



**Ontario
College of
Teachers
2004
Transition to
Teaching Report**

First Year Teachers – 2003 Graduates

First Year Teachers: 2003 Graduates of Ontario Faculties of Education and Border Colleges

This year's Transition to Teaching study includes a survey of teacher education graduates of 2003 in March 2004, toward the end of the first year of their teaching careers. Surveys were mailed in March 2004 to 40 per cent of the 7,020 Ontario faculty of education graduates of 2003 who joined the College and also to 40 per cent of the 1,190 graduates that year from six colleges in New York State and the University of Maine who also joined the College. This survey received 1,081 responses, for a 33 per cent return rate.

Employment Highlights

- Nine in ten (89.4 per cent) of these graduates were employed at the time of the survey, and slightly more (92.5 per cent) taught at some time during the 2003-04 school year
- Occasional teaching, either on a daily basis or on a long term contract, is the route in to the profession for the majority of new graduates
- By March of the first teaching year, four of five new teachers are in regular teaching positions (45 per cent) or on term contracts (35.3 per cent), with just 19.6 per cent continuing to teach on a daily occasional basis
- Only two of five teachers (41.5 per cent) were hired prior to the start of the school year, with the remainder obtaining their jobs in September 2003 or later
- Part-time teaching (29.4 per cent) and teaching in two or more schools (22.7 per cent) are prominent features of the first year of teaching for 2003 graduates
- The geographic and employer type distribution of the first year of employment are generally reflective of the relative sizes of the teaching populations throughout the province
- At the time of the survey, only 5.6 per cent of these first year teachers reported that they were not teaching because they could not find a suitable job
- Another two per cent are teaching on an occasional or limited term basis and indicate they are doing so because they could not find another suitable teaching position
- Despite the overall positive bottom line on their job searches, many new teachers report that the experience of searching for and finding a first teaching position in Ontario to be not an entirely positive one

Teaching Assignments

- For new teachers with secondary school employment, sciences (16.5 per cent), English (16.3 per cent) and mathematics (11.2 per cent) are the most commonly cited main teaching assignments
- Three of ten (32.1 per cent) of secondary school employed first year teachers have jobs that require four or more different class preparations

First Year Teachers – 2003 Graduates

- For new teachers with elementary school jobs, one in five (19.9 per cent) teach in combined grade classrooms, eight per cent teach special education and about the same percentage teach French as a Second Language
- For elementary teachers with a single grade assignment, grades 3 and 6 are the most common, but all grades from Kindergarten to grade 8 are well represented with between 7.7 per cent and 14.6 per cent of the reported jobs
- The large majority of first year teachers are positive about the match of their first year job to their teaching qualifications, with 47.6 per cent reporting an excellent match and 30.6 per cent a good match
- One in five (21.7 per cent) give negative accounts of the match of teacher qualifications to job

First year experience

- No overall progress is evident with respect to providing new Ontario teachers with mentoring, orientation or other formal programs to support their entry to the profession
- Only one in six new teachers (16.8 per cent) reported participation in a formal mentoring program, including less than one in three (29 per cent) of those who hold regular teaching positions
- Less than half of these new teachers give positive marks to their employer's orientation (47.3 per cent) and in-service (48.8 per cent) and more than two in five (42.2 per cent) give a negative account of the resources made available to them
- Informal supports, in contrast, are praised with positive ratings for support from local school administrators (79.4 per cent), teacher colleagues (90.6 per cent), family and friends (94.6 per cent) and their students (83.7 per cent)
- These first year teachers value their teacher education with positive marks for their practice teaching (89.4 per cent) and their education courses (61.1 per cent)
- Most of the group report that they believe they are well prepared for teaching (82.8 per cent), confident in their abilities (86.5 per cent), satisfied with their first year in the profession (88.9 per cent), and optimistic for their professional future (79.2 per cent)
- Nevertheless, stress is a significant factor for most (71.1 per cent), perceived job insecurity is a concern (57.3 per cent) and the first year teaching assignment is considered challenging (88.2 per cent)
- Professional development priorities for first year teachers are focused on immediate teaching skills – classroom management, evaluation techniques, instructional methods, and reporting to and communicating with the parents of their students
- Three levels of motivation are reported for choosing teaching as a profession – the strongest motivator is an altruistic one of working with children or young people and making a difference in their lives, followed by having one's own classroom and teaching subjects they enjoy, with lower level motivators focused on material matters such as career opportunities and compensation

First Year Teachers – 2003 Graduates

- Although the rank order of these three motivational tiers remains the same for continuing as a teacher, the material considerations of a career and compensation rise in importance as reasons for continuing with a teaching career

Career plans

- Change is a central fact for many new teachers as evident in almost two of three of them (63.5 per cent) saying they expect to change teaching positions for the next school year
- Further study, maternity or other family responsibilities are cited as reasons for 3.2 per cent of these new teachers staying out of the classroom in their first year following graduation from teacher education
- Only 4.3 per cent plan to not teach in the following year, with 88 per cent of them planning to teach in Ontario and 7.7 per cent outside the province
- Of those planning to teach outside Ontario, about half (47.1 per cent) report that they will return, a similar number say they are uncertain and only 5.8 per cent report that they will not be back to teach in the province
- Only five from a response group of 1,081 say that they will not teach in the future
- On their thoughts with respect to the longer term future, only 1.1 per cent say they will not be a teacher in five years, 80.9 per cent say they will still be teaching at that time and 18 per cent report they are uncertain
- More than one-third (38.5 per cent) report that they expect to assume an education leadership role during their career and almost half of them (45.8 per cent) say they have already started professional development with this in mind

Demographic highlights

- Two of five (39.7 per cent) of these graduates of 2003 report that teaching is a second career and one in four (24.4 per cent) were born in 1970 or earlier
- The respondents are comprised of 86.7 per cent Ontario faculty of education graduates, with 13.3 per cent from the U.S. border colleges
- French language teacher education programs are the source of 6.3 per cent of the sample overall, and 7.1 per cent of the Ontario faculty graduates

First Year Teachers – 2003 Graduates

Employment Update

1. Have you been employed as a full-time, part-time or occasional teacher at any time during the 2003-04 school year?

Yes 92.5%
No 7.5% Total Responses: 1081

2. If yes, what type of position was your first teaching position following graduation from your B.Ed. program

Regular teaching position 36.2%
Long-term occasional position 24.0%
Occasional or supply teaching 35.5%
Other limited term contract 4.2%
Total Responses: 999

3. Are you now employed as a teacher?

Yes 89.4%
No 10.6% Total Responses: 1081

4. If yes, what type of teaching position do you currently hold?

Regular teaching position 45.0%
Long-term occasional position 31.4%
Occasional or supply teaching 19.6%
Other limited term contract 3.9%
Total Responses: 968

5. In what month and year were you hired for your current teaching position?

By June 2003 22.5%
July 2003 7.0%
August 2003 12.0%
September 2003 18.2 %
October to December 2003 16.5%
January 2004 or later 23.8%
Total Responses: 947

6. Is your current teaching position full-time or part-time?

Full-time 70.6%
Part-time 29.4% Total Responses: 948

7. Are you teaching in one school or more than one school?

One school 77.3%
Two or more schools 22.7% Total Responses: 962

First Year Teachers – 2003 Graduates

8. In what geographic location is your current teaching position?

Greater Toronto Area	35.7%
Central Ontario	8.8%
Eastern Ontario	13.6%
Southwestern Ontario	25.6%
Northeastern Ontario	5.4%
Northwestern Ontario	4.8%
Outside Ontario	6.1%
Total Responses:	952

9. What is the employer type for your current teaching position?

English language public school board	61.9%
English language Catholic school board	23.2%
French language public school board	2.5%
French language Catholic school board	3.7%
Independent or private school	5.7%
Other	3.0%
Total Responses:	962

10. Please use this space for any comments you wish to make on the process of obtaining a teaching position in the first year of your teaching career.

Teaching Assignments

11. If your current position is a secondary school teaching position, what are your main assignments?

Science	16.5%
English	16.3%
Mathematics	11.2%
History	5.6%
Technological Studies	5.2%
French	5.0%
Religious Studies	4.6%
Geography	4.4%
Physical and Health Educ.	3.4%
Individual in Society	3.2%
Other	24.6%

Total Responses: 36

How many **different** course preparations do you have?

1	8.4%
2	27.7%
3	32.8%
4	13.4%
5	7.6%
6 or more	11.1%

Total responses: 238

How suitable are these assignments for your first year of teaching?

First Year Teachers – 2003 Graduates

12. If your current position is an elementary school teaching position, what is the main type of assignment and what grade(s) are you teaching?

General assignment, single grade homeroom	38.1%
General assignment, combined grades	19.9%
Rotary assignment	12.8%
Specialized assignment	20.3%
Other assignments	8.9%
<i>Total responses: 679</i>	

Specialized Assignments

Special education	37.7%
French as a Second Language	36.3%
English as a Second Language	6.2%
Music	6.2%
Other	13.6%
<i>Total Responses: 146</i>	

Grade you teach

Kindergarten	10.7%
1	12.1%
2	12.1%
3	14.6%
4	9.4%
5	13.7%
6	9.0%
7	7.7%
8	10.7%

Total responses: 233

Multiple grade responses: 448

How suitable are these assignments for your first year of teaching?

13. How does your current position match your teacher education qualifications?

Excellent match	47.6%
Good match	30.6%
Fair match	15.9%
Unsatisfactory match	5.8%
<i>Total Responses: 943</i>	

14. Please use this space for any comments you wish to make on the process of being assigned to teaching positions in the first year of your career.

First Year Teachers – 2003 Graduates

First Year Experience

15. On a scale of 1 to 4 from satisfactory to unsatisfactory, how would you describe your overall experience of your first year of teaching to date?

