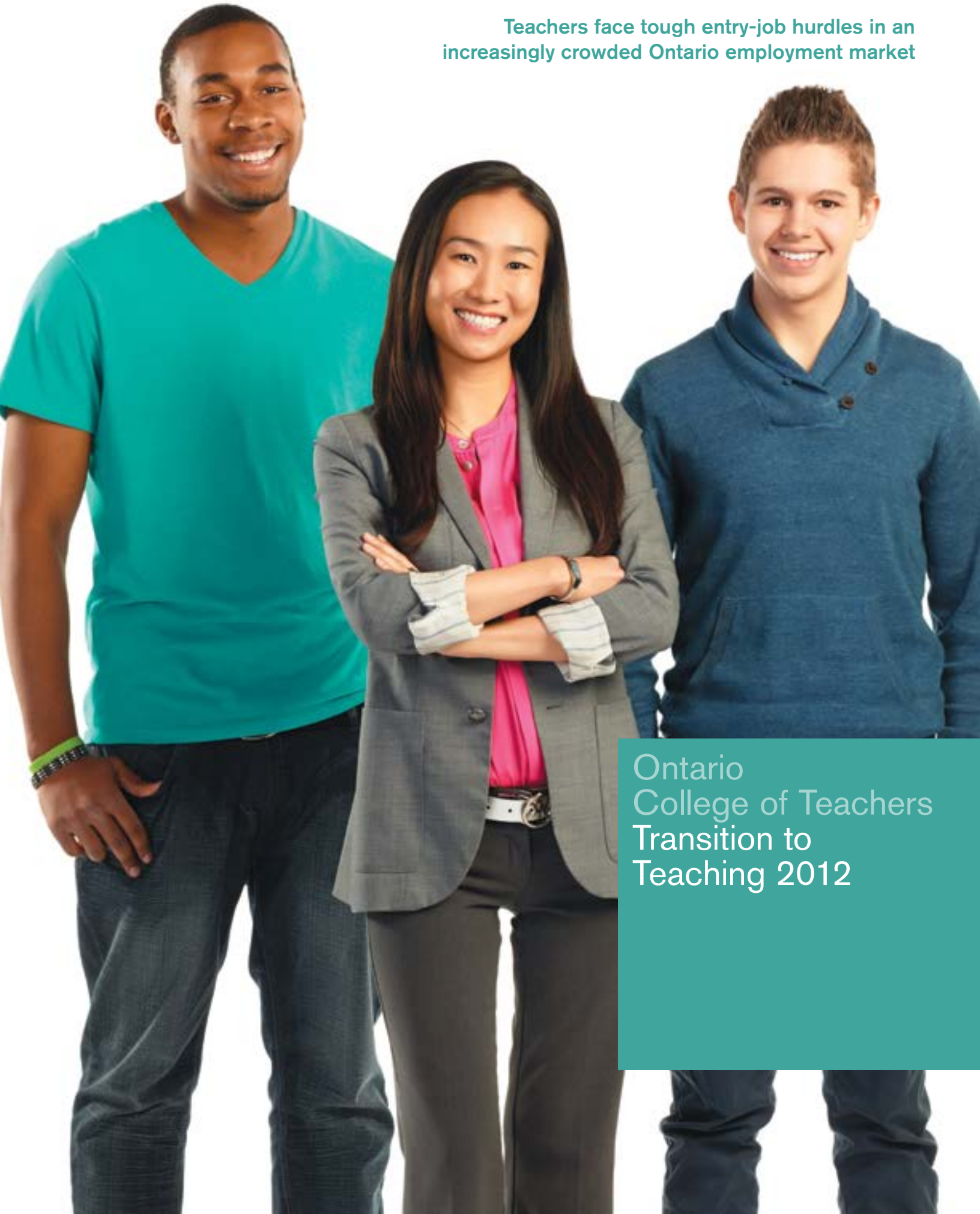
Teachers face tough entry-job hurdles in an increasingly crowded Ontario employment market



Ontario College of Teachers Transition to Teaching 2012

Transition to Teaching 2012

Teachers face tough entry-job hurdles in an increasingly crowded Ontario employment market

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1. Executive summary

Recent history of teacher supply and demand in Ontario

The *Transition to Teaching* study looks at the early careers and professional development of new Ontario teachers. This annual study began in 2001 when the elementary and secondary teacher employment markets in Ontario were in the midst of a retirement-driven short-term teacher shortage that started in 1998 and lasted for about five years. By the middle of the past decade, however, it became clear that there was an emerging surplus of teachers relative to available jobs. This surplus has grown steadily since 2005.

The Ontario teaching job market at the beginning of the 2000s was very positive for job seekers. Most new French- and English-language teachers[1] graduating from Ontario universities were easily absorbed into teaching positions in publicly funded and independent schools. Several years later it was evident that the shortage was no longer and an emerging surplus of teachers and growing teacher underemployment was evident.

How did this change come about?

Job openings for teachers arise primarily from teacher retirements from publicly funded school boards and independent schools. Job opportunities are driven to a lesser extent by teachers leaving jobs prior to retirement, because of government policy and funding changes, and in relation to the rise and fall in student enrolments and the associated opening and closing of classrooms and schools.

Sharply increased teacher retirements[2] in the years 1998 to 2002 — driven by enhanced early retirement opportunities in the Ontario Teachers' Pension Plan as well as underlying teacher demographics — meant regular teaching jobs[3] were plentiful. School boards were concerned about the teacher shortage relative to demand and some boards vigorously recruited former teachers in their communities back into the profession. Most new teachers secured jobs relatively easily and early in their careers in every part of the province.

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

Policy and student demographic changes have tended to somewhat balance one another out in their combined impact on the volume of teaching jobs in the province. Former teachers returning to active service in the province moderate losses each year from pre-retirement departures. The main driver of annual demand for new teachers is the number of teacher retirements.

After unusually high teacher retirement levels in the late 1990s and the early part of the following decade, teacher retirements in Ontario fell substantially and continued at much lower numbers from 2003 onwards. At the same time, the supply of new teachers grew substantially — from Ontario faculties of education, from organizations other than Ontario universities given special ministerial consent to operate teacher education programs in Ontario, from US border colleges that grew their teacher education intake of

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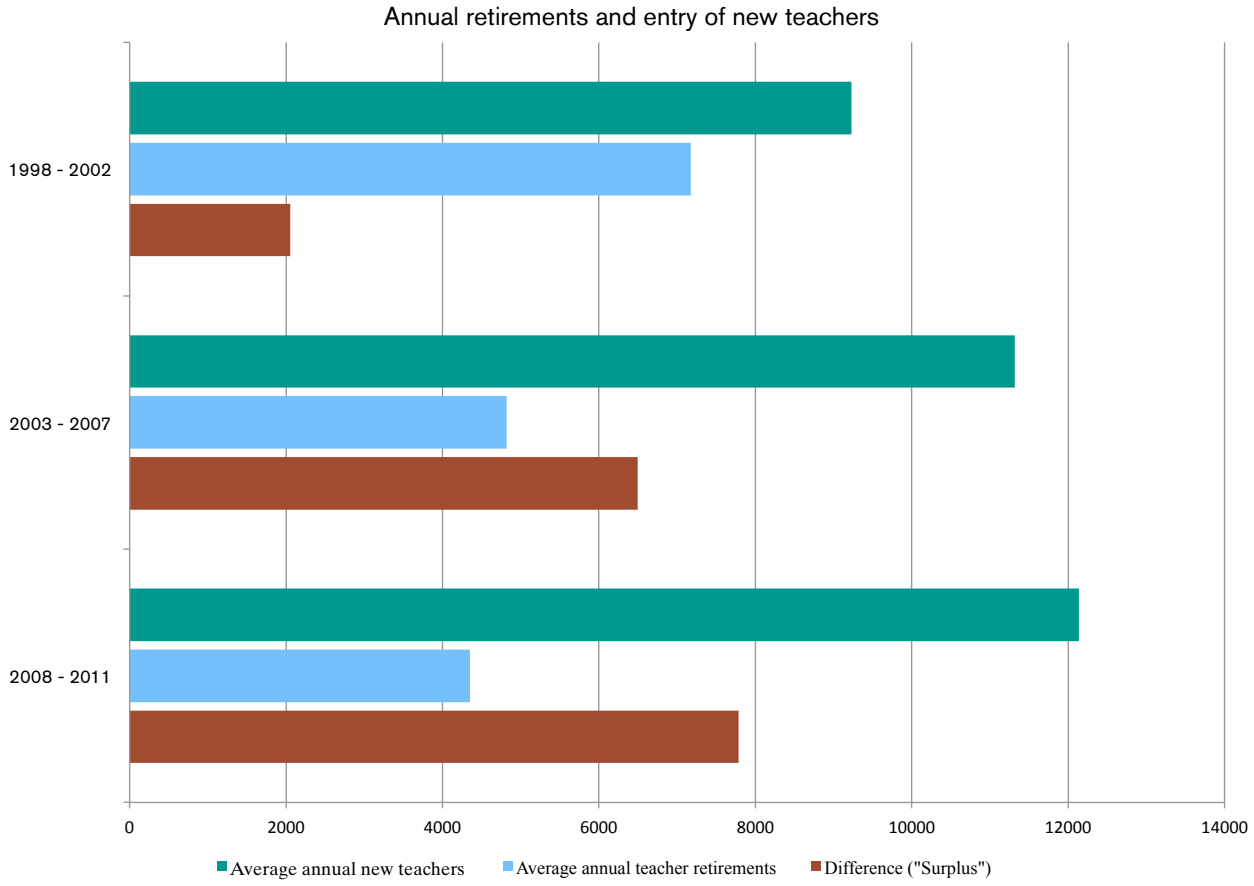
1 "French-language teachers" are those qualified and/or teaching in French-language schools and those qualified and/or teaching French as a second language in English language schools; "English-language teachers" are others not qualified and/or teaching in French

2 "Teacher retirements" throughout refers to Ontario Teachers' Pension Plan reports on Ontario teachers who are plan members who retire or are forecast to retire annually.

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

Ontarians to meet the Ontario teacher employment market, and also more teachers moving to Ontario from other provinces and countries.

The English-language teacher job market started to become more competitive from 2003 to 2005 and job opportunities for new teachers declined and became more and more limited relative to the steadily growing supply each subsequent year. In the five years 1998 through 2002 Ontario experienced record-high teacher retirements, an average of about 7,200 annually. At that time there were comparatively low numbers of new teachers entering the profession each year.[4] French-language and English-language school boards, at both elementary and secondary levels and in every region of the province, experienced retirement-driven job openings that generated many opportunities for the average of 9,200 new Ontario teachers each year at that time. There was a relative balance of teacher demand and supply at that time across the province.



Teacher retirements then declined over the decade and the volume of new entrants to teaching increased. For the five years from 2003 to 2007, average annual retirements fell substantially, and the average fell again over the last four years. And the average annual number of new teachers in Ontario rose substantially over the same periods. The supply and demand difference of just 2,000 more new teachers than retirees each year in the five years 1998-2002 became a wide annual difference of about 6,500 through the middle of the past decade and has reached about 7,800 annually over the past four years.

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

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

With increased awareness of the annually more competitive teacher employment market in Ontario, the number of applicants for Ontario's one-year teacher education programs declined. From a peak of about 16,500 applicants in 2007 the annual volume fell to about 10,800 by 2012. Despite this sharply lower applicant volume, Ontario education graduates joining the Ontario College of Teachers each year remained relatively constant.

On the other hand, the number of Ontarians who graduated each year from US border-colleges and became Ontario Certified Teachers fell by almost 50 per cent between 2006 and 2011. And the annual number of Ontario's newly certified teachers educated in other provinces and countries also declined by about 30 per cent over the same period. Overall, from a high of about 12,750 new Ontario teachers from all sources in 2008, the total had receded somewhat to about 11,650 in 2011.

Teacher retirements are forecast to remain at an average of about 4,500 annually over the next 10 years, creating about 7,000 fewer openings annually than the 2011 level of newly certified teachers. However, continuing downward trends in teacher education applications may reduce the supply of new teachers in the coming years.

A modest three-year reduction in Ontario teacher education funding is now fully in place with the 2012-2013 academic year. This has reduced funded faculty of education enrolments by about 850 places from the peak in 2009-2010. However, there has been some growth in enrolments in recent years in teacher education programs sponsored by other institutions operating in Ontario under ministerial consent permits.

Discussions are under way in Ontario that could eventually lead to a further significant reduction in funded teacher education spaces at Ontario's universities. Should this change take place, the annual supply/demand imbalance would be sharply reduced and the cumulative surplus of qualified teachers in Ontario would gradually decline, eventually resulting in more positive job outcomes for the reduced volume of newly licensed teachers in future years.

2012 Survey highlights

Since 2006 this study has found that the annual oversupply of teachers in Ontario has had a cumulative impact negatively affecting new teacher job outcomes more and more over time. New teachers take longer to move up from daily supply assignments to term contract and regular jobs and from part-time to full-time contracts. As underemployed teachers who graduated in previous years continue to seek more daily supply teaching days, improved long-term occasional and regular-teacher contracts, each successive set of teacher education graduates faces an increasingly more competitive job market in Ontario.

The spring 2012 survey of first-year teachers found that the unemployment rate rose sharply for the fourth year in a row. More than one in three of the teacher education graduates of 2011 who sought teaching jobs during the 2011-12 school year were unemployed. They were actively looking for teaching jobs but could not even find daily supply teaching during the year. And just one in three of those who did find some employment secured as much teaching work as they wanted.

More first-year teachers are moving out of the province to find a first teaching job. One in eight of the 2011 teacher education graduates resided outside Ontario when surveyed in spring 2012. And those who were outside the province had much more success than those who remained in Ontario as measured by lower rates of unemployment and underemployment and much higher rates of securing regular jobs.

Ontario independent schools are even more important sources of teaching jobs for new graduates than in previous years. More than one in eight of the graduates of 2011 who found work as a teacher in the province were hired by independent schools. Their share of regular teaching jobs was even more disproportionate, with more than one in five of the regular contracts in the province coming from independent schools.

More than one in four of these new graduates (27 per cent) who found some work as a teacher in their first year did so outside the province or in an Ontario independent school. And for those who succeeded in getting regular teaching jobs in their first year, almost half (45 per cent) found their jobs outside the Ontario publicly funded school system.

More first-year teachers work in non-teaching occupations each year. For the 2011 graduates, more than one in four did so when faced with a failed search for teaching jobs or to supplement part-time teaching income.

The Ontario job market glut now affects all types of new teachers throughout the province. However, regional, language and division differences in job outcome measures are evident.

Primary-Junior teachers, English-language teachers generally, and those in Toronto, central and southwestern Ontario report the highest levels of unemployment. Technological Education teachers continue to enjoy better job outcomes than others. However, the underemployment and unemployment rates are also now substantial for these technology teachers and less than one in five of them say they secured regular teaching jobs in their first year.

Just one in eight Intermediate-Senior teachers had regular appointments. And even those with mathematics, sciences and/or computer studies qualifications reported the same low one in eight regular job success rate.

About half of the first-year French-language teachers surveyed in 2012 say they were unemployed or underemployed throughout the school year. This continues what is now a four-year stretch of weaker employment outcomes for French-language teachers. Graduates of French-language teacher education programs report higher unemployment and underemployment rates than French as second language teachers. Just one in four French-language teachers found regular jobs in their first year compared with about two in five FSL teachers.

Job outcomes also declined for early career teachers generally in the second through fifth years of their careers as the time required to gain full employment as a teacher lengthened even more.

Despite the unfavorable employment outcomes, this new generation of Ontario teachers is generally committed to teaching. Almost 9 in 10 first-year teachers say they will still be teachers five years down the road. Even those who report they were unemployed for the entire first year report this high level of continuing attachment to the profession. They pursued teacher education because they wanted to make a difference in students' lives, and this motivates them not to give up on their teaching careers even in the face of the initial unemployment or underemployment experienced by many.

By the second year, however, some discouragement is evident among the many teachers who are still unemployed or underemployed.

New-Canadian teachers have very limited job success in this employment market. Over the past five years, first-year unemployment more than doubled for this group who are, for the most part, seasoned teachers with years of experience in other jurisdictions. Four in five first-year new-Canadian teachers in 2012 report they are unemployed — they were on the job market during the 2011-2012 school year and could not even get a foothold in daily supply teaching. And even into their second year as Ontario teachers, more than three in five of the new-Canadians certified in 2010 report they are still unemployed.

New teacher job searches include much more than the on-line applications that are the standard process for most Ontario school boards. Two in three of them see networking as essential to successfully landing a first teaching job. They actively pursue opportunities to get noticed through working their education contacts and making personal visits to schools. Almost half of them volunteer their time in school classrooms to increase their visibility and chances to be recommended for teaching jobs.

Most of them apply to multiple school boards and to multiple regions of the province. Almost one in five also apply to schools in other provinces and abroad. And about two in five of them apply to Ontario independent schools.

They give school board hiring practices mixed reviews. The majority of them find the standard application process to be clear, although half of them say they are not informed about the status of their applications. And half of them could not easily find information about how to get on supply lists and how supply list status relates to accessing long-term occasional and regular positions. One in three says it is hard to find information about the availability of teaching jobs.

Success in getting a job is seen as dependent on multiple factors. The formalities of the on-line application, resume, portfolio and cover letter are essential. A good interview is needed. But getting to that interview is thought by many to require connections established through practicum, volunteering, networking, family, friends or otherwise. They say that being known by school administrators, or simply being in the right place at the right time, is what often results in being noticed in a crowded employment market and landing that first teaching job.

The two in three first-year teachers who found some employment in 2011-12 generally consider themselves to be well prepared, confident, supported by colleagues and professionally satisfied with assignments that are appropriate and challenging. And about half of them consider their workloads to be satisfactory.

Not unexpectedly, concern about job security is the one significant negative report from most new teachers. And a similar concern about job security is evident among second-year teachers. More than one in five first- and second-year teachers report that they are not optimistic about their professional future.

Recent graduates of Ontario teacher education programs recommend changes to further strengthen teacher education in the future. They call for lengthening the teaching practicum. They suggest that teacher education candidates need more opportunities to engage in supervised teaching in the classroom, more coaching and feedback about their teaching, and they need more time to observe experienced teachers.

Confident in their current skills, they nevertheless place a very high priority on further support in hands-on teaching techniques in areas such as classroom management and student assessment.

They are, for the most part, engaged in significant and varied professional development. Most of the small minority of them who are in regular contracts in Ontario publicly funded school boards, and one in three of those in long-term occasional contracts in the public system, participate in and highly value the New Teacher Induction Program (NTIP).

There is a significant professional development gap, however, for the majority of new teachers — those who are unemployed or in daily supply teaching in the first and second years following graduation.

Most of these less fortunate teachers miss out on the formal and informal school-based professional development, orientation, mentoring and principal evaluations. They also take fewer in-service courses. And they engage far less with other educators through subject or specialist associations and through collaborative learning and action research than do their peers in regular positions or long-term occasional contracts.

The new generation of Ontario teachers consists of highly committed educators motivated by a strong desire to make a positive difference for students. Most of them plan to teach over the long-term. The highly challenging job market in the province does not deter many of them from sticking with their career choice.

Although an increasing number look outside the province for teaching jobs, the majority of those who do so hope to return one day to teach in Ontario. Despite some recent growth in teacher attrition, the comparatively high membership retention rates at the Ontario College of Teachers confirm this long-term commitment to teaching.

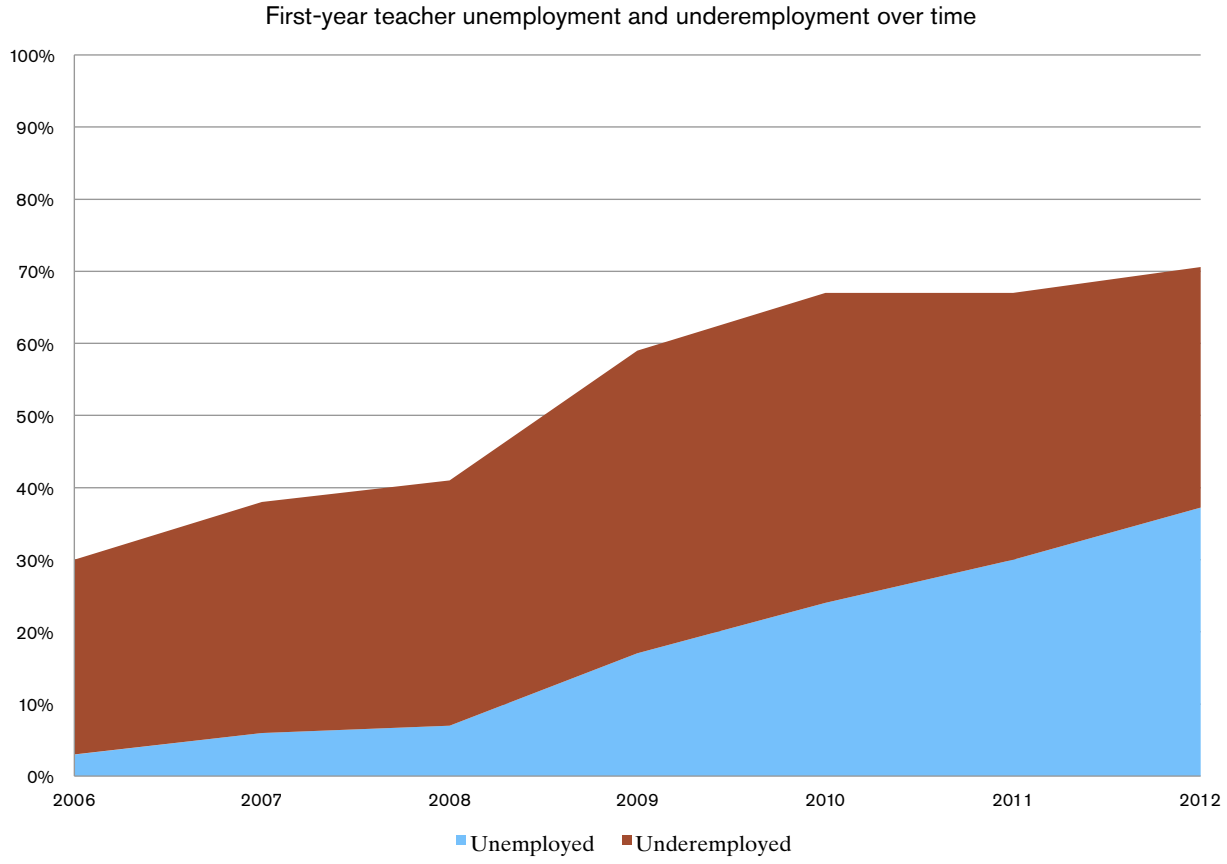
2. Employment outcomes

Jump in first-year teacher unemployment

Ontario's teaching job market tightened even further in 2011-2012. More first-year teachers faced unemployment than in previous years. More are pursuing non-teaching jobs as temporary measures. And one in six of those teaching in their first year following graduation found their teaching opportunity outside the province of Ontario.

