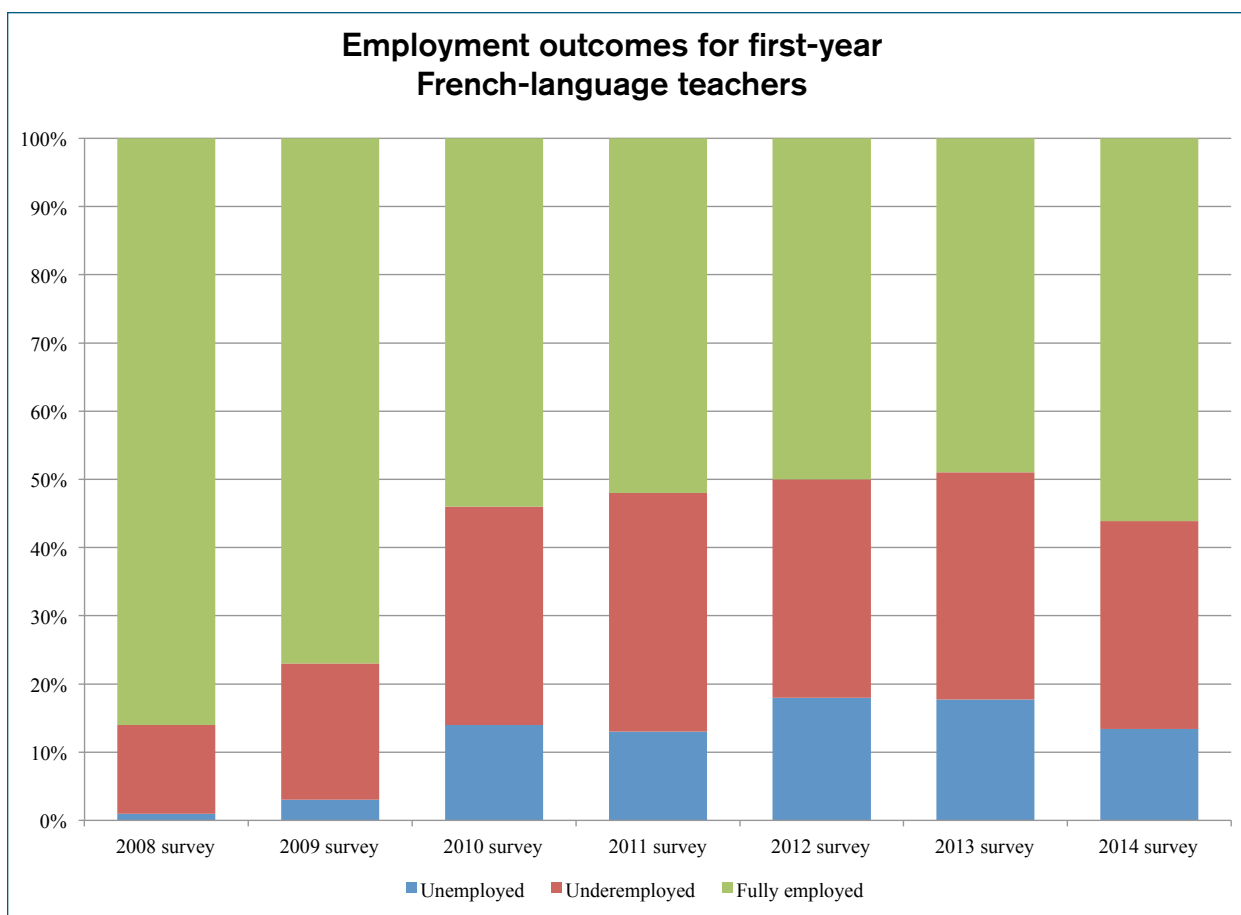
One in five of these first-year teachers are exploring another occupation as a possible alternative to a teaching career. Almost three in four (73 per cent) say they will still be teachers five years hence, with another 13 percent reporting that they probably will be continuing with a teaching career then.

First-year teacher perspectives on their work in non-teacher occupations	% agree or strongly agree
This alternative work is just a temporary arrangement until I am employed as a teacher	71 %
I need to do this other work to supplement my teaching income	68
I engage in this alternative work because I enjoy it	64
Some or all of this other work is a continuation of part-time and/or summer employment I had to support myself during my university years	49
I am pursuing this other work to increase my chances of getting a teaching job	40
Some or all of this other work is a return to a career I pursued before I enrolled in teacher education	33
This work is an obstacle to searching for or being available for teaching opportunities	27
I am pursuing this other work as a possible career alternative to elementary or secondary teaching	20

More first-year French-language teachers fully employed in 2014

Job outcome improvements are reported in 2014 by first-year teachers able to teach in French. Their unemployment rate dropped from 18 per cent in 2013 to 13 per cent this year, with a further small improvement in the underemployment rate as well. More than half (56 per cent) first-year French-language teachers now say they secured full employment throughout the first school year following graduation.

Despite these gains found in this most recent survey, the 2014 combined under/unemployment rate for French-language teachers is more than three times the rate found in surveys as recently as 2008.



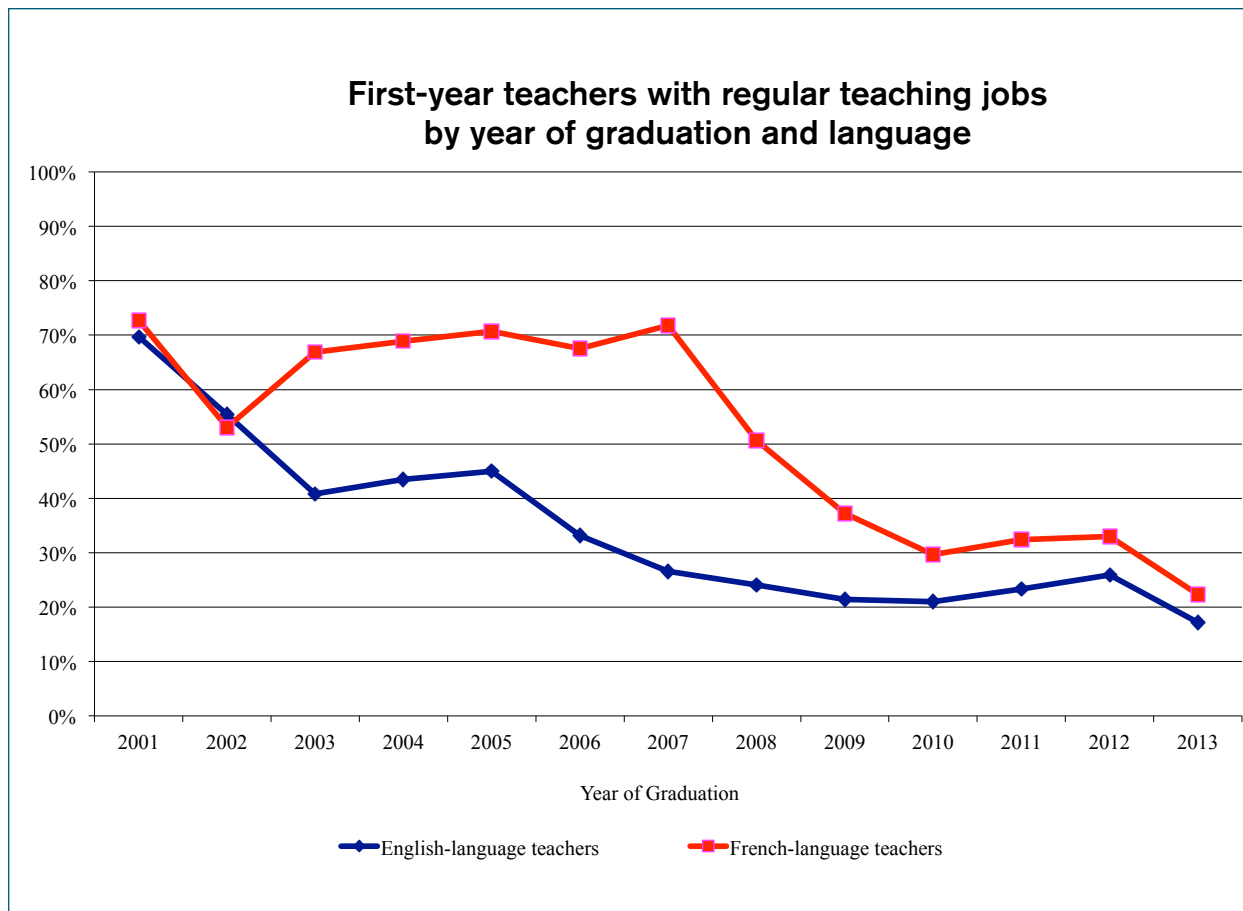
Among French-language teachers who found some teaching employment in the 2013-2014 school year, just one in four (25 per cent) say they secured regular teaching contracts by school year end. This is a decline from one in three who gained regular contracts the previous year. The decrease in secure first-year employment contracts is likely related to the legislated changes to publicly funded school board hiring procedures.

Some are teaching in French as an alternative to failed searches for more limited English-language teaching options.

I learned French in order to get a job. I was also willing to re-locate and re-invent myself. On paper I am an Intermediate-Senior history and politics teacher, but right now I am teaching junior core French.

Part-time long term occasional FSL teacher in greater Toronto area

First-year regular teaching contracts were common for teachers who graduated from French-language programs or who could teach French as a second language until the 2007-08 school year. Since then, regular job reports dropped steadily to the much lower rates long prevalent among English-language teachers.

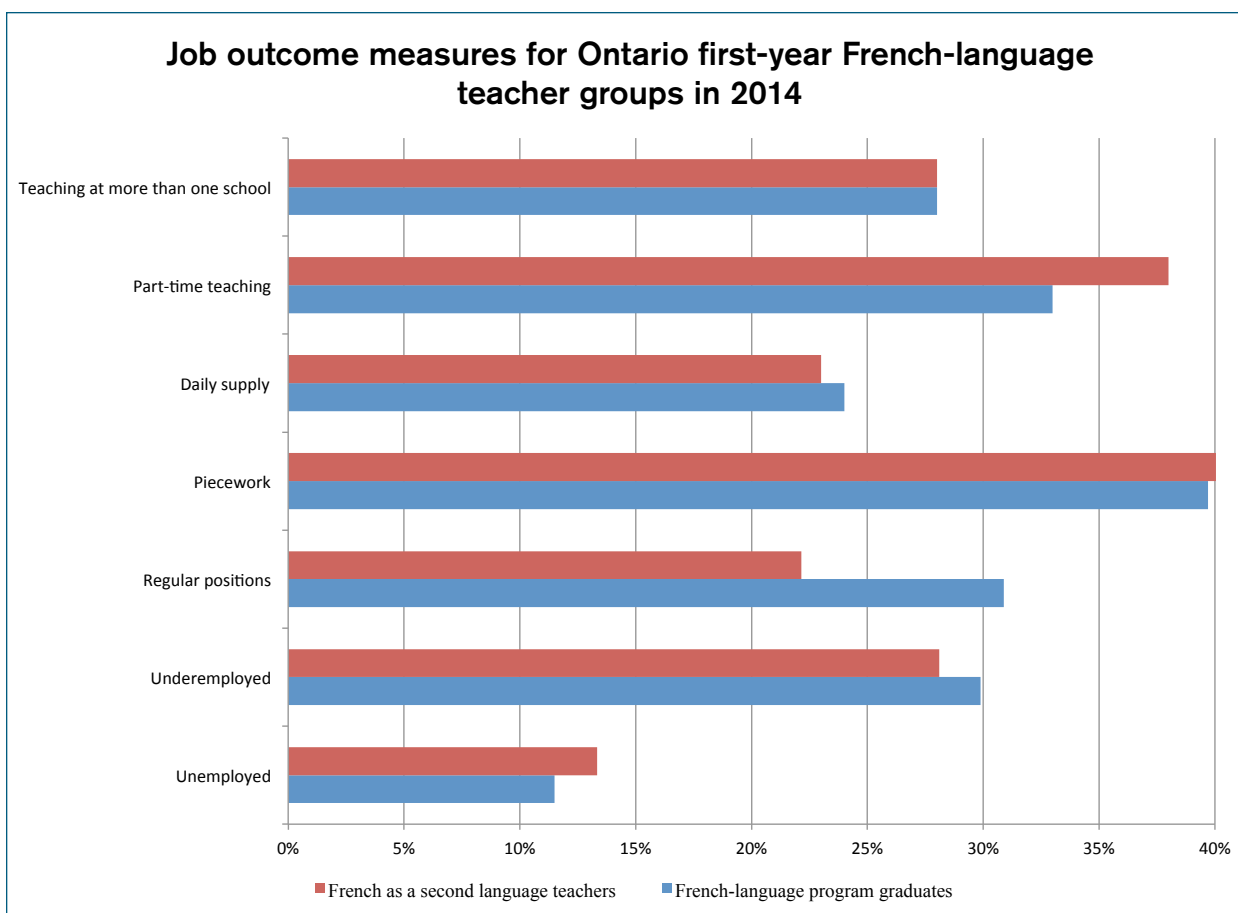


Despite improvements in 2014, the weak French-language employment market continues to affect both Ontario's French-language program graduates and French as a second language teachers who graduate from English-language programs.

Searching for a first teaching job was very stressful given the limited number of openings in eastern Ontario. After no success with several applications, I applied and got a job teaching French in an English-language school in Montreal. This was a great opportunity for me to start my career, but I hope to get a job with an Ontario school board in the coming years.

Unemployed French-language program Primary-Junior graduate of 2013

These two distinct French-language teacher groups report similar rates of unemployment and underemployment. French-language program graduates who find some employment, however, report higher rates of success in gaining first-year regular appointments. French as a second language teachers have to resort to somewhat more part-time teaching than French-language program graduates.



First-year French-language program graduates and English-language graduates with FSL credentials continue to enjoy much more success in the Ontario job market than English-language teachers who stay in the province.¹⁰ They report much less unemployment than English-language teachers. Their rates of obtaining regular teaching contracts are also much higher and rates of underemployment somewhat lower than first-year English-language teachers in the province.

