

Transition to Teaching 2006



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



# Transition to Teaching

## Surveys of First through Fifth-Year Ontario Teachers in 2006

### Overview

The fifth year of the Ontario College of Teachers *Transition to Teaching* study presents an in-depth look at the early careers of new teachers in Ontario from 2001 through 2005.

This year's large-scale survey received 4,130 responses from Ontario teachers whose career entry spanned a five-year period when the employment market moved from general teacher shortages affecting all regions of the province to an increasingly mixed and fragmented market.

The avalanche of teacher retirements from 1998 to 2002 had school boards throughout Ontario in full speed hiring mode for the 2001-02 school year as the graduates of 2001 entered the profession.

The 2005-06 school year was an entirely different entry time for the graduates of 2005. French-language teachers are still in high demand throughout the province, and school boards are pressed to find replacement teachers in secondary math, physics, chemistry and technological studies. But outside the population growth area of Greater Toronto, job openings are increasingly scarce for new teachers without these specialized qualifications.

Teacher retirements have been steadily trending downward since 2002 and will continue to do so for the rest of this decade. The Ontario teacher graduating class of 2005 was 20 per cent larger than in 2001. Over the same five-year period, the annual number of teachers educated in other countries and certified in Ontario rose by 32 per cent. This combination of increased supply and declining demand spells more difficult times ahead for many new Ontario teachers in the next few years.

The Ontario employment market for English-language Primary-Junior teachers moved from high-demand at the start of this study in 2001 to an increasing glut of new teachers today.

Many of the graduates of 2005 and 2004, and even some of those from 2003, continue to look for their first regular teaching contracts. Even more new Ontario teachers with English-language Primary-Junior qualifications have now joined this deteriorating market in 2006. With continuing growth in new teachers each year, unemployment and underemployment will be increasingly common for English-language teachers in Ontario in the years ahead.

Employment highlights from the findings of this year's six surveys of Ontario and US border college graduates of 2001 through 2005 and of out-of-province and out-of-country educated teachers certified in Ontario in 2005 are:

- Fewer than one in four 2005 graduates who are English-language Primary-Junior teachers outside the GTA found regular jobs by the end of the 2005-06 school year, and only two in five of the similar group of 2004 graduates had found regular jobs a full two years into their careers.
- By contrast, for the province as a whole, seven out of 10 French-language teachers from the 2005 graduating class found regular jobs in the first year and three out of four of them by the end of the second year. Similarly, three out of four math, physics, chemistry and technological studies teachers had regular contracts by the end of the second year.
- New Canadian teachers who completed their teacher education outside the country and were certified in Ontario in 2005 report disastrous outcomes of their job searches in this deteriorating market – more than two out of five were not even employed as occasional teachers and fewer than one out of five of those who are teaching had managed to get regular contracts.
- The Ontario and border college graduates of 2001 and 2002 are very well settled by the fifth and fourth years of their teaching careers. Nine out of 10 have regular teaching contracts and most of those not teaching are doing so for personal reasons such as maternity or parental leaves.

This year's surveys of teachers in their first and second years in the profession found mentoring and professional development support for new teachers to be inconsistent, and a source of considerable concern and even bitterness for many who responded.

The New Teacher Induction Program is available to only half of the new teachers who had been fortunate enough to get regular teaching jobs. Most new teachers have no opportunity to observe good teaching practices or have any coaching based on observations of their own teaching. More than half of new teachers who have been assigned mentors give a negative evaluation to this experience.

This year's surveys continued to document the very difficult entry to the profession for many new teachers – late and last minute assignments, very challenging classes including combined grades, special education or classes with many behaviour management problems that are eschewed by experienced teachers, assignments that do not match their qualifications, and inadequate orientation and resources.

Despite the challenges of a difficult entry to the profession and, for some, joining at a time when anything more than occasional assignments are increasingly hard to find, most of this new generation of Ontario teachers are confident and committed educators who are in teaching for the long haul.

Fewer than one out of 10 left the profession in the first five years. Attrition among the more recent graduates who faced a tougher entry market shows no sign of increasing beyond that level. Asked about the future for their teaching careers, for all six groups a mere 1.5 per cent to four per cent said that they would not or would probably not be a teacher in five years time.

The comments reflect a group of teachers committed to helping their students learn and grow. Regardless of the personal struggles they may have with a less than welcoming entry to their chosen profession, the vast majority are sustained by the satisfactions they find in working with their students.

The Transition to Teaching study is made possible each year through a grant from the Ontario Ministry of Education.

