



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

Transition to Teaching 2019



Transition to Teaching 2019

Very low unemployment rates among early-career teachers in 2019 confirms Ontario's decade-long teacher surplus is at an end.

French first language teachers continue in high demand with shortages of teachers with these qualifications confirmed by the most recent employment data.

French as a Second Language (FSL) teachers also continue in high demand with shortages in many regions of the province.

First-year English-language teacher unemployment rates fell to seven per cent. Precarious contract terms persist for years, however, for many teachers working in English-language district school boards who do not hold FSL credentials.

Teacher shortages are expected over the next several years that could reach well beyond the already challenging French-language shortages of the past few years.

At the secondary level, timing of future shortages in teaching subjects other than math and sciences will depend on the impact on teaching position reductions arising from government proposed class size increases and e-learning policy requirements.

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French as a Second Language and French-language programs explained:

Students in English-language schools in Ontario are required to study French as a second language (FSL) from Grades 4 to 8 and earn at least one credit in FSL in secondary school.

At English-language schools, students can learn French as a subject (core), extended French (French for a minimum of 25 per cent of the total instruction time at every grade level) or French immersion (where French is the language of instruction for a minimum of half of the total instructional time at each grade level).

French-language education serves students whose parents are [“French-language rights-holders”](#) according to section 23 of the *Canadian Charter of Rights and Freedoms*. In these schools, the curriculum is taught exclusively in French, with the exception of English language courses. French-language schools in Ontario have a mandate to protect, enhance and transmit the French language and culture.

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1. Executive summary

Comprehensive study of Ontario's early-career¹ teachers

Annual *Transition to Teaching* surveys include samples of various sub-groups of individuals licensed to teach in the province of Ontario. Each year we select samples of early-career teachers from among those who complete their teacher education through:

- Ontario's publicly funded university faculties of education,
- Ontario-based teacher education programs specially permitted to operate in the province by the Ontario Ministry of Training, Colleges and Universities, and
- teacher education programs in other provinces and other countries.

In May 2019, we distributed web-based surveys to teachers certified by the College in 2009 and in 2014 through 2018 who continued as licensed Ontario teachers in good standing at the time of the survey. We received responses from 2,779 teachers. Response rates varied from 12 to 22 per cent of the samples, with an average 16 per cent return overall. The accuracy rate is 1.9 per cent overall and 2.9 to 5.9 per cent for the individual surveys, 19 times out of 20.

¹ “Early-career” in this report refers to the first five school years following initial licensing as an Ontario teacher.

Survey populations and responses

Licensing year/group	Sample	Responses	Response rate	Margin of error*
All survey groups	18,024	2,779	15%	1.9%
2018: Ontario graduates	4,458	959	22	3.2
2017: Ontario graduates	2,284	366	16	5.1
2009, 2014, 2015 and 2016: Ontario graduates	9,507	1,180	12	2.9
2017 and 2018: out-of-province educated	1,775	274	15	5.9

* Survey result accuracy range, 19 times out of 20

French-language program graduates reflect lower populations and response rates, and higher margins of error for this sub-group.

Technological Education graduates also reflect lower populations and higher margins of error.

Ontario French-language program graduates

Licensing year	Sample	Responses*	Response rate	Margin of error
All years	2,190	261	12 %	6.1%
2018	277	77	28	11.1
2017	234	40	17	15.5
2009, 2014, 2015 and 2016	1,679	144	9	8.2

*Ontario-resident respondents are as follows: 2018 licensing year (61), 2017 (4), 2009 – 2016 (120)

Technological Education graduates

Licensing year	Sample	Responses*	Response rate	Margin of error*
All years	611	73	12 %	11.5%
2018	72	16	22	24.5
2017	36	5	10	43.8
2009, 2014, 2015 and 2016	503	52	12	13.6

* Ontario-resident respondents are as follows: 2018 licensing year (16), 2017 (5), 2009 – 2016 (47)

This report on the 2019 survey findings includes teachers resident in Ontario as well as those living in other provinces and internationally at the time the survey was conducted. As such, it addresses

employment and related experiences in Ontario publicly funded schools, independent schools and schools in other provinces and abroad. The report also includes the plans of those who

are not participating in any teacher employment market at the time of the survey.

To illustrate the nature of the presentations that follow, consider the following approach to the results available for graduates of Ontario teacher education programs licensed in 2018. We initially report outcomes on unemployment and underemployment rates for the full set of respondents who actively searched for teaching employment in the 2018-19 school year. This level of presentation addresses employment findings regardless of whether the teachers reside in Ontario or elsewhere, whether they sought teaching jobs solely in independent schools, in publicly funded schools or in both, and whether they sought teaching employment in the province, elsewhere or both. Greater detail follows for a subset of these graduates of Ontario-based teacher education programs resident in the province at the time of the survey and actively teaching or looking for teaching jobs within the province. At times, we drill down further to show data with respect to those who are employed in Ontario district school boards and subsets in different types of district school board.

Throughout the report, we identify at the top of the charts which specific population or respondent sub-group the data in charts and analyses describe.

History of new teacher supply and teacher retirements in Ontario

A generation ago, Ontario district school boards experienced a short-term,

retirement-driven teacher shortage that started in 1998 and lasted for about five years. By 2005, however, it was becoming evident that a surplus of teachers was emerging as increasingly each year a greater number of teachers gained Ontario teaching licences than the number of teacher retirements that year throughout the province. This surplus grew steadily with peak unemployment among early-career teachers occurring in 2013.

Surveys in 2014 and 2015 revealed a reversed trend as unemployment rates began to decline from peak level. For graduates of Ontario's French-language teacher education programs, as well as graduates of English-language programs with French as a second language (FSL) qualifications, the surplus had already clearly ended and a new teacher shortage era appeared to be under way. The surplus continued for English-language teachers but its size started to decrease.

Teacher retirements are the primary source of job vacancies each year in Ontario schools. To a lesser extent, pre-retirement teacher departures, changes in government policy and school board funding, and the rise and fall in elementary and secondary enrolment also contribute to the number of jobs available for early-career teachers.

Policy, funding and student demographic changes in recent years have tended to balance and moderate their collective contributions to the overall number of teaching jobs available across the province. Former teachers who return

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 teachers² is the number of teacher retirements.

The chart that follows describes the ebb and flow of teacher supply and retirement replacement demand beginning in 1998 and forecast through 2022.³

Sharply increased teacher retirements⁴ between 1998 and 2002 resulted in a surge in Ontario teaching job openings. School boards, concerned about the emerging teacher shortage relative to demand, vigorously recruited former teachers back into the profession. Most new teachers secured permanent teaching jobs⁵ relatively easily and early in their careers across all regions of the province.

Over this five-year period Ontario experienced record-high teacher retirements, on average about 7,200 individuals annually. Teachers who had been hired in historic high numbers in the 1960s and early 1970s were approaching retirement age. This retirement wave, embedded in the

underlying teacher age demographics, accelerated and compressed into a five-year span with the enhanced early retirement provisions first made available to Ontario Teachers' Pension Plan members in 1998. At that time, new teachers were entering the profession each year in much lower numbers compared to the decade that followed.

Most French- and English-language district school boards, at both elementary and secondary levels, and in every region of the province, had higher than normal numbers of retirement-driven teacher vacancies. This wave of retirements created many job openings for the annual average of about 9,200 newly-licensed Ontario teachers. This total averaged about 2,000 newly-licensed teachers annually beyond retirements annually. The difference was sufficient to enable school boards to fill vacancies. Throughout this period early-career teacher unemployment rates were very low.

From 2003 on, however, retirement numbers fell as the age bulge in Ontario teacher demographics had passed. At the same time, supply of new teachers increased substantially – from Ontario faculties of education, teacher education

2 “New teachers” in this context refers to newly certified members of the Ontario College of Teachers, including new Ontario graduates and teachers educated in other jurisdictions who subsequently gain Ontario certification and seek permanent, long term occasional or occasional roster employment in the province.

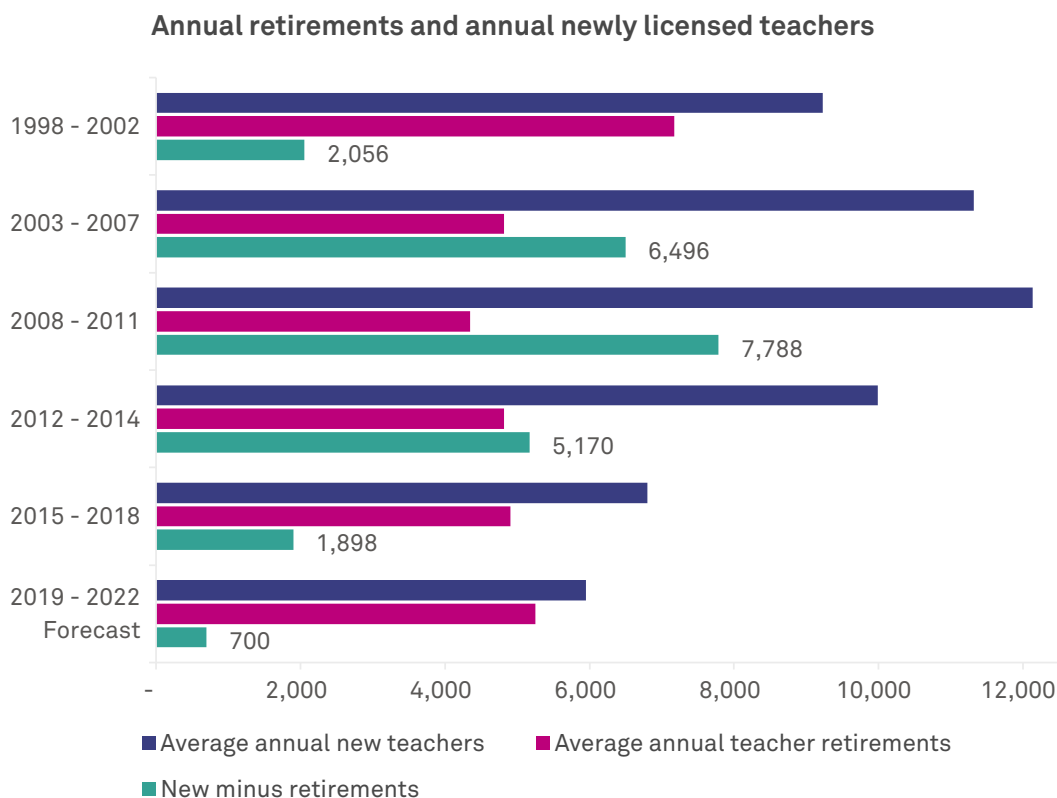
3 Forecast methodology is described in appendix 2 of this report.

4 “Teacher retirements” refers mainly to Ontario Teachers' Pension Plan (OTPP) reports on Ontario teachers who are pension 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 and are included in estimates of future retirement forecasts below and taken from *PRISM Economics and Analysis 2016 forecast report for the Higher Education Council of Ontario*.

5 “Permanent teaching job” refers to a regular teaching position, part-time or full-time, on a contract that does not have a defined end date.

programs with special ministerial consent to operate in Ontario, United States border colleges offering programs designed for and marketed to Ontarians, Ontarians who pursued teacher

education in Australia, the United Kingdom and elsewhere abroad, and also with more teachers moving to Ontario from other provinces and countries.



The Ontario English-language teacher job market got somewhat more competitive starting in 2005 and this increased as the next decade unfolded. Job openings for new teachers, especially those with Primary-Junior qualifications, were more and more limited relative to the steadily growing new teacher supply.

Every year more new teachers reported they were unemployed and more took longer to move from daily occasional rosters to term contracts and permanent jobs, as well as to progress from partial

to full-time teaching. As underemployed teachers from previous years continued to seek more daily occasional teaching days, long term occasional (LTO) and permanent teaching contracts, each successive cohort of education graduates and other newly-licensed Ontario teachers faced an increasingly saturated job market. The market became ever more competitive over time for a relative scarcity of jobs.

Annual average retirements fell substantially from 2003 through 2007

and even further in years 2008 to 2011. Numbers of newly-licensed teachers in Ontario rose steadily over the same time periods. The average annual difference between new supply and retirements of about 2,000 more new teachers than retirees in 1998 through 2002 grew dramatically to about 6,500 through the middle of the past decade and reached about 7,800 annually in 2008 through 2011 – almost four times larger than a decade previous.

As over-supply increased each passing year, the teacher surplus and its early-career teacher employment impact moved beyond Primary-Junior English-language teachers to encompass secondary teachers, including sciences and mathematics, and also, to a much lesser extent, French-language and FSL teachers.

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

Years 2012 through 2014 marked a change in direction for Ontario annual new teacher supply after a decade of steady growth. Newly-licensed Ontario education graduate numbers declined almost 10 per cent from the average of the preceding four years. Newly-licensed teachers from US border-colleges plummeted more than 60 per cent. In addition, newly-licensed teachers educated in other provinces and

elsewhere in other countries dropped by more than 40 per cent.

On average, about 2,150 fewer individuals gained Ontario teaching licences in the years 2012 to 2014 than the annual average in years 2008 through 2011, a drop of 18 per cent.

Teacher retirements, meantime, rose somewhat during those three years – an average of 450 more retirements than in the previous four-year period. Because of this decrease in new teacher supply and slight increase in retirement-driven demand, the annual surplus of new teachers fell from the average of almost 7,800 in the preceding period to 5,170 on average in the years 2012 through 2014.

The implementation of the province's enhanced teacher education program in 2015 and the reduction in the number of government-funded places in initial teacher education programs had a large impact on new teacher supply in the years that followed. Average numbers of newly-licensed Ontario teachers dropped sharply from the much higher levels over the preceding 12 years. The gap between annual newly certified teachers and annual teacher retirements in 2015-2018 was very similar to the 1998-2002 years when a brief teacher shortage prevailed and district school boards ramped up recruitment efforts to fill retirement-driven vacancies.

Ontario is now entering several years when the number of newly-licensed Ontario teachers each year will be much nearer the forecast annual teacher retirement numbers. This is a radically

different balance of new teacher supply and replacement demand from that experienced over the past 20 years. As some newly-licensed teachers each year defer teaching for further education or personal reasons, leave Ontario to teach elsewhere or decide to pursue careers other than elementary/secondary teaching, the forecast number of new teachers is insufficient to meet retirement vacancies and recruitment needs that arise from enrolment growth in some regions of the province.

With the introduction of the enhanced requirements for teacher education in 2015, annual consecutive program applicant numbers fell sharply from about 9500 to 4,300. With the continuing improvement in the employment market, this pool of potential future teachers has strengthened to about 7,000 by 2019.

2019 survey results suggest that the accumulated teacher surplus of the recent past is nearing depletion. Retirements and deaths of active Ontario teachers who are members of the Ontario Teachers' Pension Plan are forecast to average about 5,500 annually through 2025⁶. Unless some increase occurs in one or more of the various sources of Ontario teacher supply, teacher shortages may reach well beyond the French-language and French as a second language teacher shortages recognized over the past few years.

At the time of writing of this report, a government plan had recently been announced to substantially increase secondary school class sizes between 2019 and 2023 and to achieve this through non-replacement of teachers who retire. Government estimates of the number of teaching jobs that might be eliminated with the proposed class size increases vary widely⁷. At the high end of these estimates, the pace and breadth of Ontario teacher shortage forecasts in this report and their effects on new teacher career progress would be significantly affected. As of January 2019, Ontario teacher contract negotiations are ongoing and the government has modified its class size increase proposal.

2019 survey highlights

The latest survey findings confirm and further extend the positive trend in Ontario job opportunities for early-career teachers. These trends are evident in lower rates of unemployment among Ontario education graduates, greater full-time employment, earlier moves out of precarious employment into permanent jobs, and earlier and more days of occasional roster assignments for those who have not yet progressed to long term occasional and permanent contracts.

First-year teacher unemployment declined to just five per cent. Average

6 PRISM Economics and Analysis 2016 report for the Higher Education Council of Ontario. Analysis estimates teacher retirements and/or deaths of active pension plan members.

7 Appendix 3 of this report summarizes the government's plan that is at a sector consultation and contract negotiations stage at the time this report is written.

unemployment⁸ among Ontario graduates in years two through five fell to three per cent. The Ontario teacher labour market is changing very quickly with these rates sharply lower than rates of just a few years ago. As recently as 2016, first-year unemployment stood at 24 per cent and years two through five at nine per cent.

Four in five (81 per cent) first-year Ontario education graduates now consider themselves fully employed⁹, an even higher rate than our surveys recorded back in 2006 (70 per cent).

First-year French-language program graduates report no Ontario unemployment for the third year running. No unemployment was reported by FSL-qualified graduates of English-language program graduates in 2019. This was the second year in a row of negligible unemployment for this group that has stood at five per cent or lower first-year unemployment since 2015.

English-language program graduates who do not hold FSL qualifications by the time of the 2019 survey report seven per cent unemployment in Ontario, down from nine per cent in 2018, 19 per cent in 2017 and a peak of 45 per cent unemployment in 2013.

Ontario unemployment rates are now low for first-year teachers across

all divisions. Primary-Junior, Junior-Intermediate and Intermediate-Senior graduates report unemployment in 2019 in the three to six per cent range. These rates are down from 29 to 34 per cent as recently as 2014. Despite a necessary caveat given the low populations and response sets of Technological Education program graduates over the years, this group also reports a sharp drop in unemployment over the past five years with no unemployment now reported for a second year in a row.

Among English-language program graduates with Intermediate-Senior qualifications, those with math or sciences as one or both of their teaching subjects continue to enjoy a market advantage over others. The math/science group report a four per cent unemployment rate in 2019, down from 16 per cent back in 2016. Those who do not hold either of these comparatively higher demand qualifications report eight per cent unemployment in 2019, down sharply from 38 per cent in 2016. Similar advantage is seen among English-language Junior-Intermediate qualified teachers. For the second year running, no unemployed Junior-Intermediate qualified teachers with math or science as a teaching subject reported unemployment. This compares with seven per cent for those with other subject qualifications.

8 “Unemployment” in this annual survey series refers to respondents who say they actively looked for teaching opportunities but were not employed at any time throughout the school year, not even through occasional roster daily assignments.

9 “Full employment” is a self-assessed status of those teachers who report they are employed as elementary or secondary teachers and that they secured as much teaching as they wanted throughout the school year. They may be full-time or part-time, may work for publicly funded or independent schools, and they may be in permanent, LTO or daily occasional teaching roles, in Ontario or elsewhere.

With one exception, first-year teachers in every region of the province report low unemployment with 2019 rates in the two to six per cent range.¹⁰

Ontario first-year permanent contracts increased in 2019 to 22 per cent, up from just 15 per cent two years previous. However, permanent contract achievement varies markedly based on language of instruction. Among French-language district school board teachers, 57 per cent report permanent contracts. English-language board FSL teachers report a 37 per cent permanent contract rate. Just six per cent of English-language board teachers without FSL qualifications gain permanent teaching contracts in their first year.

This disparity in career progress is evident throughout the early-career years with permanent contracts in year five standing at 87 per cent for French DSB teachers, 83 per cent for FSL teachers in English DSBs and just 45 per cent among other English DSB teachers.

The top priorities reported in job searching are to secure a permanent contract as soon as possible and to find a job near where one currently lives. First-year teachers now appear somewhat less willing to relocate to secure their first teaching jobs. The priority choice “to work anywhere I can find a job” dropped from number three priority in 2017 to sixth place in 2019, trailing teaching specific subjects, teaching specific grade levels and familiarity with school board.

New teachers more frequently report first-year jobs in Ontario’s publicly funded school system. More Ontario-resident first-year Ontario teachers find jobs in district school boards – up from 71 per cent in 2017 to 86 per cent in 2019. During the past two years first-year teaching in independent schools fell from 15 to just six per cent and out-of-province teaching fell from eight to six per cent.

Again in 2019, the strengthening teacher employment market resulted in further gains for most newly Ontario-licensed teachers educated outside the province. Ontarians who completed their education degrees while living abroad, those who completed programs at United States colleges near the Ontario border and teachers who moved to Ontario following teacher education in other Canadian provinces all report first-year Ontario unemployment in the five to eight per cent range. First-year teachers who are new to Canada and were licensed in Ontario in 2018 continue to lag far behind all other groups with 40 per cent unemployment.

Early-career teachers on daily occasional rosters engage in far less professional development than those in permanent and long term occasional jobs. Most miss the extensive formal and informal school-based professional development, orientation, mentoring and principal evaluations available to their colleagues who hold long term occasional and permanent contracts. They engage less with other educators in subject or

¹⁰ The exception is the very low population and response set of first-year teachers in the Thunder Bay region.

specialist associations, in collaborative learning and in teacher enquiry. Many daily occasional roster teachers pursue Additional Qualifications courses, however, on their own time and using their own financial resources.

Context: rapidly changing labour market for early-career Ontario licensed teachers

The Ontario teacher labour market in 2019 is much less crowded with early-career teachers competing for jobs than it has been for much of the past 20 years.

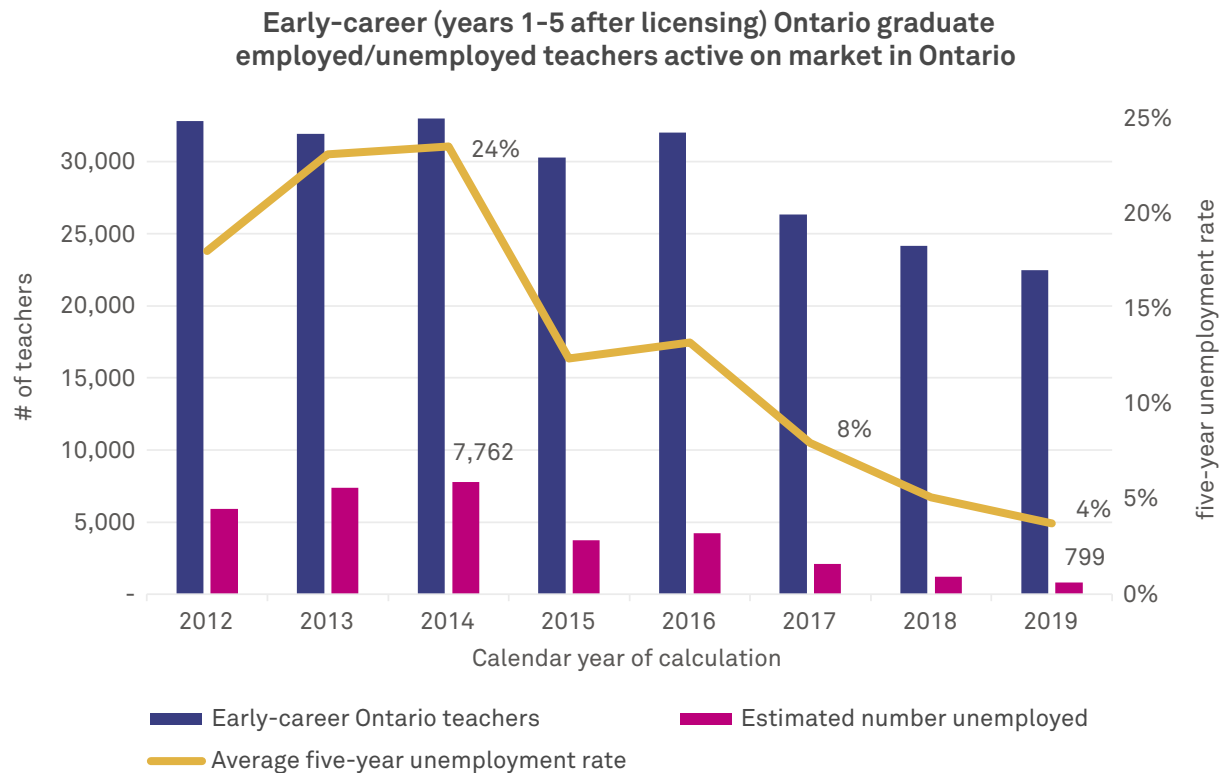
Several factors reduced the numbers of early-career graduates competing with one another for Ontario teaching jobs over the past several years:

- fewer entrants to Ontario faculties since 2012, especially after the introduction of the four-semester teacher education program,
- significantly decreased numbers of teachers educated out-of-province who were licensed as Ontario teachers since 2012,
- until recently, increased numbers of early-career teachers not renewing their Ontario teaching licences,
- also until recently, higher numbers of graduates starting their teaching careers out-of-province,
- graduates teaching out-of-province who defer returning to Ontario, and
- declining unemployment rates.

Using 2012 through 2019 *Transition to Teaching* survey findings on Ontario labour market participation¹¹ and unemployment rates for first- through fifth-year teachers, together with College registry data, we describe below the rapidly changing early-career labour market.

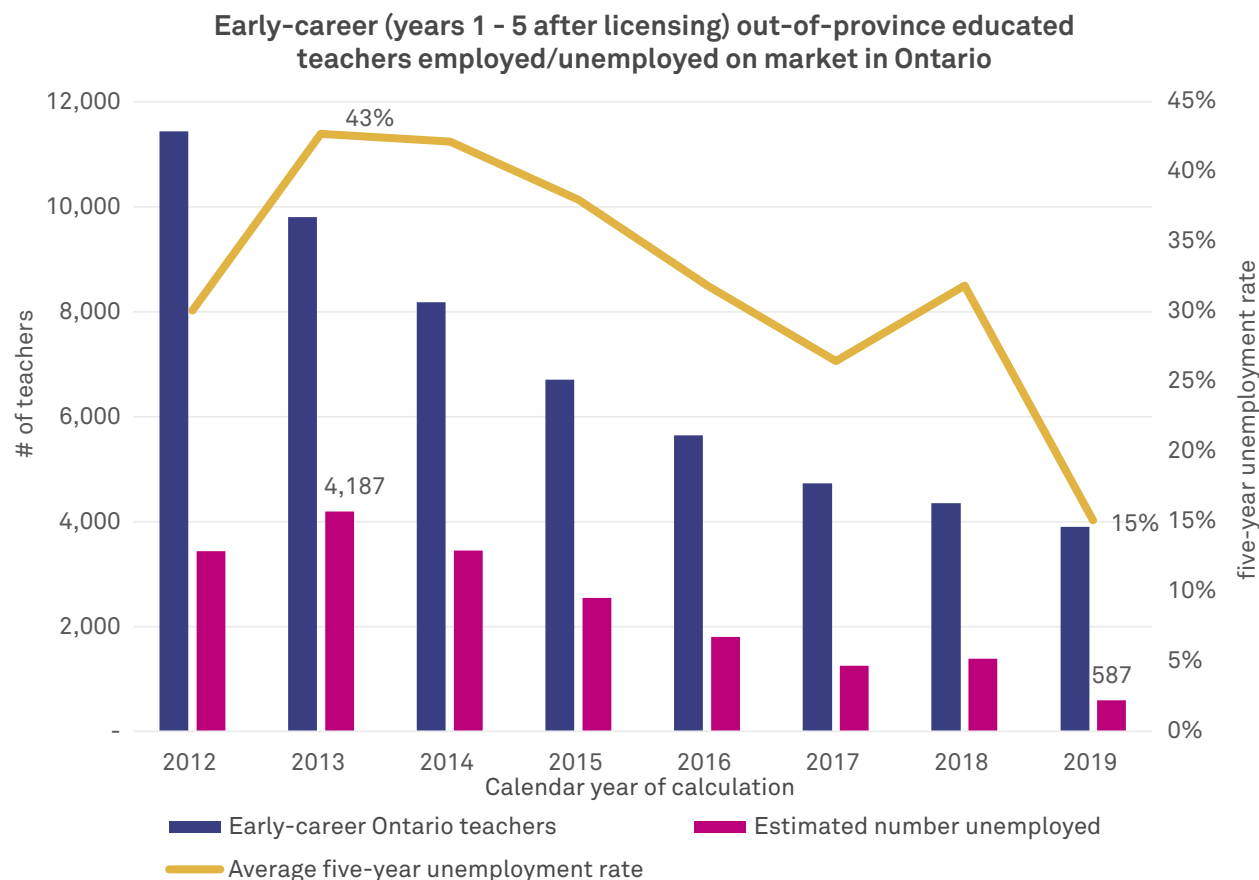
Numbers of Ontario faculty of education graduates resident in the province, actively participating in the Ontario teaching market and in their first five years after first licensing, declined from about 33,000 in 2014 to 22,500 in 2019. Meanwhile, average unemployment among these early-career teachers fell from 24 to four per cent. Reduced numbers of early-career Ontario market participants, together with the falling unemployment rate, results in the estimated number of unemployed early-career graduates plummeting almost ten-fold from a peak of about 7,700 in 2014 to about 800 in 2019.

¹¹ Ontario market participation includes teachers who report that they are employed as teachers or sought employment as teachers in Ontario or who say they did not seek teaching jobs because they were discouraged about the job market in Ontario.



The same methodology can be used to estimate changes in numbers of unemployed but labour market active teachers among the various groups who complete teacher education in other provinces and countries and subsequently gain their Ontario teaching licenses.¹²

¹² These out-of-province educated teachers include Ontarians who completed their teacher education in US border colleges, in other provinces and in other countries, as well as teachers from other Canadian provinces and teachers from other countries who obtain Ontario certification usually to be able to teach in the province.



The number of early-career¹³ out-of-province educated teachers active on the Ontario teacher labour market dropped significantly from a high of about 11,400 in 2012 to about 3,900 in 2019.

The average unemployment rate also fell significantly. As a result of these two factors, the estimated unemployed numbers fell from about 4,200 in 2012 to about 600 in 2019.¹⁴

Combining Ontario education graduates and licensed teachers in their first five years after certification, our estimate of unemployed teachers actively seeking Ontario teaching jobs dropped from about 12,000 individuals at the height of the teacher surplus in 2013/14 to about 1,400 in 2019.

Given forecast continued low numbers of new Ontario education graduates and of new Ontario teachers from other jurisdictions - numbers barely equal to

¹³ “Early-career” in this instance refers to the first five years following Ontario licensure. Many of these teachers began careers previously in other jurisdictions.

¹⁴ A caveat is noted with respect to our estimates for these groups. Because annual surveys of out-of-province teachers only include years one and two after licensing, it was necessary to estimate the arc of improving employment outcomes in years three through five assuming improvements proportional to survey findings among Ontario education graduates at that stage of their careers.

forecast teacher retirements - the trend of lowered early-career competition in the Ontario labour market will continue in the years ahead.

Although the surplus of available teachers in Ontario has been substantially depleted in recent years, another group of licensed Ontario teachers is a potential source to fill job vacancies in the province over the next several years.

Ontario teacher education graduates left the province in greater than usual numbers during the province's teacher surplus years. An analysis of the College teacher Registry indicates there are 2,644 Ontario education graduates licensed over the past ten years who reside out-of-province and continue to maintain their Ontario teaching certification in good standing. We know from our annual survey data that the majority of these teachers hope to return to teach in Ontario in the future.

The extent to which Ontario district school boards may draw on this additional source of supply, however, is currently limited by the staged process in place for the hiring of teachers by English language district school boards.

Hiring process in English-language district school boards

Legislation first introduced at the height of the teacher surplus in fall 2012 continues to require a graduated entry pathway to permanent employment as a teacher in Ontario's English language district school boards. New teachers are normally required to start their

employment with a school board on daily occasional rosters before gaining eligibility to apply for that board's long term occasional jobs and subsequent eligibility to compete for permanent jobs with the same board. Daily occasional roster service is not transferable for eligibility in another district school board's job competitions.

