

Transition to Teaching 2015



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

Transition to Teaching 2015

New Ontario English-language teachers find jobs faster and French-language teacher surplus is over.

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1. Executive summary

History of teacher supply and teacher demand in Ontario

The *Transition to Teaching* study focuses on job search outcomes, early-career experiences and professional development of recently licensed teachers. Begun in 2001, annual surveys track the impact on each new cohort of teachers of the ebb and flow of Ontario teacher supply and demand.

When this study began, Ontario school boards were in the throes of dealing with a short-term, retirement-driven teacher shortage. The shortage started in 1998 and lasted for about five years. By the middle of the last decade, however, a teacher surplus emerged with increasingly more teachers certified each year than there were teaching jobs available. This surplus grew steadily every year from 2005 onwards.

The 2014 survey identified that the Ontario teacher surplus peaked in 2013. This year's survey confirms that the teacher surplus is receding as early career teachers report more positive job outcomes for the second year in a row. For French-language jobs, the teacher surplus is over and a new shortage era may be emerging.

Ontario's teacher job market at the beginning of the 2000s was a welcoming one for newly licensed teachers. Most French- and English-language teachers¹ who graduated then from

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.

Ontario universities easily secured teaching jobs 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 with growing teacher unemployment and underemployment had started.

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

Job openings for teachers arise mostly from teacher retirements. Teaching jobs are also driven, but to a lesser extent, by pre-retirement teacher departures, changes to government policy and school board funding, and the rise and fall in elementary and secondary enrolment.

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

Each year, some teachers leave the teaching profession, temporarily or permanently, or they leave the province to pursue teaching

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

³ "Permanent teaching job" refers to a regular teaching position, part-time or full-time, on a contract that does not have a defined ending date.

careers elsewhere. Some former Ontario teachers return to active teaching. Ontario policy initiatives — such as funding more teaching positions to reduce class sizes and the extension of Kindergarten programs to full days — add jobs for new teachers. The recent gradual decline in Ontario student enrolment reduces demand for teachers.

Policy and student demographic changes in recent years tended to balance 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, got compressed into a five year span by the enhanced early retirement provisions first available to Ontario teachers in 1998. At the same time comparatively low numbers of new teachers entered the profession each year.⁴

Most French- 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 openings 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.

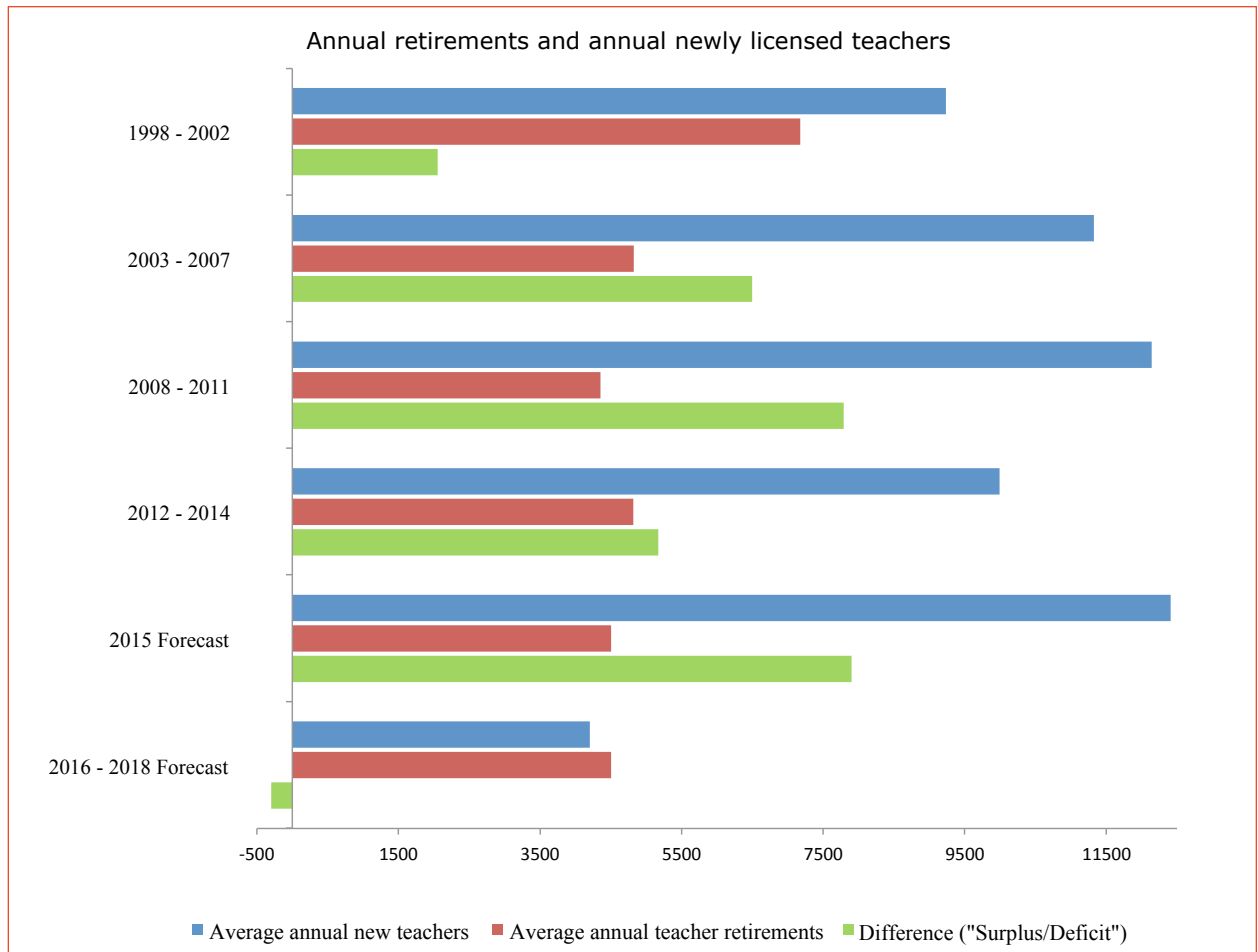
Teacher retirements in Ontario then fell substantially as the retirement wave passed. Retirement volumes were much lower from 2003 onwards. The supply of new teachers, however, increased substantially — from Ontario faculties of education, from teacher education programs given special ministerial consent to operate in Ontario, from US border colleges with special programs designed for Ontarians, from Ontarians who completed their teacher education in Australia and elsewhere abroad, and also with more teachers migrating to Ontario from other provinces and countries.

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

Every year more new teachers were unemployed and more took longer to move from daily supply assignments to term contracts and permanent jobs, as well as moving from partial to full-time contracts. As the underemployed teachers from earlier years continued to look for more daily supply teaching days, improved long-term occasional and permanent teaching jobs, each successive cohort of education graduates faced an increasingly saturated job market. The market became ever more competitive over time for a relative scarcity of teaching jobs. (See chart on next page.)

In years 2003 to 2007, average annual retirement volumes 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

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.



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 almost 7,800 annually in the period 2008 - 2011, about 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 first language and French as a second language teachers.

Meanwhile, with heightened awareness of the more competitive teacher employment market in Ontario, the number of applicants

to Ontario's consecutive teacher education programs declined. From a peak of about 16,500 applicants in 2007 annual numbers fell to under 9,500 by 2013 and 2014.

Teacher supply falls, rises briefly again, with a more substantial drop ahead

The past three years of teacher supply and demand presents a sharp change of direction. Newly licensed Ontario education graduates in 2012 through 2014 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 more than 60 per cent.

And newly licensed Ontario teachers educated elsewhere in other provinces and countries also dropped — by more than 40 per cent.

On average, more than 2,150 fewer teachers were newly licensed each year in Ontario in the years 2012 to 2014 than in the period from 2008 to 2011.

Teacher retirements, meantime, rose somewhat these past three years — an average of 450 more retirements than in the previous four year period. As a consequence of this decrease in new teacher supply and slight increase in retirement-driven demand, the annual surplus of new teachers dropped from an average of almost 7,800 in the preceding period to an average of about 5,170 for the past three years.

With Ontario’s enhanced and extended teacher education program initiated in 2015, Ontario faculty of education annual intake of education candidates will drop by about half compared with pre-2015 levels. The two-year rollout of the new program — with a first class graduating in 2017 — means a transitional very low volume of Ontario teachers will be newly licensed in calendar 2016. This will cut new teacher supply sharply for 2016-2017 school board recruitment. And newly licensed Ontario teachers in subsequent years will settle at levels far below recent years.

(See table, below.)

The transitional year 2015 also warrants special note. Many education graduates from earlier years deferred teaching careers and did not apply for their Ontario teaching licence prior to 2015. Large numbers then did so in 2015 prior to the August 31, 2015 deadline for eligibility for certification under the pre-enhanced teacher education requirements. This resulted in a sharp jump in newly licensed Ontario teachers in 2015. Many of these former education graduates are thought to be keeping their career options open for the future and may further defer their actual entry to the teaching job market. In stark contrast, the College forecasts just 2,800 new members in 2016 as most 2015 entrants to Ontario teacher education will not graduate until 2017.

Teacher retirements throughout the remainder of this decade are forecast at an average of about 4,500 annually. Accordingly, Ontario’s annual new teacher supply and teacher demand will no longer be in surplus. Indeed, it appears that there will likely be a small deficit in the three years 2016 to 2018. This will likely result in a seller’s job market not seen since 1998 to 2002. This should provide opportunities for many of the still underemployed surplus teachers from prior years to finally gain full-time employment.

New licensed teachers (from Ontario faculties and other sources)

Years	New teachers licensed annually
2008 to 2011	12,138 (actual)
2012 to 2014	9,987 (actual)
2015	12,400 (forecast)
2016	2,800 (forecast)
2017	4,700 (forecast)
2018	5,000 (forecast)

2015 study highlights

In 2015, web-based surveys were conducted with large samples of teachers who joined the College in 2005 and in the years 2010 through 2014. Responses were received from 3,850 teachers. Response rates varied from 14 to 26 per cent of the samples, with an average 19 per cent return overall. The accuracy rate is 1.6 per cent overall and three to 5.7 per cent for the individual survey components, 19 times out of 20.

Years 2012 through 2014 witnessed an 18 per cent decline from the preceding four year period in the average annual number of newly licensed Ontario teachers. At the same time, College membership attrition⁵ among early-career teachers increased. The historic loss rate of fewer than one in 10 newly licensed teachers dropping their College membership in the first five years after licensing is now up sharply to one in every six.

These two factors — fewer new teachers and greater losses from the early career licensed teacher complement — contributed to a significant drop in unemployment rates in 2015. First-year unemployment has now fallen 16 points in two years — from a peak of 38 per cent in 2013 to 22 per cent in 2015. And unemployment rates also fell significantly over the same time span for teachers in years two through five of their careers.

Other market improvements are evident in 2015. More teachers across the first five years of their careers are employed full-time. Fewer resort to piecing together partial assignments at multiple schools. And we are now beginning to see more first-year teachers achieving long term occasional and permanent teaching positions in Ontario by the end of the initial school year in the profession.

Although many early career teachers in 2015 still experience months and even years of underemployment, the 2015 surveys indicate that the days of teacher surpluses and challenging entry to teaching careers in Ontario are over for Ontario French-language teachers. The employment markets for these teachers (both first and second language teaching) may well be about to enter a new era of teacher shortages.

Unemployment rates for first-year Ontario-resident French-language program graduates and for those qualified to teach French as a Second language improved significantly in 2015. French-language program graduates this year report just four per cent unemployment, down from 13 per cent in our 2014 survey and a peak unemployment rate of 18 per cent in 2012. French as a second language teachers in their first year after certification experienced an Ontario unemployment rate of just three percent. This is down from 11 per cent in 2014 and a peak of 17 per cent in 2013.

Job success among English-language teachers resident in Ontario in the first year after licensure also improved. Unemployment for this group has now dropped from 45 per cent in 2013 to 31 per cent in 2015. Despite this significant improvement, new English-language teacher employment outcomes remain weak compared with their French-language contemporaries.

Unemployment dropped across all divisions for Ontario-resident first-year English-language qualified teachers since 2012. The 2015 rates range from just fewer than one in four Junior-Intermediate and Technological Education qualified teachers to about one in three of those who are Primary-Junior and Intermediate-Senior qualified.

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

Intermediate-Senior outcomes vary significantly, however, depending on teaching subject qualifications. Those with math, science and/or computer studies qualifications report the best outcomes, with unemployment at about one in four for these English-language Ontario teachers compared with about two in five unemployed among those lacking these proportionately higher demand subjects.

Despite the much improved Ontario market for newly licensed teachers, many still do not reach full employment quickly. In 2015 we see just under half of new Ontario graduates reporting full employment in the first or second year. And one in three take four years to do so. Lineups for permanent teaching jobs are still long in 2015, albeit much improved from the findings of our surveys two years ago.

Many who gained some teaching employment in the 2014-2015 school year were limited to piecework teaching⁶ and/or had precarious employment contracts.⁷ Fewer than one in four secured permanent teaching contracts by school year end. Some of this employment landscape for first-year teachers is explained by the staged daily supply, LTO and permanent position entry process introduced for Ontario's publicly funded school boards in 2012.

As the local employment market improved over the past two years, fewer newly licensed Ontario graduates are looking outside the province for first teaching jobs. And as the market improves, more first-year teaching jobs in Ontario are in publicly funded schools.

⁶ Piecework teaching refers to daily supply, in multiple schools and/or part-time. New procedures described in the next section established a staged entry to the profession through daily supply teaching that applies to 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.

Since our 2013 survey, new teacher education graduates applying for teaching jobs outside the province fell from one in four (24 per cent) to almost one in six (18 per cent). And our 2015 survey found just 9 per cent of them took up teaching jobs elsewhere in their first year, down sharply from 17 per cent in 2013. Similarly, fewer now plan to teach outside the province in the second year following certification.

Those who do leave Ontario, however, continue to report better employment outcomes than Ontario-resident teachers.

Despite the improvements in publicly funded school job opportunities, Ontario independent schools continue to employ first-year teachers at rates disproportionate to their share of the province's education sector.

More than one in four graduates licensed in 2014 from English-language programs applied to Ontario independent schools. One in eight newly licensed graduates hired in Ontario for the 2014-2015 school year taught at independent schools. And the independent school share of permanent teaching jobs was even more disproportionate, with these schools providing more than one in four of the permanent teaching contracts province-wide.

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

The teaching job market improved throughout the province in 2015 with reports in every region of declining unemployment and/or underemployment. Despite these gains,

however, only in northern Ontario did more than half achieve full employment in their first year as a licensed teacher.

The strengthening Ontario teacher employment market also resulted in employment gains for newly licensed teachers educated outside the province. Ontario university education graduates, however, continue to enjoy higher rates of full employment in the first year as Ontario licensed teachers than newly licensed teachers from other sources.

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

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

The now receding teacher surplus leaves a continuing impact on career commitment. Early-career teachers allow their Ontario teaching licences to lapse in much greater numbers than before. And more of those who remain teachers in good standing are uncertain whether they will continue teaching five years into the future.

Hiring process context

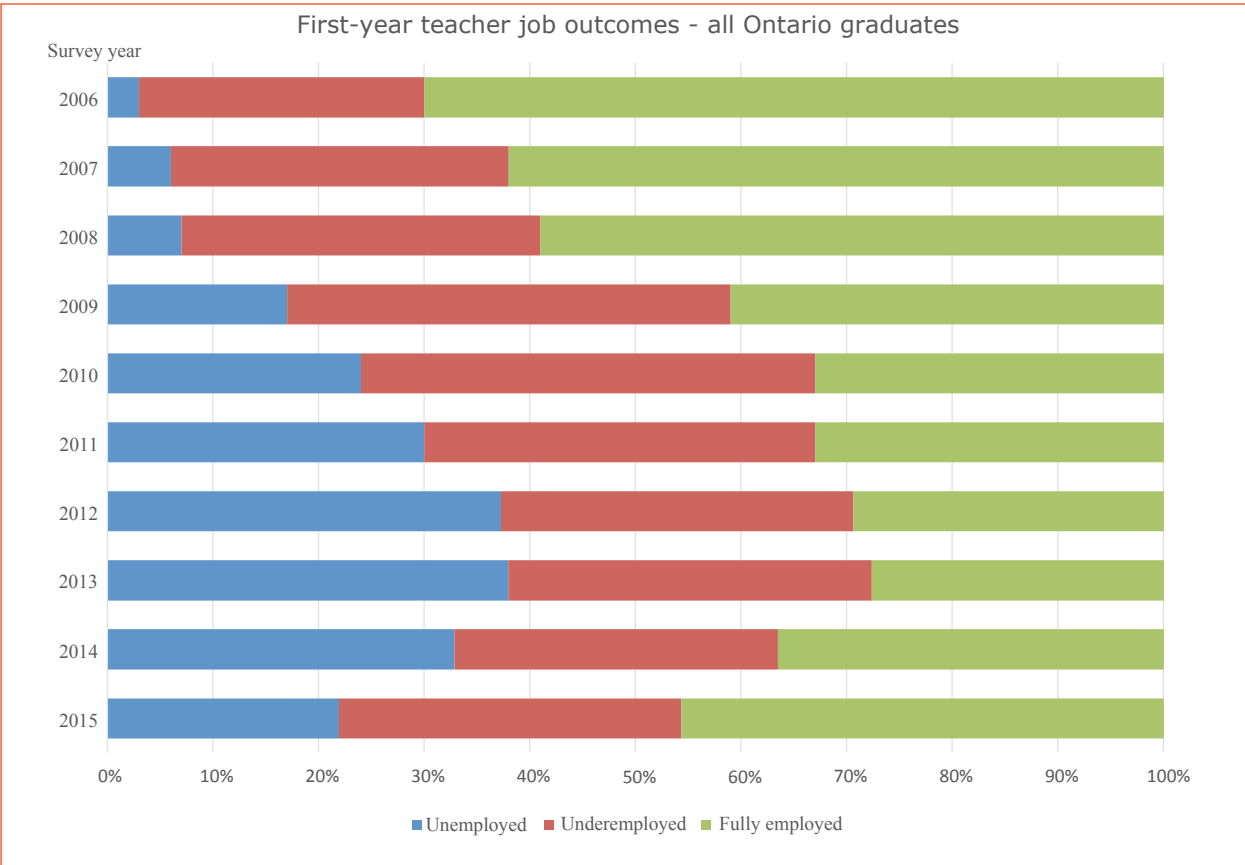
Legislation first introduced in fall 2012 supports transparency in hiring by Ontario publicly funded school boards. Standardized procedures define a pathway to permanent employment that usually requires new teachers to start on daily supply rosters and short-term occasional teaching before acquiring eligibility to apply for longer term occasional assignments and eventually to compete for permanent employment opportunities with a school board.

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

This hiring process legislation does not apply to Ontario independent school hiring.

2. Employment outcomes

First-year full employment rate continues to grow



For the second year in a row, more teachers from Ontario-based initial teacher education programs report they find teaching employment in their first year on the job market as Ontario licensed teachers. From a high of 38 per cent unemployment in 2013, first-year unemployment fell to 33 per cent in 2014 and now in 2015 stands at 22 per cent.⁸

⁸ This chart and others throughout identify whether the data reported is for all Ontario graduates in the years referred to or for only those who are Ontario-resident.

The drop in unemployment and corresponding gains in full employment⁹ are welcome news. After many years of progressively more challenging career entry facing new Ontario-licensed teachers, many more are once again finding early success in their efforts to join the province’s teaching profession.

⁹ “Full employment” is a self-assessed status of those 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 permanent teaching roles.

Teacher underemployment remains persistently high, however. Nonetheless, reports of full employment in the first school year in the profession climbed from 28 to 46 per cent since 2013.

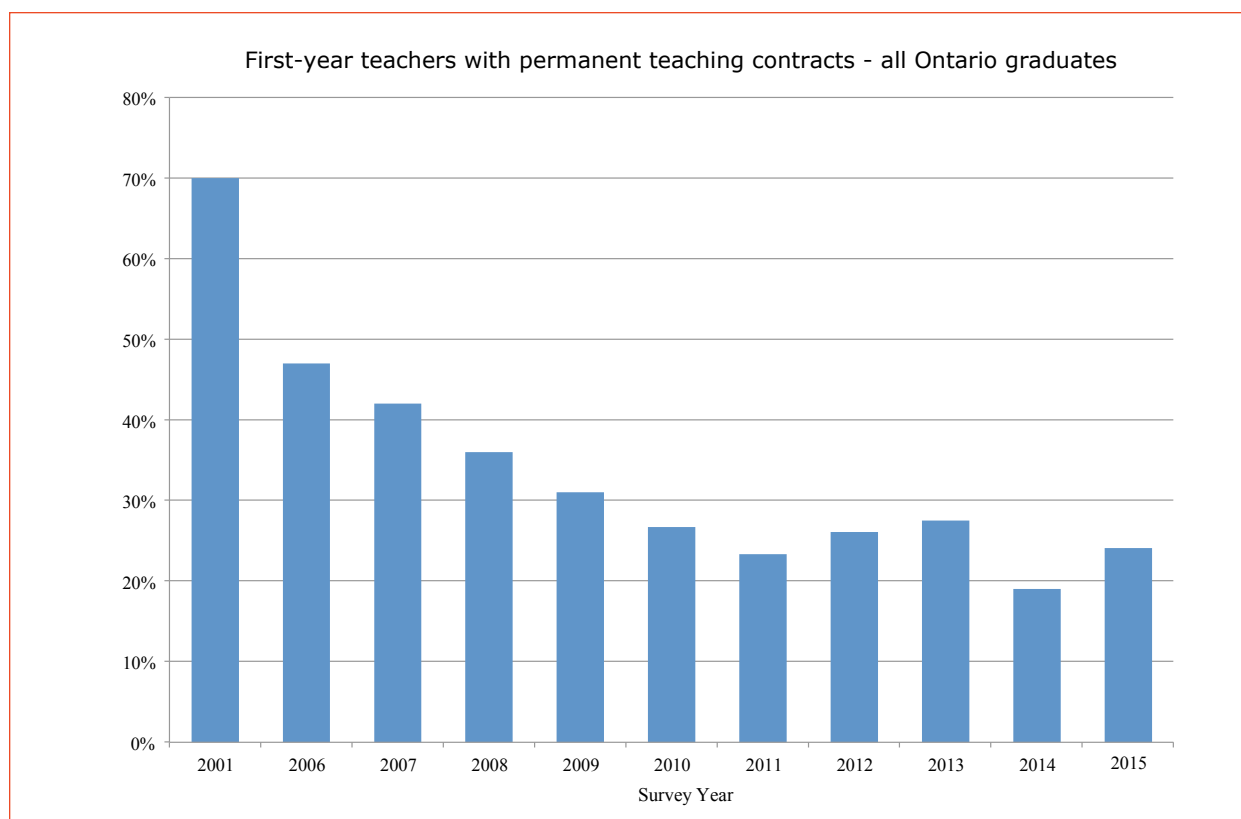
I was pleasantly surprised at how quickly I was hired onto Occasional Teacher rosters, and have been very fortunate to work as much as I have. I have been teaching four to five days a week all year, and am really enjoying being a daily supply teacher.