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## First-year Ontario Teachers Ontario Faculty of Education and Border College Graduates of 2005

### A tale of two job markets: One strong and another increasingly bleak

This is the first year in which the *Transition to Teaching* study surveyed the teacher education graduates of 2005. These College members were surveyed at the end of the 2005-06 school year, the first school year following their graduation.

New teachers are coping with an increasingly fragmented Ontario teacher employment market. Depending on their teaching qualifications and language skills, and where they're willing or able to work, this is either an excellent time or a very tough time for new teachers in Ontario.

Despite the new teaching jobs resulting from government class size and other initiatives over the past few years, the general Ontario teacher shortage has receded further into history. Teacher retirement rates have declined in the past few years and Ontario teacher education capacity remains much higher than at the peak of the Ontario retirement boom. For the third year in a row, about half of the province's new teachers responding to the annual *Transition to Teaching* survey had not found regular teaching jobs by the end of their first year in the profession.

Strong demand continues for French, in the GTA and for some secondary subjects. Demand continues to be strong for some teacher qualifications. Graduates of French-language programs, new teachers who have the language fluency to teach French as a Second Language, and those with qualifications in mathematics, physics, chemistry or technological studies experience much less underemployment in the first year of teaching and are much more likely to have found a regular teaching job in the first year.

Geographic variations in first-year job success are equally dramatic. Individuals working in the Greater Toronto Area report much less underemployment and much more regular teaching employment in the first year than those teaching in any other region of the province. Even first-year GTA teachers who lack high-demand qualifications report comparatively lower underemployment and comparatively high regular teaching job success.

#### **Primary-Junior job success trailing**

Divisional differences also emerged this year in job success rates. For those without high-demand qualifications, Primary-Junior qualified teachers experienced much more underemployment than Intermediate-Senior qualified teachers and also much higher rates of success in landing regular teaching jobs before the first year was completed.

Employment figures for Junior-Intermediate qualified teachers fall between rates for the other two certification groups.

Outside the Greater Toronto Area, except for those with French-language or other high-demand qualifications, underemployment is much higher and occasional teaching far more common than for teachers within the GTA.

With the exception of the Toronto area, English-language Primary-Junior teachers are experiencing very high rates of occasional teaching and underemployment with fewer than one out of four finding regular teaching jobs by the end of their first year.

The first table below presents percentages of each qualification group by region who report having obtained regular teaching jobs before the end of the first year. Outside the GTA, most new teachers jobs were limited to occasional teaching. The majority of teachers in central, eastern and southwestern Ontario report no success in finding regular teaching jobs in the first year. While slightly more northern Ontario teachers had found regular jobs, most Primary-Junior and Junior-Intermediate teachers in the north experienced the more limited success of the other non-GTA regions.

Percentage of First-year Employed Teachers in Regular Teaching Jobs by End of First Year of Teaching

Qualifications	Greater Toronto Area	Ontario Outside GTA	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	<b>Total Ontario</b>
French-language	86	65	73	60	75	64	<b>71</b>
High-demand JI, IS and Tech Qualifications	61	66	75	61	64	75	<b>64</b>
Others – PJ	52	24	18	27	24	23	<b>36</b>
Others – JI	64	31	36	17	31	40	<b>42</b>
Others – IS	69	42	46	32	42	54	<b>56</b>
<b>All Qualifications</b>	<b>63</b>	<b>42</b>	<b>39</b>	<b>43</b>	<b>39</b>	<b>51</b>	<b>51</b>

Another important measure of job success in the first year is underemployment – teachers who say that they have not been employed in teaching as much as they had wished throughout the year. Among teachers employed elsewhere in the province this underemployment measure shows a qualification and regional pattern similar to the variation in regular job success. Underemployment is more than double the rate for the GTA. The high-demand qualification, French-language and Greater Toronto Area teachers report markedly less underemployment than those with general qualifications outside the GTA. Primary-Junior and Junior-Intermediate qualified teachers experience more underemployment than Intermediate-Senior teachers.



