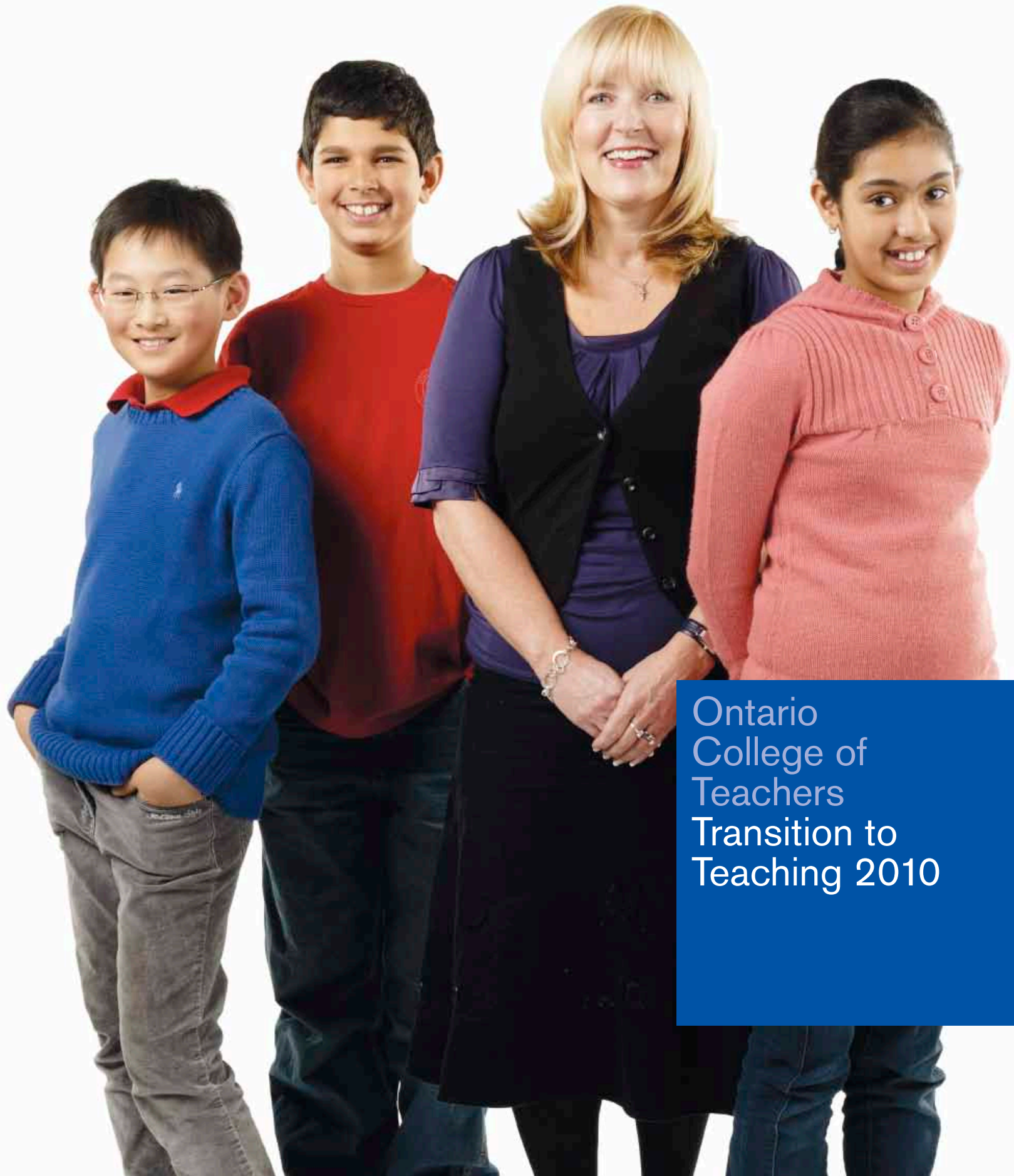


**Early-Career Teachers in Ontario Schools
February 2011**



Ontario
College of
Teachers
Transition to
Teaching 2010

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Context and Overview of Ontario Teaching Job Markets

The *Transition to Teaching* study reports on the early career and professional development experiences of Ontario teachers. Since 2001 when this study began the employment market for Ontario teachers has changed dramatically. The market at the beginning of the last decade was robust for both French- and English-language teachers, School boards readily absorbed most new education graduates. Increased teacher retirement numbers from 1998 to 2002 meant job opportunities were plentiful early in the decade and new teachers found jobs relatively easily in every part of the province.

Teacher retirement numbers dropped substantially in 2003 and continued at a much lower volume throughout the remainder of the decade. At the same time, the supply of new teachers from Ontario faculties and teachers moving to Ontario from other provinces and countries grew steadily. The English-language teacher job market became more competitive in 2003 and job opportunities for these new teachers declined and became more and more limited relative to the growing supply for each year thereafter.

Web-based surveys made available to teachers in June 2010 explored the job entry, teaching and professional development experiences of teacher education graduates of 2005 through 2009 and new-to-Ontario teachers educated outside the province and first licensed in 2008 and 2009. Survey responses from 5,415 teachers confirmed even longer job queues this year as new teachers compete with underemployed graduates of earlier years for the comparatively limited number of openings in a low retirement environment.

French-language teacher reports this year found indications of increased competition in this job market that appear similar to the early years of the English-language teacher supply/demand imbalance.

How did this over supply of teachers emerge in Ontario?

Job openings for teachers arise primarily from the need for school boards to replace teacher retirees. Job opportunities are driven to a lesser extent by policy and funding changes, and also the rise and fall in student enrolments. Several Ontario policy initiatives – such as the funding of more teaching positions to reduce class sizes and extension of Kindergarten programs – add employment opportunities for new teachers. The ongoing gradual decline in enrolment reduces the demand for teachers. These policy and student demographic changes have tended to balance one another in their combined impact on volume of teaching jobs in the province.

In the five years 1998 through 2002 Ontario experienced record-high teacher retirements at an average of about 7,200 annually and comparatively low numbers of new teachers entering the profession each year. French-language and English-language school boards, at the elementary and secondary levels, and in every region of the province, experienced retirement-driven job openings that created sufficient opportunities for the average of 9,000 new teachers each year at that time. There was a near balance of employment demand and supply at that time across the province.

Teacher retirements declined over the decade as the volume of new entrants to teaching increased. In the five years from 2005 to 2009, average retirements had fallen to 4,600 annually. The average annual number of new teachers in Ontario over the same period had increased to 12,200. A difference of just 1,800 (9,000 new teachers minus 7,200 retirements) more new teachers than retirees each year early in the decade became a wide gap of 7,600 (12,200 new teachers minus 4,600 retirements) annually. Each year more teachers from earlier years are still on the employment market trying to find full employment causing more and more competition for a relative scarcity of teaching jobs.

With the more competitive employment market in Ontario, the number of applicants for Ontario teacher education programs has declined since 2007. From a peak of about 16,500 in 2007 the annual applicant numbers fell to about 12,500 by 2010. Despite this lower applicant volume, Ontario graduates joining the Ontario College of Teachers each year has remained relatively constant. On the other hand, the number of US border-college graduates and teachers from other countries obtaining Ontario teacher certification each year fell by about 30 per cent between 2006 and 2010. From a high of about 12,700 new Ontario teachers from all sources in 2008, the total has receded somewhat to about 11,800 in 2010.

Teacher retirements are forecast to remain under 5,000 annually over the next seven years. The years of oversupply of teachers in Ontario impinges on new-teacher job outcomes more and more each year. New teachers from past years take longer to move on from daily supply assignments to term contract and regular jobs and from partial to full-time contracts. As they continue to seek improved long-term occasional or regular-teacher contracts, each new group of teachers enters an increasingly competitive job market.

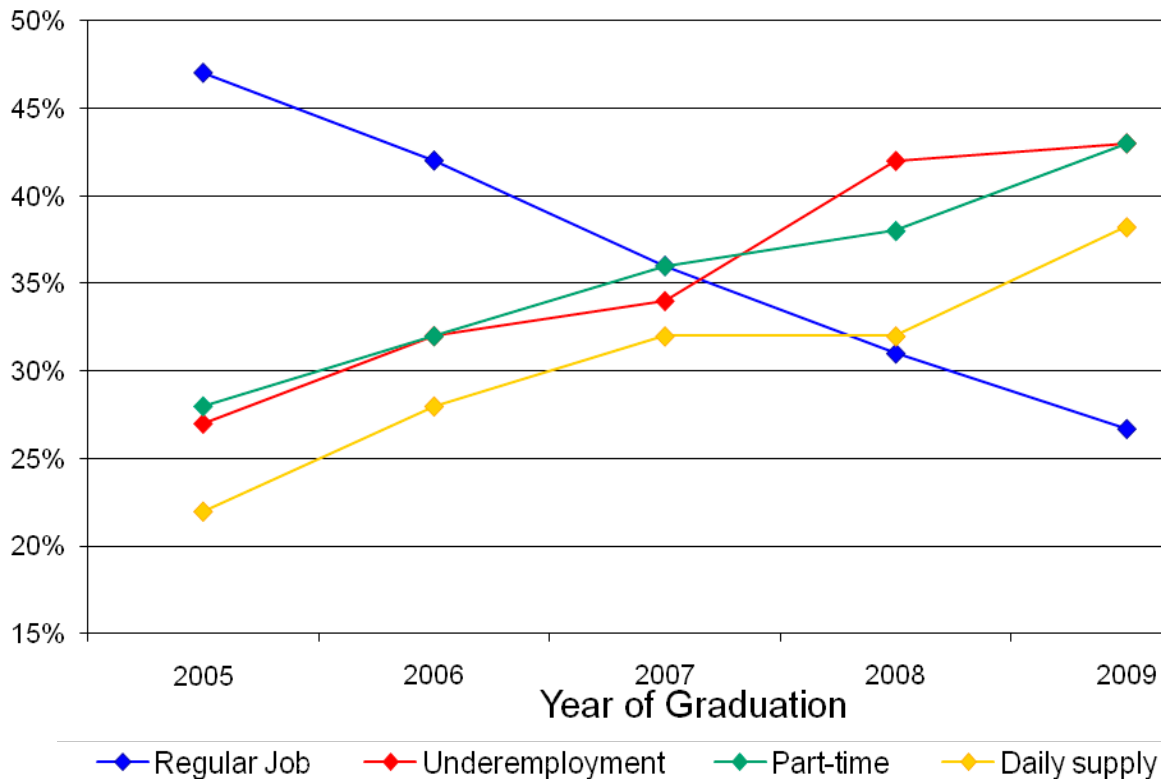
The tight teacher employment market in Ontario is unlikely to improve in the near future given the cumulative numbers of surplus new teachers from previous years not yet settled into full employment and the continuing annual over-supply of new teachers relative to retirement related vacancies.

Survey returns for new graduates in the 2009-2010 school year confirm yet more tightening of the overall job market. Involuntary unemployment rose substantially this year to 24 per cent, a rate that is eight times the three per cent unemployment rate in 2006.

For new teachers who found jobs this year, the key measures continue the multi-year trend of progressively weaker employment outcomes:

- regular jobs in the first year declined to 26 per cent from 31 per cent last year
- at the end of the first year, 39 per cent of those teaching are still in daily supply jobs, up from 32 per cent
- part-time teaching increased from 38 to 43 per cent, and
- underemployment continues to rise and now stands at 43 per cent.

Percentage of First Year Teachers on Key Job Outcomes



More than half of surveyed teachers in their second year of teaching now report they were underemployed or unemployed. Almost two out of five of these teachers did not hold regular teaching contracts by the end of their second school year as teachers. Regular contracts for second year teachers fell to 38 per cent in the 2009-2010 school year, down from 48 per cent the year before. The queue for full employment continues to grow as wait times for jobs lengthen throughout the province.

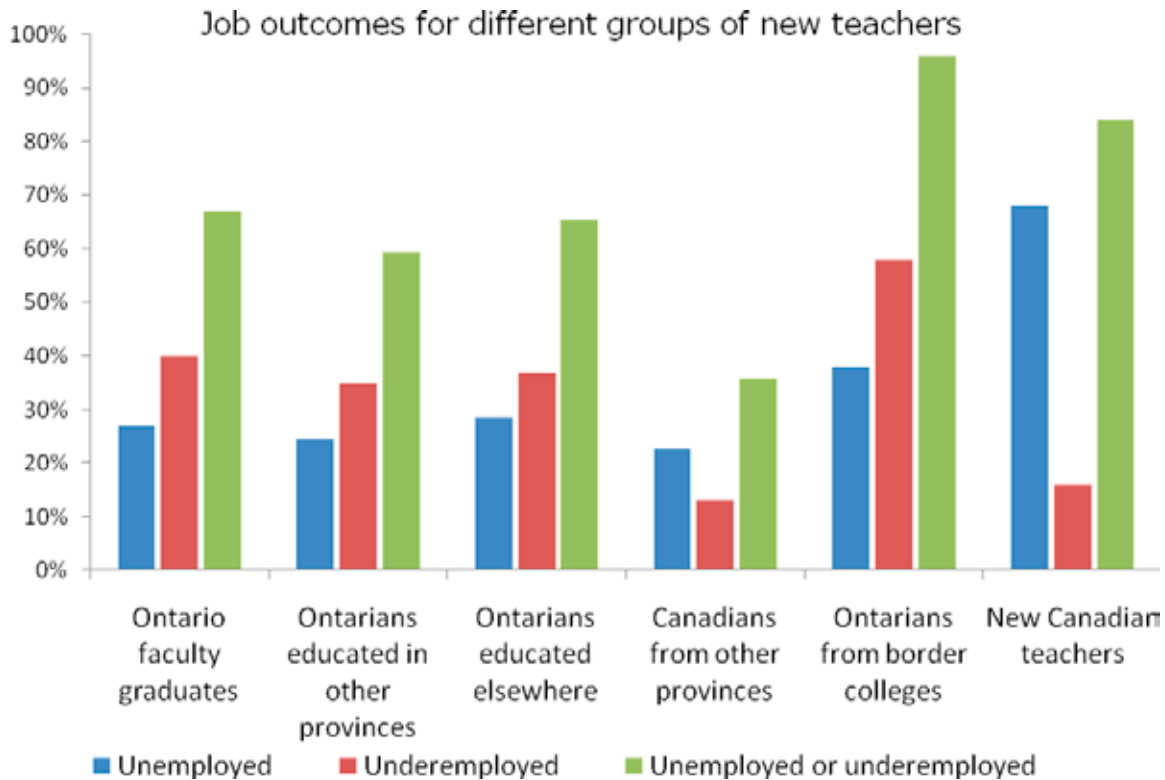
French-language teachers are now experiencing a shift in the job markets for French-language school board and French as a second language jobs. For the second year in a row, the percentage of French-language teachers who were able to obtain regular teaching contracts declined – from 70 per cent two years ago, to 51 per cent in 2009 and down to 37 per cent in 2010. The teacher surplus in Ontario is now affecting job outcomes for teaching in both languages.

Over the past three years, more new teachers each year have responded to the increased Ontario competition by starting their teaching careers in other provinces and abroad. And more recent graduates each year are turning to non-teaching jobs while they wait for their opportunity to begin their teaching careers.

Some teachers educated outside Ontario have a greater challenge getting established in the competitive Ontario job market. New graduates from Ontario faculties of education,

Canadian teachers who move to Ontario from other provinces and Ontarians educated abroad all face comparatively lower levels of unemployment and underemployment in their first year than other new Ontario teachers.

New-Canadians and Ontarians who graduate from US border colleges report the highest rates of involuntary unemployment in 2009-10. Among these two groups of new teachers, about nine out of 10 who were on the job market report this past year say they were unemployed or underemployed throughout the school year. And a significant majority of new-Canadian teachers could not even obtain daily supply teaching.



How long does it take for new teachers to reach full employment as a teacher in Ontario?

This is a somewhat complex question that cannot be answered with a single response. For example, some teachers choose to continue with daily supply, part-time and/or long term occasional assignments. They are not in the market for a full-time regular contract, or at least not initially. Others move in and out of teaching in the early years for family, study, travel or other reasons.

The best measure for assessing the impact of the restricted employment market on delaying intended full entry into the profession is teacher self-reported underemployment and unemployment in each school year.

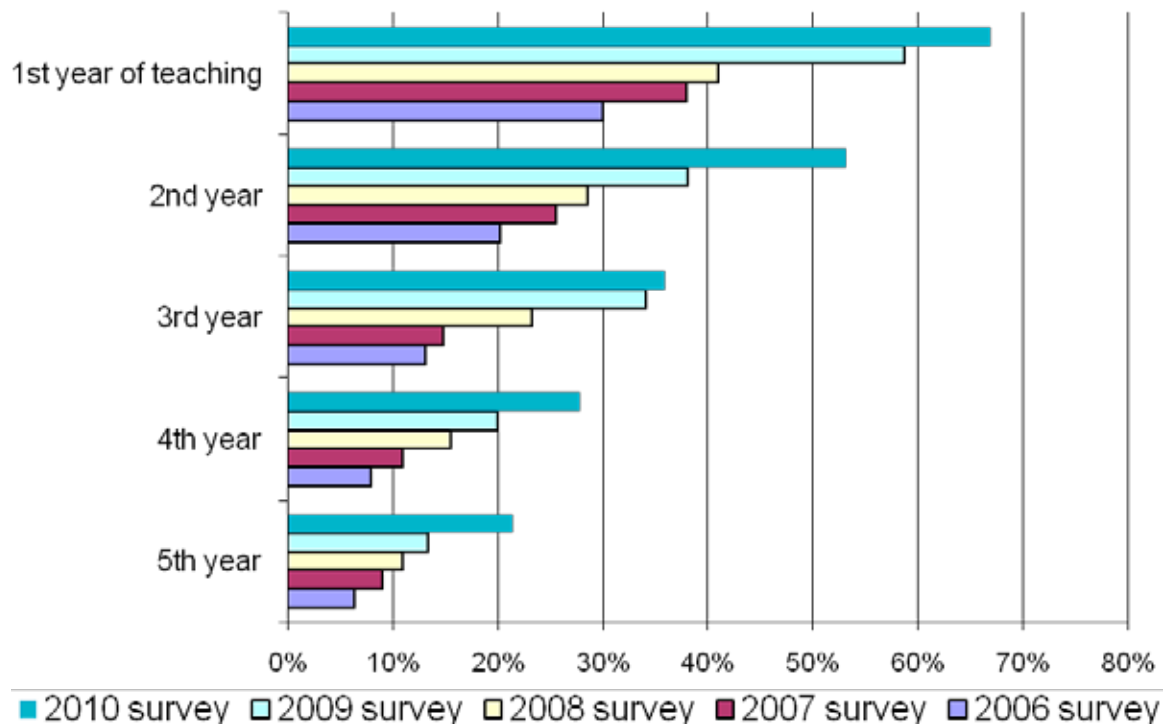
The latest underemployment and unemployment reports from the 2010 surveys of teachers in their first five years presents the current answer to this question. In 2010, only about one out of three first-year teachers reported that they taught as much as they wanted to during the 2009-10 school year, as did about half of the second year teachers, one-third of the third year teachers, three-quarters of the fourth year teachers and four out of five of the fifth year teachers.

These rates of teacher unemployment and underemployment at different early career stages have increased steadily in each of the last five years of the *Transition to Teaching* study. Since 2006:

- first-year teacher under- and unemployment combined rose from 30 to 67 per cent
- second year teachers from 20 to 53 per cent
- third year teachers from 13 to 35 per cent
- fourth year teachers from eight to 28 per cent and
- fifth year teachers from six to 21 per cent

In view of this well established trend, the wait time to settle fully into their careers may be longer for the most recent graduates than for second through fifth year teachers surveyed in 2010.

Underemployed or unemployed in first five years



Committed and confident new generation of teachers

Despite the delayed start to their teaching careers, most first-year teachers expect to be on the market for teaching jobs in Ontario in their second year after graduation and 85 per cent of them plan to be teaching five years from now.

The New Teacher Induction Program (NTIP) provides highly valued support to qualified new teachers. They report that they value highly the orientation, mentoring and professional development support provide to them through the NTIP.

Most new teachers describe their first-year teaching experience as excellent (32 per cent) or good (47 per cent) and say that their professional satisfaction is excellent (28 per cent) or good (40 per cent). Similar numbers report that their confidence level is excellent (29 per cent) or good (45 per cent).

Half (48 per cent) give an unsatisfactory rating to their job security. And yet, almost four out of five (78 per cent) say they are optimistic for their professional future.

Similar satisfaction and determination was reported in the 2010 surveys by teachers in their second through fifth years following graduation.

The *Transition to Teaching* study is made possible by a grant from the Ontario Ministry of Education. This report does not necessarily reflect the policies, views and requirements of the Ministry.