2014 Primary-Junior graduate
supply teaching
in central Ontario

Almost one in three first-year teachers report underemployment during the school year. They wanted more teaching days throughout the school year than they were able to find.

Precarious employment contract terms continue as the norm for first-year teachers. The underemployed group includes many who are limited to daily supply rosters, part-time and/or limited term contract jobs. Many teach in more than one school. And the gold standard permanent teaching contract is one or more years away for most of them. (See chart, below.)

Despite employment market gains over the past two years, permanent teaching jobs remain far less common for today's new teachers than for the generation who entered the profession at the turn of the century. Fewer than one in four (24 per cent) of all employed Ontario graduates licensed in 2014 secured permanent teaching jobs by school year end — up from 19 per cent in 2014 but far below the 70 per cent first-year permanent contracts reported back in 2001 when the province was in the midst of its most recent teacher shortage. Among those



employed in Ontario publicly funded schools, just 17 per cent held permanent posts by first school year-end.

And considering all first-year teachers on the job market in 2014-2015 — including the 22 per cent unemployed for the entire school year — just one in seven (14 per cent) report permanent teaching contracts by school year end.

First-year teachers resident in Ontario in 2015 report better job outcomes than the comparable group last year. Unemployment for these teachers dropped to 23 per cent from the 37 per cent rate found among first-year Ontario-resident teachers in 2014.

Despite this, in 2015 more than half of first-year teachers in every division were still unemployed or underemployed — and no divisional qualifications resulted in permanent first-year teaching contracts for more than about one in six newly licensed teachers on the job market in 2014-2015. (See table, below.)

I have been very frustrated with my job search. I am a highly qualified individual who is excited to start teaching and I can't get on any supply lists. I have volunteered in a public Ontario school and received a letter of

recommendation from the principal. I also upgraded my qualifications so I can teach K-12. I have not even been granted an interview. The job market is inundated with teachers. I will count myself extremely lucky to have a full time job in five years.

Unemployed Intermediate-Senior history and English graduate of 2014 in the greater Toronto region

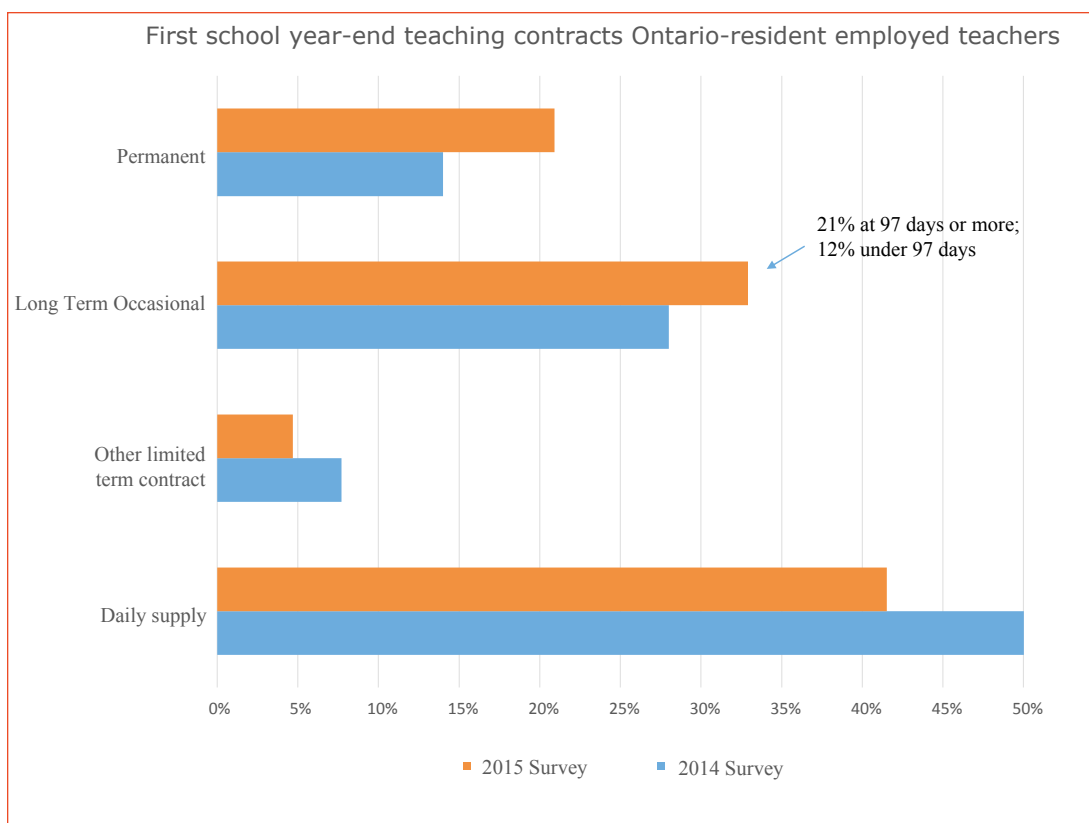
The quality of teaching contracts by school year end improved for first-year teachers in Ontario in 2015. Fewer of them relied on daily supply teaching throughout the entire year. And more of them achieved long-term occasional and permanent teaching positions. (See chart on next page.)

More than half of new teachers (57 per cent) employed in Ontario report piecework teaching contracts. More than two in five (45 per cent) at year end still teach part-time and similar proportions say they teach in multiple schools (44 per cent) and teach daily supply (42 per cent). Just one in five (21 per cent) of the first-year teachers employed in Ontario publicly funded and independent schools say they secured a permanent teaching contract.

First-year Ontario-resident job outcomes in 2014-15 by division

Job Outcomes	Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Education
Unemployed	26 %	18 %	24 %	23 %
Underemployed	36	33	36	58
Fully employed	39	49	40	19
Permanent Contract*	8	14	16	12

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



I understand how lucky I am to have attained a permanent position so soon, and my experiences with this school board have been superb. So happy to have found a home.

2014 Junior-Intermediate dramatic arts graduate underemployed in part-time permanent job in eastern Ontario

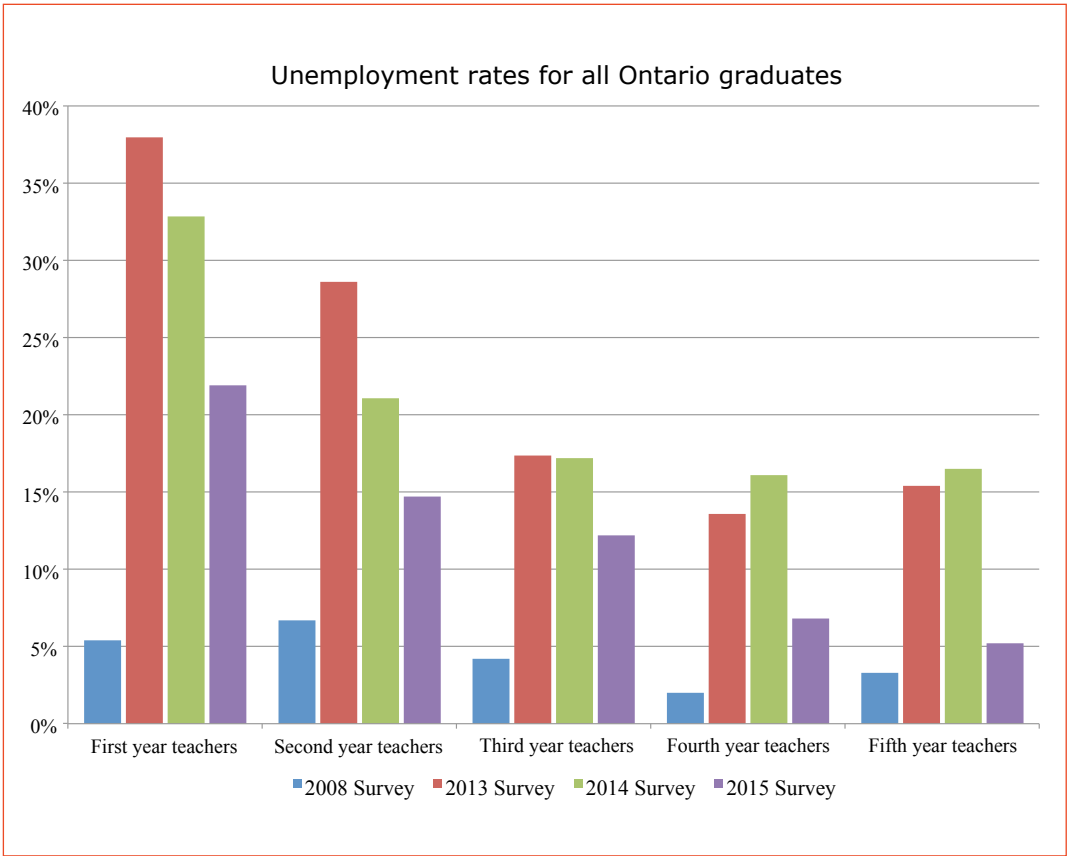
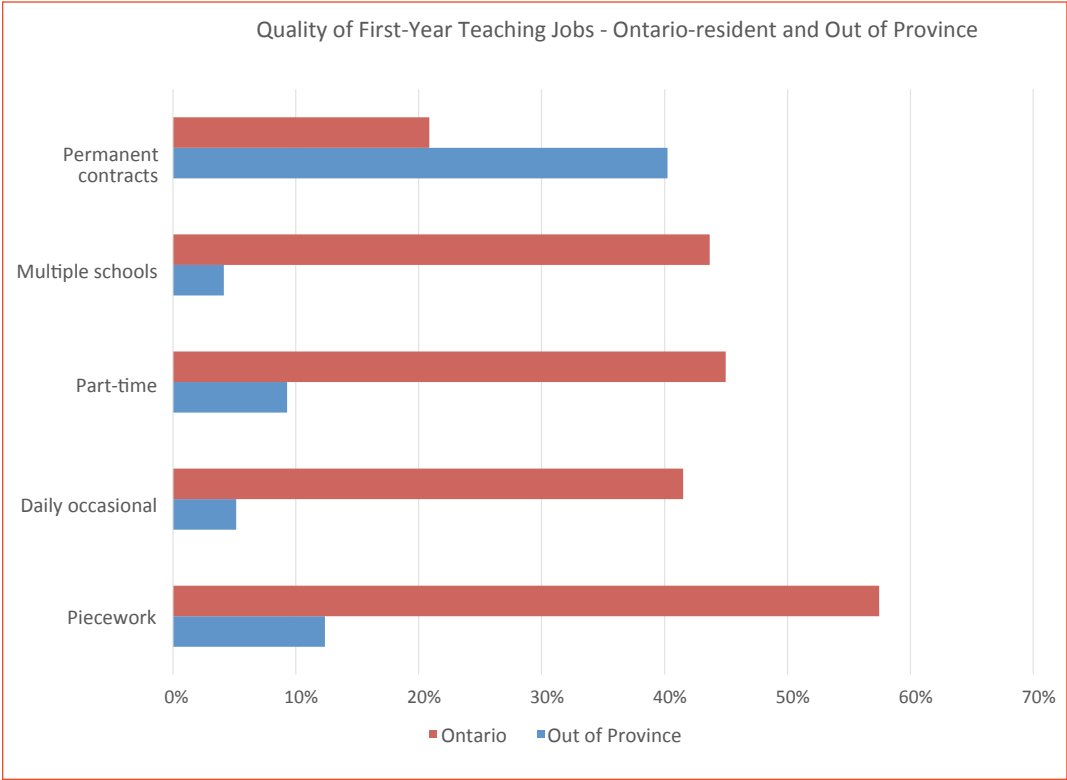
Employment contract quality indicators for new Ontario-licensed teachers who leave the province seeking jobs elsewhere are starkly different. They resort to daily supply, part-time and/or multiple school assignments much less frequently, with only 12 per cent of them limited to such piecemeal teaching. And two in five (40 per cent) of them found permanent teaching jobs. (See top chart on next page.)

As noted elsewhere, much of this difference is explained by the staged hiring process

for new teachers in Ontario publicly funded school boards which normally starts with daily supply teaching and only over time allows new teachers to be considered for Long Term Occasional and permanent teaching positions.

Unemployment falls sharply in 2015 across first five years of teaching

The drop in annual new teacher surplus over the past three years not only helps first-year teachers, but also those who preceded them. Teachers in years two through five of their careers also report significantly lowered unemployment rates as the long-standing teacher over-supply begins to moderate. Early career teachers today, however, continue to experience unemployment rates that are still notably higher than back in 2008. (See chart at bottom of next page.)



The still quite high rate unemployment rate across the first three years in the profession (22, 15 and 12 per cent in years one, two and three respectively) discourage some of these early-career teachers.

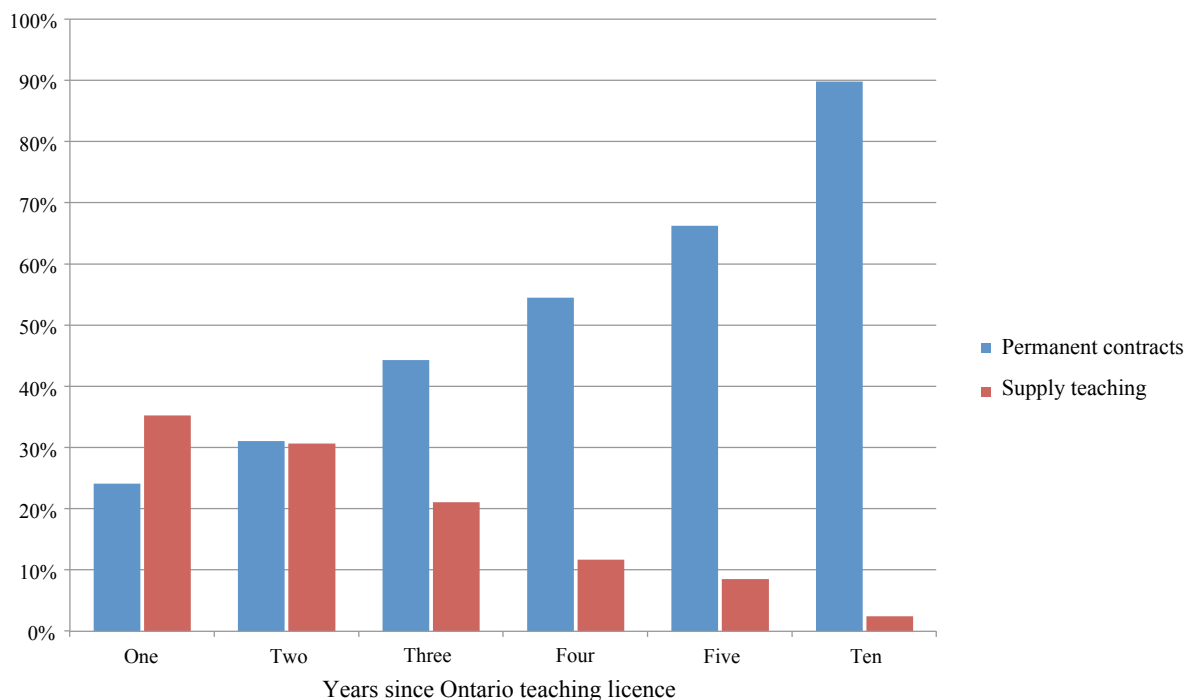
Unfortunately I haven't had any luck with securing full-time or part-time work with any board. The reality is there are just not enough jobs for the thousands of graduates every year competing for work. This will be my last year trying to get hired by a board. As of September, I will be going back to school to try a different career.

2012 unemployed
Primary-Junior graduate
in Toronto

The 2015 surveys confirm that, for those who maintain their commitment to the profession, teaching contract status improves over time. Daily supply teaching rates fall with each year of teaching experience. And with each additional year, higher proportions of teachers land permanent teaching jobs. Three years in, almost half (44 per cent) report they have permanent teaching contracts. And by the end of five years, two in three (66 per cent) have permanent jobs.

Among the ten-year veterans now, those first licensed in 2005, nine in 10 report permanent teaching jobs and just two per cent teach on a daily supply basis.

Permanent and daily supply contracts in 2015 - all Ontario graduates

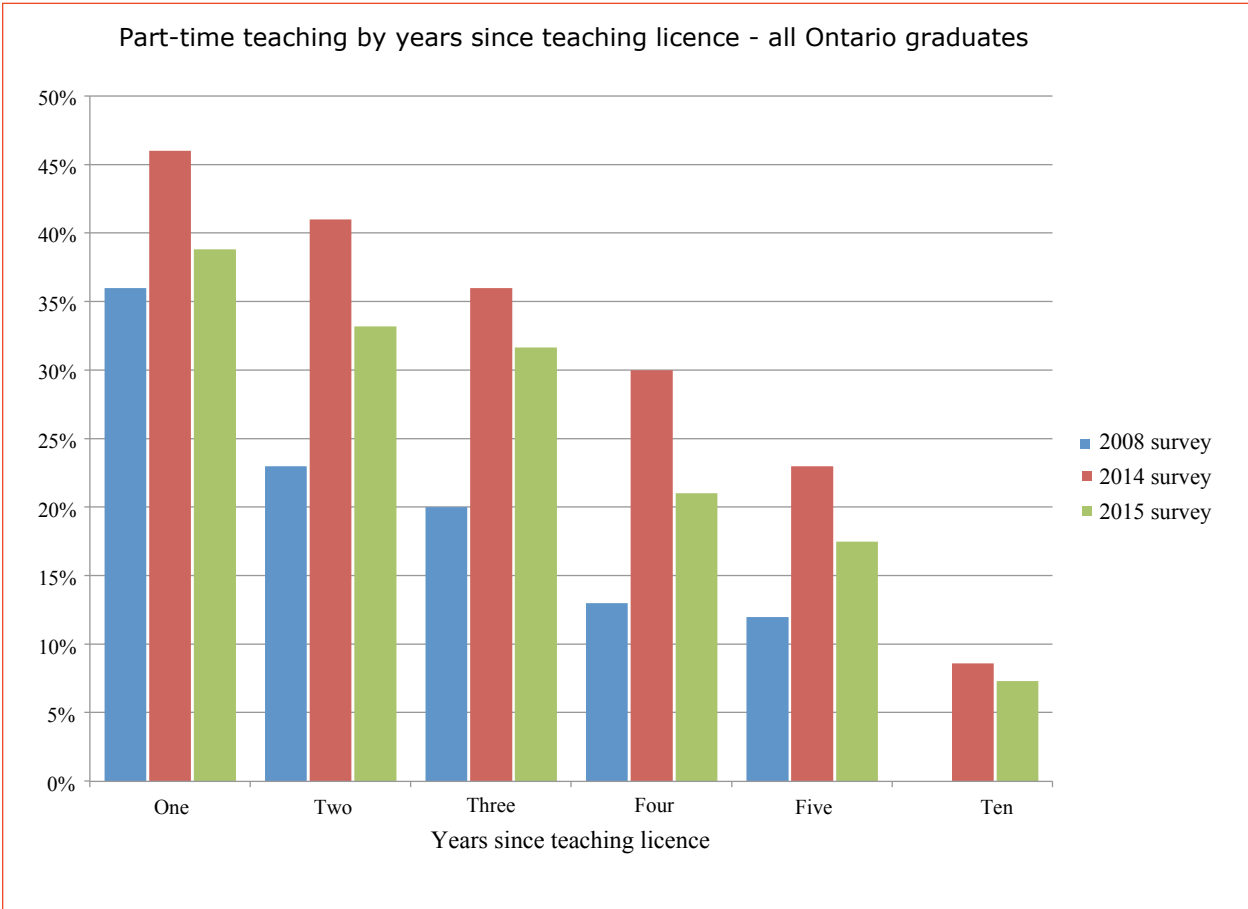


The majority of employed teachers across the first five years of their careers expect their jobs to change in the next school year — about seven in 10 (72 per cent) of those in their first year, gradually declining to about half (51 per cent) by their fifth year.

Some of this change is teacher-driven and focused on wanting a different school, grade level or assignment. For the majority, however, the anticipated job change reflects the precarious nature of their employment — a term contract will end, the teacher is declared surplus, expects to be laid off or she is simply hoping for more reliable on-call daily supply employment.

Part-time employment in the early years is starting to recede. Each survey group in 2015 reports less part-time teaching status than in last year's surveys of comparable career stages. Nonetheless, part-time status is still more common than back in 2008 and earlier years. Two in five (39 per cent) teach part-time toward the end of their first year. The part-time proportion declines to about one in three (32 per cent) by the end of the third year and to one in six (17 per cent) by year five.

A similar pattern of improvement is evident with respect to early career teachers piecing together a teaching schedule in multiple schools. Each year's cohort in 2015 reports improvement over the multi-school status



reported in 2014. Despite this, there is still more multi-school teaching throughout the early years today than back in 2008.