## Percentage of Reported Underemployment in First Year of Teaching

Qualifications	Greater Toronto Area	Ontario Outside GTA	Central Ontario	Eastern Ontario	Southwest	North	Total Ontario
French-language	5	17	20	25	3	11	<b>13</b>
High-demand JI, IS and Tech Qualifications	15	17	17	22	9	13	<b>14</b>
Others – PJ	23	39	24	46	39	41	<b>32</b>
Others – JI	14	44	55	25	45	47	<b>34</b>
Others – IS	12	34	27	26	36	46	<b>22</b>
<b>All Qualifications</b>	<b>15</b>	<b>31</b>	<b>30</b>	<b>32</b>	<b>32</b>	<b>28</b>	<b>24</b>

High-demand qualifications generally trump regional differences. French-language competency or certification and other high-demand qualifications mean less underemployment and a high rate of regular job success regardless of where one wishes to teach in the province. The demand is high for these teachers in every region of Ontario.

### **U.S. border college grads underemployed, lower rates of regular jobs**

Several years ago, when Ontario faced acute teacher shortages, several U.S. colleges close to the Canadian border started or expanded programs to train Canadians – mostly those who could not find space in Ontario faculties of education – to teach in Ontario schools.

Now border college graduates are struggling in this changed employment market. Almost one out of three (31 per cent) report underemployment in their first year compared with 23 per cent for graduates of Ontario faculties. These U.S. college graduates' first-year regular job success rate stands at only 37 per cent for 2005 graduates, compared with 53 per cent for Ontario graduates.

These U.S.-based college programs are, for the most part, ones that are no longer in high demand at Ontario school boards. There is no French-language program at the border colleges. More than 70 per cent of their graduates have Primary-Junior basic qualifications and, among the Intermediate-Senior graduates, none are in technological studies and very few have the high-demand mathematics, physics or chemistry teaching subject qualifications.

### **Hesitant Start for New Teacher Induction**

This year's surveys of first-year teachers provided an important opportunity to observe how well implementation is proceeding with the New Teacher Induction Program in the first year of provincial funding. At best, 2005-06 appears to be a year in which many new teachers were met with no program, inconsistent implementation and less than satisfactory support.

New teacher induction programs supported only half (52 per cent) of the teacher education graduates of 2005 hired into regular teaching positions in Ontario in the 2005-06 school year. The majority of new teachers employed in both occasional and regular teaching positions say they have had no opportunity to observe experienced teachers or had another teacher observe them and provide feedback on their teaching.

Assigned classroom observation or coaching time does not yet play a prominent role in the induction of first-year teachers across the province.

Almost two out of three new employed teachers (64 per cent) had no opportunity to observe another teacher and a similar proportion (63 per cent) report they did not have their own teaching practices observed by another teacher or receive feedback on their teaching practices.

Among the subset of new teachers who have regular teaching jobs, classroom observation time is similarly absent with 65 per cent reporting no time to observe another teacher and 72 per cent no time of another teacher observing their teaching practices.

Among those who had some opportunity for observation in their own or another teacher's classroom, most report that the time was minimal. Only five per cent say that another teacher observed their teaching practices for an hour or more per week and just seven per cent observed another teacher for one hour or more per week.

### **Mentoring and professional development support inconsistent for regular teachers**

The *Transition to Teaching* study provides an in-depth view of school board supports to new teachers in the 2005-06 school year. Mentoring is somewhat more widespread than the formal induction program, with three out of five (61 per cent) new teachers in regular positions saying they have an experienced teacher mentor. More than half (52 per cent) of those with mentors, however, give a negative rating to this experience.

Inconsistencies are also apparent in how teachers hired into regular teaching positions are initially welcomed by their school board employers. Less than half of them (49 per cent) report that they participated in an orientation program offered by their school board. Whether in a formal induction program or not, only about half (53 per cent) of these regularly appointed teachers give a positive rating of the orientation they experienced. Thirty-one per cent report that they did not receive essential information on attendance reporting, report cards, parent-teacher meetings and administrative routines.

Some professional development is under way in the areas identified as priorities in the new teacher induction program. More than half received support in the area of classroom management. However, the majority of them report they received no professional development in other key areas. More than one out of five reports no professional development in any of these priority areas.

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### Professional development support for regular teachers in first year

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Classroom management	55 per cent
Feedback on observed teaching	46 per cent
Strategies for special education students	35 per cent
Strategies for students at risk	32 per cent
Strategies for second language learners	27 per cent
Parent communication skills	15 per cent
None of the above	22 per cent

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By the time they responded to the survey in May and June, almost one out of five (18 per cent) of these teachers in regular teaching jobs report that they had not yet had a formal evaluation of their teaching by their school principal.

### **New teacher induction varies across systems and regions**

English and French-language public systems are comparatively more advanced in implementing new teacher induction in 2005-06, the year prior to full implementation under recent legislation. Catholic school boards lag significantly behind in support programs for new teachers.