- 1 - Satisfactory **46.7%**
- 2 - Somewhat satisfactory **35.7%**
- 3 - Somewhat unsatisfactory **13.7%**
- 4 - Unsatisfactory **3.9%**

Total responses: 978

Main reason for your rating of your experience to date:

16. Are you participating in a formal mentoring program designed for new teachers?

- Yes **16.8%** No **83.2%**

Total Responses: 987

If yes, what has been the most valuable part of this program to you professionally?

If yes, how would you wish to see the mentoring program improved?

17. On a scale of 1 to 4 from satisfactory to unsatisfactory, how would you rate each of the following supports to your first year of teaching?

	Satisfactory	Somewhat Satisfactory	Somewhat Unsatisfactory	Unsatisfactory	Not Applicable	Total Responses
Orientation	22.6%	24.7%	19.4%	13.6%	19.6%	963
Formal mentoring program	8.0%	7.9%	6.6%	15.8%	61.7%	967
Classroom resources	20.2%	37.6%	23.8%	11.2%	7.1%	970
Board in-service	18.6%	30.2%	15.6%	11.1%	24.4%	959
AQ courses	17.8%	20.1%	10.0%	5.3%	46.9%	951
Principal/Vice-Principal	54.3%	25.1%	10.9%	5.7%	4.0%	975
Colleagues	66.8%	23.8%	6.0%	1.4%	1.9%	976
Students	48.4%	35.3%	11.7%	2.6%	2.1%	972
Family/friends	76.1%	18.5%	2.1%	0.7%	2.6%	961

Other important supports:

Comments on your ratings of supports in your first year of teaching:

18. How would you describe the practice teaching component of your teacher education as preparation for your career as a teacher?

- 1 - Satisfactory **56.3%**
- 2 - Somewhat satisfactory **33.1%**
- 3 - Somewhat unsatisfactory **7.7%**
- 4 - Unsatisfactory **2.8%**

Total responses: 1,071

First Year Teachers – 2003 Graduates

19. How would you describe the Faculty of Education courses in your teacher education program as preparation for your career as a teacher?

- 1 - Satisfactory **23.4%**
- 2 - Somewhat satisfactory **37.7%**
- 3 - Somewhat unsatisfactory **26.5%**
- 4 - Unsatisfactory **12.4%**

Total responses: 1,064

20. How do you rate each of the following in describing your experience as a teacher this year?

	High	Somewhat High	Somewhat Low	Low	Total Responses
Confidence	35.5%	51.0%	10.6%	2.8%	1,025
Preparation	31.8%	51.0%	14.6%	2.5%	1,021
Stress	39.0%	32.1%	20.6%	8.3%	1,021
Professional Satisfaction	31.9%	47.0%	15.8%	5.3%	1,024
Support from colleagues	53.4%	32.4%	10.0%	4.2%	1,021
Sense of job security	19.9%	22.7%	22.5%	34.8%	1,013
Appropriateness of assignment	41.9%	38.9%	13.3%	5.9%	1,011
Challenge of assignment	50.7%	37.4%	9.0%	2.9%	1,011
Optimism for professional future	44.3%	34.9%	13.1%	7.7%	1,023

21. On a scale of 1 to 4 from high priority to low priority, how would you rate each of the following in your personal professional development priorities?

	High Priority	Somewhat High	Somewhat Low	Low Priority	Total Responses
Observation and feedback on teaching	40.6%	41.6%	13.8%	3.9%	1,040
Instructional Methods	50.9%	40.0%	8.0%	1.2%	1,041
Lesson Planning	38.9%	39.5%	17.5%	4.0%	1,040
Broad curriculum planning	30.2%	41.7%	20.7%	7.3%	1,035
Teaching subject knowledge	40.7%	39.7%	14.9%	4.7%	1,035
School procedures and expectations	30.4%	39.3%	22.9%	7.4%	1,039
Classroom management	70.3%	20.8%	7.3%	1.5%	1,042
Evaluation techniques	55.0%	34.5%	8.9%	1.6%	1,037
Reporting and communicating with parents	45.7%	39.2%	11.6%	3.5%	1,035

First Year Teachers – 2003 Graduates

22. How important were each of these factors in attracting you to a teaching career?

	Highly Important	Somewhat Important	Somewhat Unimportant	Unimportant	Total Responses
Work with children or young people	79.1%	17.4%	2.7%	0.7%	1,068
Teach subjects I enjoy	59.9%	28.0%	9.4%	2.7%	1,068
Have my own classroom	45.8%	30.1%	14.8%	9.4%	1,068
Make a difference in students' lives	88.5%	10.1%	1.2%	0.2%	1,067
Parents or family who are teachers	16.4%	14.2%	11.8%	57.6%	1,059
Career opportunities	32.3%	38.0%	19.6%	10.0%	1,065
Portability of skills	32.7%	39.9%	19.1%	8.3%	1,062
Travel opportunities	13.7%	16.3%	20.1%	49.9%	1,066
Community respect and leadership	24.5%	35.4%	24.0%	16.1%	1,035
Compensation, benefits and pension	24.8%	39.9%	22.2%	13.1%	1,064

23. How important are each of these factors in motivating you as a teacher today?

	Highly Important	Somewhat Important	Somewhat Unimportant	Unimportant	Total Responses
Work with children or young people	81.5%	14.4%	2.9%	1.2%	1,046
Teach subjects I enjoy	65.7%	25.4%	7.1%	1.8%	1,045
Have my own classroom	56.4%	25.8%	10.2%	7.6%	1,042
Make a difference in students' lives	88.1%	10.2%	1.5%	0.2%	1,047
Parents or family who are teachers	14.2%	14.8%	13.7%	57.3%	1,044
Career opportunities	40.0%	35.0%	16.6%	8.4%	1,045
Portability of skills	33.6%	37.9%	18.9%	9.5%	1,041
Travel opportunities	18.4%	15.8%	19.8%	46.1%	1,046
Community respect and leadership	30.0%	35.1%	20.7%	14.3%	1,045
Compensation, benefits and pension	38.0%	36.8%	16.7%	8.5%	1,046

24. What are the top two factors that would further advance your professionalism as a teacher?

25. What two factors would you like to see changed that would increase your career satisfaction as a teacher?

First Year Teachers – 2003 Graduates

Career Plans

26. If you are now teaching, do you expect to change teaching positions for the 2004-05 school year?

Yes 63.5% No 36.5% Total Responses: 961

If yes, please explain why:

27. If you are not now teaching, why are you not teaching?

I was not able to find a suitable teaching position 61.1% (77)
I have deferred teaching until a later date 12.7% (16)
I do not plan to be a teacher at any time in the future 4.0% (5)
Other 22.2% (24)

Total responses: 126

28. If you are not now teaching, what are you doing instead of teaching?

Further study 12.8% (16)
Work at another occupation 53.6% (67)
Maternity or parental leave 8.8% (11)
Family responsibilities 5.6% (7)
Other 19.2% (24)

29. Do you plan to teach in the 2004-05 school year?

Yes, in Ontario 88.0%
Yes, outside Ontario 7.7%
No 4.3%

Total responses: 1,040

If outside Ontario, why?

30. If you do not plan to teach next year, do you expect to return to teaching in the future?

Yes 57.1% (48) No 2.4% (2) Uncertain 40.5% (34)

Total responses: 84

31. If you plan to teach outside Ontario next year, do you expect to return to teaching in Ontario the future?

Yes 47.1% (57) No 5.8% (7) Uncertain 47.1% (57)

Total responses: 121

32. Do you expect to still be a teacher five years from now?

Yes 80.9% No 1.1% Uncertain 18.0%

Total Responses: 1,057

33. If you answered 'no' to any of questions 29 through 32, please note the main reason for your response.

First Year Teachers – 2003 Graduates

34. Do you expect to seek an education leadership role at some point in your teaching career?

Yes	38.5%	No	14.4%	Uncertain	47.1%
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If yes, what type of role(s)

35. Have you begun some professional development, Additional Qualification or other courses, or further degree studies in preparation for a future leadership role?

Yes	45.8%	No	54.2%
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Total responses: 1,038

If so, what is the nature of these studies?

36. Ultimately, toward the end of your career, what role do you hope to be doing?

Classroom teacher	33.9%
Other teaching position	8.5%
Consultant/program leader/ resource teacher/instructional leader	20.3%
Vice-Principal	2.6%
Principal	20.2%
Supervisory Officer	1.7%
Director of Education	3.1%
Other	7.5%
Another position or career outside education	2.1%

Total responses: 1,032

37. Further comments you wish to make regarding your first year of teaching:

Demographic information

The teaching profession is for me:

First career	60.3%
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Second or subsequent career	39.7%
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Total responses: 1,070

Faculty of initial Teacher Education

Brock	8.3%
Lakehead	6.1%
Laurentian	2.0%
Nipissing	8.9%
Ottawa	11.3%
Queen's	7.9%
OISE/UT	14.1%
Western	11.2%
Windsor	7.6%
York	9.2%
University of Ontario Institute of Technology	0.1%
Sub-total: Ontario	86.7%

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Canisius	1.6%	
Daeman	2.1%	
D'Youville	5.7%	
Maine	0.1%	
Medaille	2.1%	
Niagara	1.1%	
SUNY (New York)	0.6%	Sub-total: U.S. Colleges 13.3%
<i>Total Responses: 1,007</i>		

Format of teacher education program:

Consecutive Program (after academic degree)	91.5%
Concurrent Program (concurrent with academic degree)	8.5%
<i>Total responses: 1,054</i>	

Divisions:

Primary-Junior	46.4%
Junior-Intermediate	20.9%
Intermediate-Senior	31.1%
Technological Studies	1.7%
<i>Total responses: 1,074</i>	