First-Year Ontario Teachers:

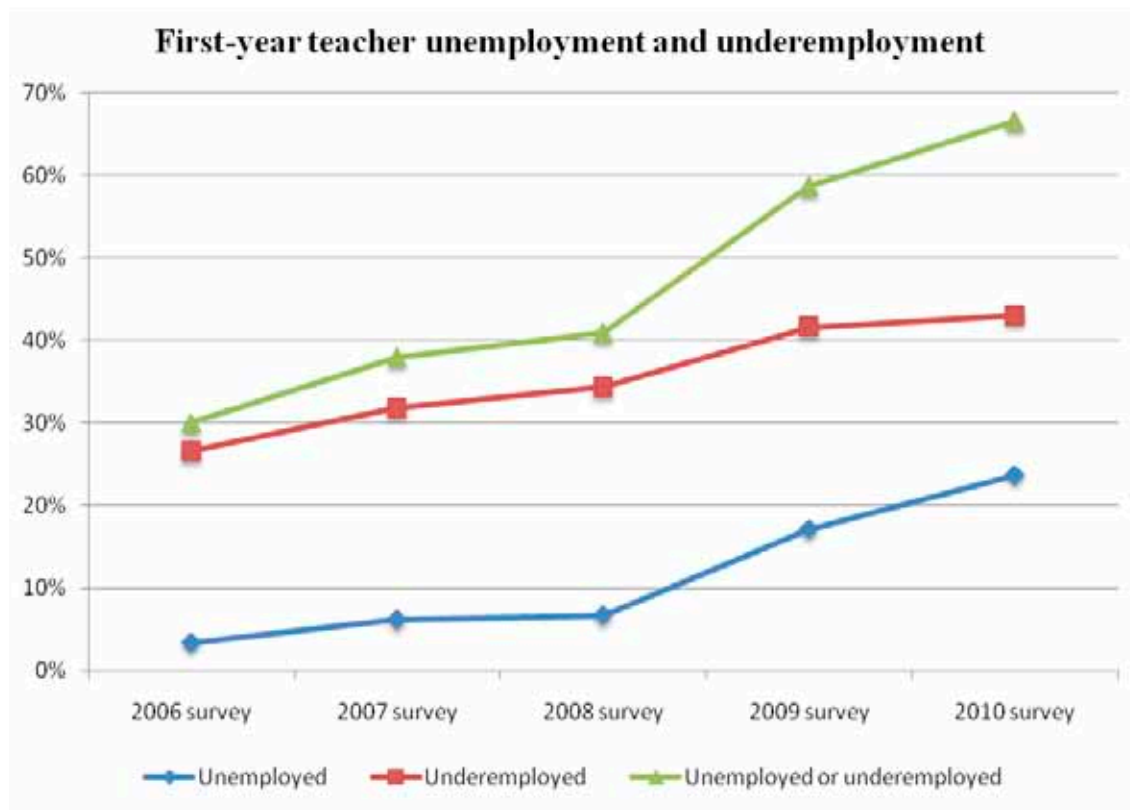
Ontario Faculty of Education and US Border College Graduates of 2009

This is the first year in which the Transition to Teaching study surveyed teacher education graduates of 2009. These new College members were surveyed at the end of the 2009-10 school year, the first school year following their graduation.

Determined new teachers face longer queues for Ontario teaching jobs

New Ontario teachers are demonstrating great determination often long before they get to teach, as the search for jobs – even part-time supply teaching – grows longer and longer for many of them.

Full employment was out of reach for most first-year Ontario teachers in the 2009-10 school year. The 2010 *Transition to Teaching* study found almost one in four teacher education graduates of 2009 were not able to secure any teaching job, not even daily supply teaching. Many more say they got some work but were underemployed as teachers over the year. Fully two-thirds of new teachers now say they did not achieve their first- year employment goals.



Despite the slow start to their careers, most planned to stay in teaching in the next school year and expect they will be continuing with their teaching careers five years from now.

The job market for new teachers in Ontario continues the tightening trend reported over the past five years. First-year involuntary unemployment grew from just three per cent in 2006 to 24 per cent by 2010 for graduates of Ontario universities and US border colleges surveyed in the spring of the year after certification. Underemployment rates for those who did find work in the first year rose from 27 to 43 per cent over the same period.

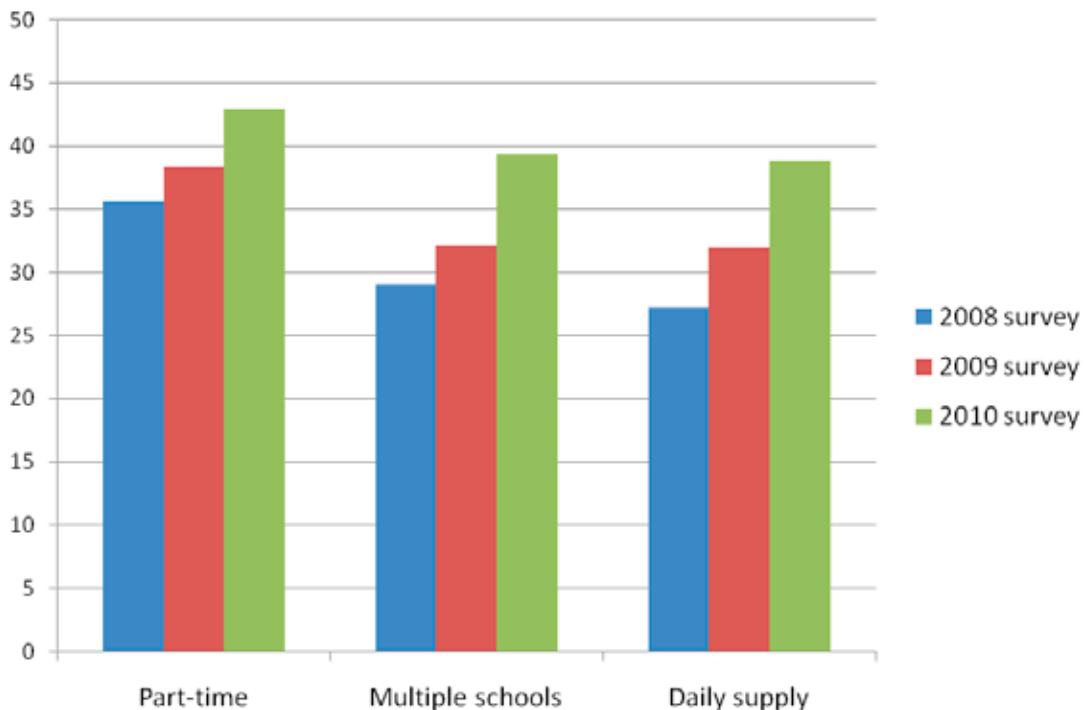
Only 26 per cent of new teachers with jobs in the 2009-2010 school year report they have regular teaching contracts, down from 31 per cent for first-year teachers in the previous school year.

More part-time, multi-school and daily supply teaching

As the Ontario teacher employment market tightens further each year, new graduates increasingly resort to piecing together partial appointments and daily supply teaching in more than one school or school board. For those who find any teaching work in their first year, the numbers reporting part-time, multiple school and daily occasional teaching at the end of the first school year rose steadily over the years.

Of those who did find employment in 2009-2010, 39 per cent were limited to daily supply teaching by year end, 43 per cent worked part-time and 39 per cent taught in more than one school.

Piecowork teaching in first year



The 2010 survey found that two out of three new graduates actively on the job market were either doing this type of piecework or could find no teaching employment of any kind.

Out-of-province teaching is a growing phenomenon given the greatly increased competition for Ontario jobs in recent years. New graduates working in other provinces and abroad doubled over the past three years. In 2010, one out of eight first-year teachers (13 per cent) say they are teaching elsewhere. The majority of them, however, view this as a temporary measure only with returning to teach in Ontario in their plans for the future.

Temporary work in non-teaching jobs

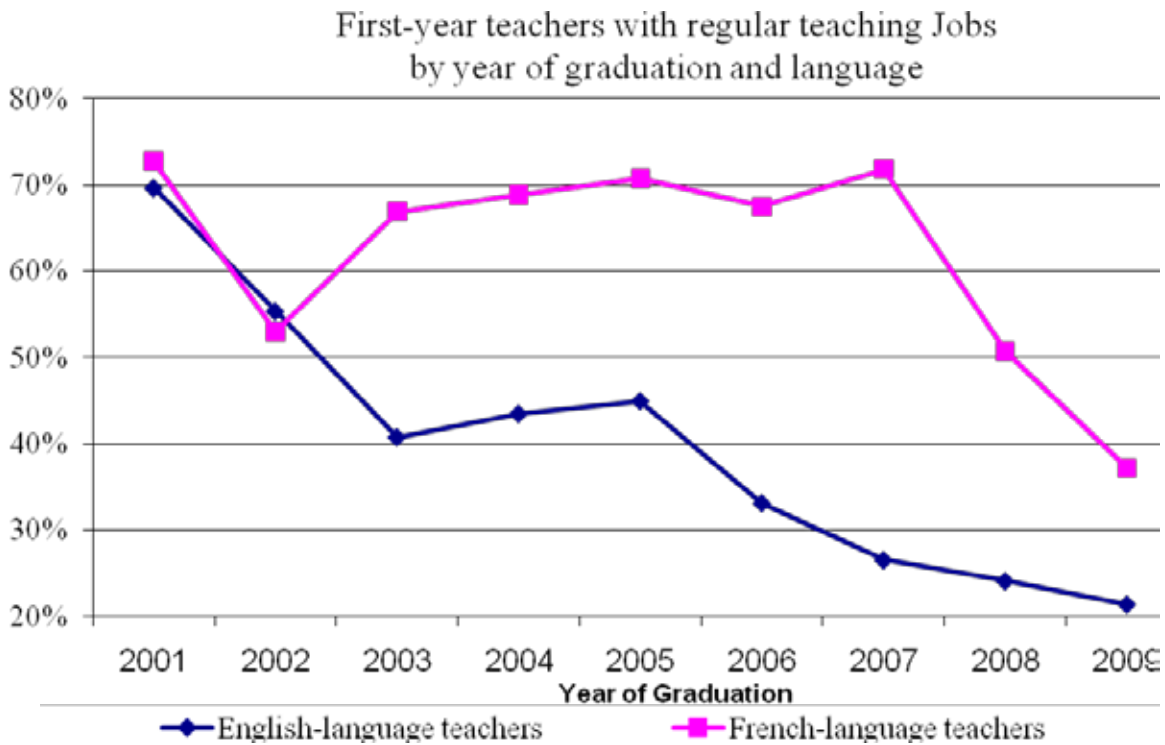
With more recent graduates each year unable to find teaching jobs or only very limited supply teaching employment, increasing numbers of them turn to former occupations or take up other non-teaching jobs each year to survive financially.



Job shortage spreads to French-language teachers

Following years of high demand, French-language teachers reported poorer job outcomes this year, suggesting a new trend that first appeared in last year's surveys.

New graduates able to teach in French-language school boards or to teach French as a second language in English-language boards reported about 70 per cent success rates in finding regular jobs in their first year consistently throughout most of the past decade. This rate dropped to 51 per cent in 2009 and fell further to 37 per cent in 2010. Although still experiencing more positive outcomes than English-language teachers (21 per cent regular jobs), new French-language teachers in Ontario no longer enjoy the consistently bright job prospects of earlier years.



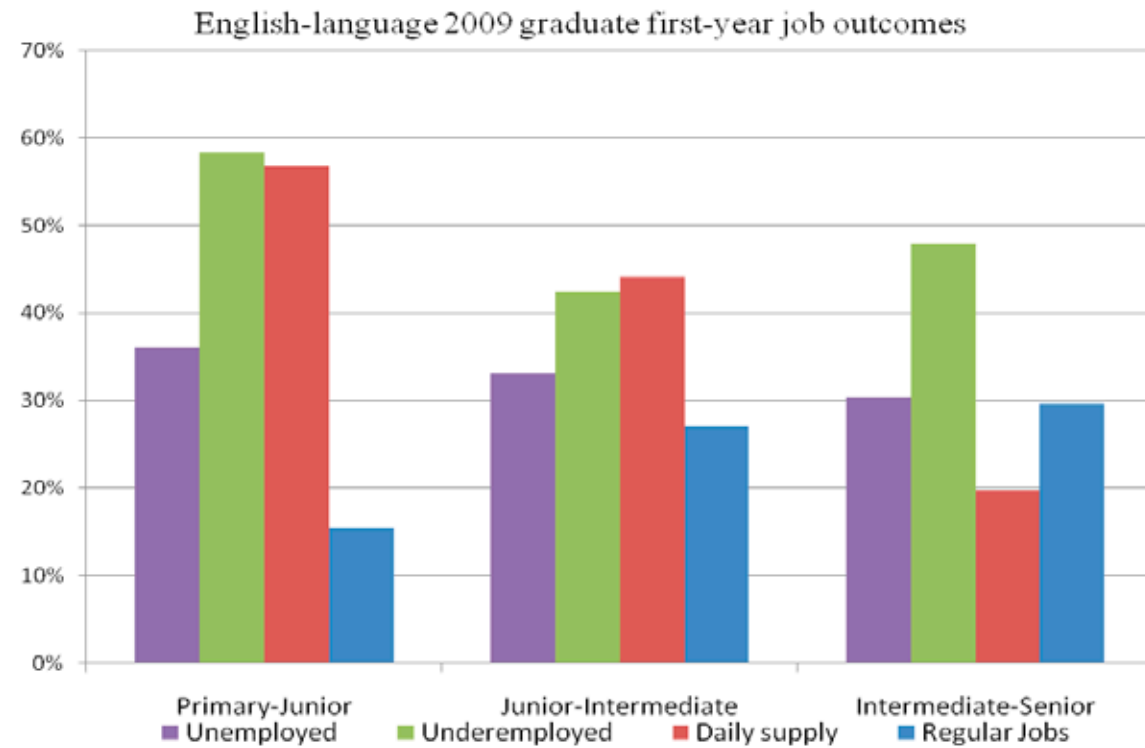
The majority of French-language teachers in 2009-2010 did achieve their employment goals. But involuntary unemployment rose to 14 per cent among French-language teachers and 32 per cent of those with jobs say they were underemployed.

The French-language advantage fell across the board – for graduates of French-language programs, for new hires by French-language school boards and also for French as a second language teachers. In each of these groups, the majority did not find regular jobs in their first year of teaching.

Job opportunities decline further for English-language teachers

Involuntary unemployment rose sharply in 2010 for first-year English-language teachers. More than 30 per cent of these new teachers report that they were unable to find teaching employment of any kind throughout the entire school year after they obtained their teaching licences. First-year primary-junior certified teacher unemployment rose to 36 per cent in 2010 from 26 per cent the year before. Junior-intermediate increased to 33 from 21 per cent. And intermediate-senior teacher unemployment doubled from 15 to 30 per cent.

For those English-language teachers who did find some work in 2009-2010, underemployment rates and daily supply teaching were up as regular teaching contracts continued in the 15 to 30 per cent range across the divisions.



Volunteering as a networking strategy

Every year some new teachers say they perceive hiring success to be based on who you know in schools rather than on what you know about teaching. With the job market tightening again this year, these comments are more frequent and are made by some who attribute their connections to success in securing a job and many others who say their lack of connections is why they are struggling to find work.

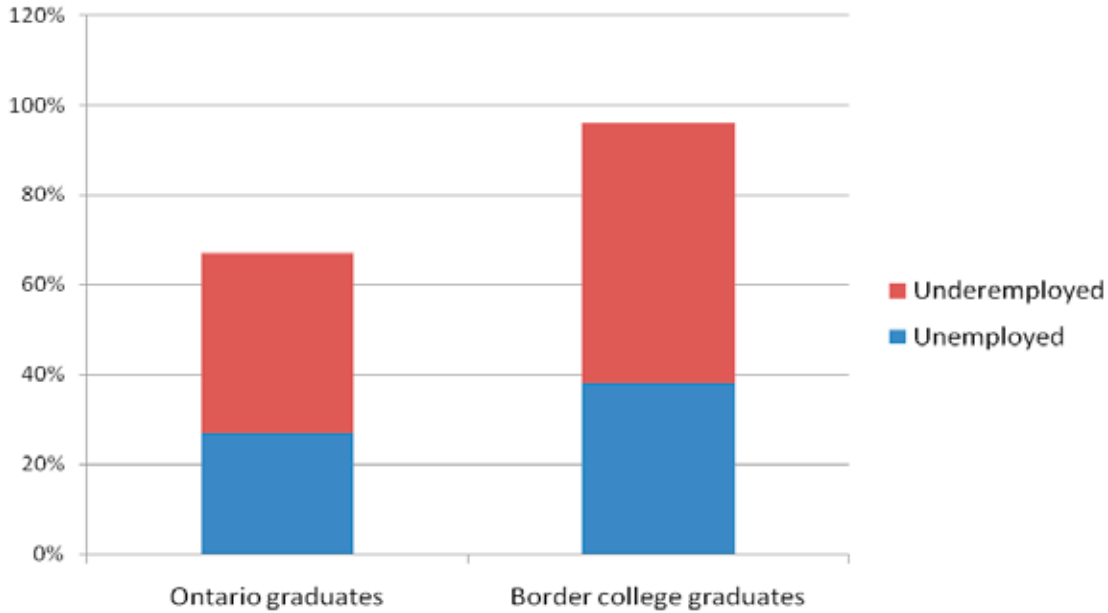
First-year teachers in 2010 refer much more frequently than in previous years to volunteering in schools as a networking strategy for making connections that may lead to a teaching job.

Some say they would volunteer if they did not have to work full-time at another occupation to manage financially. Others say they maintained and developed their teaching skills through volunteering. For some, it is the key factor they point to in their success in landing a first job.

US border college graduates outpaced in job market

First-year unemployment and underemployment rates rose further for border college graduates. Fewer than one in 20 new Ontario teachers who obtained their education degrees from colleges in New York State and Maine say they were fully employed in their first year after obtaining their Ontario teaching licence. This compares with about one in three among Ontario university graduates.

Ontario graduates and border-college graduates not fully employed in first year



For new US border college graduates who found some form of teaching opportunity in the 2009-2010 school year, about three in five (58 per cent) were doing daily supply teaching only at the year end. The daily supply teaching rate for Ontario graduates was 36 per cent. Some border college graduates did appear settled by year end with 18 per cent of them reporting they had secured regular teaching contracts.

The annual number of new Ontario teachers from these border colleges declined from a high of about 1,750 in 2006 to fewer than 1,100 in 2010.

Induction program comprehensive for teachers in regular jobs

The New Teacher Induction Program (NTIP) allowed Ontario’s school boards to provide comprehensive support in 2009-10 to many new teachers who secured regular or long term occasional teaching contracts.¹

¹ The commentary in this section is based on responses of teachers who said that they met the definitions of eligibility for the NTIP program as one of the following.

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

The NTIP includes board and school-level orientation as well as mentoring and professional development in publicly funded schools throughout the province. It was established in 2006 to provide an additional year of support for the early professional growth and development of entrants to a very challenging and often stressful profession. This year's survey asked respondents to identify whether they were in the program and under which of the new teacher categories eligible for the NTIP they qualified.

The College's *Transition to Teaching* study found that 88 per cent of the graduates of 2009 hired into regular teaching jobs in publicly funded school boards last year participated in the NTIP. This is similar to the participation rates for regular job teachers in previous years.

Most (76 per cent) of the first-year participants in 2009-10 received formal orientation to their school board, 68 per cent had an individual school orientation, 87 per cent were assigned experienced teacher mentors and 70 per cent had been formally evaluated by their school principal by the time they responded to the College survey. Variations in hire date may account for the variability in participation rates in different parts of the program. Less than half of the NTIP participants in regular positions started their jobs at the beginning of the school year and more than one in five started in or after January, 2010.

Most NTIP-supported teachers (90 per cent) received professional development in one or more of the program's priority areas for new teachers: literacy and numeracy; planning, assessment and evaluation; classroom management; and student success are the most frequent professional development areas reported.

NTIP professional development in priority areas

PD content	Participation rate (%)
Planning, assessment and evaluation	63 (64/79/70) *
Literacy and numeracy	60 (60/86/70)
Student success	49 (48/59/48)
Safe schools	48 (28/45/29)
Classroom management	46 (52/68/56)
Teaching students with special needs	33 (33/52/34)
Parent communication	25 (23/30/29)

*2007, 2008 and 2009 survey comparators in brackets

The support of experienced mentors and other teachers continues to be highly valued by these new teachers. Three out of four (75 per cent) of these first-year teachers identified some components of their mentor’s coaching, information and demonstration of teaching methods as very helpful to them, choosing the top rating of a five-point scale. Almost all (94 per cent) say support from experienced teachers helped them on the job. Report cards, curriculum planning, finding good resources and advice on helping individual students top their lists of valued support.

Most of these first-year teachers in the NTIP said they were very highly engaged in mentoring (31 per cent) or highly engaged (31 per cent) as a professional development activity over the year.

NTIP participants highly value mentoring support

Type of mentoring	Very helpful (%)	Helpful (%)
Help with report-card preparation	43 (42/47/44) *	28 (27/25/29)
Curriculum planning with my mentor	30 (26/30/32)	33 (26/23/23)
Finding good teaching resources	28 (36/32/37)	39 (31/36/30)
Advice on helping individual students	27 (34/38/33)	42 (30/32/31)
Observation of other teachers’ practices	27 (32/34/36)	29 (22/24/22)
Observation of my mentor’s teaching	26 (24/26/29)	19 (17/19/22)
Feedback from mentor on my teaching	25 (26/27/34)	28 (24/24/21)
Mentoring on classroom management	21 (36/38/41)	34 (24/29/27)
Mentoring on instructional methods	21 (30/31/36)	30 (27/27/27)
Mentoring on student evaluation	19 (34/32/35)	38 (29/31/29)
Information on administrative matters	19 (23/18/21)	39 (25/30/27)
Preparing for parent communication	17 (24/23/22)	34 (31/35/35)

*2007, 2008 and 2009 comparators in brackets

NTIP mentoring takes place mainly outside the classroom. Only one in five (21 per cent) first-year teachers say they had as much as one hour per month to observe their mentor or another teacher in the classroom.

And less than one in five new teachers (18 per cent) in the NTIP say they were observed for an hour per month or more in their first teaching year. About half of them (48 per cent) say their own teaching was not observed at all by another teacher.

When new teachers give negative comments on mentoring, it is most often linked with lack of access or quality time with mentors.

Principals and vice-principals play critical roles in the initial year for new teachers. Almost three out of four (72 per cent) first-year teachers in the NTIP give a positive rating to the support they received from school administrators. Fully 46 per cent gave the highest rating – excellent – to the support they had from their vice-principal and principal.

Induction support for some occasional teachers

The New Teacher Induction Program does not cover daily supply teachers and, for those with long term occasional contracts, includes only those with assignments of 97 teaching days duration or more. One third (34 per cent) of first-year survey respondents with long term occasional assignments in publicly funded school boards say they are supported by the NTIP. And the program does not cover first-year teachers in independent schools and outside Ontario.

Although the Ontario New Teacher Induction Program is in place and well established for the first-year teachers who qualify for this highly valued program, with the now low numbers who actually obtain regular jobs or substantial long term occasional contracts in Ontario publicly funded school boards in their first year, only one in five (21 per cent) of the education graduates of 2009 who were teaching in the 2009-2010 school year enjoyed the support of the NTIP.

Nevertheless, first-year teacher resources are available to many occasional teachers through accessing various supports in place at their schools or school boards.