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### Teachers reporting participation in new teacher induction by system

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English public school boards	66 per cent
French public school boards	54 per cent
English Catholic school boards	38 per cent
French Catholic school boards	27 per cent
Independent or private schools	13 per cent

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Southwestern Ontario school boards lead Ontario's regions in new teacher induction implementation in 2005-06. Each other region provided a formal induction program for less than one-half of their new teachers in regular positions.

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### Teachers reporting participation in new teacher induction by region

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Southwestern Ontario	65 per cent
Greater Toronto Area	49 per cent
Eastern Ontario	48 per cent
Central Ontario	46 per cent
Northern Ontario	42 per cent

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### **Daily and long-term occasional new teachers left to their own resources**

Occasional teaching is the first point of entry to the profession in Ontario for most teachers in recent years. In 2005-06, almost two out of three newly graduated Ontario teachers were first appointed to a daily occasional (35 per cent) or long-term occasional (29 per cent) teaching contract. By the end of the first year, about half of them continued in daily occasional (19 per cent) or long-term occasional (30 per cent) jobs.

These new teachers lack most of the formal orientation, induction and professional development support available to many of their colleagues with regular teaching contracts in the first year. About one out of five new teachers with long-term occasional contracts toward the end of their first year report participating in new teacher induction programs (20 per cent) and in orientation programs (21 per cent). For those still in daily occasional teaching jobs at the end of the year, even fewer enjoyed these supports. Two per cent of these daily occasional teachers were in a new teacher induction program and about one out of six (17 per cent) received orientation.

Occasional teacher access to school board professional development is much more limited than that afforded teachers with regular contracts.

Only in the area of classroom management are more than one out of five occasional teachers receiving professional development. Almost two out of five long-term occasional teachers and three out of five daily occasional teachers report no professional development in any of the key areas of classroom management, strategies for students at risk, special education or second language learners, or parent communication skills.

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Occasional teacher professional development support		
	Long-term	Daily
Classroom management	39 per cent	27 per cent
Strategies for special education students	19 per cent	17 per cent
Strategies for students at risk	20 per cent	8 per cent
Strategies for second language learners	4 per cent	14 per cent
Parent communication skills	17 per cent	7 per cent
None of the above	38 per cent	59 per cent

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Among this group of first-year teachers, less than one out of three (29 per cent) of those with long-term occasional contracts and one out of eight (12.5 per cent) of the daily occasional teachers experienced a formal evaluation from any of the principals in whose schools they taught in the first year.

Some less formal supports are assisting occasional teachers in their first year. About one third (34 per cent) of the long-term occasional teachers report having an experienced teacher mentor and about one out of three of them (32 per cent) have observed another teacher or had their own teaching practices observed (35 per cent). Those in daily occasional roles have even less of this informal support.

### **Methodology**

This year's *Transition to Teaching* study includes a survey of current College members who are teacher education graduates of 2005 toward the end of the first year of their teaching careers. Surveys were mailed in May 2006 to approximately 40 per cent of the 8,223 Ontario faculty of education graduates of 2005 who joined the College and also to 40 per cent of the 1,203 graduates from six colleges in New York State and the University of Maine who became members of the College after graduation. For College

members in these groups who communicate with the College in French, a double sample was selected (80 per cent) to address this distinct employment market. The survey received 1,289 responses, for a 32 per cent return rate. These overall survey results are considered accurate within 2.7 percentage points, 19 times out of 20.

The *Transition to Teaching* study was made possible by a grant from the Ontario Ministry of Education.