More than one in three (37 per cent) of the 2011 graduates from Ontario faculties and US border colleges say they looked for teaching jobs in the 2011-12 school year but their search came up empty. They did not even obtain daily supply teaching assignments. More than two in five (44 per cent) of those who did find some work as a teacher in the 2011-12 school year say that they were underemployed. They got less teaching employment than they wanted.

> *It has been extremely difficult, especially in my area of Ontario. I doubt I will gain a teaching job for at least another three or four years.*
>
> Unemployed Intermediate-Senior History and English graduate, GTA

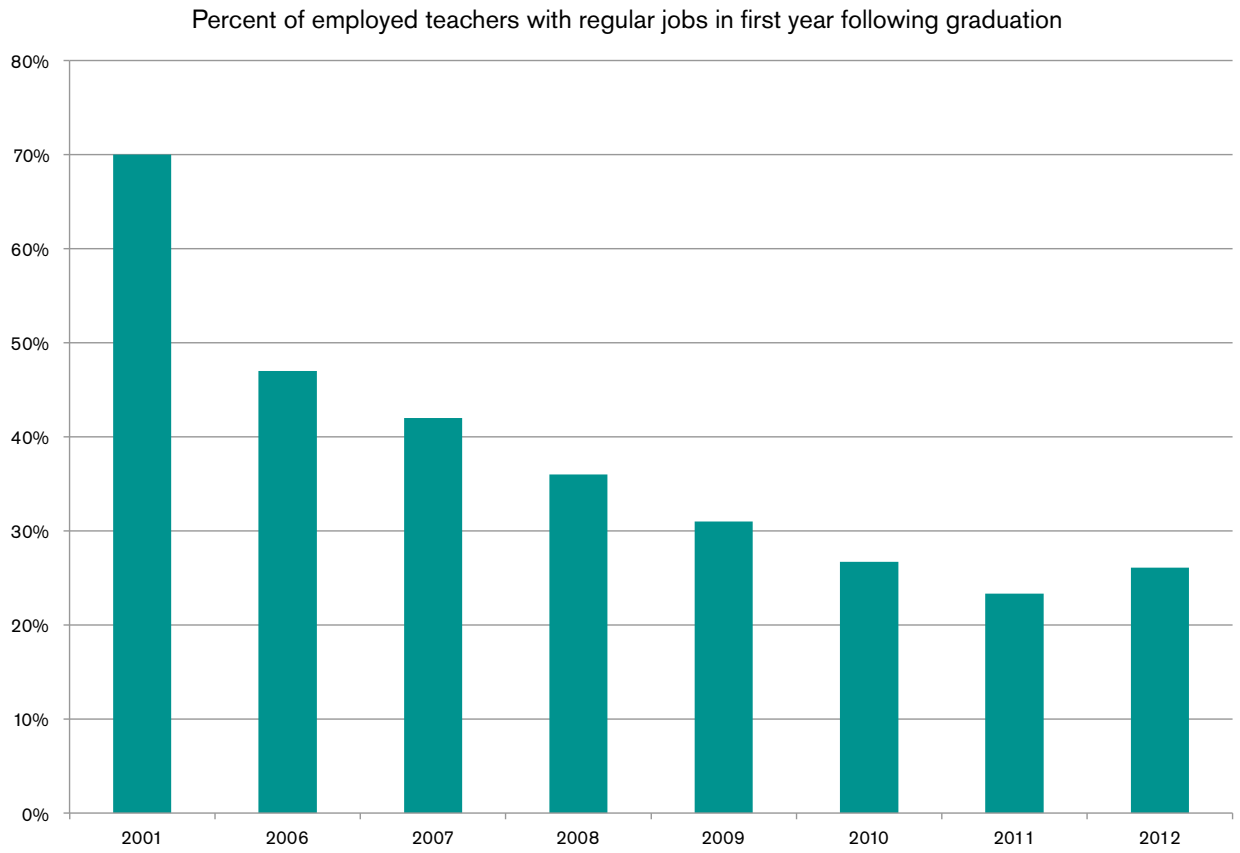


First-year job success for teacher education graduates deteriorated substantially over the past seven years as the surplus of teachers in Ontario grew further with each passing year.

The combined unemployment and underemployment rate for first-year teachers has climbed from 30 per cent for the 2005 graduates to 71 per cent for the graduates of 2011. And the new teacher unemployment rate accelerated rapidly since 2008 — from seven to 37 per cent in just five years.

For most of those who had a measure of job success it came in the form of daily supply teaching and/or piecing together part-time and limited term contract jobs, often in more than one school. The entry job for the majority was daily supply teaching (51 per cent) and, by year end, most of those who were teaching held term contracts (37 per cent) or were still on daily supply lists (another 37 per cent).

About one in four (26 per cent) of those finding some work as a teacher had secured a regular teaching job. This is only slightly more than half the 47 per cent of first-year teachers reporting regular jobs six years ago and well below the 70 per cent back in 2001 in the midst of the last teacher shortage.

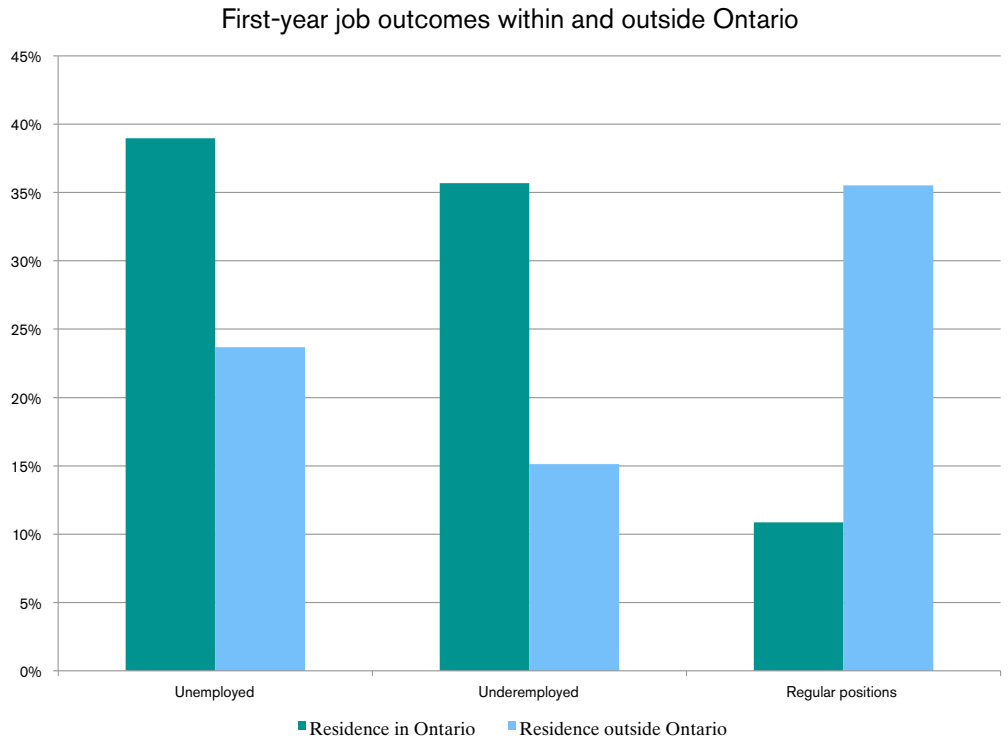


Despite the slight rise in the proportion of employed teachers with regular teaching jobs in 2012, the overall success of first year teachers seeking employment continues its downward trend. For the entire group of first-year teachers who say they were on the job market in 2011-2012, including those who were completely unemployed, fewer than one in seven (14 per cent) report they found a regular teaching position.

The impact of the large surplus in Ontario teachers is affecting first-year teachers across the province. Regional variations are evident, however, in job outcome measures.

The most striking variance is between those residing in Ontario and those who left the province. One in eight first-year teachers resided outside Ontario at the time of the survey — about half of them in other Canadian provinces and the other half abroad.

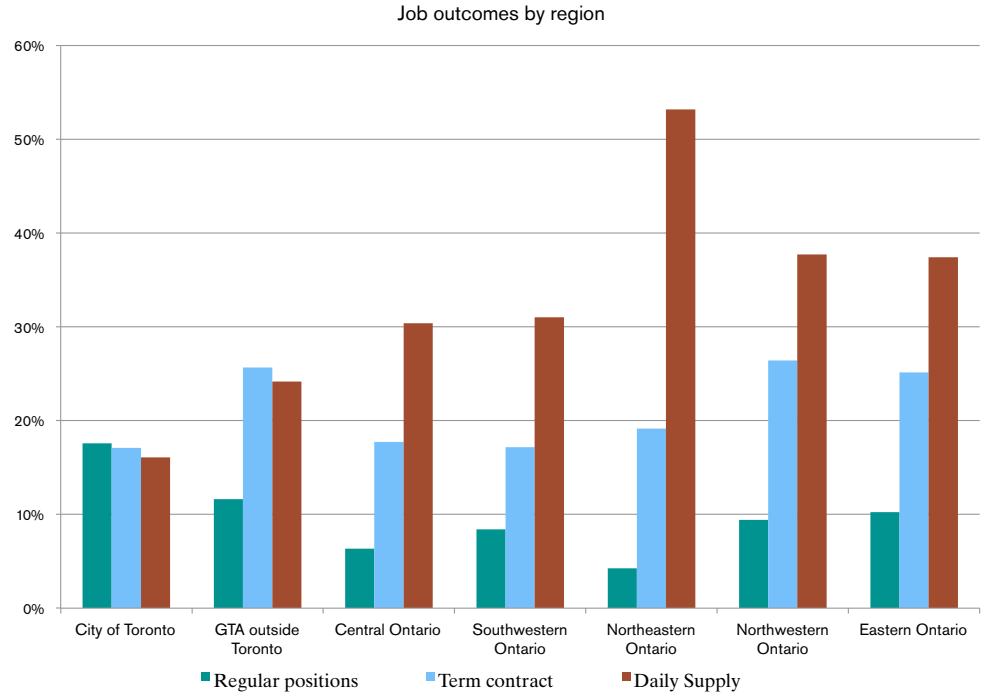
For those who sought a teaching job in the 2011-2012 school year, the unemployment and underemployment rates for Ontario residents were much higher (39 and 36 per cent respectively) than for those who had left the province (24 and 15 per cent). And about one in three (35 per cent) of the non-Ontario residents who were on the job market found regular teaching jobs compared with only about one in ten (11 per cent) of teaching job-seekers residing in Ontario.



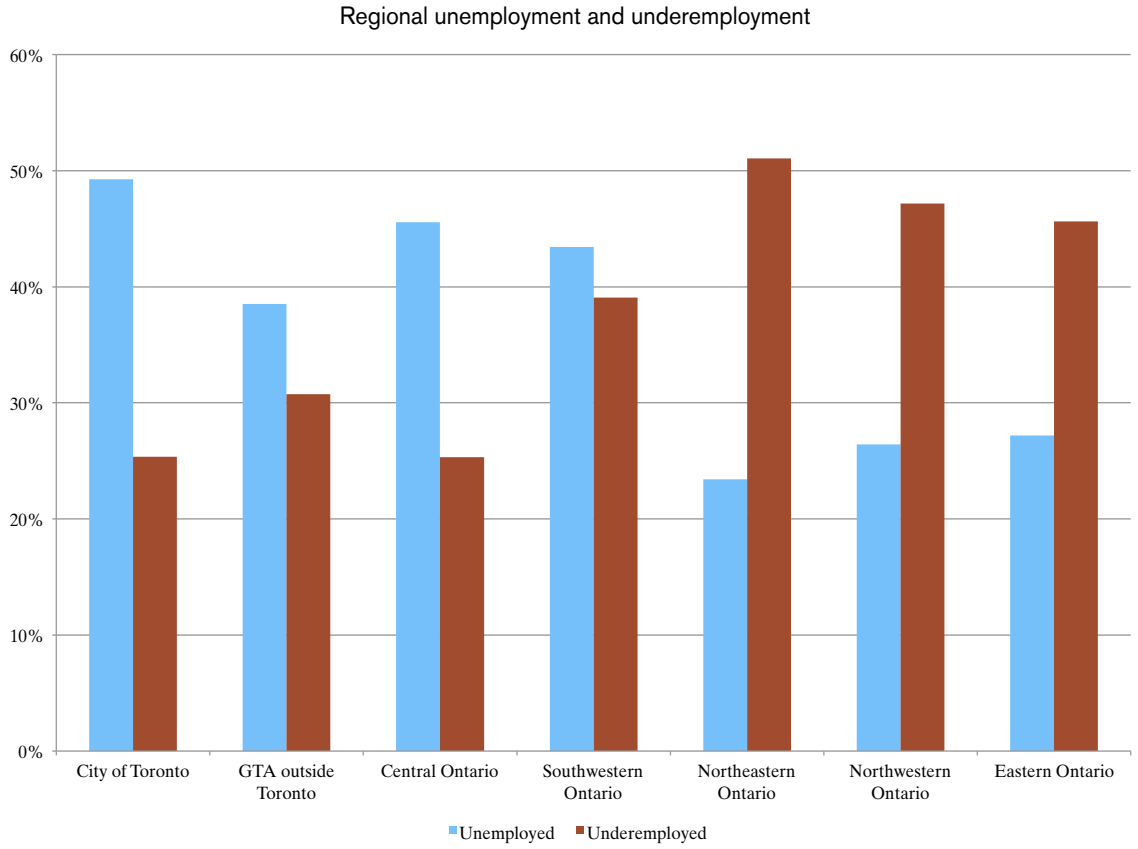
In all regions of Ontario, first-year job outcomes are very weak, with fewer than three in ten employed teachers reporting satisfaction with the amount of teaching employment they achieved over the year and fewer than one in six of them finding regular teaching jobs.

> *Even after volunteering, having principal recommendations, obtaining English as a Second Language and Special Education qualifications, I have still not been successful in even being granted an interview for any board or school's supply list.*
>
> Intermediate/Senior Dramatic Arts and History graduate of 2011, Toronto

Outside the Greater Toronto area just one in ten, or fewer, first-year teachers who were on the job market secured a regular teaching job. And more than one in three job seekers in northern and eastern Ontario are employed in daily supply teaching.



On the other hand, unemployment rates are highest in the GTA, central and southwestern Ontario. Although greater proportions of teachers in northern and eastern Ontario found some teaching employment in their first year, they report higher rates of underemployment along with the low regular job outcome rates.



The market tightening for teaching jobs in Ontario has affected new teachers across all divisions. Unemployment ranges from about one in four first-year Technological Studies teachers to fully half of all first-year Primary-Junior certified teachers on the job market experience in Ontario. Among those who are employed, the rates of reported underemployment are also high across the divisions. And fewer than one in five first-year teachers looking for jobs within the province found regular teaching jobs — regardless of teaching division.

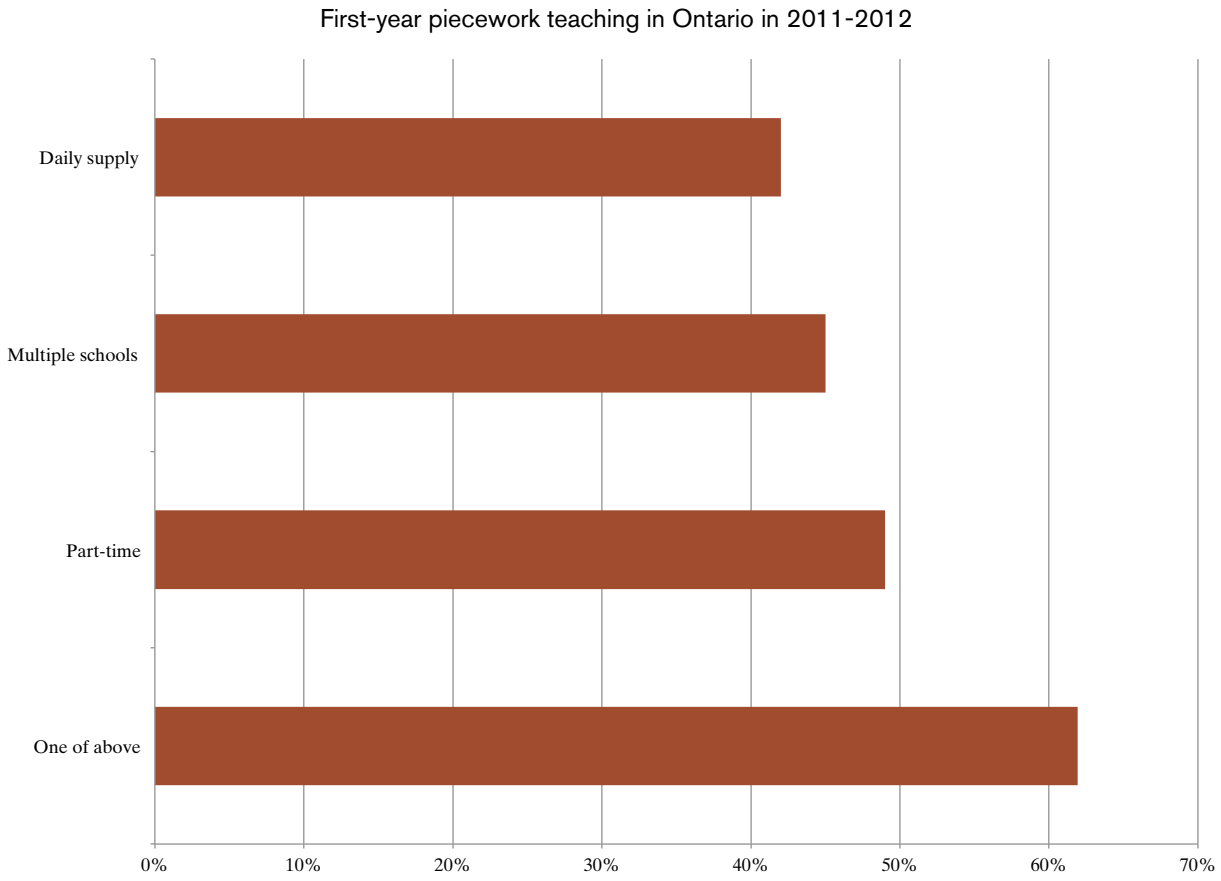
Job outcomes in Ontario in 2011-12 by division

	Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Education
Unemployed	50%	33%	35%	27%
Underemployed	32	36	42	48
Regular position	8	16	12	18

No secondary teaching subjects now escape the teaching market glut. Teachers seeking jobs in Ontario with mathematics, computer studies and/or sciences as teaching subjects report 30 per cent unemployment, 43 per cent underemployment and just 13 per cent regular teaching job success in their first year of teaching.

> *My first year of looking for a teaching position has been frustrating. I loved teaching during my practicum placements, and the students responded in kind. This success was noted in glowing practicum reports from my associate teachers. With my technology qualifications, I had hoped to at least get onto the supply list. It has now been a year, however, since I have been in a classroom. I have applied for numerous positions around the province, and have not even landed an interview.*
>
> Unemployed Communications Technology 2011 graduate, central Ontario

Piecework teaching is now the plight for a majority of first-year teachers who find some employment in Ontario. In the 2011-12 school year, almost half (49 per cent) of those who did find some work during the school year report that it was part-time and 45 per cent say they were teaching in multiple schools. The daily supply teaching rate for new employed teachers in Ontario remains high at first-year end (42 per cent). And more than three in five Ontario first-year teachers (62 per cent) say they were daily supply teaching, teaching part-time and/or teaching in more than one school.