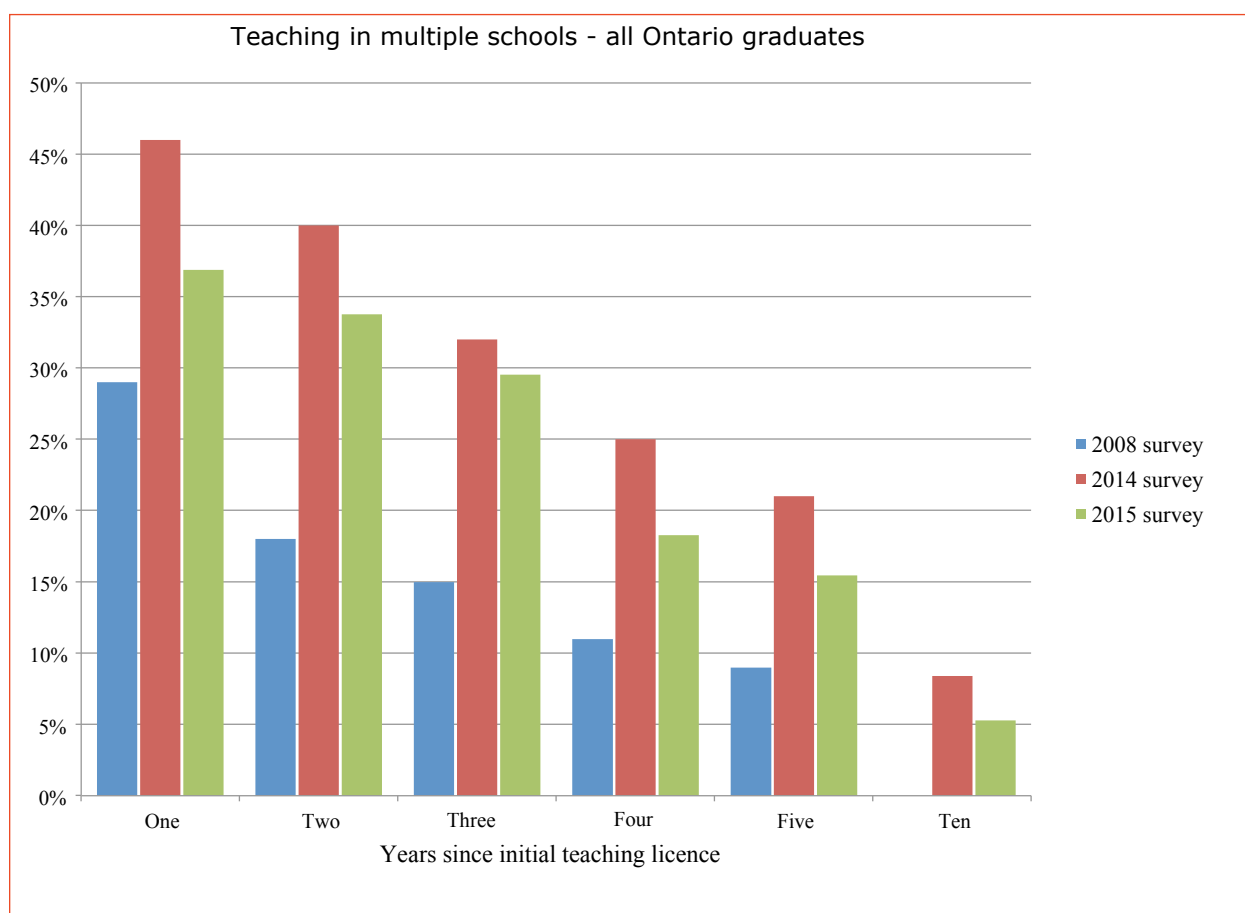
More than one in three (37 per cent) teach at multiple schools in their first year and this declines to fewer than one in six (15 per cent) by five years after first obtaining an Ontario teaching licence. (See chart, below.)

Some of this part-time and multiple school teaching is personal choice. The changing job market clearly affects the extent of this piecemeal teaching, however — the incidence rose as the market worsened and is now declining as the market begins to improve. Many 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 generally want more employment, but they piece together as much teaching from various part-time opportunities as they can find.

Queues for teaching jobs shrink further in 2015

The 2015 surveys confirm that, after years of increases in wait times for full employment, unemployment and underemployment rates are now finally receding. With a second year of job gains, Ontario teachers throughout the first five years after initial licensure today are doing significantly better than in the recent past.



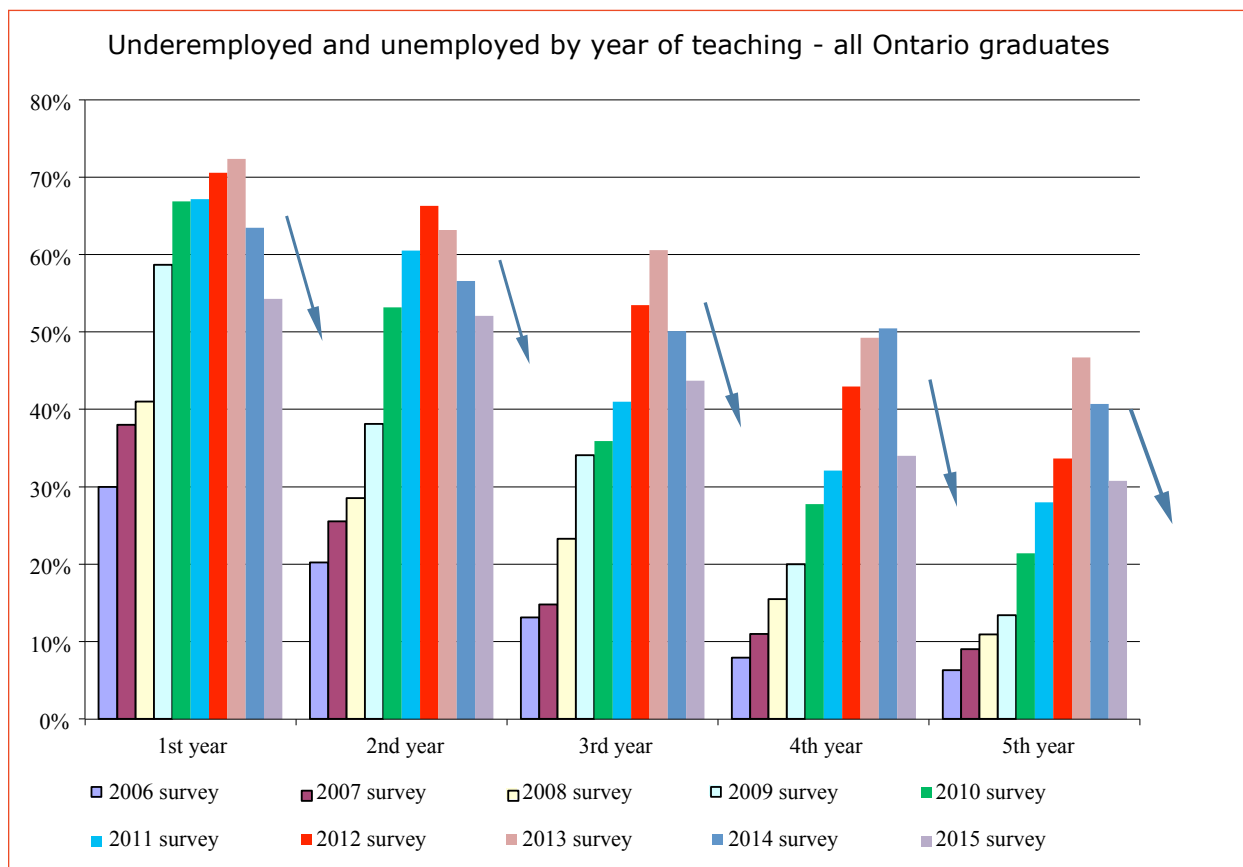
Despite marked improvements, however, more than half of this generation of teachers is not fully employed two years into their teaching careers and almost one in three have still not achieved this goal in five years.

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 want throughout the school year.

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

Using these definitions, wait times to full employment lengthened steadily and dramatically in Ontario 2006 to 2013. Then, the trend line reversed — and wait times are now in 2015 much shorter than two years ago in each of the first five years of Ontario graduates' teaching careers.



Since 2006:

- the proportion of first-year teachers active on the job market but not fully employed increased from 30 to 72 per cent in 2013, and has now fallen back to 54 per cent
- second-year teachers grew from 20 to 66 per cent by 2012, falling back to 52 per cent in 2015
- third-year teachers from 13 to 61 per cent by 2013, down to 44 per cent in 2015
- fourth-year teachers from eight to 51 per cent in 2014, down to 34 per cent 2015, and
- fifth-year teachers from six to 47 per cent in 2013, down to 31 per cent in 2015.

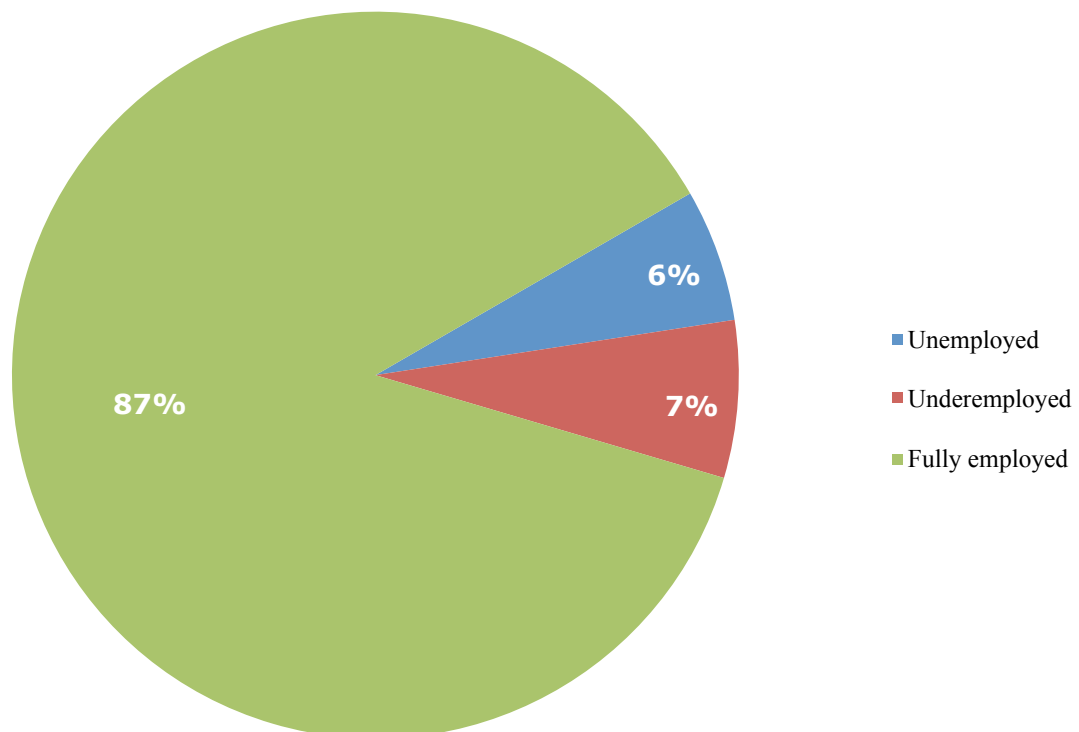
The reduced intake of new teachers in 2012 through 2014 — and the much greater reduction to come in 2016 and

onwards — means that the worst job outcome effects of the teacher surplus peaked in 2013. Improved job outcomes are well under way and more significant improvements will follow in future years.

Most teachers licensed ten years ago well established in careers

Most Ontario teacher education graduates certified in 2005 who stayed in the profession despite the challenging job market during many of their early teaching years are now well settled in teaching careers. However, about one in eight of them are unemployed (six per cent) or underemployed (seven per cent). Nine in 10 of those teaching in 2015 hold permanent teaching contracts.

Teaching status ten years into teaching career - all Ontario graduates



This analysis excludes the one in 10 graduates of 2005 who obtained their Ontario Teaching Certificate and subsequently dropped their memberships in the College. It also excludes seven per cent who are continuing Ontario teachers but chose not to teach during the 2014-2015 school year.

Many early career teachers supplement income in other occupations

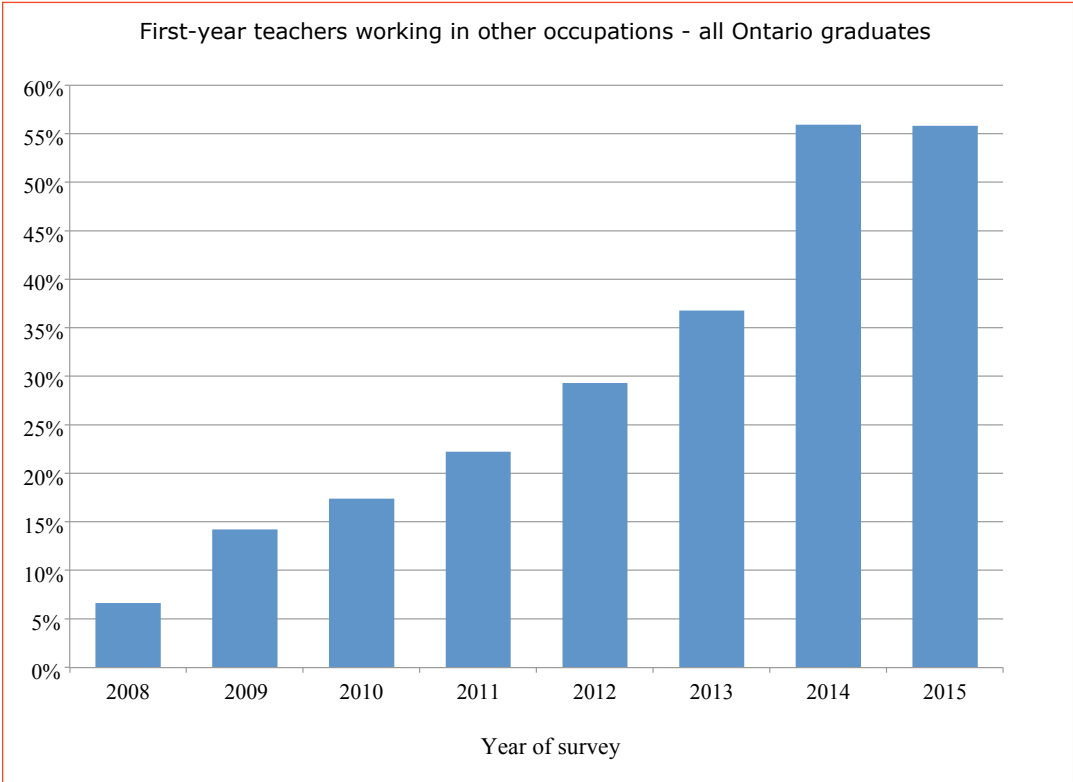
With the still comparatively tight teacher employment market in Ontario, more than half of first-year teachers each year work in non-teaching jobs. They do this either as an alternative to elusive teaching jobs or they do it to supplement part-time and/or occasional teaching. New teachers working in other occupations grew sharply from just six per cent in 2008 to 56 per cent¹⁰ in 2014 and 2015.

10 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 section on alternative work was included in our surveys since 2014 and possibly encourages more respondents to

I was able to get on an occasional teaching roster, but needed to find another job in order to supplement my income. Fortunately I was able to find another job in the education sector, although this is a non-teaching job. It has been challenging to juggle the two jobs and achieve the minimum number of supply teaching days necessary to stay on the occasional teacher roster for next year. I recognize that I need to commit more fully to occasional teaching in order to build my seniority, but the unpredictability of occasional teaching makes it hard to do this, given the precarious financial situation it can entail.

2014 Intermediate-Senior English and history graduate
FSL qualifications,
part-time daily supply teacher
in Toronto

report non-teaching work in our most recent surveys.



Most first-year teachers who take on jobs for which they do not need their Ontario teaching licence work at teaching-related occupations. The most frequently cited alternative work is tutoring, either on a private basis or for a tutoring company. Many also report early childhood education jobs, child care, or after school programming. Others have post-secondary teaching jobs, or teach in museums or in other settings not requiring an Ontario Certified Teacher designation. Adult education, corporate training, coaching, recreation, and child and youth special service roles are also reported.

In addition to teaching-related roles, many work in hospitality, retail or service industries, administrative, financial services or clerical roles and work in creative or performing arts, trades, manufacturing or construction, or in non-education related professions. Some respondents juggle more than one type of alternative work while continuing to look for teaching jobs. (See table, below.)

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

More than one in six (18 per cent) first-year teachers are exploring another occupation as a possible alternative to a teaching career. Three in four (76 per cent) say they will still be teaching five years hence, with another 14 per cent reporting they will probably still be pursuing their teaching career then.

First-year teacher non-teacher occupations	% reporting type of job
Tutoring	34 %
Hospitality, service or retail roles	24
Teaching in another role or setting not requiring OCT designation	14
Recreation, coaching or personal training	12
After school programming	12
Administrative, financial services or clerical	12
ECE, childcare	11
Child and youth or special needs work	7
Managerial or non-teacher professional	6
Education assistant	6
Trades, manufacturing or construction	6
Creative or performing arts	6
Adult education or corporate training	5
Post-secondary instruction	3
Other	5

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	72 %
I engage in this alternative work because I enjoy it	67
I need to do this other work to supplement my teaching income	63
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	53
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	25
I am pursuing this other work as a possible career alternative to elementary or secondary teaching	18

Surplus years at an end for newly licensed French-language teachers

Rapidly falling French-language first-year teacher unemployment and underemployment rates over the past two years have brought the five year teacher surplus to an end for the French first language and French as a second language employment markets in Ontario.

After years of substandard job outcomes for new education graduates with these qualifications, the 2014 and now 2015 survey results herald an early return to full employment as the norm for these teachers in the first school year following Ontario certification.

Over the past two years, newly licensed French-language teachers reporting they were fully employed have improved from just half of first-year teachers back in 2010 through 2013 to about seven in 10 by 2015.

Several English-language school boards offered me positions teaching elementary FSL, which is not what I am qualified for and only would have accepted had I not found a position

teaching to my qualifications with a French-language board.

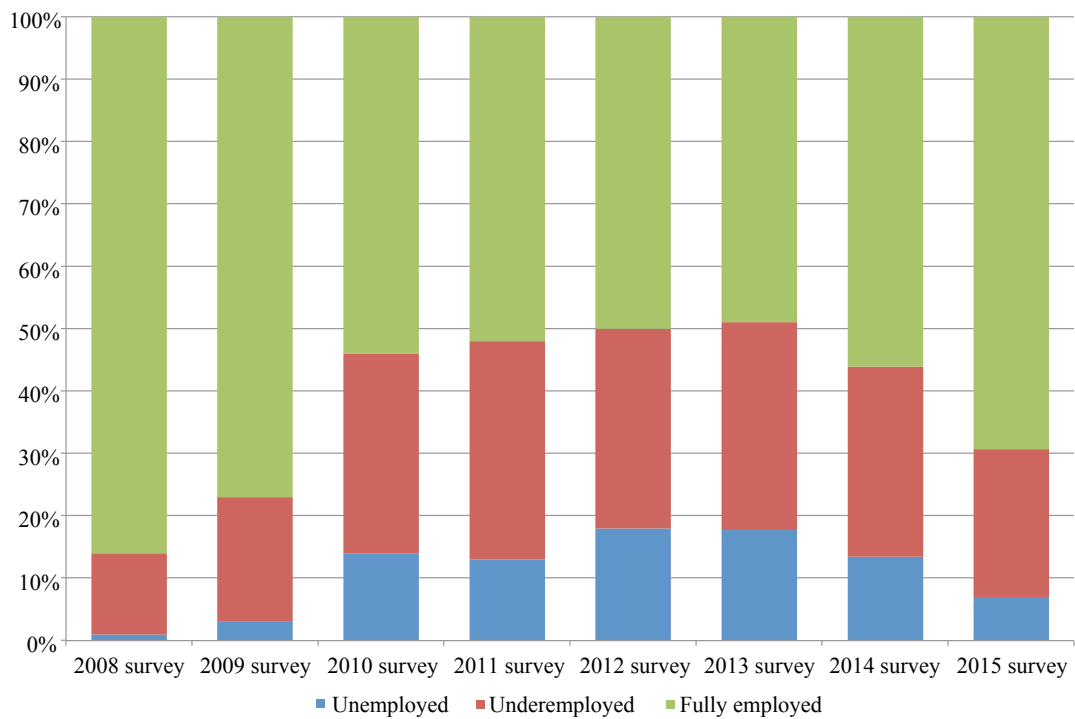
2014 Intermediate-Senior graduate in science and math, full-time permanent job in Toronto French-language school board

And only seven per cent of these teachers now report first-year unemployment — down from 18 per cent in our surveys in 2012 and 2013.

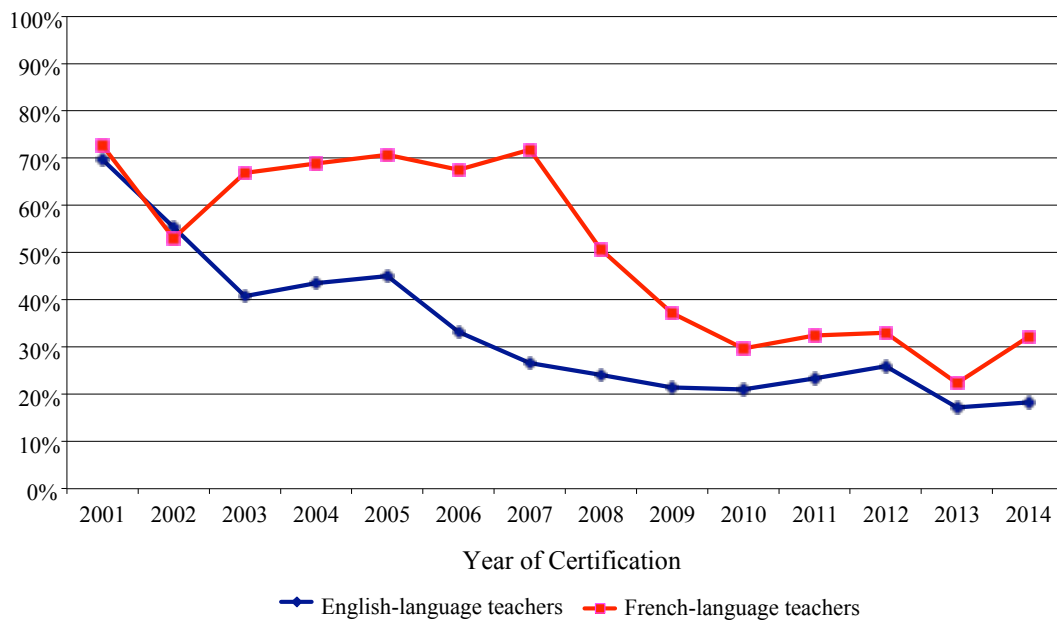
With the reduced numbers of new teachers in 2016 and future years, French-language qualified new teachers can expect early job success and Ontario school boards should plan for more FSL and French first language teacher recruitment challenges. (See chart at top of next page.)