## DETAILED FINDINGS

### Employment Highlights

- More than nine out of 10 (93 per cent) of these graduates were employed as teachers at the time of the survey, and slightly more (96 per cent) taught at some time during the 2005-06 school year.
- About one out of 20 indicate that they are not teaching in their first year because they could not find a teaching job they wanted (one per cent) or could not find any teaching job (3.5 per cent).
- Occasional teaching, either on a daily basis (35 per cent) or on a long-term contract (29 per cent), is the route in to the profession for the majority of these new graduates.
- By spring of the first teaching year, half (51 per cent) who are teaching are in regular teaching positions.
- Two out of five teachers (40 per cent) were hired prior to the start of the school year, with the remainder obtaining their jobs in September 2005 (19 per cent) or later (40 per cent).
- Part-time teaching (26 per cent) and teaching in two or more schools (21 per cent) are prominent features even toward the end of the first year of teaching for 2005 graduates.
- At the time of the survey, 4.5 per cent of these first-year teachers reported that they were not teaching because they could not find suitable teaching jobs.
- One out of 12 new teachers report teaching in settings outside the publicly funded school systems, in independent schools (6.2 per cent) or other settings (2.3 per cent). Four per cent report teaching outside Ontario.
- Several distinct job markets have clearly emerged in the province over the past few years. Language, specialization, divisions of qualifications and geographic variations are significant factors in determining regular teaching job success and extent of underemployment in the first year in the profession.
- A robust market greets French-language teachers (in French-language school boards and teachers of French as a Second Language in English-language school boards). More than seven out of 10 French-language teachers in 2005-06 (71 per cent) report regular jobs by the spring of their first year in teaching, with only 13 per cent reporting that they had wanted more teaching employment throughout the year.
- Teachers with secondary physics, chemistry, mathematics or technological studies qualifications report a success rate that is not far behind that of French-language teachers with almost two out of three (64 per cent) in regular teaching positions and 14 per cent wanting more employment than they had obtained in the first school year.

- For those whose qualifications are not in the above high-demand areas, only about two out of five (42 per cent) found regular jobs and fully three out of 10 (30 per cent) wanted more employment than they found.
- Geographic and school board variances are also prominent in the jobs available in 2005-06. Within the Greater Toronto Area more than six out of 10 new teachers (63 per cent) are in regular teaching positions, whereas outside the GTA only about four out of 10 (42 per cent) are in regular positions. French-language school board employed teachers report a 68 per cent regular employment rate, with just 46 per cent of those teaching in English-language boards securing regular jobs.
- High-demand qualifications lead to more first-year regular jobs and less underemployment outside the GTA. For those without these high-demand qualifications, the job picture outside the GTA is dismal indeed. Fewer than three out of 10 (29 per cent) of these new teachers found regular employment in the first year, and almost four out of 10 of them (39 per cent) report being underemployed.
- Primary-Junior qualified teachers who lack high-demand French-language teaching ability or qualifications report substantially less regular teaching job success (36 per cent) than low demand qualified Junior-Intermediate (42 per cent) and Intermediate-Senior (56 per cent).
- English-language Primary-Junior teachers outside the GTA have the worst employment record with fewer than one out of four (24 per cent) of them obtaining regular jobs by the end of the first year and almost two out of five (39 per cent) reporting underemployment throughout the year.

Many new teachers report that the experience of searching for and finding a first teaching position in Ontario is a negative one. They frequently refer to experiences that were frustrating and stressful, with disorganized, last minute, inconsistent or unclear school board procedures, high competition, and comments that connections with a school, whether through previous practice teaching or otherwise, are what leads to getting a job.

The comments on school board application and hiring processes below are representative of many similar comments received:

*“Board was of little help, was disorganized, and provided misleading information.”*

*“It's a difficult and nerve-wracking process.”*

*“Hard. Each board has different ways of applying and it made it very confusing.”*

*“Seems impossible, especially when retired teachers come back and you have to have connections in the board.”*

*“Very difficult, especially the first year of teaching, as it seems most principals prefer teachers with some experience.”*

*“Easier to get a job within the private schools than the public boards. I got a job in May (private) and did not get calls from the public boards until the fall.”*

*“Very difficult. Supplied until March when I got my LTO. My LTO was through a connection. Very difficult otherwise.”*

*“Very easy - I am a French teacher. Therefore, I had many principals calling me and offering me positions.”*

*“As an occasional teacher I was hoping for more work this year. I was frustrated to see that MANY retired teachers are doing supply work, some doing it for weeks at a time! This makes it difficult for new teachers to get started in their career. It doesn't seem fair, since they are already receiving a pension.”*

*“Hiring is based on personal connections as hundreds are applying for one job.”*

*“I applied to any job I was qualified for (76 in total) and only received one phone call for an interview. Now that I have worked on the occasional list for one year I am still applying at the same level. With 150 applicants on average per position, will they even see my resume this time?”*

*“It is difficult to even be called for an interview in this board. Repeated visits to principals seem to be the only route to success.”*

*“It is very difficult and comes down to who you know. Too much misinformation exists between the board, principals, and individual schools. The system isn't just.”*

*“It has been difficult to procure employment this year; the demand for French, Special Ed and Music teachers is so great, and yet there seems to be little (or nothing) available for teachers specialized in other areas.”*

*“Very difficult! I was hired the weekend before school started, leaving me no time to prepare for what was ahead.”*