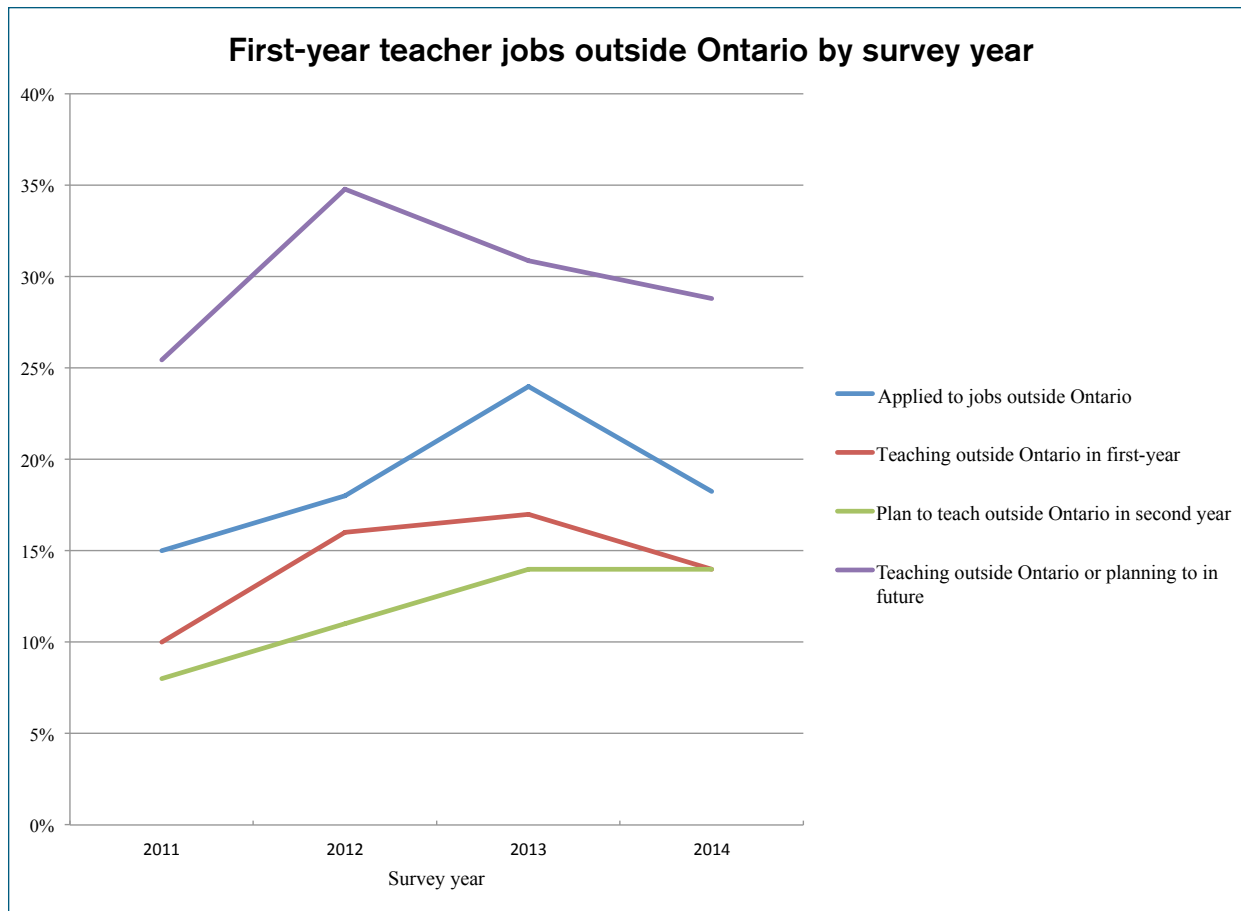
2014 job outcomes for first-year French- and English-language teachers with jobs in Ontario

	French-language program graduates	French as second language teachers	English-language teachers
Unemployed	12 %	11 %	40 %
Underemployed	29	30	34
Regular positions	31	22	9

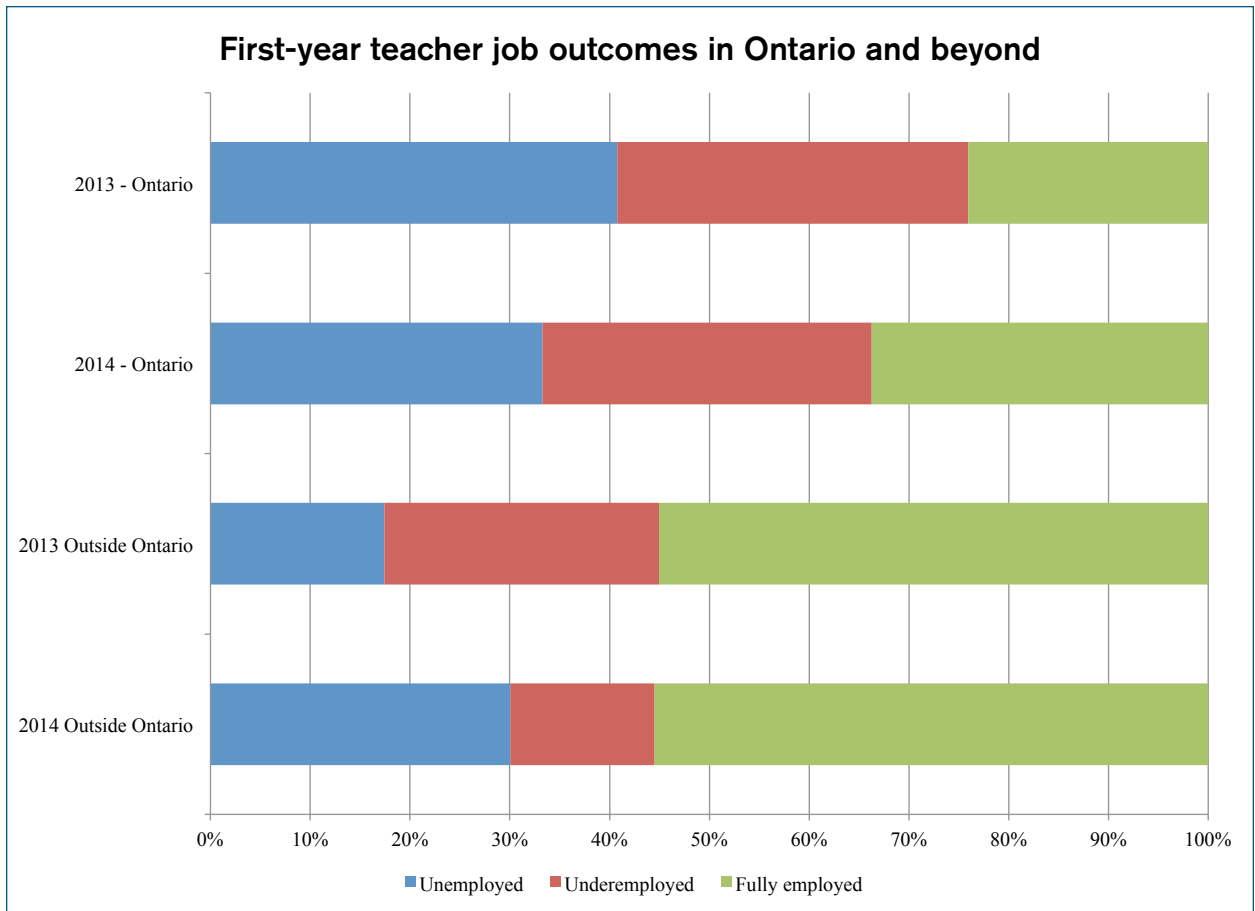
¹⁰ As reported below, English-language graduates who leave Ontario to begin their teaching careers experience much more success in gaining regular teaching contracts.

Fewer new teachers looking outside Ontario for teaching jobs

More than one in six (18 per cent) 2013 education graduates applied to teaching jobs outside Ontario in their first year following graduation. One in seven (14 per cent) of those who found teaching jobs were hired to teach outside the province. These numbers represent declines from 24 per cent and 18 per cent respectively the previous year. One in seven (14 per cent) respondents to the 2014 surveys say at the end of the first year that they plan to teach outside the province in their second year as a teacher.



Two in three of those teaching elsewhere or planning to do so expect they will eventually return to Ontario to teach at some time in the future. Fewer than one in five of them (18 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.



First-year teacher 2014 survey responses reveal striking differences in job outcomes between those residing in Ontario and those who leave the province. More than half (55 per cent) of those outside Ontario report they were fully employed as teachers during throughout the school year. Among those resident in Ontario, just one in three (34 per cent) achieved full employment.

It was very difficult to find a teaching position in the Toronto area. This experience forced me to accept a teaching position outside of the country. Unless I find a teaching job in Ontario within the next year or two I will consider another career.

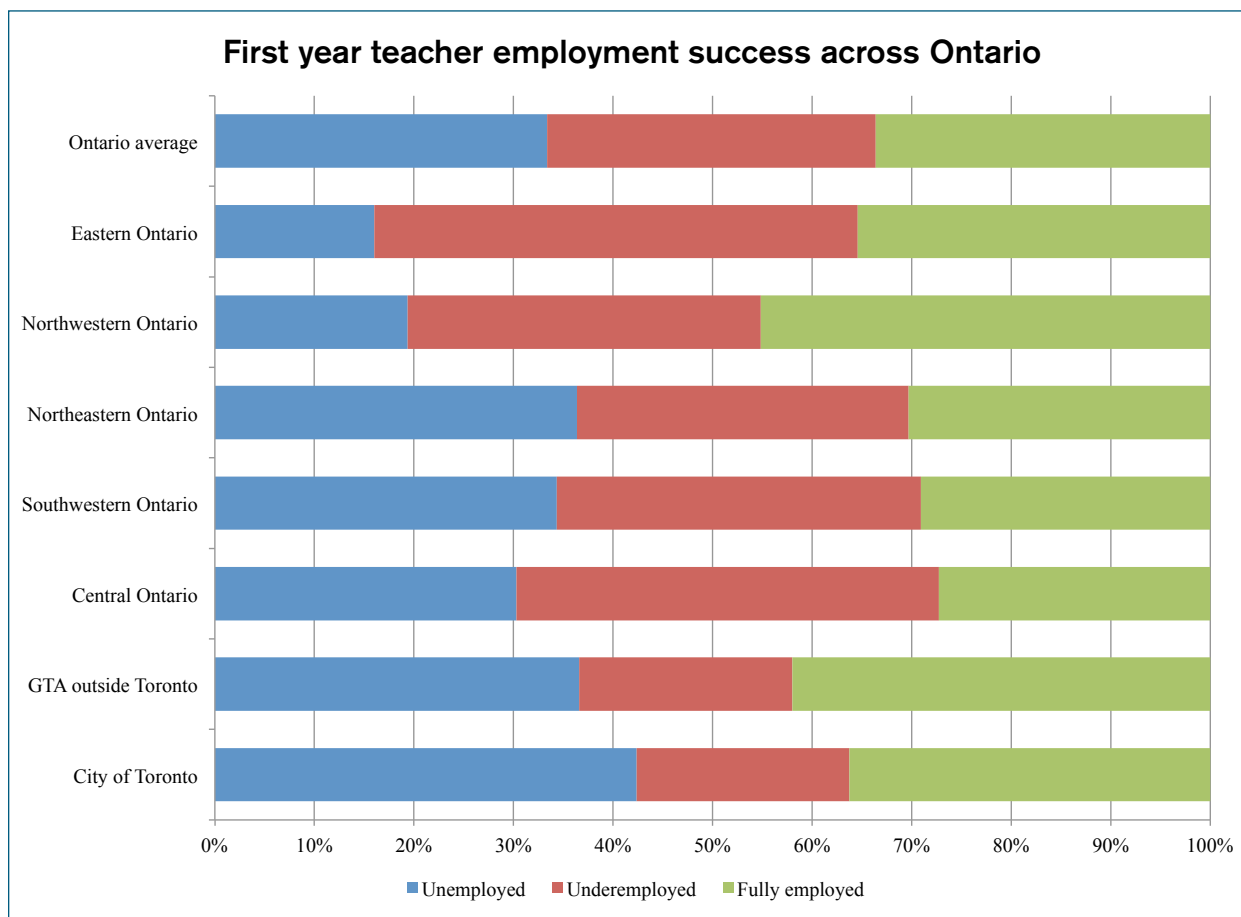
Intermediate-Senior business and social science 2013 Ontario graduate teaching in Trinidad

Compared with graduates the year before, however, the first-year education graduates of 2013 who elected to stay in Ontario significantly narrowed this job outcomes gap.

Teacher job market improves, but still highly competitive across the province

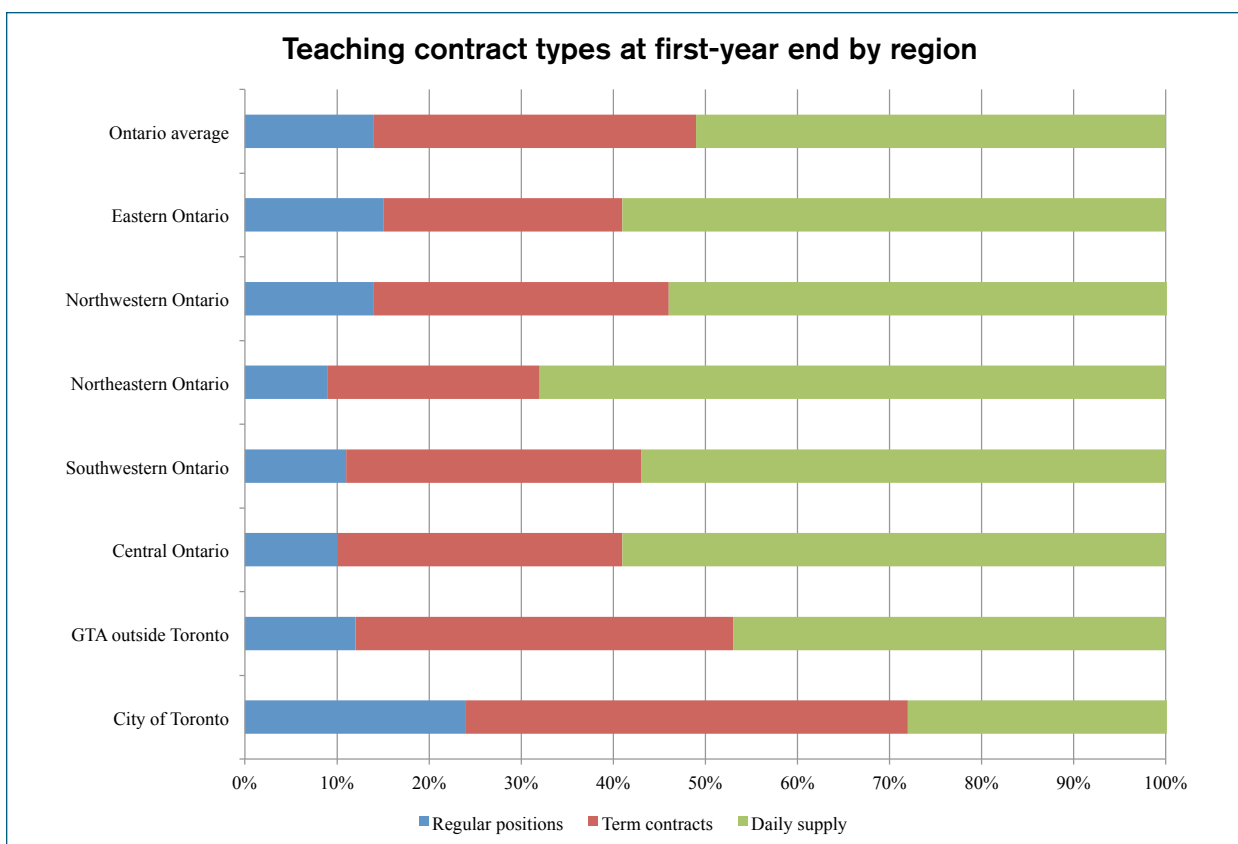
Despite the improvements in job outcome measures in 2014, the teacher market continues to be difficult for new teachers in all regions of Ontario. Unemployment among first-year teachers is highest in the city of Toronto. Eastern Ontario enjoys the lowest rate of unemployment, but reports higher rates of underemployment than other regions.