Among all French-language teachers employed in the 2014-2015 school year, one in three (32 per cent) say they secured permanent teaching contracts by school year end. This is an improvement from the dip to just 25 per cent in 2014, but still far below the 70 per cent rate at the beginning of the last decade. The continuing low rate of permanent first-year hires reflects in part the legislated changes to publicly funded school board hiring procedures. (See chart at bottom of next page.)

Employment outcomes for all first-year French-language teachers



First-year teachers with permanent teaching jobs - all Ontario graduates



Ontario French-language program graduates include significant numbers who seek employment outside Ontario, mainly in Quebec. When one focuses on just those French-language teacher graduates resident in Ontario after graduating, the improvements to the Ontario job market are even more striking.

French-language teachers include two distinct sub-groups — graduates of French-language teacher education programs and teacher education graduates qualified to teach French as a second language. Both French-language teacher groups in Ontario reported very low rates of unemployment in 2015.

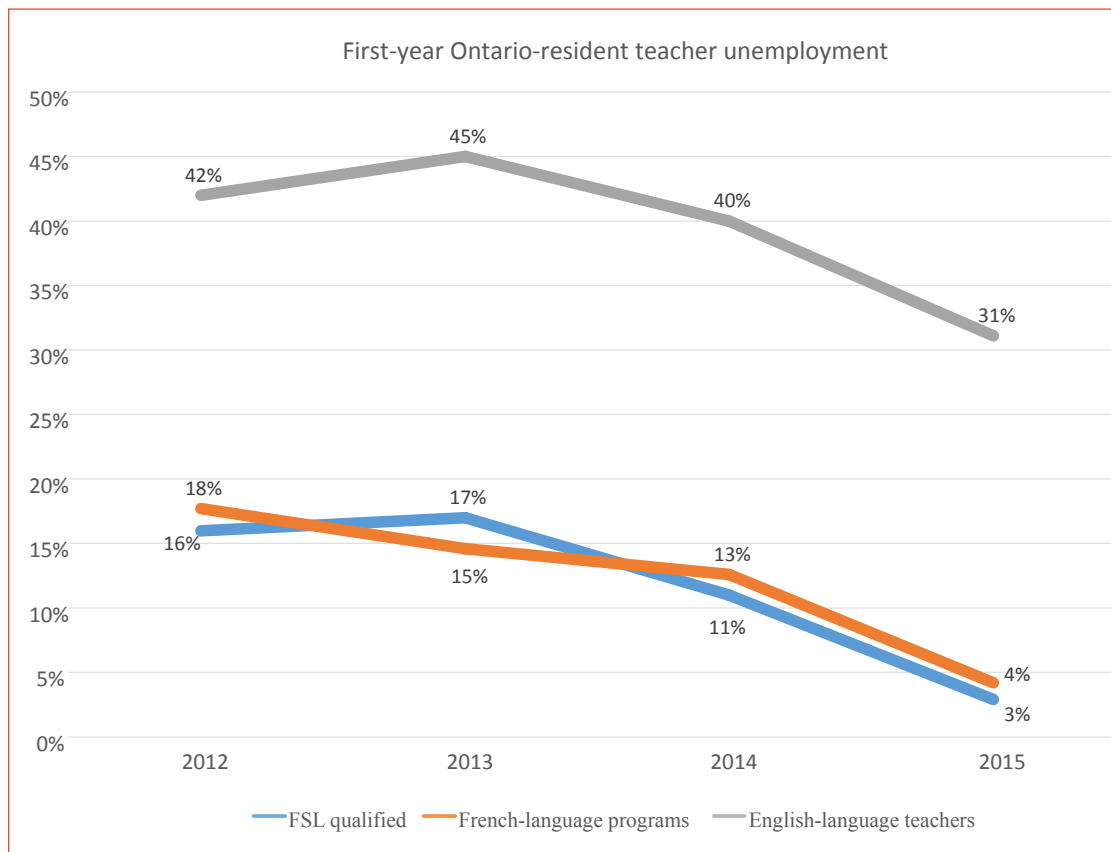
FSL-qualified teacher unemployment fell to just three per cent, down sharply from a high of 17 per cent in 2013. And the rate

for Ontario-resident graduates of French-language programs now stands at four per cent, also down dramatically from its high of 18 per cent in 2012.

I was surprised at the number of positions that were available in both northern and southern Ontario.

2014 Intermediate-Senior English and history
French-language program graduate
with permanent job
in northwest Ontario

Both French-language groups maintain their strong competitive advantage over English-language teachers, despite the recent improvement in the English-language market as well.



Even with substantial improvements over the past two years, English-language teachers continue to report much weaker job outcomes in Ontario than the two French-language groups — much more unemployment, higher rates of underemployment, fewer permanent positions, and a higher rate for piecework teaching contracts. (See chart, below.)

With French immersion credentials, I was interviewed by three school boards before graduating. I was offered two permanent jobs and one LTO job.

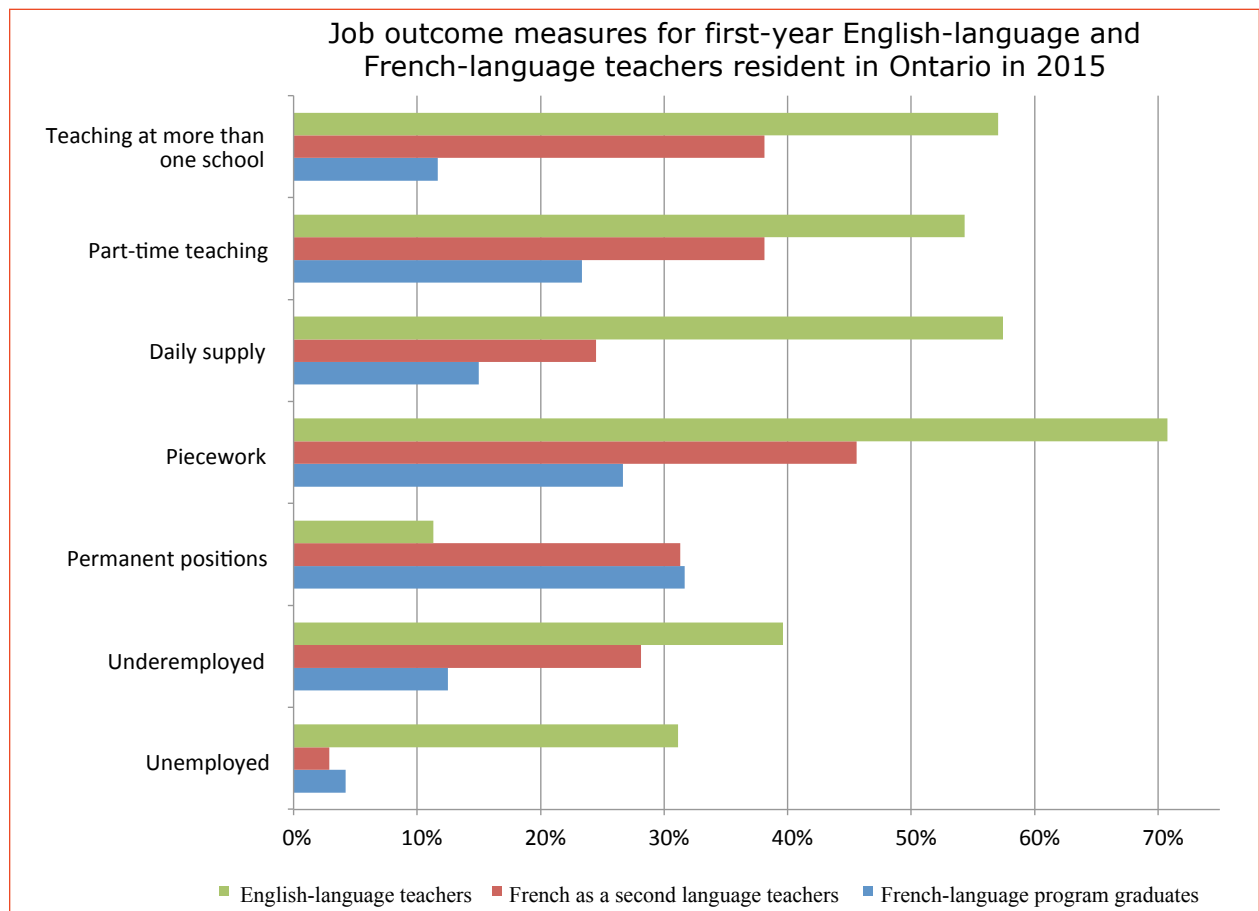
2014 Primary-Junior graduate
full-time permanent contract
teaching French immersion
in Toronto

Among French-language teachers, the FSL-qualified report higher underemployment and piecework teaching contracts than do French-language program graduates. Nearly one in three of both groups say they secured permanent teaching jobs by school year end.

Varied first-year job success for newly licensed Ontario English-language teachers

English-language teachers¹¹ resident in Ontario report varied job outcomes in the first year following licensure.

¹¹ English-language teachers are graduates of English-language teacher education programs not employed or qualified to teach French as a second language or in French-language school programs.



One in three (33 per cent) Ontario Primary-Junior qualified teachers say they were unemployed and just over one in three (35 per cent) managed full employment throughout the school year. Fewer than one in four (23 per cent) with Junior-Intermediate qualifications were unemployed with more than two in five (41 per cent) of them fully employed. (See top chart on next page.)

Intermediate-Senior reports varied based on teaching subject qualifications. Those with math, science and/or computer studies qualifications report more success, with unemployment standing at 25 per cent. Although this is not the success level of a decade ago, the outcomes are considerably better than the 34 per cent unemployment rate reported for this group just two years ago.

Intermediate-Senior teachers lacking these relatively higher demand teaching subjects or French as a teaching subject continue to report much higher unemployment (41 per cent).

My local school boards have not opened the supply lists for secondary teachers since I graduated so the option to even apply was not available.

Unemployed 2014 Intermediate-Senior history and geography graduate, eastern Ontario

Technological Education qualified teachers match Junior-Intermediate teachers with the lowest English-language unemployment rate (23 per cent).

These comparatively high unemployment rates, and the low rates of full employment suggest that the improving employment situation for English-language teachers in Ontario continues to reflect a teaching surplus. However, as rates improve for

Junior-Intermediate, Technological Education and some Intermediate-Senior teaching subjects, the supply of these qualifications warrants monitoring as the volume of new teachers drops substantially in 2016 and the years ahead.

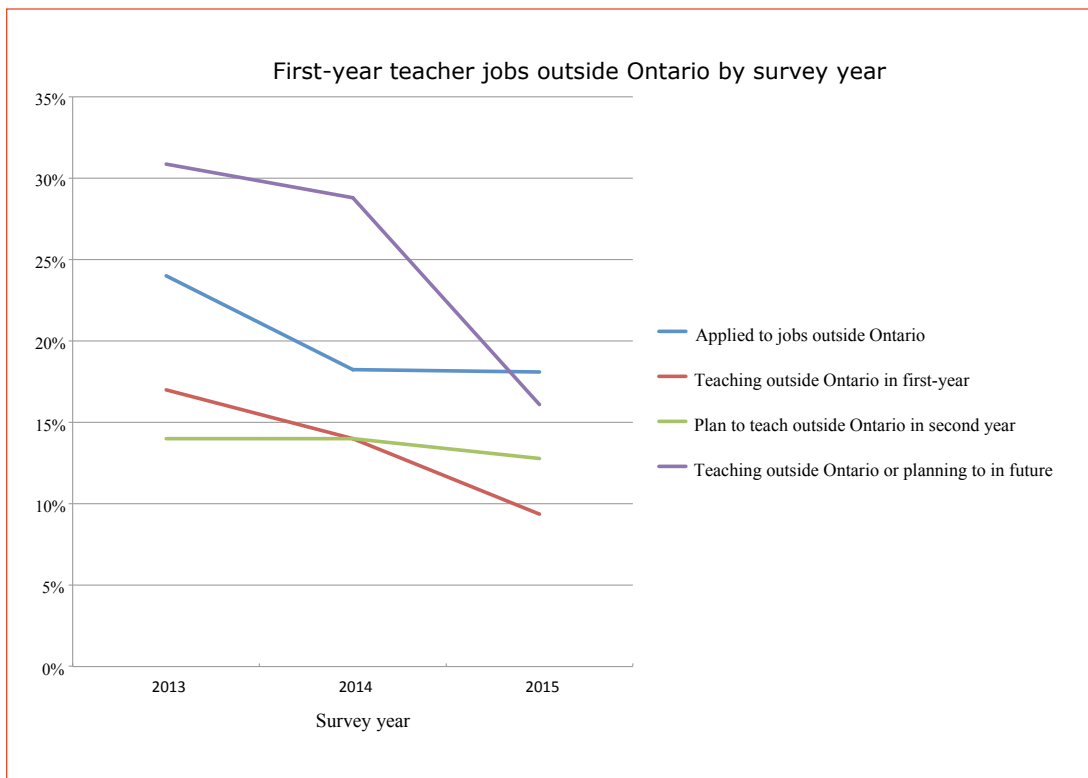
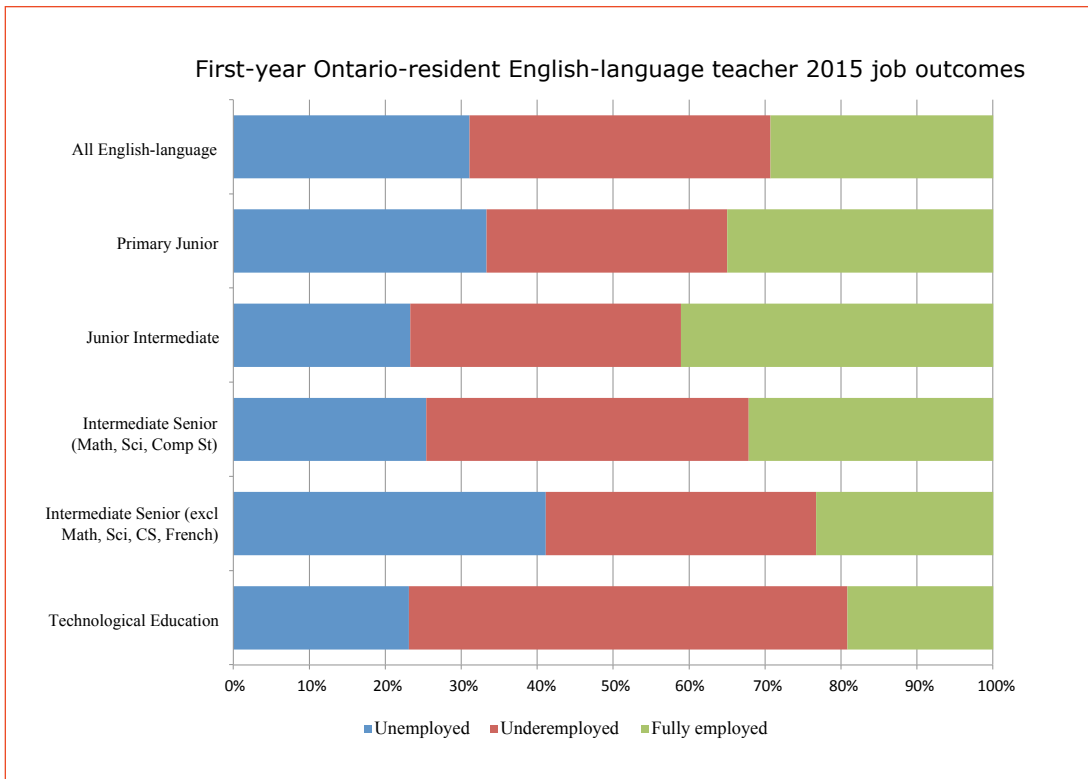
Fewer new teachers leave Ontario as local job markets strengthen

Since 2013, new teacher education graduates who apply to teaching jobs outside the province have decreased from 24 per cent to 18 per cent. And our 2015 survey also found just 9 per cent of them actually held teaching jobs elsewhere in their first year, down sharply from 17 per cent in 2013. Similarly, fewer now plan to teach outside the province in the second year following Ontario licensing. (See chart at bottom of next page.)

Approximately half (52 per cent) of the first-year group surveyed in 2015 who either teach elsewhere or plan to do so expect they will eventually return to Ontario to teach at some time in the future. One in five of them (21 per cent) say they likely or definitely have closed the door on a return. One in four are uncertain.

The Ontario process of supply teaching and finding short-term or long-term contracts seems like a long road to full-time employment and job security. Although I am happy that I have been able to travel and teach in another country, the lack of jobs in Ontario pushed me to find employment elsewhere. It is not encouraging to finish a five year degree for teaching and end up with no employment opportunities.

2013 Junior-Intermediate graduate on long term teaching contract in United Arab Emirates



First-year job search outcomes improved in 2015 — both for the growing proportion of Ontario graduates who remain in the province and for the declining numbers who leave. Since 2013, Ontario-resident first-year teacher unemployment dropped from 41 per cent to 23 per cent in 2015. This unemployment rate continues significantly above the 14 per cent unemployment rate for out-of-province resident first-year teachers in 2015. (See top chart on next page.)

Despite improvements, majority not fully employed in most Ontario regions

The proportion of first-year teachers in Ontario saying they were fully employed has grown from just one in four (24 per cent) in 2013 to more than two in five (42 per cent) in 2015. Despite the improvements in Ontario job outcome measures in 2014 and 2015, finding full employment in the first year of teaching remains a challenge for many across all regions of the province. Only in northern Ontario do more than half of the survey respondents report full employment.

Unemployment among first-year teachers is highest in the city of Toronto (30 per cent). Eastern Ontario enjoys the lowest rate of unemployment (11 per cent), but reports higher rates of underemployment than other regions. In general, regions with comparatively

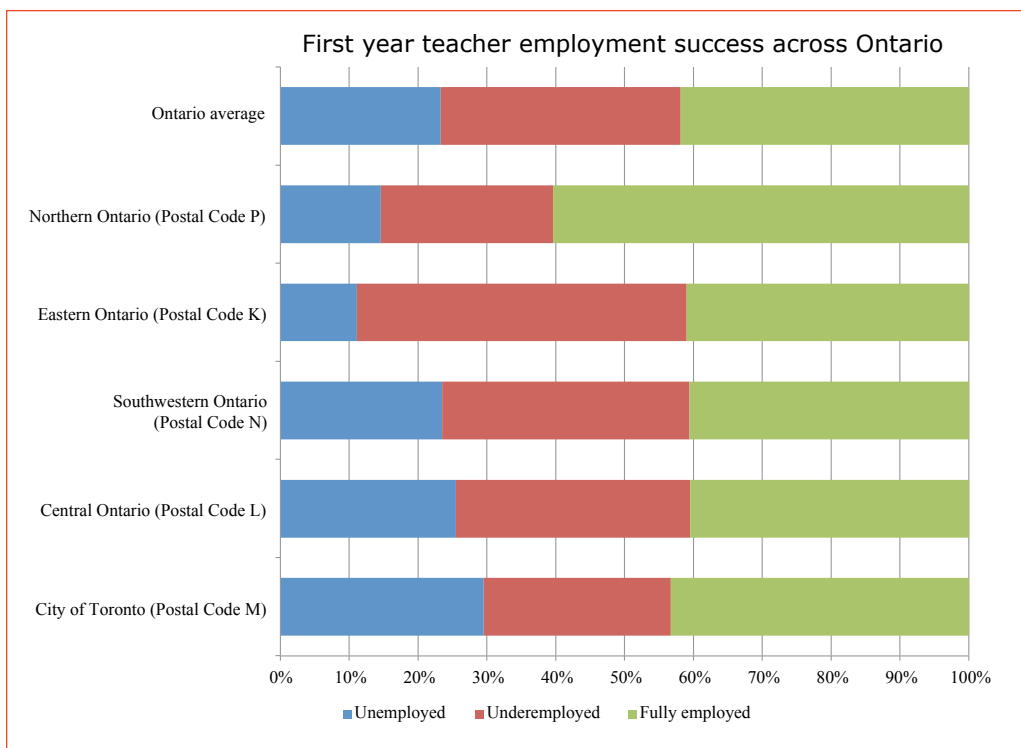
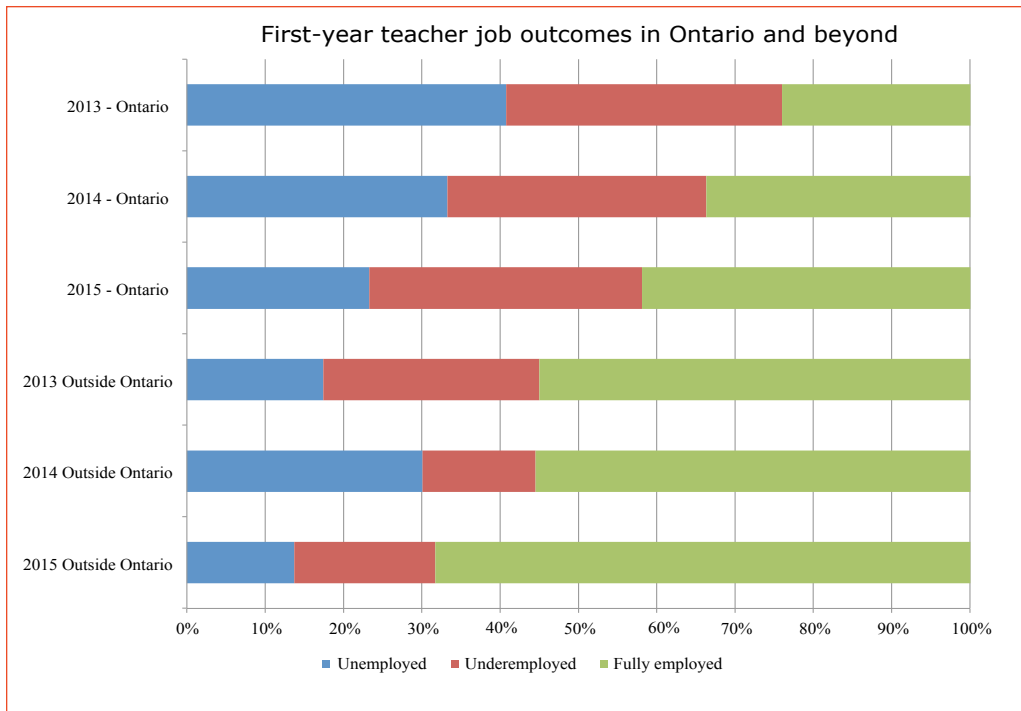
lower unemployment report higher underemployment. And the regions with comparatively higher unemployment have lower rates of underemployment. (See chart at bottom of next page.)