*“Too many retired teachers occupying vital spaces on my school board's limited number supply list!!”*

*“VERY DIFFICULT and BUREAUCRATIC. There were so many steps required just to get hired as an occasional teacher. Furthermore, of the 80 full-time and LTO jobs I applied for, I only had three interviews and was not successful at any.”*

*“Very frustrating, majority of advertised jobs are just a formality, they often have someone picked to fill the position, stressful with late hiring.”*

## Teaching Assignments

- For new teachers with secondary school employment, sciences (19 per cent), mathematics (12 per cent), English (12 per cent) and history (10 per cent) are the most commonly cited main teaching assignments.
- More than three out of 10 (32 per cent) of secondary school employed first-year teachers have jobs that require four or more different class preparations and a similar proportion (32 per cent) indicate they are teaching at least one subject for which they are not adequately prepared.
- For new teachers with elementary school jobs, about one out of four (27 per cent) teach in combined grade classrooms, 10 per cent teach special education and 11 per cent teach French as a Second Language.
- Fully 40 per cent of all new elementary teachers are assigned to combined grades, FSL and/or special education.
- For elementary teachers with a single grade assignment, Kindergarten and Grade 1 are the most common, with Grades 4 and 6 closely following.
- One out of five (20 per cent) of first-year elementary teachers report a less than satisfactory match of their qualifications and teaching assignments and more than one out of three (38 per cent) say that they are not adequately prepared for at least some of their first-year assignments.

Many first-year teachers comment on lack of consideration for the new teacher's qualifications for an assignment, last minute assignments with lack of time to prepare, and being assigned to teach French as a Second Language simply because they can speak French, or getting special education classes or difficult class assignments that experienced teachers do not want.

*"It was frustrating enough to just start getting calls from interviews in late August or early September but to be hired mid-October was difficult."*

*"I'm not comfortable with Phys Ed, because I don't know anything about it."*

*"It seems wrong to put the inexperienced teachers in the most "undesirable", high-stress, super work positions (split grades, assignments not at your level of qualification / subject area)."*

*"I'm qualified for PJ and teach 1/2-day Intermediate. I have no French qualifications and teach immersion."*

*"I feel like the pitch that is used to patch a leaky boat."*

*"I was hired into this position in October. Unfortunately, as this is a new class, other teachers tended to give me their more challenging students."*

*"Adequately prepared to teach but not prepared to deal with special ed class with Grades 6 / 7/ 8 at the same time."*



*“Unprepared for subjects that aren't my teachable, especially if I got hired late in the year.”*

*“I am not qualified to teach French - I just can because I speak French.”*

*“It's been a "stab in the dark" sort of experience - with very little support from any other staff because there's no one else doing this Special Education job. I needed a job - any job, so I took it but could really use a mentor (not in place here).”*

*“Four courses and two split classes is too much on a first-year teacher.”*

*“Should never hire, or place, a first-year teacher into a behaviour class.”*

*“I would have preferred work in English but was not able to find it.”*

*“First-year teachers get the crappy jobs that no one else wants (high needs classes, split grades, lots of prep coverage).”*

*“A joke - we are teaching children to think ahead? And an inherent process has us uncertain until the Friday before school starts with no preparation time - walk into your classroom for the first time with no advance warning.”*

*“It is difficult when a first-year teacher has full preps for every class and mainly applied level classes.”*

*“Not adequately prepared for special ed; not prepared for split grade.”*

*“I'm offered a lot of core French supply days which I accept without speaking French.”*

*“I was assigned a split grade and I felt that I should accept it. But without any experience, it wasn't in the best interest of either myself or my students to have an inexperienced teacher teaching two grades.”*

*“Upon graduating, you find you must do special ed to get ANY job.”*

*“I was assigned a full time elementary Math position, whereas I am qualified for I/S Biology and Chemistry.”*

*“I was placed in two half-time teaching positions which was stressful as a first-year teacher.”*

### First-year experience

- Despite provincial funding of the New Teacher Induction Program, the majority of new teachers provide negative reports on the availability and/or quality of orientation, induction, mentoring and professional development for first-year teachers.