This requirement was dropped for French district school board hiring after the teacher shortage of French language teachers emerged about five years ago.

This context is important for understanding how the improving employment market is unfolding for English-language program graduates. As work opportunities increase for early-career teachers, graduated entry to full employment continues for most of these new Ontario teachers. Most still need to spend many months or even years on daily occasional rosters with a specific district school board before gaining eligibility to apply to long term occasional or permanent contracts with that specific board. They are also restricted from applying to LTO and permanent job opportunities in other district school boards.

In 2019, however, our research shows that more of these daily occasional roster teachers in English-language boards get near full-time assignments as they wait for eligibility to apply to less precarious contracts

2. Employment outcomes

Early-career teachers report further employment gains in 2019

First-year teacher unemployment¹⁵ among newly-licensed Ontario teacher education graduates¹⁶ slid further this year, from six per cent in 2018 to just five per cent in 2019.¹⁷

Average unemployment rates for second- through fifth-year teachers also continued to decline, down from five per cent in 2018 to three per cent in 2019.

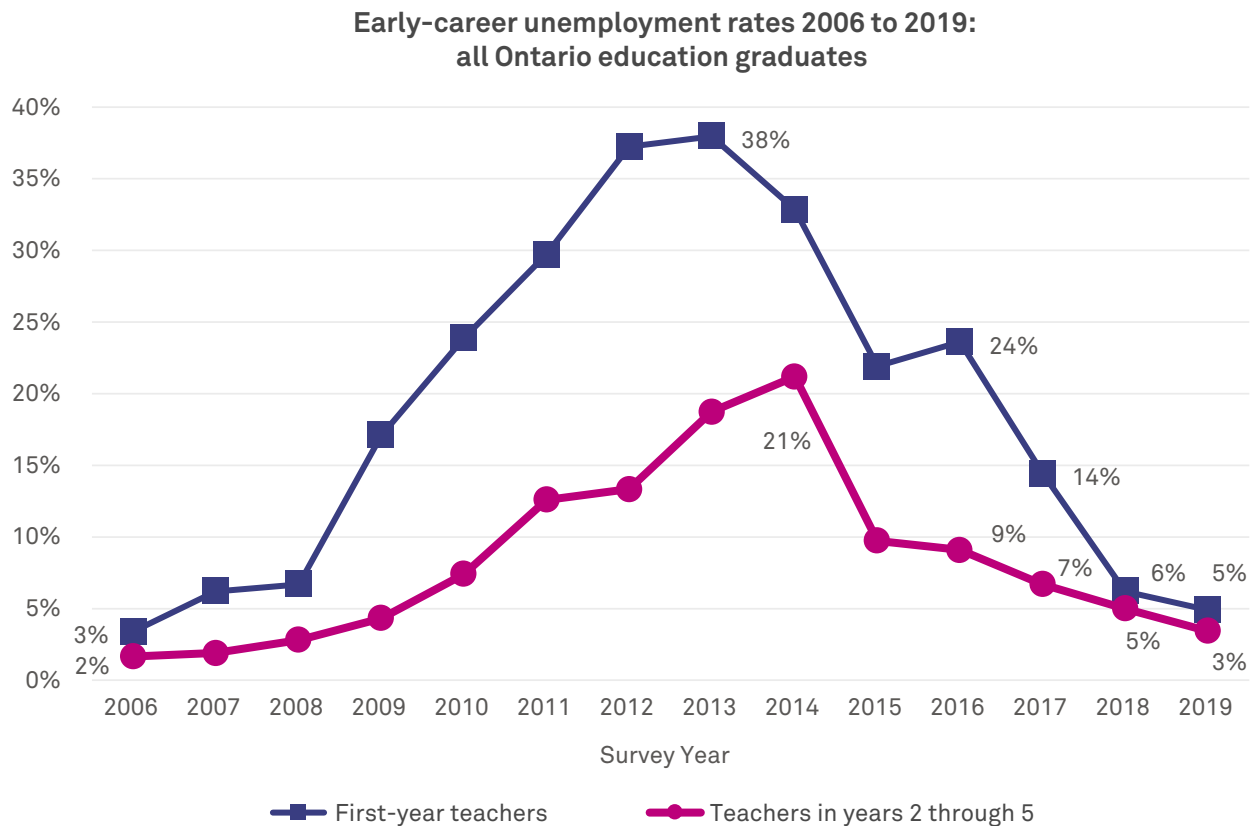
Over the past six years, first-year reported unemployment plummeted 33 points, from 38 to five per cent. Second- through fifth-year unemployment fell 18 points over the past five years – from 21 to just five per cent.

First-year teacher unemployment is now below the rate reported in 2007. Second- through fifth-year teacher unemployment is about where it was in 2008. The decade long early-career high unemployment impact of the teacher shortage is over.

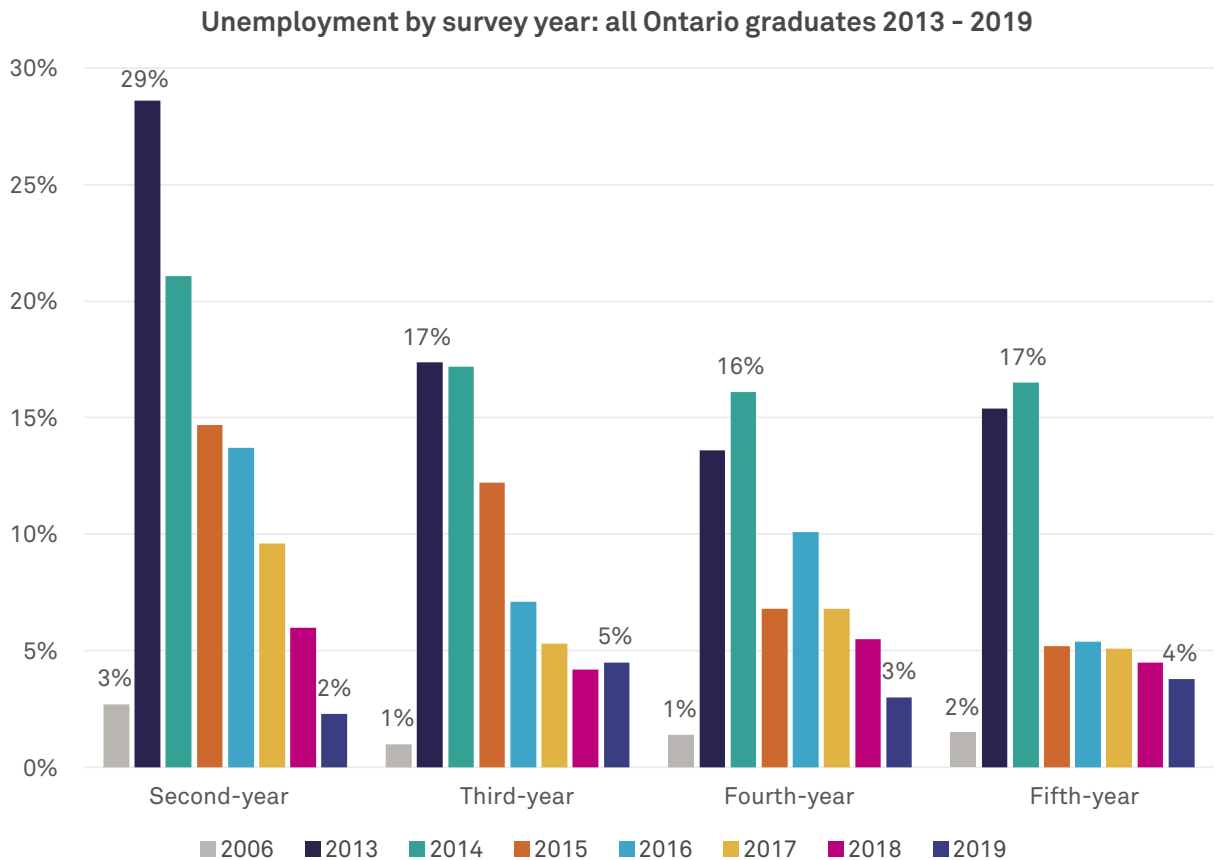
15 Unemployment rates include teachers who say they did not seek teaching jobs because they were discouraged about the prospects; rates exclude as not on the labour market licensed teachers who say they chose for other personal reasons not to apply for teaching jobs in the 2018-19 school year.

16 This and other charts throughout indicate whether data reflects all Ontario graduates or only those who are Ontario-resident.

17 Except where explicitly stated, data refer to newly-licensed teachers who graduate from Ontario-based teacher education programs, including permit programs.



Drilling further into second- through fifth-year teachers, we see that the current rate of unemployment for each year following initial licensure is sharply lower than the peak unemployment year for that cohort (2013 or 2014). Unemployment rates declined sharply in the latest survey among second-year teachers and was also down among fourth- and fifth-year teachers.



Second-year teacher unemployment is below the pre-surplus rate in 2006. Third- through fifth-year teachers, while much improved from the peak surplus years, reported unemployment in 2019 above the rates back in 2006.

In addition to measuring early-career teacher unemployment, our annual surveys enable us to identify teachers who say they are fully employed

and those who consider themselves underemployed.¹⁸

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

Teachers actively seeking teaching jobs (including those who want to teach but say they did not apply for jobs

¹⁸ This study defines “full employment” as the status of those who say:

- they are active in the job market 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
- they secured as much teaching employment as they wanted throughout the school year.

Those who report some employment and say they did not secure as much work as they wanted throughout the school year are “underemployed.”

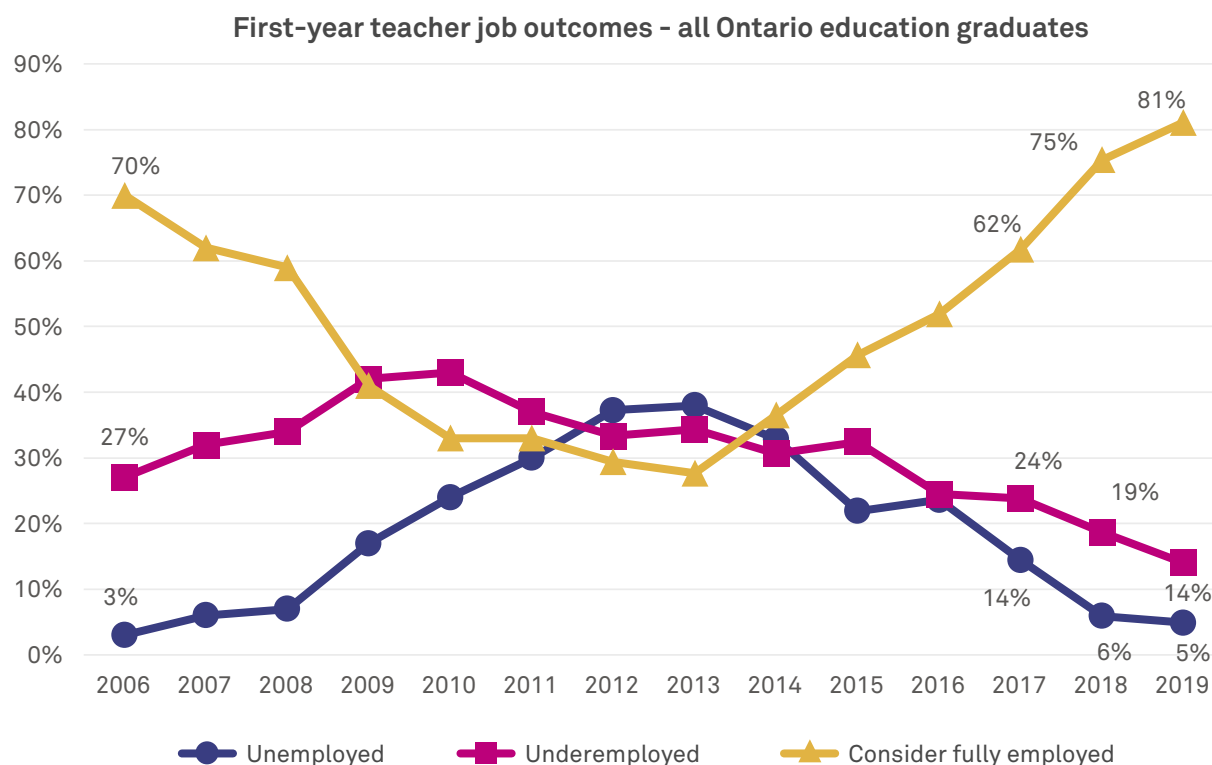
because they are discouraged about teaching prospects) are counted as unemployed. Those who report finding less teaching work than they want in a particular school year are counted as underemployed.

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 considered not on the job market and excluded from this analysis.

In addition to the continuing slide in unemployment rates, the proportion

of first-year teachers reporting underemployment¹⁹ was also lower in 2019, extending the slide in reported underemployment to 14 per cent, 13 points lower than in our 2006 survey.

Four in five (81 per cent) employed first-year teachers say they were teaching in 2018-19 and had as much employment as they wanted throughout the school year. This rate exceeds the 70 per cent rate back in 2005-06 school year, before early effects of the teacher surplus were evident in survey outcomes.



¹⁹ “Underemployed teachers” includes daily occasional roster teachers and some teachers on long term occasional or permanent contracts where they teach less than full-time and/or taught full-time but only for part of the school year.

My school board needs more teachers. It was easy to find supply jobs because the demand is so high. It was a full-time job for me even before I took on my current LTO.

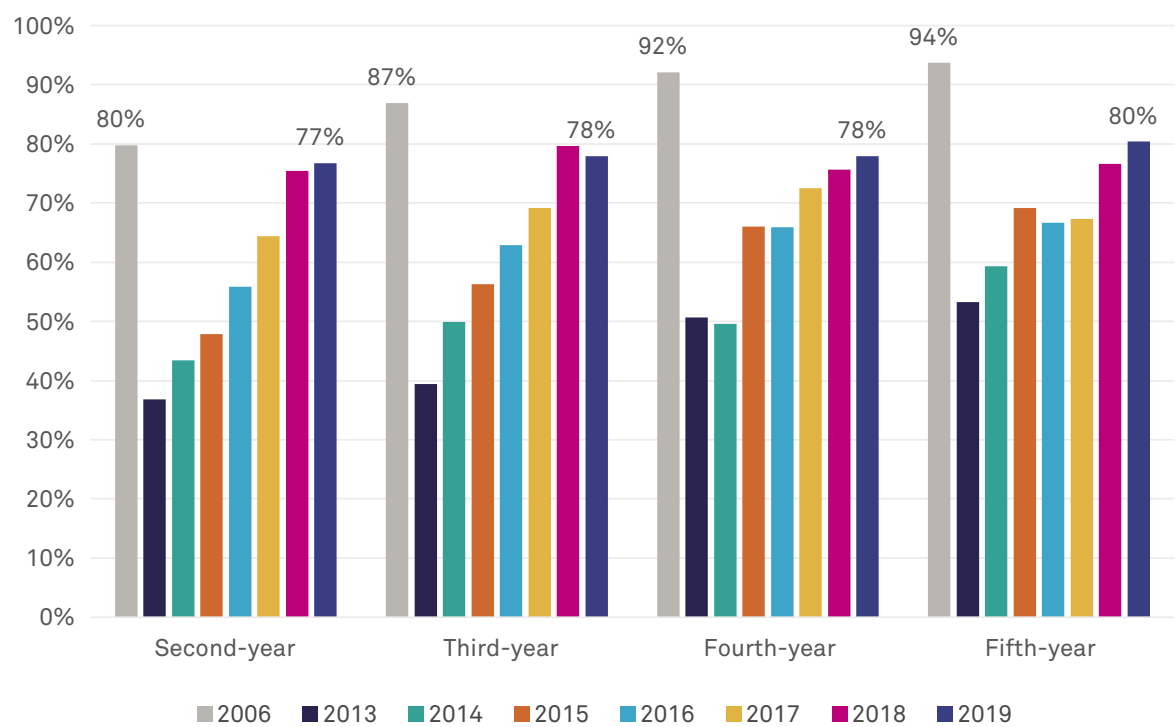
Intermediate/Senior math and geography graduate, licensed in 2018, teaching in Peterborough

This somewhat high rate of part-time teaching is one of a number of indicators that the precarious nature of job contracts is not improving as quickly as might otherwise be expected in a labour market with unemployment rates very near pre-teacher surplus levels. Later sections of this report describe other early-career contract indicators that flag lingering effects of the teacher surplus.

Among those employed at the time of this year’s survey, just 69 per cent report they held full-time teaching jobs at the time. This year’s full-time job rate is somewhat below the 74 per cent rate reported back in 2006. Some of this difference may reflect a change in expectations among early-career teachers with respect to the parameters of being “fully employed.”

More second- through fifth-year teachers today also now report they teach as much as they want throughout the school year, although early-career teachers in years three through five fall well short of the full employment reports of their pre-teacher surplus predecessors back in 2006.

Consider fully employed: all Ontario graduates 2013 - 2019



In sum, the proportion of first- through fifth-year teachers reporting they consider themselves fully employed dropped sharply from 2006 to 2013. Then, the trend line reversed direction and now much higher proportions report full employment in 2019 than in 2013.

Since 2006:

- the proportion of first-year teachers reporting that they consider themselves to be fully employed decreased from 70 per cent to just 28 per cent in 2013. In 2019, this rate reached 81 per cent – surpassing 2006
- second-year teacher full employment fell from 80 to 37 per cent by 2013, then recovered to 77 per cent by 2019
- third-year teachers dropped from 87 to 39 per cent by 2013, and is back to 78 per cent in 2019
- fourth-year teachers fell from 92 to 50 per cent in 2014, and is also back to 78 per cent in 2019, and
- fifth-year teachers from 94 to 53 per cent in 2013, and back to 80 per cent in 2019.

Second, third and fourth year teachers report fewer full-time teaching contracts as they near school-year end than say they are teaching as much as they want throughout the school year. Among second-year teachers just 66 per cent say they were teaching full-time toward the end of the 2018-19 school year, as did 70 per cent of third-year teachers, 77 per cent of fourth-year teachers and 77 per cent of fifth-year teachers.

Unemployment rates down across all divisions

The preceding charts and analyses describe findings with respect to the entire response set of Ontario graduates, whether living in Ontario at the time of the survey or resident elsewhere. We turn now to focus on findings for the sub-group of Ontario-resident graduates in their first and subsequent years after licensing to assess more directly the provincial labour markets for early-career teachers.

Ontario-resident first-year teachers in every division report lower rates of unemployment in 2019. Extending a multi-year improvement trend, unemployment rates for teachers with certification in each of the four divisional groups now stand in the nil through six per cent range.

Unemployment reported by Primary-Junior qualified teachers receded again in 2019 and is now down 28 points since the 34 per cent unemployment rate back in 2014. Similar substantial improvements are evident among those with initial Junior-Intermediate qualifications (29 to three per cent) and Intermediate-Senior qualifications (32 to four per cent).

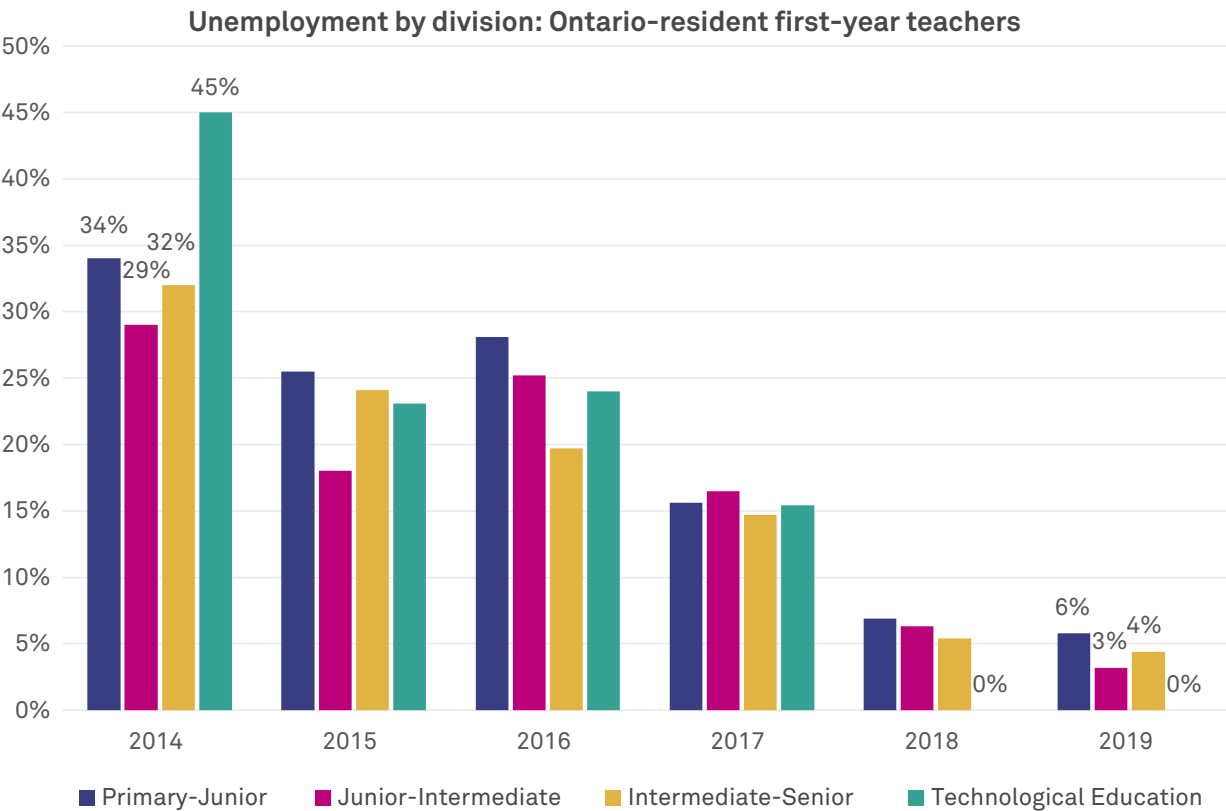
I have had a great experience thus far. I am getting lots of OT Roster experience as I work with two boards. They have been great helping me understand the system so that I can be successful in the future when I apply to more permanent positions.

Primary-Junior graduate, licensed in 2018, teaching four/five days per week in English language DSBs

of graduates and survey respondents each year²⁰. In past surveys, some Technological Education teachers indicated that they saw teaching jobs available but were unable to consider leaving full-time jobs for various partial teaching contracts they found available. These respondents were included as unemployed in the graph on divisional unemployment rates. No such reports occurred in 2018 or 2019.

For the second year in a row, the survey found no reports of unemployment among newly licensed teachers in Technological Education. Some caution is warranted in interpreting the results for this group because of the low number

Despite this caveat, the improved employment trend over a period of declining numbers of Technological Education first-year teachers clearly reflects a welcoming labour market for these qualifications.



²⁰ Ontario-resident first-year Technological Education respondents each year are as follows: 2014 (51), 2015 (28), 2016 (28), 2017 (13), 2018 (9) and 2019 (16).

From what I have seen, Technological education is an area that is in need of more teachers.

Construction Technology graduate 2018,
teaching full-time on rosters and LTO
assignments in Toronto area

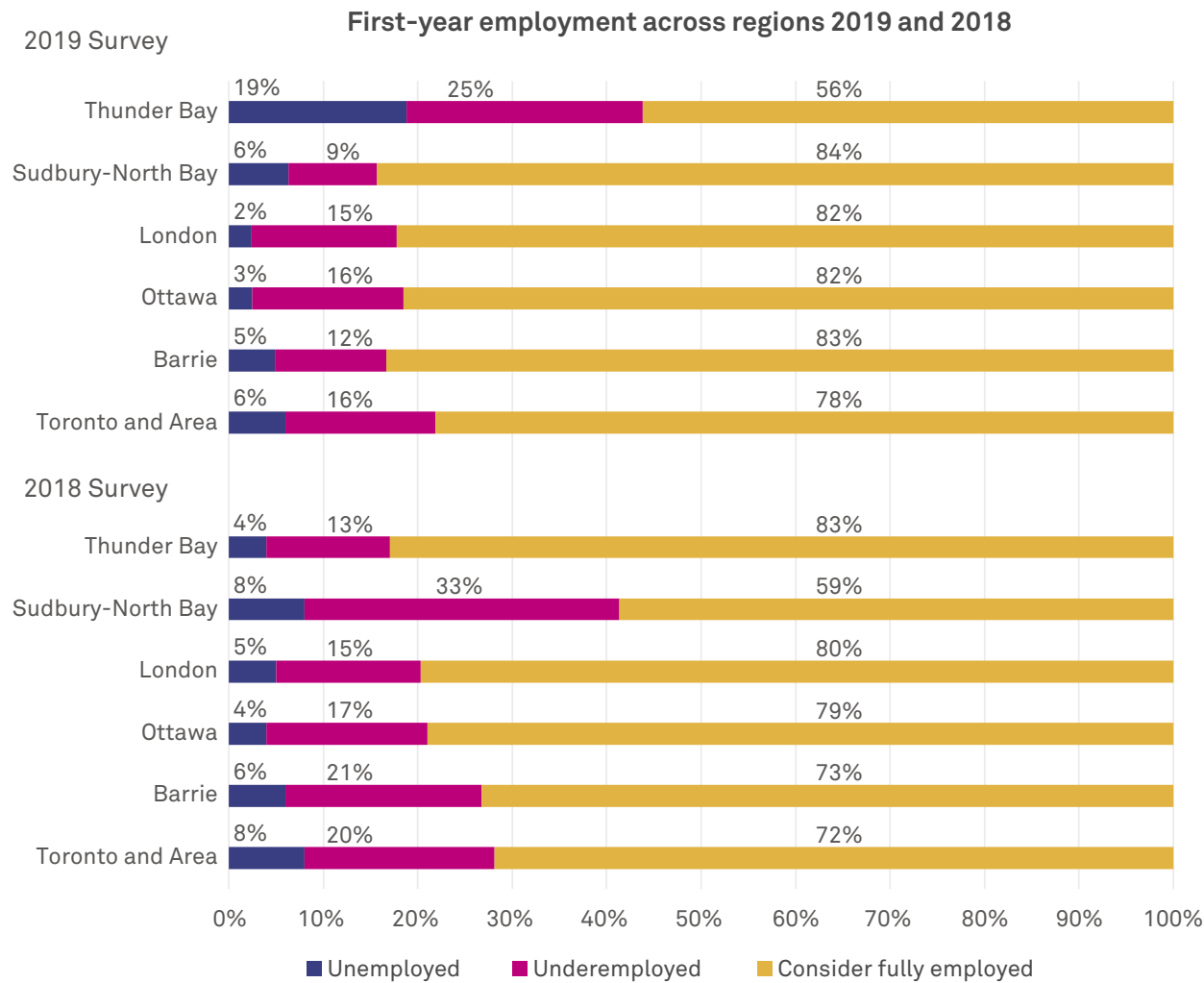
First-year teachers in most Ontario geographic regions report low unemployment

Reported unemployment for first-year teachers falls in the two to six per cent range in five of the six Ontario Ministry of Education geographic regions. In each of these five regions, unemployment is down somewhat from the 2018 survey findings. Each of these five regions also reports stronger outcomes in 2019 than 2018 with respect to percentages (78 to 84 per cent) who consider themselves fully employed in the first school year after initial licensing.

The one exception to this pattern is teachers in the Thunder Bay region. Very few survey respondents each year report residence in the Thunder Bay region, reflecting the overall population share of this area of the province.²¹ This can and does result in extreme volatility of outcomes that should not be interpreted as substantive labour market changes.

Thunder Bay moved from the lowest reported unemployment in 2018 to the highest rate in 2019 and from the highest rate of full employment in 2018 to the lowest in 2019. Similar caution is warranted in considering the Sudbury-North Bay outcomes that, although they do not have the same 2018 and 2019 variability, are also based on comparatively low respondent numbers.

²¹ Low numbers of survey respondents on the job market in Thunder Bay in 2018 (23) and in 2019 (16) allow for very wide fluctuations in unemployment, just four per cent in 2018 and 19 per cent in 2019.



Part-time teaching rates among employed teachers at the time of the survey vary considerably across regions: Thunder Bay (20%), Sudbury-North Bay (42%), London (40%), Ottawa (34%), Barrie (26%), Toronto and Area (29%), all Ontario regions (31%).

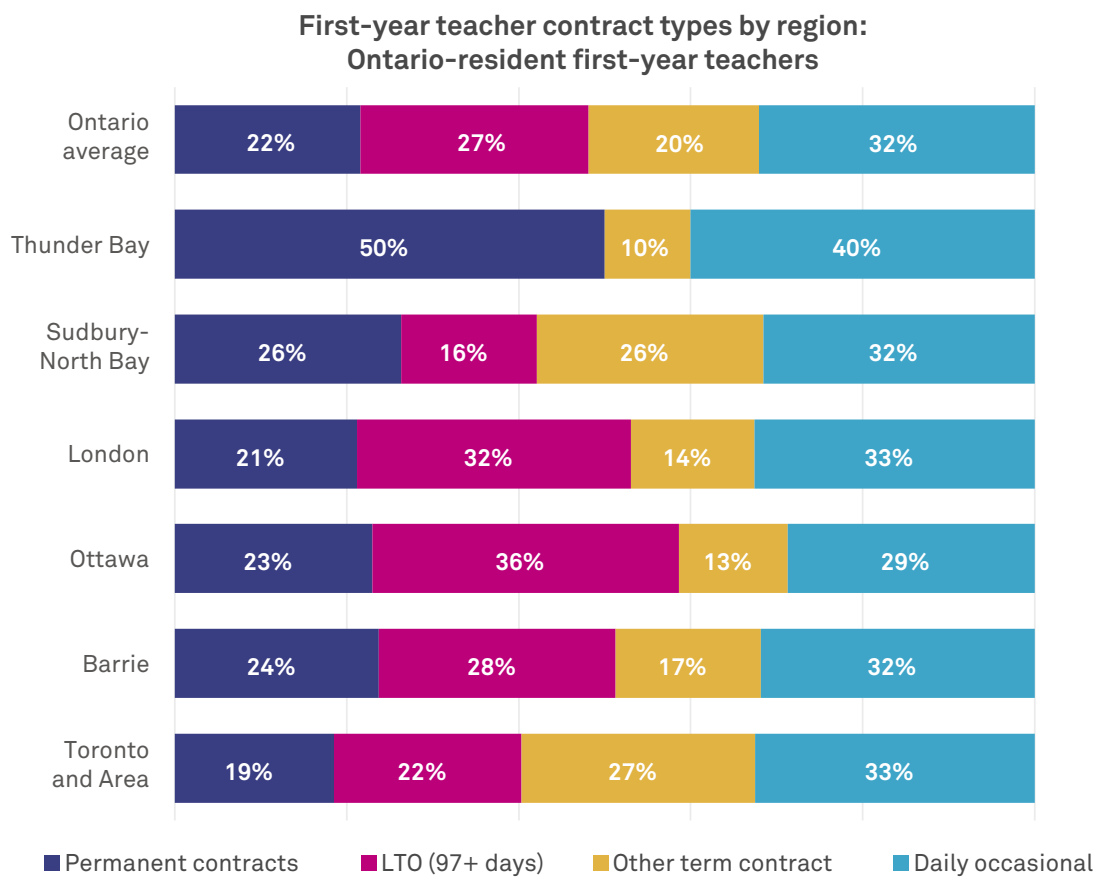
Across the province 22 per cent of first-year teachers report permanent jobs and 32 per cent daily occasional teaching toward the end of the school year. These contract type reports indicate a labour

market strengthening from 2018 when only 19 per cent of Ontario first-year teachers had permanent contracts and 41 per cent reported daily occasional contract status.