First-year teachers in all regions, with the exception of central Ontario, report full employment rates that are better than the levels found the previous year. The overall Ontario full employment rate moved up from just 24 per cent in 2013 to 34 per cent in 2014.



Despite these gains, and whether as a result of comparatively higher unemployment or higher underemployment rates, new teachers residing in all regions of the province report low rates of first-year teacher full employment. Full employment rates in the first year vary from a low of 27 per cent in central Ontario to a high of 45 per cent in northwestern Ontario.

With the exception of the city of Toronto only about one in seven, or fewer, employed first-year teachers secured a regular teaching contract by year end. And in every region except the greater Toronto area, half or more reporting some teaching job success were still on daily supply teaching lists at year end.



The greater Toronto region outside the city of Toronto accounted for 28 per cent of all Ontario teaching jobs secured by first-year teachers but just 18 per cent of the regular appointments. Most other Ontario regions also experienced a disproportionately low incidence of regular appointments. Teachers residing in other provinces or outside Canada held 14 per cent of all first-year teaching jobs, but 36 per cent of reported regular teaching contracts.

Distribution of employment and regular jobs

Region	Share of total employed	Share of regular teaching jobs
Greater Toronto region	28 %	18 %
City of Toronto	13	16
Southwestern Ontario	17	10
Eastern Ontario	18	15
Central Ontario	5	3
Northeastern Ontario	3	1
Northwestern Ontario	3	2
Other Canadian provinces	6	14
Outside Canada	8	22

More than two in three graduates from 2013 who found teaching jobs in Ontario are in English-language public (50 per cent) or English-language Catholic (18 per cent) school boards. Only one in four (26 per cent) of the regular contracts in Ontario were in these English-language school boards.

Publicly funded French-language school boards did 17 per cent of the hiring of first-year teachers and 32 per cent of the regular contracts, well beyond the relative size of the French-language system enrolment and teaching population in the province. Similarly, at 13 per cent of total jobs and 37 per cent of regular contracts, the province's independent schools are hiring first-year teachers at rates far beyond their proportionate size.

Two per cent of new teachers in Ontario found jobs in First Nations schools with another one per cent 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	50 %	18 %
English-language Catholic	18	8
French-language public	6	12
French-language Catholic	11	20
Independent schools	13	37
First Nations	2	5

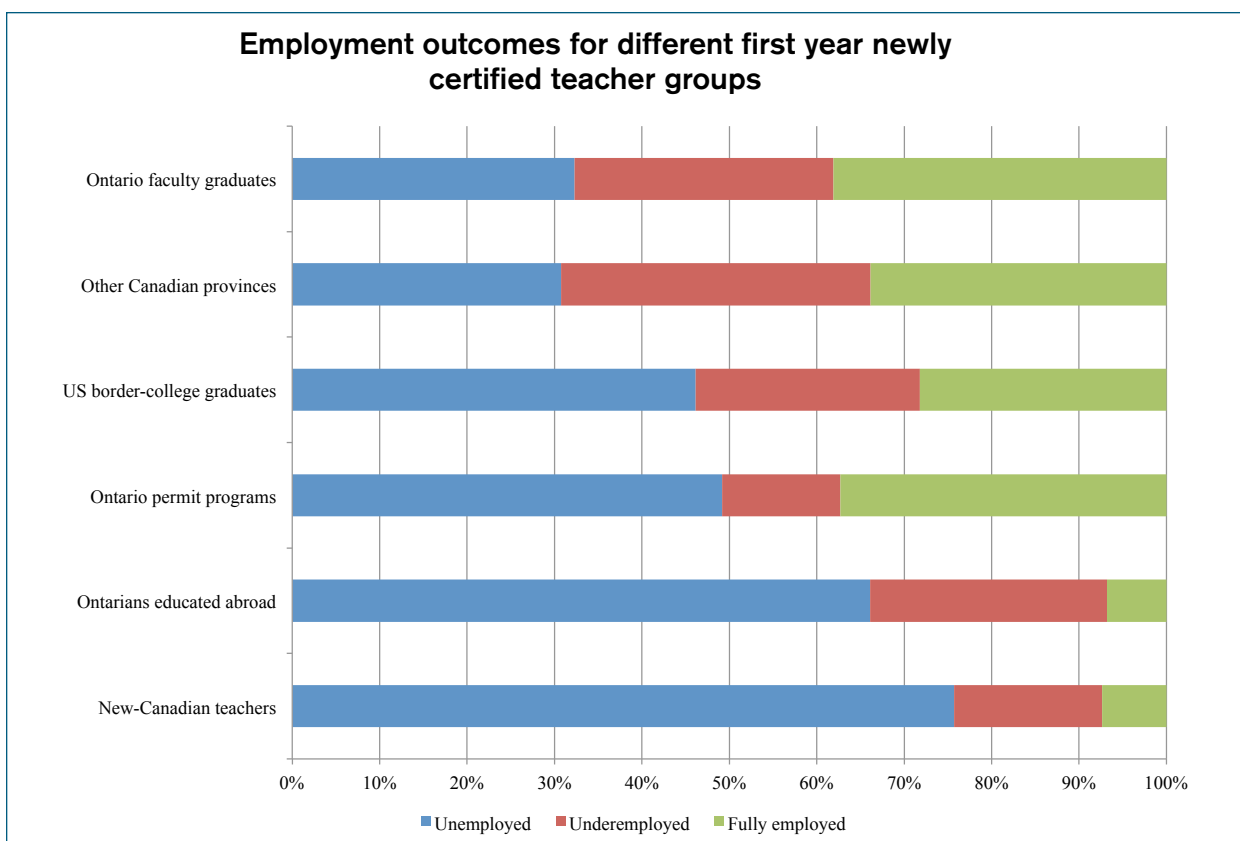
Independent schools now provide more than one in three (37 per cent) of the regular teaching contracts available to first-year teachers in Ontario. By contrast, English-language public schools offered 18 per cent of regular teaching jobs despite doing half the first-year teacher hiring.

Few job opportunities available for new Ontario teachers educated abroad

Teachers who immigrate to Canada with certification from other jurisdictions still face tremendous challenges entering the teacher job market here. Opportunities for these newcomers were limited more than a decade ago when this study began to track new-Canadians' experiences following certification in Ontario. Their job outcomes worsened further as the Ontario teacher oversupply emerged in the middle of the last decade.

Three in four new-Canadians (76 per cent) are now unemployed in their first year following Ontario certification. They say they were actively on the job market and could find no teaching employment at all, not even daily supply jobs. This rate is double the 36 per cent unemployment rate among comparable first-year new-Canadian teachers back in 2007.

Ontarians educated abroad also fared poorly in 2014, with two in three of them reporting unemployment. US-border college graduates and graduates from Ontario-based programs operating teacher education programs on special ministerial permits had more success than those educated elsewhere, but not nearly as well as Ontario faculty graduates and new teachers who moved here from other provinces.

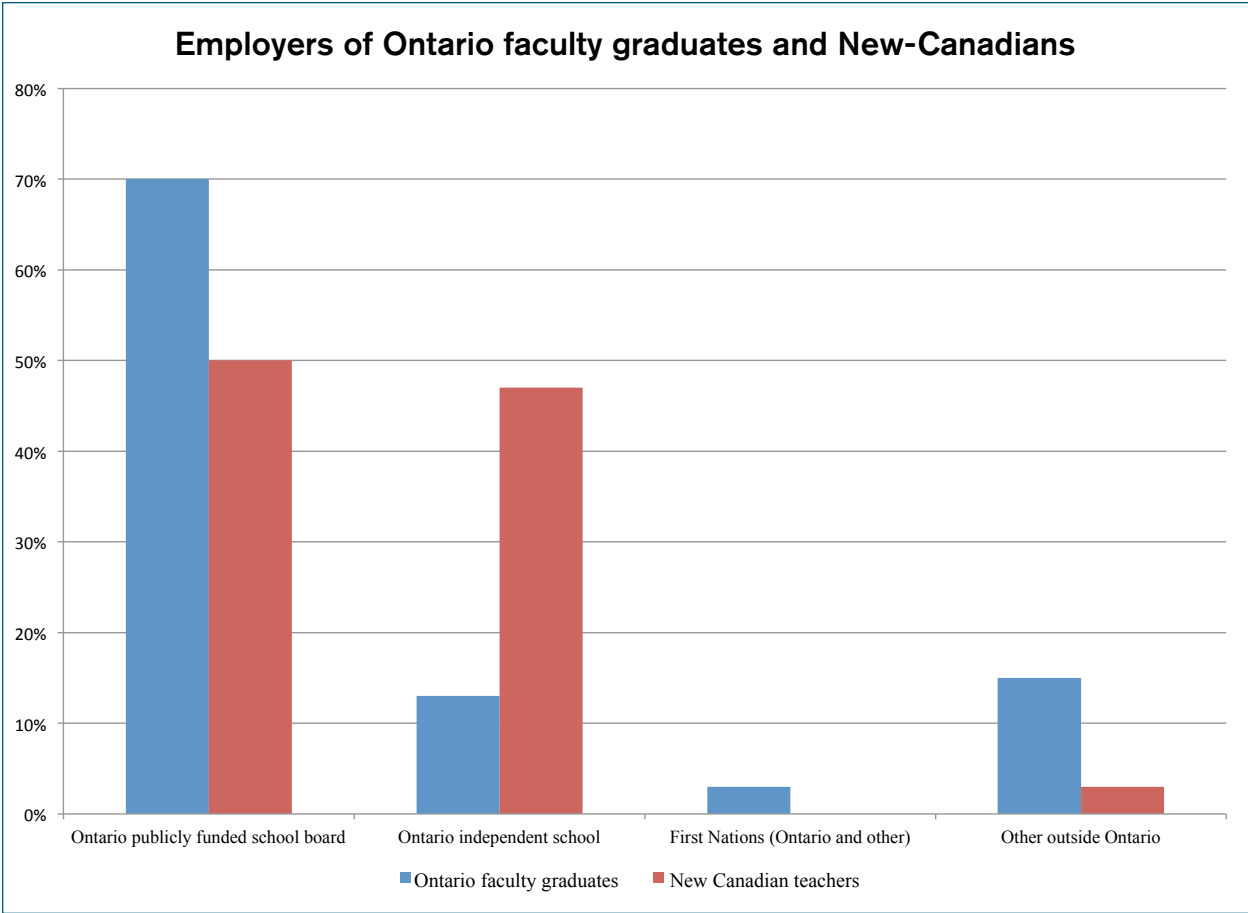


The 76 per cent unemployment rate for new-Canadians is striking even in the context of continuing high unemployment rates for all first-year teachers in Ontario. And, for the one in four new-Canadians who did find some teaching opportunities, the majority of them (63 per cent) say they are underemployed. Just one in 14 (seven per cent) say they are fully employed in the first year after certification in Ontario.

Searching for a teaching job is disheartening. I volunteer, am a lunch monitor and have done three or four emergency supply days. I am a passionate teacher who left behind my teaching job with the hope to continue it here. I am feeling absolutely dejected. I do need a job and want to use the skills I have.

Unemployed Intermediate-Senior teacher, certified in Ontario in 2013, and with ten years teaching experience in India and the United Arab Emirates

Independent schools are a major source of teaching employment in Ontario for the one in four new-Canadian teachers who do find some form of teaching job in their first year following certification. These schools provide 47 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.