- Only half (51 per cent) of the new teachers in regular positions in their first year of teaching report participating in a new teacher induction program; among new teachers in occasional and long-term occasional positions, the availability of induction falls to about one out of seven (15 per cent).
- Among those who report participating in induction programs, almost two out of five (38 per cent) say they did not have an orientation program, one out of five (21 per cent) did not have a mentor assigned, and only a minority had assigned time to observe another teacher (43 per cent) or an opportunity to have another teacher observe their first-year teaching practices (36 per cent).
- Professional development activities for those in induction programs are less than comprehensive. While just over half (55 per cent) report having professional development in classroom management, only one-third or fewer report professional development in any of other key induction areas, including instructional strategies for special education students, for students at risk or for second language learners, or in communicating with parents. Indeed, more than one out of five (22 per cent) teachers in formal induction programs report they had no professional development in classroom management or any of these critical areas.
- The reviews are mixed for key supports to new teachers, with only about half giving a positive rating to school orientation (53 per cent) or on their mentoring (48 per cent), and just 58 per cent assigning a positive rating to the school board in-service they received.
- For teachers who are supported in formal new teacher induction programs, the evaluations are better with orientation getting a 62 per cent positive rating, mentoring 63 per cent and in-service professional development 66 per cent.
- Daily and long-term occasional teachers, who constitute about one-half of all first-year teachers, report very little support in their first year. Very few of them experience orientation (20 per cent), have access to a new teacher induction program (13 per cent), have a mentor (35 per cent), are evaluated by a principal (23 per cent) or get access to professional development.
- Most teachers with regular appointments report that they had their teaching formally evaluated by their principals, although 19 per cent of them had not had an evaluation by May or June. A similar proportion (21 per cent) of teachers in formal induction programs report their principals had not formally evaluated them.
- Informal supports and new teachers' personal initiatives in professional development appear to play important roles in supporting teachers in their first year. Strong positive ratings were reported for support from colleagues (91 per cent), family and friends (93 per cent) and their students (80 per cent). Three out of four gave positive ratings of the support from their local school administration and for the value of Additional Qualification courses they completed in their first year in the profession.
- Most new teachers report that the challenge of the first year of teaching was high (42 per cent) or somewhat high (45 per cent) and that they experienced high stress (37 per cent) or somewhat high stress (35 per cent).
- Despite the challenges and stress, and the uneven support received, many of these new teachers report a high (29 per cent) or somewhat high (51 per cent) sense of professional satisfaction.

- On their overall assessment of the first year of teaching, they rated it as excellent (40 per cent) or good (48 per cent). They also expressed a high (31 per cent) or somewhat high (54 per cent) degree of confidence in their teaching and optimism for their professional future rated as high (44 per cent) or somewhat high (36 per cent).

Many new teachers comment on the value of practical, classroom-related professional development, mentoring, and opportunities to consult with and observe experienced teachers and to be observed and coached. Occasional and long-term occasional teachers frequently complain that professional development support is very limited or non-existent.

*“Mentoring - would have been better if there had been a time for me to observe her. I would love to attend more professional development, but being an LTO, I am limited in what I can participate in. Therefore, I have only attended a classroom management workshop which was great.”*

*“Observation by my mentor and debriefing together.”*

*“Mentorship program - mentor not prepared or with enough time/support to help.”*

*“Going to other teachers and their classrooms to share ideas.”*

*“I have not been presented with any professional development opportunities because I am an occasional teacher, not a contract teacher. Also, because I only work part-time, I cannot afford to pay for courses or workshops on my own.”*

*“When I have a spare, I find that watching another experienced teacher is helpful - I pick up many teaching strategies and behaviour management strategies this way.”*

*“No mentor - no planning help - Grade 8 requires high school applications, confirmation, school trip, graduation, too much!!! not enough time.”*

*“I have had little administrative support. As I still need to be evaluated, the stakes are far too high for me to feel like I am floundering without having had the benefit of any support. This is not fair!”*

*“The teacher induction program's formal training was not at all beneficial though my mentor has been of great help.”*

*“The school board did not mark me down as a ‘new’ teacher, so I do not have a mentor this year. I'm worried about my ‘provisional’ certificate.”*

*“What is least helpful is that there are no professional development opportunities offered to occasional teachers!”*

*“New teacher workshops - too big and unfocussed; lots of theory, not enough practical strategies.”*

*“At first I was terrified to find myself teaching a subject I knew nothing about and had very little guidance. As the year progressed, I grew to love it more than my own teachables!”*

*“ It is the absolute best career I could have chosen! It challenges me on a daily basis and rewards me daily.”*

*”It's amazing the empowerment and satisfaction you get from spending time with a group of children for many months. I could not imagine myself not being a teacher.”*