In five of six regions between 19 and 26 per cent of employed first-year teachers report permanent jobs and a range of 29 to 33 per cent teach on a daily occasional basis. Thunder Bay is again the exception to this pattern, but very few survey respondents teach in that

region.²² Among employed first-year Ontario teachers, Thunder Bay region teachers report the highest percentage of permanent contracts in 2019 and the

highest percentage of daily occasional roster teaching. Toronto and Area region reports the lowest permanent contract rate at school year end.



I would like to find a full time position, however having to be with a school board for an extended period of time before I am eligible to apply for such a position is a deterrent and makes it difficult to move around.

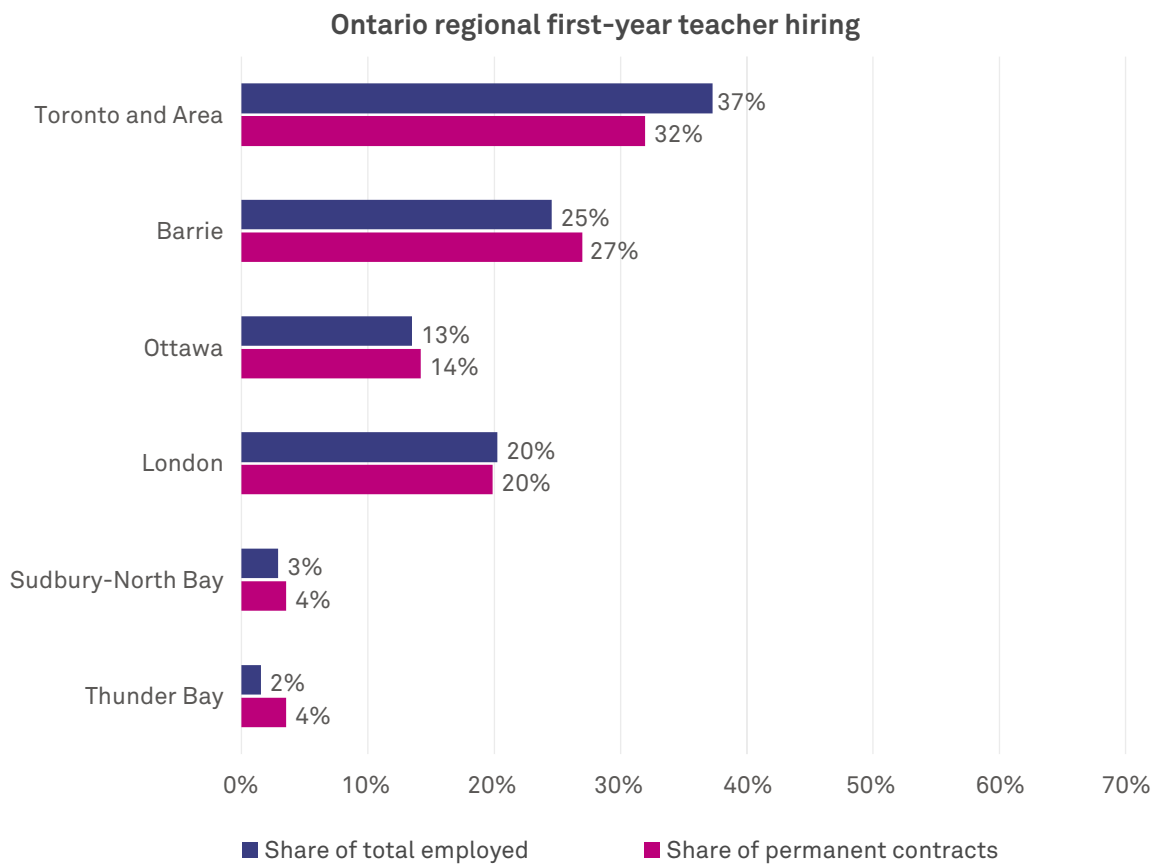
Junior-Intermediate graduate, licensed in 2018, taught one to two days on roster for ten months in Thunder Bay region

Teachers and teaching job numbers vary by region, roughly tracking population density across the regions of the province. In 2019, the Toronto and area Ministry of Education region accounted for 37 per cent of all teaching jobs reported by first-year teachers and 32 per cent of permanent contracts, a proportionately lower share of permanent contracts than teaching jobs

²² Only 10 respondents reported teaching employment in the Thunder Bay region.

overall²³. Barrie region forms the next largest group of first-year teacher hiring at 25 per cent, and this region accounts for a somewhat higher share of the permanent contracts (27 per cent).

Other regions account for the remaining 38 per cent of all first-year teacher hiring and 42 per cent of permanent contracts secured by first-year teachers in the province.



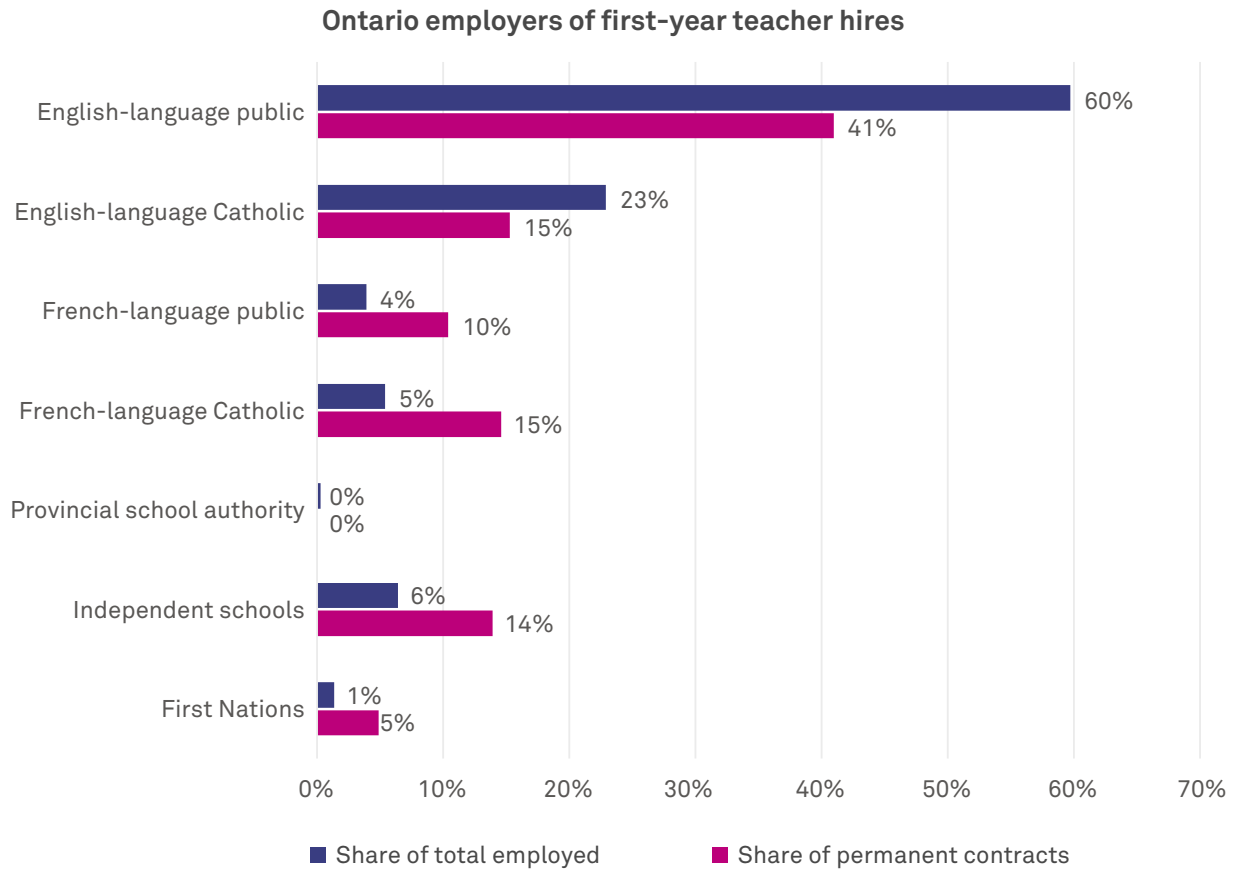
More than four in five first-year teachers with jobs in Ontario in 2019 teach in English-language public (60 per cent) or English-language Catholic (23 per cent) district school boards. Only about half (56 per cent) of permanent contracts held in Ontario, however, were with these English-language boards.

French-language district school boards did just 9 per cent of the reported hiring of first-year teachers surveyed in 2019, but they account for 25 per cent of the permanent contracts, well beyond the relative size of the French-language system enrolment and teaching population in the province. Independent schools are the employers for six per cent of total jobs and represent 14 per

²³ Ministry region in this analysis refers to teacher home residence. Some teachers reside in one region and teach in another adjacent region.

cent of permanent hiring contracts. First Nations schools accounted for one per cent of hiring in general but five per cent of permanent contracts.

The graduated entry hiring process in English-language district school boards likely accounts for much of this significant variation.



These hiring shares show some growth in the district school board share of Ontario hiring of new teachers. They now account for 92 per cent of all Ontario hiring of first-year teaching and 81 per cent of permanent contract hiring, compared with 90 and 79 per cent respectively in 2018. As noted below, more Ontario education graduates are securing their first teaching jobs within the province and fewer are looking elsewhere to begin their professional careers.

Unemployment falls again for English-language teachers; French-language program graduates and FSL-qualified teachers in high demand

English-language teachers – those who complete Ontario English-language teacher education programs and do not hold FSL qualifications at the time of the survey – now report seven per cent unemployment, extending the trend from 9 per cent in 2018 and the peak 45 per cent rate back in 2013.

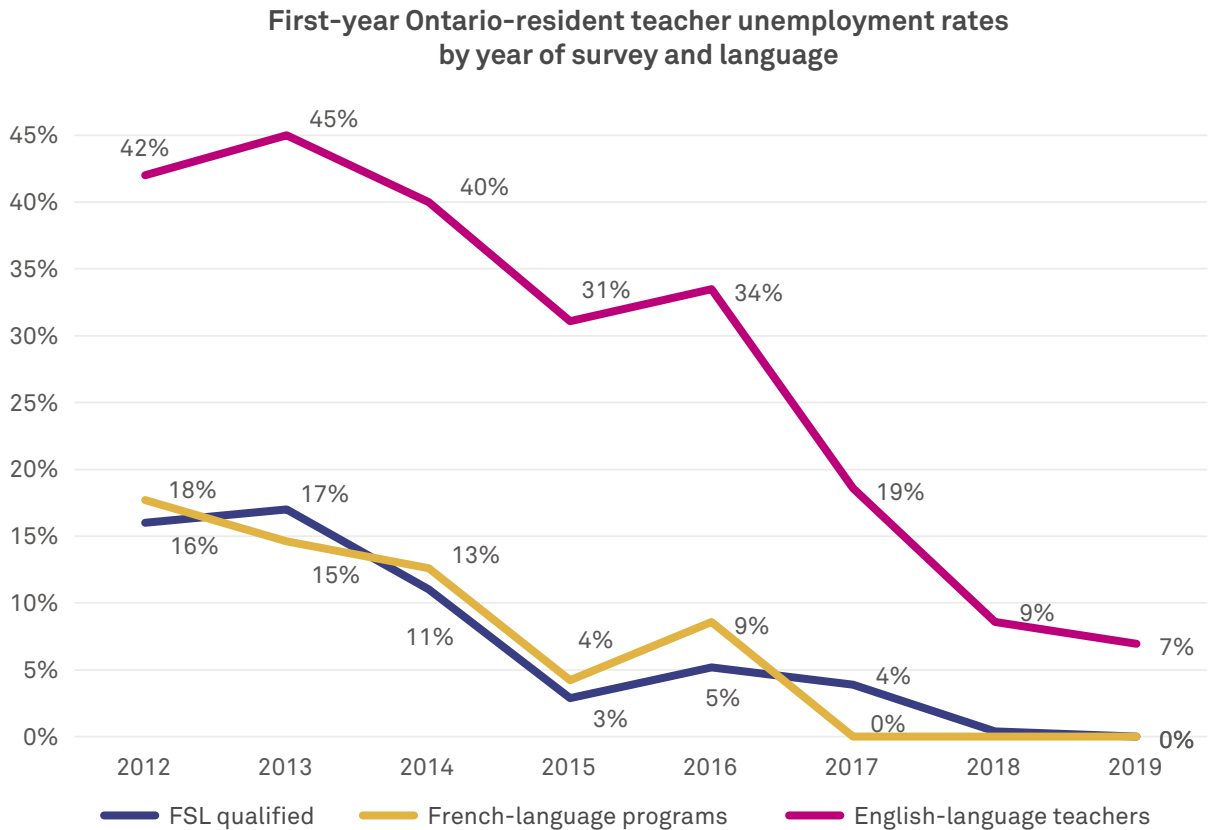
No graduates of Ontario’s French-language teacher education programs at Laurentian and Ottawa reported

unemployment for the third year in a row²⁴.

FSL-qualified teacher unemployment dropped from four per cent in 2017 to 0.4 percent in 2018 and, in 2019, no FSL-qualified first-year Ontario education graduates reported unemployment.

I also only wanted to teach in French or French Immersion schools. I chose the offer that gave me a full-time position right away. I was offered jobs at other boards, but they were LTOs.

Primary-Junior FSL graduate, licensed in 2018, teaching in French language DSB in London area



²⁴ In 2018, 44 Ontario-resident graduates of Laurentian and Ottawa programs responded to the first-year survey compared with just four in the exceptionally low new licensing year responding in 2017.

Employment outcomes improved again this year across all divisions for Ontario-resident English-language teachers – the group of English-language program graduates who do not hold FSL qualifications.

Over the past three years, English-language teacher unemployment has declined substantially across all divisions.

Teaching subject qualifications continue to influence job outcomes of Intermediate-Senior qualified teachers. Unemployment among those with math and/or science qualifications is now four per cent compared with eight per cent unemployment for Intermediate-Senior qualified teachers without these subject qualifications. Unemployment stands at eight per cent among non-math/science group for the second year in a row – continuing to be down substantially from 28 per cent back in 2017.

Among Junior-Intermediate qualified teachers, math or science subject qualifications also affect job outcomes. In 2019, those with other subjects experienced seven per cent unemployment, down from 37 per cent in 2017 and 11 per cent in 2018. Those with math or science as a teaching subject have now reported no unemployment for the second year running.

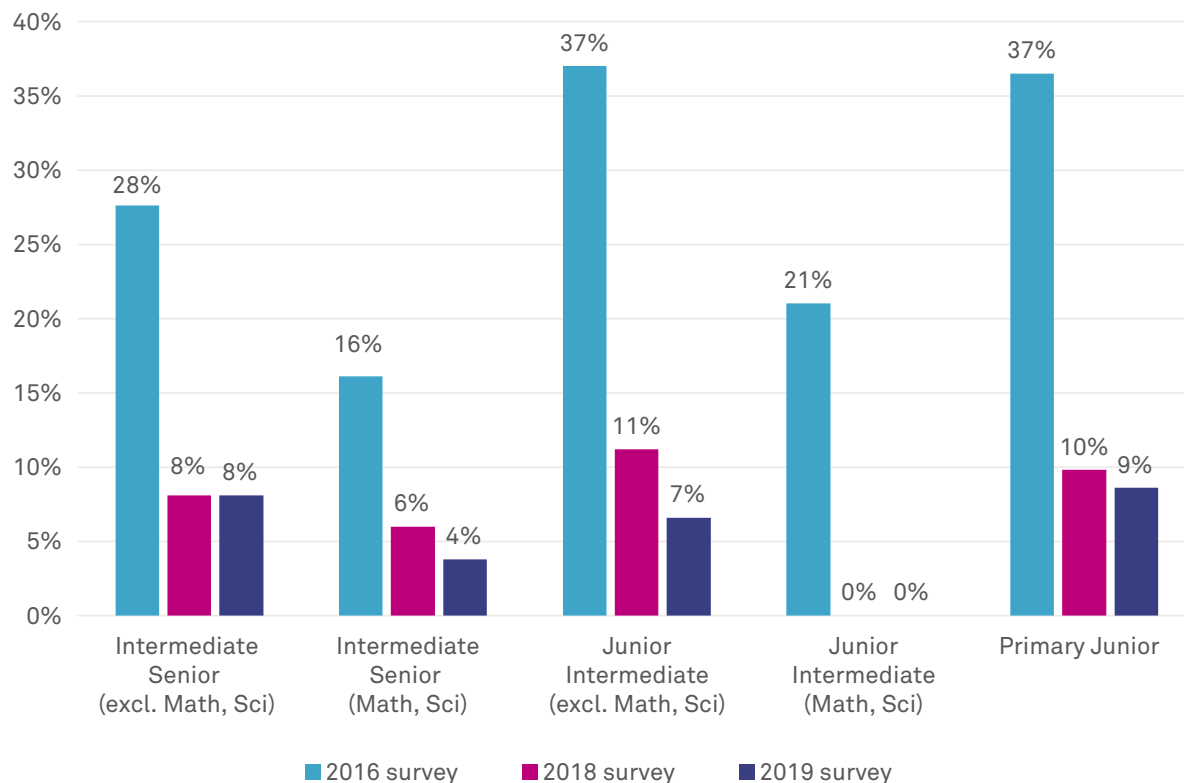
Primary-Junior English-language teacher unemployment eased further from 10 per cent in 2018 to 9 per cent in 2019, and is down sharply from 37 per cent just two years previous.

No Technological Education first-year teachers reported unemployment in 2018 and again in 2019, down from 15 per cent in 2017.

I was pleasantly surprised in my first year of being an employed teacher. I applied for an LTO the first week of September and started right away. Changes to classroom sizes will certainly affect my ability to obtain a permanent contract in the near future but I remain hopeful.

Intermediate/Senior math and physics graduate, licensed in 2018, teaching in Hamilton area

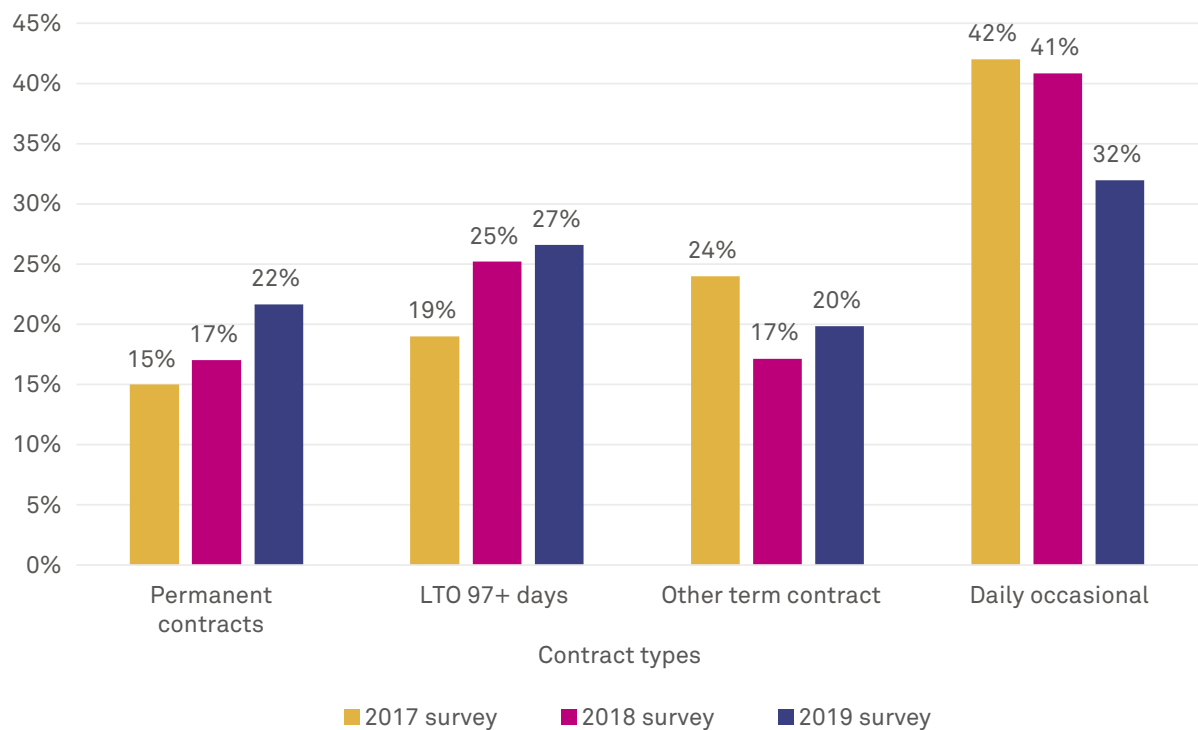
**First-year Ontario-resident English-language teachers:
unemployment rates by qualifications: 2016, 2018 and 2019**



Growth in first-year permanent contracts; precarious job contracts continue for many throughout the early-career years

Permanent contracts increased in 2019 to 22 per cent of Ontario-resident education graduates in their first year after licensing. Teachers who continued with daily occasional teaching status near the first school year end receded to 32 per cent. Over the past three years, permanent or extended long term occasional appointments have increased from about one in three (34 per cent) to half (49 per cent) of these first-year teachers.

First school year end contract types
Ontario-resident employed teachers: 2017 to 2019



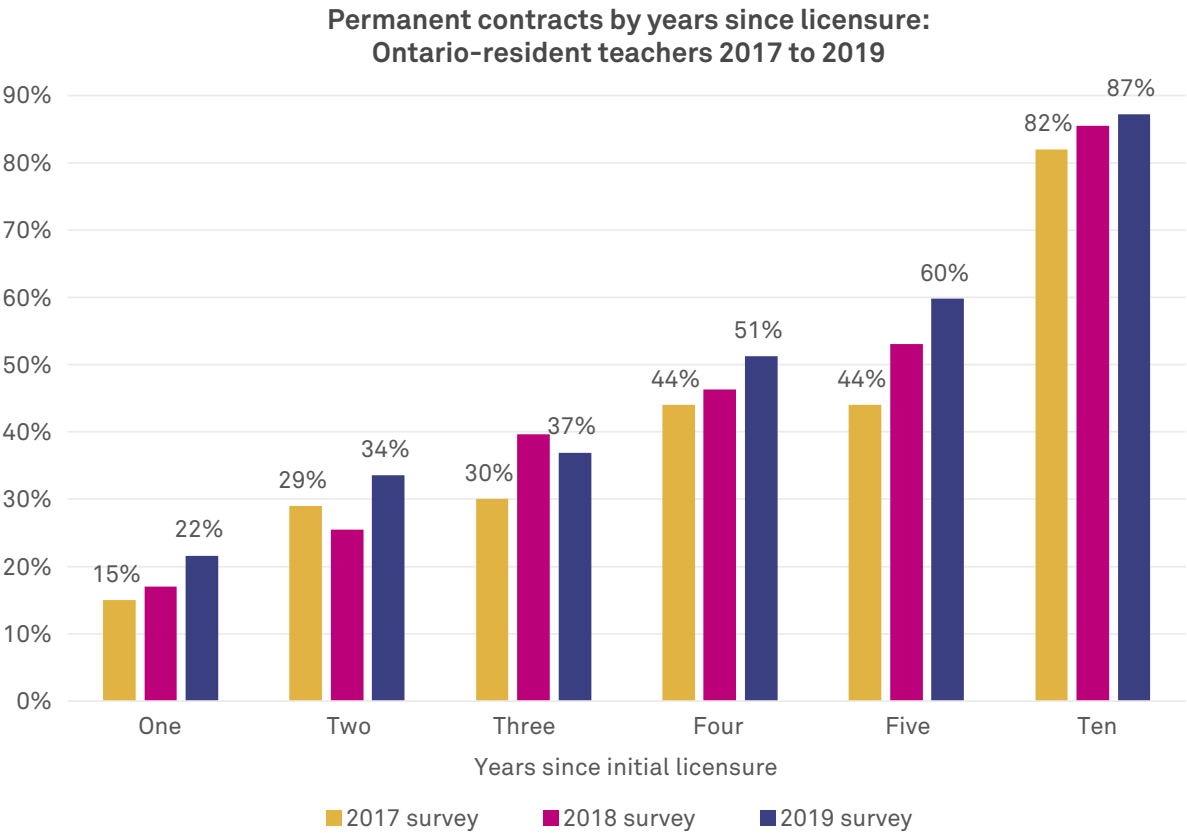
Nonetheless, precarious employment status continues across the early-career years for many Ontario teachers.

Reported permanent contracts increase with each additional year of experience for Ontario-resident education graduates. As we saw with first-year teachers, the subsequent early-career years have brought permanent contract gains that are documented in the past three years of our surveys.

In 2019, one in three (34 per cent) education graduates in their second year of teaching in Ontario report permanent teaching contracts. Half (51 per cent) now gain this status by year four and three in five (60 per cent) by year five.

This is clear evidence of labor market strengthening.

However, language of instruction and employer type make a great deal of difference in how this career progress proceeds. As documented below, English language teachers in English language district school boards are challenged by precarious employment on average far deeper into their early-career years than other Ontario education graduates of recent years.



Language of instruction qualifications affect the pace of teacher career progress

By the end of the first school year after initial licensing, three in five (62 per cent) Ontario graduates of the province’s two French-language teacher education programs report they have permanent teaching contracts and just six per cent continue on daily occasional teaching rosters. The remainder are on long term occasional or other limited term contracts.

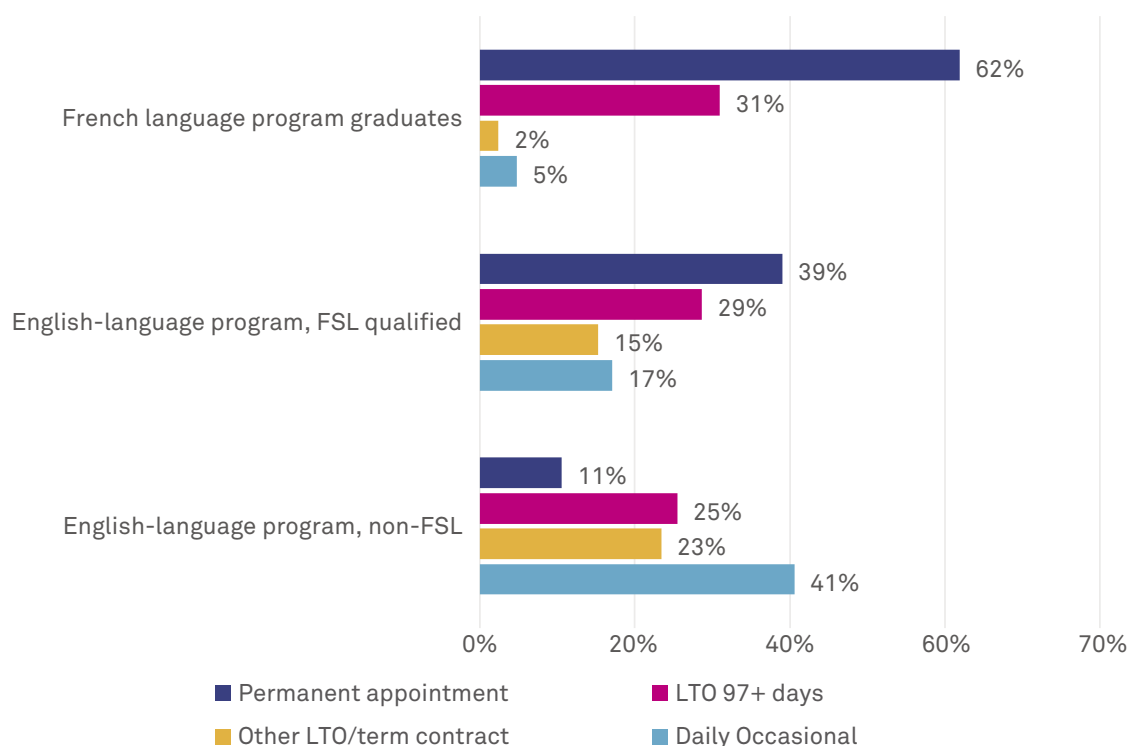
Two in five (39 per cent) first-year teachers with FSL qualifications secure permanent contracts by school year end and 17 per cent are on daily occasional teaching rosters.

In sharp contrast, just 11 per cent of graduates of Ontario English-language teacher education programs who do not hold FSL qualifications report permanent teaching contracts, and two in five (41 per cent) are on daily occasional rosters at year-end.

The fact that these marked differences in first-year job outcomes persist even with much-improved overall employment rates is very likely associated with the graduated entry hiring process that continues to apply in English district boards. These boards are the employer destination for most English-language qualified Ontario graduates²⁵.

²⁵ In English-language district school boards, among first-year teachers who do not hold FSL qualifications, just six per cent report permanent contracts and 44 per cent daily occasional roster teaching at school year end.

**First-year Ontario-resident teacher contracts in 2019
by language of teacher education**



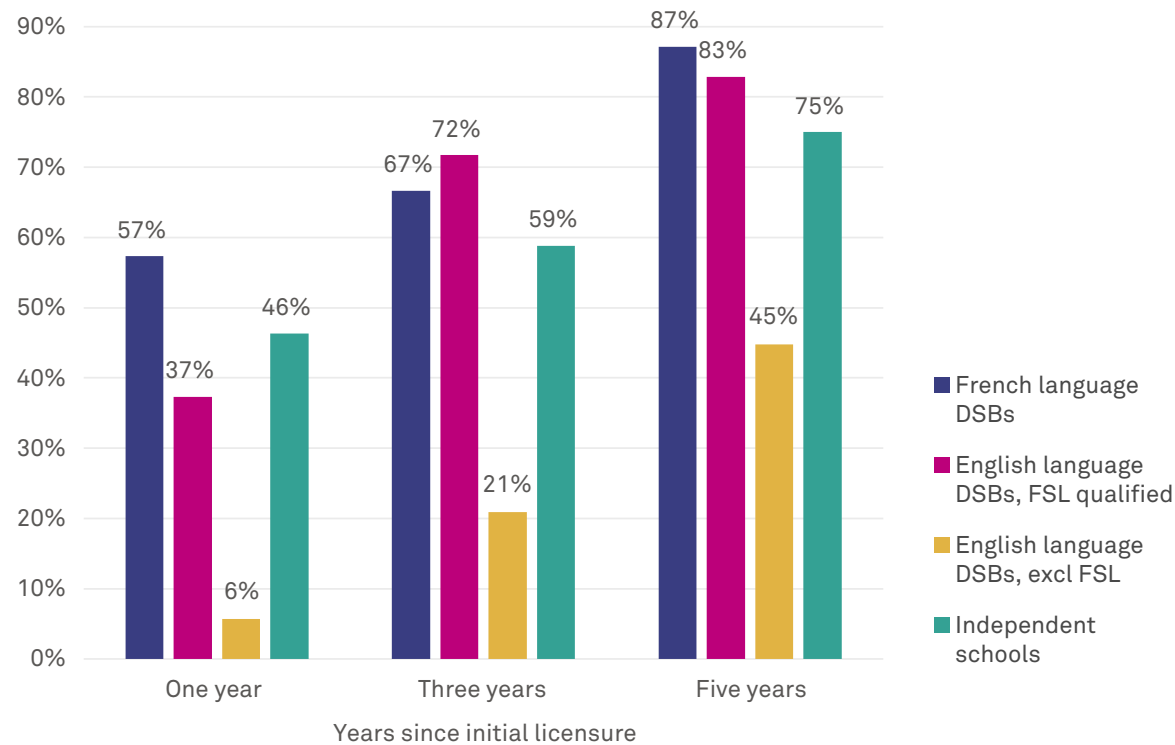
Language and employer variances combine to slow career progress for non-FSL teachers in English district school boards

English-language district school board teachers who do not hold FSL qualifications made some gains in the 2018-19 school year but continue to report an early-career pattern sharply different from the experience of FSL-qualified teachers in English-language district school boards, teachers in French-language district school boards, and those employed by independent and other school employers.²⁶

The 2019 survey found just six per cent of these non-FSL English district board teachers held permanent contracts by first school year end, just 21 per cent by the end of the third year and still fewer than half (45 per cent) five years into their teaching careers. These permanent contract rates show clear progress from rates found in the previous year's survey. In 2018, permanent contract reports for these non-FSL English district school board teachers stood at two, 16 and 30 per cent for first, third and fifth year teachers respectively.