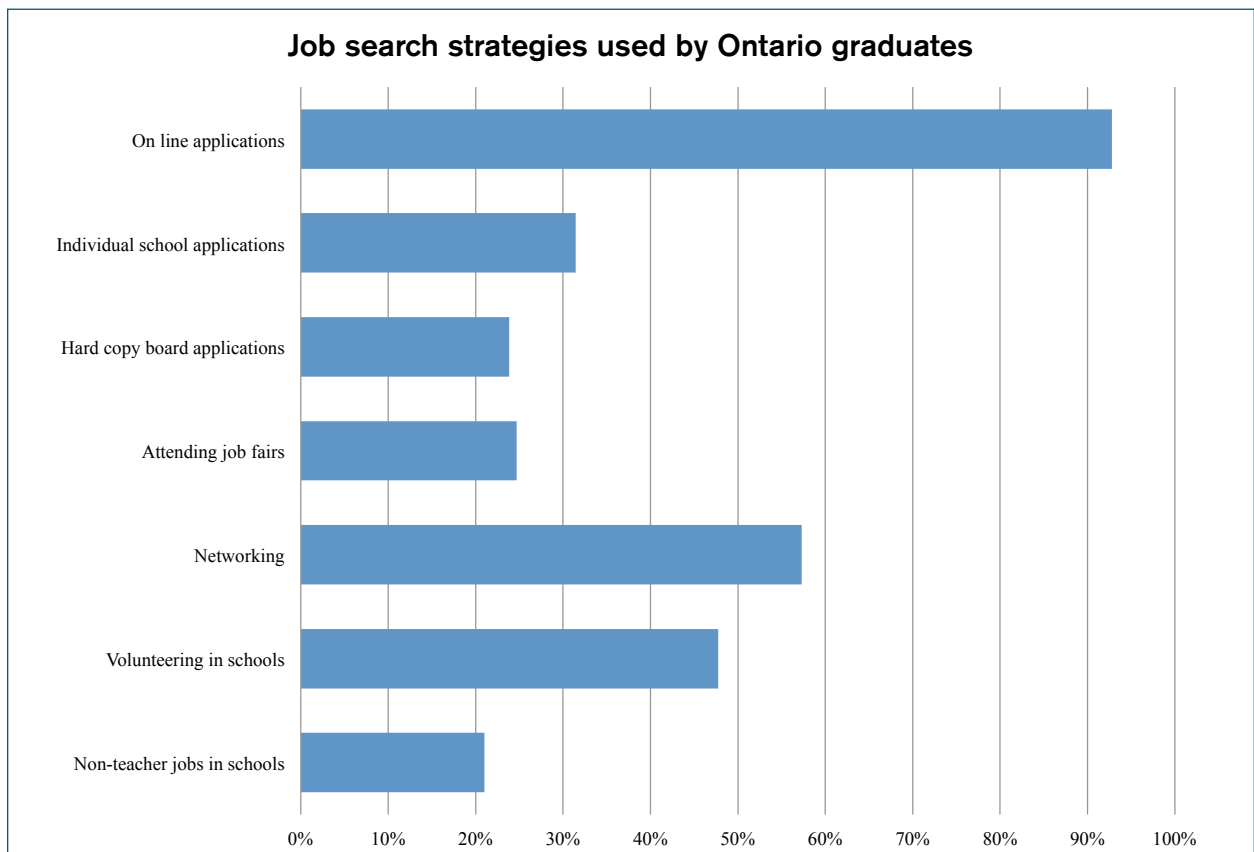
The substantial gap in job outcomes between Ontario graduates and new-Canadians continues into the second year. Almost three in four (73 per cent) report they had still not been able to find even daily supply teaching two years after licensing as a teacher in Ontario. And more than half (60 per cent) of the one in four new-Canadians who are employed by the second year say they remain underemployed.

Job Search and Volunteering

Proactive job seekers

Today's education graduates use varied strategies and are highly proactive in their efforts to secure teaching jobs.

- More than nine in 10 new teachers use the on-line application processes in place for most publicly funded school boards.
- Almost three in five supplement this standard process by networking with established teachers and school administrators.
- Half also volunteer their time in schools to gain experience, contacts and references
- Almost one in three new teachers also submits hard copy applications to individual schools.
- Non-teaching jobs in schools and job fairs are also pursued by many new teachers.

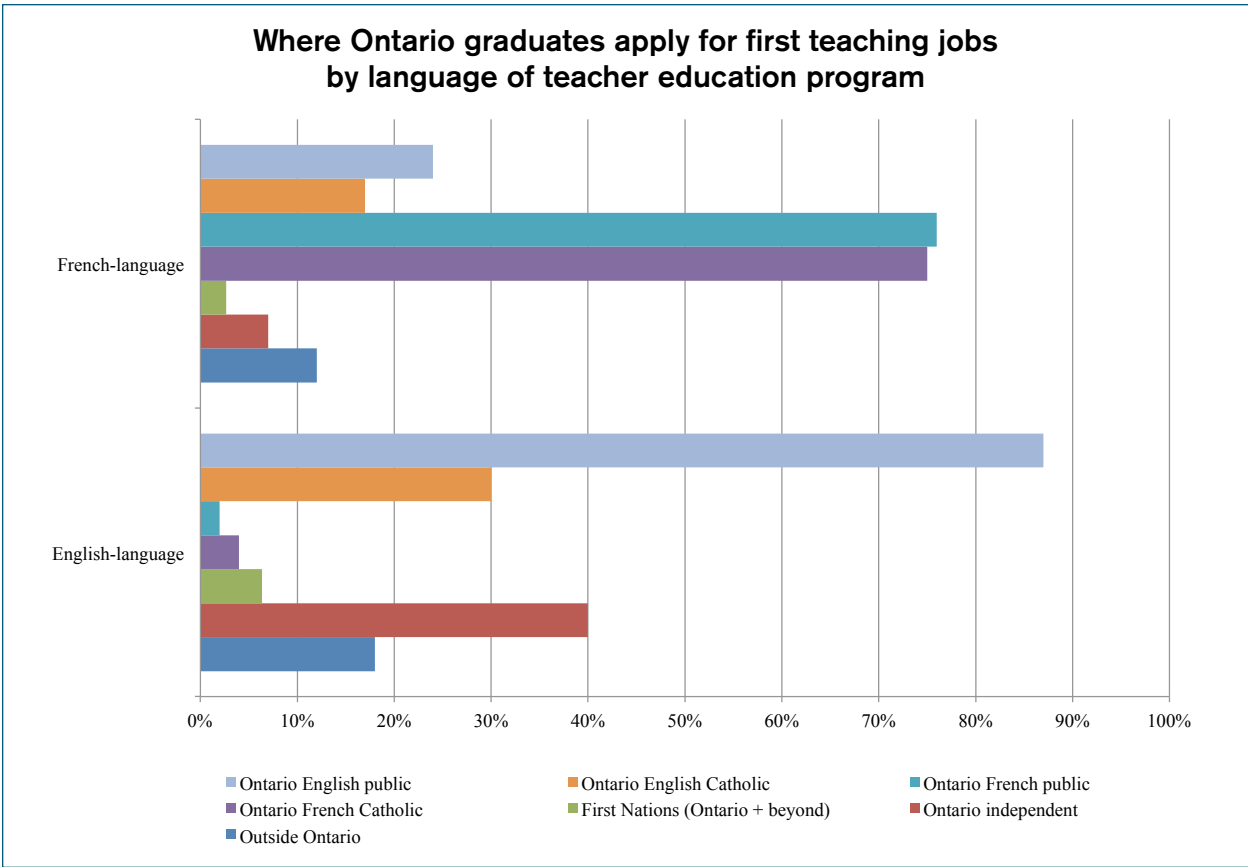


Many new teachers open to relocating for job opportunities

Just one in five first-year teachers (21 per cent) limit their job search to one Ontario publicly funded school board. Another two in five (40 per cent) apply to two or three school boards and one-third (32 per cent) of them to four or more boards. The remaining seven per cent focused their search exclusively outside Ontario's publicly funded school system – with applications to independent schools, First Nations schools and/or outside the province.

Most new English-language program graduates (87 per cent) apply to Ontario English public school boards. One in three of them (30 per cent) apply to Ontario English Catholic school boards. Two in five (40 per cent) seek jobs in Ontario independent schools. About one in five (18 per cent) look outside Ontario. Six per cent apply to First Nations schools. And some of them also try Ontario's French public (two per cent) or French Catholic (four per cent) school boards. Only one in four (24 per cent) confined their search to just one of the foregoing employer types.

French-language program graduates focus their job search primarily on Ontario French public (76 per cent) and Ontario French Catholic (75 per cent) school boards. Many also seek positions in Ontario English public (24 per cent) or Catholic (17 per cent) school boards. Some (seven per cent) include Ontario independent schools in their job search. One in eight (12 per cent) apply to schools beyond Ontario's borders. And three per cent say they also tried First Nations schools. Only one in three (31 per cent) confined their search to just one of these employer types.



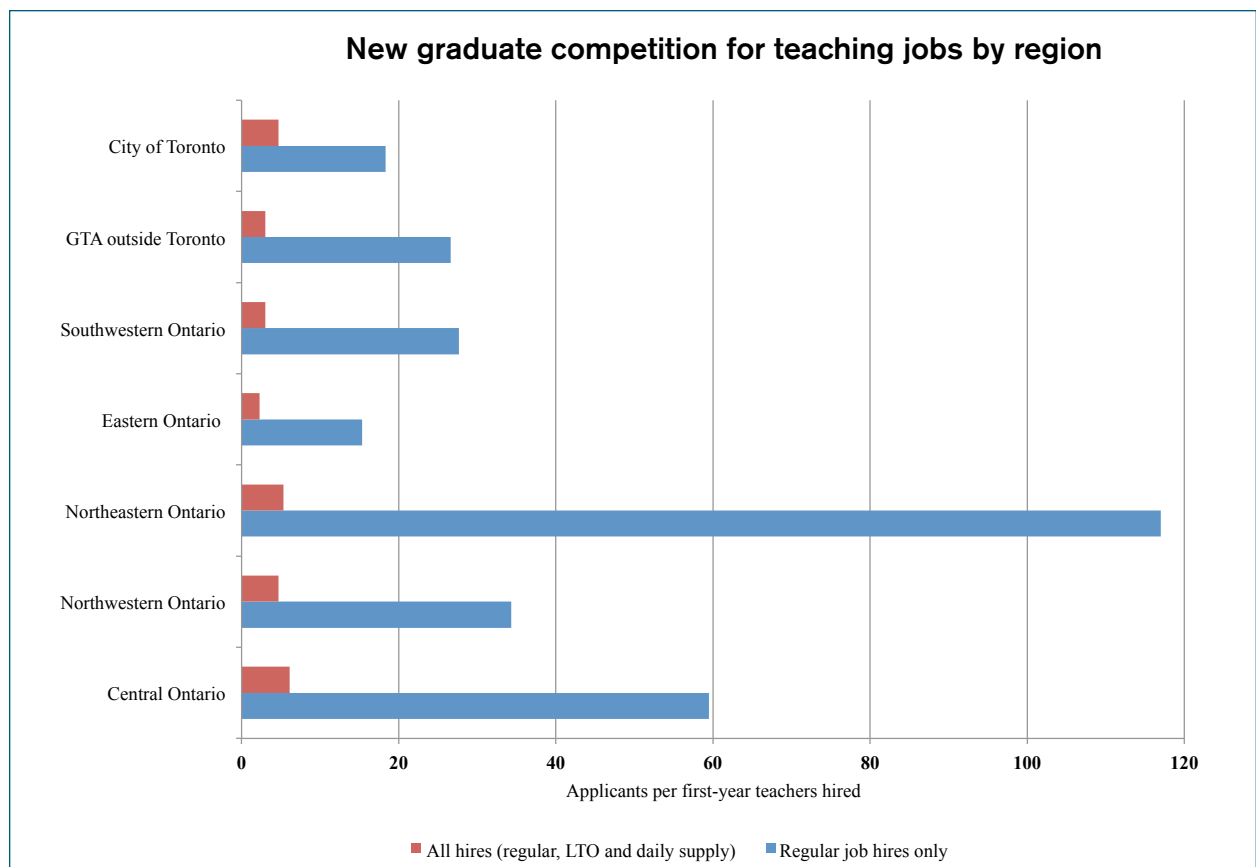
More than half (52 per cent) of all graduates who seek teaching jobs in the first year after teacher education apply for positions in more than one geographic region of the province. Schools and boards in the greater Toronto region (beyond the City of Toronto) receive applications from more than half (55 per cent) of all graduates seeking teaching jobs. The City of Toronto is the next most popular region at 40 of applicants. Southwestern, eastern and central Ontario regions follow at 32, 27 and 20 per cent respectively. Northeastern and northwestern Ontario regions hear from the lowest volumes of applicants, 10 and nine per cent respectively.

To determine the relative new graduate competition for teaching jobs by Ontario region, this study uses two indices:

- first-year applicant volume in a region for each first-year teacher hired to regular jobs in the region (in both publicly funded and independent schools) by year end, and
- first-year applicant volume in a region for each first-year teacher hired to any type of teaching job (regular, LTO or daily supply) in the region by year end.

The higher the index number is for a region, the greater the competition in that region.

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



Mixed reviews of school board hiring practices

Most 2013 graduates (70 per cent) found school board application procedures to be generally clear and understandable. Half of them (46 per cent), however, say they were not well informed about two key procedures – how to get on supply teaching lists and how supply list status relates to eligibility for long term occasional and regular teaching job competitions. Some of this lack of clarity may be associated with the ongoing rollout of the revised hiring procedures.

Almost one in three (29 per cent) report they could not easily find information on availability of teaching jobs. And half (52 per cent) say they were not kept aware of the stage and status of their applications. One in five (19 per cent) say that their applications were not handled fairly by school boards. These reviews, while mixed, are somewhat better than hiring process assessments of previous years.

I found it extremely discouraging looking for work this year. It was six months after graduating months before job postings for my region's school board had even opened up. Each board has a different set up, procedures, and expectations so it was difficult figuring everything out. There was a lot of time waiting and this led to consideration to pursue other careers.

Underemployed supply teacher, 2013 primary-junior graduate, eastern Ontario

Networking and connections considered important for success in job search

Most first-year teachers who get some teaching employment in the year following teacher education attribute their success to multiple factors. They affirm the importance of the formal elements in the application process – the interview, on-line application, and their portfolio, resume and application letter – with the interview heading the list in importance identified by most successful teachers.

Factors contributing to job search success	Important or very important
Interview	87 %
References	78
Portfolio, resume, application letter	76
On-line applications	68
Right place at right time	64
Networking	57
Connection made through practicum	48
Volunteering in a school	46
Able to relocate	42
Persistent follow-up	37
Previous employment with school or board	36
Applications to individual schools	33
Family or personal connection	30
Hard copy applications to school board	18
Attending a job fair	13

Given the stiff competition and high volume of applications for jobs across the province, the majority of successful applicants say that getting to the interview stage depends on references, being in the right place at the right time and networking. About half indicate that connections made during the teacher education practicum experience and volunteering in schools were also important. More than two in five attribute their success in getting a job in part to their ability to relocate.

And one in three identify persistent 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.

Volunteering to get noticed in crowded applicant pools

Most 2013 graduates (83 per cent) say they considered volunteering in a school as part of their job search. Those who did not volunteer usually say this was because of financial or other personal circumstance barriers. Very few (three per cent) who pursued volunteering roles (three per cent) tried to find but were not accepted as volunteers in a school.

I volunteered regularly and then got on the occasional list. I made connections by going to schools, dropping off resumes and introducing myself to secretaries and principals. Thanks to that, I now work five days a week.