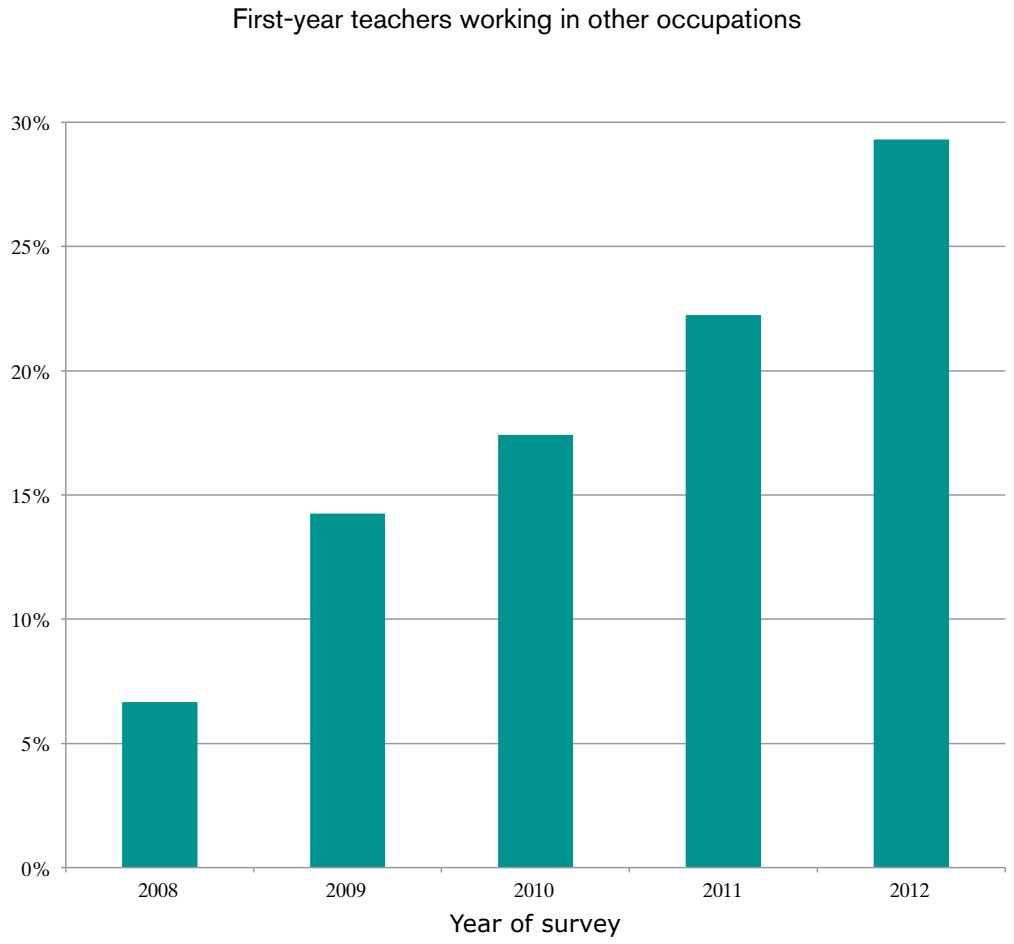


Alternative occupations and teaching abroad are also common routes to employment in the first year after graduation.

More than one in six first-year teachers (18 per cent) who were on the job market in 2011-2012 applied for teaching jobs in other provinces or abroad, and 16 per cent of those who obtained first-year teaching employment found it outside Ontario. More than half of them teach in other Canadian provinces, mainly Quebec, Manitoba, Saskatchewan and Alberta. The United Kingdom, China and South Korea are most highly represented among the countries reported by those teaching abroad.

> *I preferred to teach in Ontario, but the grim outlook in the job market prompted me to look for overseas employment. I was offered a position in China and I accepted a two year contract. It was a good way to secure a full-time position for myself, as well as for my husband, who is also a teacher.*
>
> 2011 Primary-Junior graduate, teaching in China

As the teacher market glut worsened, a trend emerged of more first-year teachers working in non-teaching jobs, either as an alternative to elusive teaching opportunities or as a supplement to part-time or occasional teaching. Over five years, the percentage of new teachers working in other occupations grew sharply from just six per cent to 29 per cent.

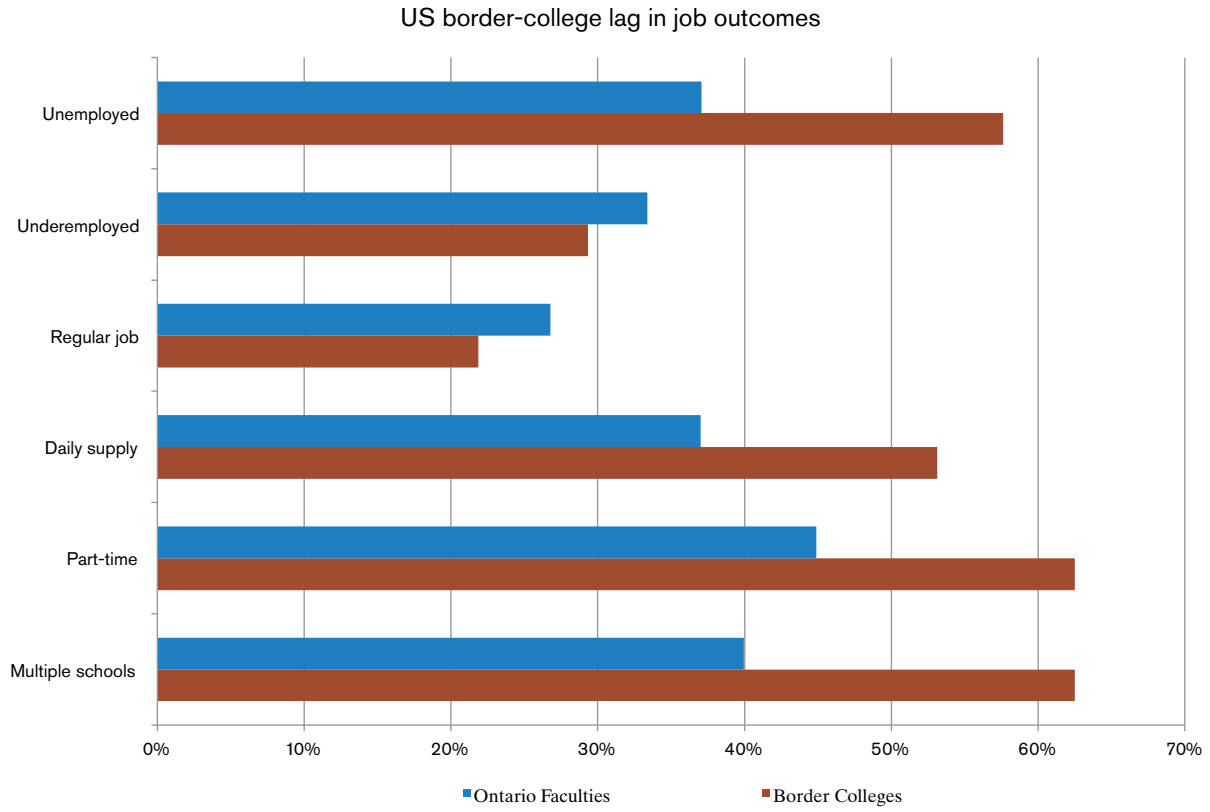


Recent graduates are finding it extremely difficult to get gainful employment with school boards. Many of us cannot afford to pay rent and carve out a living supply teaching, so many of us have to find alternative ways to bring in revenue. We end up taking day-care, retail and other customer service jobs to supplement an income.

Primary-Junior 2011 graduate, early childhood specialization, Toronto

Two-thirds (67 per cent) of first-year teachers who could not find any teaching jobs report that they are working at another occupation. For many of them, their strong commitment to teaching continues — three in four say they will or probably will be continuing with their teaching careers five years in the future. And just four per cent say they definitely or probably will not be teachers by then.

Graduates from US border colleges in 2011 experienced very high levels of teacher unemployment in the 2011-12 school year — more than 50 per cent higher than the unemployment rate for Ontario faculty graduates (58 per cent versus 37 per cent). Among those who did find some teaching work, a lesser percentage of the US border college graduates (22 per cent) secured regular teaching jobs than the Ontario faculty graduates (27 per cent). However, marginally less say they were underemployed.

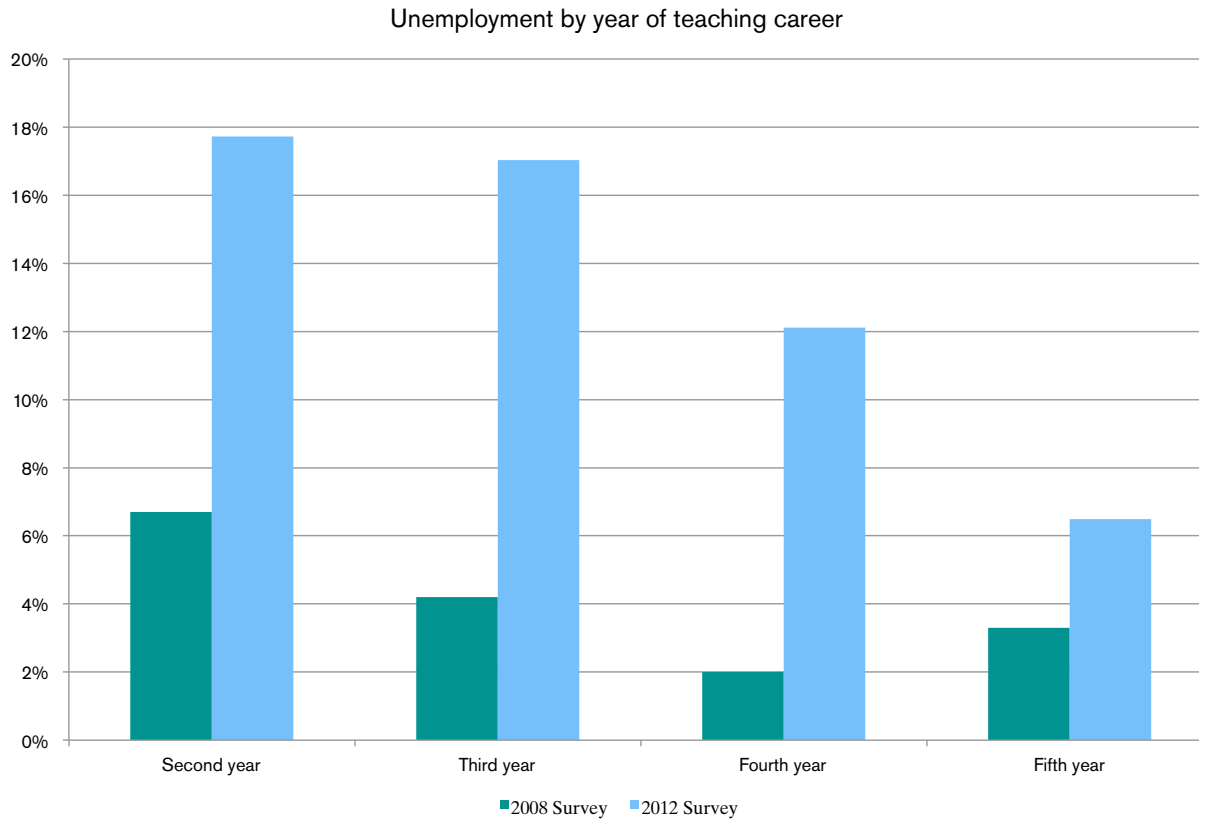


This lag in outcomes between the border college and Ontario faculty graduates is also evident in the greater proportion of them who relied on piecework teaching. They had higher rates of daily supply appointments by year, more part-time teaching and more teaching in multiple schools.

More challenging market in years two to five of teaching careers

Survey results for teachers in the second through fifth years following graduation — the graduates of 2007 through 2010 in the 2011-12 school year — also reveal the impact of the further tightening in the job market.

Unemployment rates are up substantially in recent years for graduates of Ontario faculties and border colleges in their second through fifth years in the teaching profession. Almost one in five (18 per cent) of the graduates of 2010 who were on the job market in the 2011-12 school year — the second school year following their graduation — say that they still could not find any teaching work at all, not even through daily supply lists. Although this unemployment rate improved somewhat from the 24 per cent second-year unemployment rate of the previous year, it remains well above the seven per cent rate back in 2008. Similar increases over the past five years are evident in unemployment reports in 2012 from the graduates of 2007, 2008 and 2009.



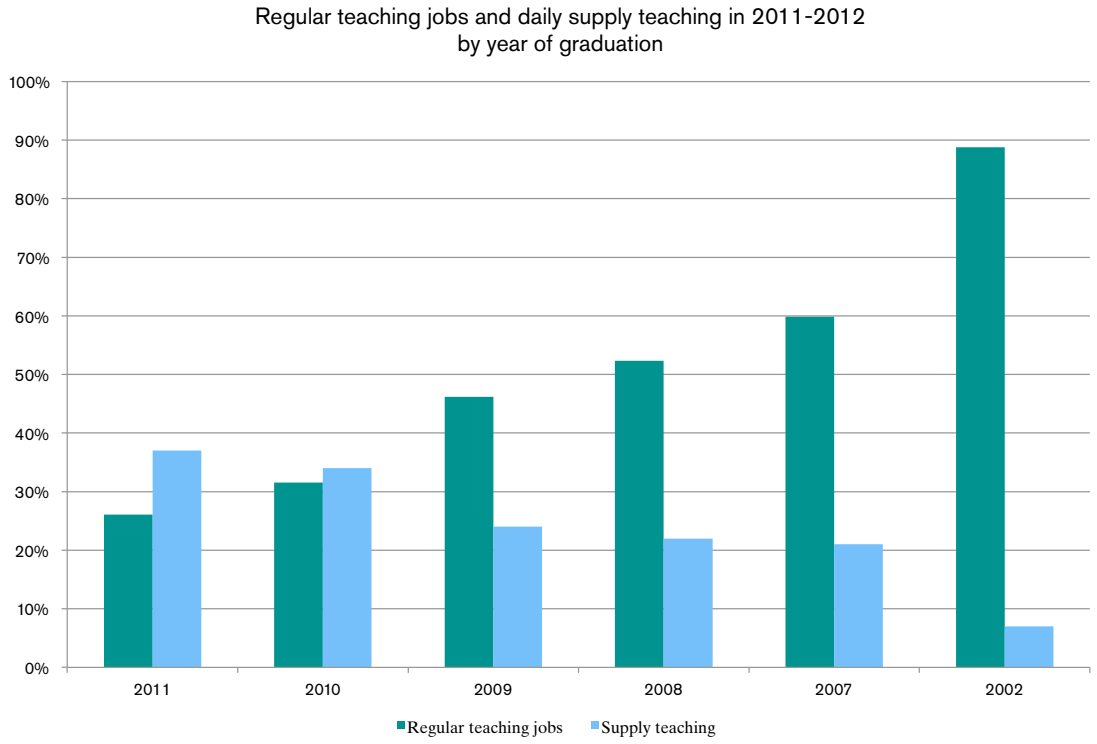
I have been actively searching for a position with a school board for over three years. I have applied to five different school boards and have not even been called for an interview to get on an occasional list. After attending a Faculty of Education in Ontario I obtained my Masters of Education degree. I also obtained various AQs and ABQs. I am currently qualified in all divisions and Special Education. I was aware that the job market was difficult for teachers when I was in the faculty but this is just ridiculous.

Primary-Junior graduate in 2009, greater Toronto region

Despite the deteriorating job market, early career teachers do gradually improve their employment standing over time, even if that progress toward full employment is much slower than in the past. The percentage with regular teaching positions increases and reliance on daily supply teaching declines each year as teachers spend more time in the job market.

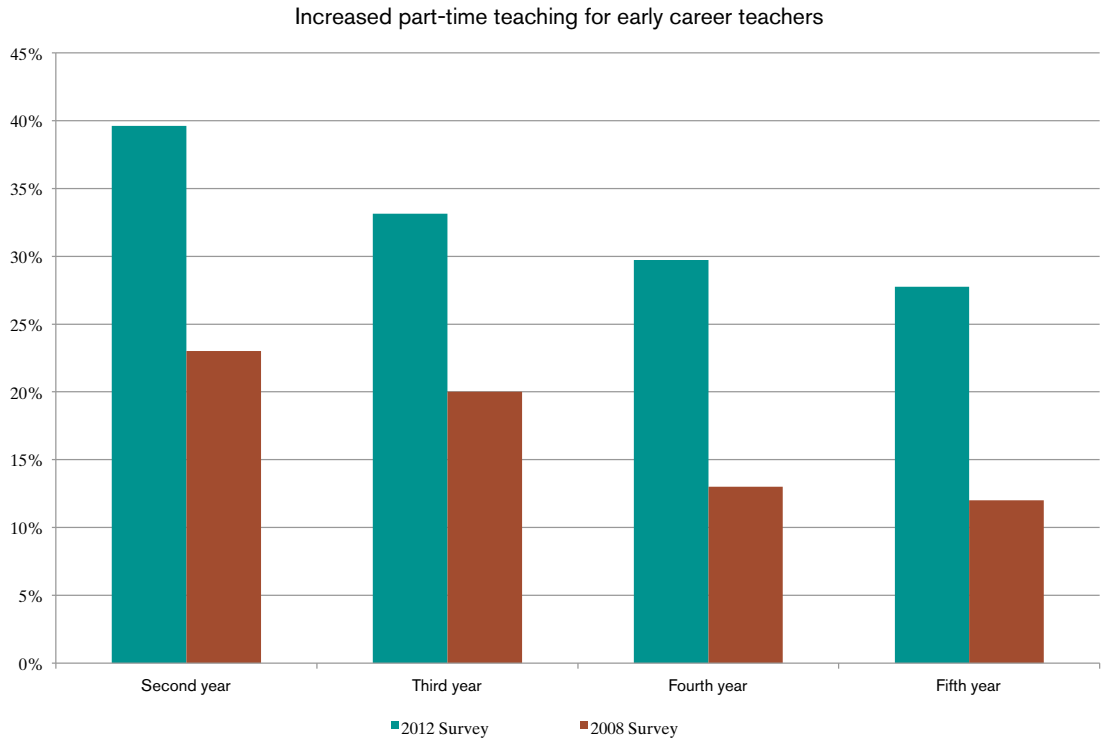
In the 2011-12 school year about one in four (26 per cent) employed first-year teachers and just under one in three (32 per cent) employed second-year teachers report regular teaching contracts. This regular job rate improves to nearer one-half (46 per cent) for third-year teachers, above one-half (52 per cent) for fourth-year teachers, 60 per cent for teachers at the end of five years and 89 per cent after ten years.

And daily supply teaching among employed teachers gradually decreases with years of experience. From a high of 37 per cent for the graduates of 2011 in their first year of teaching, the daily supply rate in the 2011-2012 school year declines steadily to 21 per cent for the graduates of 2007 in the fifth year of their careers. Highly experienced teachers, who graduated in 2002 before the teacher over-supply emerged in the province, report just a seven per cent daily supply rate.

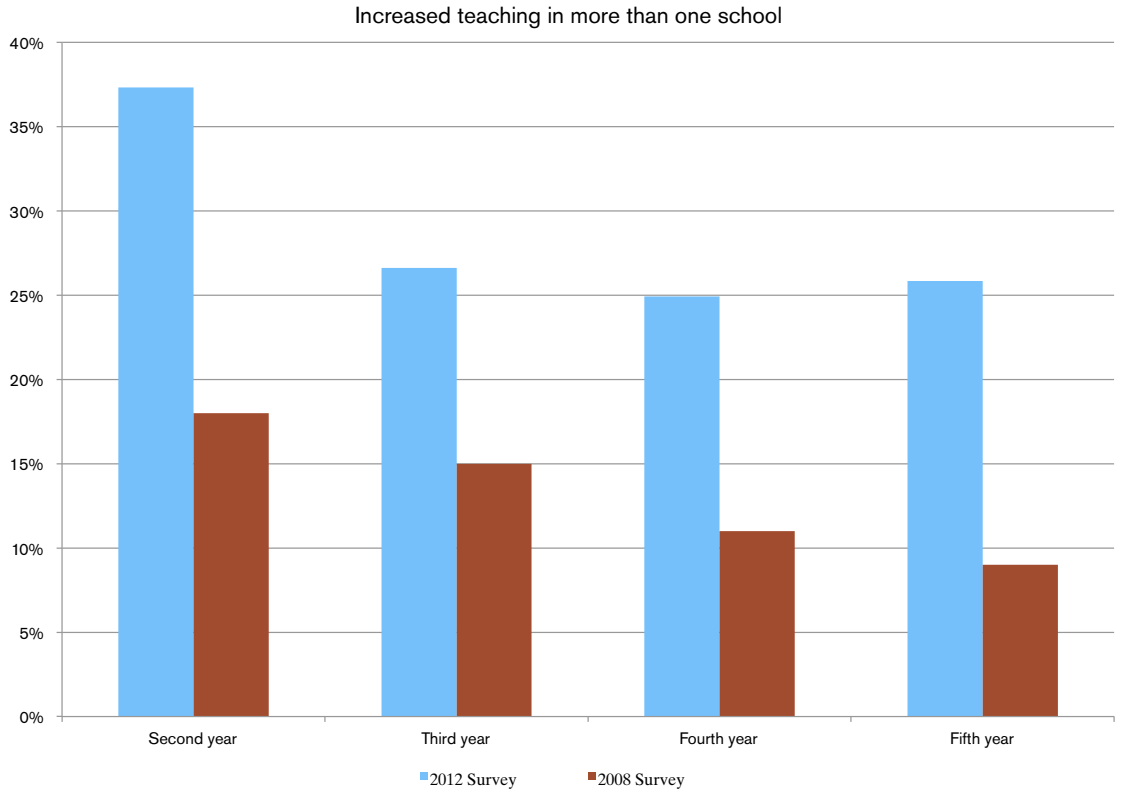


Job change is common in the early years of teaching careers in Ontario. More than two-thirds of those with jobs in their first or second years in the profession expect to have a different job the following school year. This declines only slightly to about three in five for the third and fourth career years. And more than half still expect to change jobs after their fifth year of teaching. Some of this change is teacher-driven and focused on seeking another school, grade level or assignment. For most, however, the expected change relates to a term contract ending, they are hoping to move up from occasional teaching to a regular contract or they have been declared surplus or are expecting to be laid off.

Part-time teaching throughout the first five years in the profession is much more common than four years ago. About two in five teachers are now part-time in the second year of their teaching careers. And more than one in four is a part-time teacher even in the fifth year in the profession.



Piecing together teaching jobs by taking multiple assignments in more than one school is also an increasingly common experience. More than one-third of teachers are now teaching in multiple schools in their second year and one in four teachers still do so in their fourth and fifth years in the profession.



Some of this part-time teaching, and perhaps some of the multiple school teaching, is by choice. The substantial increase in the rate of this piecework employment over the past four years is very likely not because of changes in teacher choice, however. It is more likely a result of the decline in the job market which also drives the higher rates of unemployment and underemployment in recent years.

Wait times for full employment get longer each year

With the employment market tightening since the middle of the last decade, new teachers face longer and longer wait times for full employment.

Some teachers take part-time or occasional teaching by choice and are not in the market for a full-time teaching job. Some teachers choose to take a year out from teaching for further study, family or other reasons. This study defines full employment for teachers as those who report:

- they are active in the job market
- they were employed as a teacher during the school year
- they say they had as much teaching work as they wanted throughout the school year.