Occasional teacher supports

Type of support	Long-term occasional teachers (%)	Daily supply teachers (%)
School board orientation	18 (36/43) *	28 (35/44)
School orientation	22 (33/37)	5 (10/7)
Mentoring	22 (37/45)	8 (9/10)
Evaluation by principal	12 (25/26)	8 (7/15)
PD – literacy and numeracy	25 (53/58)	15 (25/21)
PD – planning and assessment	27 (41/39)	7 (15/15)
PD – special needs	31 (28/39)	20 (25/14)
PD – safe schools	25 (25/30)	12 (9/19)
PD – student success	20 (37/30)	8 (13/11)
PD – classroom management	18 (28/27)	20 (26/24)
PD – one or more priority areas	78 (85/82)	57 (65/44)

* 2008 and 2009 comparators in brackets

The pattern of generally decreasing access to orientation, mentoring, evaluation and professional development for first-year occasional teachers may be a result of the trend of more first-year teachers each year securing only very short term, partial and piecemeal teaching employment.

Each year more new teachers are limited in their early months and years of their teaching careers to daily supply teaching or short duration long term occasional teaching where they are not able to have the advantage of the induction program support. Some of them, nevertheless, consider their extended occasional teaching to be an excellent entry to the profession. Some find informal support systems to help them get established. Others say they are isolated and on their own and that the lack of meaningful professional engagement and support in their early years is a serious impediment to their development as a teacher.

Methodology

This year's *Transition to Teaching* study includes a survey of the 2009 Ontario teacher education graduates in June 2010 near the end of the first year of their teaching careers. The survey also includes teacher education graduates from six colleges in New York State and the University of Maine who joined the College in 2009.

New graduates in their first year are the largest survey group each year, including 40 per cent of the English-language population and 80 per cent of the French-language population. For College members in these groups who communicate with the College in French, this double sample procedure was used to ensure an adequate response base to address this distinct employment market.

The survey of the 2009 graduates received 1,516 responses from a survey population of 4,202 teachers, for a 36 per cent return rate. These overall survey results are considered accurate within 2.5 percentage points, 19 times out of 20.

Detailed Findings

Employment highlights

First-year unemployment rates have increased significantly for the second year in a row. Unlike the graduates of 2001 through 2007, many new teachers in 2008 and more again in 2009 faced involuntary unemployment throughout their first year in the profession. More first-year teacher education graduates now also report working in other occupations.

Among the employed group of first-year teachers in the 2009-2010 school year, underemployment increased beyond the level for first-year teachers the previous year, the regular job rate also declined and daily supply teaching was up again from the year previous. More first-year teachers are also teaching part-time and more are relying on partial appointments in two or more schools.

- Fewer than three out of five (58 per cent) of these recent graduates were employed as teachers at the time of the survey and 72 per cent taught at some time during the 2009-10 school year. These rates continue a steady downward trend from the rates of 89 and 93 per cent for first-year teachers just two years ago.

- Almost one-quarter of them (24 per cent) report they were not teaching in their first year because they could not find any teaching job, continuing the sharp rise in unemployment from five per cent in 2008 and 17 per cent in 2009.
- Almost one in five (18 per cent) report they were working in non-teaching occupations at the time of the survey.
- For those who were teaching during the school year, daily supply teaching was the point of entry for the majority (58 per cent) and two out of five (39 per cent) continued with daily supply roles at the end of the school year. These daily supply rates are up from 50 per cent and 32 per cent in 2009.
- By spring of the first year, about one in four (24 per cent) of the 58 per cent who are teaching had secured regular contracts. This rate continued a steady five year decline from 51 per cent regular contracts and negligible unemployment among 2005 graduates in the 2005-06 school year.
- Almost three out of five (57 per cent) of those actually teaching were hired to the job they held in spring 2010 and started to teach at the beginning of the 2009-10 school year. Eight per cent began their first teaching jobs sometime in September 2008, another 10 per cent started jobs by December, and 25 per cent did not start their teaching jobs until January 2010 or later, following their graduation in spring 2009.
- Part-time teaching (43 per cent) and teaching in two or more schools (39 per cent) are increasingly common employment statuses in first-year teaching for new graduates. These rates are up from the 38 and 32 per cent rates respectively for the graduates of 2008 and continue the gradual rise in piece work teaching from 26 and 21 per cent for 2005 graduates.
- Among those who found some form of teaching job, more than two in five (43 per cent) report that they did not teach as much as they wanted in their first year in the profession. This measure of underemployment is similar to last year (42 per cent) and up from the 24 per cent underemployment rate reported by the 2005 graduates in their first year of teaching.
- Nearly one in four new teachers (23 per cent) report they were teaching in settings outside the Ontario publicly funded school system – in Ontario independent schools (seven per cent), other Ontario settings (three per cent) and outside the province (13 per cent). This is a substantial increase from first-year teachers in 2009 (16 per cent) and 2008 (10 per cent) who taught outside the Ontario publicly funded school systems. Those teaching outside the province more than tripled from the four per cent rate in 2008.
- The French-language employment market continued to be stronger than the English-language market, but job success outcomes for them experienced a second year of decline.
- French-language teachers in 2009-10 report fewer regular jobs by the spring of their first year in teaching than in previous years. Among employed French-language teachers, only 37 per cent said they were in regular positions, compared with 51 per cent last year and 72 per cent in 2008.
- Involuntary unemployment faced 14 per cent of these French-language teachers in the 2009-2010 school year and a further 32 per cent reported they were underemployed, up from just three per cent unemployment and 20 per cent underemployment the year previous.
- Despite the new trend of a tighter employment market for French-language teachers, their job outcomes continue to outpace those for English-language teachers who experienced a 26 per cent unemployment rate and a further 48 per cent underemployed.

- Marked regional differences are evident in job outcomes. Toronto region first-year teachers reported a 33 per cent regular job rate, compared with 15 per cent elsewhere in Ontario and 36 per cent outside Ontario.
- Underemployment rates stood at 44 per cent for the Toronto region, 51 per cent elsewhere in Ontario and just 12 per cent for those teaching outside the province.
- *Unemployment and underemployment rates are growing for English-language teachers across all divisions with Primary-Junior-qualified teachers continuing to lag the others in these job outcome measures.*

English-language first-year teachers in 2010-11 school year

	Primary- Junior	Junior-Intermediate	Intermediate-Senior
Unemployed	36% (26%) *	33% (21%)	30% (15%)
Underemployed	58% (37%)	42% (34%)	32% (31%)
Combined	94% (63%)	75% (55%)	62% (46%)

* 2008-09 school year comparators in brackets

- There is a further decline in the rates of regular job contracts for first-year teachers in Ontario across divisions. Regular contracts in the first year are now very rare for Primary-Junior teachers outside the Toronto region.

English-language regular teaching jobs by spring 2010

Divisions	Toronto region	Other Ontario regions	Total Ontario
Primary-Junior	12% (13/23/36) *	4% (9/18/17)	8% (11/20/25)
Junior-Intermediate	30% (23/34/53)	13% (11/21/9)	21% (17/29/29)
Intermediate-Senior	33% (38/51/52)	17% (19/12/33)	24% (28/32/43)
All divisions	21% (27/35/45)	9% (15/17/21)	15% (20/27/32)

* 2009, 2008 and 2007 comparators in brackets

- French-language teachers report a second year of declines in regular-job success rate in each division: Primary-Junior down to 46 per cent from 50 per cent last year and 73 per cent the previous year; Junior-Intermediate down to 33 per cent from 53 and 68 per cent; and Intermediate-Senior down to 30 per cent from 51 and 73 per cent in the years preceding.
- Teachers newly employed by French-language school boards report a 31 per cent regular job rate compared with 45 per cent for first-year teachers at these boards last year and 70 per cent in 2008. Similarly, the French-language teacher education programs graduates report a year over year decline in regular jobs to 28 per cent from 47 per cent in 2009 and 68 per cent in 2008.
- French as a second language teachers had a 42 per cent regular job rate compared with 54 per cent the previous year and 74 per cent in 2008.
- Technological Education first year teachers continue to have more positive employment outcomes, with 20 per cent involuntary employment and, among

those who are employed, 57 per cent found regular teaching jobs and one in three reported underemployment. The volume of Technological Studies respondents was too low to report on English- and French-language sub-groups.

The 2010 survey comments from first-year teachers are similar in kind to what was said by first-year teachers in the past several years. The volume of negative comments has increased, however. Most of the comments in 2010 express frustration with how difficult the year has been for these teachers as they try to find even enough daily supply to sustain themselves.

Many speak about their financial difficulties. More report they have moved out of the province, are considering doing so, or know many colleagues who have done so.

Volunteering in schools is mentioned much more frequently than in past surveys, with most referring to it as a networking approach to building contacts that may lead to a paid teaching job. Many teachers speak about confusion on hiring procedures, lack of transparency and a need to contact individual schools even where this is a process the local school board may try to discourage.

Many comments speak of blame for their situation – the most common being too many teacher education graduates, a clogged market where it is who you know not what you know that is considered in hiring and too many retired teachers in LTO and preferred daily supply opportunities.

I found it very challenging to find a teaching position. There is an overflow of teachers looking for work and not enough jobs available. Teachers who are getting hired have three to four years of supply experience before they can be hired full-time. Other jobs are only part-time.

I am supply teaching with two boards on both elementary and secondary occasional lists. I am one of the lucky ones. Working with two boards helps financially.

It is very difficult to find any teaching positions in Ontario, even if your educational background is deemed “in demand” and you have additional qualifications.

I currently work at a restaurant and, among our staff of 30; seven are teachers in the same situation as me. It’s very discouraging.

I was hired on an occasional teaching list and did not get called once. By January I was broke, barely able to make my student loan payments, so I took a job as a research assistant and am starting graduate school.

I apply whenever a job is posted in Ontario; unfortunately, however, there are almost never any postings. In Québec, I am an occasional teacher.

But it would be preferable for me to find a job in Ontario.

I have not found a regular teaching job. It is as if more teachers are trained than are needed. I hope that this will change.

I applied to everything that I am qualified to teach and I have not even received a call back for any interviews. I have an excellent portfolio, I have upgraded by taking special education, Part I and I have been volunteering every day in a Special Education class since February. I apply to positions at boards all over Ontario and I have received no feedback.

It was very difficult. I applied to over 250 jobs, and only caught a break when a teacher who I had volunteered with in the past recommended me for an interview.

I have done everything I can. I have volunteered, networked, canvassed schools and applied to more than one board, private schools and still no job. I am extremely depressed and don't know what to do. I continue to apply to jobs as they are posted but no luck yet.

Although I have obtained a position on an occasional supply list, it is in an area I may not intend to put down roots. It's been a difficult process to find employment in areas other than with my "home board". I am currently on a leave of absence from my current school board, while I am living in Toronto trying to obtain a position in the area.

The most difficult part of the process is finding out whether or not your application is even being considered. It appears that no new teachers are being hired, yet I personally know many retired teachers who work for two or even three school boards as supply teachers and also filling in LTO positions. This has certainly made it very frustrating as a new graduate in this field.

I left Ontario and went to teach in England. When I came back the job market was as bad as when I first left. It's a brutal process and is very frustrating. I'll probably have to leave Ontario again if I want to teach in the next five years.

Schools in the district appear to have full supply lists and rely on a few select teachers to fill their supply needs.

I was unable to find a teaching job in Ontario so I had to travel overseas in order to work as a teacher.

Although I have been working as an occasional teacher since December, the work has been very occasional. I also worked daily as a volunteer in two Toronto schools in order to gain experience and to become better connected within schools. This resulted in strong recommendations from

administration within these schools which allowed me to have the chance to interview with the board of my choice and subsequently I have been recommended to the occasional list as well as the eligible to hire list in that board.

I do a lot of driving in order work, sometimes driving as much as two hours one way to go to a job. This is the only way I've managed to work so much.

It has been extremely difficult to get into any board in Ontario. Because of this struggle I chose to apply to other provinces and am now moving to Alberta to pursue a teaching career. Hopefully I will be able to come back to Ontario in the future.

Although it was frustrating to be hired to the board, yet have to wait 9 months to actually be able to work, I feel that overall I am very blessed to have the position I have at this time.

It is extremely difficult to get onto the supply list in my area. I cannot even get an answer from the board as to what qualifications they are looking for to better my chances.

I was placed on the occasional teacher list, but found it extremely difficult to support myself given the number of days I was working. As a result, I was forced to relocate to a city where my fiancé has full time employment. I desperately want to teach, but have been unable to find work teaching anywhere near Ottawa. I am now considering moving out-of-province to seek employment.

Obtaining a teaching position in Ontario is something that I would like to do in the future, however the current and future employment landscape for young teachers such as myself once again forces me to consider other locations outside of the province and even other careers. Unfortunately necessity must sometimes speak louder than idealism.

Though supply teaching has offered a glimmer of hope and some experience in the classroom, there are so many retired teachers filling these positions, as well as a backlog of previous graduates still waiting for opportunities themselves, that it is difficult to secure regular employment.

Had I not done some volunteering at a school within the board and had some connections within the board, I do not think I would be currently employed.

I feel incredibly fortunate to have obtained a permanent full-time position in my first year. I know that, out of 75 students in my options, this was the case for only two of us, and both of us had a very specialized special education background. I currently teach a behavioural, section 23 class.

It was difficult and I would not have got the interview and the job without family connections. It was the only interview I had.

Obtaining a teaching position is one of the most difficult things that I have had to do in my lifetime, and am still doing. While it is still only the first year of my career, and I will not stop trying anytime soon, it is becoming increasingly discouraging to know that my dream is being crushed and there is literally nothing that I am able to do about it at this point in time.

Why are the colleges allowing more students into their B.Ed. programs, when there aren't enough jobs? How do we keep a fresh resume? Volunteer? And if yes is the answer, then how do we live?? How can we start families without going into another field?

I currently work at a fly-in reserve in northern Ontario. Extremely content with obtaining a full time position, yet I would rather be close to my family living in a place not so isolated. But it is extremely hard to find any teaching work back home.

The only people I know who have been hired in Ontario have French as a teachable or know principals who help them get a job. The fact that there are six graduates from the same program I graduated with last year in Melbourne, Australia working right now shows how bad the situation is.

The school boards need to be more transparent about the hiring process, and what exactly separates those candidates who receive interviews and those who don't. This is especially true for school boards who require a pre-screening interview at the school board before employment at any school is granted.

This year has been an amazing learning experience for me!! Having the opportunity to supply teach all year has helped me embrace the teaching world and actually see what it is like outside of a student-teaching experience.

As a French Teacher, I found it extremely difficult to find a teaching position in my area. This profession is very discouraging because teaching jobs are limited. French teaching seems to be needed but the local school board explained it still does not guarantee an individual a job due to high amount of teachers already in the supply pool and many competing for a permanent position.

I am confused. We are told not to contact the boards individually after we have applied and that they will contact us but then I hear conflicting stories from fellow first year teachers looking for jobs and how they called everyday to the boards to hassle the staff to get their name on the top of the hiring pile and they are now teaching.

Teaching assignments

- Three in ten secondary school employed first-year teachers report they have jobs that require four or more different class preparations.
- Most of them say they are very well prepared (31 per cent) or well prepared (45 per cent) for their assignments in general, and about three in ten (30 per cent) indicate they are teaching at least one subject for which they are not adequately prepared.
- For new teachers with elementary school jobs, one in five (20 per cent) teach in combined grade classrooms, 10 per cent teach Special Education and 13 per cent teach French as a Second Language, distributions similar to previous years.
- Most elementary teachers report that they are very well prepared (25 per cent) or well prepared (47 per cent) for their assignments in general; however, one in three (33 per cent) say there is at least one assignment for which they are not adequately prepared.
- About three in four new teachers report an excellent (33 per cent) or good (39 per cent) match of their qualifications and their first-year teaching assignments.

First-year teacher comments on the assignment process are mixed. As occasional teaching is common in the first year, this is most frequently the assignment process commented on. Some speak very positively about the variety of teaching experiences they were exposed to through daily supply teaching and how well this prepared them for a classroom of their own in the future. Others found it stressful and non-productive with many assignments at the last minute for which they were not prepared. The challenges of teaching combined grades, several different secondary class preparations and assignments outside one's areas of teacher preparation are also mentioned.

I am an occasional teacher so I have had a wide variety of teaching assignments, which has been beneficial to my overall teaching experience.

My wish is not to teach a combined grade. I feel I would be more effective teaching one grade. I can then successfully expand content area base on students' needs and plan and implement lesson to match learning levels and the rate in which they grasp material.

As a supply teacher it's hard at first. One of the schools I'm assigned to is really bad about calling in new teachers - they have a pool of retired teachers they rely on. My other school is fantastic about calling in those who need to come in. Once you make connections many teachers will make personal requests to call you back.

My first LTO was difficult as I was assigned my position only 3 days before the first day of school. It did not leave much time to prepare.

As an occasional teacher, it is hard to be completely prepared. There are always new challenges to overcome, you just have to keep thinking positive thoughts and enjoy the time in the classrooms. Experience is what is going to make me a better teacher and by experiencing different grades it helps me decide the grade level I am aiming to teach.

You almost always get a call the night before about upcoming work or even several days in advance. I also have been able to teach a wide array of classes during my first year while supplying. I believe this is valuable as it allows you to get to know more students in the school and give you a better understanding of what things students are learning in different classes.

I really enjoy my teaching assignments. At times I have had teachers who did not leave plans. I always come prepared with a bag of tricks. This includes different type of math games, literacy activities, and fun books to read. It is very important to always expect the unexpected when it comes to teaching. It is also important to be flexible. You might get called in for one assignment, but they might put you in another classroom. You have to come prepared to go with the flow. Flexibility is the key.

My first year has been very hectic in preparing quality lessons. As an English teacher, I must also do a lot of assessment of written work, and that takes up a large quantity of time.

I often find myself being placed in classrooms with lots of behavioural challenges as a new teacher. I see this as a positive experience, because I think it makes me more aware of the problems I will face when I have my own classroom.

I feel dispensable, it seems like I am plugged in anywhere there is a need.

Despite my qualifications being junior-intermediate and additional qualification in senior biology the majority of my teaching experience as a supply teacher has been in the primary level. My teacher training prepared me for the age groups I've dealt with least at this point in time.

I enjoyed teaching this past year. I was open to every new experience that I encountered while teaching. I viewed my supply teaching as a learning experience.

Other than having a combined grade, this was a perfect assignment for me. This was a very difficult class and I feel that the challenges the students have posed will help me to be a better teacher in the years to come.

I am not qualified to teach French, but I understand it, so most of my requests at the elementary level are to do French supply work.

Having so many different courses to prepare for in the same year has been difficult for me to keep up with. Having three new courses in one semester and two new courses in the next have made my life very difficult.

It would be more valuable if supply teachers were chosen to supply the subject material that they are qualified to teach. Teachers can then actually

assign lessons plans for supply teachers to teach. The day would not be used for simple reading tasks or watching movies.

One year out of teacher's college, I've appreciated the experience of part-time teaching, of being able to continue observing the teaching styles and lives of other teachers. I've appreciated not having all the marking and testing and lesson planning full-time teachers have. This year of part-time teaching has made me evaluate more fully my desire to be a classroom or specialty subject teacher. And for now, I don't mind continuing to work other part-time jobs outside of teaching to make ends meet.

All courses I have been assigned have been outside of my teachable subjects.

Surprised by how much I liked primary when I trained junior-intermediate and senior. It's like stepping into the eye of a hurricane, especially if you start with the students as a supply teacher. They see you as a different sort of animal than if you start as their new teacher in any given subject. They expect less discipline and that they'll be able to get away with more nonsense.

I feel that the course assignments are done very equitably at this school. The department head puts effort into minimizing the number of course preparations each teacher is assigned. She also spreads out the grades and streams so that each teacher teaches both young and older students and both academic and applied courses.

Teacher education and ongoing professional development

- First-year teachers continue to give generally positive marks to their teacher education, with the majority giving their practice teaching (90 per cent) and education courses (61 per cent) excellent or good ratings.
- With respect to areas that they perceive need more emphasis in teacher education, they gave highest priority to classroom management with assessment, testing and evaluation a close second. High priority was also given to more practicum time and more opportunity in the practicum for active teaching by the candidate as well as for more coaching and feedback on their teaching. They also suggest more emphasis on special education, reading and literacy, report card preparation and more opportunity to observe experienced teachers.
- Preparation for daily supply teaching is viewed as a high priority by a majority of new teachers.
- Their assessment of their own preparedness for the first year of teaching is generally very positive, with most assigning themselves three or four on a five point scale in a broad range of curriculum, teaching methods and evaluation areas.
- Areas in which substantial numbers rated their preparation as less than adequate are teaching students at risk (31 per cent), teaching combined grades (27 per cent), secondary teaching outside main teaching subjects (23 per cent), communicating with parents (19 per cent) and classroom management (19 per cent).
- The majority of those teaching French as a second language or English as a second language indicated that they were not adequately prepared for this type of assignment.

- One in four (26 per cent) Intermediate-Senior qualified teachers report that they are not adequately prepared for teaching applied secondary classes compared with only 14 per cent reporting lack of preparation for academic secondary classes.
- Most first-year teachers describe their confidence in their teaching as excellent (29 per cent) or good (45 per cent) and their overall preparedness as excellent (23 per cent) or good (50 per cent).
- First-year teachers continue to identify their top professional development priorities in three key teaching-skill areas – classroom management, evaluation and assessment and instructional strategies.

Some respondents commented on the value of their pre-service and early in-service education and on suggestions for improvements.

I wish that in teacher's college they worked more on how to talk to parents of children who are not doing well. What do you say to the parents? How do you approach them with disheartening information? I wish I knew more about that, because these are the things that as university graduates we never saw because we always did well and received good marks. We should learn how to work with failing students, and what to say to their parents.

I was hired as an elementary school teacher even though I have a teaching qualification to teach secondary school. My only real experience through my practicum training was in secondary school classrooms, which made this year very difficult for me. I decided to take my Junior Basic Qualification. Since having obtained this qualification I feel somewhat more confident in my role as a junior division teacher.

Although I have not had the security of a classroom in this first year of teaching, I have had a very positive experience. This year of Supply teaching has given me an opportunity to experience many different schools, classrooms and students. I truly believe that this year has been a benefit to me as I have gained more knowledge than I received during my Bachelor of Education. I feel that students require more practicum experience in preparation for their career in teaching.

I was extremely fortunate to begin my career at an amazing school with an incredibly supportive and knowledgeable staff. My pre-service training provided an adequate set of skills for me to be successful in my first year and my practicum experiences played a large role in my securing my present position.