Fully employed daily first-year occasional teacher, central Ontario

Half of all first-year teachers in Ontario now volunteer classrooms after teacher certification. Volunteer time commitments vary greatly. Many take on substantial weekly commitments for many months throughout the school year. Half are volunteering in schools for four or more months. And three in four of them volunteer for three or more hours each week, with almost a third doing more than ten hours of volunteer work each week.

Volunteering frequency and intensity for first-year teachers	
Volunteered	48 %
Four or more months	49
Full school year	23
Three or more hours per week	74
More than 10 hours per week	30

Somewhat higher percentages of Primary-Junior (51 per cent) and Junior-Intermediate (50 per cent) teachers volunteer than those with Intermediate-Senior (46 per cent).

Does volunteering really improve job outcomes for new teachers?

Successful job seekers certainly consider their volunteer experiences to be important networking contributors to their eventual job success. Half (52 per cent) say their school volunteer roles were very important or important contributors in securing teaching employment. Job outcome data from this survey, however, cannot confirm the value of volunteering. Volunteering may assist in recognition of skills that may lead to an interview for daily occasional teaching. However, the new hiring procedures for Ontario publicly funded school boards likely minimize the value of volunteering in securing permanent employment.

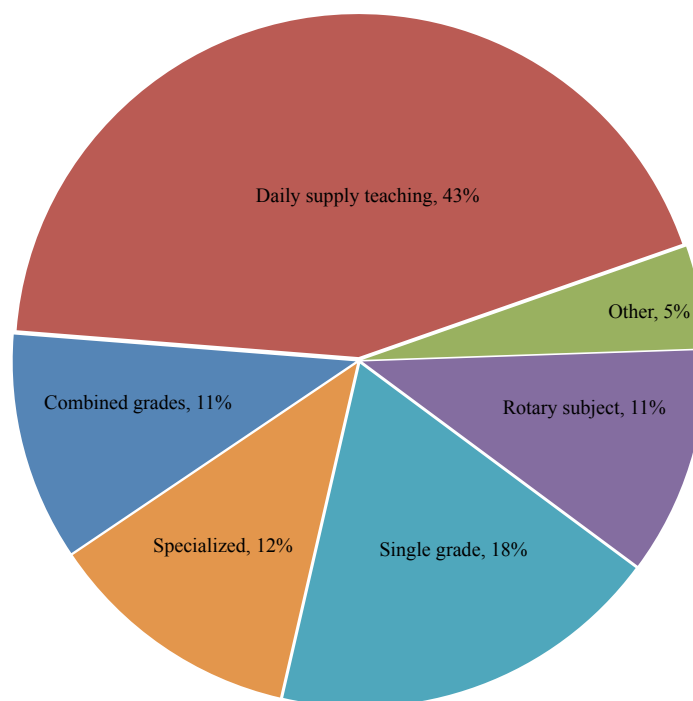
Experience of teaching in the early-career years

Challenging first-year teaching assignments

Among first-year teachers with elementary teaching assignments, three in five (61 per cent) say their first assignment was daily supply teaching. And two in five of them (43 per cent) continue with daily supply teaching through to the school year end.

Elementary teachers with regular or longer term contract assignments more frequently teach either combined grades (11 per cent of all elementary teachers) or specialized classes (12 per cent) than teach in single grade homerooms (18 per cent).

First year elementary teaching assignments



One in three (32 per cent) of the 2013 graduates teaching in elementary schools in Ontario in 2013-14, including the daily supply teachers, have specialized assignments in French as a second language, English as a second language or special education.

Among first-year teachers with secondary panel teaching jobs, half say they started with daily supply roles and two in five (39 per cent) are still on daily supply lists toward the end of the school year. One in four (26 per cent) secondary panel first-year teachers report handling four or more different course preparations each week.

Assignments appropriate to teacher education qualifications

Despite the challenging and often specialized teaching roles for first-year elementary teachers in Ontario, two in three of them (68 per cent) consider their qualifications as excellent or good matches to their teaching assignments. Only eight per cent say the assignment is not an adequate match or not a match at all to their teaching qualifications.

Most secondary teachers are also positive about the match of their teacher qualifications to their assignments. The majority (64 per cent) rate the match as excellent or good. But one in eight (13 per cent) say their assignments are not an adequate match or not a match at all to their teaching qualifications.

More than one in four (27 per cent) employed teachers with Intermediate-Senior qualifications teach in elementary schools toward the end of the first year following graduation. Just four per cent of Primary-Junior certified teachers in their first year teach at the secondary level. Four in five (80 per cent) Junior-Intermediate certified teachers with first-year teaching jobs are in elementary schools, 20 per cent in secondary.

Early-career teachers insecure in jobs, positive about teaching

Four in five of the employed 2013 education graduates rate their teaching experience as excellent or good. Just four per cent say the first year of teaching was unsatisfactory.

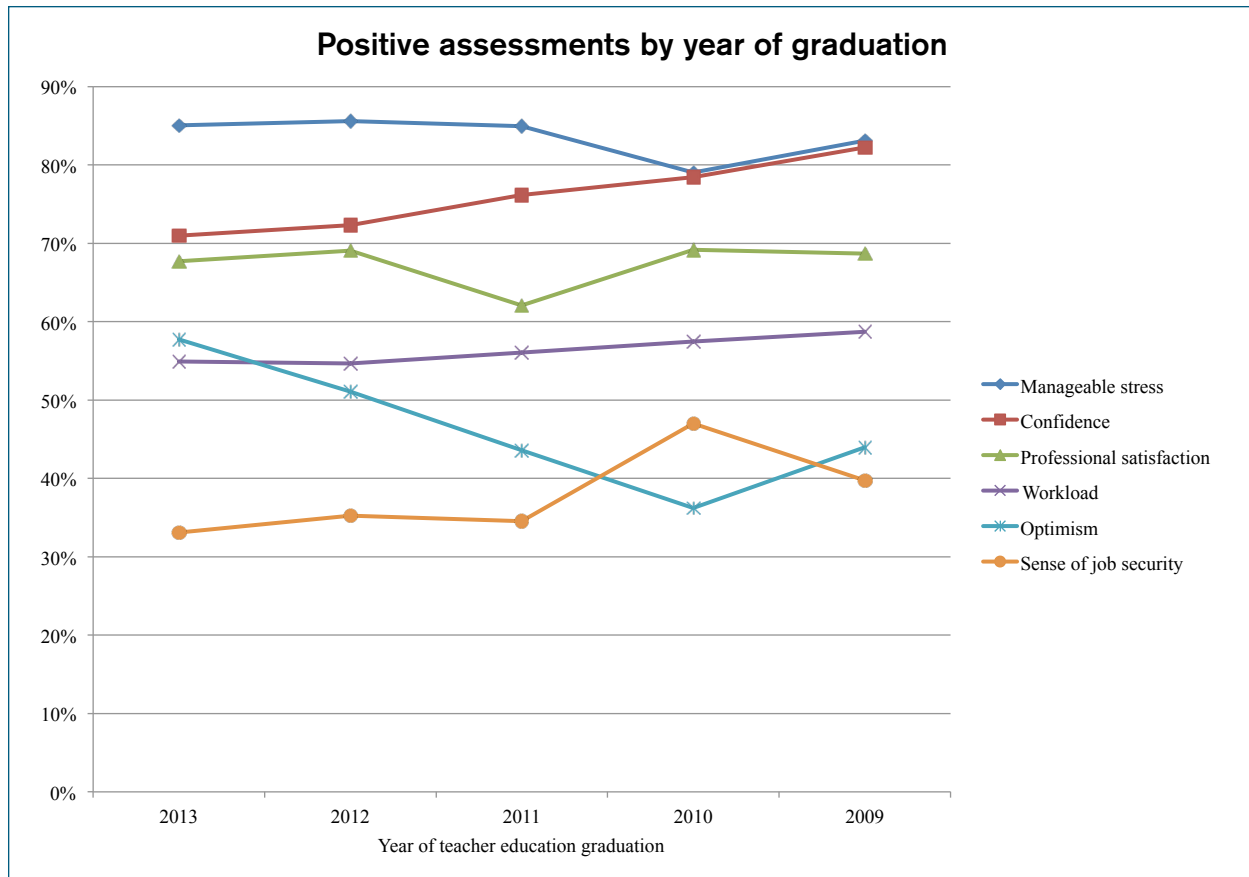
Two-thirds or more rate their confidence, professional satisfaction and preparedness positively. Similar proportions of them say they enjoy support from their teacher colleagues and find their assignments to be appropriate. Only one in eight says their workload is unsatisfactory.

First-year teaching experience

Assessment area	% excellent or good	% unsatisfactory or very unsatisfactory
Overall teaching experience	82 %	4 %
Confidence	71	6
Support from colleagues	71	7
Appropriateness of assignment	69	6
Professional satisfaction	68	11
Preparedness	67	7
Optimism for professional future	58	19
Workload	55	13
Job security	33	42

More of them, however, have concerns about job security (42 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 (19 per cent) say they are not optimistic about their professional futures.

Survey responses this year from employed teachers in their first through fifth years in the profession present a generally positive career experience. From 62 to 86 per cent of teachers across these early-career years give 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.



Over half of these teachers across all years assign a positive assessment to their workload. About one in six report negative assessments on workload.

Fewer than half of employed teachers who graduated three, four and five years ago are optimistic about their professional futures. And less than half of them half say they are secure in their current\ jobs.

The majority of the graduates of the past two years express optimism for their futures, but they also say they are insecure in their current teaching jobs.

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

Recent graduates endorse more practice teaching

Education graduates value most highly the practice teaching component in their teacher education programs as a positive foundation for teaching. And they support the emphasis on more supervised time in the classroom that is a key element in Ontario's enhanced teacher education program planned for 2015.

Most (88 per cent) rate their practice teaching experience as excellent or good preparation for teaching, with more than half saying that the practicum they experienced was excellent.

2013 Ontario faculty graduate ratings of their teacher education

Rating	Practice teaching	Education courses
Excellent	54 %	17 %
Good	34	40
Adequate	9	29
Less than adequate	2	11
Unsatisfactory	1	3

Nearly six in 10 (57 per cent) also assign positive grades to their teacher education course work, although these ratings fall substantially lower than assessments of the practice teaching. Only 17 per cent give an excellent rating to their education courses. These evaluations are consistent with reports from graduates in earlier years.

New teachers identify more practice teaching time and more hands-on teaching experience as their highest priorities for enhancing teacher education program in the province. Four of the seven highest priorities for change in teacher education focus on the practicum – more practicum placement time, more candidate teaching time during the practicum, more coaching and feedback during the practicum and more opportunity to observe experienced teachers in the classroom.

And the other three highest priorities are directed to practical hands-on methodologies – more emphasis on classroom management, more focus on assessment, testing and evaluation, and more attention to differentiated instruction. Their next priority is special education.

These highest priority recommendations from recent education graduates are highly congruent with the changes being implemented for the Ontario's enhanced teacher education program that begins in 2015.

First-year teacher priorities for further emphasis in teacher education

Content area	Highest priority	High priority
Classroom management	51 %	35 %
Practicum placement time	47	31
Candidate teaching time in the practicum	46	34
Assessment, testing, evaluation	34	43
Differentiated instruction	32	44
Coaching and feedback during practicum	30	38
Observing experienced teachers	28	38
Special education content	26	41
Program planning	25	44
Creating a safe, healthy and inclusive learning environment	25	37
Reading and literacy content	22	43
Use of technology as a pedagogical tool	20	41
Report card preparation	20	35
Daily occasional teaching	19	33
Mathematics curriculum	16	36
Teaching subject methodology and content	15	34
Pedagogical practices	14	36
Covering breadth of curriculum	12	35
Parent-teacher communications	12	35
Professional conduct and ethics	11	28
Administrative routines of teachers	10	30
Foundations of education courses	5	17

Few Ontario-educated first-year elementary (seven per cent) and secondary (four per cent) teachers say they are insufficiently prepared for their first-year teaching assignments. About two in three elementary teachers (70 per cent) and almost as many secondary teachers (68 per cent) say they are well or very well prepared for their assignments.

Despite this self-assessment on general preparedness, more than one in three of these employed elementary (38 per cent) and secondary (35 per cent) teachers say there is at least one component of their first-year teaching assignments for which they are not adequately prepared.

With respect to specific teaching competencies, Ontario-educated first-year elementary teachers identify incorporating First Nations, Metis and Inuit history, perspectives and world views and also teaching students at risk as areas for which they are least well prepared. And elementary teachers with combined grade assignments add this as a further role for which they are not well prepared. Looking beyond their direct teaching roles, most elementary teachers also say they are less well prepared to handle school administrative routines and for communicating with parents.

More than half first-year elementary teachers also say they are also less well prepared to locate appropriate classroom resources, to adapt to different levels of student preparedness, for assessment and evaluation and to cover the full breadth of the curriculum.

First-year elementary and secondary teacher assessments of own competence

Competence area	Elementary - excellently or well prepared	Secondary - excellently or well prepared
Incorporating First Nations, Metis and Inuit history, perspectives and world views	16 %	16 %
Teaching outside my teaching subjects	-	25
Teaching students at risk	23	34
Handling administrative routines	25	30
Teaching combined grades*	27	-
Communicating with parents	35	33
Teaching applied secondary classes	-	41
Finding classroom resources	41	44
Adapting for different levels of student preparedness	42	48
Assessment and evaluation	43	53
Teaching students with diverse needs	46	47
Covering breadth of curriculum	49	52
Classroom management	55	54
Pedagogical skills	55	57
Adapting for teaching styles of diverse learners	55	61
Time management skills	59	59
Motivating students	59	50
Curriculum and subject knowledge	59	69
Using technology for instruction	61	63
Instructional strategies	64	63
French as a second language*	65	-
Professional boundaries with students and parents	66	70
Organization skills	68	67
Teaching academic secondary classes	-	74
Lesson planning	70	77
Creating a safe, accepting and positive environment	76	76

*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.

Professed competence deficits of first-year teachers with secondary teaching assignments are similar in some respects to their elementary counterparts. Secondary teachers also report being least prepared to incorporate First Nations, Metis and Inuit history, perspectives and world views and also to teach students at risk. Most also say they are not well prepared for handling school administrative routines and for communicating with parents. And more than half of them say they are not well prepared to teach students with diverse needs and to adapt their teaching to different levels of student preparedness.

Most of these secondary teachers say they are not well prepared to teach in areas other than their education program teaching subjects. And many consider themselves less prepared for applied than academic classes.