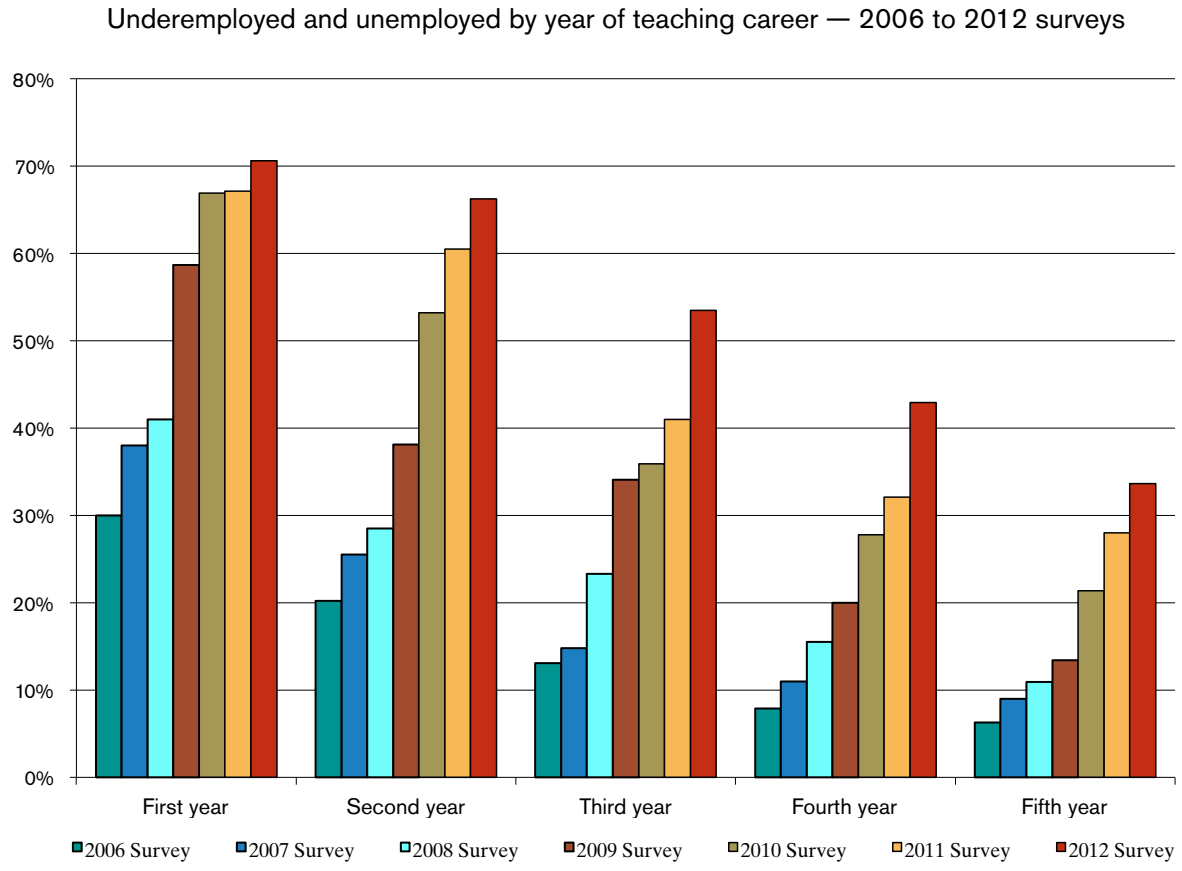
Those who are active in the market looking for work but unemployed or reporting less work as a teacher than they wanted in a particular school year are not fully employed. Teachers who say they voluntarily took the year away from teachingare excluded from this analysis.

Using the above definitions, wait times to full employment lengthened dramatically in Ontario since 2006. And the wait times got notably longer again this past year.

The 2012 surveys of Ontario faculty and US border college graduates of the years 2007 through 2011 show more teachers unemployed or underemployed in the 2011-12 school year than in previous surveys in each of the first five years of their careers.

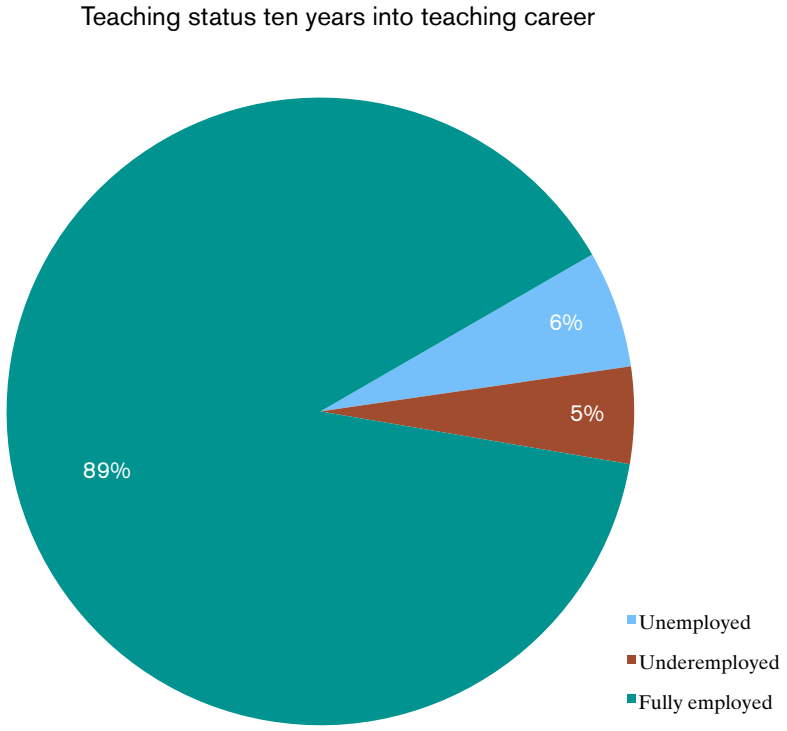
In the years since 2006:

- first-year teachers active on the job market but not fully employed increased from 30 to 71 per cent
- second-year teachers from 20 to 66 per cent
- third-year teachers from 13 to 54 per cent
- fourth-year teachers from eight to 43 per cent
- fifth-year teachers from six to 34 per cent.



Most pre-surplus graduates of 2002 well established in teaching careers

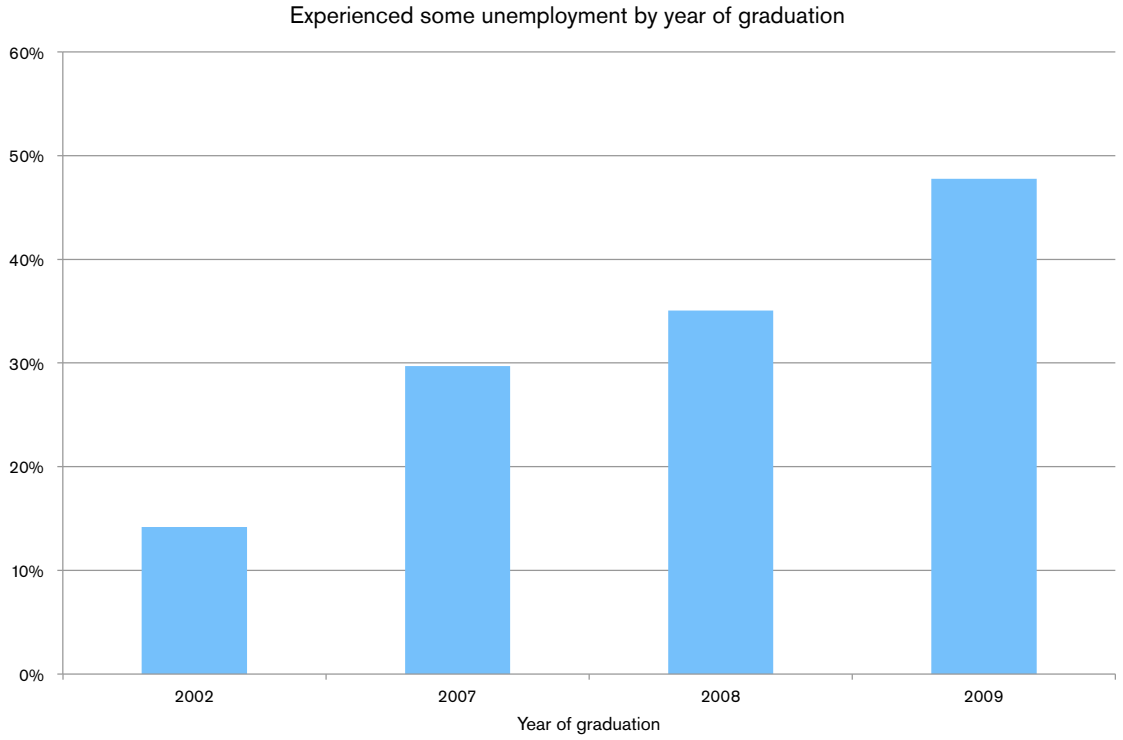
Most of the graduates of teacher education programs in 2002 are well established in their teaching careers ten years later. However, more than one in 10 of them report that they did not achieve full employment in the 2011-2012 school year — six per cent report they were involuntarily unemployed and another seven per cent say they were underemployed during the school year.



This analysis excludes the one in seven (14 per cent) who were not teaching or looking for teaching during the school year.

Most of these 2002 graduates who are employed hold regular teaching contracts and are highly positive about their career choice and how it has unfolded for them.

These teachers began their careers in the 2002-2003 school year when there was not yet an over-supply of teachers in Ontario. Their career experience stands in marked contrast to teacher education graduates later in the decade. Only 14 per cent of them report that there was any time in their teaching career when they were unemployed because they could not find a teaching job.



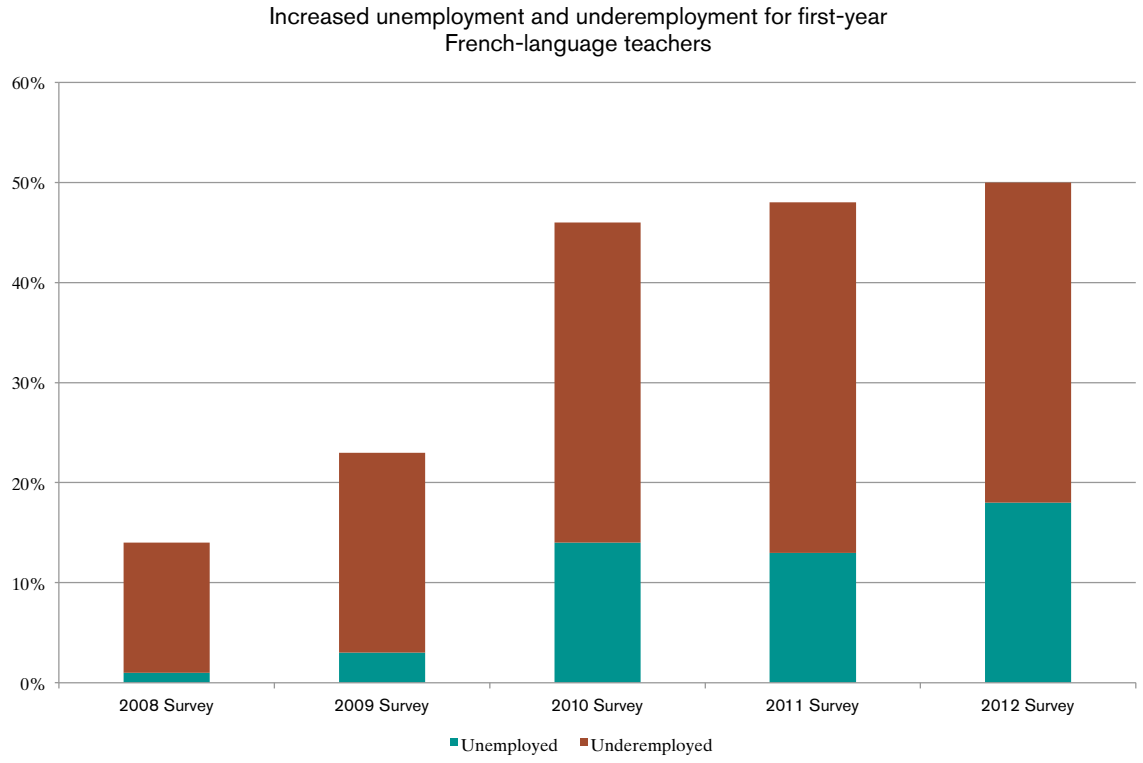
The rate at which graduates of 2007, 2008 and 2009 experienced unemployment in their early careers is two to three times greater than those who graduated in 2002 into the robust employment market early in the last decade. These graduates of 2002 appear to have been somewhat affected by the deteriorating job market, however, as their 14 per cent unemployment rate is notably higher than the very low level of six per cent reported in an earlier study of the graduates of 2000.

French-language teacher market continues sluggish, but stronger than English-language market

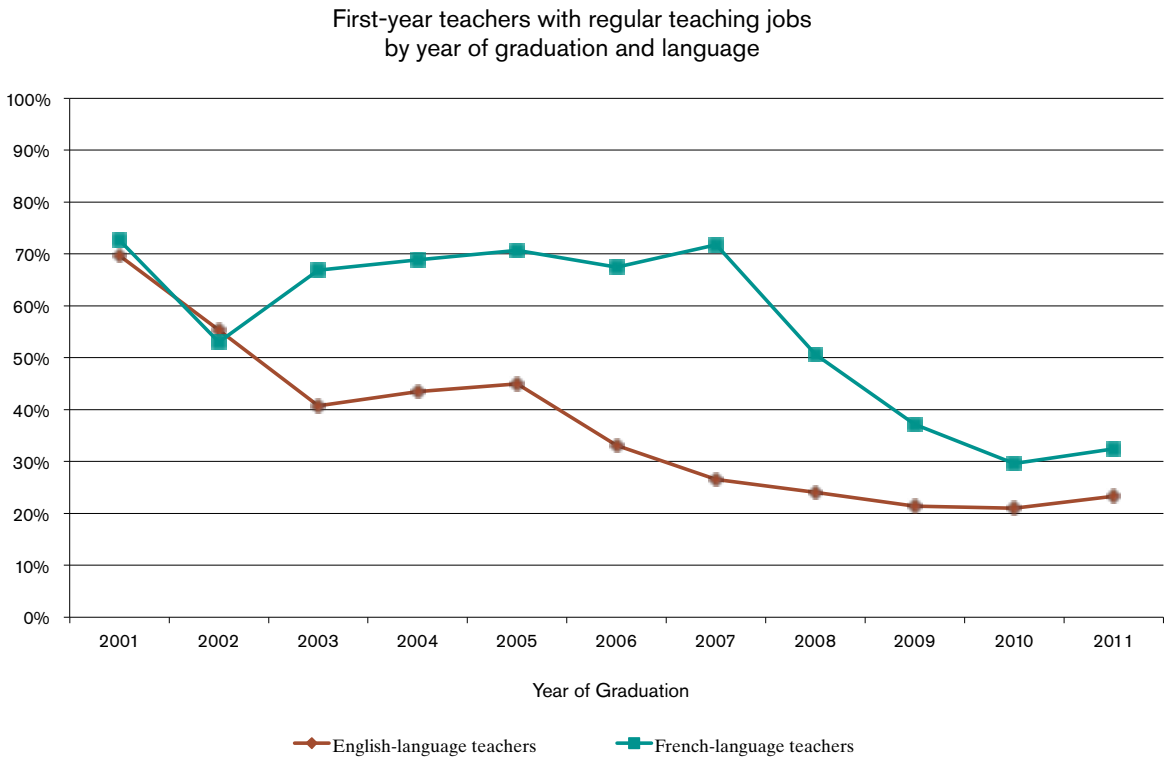
More than one in six (18 per cent) first-year teachers able to teach in French say they were on the job market in 2011-2012 but could find no work as a teacher, not even daily supply teaching. Another 32 per cent say they were underemployed during the year, for a total of half of the first-year French-language teachers reporting that they did not achieve the amount of teaching employment in 2011-2012 they were seeking.

> *It was more difficult than I expected. I obtained Additional Qualification credits in subjects I felt were in high demand (French as a second language and Special Education) but it did not seen to help in my search. I also volunteered but I don't feel any closer to obtaining a job than I was in June when I first graduated.*
>
> Primary-Junior 2012 graduate, southwestern Ontario

These under/unemployment rates are slightly above the previous two years and well beyond the comparatively low rates in found in surveys back in 2008 and 2009.



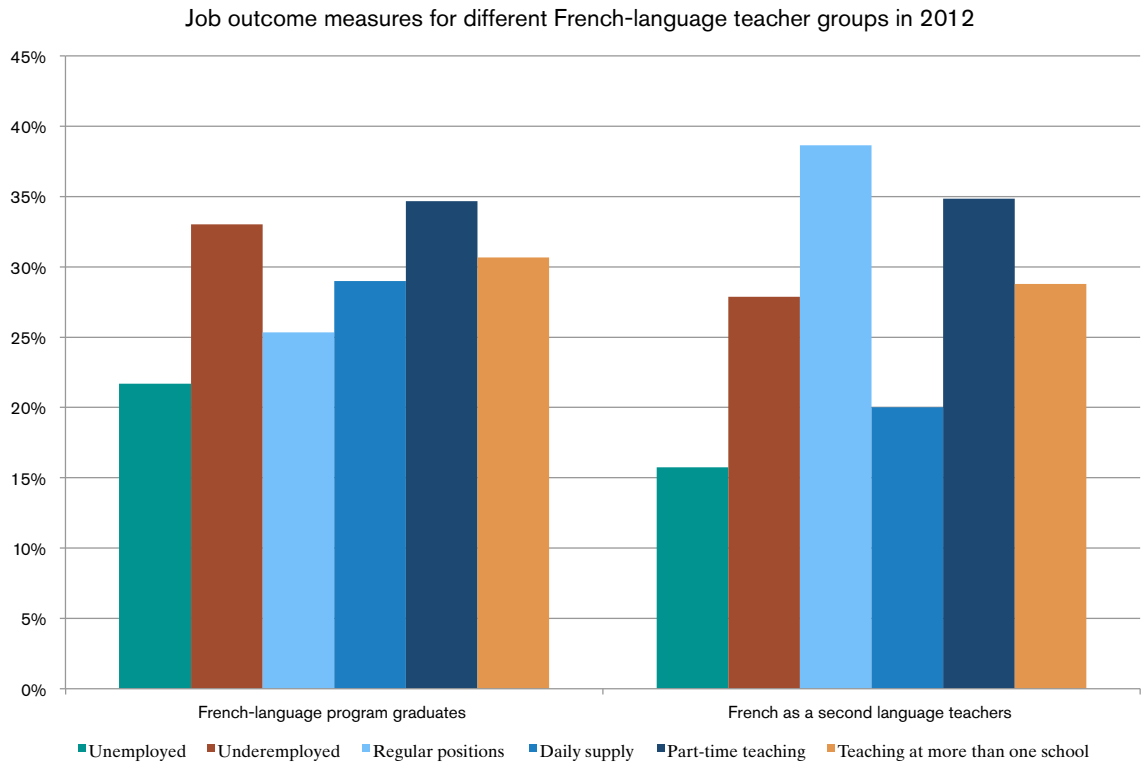
For the approximately four in five of these French-language teachers who found teaching employment in 2011-2012, 32 per cent reported they had regular teaching contracts, similar to the 30 per cent regular job rate found for the first-year group a year earlier. First-year regular teaching contracts were common for Ontario teachers who graduated from French-language programs or who could teach French as a second language until the 2008-09 school year. Since then, regular job reports dropped steadily from 70 per cent to the 30 and 32 per cent range found in the past two years.



The weakened employment market is evident among French-language program graduates and also teachers of French as a second language.

> *It is very difficult to get a job in my area at the moment. You have to do occasional teaching for at least five years before getting a permanent position.*
>
> Unemployed Junior-Intermediate French-language program graduate, central Ontario

French as second language teachers have a comparatively higher success rate in finding some employment as teachers. They also have a somewhat higher rate of securing regular positions and lower rates of daily supply teaching and of underemployment than French-language teacher education program graduates. Significant rates of part-time and multi-school teaching are evident among both groups of French-language teachers.



Nevertheless, first-year French-language teachers continue to outperform English-language teachers in the job market. Despite the substantial deterioration of job outcomes for French-language teachers over the past four years, they continue to report less unemployment than English-language teachers. However, their rates of regular teaching job contracts and of underemployment are now near the levels experienced by first-year English-language teachers.

2012 Job outcomes for French- and English-language teachers

	French-language program graduates	French as second language teachers	English-language teachers
Unemployed	22%	16%	42%
Underemployed	33	28	34
Regular positions	25	32	23

More new teachers find jobs in independent schools and outside Ontario

The 63 per cent of teacher education graduates of 2011 who achieved some form of employment in the 2011-12 school year found their opportunities across the province and beyond. One in four report their jobs are in the Greater Toronto region outside the city of Toronto. About one in six teach in southwestern Ontario with a similar share in eastern Ontario. One in 10 teaches in the city of Toronto. One in 20 teaches in each of the central, northeastern and northwestern regions of the province. The number of new graduates teaching outside the province has grown substantially to one in six (from one in ten just the previous year).

Regular teaching job opportunities present a significantly different distribution. Almost one in three regular teaching jobs reported by first-year teachers are outside the province. The city of Toronto is the one Ontario region in which the share of regular jobs is greater than the share of first-year teacher employment. Each of the other regions provided a lower share of regular teaching jobs than their respective share of total first-year teacher employment.