²⁶ For the purposes of the graph below only, we group Ontario First Nations school employers with independent school employers.

Proportion of permanent contracts in Ontario in 2019
by school employer type and years since licensure



French district school board teachers and FSL-qualified teachers in English district school boards present career patterns that one expects in labour markets experiencing staffing shortages. The majority of these new teachers quickly progress from precarious to permanent appointments. More than half (57 per cent) French-language district board teachers have permanent jobs in their first year and two in three (67 per cent) by year three. More than one in three (37 per cent) English-language board FSL teachers have permanent jobs in their first year and almost three in four (72 per cent) by year three.

I have tried to stay positive and motivated, but the process for progressing to one school on a permanent contract is taking much longer than I thought. Four years now and still jumping from LTO to LTO. Every school I have taught at has been a positive experience, yet no positions available because I'm not the proper number on a list. Extremely frustrating.

Primary-Junior English program graduate,
licensed in 2014,
teaching in multiple schools on LTO
contracts in Greater Toronto area

Even ten years into their careers in 2019, mid-career English-language non-FSL teachers who entered the profession during the teacher surplus years still lag

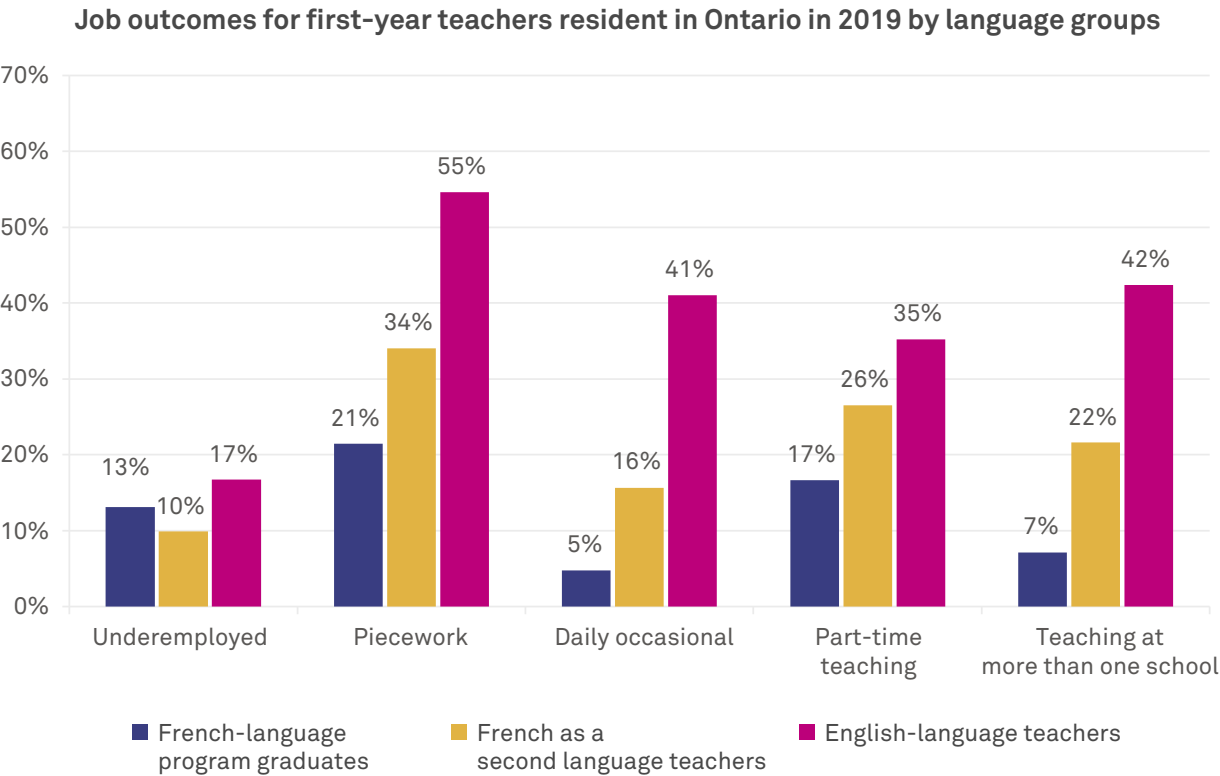
behind their French-language colleagues on the path to permanent employment. At year ten, 80 per cent of these English district school board non-FSL teachers report permanent teaching contracts compared with 98 per cent of teachers in French-language district boards and 100 per cent of FSL teachers in English-language boards.

The lengthy persistence of precarious employment for most non-FSL English-language teachers in Ontario may be a consequence not only of some residual effect of the past supply/demand imbalance for this group, but also labour market friction associated with graduated entry recruitment regulations that remain in place for this group.

Ontario regulations typically restrict English-language district school boards to hiring from a pool of teachers who have been on their own daily occasional roster for a minimum of 10 months and have held limited term occasional appointments with that specific district school board for another four months.

In addition to significant differences in rates of unemployment and permanent first-year contracts, first-year English-language teachers in Ontario report higher rates of piecework²⁷ teaching than the two French-language groups – more part-time employment, more daily occasional teaching, more multi-school teaching as well as higher proportions underemployed.

27 “Piecework teaching” refers to daily occasional roster, multiple school and/or part-time teaching arrangements.



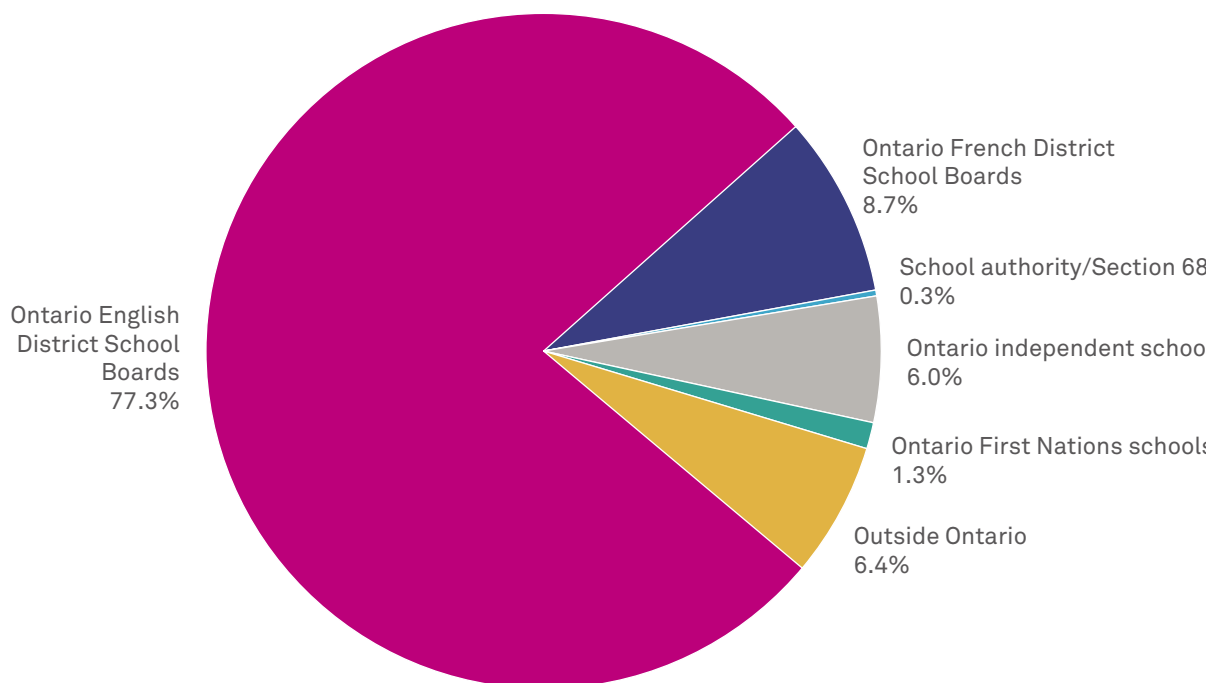
On each of the piecework measures, however, the survey shows gains among the English language teachers over 2018. Lower percentages now report daily occasional teaching, part-time teaching and teaching at more than one school and the overall rate of piecework employment (any one of the foregoing) dropped from 66 to 55 per cent.

Ontario publicly funded schools increase share of first-year teacher jobs

Reports from new teachers show a further increase again in 2019 in the proportion of first-year teaching the Ontario publicly funded school system. As well, a greater proportion of first-year permanent teaching jobs are secured in the province’s public system.

First-year out-of-province job reports continue their downward trend – from 13 per cent in our 2017 survey to just six per cent in 2019. Ontario’s independent schools also play less of a role in the hiring of new Ontario graduates, dropping from 15 per cent in 2017 to just six per cent in 2019, while the Ontario district school board hiring share rose from 71 to 86 per cent.

**Employers of first-year Ontario graduates in 2019:
all employment, including daily occasional roster**



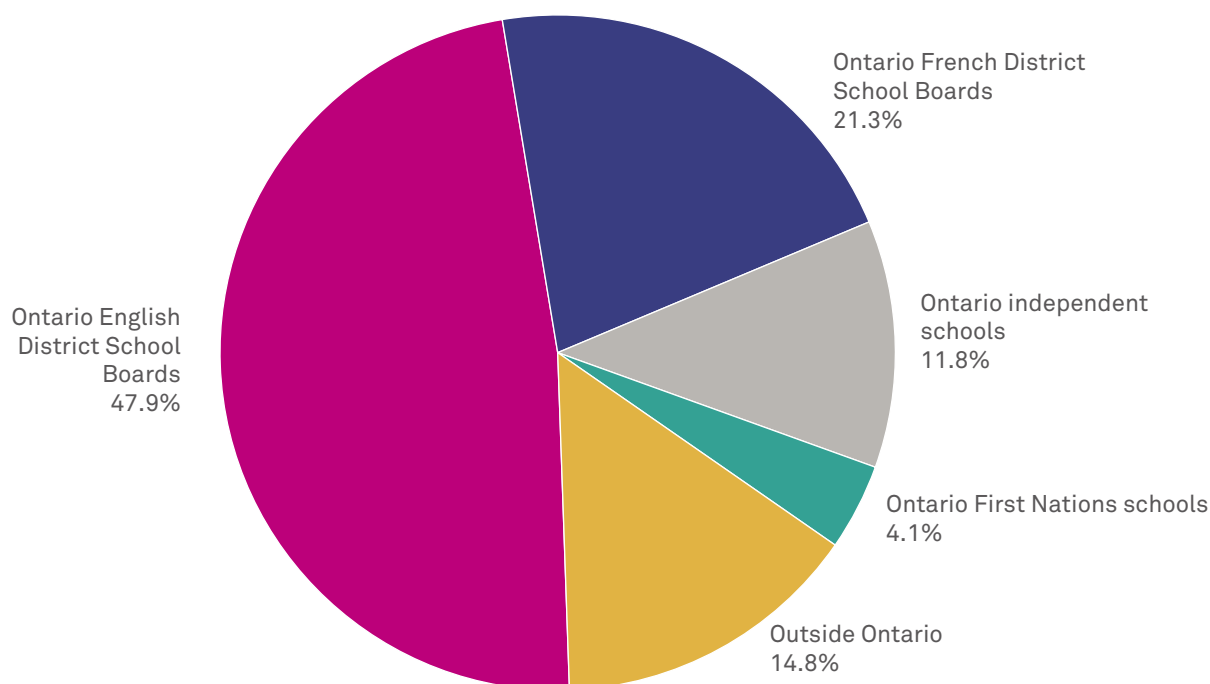
Permanent jobs in the publicly funded system have also grown as a share of overall first-year permanent jobs. Ontario district school boards account for more than two in three (69 per cent) of all permanent jobs for first-year education graduates in 2019. Since 2017, the Ontario independent school share fell from 28 per cent to 12 per cent. Out-of-province is down from 36 per cent to 15 per cent.

French-language boards are disproportionately represented among teachers with permanent jobs. In 2019, 21 per cent of all permanent jobs are reported by teachers hired into these jobs, compared with just 9 per cent of overall teacher hiring. English-language boards are the reverse – 48 per cent of

the permanent jobs and 77 per cent of all hiring.

Ontario independent schools and First Nations schools both continue to do higher shares of permanent job hiring than of total hiring of Ontario education graduates.

**Employers of first-year Ontario grads in 2019:
permanent contracts only**



Fewer education graduates leave for teaching careers outside the province; many early-career teachers residing in other provinces and abroad want to return to Ontario

The strengthening Ontario teaching job market in recent years has significantly reduced early-career teacher interest in out-of-province jobs. The chart below presents survey findings from first-year Ontario education graduates on three measures reflecting this change - rate of applications for out-of-province teaching jobs, share of each year's cohort actually teaching outside the province, and percentage of the cohort who plan to teach elsewhere in the second year after licensing.

Since 2013, the proportion of first-year teacher education graduates applying

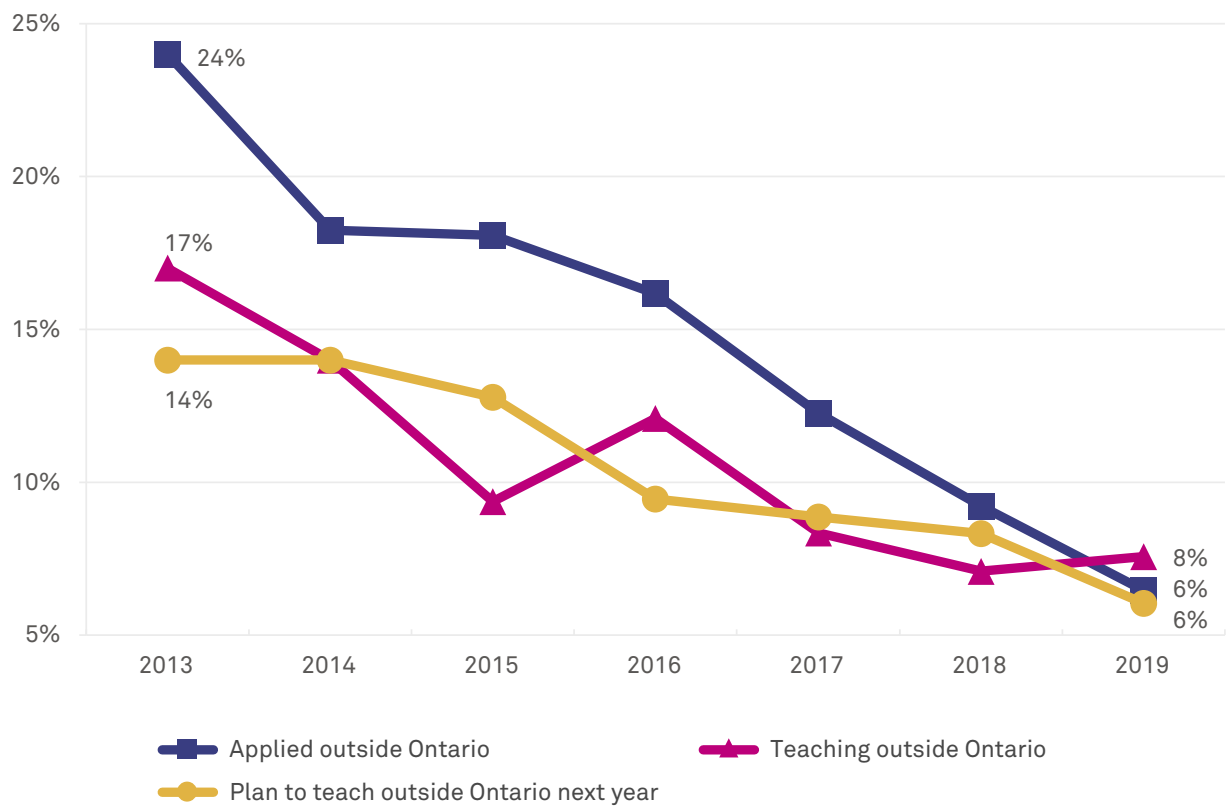
for jobs outside the province decreased from 24 to 6 per cent. In the 2019 survey, eight per cent of first-year licensed teachers actually held teaching jobs in other provinces or abroad, down from 17 per cent in 2013. And in this most recent survey, just six per cent plan to teach outside the province in second-year compared with 14 per cent in 2013.

The unusually high rate of loss of Ontario educated teachers during the teacher surplus years appears to be over. Further, among Ontario education graduates teaching beyond Ontario's borders in 2019, three in five of them say they definitely or probably will return to Ontario to teach at some time in the future.

I plan to come back to Ontario to teach in 2019-20 after teaching visual arts full-time in Sweden. However I am discouraged by the inability to move between boards and the years it will take to obtain a full teaching position while not having a guaranteed living income as a supply teacher.

Intermediate-Senior history/visual arts graduate,
licensed in 2018
teaching on contact at Junior/
Intermediate level in Sweden

First-year teacher jobs outside Ontario by survey year



The next chart draws on College registry data in 2009 through 2018 tracking the overall number teachers licensed and in good standing with the College who were resident out-of-province and had been initially licensed within the preceding 10 years. This registry data parallels the survey findings documenting for the full population the impact of the teacher surplus on losses of teachers to other jurisdictions. This allows us to estimate the number of teachers who might return to Ontario to teach given conditions conducive to such a return.

There are so many opportunities to teach across Canada, including Ontario. The job market is promising in general especially when you are French-speaking or bilingual.

Intermediate-Senior chemistry and biology
French program graduate, licensed in 2018,
permanent teaching position in British Columbia

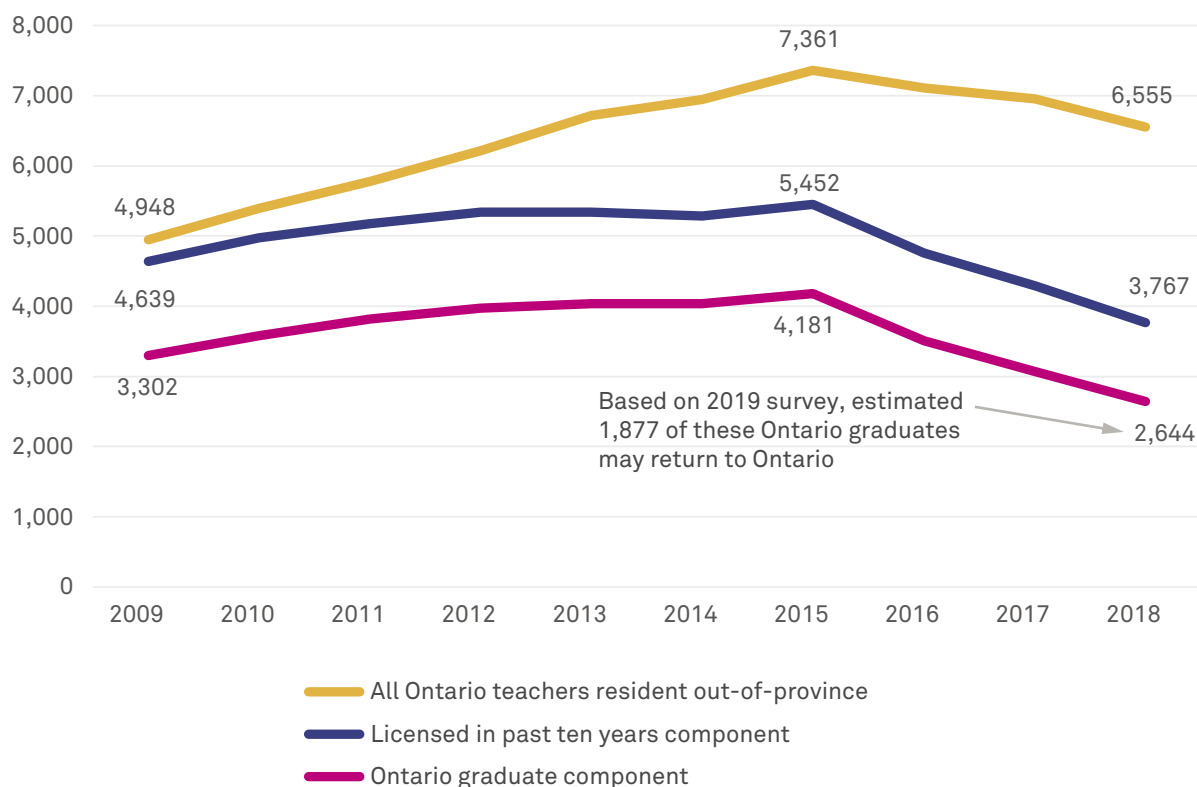
of these, 4,181 of whom had completed their initial teacher education in Ontario. These numbers declined with the receding Ontario teacher surplus.

By the end of 2018, the 6,555 currently licensed out-of-province teachers includes 2,644 who completed their initial teacher education in Ontario and initially obtained their Ontario certification within the previous 10 years. When we apply the survey findings and exclude those who say they will not or probably will not return to teach in Ontario in the future, the population estimate of those who may return is 1,877.

The top line presents all currently licensed teachers residing out-of-province regardless of year of initial licensure and jurisdiction of initial teacher education. The second line identifies only those who were licensed in the ten years preceding the calendar year for the count. The third line breaks out the annual component of these previous ten year out-of-province licensed teachers who obtained their initial teacher education degree through an Ontario program.

Out-of-province residence peaked in 2015 at 7,361 teachers holding current Ontario licences, 5,452 of whom were licensed in the ten years previous and,

Ontario teachers licensed in previous 10 years,
resident out-of-province: 2009 - 2018



In addition to these Ontario education graduates who retained their status in good standing with the College, another group of 3,608 Ontario education graduates were licensed by the College over the past 10 years at some point moved to a suspended non-payment of fees status and have a most recent out-of-province address registered with the College. It is likely that far lower percentages of this group might reinstate their College membership in the future and resume active teaching in the province.

Job outcomes improve for most newly-licensed Ontario teacher groups

Unemployment dropped sharply since 2016 for first-year teachers in each of the different certification groups surveyed annually. This trend is evident regardless of teacher geographic origin and the jurisdiction of their initial teacher education.

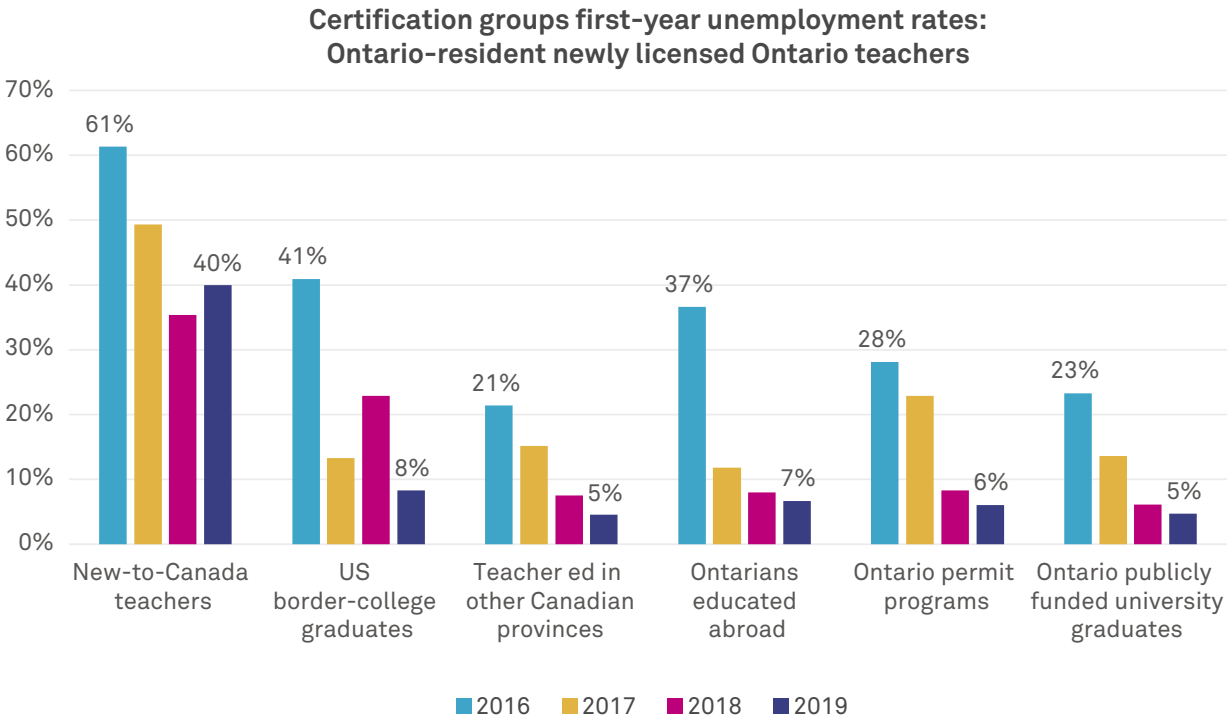
The 2019 survey shows additional gains beyond 2018 results for all groups except teachers who are new to Canada²⁸. In addition to improved job rates among graduates of publicly funded Ontario university education programs, this year's survey finds lower unemployment

²⁸ New-to-Canada" in this report refers to those who complete teacher education in other countries and subsequently migrate to Canada and obtain Ontario teaching licences.

among graduates of Ontario permit programs, Ontarians who complete teacher education at US border colleges and elsewhere abroad, and teachers who move to Ontario from other Canadian provinces.

I have experience and am an excellent, young, hardworking teacher. I come with recommendations from my employers around the world. I would prefer working in public schools, but I now have a permanent full-time position at a private school and don't want to give that up.

Primary-Junior teacher, licensed 2018, from Ontario, completed education degree in British Columbia, taught two years in Canada and abroad



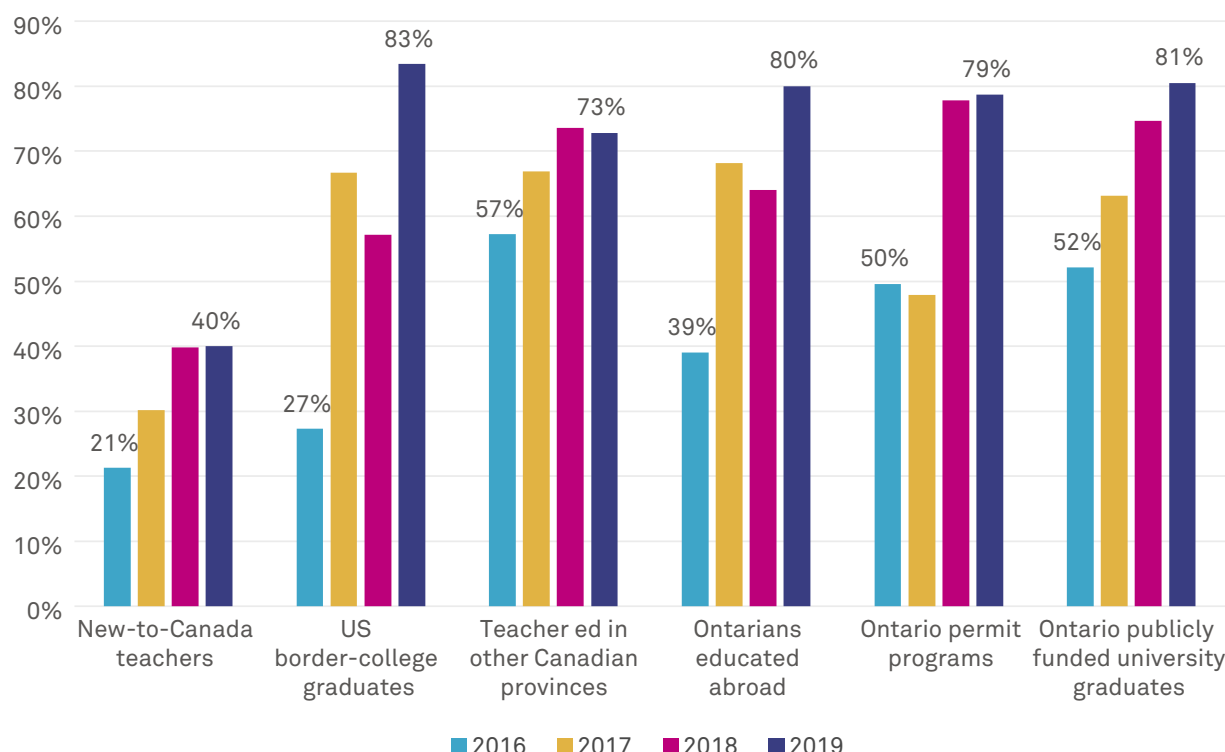
The improving job market brought a drop in the new-to-Canada teacher unemployment rate from 61 to 35 per cent by 2018, but 2019 results show a slight upward movement to 40 per cent. This first year after licensing unemployment rate is five or more times greater for new-to-Canada teachers than for every other newly licensed group.

A similar improvement trend is evident in reports for the different groups on those who consider themselves fully employed during the first year of teaching. About three in four or more (73 to 83 per cent) from most groups say they were fully employed, much higher than the 27 to 57 per cent reports on full employment four years previous.

Among the new-to-Canada group of first-year Ontario teachers, just 40 per cent report full employment, a rate the same as in 2018, better than the 21 per cent in 2016, but far below every other newly

licensed category. Ontario-resident new-to Canada second-year teachers reported 30 per cent unemployment in 2019. This compares with 32 per cent unemployment in 2018.

**Certification groups reporting they are fully employed:
Ontario-resident newly licensed teachers 2016 - 2019 surveys**



Most new-to-Canada teachers report that they completed their initial teacher education in English (88 per cent) or French (9 per cent). Those who report French as their initial teacher education language have an unemployment rate of 11 per cent.²⁹ Those who report math

and/or science as teaching subjects recognized in their Ontario certification report 44 per cent unemployment.³⁰

²⁹ This rate is based on eight employed and one unemployed respondents among first- and second-year new-to-Canada teachers on the Ontario market.

³⁰ This rate is based on seven unemployed respondents among 16 new-to-Canada first- and second-year new-to-Canada teachers on the Ontario market.