If JI or IS, your initial Teaching Subject(s)

English	15.1%
History	12.8%
Science - general	8.5%
Biology	7.9%
Geography	7.8%
Mathematics	7.3%
French	7.0%
Physical and Health Education	6.2%
Chemistry	3.5%
Business Studies	2.8%
Music	2.8%
Visual Arts	2.8%
Dramatic Arts	2.6%
Individual in Society	2.5%
Religious Studies	2.1%
Computer Studies	1.7%
Physics	1.3%
Other	5.3%

Total Responses: 555

Language of Teacher Education Program

English	93.7%	French	6.3%	<i>Total Responses: 1,048</i>
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Additional Basic Qualification(s) you completed since your B.Ed. degree

First Year Teachers – 2003 Graduates

Additional Qualifications completed

Year of Birth

1941 – 1970	24.4%
1971	2.3%
1972	2.9%
1973	2.4%
1974	3.7%
1975	4.2%
1976	6.6%
1977	8.5%
1978	14.4%
1979	23.1%
1980	7.2%
1981	0.3%
1982	0.1%

Total Responses: 1,065

Gender

Male 19.5% Female 80.5% *Total Responses: 1,072*

Are you willing to participate in additional surveys, interviews or discussion sessions to further explore your experience in preparing for and entering the teaching profession in Ontario? If yes, please complete the contact information below:

Yes 74.3% No 25.7% *Total Responses: 1,048*

Name

Mailing Address

Telephone #

E-mail

Second Year Teachers – 2002 Graduates

Second Year Teachers: 2002 Graduates of Ontario Faculties of Education and Border Colleges

This year's Transition to Teaching study includes a survey of teacher education graduates of 2002 in March 2004, toward the end of the second year of their teaching careers. Surveys were mailed in March 2004 to 20 per cent of the 6,705 Ontario faculty of education graduates of 2002 who joined the College and to 20 per cent of the 1,282 graduates of 2002 from six colleges in New York State and the University of Maine who also joined. This survey received 514 responses, for a 32 per cent return rate.

Employment Highlights

- Most (94.7 per cent) of these graduates were employed at the time of the survey, and slightly more (98.1 per cent) taught at some time since graduating in 2002
- By March of the second year of teaching, nine of ten new teachers are in regular teaching positions (71.7 per cent) or on term contracts (19.3 per cent), with just nine per cent continuing to teach on a daily occasional basis
- More than two of five had changed school boards (12.2 per cent) or schools (32.1 per cent) after the first year of teaching.
- Three of four teachers (77.5 per cent) were hired to their second year positions prior to the start of the school year, with the remainder obtaining their jobs in September 2003 or later
- Part-time teaching (20.3 per cent) and teaching in two or more schools (13.5 per cent) are features for some second year teachers
- At the time of the survey, less than one per cent (0.9 per cent) of these first year teachers reported that they were not teaching because they could not find a suitable job, and another 0.9 per cent indicated that they were doing only daily occasional teaching because they could not find a suitable other teaching job
- On all of these measures, these second year teachers are significantly more settled in the profession than they or the 2003 graduates were in their first year

Teaching Assignment Highlights

- For new teachers with secondary school employment, sciences (18.2 per cent), mathematics (12.8 per cent) and English (12.4 per cent) are the most commonly cited main teaching assignments in their second year
- About one in four (27.1 per cent) of secondary school employed second year teachers have jobs that require four or more different class preparations
- Among those new teachers with elementary school jobs, less than one in five (17.2 per cent) teach in combined grade classrooms, 9.8 per cent teach special education and 6.9 per cent teach French as a Second Language
- For elementary teachers with a single grade assignment, grades 2 and 3 are the most common, but all grades from Kindergarten to grade 8 are well represented with between 6.8 per cent and 19.9 per cent of the reported jobs
- The large majority of second year teachers are positive about the match of their job to their teaching qualifications, with 53.9 per cent reporting an excellent match and 34.6 per cent a good match

Second Year Teachers – 2002 Graduates

- About one in ten (11.9 per cent) give negative ratings of the match of teacher qualifications to job, an improvement from the 21.3 per cent negative ratings from this group in their first year

Second year experience

- About one in three teachers (31.7 per cent) who are in regular teaching positions in their second year reported participation in a formal mentoring program
- Just over half of the new teachers gave positive marks to their employer's orientation (52.1 per cent) and in-service (55.1 per cent) and more than two in five (42 per cent) gave a negative account of the resources available to them
- Informal supports, in contrast, are praised with positive ratings for support from local school administrators (80.2 per cent), teacher colleagues (83.5 per cent), family and friends (96.9 per cent) and their students (84.7 per cent)
- Most (74.7 per cent) report that they feel better prepared for teaching by their second year, their confidence as a teacher has improved (83 per cent), and their professional satisfaction is also up (51.8 per cent)
- Stress is down (44.8 per cent) for more of them than up (28.4 per cent) and a larger group is feeling more secure in their jobs (40 per cent) than less secure (21 per cent)
- Professional development priorities for second year teachers remain focused on immediate teaching skills – classroom management, instructional methods, evaluation techniques, and reporting to and communicating with the parents of their students
- Three levels of motivation are reported for choosing teaching as a profession – the strongest motivator is an altruistic one of working with children or young people and making a difference in their lives, followed by having one's own classroom and teaching subjects they enjoy, with lower level motivators focused on material matters such as career opportunities and compensation
- Although the rank order of these three motivational tiers remains the same for continuing as a teacher today, the material considerations of a career and compensation rise in importance

Career plans

- Change remains a central fact for many new teachers in the second year as evident in more than half of them (54.3 per cent) saying they expected to change teaching positions for the next school year
- Further study, maternity or other family responsibilities are cited as reasons for 3.3 per cent of these teachers staying out of the classroom in their second year following graduation from teacher education
- Only 4.7 per cent plan to not teach in the following year, with 90.1 per cent of these teachers planning to teach in Ontario and 5.1 per cent outside the province
- Of those planning to teach outside Ontario, more than half (55.9 per cent) report that they will return, one in three (32.4 per cent) say they are uncertain and about one in ten (11.8 per cent) report that they will not be back to teach in the province
- Only four from a response group of 514 indicated a firm plan to not teach in the future

Second Year Teachers – 2002 Graduates

- On their thoughts with respect to the longer term future, only 2.2 per cent say they will not be a teacher in five years, 78.2 per cent say they will still be teaching at that time and 19.6 per cent report they are uncertain
- More than one-third (37.2 per cent) report that they expect to assume an education leadership role during their career and the majority of them (61.7 per cent) say they have already started professional development with this in mind

Demographic highlights

- Two of five (39.2 per cent) of these graduates of 2002 report that teaching is a second career and one in four (23.9 per cent) were born in 1970 or earlier
- The respondents are comprised of 86.8 per cent Ontario faculty of education graduates, with 13.2 per cent from the U.S. border colleges
- French language teacher education programs are the source of 5.5 per cent of the sample overall, and 7.2 per cent of the Ontario faculty graduates

Second Year Teachers – 2002 Graduates

Employment Update

1. Have you been employed as a full-time, part-time or occasional teacher at any time since graduating from your B.Ed. program?

Yes 98.1% No 1.9% Total Responses: 514

2. If yes, what type of position was your first teaching position following graduation from your B.Ed. program?

Regular teaching position 47.4%

Long-term occasional position 22.2%

Occasional or supply teaching 27.4%

Other limited term contract 3.0%

Total Responses: 504

3. If you taught in the 2002-03 school year, what type of position was your main teaching position that year?

Regular teaching position 54.4%

Long-term occasional position 27.7%

Occasional or supply teaching 15.1%

Other limited term contract 2.8%

Total Responses: 502

4. Are you now employed as a teacher?

Yes 94.7% No 5.3% Total Responses: 514

5. If yes, what type of position do you have for the 2003-04 school year?

Regular teaching position 71.7%

Long-term occasional position 17.5%

Occasional or supply teaching 9.0%

Other limited term contract 1.8%

Total Responses: 487

6. Did you change assignments, schools or school boards between the 2002-03 and 2003-04 school years?

Changed assignments, in the same school 17.6%

Changed schools 32.1%

Changed school boards 12.2%

No change 38.1%

Total Responses: 483

7. If you reported a change under question 6, why did you make the change?

8. In what month and year were you hired for your current teaching position?

By June 2003 66.9%

July 2003 3.2%

August 2003 7.4%

September 2003 6.4%

October to December 2003 5.7%

January 2004 or late 10.4%

Total Responses: 471

Second Year Teachers – 2002 Graduates

9. Is your current teaching position full-time or part-time?

Full-time 79.7%

Part-time 20.3%

Total Responses: 479

10. Are you teaching in one school or more than one school?

One school 86.5%

Two or more schools 13.5%

Total Responses: 481

11. In what geographic location is your current teaching position?

Greater Toronto Area 43.0%

Central Ontario 5.9%

Eastern Ontario 14.0%

Southwestern Ontario 27.3%

Northeastern Ontario 4.4%

Northwestern Ontario 2.1%

Outside Ontario 3.4%

Total Responses: 477

12. What is the employer type for your current teaching position?

English language public school board 66.6%

English language Catholic school board 21.2%

French language public school board 1.2%

French language Catholic school board 3.3%

Independent or private school 5.4%

Other 2.3%

Total Responses: 482

13. Please use this space for any comments you wish to make on the process of obtaining a teaching position in the first two years of your career

Teaching Assignments

14. If your current position is a secondary school teaching position, what are your main assignments?

Science 18.2%

Mathematics 12.8%

English 12.4%

Geography 7.9%

History 6.6%

Religious Studies 5.4%

French 5.0%

Physical and Health Educ. 4.6%

Technological Studies 4.6%

Other 22.5%

Total Responses: 117

Second Year Teachers – 2002 Graduates

How many different course preparations do you have?