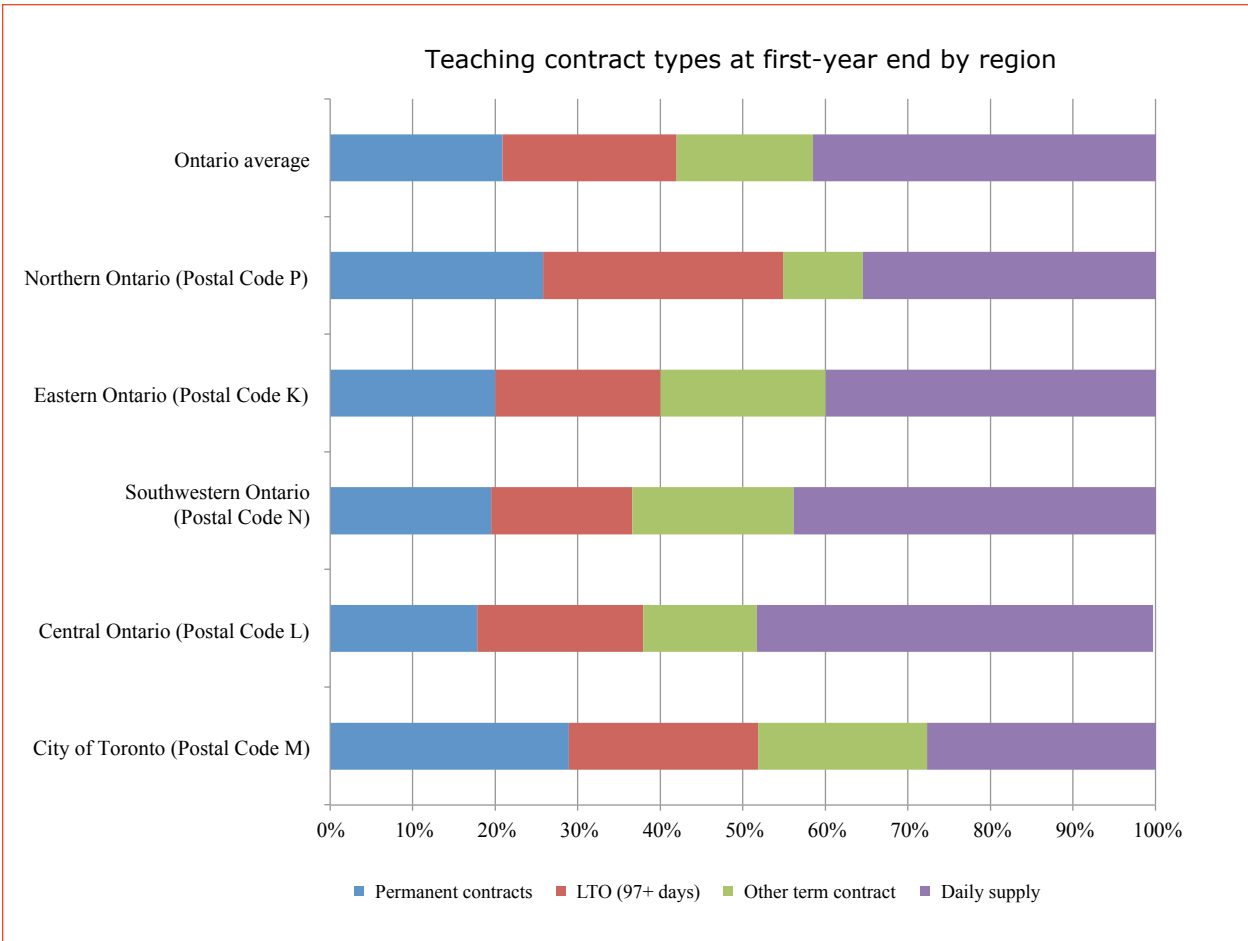
I had planned from when I first began the concurrent education program to apply to First Nations schools in Ontario. This is what I did and ultimately where I ended up being employed.

2014 Intermediate-Senior social sciences and religious education graduate, long term contract, First Nations school, northern Ontario

Among employed teachers, Toronto and northern Ontario residents report the highest rates of permanent teaching contracts and lowest rates of daily supply teaching by first school year end. Central Ontario teachers, by contrast, report the lowest rate of permanent contracts and highest daily occasional teaching.¹² (See chart, p. 28)

¹² These charts refer to all Ontario-resident teachers, including those employed in independent schools.





Of course, just as Ontario population density varies across the province, the volume of teachers and teaching jobs varies by region. Central Ontario accounts for 37 per cent of all teaching jobs secured by first-year teachers and 34 per cent of permanent contracts. Most Ontario regions experienced a somewhat disproportionately lower incidence

of permanent contracts, with Toronto and northern Ontario the exceptions.

(See table, below.)

More than two in three first-year teachers in 2015 with jobs in Ontario are in English-language public (54 per cent) or English-language Catholic (15 per cent) school boards.

Ontario regions of employment and permanent contracts

Region	Share of total employed	Share of permanent contracts
Toronto (Postal Code M)	18 %	22 %
Central Ontario (Postal Code L)	37	34
Southwestern Ontario (Postal Code N)	18	16
Eastern Ontario (Postal Code K)	20	19
Northern Ontario (Postal Code P)	7	9

But fewer than two in five (38 per cent) of the permanent contracts in Ontario were in these English-language school boards.

Publicly funded French-language school boards did 18 per cent of the hiring of first-year teachers and 32 per cent of the permanent contracts, well beyond the relative size of the French-language system enrolment and teaching population in the province. Similarly, at 12 per cent of total jobs and 26 per cent of permanent contracts, the province's independent schools are hiring first-year teachers at rates well beyond their proportionate share of the Ontario school population. (See table, below.)

Limited gains for new-Canadian teachers

New-Canadian teachers educated abroad continue to report by far the lowest rate of job success in their first year following Ontario teacher licensing. The improving job market appears to have helped some of them get established as Ontario teachers as evident in a small decline in first-year after licensing unemployment — down from 76 per cent in the 2014 survey to 62 per cent in 2015.

This still very high rate of unemployment — along with the very low (19 per cent) full employment report from this group — compares

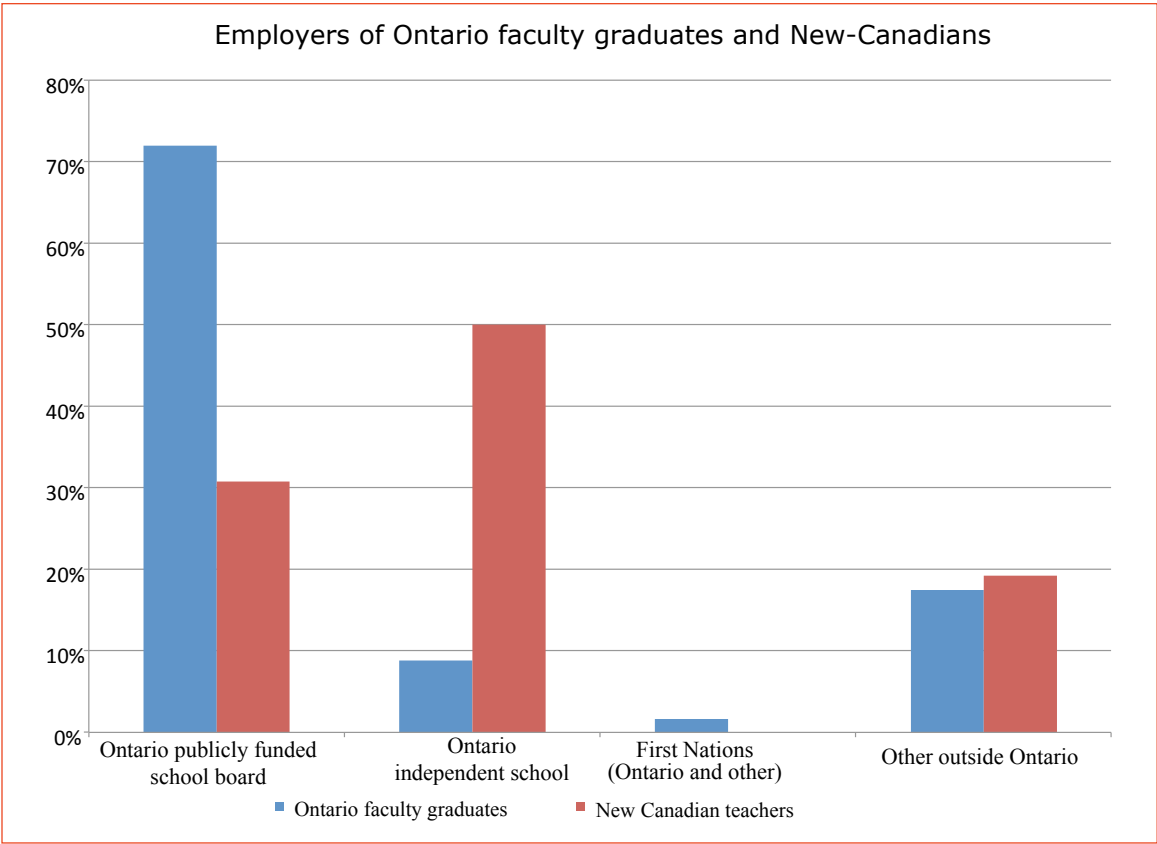
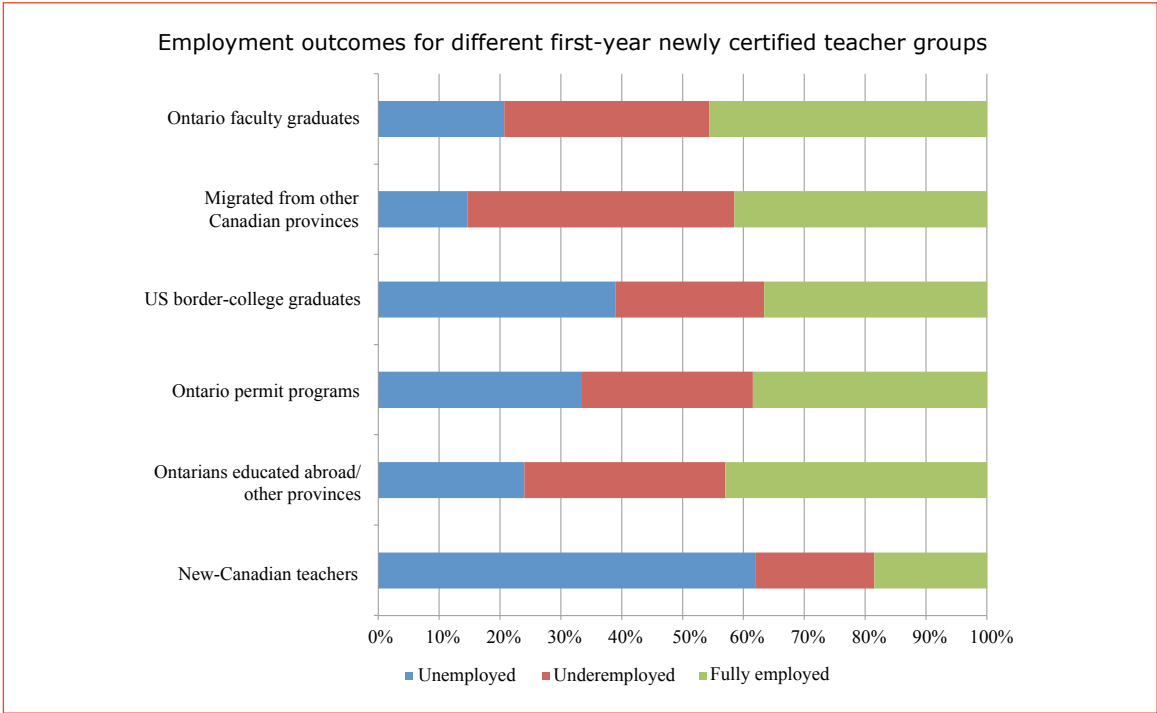
poorly with all other new teacher groups in the 2015 surveys. By the second year after certification, the 2015 surveys indicate no signs of improvement in job outcomes for new Canadian teachers. The second year new Canadian unemployment rate stood at 71 per cent comparable to the 69 per cent the previous year.

Ontario faculty graduates and those who completed teaching degrees in other provinces report the most successful job outcomes, with 21 and 15 per cent unemployment respectively. Ontarians educated at US border colleges and graduates from Ontario-based programs that offer teacher education programs on special ministerial permits did not do nearly as well with unemployment rates of 39 and 33 per cent respectively. Ontarians who completed teacher education in other provinces or elsewhere abroad were more successful, reporting just 24 per cent unemployment. (See top chart, next page.)

Independent schools are a major source of teaching employment in Ontario for the fewer than two in five new-Canadian teachers who do find some form of teaching job in their first year following certification. These schools provide half of the jobs secured by new-Canadians compared with only nine per cent of the jobs of Ontario faculty graduates in their first year. (See chart at bottom of next page.)

Ontario Employer distribution of all hires and permanent contracts

Employer Type	Share of all hires	Share of permanent contracts
English-language public	54 %	31 %
English-language Catholic	15	7
French-language public	8	21
French-language Catholic	10	11
Independent schools	12	26
Section 68 programs	<1	-
First Nations	1	3



3. Job Searching and Competition

Many new teachers willing to relocate and teach for various employers

Fewer than half (47 per cent) of Ontario graduates restrict their job search to just one type of school board employer. And more than two in five (44 per cent) applied to more than one geographic region in Ontario and/or out of province. Almost two-thirds of Ontario graduates applied to more than one publicly funded school board for daily supply roster status. One in four of them applied to four or more school boards.

Most new English-language program graduates (80 per cent) apply to Ontario English public school boards. One in three of them (32 per cent) apply to Ontario English Catholic school boards. More than one in four (28 per cent) seek jobs in Ontario independent schools. Under one in five (19 per cent) look outside Ontario, eight per cent of them exclusively so. Six per cent apply to First Nations schools. Two per cent include Section 68 special schools in their job searches. And some of them also try Ontario's French public (four per cent) or French Catholic (two per cent) school boards. (See top chart on next page.)

French-language program graduates focus their job search primarily on Ontario French public (63 per cent) and Ontario French Catholic (67 per cent) school boards. Many also seek positions in Ontario English public (29 per cent) or Catholic (13 per cent) school boards. Some (six per cent) include Ontario independent schools in their job search. Fewer than one in five (18 per cent) apply to schools beyond Ontario's borders, although only six per cent applied exclusively out of province. Three per cent say they tried First Nations schools with the same percentage applying to Section 68 special programs.

As noted above, many Ontario graduates apply to more than one geographic region for first teaching positions. Schools and boards in central Ontario (Postal code L) receive applications from about half (49 per cent) of

all graduates seeking teaching jobs. Toronto is the next most popular region at 40 per cent of applicants. Eastern (Postal code K) and southwestern Ontario (Postal code N) regions follow at 28 and 27 per cent respectively. Northern Ontario (Postal code N) receives applications from one in eight (13 per cent) of all graduates.

Competition for first-year jobs vigorous across province

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

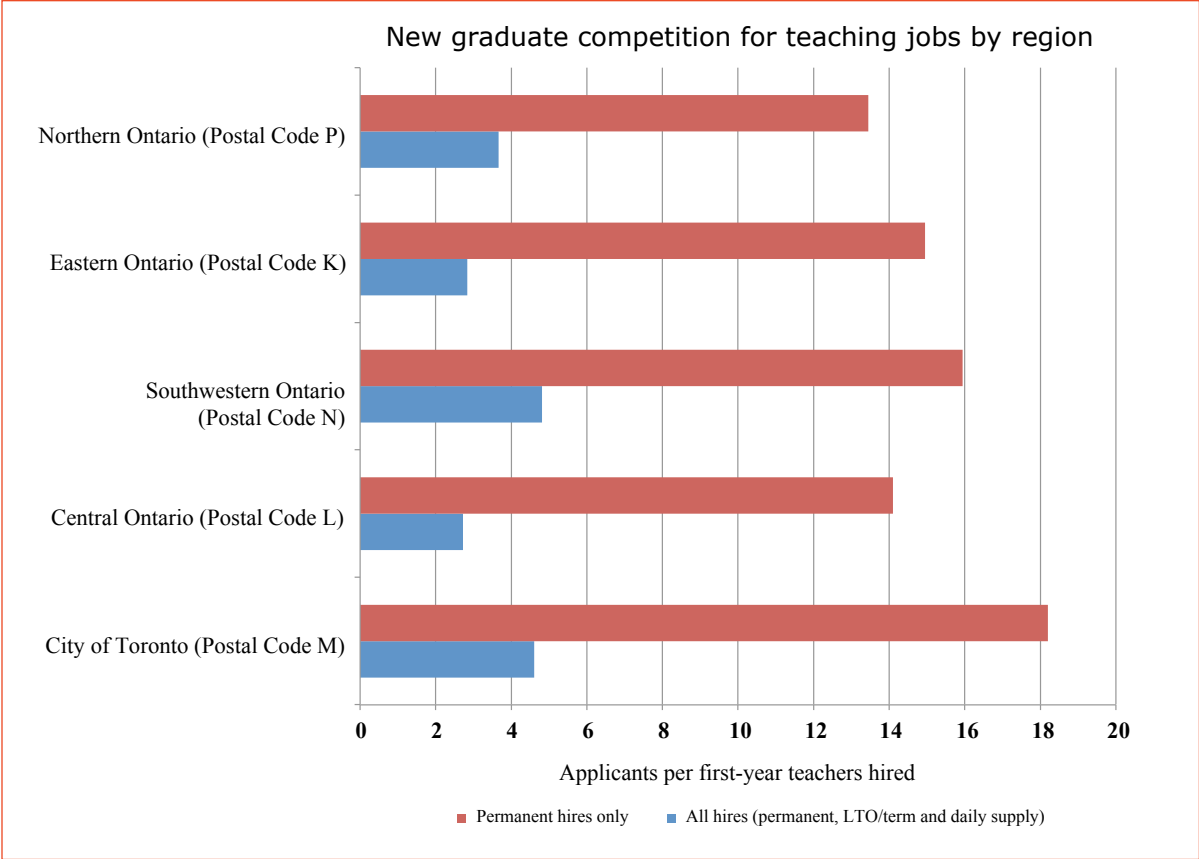
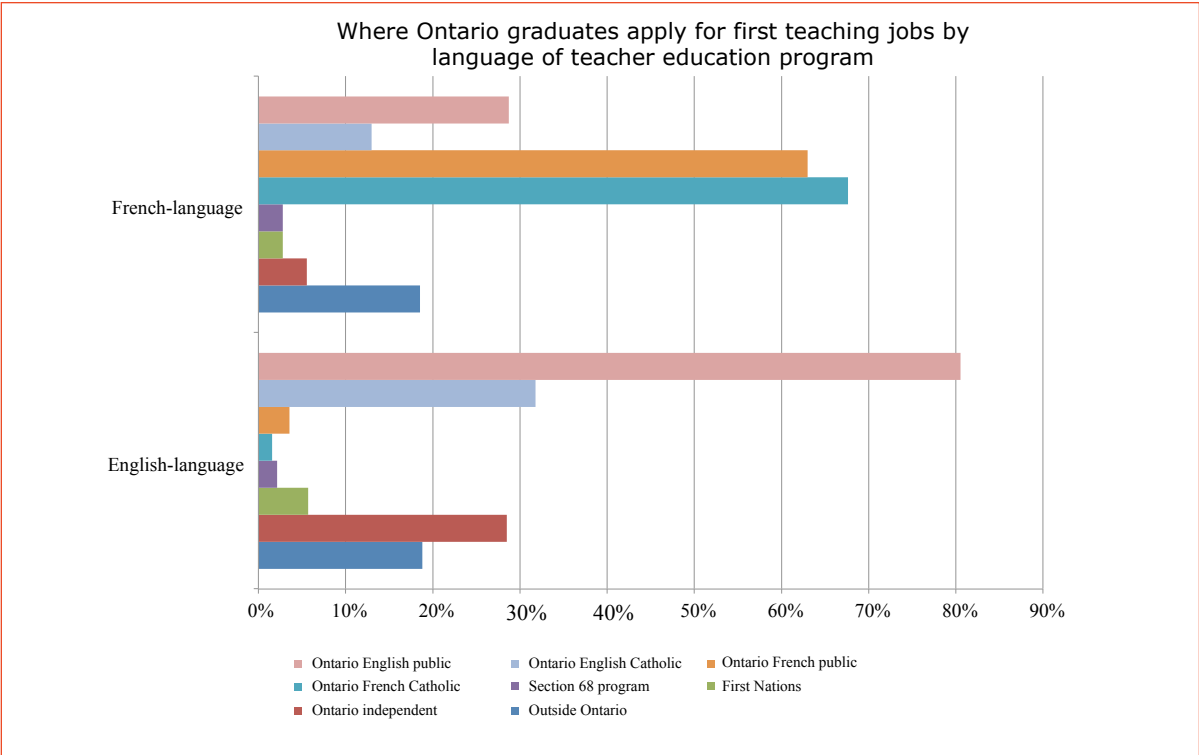
- first-year applicant volume in a region divided by first-year teachers hired to permanent jobs in the region (in both publicly funded and independent schools) by year end, and
- first-year applicant volume in a region divided by first-year teachers hired to any type of teaching job (all hires — permanent, 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 region¹³.

(See chart at bottom of next page.)

Using these measures, survey results show that competition continues to be vigorous across the province. There are three or more active applicants in every region for every first-year teacher hired to any type any type of teaching role, including to daily supply rosters. And there are 13 or more active applicants in every region for every first-year teacher hired to permanent jobs by school year end.

Competition for permanent teaching positions is highest in Toronto and lowest in northern Ontario. On the measure of competition for any type of job, the most competitive regions are Toronto and southwestern Ontario and the least are eastern and central Ontario.

¹³ These indexes are based on head counts of applicants, not the volume of applications to each position which would generate different indices with much higher numeric values.