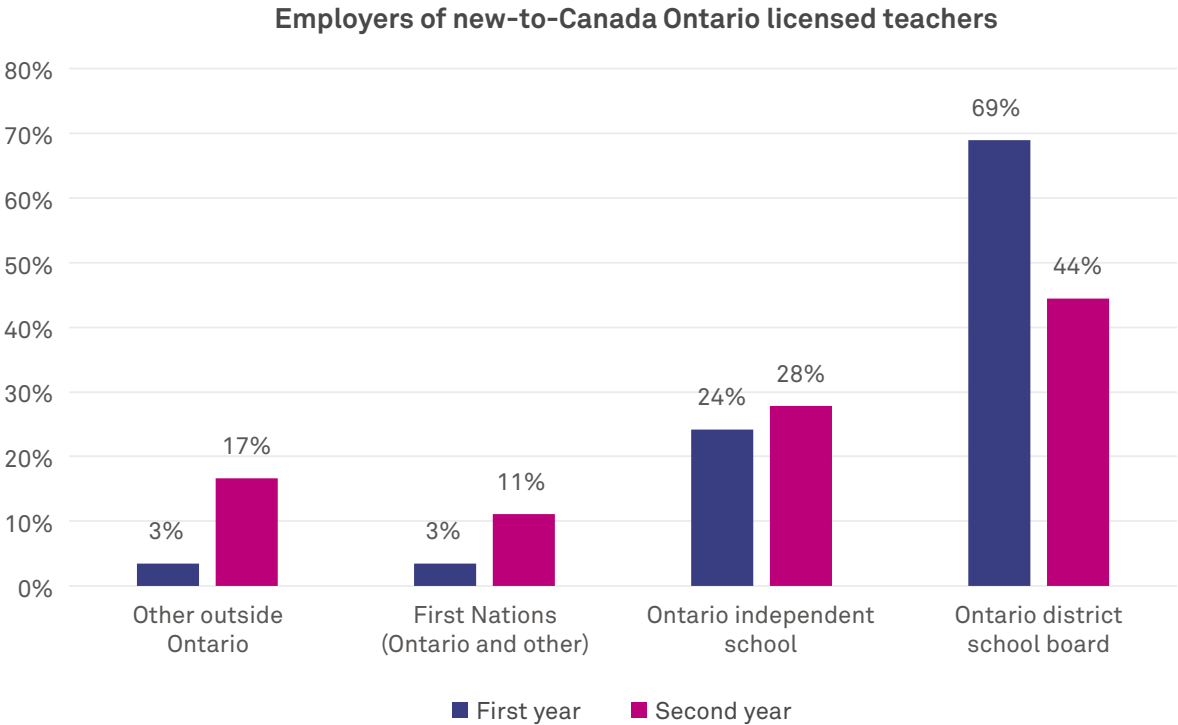
I am a highly passionate mathematics teacher and I have been waiting to get started as a supply teacher. But, there are no positions available at all. Meantime, I am teaching in a private institute for high performing math students.

Intermediate math/science teacher,
licensed in Ontario in 2018,
six years plus teaching in India and Dubai

Ontario's independent schools continue as a significant source of teaching employment for new-to-Canada teachers. In 2019, these schools account for one in four (24 per cent) of the jobs secured by new-to-Canada teachers

in their first year following Ontario licensing. Somewhat more than one in four of second-year new-to-Canada teachers had jobs in independent schools.

First-year teachers in this group who did manage to find some employment in 2019 secured jobs in district school boards. At 69 per cent of all teaching jobs this is a significant leap from the 37 per cent reported in 2018. However, the second-year teachers this year report a much lower rate of district school board employment (44 per cent) and more of them are teaching outside Ontario.



Gender and Indigenous ancestry employment outcomes

As in previous years, we examined gender differences in employment outcomes. Although gender differences are apparent at times in a single cohort of first-year teachers, or differences are found at some early-career stages that reverse at other stages, there continue to be no consistent significant patterns in gender differences this year. For example, among Ontario teacher education graduates in 2019, unemployment is slightly higher among female first-year teachers and reports of full employment are lower among male first-year teachers. Neither difference is significant.

Respondents were provided an opportunity to self-identify with Indigenous ancestry. In total, 81 Ontario education graduates surveyed identified as Indigenous, 3.2 per cent of first through tenth year respondents. Reported Ontario first-year unemployment among Indigenous teachers was five per cent, similar to first-year Ontario graduates overall. Those in years two through five was 1.8 per cent, lower than the three per cent rate overall. Given the small sample size, this variance is also not significant.

3. Job seeking and alternative employment

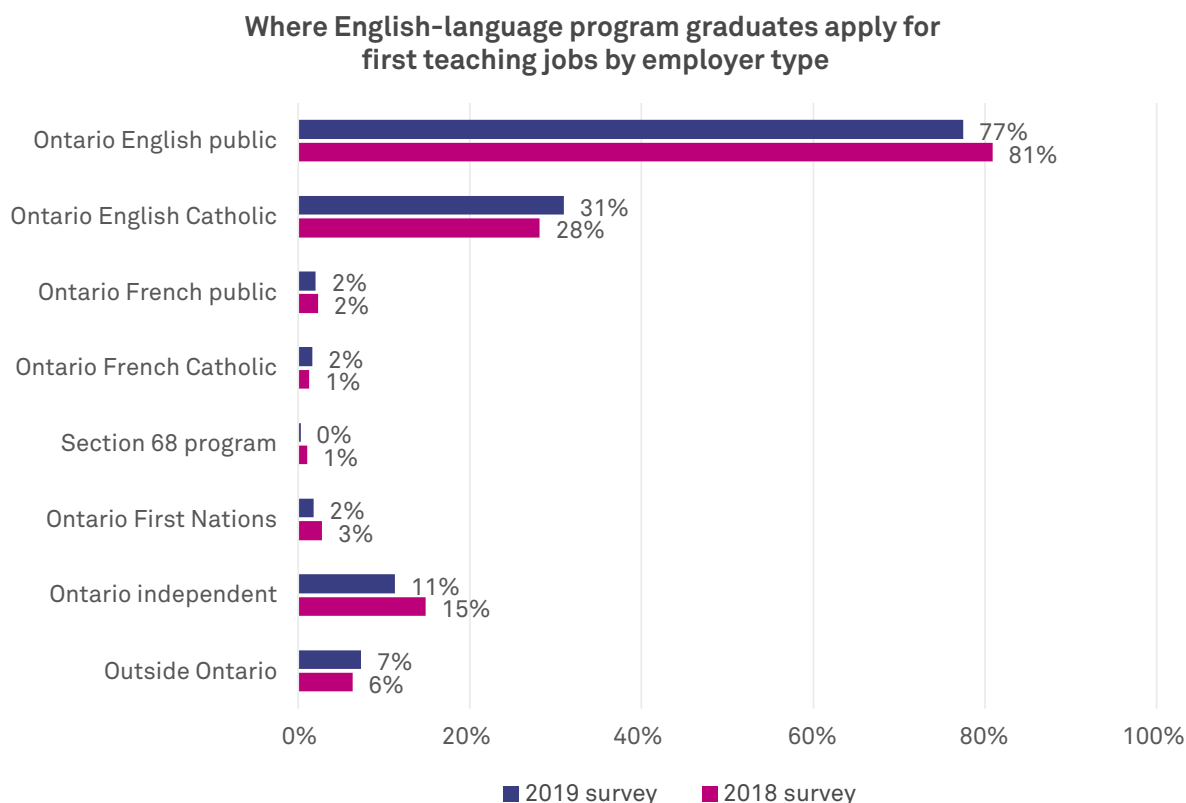
As the Ontario job market improves, more new teachers narrow job search to preferred district school boards

As the Ontario district school board employment market has become comparatively more welcoming to new education graduates, first job searches are narrowing for many to their preferred geographic region and employer type.

Among first-year Ontario graduates actively on the teacher job market in the 2018-19 school year, nearly two in five (38 per cent) restricted their job search to just one school board. This is up from 32 per cent in 2017-18 and 22 per cent in 2016-17. Two in five (45 per cent) applied to two or three school boards and 17 per cent applied to four or more boards.

The following chart describes the Ontario job searching for English-language program graduates in the first year after licensing.³¹

31 Each respondent is counted for each different employer type to which they applied.



Three in four (77 per cent) new English-language program graduates now apply to Ontario English public district school boards, down somewhat from 81 per cent the previous year. Almost one in three (31 per cent) apply to Ontario English Catholic district school boards. Just 11 per cent now seek jobs in Ontario independent schools, down from 15 per cent the previous year.

The fall in applicants to English-language district school boards and the decline in independent school applications is a further indication that more are narrowing their searches to first choice employers.

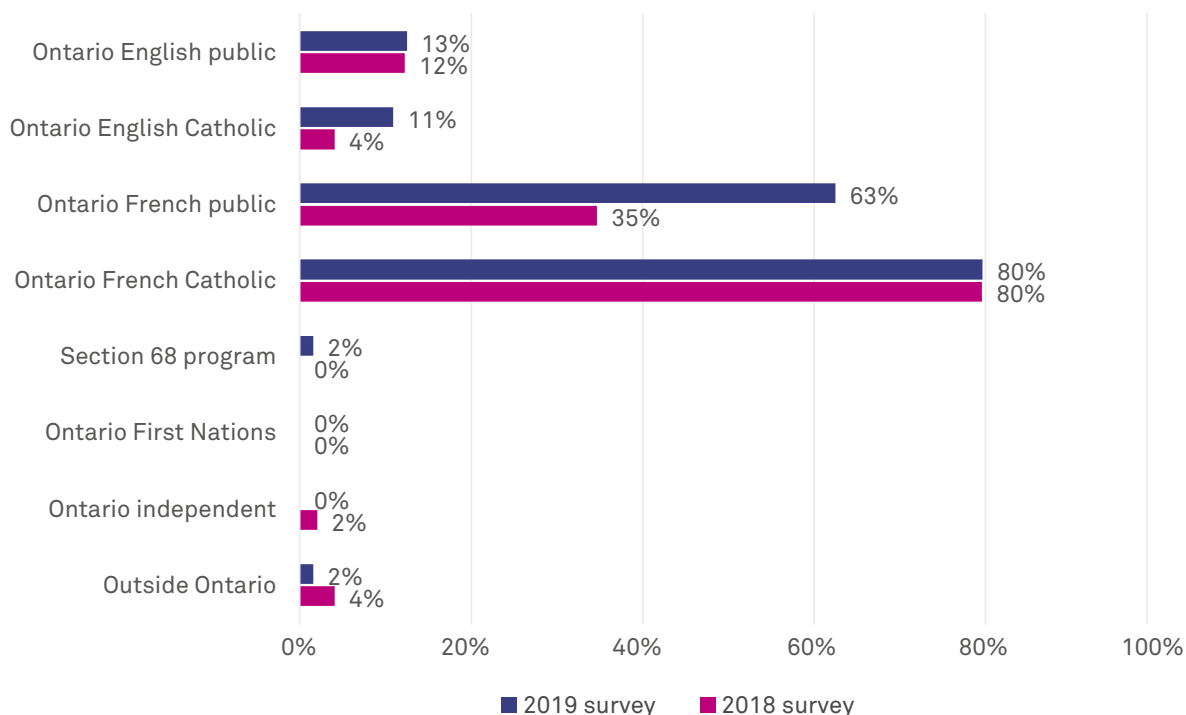
Six per cent continue to include teaching jobs outside Ontario in their first-year job search. However, only two per cent did so as their only job search, down from five per cent the previous year.

Two per cent apply to Ontario First Nations schools. Some also try French public (two per cent) or French Catholic (one per cent) district school boards. Four per cent say they found an Ontario teaching job without doing a formal job search.

The next chart describes job searching for French-language education programs graduates in the first year after licensing.³²

³² Each respondent is counted for each different employer type to which they applied.

Where French-language program graduates apply for first teaching jobs by employer type



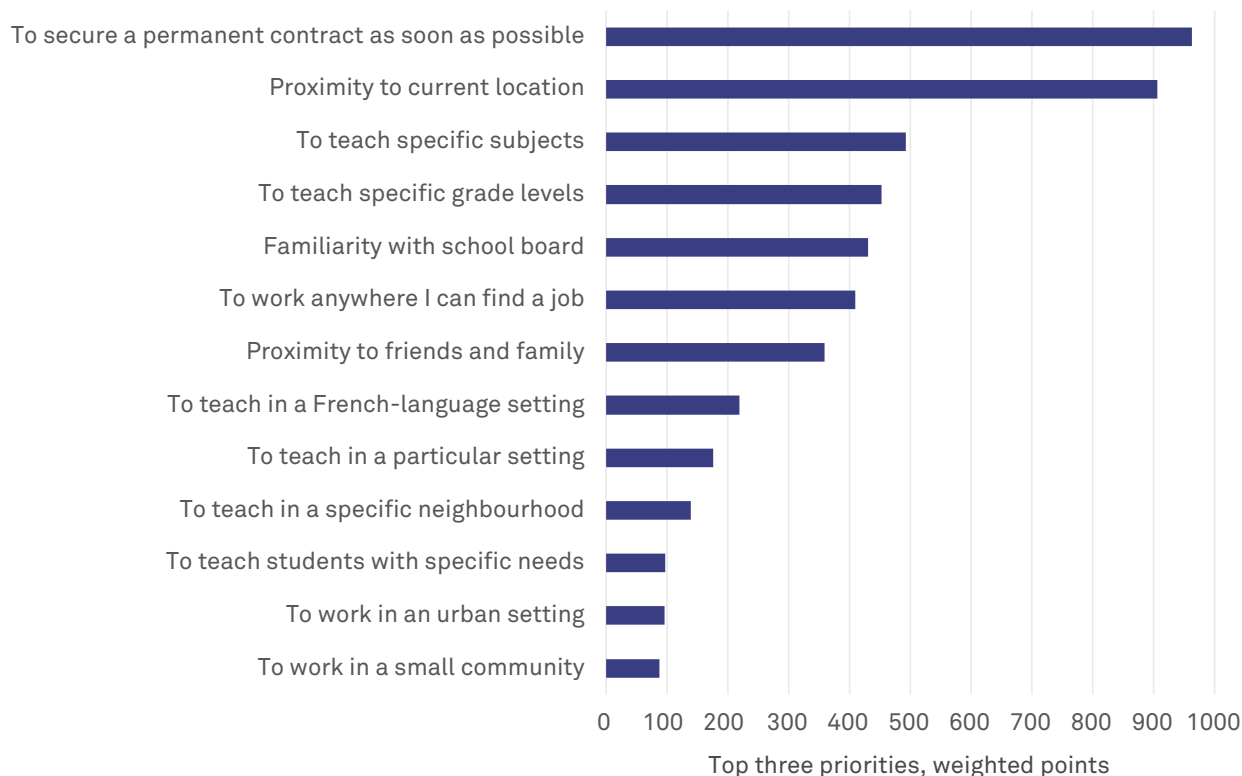
French-language program graduates focused their 2018-19 school year job searches primarily on Ontario French public (63 per cent) and Ontario French Catholic (80 per cent) school boards. Some also apply to Ontario English public (13 per cent) and/or Catholic (11 per cent) district school boards. This year's survey found none who applied to Ontario independent schools in their job search and just two per cent who applied to schools beyond Ontario's borders. None applied to First Nations schools. Four per cent of French-language program graduates also say they found an Ontario teaching job without doing a formal job search.

First-year teachers reported on three ranked priorities they used in seeking a first teaching job. Weighted analysis of

these responses in 2019, as in earlier years, identifies the highest priority as getting a permanent teaching contract as soon as possible. Proximity to current location is a very close second level driver. Teaching specific subjects and familiarity with district school board follow as third and fourth level drivers.

Graduates of French-language programs say the opportunity to secure a permanent contract as soon as possible is their highest priority. Teaching in a French-language setting and proximity to current location follow as their second and third priorities. FSL-qualified graduates identify teaching in French language setting as their third priority following securing a permanent contract as soon as possible and proximity.

**Priorities in job search among first-year teachers:
(top three, weighted 3, 2, 1)**



Fewer supplement income in other occupations

Despite the increasing success in securing teaching jobs in recent years, half of the first-year licensed teachers who responded to the 2019 survey work in non-teaching jobs. Significant as this proportion is, the share is down from 58 per cent in our 2018 survey and 62 percent in 2017.

In 2019, as in previous years, they typically take on this alternate work to supplement part-time and/or occasional teaching or because they were not at the time able to find work as a certified Ontario teacher, and not as an alternative career path. Most of them (86 per cent)

pursue this alternative work on a part-time basis.

Almost two-thirds (63 per cent) of first-year alternative work is in teaching-related occupations – as tutors, in after school program, early childhood education, childcare, education assistants, post-secondary teaching jobs, teaching in museums, in adult education, corporate training, coaching, recreation, and child and youth special service roles.

The remainder work in unrelated jobs in hospitality, service or retail, administrative, financial services or clerical roles, or in creative or performing arts, trades, manufacturing

or construction or non-education professions. Some respondents juggle more than one type of alternative work

while continuing to look for teaching jobs.

First-year teacher perspectives on their work in non-teacher occupations	% agree or strongly agree
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	76 %
This alternative work is just a temporary arrangement until I am employed as a teacher	75
I need to do this other work to supplement my teaching income	69
I am pursuing this other work to increase my chances of getting a teaching job	37
Some or all of this other work is a return to a career I pursued before I enrolled in teacher education	22
This work is an obstacle to searching for or being available for teaching opportunities	18
I am pursuing this other work as a preferred career alternative to elementary or secondary teaching	11

Most (75 per cent) who are engaged in work that does not require an OCT designation consider non-teacher employment a temporary expedient while waiting for full-time teaching jobs. A similar share (76 per cent) say they are continuing with a type of work that supported them during their university studies. More than two in three of them (69 per cent) report they need to take on this work to supplement teaching income. One in five (22 per cent) report the alternative as a return to a career that preceded teacher education.

One in three (37 per cent) say they hope the alternative work will advance their future prospects in securing a teaching job. However, about one in five (18 per cent) report this employment as an obstacle to seeking and being available for teaching opportunities. One in ten (11 per cent) say they are pursuing this work as a preferred alternative to a career in elementary or secondary teaching.

4. Teaching experience in the early-career years

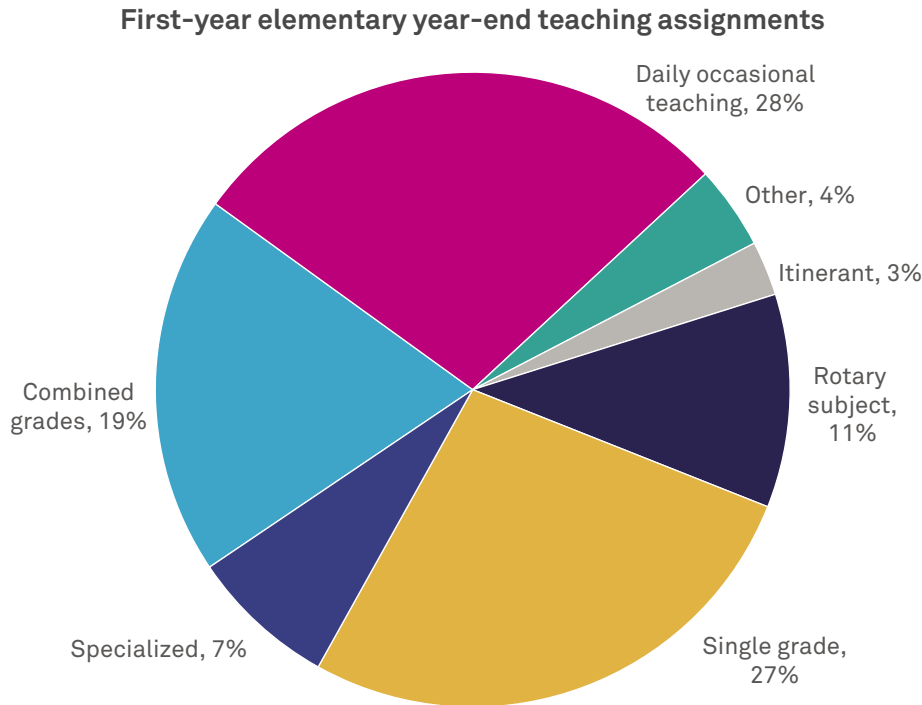
Varied first-year teaching assignments; majority start on daily occasional rosters

More than half (55 per cent) of all first-year Ontario graduate teachers in 2019 report that they began their teaching career in daily occasional teaching roles.³³

Among first-year teachers with primarily elementary assignments toward school year end, more than one in four (28 per cent) continued on daily occasional rosters.

Elementary teachers with permanent, long term occasional or other term contract assignments more frequently teach single grade homerooms (27 per cent of all first-year elementary teachers) than combined grades (19 per cent) or specialized classes (seven per cent). About one in eight report rotary subject (11 per cent) or itinerant (three per cent) assignments.

³³ Among those resident in Ontario, 58 per cent started as daily occasional teachers.



More than one in seven (14 per cent) of those primarily teaching in elementary schools, including the daily occasional roster teachers, report assignments that include special education. More than one in four (30 per cent) teach French as a second language and/or French immersion.

Among first-year teachers with primarily secondary panel teaching jobs, approximately one in four (27 per cent) continued in daily occasional rosters toward the end of the school year. Excluding those with varied daily occasional roles, one in six (16 per cent) secondary panel first-year teachers report they have four or more different course preparations each week.

First-year assignments considered appropriate

More than four in five elementary first-year teachers (86 per cent) consider their qualifications to be excellent or good matches to their teaching assignments. Five per cent say the assignment is not an adequate match or not a match at all to their teaching qualifications. Four in five of them (80 per cent) describe themselves as very well or well prepared for their teaching assignments. Only four per cent say they are not well prepared.

The majority of secondary teachers are also positive about the match of their teacher qualifications to their assignments. Four in five of them (80 per cent) rate the match as excellent or good. Only five per cent say their assignments are not an adequate match or not a match at all to their teaching

qualifications. A similar majority (80 per cent) also say they are well or very well prepared for their assignments, with only three per cent describing themselves as inadequately prepared.

One in five employed teachers with Intermediate-Senior qualifications teach wholly (16 per cent) or partly (eight per cent) in elementary schools toward the end of the first year following licensing. Just one per cent of Primary-Junior certified teachers in their first year teach wholly at the secondary level, and three per cent teach at the secondary level for part of their assignments. The majority (78 per cent) of Junior-Intermediate certified teachers with first-year teaching jobs teach in elementary schools, 16 per cent in secondary, and seven per cent have assignments in both.

More early-career teachers report job insecurity and less optimism for career in 2019 than in 2018

More than four in five employed first-year (84 per cent) and second-year (also 84 per cent) teachers rate their overall teaching experience as excellent or very good. More than three in five also rate positively their confidence, preparedness, professional satisfaction, the appropriateness of their assignments and the support they receive from colleagues. Very few say their experience is unsatisfactory regarding any of the foregoing.

Job security and optimism about career in the future, however, presents a much different profile in 2019. Fewer than one in four first-year (24 per cent) and second-year (23 per cent) teachers

respond positively on their sense of job security. This is a notable decline from 38 and 36 per cent in our 2018 survey. Fewer than half of first-year (49 per cent) and second-year (43 per cent) teachers are optimistic with respect to their future career. These reports are also down from 2018 when optimistic first- and second-year teachers stood at 63 and 54 per cent respectively. Similarly, percentages of first- and second-year teachers who view job security and optimism negatively grew year over year.

This negative forward-looking change is likely related to province's proposed increases in class size and concern that it will delay career moves from precarious to permanent employment. Many teachers mentioned they are worried about this impact on their future in the profession.

I had found that teaching was an excellent career and really enjoyed my time teaching. I am unsure about what the next year will bring with all of the changes and am feeling uncertain about employment opportunities next year.

Intermediate-Senior geography and physical education graduate,
licensed in 2017 and teaching on
LTO contract in Hamilton area

First- and second-year teaching experience, all Ontario graduates

Assessment area	% excellent or good		% less than adequate or unsatisfactory	
	1 st year	2 nd year	1 st year	2 nd year
Overall teaching experience	84 %	84 %	3 %	2 %
Confidence	64	69	4	3
Preparedness	68	72	5	4
Professional satisfaction	65	64	8	9
Appropriateness of assignment	67	70	7	6
Support from colleagues	72	69	6	8
Optimism for professional future	49	43	19	26
Job security	24	23	48	53

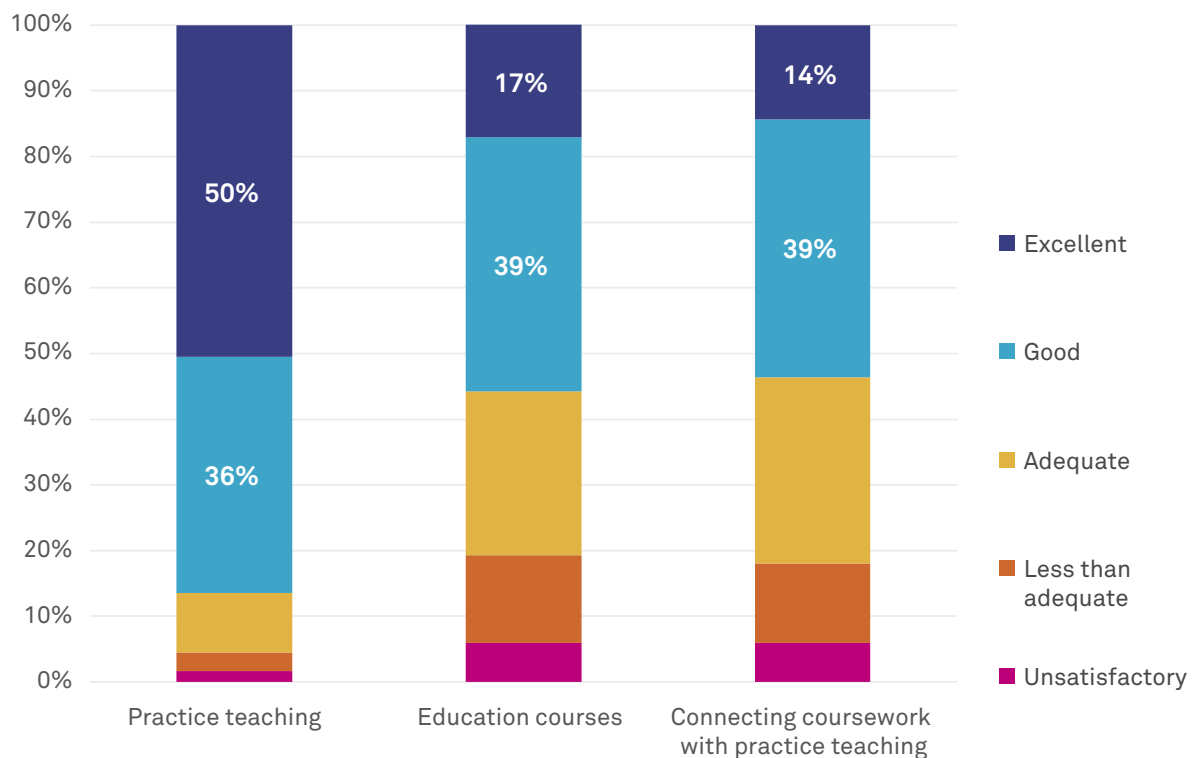
5. Initial teacher education, induction and professional development

Recent graduates positive about teacher education

First-year teachers who completed Ontario teacher education programs highly value their practice teaching as

a positive foundation for teaching. Half (fifty per cent) say their practice teaching was excellent preparation for teaching with a further 36 per cent rating it as good.

First-year teacher ratings of teacher education



Although the majority of these first-year teachers also rate their education coursework as excellent or good, their assessments of their courses falls well below that given to their practice teaching. Just 17 per cent rated their courses as excellent and another 39 per cent as good. Ratings on connecting courses and practice teaching such that they mutually inform one another show a distribution similar to the course work ratings. Only 14 per cent described this integration in their teacher education as excellent, with another 39 per cent rating it as good.

Very few (four per cent) of these Ontario education graduates consider their practice teaching experience less than adequate or unsatisfactory. Slightly less than one in five say their courses (19 per cent) and the connecting of coursework with practice teaching (18 per cent) was less than adequate or unsatisfactory.

Content and skill areas in focus

In our survey, first-year teachers were presented with a comprehensive set of foundational professional knowledge content and pedagogical skills, and they indicated the level of their agreement with statements that:

- their teacher education program was excellent,
- their current level of professional preparedness is excellent, and
- they place a high priority on future professional development

These knowledge and skill competencies were identified through the Ontario College of Teachers research and consultations as central to support the

province's enhanced teacher education program introduced in 2015. Additional areas of current interest were also included for response.

Ratings were selected on five-point scales from strongly agree to strongly disagree and the detailed results are presented in an appendix to this report. Results are presented separately for first-year teachers with primarily elementary or primarily secondary school teaching jobs.

As in previous years, elementary and secondary teachers identified teaching combined grades, report card preparation, preparation for daily occasional or supply teaching, and supporting French-language learners in the less positive grouping (2.9 and below). Secondary teachers also assigned less than positive ratings to parent engagement and communication.

Overlaying responses to questions about areas in the teacher education program, professional preparedness, and priority on future professional development, some specific content or skill areas stand out. An analysis below highlights:

- areas for which the average rating for initial teacher education was neutral or lower (3.4 and below), and
- where the area also scored either comparatively low in the respondent ratings of their own preparation in the area (3.0 and below) and/or very high in ongoing professional development priorities (4.0 or above).

ELEMENTARY TEACHERS Teacher education area rated 3.4 or below	Low rating for own preparation	High PD priority
Classroom management and organization		X
Mental health, addictions and well-being		X
Politique d'aménagement linguistique (PAL) de l'Ontario		X
Child and adolescent development and student transitions		X
Parent engagement and communication		X
Supporting English-language learners **		X
Teaching combined grades	X	X
Supporting French-language learners *	X	X
Report card preparation	X	X
Professional relationships with colleagues		X
Special education		X
Teaching students with special needs		X
Personal well-being		X

* "Supporting English-language learners" is based on English-language program graduate responses only.

**"Supporting French-language learners" reflects the ratings of FSL-qualified and French first language program graduates only.

SECONDARY TEACHERS Teacher education area rated 3.4 or below	Low rating for own preparation	High PD priority
Special education		X
Connection of theory and practice in the practicum/classroom		X
Professional relationships with colleagues		X
Mental health, addictions and well-being		X
Teaching students with special needs		X
Child and adolescent development and student transitions		X
Classroom management and organization		X
Reading and literacy pedagogy		X
Supporting English-language learners*		X
Parent engagement and communication		X
Mathematics curriculum and pedagogy	X	X
Supporting French-language learners**	X	
Teaching combined grades	X	
Report card preparation	X	X
Use of educational research and data analysis		
Foundations of education courses		
Personal well-being		X

*“Supporting English-language learners” is based on English-language program graduate responses only.

**“Supporting French-language learners” reflects the ratings of FSL-qualified and French first language program graduates only.

Respondents flagged the above areas as those they consider in need of further strengthening in teacher education and that either resulted in an assessment that their own current preparedness is insufficient and/or where they place a high priority for further professional development.

well in covering these areas, but ongoing professional development is important to further build on these strengths. For example, elementary teachers say their teacher education did well with respect to preparation on engaging students, but this competency continues high in their PD priorities.