1	5.9%
2	28.0%
3	39.0%
4	9.3%
5	5.9%
6 or more	11.9%

Total Responses: 118

How suitable are these assignments for you?

15. If your current position is an elementary school teaching position, what is the main type of assignment and what grade(s) are you teaching?

General assignment, single grade homeroom	49.4%
General assignment, combined grades	17.2%
Rotary assignment	7.8%
Specialized assignment	17.5%
Other assignments	8.0%

Total Responses: 348

Specialized assignments

Special education	45.9% (34)
French as a Second Language	32.4% (24)
Library	6.7% (5)
Music	4.1% (3)
Other	10.9% (8)

Total Responses: 74

Grade you teach

Kindergarten	8.7%
1	9.3%
2	19.9%
3	14.3%
4	12.4%
5	13.7%
6	6.8%
7	7.5%
8	7.5%

Total Responses: 161 Multiple Grades: 353

How suitable are these assignments for you?

16. How does your current position match your teacher education qualifications?

Excellent match	53.9%
Good match	34.2%
Fair match	8.7%
Unsatisfactory match	3.2%

Total Responses: 471

17. Please use this space for any comments you wish to make on the process of being assigned to teaching positions in the first two years of your career.

Second Year Teachers – 2002 Graduates

First and Second Year Experience

18. On a scale of 1 to 4 from satisfactory to unsatisfactory, how would you describe your overall experience of your teaching career to date?

- 1 - Satisfactory **46.6%**
 - 2 - Somewhat satisfactory **34.8%**
 - 3 - Somewhat unsatisfactory **13.6%**
 - 4 - Unsatisfactory **5.0%**
- Total Responses: 500*

Main reason for your rating of your experience to date:

19. Did you participate in a formal mentoring program designed for new teachers?

- Yes **25.9%** No **74.1%** *Total Responses: 498*

If yes, what was the most valuable part of this program to you professionally?

If yes, how would you wish to see the mentoring program improved?

20. On a scale of 1 to 4 from satisfactory to unsatisfactory, how would you rate each of the following supports to your teaching career to date?

	Satisfactory	Somewhat Satisfactory	Somewhat Unsatisfactory	Unsatisfactory	Not Applicable	Total Responses
Orientation	20.1%	32.0%	20.3%	14.3%	13.3%	488
Formal mentoring program	10.5%	9.9%	11.2%	15.6%	52.7%	493
Classroom resources	17.0%	41.0%	27.7%	12.1%	2.2%	495
Board in-service	21.8%	33.3%	24.1%	10.0%	10.8%	490
AQ courses	27.0%	29.2%	10.3%	4.5%	29.0%	493
Principal/Vice-Principal	50.2%	30.0%	11.7%	5.1%	3.0%	494
Colleagues	64.4%	29.1%	5.3%	0.6%	0.6%	495
Students	46.0%	38.7%	9.9%	3.2%	2.2%	494
Family/friends	76.4%	20.5%	1.9%	0.6%	0.6%	483

Comments on your ratings

21. How do you rate each of the following in describing your experience as a teacher this year as compared with last year?

	More	Less	About the same	Total Responses
Confidence	83.0%	6.8%	10.1%	483
Preparation	74.7%	7.0%	18.2%	483
Stress	28.4%	44.8%	26.8%	482
Professional Satisfaction	51.8%	17.8%	30.4%	483
Support from colleagues	35.3%	18.9%	45.9%	482
Sense of job security	40.0%	21.0%	39.0%	480
Appropriateness of assignment	38.8%	14.0%	47.3%	480
Challenge of assignment	38.3%	15.3%	46.4%	478
Optimism for professional future	43.5%	19.1%	37.4%	481

Second Year Teachers – 2002 Graduates

22. On a scale of 1 to 4 from high priority to low priority, how would you rate each of the following in your personal professional development priorities?

	High Priority	Somewhat High	Somewhat Low	Low Priority	Total Responses
Observation and feedback on teaching	33.5%	45.1%	15.1%	6.3%	490
Instructional Methods	49.7%	42.6%	5.9%	1.8%	491
Lesson Planning	38.9%	39.3%	15.7%	6.1%	491
Broad curriculum planning	23.7%	44.0%	23.9%	8.4%	486
Teaching subject knowledge	44.4%	37.6%	12.3%	5.7%	489
School procedures and expectations	18.1%	44.8%	25.5%	11.6%	491
Classroom management	69.4%	21.7%	7.5%	1.4%	493
Evaluation techniques	45.3%	38.0%	14.1%	2.7%	490
Reporting and communicating with parents	44.1%	40.2%	13.1%	2.7%	488

23. How important was each of these factors in attracting you to a teaching career?

	Highly Important	Somewhat Important	Somewhat Unimportant	Unimportant	Total Responses
Work with children or young people	79.6%	17.0%	2.4%	1.0%	501
Teach subjects I enjoy	60.0%	30.0%	8.0%	2.0%	503
Have my own classroom	51.0%	28.3%	11.2%	9.6%	502
Make a difference in students' lives	87.5%	11.3%	0.8%	0.4%	503
Parents or family who are teachers	15.4%	14.6%	10.3%	59.6%	493
Career opportunities	33.6%	37.4%	18.0%	11.0%	500
Portability of skills	28.4%	41.0%	20.4%	10.2%	500
Travel opportunities	12.8%	15.4%	18.0%	53.7%	499
Community respect and leadership	20.5%	34.3%	26.3%	18.9%	502
Compensation, benefits and pension	27.9%	38.2%	21.3%	12.5%	502

Second Year Teachers – 2002 Graduates

30. Do you plan to teach in the 2004-05 school year?

Yes, in Ontario	90.1%
Yes, outside Ontario	5.1%
No	4.7%
<i>Total Responses: 487</i>	

If outside Ontario, why?

31. If you do not plan to teach next year, do you expect to return to teaching in the future?

Yes	55.9% (19)	No	11.8% (4)	Uncertain	32.4% (11)
<i>Total Responses: 34</i>					

32. If you plan to teach outside Ontario next year, do you expect to return to teaching in Ontario the future?

Yes	35.9% (14)	No	20.5% (8)	Uncertain	43.6% (17)
<i>Total Responses: 39</i>					

33. Do you expect to still be a teacher five years from now?

Yes	78.2%	No	2.2%	Uncertain	19.6%
<i>Total Responses: 501</i>					

34. If you answered 'no' to any of questions 30 through 33, please note your main reason for your choice.

35. Do you expect to seek an education leadership role at some point in your teaching career?

Yes	37.2%	No	16.9%	Uncertain	45.9%
<i>Total Responses: 503</i>					

If yes, what type of role(s)

36. Have you begun some professional development, Additional Qualification courses, or further degree studies in preparation for a future leadership role?

Yes	61.7%	No	38.3%	<i>Total Responses: 499</i>
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If so, what is the nature of these studies?

37. Ultimately, toward the end of your career, what role do you hope to be doing?

Classroom teacher	34.3%
Other teaching position	6.9%
Consultant/program leader/ resource teacher/instructional leader	25.0%
Vice-Principal	4.0%
Principal	14.1%
Supervisory Officer	2.4%
Director of Education	2.4%
Other	7.5%
Another position or career outside education	3.4%

Second Year Teachers – 2002 Graduates

38. Further comments you wish to make regarding your teaching career to date:

Demographic information

The teaching profession is for me:

First career	60.8%
Second or subsequent career	39.2%
<i>Total Responses: 500</i>	

Faculty of initial Teacher Education

Brock	7.6%		
Lakehead	5.9%		
Laurentian	1.7%		
Nipissing	8.3%		
Ottawa	10.8%		
Queen's	8.9%		
OISE/UT	15.9%		
Western	9.5%		
Windsor	10.2%		
York	8.0%	Sub-total: Ontario	86.8%
Canisius	1.3%		
Daeman	0.2%		
D'Youville	6.5%		
Maine	0.2%		
Medaille	2.4%		
Niagara	1.7%		
SUNY (New York)	0.9%	Sub-total: U.S. Colleges	13.2%

Total Responses: 461

Format of teacher education program:

Consecutive Program (after academic degree)	92.3%
Concurrent Program (concurrent with academic degree)	7.7%
<i>Total Responses: 495</i>	

Divisions:

Primary-Junior	55.1%
Junior-Intermediate	15.2%
Intermediate-Senior	28.7%
Technological Studies	1.0%

If JI or IS, your initial Teaching Subject(s)

English	16.0%
History	13.4%
Geography	9.2%
Biology	8.1%
Mathematics	7.6%
Science – General	6.4%
Phys and Health Educ.	6.2%
French	5.9%

Second Year Teachers – 2002 Graduates

Individual in Society	4.8%
Chemistry	3.1%
Visual Arts	3.1%
Business Studies	2.8%
Dramatic Arts	2.0%
Music	2.0%
Environmental Studies	1.7%
Family Studies	1.4%
Physics	1.4%
Other	5.0%
<i>Total Responses: 217</i>	

Language of Teacher Education Program

English	94.5%	French	5.5%	<i>Total Responses: 492</i>
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Additional Basic Qualification(s) you completed since your B.Ed. degree

Additional Qualifications completed

Year of Birth

1949 – 1970	23.9%
1971	2.9%
1972	2.7%
1973	4.1%
1974	6.3%
1975	6.5%
1976	10.4%
1977	14.1%
1978	21.3%
1979	7.4%
1980	0.4%

Total Responses: 489

Gender

Male	16.5%	Female	83.5%	<i>Total Responses: 496</i>
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Are you willing to participate in additional surveys or a focus group session to further explore your experience in the teaching profession? If yes, please complete the contact information below:

Yes	71.2%	No	28.8%	<i>Total Responses: 490</i>
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Name

Mailing Address

Telephone #

E-mail

Third Year Teachers – 2001 Graduates

Third Year Teachers: 2001 Graduates of Ontario Faculties of Education and Border Colleges

This year's Transition to Teaching study includes a survey of teacher education graduates of 2001 in March 2004, toward the end of the third year of their teaching careers. Surveys were mailed in March 2004 to 20 per cent of the 6,955 Ontario faculty of education graduates of 2001 who joined the College in and to 20 per cent of the 1,183 graduates of 2001 from six colleges in New York State and the University of Maine who also joined. This survey received 497 responses, for a 30.5 per cent return rate.