There should be more classroom management studies in the future because I find that once you have that in control, you can take over anything.

The faculty of education provided me with a good program, but more hands-on experience will certainly help new graduates.

First-year experience and New Teacher Induction Program

The New Teacher Induction Program continues to provide highly valued support for first-year teachers who gain regular or Long Term Occasional jobs in publicly funded school boards in Ontario.

Most first-year teachers in regular teaching positions in Ontario publicly funded school boards (88 per cent) report that they are formally part of the New Teacher Induction Program (NTIP). One-third of teachers with Long Term Occasional appointments (34 per cent) said they were supported by the program. These participation rates are similar to those found in the past two years of this study.

- NTIP participants report that they receive a broad range of program support. Most of them were provided an orientation to their school board (76 per cent), were assigned a mentor (87 per cent) and were formally evaluated by their principal (70 per cent) in their first year. Many (68 per cent) also received formal orientation to their individual schools.
- Most (90 per cent) first-year NTIP participants in 2009-10 report that they had some professional development in at least one of these areas.
- Reviews of the NTIP elements are generally positive – many rate most of the key components as excellent or very good, with the support of their principal or vice-principal at the top of the list:
 - support of principal/vice-principal as excellent (45 per cent) or very good (26 per cent)
 - mentoring program as excellent (24 per cent) or very good (35 per cent)
 - school orientation as excellent (16 per cent) or very good (28 per cent)
 - school board orientation as excellent (9 per cent) or very good (28 per cent) and
 - school board in-service as excellent (9 per cent) or very good (31 per cent).
- NTIP participants identify assistance with immediate demands to be the most helpful content delivered through the NTIP, with mentoring on report card preparation, on helping individual students, and in finding good teaching resources highest on their most valued lists.
- These first-year teachers also rate positively their mentors' assistance with curriculum planning, information on administrative matters, and coaching on classroom management and student evaluation.
- Mentoring continues to take place mainly outside the classroom. Most first-year teachers in the NTIP report either that they had no opportunity to observe their mentor or another teacher (39 per cent) or had less than one hour of such observation per month (35 per cent).
- Similarly, most report that their own teaching was not observed by their mentors or other teachers (50 per cent) or was observed for less than one hour per month (32 per cent).
- For those who have had the opportunity to observe other teaching practices or had their practice observed by their mentors, about half of them find the observation and the feedback on their teaching practices to be helpful or very helpful.
- Most new teachers report that the challenge of their assignments was a positive experience in the first year, with only one in 10 saying the challenge was at an unsatisfactory or very unsatisfactory level.

- More new teachers (23 per cent) were unsatisfied or very unsatisfied with the level of stress in their first year. And only 15 per cent reported an unsatisfactory or very unsatisfactory workload.
- Almost half (48 per cent) reported dissatisfaction with job security, but only one in four (23 per cent) were dissatisfied to the extent that it affected their optimism about their professional future.
- Despite the challenges, stress, workload, limited job access and job insecurity for some, only 13 per cent of those who were teaching expressed professional dissatisfaction in their first year as a teacher.
- The overall assessment of the first year for those who obtained teaching employment of any type was a rating of excellent (32 per cent) or good (47 per cent). These new teachers expressed a high (29 per cent) or somewhat high (45 per cent) degree of confidence in their teaching.
- NTIP participants in their first year of teaching report high levels of engagement in professional development. The majority say:
 - the support of a mentor was a major (30 per cent) or moderate (29 per cent) professional development activity
 - they were engaged in collaborative learning in their school to a major (17 per cent) or moderate (34 per cent) extent.
- By contrast, mentoring was a major or moderate professional development activity for only a minority (19 per cent) of non-NTIP teachers, as was collaborative learning in the school (28 per cent).

Comments from participants in the NTIP are generally very positive. Individuals not in the program and daily supply teachers generally frequently express regret that they have not had access to similar support. Whether in the program or not, new teachers much more often express gratitude for the support of experienced teachers.

I think it's excellent that my board provides a mentoring program. It is particularly useful when a mentee is paired with someone teaching the same grade at the same school.

I appreciate all of the assistance of all of the full time teachers I have worked with. They are a fountain of information and have learned from mistakes and are eager to help me and other new teachers avoid making them.

I was lucky enough to be paired with a terrific mentor at my school and to have a fabulous team of Grade 1 teachers. I also had a lot of resources from my mother who is a retired elementary teacher.

The assignment can be stressful, but the mentoring and support received within my school assisted in the transition from student to full-time educator.

I would like to receive feedback as an occasional teacher. I have received much positive feedback from the classroom teachers but never received feedback from the board. And I would also love to have more professional development opportunities as an occasional teacher so that I can remain current.

I would like to see some support for beginning teachers who do not yet have their own classrooms would be beneficial. Perhaps retired teachers could shadow or team teach with supply teachers.

I think support for first-year teachers is so critical. I know I was unprepared for the amount of planning and preparation that I had to do to teach my students. It was hard for me to find a balance in my life. Twice during the school year, I shut my office door and had a good cry because I reached a point of mental and emotional exhaustion. I was reluctant to seek emotional support from colleagues because I feared losing their respect and confidence in me. Looking back, I recognize how hard on myself I had become.

We need a full training program for first year teachers, one that gradually takes you from being a learner to being the responsible one. Perhaps team teaching with a gradual release of responsibility from the experienced teacher to the novice teacher. It would just ease the stress on everyone in having an inexperienced person running the show.

Working part-time alleviated the job stress to a certain degree but it meant that I wasn't getting paid for all the hours I put in, which created a different form of stress altogether. I think an apprenticeship model would be more effective although certainly more expensive.

Perhaps all of the retired teachers who come back to supply could be mentors instead. That way, even with the new restrictions on how often they may work, they aren't taking opportunities away from new teachers who need the experience.

It would be wonderful if there was some sort of induction program for newly qualified teachers even if they weren't hired by a school board. It is somewhat a shame if teachers, qualified but unemployed, cannot exercise and put their skills to practice. I strongly believe that a teacher induction program should be available to newly qualified teachers, both unemployed or not.

The New Teacher Induction Program, and particularly the detail of having been assigned a mentor, has been essential to my success this year.

Career plans

- Career motivators for teachers have been consistent in this research over the past decade. Three tiers of motivation are clearly evident. The strongest drive by far is to work with children and young people and to make a positive difference in their lives. The second tier is to share knowledge of subjects with students or to have one's own classroom. Material motivations such as job security, career and travel opportunities, salary, benefits and pensions are present, but stand as a lower third tier of considerations that contributed to teaching as a career choice.
- At the end of the first year of teaching, these three motivators are still present, and the relative importance remains the same. However, job security and compensation have gained in importance as considerations for remaining in teaching.

- Change in teaching jobs is a reality for many new teachers. About two-thirds of those with teaching jobs in their first year (65 per cent) said they expect to have a different job for the next school year.
- Almost one in four (24 per cent) report that they wanted to teach in the 2009-10 school year but could not find any teaching employment. This is up from 17 per cent the previous year. These involuntary unemployment rates are up substantially from previous years of this study.
- Only five per cent report that they did not plan to teach in the 2010-11 school year, with 86 per cent planning to teach in Ontario and nine per cent outside the province.
- Of those planning to teach outside Ontario, the majority said that they would definitely (42 per cent) or probably (22 per cent) return to the province to teach, and only eight per cent report that they would definitely or probably not come back to Ontario to teach. The remaining teachers reported they did not know whether or not they would return.
- On their thoughts with respect to the longer-term future, very few say they will not (half of one per cent) or probably not (one per cent) be teachers in five years, with 78 per cent saying that they will definitely still be teaching at that time and 13 per cent reporting that they probably will. Others reported they simply do not know.
- Only one individual indicated giving up on teaching as a career altogether.
- More than one-third (35 per cent) report that they plan to assume an education leadership role as vice-principal, principal, supervisory officer or director of education at some point during their education career. This high level of interest in leadership positions has been stable for several years among first-year teachers.
- Two-thirds (67 per cent) express an interest in mentoring, coaching or some other leadership role with teacher colleagues.

Reflections on teaching

- Four out of five first-year teachers say that they are very knowledgeable (25 per cent) or knowledgeable (51 per cent) about the ethical standards for teaching in Ontario.
- Just over one in ten (11 per cent) report that they encountered a significant ethical issue in the first year.

Reflections on the first year of teaching convey the challenges, frustrations, passion and rewards of new recruits to a very demanding profession. Some of them are discouraged. Most view this first year as very tough, but the start of a career they are determined to continue with given their strong commitment to helping children and young people learn and grow. The worries about getting settled into regular jobs are often mentioned in reflections on their first-year experience. Nevertheless, very few say they are giving up.

It is both an interesting and rewarding experience which I am bound to treasure and look back at for all sorts of reasons. It is also a learning experience which I look forward into implements for the upcoming years as well.

I really hate this. I'm angry and depressed. Someone as passionate about teaching as I am really deserves at least a chance.

Despite its frustrations and challenges, I have been reassured that I love teaching and being able to make a difference in the lives of students. It may take a few years to secure a position, but the effort will be well worth it in the end.

I have had periods of utter exhaustion and despair. I wish I had known this was going to happen before it did. I may have been able to prepare myself for it.

Despite the difficulties that arose with having to teach outside my comfort zone, I have loved my first year of teaching and look forward to my career.

I have truly enjoyed my first year of teaching. It is everything I hoped it would be and I do not regret for a moment changing careers.

I love my job, it is the best in the world and I will never give up on this career, even if it takes me seven years to become permanent. I just find it frustrating to see myself and my peers struggle to find work while knowing that there is still a massive surplus of new teachers being created.

I am worried that since I have not obtained a position teaching in my first year that I will be considered out of the loop and newer graduates will be considered instead of me.

My first year has been wonderful and interesting, but I would like to have more of a challenge, and have my own classroom.

After this year, I know without a doubt that I belong in the classroom. I just enjoy conversing with the students and teaching them new things- working on subject matter together. It's a great feeling.

It has been a year of ups and downs. I have had some extremely rewarding experiences in the classrooms I've supplied in which will continue my desire to teach. However, the unavailability of jobs and the job discrimination that occurs for new teachers is so discouraging. I just hope to soon find a teaching job.

The challenges I have experienced thus far do not always bring a smile to my face; however, all in all things are okay and are probably quite normal given my experience level and my position on the learning curve.

The lack of a work-life balance at times really makes me consider how appropriate a job it is for me, as there is no way I can become the teacher I would like to be as long as I am feeling unbalanced and inconsistently effective while on the job. This imbalance is neither good for me or for the learning of students.

I love teaching. I love experiencing ‘aha’ moments with students. I love laughing with students and engaging their minds.

Though many days I feel inadequate and wonder if an experienced teacher would have acted differently to various situations I remember that every day is something new and so long as I’ve learned something I feel I’ve been successful.

It is a lot more work than I thought it would be, and it is more fun and fulfilling than I ever hoped it could be.

The first year of teaching is extraordinarily challenging – having to balance and manage time, teach all day at school, mark many evenings, learn the ropes in a novel environment, get accustomed to a totally brand new career, all the while coming up with fresh and creatively prepared lesson plans. At first all this may appear overwhelming, but it does get easier over time.

One of the most challenging but rewarding years I have ever experienced.

I have wanted to be a teacher since I was a small child and it is so heart-breaking to go through five years of university education and not be able to find a job doing what I want to do - I hope something changes.

I really want to use my skills. I volunteer to keep my skills sharp. But I can’t volunteer forever. I have to take care of my family.

Teaching is a wonderful profession. I can’t wait to move from supply teaching to my own classroom. I will be doing this forever.

It was difficult and demanding – fulfilling, rewarding, and challenging. The demands of the school year felt at times like a freight train barreling down on me. There was a schedule to constantly keep up with and it was easy to get behind if you didn’t stay on top of it.

The demands of the students were high and they were always teaching me something about myself. Sometimes, when I felt overloaded by students’ concerns, I thought back on the teachers I’d had in school, who gave of their time, energy, patience, knowledge, wisdom, and compassion in a way that looked so effortless and calm. I’d try to keep this in mind when I became tired.

I am very lucky to have had the opportunity this year to share my love of learning with the students I have encountered. Being able to do what I’ve always dreamed of is a dream come true. I have enjoyed my occasional teacher position very much and hope I am awarded the same opportunity this upcoming school year. I am optimistic that in the near future I will have my own classroom.

My first year of teaching was extremely discouraging. After spending a very large amount of money to attend university to pursue my dreams it's a slap in the face to not get one interview in an entire year. It's disappointing to volunteer your time and not get recognized. School boards should at least have the decency to reply back to their applicants and acknowledge that they have applied even though they may not get selected for an interview.

I became very unenthusiastic about a long term career as a teacher. The surplus procedures and job status in limbo every year is not something I look forward to. It may even drive me away from the profession.

The process of obtaining a teaching position in the first year of my teaching career was much easier than I anticipated. Although I have not had a long-term occasional or contract position yet, I am happy just supplying in order to gain experience.

Demographic highlights

- Just under one-third (30 per cent) of these 2009 graduates report that teaching is a second career and about one in five (19 per cent) were 35 years of age or older at the time of completing the survey.
- Male respondents constitute 22 per cent of the sample; 78 per cent are female.
- The survey returns are comprised of 86 per cent Ontario faculty of education graduates, with 14 per cent from US border colleges.
- French-language teacher education programs are the source of seven per cent of the respondents overall and eight per cent of the Ontario faculty graduates.
- Primary-Junior-qualified teachers comprise 48 per cent of the returns, Junior-Intermediate 19 per cent, Intermediate-Senior 31 per cent and technological studies two per cent.

Out-of-Country/Province Educated Teachers, Ontario Certified in 2008 and 2009

This is the seventh year in which the *Transition to Teaching* study surveyed new Ontario teachers initially certified in other jurisdictions. In 2010 two surveys were sent to these teachers, one to those first certified in 2009 and another to those certified in 2008.

For the 2009 licensed teachers, almost half (47 per cent) are new-Canadians who immigrated to Ontario from outside Canada following their teacher education and/or a teaching career elsewhere. Forty-one per cent are Ontarians who did their teacher education in another province or country. The remaining 12 per cent migrated to Ontario from another province in which they completed their teacher education programs.

For the 2008 certified teachers, 43 per cent are new-Canadians who immigrated to Ontario from outside Canada following their teacher education and/or a teaching career elsewhere. Thirty-six per cent are Ontarians who did their teacher education in another province or country. The remaining 12 per cent migrated to Ontario from another province in which they completed their teacher education programs.

These surveys exclude Ontarians educated at US border colleges who are included in other surveys in this study.

Tough job market most challenging for new-Canadian teachers

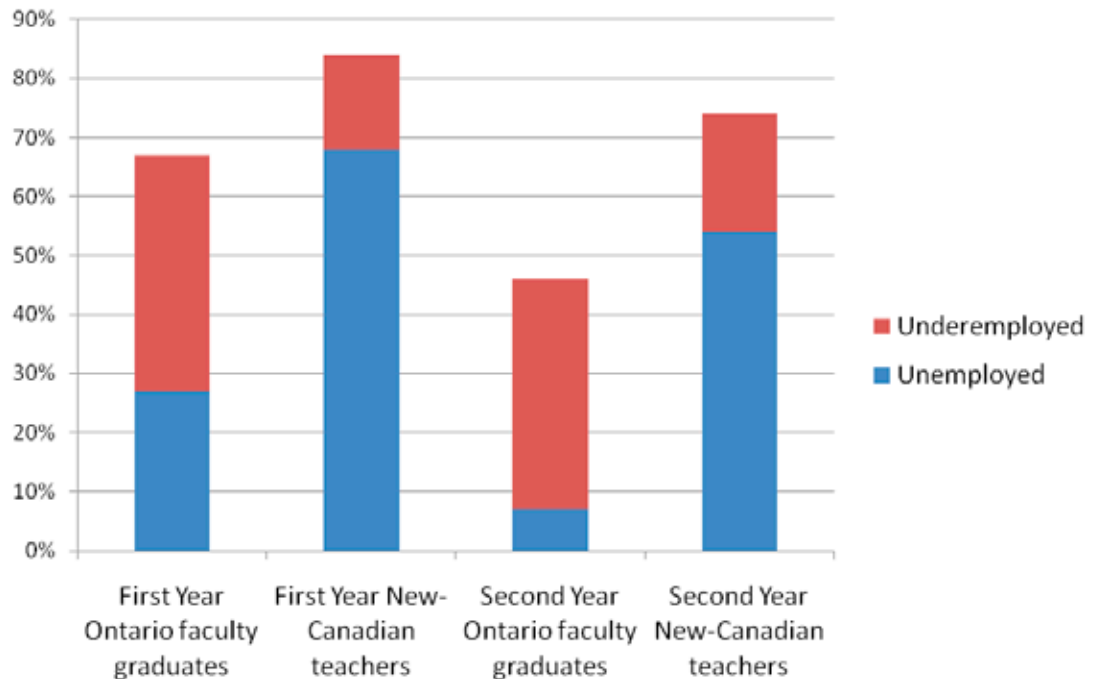
The College licenses 1,300 to 1,700 internationally educated teachers annually, about half of whom are new-Canadians. New teachers who immigrate to Canada face a particularly challenging job market that, for most of them, means at least two years of unemployment or significant underemployment in teaching.

The highly competitive employment market in Ontario is especially difficult for new-Canadian teachers who lack Ontario school experience and the employment networking connections for securing employment in Ontario schools. The 2010 surveys of internationally educated teachers who immigrated to Canada and were licensed to teach in Ontario 2009 found that two out of three of them (68 per cent) were not able to obtain teaching jobs of any type. This new-Canadian teacher unemployment rate is up substantially from 36 per cent the year previous and contrasts sharply with the 27 per cent unemployment rate for first-year Ontario faculty graduates in 2010.

The survey of internationally educated teachers licensed in 2008 found 54 per cent still involuntarily unemployed after two years of trying to re-established their teaching careers in Ontario.

The levels of first- and second-year unemployment and underemployment for new-Canadian teachers are much higher than experienced by Ontario teacher education graduates.

New-Canadian and Ontario Graduate First- and Second-Year Teachers



Despite the fact that most of these new-Canadians are mature teachers with teaching experience in other countries, they are not achieving their career goals in the first two years as licensed teachers in Ontario. Eighty-four per cent of those who actively seek teaching employment in the first year are either unemployed or underemployed. And even by the end of their second year as licensed Ontario teachers, three-quarters of them are still involuntarily unemployed (54 per cent) or underemployed (20 per cent).

Despite these delays in getting their teaching careers restarted, about nine out of 10 new-Canadian teachers licensed by the College in 2008 and 2009 expect to continue as teachers in five years time.

Very few new-Canadian teachers find jobs in Ontario district school boards in today's competitive teacher-employment market. Only 6 per cent of the new-Canadian teachers responding to the *Transition to Teaching* survey of new members in 2009 say they succeeded in finding regular teaching jobs in publicly funded Ontario school boards in the 2010-11 school year. New-Canadians licensed in 2008 report no better job outcomes on this measure after two years as Ontario teachers – less than three per cent of them found regular teaching jobs in publicly funded Ontario schools.

Despite taking the first step of securing Ontario recognition of their teaching credentials, most new-Canadian teachers face significant challenges in establishing themselves in their profession in this province.

Independent schools are an important teaching alternative for new-Canadian teachers. Almost two out of four (38 per cent) of those who received their Ontario certification in 2009 and found teaching employment in the 2010-11 school year say they are employed in a private school. And among the small number who found regular teaching contracts more than half of these contracts (52 per cent) are outside the publicly funded school systems. For those licensed in 2008, one out of six (16 per cent) report they were teaching in independent schools and one-half of those who had found regular jobs in Ontario did so outside the public funded school systems.

Most of these underemployed teachers have teaching experience elsewhere and 75 per cent are 35 years of age or older. Their teacher education is predominantly in English (80 per cent) or French (three per cent).

Methodology

This year’s *Transition to Teaching* study includes surveys of teachers who completed their teacher education in other provinces or internationally and who were newly certified in Ontario in 2008 or 2009. This survey excluded the US border college graduates included in other surveys. Web-based surveys were conducted in June 2010 of all College members with valid addresses who met this definition, 1,895 of those who were licensed in 2008 and 1,795 licensed in 2009. These surveys received 798 (2008) and 871 (2009) responses, for return rates of 43 and 48 per cent respectively. These overall survey results are considered accurate within 3.5 and 3.3 percentage points respectively, 19 times out of 20.

Detailed Findings: Overall

With the further decline in the Ontario teaching job markets, new-Canadian teachers and Ontarians who complete their teacher education at border colleges appear to be at a substantial disadvantage in finding jobs. Ontarians who do their teacher education elsewhere and those who migrate to Ontario from other Canadian provinces have job outcomes similar to Ontario graduates.

First-year job success of different groups of new teachers

Survey group	Unemployed because no teaching job found	Underemployed in 2009-10 school year	Teaching in daily supply job at year end	Teaching in regular job at year end
Ontario grads 2009	27% (16/6/6)	40% (39/32/31)	36% (32/25/21)	28% (33/39/44)
Ontarians with teacher ed in another province	24 (26/17/0)	35 (52/38/29)	32 (29/25/26)	41 (35/50/52)

Survey group	Unemployed because no teaching job found	Underemployed in 2009-10 school year	Teaching in daily supply job at year end	Teaching in regular job at year end
Border college grads 2009	38 (36/7/10)	58 (54/44/43)	56 (47/38/36)	18 (10/19/18)
From other Canadian provinces	23 (20/15/5)	12 (43/21/25)	21 (48/15/20)	49 (25/65/44)
Ontarians who did teacher ed abroad	28 (25/13/13)	37 (32/52/43)	38 (42/39/25)	24 (17/23/34)
New-Canadians: 2009	68 (36/39/48)	16 (52/60/69)	26 (45/44/39)	39 (10/28/27)
New-Canadians 2008 (second year in Ontario)	54	20	12	67

*Survey comparators for comparable groups from 2007, 2008 and 2009 provided in brackets where available.