Just over half of both elementary and secondary teachers say they are well prepared in classroom management, the highest priority they identify for further emphasis in teacher education programs. The majority of first-year teachers describe themselves as well prepared in pedagogical skills, 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 to have the time management and organizational skills required for teaching. And they say they are well prepared in respect to professional boundaries with students and parents and in creating safe, accepting and positive environments for their students.

New Teacher Induction Program highly valued¹¹

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

Almost all first-year teachers (98 per cent) in regular teaching positions in Ontario publicly funded school boards say they are supported by the NTIP, as do 25 per cent of those in long term occasional positions. Among second-year teachers, 63 per cent with regular appointments and 33 per cent with long term occasional appointments report they are in the NTIP.

First-year NTIP participants in regular teaching jobs say they were oriented to their school board (90 per cent), mentored by an experienced teacher (88 per cent) and formally evaluated by their school principal (90 per cent). And 57 per cent report getting an orientation to their individual schools. Second-year teachers in regular positions report similar high participation rates.

Long term occasional teachers in the NTIP report have somewhat less engagement in the various aspects of the program. Most first-year NTIP-participating teachers with LTO contracts say they are mentored by experienced teachers (85 per cent), that they had a formal evaluation by their school principal (74 per cent), and received orientations to their school boards (72 per cent). Only about two in five of them had an orientation to their own school (44 per cent).

Performance appraisals are not a required NTIP element for long term occasional assignments under 80 days in duration. Mid-school year timing and the shorter duration of many LTO appointments may also explain in part the somewhat lower intensity of program participation for these participants.

Professional development in some of the content areas identified as NTIP elements is fairly common for most NTIP participants, although participation rates have declined from previous years. Literacy and numeracy strategies, planning, assessment and evaluation, and use of technology are the most common areas of study.

¹¹Publicly 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.

First-year NTIP participant professional development

PD area	With regular appointments	With LTO appointments
Literacy and numeracy strategies	47 %	33 %
Planning, assessment and evaluation	43	33
Use of technology	43	31
Classroom management	39	31
Student success	37	26
Safe schools	29	41
Teaching students with diverse needs	27	26
Effective parent communication	18	28
None of the above	8	8

Eight per cent of participants in NTIP received no professional development in any of the recommended areas.

NTIP participants are highly positive in evaluating assistance they receive from 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. And very few give a negative rating (“somewhat unhelpful” or “not at all helpful”) to most of these types of assistance.

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

Type of assistance	Positive rating	Negative rating	Not applicable
Advice on helping individual students	75 %	10 %	6 %
Finding good teaching resources	75	8	4
Help with report card preparation	64	12	10
Observation of other teachers' practices	64	8	17
Information on administrative matters	63	10	6
Mentoring on student evaluation	62	10	12
Mentoring on classroom management	58	8	4
Preparing for parent communication	57	14	12
Observation of my mentor's teaching	56	10	19
Mentoring on instructional methods	56	8	21
Feedback from mentor on my teaching	52	9	31
Curriculum planning with my mentor	52	8	27

Almost all (95 per cent) new teachers in NTIP say their mentors were helpful or very helpful with at least one – and for most, several – of these types of assistance.

NTIP participants with LTO contracts give similarly positive ratings, although greater proportions of them report the areas of assistance as not applicable to their mentoring experience.

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

- most NTIP participants in regular positions say no experienced teacher (mentor or other teacher) observed them in their classrooms (50 per cent) or that this happened less than one hour per month (29 per cent),
- similarly, most say had no opportunity (41 per cent) to observe another teacher's teaching practice (mentor or other teacher) or that such opportunities were less than one hour per month (29 per cent), and
- fewer NTIP participants in LTO positions report significant time observing or being observed in the classroom.

The majority of those who do get feedback on their teaching practice give this type of support positive ratings. And, as reported elsewhere, two in three new teachers say that mentoring, observation and feedback on their teaching practice are high priorities for their future professional development.

Employed recent graduates highly engaged in professional development

Most education graduates from 2013 (88 per cent) and 2012 (89 per cent) teaching in Ontario engage in professional development at a moderate, high or very high level. Two in three of these new teachers take Additional Qualifications courses in their first teaching year. Half do collaborative teaching with colleagues and half also participate in other collaborative learning projects in their schools. Almost as many participate in teacher enquiry projects. And more than one in three have teacher mentors, participate in school self-evaluation activities and/or engage with subject or specialist associations.

New teacher engagement in professional development

Nature of professional development	2013 graduates	2012 graduates
Participating in Additional Qualification courses	63 %*	67 %
Collaborative teaching with colleagues	50	56
Collaborative learning in my school	47	54
Engaging in teacher enquiry	46	49
Being supported by a mentor	38	35
Collaborative learning beyond my school	36	40
Participating in school self-evaluation	34	41
Engaging with subject or specialist associations	34	38

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

These recent graduates also place high priority on their future professional development across a broad range of practical hands-on teaching skills. One and two years into their teaching careers they identify their greatest professional development needs as evaluation and assessment, classroom management, differentiated instruction, instructional strategies, observation and feedback on their teaching practice, and integration of information/communication technology in teaching.

High priority areas for further professional development

Professional development area	2013 graduates	2012 graduates
Evaluation and assessment	83 %*	84 %
Classroom management	81	80
Differentiated instruction	78	81
Instructional strategies	77	75
Observation and feedback on my teaching practice	65	64
Integration of information/communication technology	65	59
Further curriculum or teaching subject knowledge	64	67
Mentoring and coaching	63	58
Lesson planning	62	60
Broad curriculum planning	58	54
Reflective practice	58	51
Communicating with parents	55	55
More knowledge of school procedures/expectations	50	46

*% rating area as highest priority or high priority

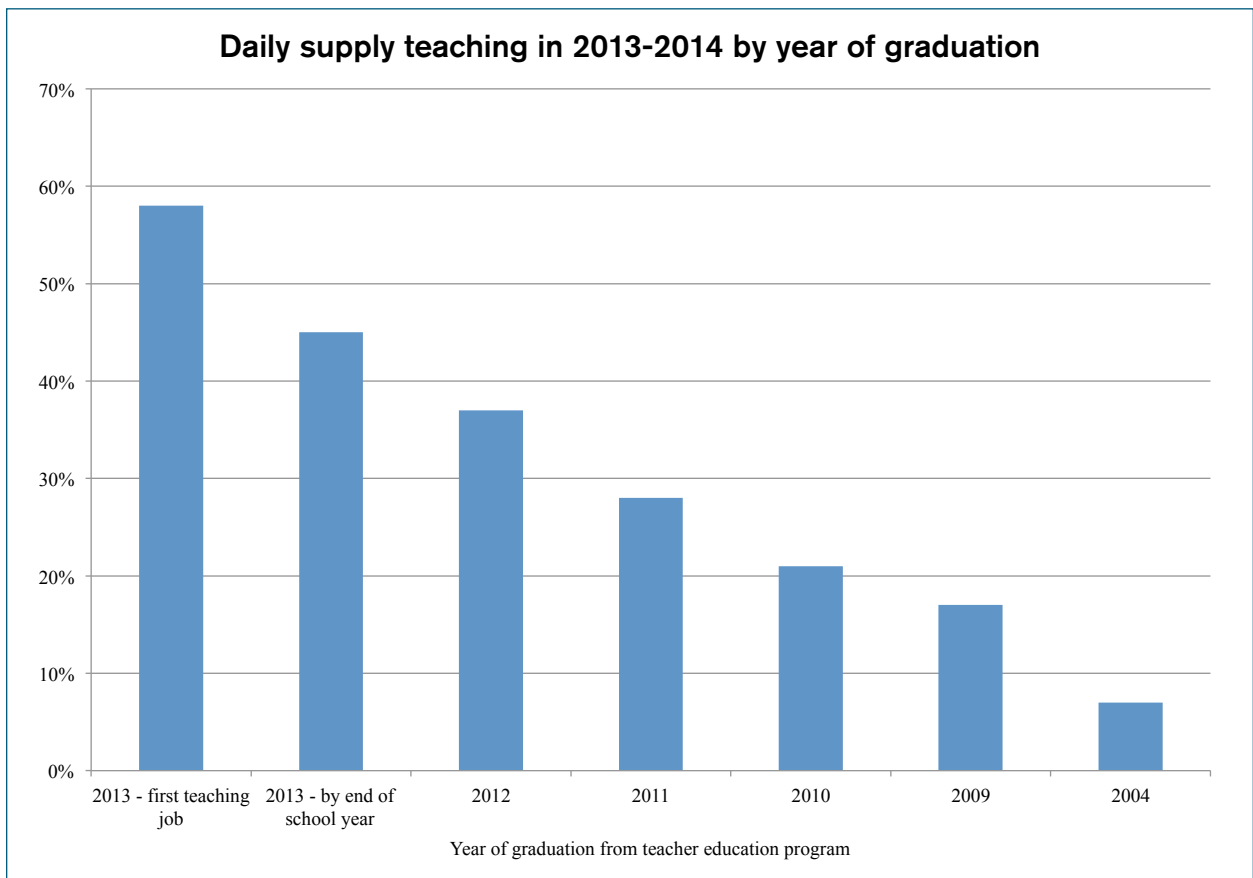
Daily supply teaching

More new teachers in daily supply roles longer

Entry to the profession in Ontario is now typically in the form of contracted daily supply teaching. Many education graduates are confined to being on supply teaching on-call lists for multiple years. The 2014 early-career surveys reveal:

- almost three in five of those hired get daily supply as the first teaching job,
- more than two in five employed teachers continue in daily supply through the end of the first year of teaching,
- one in three are still supplying by the end of the second year,
- more than one in four in year three, and one in five in year four, and
- even five years out, one in six is still confined to daily supply teaching.

Seven per cent of the teachers who began their careers in 2004 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 in daily supply roles at the first-year end and this dropped to one in ten by the second year.

Some teachers say daily supply roles help them ease into the teaching role. They learn from the organization, lesson-planning and varying styles of experienced teachers they replace. And they are not immediately faced with full responsibility for a classroom on their own with all that is entailed in 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 daily supply teaching. Most teach in multiple schools and most want more supply days than they manage to get. Many complain they are excluded from better supply opportunities with more extended time in one school.

Schools are not allowed to have preferred supply teacher lists and the process is just randomized calls. This makes the whole process of trying to become a teacher even more discouraging.

First-year elementary supply teacher in eastern Ontario

Limited professional development support for supply teachers

In addition to the financial hardship endured by many daily supply teachers in Ontario in the early career years, a substantial gap persists between their highly limited access to in-school professional development and support and the PD support available to their more fortunate colleagues in regular or long term occasional jobs.

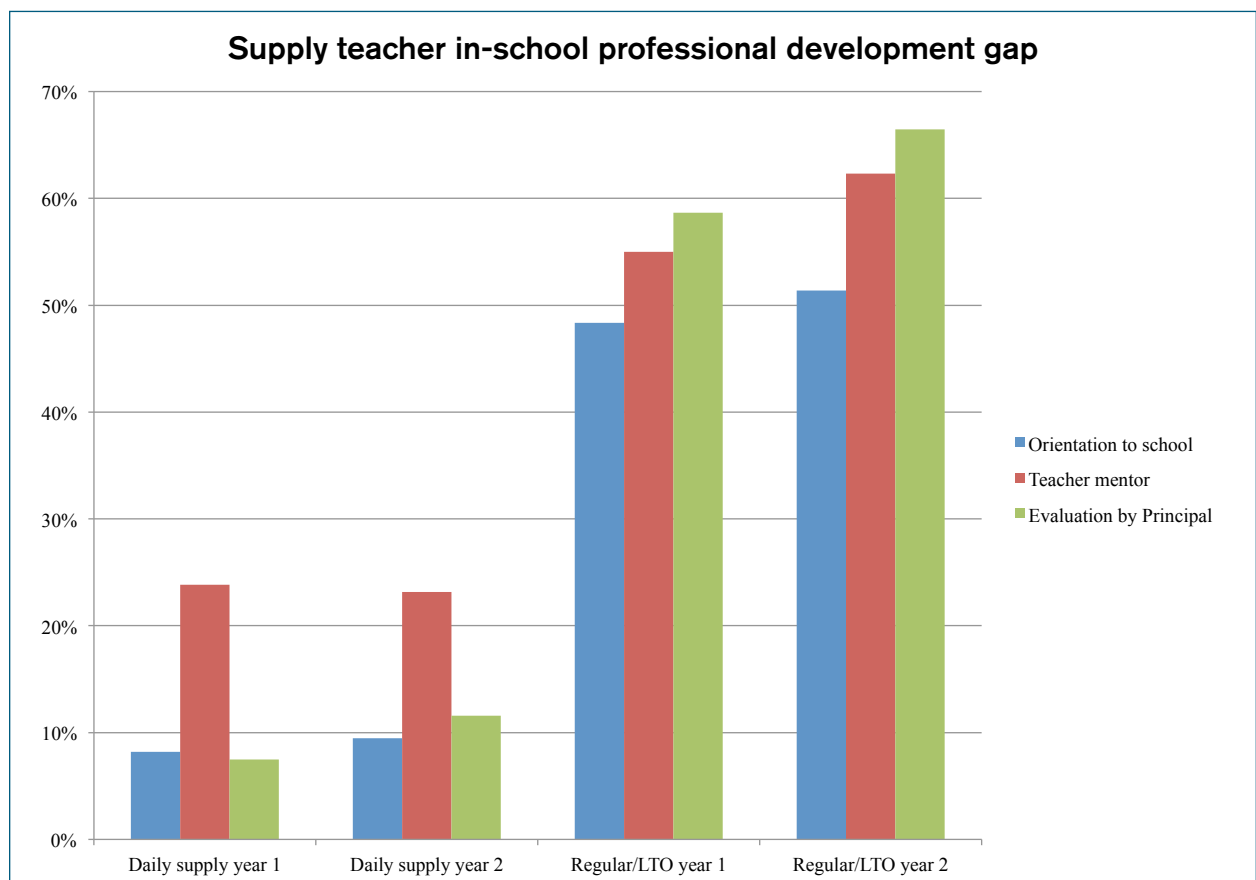
Professional development gap for daily supply teachers in Ontario

	2013 graduates		2012 graduates	
Nature of professional development	Daily supply	Regular and LTO	Daily supply	Regular and LTO
Participating in Additional Qualification courses	67 %	61 %	69 %	64 %
Engaging in teacher enquiry	37	56	29	65
Collaborative teaching with colleagues	33	77	29	74
Collaborative learning in my school	26	68	31	70
Collaborative learning beyond my school	25	48	29	49
Engaging with subject or specialist associations	25	44	24	47
Participating in school self-evaluation	20	47	18	58

The gap is evident across a range of in-school and out of school forms of professional development. Daily supply teachers report much less involvement in collaborative teaching, in collaborative learning projects and in school self-evaluation. Fewer connect to subject or specialist associations and participate in collaborative learning outside of schools. And far fewer have a mentor or engage in teacher enquiry.