Employment Highlights

- Most (93.4 per cent) of these third year teachers were employed at the time of the survey
- By March of the third year of teaching, 84.7 per cent are in regular teaching positions, up from 78.6 per cent of them in the previous year, and only 4.8 per cent are in daily occasional roles
- Most (87.1 per cent) of these teachers were hired prior to the start of the current school year
- Nevertheless, change is still a factor for about one in four of these third year teachers as more than one in four had changed school boards (6.3 per cent) or schools (19.1 per cent) after the second year of teaching
- Part-time teaching (12.5 per cent) and teaching in two or more schools (6.7 per cent) are features for some third year teachers
- The geographic and employer type distributions for these teachers are generally reflective of the relative sizes of the teaching populations throughout the province
- At the time of the survey, less than one per cent (0.8 per cent) of these first year teachers reported that they were not teaching because they could not find a suitable job, and another one per cent indicated that they were doing only daily occasional teaching because they could not find a suitable other teaching job
- On all of these measures, these third year teachers are significantly more settled in the profession than they or the 2002 graduates were in their first and second years

Teaching Assignments

- For these teachers with secondary school employment, sciences (13.4 per cent), English (10.5 per cent) and mathematics (9.4 per cent) are the most commonly cited main teaching assignments in their third year
- About one in three (37.8 per cent) of secondary school employed third year teachers have jobs that require four or more different class preparations
- Among teachers with elementary school jobs, less than one in six (15.6 per cent) teach in combined grade classrooms, 7.4 per cent teach special education and 5.9 per cent teach French as a Second Language
- For elementary teachers with a single grade assignment, grades 4 and 5 are the most common, but all grades from Kindergarten to grade 8 are well represented with between 7.4 per cent and 14.8 per cent of the reported jobs

Third Year Teachers – 2001 Graduates

- The large majority of third year teachers are positive about the match of their current position to their teaching qualifications, with 53.9 per cent reporting an excellent match and 35.0 per cent a good match
- About one in ten (11.1 per cent) give negative ratings of the match of teacher qualifications to job, continued improvement from the 18 per cent negative ratings from this group in their first year

Third year experience

- More than half of the new teachers gave positive marks to their employer's orientation (58.4 per cent) and in-service (56.1 per cent) and two in five (44.6 per cent) gave a negative account of the resources available to them
- Informal supports are viewed more positively with very high ratings for support from local school administrators (79.3 per cent), teacher colleagues (91.6 per cent), family and friends (96.1 per cent) and their students (84.8 per cent)
- Most (75 per cent) report that they continue to feel better prepared for teaching by their third year, their confidence as a teacher has further improved (80 per cent), and their professional satisfaction is also up again in the third year (48.8 per cent)
- Stress is down (44.8 per cent) for more of them than up (26.5 per cent) and a larger group is feeling more secure in their jobs (42.8 per cent) than less (14.9 per cent)
- Professional development priorities for third year teachers remain focused on immediate teaching skills – classroom management, instructional methods, evaluation techniques, with further teaching subject knowledge emerging as more prominent than in the earlier years.
- As with first and second year teachers, in the third year the findings continue to show three levels of motivation are reported for choosing teaching as a profession – the strongest motivator is an altruistic one of working with children or young people and making a difference in their lives, followed by having one's own classroom and teaching subjects they enjoy, with lower level motivators focused on material matters such as career opportunities and compensation
- Although the rank order of these three motivational tiers remains the same for continuing as a teacher, the material considerations of a career and compensation rise further in importance in the third year

Career plans

- Change remains a factor for many teachers into the third year as evident in about two of five of them (43.5 per cent) saying they expect to change teaching positions for the next school year
- Further study, maternity or other family responsibilities are cited as reasons for 6.8 per cent of these new teachers staying out of the classroom in their third year following graduation from teacher education
- Fully 12.7 per cent of these teachers say that they did not teach in at least one of their first three years for maternity leave or other family responsibilities, a much greater factor than not being able to find a suitable teaching job in any one year (7.4 per cent)

Third Year Teachers – 2001 Graduates

- 6.2 per cent plan to not teach in the following year, with 90.1 per cent of the third year group planning to teach in Ontario and 3.7 per cent outside the province
- Of those planning to teach outside Ontario, more than half (55.9 per cent) report that they will return, one in three (32.4 per cent) say they are uncertain and about one in ten (11.8 per cent) report that they will not be back to teach in the province
- Only four from a response group of 497 indicated a firm plan to not teach in the future
- On their thoughts with respect to the longer term future, only 3.4 per cent say they will not be a teacher in five years, 77.3 per cent say they will still be teaching at that time and 19.3 per cent report they are uncertain
- More than one-third (38.1 per cent) report that they expect to assume an education leadership role during their career and the majority of them (62.9 per cent) say they have already started professional development with this in mind

Demographic highlights

- Almost two of five (38 per cent) of these graduates of 2002 report that teaching is a second career and one in four (26.4 per cent) were born in 1970 or earlier
- The respondents are comprised of 86.5 per cent Ontario faculty of education graduates, with 13.5 per cent from the U.S. border colleges
- French language teacher education programs are the source of 7.5 per cent of the sample overall, and 8.4 per cent of the Ontario faculty graduates

Third Year Teachers – 2001 Graduates

Employment Update

1. If you taught in the 2002-03 school year, what type of position was your main teaching position that year?

Regular teaching position	78.6%
Long-term occasional position	13.4%
Daily occasional or supply teaching	6.1%
Other limited term contract	1.9%

Total Responses: 477

2. Are you now employed as a teacher?

Yes	93.4%
No	6.6%

Total Responses: 497

3. If yes, what type of position do you have for the 2003-04 school year?

Regular teaching position	84.7%
Long-term occasional position	8.9%
Daily occasional or supply teaching	4.8%
Other limited term contract	1.7%

Total Responses: 463

4. Did you change assignments, schools or school boards between the 2002-03 and 2003-04 school years?

Changed assignments, in the same school	18.7%
Changed schools	19.1%
Changed school boards	6.3%
No change	56.0%

Total Responses: 461

5. In what geographic location is your current teaching position?

Greater Toronto Area	37.4%
Central Ontario	10.6%
Eastern Ontario	14.5%
Southwestern Ontario	27.2%
Northeastern Ontario	5.4%
Northwestern Ontario	2.6%
Outside Ontario	2.4%

Total Responses: 463

6. What is the employer type for your current teaching position?

English language public school board	64.4%
English language Catholic school board	26.4%
French language public school board	1.1%
French language Catholic school board	3.4%
Independent or private school	2.6%
Other	2.1%

Third Year Teachers – 2001 Graduates

7. In what month and year were you hired for your current teaching position?

By June 2003	83.0%
July 2003	1.7%
August 2003	2.4%
September 2003	5.4%
October to December 2003	3.0%
January 2004 or late	4.5%

Total Responses: 460

8. Is your current teaching position full-time or part-time?

Full-time	87.5%	
Part-time	12.5%	<i>Total Responses: 464</i>

9. Are you teaching in one school or more than one school?

One school	93.3%	
Two or more schools	6.7%	<i>Total Responses: 464</i>

10. If there has been a year or partial year in which you did not teach since you completed your teacher education, what is the main reason you did not teach?

Could not obtain a suitable teaching position	25.7% (37)
Took time out to study	6.3% (9)
Took time out to travel	7.6% (11)
Was on maternity or parental leave	37.5% (54)
Took time out for other family responsibilities	6.3% (9)
Other	16.7% (24)

Total Responses: 144

Teaching Assignments

11. If your current position is a secondary school teaching position, what are your main assignments?

Science	13.4%
English	10.5%
Mathematics	9.4%
Technological Studies	6.5%
History	5.4%
Individual in Society	4.7%
French	4.3%
Geography	4.0%
Physical and Health Educ.	4.0%
Religious Studies	3.6%
Other	34.2%

Total Responses: 128

Third Year Teachers – 2001 Graduates

How many different course preparations do you have?

1	7.2%
2	20.0%
3	35.0%
4	16.8%
5	12.0%
6 or more	9.0%

Total Responses: 125

How suitable are these assignments for you?

12. If your current position is an elementary school teaching position, what is the main type of assignment and what grade(s) are you teaching?

General assignment, single grade homeroom	45.4%
General assignment, combined grades	15.6%
Rotary assignment	14.5%
Specialized assignment	17.1%
Other assignments	7.4%

Total Responses: 339

Specialized assignments

Special education	36.8% (25)
French as a Second Language	29.4% (20)
Other	33.8% (23)

Total Responses: 68

Grade(s) you teach

Kindergarten	9.0%
1	7.4%
2	13.9%
3	13.1%
4	14.8%
5	14.8%
6	9.8%
7	7.4%
8	9.8%

Total Responses: 122 Multiple Grades: 183

How suitable are these assignments for you?

13. How does your current position match your teacher education qualifications?

Excellent match	53.9%
Good match	35.0%
Fair match	8.2%
Unsatisfactory match	2.9%

Third Year Teachers – 2001 Graduates

Teaching Experience

14. On a scale of 1 to 4 from satisfactory to unsatisfactory, how would you rate each of the following supports to your teaching career to date?