Detailed Findings: New-Canadian Teachers 2009

Employment highlights

- A little more than one-third (37 per cent) of these new-Canadian teachers first certified in Ontario in 2009 were employed at some time during the 2009-10 school year and just 27 per cent were employed at the time of the survey.
- At the time of the survey, about two out of three (68 per cent) said they were not teaching because they could not find any teaching job and another four per cent could not find a teaching job they wanted. This combined unemployment rate of 72 per cent is up sharply from the 38 to 51 per cent rates reported by first-year new-Canadian teachers in the previous three years.
- For new-Canadian teachers who found some type of teaching job in their first year as certified teachers in Ontario, the majority (55 per cent) started in daily supply teaching and 26 per cent were still limited to daily supply teaching at the time of the survey.
- By the end of the 2009-10 school year, one in fourteen (seven per cent) of these new-Canadian teachers who were actively on the job market had found regular teaching jobs; and only two per cent found those regular teaching jobs in Ontario's publicly funded school system.
- Part-time teaching (46 per cent) or teaching in two or more schools (34 per cent) is reported by many new-Canadian teachers who find some teaching employment in the first school year following Ontario certification.
- Sixteen per cent of those who did manage to find some form of teaching

employment in 2009-10 report that they did not teach as much as they wished in their first year in Ontario.

- Almost half of the new Canadians are teaching in settings outside the publicly funded school system, in independent schools (43 per cent) or outside the province (three per cent).
- The majority of new-Canadian teachers who find employment in Ontario do so in the Toronto region (77 per cent).

Most new-Canadians teachers educated outside Ontario and certified in 2008 and 2009 express some concern about difficulties they experienced in finding teaching employment in Ontario. They say their experience and credentials are not recognized. The lack of contacts and local references and difficulties in finding even volunteer opportunities are referred to as barriers that disadvantage them in a crowded employment market.

In spite of my repeated personal visits and calls to boards, I am still unsuccessful in obtaining even a supply teaching position. I find this very, very frustrating. They are hiring teachers who are just out of teaching college, or who are about to finish their teaching qualifications. Teaching is my passion. I cannot wait to contribute my creativity, knowledge, experience, taxes, and make a contribution to my profession in Ontario.

I came to Canada with the strong desire to continue my career within the shortest possible time. This did not materialize. There is a glut in the market for teachers. This put my efforts into further jeopardy. It is difficult to try to get Canadian experience as a volunteer teacher when you are a new immigrant with a family to maintain and do not have an income.

To get a teaching position in Ontario is very challenging. We have to first work as a volunteer teacher in any of the public schools but unfortunately there are some schools that even discourage that. I have asked for a volunteer positions in many schools but was denied saying the schools do not need volunteer teachers. So, with that door is also closed I really do not know how to get a teaching position in this country.

I am still in queue to obtain a supply position. I am finding it really hard to get into it. Sometimes it is very frustrating since we are well educated but still we have to struggle a lot as we are immigrants.

The real challenge for internationally trained teachers who come with family is that they cannot readily move to places where jobs may be available. Most of these teachers are preoccupied with bringing a meal on the table and unless at least one of the partners is working, they cannot spend time required to do the volunteering and networking and putting their value on display.

I was told at secondary schools only if I know someone and that person takes me to his/her school then I can become a volunteer. Sadly, I do not know anyone. I am trying my best to acquire as much information as possible but I believe I am not being given a fair chance.

I was never called for interviews. I never received acknowledgment of my letters. I was later told that the teaching jobs in my town were given out to friends and family of people in the school district and that the jobs were advertised as a formality. I was also told that my ethnic sounding last name would make principals fear that my English would not be up to par.

The school boards just ignored me which was really frustrating. The board completely ignored all my numerous applications although they say they so many need French teachers.. It's very frustrating to hear about the lack of teachers, in my case, French teachers, in Ontario, when in reality school boards are so difficult to get in.

I had spent some time networking while waiting for my certificate and a position became available. The timing just happened to be right.

I didn't obtain a teaching position because schools require Canadian experience that a teacher cannot get without teaching in Canadian schools.

I have been unable to gain employment and it has been difficult to find anyone to help with the process. I am at the point where I am unsure whether or not I am employable as a teacher.

Many schools have internal candidates and one doesn't hear from any school. I have been a teaching assistant for almost eight years now but even that hands-on experience and being an employee of the school board hasn't helped me and I have met many people who have been volunteering sincerely, regularly for years but have not obtained a teaching position, not even supply.

I had a very bad experience. I applied to so many positions and did not even get an interview or even a call from any of the schools. It is quite depressing and sad that we have to struggle so much in order to get into the mainstream. No matter how educated you are as an immigrant they will consider the Canadian-educated before anyone else.

The moment I got the license I thought I will get the job. Now I am a teacher with no classroom.

I haven't received any opportunity to resume my teaching career here in Canada. I am not really sure if they prefer graduates here in Canada, but I hope since you the College evaluated us and qualified us to teach, they will us the chance to resume our career here.

It's very difficult to get into this system, even with all of the professional training, skills and experience I have as a teacher.

At this time, schools are not even accepting new volunteers as they have more requests than the vacancies available. Most of us have ended up either doing some survival jobs or some of us are working at various other jobs facing underemployment feeling frustrated and humiliated.

I am an internationally educated teacher with five years of teaching experience and very well accustomed to the classroom. I obtained my license to teach in May 2009. Since then

I have been working as a volunteer in an elementary and middle school, full time four days a week. Despite being confident of my teaching skills, I am still waiting for a placement.

The process of obtaining a teaching position in the first year of the teaching career was very difficult me. Getting the teacher's license brought me immense pleasure and made me post my profile to various district board websites but in view of my work experience of three years as a private school mathematics/science secondary teacher in Ontario, I was not fortunate enough to get even an interview for occasional/supply or summer teaching position in any of the district school board. It seems it requires a lot of patience and more information on the hiring process for various school boards.

I had applied to only two school boards. I did not hear from them. I think we internationally trained teachers should at least be given a chance to be on the supply list instead of having retired teachers on the supply list. It is very difficult and almost impossible to get your first teaching job, even though you have lot of experience and the qualifications.

Obtaining a teaching position has been very difficult. Although applying to several public school boards for positions, I have never been invited to an interview. I wonder if my international qualifications and experience are considered irrelevant in Canada.

Very difficult - too much of an old boys' club where jobs only go to those who personally know the principals.

This is the third year that I am trying to get a job in education It is becoming such a stressful and endless process. I am not sure what is going wrong, even with my FSL additional qualification and doing volunteer jobs did not help in finding supply job. I feel ignored and forgotten.

I am living on my own and the expenses are really high and I cannot afford to quit my job and just go to school on a daily basis. I think the whole process of applying for teaching position is too complicated for people who immigrate here because there so many obstacles when it comes to interviews, waiting too long for the response and so on.

I'm here because I married a Canadian and we are here permanently now for his family business. I am a qualified and an experienced teacher. To now only be supply teaching, I almost feel like I've failed in my career. It makes me want to move back to Australia and is upsetting, but I'll stick it out and try my hardest regardless.

The only way in was to have a principal, a trustee, a superintendent to put in a good word for you. Well, when you are an immigrant, you know very few people. So I had to work hard on getting myself out there so that I could meet a principal. That moment finally came and I am working for the board now. I was disappointed to see that in Ontario it was not what you know but who you know that matters. The whole process is taking away all the enthusiasm these professionals came to Canada with. I hope this situation changes soon.

After my certification I was able to get some supply teaching. It was a good experience and a great way to start and learn the system quickly. Being a teacher and having worked in various countries gave me the advantage to fit in very well in this diverse and inclusive school community. But thus far after two years I have not been able to obtain a contract or permanent position.

Networking seems to be an effective tool in getting a position. Personal references are very effective but it takes a long time to develop the relationships. New teachers who graduate in Ontario are given opportunities and are at a greater advantage and internationally-educated teachers fall far behind. It is not a fair deal to new immigrants.

Certification and teaching assignments

- Most new-Canadian teachers certified in 2009 made use of specialized Internationally Educated Teacher (IET) meetings and services available through the College, including specialized web site information (70 per cent), information workshops (42 per cent), College letters to assist with obtaining transcripts or other documents (38 per cent) and individual meetings with College staff (16 per cent).
- Most new-Canadian secondary teachers who found employment considered themselves to be very well (50 per cent) or well prepared for their teaching assignments generally and only one in four (27 per cent) indicate they are teaching at least one subject for which they are not adequately prepared.
- Of those who responded to this survey who are teaching in elementary schools, 25 per cent teach in combined-grade classrooms and 33 per cent teach French as a Second Language.
- Those teaching in elementary schools describe themselves as very well prepared (54 per cent) or well prepared (32 per cent) for their assignments in general and only seven per cent report that they are not adequately prepared for one of their elementary assignments.
- Two thirds of the new-Canadian respondents to this survey report that their match of their qualifications and teaching assignments is excellent or good and only 14 per cent report the match as less than adequate or unsatisfactory.

First-year experience and professional development

- About four out of five new-Canadian teachers who found employment in their first year as certified teachers in Ontario say their experience was excellent (37 per cent) or good (46 per cent).
- Few new-Canadian teachers employed were supported by the New Teacher Induction Program (NTIP), an unsurprising outcome as almost all of them were employed outside the Ontario publicly funded school systems (43 per cent), in daily supply (26 per cent) or long term occasional (26 per cent) teaching jobs, and some of those in LTO positions would not have met the Ministry of Education NTIP eligibility definition.
- With respect to their assessment of their own preparedness for their first year of teaching in Ontario, these experienced new-Canadian teachers rate most highly their abilities in classroom management, adapting to different learning styles, motivating students, instructional strategies, subject knowledge and required organization and time management skills. Seventy per cent of them rated themselves as excellently prepared for Ontario classrooms in these areas.
- Less than half rate themselves as excellently or well prepared for assessment and evaluation, communicating with parents, teaching at risk students and students with special needs and teaching combined grades.
- In all of the above areas, these mainly experienced teachers report much higher preparedness for teaching in Ontario than first-year Ontario graduates.
- Intermediate-Senior-qualified teachers report that they are somewhat more prepared to teach academic subjects than applied secondary classes or outside their teachables.
- They describe their confidence as a teacher as excellent (60 per cent) or good (32 per cent).
- These new-Canadian teachers identified their highest priority professional development needs as lesson planning, classroom management and further teaching subject knowledge.
- Among those who did find employment, the reviews are more positive than in previous with respect to school orientation, mentoring, principal and vice-principal support, classroom resources, school board in-service and Additional Qualification programs. In each of these areas, substantially more than half of the employed new-Canadians teachers rated these as excellent or very good.
- Despite the barriers to gaining regular employment, most of the employed new-Canadian teachers report as excellent (23 per cent) or good (43 per cent) their sense of professional satisfaction.
- The majority of the employed teachers also report their sense of optimism for their professional future as excellent (47 per cent) or good (23 per cent) degree of optimism for their professional future and only 26 per cent said their sense of job security was unsatisfactory.

Career plans

- Like Ontario-educated teachers, these new-Canadian teachers are also mainly motivated in their career choice by wanting to make a difference in their students' lives and an interest to work with children or young people. This motivation is somewhat stronger than a secondary motivation to teach subjects they enjoy. Material motivations such as job security, career and travel opportunities, salary, benefits and pensions are also important but stand as a third tier of considerations in their career choices.
- Despite the job-seeking challenges that many of these teachers face, almost all of

them – employed in their first year or not – hoped to teach in Ontario (94 per cent) or elsewhere (four per cent) in the 2010-11 school year.

- None of them say they will not or will probably not be teachers in five years with 83 per cent saying they will definitely still be teaching at that time and 11 per cent reporting they probably will. Six per cent replied that they do not know.
- One in four (24 per cent) aspire to an education leadership role as vice-principal, principal, supervisory officer or board director.
- More than half (56 per cent) say they hope to mentor or coach other teachers.

Reflections on teaching

- Most of these new-Canadian teachers indicate that they are highly knowledgeable (34 per cent) or knowledgeable (53 per cent) about the ethical standards for teaching in Ontario.
- Very few (seven per cent) report that they encountered a significant ethical issue in the first year.

Demographic highlights

- Most (90 per cent) of these new-Canadian teachers had teaching experience in other jurisdictions prior to gaining their Ontario certification in 2009.
- Three-quarters (74 per cent) of these teachers are age 35 or older.
- For most of them (92 per cent), teaching is a first career.
- Male respondents constitute 18 per cent of the sample; 82 per cent are female.
- English was the language of teacher education for 80 per cent of these new-Canadian teachers, with French-language teacher education reported by three per cent.
- Slightly more than one in four received Ontario Primary-Junior certification (29 per cent) and a similar proportion Junior-Intermediate qualifications (27 per cent) with somewhat under half (44 per cent) Intermediate-Senior qualified.

Detailed Findings, 2009 Certified Teachers – Ontarians Returning from Education Abroad and Teachers Educated in Other Canadian Provinces

About half (53 per cent) of the respondents to this survey were Ontarians who completed teacher education in other provinces of Canada and abroad or Canadians from other provinces who migrated to Ontario following their teacher education.

With the further tightening of the employment market in Ontario, these teachers educated in other provinces and abroad are experiencing greater challenges settling into teaching jobs in this province. On most measures, however, they are much more successful than new-Canadians and Ontarians who completed their teacher education at Ontario border colleges. Their job outcomes are very similar to those of Ontario faculty of education graduates of 2009.

Demographic highlights – Ontarians educated in another Canadian province

- One in four (24 per cent) per cent of these teachers report that teaching is a second career and 28 per cent are 35 years of age or older.
- About nine in ten (88 per cent) taught elsewhere prior to gaining Ontario certification.
- Male respondents constitute eight per cent of the sample; 92 per cent are female.
- Most (96 per cent) completed English-language teacher education programs, the remainder French-language programs.
- Half (52 per cent) gained Primary-Junior Ontario certification, four per cent Junior-Intermediate, 44 per cent Intermediate-Senior and none technological studies.

Demographic highlights – Ontarians educated abroad

- Only 12 per cent of these teachers report that teaching is a second career and just ten per cent are 35 years of age or older.
- About half (46 per cent) taught elsewhere prior to gaining Ontario certification.
- Male respondents constitute 26 per cent of the sample; 74 per cent are female.
- All respondents completed English-language teacher education programs, the remainder French-language programs.
- Three out of five gained Primary-Junior certification (61 per cent), six per cent Junior-Intermediate, 32 per cent Intermediate-Senior and one per cent technological studies.

Demographic highlights – Canadians with teacher education from another province who migrated to Ontario

- One in four (24 per cent) of these teachers report that teaching is a second career and 29 per cent are 35 years of age or older.
- Most (82 per cent) taught elsewhere prior to gaining Ontario certification.
- Male respondents constitute 14 per cent of the sample; 86 per cent are female.
- Twenty-eight per cent completed French-language teacher education programs and 72 per cent English-language.
- Half gained Primary-Junior certification (48 per cent), 12 per cent Junior-Intermediate, 40 per cent Intermediate-Senior and none technological studies.

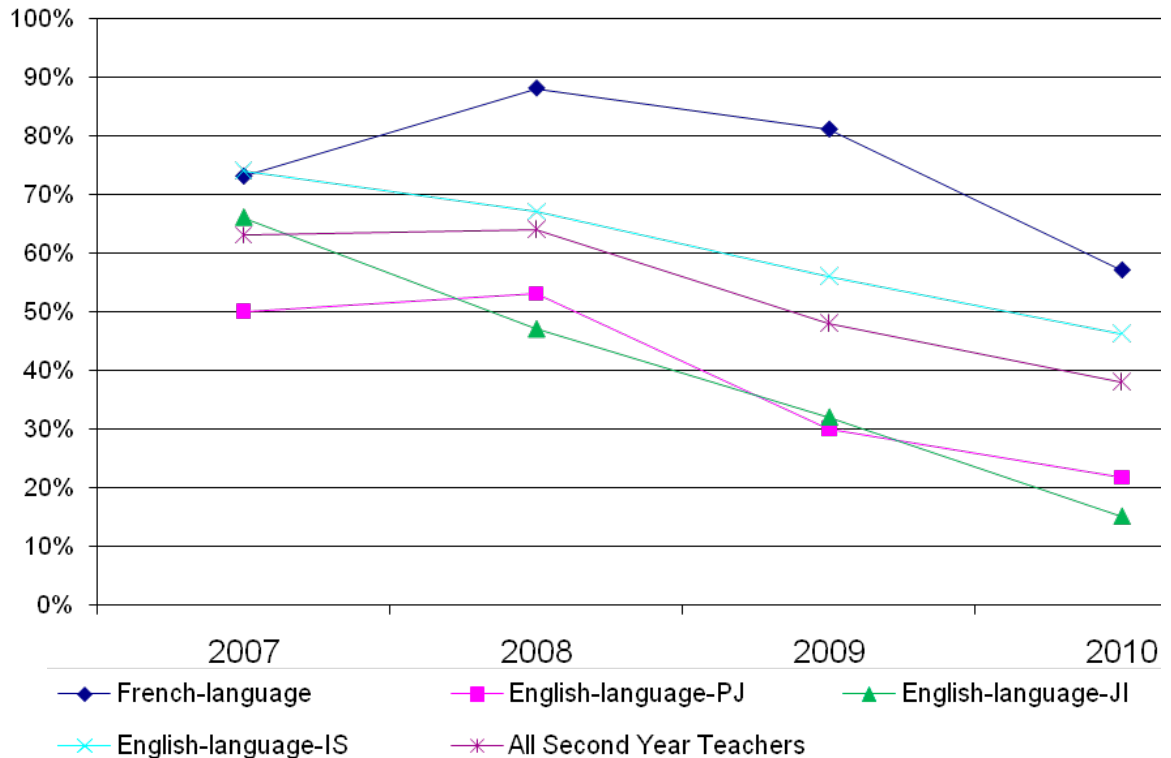
Second-Year Ontario Teachers: Ontario Faculty and US Border College Graduates of 2008

This is the second year in which the *Transition to Teaching* study surveyed the teacher education graduates of 2008. These College members were surveyed at the end of the 2009-10 school year, the second school year following their graduation.

Regular jobs continue to elude new teachers after two years on job market

This year’s surveys found a further significant decline in the job outcomes for teachers well into the second year of their careers. Less than two in five (38 per cent) of the graduates of 2008 secured regular teaching jobs by the end of the 2009-10 school year, a significant drop from the 48 per cent of the graduates of 2007 and 63 per cent of graduates of 2006 who had done so by the end of their second year of teaching.

Regular job success by second year, 2007 - 2010



Fifteen per cent also reported that they were involuntarily unemployed and a further 39 per cent in jobs but underemployed, up from six and 31 per cent for the second year group in the 2009 survey.

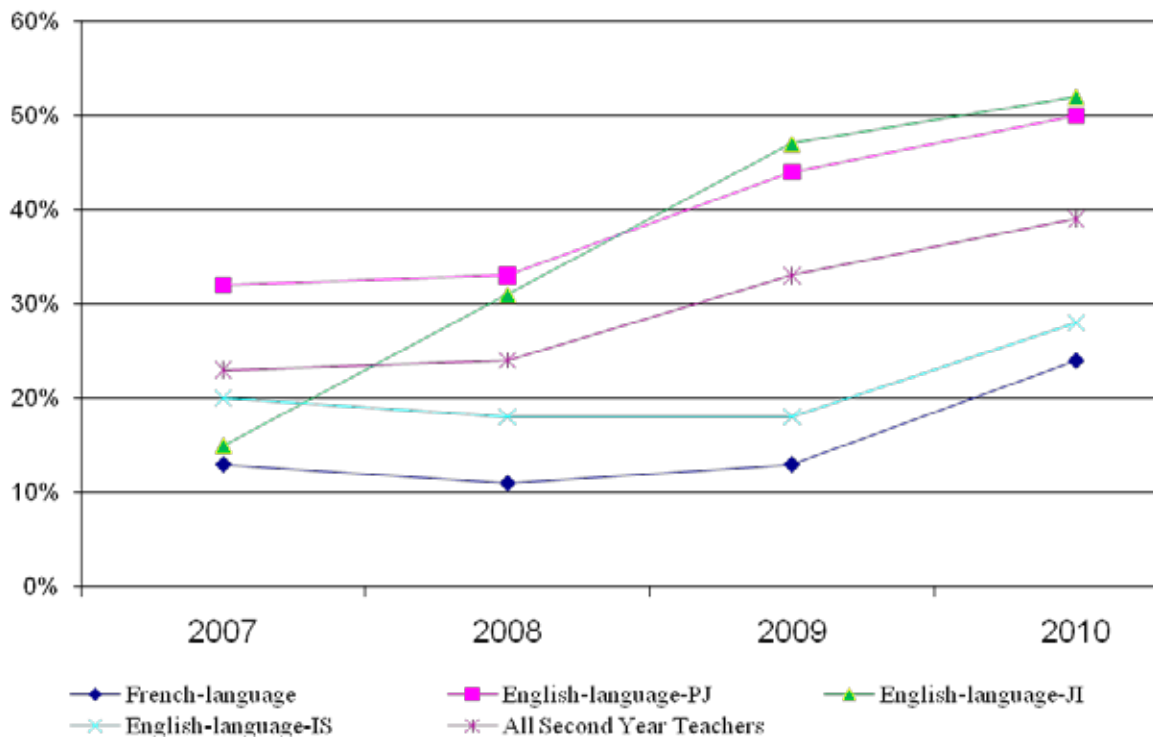
This year’s survey reveals that French-language teachers in their second year experienced greater difficulty on the job market than in previous years of this study. More than two out of five (43 per cent) were not teaching in regular jobs by the end of year two.

English-language teachers were less settled in their teaching careers at the end of two years than teachers at a comparable stage of their careers in earlier years of this study. Only one in three of them held regular teaching jobs at the end of the second year, compared with 38 per cent last year and 57 per cent two years ago.

Regular job success rates for primary-junior certified second year teachers have fallen from half (50 per cent) in the 2007 survey to just above one in five (22 per cent) in the 2010 survey responses. Over the same four year period, English-language teacher regular job rates dropped from 66 to 15 per cent for junior-intermediate and from 74 to 46 per cent for Intermediate-senior teachers at the end of their second year.

Underemployment has continued to rise for all English-language second year teachers, and is now the situation for half of those who are primary-junior and junior-intermediate teachers. One in four (24 per cent) of French-language second year teachers reported underemployment in 2010.