A more detailed appendix identifies additional areas where the teacher education program did comparatively

Induction program highly valued

The New Teacher Induction Program (NTIP)³⁴ provides professional learning

34 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 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

support for many teachers in permanent and long-term occasional positions in Ontario district school boards during their first two years of teaching. The NTIP assists with professional growth and development for entry to a challenging profession.

Most (95 per cent) first-year teachers with permanent teaching jobs in Ontario district school boards in 2019 say they participate in the NTIP, as do about two in five (41 per cent) of those with long term occasional appointments (97 or more teaching days). Just three per cent of other first-year teachers in Ontario district school boards report they participate in NTIP. Among second-year teachers in Ontario DSBs, 72 per cent with permanent appointments and 28 per cent with long term occasional appointments (97 or more teaching days) participated in the NTIP.

The majority of first-year NTIP participants in Ontario permanent teaching jobs say they were oriented to their school boards (72 per cent), mentored by experienced teachers (81 per cent) and formally evaluated by their school principals (81 per cent). Half of them (52 per cent) report having received an orientation to their individual schools.

NTIP participating second-year teachers in permanent teaching jobs report lower participation rates in orientation to

school boards (51 per cent), mentoring 68 per cent), evaluation by their principals (79 per cent) and orientation to individual schools (51 per cent).

Long-term occasional teachers (97 or more teaching days) in the NTIP report somewhat less engagement in the various elements of the program. The majority of first-year NTIP-participating teachers with long term occasional contracts say they were oriented to their school board (61 per cent), mentored by experienced teachers (76 per cent) and had a formal evaluation by their school principal (66 per cent). Two in five (38 per cent) had an orientation to their school board. Mid-school year timing of some long term occasional appointments may explain in part their lower levels of participation in some of these program elements.

Professional development in many content areas identified as NTIP elements is common among first-year program participants. Planning, assessment and evaluation, use of technology, literacy and mental health awareness are the most frequent professional development areas cited. Few NTIP participants with permanent appointments (six per cent) and a higher proportion (10 per cent) of long term occasional (97+ days) respondents say they had no professional development

she/he 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 her/his 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.

in any of the NTIP professional development priority areas.

First-year NTIP participant professional development

Professional Development content	Permanent appointments	LTO Appointments (97 days+)
Planning, assessment and evaluation	50 %	44 %
Use of technology	43	39
Literacy	37	33
Mental health awareness	36	44
Classroom management	35	36
Inclusive education	34	34
Equity and diversity	31	37
Student success	31	24
Numeracy	31	44
Teaching students with diverse needs	26	29
Safe schools	28	29
Effective parent communication	11	9
Early learning	11	13
None of the above	6	10

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 view the assistance as very helpful or helpful

across a wide range of practical day-to-day teaching areas. Few give negative ratings (somewhat unhelpful or not helpful at all) to support they receive (from 6 to 15 per cent).

Ratings of first-year assistance to NTIP participants

Type of assistance	Positive rating	Negative rating
Help with report card preparation	77 %	6 %
Feedback from mentor on my teaching	75	7
Curriculum planning with my mentor(s)	73	9
Finding effective teaching resources	71	11
Advice on supporting individual students	73	7
Mentoring on classroom management	63	15
Observation of my mentor's teaching	71	14
Personal well-being supported	60	10
Mentoring on instructional methods	68	8
Observation of other teachers' practices	69	6
Preparing for parent communication	60	14
Mentoring on student evaluation	71	7
Information on administrative matters	55	10

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

- most (80 per cent) first-year NTIP participants say they met monthly with their mentor(s) – 28 per cent say this was less than one hour per month, 28 per cent report such meetings for one to three hours per month and 23 per cent for more than three hours per month
- however, most say no experienced teacher (mentor or other teacher) observed them in their classrooms (60 per cent) or that this happened less than one hour per month (27 per cent), and
- similarly, most say they had no opportunity (57 per cent) to observe another teacher's teaching practice (mentor or other teacher) or that such opportunities were less than one hour per month (28 per cent).

New teachers highly engaged in professional development

Most Ontario graduates employed as first- and second-year teachers in Ontario engaged in professional development at a moderate to high level in the 2018-19 school year.

Most first-year graduates (70 per cent) teaching in Ontario in 2019 report they completed one or more Additional Qualifications and/or Additional Basic Qualifications courses. More than one in three (37 per cent) had already completed two or more courses. Among second-year graduates teaching in Ontario, 77 per cent had completed AQs or ABQs, with 56 per cent reporting two or more additional qualifications.

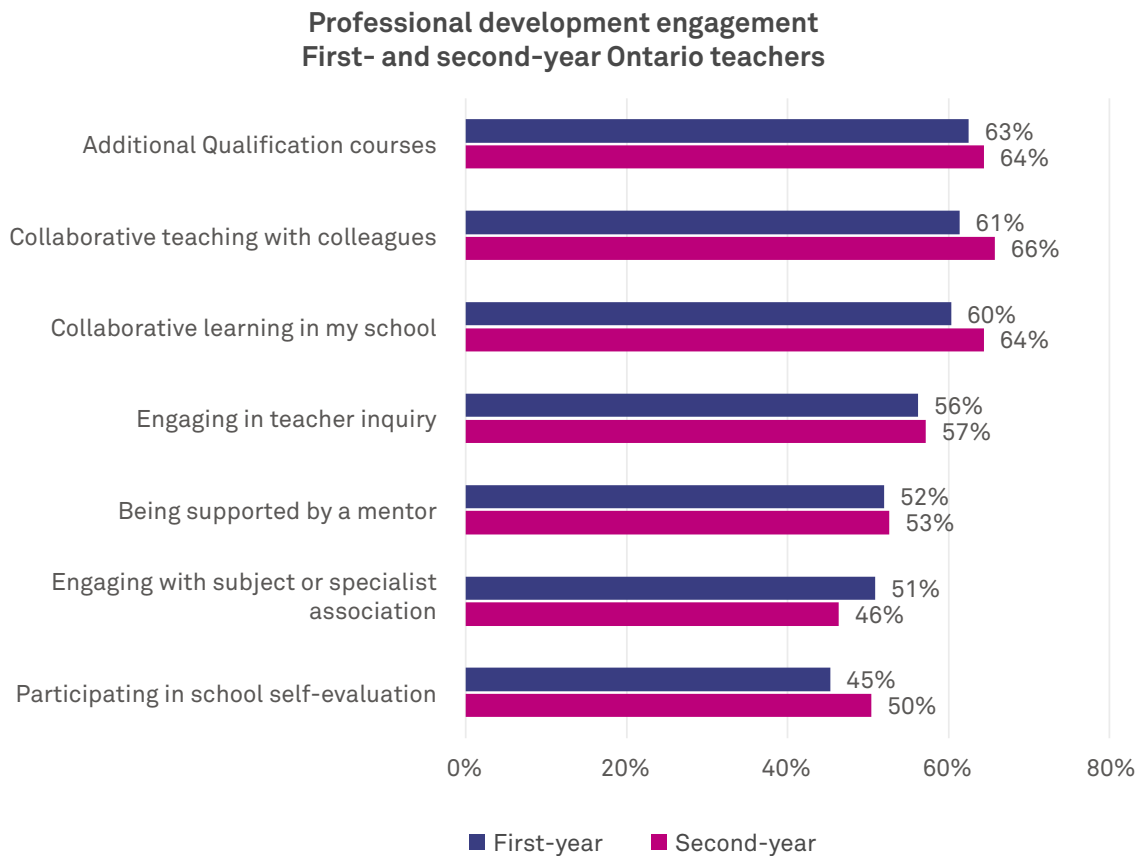
One in four (24 per cent) first-year teachers in Ontario this year report they completed a mathematics Additional Qualification, including 29 per cent of those with Primary-Junior basic

qualifications. One in five (22 per cent) say they hold FSL qualifications, including one in four (28 per cent) of those with Primary-Junior basic qualifications.

Among second-year teachers in 2019, almost one in three (31 per cent) report they have completed a mathematics Additional Qualification, including 40 per cent of those with Primary-Junior basic qualifications. One in five (22 per cent) of this group say they hold FSL

qualifications, including 24 per cent of those with Primary-Junior qualifications.

More than three in five first- and second-year teachers engage at a moderate to high level in their Additional Qualification courses, in collaborative teaching with colleagues and in collaborative learning in their schools. More than half report engaging in teacher enquiry and working with a mentor. About half of them also engage with subject or specialist associations and participate in school evaluations.



Elementary and secondary teachers in their first year after licensing place high priority on a broad range of foundational professional knowledge and pedagogical skills. The list, which is lengthy for both elementary and secondary teachers, highlights the importance placed on continuing professional development following the early teaching experiences of new teachers.

Elementary teachers say their highest priorities are in the following areas:

- Classroom management and organization
- Engaging students
- Student observation, assessment and evaluation
- Adapting teaching to diverse learners
- Safe and accepting schools / creating of a positive school climate
- Teaching students with special needs
- Mental health, addictions and well-being
- Instructional strategies
- Program planning
- Special education
- Coaching and feedback on my teaching
- Reading and literacy pedagogy
- Observing experienced teachers

For secondary teachers, many of the highest priorities are similar:

- Classroom management and organization
- Adapting teaching to diverse learners
- Instructional strategies
- Program planning
- Student observation, assessment and evaluation
- Mental health, addictions and well-being
- Coaching and feedback on my teaching
- Pedagogy, assessment and evaluation for your specific curriculum areas
- Safe and accepting schools / creating of a positive school climate
- Professional conduct and ethics, professional boundaries with students and parents
- Theories of learning and teaching and differentiated instruction
- Use of technology as a teaching and learning tool

6. Daily occasional teaching

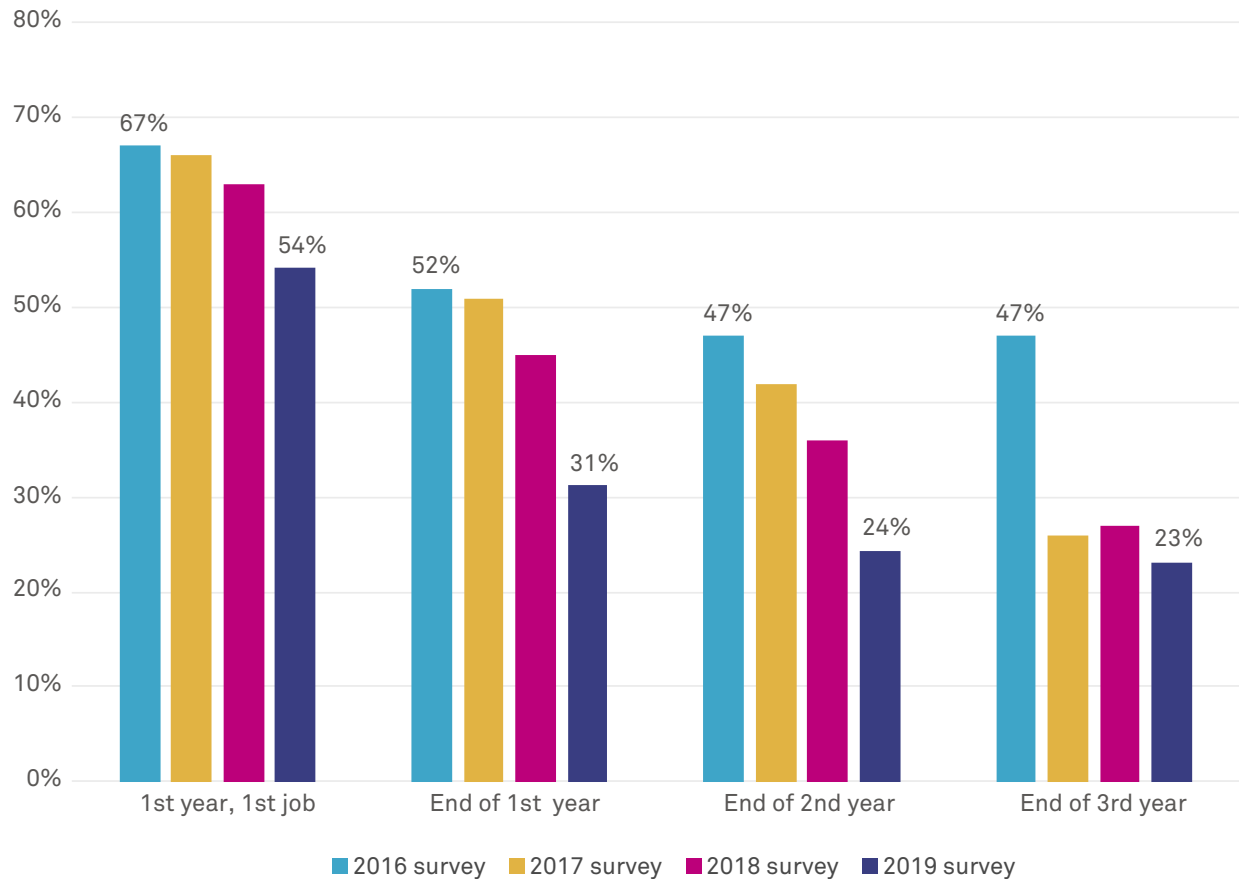
Majority of Ontario-resident first-year teachers start careers on daily occasional rosters; in 2019, more move on to term or permanent jobs in first three career years

Early-career daily occasional roster teaching is much more common for teachers employed in Ontario publicly funded school boards than for those employed in independent schools and outside the province. The following chart describes daily occasional teaching by teachers in years one through three employed in Ontario district schools from our 2019 survey.³⁵

Initial teaching in district school boards continues to be the route in for more than half of all first-year teachers. Over the past four years, however, the rate for this point of entry has fallen from 67 to 54 per cent. At the end of their first, second and third years in 2019, they also report significantly lower rates of occasional roster status. First-year teachers report 31 per cent roster teaching in 2019, down from 52 per cent back in 2016. By the end of year two, roster status has dropped from 47 per cent in 2016 to 24 per cent in 2019, and in year three the rates are down from 47 to 23 per cent.

³⁵ In 2019, Ontario graduates employed in Ontario independent schools and out of province in their first year report just 14 per cent daily occasional teaching as the entry-teaching job and seven per cent toward the first-year end.

Daily occasional teaching by years since initial licensing: Ontario resident district school board teachers



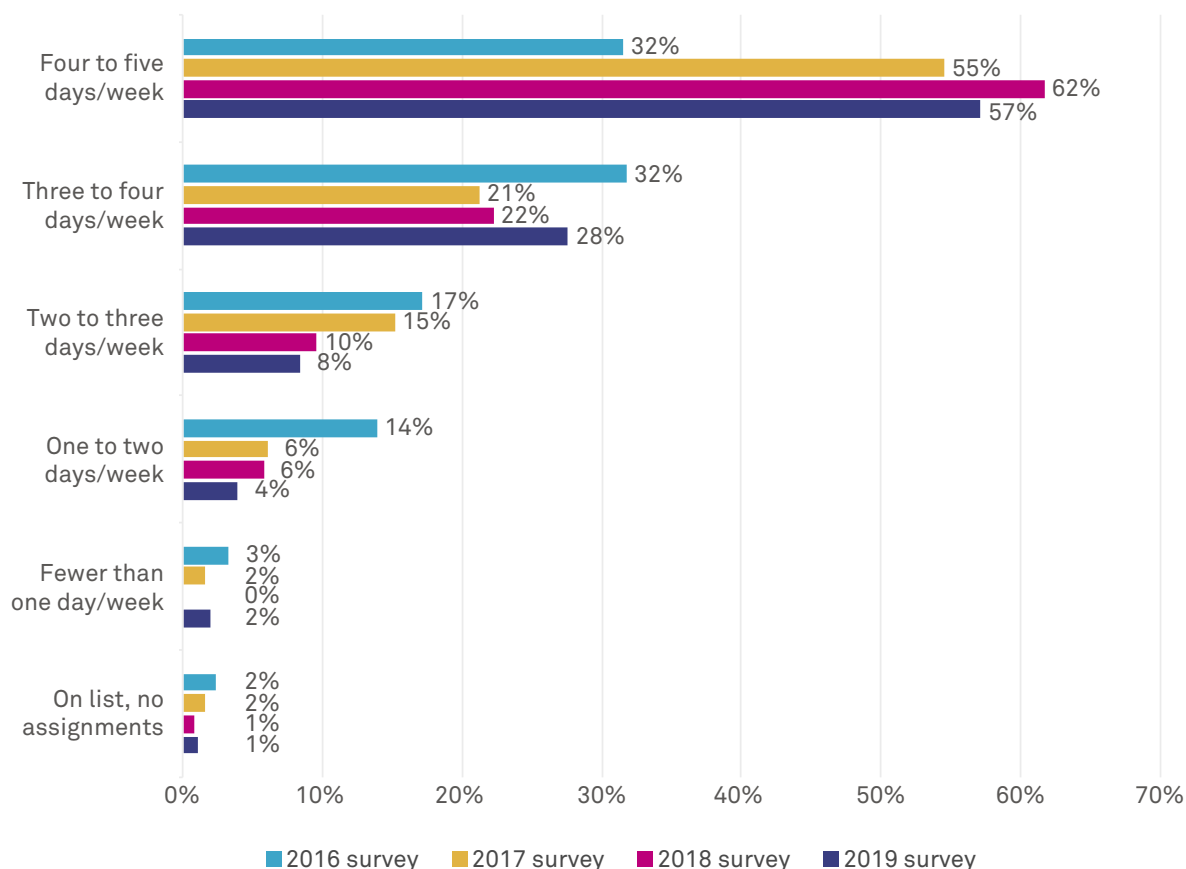
Roster status in years four and five has not changed over the past four years. Year four and five teachers in Ontario district school boards have reported between 19 and 25 per cent roster teaching across the past four years.

First-year Ontario occasional roster teachers are now assigned more teaching days and more consider themselves fully employed

In 2019, more than half (57 per cent) of Ontario-resident daily occasional

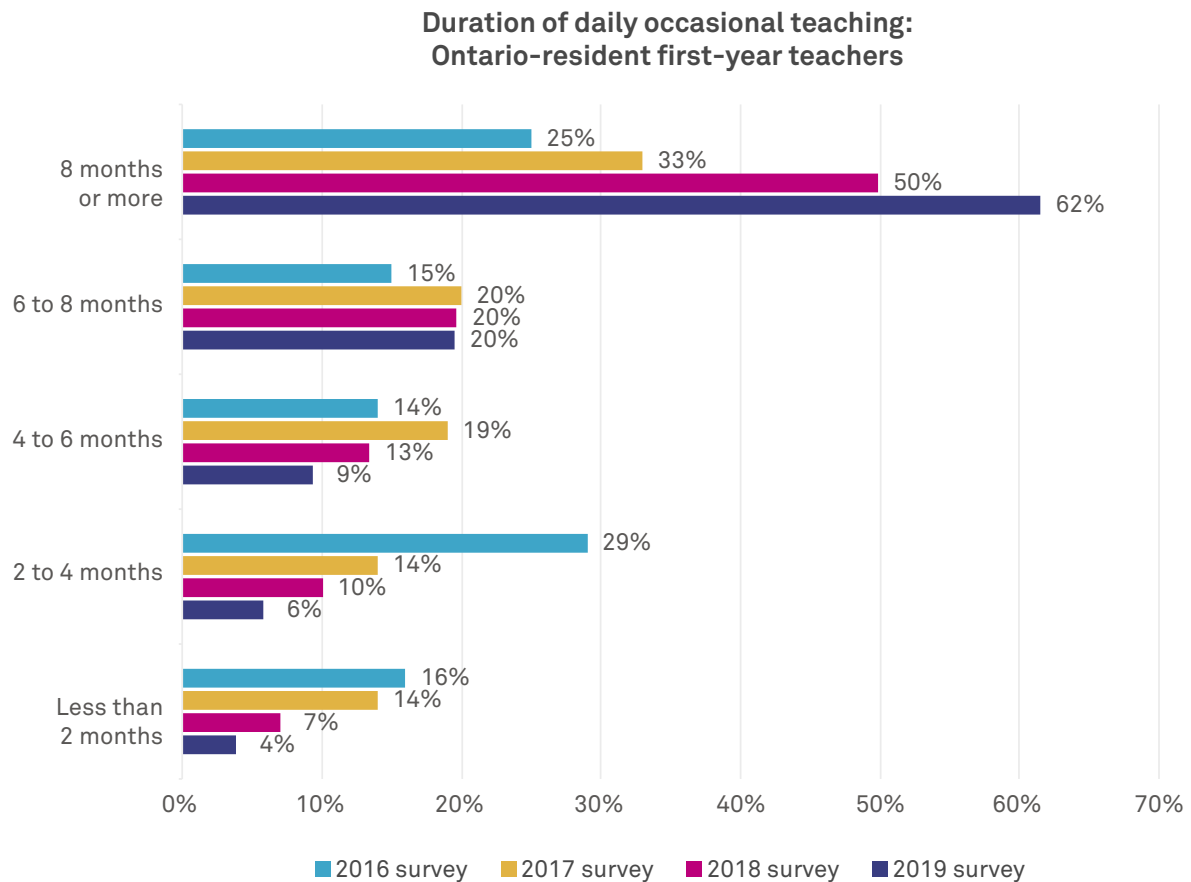
teachers who continued on rosters through to the end of the school year report they were assigned four to five days per week. Although down somewhat from 2018, this daily assignment rate is up from just 32 per cent back in 2016.

Daily occasional assignment frequency:
first-year Ontario-resident teachers



The 2019 survey also finds a significant increase in the duration of first-year teacher daily occasional teaching over the past three years. In other words, greater proportions join daily occasional rosters earlier in the school. In 2019, almost two thirds (62 per cent) of them were on daily rosters for eight or more months. This compares with just 25

per cent back in 2016. At the shorter duration end, just 10 per cent were on rosters for four or fewer months in 2019 compared with 45 per cent in 2016.



In 2019, 78 per cent of first-year teachers who taught on daily occasional rosters say they taught as much as they wanted throughout the school year. This rate is similar to the 82 per cent rate in 2018 and up significantly from 51 per cent back in 2016.

By year-end, most (94 per cent) who continued on daily occasional lists say they completed 20 or more days of teaching.

Daily occasional roster experience is improving for English-language teachers in district school boards as job market over-crowding recedes

As we review earlier in this report, first-year English-language teachers in Ontario have a high rate of daily occasional teaching (41 per cent in such assignments toward school year-end). This compares with 17 per cent among FSL-qualified teachers and just six per cent among French-language program graduates. For this reason, we look more closely at the recent experiences of the group of English-language district school board teachers.

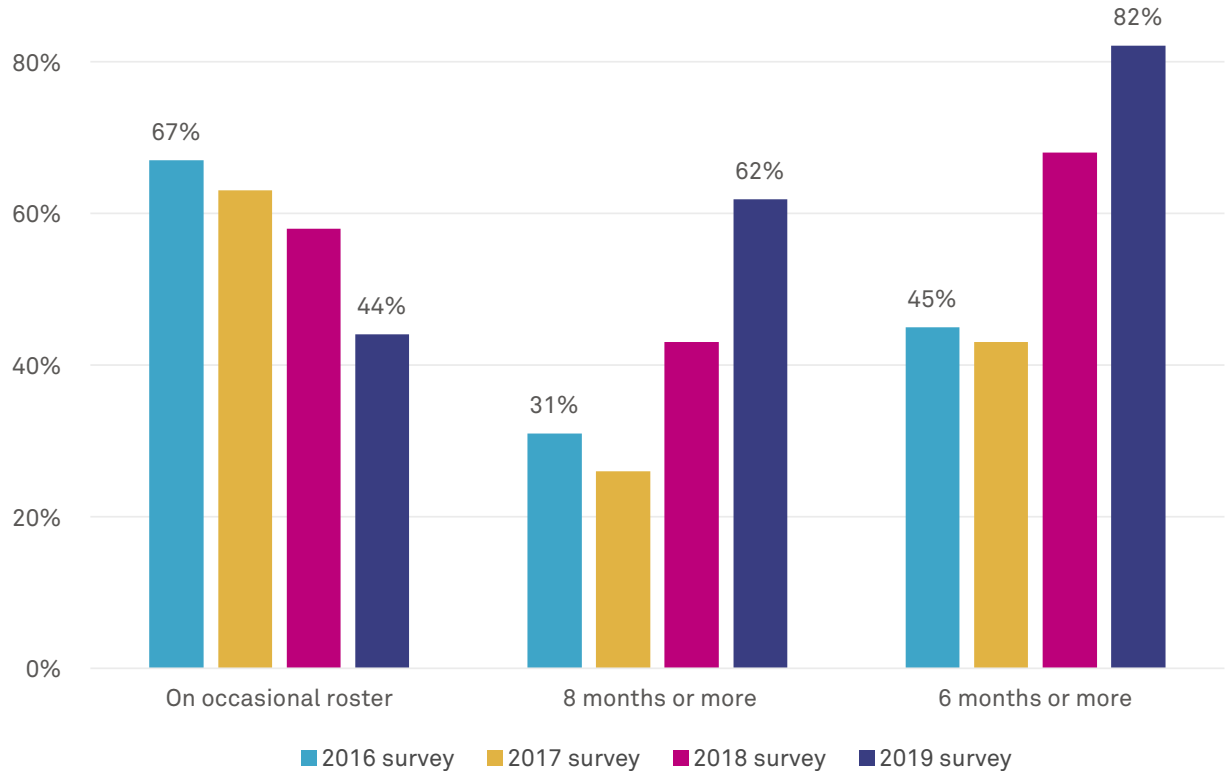
With fewer early-career teachers competing for available opportunities in English-language district school

boards over the past few years, there are discernable improvements since 2016 in the daily occasional teaching experience of these first-year English-language program graduates who do not hold FSL qualifications.

Fewer teachers of this sub-set of Ontario first-year English-language teachers are still on daily occasional rosters at school year end, down from 67 per cent in 2016 to 44 per cent in 2019.

Among those who are on rosters at any time during the year, they also start earlier in the school year with those on rosters for eight or more months rising from 31 to 62 per cent over the past four years and those on rosters for six or more months rising from 45 to 82 per cent.

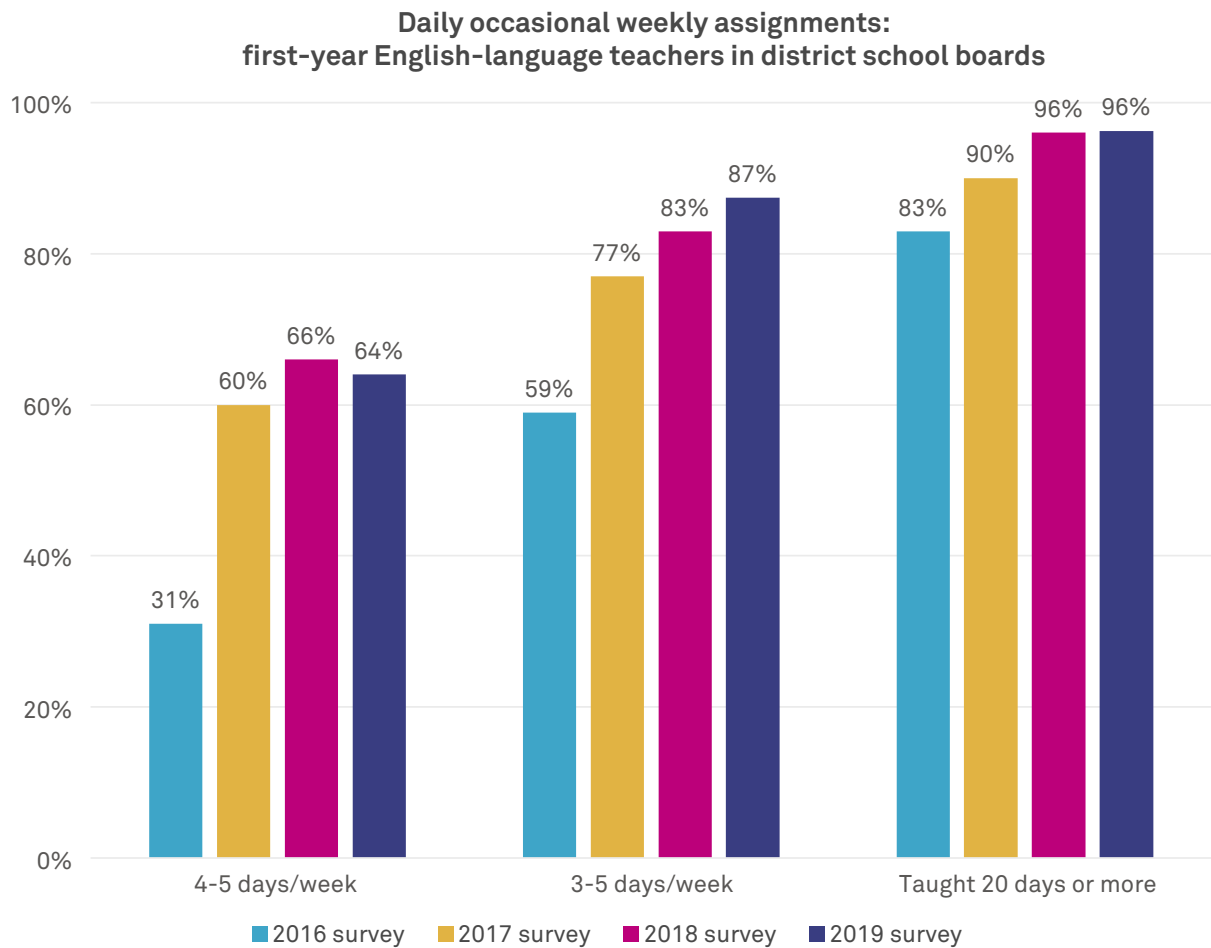
**Daily occasional roster duration:
first-year English-language teachers in district school boards**



These daily occasional teachers are also getting increased weekly teaching assignments - those who continue on rosters through to school year end and report four to five days/week increased from 31 to 64 per cent over the past four

years and those with three to five days are up from 59 to 87 per cent.

In addition, reports on completing at least 20 days in a single board rose from 83 per cent in 2016 to 96 percent in 2019.



Less professional development support for daily occasional teachers

In addition to the financial challenges facing some daily occasional roster teachers in Ontario in their early-career years, a gap persists between their much more limited access to in-school professional development and the support available to their colleagues who hold permanent and long-term occasional jobs of 97 days or more duration.

This gap is evident across a wide range of in-school and out-of-school professional development activities. Daily occasional teachers report less involvement in school self-evaluation projects, support

from mentors, collaborative learning projects and collaborative teaching. Fewer of them connect with subject or specialist associations and fewer engage in teacher enquiry.

The one exception to this pattern of more limited professional development is enrolment in Additional Qualification courses. More than three in five (62 per cent) first-year Ontario daily occasional roster teachers completed one or more Additional Qualification courses, similar to the participation rate among their colleagues with permanent and long term occasional teaching jobs (64 per cent).