	Satisfactory	Somewhat Satisfactory	Somewhat Unsatisfactory	Unsatisfactory	Not Applicable	Total Responses
Orientation	26.8%	31.6%	22.5%	10.2%	8.9%	481
Formal mentoring program	11.6%	20.1%	15.7%	27.3%	25.3%	483
Classroom resources	17.1%	37.9%	28.7%	15.9%	0.4%	485
Board in-service	19.8%	36.3%	26.3%	10.6%	7.1%	480
AQ courses	32.7%	35.6%	8.3%	3.5%	19.8%	480
Principal/Vice-Principal	52.1%	27.2%	11.6%	6.8%	2.3%	482
Colleagues	65.2%	26.4%	6.6%	1.2%	0.6%	485
Students	47.8%	37.0%	12.1%	0.6%	2.5%	479
Family/friends	79.6%	16.5%	2.1%	0.4%	1.4%	485

15. How do you rate each of the following in describing your experience as a teacher this year as compared with last year?

	More	Less	About the same	Total Responses
Confidence	80.0%	5.9%	14.0%	471
Preparation	75.0%	7.6%	17.4%	472
Stress	26.5%	44.8%	28.7%	471
Professional Satisfaction	48.8%	19.0%	32.2%	469
Support from colleagues	33.5%	14.5%	51.9%	468
Sense of job security	42.8%	14.9%	42.3%	470
Appropriateness of assignment	33.0%	9.8%	57.1%	469
Challenge of assignment	36.3%	13.8%	49.9%	465
Optimism for professional future	41.8%	15.5%	42.7%	471

Third Year Teachers – 2001 Graduates

16. On a scale of 1 to 4 from high priority to low priority, how would you rate each of the following in your personal professional development priorities?

	High Priority	Somewhat High	Somewhat Low	Low Priority	Total Responses
Observation and feedback on teaching	26.7%	44.6%	19.8%	9.0%	480
Instructional Methods	46.3%	43.0%	8.1%	2.7%	484
Lesson Planning	38.7%	39.1%	15.9%	6.2%	483
Broad curriculum planning	23.4%	40.7%	26.7%	9.2%	479
Teaching subject knowledge	40.5%	41.7%	10.8%	7.1%	482
School procedures and expectations	16.9%	37.9%	29.2%	16.0%	480
Classroom management	57.0%	26.6%	12.5%	4.0%	481
Evaluation techniques	44.4%	40.9%	12.2%	2.5%	484
Reporting and communicating with parents	40.1%	38.9%	16.4%	4.6%	481

17. How important was each of these factors in attracting you to a teaching career?

	Highly Important	Somewhat Important	Somewhat Unimportant	Unimportant	Total Responses
Work with children or young people	77.1%	18.0%	4.1%	0.8%	489
Teach subjects I enjoy	60.2%	29.0%	8.2%	2.7%	490
Have my own classroom	46.1%	27.6%	15.3%	11.0%	490
Make a difference in students' lives	84.7%	13.1%	1.4%	0.8%	490
Parents or family who are teachers	13.9%	15.4%	11.6%	59.0%	481
Career opportunities	31.8%	33.6%	18.2%	16.4%	488
Portability of skills	27.7%	37.7%	20.5%	14.1%	488
Travel opportunities	11.7%	12.5%	19.7%	56.1%	487
Community respect and leadership	21.3%	31.1%	29.0%	18.6%	489
Compensation, benefits and pension	29.4%	35.5%	24.3%	10.8%	490

Third Year Teachers – 2001 Graduates

18. How important are each of these factors in motivating you to continue teaching today?

	Highly Important	Somewhat Important	Somewhat Unimportant	Unimportant	Total Responses
Work with children or young people	78.0%	16.9%	3.3%	1.9%	486
Teach subjects I enjoy	70.2%	24.3%	3.9%	1.6%	486
Have my own classroom	52.1%	24.3%	13.0%	10.7%	486
Make a difference in students' lives	83.3%	13.8%	2.1%	0.8%	486
Parents or family who are teachers	11.7%	11.5%	11.9%	64.8%	477
Career opportunities	38.0%	29.5%	19.2%	13.2%	484
Portability of skills	29.0%	34.2%	21.1%	15.7%	483
Travel opportunities	14.9%	17.1%	18.4%	49.6%	484
Community respect and leadership	24.7%	31.5%	24.3%	19.5%	482
Compensation, benefits and pension	45.3%	31.9%	15.5%	7.2%	483

19. What are the top two factors that would further advance your professionalism as a teacher?

20. What two factors would like to see changed that would increase your job satisfaction as a teacher?

Career Plans

21. If you are now teaching, do you expect to change teaching positions for the 2004-05 school year?

Yes 43.5% No 56.5% *Total Responses: 480*

If yes, please explain why:

22. If you are not now teaching, why are you not teaching?

I was not able to find a suitable teaching position 18.4% (9)
 I have deferred teaching until a later date 18.4% (9)
 I do not plan to be a teacher at any time in the future 4.1% (2)
 Other 59.2% (29)

Total Responses: 49

23. If you are not now teaching, what are you doing instead of teaching?

Further study 7.4% (4)
 Travel 1.9% (1)
 Work at another occupation 22.2% (12)
 Maternity or parental leave 50.0% (27)
 Family responsibilities 3.7% (2)
 Other 14.8% (8)

Total Responses: 54

Third Year Teachers – 2001 Graduates

24. Do you plan to teach in the 2004-05 school year?

Yes, in Ontario	90.1%	
Yes, outside Ontario	3.7%	
No	6.2%	Total Responses: 483

25. If you do not plan to teach next year, do you expect to return to teaching in the future?

Yes	55.9% (19)	
No	11.8% (4)	
Uncertain	32.4% (11)	Total Responses: 34

26. If you plan to teach outside Ontario next year, do you expect to return to teaching in Ontario in the future?

Yes	40.0% (10)	
No	28.0% (7)	
Uncertain	32.0% (8)	Total Responses: 25

27. Do you expect to still be a teacher five years from now?

Yes	77.3%	
No	3.4%	
Uncertain	19.3%	Total Responses: 493

28. If you answered 'no' to any of questions 24 through 27, please note your main reason for your choice.

29. Do you expect to seek an education leadership role at some point in your teaching career?

Yes	38.1%	
No	21.6%	
Uncertain	40.3%	Total Responses: 491

If yes, what type of role(s)

30. Have you begun some professional development, Additional Qualification courses, or further degree studies in preparation for a future leadership role?

Yes	62.9%	
No	37.1%	Total Responses: 488

If so, what is the nature of these studies?

Third Year Teachers – 2001 Graduates

31. Ultimately, toward the end of your career, what role do you hope to be doing?

Classroom teacher	35.5%
Other teaching position	5.2%
Consultant/program leader/ resource teacher/instructional leader	25.9%
Vice-Principal	3.7%
Principal	13.5%
Supervisory Officer	1.7%
Director of Education	2.3%
Other	6.2%
Another position or career outside education	6.0%
<i>Total Responses: 482</i>	

32. Further comments you wish to make regarding your teaching career to date:

Demographic information

The teaching profession is for me:

First career	62.0%
Second or subsequent career	38.0%
<i>Total Responses: 476</i>	

Faculty of initial Teacher Education

Brock	7.9%		
Lakehead	5.1%		
Laurentian	1.8%		
Nipissing	9.5%		
Ottawa	10.1%		
Queen's	8.6%		
OISE/UT	10.8%		
Western	13.0%		
Windsor	8.4%		
York	11.4%	Sub-total: Ontario	86.5%
Canisius	1.5%		
Daeman	1.1%		
D'Youville	6.4%		
Maine	0.4%		
Medaille	1.8%		
Niagara	1.3%		
SUNY (New York)	1.1%	Sub-total: U.S. Colleges	13.5%
<i>Total Responses: 455</i>			

Format of teacher education program

Consecutive Program (after academic degree)	86.8%
Concurrent Program (concurrent with academic degree)	13.2%

Third Year Teachers – 2001 Graduates

Divisions:

Primary-Junior (PJ)	47.6%
Junior-Intermediate (JI)	18.9%
Intermediate-Senior (IS)	31.2%
Technological Studies	2.3%
<i>Total Responses: 477</i>	

If JI or IS, your initial Teaching Subject(s)

English	12.3%
History	10.3%
Biology	8.8%
French	8.6%
Geography	8.4%
Mathematics	8.4%
Science - General	7.4%
Phys and Health Educ.	6.6%
Business Studies	4.2%
Chemistry	3.9%
Individual in Society	3.7%
Computer Studies	3.2%
Dramatic Arts	2.5%
Environmental Studies	2.2%
Religious Studies	1.5%
Other	7.8%
<i>Total Responses: 244</i>	

Language of Teacher Education Program

English	92.5%	French	7.5%	<i>Total Responses: 469</i>
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Additional Basic Qualification(s) you completed since your B.Ed. degree Additional Qualifications completed

Year of Birth

1949 - 1970	26.4%
1971	3.0%
1972	2.7%
1973	6.1%
1974	6.1%
1975	8.6%
1976	15.8%
1977	22.8%
1978	8.2%
1979	0.4%
<i>Total Responses: 474</i>	

Gender

Male	18.5%	Female	81.5%	<i>Total Responses: 475</i>
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Third Year Teachers – 2001 Graduates

Are you willing to participate in additional surveys or interviews to further explore your experience in the teaching profession? If yes, please complete the contact information below:

Name

Mailing Address

Telephone #

E-mail

Teacher Education Out-of-Province/Country and Certified in Ontario in 2003

First Year as Teacher in Ontario Out-of-Province and Out-of-Country Teachers Certified in Ontario in 2003

This year's Transition to Teaching study includes a survey of teachers who completed their teacher education in other provinces or internationally and who were newly certified in Ontario in 2003. This survey excluded the U.S. border college graduates included in the other three surveys. Surveys were mailed in March 2004 to the 1,136 teachers who met the definition of the survey group. This survey received 262 responses, for a 23 per cent return rate.