Geographic distribution of employment and regular jobs

Geographic region	Share of total employed	Share of total regular teaching jobs
Greater Toronto region	25%	21%
Southwestern Ontario	17	11
Eastern Ontario	17	11
Outside Ontario	16	30
City of Toronto	11	18
Central Ontario	5	4
Northeastern Ontario	5	1
Northwestern Ontario	4	3

More than two in three of the graduates of 2011 who found teaching employment in the province are in Ontario English-language public (49 per cent) or English-language Catholic (20 per cent) school boards. Publicly funded French-language school boards provided 14 per cent of teaching jobs, well beyond the relative size of the French-language school system enrolment and teaching population in the province. Similarly, at 13 per cent of total jobs, the province's independent schools are hiring teachers at a rate well beyond their provincial student enrolment share.

Employer distribution of employment and regular jobs

Employer type	Share of total employed	Share of total regular teaching jobs
English-language public	49%	37%
English-language Catholic	20	15
French-language public	6	9
French-language Catholic	8	12
Independent schools	13	22
Other	4	5

Reports of regular teaching jobs include a much higher share at independent schools. More than one in five (22 per cent) of the regular jobs reported are in independent schools. The share of French-language school board regular jobs hiring stands at 21 per cent. And at just 52 per cent, Ontario English-language publicly funded school boards are providing first-year teachers with a disproportionately low share of the regular teaching jobs going to first-year teachers.

The majority of teachers reporting "other" refer to First Nations schools as their employers.

Over the past two years, Ontario independent schools and teaching opportunities outside the province have increased in importance as the entry to teaching careers for new graduates.

In the 2010 survey, Ontario publicly funded schools accounted for 80 per cent of the employers of first-year Ontario teachers, with 20 per cent employed by Ontario independent schools or outside the province. The 2012 survey found that Ontario publicly funded school board employers now account for just 73 per cent of first-year teacher jobs, with independent schools and schools outside the province the career entry growing to 27 per cent of first-year teachers.

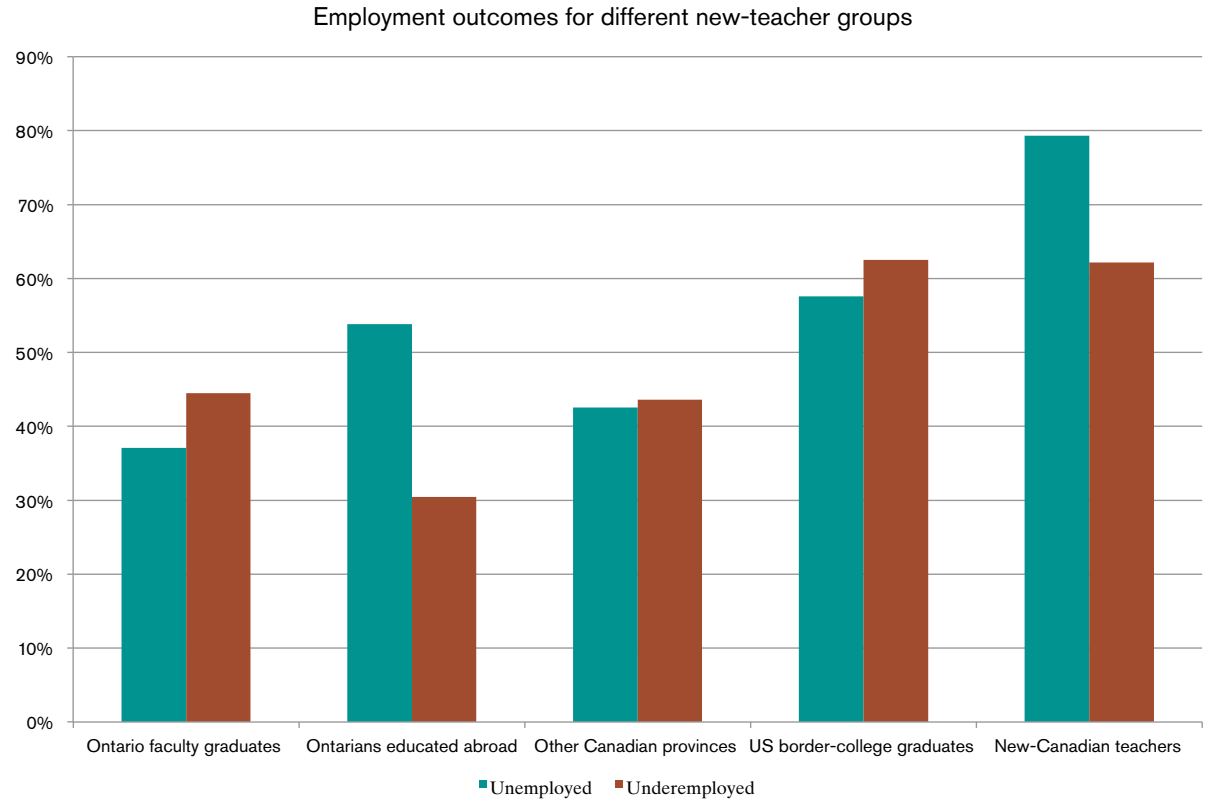
And Ontario independent schools and schools outside Ontario now account for almost half (45 per cent) of all regular jobs obtained by teachers in their first year following graduation.

Few job opportunities for new-Canadian teachers in saturated job market

Teachers who immigrate to Canada and gain teacher certification in Ontario experience face major challenges in gaining entry to the teacher job market here. This has been evidently their plight since this study began tracking these teachers 9 years ago. And their job outcomes worsened even more as the Ontario teacher oversupply emerged in the middle of the last decade.

In the 2011-12 school year, when Ontario general first-year teacher unemployment increased yet again, most new-Canadians in their first year following receipt of Ontario certification were unemployed. Almost four in five of them (79 per cent) report that they were on the job market and could find no teaching employment at all, not even daily supply teaching. This rate is up from the 75 per cent unemployment rate for this group in the 2010-11 school year and is much greater than the 36 per cent unemployment rate they reported in 2006-07.

All other groups of teachers newly certified in Ontario in 2010 faced high rates of unemployment in 2011-2012, ranging from 37 per cent for Ontario faculty grads to 43 per cent for those who migrated from other provinces, 54 per cent for Ontarians who completed their teacher education abroad and returned to the province to teach and 58 per cent for Ontarians educated at US border colleges.

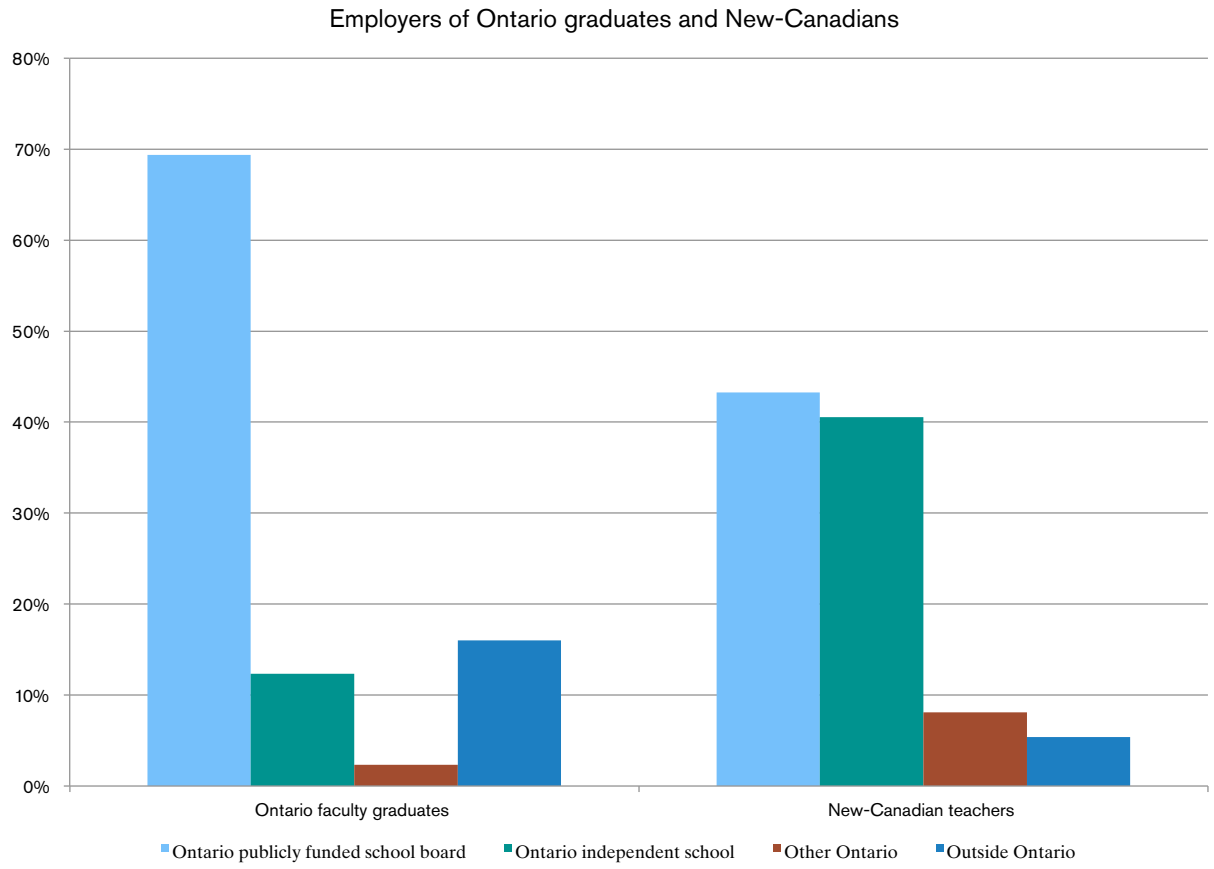


The 79 per cent unemployment rate for new-Canadians is striking even in the context of these very high unemployment rates for all first-year teachers in Ontario. And, for the one in five new-Canadians who did find some work as a teacher, the majority of them (62 per cent) say they were underemployed.

> *Being from outside Canada made it quite difficult to find a job. When I applied to local school boards, reference was always made that I had no Canadian experience and that I was not a part of the school board's supply list. I have also looked elsewhere without success.*
>
> Unemployed Intermediate-Senior math teacher in eastern Ontario with 10 years of teaching experience in Jamaica and USA

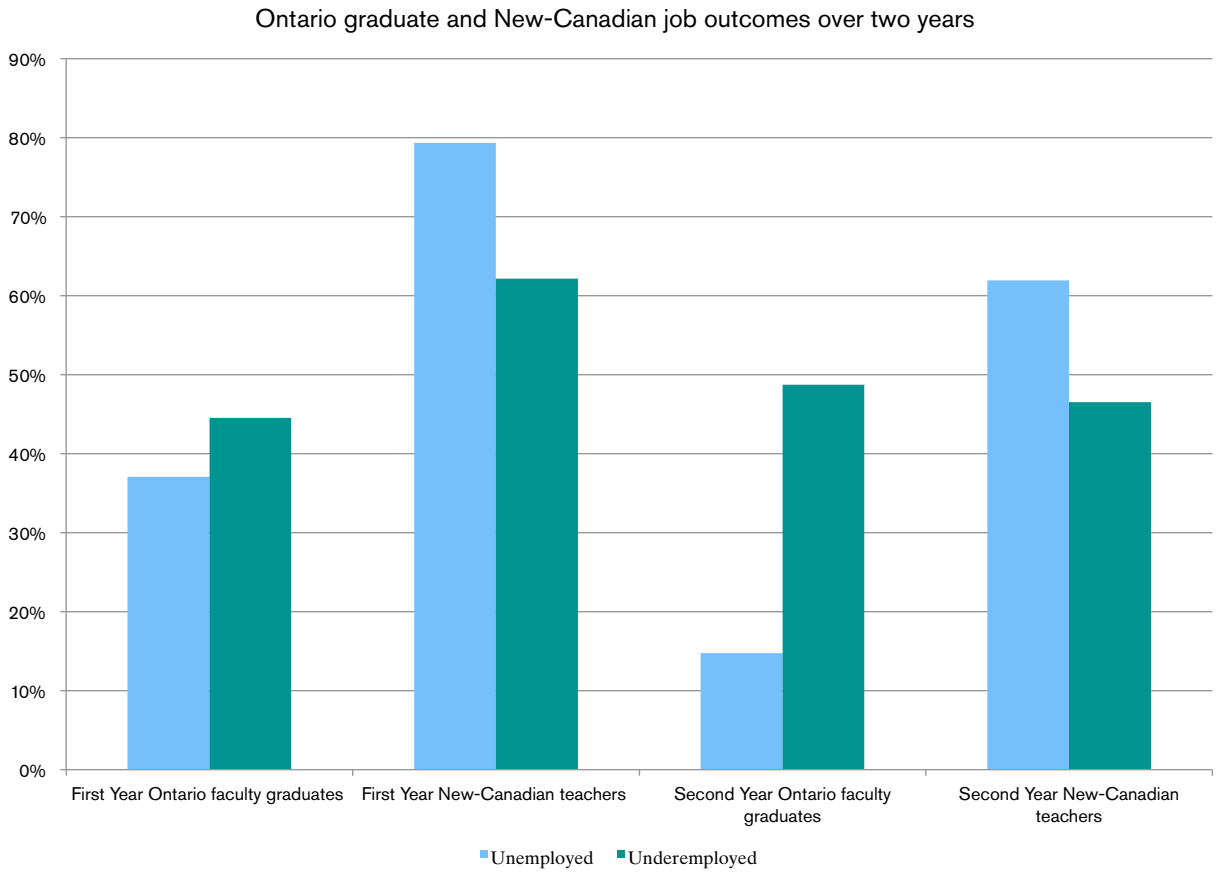
Independent schools are a very important source of employment for the one in five new-Canadian teachers who found teaching jobs in their first year of certification in Ontario. They provided 41 per cent of the jobs for new-Canadians compared with only 12 per cent of the jobs secured by Ontario faculty graduates in their first year.

And for the small number of new-Canadians teaching with regular contracts in Ontario by year end, two-thirds found these regular jobs in independent schools rather than in the Ontario publicly funded school systems. This compares with about one-fifth of the Ontario faculty graduates reporting regular teaching positions in independent rather than publicly funded schools.



The substantial gap in job outcomes between Ontario graduates and new-Canadians continues into the second year. Although there is some improvement in the unemployment rate for new-Canadian teachers by the second year on the Ontario job market, more than three in five (62 per cent) report they had still not been able to find even daily supply teaching. And almost half (47 per cent) of new-Canadians who are employed by the second year say they are still underemployed.

> *I was not aware how saturated the teaching profession was here in the Toronto area. I have been teaching in England for over 10 years, and am deeply saddened and frustrated by the process here. There are so many rules and regulations that leave me truly disillusioned about my career. With all my years of experience, not only in the classroom but in leadership positions, I am baffled each time that I apply to different boards and am not even approached for an interview for the supply list.*
>
> Educated and taught in England, certified as Primary-Junior teacher in Ontario in 2010, unemployed in the Greater Toronto area for over two years


Ontario graduate and New-Canadian job outcomes over two years
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
First Year Ontario faculty graduates
First Year New-Canadian teachers
Second Year Ontario faculty graduates
Second Year New-Canadian teachers
Unemployed
Underemployed

3. JOB SEEEKING AND VOLUNTEERING

Many teachers conduct proactive and persistent job searches

New teachers in Ontario use multiple strategies in their efforts to secure teaching employment.

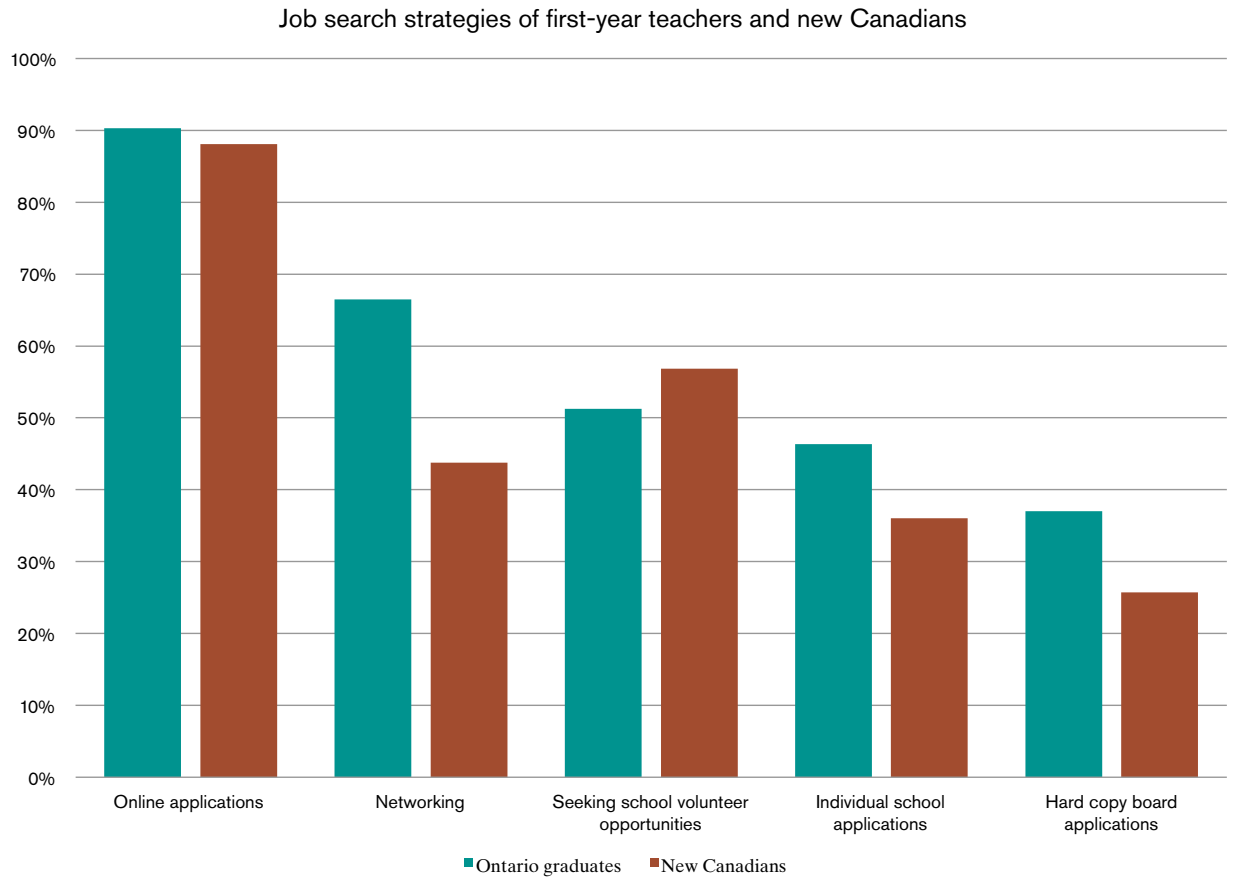
- Most new teachers (90 per cent) use the on-line application process in place for most publicly funded school boards in the province
- Two-thirds (66 per cent) of the graduates from Ontario faculties and US border colleges supplement this process with active networking with teachers and school administrators. Networking is also used by more than two in five (43 per cent) of new-Canadian teachers.
- Almost half of all new teachers now volunteer their time in schools as part of their job search process. More consider volunteering but decide that they cannot afford to volunteer their time. And one in six teachers who immigrate to Canada wish to volunteer but are not successful in finding a school to accommodate their volunteer time.
- Despite many boards' policies directing applicants to use the formal on-line application process, almost half of new teachers also submit hard copy applications to individual schools.

> *The key to success is being persistent. If you are applying for positions you need to go into each school with a hard copy of your resume and talk to each Principal. Having a "name to a face" makes you memorable. Keeping connections with former teachers is an asset. Schools like to employ alumni and prefer to employ teachers who are well known to them.*
>
> Long-term occasional teacher in secondary school in central Ontario

Just one in five first-year teachers (19 per cent) say they limited their job search to one publicly funded school board. Another two in five (39 per cent) applied to two or three school boards and fully one-third (34 per cent) applied to four or more boards.

Most new graduates (93 per cent) apply to Ontario publicly funded school boards. Seven per cent applied only to independent schools or outside the province and did not include Ontario publicly funded schools in their searches — up from just two per cent the previous year.

Four in five (82 per cent) include Ontario English-language public schools in their search, one in three (32 per cent) include English-language Catholic schools and about one in seven include French-language public (14 per cent) and/or French-language Catholic schools (9 per cent). And almost two in five (39 per cent) of the Ontario and US border college graduates of 2011 included independent schools in their job search.



More than two in five (41 per cent) graduates of French-language teacher education programs applied to Ontario English-language school boards as well as Ontario French-language boards. And two-thirds (68 per cent) included independent schools, schools outside Ontario or English-language Ontario school boards in their job search.

Those who can look widely for first job

Job-seeking outside the province is increasingly more common with the tightening employment market. More than one in five (21 per cent) of the first-year Ontario English-language program graduates now include out-of-province schools in their job search as do almost one-third (31 per cent) of the French-language program graduates. These rates increased from 18 and 20 per cent found in last year's surveys.

Many first-year teachers apply to more than one region of the province for teaching jobs. In the 2011-12 school year half of them (51 per cent) included the Greater Toronto region (outside the City of Toronto) in their search. The City of Toronto and southwestern Ontario follow as popular regions at 40 and 25 per cent respectively of first-year teachers applying to them. Eastern Ontario and central Ontario followed at about one in four (27 and 22 per cent), with northeastern and northwestern Ontario receiving the lowest volumes of applications at 13 and 11 per cent respectively.

Mixed reviews on school board hiring practices

The majority of the 2011 graduates (71 per cent) report that they found school board employment application procedures to be generally clear and understandable. However, half of them (51 per cent) say they were not well informed about how to get on supply teaching lists and on how being on supply lists relates to competitions for long-term occasional and regular teaching positions.

One in three (31 per cent) report they could not easily find information about the availability of teaching jobs. And half of the applicants (51 per cent) say they were not kept aware of the stage and status of their applications. One in four says that applications were not handled fairly by the school boards to which they applied.