Professional development gap for daily occasional teachers in Ontario

	First-year teachers		Second-year teachers	
Nature of professional development	Daily occasional	Permanent and LTO	Daily occasional	Permanent and LTO
Participating in school self-evaluation	27 %*	58 %	27 %	61 %
Being supported by a mentor	31	66	25	60
Engaging with subject or specialist associations	34	60	29	52
Collaborative learning in my school	33	77	29	76
Collaborative teaching with colleagues	38	75	38	75
Engaging in teacher enquiry	40	70	42	62
Participating in Additional Qualification courses	62	64	63	67

% reporting moderate to very high engagement in types of professional development and % reporting completion of one or more AQs or ABQs

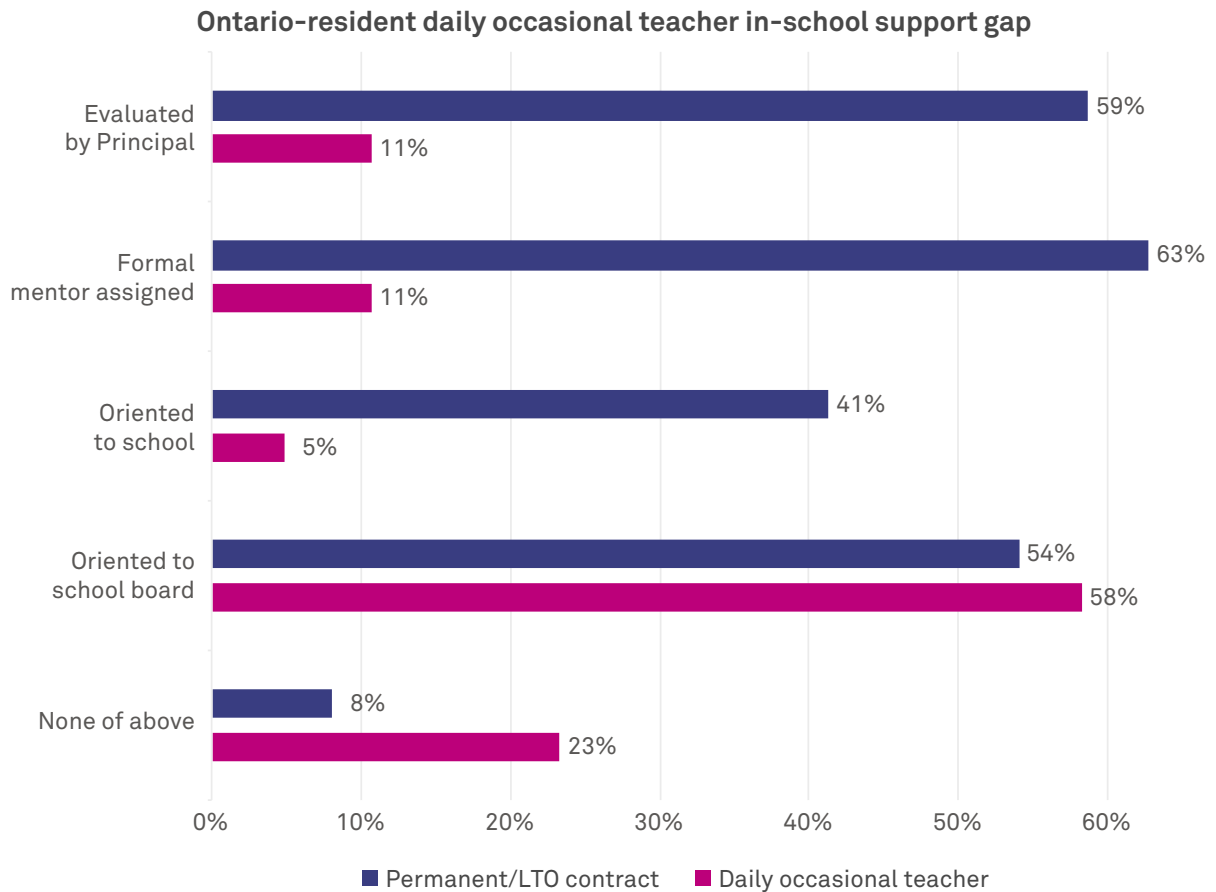
Daily occasional teachers experience a further disadvantage in their highly limited access to in-school orientations, principal evaluations

and formal mentoring by experienced teachers. These important professional supports are common for teachers with permanent or long term occasional

(97+ days) teaching jobs in the first two years of their careers, but rare for daily occasional teachers. An exception to this pattern is that more daily occasional teachers report school board wide orientation comparable to teachers with

permanent and long term occasional contracts.

The chart below presents these professional support differences among first-year teachers.



7. Attachment to teaching profession

Rates of early-career non-renewal of College membership somewhat lower in 2019, still much higher than in pre-surplus years

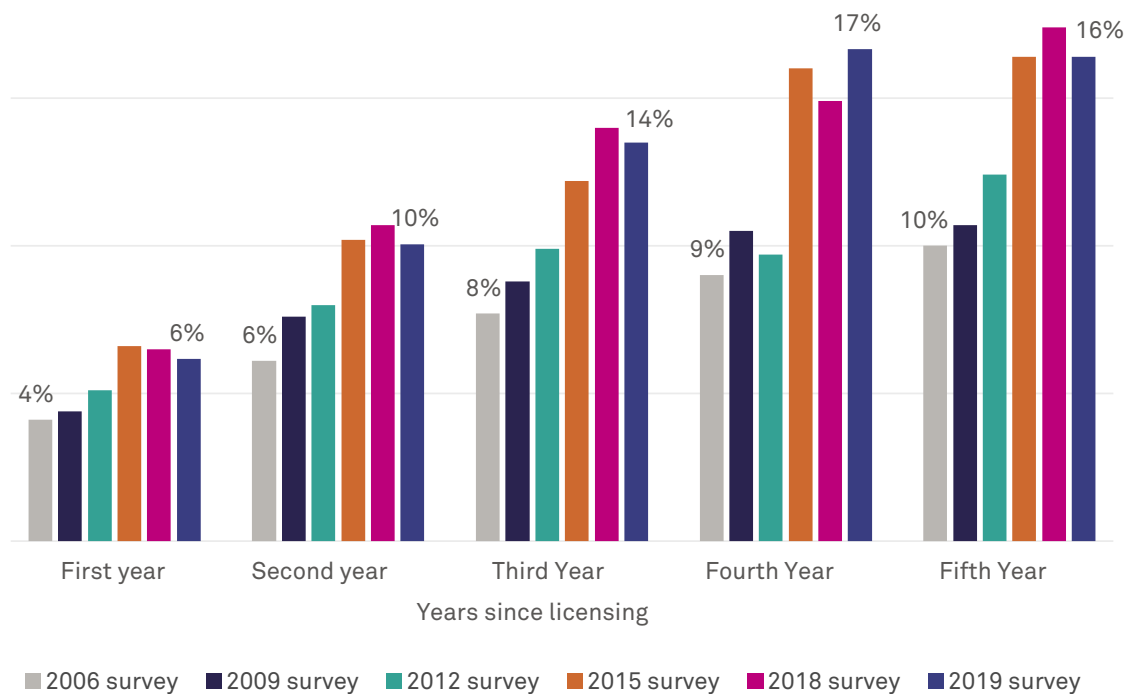
Six per cent of Ontario faculty of education graduates licensed in 2018 failed to renew their College membership in 2019. Among those who first got their licences in 2014, 16 per cent are no longer members in good standing five years later. The loss or attrition rates across each of the first five years after licensing are much higher in more recent years than they were back in 2006 prior to the Ontario teacher surplus years.

With the exception of fourth year teachers surveyed in 2019, each of the first five career years since licensing are reporting somewhat lower current rates of attrition than in the years 2015 through 2018.³⁶ Much of this increased pace at which early-career members drop their College membership appears to be job market related. It is reasonable to assume that attrition is greatest among those who failed to gain substantial teaching employment in Ontario during the teacher surplus years.

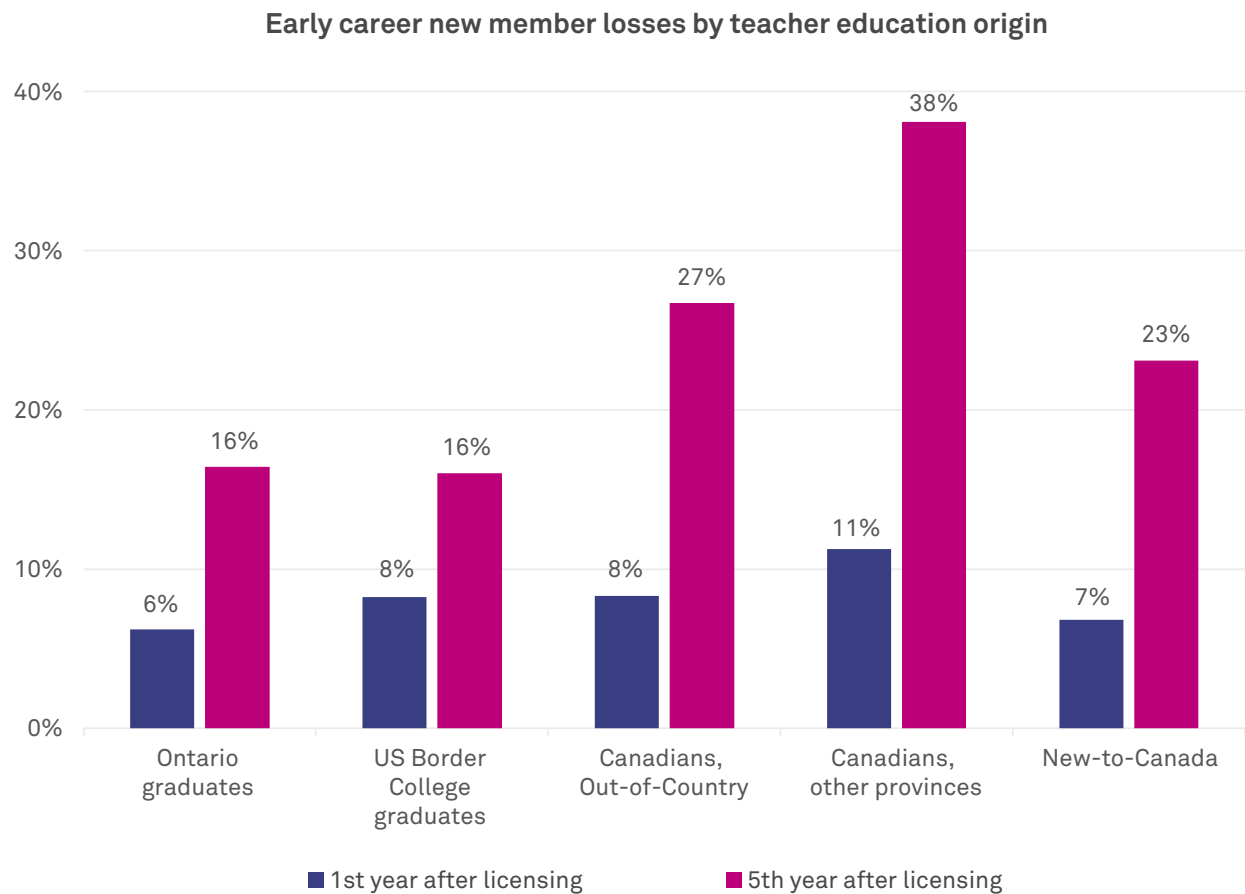
The much improved Ontario labour market in recent years is providing more opportunity for early career teachers to continue with the profession and to teach within the province.

³⁶ The exception in the 2019 survey of fourth year teachers is because of the unique transition year 2015 in which many graduates from earlier years applied for Ontario licensing for the first time to meet the changing qualification requirements.

Ontario graduate lapsed College memberships over first five years after initial licensing: 2006 to 2019 survey years

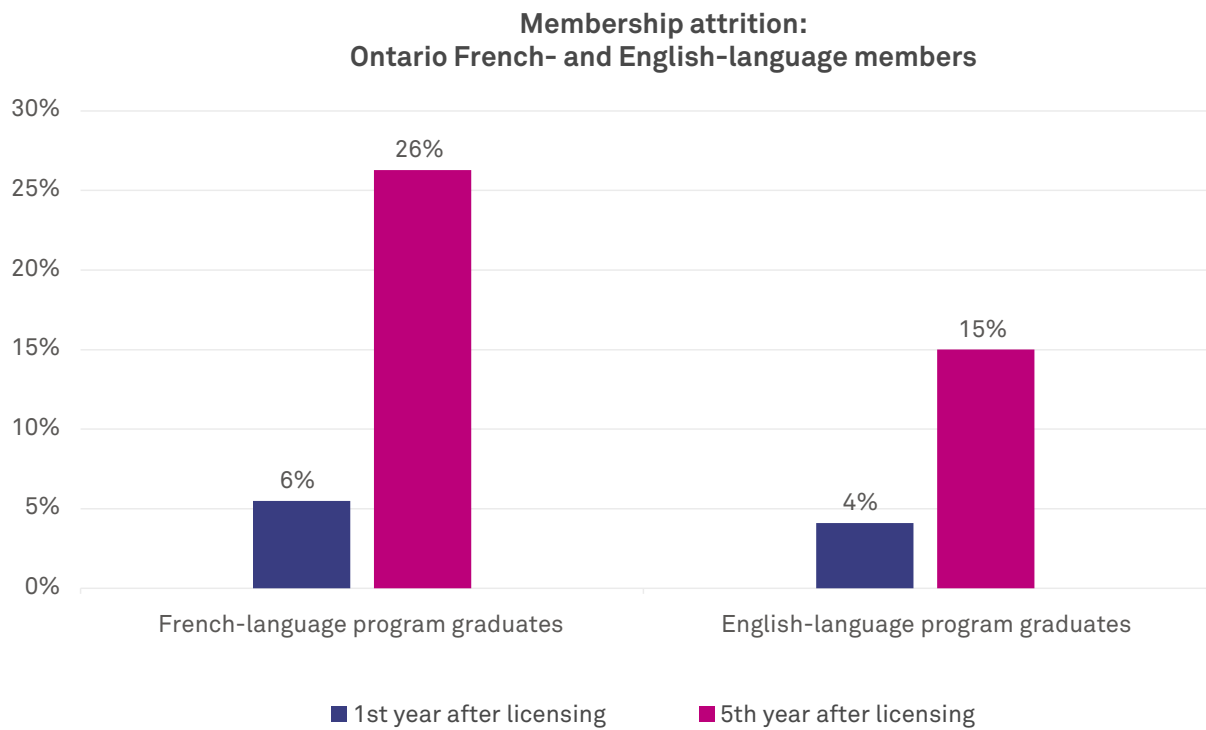


Attrition rates for newly-licensed Ontario teachers from geographic origins outside Ontario also increased in the past few years. Rates of loss from most of these groups are greater over five years than the losses from Ontario teacher education graduates.



Canadians who complete teacher education in other provinces and subsequently move to Ontario have the highest rate of attrition, almost two in five within five years of initial licensing by the College. New-to-Canada teachers and Canadians (mainly Ontarians) who complete their teacher education in another country prior to obtaining their Ontario teaching license have about a one in four rate of attrition over five years. The loss rate among Ontarians who complete teacher education in US border colleges is similar to Ontario education graduates.

Attrition rates are different for French- and English-language members in Ontario. About one in four French-language members drop their Ontario teaching licence over the five years following certification. Both English- and French-language membership losses accelerated in the past decade.



Some of this historic difference is likely associated with French-language program education candidates who are from Québec and return to Québec to teach in the early years following graduation, allowing their Ontario teacher certification to lapse sometime after they do so.

8. French-language initial teacher education program graduates

Annual French-language initial teacher education supply context

The chart below summarizes the annual number of newly-licensed teachers with French-language basic qualifications over the past four years and forecast through 2021. In addition to graduates of French-language programs at Laurentian and Ottawa universities,

there are recently on average about 130 newly-licensed teachers who complete their teacher education programs in other provinces and countries prior to obtaining an Ontario Teaching Certificate with French-language basic qualifications in some combination of primaire, moyen, intermédiaire and/or supérieur.

Newly-licensed teachers with French-language qualifications (Ontario faculties and other)

Year	New teachers licensed annually		
	Laurentian and Ottawa graduates	Out-of-province educated	Total
2013	732	73	805
2014	693	84	777
2015	835	97	932
2016	87	122	209
2017	316	104	420
2018	320	176	496
2019 (forecast)	330	130	460
2020 (forecast)	360	130	490
2021 (forecast)	310	130	440

French-language program graduate response rate lower than English-language graduates

We invited 2,190 Ontario French-language program graduates to participate in the three surveys directed to Ontario education graduates. Total responses from these graduates stand at 261 individuals, an overall response rate of 12 per cent. Results as a whole for these French-language teachers are accurate within 6.1 per cent, 19 times out of 20. The 12 per cent overall response rate is lower than the 16 per cent rate for the 2019 survey overall.

On the other hand, the response rate for first-year French program graduate teachers stands at 28 per cent, well above the 22 per cent first-year teacher rate overall. The margin of error for first-year French language teachers is 11.1 per cent.

Despite the higher margins of error for French-language program graduates, 2019 findings are consistent with trends found in surveys of the comparable groups over the past five years and should be treated as generally representative of the labour market for this group.

Ontario French-language program graduates

Licensing year	Sample	Responses ³⁷	Response rate	Margin of error
All years	2,190	261	12 %	6.1%
2018	277	77	28	11.1
2017	234	40	17	15.5
2009, 2014, 2015 and 2016	1,679	144	9	8.2

French-language graduates resident in Ontario report no unemployment for the third year in a row

The 2019 survey is the third year in a row of nil or near zero unemployment among French-language program graduate first-year teachers, down sharply from the high of 22 per cent back in 2012.³⁸ The 2012 peak unemployment rate for Ontario-resident French program

graduates was 18 per cent and no Ontario-resident graduates have reported unemployment for the past three years.

Underemployment fell to 12 per cent in 2019, well below the peak 35 per cent rate in 2013.³⁹ Full employment reports now stand at 87 per cent of first-year French-language graduates compared

37 Ontario-resident respondents are as follows: 2019 licensing year (61), 2018 (39), 2009 – 2016 (118)

38 Unemployed graduates are those who look for teaching jobs but are unsuccessful finding any work as teachers, including no daily occasional teaching. In 2019, one first-year teacher reported unemployment, and this individual was resident outside Ontario.

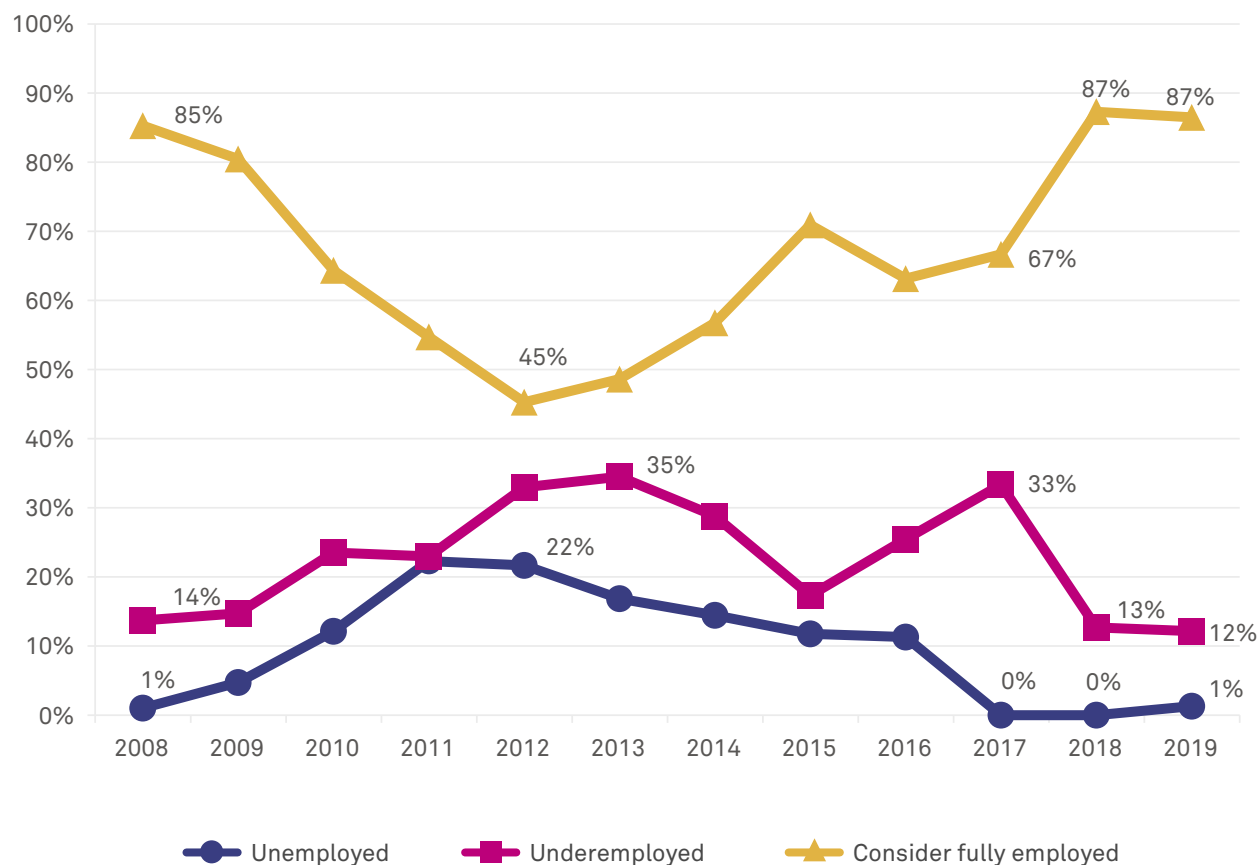
39 Underemployed teachers are those who say they found some teaching employment, but not as much as they wanted throughout the first school year.

with a low of 45 per cent full employment reported back in 2012.

Unemployment rates for the past three years are similar to the one per cent rate reported in 2008 prior to the brief and

comparatively small over supply that started in 2010, that peaked in 2012 and is now gone. Underemployment reports in 2019 are also similar in the past two years to pre-surplus underemployment back in 2008.

**First-year teacher job search outcomes 2008 through 2019:
all French-language program graduates**



These findings, together with the forecast continuation of much lower than pre-2016 French-language annual licensing numbers through 2021, confirm that employment prospects for new teachers graduating from the French-language teacher education programs at Ottawa and Laurentian are excellent regardless of whether they seek jobs

in Ontario or elsewhere. French district school boards should expect the current teacher shortage to continue to present a significant recruitment challenge in filling future teacher vacancies.

Permanent teaching contracts come early in the careers of French-language program graduates teaching in Ontario

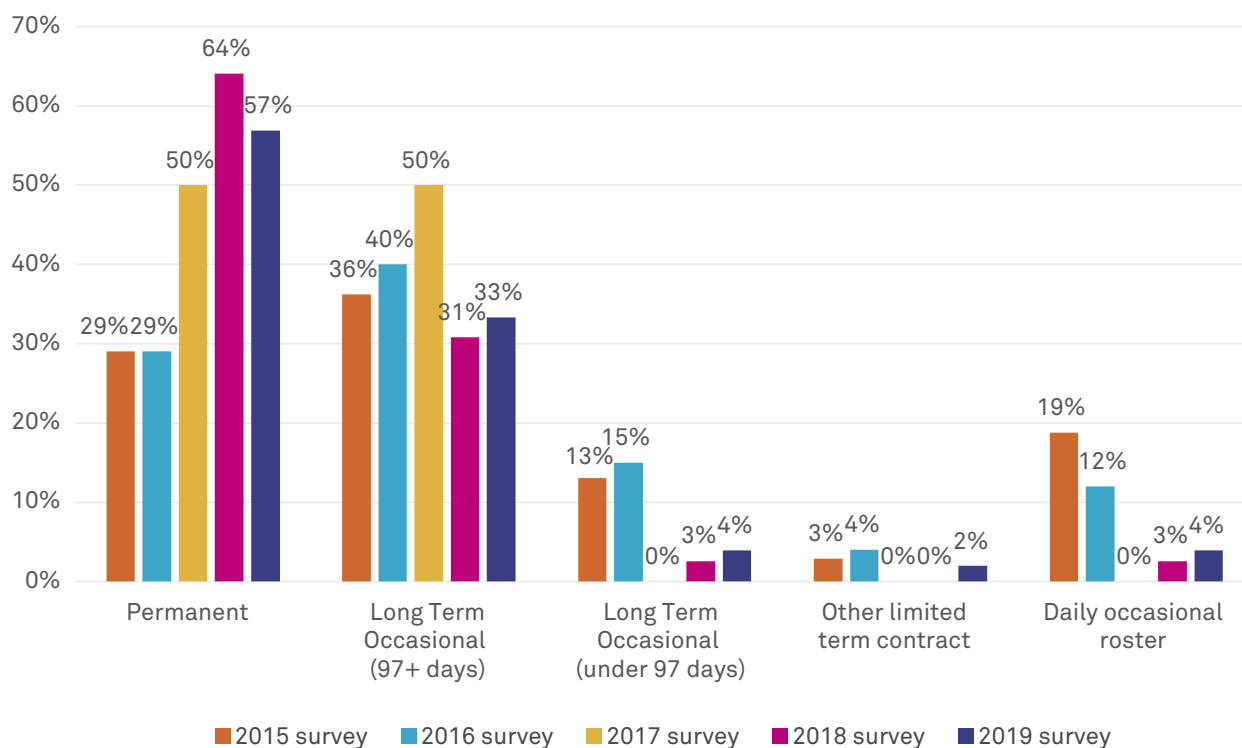
The majority of Ontario-resident French-language graduates start their teaching careers in permanent jobs (39 per cent) or as long term occasional teachers (31 per cent) with appointments of 97 or more days' duration. One in five (22 per cent) started on daily occasional rosters in the 2018-19 school year.

For most who are not offered a permanent or substantial long term

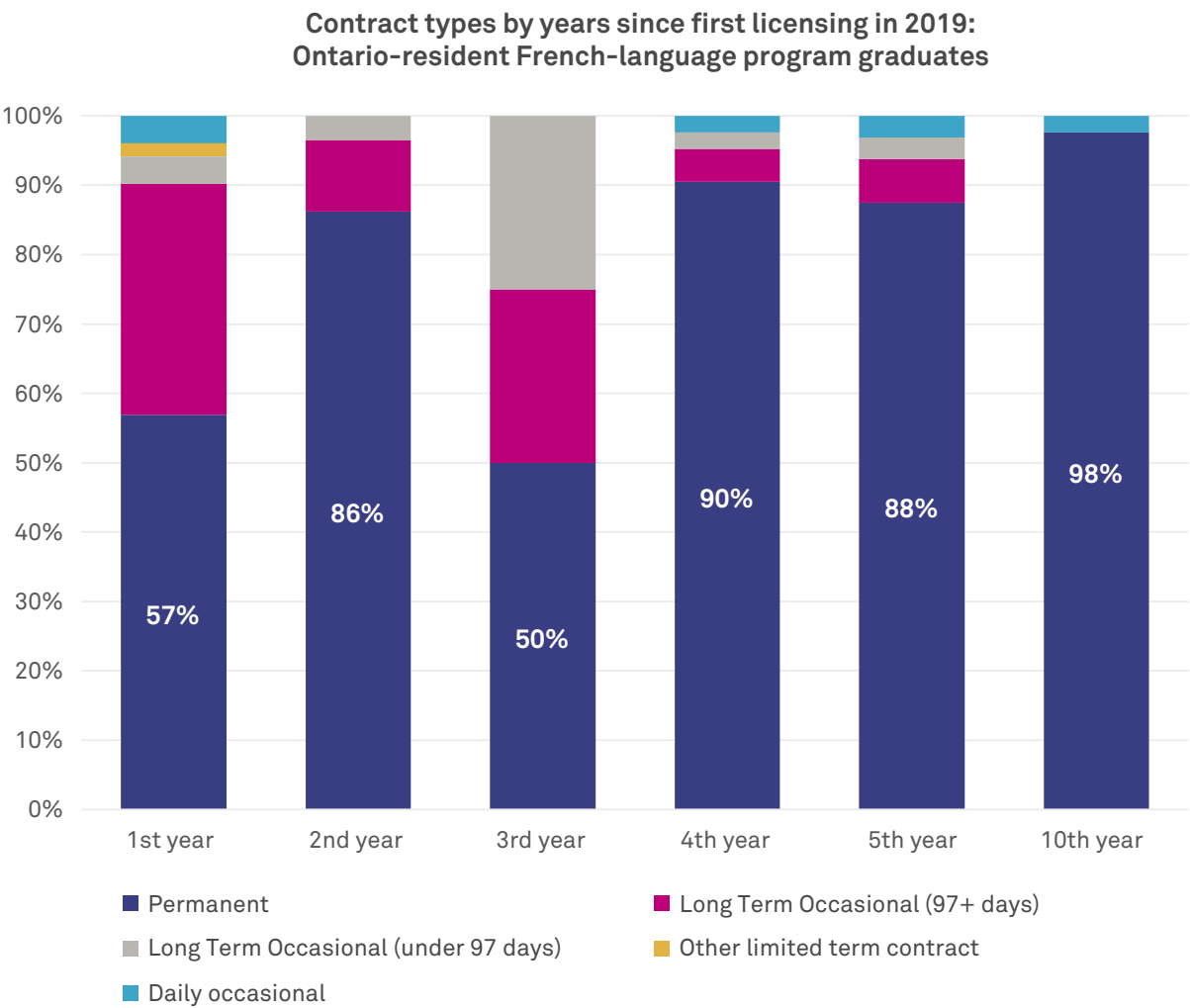
occasional contract immediately, their precarious status is just a brief entrée to the field. By the first school year-end most have permanent (57 per cent) or long term occasional appointments of 97 days or greater duration (33 per cent).

The substantial improvement in first-year job types secured by Ontario-resident French-language graduates licensed over the past three years is further suggestive of a continuing improved market.

First school year-end teaching contracts:
Ontario-resident French-language program graduates



The percentage of French-language program graduates with permanent jobs rises quickly to more than four in five (86 per cent) by year two and to 9 in 10 (90 per cent) by year four.⁴⁰



⁴⁰ The third year result is an effect of small numbers. This is the 2016 licensing year in which there were very few graduates licensed because of the transition to the four semester program. The third year in this chart represents only four Ontario-resident respondents.

Newly-licensed teachers with French-language out-of-province teacher education credentials also find Ontario teaching jobs and permanent contracts quickly

Newly-licensed Ontario teachers who completed their teacher education programs in French in other jurisdictions find Ontario teaching jobs more readily than those who have not completed their programs in French. Our 2019 survey found 64 per cent of them with teaching jobs in their first year after Ontario licensing and 90 per cent in the second year.

Two in three of these teachers who moved to Ontario after completing their French-language education degrees started in permanent (33 per cent) or long term occasional (33 per cent) contracts of 97 or more days duration. Our survey found that 64 per cent of the employed teachers licensed in 2018 reported permanent teaching contracts by the school year end and all of the employed 2017 licensed teachers held permanent contracts by the end of their second school year teaching in Ontario.

Most of these employed first- and second-year French-language teachers teach in Ontario publicly funded school systems – 65 per cent of them in French-language district boards and 30 per cent in English-language district boards.

9. Conclusions

Annual newly-licensed Ontario teacher numbers significantly exceeded annual provincial demand for new teachers every year from 2005 through 2014. This labour imbalance resulted in saturated Ontario teacher employment markets with a teacher surplus that increased each year.

Unemployment and years of underemployment faced many new English-language and, somewhat later, French-language and FSL teachers. Throughout this period, many Ontario teachers pursued teaching careers in other provinces and in other countries. The rate of early-career non-renewal of Ontario teaching licences increased.