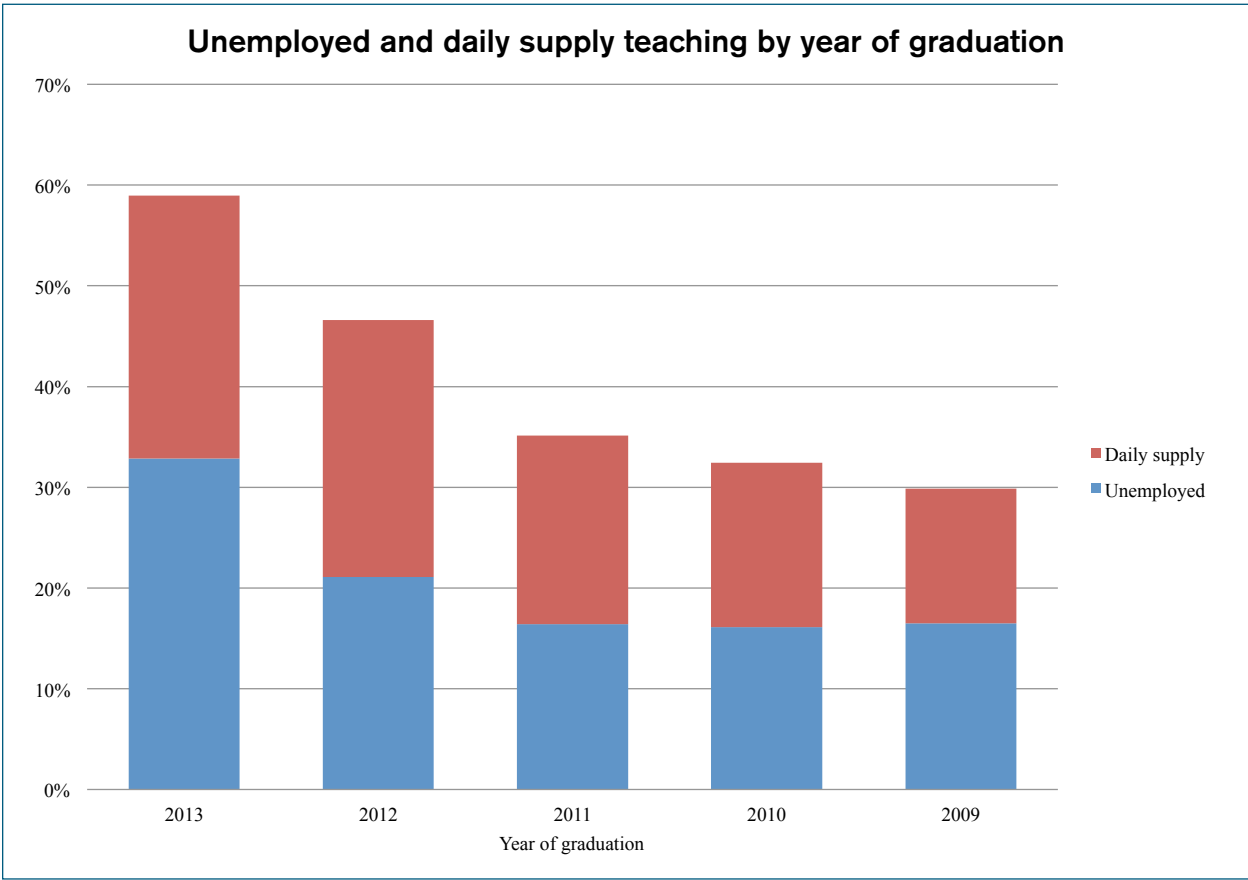
The exception to this pattern is enrolment in Additional Qualification courses. Two in three Ontario teachers who are limited to daily supply teaching contracts in their first two years following graduation enroll in AQ courses, slightly more even than their colleagues with regular and LTO teaching jobs.

Daily supply teachers experience a further professional disadvantage in their highly limited access to school orientations, principal evaluations and mentoring by experienced teachers. These important professional supports are common for teachers with regular or LTO teaching jobs in the first two years of their careers, but rare for daily supply teachers.



Unemployed teachers in the early-career years – that still substantial number who do not even get on daily supply teaching lists – face a still greater professional deficit. They cannot access even the minimal school-based professional development and support available to some daily supply teachers.

With the high incidence of unemployment and daily supply teaching in recent years, many early-career teachers experience this professional development gap for substantial periods of time. Almost three in five education graduates from 2013 who were on the job market were either unemployed or employed as daily supply teachers throughout the 2013-14 school year. Almost half of the graduates of 2012 were still unemployed or daily supply teaching in the second year of their careers – as were about one in three of the graduates in their third through fifth years of teaching.



Career plans and attachment to profession

More early-career teachers losing commitment to teaching in Ontario

Teachers who began their careers during this difficult employment market have in the past generally expressed a continuing long term commitment to teaching despite the challenges many faced in achieving full employment.

This year's surveys, however, reveal that this commitment is starting to wane. Looking ahead five years, more of the graduates express uncertainty about their careers in teaching. Those saying they will definitely still be teachers five years down the road declines from 74 per cent of the 2013 graduates down to just 60 per cent among the class of 2009.

It has been frustrating to say the least. There are too many people applying for too few positions. I recently made a life decision that may take me away from teaching and that is one of the hardest decisions I have ever had to make.

Intermediate-Senior mathematics and physics graduate of 2010,
unemployed in 2013-14, southwestern Ontario

And among those who left Ontario for teaching jobs, or who are considering doing so, the proportion certain they will eventually return to the province is also on the decline – from 47 per cent of the graduates of 2013 down to just 28 to 31 per cent of those who joined the profession three to five years earlier.

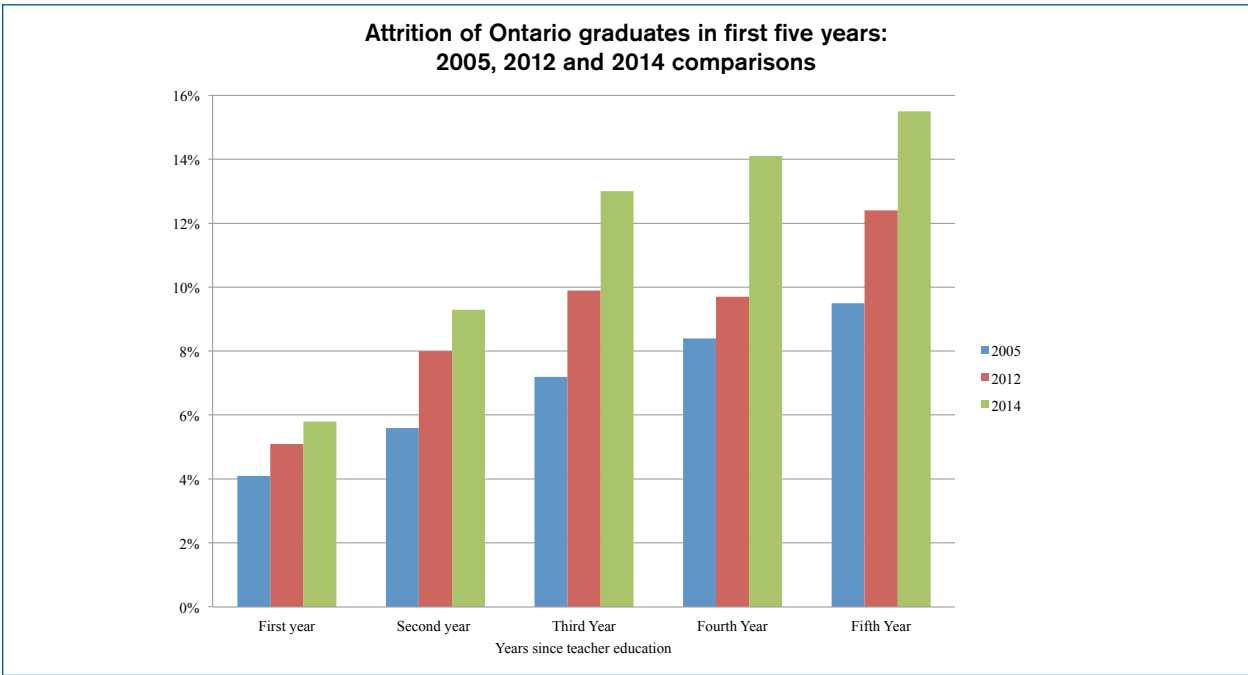
Non-renewals of College membership on the rise

One in 17 (5.8 per cent) Ontario faculty of education graduates in 2013 who received their Ontario Teaching Certificate that year failed to renew their teaching licence in 2014. And more than one in seven (15.5 per cent) who first got OTCs in 2009 were no longer members of the College five years later in 2014.

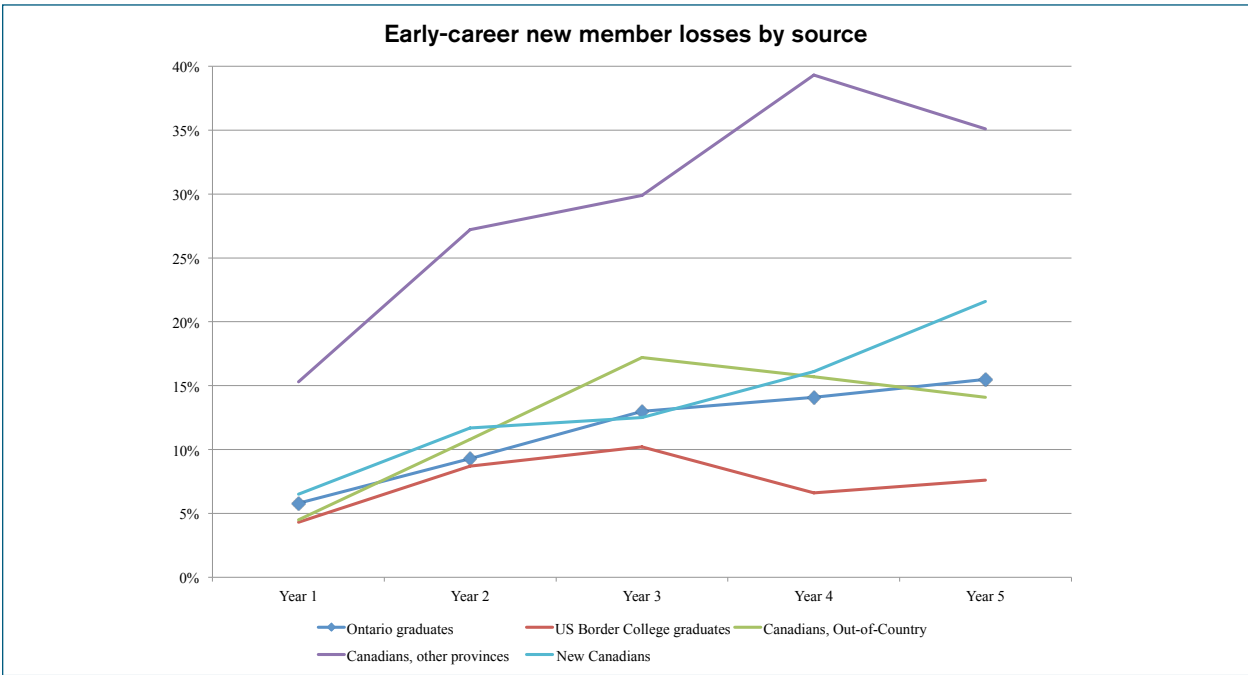
These rates of early-career losses to Ontario's teacher workforce accelerated in recent years. Since 2005 the loss of new education graduates in the first five years has increased by more than 60 per cent – from 9.5 per cent in 2005 to 15.5 per cent in 2014.

Ontario faculties of education are the source of most newly licensed teachers each year in this province, about 85 per cent of the Ontario-certified teachers in 2013. This is up from just 69 per cent as recently as 2006. Out-of-province educated teachers obtaining Ontario certification have dropped substantially over the past seven years.

Attrition rates for new Ontario teachers from some other sources differ from those for Ontario graduates, but early-career losses from these alternative sources have also been accelerating in the past few years.



US border college certifications fell substantially over the past seven years. Despite historically lower attrition rates, these early-career teachers have also dropped out of the Ontario teacher workforce in greater numbers in recent years, now approaching the loss rates of Ontario faculty graduates.

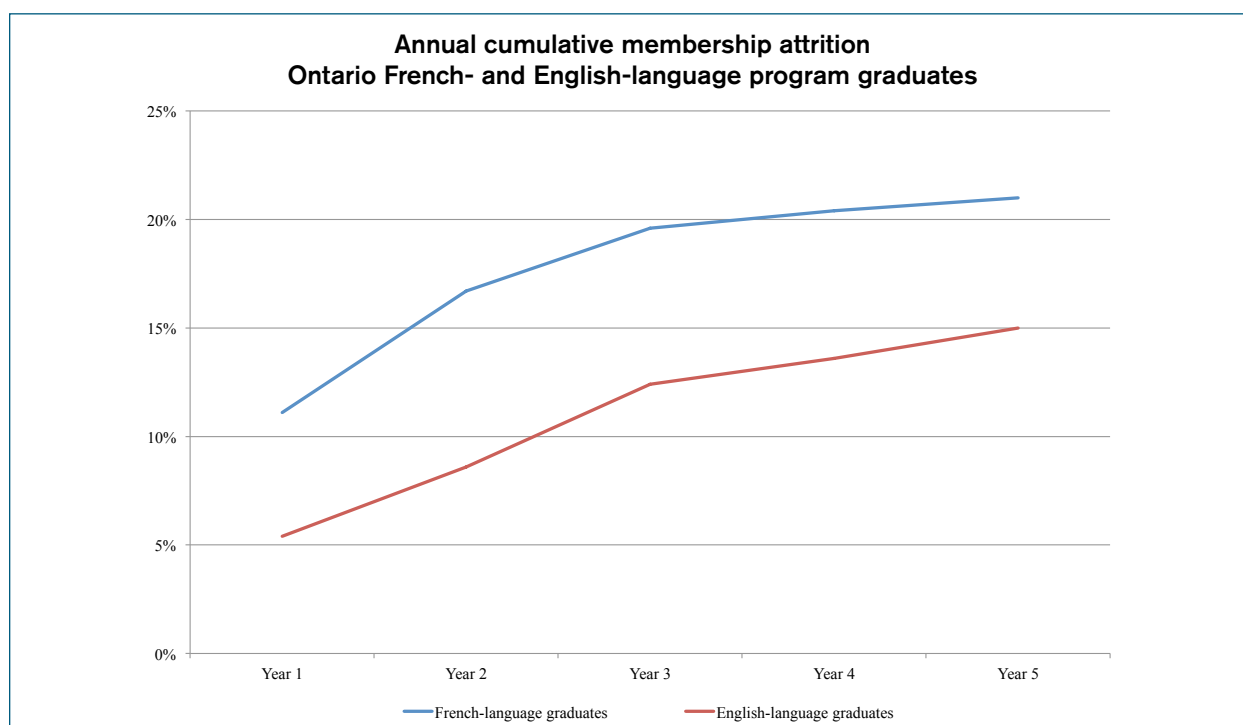


Canadians (mainly Ontarians) educated elsewhere abroad have also left the Ontario teaching profession in greater numbers in the past couple of years and they now exceed Ontario faculty attrition rates in the first three years.