> *There is no follow-up from human resources on your application. In fact, you are discouraged from contacting them as they indicate they are overwhelmed.*
>
> Primary-junior graduate of 2011 working in an alternative field in Toronto

Reports on hiring practices from the graduates of 2010 and new-Canadian teachers in their first and second years following certification were similar to those of first-year graduates.

Networking key to successfully landing teaching jobs

Most teachers who have success in finding some form of teaching job in the first year following teacher education attribute the success to multiple factors. The majority affirm the importance of the formal elements in the application process: the interview, the portfolio, resume and application letter, and the on-line application — with the interview identified by the greatest number as important in securing a job.

Factors contributing to job search success	% important or very important
Interview	88%
References	81
Portfolio, resume, application letter	74
Right place at right time	72
Networking	61
On-line applications	56
Connection made through practicum	50
Volunteering in a school	47
Able to relocate	45
Applications to individual schools	41
Previous employment with school or board	39
Persistent follow up	37
Family or personal connection	33
Hard copy applications to school board	22

Getting to the interview stage often depends on having or making connections. References, being in the right place at the right time, networking and connections made during the teacher education practicum experience are all seen as important by the majority of successful job applicants. Almost half see volunteering as important. And one in three identifies family or other personal connections as important in getting a teaching job. More than two in five attribute their success in getting a job in part to their willingness to relocate.

> *I was recommended for a supply teaching interview by a principal, not because of my experience and not because this person knew how I taught, but just because she knew me personally. I am saddened that getting a job in the public system is about who you know. I do believe the interview showcased my ability, but I would not have even had the opportunity to be interviewed had I not known someone.*
>
> Primary-Junior graduate of 2011 with regular job in independent school

Many teachers now volunteer to get noticed

Most Ontario faculty and border college graduates of 2011 (84 per cent) report that they considered volunteering at a school as a component of their job search strategy. Most of those not giving consideration to volunteering report that they did not need to volunteer because they had already found some form of teaching employment without resorting to prior volunteer roles.

Almost one in three of those considering it did not pursue volunteering, mainly because their financial circumstances did not permit them to do so. Of those who did look for volunteer opportunities, almost all of them (96 per cent) were successful in getting a volunteer role. More than two in five (44 per cent) did volunteer in a classroom during the first year following their teacher education.

Volunteer time commitments vary greatly, with many reporting substantial weekly commitments and for many months throughout the school year. Among new teachers resident in Ontario more than half of those who volunteer now do so for four or more months and more than one in four for the entire school year. Four in five volunteer for three or more hours each week and about one in three for more than ten hours per week.

Volunteering frequency and intensity in early years of teaching in Ontario

	% of first-year teachers in 2011-2012	% of second-year teachers in 2011-2012
Volunteered	44%	49%
Four or more months	60	58
Full school year	28	34
Three or more hours per week	80	81
Ten or more hours per week	33	31

Volunteering is common for first-year and second-year teachers who remain in Ontario at both the elementary and secondary levels. More Primary-Junior certified teachers (53 per cent) volunteer than Junior-Intermediate (46 per cent), Intermediate-Senior (40 per cent) and Technological Education (22 per cent) teachers.

New-Canadian teachers also seek volunteer opportunities as part of their job search strategy and to an even greater extent than Ontario graduates. More than three in five new-Canadian teachers certified in 2010 and 2011 (63 and 68 per cent respectively) sought volunteer teaching opportunities. More new-Canadians were unsuccessful in finding volunteer roles than Ontario graduates. Nevertheless, 48 per cent of first-year and 61 per cent of second-year new-Canadians did volunteer in schools.

Does volunteering improve job outcomes for new teachers?

Successful job seekers certainly consider the volunteer experiences to be important contributors to their job success. About half of the employed Ontario new teachers who graduated in 2010 (51 per cent) and 2011 (47 per cent) view their school volunteer roles as very important or important contributors to securing teaching jobs.

Job outcome data, however, does not appear to support the importance of volunteering in obtaining jobs in the early years. More non-volunteers report that they have found teaching employment than non-volunteers. This may well be because volunteering is pursued mainly by those who do not have early success in obtaining employment. More than one in five respondents say they did not volunteer because they did not need to in order to find employment. Excluding this group not needing to volunteer, those who volunteer have a slight, but not significantly higher job success rate.

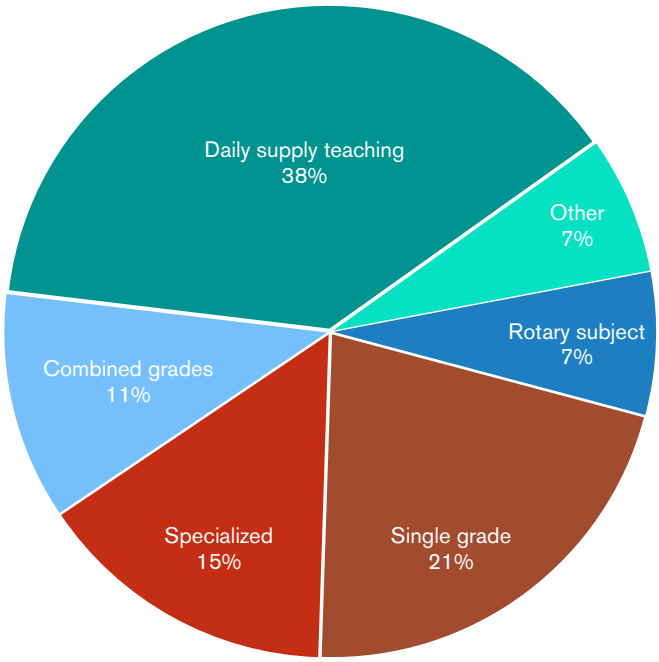
4. Teaching experience in the early career years

Challenging assignments for some first-year teachers

Among first-year teachers who secure elementary teaching assignments, about half (51 per cent) say their first assignment was daily supply teaching. And almost two in five of them (38 per cent) continued with daily supply teaching at the end of the first school year.

Elementary teachers with regular or longer term contract assignments more frequently teach either combined grades (11 per cent) or specialized classes (21 per cent) than teach in single grade homerooms (21 per cent).

First year elementary teaching assignments



Many daily supply teachers report that they are engaged in specialized teaching as part or all of their assignments. Three in ten (32 per cent) of first-year elementary teachers — including daily supply, regular and limited term contract teachers — teach French as a second language, special education and/or English as a second language.

Among first-year teachers with secondary school teaching jobs, more than one in four (26 per cent) have four or more different course preparations and one in ten (11 per cent) have six or more course preparations.

Qualifications and assignments generally well matched

Despite the challenging and often specialized assignments given to first-year elementary teachers in the 2011-12 school year, about four in five of them (79 per cent) consider their qualifications to be an excellent or good match to the assignments. Only 9 per cent report that the assignment is either not an adequate match or not a match at all to their qualifications.

Most secondary teachers are also positive about the match of their teacher qualifications and their assignments. More than three in five (62 per cent) rate the match as excellent or good. The rate at which secondary teachers find the match of their qualifications and assignments to be inadequate or not a match at all (15 per cent) is higher than that found among elementary teachers.

More than one in five (22 per cent) employed teachers with Intermediate-Senior qualifications are teaching in elementary schools toward the end of the first year following graduation. Just five per cent of Primary-Junior certified teachers in their first year are teaching at the secondary level. Four in five (79 per cent) Junior-Intermediate certified teachers with first-year teaching jobs are in elementary schools and the other 21 per cent in secondary schools.

Many positives in teaching career despite job market challenges

Among the graduates of 2011 who obtained some teacher employment in the 2011-12 school year, about three in four rate their overall teaching experience as excellent (31 per cent) or good (42 per cent). Eighteen per cent evaluate the experience as adequate and only 9 per cent rate the experience as unsatisfactory or very unsatisfactory.

First-year teaching experience

Assessment area	% excellent or good	% unsatisfactory or very unsatisfactory
Overall teaching experience	73%	9%
Preparedness	69	7
Confidence	75	5
Support from colleagues	66	7
Appropriateness of assignment	64	7
Professional satisfaction	61	13
Workload	49	14
Optimism for professional future	53	22
Job security	27	47

Most also rate their sense of preparedness, confidence and professional satisfaction highly positively. They enjoy good or excellent support from their teacher colleagues. They find their assignments to be appropriate and only one in seven (14 per cent) find their workload unsatisfactory.

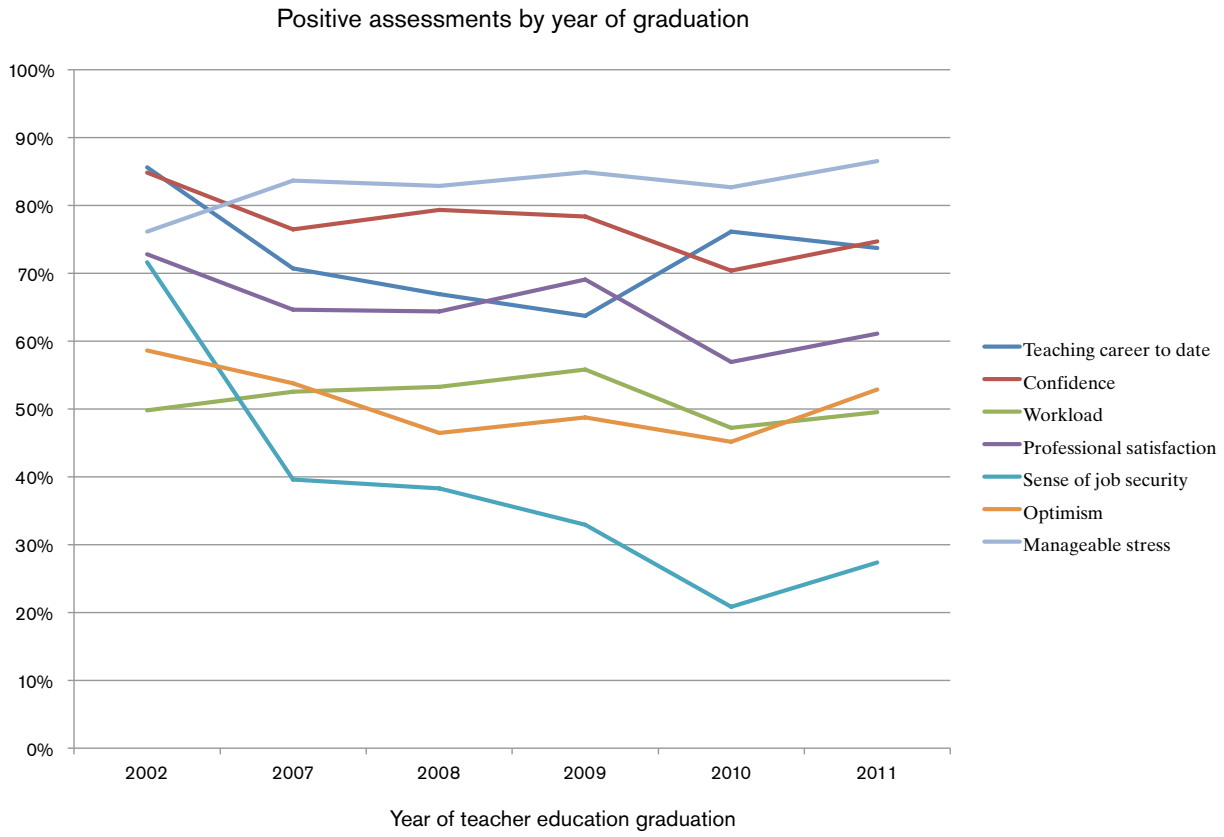
Many more of them have concerns about job security (47 per cent) than view their security in a positive light (27 per cent). More than one in five of them are not optimistic about their professional futures.

Graduates of 2010 in their second year of teaching report similar assessments of their experience. They are generally confident, supported by colleagues, professionally satisfied with assignments that they find appropriate and do not have excessive workloads. However, their sense of job security is no better than first-year teachers and the same proportion are not optimistic about their professional futures.

The 2012 survey responses from teachers in their first through tenth years in teaching present a generally positive career experience for new teachers over the past decade. In every year approximately 65 to 85 per cent of teachers report positive assessments ("excellent" or "good" on a five point scale from "excellent" to "very unsatisfactory") of their teaching career to date, their confidence in their teaching abilities, and their management of the stresses of a demanding profession.

With the job market challenges that accelerated since the second half of the last decade, however, only half of the graduates of 2007 through 2011 report that they have a positive sense of optimism with respect to their professional futures. Most teachers who graduated between 2007 and 2011 also have a less than positive sense of their job security.

By contrast, most of the graduates of 2002 are secure in their jobs and about three in five of them express optimism for their professional future.



A small majority of teachers in all years assign a positive assessment to their workload. Negative assessments of workload ("unsatisfactory or "very unsatisfactory") range from 14 to 17 per cent for graduates of 2007 through 2010 and rise to 26 per cent for the graduates of 2002. The lower percentages reporting unsatisfactory workload among recent graduates may be accounted for by the high incidence of less than full-time teaching for teachers in their early years.

Even among those who are not yet employed, many speak positively about their passion to continue in their chosen career path.

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

More practicum highest priority for change in teacher education

Graduates of Ontario faculties in 2010 and 2011 value most highly their practice teaching experience as a positive foundation for teaching. And they recommend that future teacher candidates get more supervised time in the classroom.

2011 and 2010 graduate ratings of their teacher education

Rating	Practice teaching	Education courses
Excellent	55% (60%*)	19% (15%)
Good	31 (30)	37 (43)
Adequate	11 (9)	27 (30)
Less than adequate	3 (2)	13 (9)
Unsatisfactory	1 (0)	4 (2)

*2010 graduate ratings in brackets

More than eight in 10 of the graduates of 2011 and 9 in 10 of those who graduated a year earlier rate their practice teaching experience as excellent or good preparation for their teaching career, with more than half in each year giving the practicum component an excellent rating.

More than half of these recent graduates also assign positive grades to their teacher education course work although the ratings fall significantly below those for the practicum.

New teachers recommend more practice teaching time and more hands-on teaching experience to strengthen teacher education for future candidates. Four of the six highest priorities identified by the graduates of 2011 point to the practicum — they recommend more time for the candidates to teach during the practicum, more time in general in practicum placements, more opportunity to be observed by experienced teachers in their practice teaching and more coaching and feedback during the practicum.

And the other two highest priorities are also directed to practical hands-on teaching experience — classroom management and focus on assessment, testing and evaluation.

Very few of these new Ontario-educated elementary (five per cent) and secondary (9 per cent) teachers report that they are not sufficiently prepared for their teaching assignments. About three in four elementary teachers (73 per cent) and almost as many secondary teachers (70 per cent) say they are well prepared or very well prepared for their assignments. The others consider themselves adequately prepared.

First-year teacher priorities for further emphasis in teacher education

Content area	Highest priority	High priority
Classroom management	56%	32%
Teaching time in the practicum	47	32
Practicum placement time	42	28
Assessment, testing, evaluation	39	42
Observing experienced teaching	32	40
Coaching and feedback during practicum	30	40
Special education content	26	42
Reading and literacy content	26	41
Report card preparation	24	37
Use of technology with students	23	42
Daily supply teaching	17	39
Teaching subject methodology and content	17	37
Combined grades practicum	14	33
Parent-teacher communications	12	41
Professional conduct and ethics	12	28
Administrative routines	10	30
French as second language	7	14
English as second language	6	25
Foundations of education courses	6	18

Despite this assessment of their general preparedness, many elementary (46 per cent) and secondary (42 per cent) teachers say there is at least one component of their teaching for which they consider themselves not adequately prepared.

When asked about specific teaching competencies, Ontario-educated first-year elementary teachers identify teaching children at risk and those with special needs as the roles for which they are least well prepared. And elementary teachers with combined grade assignments add this as another role for which they are less well prepared. Looking beyond their direct teaching roles, most elementary teachers say they are less well prepared for handling the school administrative routines and for communicating with parents.

More than half of first-year elementary teachers also say they are less well prepared in assessment and evaluation and for finding appropriate classroom resources.

The self-assessed competence deficits of Ontario-educated first-year teachers with jobs in secondary schools are similar in some respects to those in elementary schools. The secondary school teachers also report being least prepared for teaching students at risk and those with special needs. And like their elementary counterparts, they also view themselves as generally not as well prepared for handling school administrative routines and for communicating with parents.

First-year elementary and secondary teachers assessments of own competence

Competence area	Elementary — excellently or well prepared	Secondary — excellently or well prepared
Teaching outside my teaching subjects	–	22%
Teaching students at risk	22%	26
Teaching combined grades*	24	–
Teaching students with special needs	32	31
Handling administrative routines	36	29
Communicating with parents	38	29
Finding classroom resources	42	40
Teaching applied secondary classes	–	42
Assessment and evaluation	42	51
Covering breadth of curriculum	50	44
Classroom management	54	51
Motivating students	57	47
Adapting to different learning styles	57	62
Time management skills	60	55
Teaching academic secondary classes	–	63
Organization skills	63	65
Instructional strategies	64	65
French as a second language*	68	–
Curriculum knowledge	68	64
Professional boundaries with students and parents	68	64
Subject knowledge	69	77
Lesson planning	71	68

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

They report that they are less well prepared to teach classes in subject areas other than the one or two teaching subjects they completed in their teacher education programs. And they see themselves as less well prepared to teach applied than academic classes.

A majority of elementary and secondary teachers consider themselves well prepared in classroom management while they also identify this as the highest priority for further emphasis in teacher education programs. Most first-year teachers describe themselves as well prepared in key teaching areas such as lesson planning, subject and curriculum knowledge, instructional strategies, motivating students and adapting to different learning styles.

New Teacher Induction Program highly valued[5]

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

Most first-year teachers (90 per cent) who report that they are in regular teaching positions in Ontario publicly funded school boards say they are in the NTIP as do one in three (32 per cent) of those in long-term occasional positions. Among second-year teachers, 61 per cent of those with regular appointments and 40 per cent of those with long-term occasional appointments report they are in the NTIP.

First-year NTIP participants in regular teaching jobs, for the most part, say they experienced a school board orientation (86 per cent), mentoring by an experienced teacher (93 per cent) and a formal evaluation by their school principal (89 per cent). And more than two-thirds (70 per cent) report an orientation to their individual schools. Second-year teachers in regular positions report similar participation rates.

Long-term occasional teachers in the NTIP report less engagement in the different aspects of the program. The majority of first-year NTIP-participating teachers with LTO contracts are mentored by an experienced teacher (84 per cent), receive a formal orientation to their school board (72 per cent) and an orientation to their own school (58 per cent). One in three report they have been formally evaluated by their school principal (35 per cent).

Performance appraisals are not required for long-term occasional teachers in the NTIP. Timing and duration of long-term occasional appointments may also explain in part the somewhat lower intensity of program participation as many of the LTO teachers are appointed for shorter durations and some of them well after the school year has started.

Professional development in some key areas identified as NTIP elements is also common for most NTIP participants. Only three per cent of those in regular positions and 9 per cent of those with long-term occasional appointments received no professional development in the recommended areas.

First-year NTIP participant professional development

PD area	Regular appointments	LTO appointments
Planning, assessment and evaluation	73%	53%
Literacy and numeracy strategies	59	53
Use of technology	56	51
Classroom management	50	42
Student success	49	35
Safe schools	37	26
Teaching students with special needs	29	14
Effective parent communication	19	5
None of the above	3	9

5 Publicly funded school boards in Ontario are required to provide NTIP support to first-year teachers with regular or long-term occasional appointments and they may offer the support to second-year teachers with such contracts. The commentary in this section is based on responses of teachers who said that they met the definitions of eligibility for the NTIP program as one of the following:

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.

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

The majority of first-year teachers with regular appointments give a positive rating ("very helpful" or "helpful") to assistance they received from their mentors and others with a wide range of practical day-to-day teaching responsibilities. About one in ten or fewer give a negative rating ("somewhat unhelpful" or "not at all helpful") to these types of assistance. Up to 30 per cent of these NTIP participants report that they did not receive a type of mentoring assistance that is rated highly by others for whom it was available.

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

Type of assistance	Positive rating	Negative rating	Not applicable
Advice on helping individual students	73%	4%	9%
Mentoring on classroom management	64	5	12
Mentoring on instructional methods	64	9	7
Finding good teaching resources	61	9	1
Observation of other teachers' practices	60	3	20
Help with report card preparation	60	10	10
Feedback from mentor on my teaching	58	7	25
Information on administrative matters	57	10	7
Curriculum planning with my mentor	56	5	26
Mentoring on student evaluation	55	10	14
Observation of my mentor's teaching	52	3	30
Preparing for parent communication	52	10	13

NTIP participants with LTO contracts give similarly positive ratings to these areas of mentoring assistance, although greater proportions of them report they did not have the assistance available.

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

- Three in four NTIP participants in regular positions report that no experienced teacher (mentor or other teacher) observed them in their classrooms (53 per cent) or that this happened less than one hour per month (23 per cent).
- Seven in ten report that they had no opportunity (43 per cent) to observe another teacher's teaching practice (mentor or other teacher) or that such opportunities were less than one hour per month (25 per cent).
- Even fewer NTIP participants in LTO positions report significant time observing or being observed in the classroom.
- And yet two in three new teachers say that observation and feedback on their teaching practice is a high priority for their professional development.

Many early-career teachers highly engaged in professional development

Most graduates of 2011 (79 per cent) and 2010 (81 per cent) teaching in Ontario in the 2011-2012 school year are engaged in some form of professional development. They report their engagement as at a moderate, high or very high level in one or more of a range of professional activities.

Half or more of these new teachers participate in formal courses and many of them engage in collaborative learning inside and beyond their schools. More than one in three is supported by a mentor, engages with subject or specialist associations and participates in school self-evaluation projects. About one in four undertakes other forms of action research.