Now, with many fewer newly-licensed teachers each year since 2015, Ontario teacher job markets are much less crowded today than in the recent past. Fewer unemployed early-career teachers compete with one another for daily occasional, long term occasional and permanent job vacancies throughout the province and more newly-licensed Ontario teachers are finding initial employment in the province and especially in Ontario's publicly funded school systems.

The next several years will bring annual newly-licensed Ontario teachers in numbers that barely exceed forecast retirements, a situation not seen during the two decades we have tracked provincial teacher supply and demand. This will very likely lead to labour shortages that reach well beyond French-language district school board and FSL Ontario teacher markets, both of which have already experienced shortages over the past several years.

The 2019 *Transition to Teaching* survey found additional improvements in job outcomes beyond those reported over the previous several years. Ontario education graduate first-year unemployment is just five per cent, lower than the pre-surplus rate in 2007. Ontario graduates in years two through five after initial licensure report only three per cent unemployment, the same rate as in 2008.

Most Ontario education graduates now report they teach as much as they want in their first year after licensing.

First-year teachers now gain access to occasional teaching rosters earlier in the school year and teach more days each week.

Improvements in employment are evident across all divisions and most regions of the province.

French-language program graduates continue in very high demand as are French as second language teachers, with both of these groups reporting no unemployment, a finding that is consistent with widespread reports over the past several years of shortages for teachers with these language qualifications.

Graduates of English-language programs not holding FSL qualifications also report much lower rates of unemployment than in the past – down from 19 per cent in 2017 to seven per cent in 2019.

The strengthening Ontario job market is also evident in falling unemployment for many newly-licensed teachers who complete their teacher education in other provinces and other countries and then obtain their Ontario teaching licences and seek work in this province. New-to-Canada teachers recently licensed in Ontario are the one exception to this pattern with very high unemployment persisting despite labour market improvements.

District school boards should expect increased challenges over the next several years recruiting not only to French-language teaching vacancies but also for English-language teacher vacancies and daily occasional rosters across all divisions. The once substantial teacher surplus and pool of Ontario resident unemployed early-career teachers is virtually depleted.

Although more Ontario graduates now find daily occasional, long term occasional and permanent teaching opportunities within the province these past few years, there are significant numbers of early-career Ontario graduates teaching in other provinces and abroad, many of whom say they wish to return to teach in Ontario in the future.

Precarious teaching contracts and long delayed progression to permanent teaching jobs persist for many English-language teachers in Ontario's publicly funded school system, although some gains in early-career permanent contracts are evident for this group.

One factor that may alter these forecasts is the four-year plan the province of Ontario announced for increasing class sizes and introducing compulsory e-learning throughout the secondary years. The extent of the required reductions in secondary teaching jobs that will result from these policy and finding changes is subject to ongoing consultations and negotiations.

2019 survey results are based on 2018-19 school year experiences of early-career teachers. As such, they do not reflect the impact of the 2019-20 school year initial implementation of class size and e-learning initiatives.

10. Methodology

Purposes and sponsorship of study

The *Transition to Teaching* study comprises annual surveys of Ontario teacher education graduates throughout the first five years and at year ten after they first obtain their Ontario teaching certification. We also survey Ontarians licensed in the province after gaining teaching degrees in other provinces or countries, as well as out-of-province and new-to-Canada teachers educated elsewhere.

The study provides provincial education stakeholders information on new Ontario teacher transition into the profession. Surveys measure early-career employment rates over time, gauging unemployment and underemployment by qualifications, language and geographic region. Question topics also include teacher induction, evaluation of teacher education programs and ongoing professional development activities and needs.

The surveys cover extent, timing and reasons some individuals pursue alternate forms of employment and leave the profession. They track career progression from daily occasional roster to permanent employment in the early years of teaching.

Changing Ontario teacher demographics and the ebb and flow of provincial teacher demand and supply have been substantial over the 18 years since our surveys began in 2001. Reports provide analysis of the changing balance of demand for new teachers and the available new teacher recruitment pool.

From the mid-2000s onwards, these surveys documented an increasing comparative shortage of employment opportunities for the steadily increasing number of annual newly-licensed Ontario teachers, with a peak unemployment rate in 2013. This teacher supply/demand trend changed starting in 2014 and job outcomes for newly-licensed teachers have improved considerably for teachers licensed over the past six years.

The *Transition to Teaching* surveys were supported from 2001 until 2018 by grants from the Ontario Ministry of Education. The Ontario College of Teachers conducts the surveys and prepares annual reports on findings. The College provided resources to continue the surveys in 2019 after provincial grant funding ended.

Survey design and delivery

Ontario teacher education graduates are surveyed in the first year following Ontario licensure with a focus on teaching employment, job search, teaching assignments, teaching experience, alternate employment, career plans, as well as on their assessments of their teacher education, professional knowledge and teaching skills, priorities for professional development and demographics.

Surveys of Ontario graduates beyond the first year of their careers and of individuals educated out-of-province are somewhat narrower in scope, focusing mainly on employment, teaching experience, career plans and demographics.

Survey invitations were issued in May 2019. Survey groups included Ontario faculty graduates licensed in 2018, 2017, 2016, 2015, 2014 and 2009 as well as teachers newly certified in Ontario in 2017 and 2018 who had obtained education degrees and initial licensing in another Canadian province or abroad.

The surveys are web-based using the survey software platform Qualtrics. College members were directed to French or English versions of the surveys based on their language of choice for communicating with the College. Opportunity to toggle between languages was available.

Sampling and survey administration

Samples of members in good standing with currently valid Ontario teaching licences are drawn from the College

registry of Ontario teachers for each of four survey versions. E-mail addresses are current as verified through the College member annual registration process and regular member updates.

An introductory e-mail from the College Registrar encouraged participation in the survey. Teachers received e-mailed survey invitations with the URL address for the survey version appropriate to their group. We assured respondents of confidentiality and that the data submitted will not be linked with their official College membership and registry information. A participation incentive was offered of eligibility in 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 and out-of-province/country educated teachers licensed in 2018, we surveyed the entire population of College members in Good Standing in 2019. For Ontario graduates licensed in 2017 a 50 per cent random sample was surveyed and, for earlier years, 25 per cent random samples.

Given small population sizes, we surveyed all French-language educated teachers throughout the early career years. Again, to ensure adequate samples, we also surveyed all Technological Education qualified teachers.

Response rates and margins of error

Some responses were incomplete. Responses that did not include complete

sections on employment status were excluded from the analysis. This procedure ensures that we minimize bias that might be associated with differential time available to complete the entire survey.

The 2019 survey gathered 2,779 teacher responses across four survey version

groups, an approximate 15 per cent response rate from a sample size of 18,024 College members. Return rates for the survey versions range from 12 to 22 per cent. Margins of error for the four survey versions range from 2.9 to 5.9 per cent, and is 1.9 per cent overall.

Licensing year/group	Sample	Responses	Response rate	Margin of error*
All survey groups	18,024	2,779	15 %	1.9 %
2018 - Ontario graduates	4,458	959	22	3.2
2017 - Ontario graduates	2,284	366	16	5.1
2009, 2014, 2015 and 2016 - Ontario graduates	9,507	1,180	12	2.9
2017 and 2018 – out-of-province educated	1,775	274	15	5.9

* Survey result accuracy range, 19 times out of 20

Survey rates of return declined over the years from an average of 37 per cent in 2011 to the current rate of 15 per cent. This decline affected all survey groups. We made no changes to the general survey methodology over these years. Nor does analysis of 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 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, the advantage of what was

once new methodology appears to have worn off and may account for the drop in response rates.

Despite the overall drop in response rate, the first-year Ontario graduate 22 per cent rate of return is considered a good rate of return for online surveys. In addition to the personal importance of the topic of this survey to the respondents, the draw incentive and two reminder e-mails that provide easy access to the survey web site support the comparatively strong return rates.

11. Demographics

Ontario Graduates

Three surveys sample Ontarians who graduated from Ontario faculties of education and other teacher education programs operating in Ontario by ministerial consent or special Act of the legislature. We select survey groups by the year the graduate obtains their

Ontario teaching licence in order to assess job outcomes based on years in the teaching employment market.

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

Recency of teacher education degree by year of licensure

	2018	2017	2016	2015	2014
Current year degree	90 %	90 %	89 %	89 %	82 %
One year previous	7	8	6	5	13
Two years previous	2	< 1	2	3	4
More than two years	1	1	3	2	< 1

Survey returns are representative of the populations of early-career teachers from which the samples were drawn. Exceptions to this 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 in the pre-2017 samples.

Teacher qualifications by year of licensure

	2018	2017	2016	2015	2014	2009
Primary-Junior	49 %	49 %	46 %	42 %	48 %	41 %
Junior-Intermediate	15	18	23	19	13	22
Intermediate-Senior	34	32	27	35	32	31
Technological Education	2	1	4	4	6	6

Teacher education sources by year of licensure

	2018	2017	2016	2015	2014	2009
Ontario faculties of education	96 %	97%	93 %	96 %	96 %	95 %
Ministerial consent programs*	4	3	7	4	4	5

*Includes Redeemer College that operates under a special Act of Ontario legislature

Language of teacher education by year of licensure

	2018	2017	2016	2015	2014	2009
English-language	92 %	89 %	93 %	85 %	83 %	80 %
French-language	8	11	7	15	13	20

Respondents reporting Additional qualifications

		2018	2017	2016	2015	2014
Completed one or more AQs		65 %	72 %	82 %	83 %	80 %
Completed two or more AQs		33	48	66	65	65
	Division	2018	2017	2016	2015	2014
Completed FSL AQ or equivalent	PJ	25 %	23 %	18 %	24 %	25 %
	JI	25	26	17	25	23
	IS	12	14	17	22	16
Completed Math AQ or ABQ	PJ	27	37	38	41	29
	JI	22	26	20	27	33
	IS	17	17	11	18	21

Gender identification by year of licensure

	2018	2017	2016	2015	2014	2009
Female	80 %	81 %	84 %	73 %	75 %	77 %
Male	20	19	16	27	25	23
Other	< 1	< 1	< 1	< 1	0	< 1

Teaching as first or subsequent career by year of licensure

	2018	2017	2016	2015	2013	2009
First career	83 %	80 %	83 %	71 %	68 %	70 %
Second or subsequent career	17	20	17	29	32	30

Age range by year of licensure*

	2018	2017	2016	2015	2014	2009
18 – 24	37 %	14 %	1 %	< 1 %	0	0
25 – 34	52	74	85	75	73 %	46 %
35 – 44	7	7	8	18	17	37
45 – 54	3	3	6	7	8	13
55 – 64	< 1	0	0	< 1	1	3
65 +	0	0	0	0	0	< 1

* Residual declined to answer

New-to-Canada teachers

The new-to-Canada respondents certified in Ontario in 2017 and 2018 have the following demographic profiles.

Divisions of Ontario Teacher Licensure	
Primary-Junior	21 %
Junior-Intermediate	23
Intermediate-Senior	46
Technological Education	2
Other combination of divisions	9

Language of Initial Teacher Education	
English	83 %
French	15
Other	4

Gender identification	
Female	74 %
Male	26
Other	0

Teaching as first or subsequent career	
First career	85 %
Second or subsequent career	15

Age range	
18 – 24	< 1 %
25 – 34	13
35 – 44	53
45 – 54	26
55 – 64	5
65 +	0

* Residual declined to answer

Years of teaching experience prior to Ontario certification	
None	0
Less than one year	4 %
1 – 2 years	9
3 – 5 years	22
6 – 10 years	28
More than 10 years	37

Where new-to-Canada teachers taught before Ontario licensure	
India	28 %
United States	14
Other Canadian provinces	9
Jamaica	8
Pakistan	4
United Kingdom	4
Cameroon	3
Australia	3
29 other countries/provinces with 2 per cent or fewer	

Ontarians certified after initial teacher education in another province or abroad (excluding New York State border colleges)

Respondents who are from Ontario and completed their teacher education in another Canadian province or country prior to returning to Ontario have the following demographic profiles. This group excludes Ontarians who completed teacher education in New York State colleges bordering on Canada.

Divisions of Initial Teacher Certification	
Primary-Junior	42 %
Junior-Intermediate	0
Intermediate-Senior	58
Technological Education	0

Language of Initial Teacher Education	
English	100 %
French	0

Gender identification	
Female	71 %
Male	29
Other	0

Age range	
18 – 24	17 %
25 – 34	67
35 – 44	8
45 – 54	8

Teaching as first or subsequent career	
First career	81 %
Second or subsequent career	19

Years of teaching experience prior to Ontario certification*	
None	46 %
Less than one year	19
1 – 2 years	12
3 – 5 years	8
6 – 10 years	4
More than 10 years	11

*United States, United Kingdom and New Zealand reported as jurisdictions

Ontarians certified after initial teacher education at a New York State college near the Ontario border

Respondents who completed teacher education at institutions such as Canisius College, Daeman College, D'Youville College, Medaille College and Niagara University in New York State have the following demographics.

Divisions of Initial Teacher Certification	
Primary-Junior	60 %
Junior-Intermediate	7
Intermediate-Senior	17
Technological Education	0
Other combination of divisions	14

Language of Initial Teacher Education	
English	100 %
French	0

Gender	
Female	81 %
Male	19
Other	0

Age range	
18 – 24	12%
25 – 34	46
35 – 44	27
45 – 54	15

Teaching as first or subsequent career	
First career	39 %
Second or subsequent career	61

Years of teaching experience prior to Ontario certification*

None	57 %
Less than one year	7
1 – 2 years	7
3 – 5 years	14
6 – 10 years	11
More than 10 years	4

*United Kingdom, Japan, China and Alberta reported as jurisdictions

Teachers from other provinces who migrated to Ontario

Canadians who completed their teacher education in another province and subsequently obtained their teacher certification in Ontario have the following demographic profiles.

Divisions of Ontario Teacher Qualifications	
Primary-Junior	32 %
Junior-Intermediate	11
Intermediate-Senior	45
Technological Education	0
Other combination	12

Language of Initial Teacher Education	
English	68 %
French	30
French and English	2

Gender identification	
Female	86 %
Male	14
Other	0

Age range	
18 – 24	8 %
25 – 34	55
35 – 44	29
45 – 54	6
55 – 64	2

Teaching as first or subsequent career	
First career	82 %
Second or subsequent career	18

Years of teaching experience prior to Ontario certification	
None	18 %
Less than one year	7
1 – 2 years	11
3 – 5 years	27
6 – 10 years	20
More than 10 years	18

Provinces and countries in which respondents taught	
Québec	18 %
Alberta	21
British Columbia	10
Saskatchewan	10
Manitoba	8
Nova Scotia	8
New Brunswick	5
Newfoundland and Labrador	5
8 other jurisdictions with 2 per cent or fewer	

12. Glossary of terms

Daily occasional teaching – on roster(s) for daily on-call teaching assignments for one or more schools or district school boards

English-language teachers – graduates of English-language teacher education programs not employed or qualified as FSL teachers or as teachers in French-language district school boards

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

French as a second language teachers – employed and/or qualified 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, reporting some teaching employment, may be full-time or part-

time employed, and reporting that they found as much teaching employment throughout the school year as they wanted; may be in permanent, LTO or daily occasional teaching job at time of the survey

Independent school – privately run elementary and/or secondary school that operates independently in Ontario as a business or non-profit organization; sometimes referred to as private school

Long term occasional position – full-time or part-time position that replaces a permanent teacher on leave, 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 – teacher education programs offered by Charles Sturt University, Niagara University in Ontario, Tyndale University College and State University of New York at Potsdam (Ontario) each of which operates or formerly operated in Ontario under special ministerial permit (Redeemer University College, which offers teacher education programs in Ontario under a Redeemer specific Act of the Ontario legislature is grouped with these programs for analysis purposes)

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

Ontario publicly funded university faculties of education – faculties of education at Brock University, Lakehead University, Laurentian University, Nipissing University, OISE-University of Toronto, Queen's University, Trent University, Ontario Tech University, 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 the province

Ontario teacher education graduates – Graduates of Ontario faculties of education or ministerial consent teacher education programs in Ontario (including Redeemer University College)

Ontario teacher employment market – employment market for elementary and secondary teaching jobs in publicly funded district school boards, provincial school authorities, First Nation schools and independent schools located in the province of Ontario

Other limited term contract – full-time or part-time position that has a definite end date, not formally referred to as long term occasional or LTO contract

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

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

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

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

Term contract – Long term occasional (LTO) or other limited term contract position

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

Unemployed teacher – actively looking for a teaching job during the school year and not able to find any teaching employment, including not able to find daily occasional teaching work

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

13. Appendix 1

Ratings on foundational professional knowledge and pedagogical skills

First-year teachers were asked to indicate their agreement with statements that:

- their teacher education program was excellent,
- their current level of professional preparedness is excellent, and
- they place a high priority on future professional development

These statements were made in relation to a comprehensive set of areas of foundational professional knowledge and pedagogical skills. These areas are identified through Ontario College of Teachers research and consultation as central to support the province's enhanced teacher education program.

Ratings were completed on five-point scales from strongly agree to strongly disagree. Results are presented separately for first-year teachers with primarily elementary or primarily secondary school teaching jobs.

Elementary Teachers – Teacher education excellence ratings

Statement: Initial teacher education coverage was excellent.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Lesson planning	4.2	First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	3.6
Professional conduct and ethics, professional boundaries with students and parents	4.1	Connection of theory and practice in the practicum/classroom	3.6
Observing experienced teachers	4.1	Student observation, assessment and evaluation	3.6
Theories of learning and teaching and differentiated instruction	4.0	Foundations of education courses	3.6
Education law and standards of practice	3.9	Use of educational research and data analysis	3.5
Safe and accepting schools / creating of a positive school climate	3.9	Program planning	3.5
Instructional strategies	3.9	Professional relationships with colleagues	3.4
Knowledge of the Ontario context	3.8	Classroom management and organization	3.4
Engaging students	3.8	Special education	3.4
Adapting teaching to diverse learners	3.8	Teaching students with special needs	3.3
Coaching and feedback on my teaching	3.8	Mental health, addictions and well-being	3.3
Inquiry-based instruction	3.7	Personal well-being	3.3
Reading and literacy pedagogy	3.7	Child and adolescent development and student transitions	3.2
Depth and breadth of Ontario curriculum	3.7	Politique d'aménagement linguistique (PAL) de l'Ontario	3.2
Addressing equity of access and outcomes for all students	3.7	Supporting English language learners	3.0
Inquiry-based research, data and assessment	3.6	Parent engagement and communication	3.0
Pedagogy, assessment and evaluation for your specific curriculum areas	3.6	Daily occasional or supply teaching	2.7
Mathematics curriculum and pedagogy	3.6	Teaching combined grades	2.4
Use of technology as a teaching and learning tool	3.6	Supporting French language learners	2.4
		Report card preparation	1.9

Secondary Teachers – Teacher education excellence ratings

Statement: Initial teacher education coverage was excellent.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Professional conduct and ethics, professional boundaries with students and parents	4.3	Depth and breadth of Ontario curriculum	3.5
Lesson planning	4.0	Use of educational research and data analysis	3.4
Coaching and feedback on my teaching	4.0	Foundations of education courses	3.2
Theories of learning and teaching and differentiated instruction	4.0	Reading and literacy pedagogy	3.2
Observing experienced teachers	4.0	Professional relationships with colleagues	3.2
Education law and standards of practice	3.8	Connection of theory and practice in the practicum/classroom	3.2
Adapting teaching to diverse learners	3.8	Mental health, addictions and well-being	3.2
Pedagogy, assessment and evaluation for your specific curriculum areas	3.8	Special education	3.2
Instructional strategies	3.7	Child and adolescent development and student transitions	3.1
Student observation, assessment and evaluation	3.7	Teaching students with special needs	3.1
Safe and accepting schools / creating of a positive school climate	3.7	Personal well-being	3.1
Use of technology as a teaching and learning tool	3.7	Classroom management and organization	3.0
Addressing equity of access and outcomes for all students	3.6	Supporting English language learners	3.0
Inquiry-based instruction	3.6	Politique d'aménagement linguistique (PAL) de l'Ontario	2.9
Knowledge of the Ontario context	3.6	Parent engagement and communication	2.8
Engaging students	3.6	Daily occasional or supply teaching	2.5
Program planning	3.5	Supporting French language learners	2.2
Mathematics curriculum and pedagogy	3.5	Teaching combined grades	2.0
Inquiry-based research, data and assessment	3.5	Report card preparation	1.7
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	3.5		

Elementary Teachers – Preparedness excellence ratings

Statement: My current level of preparedness is excellent.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Professional conduct and ethics, professional boundaries with students and parents	4.4	Mathematics curriculum and pedagogy	3.8
Lesson planning	4.4	Personal well-being	3.8
Professional relationships with colleagues	4.2	Connection of theory and practice in the practicum/classroom	3.8
Safe and accepting schools / creating of a positive school climate	4.2	Pedagogy, assessment and evaluation for your specific curriculum areas	3.8
Engaging students	4.2	Inquiry-based research, data and assessment	3.7
Use of technology as a teaching and learning tool	4.0	Foundations of education courses	3.7
Instructional strategies	4.0	Parent engagement and communication	3.7
Classroom management and organization	4.0	Special education	3.6
Daily occasional or supply teaching	4.0	Child and adolescent development and student transitions	3.6
Adapting teaching to diverse learners	4.0	Use of educational research and data analysis	3.6
Theories of learning and teaching and differentiated instruction	4.0	Teaching students with special needs	3.6
Knowledge of the Ontario context	3.9	First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	3.4
Depth and breadth of Ontario curriculum	3.9	Supporting English language learners	3.3
Education law and standards of practice	3.9	Politique d'aménagement linguistique (PAL) de l'Ontario	3.3
Addressing equity of access and outcomes for all students	3.9	Teaching combined grades	3.0
Coaching and feedback on my teaching	3.9	Supporting French language learners	2.9
Reading and literacy pedagogy	3.8	Report card preparation	2.9
Mental health, addictions and well-being	3.8		
Program planning	3.8		
Inquiry-based instruction	3.8		
Student observation, assessment and evaluation	3.8		

Secondary Teachers – Preparedness excellence ratings

Statement: My current level of preparedness is excellent.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Professional conduct and ethics, professional boundaries with students and parents	4.5	Mental health, addictions and well-being	3.8
Lesson planning	4.4	Inquiry-based research, data and assessment	3.8
Professional relationships with colleagues	4.3	Knowledge of the Ontario context	3.8
Engaging students	4.2	Inquiry-based instruction	3.8
Pedagogy, assessment and evaluation for your specific curriculum areas	4.1	Connection of theory and practice in the practicum/classroom	3.7
Safe and accepting schools / creating of a positive school climate	4.1	Reading and literacy pedagogy	3.7
Use of technology as a teaching and learning tool	4.1	Use of educational research and data analysis	3.6
Instructional strategies	4.1	Personal well-being	3.6
Theories of learning and teaching and differentiated instruction	4.1	Foundations of education courses	3.6
Depth and breadth of Ontario curriculum	4.0	Child and adolescent development and student transitions	3.6
Program planning	4.0	Special education	3.5
Student observation, assessment and evaluation	4.0	Teaching students with special needs	3.5
Adapting teaching to diverse learners	4.0	Parent engagement and communication	3.5
Daily occasional or supply teaching	3.9	First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	3.4
Education law and standards of practice	3.9	Supporting English language learners	3.4
Classroom management and organization	3.9	Report card preparation	3.2
Addressing equity of access and outcomes for all students	3.8	Mathematics curriculum and pedagogy	3.1
		Politique d'aménagement linguistique (PAL) de l'Ontario	3.0
		Supporting French language learners	2.5
		Teaching combined grades	2.4

Elementary Teachers – Professional development priority ratings

Statement: This is a high professional development priority for me.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Classroom management and organization	4.6	Use of technology as a teaching and learning tool	4.3
Engaging students	4.6	Inquiry-based instruction	4.3
Student observation, assessment and evaluation	4.5	Depth and breadth of Ontario curriculum	4.3
Adapting teaching to diverse learners	4.5	Professional conduct and ethics, professional boundaries with students and parents	4.3
Safe and accepting schools / creating of a positive school climate	4.5	Lesson planning	4.3
Teaching students with special needs	4.5	First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	4.2
Mental health, addictions and well-being	4.5	Professional relationships with colleagues	4.2
Instructional strategies	4.5	Supporting English language learners	4.2
Program planning	4.5	Inquiry-based research, data and assessment	4.1
Special education	4.5	Child and adolescent development and student transitions	4.1
Coaching and feedback on my teaching	4.5	Politique d'aménagement linguistique (PAL) de l'Ontario	4.1
Reading and literacy pedagogy	4.5	Education law and standards of practice	4.0
Observing experienced teachers	4.5	Teaching combined grades	4.0
Parent engagement and communication	4.4	Knowledge of the Ontario context	4.0
Addressing equity of access and outcomes for all students	4.4	Connection of theory and practice in the practicum/classroom	4.0
Mathematics curriculum and pedagogy	4.4	Use of educational research and data analysis	3.9
Pedagogy, assessment and evaluation for your specific curriculum areas	4.4	Foundations of education courses	3.7
Report card preparation	4.4	Daily occasional or supply teaching	3.7
Theories of learning and teaching and differentiated instruction	4.4	Supporting French language learners	3.6
Personal well-being	4.4		

Secondary Teachers – Professional development priority ratings

Statement: This is a high professional development priority for me.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Classroom management and organization	4.6	Teaching students with special needs	4.2
Adapting teaching to diverse learners	4.5	Engaging students	4.2
Instructional strategies	4.4	Supporting English language learners	4.1
Program planning	4.4	Report card preparation	4.1
Student observation, assessment and evaluation	4.4	Professional relationships with colleagues	4.1
Mental health, addictions and well-being	4.4	Depth and breadth of Ontario curriculum	4.1
Coaching and feedback on my teaching	4.4	Inquiry-based research, data and assessment	4.1
Pedagogy, assessment and evaluation for your specific curriculum areas	4.4	First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	4.0
Safe and accepting schools / creating of a positive school climate	4.4	Mathematics curriculum and pedagogy	4.0
Professional conduct and ethics, professional boundaries with students and parents	4.3	Reading and literacy pedagogy	4.0
Theories of learning and teaching and differentiated instruction	4.3	Connection of theory and practice in the practicum/classroom	4.0
Use of technology as a teaching and learning tool	4.3	Child and adolescent development and student transitions	4.0
Parent engagement and communication	4.2	Education law and standards of practice	3.9
Addressing equity of access and outcomes for all students	4.2	Knowledge of the Ontario context	3.8
Special education	4.2	Use of educational research and data analysis	3.7
Personal well-being	4.2	Politique d'aménagement linguistique (PAL) de l'Ontario	3.6
Observing experienced teachers	4.2	Daily occasional or supply teaching	3.6
Inquiry-based instruction	4.2	Foundations of education courses	3.5
Lesson planning	4.2	Teaching combined grades	3.2
		Supporting French language learners	2.5

14. Appendix 2

Annual teacher retirement and new teacher forecast methodology

Teacher retirements

Teacher retirements are forecast for the years 2019 through 2022 based on:

- trends in Ontario Teacher Pension Plan reports up to 2018, and
- teacher retirement forecasts by *PRISM Economics and Analysis 2016 forecast report for the Higher Education Council of Ontario*.

The PRISM report includes forecasts sourced from Ontario Teacher Pension Plan as well as demographic forecasts

of deaths of active teachers. We have adjusted the PRISM retirement forecasts upward using the pre-2019 level of retirements as a base and deploying the upward trend described by PRISM. Death forecasts and other pre-retirement factors are not reflected in this methodology. In addition, our methodology does not include forecasts of retirements of teachers in Ontario independent schools.

New teachers

New teacher forecasts for 2019 through 2022 are based on:

- Ontario University Application Centre (OUAC) reports on Ontario faculty of education consecutive program confirmations of admission in 2017 through 2019,
- trends in applicants to consecutive teacher education programs to ensure that there are likely to be sufficient qualified applicants in 2020 to support the 2022 forecast,
- University of Toronto teacher education master's degree

- programs admissions in 2017 through 2019,
- trends in Ministry of Training, Colleges and University funding of concurrent teacher education enrolments at Ontario universities,
- Ontario College of Teacher reports on trends in numbers of current year and previous year Ontario education graduations in each year of new licenses issued to such graduates, which allows forecasting of future year licensing based on consecutive

confirmations two years previous as well as numbers of delayed entry graduates from previous years,

- trends in licensing of out-of-province teachers including from other provinces, US border colleges and other countries (including both individuals new-to-Canada and Ontarians studying abroad),
- announcement or non-announcement of commitments from the Ministry of Training, Colleges and Universities of funding changes for spaces in education faculties, and
- enrolment ceilings announced for special permit colleges and Redeemer College operating in Ontario.

15. Appendix 3

Estimates of impact of class size increase and e-learning on teaching job reductions

The province of Ontario has published two estimates of the number of teaching job reductions that may result from the class size and e-learning plans and the

transitional financial support to protect from lay-off teachers with permanent teaching jobs. Consultations and teacher contract negotiations in which these initiatives are addressed were not concluded at the time this report was finalized.

Province of Ontario source	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Ontario Ministry of Education – net reduction in teaching positions after Teacher Job Protection Fund Spending is withdrawn	-1,558	-2,177	-2,915	-3,475	-3,475
Financial Accountability Office (FAO) – cumulative reduction in teaching positions, net after Teacher Job Protection Funding each fiscal year	-2,826	-5,191	-7,726	-9,781	-10,054
FAO - Secondary years component of teaching position reductions	-1,859				-9,060
FAO – Estimated secondary years average class size	22.9	24.6	26.7	28.0	28.0
FAO - Elementary years component of teaching position reductions	-967				-994

Estimated teaching position reductions for secondary schools range from about seven to 20 per cent of secondary FTE

teachers in DSBs.⁴¹ Both estimates assume some growth in teaching positions to reflect elementary/

⁴¹ Assuming the low end 2023-2024 estimate is approximately 90 per cent secondary and 10 per cent elementary.

secondary provincial enrolment growth over the five years. As of the date in January when this report was finalized, government has amended its plans for secondary class size increases and the number of compulsory e-learning courses. Essentially, the original proposals have been halved which could be expected to reduce the secondary teaching positions cuts by half.

Transition to Teaching 2019 surveys and analyses confirm that the Ontario teacher surplus is at an end.

French as a second language and French first language teachers are in high demand relative to annual supply. Our survey findings confirm the widely recognized shortages of these qualifications across the province continue.

English-language teacher education graduates also report much improved job outcomes in the early-career years as the pool of unemployed teachers from earlier surplus years is near depletion.

With forecast annual newly-licensed teachers in Ontario barely keeping up with teacher retirements over the next several years, English-language teacher shortages are expected. More Ontario teachers are needed to fill classroom vacancies in the years ahead.

Although much diminished in number from previous years, unemployed Ontario graduates from earlier years and Ontario-licensed teachers educated in other jurisdictions may help district school boards with the challenging recruitment years ahead.

Ontario education graduates who moved out-of-province in the teacher surplus years are another potential source of replacement teachers given conditions conducive to their return.

Growth in applications to Ontario faculties of education in the past year is a promising indicator that a larger new generation of teachers could be prepared and recruited to meet the needs.

The extent of teacher job reductions over the next several years that result from proposed increases in secondary class sizes and implementation of compulsory e-learning courses may affect forecasts in this report.



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