Ontario-certified teachers who migrate here from other provinces have much higher rates of attrition than is evident for all other sources of new Ontario teachers – 15 per cent after one year and 30 per cent by year three. 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.

New-Canadian teachers historically had higher rates of attrition than native Ontarians. Although the increasing loss rates for Ontarians has now caught up with new-Canadian rates in the first three years, new-Canadians have an eventual higher loss rate with more than one in five dropping their OCT membership within five years.

Attrition rates are sharply different for French- and English-language program graduates in Ontario. More than one in 10 French-language program graduates fails to renew their College membership in the very first year. This rises to about one in six by year two and one in five by year three. Both English- and French-language program graduate membership losses accelerated in the past few years, with the French-language rates, however, reaching about double the rates for English-language graduates in the last two years.



Some of the historic difference may be accounted for because of the numbers of Ontario French-language program teacher education candidates who are originally from Quebec and who return to Quebec to teach in the early years after graduating, dropping their Ontario teacher certification when they do so.

Conclusion

The supply of new Ontario elementary and secondary teachers has exceeded provincial demand for new teachers every year since 2005. This imbalance generated increasingly saturated Ontario teacher employment markets. Unemployment and long periods of underemployment confronted many new English-language and, to a somewhat lesser extent, French-language teachers. The legacy of this over-supply continues with high unemployment and underemployment for early-career Ontario teachers in 2014.

With reduced numbers of newly certified Ontario teachers in each of the past two years, slightly increased teacher retirements, and accelerated losses of early-career teachers who allow their College memberships to lapse and thus drop their Ontario teaching licences, the annual over-supply of new teachers dropped substantially in 2012 and 2013. This resulted in somewhat lower unemployment / underemployment rates, and higher rates of full employment, among recent Ontario graduates surveyed in 2014.

The surplus of Ontario teachers appears to have peaked in 2013. A new phase in the Ontario teaching market began in 2014 with reduced annual volumes of new teachers heralding somewhat diminished job competition and improved employment rates for Ontario faculty graduates.

With somewhat fewer new teacher licences anticipated again for 2014 and 2015, the substantial drop in the future annual supply of Ontario teacher education graduates thereafter resulting from the two-year teacher education model being implemented for 2015, and the forecast steady Ontario teacher retirement rates through 2020, Ontario should quickly return to a near balance in annual supply of newly licensed teachers and annual teacher demand not seen since back in the years 1998 through 2002.

Despite this substantial drop in the annual supply of new teachers, Ontario school boards should have some degree of confidence in managing future teacher staffing requirements. Many Ontario-certified teachers can be recruited from the pool of still unemployed and underemployed teachers from the surpluses of previous years.

More vigorous recruitment will very likely be required, however, especially to staff some of the lower volume and more specialized fields such as French as a second language, Intermediate-Senior mathematics and sciences, and French first language teaching generally. These are qualifications for which the 2014 surveys already show comparatively low unemployment emerging. And they will likely be the earliest specializations for which some school boards will experience recruitment challenges in the years ahead.

Many teachers in the surplus teacher pool have limited or no Ontario teaching experience. These include past Ontario graduates who left the province for teaching jobs elsewhere and might return, as well as those who remained in Ontario and have experienced multiple years of unemployment or underemployment following graduation, but have not yet given up on teaching as a career. And many Ontarians educated in other jurisdictions and new-Canadian teachers have also not yet gained a real foothold in teaching jobs in this province.

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

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 after licensing as Ontario teachers.

The study expanded over the years with annual surveys of early-career teachers throughout the first five years and at year ten following graduation. Additional samples each year included 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 to teach in Ontario.

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

It also covers the extent, timing and reasons some of them pursue alternate forms of employment and leave the profession. It tracks career progression 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) first introduced in Ontario in 2006. Finally, the study looks at early-career employment over time, measuring unemployment and underemployment by program, region and language.

Changing Ontario teacher demographics and the ebb and flow of provincial teacher demand and supply were substantial over the 13 years of this study. The study provides regular updates on the changing balance of demand for new teachers and the available teacher recruitment pool. Since the mid-2000s this study highlighted the impact of an increasing relative shortage of employment opportunities on the job outcomes for new members of the profession.

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

Survey design and delivery

Surveys of teachers in their first two years following Ontario licensure include questions under the following headings – teaching employment, job search, volunteering, alternate employment, 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 employment updates, teaching experience, career plans, reflections on teaching and demographics.

Eight different surveys were conducted in May and June 2014 with samples of Ontario faculty and US border college graduates of 2013, 2012, 2011, 2010, 2009 and 2004 and also samples of teachers newly certified in Ontario in 2013 and 2012 who obtained their teacher education degrees and initial licensing in another Canadian province or elsewhere abroad.

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

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

The surveys are web-based using a platform, Fluid Surveys, developed and based in Ottawa, and recently acquired by the international online survey platform company SurveyMonkey.

Web-based surveys on professionally relevant survey questions are highly appropriate for this population. Most teachers routinely maintain current e-mail addresses with the College. Most initially applied on-line to become members. They receive electronic newsletters from the College and communicate electronically with the College on routine matters relating to their membership and College services.

Sampling and survey administration

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

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

Large sample sizes 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 2013, 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 2013 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 2013 with these qualifications were invited to participate.

The entire populations of out-of-province and out-of-country educated teachers certified in 2013 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 ensures 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 18,005 individuals. Returns were completed by 4,037 respondents for an overall return rate of 22 per cent and overall margin of error of 1.5 per cent. Return rates for the eight individual survey groups range from 14 to 34 per cent. Individual surveys' margins of error range between 2.6 and 6.1 per cent.

Survey group	Responses	Response rate	Margin of error*
All surveys	4,037	22 %	1.5 %
2013 graduates	1,399	31	2.6
2012 graduates	456	21	4.6
2011 graduates	394	17	4.9
2010 graduates	455	19	4.9
2009 graduates	451	20	4.5
2004 graduates	283	14	5.8
Other 2013 certified	341	34	5.3
Other 2012 certified	258	23	6.1

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

Survey rates of return declined over the past three years – from an average of 37 per cent in 2011, to 28 per cent in 2012, 25 per cent in 2013 and 22 per cent in 2014. The decline affects all eight survey groups. No changes were made to the survey methodology over these four years. Nor does analysis of the demographics in the returns suggest particular sub-groups to support an explanation for the decline.

The drop in response rates 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 return rates ensued. This may have been because of enhanced interest in the then novelty of responding to on-line surveys. 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 2014 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 2014 surveys sample Ontarians who graduated from Ontario faculties of education or who attended US border colleges and subsequently obtained certification as Ontario teachers.

Survey returns are highly 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 2013, 2012, 2011, 2010, 2009 and 2004) they have the following demographic profiles.

Teacher qualifications by year of teacher education graduation

	2013	2012	2011	2010	2009	2004
Primary-Junior	43 %	46 %	43 %	45 %	44 %	40 %
Junior-Intermediate	18	16	19	18	14	21
Intermediate-Senior	34	28	32	31	37	35
Technological Education	5	8	5	6	4	3

Teacher education sources by year of graduation

	2013	2012	2011	2010	2009	2004
Ontario faculties of education	90%	91 %	90 %	82 %	82 %	90 %
Ministerial consent programs	6	4	4	5	7	-
US border colleges	4	5	6	13	11	10

Language of teacher education by year of graduation

	2013	2012	2011	2010	2009	2004
English-language	89 %	90 %	91 %	93 %	92 %	87 %
French-language	11	10	9	7	8	13
French-language as % of Ontario faculties only	13	11	10	9	10	15

Gender by year of graduation

	2013	2012	2011	2010	2009	2004
Female	73 %	77 %	75 %	73 %	80 %	76 %
Male	27	23	25	27	20	24

First and subsequent career by year of graduation

	2013	2012	2011	2010	2009	2004
First career	69 %	65 %	63 %	65 %	65%	63 %
Second or subsequent career	31	35	37	35	35	37

Age range by year of teacher education graduation*

	2013	2012	2011	2010	2009	2004
18 – 24	33 %	12 %	1 %	0 %	0 %	0 %
25 – 34	47	57	69	68	69	29
35 – 44	13	20	14	19	21	46
45 – 54	6	8	14	10	7	17
55 – 64	<1	2	1	2	2	6

* Residual declined to answer

New-Canadian teachers

The new-Canadian respondents certified in 2012 and 2013 have the following demographic profiles.

Ontario Teacher qualifications by year of Ontario teacher certification

	2013	2012
Primary-Junior	25 %	23 %
Junior-Intermediate	25	17
Intermediate-Senior	46	58
Technological Education	4	2

Teacher education country (top 10, largest to smallest) by year of Ontario teacher certification

2013	2012
India	India
Jamaica	United Kingdom
Philippines	Philippines
Lebanon	Guyana
Pakistan	Romania
United States	Nigeria
Mauritius	Albania
Romania	United States
South Africa	Pakistan
Albania	Nigeria

Language of teacher education by year of Ontario certification

	2013	2012
English	74 %	77 %
French	12	7
Other	14	16

Gender by year of Ontario certification

	2013	2012
Female	83 %	82 %
Male	17	18

Age range by year of teacher education graduation*

	2013	2012
18 – 24	0 %	0 %
25 – 34	22	21
35 – 44	44	40
45 – 54	25	33
55 – 64	8	3

* Residual declined to answer

Years of teaching experience prior to Ontario certification

	2013	2012
None	1 %	3 %
Less than one year	2	2
1 – 2 years	7	12
3 – 5 years	21	15
6 – 10 years	27	31
More than 10 years	42	38

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 (excluding US border colleges) prior to returning to Ontario have the following demographic profiles.

Ontario Teacher qualifications by year of Ontario teacher certification

	2013	2012
Primary-Junior	48 %	49 %
Junior-Intermediate	0	9
Intermediate-Senior	52	42
Technological Education	0	0

Teacher education country/province (top 10, largest to smallest) by year of Ontario teacher certification

2013	2012
Australia	Australia
United States	United Kingdom
United Kingdom	United States
New Zealand	New Zealand
British Columbia	Alberta
Quebec	British Columbia
Alberta	Manitoba
Manitoba	Prince Edward Island
Hong Kong	Quebec
Nova Scotia	Hong Kong

Language of teacher education by year of Ontario certification

	2013	2012
English	97 %	97 %
French	1	1
Other	1	1

Gender by year of Ontario certification

	2013	2012
Female	82 %	82 %
Male	18	18

Age range by year of teacher education graduation*

	2013	2012
18 – 24	16 %	4%
25 – 34	68	82
35 – 44	14	7
45 – 54	3	7
55 – 64	0	0

Years of teaching experience prior to Ontario certification

	2013	2012
None	42 %	54 %
Less than one year	16	18
1 – 2 years	22	14
3 – 5 years	11	8
6 – 10 years	3	1
More than 10 years	7	5

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 Teacher qualifications by year of Ontario teacher certification

	2013	2012
Primary-Junior	47 %	49 %
Junior-Intermediate	13	9
Intermediate-Senior	40	42
Technological Education	0	0

Teacher education country/province (top 10, largest to smallest) by year of Ontario teacher certification

2013	2012
Quebec	Australia
British Columbia	United Kingdom
United Kingdom	United States
Manitoba	New Zealand
New Brunswick	Alberta
Manitoba	British Columbia
Alberta	Manitoba
United States	Prince Edward Island
Hong Kong	Quebec
Newfoundland	Hong Kong

Language of teacher education by year of Ontario certification

	2013	2012
English	72 %	100 %
French	21	0
Other	7	0

Gender by year of Ontario certification

	2013	2012
Female	88 %	82 %
Male	12	18

Age range by year of Ontario certification

	2013	2012
18 – 24	7 %	4 %
25 – 34	56	82
35 – 44	28	7
45 – 54	5	7
55 – 64	2	0

* Residual declined to answer

Years of teaching experience prior to Ontario certification

	2013	2012
None	42 %	54 %
Less than one year	16	18
1 – 2 years	22	14
3 – 5 years	11	8
6 – 10 years	3	1
More than 10 years	7	5

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, may be part-time or full-time employed but not reporting wanted more employment as a teacher this year.

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, 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, one that is not referred to as long term occasional and does not replace a regular teaching position

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

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

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 permit.

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

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 as a teacher, but wanted to be more fully employed as a teacher during the school year.

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

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

The decade-long cumulative surplus of Ontario teachers peaked in 2013 and early signs of ebbing are evident in somewhat improved employment reports from early-career teachers in 2014.

Despite improvements this year, unemployment and underemployment rates are still high. Half the education graduates still take three or more years to gain full employment as teachers.

The annual supply of new teachers is dropping and will drop much more substantially in 2016 and onwards. Teacher retirements will hold steady through the remainder of this decade at least.

The much closer balance of annual supply and demand in the Ontario teacher employment market in the years ahead means better first-year job outcomes for future education graduates, job opportunities for underemployed teachers licensed in earlier years, and more vigorous recruitment by Ontario's schools and school boards.

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