4. Experience of teaching in the early-career years

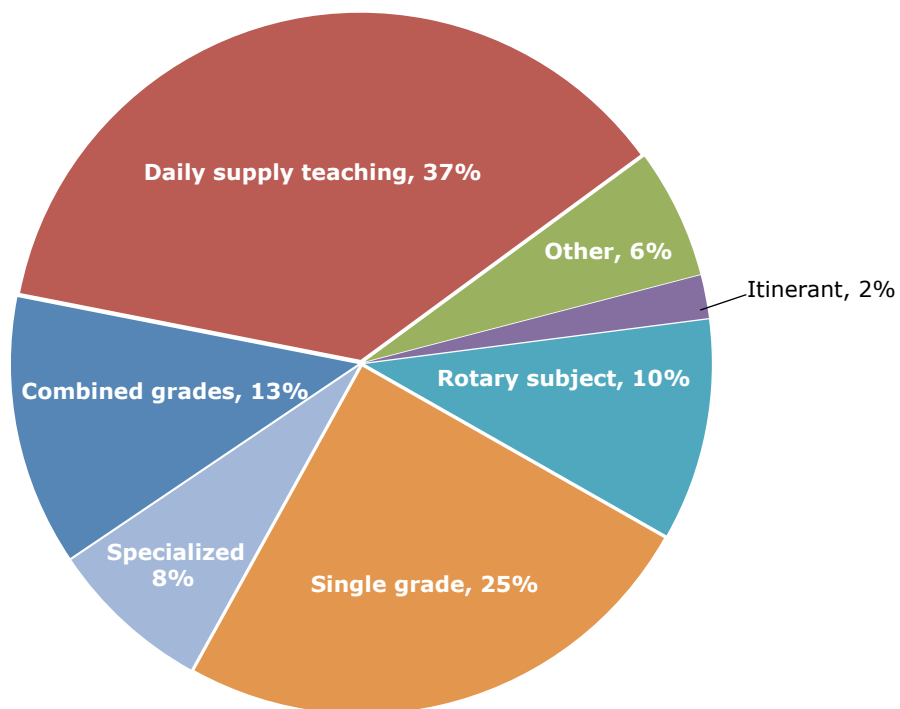
Challenging first-year teaching assignments

Among first-year teachers with elementary teaching assignments, about half (53 per cent) say their first assignment was daily supply teaching. And more than one in three of them (37 per cent) continued with daily supply teaching through to the school year end. These initial and year end supply teaching rates are both lower than the 61 and 43 per cent rates reported last year, further evidence of the improving job market for first-year teachers at the elementary level.

Elementary teachers with permanent, LTO or other term contract assignments more frequently teach single grade homerooms (25 per cent of all first-year elementary teachers) than combined grades (13 per cent) or specialized classes (eight per cent). (See chart below.)

About one in six (16 per cent) of the 2014 graduates teaching in elementary schools in Ontario in 2014-15, including the daily supply teachers, have assignments that include special education. And two in three (32 per cent) teach French as a second language, French immersion or English as a second language.

First-year elementary year-end teaching assignments



Among first-year teachers with secondary panel teaching jobs, more than a third (37 per cent) say they started with daily supply teaching and 25 per cent are still on daily supply rosters toward the end of the school year. These secondary level initial and year end supply teaching rates are each lower than the 50 and 39 per cent rates reported last year, further evidence of the improving job market for first-year teachers at the secondary level. Excluding those with varied daily supply roles, more than two in five (43 per cent) secondary panel first-year teachers report they have four or more different course preparations each week.

Assignments generally appropriate to teacher education qualifications

Despite the challenging and often specialized teaching roles for first-year elementary teachers in Ontario, three in four (77 per cent) consider their qualifications excellent or good matches to teaching assignments. Only seven per cent say the assignment is not an adequate match or not a match at all to their teaching qualifications. Most (71 per cent) describe themselves as very well or well prepared for their teaching assignments, with only eight per cent indicating they are not well prepared.

Most secondary teachers are also positive about the match of their teacher qualifications to their assignments. A majority (63 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. Two-thirds (66 per cent) say they are well prepared for their assignments, with just 9 per cent describing themselves as not well prepared.

One in three (32 per cent) employed teachers with Intermediate-Senior qualifications teach in elementary schools toward the end of the first year following graduation. Just two per cent of Primary-Junior certified teachers in their first year teach at the secondary level. Most (87 per

cent) Junior-Intermediate certified teachers with first-year teaching jobs are in elementary schools, 13 per cent in secondary.

Early-career teachers insecure in jobs, positive about teaching

More than four in five (83 per cent) employed 2013 education graduates rate their teaching experience as excellent or very good. Just five per cent it was unsatisfactory.

About two in three rate their confidence, support from colleagues, appropriateness of assignments and professional satisfaction positively. About half say they are very well prepared, optimistic about the future and are positive about their teaching workload. (See table at top of next page.)

One in five, however, are not optimistic about their future and have workload concerns.

More of them have concerns about job security (39 per cent) than view their security in a positive light (34 per cent).

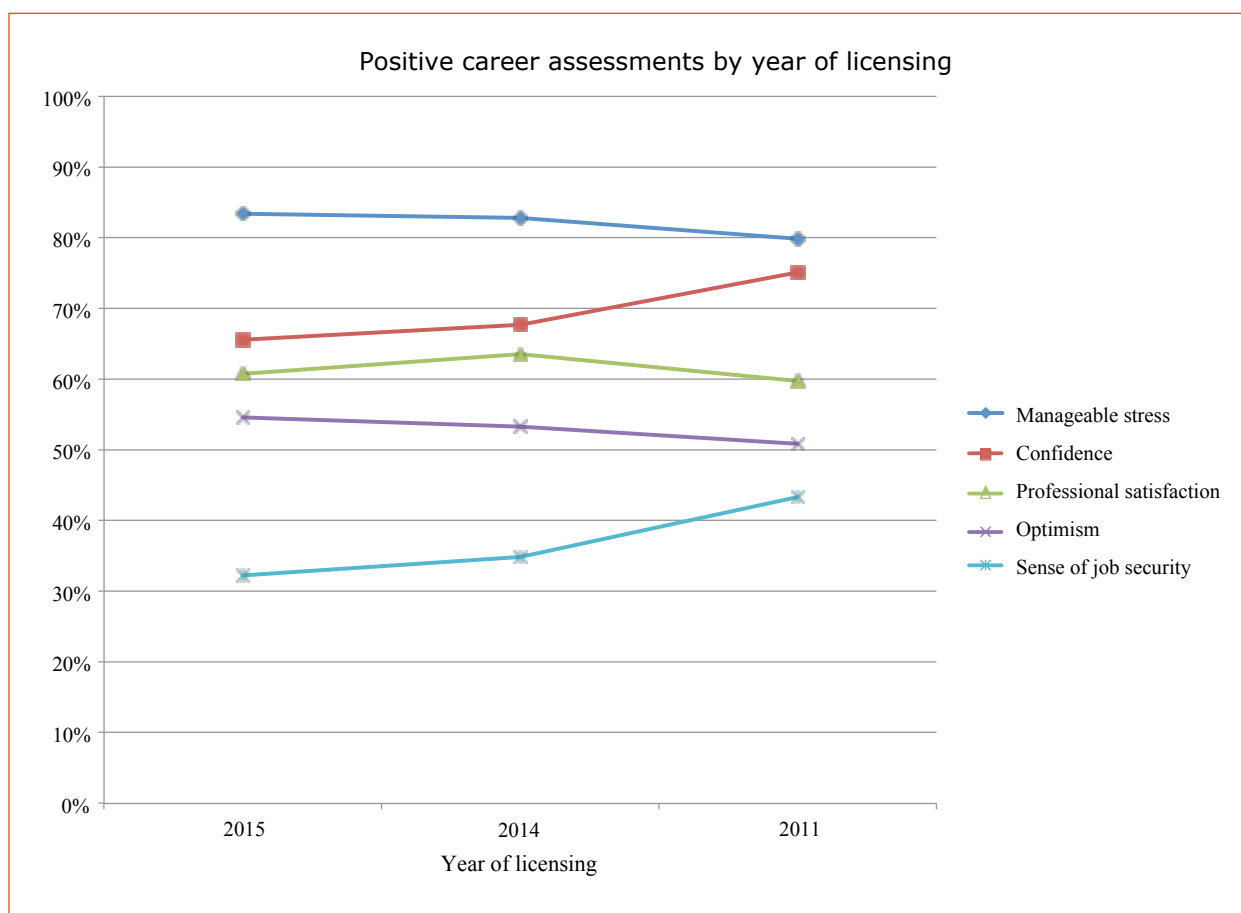
The 2015 surveys of graduates from earlier years show that the majority also report positively (“excellent” or “very good” on five point scales) on dimensions of professional satisfaction, confidence in their teaching, optimism for the future and their capacity to manage the stresses of a challenging profession.

Job security is rated much lower in the first year. However, some improvement in this measure is evident over time.

Just one in 10 or fewer express concerns that they are not adequately prepared, have inappropriate teaching assignments or lack self confidence in their abilities. Similarly, most are professionally satisfied, with about only about one in ten expressing dissatisfaction with their teaching career. (See chart at bottom of next page.)

First-year teaching experience, all graduates

Assessment area	% excellent or very good	% unsatisfactory or very unsatisfactory
Overall teaching experience	83 %	5 %
Confidence	67	7
Support from colleagues	67	8
Appropriateness of assignment	62	9
Professional satisfaction	62	10
Preparedness	57	11
Optimism for professional future	56	18
Workload	47	20
Job security	34	39



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

Recent graduates endorse more practice teaching

Graduates of Ontario’s faculty of education teacher education programs in 2014 value their practice teaching as a positive foundation for teaching. And they support the emphasis on more supervised time in classrooms, a key element in Ontario’s enhanced teacher education program implemented in 2015.

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

Six in 10 (59 per cent) also assign positive grades to teacher education course work, although these generally positive ratings fall substantially below the assessment of practice teaching. Only 18 per cent give an excellent rating to education courses. These evaluations are consistent with reports from graduates in earlier years.

New teachers identify classroom management and teaching practicum as the highest priorities for more attention in teacher education in Ontario. The importance of the practicum is further

underscored by the call for more opportunity to observe experienced teachers and to receive coaching and feedback during the practicum. (See table on next page.)

High priority is also given to engaging students, assessment and evaluation and differentiated instruction. Those with daily supply teaching appointments also give high priority to teacher education preparation for this type of assignment. Adapting teaching to diverse learners and students with special needs are among the highest priorities, rounding out recommendations that are highly congruent with changes in Ontario’s enhanced teacher education program implemented in 2015.

I am frustrated by the lack of available opportunities and the time it takes to progress into full time positions. What is way more frustrating than that, however, is that teacher education did not provide anything helpful on substitute teaching, which is a shame because any newly hired teacher can expect to do supply ... and maybe for a while!

Intermediate-Senior math and geography
2014 graduate supply teaching
in Montreal

2014 Ontario faculty graduate ratings of their teacher education

Rating	Practice teaching	Education courses
Excellent	53 %	18 %
Good	33	41
Adequate	10	25
Less than adequate	3	12
Unsatisfactory	1	4

First-year teacher priorities for further emphasis in teacher education

Content area	Highest priority	High priority
Classroom management	55 %	30 %
Practicum placement	52	28
Engaging students	39	38
Assessment and evaluation	37	40
Differentiated instruction	37	38
Daily occasional or supply teaching*	34	41
Adapting teaching to diverse learners	32	43
Students with special needs	32	43
Observing experienced teachers	32	36
Reading and literacy	29	40
Creating safe, healthy and inclusive learning environments	29	35
Coaching and feedback during practicum	28	36
Program planning	26	40
Lesson planning	26	36
Report card preparation	26	33
Use of technology as a pedagogical tool	23	37
Creating an environment to support well-being	21	38
Mathematics curriculum and pedagogy	20	36
Teaching combined grades	20	33
Use of inquiry	19	38
Supporting French language learners**	19	32
Addressing equity of access and outcomes for all students	18	34
Teaching subject specific methodology	17	35
Using data to inform teaching and assessment	17	33
Understanding of individual pathways of development	16	34
Communicating with parents	15	38
Use of evidence-based instruction	13	37
Understanding how to support student transitions	13	33
Professional boundaries with students and parents	13	31
Professional conduct and ethics	13	30
Incorporating First Nations, Métis and Inuit history, perspectives and world views	13	25
Working collaboratively with colleagues	11	31
Supporting English language learners**	8	26
Foundations of education courses	6	18

*"Daily occasional or supply teaching" data are reported for respondents with supply teaching jobs only.

**"Supporting English language learners" and "Supporting French language learners" data are reported for English-language teacher and French-language teacher subsets respectively.

Few Ontario-educated first-year elementary (9 per cent) and secondary (also 9 per cent) teachers say they are insufficiently prepared for their first-year teaching assignments. About two in three elementary teachers (69 per cent) and secondary teachers (65 per cent) say they are well or very well prepared for their assignments.

Ontario-educated first-year teachers consider themselves as not well prepared to incorporate First Nations, Métis and Inuit history, perspectives and world views and also to teach assignments beyond their initial teaching qualifications. Teaching English language learners and teaching combined grade classrooms are also seen as challenges they are not as well prepared to undertake.

More than half of first-year elementary and secondary teachers also say they are less well prepared for daily occasional teaching, to teach students with special needs and for mathematics curriculum and pedagogy. Other areas identified where they perceive their knowledge or skills to be somewhat weaker include report card preparation, school administrative routines, working with assistive devices and communicating with parents.

(See table on facing page.)

I do not feel that I was adequately prepared during my initial teacher education program, notably in the areas of literacy, dealing with special needs students, dealing with difficult parents and navigating the politics and policies of school boards.

2014 Primary-Junior teacher
with permanent position
in Toronto

The majority identify a wide array of key competencies for which they are well prepared — in curriculum, lesson planning, reading and literacy, instructional strategies, and engaging students. They see themselves as highly capable in creating positive learning environments, supporting student well-being and classroom management.

Most also view themselves as having time management and organizational skills required for teaching. And they say they are well prepared in respect to professional boundaries with students and parents.

First-year elementary and secondary teacher self-assessments

Competence area	Elementary: excellently or well prepared	Secondary: excellently or well prepared
Teaching English language learners*	12 %	33 %
Report card preparation	16	16
Teaching combined grades*	16	-
Incorporating First Nations, Metis and Inuit history, perspectives and world views	24	24
Handling administrative routines	29	23
Working with assistive devices	30	23
Teaching outside my teaching qualifications	33	18
Understanding how to support student transitions	37	22
Communicating with parents	39	33
Teaching students with special needs	40	33
Understanding of individual pathways of development	42	34
Daily occasional or supply teaching	45	35
Mathematics curriculum and pedagogy	47	33
Covering breadth of curriculum	49	49
Assessment and evaluation	49	47
Addressing equity of access and outcomes for all students	50	41
Adapting teaching to diverse learners	52	41
Classroom management	55	47
Teaching French language learners*	57	48
Curriculum or subject specific knowledge	60	68
Using technology for instruction	60	54
Reading and literacy	60	40
Time management skills	63	60
Instructional strategies	63	59
Organization skills	66	63
Professional boundaries with students and parents	69	70
Working collaboratively with colleagues	69	69
Engaging students	69	60
Creating an environment to support well-being	73	61
Lesson planning	74	65
Creating a safe, accepting and positive environment	79	74

* "Teaching combined grades" data is reported for elementary teachers with combined grade assignments; supporting English language learners" and "Supporting French language learners" data are reported for English-language teacher and French-language teacher subsets respectively.

New Teacher Induction Program highly valued¹⁴

The New Teacher Induction Program (NTIP) supports many teachers in permanent and long term occasional positions in Ontario's publicly funded schools in their first two years of teaching. Available since 2006, the NTIP provides support for early professional growth and development in a challenging profession.

Most first-year teachers (89 per cent) with permanent teaching jobs in Ontario publicly funded school boards say they participate in the NTIP, as do 44 per cent of those with long term occasional appointments (97 or more teaching days). Among second-year teachers, 77 per cent with permanent appointments and 38 per cent with long term occasional

appointments (97 or more teaching days) are engaged in the NTIP.

First-year NTIP participants in permanent teaching jobs say they were oriented to their school boards (80 per cent), mentored by experienced teachers (98 per cent) and formally evaluated by their school principals (94 per cent). And 52 per cent report having orientations to their individual schools. Second-year teachers in permanent jobs report similarly high NTIP participation rates.

Long term occasional teachers (97 or more teaching days) in the NTIP report less engagement in the various elements of the program. The majority of first-year NTIP-participating teachers with LTO contracts say they are mentored by experienced teachers (76 per cent), had a formal evaluation by their school principal (71 per cent), and received orientations to their school boards (65 per cent). Only about two in five (38 per cent) had an orientation to their own school.

Mid-school year timing of some LTO appointments may explain in part the lower levels of program participation for these participants.

Professional development in some of the content areas identified as NTIP elements is commonly reported by most first-year NTIP participants. Planning, assessment and evaluation, literacy and numeracy strategies, classroom management and use of technology are the most frequent areas of study. Fewer than one in ten participants in permanent jobs say they had no professional development in these areas. (See first table on facing page.)

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

- New Teacher - a teacher certified by the Ontario College of Teachers hired into a permanent position, full-time or part-time, by a publicly funded school board to begin teaching for the first time in Ontario. A teacher is considered "new" until 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 for four quads per year in a given school year in an adult day school.
- Second-year Teacher - a certified teacher who has successfully completed NTIP and is still accessing NTIP supports.

First-year NTIP participant professional development

PD area	Permanent appointments	LTO appointments (97 days +)
Planning, assessment and evaluation	63 %	53 %
Literacy and numeracy strategies	56	44
Classroom management	50	35
Use of technology	46	38
Safe schools	39	18
Student success	37	32
Mental health awareness	32	32
Teaching students with diverse needs	26	29
Inclusive education	26	18
Effective parent communication	17	12
Early learning	17	9
None of the above	9	18

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

assign positive ratings to the assistance they receive across a wide range of practical day-to-day tasks. And very few give negative ratings to any help area.

Ratings of first-year assistance to NTIP participants

Type of assistance	Positive rating	Negative rating	Not applicable
Help with report card preparation	76 %	4 %	11 %
Observation of other teachers' practices	76	3	17
Finding good teaching resources	72	8	7
Mentoring on student evaluation	67	6	18
Advice on helping individual students	67	2	14
Mentoring on classroom management	66	4	19
Mentoring on instructional methods	63	3	15
Curriculum planning with my mentor	62	3	24
Observation of my mentor's teaching	60	-	31
Information on administrative matters	55	7	14
Feedback from mentor on my teaching	54	3	28
Preparing for parent communication	51	6	23

Most (90 per cent) new teachers in NTIP say their mentors were helpful with at least one — and for most, several — of these types of assistance.

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

- almost all (94 per cent) NTIP participants in permanent teaching positions say they met monthly with their mentor(s) — two in five say this was less than one hour per month, another two in five report such meetings for one to three hours per month and the remainder more than three hours per month
- most NTIP participants in permanent positions, however, 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 (33 per cent); similarly, most say they had no opportunity (33 per cent) to observe another teacher's teaching practice (mentor or other teacher) or that such opportunities were less than one hour per month (44 per cent), and
- fewer NTIP participants in LTO positions report significant time observing or being observed in the classroom.

New teachers highly engaged in professional development

Most Ontario graduates licensed in 2014 (85 per cent) and 2013 (90 per cent) who teach in Ontario engage in professional development at a moderate, high or very high level.

(See table, below.)

After hearing about the bleak job market, I focused on improving my resume through AQ's and teaching related experience. It paid off and I was hired within months of graduating.

2014 Junior-Intermediate music graduate
daily supply teaching full-time
Toronto region

Almost two in three complete Additional Qualifications courses in their first and second years after obtaining their teaching certification. About half engage with colleagues in collaborative teaching and in school collaborative learning projects. Almost as many participate in teacher enquiry projects. Two in five have teacher mentors and more than one in three participate in school self-evaluation activities and engage with subject or specialist associations.

New teacher engagement in professional development

Nature of professional development	Licensed 2014	Licensed 2013
Participating in Additional Qualification courses	60 %*	66 %
Collaborative teaching with colleagues	48	57
Collaborative learning in my school	47	54
Engaging in teacher enquiry	44	49
Being supported by a mentor	41	41
Collaborative learning beyond my school	38	44
Participating in school self-evaluation	33	40
Engaging with subject or specialist associations	34	37

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

These recently certified Ontario graduates plan on future professional development across a broad range of practical hands-on teaching skills. Three in four or more of them assign high priority to further development of their skills in evaluation and assessment,

differentiated instruction, classroom management and instructional strategies. And almost as many identify teaching students with special needs, observation and feedback on their teaching practice, and further curriculum or teaching subject knowledge.