Employment Highlights

- More than eight in ten (81.3 per cent) of these teachers new to Ontario were employed at the time of the survey, and slightly more (84.7 per cent) taught at some time during the 2003-04 school year
- Occasional teaching on a daily basis is the route in to the profession for the majority (52.8%) of these teachers
- By March of the first teaching year, more than three of five of these teachers are in regular teaching positions (38.6 per cent) or on term contracts (25.1 per cent), with 36.2 per cent continuing to teach on a daily occasional basis
- Just over one-third of these teachers (36 per cent) were hired prior to the start of the school year, with the remainder obtaining their jobs in September 2003 or later
- Part-time teaching (37.2 per cent) and teaching in two or more schools (37.2 per cent) are prominent features of the first year in Ontario for these teachers
- The geographic and employer type distribution of the first year of employment are generally reflective of the relative sizes of the teaching populations throughout the province, although more are teaching in private schools (15.3%), more are teaching in the Greater Toronto area (42.9%), and fewer are teaching outside Ontario than among recent Ontario teacher education graduates
- At the time of the survey, 10.7 per cent of these first year teachers reported that they were not teaching because they could not find a suitable job
- On the above measures of job placement success, teachers in this survey who immigrated to Ontario from outside Canada are less successful than others in the survey who migrated to Ontario from other provinces in Canada or than Ontarians who completed their teacher education abroad and returned to the province to teach

Teaching Assignments

- For these new-to-Ontario teachers with secondary school employment, sciences (20.5 per cent), English (14.1 per cent) and mathematics (10.3 per cent) are the most commonly cited main teaching assignments

Teacher Education Out-of-Province/Country and Certified in Ontario in 2003

- For teachers with elementary school jobs, one in five (20.3 per cent) teach in combined grade classrooms, 10 per cent teach French as a Second Language and seven per cent teach special education
- For elementary teachers with a single grade assignment, grades 3 and 6 are the most common, but grades from Kindergarten to grade 6 are well represented with between 8.7 per cent and 15.2 per cent of the reported jobs
- Three in ten of these teachers (30 per cent) give a negative assessment of the match of their teaching assignments to their teacher education

First year experience

- Three of five of these teachers report that they perceived significant barriers in gaining certification as teachers in Ontario – the elapsed time and effort required to arrange for documentation of their professional and academic qualifications and their professional standing in other jurisdictions were the obstacles most frequently cited by these teachers
- Only one in eight new teachers (12.4 per cent) reported participation in a formal mentoring program, including about three in ten (31.6 per cent) of those who hold regular teaching positions
- About one in seven (13.9 per cent) say they received special support to assist them in the transition to teaching in Ontario
- As with Ontario teacher education graduates, these teachers give higher marks to the informal support they receive from school administrators and colleagues than for formal orientation, school board in-service and classroom resources made available to them
- Most of the group report that they believe they are well prepared for teaching (89.1 per cent) and they are confident in their abilities (87.2 per cent)
- Although somewhat less so than Ontario graduates, the majority of them are satisfied with their first year as teachers in Ontario (76 per cent) and are optimistic for their professional future (78 per cent)
- Stress is a significant factor for many (65.7 per cent), perceived job insecurity is a concern (60.5 per cent) and their first Ontario teaching assignments are considered challenging (83.3 per cent)
- Professional development priorities are instructional methods, school procedures and expectations, classroom management and evaluation techniques
- As with Ontario teacher education graduates, three levels of motivation are reported by these out of province trained teachers for choosing teaching as a profession – the strongest motivator is an altruistic one of working with children or young people and making a difference in their lives, followed by having one's own classroom and teaching subjects they enjoy, with lower level motivators focused on material matters such as career opportunities and compensation
- Although the rank order of these three motivational tiers remains the same for continuing as a teacher, the material considerations of a career and compensation rise in importance as reasons for continuing with a teaching career

Teacher Education Out-of-Province/Country and Certified in Ontario in 2003

Career plans

- Change is a central fact for many of these new Ontario teachers as evident in three in five of them (59.9 per cent) saying they expect to change teaching positions for the next school year
- Inability to find a suitable teaching position is the most common (13.7%) reason given for these teachers not being in a classroom at the time of the survey and many of these unemployed teachers (11.8%) are working in another occupation
- Only five per cent plan not to teach in the following year, with 86.3 per cent planning to teach in Ontario and 8.7 per cent outside the province
- Of those planning to teach outside Ontario, only two in five of them (39.5 per cent) report that they will definitely return, 21.1 per cent say they will not return, and about two in five (39.5 per cent) say they are uncertain
- Only four (1.5 per cent) from the response group of 262 say that they will not teach in the future
- On their thoughts with respect to the longer term future, only 2.4 per cent say they will not be a teacher in five years, 74.5 per cent say they will still be teaching at that time and 23.1 per cent report they are uncertain
- More than two in five (42.4 per cent) report that they expect to assume an education leadership role during their career and more than one-third of them (37.8 per cent) say they have already started professional development with this in mind

Demographic highlights

- Teaching is a first career for most (82.6 per cent) of these teachers
- Many of these teachers trained outside the province and internationally bring with them substantial teaching experience – 40.8 per cent have more than five years of teaching experience 64.4 per cent have two or more years
- Forty-eight per cent were born in 1970 or earlier
- Two in five of the respondents (40.8 per cent) were trained in other Canadian provinces and the remainder abroad
- India and the United Kingdom are the most frequent teacher education jurisdictions reported

Teacher Education Out-of-Province/Country and Certified in Ontario in 2003

Employment Update

1. In what month and year did you take up residence in Ontario?

2001 or earlier	43.3%
2002	26.1%
2003	29.4%
2004	1.2%

Total Responses: 245

2. In what month and year did you receive your initial Ontario teacher certification?

June 2003 or earlier	46.5%
July to September 2003	29.9%
October 2003 and later	23.6%

Total Responses: 254

3. Why did you choose to teach in Ontario?

4. How did you learn about how to become a teacher in Ontario?

5. Did you experience any significant barriers in gaining certification as a teacher in Ontario?

Yes	59.4%	No	40.6%	<i>Total Responses: 261</i>
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If so, what were these barriers?

6. Please use this space for any comments you wish to make on the process of getting certified as a teacher in Ontario.

7. Have you been employed in Ontario as a full-time, part-time or occasional teacher at any time in 2003 or 2004?

Yes	84.7%	No	15.3%	<i>Total Responses: 261</i>
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8. If yes, what type of position was your first teaching position in Ontario following receipt of your Ontario teacher certification

Regular teaching position	29.4%
Long-term occasional position	13.3%
Occasional or supply teaching	52.8%
Other limited term contract	4.6%

Total Responses: 218

9. In what month and year were you hired for your first teaching position in Ontario?

By June 2003	37.4%
July 2003	2.8%
August 2003	3.7%
September 2003	15.4 %
October to December 2003	19.6%
January 2004 or later	21.1%

Total Responses: 214

Teacher Education Out-of-Province/Country and Certified in Ontario in 2003

10. Are you now employed as a teacher?

Yes 81.3% No 18.7% Total Responses: 213

11. If yes, what type of teaching position do you currently hold?

Regular teaching position 38.6%
Long-term occasional position 22.2%
Occasional or supply teaching 36.2%
Other limited term contract 2.9%

Total Responses: 207

In what month and year were you hired for this teaching position?

By June 2003 23.5%
July 2003 3.5%
August 2003 9.0%
September 2003 15.5 %
October to December 2003 19.0%
January 2004 or later 29.5%

Total Responses: 214

12. Are you now teaching full-time or part-time?

Full-time 62.8% Part-time 37.2% Total Responses: 212

13. Are you teaching in one school or more than one school?

One school 66.0%
Two or more schools 34.0%

Total Responses: 212

14. In what geographic location is your current teaching position?

Greater Toronto Area 42.9%
Central Ontario 8.0%
Eastern Ontario 17.9%
Southwestern Ontario 20.8%
Northeastern Ontario 3.3%
Northwestern Ontario 6.1%
Outside Ontario 0.9%

Total Responses: 212

15. What is the employer type for your current teaching position?

English language public school board 56.7%
English language Catholic school board 16.3%
French language public school board 2.8%
French language Catholic school board 7.4%
Independent or private school 15.3%
Other 1.4%

Total Responses: 215

16. Please use this space for any comments you wish to make on the process of getting hired to a first teaching position in Ontario.

Teacher Education Out-of-Province/Country and Certified in Ontario in 2003

Teaching Assignments

17. If your current position is a secondary school teaching position, what are your main teaching assignments?

Science	20.5%
English	14.1%
Mathematics	10.3%
French	9.0%
History	6.4%
Physical and Health Educ.	5.1%
Other	34.6%

Total Responses: 36

How many different course preparations do you have?

1	20.5%
2	23.5%
3	38.2%
4	11.8%
5	2.9%
6 or more	2.9%

Total responses: 34

How suitable are these assignments for your first year of teaching in Ontario?

18. If your current position is an elementary school teaching position, what is the main type of assignment and what grade(s) are you teaching?

General assignment, single grade homeroom	34.8%
General assignment, combined grades	20.3%
Rotary assignment	7.6%
Specialized assignment	24.5%
Other assignments	12.7%

Total Responses: 158

Specialized assignments

French as a Second Language	42.1% (16)
Special education	28.9% (11)
English as a Second Language	7.9% (3)
Other	21.1% (6)

Total Responses: 38

Grade(s) you teach

Kindergarten	8.7%
1	13.0%
2	13.0%
3	17.4%
4	13.0%
5	10.9%
6	15.2%
7	4.3%
8	4.3%

Total responses: 46

Multiple grade responses: 69

How suitable are these assignments for your first year of teaching in Ontario?