Underemployment in second year of teaching, 2007 - 2009



Certification and regional variations persist. Toronto region teachers report a 43 per cent regular job rate and just 32 per cent underemployment. Second year teachers elsewhere in the province achieved only 34 per cent regular jobs and a much higher 48 per cent underemployment.

Primary-junior and junior-intermediate English-language teachers outside the Toronto region are struggling the most in their efforts to get established, with only one in five (22 per cent) finding regular jobs by the end of year two and 67 per cent still underemployed.

The table below describes regular teaching job-success rates toward the end of the second year for various categories of teachers.

Percentage of second-year employed teachers in regular teaching jobs, 2010

Certification	Toronto region	Other Ontario regions	Total Ontario
French language	82% (72/95/86) *	54% 86/85/71)	60% (81/88/73)
English language – PJ	20 (42/62/68)	22 (21/42/35)	21 (30/53/50)
English language – JI	10 (39/54/73)	22 (25/43/59)	18 (32/47/66)
English language – IS	63 (73/79/80)	21 (40/53/66)	43 (56/67/74)
English language – Tech Studies	67 (100/80/100)	67 (100/100/67)	67 (100/92/86)
All qualifications	43 (54/69/74)	34 (44/59/51)	37 (48/64/63)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Studies
30% (42/59/52)	24% (46/61/69)	48% (61/71/73)	71% (100/85/87)

French language	English language	Ontario faculties	Border colleges
57% (81/84/73)	33% (38/57/60)	36% (48/66/67)	40% (55/53/51)

*2007, 2008 and 2009 comparators in brackets

The tightening of the French-language job market noted in reports for first-year teachers is also evident among second-year teachers. Regular job success for French-language teachers dropped from 81 per cent in 2009 to 57 per cent. Toronto region French-language teachers continue to appear well settled in regular teaching jobs. The drop in regular jobs for these second year teachers occurred entirely elsewhere in Ontario.

Another key measure of job success is underemployment – teachers who report that they have not been employed in teaching as much as they wanted to be in the current school year. This underemployment measure shows some of the same qualification and regional patterns as those found among first-year teachers.

Second-year underemployment in Ontario rose to 41 per cent in 2010, up from 24 per cent just two years ago. Combined with the seven per cent involuntary unemployment rate, almost half of the new teachers of 2008 who stayed in Ontario to start their careers have not been able to achieve their employment goals after two full years on the job market.

Underemployment rates are highest in the second year among English-language Primary-Junior- and Junior-Intermediate certified teachers outside the Toronto region. French-language teacher underemployment rose sharply in the Toronto region and throughout the province.

Second-year underemployment rates increased for English-language teachers as well as French-language teachers, in all parts of the province and for all types of certification. The lower underemployment rate for Ontario faculty graduates in comparison with border college graduates is no longer evident in this year's survey.

Percentage of second-year underemployed teachers, 2010

Certification	Toronto region	Other Ontario regions	Total Ontario
French-language	29% (15/9/17)*	26% (12/12/12)	27% (13/11/13)
English language – PJ	39 (30/28/19)	67 (57/39/45)	50 (44/33/32)
English language – JI	50 (48/21/15)	67 (45/43/15)	52 (47/31/15)
English language – IS	20 (5/21/18)	45 (36/15/24)	28 (18/18/20)
English language – tech studies	17 (0/20/0)	44 (50/26/33)	33 (25/18/14)
All qualifications	32 (24/22/17)	48 (39/26/28)	41 (33/24/23)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Studies
44% (37/29/29)	48% (38/24/13)	25% (20/17/19)	29% (33/25/12)

French language	English language	Ontario faculties	Border colleges
24% (13/11/11)	43% (38/11/25)	39% (32/22/20)	32% (36/31/35)

*2007, 2008 and 2009 comparators in brackets

One in five (21 per cent) of the employed second-year teachers report that they participated in the New Teacher Induction Program (NTIP) in their second year following graduation, more than half of them (58 per cent) receiving this support based on their first regular or qualifying LTO contract and the remainder continuing in the program into the second year of a teaching contract.

Four out of five of them report that they participated in school board orientations, had a mentor assigned to them and were evaluated by their principal by the time they completed the survey. And almost all of them had one or more of these support programs. Nine out of ten attended board in-service workshops with literacy and numeracy and planning, assessment and evaluation the most common.

They report that the program was of considerable value to them, and they rated as especially helpful the mentoring and advice they received with respect to report cards, assisting individual students, finding resources and curriculum planning.

Most mentoring took place outside the classroom, with three out of four reporting that their mentor had not observed their teaching at all (44 per cent) or did so less than one hour per month (32 per cent). Similar reports were given on the NTIP participants who had no opportunity to observe another teacher's practice (33 per cent) or did so less than one hour per month (38 per cent).

Those who did have the opportunity to observe others teach and get feedback on their own teaching consistently reported that this was a very helpful component of the program.

Methodology

This year's *Transition to Teaching* study includes a survey of the 2008 Ontario teacher education graduates in June 2010 near the end of the second year of their teaching careers. The survey also includes teacher education graduates from six colleges in New York State and the University of Maine who joined the College in 2008.

The survey of new graduates in their second year included 20 per cent of the English-language population and 40 per cent of the French-language population. For College members in these groups who communicate with the College in French, this double sample was used to ensure an adequate response base to address this distinct employment market.

The survey of the 2008 graduates received 770 responses from a survey population of 2,496 teachers, for a 31 per cent return rate. These overall survey results are considered accurate within 3.5 percentage points, 19 times out of 20.

Detailed Findings

Employment highlights

- Only 69 per cent of these 2008 graduates were employed as teachers at the time of the survey, down substantially from the 95 per cent employment rate for second year teachers last year. More of them (82 per cent) had taught at some point during the 2009-2010 school year.
- One in six say they are not teaching because they could not find any teaching job (15 per cent) or a job that they wanted to accept (two per cent), up sharply from the six, 3.6 and 2.6 per cent rates in the three preceding years.
- Occasional teaching, either on a daily supply basis (51 per cent) or on a long-term contract (22 per cent), was the route in to the profession for the majority of these teachers. The first job daily supply-teaching rate continued the upward trend from 41, 37 and 28 per cent rates reported for second-year teachers the three previous years.
- By spring of the second teaching year, fewer than two out of five (38 per cent) of those who are teaching are in regular positions, 32 per cent continue in daily supply teaching and the other 30 per cent are in longer-term occasional or other-term contract teaching employment. Second year regular teaching jobs are down markedly from 63 per cent and daily supply teaching is up from 14 per cent for second-year teachers just two years ago.
- Part-time teaching (40 per cent) and teaching in two or more schools (32 per cent) continues for many toward the end of the second year of teaching, rates that are up from the rates of 28 and 25 per cent in the preceding year.
- Almost two in five (39 per cent) report that they did not teach as much as they wanted in their second year in the profession, up from 31 and 24 per cent the previous two years.
- One in eight (12 per cent) of these second-year teachers report teaching in Ontario settings outside the publicly funded school system (9 per cent) or outside

Ontario (three per cent). This represents a higher proportion teaching outside the Ontario public school system than the 9 per cent last year.

- Most second-year teachers (57 per cent) expect to change teaching jobs in their third year.
- As with first-year teachers in the 2008-09 school year, language of instruction, divisions of qualifications and geography continue to be significant determinants of job outcomes at the end of the second year of teaching.
- The change in the French-language job market is evident in the second-year teacher reports from the 2009-2010 school year. Regular jobs for French-language teachers dropped substantially from 81 per cent in 2009 to 57 per cent in 2010. And reported underemployment rose from 13 per cent to 24 per cent.
- Even with these lowered job outcomes now evident for French-language teachers in their second year, the outcomes for English-language teachers remain much weaker with just 33 per cent in regular jobs by the end of year two, down sharply from the 57 per cent with regular jobs just two years ago. And more than two out of five (43 per cent) wanted more employment than they found, up from 29 per cent two years ago.
- Geographic variances continue to be prominent in the job outcomes for second-year teachers in 2010. In the Toronto region, 43 per cent of second-year teachers are in regular teaching positions, whereas outside the Toronto region, 34 per cent secured regular positions.

Teaching assignments

- Most (72 per cent) secondary school employed second-year teachers have jobs that require three or fewer different class preparations.
- Most of them (79 per cent) also consider themselves very well or well prepared for their teaching assignments in general, although 27 per cent indicate they are teaching at least one subject for which they are not sufficiently prepared.
- Elementary teachers in the second year continue to have challenging assignments. Twenty-one per cent are teaching in combined grades and seven per cent have Special Education assignments.
- Fourteen per cent of these second year elementary teachers are teaching French as a Second Language.
- Most elementary teachers (72 per cent) consider themselves very well or well prepared for their teaching assignments in general, although one third of them (35 per cent) report they had at least one assignment for which they were not sufficiently prepared.
- Only six per cent of second-year teachers report a less than satisfactory match of their qualifications and teaching assignments.

New Teacher Induction Program

- The New Teacher Induction Program (NTIP) continues to play a valued role in supporting the employed teacher education graduates of 2008 in publicly funded school boards across the province.
- Most (70 per cent) of these second-year teachers in regular jobs in Ontario publicly funded boards report that they were in the NTIP, half of them as in the first year they are qualifying for the program and half continuing in the program for a second year.

- Eighteen per cent of the LTO teachers in this survey group are in the NTIP.
- The experience and evaluation of the NTIP by participants in their second teaching year is very positive and parallels that of first-year teachers.
- Most of them report working with an experienced mentor (82 per cent) and attending formal orientation to their new school boards (81 per cent).
Involvement in individual school orientation programs is reported by three out of five of these teachers with regular contracts (61 per cent).
- Professional development in the NTIP priority areas was comprehensive, with participation rates as follows: literacy and numeracy (72 per cent), planning, assessment and evaluation (71 per cent), classroom management (56 per cent), student success (50 per cent), safe schools (47 per cent), teaching students with special needs (45 per cent) and parent communication (27 per cent).
- Only eight per cent report not having had professional development in one of these areas.
- The majority of NTIP participants rate each of the key program components positively:
 - support of principal/vice-principal as excellent (36 per cent) or very good (25 per cent)
 - mentoring as excellent (19 per cent) or very good (28 per cent)
 - orientation to teacher's school as excellent (11 per cent) or very good (33 per cent)
 - school board in-service as excellent (9 per cent) or very good (43 per cent), and
 - school board orientation as excellent (seven per cent) or very good (33 per cent)
- These NTIP participants placed high value on different aspects of mentoring:
 - coaching on student evaluation was viewed as very helpful (25 per cent) or helpful (27 per cent)
 - coaching on classroom management very helpful (26 per cent) or helpful (30 per cent)
 - advice on helping individual students very helpful (37 per cent) or helpful (31 per cent)
 - help in finding teaching resources very helpful (34 per cent) or helpful (30 per cent)
 - help with report card preparation very helpful (38 per cent) or helpful (29 per cent)
 - coaching on preparing for parent communication very helpful (16 per cent) or helpful (34 per cent)
 - curriculum planning with mentor very helpful (34 per cent) or helpful (29 per cent) and
 - information on administrative matters very helpful (17 per cent) or helpful (32 per cent)
- Most participants report limited or no time available with mentors and with other teachers in the classroom.
 - Most report no opportunity for their teaching practices to be observed by

- their mentor or another teacher (44 per cent) or less than one hour per month (32 per cent).
- Similarly, most had no time to observe their mentors or other teachers in the classroom (33 per cent) or less than one hour per month (38 per cent).
 - Those who did have their teaching practice observed highly value the feedback they received – most described the feedback as very helpful (50 per cent) or helpful (29 per cent).
 - Similarly, those who had an opportunity to observe their mentor or another teacher in the classroom found this very helpful (47 per cent) or helpful (33 per cent).
 - Most (81 per cent) of the NTIP participants had an appraisal by their principal by the time they completed the survey.
 - NTIP participants in their second year of teaching report high levels of engagement in professional development. They reported:
 - support of a mentor - very highly engaged (25 per cent) or highly engaged (22 per cent)
 - collaborative learning in their school – very highly engaged (23 per cent) or highly engaged (36 per cent) and
 - Participation in formal courses – very highly engaged (17 per cent) or highly engaged (30 per cent).
 - Most employed second-year teachers report that they are appropriately challenged in their teaching assignments describing the challenge level as excellent (32 per cent) or good (37 per cent); however, about one in four described their stress levels as unsatisfactory (19 per cent) or very unsatisfactory (eight per cent).
 - Many second year teachers report an excellent (27 per cent) or good (37 per cent) level of professional satisfaction.
 - On their overall assessment of the first two years of teaching, they rate their experience as excellent (51 per cent) or good (31 per cent). They also express a high (31 per cent) or good (48 per cent) degree of confidence in their teaching and about half of them rate their optimism for their professional future as excellent (22 per cent) or good (30 per cent). Eighteen per cent said their optimism level was adequate and 30 per cent gave a negative unsatisfactory or very unsatisfactory rating on the optimism scale.
 - Half of them gave a negative rating to their sense of job security.

Teacher preparation and professional development interests

- These second-year teachers value their pre-service teacher education, continuing to hold the view of first-year teachers that their practice teaching was of the greatest value to them. They look back on their faculty of education courses as excellent (18 per cent) or good (40 per cent) and their pre-service practice teaching as excellent (52 per cent) or good (37 per cent).
- Asked to suggest areas for more focus in pre-service teacher education based on their first two years of teaching experience, they give highest priority to classroom management. Very high priority is also given to assessment, testing and evaluation, reading and literacy and then Special Education.

- These second-year teachers highly recommend an increase in practicum placement time, with more emphasis on both candidate teaching time and opportunities to observe experienced teachers in the classroom.
- Reflecting on their preparedness for the first year of teaching, they rate most highly their initial mastery of lesson planning, subject and curriculum knowledge, organization and time management skills and instructional strategies.
- They rate themselves as somewhat less prepared in classroom management, assessment and evaluation, covering the breadth of the curriculum, motivating students, adapting to different learning styles and finding classroom resources,
- They express less readiness to teach combined grades, to teach students at risk and those with special needs and for handling administrative routines and communicating with parents.
- Intermediate-Senior-qualified teachers report that they are more prepared to teach academic subjects than applied secondary classes or outside their teachables.
- Second-year teachers identify their further professional development priorities as immediate teaching skills – classroom management, evaluation and assessment, instructional strategies and integration of technology.

Career plans

- The strong drive to make a difference in students' lives continues as the prime motivator that sustains teachers in their commitment toward the end of their second year in the profession with career; however, work-life balance and job security are reported as gaining in importance.
- The majority (57 per cent) of these teachers expect to have a different job in the next school year.
- Lack of success in finding a teaching job is cited as the reason that 15 per cent of these second year teachers are not in the classroom in their second year following graduation from teacher education. And 13 per cent also reported they were working at another occupation at the time of the survey. These are sharp increases from the findings of the 2009 survey of second-year teachers which found only four per cent unemployment and four per cent working in other occupations.
- Seven per cent plan not to teach in the following year, with 85 per cent planning to teach in Ontario and eight per cent outside the province.
- Of those planning to teach outside Ontario, more than half report that they will definitely (25 per cent) or probably (37 per cent) return to the province to teach, and only eight per cent report that they will definitely or probably not come back. Thirty per cent reported they do not know whether they will return.
- On their thoughts with respect to the longer-term future, only one teacher said teaching was now a closed future option, just two per cent say they will not or probably will not be a teacher in five years time, with 66 per cent saying they will definitely still be teaching at that time and 19 per cent reporting they probably will. Twelve per cent say they do not know. The percentage of those who say they will definitely be teaching five years from now is down from 78 per cent in last year's survey of second-year teachers.
- About one in four (26 per cent) report that during their career they expect to assume an education leadership role as vice-principal, principal, supervisory officer or board director.
- About three out of five (59 per cent) express an interest in mentoring, coaching or some other leadership role with teacher colleagues.

Reflections on teaching

- About three in four second-year teachers say they are highly knowledgeable (21 per cent) or knowledgeable (51 per cent) about the ethical standards for teaching in Ontario.
- One out of seven (15 per cent) report they have encountered a significant ethical issue in their early years of teaching.

Demographic highlights

- About one-third (36 per cent) of these graduates of 2008 report that teaching is a second career and about one in four (22 per cent) are 35 or older.
- Male respondents constitute 22 per cent of the sample; 78 per cent are female.
- The survey respondents comprise 81 per cent Ontario faculty of education graduates, with 19 per cent from the US border colleges.
- French-language teacher education programs are the source of 11 per cent of the sample overall and 14 per cent of the Ontario faculty graduates.
- Primary-junior-qualified teachers made up 48 per cent of the returns, junior-intermediate 17 per cent, intermediate-senior 31 per cent and technological studies four per cent.
- Among the US border college respondents, English is the language of teacher education for all of them. Most (76 per cent) have primary-junior basic qualifications and none have technological studies qualifications.

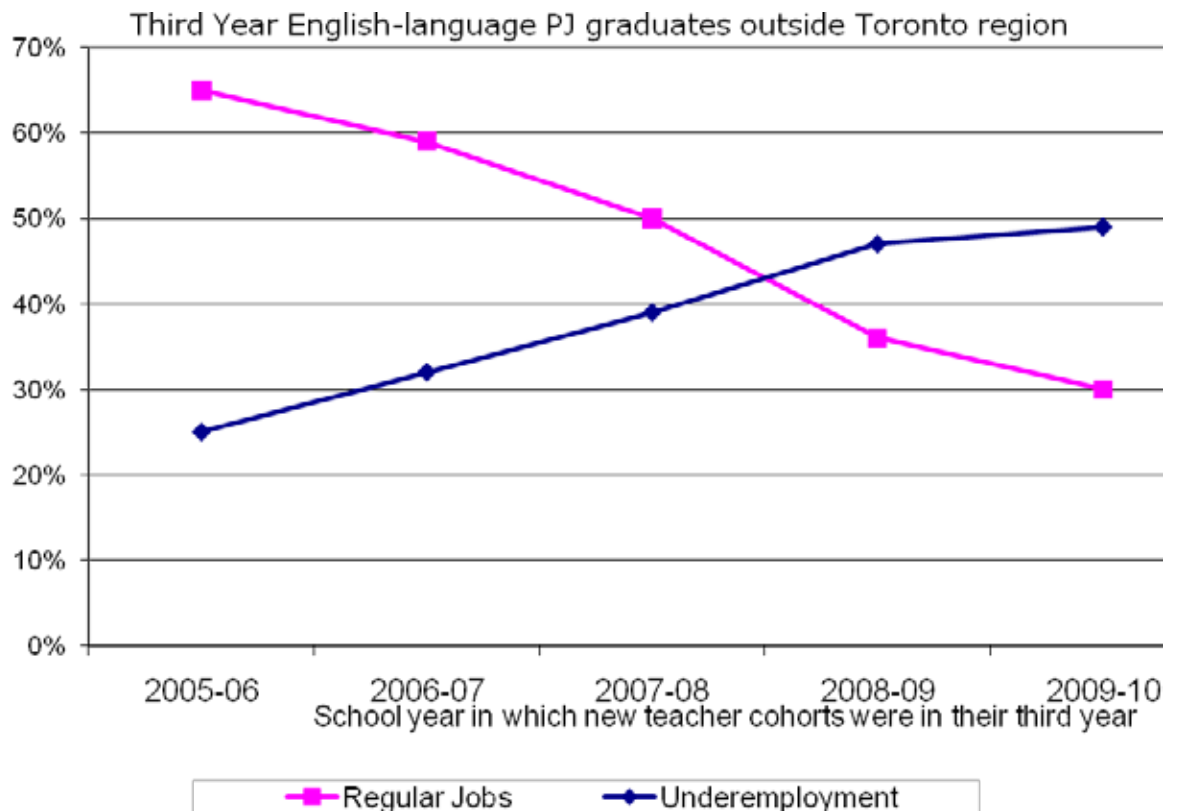
Third-year Ontario Teachers: Ontario Faculty and US Border College Graduates of 2007

This is the third year in which the *Transition to Teaching* study surveyed the teacher education graduates of 2007. These College members were surveyed at the end of the 2009-10 school year, the third school year following their graduation.

More than half of English-language teachers not in regular jobs three years into their careers

This year’s survey of the graduates of 2007 shows that the job queue is now more than three years long for many English-language teachers. Third-year English-language teachers with regular teaching jobs have declined from four out of five (79 per cent) for the graduates of 2004 to less than half (49 per cent) for the 2007 graduates, with the corresponding underemployment rates rising from 13 to 36 per cent. And seven per cent are now involuntarily unemployed three years out of their faculty of education programs.

Job outcomes for the English-language teachers in this group are less positive outside than within the Toronto region. Only 30 per cent of the primary-junior qualified teachers outside Toronto report they had obtained a regular teaching contract by the end of the third year, and their reported underemployment reached 49 per cent. This compares with 58 per cent in regular jobs and 31 per cent underemployment in the Toronto region.



The seven per cent involuntary unemployment rate, together with the 36 per cent under-employment rate for those who are working, means that the job queue for English-language teachers is now extending into the fourth year following licensing for more than two out of five English-language teachers.

Other highlights of the survey of third-year teachers include:

- Third-year French-language teachers continue to report more positive job outcomes than their English-language teaching counterparts, with 80 per cent regular jobs and only 14 per cent underemployment.
- Technological studies teachers continue to report high rates of regular-job success (82 per cent).
- Intermediate-senior teachers are increasingly affected by the tighter employment market in the third year, down from 87 per cent regular jobs for the corresponding third-year group three years ago to just 61 per cent in 2010 and down to just over one out of three (38 per cent) for English-language intermediate-senior qualified teachers outside the Toronto region.
- Toronto-region regular job success for all third-year teachers outpaces that of teachers beyond the Toronto region, 63 per cent compared with just 46 per cent elsewhere in Ontario.

The first set of tables below describes regular teaching job-success rates toward the end of the third year for various categories of teachers.