New teacher engagement in professional development

Nature of professional development	2011 graduates	2010 graduates
Participating in formal courses	55%*	50%
Collaborative learning in my school	46	48
Collaborative learning beyond my school	40	38
Being supported by a mentor	41	37
Engaging with subject or specialist associations	38	33
Participating in school self-evaluation	33	32
Undertaking action research	28	21

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

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

High priority areas for further professional development

Professional development area	2011 graduates	2010 graduates
Classroom management	80%*	76%
Instructional strategies	78	76
Evaluation and assessment	73	80
Integration of technology	68	66
Observation and feedback on my teaching practice	66	66
Further teaching subject knowledge	63	67
Lesson planning	61	58
Broad curriculum planning	60	52
Communicating with parents	59	52
More knowledge of school procedures and expectations	53	45

*% rating area as highest priority or high priority

These priorities correspond very closely to their recommendations for further emphasis in teacher education programs.

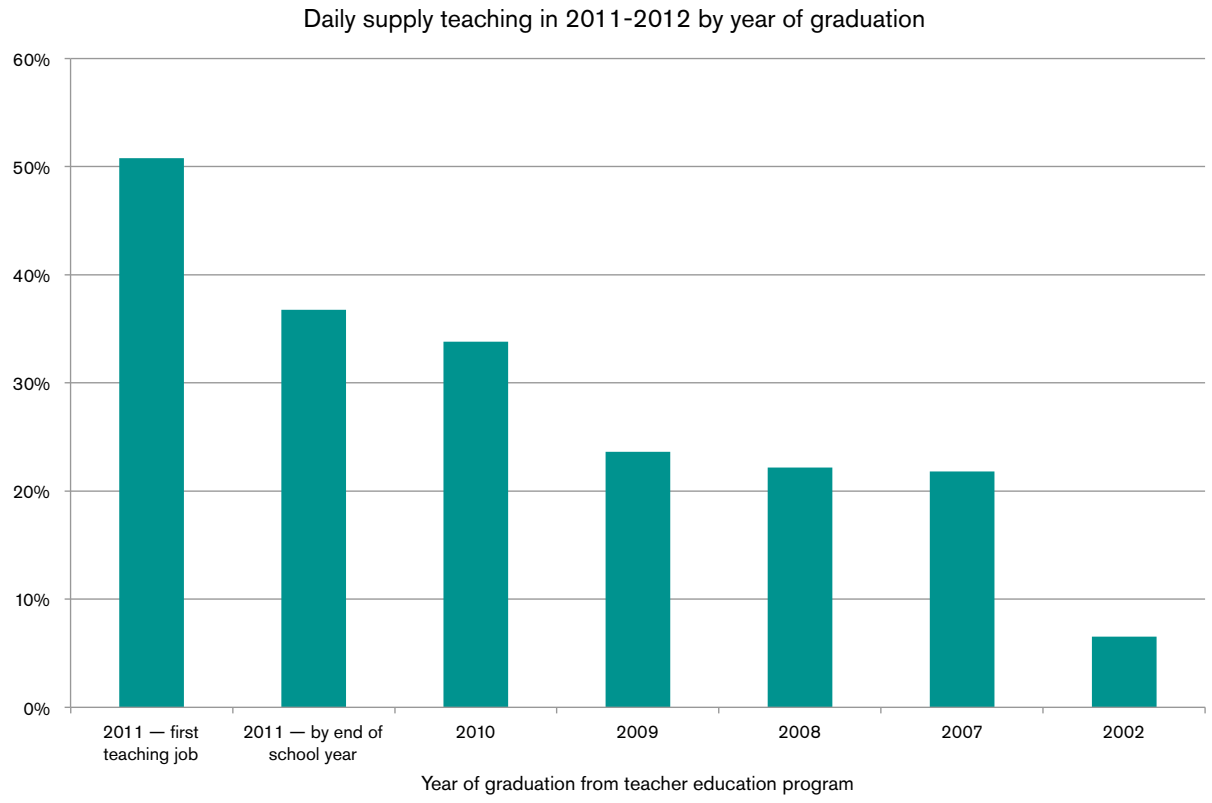
6. Daily supply teaching

New teachers limited to daily supply jobs for increasingly long time

Daily supply teaching now comprises some of the early months of teaching careers for most new Ontario teachers. Many of them are confined to supply teaching for years. The 2012 surveys found that:

- more than half of them are hired for daily supply teaching as their first teaching job
- more than one in three employed teachers are continuing with daily supply at the end of their first year of teaching
- more than one in three are still supplying by the end of the second year, and
- more than one in five at the end of the third, fourth and even the fifth years of their teaching careers.

Just seven per cent of the teachers who began their careers in 2002 during the last teacher shortage are continuing with daily supply roles.



By contrast, the *Transition to Teaching* surveys back in 2006 found just one in five first-year teachers in daily supply roles and this dropped to one in ten by the second year.

Some teachers report that daily supply roles help them to ease into the teaching role. They learn from the organization, lesson-planning and varying styles of the experienced teachers they replace. And they are not immediately faced with the full responsibility for a classroom on their own with all that is entailed in terms of establishing climate, covering the full breadth of the curriculum, adapting teaching to varying learning styles, assessment and evaluation, report cards, communicating with parents and so on.

Far more common, however, are negative reports about the experience of daily supply teaching. Most (89 to 98 per cent) of those who are supplying in the first five years of their teaching careers teach in more than one school and many supply in multiple school boards. Almost half of first-year supply teachers report that they volunteer in schools as well.

My experience has been really difficult and frustrating. I am currently with two boards as an occasional teacher. I have yet to work an entire week of supply work and a lot of times I get called in for just one period. I find that teachers college didn't really prepare me for supply work and that it is a hard job to enjoy. My husband is also in the same situation and it has been really hard to keep our heads above water to even pay the bills for the month. He has had to get another job, and I have had to get part time work elsewhere also just to get by.

Intermediate-Senior math and physical education graduate of 2009, southwestern Ontario

Many complain that they are excluded from the better supply placements that entail more extended time in one school or even one classroom. Whether in their first or fifth year of teaching, most of these supply teachers (74 to 90 per cent) want to teach more than they were assigned through supply lists.

School-based professional development gap for daily supply teachers

In addition to the financial hardship experienced by many daily supply teachers in Ontario in the early years of their careers, there is a significant gap between their in-school professional development and support and what is available to their more fortunate colleagues who secure regular or long-term occasional positions.

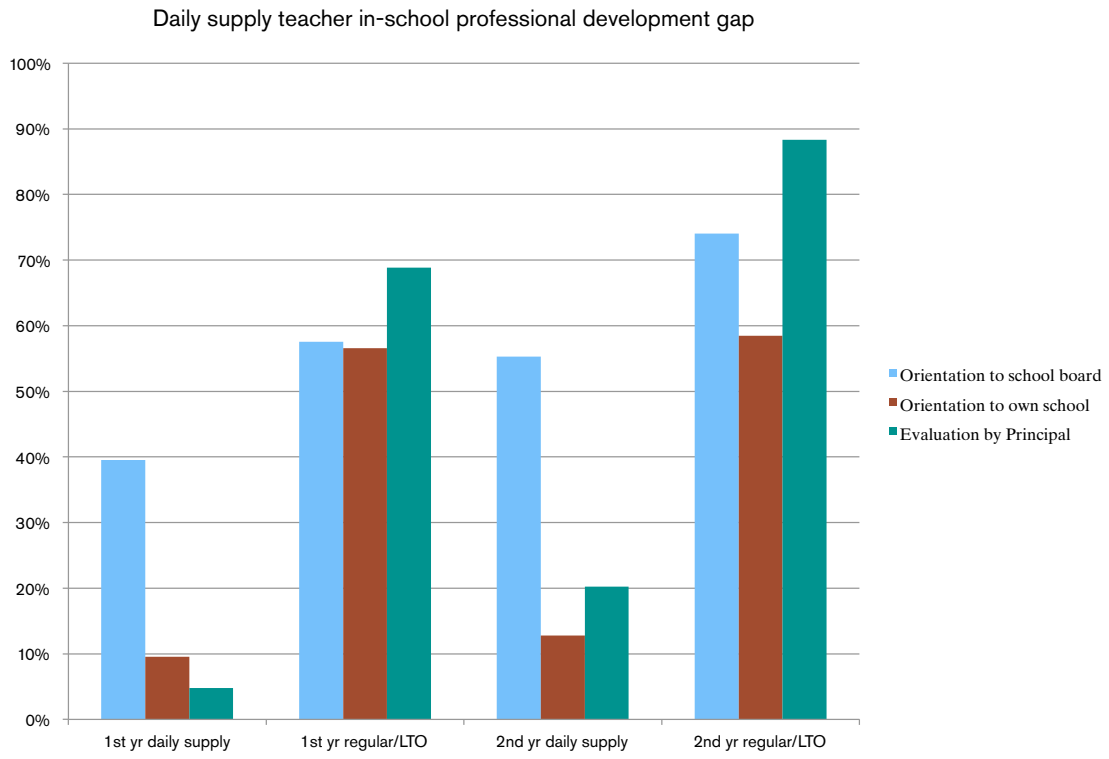
Professional development gap for daily supply teachers in Ontario

	2011 graduates		2010 graduates	
Nature of professional development	Daily supply	Other*	Daily supply	Other*
Participating in formal courses	47%	52%	43%	54%
Collaborative learning in my school	21	66	19	64
Collaborative learning beyond my school	24	52	24	45
Being supported by a mentor	15	51	14	50
Engaging with subject or specialist associations	22	43	24	41
Participating in school self-evaluation	16	49	16	40
Undertaking action research	18	30	15	25

*Regular or long-term occasional positions

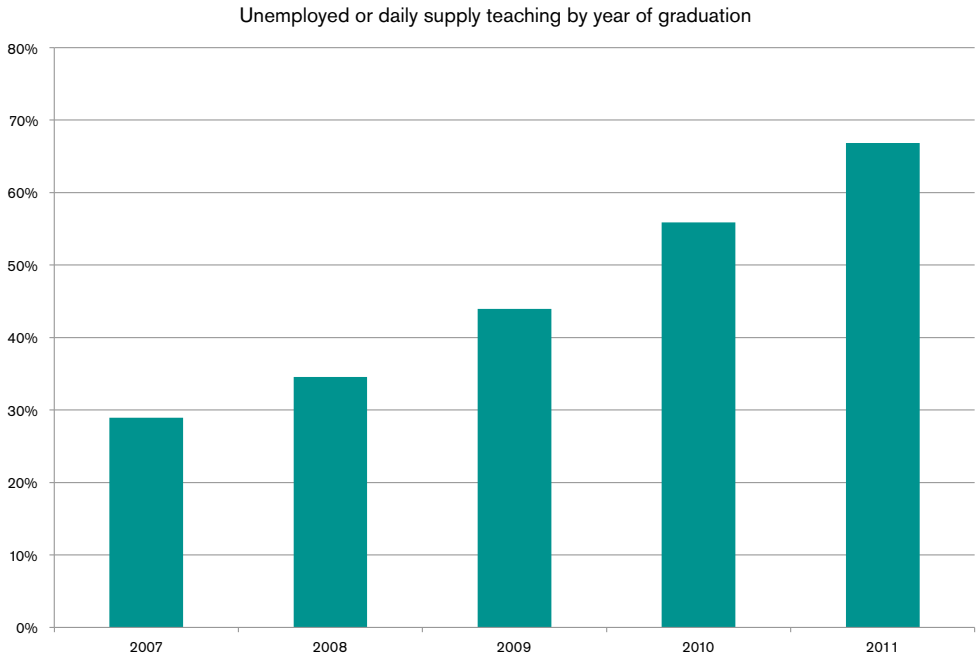
The gap is evident across the full range of in-school and outside of school professional development. Daily supply teachers report much lower levels of involvement in school-based professional development such as in-school collaborative learning and school self-evaluation projects. Fewer of them take formal courses, engage with subject or specialist associations and participate in collaborative learning outside of the schools in which they teach. And fewer of them report that they have a mentor or engage in action research.

The gaps are also substantial in access to principal evaluations and mentoring by experienced teachers in their schools. For these types of professional learning and support, teachers with long-term occasional or regular appointments are three to eight times more likely to be supported in these ways than are daily supply teachers. And fewer daily supply teachers are provided orientation to the schools in which they teach.



In addition to this gap for daily supply teachers, the growing numbers of teachers who are completely unemployed in the early years face an even greater deficit — they are not in teaching positions and generally do not have access to even the supports available to the daily supply teachers.

The numbers are substantial among this new generation of teachers who experience this more limited access to professional development. Two-thirds of the teacher education graduates of 2011 who were on the job market were either unemployed or in daily supply teaching in the 2011-12 school year, as were more than half of the graduates of 2010 in the second year of their careers, more than two in five of the graduates of 2009 in the third year and one in three of the graduates or 2008 in their fourth year of teaching. Even in the fifth year, more than one in four are still unemployed or in daily supply roles.



7. Career plans and attachment to teaching

Strong commitment to teaching profession

New teachers in Ontario who join the profession during this difficult employment market are highly committed to teaching careers despite the challenges they experience in achieving full employment. Looking ahead five years, most (87 per cent or more) of the graduates of 2007 through 2011 say they definitely or probably will still be in the teaching profession then. And no more than four per cent say they definitely or probably will not be teachers at that time.

Even among the first- and second-year teachers who report that they are completely unemployed, commitment to the profession is very high. Among this subset, 88 per cent of first-year unemployed teachers and 74 per cent of those in the same circumstance in their second year say they definitely or probably will be teachers five years in the future. Only one per cent of first-year unemployed teachers say they definitely or probably will not be teaching in five years.

Discouragement appears to be creeping in, however, for some of the second-year unemployed teachers. One in eight (12 per cent) of them say they will not or likely not be teaching in five years.

Some of them report that it is a struggle for them to continue and one they may not be able to overcome.

> *As a recent graduate I worked in the UK as a supply teacher. Now that I am home, I have been unsuccessful searching for work in Ontario. I volunteer in a classroom one day a week, I tutor, and I work part-time in retail. I spent a lot of money becoming a teacher and I am beginning to regret doing so. The job search seems pretty bleak. If I do not gain employment within the upcoming year I will begin searching for employment outside my field of study.*
>
> 2010 Primary-Junior unemployed Primary-Junior graduate, Greater Toronto area

For most of this new generation of teachers, however, the motivation to enter and to continue with the profession is both broad and deep. The top driver is the chance to make a positive difference for the lives of their students. Most of them are also motivated to share with others subject matter that they enjoy. A third tier purpose is focused on the material rewards of the profession (salary, benefits and pension) and work-life balance available in a teaching career.

All three types of motivation are evident in responses of each group of teachers in their first through tenth years in the profession. Material rewards rise in importance over time, approaching but not exceeding the importance of making a difference and sharing knowledge with their students. The satisfaction gained in teaching appears to sustain a long-term commitment for most of these Ontario teachers. Most graduates of 2002 (87 per cent) say they will still be members of the profession five more years in the future.

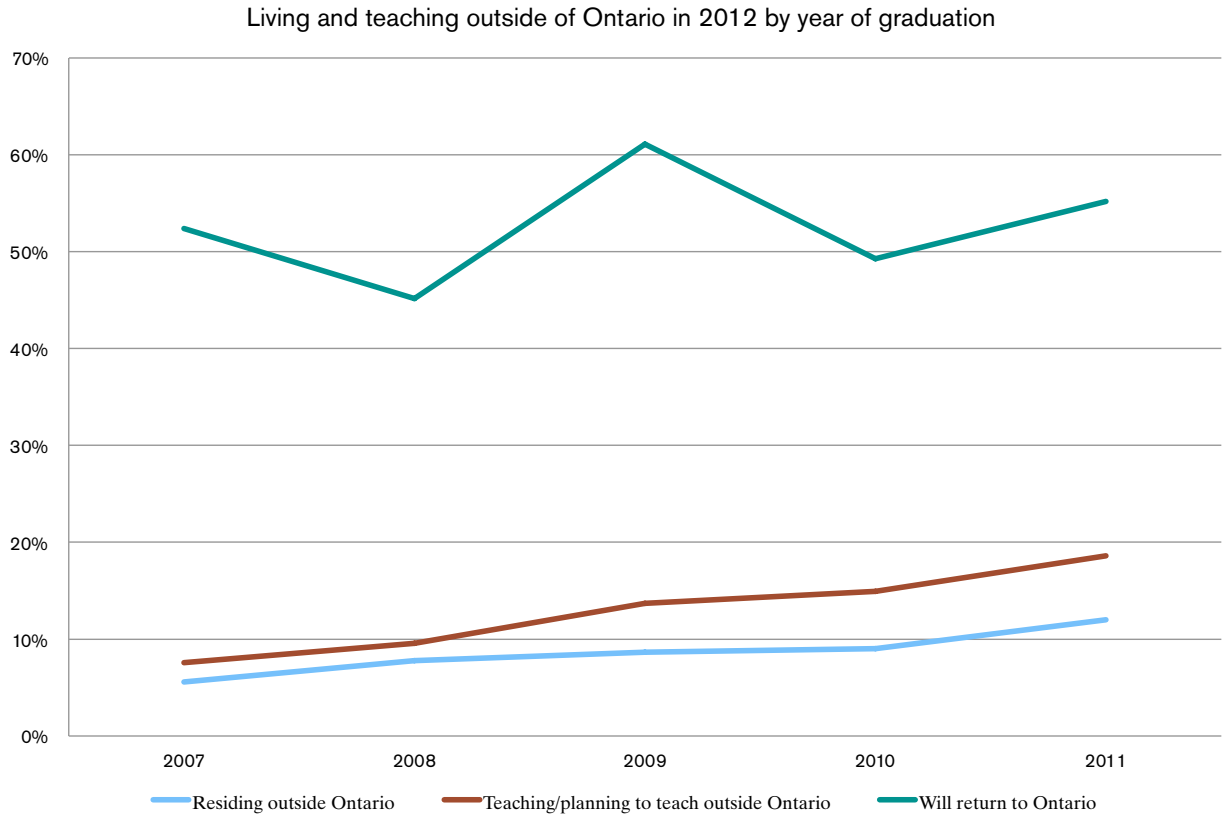
New-Canadian teachers reflect the same motivational profile as these new teachers originally from Ontario. And most of them say they will be teachers five years in the future despite their even more delayed and challenging entry into the Ontario teacher employment market.

This new generation of teachers also has considerable depth of interest in leadership in the profession. More than half of the teachers surveyed this year say they aspire to mentoring, coaching or some other form of leadership during their teaching careers. And 20 to 28 per cent of each survey group says they hope to take on a role of vice-principal or other administrative position at some point in their career. New Ontario teachers educated outside Ontario report similar levels of commitment to leadership during their careers.

Majority teaching elsewhere will return to Ontario

Moving out of the province to teach is either a reality or a future plan for about one in five graduates of 2011. And eight to 15 per cent of the graduates of 2007 through 2010 were teaching outside the province in 2011-2012 or they planned to do so in the future.

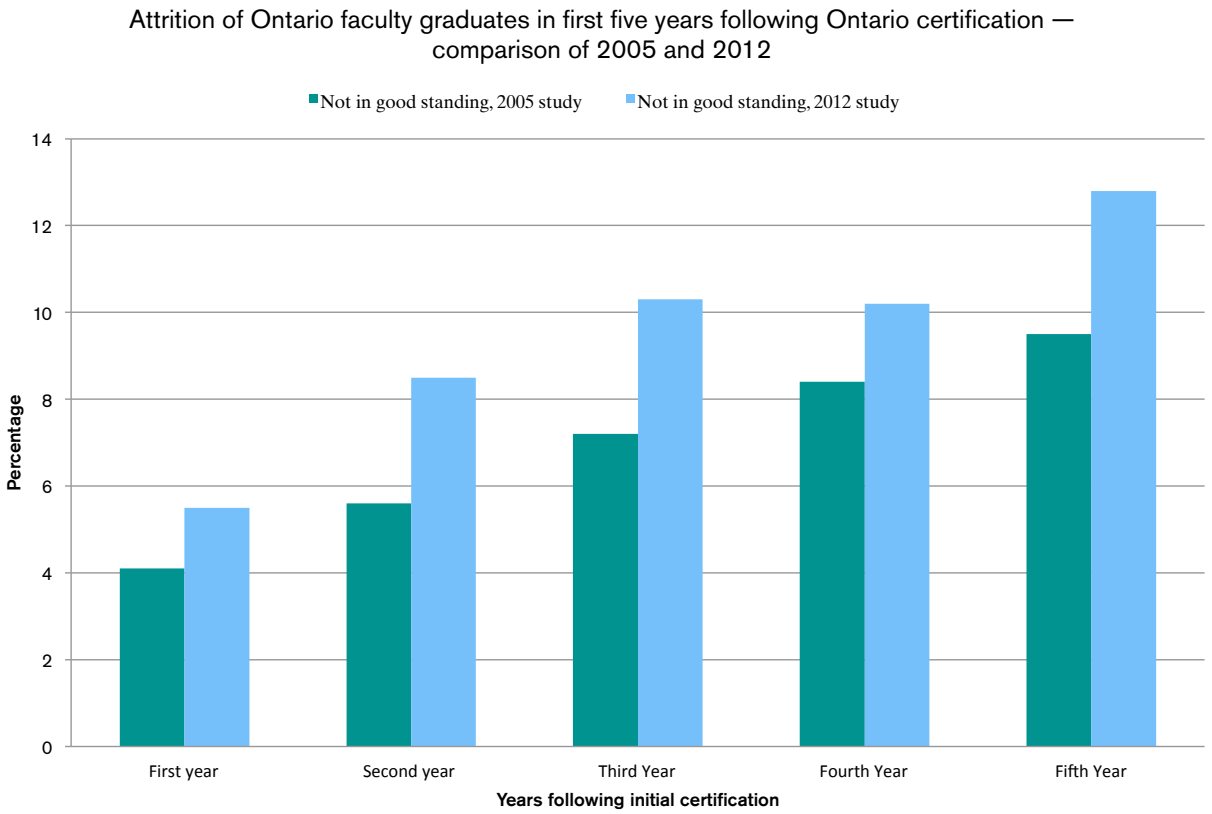
About half of those who are teaching elsewhere or plan to do so expect that they will return to Ontario again to teach. Those who do not say they will return to the province, for the most, report they are uncertain about their future. Only 10 to 15 per cent of them indicate they have likely or definitely closed the door on a return to Ontario.