High priority areas for further professional development

Professional development area	Licensed 2014	Licensed 2014
Evaluation and assessment	81 %*	80 %
Differentiated instruction	78	76
Classroom management	77	75
Instructional strategies	74	76
Teaching students with special needs	71	73
Observation and feedback on my teaching practice	69	59
Further curriculum or teaching subject knowledge	67	65
Mentoring and coaching	64	54
Reflective practice	61	56
Integration of information/communication technology	60	62
Broad curriculum planning	57	45
Lesson planning	56	54
Communicating with parents	53	55
More knowledge of school procedures/expectations	52	48

* % rating area as highest priority or high priority

6. Daily supply teaching

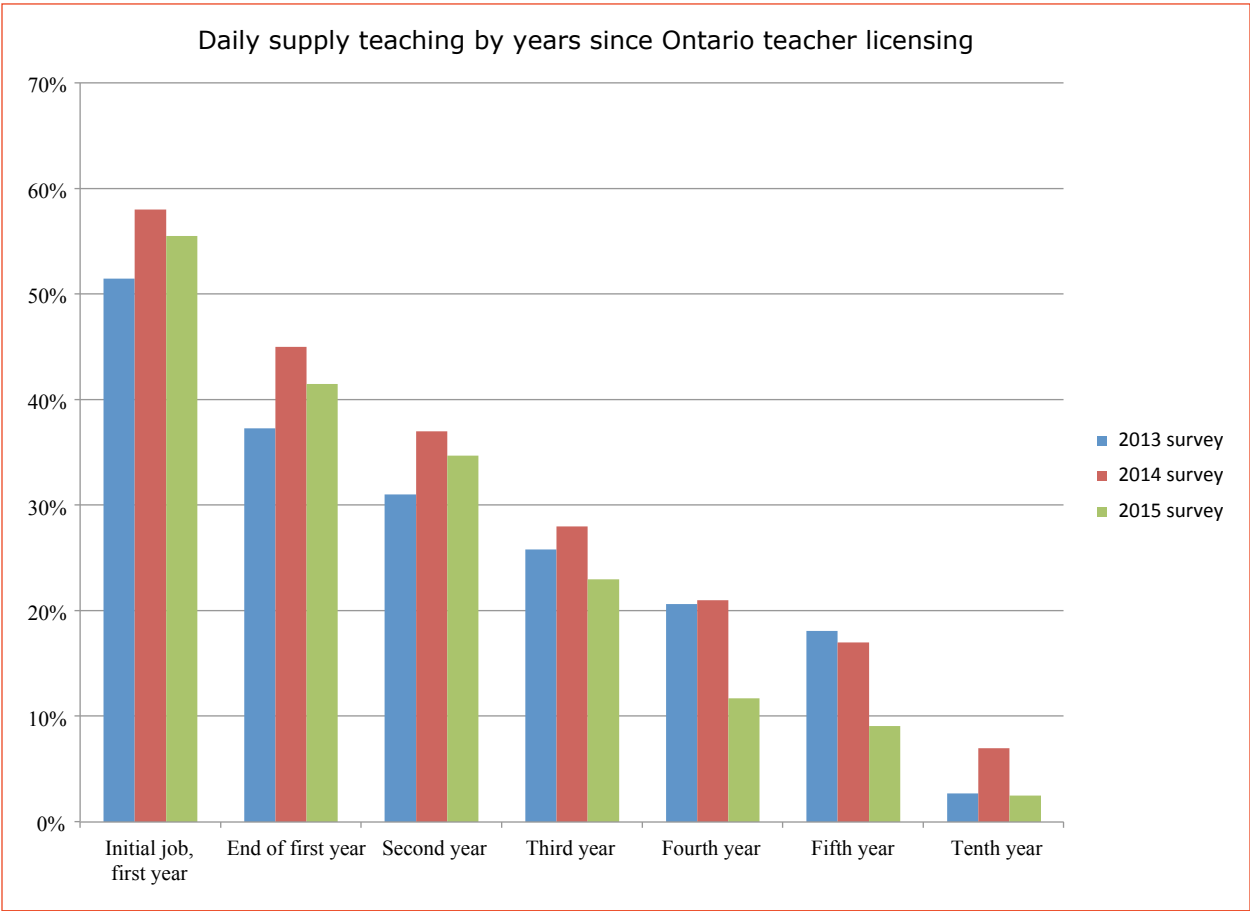
Many still start careers on daily supply rosters but more now moving beyond supply jobs in early years

Despite the notable improvements evident in Ontario teacher employment markets over the past two years, entry to the profession continues with daily supply teaching for more than half of new teachers. And many are still confined to supply teaching rosters for two or more years.

The 2015 early-career surveys found some decline in the incidence and duration of supply teaching in Ontario.

Nonetheless, many new Ontario teachers continue to spend many months or years in daily supply roles:

- more than half of new teachers start with 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 five in year three, and
- about one in ten by years four and five.



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

(23 per cent) or four to five (47 per cent) days per week. One in 10 on supply lists were assigned less than one day per week or no days at all during the school year.

Majority who gain access to supply rosters satisfied with volume of teaching days assigned

Among Ontario-resident education graduates licensed in 2014, three in five (59 per cent) who were teaching in the province in the 2014-2015 school year started in daily supply roles. And two in five (41 per cent) continued as supply teachers at year end.¹⁵

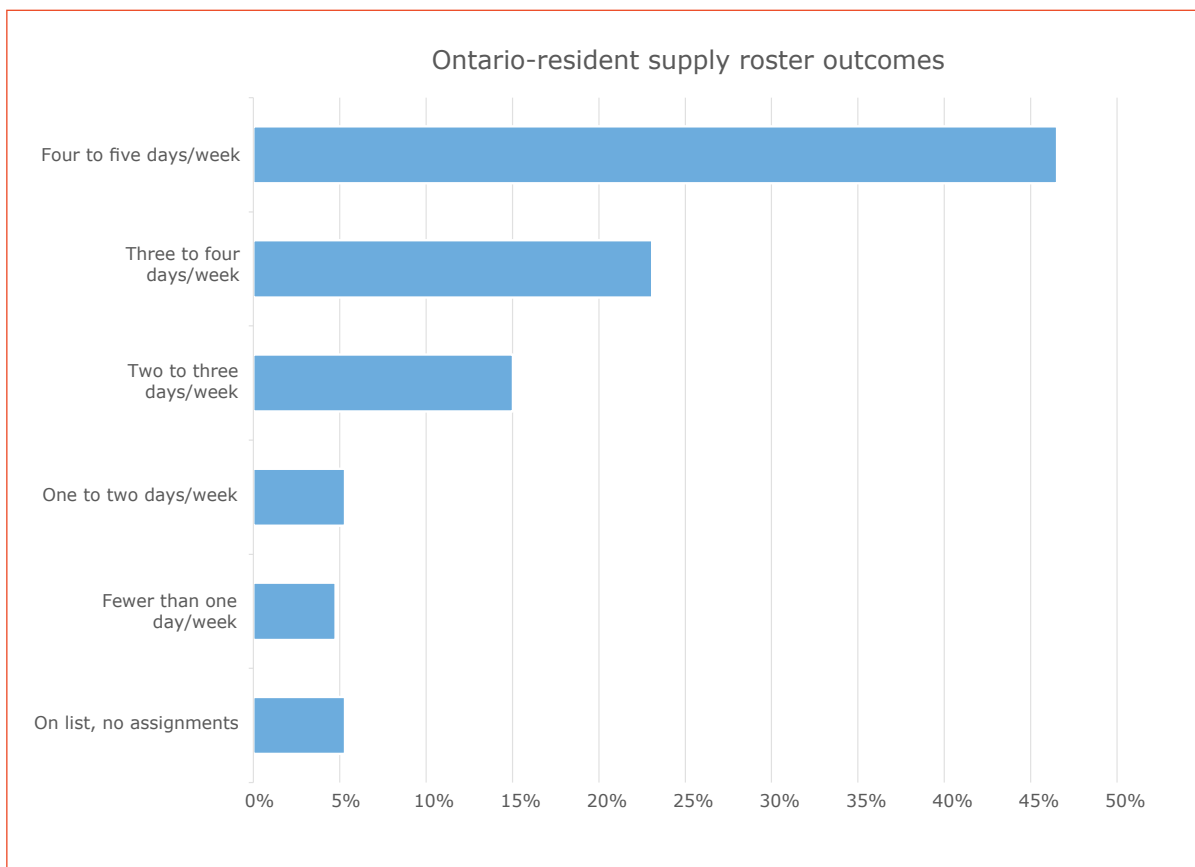
I was pleasantly surprised at how quickly I was hired onto Occasional Teacher rosters, and have been very fortunate to work as much as I have. I have been 4-5 days a week all year, and am really enjoying being a daily OT.

2014 Primary-Junior graduate
supply teaching
in central Ontario

Most who successfully made it onto supply rosters were assigned either three to four

Among those who continued on rosters through the school year end, two in three (67 per cent) say they taught as much as they wanted throughout the school year.

¹⁵ Among those teaching in publicly funded schools, 62 per cent started with supply teaching and 47 per cent continued supplying through the school year end.



By year end, about nine in 10 (89 per cent) who remained on supply lists had completed 20 or more days of teaching. Almost half of them (46 per cent) report that they were on a supply list for eight months or more, one in three between four and six months, and one in five say they had the status for less than four months. (See chart, below.) Three in four (74 per cent) did supply teaching for a single school board, with 26 per cent reporting status with two or more boards.

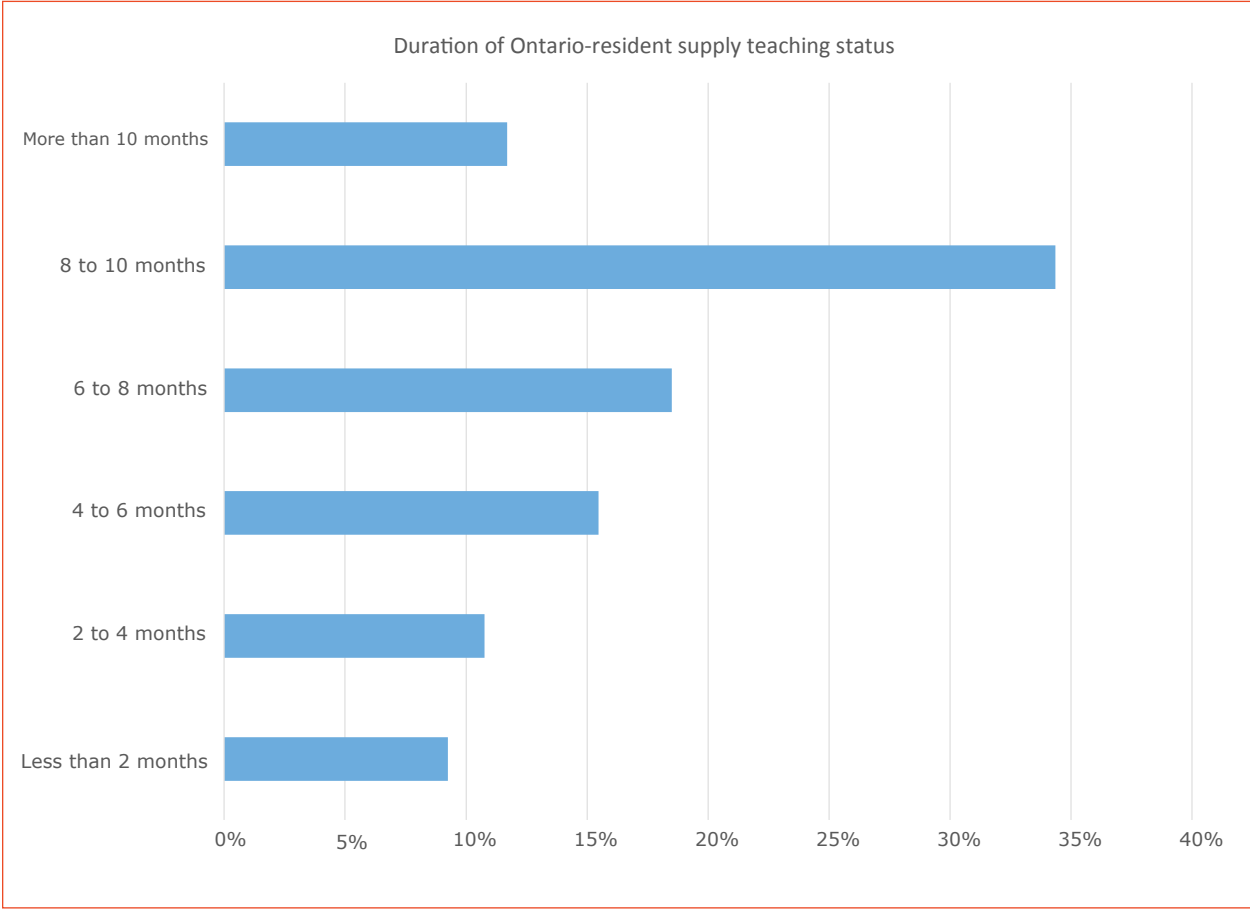
Many newly licensed teachers still find it difficult to gain access to publicly funded school board occasional teacher rosters. More than one in three (34 per cent) of 2014 licensed Ontario graduates who applied to school board daily supply rosters were not successful in joining any board's list.

They did not open up the secondary school supply lists in my area this year. I did however, reach out to individual schools to put myself on their emergency supply lists and have had some teaching opportunities this way.

2014 Intermediate-Senior
history and geography graduate
in eastern Ontario

Limited professional development support available to supply teachers

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



Professional development gap for daily supply teachers in Ontario

Nature of professional development	Licensed in 2014		Licensed in 2013	
	Daily supply	Permanent and LTO	Daily supply	Permanent and LTO
Participating in school self-evaluation	18 %*	45 %	23 %	57 %
Engaging with subject or specialist associations	21	46	25	46
Engaging in teacher enquiry	26	57	36	56
Collaborative learning in my school	26	63	31	68
Collaborative learning beyond my school	26	48	32	52
Collaborative teaching with colleagues	28	63	34	71
Participating in Additional Qualification courses	68	54	70	64

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

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

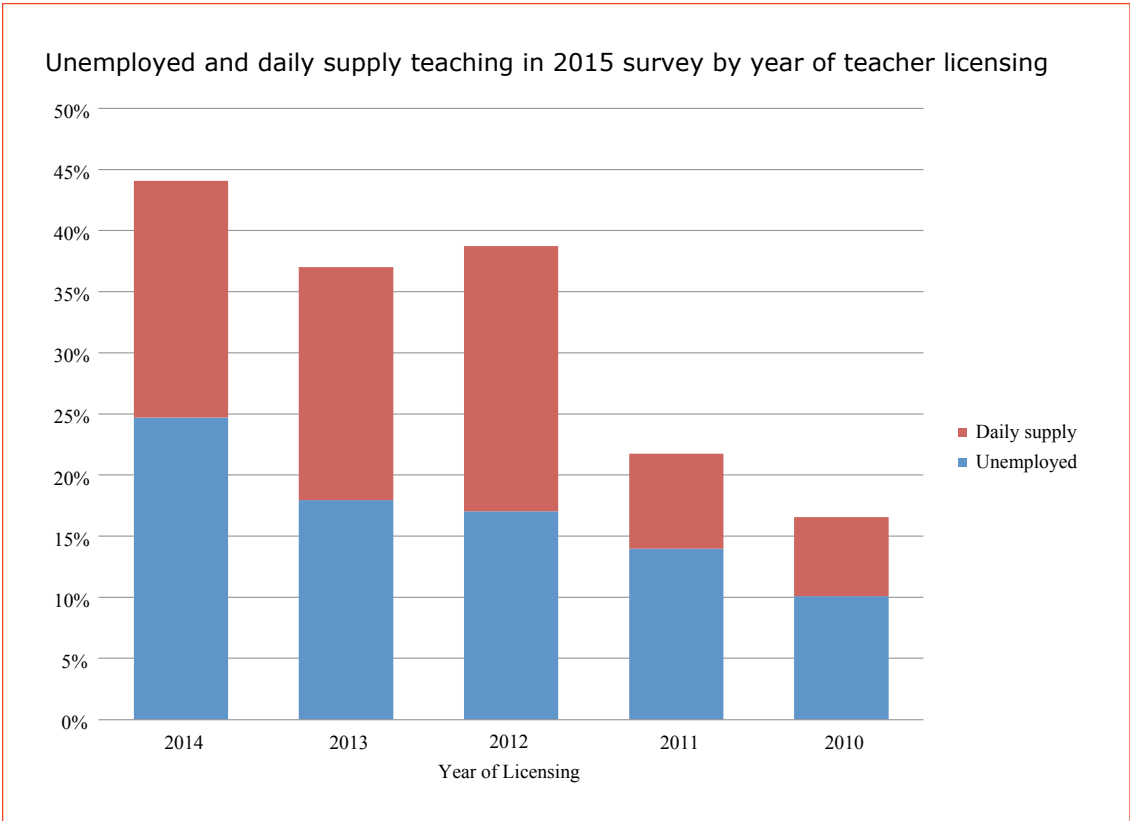
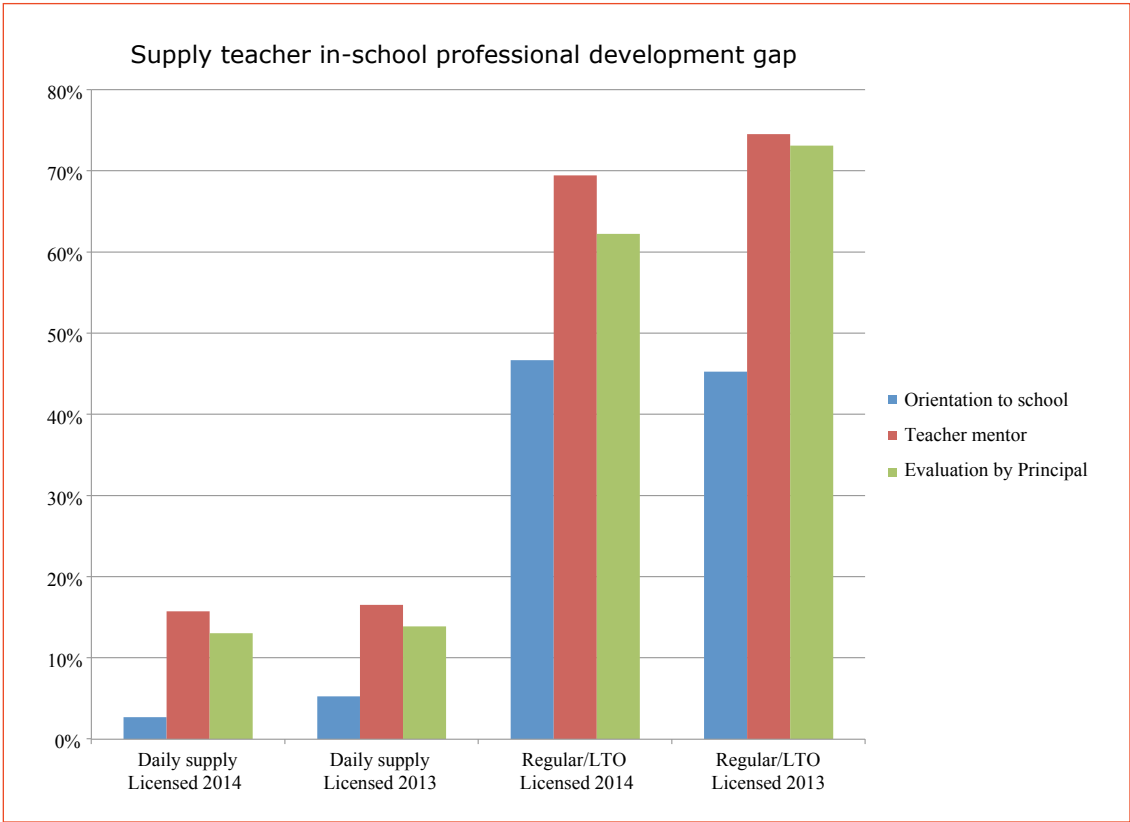
The one exception to this pattern is enrolment in Additional Qualification courses. More than two in three Ontario teachers who are limited to daily supply teaching rosters in their first two years after licensing enroll in AQ courses, even more than their colleagues with permanent and LTO teaching jobs.

Daily supply teachers experience a further professional disadvantage in their highly limited access to school orientations, principal evaluations and mentoring by experienced teachers. These important professional

supports are common for teachers with permanent or LTO teaching jobs in the first two years of their careers, but rare for daily supply teachers. (See chart at top of next page.)

Unemployed teachers in the early-career years — that declining but 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.

More than two in five Ontario education graduates licensed in 2014 (and on the job market in 2014-2015) were either unemployed or employed as daily supply teachers throughout the school year. More than one in three licensed in 2013 and 2012 were still unemployed or daily supply teaching through the second and thirds years of their careers. By the fifth year, the proportion drops to about one in six. (See chart at bottom of next page.)



7. Career plans and attachment to profession

More early-career teachers losing commitment to teaching

This year's survey again reveals a lowered commitment to teaching careers. Looking ahead five years, more early career teachers now express uncertainty about their futures in teaching. Those saying they definitely will still be teaching five years down the road declines from 76 per cent of the 2014 newly licensed teachers to just 63 to 65 per cent among those licensed in 2010 and 2011.

And among those who left Ontario for teaching jobs elsewhere, or who are contemplating doing so, the proportion certain they will eventually return to the province is also on the decline — from 41 per cent of those who started their careers in 2014 down to just 28 per cent of those who joined the profession in 2010.

Rate of non-renewal of College membership continues to rise

One in 15 (6.6 per cent) Ontario faculty of education graduates certified in 2014 failed to renew their teaching licences in 2015. And one in six (16.4 per cent) who first got OTCs in 2010 were no longer members of the College five years later in 2015.

These rates of early-career losses to Ontario's licensed teacher workforce accelerated in recent years. Since 2005 the loss of new education graduates in the first five years has increased by more than 70 per cent — from 9.5 to 16.4 per cent. (See chart on next page.)

Much of this increased pace at which early career members drop their College membership may be employment market

related — although further research would be required to confirm this, it is reasonable to assume that the attrition is greatest among those who have failed to gain substantial teaching employment after initial licensing.