Percentage of third-year employed teachers in regular jobs in 2010

Certification	Toronto region	Other Ontario Regions	Total Ontario
French language	86% (95/92/100) *	77% (86/83/91)	79% (85/86/93)
English language – PJ	58 (54/85/92)	30 (36/50/59)	42 (47/67/74)
English language – JI	38 (57/69/83)	44 (70/69/57)	41 (64/68/70)
English language – IS	75 (83/82/94)	38 (46/66/78)	57 (64/74/87)
English language – tech studies	75 (75/100/100)	86 (90/67/100)	82 (86/92/100)
All qualifications	63 (70/83/91)	46 (50/63/70)	53 (61/72/81)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological studies
49% (53/69/75)	48% (67/70/74)	61% (65/74/87)	82% (88/91/86)

French language	English language	Ontario faculties	Border colleges
80% (81/86/92)	49% (57/69/79)	57% (62/75/81)	52% (57/57/73)

*2007, 2008 and 2009 comparators in brackets

Another important measure of job success is underemployment – teachers who report they have not been employed in teaching as much as they wished in the current year. As described in the next set of tables, Ontario teacher underemployment for third-year teachers increased overall this year resulting in a significant three year trend from 12 to 34 per cent. The increased underemployment is now evident across all divisional qualification groups.

Percentage of third-year underemployed teachers in 2010

Certification	Toronto region	Other Ontario regions	Total Ontario
French language	7% (0/9/0)*	17% (9/7/8)	15% (6/7/6)
English language – PJ	31 (28/15/2)	49 (47/39/32)	42 (36/27/18)
English language – JI	35 (22/11/6)	36 (43/20/21)	35 (31/16/13)
English language – IS	21 (13/11/3)	50 (34/32/17)	35 (22/23/8)
English language – tech studies**	0	0	0 (14/0/0)
All qualifications	26 (28/12/3)	40 (35/28/21)	34 (27/21/12)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological studies
37% (32/26/17)	32% (34/15/13)	30% (23/20/8)	0% (18/0/0)

French language	English language	Ontario faculties	Border colleges
14% (15/8/6)	36% (31/24/13)	30% (28/18/12)	32% (27/36/18)

* 2007, 2008 and 2009 comparators in brackets;

** Technological Studies numbers are too low to be meaningful for regional breakdowns in 2007 to 2009.

Involuntary unemployment rose for third-year teachers from less than half of one per cent just two years ago to seven per cent for this year.

Methodology

This year's *Transition to Teaching* study includes a survey of the 2007 Ontario teacher education graduates in June 2010 near the end of the third year of their teaching careers. The survey also includes teacher education graduates from six colleges in New York State and the University of Maine who joined the College in 2007.

The survey of new graduates in their third year included 20 per cent of the English-language population and 40 per cent of the French-language population. For College members in these groups who communicate with the College in French, this double sample was used to ensure an adequate response base to address this distinct employment market.

The survey of the 2007 graduates received 620 responses from a survey population of 2,141 teachers, for a 29 per cent return rate. These overall survey results are considered accurate within 3.9 percentage points, 19 times out of 20.

Detailed Findings

Employment highlights

- Most (87 per cent) of these 2007 graduates were employed as teachers on some basis at the time of the survey, with seven per cent reporting that they were not teaching because they could not find teaching jobs.
- By spring of the third teaching year, almost half of those teaching during the year were occasional teachers, either on a daily (22 per cent) or longer-term (24 per cent) basis. Fifty-four per cent had found regular teaching positions in Ontario or outside the province. This regular-job success rate continues the decline in regular jobs for teachers by their third year of teaching, from the 79 per cent regular job rate for the comparable group three years ago.
- More than a third (36 per cent) of these graduates of 2007 report that they were involuntarily unemployed in at least one school year over their three year teaching career.
- Part-time teaching (30 per cent) and teaching in two or more schools (26 per cent) continue for many, even toward the end of the third year of teaching, and these rates are up from 23 and 23 per cent for the equivalent group of third-year teachers in the 2009 survey.
- One-third of those who were working (34 per cent) report they were underemployed a rate that is up sharply from the 13 per cent reported by third-year teachers three years ago.
- More than one in ten (11 per cent) report teaching in Ontario settings outside the publicly funded school system or outside Ontario, up from six per cent for third-year teachers in 2009.
- Half of these teachers experienced change in their employment between their second and third years in the profession. They changed assignments in the same school (17 per cent), changed schools (27 per cent) or changed school boards (six per cent). For some, this change was a positive career move that enabled them to move from daily occasional to long-term occasional assignments or from occasional assignments to regular contracts.
- As with first- and second-year teachers in the 2009-10 school year, language, divisions of qualifications and geography remain significant determinants of job success at the end of the third year of teaching. These differences are not as large for third-year teachers as for first- and second-year teachers, but they are evident. These patterns underscore the determination and perseverance required of those seeking employment outside the comparatively stronger market of the Toronto region or without capacity to teach in French.
- The stronger market for French-language teachers (in French-language school boards and teachers of French as a Second Language in English-language school boards) continues for third-year teachers. There appears to be no significant tightening market impact for this group who entered the job market one year before the French-language demand began to diminish in the 2008-09 school year. Four out of five (80 per cent) French-language teachers in 2009-10 report regular jobs by the spring of their third year in teaching, and 14 per cent report that they had wanted more teaching employment throughout the year. More French-language teachers are employed outside the province this year, however.
- For English-language teachers, job outcomes lagged the success of French-language teachers. Only 49 per cent of English-language teachers had found regular teaching jobs by the end of the third year and 36 per cent say they did

not teach as much as they wanted. These indicators of job success continue the weakening trend from the much more robust 79 per cent regular jobs and 13 per cent underemployment for English-language third-year teachers three years ago.

- Regular teaching jobs were less frequent among primary-junior (49 per cent) and junior-intermediate (48 per cent) than intermediate-senior (61 per cent) colleagues from the same graduating class. Most (82 per cent) technological-studies qualified respondents report regular teaching jobs.
- Geographic variations are prominent in the job outcomes for third-year teachers in 2009-10. Within the Toronto region, about two out of three (63 per cent) are in regular teaching positions, whereas outside the Toronto region, only 46 per cent have secured regular positions.
- Third-year primary-junior qualified teachers outside the Toronto region who lack higher-demand French-language teaching ability or qualifications report less regular job success (30 per cent). English-language junior-intermediate and intermediate-senior teachers outside the Toronto region are somewhat more successful in landing regular jobs (44 per cent and 38 per cent respectively). All three of these groups are down significantly from the 36, 70 and 46 per cent regular jobs reported by their third year of teaching counterparts last year.
- Reported underemployment for these same English-language teachers outside the Toronto region is greater for primary-junior teachers (49 per cent) and intermediate-senior (50 per cent) than for junior-intermediate teachers (36 per cent). All three divisions have higher underemployment than for the comparable teachers last year.

Experience of first three years

- Most third-year teachers give positive reports on their satisfaction with their teaching-career experiences to date, with 27 per cent rating it excellent and 45 per cent very good.
- They generally describe their confidence as excellent (36 per cent) or good (42 per cent), say their preparation for their teaching responsibilities is excellent (33 per cent) or good (43 per cent), describe the appropriateness of their teaching assignments as excellent (35 per cent) or good (35 per cent), and consider their professional satisfaction to be excellent (23 per cent) or good (39 per cent).
- Just more than a third of them describe their sense job security as excellent (17 per cent) or good (21 per cent) with two out of five (41 per cent) reporting job security as unsatisfactory or very unsatisfactory.
- About half say their optimism level for their profession future is excellent (22 per cent) or good (30 per cent).
- They see the challenge in teaching as positive with 28 per cent saying the challenge is excellent and 41 per cent saying it is good.
- Only 24 per cent regard the stresses of the profession as unsatisfactory or very unsatisfactory.
- Professional development continues as a priority for teachers in their third year. Highest priority is given to further work on evaluation and assessment (68 per cent), instructional strategies (67 per cent), teaching subject knowledge (62 per cent), integration of technology (61 per cent) and classroom management (55 per cent).
- Fewer report a high priority for professional development support in communicating with parents (43 per cent) and for observation and feedback on their teaching practice (44 per cent) and lesson planning (41 per cent).

- Formal course work ranks at the top (43 per cent) of their list of significant professional development engagement, followed by collaborative learning in their schools (33 per cent), collaborative learning beyond their own schools (31 per cent) and engagement with subject or specialist associations (30 per cent). Smaller proportions of these experienced teachers say they continue a high level of engagement in being supported by a mentor (27 per cent), participation in school self-evaluation (27 per cent) or action research (16 per cent).
- The main motivator for continuing interest in teaching for these third-year teachers is consistent with what initially lay behind their choice of teaching and the incentive that sustained them in the challenging first two years. They continue to rate at the highest level the desire to work with children or young people, helping them to learn and grow and making a positive difference in their lives. Job security, work-life balance and the material rewards of teaching are somewhat lower as motivators, but significantly higher in importance than this research finds for the initial choice of teaching as a career.

Career plans

- The third year continues to be one in which teachers anticipate further change, with more than half (54 per cent) saying they expect to change teaching positions for the next school year. The end of LTO contracts, continuing engagement in supply teaching and redundancy notices are the more common reasons mentioned.
- Eight per cent plan to teach outside the province in the third year of their teaching careers (up sharply from three per cent intention among third-year teachers last year), with 87 per cent planning to teach in Ontario and five per cent planning not to teach at all.
- Of those planning to teach outside Ontario, half (50 per cent) say they will return or will probably return to teach in Ontario in the future, down from the 63 per cent who planned to return among the corresponding group in the previous year.
- On their thoughts with respect to the longer-term future, only two per cent say they will not be teachers in five years and three per cent say they will probably not, with 70 per cent saying they will still be teaching at that time and 18 per cent reporting they probably will. Eight per cent say they do not know.
- About one in four (24 per cent) report that during their career they expect to assume an education-leadership role as vice-principal, principal, supervisory officer or board director.
- Almost two out of three (63 per cent) express an interest in mentoring, coaching or some other non-administrative leadership role with teacher colleagues.

Reflections on teaching

- Four in five of these third-year teachers report that they are very knowledgeable (23 per cent) or knowledgeable (49 per cent) about the ethical standards for teaching in Ontario.
- Seventeen per cent report that they encountered a significant ethical issue in their early years of teaching.

Demographic highlights

- Two in five (41 per cent) of these graduates of 2007 report that teaching is a second career and about three in 10 (28 per cent) are 35 years of age or older.
- Male respondents constitute 22 per cent of the sample; 78 per cent are female.
- The respondents include 77 per cent Ontario faculty of education graduates with 23 per cent from the US border colleges.
- Graduates of French-language teacher education programs constitute eight per cent of the sample overall (including Ontario faculties and border colleges) and 11 per cent of the Ontario faculty graduates.
- Primary-junior qualified teachers make up 48 per cent of the returns, junior-intermediate 17 per cent, intermediate-senior 33 per cent and technological studies two per cent.
- Among the US border college respondents, English is the language of teacher education for all of them. Most (63 per cent) have primary-junior basic qualifications and none have high-demand technological studies certification.

Fourth-Year Ontario Teachers: Ontario Faculty and US Border College Graduates of 2006

This is the fourth year in which the *Transition to Teaching* study surveyed teacher education graduates of 2006. These College members were surveyed at the end of the 2009-10 school year, the fourth school year following their graduation.

Underemployment moves higher for fourth-year English-language teachers

About two-thirds of the graduates of 2006 were well established in regular teaching positions by the end of their fourth year in the teaching profession. Among those teaching within the province of Ontario, 67 per cent held regular jobs, down from 82 per cent among the graduates of 2005 when they were in their fourth year. About one out of four (24 per cent), however, reported that they were underemployed at the end of four years in the profession. Another four per cent report involuntary unemployment. The English-language teacher surplus continues to affect a substantial minority of English-language teachers even into their fourth year of their teaching careers.

French-language teachers in their fourth year continue to appear very well established, unaffected by the recent increased competition in the French-language employment market. They began their careers well before the French-language market began to tighten in 2009. Only eight per cent of them say they did not teach as much as they wanted in their fourth year following graduation.

Toronto-region teachers in general are significantly more settled in the fourth year than those in other areas of the province. Eighty per cent of these teachers in the Toronto region held regular jobs and 15 per cent say they were underemployed. In sharp contrast, just 55 per cent of fourth year teachers in other parts of Ontario reported regular jobs and 36 per cent say they were underemployed.

Fourth-year English-language teachers outside the Toronto report are experiencing the most difficulty on the employment market than others. Less than half of those who are employed at the end of their fourth year have regular jobs – primary-junior (38 per cent), junior-intermediate (44 per cent) and intermediate-senior (41 per cent). And the majority of employed primary-junior (54 per cent) and intermediate-senior (53 per cent) teachers among them say they were underemployed. Technological studies teachers in their fourth year are not experiencing these employment challenges.

Almost half of the fourth-year teachers who responded to our survey this year spent part of their early career out of the classroom because they were either not able to find any teaching job (42 per cent) or one that they wanted to accept (six per cent). These rates are markedly higher than the 21 and three per cent reported by fourth year teachers in 2009.

This year's survey of fourth year teachers found a significant decrease in teaching in Ontario publicly funded school boards, from a 95 per cent rate in 2009 to 85 per cent in 2010. The main source of this decrease is more fourth year teachers now teaching outside the province, up from one per cent last year to 11 per cent this year.

The table below describes regular teaching job success rates toward the end of the fourth year for various categories of teachers, with comparator rates for fourth-year teachers in years prior.

Percentage of fourth-year employed teachers in regular teaching jobs in 2010

Certification	Toronto region	Other Ontario regions	Total Ontario
French language	91% (95/100/100) *	94% (92/90/95)	93% (93/93/96)
English language – PJ	73 (82/88/99)	38 (67/66/75)	54 (74/75/86)
English language – JI	78 (68/96/91)	44 (66/67/73)	63 (67/75/81)
English language – IS	83 (90/93/91)	41 (74/83/77)	67 (83/88/85)
English language – tech studies	100 (100/100/100)	88 (66/100/100)	91 (83/100/100)
All qualifications	80 (95/90/95)	55 (74/76/80)	63 (79/82/87)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological studies
65% (75/86/86)	65% (75/83/82)	70% (83/89/86)	87% (75/100/100)

French language	English language
88% (93/92/92)	62% (76/81/85)

*2007, 2008 and 2009 comparators in brackets

An additional table presents underemployment rates for the same groupings of fourth-year teachers, again with comparator data for the previous two years. Underemployment affects more new teachers longer with each additional year of the growing surplus of Ontario English-language teachers

Percentage of fourth-year underemployed teachers in 2010

Certification	Toronto region	Other Ontario regions	Total Ontario
French language	0% (5/0/0)*	3% (7/5/3)	2% (7/4/2)
English language – PJ	22 (12/12/3)	54 (28/22/15)	40 (20/18/10)
English language – JI	17 (19/3/6)	28 (26/24/19)	22 (24/16/13)
English language – IS	13 (10/3/3)	53 (19/15/15)	28 (14/9/8)
English language – tech studies	0 (0/0/0)	0 (0/0/0)	0 (0/0/0)
All qualifications	15 (11/6/2)	36 (21/17/11)	26 (16/12/8)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological studies
32% (20/16/10)	12% (17/12/12)	25% (16/8/8)	7% (0/0/9)

French language	English language
4% (7/4/2)	29% (19/14/10)

*2007, 2008 and 2009 comparators in brackets

Confident, committed educators, engaged in ongoing professional development

Despite the challenges that have faced many of them on the employment market in their first four years of teaching, most teacher education graduates of 2006 are confident in their abilities, professionally satisfied, up to the stresses of a challenging profession and face the future in teaching with optimism.

Three out of four describe their confidence as excellent (33 per cent) or good (50 per cent). They have an excellent (28 per cent) or good (38 per cent) level of professional satisfaction and describe their optimism for their professional future as excellent (26 per cent) or good (34 per cent). Only one in four describe the level of stress they are experiencing as unsatisfactory (18 per cent) or very unsatisfactory (seven per cent).

Almost one-third of them, however, say their sense of job security is unsatisfactory (16 per cent) or very unsatisfactory (15 per cent) assessment. Nevertheless, these fourth-year teachers are highly motivated and most plan to stay in teaching for the long haul. Only four per cent of this survey group say they will definitely or probably not be teaching in five years time.

Their reasons for choosing teaching in the first place keep them committed to the profession. They are driven mainly by a desire to help their students learn. However, job security, work life balance and compensation are rising substantially in importance for them. The majority of them (65 per cent) are very highly or highly engaged in ongoing professional development in their fourth year. The table below describes the percentage highly engaged in different types of professional development.

Professional development activities in fourth year in profession, 2010

	Very high level of engagement	High level of engagement
Formal course work	24%	24%
Collaborative learning in school	13	22
Collaborative learning beyond school	13	19
Engaging subject/specialist associations	10	21
Participating in school self-evaluation	8	22
Undertaking action research	9	17
Engaging with coach or mentor	7	18

This new generation includes many teachers willing to assume leadership in the profession

throughout their careers. Three in five of them (61 per cent) are interested in mentoring or coaching others and one in five (20 per cent) plan to assume an administrative role such as vice-principal or principal at some stage in their education careers.

Methodology

This year's *Transition to Teaching* study includes a survey of the 2006 Ontario teacher education graduates in June 2010 near the end of the fourth year of their teaching careers. The survey of new graduates in their fourth year included 20 per cent of the English-language population and 40 per cent of the French-language population. For College members in these groups who communicate with the College in French, this double sample was used to ensure an adequate response base to address this distinct employment market.

The survey of the 2006 graduates received 429 responses from a survey population of 2,141 teachers, for a 21 per cent return rate. These overall survey results are considered accurate within 4.7 percentage points, 19 times out of 20.

Detailed Findings

Employment highlights

- Most (88 per cent) of these graduates were employed as teachers at the time of the survey, down from 94 per cent employment reported by the equivalent fourth year group in 2009.
- Only four per cent report they were not teaching because they could not find a teaching job, a rate that is up only marginally from the three per cent reported last year. Most of the remainder who are not teaching report being on maternity or parental leave.
- By the end of their fourth year of teaching, 67 per cent of the currently employed teachers in this group held regular teaching positions, a rate that continues the gradual decline in regular-job outcomes from the 89 per cent rates found among graduates four years earlier in their fourth year in the profession.
- Changing jobs and assignments between the third and fourth years of teaching was a reality for half of the survey respondents, with 20 per cent changing assignments in the same school, 20 per cent changing schools and 10 per cent changing school board employers.
- And half of them (47 per cent) expect to change jobs again for their fifth year.
- Part-time teaching (22 per cent) and teaching in two or more schools (22 per cent) are up from 16 and 13 per cent on these measures the previous year.
- Among these graduates of 2006, 24 per cent say they did not teach as much as they wished in the 2009-10 school year, up substantially from nine per cent reported three years ago by the graduates of 2004 in their fourth year of teaching.
- Of fourth-year teachers, 84 per cent are teaching in Ontario publicly funded schools, six per cent in Ontario independent schools or non-school settings and 11 per cent outside Ontario. This reflects a significant increase in out-of-province teaching from just one per cent out-of-province for the group of fourth-year teachers the year before.
- More than half of these fourth-year teachers report not teaching for some of the

time since graduating because they could not find any teaching job (23 per cent) or a job they wanted (three per cent), took a maternity or parental leave (12 per cent) or took a leave for study or travel (six per cent) or other personal, family or health reasons (nine per cent).

- Approximately one in five (21 per cent) female teachers report that they have taken a maternity leave during their first four years in teaching.

Experience of first four years of teaching

- Most fourth-year teachers give positive reports for overall satisfaction with their teaching-career experiences to date, with 30 per cent rating it excellent and 51 per cent very good.
- They describe their confidence as excellent (33 per cent) or good (50 per cent), say their preparation for their teaching responsibilities is excellent (29 per cent) or good (51 per cent), describe the appropriateness of their teaching assignments as excellent (38 per cent) or good (39 per cent), and consider their professional satisfaction to be excellent (28 per cent) or good (38 per cent).
- Three in ten describe their job security as unsatisfactory (15 per cent) or very unsatisfactory (15 per cent)
- Three in five indicate that their optimism level for their profession future is excellent (26 per cent) or good (34 per cent).
- They see the challenge in teaching as positive with 24 per cent saying the challenge is excellent and 52 per cent saying it is good.
- Twenty-five per cent regard the stresses of the profession to be unsatisfactory or very unsatisfactory.
- Professional development continues as a priority for teachers in their third year. Highest priority is given to further work on evaluation and assessment (65 per cent), integration of technology (65 per cent), instructional strategies (65 per cent), teaching subject knowledge (55 per cent), and classroom management (56 per cent).
- Fewer report a high priority for professional development support in communicating with parents (43 per cent) and for observation and feedback on their teaching practice (43 per cent) and lesson planning (40 per cent).
- Formal course work ranks at the top (48 per cent) of their list of significant professional development engagement, followed by collaborative learning in their schools (35 per cent), collaborative learning beyond their own schools (32 per cent) and engagement with subject or specialist associations (31 per cent).
- Smaller proportions of these experienced teachers say they continue a high level of engagement in school self-evaluation (30 per cent), being supported by a mentor (25 per cent), or action research (26 per cent).
- The main motivator for continuing interest in teaching for these fourth-year teachers is consistent with what initially led to their choice of a teaching career and the incentive that sustained them in the challenging first two years. They continue to rate at the highest level a desire to work with children or young people, helping them to learn and grow and making a positive difference in their lives. Job security, work-life balance and the material rewards of teaching are somewhat lower as motivators but, after four years in a challenging employment market, these considerations are significantly higher in importance than in the initial choice of teaching as a career.

Career plans

- Seven per cent of these fourth year teachers plan to teach outside the province in the fifth year of their teaching careers, with 89 per cent planning to teach in Ontario and four per cent not planning to teach at all.
- Of those planning to teach outside Ontario, two-thirds (62 per cent) say they will return or will probably return to teach in Ontario in the future.
- On their thoughts with respect to the longer-term future, only four per cent say they will not or will probably not be teachers in five years, with 66 per cent saying they will still be teaching at that time and 20 per cent reporting they probably will. Eleven per cent say they do not know.
- One in five (20 per cent) report that during their career they expect to assume an education leadership role as vice-principal, principal, supervisory officer or board director.
- About three in five (61 per cent) express an interest in mentoring, coaching or some other non-administrative leadership role with teacher colleagues.