Teacher Education Out-of-Province/Country and Certified in Ontario in 2003

19. How does your current position match your teacher education qualifications?

Excellent match	32.9%
Good match	37.2%
Fair match	21.3%
Unsatisfactory match	8.7%

Total Responses: 207

20. Please use this space for any comments you wish to make on the process of being assigned to teaching positions in your first year of teaching in Ontario.

First Year Experience

21. On a scale of 1 to 4 from satisfactory to unsatisfactory, how would you describe your overall experience of your first year of teaching in Ontario to date?

1 - Satisfactory	35.8%
2 - Somewhat satisfactory	36.2%
3 - Somewhat unsatisfactory	15.9%
4 - Unsatisfactory	12.1%

Total Responses: 232

Main reason for this rating of your experience to date:

22. Did you receive any special support to assist you as a teacher arriving from out of the province in your transition to teaching in Ontario?

Yes	13.9%	No	12.1%	<i>Total Responses: 245</i>
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23. If so, on a scale of 1 to 4, from very important to unimportant, how would you evaluate this support you received:

1 - Very important	54.2%
2 - Important	20.3%
3 - Somewhat unimportant	10.2%
4 - Unimportant	15.3%

Total Responses: 59

What was the nature of this support?

How would you wish to see this support improved?

24. Are you participating in a formal mentoring program designed for new teachers?

Yes	12.4%	No	87.6%	<i>Total Responses: 249</i>
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If yes, what has been the most valuable part of this program to you professionally?

If yes, how would you wish to see the mentoring program improved?

Teacher Education Out-of-Province/Country and Certified in Ontario in 2003

25. On a scale of 1 to 4 from satisfactory to unsatisfactory, how would you rate each of the following supports to your first year of teaching?

	Satisfactory	Somewhat Satisfactory	Somewhat Unsatisfactory	Unsatisfactory	Not Applicable	Total Responses
Orientation	14.7%	19.1%	14.7%	14.7%	36.9%	225
Formal mentoring program	6.3%	7.2%	4.1%	15.8%	66.5%	147
Classroom resources	21.7%	28.7%	19.1%	14.8%	15.7%	230
Board in-service	16.4%	16.8%	16.8%	12.7%	37.3%	220
AQ courses	19.2%	17.0%	10.3%	9.8%	43.8%	224
Principal/Vice-Principal	45.0%	26.2%	10.5%	7.0%	11.4%	229
Colleagues	56.1%	20.4%	9.1%	4.3%	10.0%	230
Students	41.9%	38.0%	3.1%	4.8%	12.2%	229
Family/friends	69.4%	14.4%	3.9%	0.9%	11.4%	229

Other important supports (please list):

Comments on your ratings of supports to your first year of teaching in Ontario:

26. How do you rate each of the following in describing your experience as a teacher this year?

	High	Somewhat High	Somewhat Low	Low	Total Responses
Confidence	45.5%	41.7%	10.8%	1.8%	223
Preparation	47.3%	41.8%	8.6%	2.3%	220
Stress	29.5%	36.2%	24.6%	9.8%	224
Professional Satisfaction	28.9%	47.1%	15.1%	8.9%	225
Support from colleagues	42.8%	34.7%	13.5%	9.0%	222
Sense of job security	17.3%	22.3%	25.0%	35.5%	220
Appropriateness of assignment	33.8%	42.1%	18.5%	5.6%	216
Challenge of assignment	41.4%	41.9%	11.6%	5.1%	215
Optimism for professional future	33.3%	34.7%	18.7%	13.3%	225

27. What are the top two additional supports that would have made your transition to teaching in Ontario classrooms more satisfactory?

Teacher Education Out-of-Province/Country and Certified in Ontario in 2003

28. On a scale of 1 to 4 from high priority to low priority, how would you rate each of the following in your personal professional development priorities?

	High Priority	Somewhat High	Somewhat Low	Low Priority	Total Responses
Observation and feedback on teaching	41.7%	37.0%	16.2%	5.1%	235
Instructional Methods	51.3%	33.8%	10.8%	4.2%	240
Lesson Planning	39.6%	38.3%	13.3%	8.8%	240
Broad curriculum planning	42.2%	38.4%	14.3%	5.1%	237
Teaching subject knowledge	37.5%	37.5%	18.3%	6.7%	224
Language of Instruction	21.2%	21.6%	19.8%	37.4%	222
School procedures and expectations	49.0%	32.2%	15.5%	3.3%	239
Classroom management	45.0%	26.0%	18.6%	10.3%	242
Evaluation techniques	44.2%	37.1%	13.8%	5.0%	240
Reporting and communicating with parents	41.8%	36.4%	14.6%	7.1%	239

29. How important were each of these factors in attracting you to a teaching career?

	Highly Important	Somewhat Important	Somewhat Unimportant	Unimportant	Total Responses
Work with children or young people	85.3%	12.3%	1.2%	1.2%	252
Teach subjects I enjoy	67.1%	27.0%	5.6%	0.4%	252
Have my own classroom	52.8%	24.0%	16.8%	6.4%	250
Make a difference in students' lives	83.3%	13.9%	1.2%	1.6%	252
Parents or family who are teachers	18.0%	16.8%	13.9%	51.2%	244
Career opportunities	34.1%	34.9%	18.5%	12.4%	249
Portability of skills	43.0%	32.1%	18.9%	6.0%	249
Travel opportunities	18.4%	19.6%	24.4%	37.6%	250
Community respect and leadership	24.6%	34.5%	26.2%	14.7%	252
Compensation, benefits and pension	25.0%	34.5%	24.6%	15.9%	252

Teacher Education Out-of-Province/Country and Certified in Ontario in 2003

36. Do you plan to teach in the 2004-05 school year?

Yes, in Ontario	86.3%
Yes, outside Ontario	8.7%
No	5.0%

If outside Ontario, why?

37. If you do not plan to teach next year, do you expect to return to teaching in the future?

Yes	66.7%	No	13.3%	Uncertain	20.0%
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Total Responses: 30

38. If you plan to teach outside Ontario next year, do you expect to return to teaching in Ontario the future?

Yes	39.5%	No	21.1%	Uncertain	39.5%
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Total Responses: 38

39. Do you expect to still be a teacher five years from now?

Yes	74.5%	No	2.4%	Uncertain	23.1%
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40. If you answered 'no' to any of questions 35 through 38, please note the main reason for your response.

41. Do you expect to seek an education leadership role at some point in your teaching career?

Yes	42.4%	No	19.5%	Uncertain	38.1%
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Total Responses: 257

If yes, what type of role(s)

42. Have you begun some professional development, Additional Qualification courses, or further degree studies in preparation for a future leadership role?

Yes	37.8%	No	62.2%	<i>Total Responses: 254</i>
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If so, what is the nature of this work?

43. Ultimately, toward the end of your career, what role do you hope to be doing?

Classroom teacher	27.4%
Other teaching position	7.9%
Consultant/program leader/ resource teacher/instructional leader	25.0%
Vice-Principal	6.3%
Principal	15.9%
Supervisory Officer	1.6%
Director of Education	4.8%
Other	8.3%
Another position or career outside education	2.8%

Total responses: 252

Teacher Education Out-of-Province/Country and Certified in Ontario in 2003

44. Further comments you wish to make regarding your first year following teacher certification in Ontario:

Demographic information

Country or Canadian province of initial teacher education

Canadian provinces	40.8%
India	12.2%
United Kingdom	11.1%
Australia, New Zealand	9.9%
USA	4.9%
Other	21.0%

Total Responses: 262

Number of years of elementary and/or secondary teaching experience prior to current residence in Ontario:

Nil	27.4%
1 year	8.2%
2 years	5.6%
3 years	7.8%
4 years	8.2%
5 years	10.8%
6 - 10 years	16.9%
10 years +	13.1%

Total Responses: 230

Countries or Canadian provinces in which you previously taught

Language(s) in which you previously taught

The teaching profession is for me:

First career	82.6%
Second or subsequent career	17.4%

Total Responses: 253

Divisions of Qualification granted in Ontario:

Primary-Junior (PJ)	44.7%
Junior-Intermediate (JI)	17.3%
Intermediate-Senior (IS)	37.3%
Technological Studies	0.8%

Total Responses: 255

Teacher Education Out-of-Province/Country and Certified in Ontario in 2003

If JI or IS, your Teaching Subject(s)

History	14.2%
English	12.0%
Mathematics	10.2%
Science - general	9.8%
Physical and Health Education	7.1%
Geography	6.2%
English as a Second Language	5.8%
French	5.8%
Biology	4.9%
Individual in Society	3.1%
Music	3.1%
Visual Arts	2.7%
Physics	2.2%
Other	12.9%

Total Responses: 137

Language of Teacher Education Program

English 90.1% French 8.3% Other 1.6% *Total Responses: 242*

Year of Birth

1941 - 1970	48.0%
1971	3.6%
1972	2.8%
1973	7.1%
1974	2.8%
1975	5.2%
1976	4.0%
1977	7.1%
1978	8.7%
1979	7.9%
1980	2.8%

Total Responses: 252

Gender

Male 22.4% Female 77.6% *Total Responses: 255*

Are you willing to participate in additional surveys, interviews or discussion sessions to further explore your experience in preparing for and entering the teaching profession in Ontario? If yes, please complete the contact information below:

Yes 78.8% No 21.3% *Total Responses: 240*

Name

Mailing Address

Telephone #

E-mail