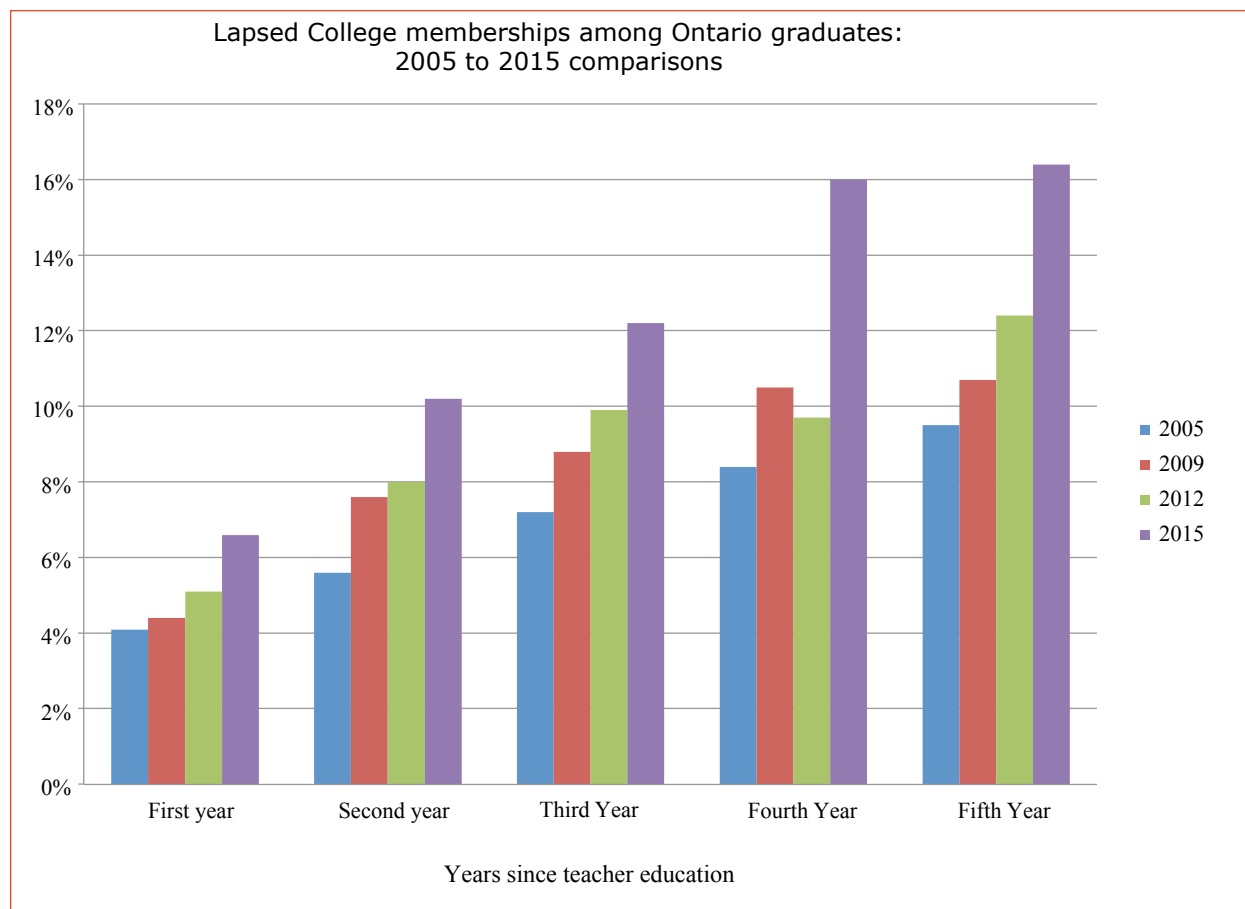
Ontario faculties of education are the source of most newly licensed teachers each year in this province, more than 85 per cent of all Ontario teachers licensed in 2014. This is up from just 69 per cent as recently as 2006. Out-of-province educated teachers seeking Ontario certification dropped substantially over the past eight years as the job market worsened.

I had an extremely bad experience applying to jobs in Ontario. Young teachers are being left out to dry. My full time experience in a school will account for nothing if I try to go back to Ontario. It is to the point where I am considering changing careers even though this is the one I truly love.

2014 Intermediate-Senior history and social sciences graduate teaching on LTO contract in First Nations school in Alberta

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

US border college graduate certifications fell substantially over the past eight years. Despite historically lower attrition rates, these early-career teachers have also started to leave the



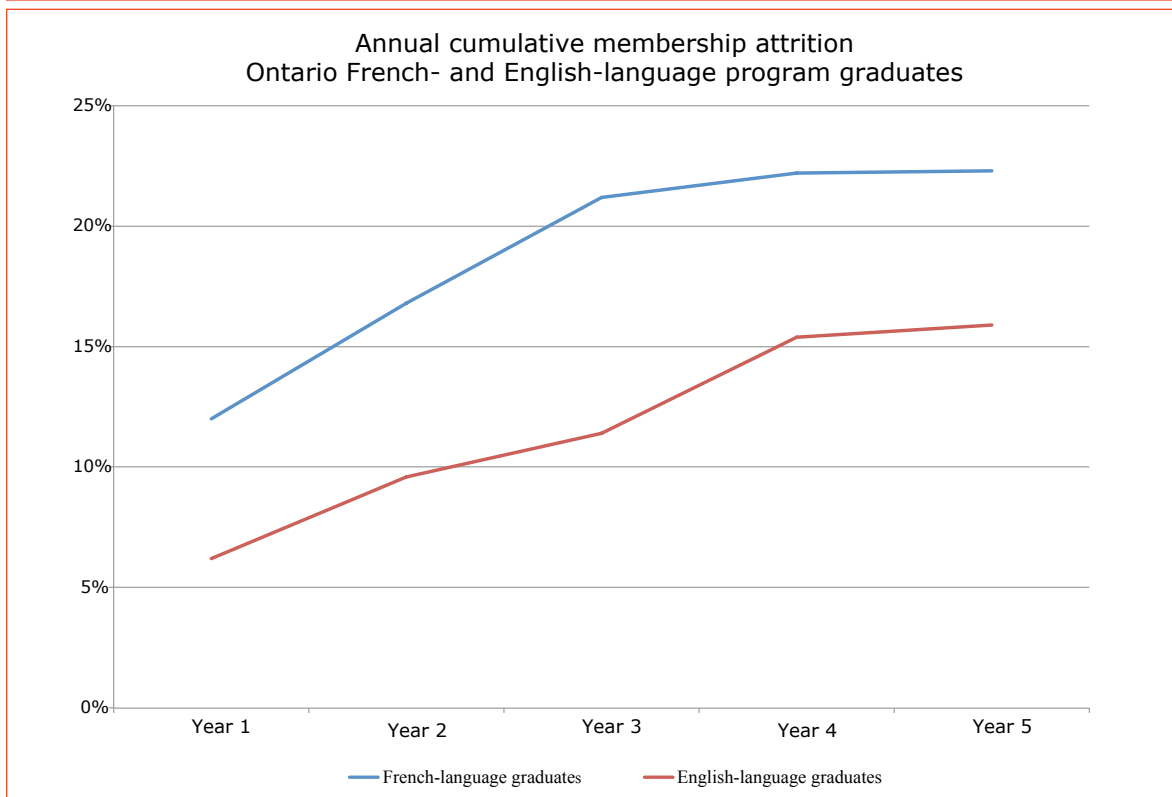
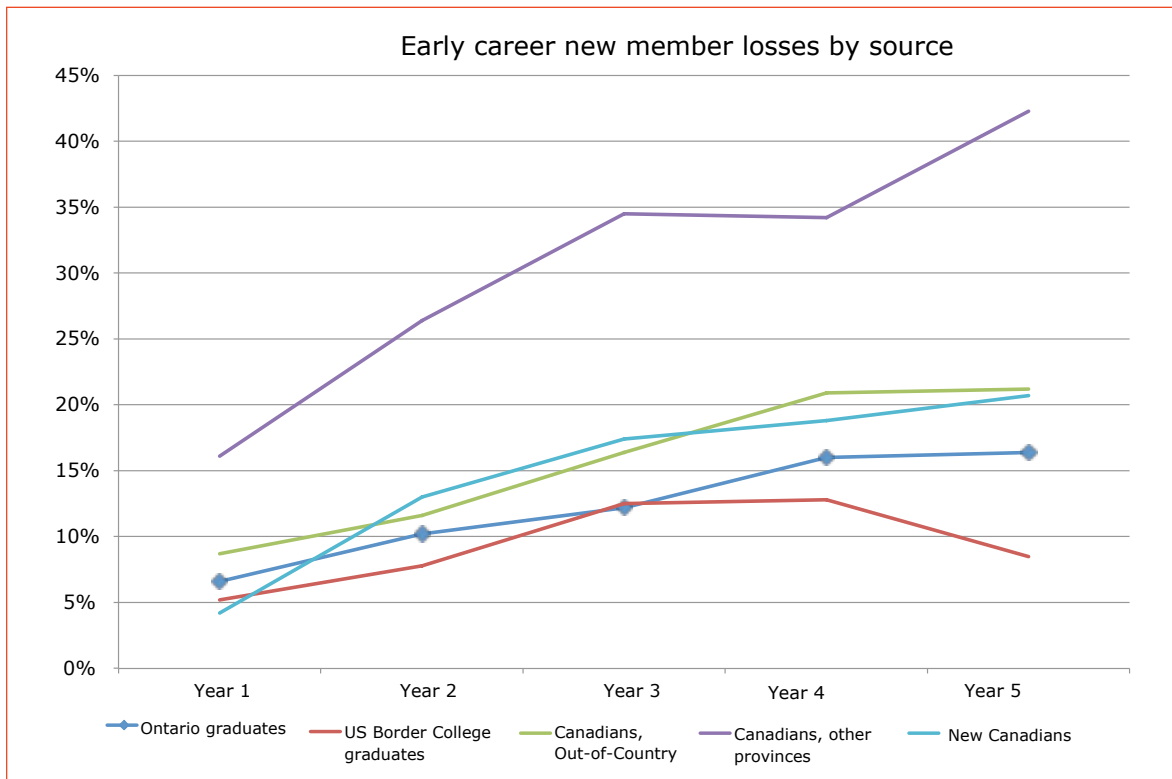
Ontario teacher workforce in greater numbers in recent years, now approaching the loss rates of Ontario faculty graduates. (See chart at top of next page.)

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 graduate attrition. New-Canadians also have higher loss rates with more than one in five dropping their OCT membership within five years of initial licensing.

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 — 16 per

cent after one year and 42 per cent by year five. 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.

Attrition rates remain sharply different for French- and English-language program graduates in Ontario. One in eight French-language program graduates fail to renew their College membership in the very first year after licensing. This rises to more than 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, now about double English-language program graduate rates over the first three years. (See chart at bottom of next page.)



Some of this historic difference may be accounted for in 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 as they do so.

8. Conclusion

The supply of new Ontario elementary and secondary teachers exceeded provincial demand every year from 2005 onward. This imbalance generated increasingly saturated Ontario teacher employment markets. Unemployment and extended underemployment confronted many new English-language and, somewhat later, French-language teachers. The legacy of this oversupply continues with high unemployment and underemployment for early-career Ontario teachers in 2015.

However, with the reduced numbers of newly licensed Ontario teachers in years 2012 through 2014, slightly increased teacher retirements, and accelerated losses of early-career teachers who do not renew their Ontario teaching licences, annual oversupply of new teachers dropped substantially in 2012 through 2014. This was evident in falling unemployment / underemployment rates, and higher rates of full employment. Employment outcomes are now markedly improved in the 2015 surveys compared with survey outcomes back in 2013.

Surplus Ontario teacher numbers peaked in 2013, and a new phase in the Ontario teacher employment markets began in 2014 with reduced annual volumes of new teachers heralding diminished job competition and a reversal in job outcome trends for recent education graduates. The 2015 survey responses reveal an improving employment market now well under way.

2015 was a unique year for new teacher licensing in Ontario. With the move to an Enhanced Teacher Education Program (ETEP), current and previous teacher education graduates had a deadline of

August 31, 2015 to gain their Ontario licences under previous regulations. Those who missed this deadline are required to complete further teacher education to be eligible for Ontario certification.

Many education graduates from earlier years, and an exceptionally high percentage of the graduates of 2015, applied for Ontario certification in time to meet this pre-ETEP deadline, thus avoiding the future additional teacher education requirements. This transitional year licensing is expected to increase the volume of newly certified teachers in 2015 by more than 2,600 over 2014 levels.

The one-time bump in newly certified teachers is not expected to have a significant impact on the improving employment market, however. Anecdotal evidence suggests that many previous year graduates may not be planning to enter the teacher employment market immediately. Rather, many may simply be keeping open options to teach in the future by securing their licences in 2015 before the regulation change.

Regardless of whether the Ontario teacher employment markets will show further improvements in the 2015-2016 school year given the transitional increase in newly licensed teachers, better employment outcomes are clearly ahead for newly licensed teachers in 2016 and subsequent years.

With the substantial drop in newly licensed teachers in 2016 and future years resulting from the two-year teacher education model implemented in 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. This will mean a seller's market for job seekers not seen since 1998 through 2002. This cut in new teacher intake will also provide job opportunities for many of the still underemployed surplus teachers from prior years to finally gain full-time teaching jobs.

Despite the decreasing supply of new teachers in the years ahead, Ontario school boards should have some confidence that they can manage future English-language teacher staffing requirements. Many Ontario-certified teachers can likely be recruited from the pool of still unemployed and underemployed English-language teachers from the surpluses of previous years.

Much more vigorous recruitment will be required, however, for French as a second language and French first language job vacancies. The 2015 survey findings indicate that the teacher surpluses for these jobs that emerged in 2009 are now a thing of the past. With unemployment rates in the three to four per cent range for first-year Ontario-resident French language teachers in 2015, and reduced volumes of new teachers in the years ahead, we may be quickly approaching teacher shortage territory in these markets.

English-language teacher unemployment rates are improving as well, but they remain high for Primary-Junior teachers generally and for Intermediate-Senior teachers who do not have math, sciences, computer studies or French among their teaching subject qualifications.

English-language teachers with Junior-Intermediate qualifications and Intermediate-Senior math, sciences and/or computer studies qualifications and Technological Education are doing markedly better than others. First-year unemployment rates for these qualifications are still higher than the negligible unemployment rates back in the years 1998 to 2002. But with the much reduced annual new supply forecast in the years ahead, some school boards may begin to experience challenges in future recruiting to job openings in these areas.

Many teachers in the surplus teacher pool have little or no Ontario teaching experience. These include Ontario graduates who left the province to teach elsewhere, as well as those who remained in Ontario and have experienced multiple years of unemployment or underemployment, but have not yet given up on their teaching careers. And many Ontarians educated in other jurisdictions and new-Canadian teachers have also not yet gained a real foothold in teaching jobs in this province and remain available.

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 in the years ahead. And many unemployed and underemployed teachers should have more opportunities to finally get established in the profession in Ontario.

9. Methodology

Purposes and sponsorship of study

The *Transition to Teaching* study started with surveys of the Ontario university initial 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 grew over the years to include early-career teachers throughout the first five years and at year ten following graduation. Ontarians licensed after gaining teaching degrees at US border colleges and elsewhere, as well as other out-of-province and new-Canadian teachers educated elsewhere, were also added to the annual surveys.

This study provides education stakeholders information on teacher transition into active membership in the profession in Ontario. It focuses on teacher induction, new teacher evaluations of teacher education programs and ongoing professional development activities and 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 new teacher assessments 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 have been substantial over the 14 years of this study. The study provides

regular updates on the changing balance of demand for new teachers and the available teacher recruitment pool. From the mid-2000s onwards, our study highlighted the impact of an increasing relative shortage of employment opportunities on the job outcomes for new members of the profession — a situation that is now evidently improving for more recently licensed teachers.

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, 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.

Seven different surveys were conducted in May and June 2015 with samples of Ontario faculty graduates licensed in 2014, 2013, 2012, 2011, 2010 and 2005 and also samples of teachers newly certified in Ontario in 2014 and 2013 who obtained their teacher education degrees and initial licensing in another Canadian province or abroad.

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

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

The surveys are web-based using a platform, Fluid Surveys, developed and based in Ottawa, a component of the online survey platform company SurveyMonkey.

Web-based surveys on professionally relevant survey questions are highly appropriate for this population. Most teachers routinely maintain current email addresses with the College. Most initially applied online to be licensed as teachers. 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 were drawn from the College registry of currently licensed Ontario teachers for each of the surveys. E-mail addresses are current as verified through the College member annual registration process and regular member updates.

An introductory email from the College Registrar encouraged participation in the survey. This was followed by emailed 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 support analysis of sub-groups of teachers by region, qualifications and language of teacher education. For Ontario faculty graduates licensed in 2013 and 2014, random samples were selected of 50 per cent of the members in good standing with current email 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 graduates licensed in the survey years were invited to complete the survey. Again to ensure adequate returns from the low population group of Technological Studies teachers, all licensed teachers with these qualifications were invited to participate.

The entire populations of out-of-province and out-of-country educated teachers certified in 2014 and 2013 were also 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 20,358 individuals. Returns were completed by 3,850 respondents for an overall return rate of 19 per cent and overall margin of error of 1.6 per cent. Return rates for the seven individual survey groups range from 14 to 26 per cent. Individual surveys' margins of error range between 3.0 and 5.7 per cent.

Licensing year/group	Responses	Response rate	Margin of error*
All survey groups	3,850	19 %	1.6 %
2014 Ontario graduates	1,077	26	3.0
2013 Ontario graduates	851	21	3.4
2012 Ontario graduates	377	17	5.1
2011 Ontario graduates	398	16	4.9
2010 Ontario graduates	346	14	5.3
2005 Ontario graduates	298	14	5.7
2014 and 2013 other new members	503	19	4.4

* Survey result accuracy range, 19 times out of 20

Survey rates of return have declined over the past four years — from an average of 37 per cent in 2011, to 28 per cent in 2012, 25 per cent in 2013, 22 per cent in 2014 and now 19 per cent in 2015. The decline affects all survey groups. No changes were made to the general survey methodology over these years. Nor does analysis of the demographics in the returns suggest particular sub-groups to support an explanation for the decline.

The drop in response rates is very likely a result of general online survey fatigue. When online surveys replaced the previous hard copy mail survey methodology used for

this study in earlier years, a large increase in return rates ensued. This may have been because of enhanced interest in the then novelty of responding to online surveys. Given the increase in online surveys throughout the Ontario population in general over the past few years, the advantage of a new methodology appears to be wearing off and may account for the drop in response rates.

The 2015 response rates, although significantly lower than in 2011, are still generally above the rates in earlier years when mail surveys were used. And at 19 per cent overall, the return rate compares very favourably with industry standards for online surveys.

Demographics

Ontario graduates

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

Some graduates defer licensure after graduating. The table below identifies the percentages licensed each year by recency of graduating from teacher education program.

Recency of teacher education degree by year of licensure

	2014	2013	2012	2011	2010
Current year degree	84 %	84 %	89 %	86 %	90 %
One year previous	12	14	7	10	7
Two years previous	2	2	1	2	1
More than two years	2	2	3	2	2

* Question was not asked of teachers licensed in 2005

Survey returns are representative of the populations of early-career teachers from which the samples were drawn. Exceptions are the relatively high percentages of French-language program and Technological Education program graduates which result from design over-sampling of these smaller population groups.

Teacher qualifications by year of licensure

	2014	2013	2012	2011	2010	2005
Primary-Junior	49 %	43 %	44 %	38 %	41 %	37 %
Junior-Intermediate	16	21	16	21	20	23
Intermediate-Senior	30	32	35	34	29	33
Technological Education	4	4	5	7	10	6

Teacher education sources by year of licensure

	2014	2013	2012	2011	2010	2005
Ontario faculties of education	95%	95 %	94 %	96 %	94 %	100 %
Ministerial consent programs*	5	5	6	4	6	-

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

Language of teacher education by year of licensure

	2014	2013	2012	2011	2010	2005
English-language	86 %	90 %	82 %	85 %	82 %	82 %
French-language	14	10	18	15	18	18

Gender by year of licensure

	2014	2013	2012	2011	2010	2005
Female	73 %	77 %	75 %	73 %	80 %	76 %
Male	27	23	25	27	20	24

Teaching as first or subsequent career by year of licensure

	2014	2013	2012	2011	2010	2005
First career	71 %	72 %	66 %	68 %	61%	55 %
Second or subsequent career	29	28	34	32	39	45

Age range by year licensure*

	2014	2013	2012	2011	2010	2005
18 – 24	36 %	13 %	<1 %	0 %	0 %	0 %
25 – 34	45	65	73	71	68	36
35 – 44	14	13	17	21	19	35
45 – 54	5	7	8	7	10	20
55 – 64	<1	<1	1	<1	3	7
65+	<1	<1	0	0	0	0

* Residual declined to answer

Internationally educated by year of Ontario licensure*

2014	2013	2012	2011	2010
2 %	1 %	1 %	2 %	3 %

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

New-Canadian teachers

The new-Canadian respondents certified in 2013 and 2014 have the following demographic profiles.

Divisions of initial teacher certification

Primary-Junior	22 %
Junior-Intermediate	27
Intermediate-Senior	40
Technological Education	1
Other combination	9

Country of initial teacher certification

India	33 %
Jamaica	9
Pakistan	7
United States	7
England	5
Lebanon	4
Mauritius	4
Egypt	3
19 other countries	28

Age range*

18 – 24	0 %
25 – 34	17
35 – 44	47
45 – 54	29
55 – 64	5
65+	1

* Residual declined to answer

Language of initial teacher education

English	77 %
French	8
Other	15

Years of teaching experience prior to Ontario certification

None	3 %
Less than one year	2
1 – 2 years	11
3 – 5 years	21
6 – 10 years	22
More than 10 years	42

Gender

Female	82 %
Male	18

Ontarians certified after teacher education in another province or abroad

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

Divisions of initial teacher certification

Primary-Junior	51 %
Junior-Intermediate	2
Intermediate-Senior	42
Technological Education	1
Other combination	4

Country/province of initial teacher education

United States	58 %
Australia	19
Scotland	5
Quebec	4
British Columbia	3
New Zealand	3
Alberta	2
Wales	2
Newfoundland	1
Nova Scotia	1

Language of initial teacher education

English	99 %
French	<1
Other	<1

Gender

Female	73 %
Male	27

Age range

18 – 24	5 %
25 – 34	66
35 – 44	20
45 – 54	7
55 – 64	1

* Residual declined to answer

Years of teaching experience prior to Ontario certification

None	64 %
Less than one year	8
1 – 2 years	12
3 – 5 years	9
6 – 10 years	6
More than 10 years	2

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.

Divisions of Ontario teacher qualifications

Primary-Junior	27 %
Junior-Intermediate	7
Intermediate-Senior	56
Technological Education	0
Other combination	10

Province of initial teacher education

Quebec	35 %
British Columbia	18
Alberta	16
Nova Scotia	12
New Brunswick	7
Manitoba	5
Newfoundland	4
Saskatchewan	4

Language of teacher education

English	64 %
French	33
English and French	3

Gender

Female	78 %
Male	22

Age range

18 – 24	3 %
25 – 34	58
35 – 44	29
45 – 54	10

* Residual declined to answer

Years of teaching experience prior to Ontario certification

None	14 %
Less than one year	13
1 – 2 years	19
3 – 5 years	17
6 – 10 years	19
More than 10 years	18

11. Glossary of terms

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

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

French as a second language teachers – employed and/or qualified as 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 permanent teaching position, has a definite end date and is called “long-term occasional” (LTO); further divided into “97 or more days duration” and “under 97 days duration”

Ministerial consent teacher education programs – Charles Sturt University, Niagara University in Ontario, 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 (Redeemer University College, which operates under a separate Act of the Ontario legislature is grouped with these programs for analysis purposes)

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

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

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

Following a decade of employment market decline, Ontario teacher job outcomes improved in 2015 and for the second year in a row.

French as a second language and French first language teachers are once again in high demand. First-year unemployment is negligible for these two groups.

English-language teachers also report much improved job outcomes in the early career years.

Annual supply of new Ontario teachers will drop substantially in 2016 and onwards. Teacher retirements will hold steady through the remainder of this decade at least.

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

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