Reflections on teaching

- Three in four of these fourth-year teachers report that they are highly knowledgeable (21 per cent) or knowledgeable (53 per cent) about the ethical standards for teaching in Ontario.
- About one in five (19 per cent) report that they encountered a significant ethical issue in their early years of teaching.

Demographic highlights

- More than two in five (43 per cent) graduates of 2006 report that teaching is a second career and 37 per cent are 35 or older.
- Male respondents constitute 25 per cent of the sample; 75 per cent are female.
- Primary-junior program graduates make up 39 per cent of the respondents, junior-intermediate 19 per cent, intermediate-senior 37 per cent and technological studies five per cent.
- Graduates of French-language teacher education programs constitute nine per cent of the respondents to this survey.

Fifth-Year Ontario Teachers: Ontario Faculty and US Border College Graduates of 2005

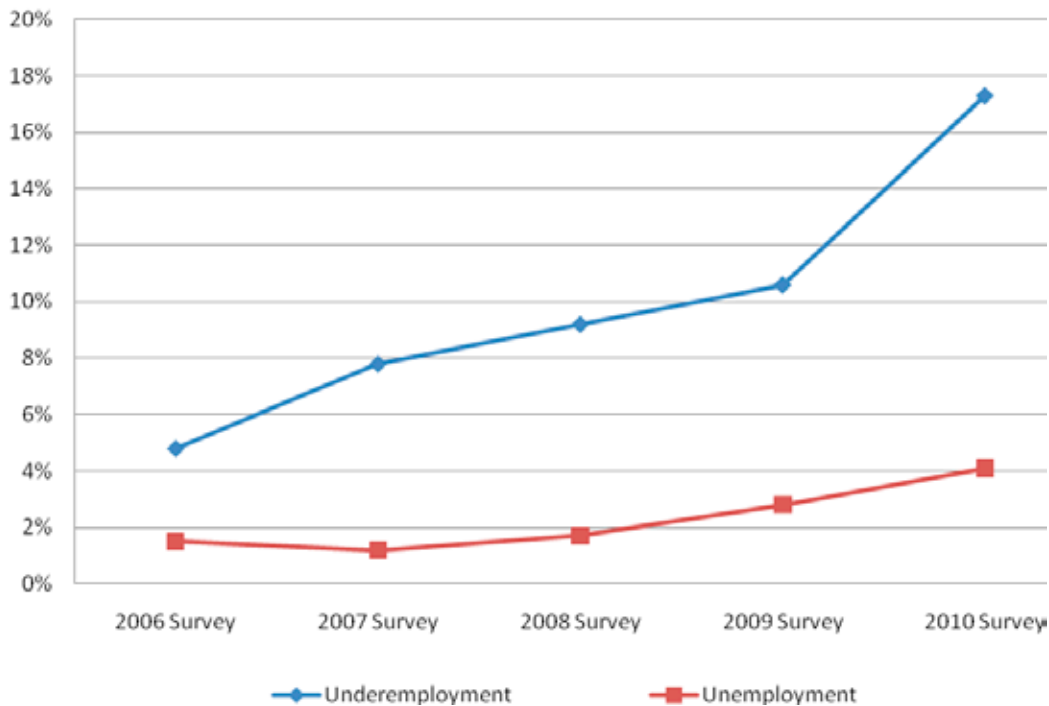
This is the fifth year in which the *Transition to Teaching* study surveyed the teacher education graduates of 2005. These College members were surveyed at the end of the 2009-10 school year, the fifth school year following their graduation.

Five years in, most well established, but one in five still looking for regular job

Education graduates of 2005 are the third group of recent Ontario teachers whose initial five years of teaching occurred following the emergence of Ontario’s English-language teacher surplus. As with the graduates of 2003 and 2004, achieving full employment as teachers in this market did not come as quickly as many expected.

Although most of them report that they are now well established in their chosen profession, each year more of them are continuing to search for a first job five years in. Persistence and flexibility paid off for many among a highly committed new generation of educators. However, about one in five of the latest cohort has not as yet achieved their job objectives.

Underemployment and unemployment trends for teachers in fifth year



By the end of the 2009-10 school year, three quarters of these fifth-year teachers (74 per cent) report that they held regular teaching contracts and about one in seven (17 per cent) said they were underemployed. Regular job success is down from 84 per cent the year before, and underemployment is up from 11 per cent. And involuntary unemployment is only marginally up from three to four per cent.

Many English-language teachers outside the Toronto region required more time than those in the Toronto region to move beyond occasional teaching and/or to achieve the amount of teacher employment they wanted. After five years, two-thirds (34 per cent of these teachers continue in daily supply or long-term occasional teaching and one in four (25 per cent) say they are still underemployed.

The following table describes fifth-year Ontario teachers in regular jobs by language, region and certification, with comparators in brackets for fifth-year teachers in surveys over the previous three years. Job success outcomes for graduates of 2005 declined from those for the graduates at this stage in previous years.

Percentage of fifth-year employed teachers in regular jobs in 2010

	Toronto region	Outside Toronto region	Total Ontario
French language	88% (100/93/95)*	86% (95/89/96)	87% (96/90/95)
English language	85 (88/94/93)	66 (77/79/84)	75 (82/86/88)
Total	85 (92/94/93)	70 (90/81/86)	77 (85/86/89)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological studies
71 (82/82/86)	72 (84/84/84)	84 (87/89/96)	100 (89/86/83)

French language	English language	Ontario faculties	Border colleges
84 (94/90/93)	75 (82/84/84)	79 (85/85/90)	67 (79/89/81)

*2007, 2008 and 2009 comparators in brackets

Toronto region teachers and French-language teachers across the province have more positive employment outcomes in their fifth year than English-language teachers in parts of the province outside the Toronto region.

The next table describes the percentages of fifth-year teachers who say they were underemployed in the 2009-10 school year with comparator data for the previous two years. This measure also shows that English-language teachers beyond the Toronto region are still experiencing the impact of the long term teacher surplus in the English-language job market. More than one in four (27 per cent) of these teachers say they are still underemployed five years after their initial licensing. Primary-junior certified teachers in general similarly show about one in four not yet settled after five years.

Percentage of fifth-year teachers underemployed in 2010

	Toronto region	Outside Toronto region	Total Ontario
French language	0% (0/5/0)*	18% (4/11/6)	11% (3/9/5)
English language	7 (8/2/5)	27 (16/16/12)	16 (11/10/8)
Total	6 (7/2/2)	25 (13/15/11)	16 (11/9/8)

Primary-junior	Junior-intermediate	Intermediate-senior	Technological studies
24% (13/12/11)	16% (11/10/4)	10% (5/4/4)	0% (22/20/17)

French language	English language	Ontario faculties	Border colleges
14%(3/8/5)	18% (12/10/8)	15% (10/10/7)	28% (13/5/13)

*2007, 2008 and 2009 comparators in brackets

One in six (16 per cent) teach part-time and 14 per cent teach in more than one school. These rates are up from 12 and nine per cent among fifth year teachers in the 2009 survey.

About half (54 per cent) of the respondents did not teach for some portion of the first five years of their career, a rate that is up from the 45 per cent rate reported last year. About one in four report that this period of non-teaching was because they could not find any teaching job at the time (24 per cent) or because they could not find a job they wanted to take at the time (three per cent). Maternity, parental or other family reasons led another 13 per cent to be out of the classroom. Some did not teach at some point to travel or for further study (four per cent). Other personal reasons or illness accounted for 10 per cent being out of the classroom at some point in the first five years.

Confident, committed and engaged in professional development despite tougher market

Despite the challenges of the job market for many who began their careers in 2005, most of this new generation of Ontario teachers are confident in their abilities, professionally satisfied and dealing well with the stresses of a challenging career. While some express concern for their futures, most are highly motivated and plan to continue over the long term with what they see as a very rewarding career.

Most say they will still be teaching (68 per cent) or likely still be teaching (17 per cent) in a further five years time. Only six per cent of this survey group say they will definitely or probably not be teaching ten years into their careers. Eighty-five per cent say they planned to teach in Ontario in the 2010-11 school year in Ontario, seven per cent outside Ontario and seven per cent say they will not be teaching the next year. The majority of those planning not to teach (62 per cent) say they will return to teaching again after taking time out from the classroom.

The table below presents measures of these fifth-year teachers' experience and satisfaction with their teaching careers in the 2009-10 school year.

Ratings of experience as a teacher in fifth year

	Confidence	Preparedness	Professional satisfaction	Challenge	Stress Level	Job security	Optimism
Excellent	35%	37%	7%	31%	7%	28%	27%
Good	43	44	32	44	32	28	33
Adequate	16	15	35	15	35	14	16
Unsatisfactory	4	2	17	6	17	15	15
Very unsatisfactory	2	2	10	5	10	14	9

Confidence, preparedness for teaching and the challenge experienced in teaching are reported to be excellent or good by 75 to 81 per cent of these teachers. Professional satisfaction is rated positively, although somewhat lower as is job security and optimism for the future. More than one in four gives negative evaluations of these aspects of their experience. And 27 per cent consider their stress levels to be unsatisfactory or very unsatisfactory.

The majority of them (58 per cent) are very highly or highly engaged in ongoing professional development in their fourth year. The table below describes the percentage highly engaged in different types of professional development.

Professional development activities in fifth year in profession, 2010

	Very high level of engagement	High level of engagement
Formal course work	19%	23%
Collaborative learning in school	13	20
Collaborative learning beyond school	13	18
Engaging subject/specialist associations	9	22
Participating in school self-evaluation	8	20
Undertaking action research	8	10
Engaging with coach or mentor	6	12

Leadership roles are aspired to by many of these teachers. The majority of them (60 per cent) expect to mentor or coach others in future and about one in three of them hope to take on a vice-principal, principal and/or other leadership roles during their career.

Methodology

This year’s *Transition to Teaching* study includes a survey of 2006 Ontario teacher education graduates in June 2010 near the end of the fifth year of their teaching careers. The survey also includes teacher education graduates from six colleges in New York State and the University of Maine who joined the College in 2005.

The survey of new graduates in their fifth year included 20 per cent of the English-language population and 40 per cent of the French-language population. For College members in these groups who communicate with the College in French, this double sample was used to ensure an adequate response base to address this distinct employment market.

The survey of the 2005 graduates received 411 responses from a survey population of 1,838 teachers, for a 22 per cent return rate. These overall survey results are considered accurate within 4.8 percentage points, 19 times out of 20.

Detailed Findings

Employment highlights

- Most of these 2005 teacher education graduates (88 per cent) were employed as teachers at the time of the survey, down from 95 per cent for the comparable group in last year's survey.
- Four per cent report they were not teaching because they could not find a teaching job, up from three per cent last year.
- Most of the others not teaching (a further four per cent) report being on maternity or parental leave or a leave to take care of other family responsibilities.
- By the end of their fifth year of teaching, 74 per cent of the currently employed teachers in this group held regular teaching positions, down from the 84 per cent rate last year.
- Changing jobs and assignments between the fourth and fifth years of teaching is a reality that affects more than two in five teachers. Sixteen per cent report changing assignments in the same school, 20 per cent changed schools and seven per cent changed school board employers.
- Part-time teaching (16 per cent) and teaching in two or more schools (14 per cent) are up noticeably from the 12 and nine per cent rates last year.
- One in six (16 per cent) report that they did not teach as much as they wanted in the fifth year, a rate that is up from the 11 per cent underemployment rate the previous year and continuing the steady upward trend from five per cent rates reported by fifth-year teachers the previous four years ago.
- Most (88 per cent) are teaching in Ontario publicly funded schools, five per cent in Ontario independent schools or non-school settings, and seven per cent outside Ontario. The out of province teaching rate is up from just two per cent the previous year for fifth-year teachers.
- More than half (54 per cent) of these teachers report not teaching for some of the time since graduating because they could not find a teaching job (24 per cent) or one they wanted at the time (three per cent), took a maternity, parental or other leave for family reasons (13 per cent), or took a leave to study or travel (four per cent) or for other reasons (10 per cent).
- About one in five (19 per cent) female teachers report taking a maternity leave during their first five years in teaching.

Experience of first five years of teaching

- Three out of four fifth-year teachers give positive reports on their overall satisfaction with their teaching-career experiences to date, with 34 per cent rating it as excellent and 42 per cent very good.
- Most describe their confidence as excellent (35 per cent) or good (57 per cent), say their preparation for their teaching responsibilities is excellent (37 per cent) or good (44 per cent), describe the appropriateness of their teaching assignments as excellent (41 per cent) or good (30 per cent), and consider their professional satisfaction to be excellent (26 per cent) or good (39 per cent).
- Three in ten describe their job security as unsatisfactory (15 per cent) or very unsatisfactory (14 per cent).
- Three in five indicate that their optimism level for their professional future is excellent (27 per cent) or good (33 per cent).
- They see the challenge in teaching as positive with 31 per cent saying the challenge is excellent and 44 per cent saying it is good.
- One in four regard the stresses of the profession to be unsatisfactory (17 per cent) or very unsatisfactory (10 per cent).
- Professional development continues as a priority for teachers in their fifth year. Highest priority is given to further work on evaluation and assessment (68 per cent), integration of technology (66 per cent), instructional strategies (62 per cent), teaching subject knowledge (55 per cent), and classroom management (50 per cent).
- Fewer report a high priority for professional development support in communicating with parents (41 per cent) and for observation and feedback on their teaching practice (41 per cent) and lesson planning (39 per cent).
- Formal course work ranks at the top (42 per cent) of their list of significant professional development engagement, followed by collaborative learning in their schools (33 per cent), collaborative learning beyond their own schools (31 per cent) and engagement with subject or specialist associations (31 per cent).
- Smaller proportions of these experienced teachers say they continue a high level of engagement in school self-evaluation (28 per cent), being supported by a mentor (18 per cent), or action research (18 per cent).
- The main motivator for continuing interest in teaching for these fifth-year teachers is consistent with what initially motivated their choice of teaching and the incentive that sustained them in the challenging first two years. They continue to rate at the highest level the desire to work with children or young people, helping them to learn and grow and making a positive difference in their lives. Job security, work-life balance and the material rewards of teaching are somewhat lower as motivators but, after five years in a challenging employment market, these considerations are significantly higher in importance than in the initial choice of teaching as a career.

Career plans

- The fifth year is one of continuing change for many, although there is somewhat less change than in the earlier years of teaching. Almost half of them (45 per cent) say they expect to change teaching positions for the next school year.
- Seven per cent reported they planned to teach outside the province in the sixth year of their teaching careers, with 85 per cent planning to teach in Ontario and seven per cent planning not to teach at all.
- Of those planning to teach outside Ontario, about half (53 per cent) say they will return or will probably return to teach in Ontario in the future.

- On their thoughts with respect to the longer-term future, only one per cent say they will not be teaching in five years and another five per cent say they will probably not, with 68 per cent saying they will still be teaching at that time and 17 per cent reporting they probably will. Eight per cent say they do not know.
- About one in five (24 per cent) report that during their career they expect to assume an education leadership role as vice-principal, principal, supervisory officer or board director.
- Sixty per cent express an interest in mentoring, coaching or some other non-administrative leadership role with teacher colleagues.

Reflections on teaching

- Almost three in four of these fifth-year teachers report that they are very knowledgeable (21 per cent) or somewhat knowledgeable (51 per cent) about the ethical standards for teaching in Ontario.
- About one in five (16 per cent) report that they encountered a significant ethical issue in their early years of teaching.

Frustrations are more evident than in past years in the comments of the fifth-year teachers in 2010.

Permanent employment in the same school and grade would decrease a lot of stress that beginning teachers feel. It's exhausting recreating the wheel year after year as we change schools and have to become experts in a new set of curriculum expectations for different grades. It is also extremely costly acquiring resources for different grades.

I am five years out of the faculty and have been busy with LTO and supplying with very little hope of a contract. It is frustrating when this is a profession I love and am prevented from starting it. There needs to be more communication that jobs are not in demand. I would like to see a cut back of how many Ontario qualified teachers are pumped out every year from the universities until there is a need for them. It's difficult to buy a house, start a family and so on when I cannot get a full time contract.

Being employed as a teacher in a full time, permanent capacity would greatly enhance my satisfaction as a teacher. Five years after graduating and I feel that it will still be a while before that happens.

I find the eligible to hire system infuriating. I have been working in my board for three years, have a good performance appraisal and a number of exemplary references and have not been able to even be considered for the eligible to hire list. Consequently, I have been discouraged and have lost confidence and feel that the lack of reciprocation from the school board in relation to what I have given is frustrating.

Retired teachers are obviously preferred over new teachers due to their level of experience. But this just not give new teachers coming in any opportunities.

It is just entirely unacceptable that this is allowed to continue, and now as a teacher who graduated five years ago, I still do not have a teaching position in Ontario.

I would like to see more professional development for occasional teachers. New initiatives are implemented by the board but occasional teachers are not provided with in-service yet we are expected to teach the new initiatives without a full understand of how to do that.

Teaching is a wonderful and challenging profession that has met and exceeded my expectations.

Many of my classmates are still not working in education and have moved on. What a shame and a waste of great talent. I am happy teaching in England for now. I would love to come home, but will not do it for volunteer work or day-to-day supply teaching.

As the economic climate changes, job security decreases. As my only household income, my stress level regarding the future of my career has increased steadily. I am very satisfied in my current job. I am paid well, not over-worked, treated with respect, expectations are very clear, and I am not only allowed, but encouraged to use creative teaching methods and supported fully when I do. This is quite the opposite of my experience in Ontario.

Returning to teaching at this time is not an agreeable option for me or my family due to the limited number of full-time, stable job opportunities. While I taught for more than two years immediately following graduation (and completely loved it), a reduction in students meant I lost my job. I chose work in a related field over the alternative of small scale LTO positions or daily supply work in a classroom. Sadly, some of my colleagues have spent the past three years in that very cycle while I have been fortunate enough to keep a relatively stable job with the same organization. How could my satisfaction as a teacher be enhanced? Allow professionals realistic opportunities for full-time employment that go beyond one school year.

This rate of work is unsustainable. I will stay, because I am passionate about my subject area and feel it is important, but I worry for my health, wonder if I will be able to fit kids of my own into my life and worry that I will not be a good teacher in five years due to burn out.

I thoroughly love my job. I am the luckiest person alive.

I have been completely discouraged. I have been supply teaching for five years, constantly take AQ courses, and find out that newer teachers are securing positions. It is disheartening that you have to “know” someone to get a position when one rarely comes up. I am highly qualified, been doing this for five years and still don’t get job interviews in schools I do not supply in.

As teachers we are taught to have empathy and to assist students who are living in poverty.

However, as the leader at the front of the classroom I'm dealing with many of the same issues as my students are. I don't get enough work as an occasional teacher and my income is very close to the poverty line. This year the only way that my income is over the poverty line is because I have a second job. Having a second job means that I don't get weekends off, in fact I don't get any scheduled days off (just random days that I don't teach). I'm constantly worried about being able to pay my rent. I'm forced to go to work exhausted from having two jobs (and sometimes working both of them in the same day). This creates a very stressful life and makes me less effective as a teacher.

It is very difficult to support a family when you have no job security. If I didn't love my job, I would do something else.

I think it is important to be aware of the difficulties one may encounter when seeking a full-time teaching position. Many school boards are saturated with teachers and highly qualified individuals have spent five or more years on the occasional teacher supply list and find it nearly impossible to gain full time employment because the jobs are not becoming available. It is also disappointing when schools allow retired teachers to supply teach and call the retiree before calling the newly qualified teacher. It is difficult to gain the necessary experience that administrators require when so few teaching opportunities are presented. We all have bills to pay and families to care for. I hoped to be well past the days of a minimum waged salary in a job that has nothing to do with my education and training.

I think there should be a better system for getting new teachers mentors. I have been teaching for five years now and have never had a mentor. By the time I get a contract and am eligible for a mentor, it won't be as necessary or as beneficial as it would have been when I began. I realize this is difficult with the transiency of LTO teachers, but I feel like I have slipped through the cracks.

I went into Education because I knew I was going to be an excellent teacher. I really do believe that teaching is more of a calling than just a job. More than anything in the world, I would like the opportunity to be a permanent part of a school so that I can continue to develop my skills and commitment to my community.

I wish that we were told early on just how long it takes for English-language teachers in the primary-junior and intermediate divisions to get full time jobs. Most of my fifth year colleagues are like me and working part time or on LTOs. It has been a long, frustrating run.

I really enjoy my profession and could not see myself doing anything else other than what I do. I am very anxious to obtain my own classroom and begin a solid career in teaching.

I have learned to laugh and enjoy myself a lot more in the classroom and to realize that the children in my care have special needs beyond those required by the job.

I have really started to learn what it means to be a teacher. When you are just entering the classroom you have to learn how students work and don't work. The way you interact with students changes all of the time depending on each student. I am learning more and more about how students learn in different ways. I am learning all of the time so that I can assist my students with learning as well.

My understanding of what it means to be a teacher mainly consists of getting to know the right people and trying to be in the right place at the right time. I realize that this is a sad statement to make about teaching, but that is truly the reality that I have experienced.

Demographic highlights

- About two of five (44 per cent) of these graduates of 2005 report that teaching is a second career and more than two in five (41 per cent) are 35 years of age or older.
- Male respondents constitute 29 per cent of the sample; 71 per cent are female.
- The respondents comprise 88 per cent Ontario faculty of education graduates, with 12 per cent from the US border colleges.
- Graduates of French-language teacher education programs constitute ten per cent of the respondents to this survey and 12 per cent of the Ontario graduates responding.

Each year the queues for English-language teaching jobs in Ontario get longer. Large numbers of new teacher education graduates join an already very crowded job market that has not yet absorbed many of the teachers from past years. Unemployment and underemployment increase steadily each year.

New French-language teachers have better job outcomes than English-language teachers but two years of data show clearly that they, too, are now experiencing a more challenging job market.

Unemployment is up sharply in 2010 with many new English-language teachers unable to find even daily supply teaching. Teachers throughout Ontario, especially beyond the Toronto region, face very long wait times for jobs. For many the wait is now measured in years.

Increased numbers are leaving the province to find work in their career. Others are leaving the profession. Most are determined to find their place in teaching no matter how long it takes.

New-Canadian teachers and others without experience and school networks in Ontario face the greatest challenges in finding employment.

The Ontario New Teacher Induction Program provides highly valued support to new members of a profession once they secure qualifying teacher contracts.

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