More attrition, but still comparatively strong retention of Ontario teachers

Membership renewals at the Ontario College of Teachers confirm that teacher retention remains relatively high in Ontario. Teachers who move elsewhere may well continue to teach in another jurisdiction while not renewing their teaching licenses in Ontario. For this reason, the rate at which Ontario teachers leave the teaching profession entirely (in Ontario or elsewhere) in the early years of their career is likely lower than the analysis that follows.

More than one in 20 (5.4 per cent) of Ontario faculty of education graduates in 2011 who received an Ontario Teaching Certificate that year did not renew their membership in the College in 2012. About one in eight (12.7 per cent) of those who gained their certificates in 2007 were no longer members five years later in 2012. These rates compare with 4.1 and 9.5 per cent attrition for first and fifth-year teachers back in 2005, prior to the development of a significant teacher surplus in Ontario.



As the employment market tightened in Ontario, attrition of teachers in the early years has clearly increased. Despite this increase in attrition rates, however, the current rates of a little more than five per cent in the first year and almost 13 per cent by the fifth year continues the high rate of early career teacher retention in Ontario as compared with some other jurisdictions for which somewhat comparable data is available (such as many US jurisdictions).

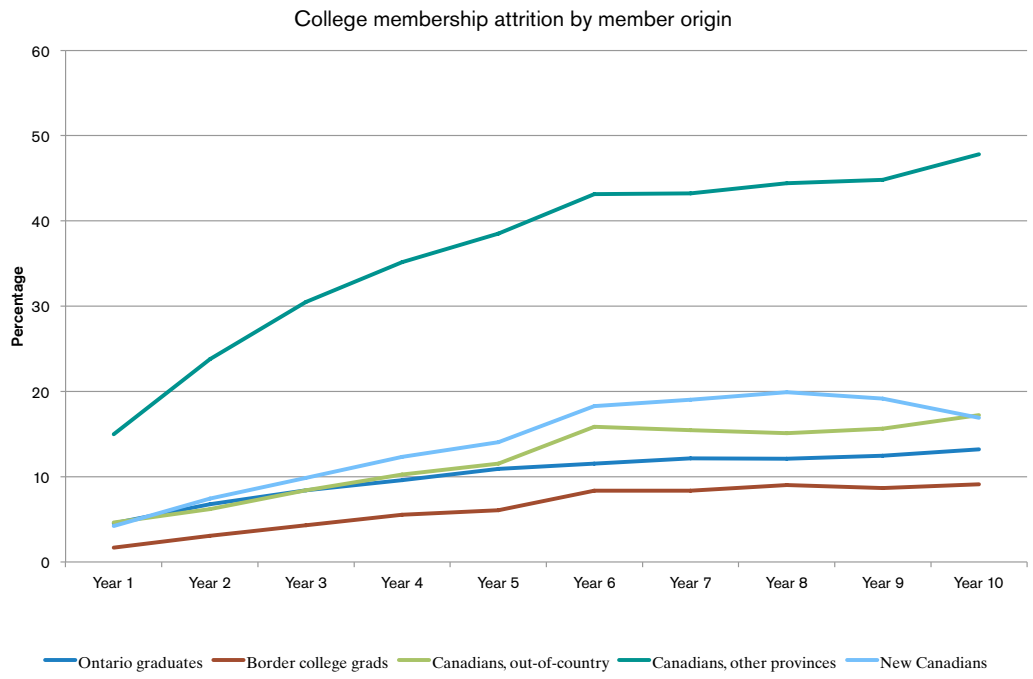
Ontario faculty graduates comprise the majority of new teachers each year in this province, about 80 per cent of newly Ontario-certified teachers in 2011. This is up from just 69 per cent as recently as 2006. Ontario graduate numbers increased somewhat over the five year span as out-of-province educated certifications decreased substantially.

Attrition rates for new Ontario teachers from some other sources differ from those for Ontario graduates.

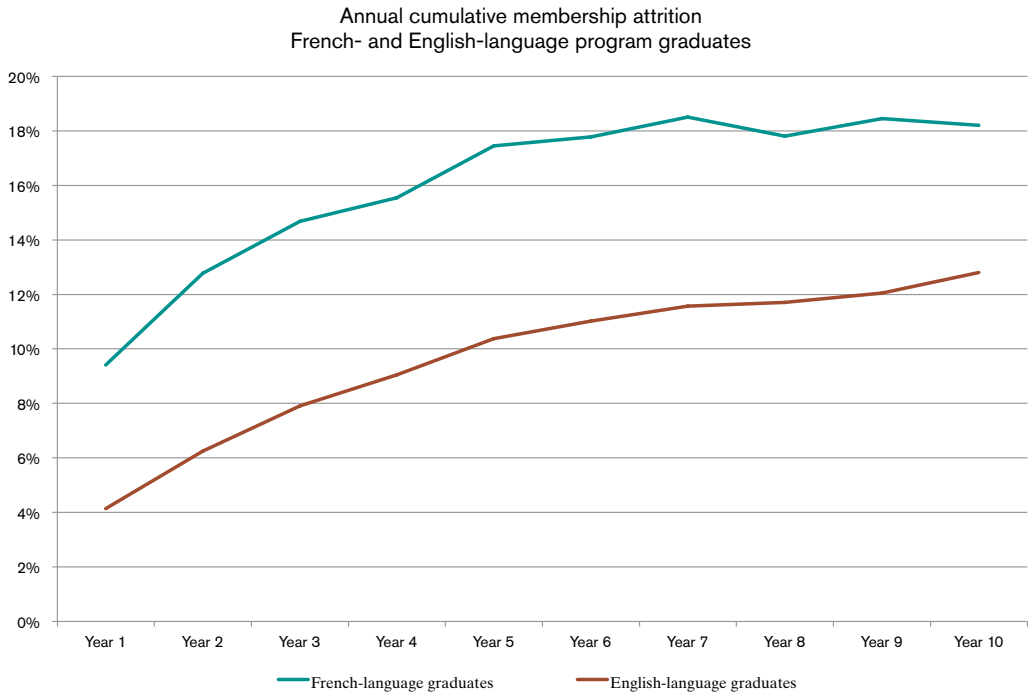
A declining percentage of new Ontario teachers each year are Ontarians who graduate from US border colleges. Fewer of these teachers fail to maintain their College membership over time. The average attrition rate for this group over the past ten years is about half to one-third that for those who graduate from Ontario faculties of education.

Canadians (mainly Ontarians) educated elsewhere abroad also have comparatively low attrition rates. At five per cent attrition after one year, 12 per cent after five years and 17 per cent after ten years, their attrition rates are slightly higher than Ontario faculty graduates.

Ontario certified teachers who migrate here from other provinces have much higher rates of attrition than is evident for all other sources of new Ontario teachers — 15 per cent after one year, 39 per cent at five years, and 48 per cent at 10 years. The higher attrition rate for this group may be accounted for by teachers moving back to their home provinces or elsewhere to continue teaching careers outside Ontario. Although this group has high attrition, they now comprise only about two per cent of new Ontario teachers annually.



Attrition differences are also apparent in comparing French- and English-language program graduates. The chart below breaks out these two groups. Almost one in 10 of the French-language program graduates fail to renew their College membership in the first year. This rises to about one in eight by year two and to one in six by year five, and with little further net attrition in the early career years thereafter. This rate of early career attrition for French-language program graduates is considerably higher than attrition among English-language graduates



New-Canadian teachers who complete their teacher education in another country prior to immigrating to Canada and obtaining Ontario certification have attrition rates that are not dissimilar from Ontario faculty graduates in the first five years — four per cent in the first year, 14 per cent after five years and 17 per cent after ten years.

8. Conclusion

Increasingly crowded teacher employment markets confront English-language and, to a lesser extent, French-language teachers in Ontario. Newly licensed teachers have less success with their job searches with each passing year. And each year the job outcomes are weaker across the first five years of teaching careers. New teacher unemployment rates are now very high as even daily supply jobs are for many hard to find.

Most new teachers are determined to continue their teaching careers no matter how long they remain unemployed or underemployed. Although more look outside the province for teaching jobs, the majority view this as a temporary measure. They plan to return to the province to teach here as soon as the market permits. Others sustain themselves in alternative employment waiting for full employment in teaching. Some weakening of the generally very strong commitment to teaching is beginning to appear among teachers who are unsuccessful into their second year as teachers.

Although there has been some decline in the annual intake of new teachers from outside Ontario over the past five years, the large annual gap between newly certified teachers and teacher retirements remains high and the surplus of unemployed and underemployed teachers grows ever greater with each passing year.

As the teacher employment market tightens further, there is a now substantial decline in applicants to Ontario faculties of education and to the US border colleges that have provided access to teacher education for many Ontarians over the past decade. New members from US border colleges dropped significantly again in 2012. And there is a gradual decline each year in new-Canadian teachers and in Ontarians who pursue teacher education elsewhere abroad, especially Australia, and then return to teach in Ontario.

A modest three-year reduction in Ontario teacher education funding is now fully in place with the 2012-2013 academic year. This has reduced funded faculty of education enrolments by about 850 places from the peak in 2009-2010. However, there has been some growth in enrolments in recent years in teacher education programs sponsored by other institutions operating in Ontario under ministerial consent permits.

Taking these various changes in the sources of supply of new teachers into account, it is likely that the annual number will decline over the next few years from the 11,645 level of 2011, perhaps to as low as 10,000 by 2013. The Ontario Teachers' Pension Plan Board forecasts that on average teacher retirements will remain at about 4,500 each year through 2020 and beyond.

These trends would result in a somewhat reduced annual excess of about 5,500 new teachers annually beyond the volume of vacancies arising from retirements and likely continue to result in continuing high early career teacher unemployment and underemployment in the years ahead.

Discussions are under way in Ontario that could eventually lead to a further significant reduction in funded teacher education spaces at Ontario's universities. Should this change take place, the annual supply/demand imbalance would be sharply reduced and the cumulative surplus of qualified teachers in Ontario would gradually decline, eventually resulting in more positive job outcomes for the reduced volume of newly licensed teachers in future years.

9. Methodology

Purposes and sponsorship of study

The *Transition to Teaching* study began with surveys of the Ontario teacher education graduates of 2001. The surveys at that time focused on job search outcomes and professional experiences in the first school year following licensing as Ontario teachers.

This annual study broadened in scope over the years to include surveys of early-career teachers throughout the first five years and at year ten following graduation. Additional samples were included of Ontarians who pursued their teaching degrees at US border colleges and elsewhere and also of out-of-province and new-Canadian teachers educated elsewhere and subsequently certified in Ontario.

The study provides education stakeholders in the province with information on teacher transition into active membership in the profession in Ontario. It focuses on their induction and support as they join the profession, evaluation of their teacher education programs and assessment of their ongoing professional development experience and needs.

It also covers the extent, timing and reasons for some of them leaving the profession and career progression patterns in the early years of teaching. The study highlights the value for new teachers of the enhanced induction resources available through the New Teacher Induction Program (NTIP) introduced in Ontario in 2006. Finally, the study tracks employment over time, measuring unemployment and underemployment by program, region and language.

Ontario teacher demographics and the balance of provincial teacher demand and supply changed significantly over the past decade. The analysis of annual surveys under the auspices of this study provides regular updates for Ontario education stakeholders about the changing balance of teaching jobs and available teachers and the impact of the increasing shortage of employment opportunities on new members of the profession.

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

Survey design and delivery

Surveys of teachers in their first two years following Ontario licensure include questions under the following headings — employment update, job search, teaching assignments, teaching experience, views on teacher education, professional development, career plans, reflections on teaching and demographics.

Surveys of teachers beyond the second year of their careers are briefer focusing on the employment update, teaching experience, career plans, reflections on teaching and demographics.

Eight separate surveys were directed in May 2012 to Ontario faculty and US border college graduates of 2011, 2010, 2009, 2008, 2007 and 2002 and to newly certified teachers in 2010 and 2011 who obtained their teacher education degrees and initial licensing in another Canadian province or elsewhere abroad.

Each of the eight surveys was presented in English and in French, with College members receiving the survey in the language of their choice for communicating with the Ontario College of Teachers.

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

The surveys are web-based using a platform, Fluid Surveys, available through the Canadian survey software company Chide.it. Web-based surveys on professionally relevant survey questions are highly

appropriate for this population. Most teachers have access to computers and they routinely maintain the currency of their e-mail addresses with the College. Many initially applied on-line to become members. The majority of them receive electronic newsletters from the College and many communicate electronically with the College on routine matters relating to their membership.

Sampling and survey administration

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

E-mailed invitations providing the appropriate URL address for the survey were preceded by an e-mail introduction and participation encouragement from the College Registrar. Respondents were assured of confidentiality and that the data would not be linked in any way with their official College membership and registry information. An incentive of eligibility for a draw for one of five prizes equal to the current annual College membership fee ($138) was used to boost the response rate.

Very large sample sizes were used to support analysis of sub-groups of teachers by region, qualifications and language of teacher education program. For Ontario faculty graduates and US border college graduates of 2011, random samples were selected of 40 per cent of the members in good standing with current e-mail addresses who communicate with the College in English. For the graduates of other years, the random samples included 20 per cent of each population.

Given the smaller population of members who communicate with the College in French and the distinctiveness of this employment market, double sample sizes were selected — 80 per cent (2011 graduates) and 40 per cent (graduates of other years) of those populations.

The entire populations of out-of-province and out-of-country educated teachers certified in 2010 and 2011 were invited to complete the surveys.

Response rates and margins of error

Some responses were incomplete. Those responses that did not include a completed first section on employment status were not included in the analysis. This procedure ensured that bias that might be associated with differential time available to complete the survey and that could affect the basic employment outcome findings was minimized.

The overall sample invited to participate in the survey was 17,040 individuals. Returns completed totaled 4,717 for an overall return rate of 28 per cent. Return rates for the eight individual surveys ranged from 20 to 39 per cent. The individual surveys' margins of error range between 2.6 and 5.0 per cent.

Survey group	Responses	Response rate	Margin of error*
2011 graduates	1,406	34%	2.6%
2010 graduates	545	27	4.2
2009 graduates	532	27	4.3
2008 graduates	488	24	4.4
2007 graduates	431	23	4.7
2002 graduates	381	20	5.0
Other 2011 certified	542	39	4.2
Other 2010 certified	435	26	4.7

*Survey result accuracy range, 19 times out of 20

Rates of return for the 2012 survey are on average 25 per cent below the return rates of the same surveys in 2011. The decline affected all of the eight surveys. No changes were made to the survey methodology from the previous year. Nor does analysis of the demographics in the returns suggest particular sub-groups that might support an explanation of the decline.

The change in response rate may be a result of general on-line survey fatigue. When on-line surveys replaced the previous hard copy mail survey methodology used for this study in earlier years, a very large increase in the return rates occurred. This may have been the result of enhanced interest in responding to on-line surveys at the time. Given the increase in on-line surveys in general over the past few years, the novelty of on-line surveys may be wearing off and this might account for the drop in response rate this year.

The 2012 response rate, although significantly lower than in 2011, is higher than rates in earlier years when mail surveys were used.

10. Demographics

Ontario and US border College graduates

Six of the 2012 surveys sample Ontarians who graduated from Ontario faculties of education or who attended US border colleges and subsequently obtained their certification as an Ontario teacher.

The survey returns are representative of the populations of early career teachers from which the samples were drawn. On average for the six Ontario and border college surveys (graduates of 2011, 2010, 2009, 2008, 2007 and 2002) they have the following demographic profiles.

Ontario Teaching Qualifications

Primary-Junior	45%
Junior-Intermediate	19
Intermediate-Senior	33
Technological Education	3

Teacher education sources

Ontario faculties of education	86%	(88% of graduates of 2011)
Ministerial consent-holding programs	4	(4% of graduates of 2011)
US border colleges	10	(8% of graduates of 2011)

Language of teacher education

English-language programs	90%	
French-language programs*	10	(11.7% of Ontario faculties only)

*French-language program graduates are 7.8 per cent of Ontario graduates for survey years

Gender

Female	76%
Male	24

Teaching career

First career	64%
Second career	36

Age range by year of teacher education graduation

	2011	2010	2009	2008	2007	2002
18 - 24	25%	12%	2%	0%	0%	0%
25 - 34	50	61	72	67	64	19
35 - 44	16	18	15	20	23	57
45 - 54	8	7	8	11	9	16
55 - 64	1	1	2	1	2	7

New-Canadian teachers

The new-Canadian respondents certified in 2010 and 2011 have the following demographic profiles.

Ontario Teaching Qualifications

Primary-Junior	24%
Junior-Intermediate	30
Intermediate-Senior	46
Technological Education	0

Language of teacher education

English	82%
French	3
Other	15

Gender

Female	81%
Male	19

Teacher education sources
(top 10 sources, largest to smallest)

India
Jamaica
Philippines
Pakistan
United Kingdom
Nigeria
United States
Ukraine
Romania
Trinidad

Years of teaching experience prior to Ontario certification

	2011	2010
None	2%	1%
Less than one year	5	3
1 - 2 years	11	11
3 - 5 years	18	20
6 - 10 years	21	23
More than 10 years	42	42

Age range by year of Ontario certification

	2011	2010
18 - 24	0%	0%
25 - 34	25	18
35 - 44	45	43
45 - 54	26	35
55 - 64	3	3

Ontarians certified after teacher education in another province or abroad

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

Ontario Teaching Qualifications

Primary-Junior	49%
Junior-Intermediate	8
Intermediate-Senior	42
Technological Education	1

Gender

Female	80%
Male	20

Teacher education sources
(top 10 sources, largest to smallest)

Australia
United States
United Kingdom
New Zealand
Alberta
British Columbia
Quebec
Nova Scotia
New Brunswick
India

Language of teacher education

English	98%
French	1
Other	1

Age range by year of Ontario certification

	2011	2010
18 - 24	9%	4%
25 - 34	68	83
35 - 44	13	8
45 - 54	8	4
55 - 64	1	1

Years of teaching experience prior to Ontario certification

	2011	2010
None	53%	56%
Less than one year	13	11
1 - 2 years	18	20
3 - 5 years	8	6
6 - 10 years	7	4
More than 10 years	2	3

Teachers from other provinces who migrated to Ontario

Canadians from other provinces who completed their teacher education in another province, migrated to Ontario and obtained their teacher certification in Ontario have the following demographic profiles.

Ontario Teaching Qualifications

Primary-Junior	45%
Junior-Intermediate	13
Intermediate-Senior	40
Technological Education	1

Teacher education sources
(largest to smallest number)

Quebec
Alberta
British Columbia
Nova Scotia
New Brunswick
Nova Scotia
Saskatchewan
Prince Edward Island

Language of teacher education

English	78%
French	22

Gender

Female	81%
Male	19

Age range by year of Ontario certification

	2011	2010
18 - 24	2%	5%
25 - 34	58	49
35 - 44	27	26
45 - 54	12	9
55 - 64	2	12

Years of teaching experience prior to Ontario certification

	2011	2010
None	13%	14%
Less than one year	6	14
1 - 2 years	21	11
3 - 5 years	23	23
6 - 10 years	23	23
More than 10 years	13	16

11. Glossary of terms

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

French as a second language teachers — employed and/or qualified as French as a second language teachers

French-language teachers — graduates of Laurentian University or University of Ottawa French-language teacher education programs, employed in an Ontario publicly funded French-language school board, and/or qualified as or employed as French as a second language teachers

French-language program graduates — graduates of Laurentian University or University of Ottawa French-language teacher education programs

Full employment — status of a teacher not reporting unemployment and not reporting wanted more employment as a teacher this year; may be part-time or full-time employed

Independent school — privately run elementary and/or secondary school that operates independently in Ontario as a business or non-profit organization.

Long-term occasional position — full-time or part-time position that replaces a regular teaching position and has a definite end date and is called "long-term occasional" (LTO)

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

Ontario faculties of education — faculties of education at Brock University, Lakehead University, Laurentian University, Nipissing University, OISE-University of Toronto, Queen's University, Trent University, University of Ontario Institute of Technology, University of Ottawa, University of Western Ontario, University of Windsor, Wilfrid Laurier University and York University

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

Ontario teacher education graduates — Graduates of Ontario faculties of education or ministerial consent teacher education programs in Ontario

Other limited term contract — full-time or part-time position that has a definite end date and that is not referred to as long-term occasional and does not replace a regular teaching position

Ministerial consent teacher education programs — Charles Sturt University, Niagara University in Ontario, Redeemer University College and Tyndale University College, each of which operate teacher education programs in Ontario under special ministerial consent

Regular teaching position — full-time or part-time position that does not have a definite end date

Supply teaching — on list(s) for daily on-call teaching assignments for one or more schools or school boards

Teacher employment market — employment market for elementary and secondary teacher jobs in publicly funded and independent schools in the province of Ontario

Teacher retirements — Ontario Certified Teachers who partially or wholly retire from active teaching and become retired members of the Ontario Teachers' Pension Plan

Term contract — Long-term occasional or other limited term contract position

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

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

US border colleges — New York State colleges including Canisius College, Daeman College, D'Youville College, Medaille College, Niagara University and State University of New York

First-year teacher unemployment rose sharply in Ontario in 2012. Job queues lengthened further for new teachers seeking employment in Ontario's elementary and secondary schools.

With many of those who did find jobs experiencing underemployment throughout the 2011-2012 school year, only one in four of the English-language and just under half of the French-language graduates say they got as much teaching work as they had hoped.

More Ontario graduates are moving to other provinces and other countries to find teaching opportunities. And those who stay in Ontario increasingly take non-teaching jobs to survive financially.

Even three years into their careers, half of this new generation of teachers is still unemployed or underemployed.

New-Canadian teachers have very little success in this glutted job market. Four in five of them say they could not even find any daily supply teaching work after getting their Ontario teaching licenses.

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