*“I was prepared for an increase in my responsibilities to the students, but was amazed by the administrative responsibilities, the paperwork, and the number of meetings I was expected to attend.”*

*“Teaching has been a rewarding experience and very difficult. As a graduate you think you are well prepared and know what to expect as a full-time teacher but you don't fully understand it until you are there - it is an entirely different ball game. It was very demanding and stressful in the beginning but through wonderful support and guidance it has definitely made the experience a lot easier. There were times when I thought I would break down and questioned myself as a teacher, but it does get better through experience. I keep reminding myself why I am there - for the kids.”*

#### Teacher preparation and professional development interests

- New teachers consider themselves generally prepared for their first-year teaching assignments. Thirty per cent of teachers in elementary grades describe themselves as very well prepared and another 60 per cent adequately prepared for their teaching assignments, although nearly two out of five (38 per cent) report that there is at least one class for which they are not sufficiently prepared.
- Secondary teachers report similar levels, with 28 per cent who consider themselves to be very well prepared and another 63 per cent adequately prepared. Of this group, 32 per cent report that they are not sufficiently prepared for at least one of their classes.
- Despite the reported challenges of difficult first-year assignments, most new teachers consider their assignments to be appropriately matched to their teacher education qualifications. Forty-one per cent report an excellent match to qualifications and 39 per cent rate the assignment as a good match. However, one out of five give a less positive rating, with 16 per cent considering it only a fair match and four per cent an unsatisfactory match.
- These first-year teachers value their teacher education with positive marks for their practice teaching (94 per cent), and also more positive (67 per cent) than negative for their education courses.
- They are highly confident (31 per cent) or describe their confidence as a teacher as somewhat high (54 per cent).

- Professional development priorities for first-year teachers are focused on immediate teaching skills – evaluation and assessment, observation and feedback on teaching practice and instructional strategies and communicating with the parents of their students.
- With respect to actual professional development in the first year, only about three out of 10 report that they had significant support through a coach or mentor (31 per cent) or engaged in collaborative learning in the school (29 per cent). Just one out of four (26 per cent) reported significant professional development through formal courses.
- For the minority of first-year teachers who are in formal new teacher induction programs, about one-half of them (52 per cent) refer to having had significant support from a coach or mentor and two out of five (40 per cent) report engagement in significant collaborative learning in the school.

First-year teachers shared their observations on how their teacher education programs might have been more helpful.

Many focused on what was lacking in their preparation for their first year of teaching, thoughts on how their teacher education programs might have been more helpful or what was lacking in their professional development to date in preparing them the first year of teaching. Practical assistance with challenging instructional and classroom management situations, more guidance and support from experienced teachers, and more information on administrative routines were commonly cited. Occasional teachers frequently comment on the lack of equitable access to professional development.

*“More emphasis on the needs of exceptional learners, whether special needs or behavioural.”*

*“More hands-on experience - being in the shoes of a child and shoes of a teacher. Definitely more concentration on assessment and evaluation; also behaviour management.”*

*“Ensuring the teacher you are placed with is willing to give up control of his/her classroom often enough for the trainee to get the required amount of teaching time.”*

*“More time observing experienced teachers without taking away time from practicum.”*

*“More placement debriefing opportunities to discuss experiences, challenges, offer support, suggestions.”*

*“More time could be spent on techniques for teaching ESL students and those with special needs.”*

*“Special Ed and ESL. Most of my students have very high needs which I am not equipped to service adequately.”*

*“How to begin a self contained special ed classroom (8 students) - coming in half way through September (teacher left). It was more or less 'sink or swim' and I swam hard. I believe I was successful.”*

*“Effective communications course dealing with talking to parents, administrators, and peers.”*

*“Leadership! I am finding success but think direction and mentoring would have made an easier transition.”*

*“It would have been beneficial to see the first week of school (i.e. observe how a teacher establishes rules, routines, sets up the classroom, etc.).”*

*“There was never a policy or procedure manual. Just here is your class – teach. Our FSL consultant held one workshop on assessment and evaluation but nothing else. Being the only FSL teacher in a school is isolating. If it weren't for my mentor, I would have been lost.”*

*“I would have benefited from being able to look at report cards, tips on how to write them and being able to see more examples/samples of children's work at a variety of levels. Teach organizational skills in school context (i.e. tracking students using mark book effectively); spend more time on assessment and evaluation; teach time-saving strategies.”*

*“More classroom management techniques for an occasional teacher. They talked about creating programs in your own class in teachers college, but did not talk about how a daily supply could take control of a class.”*

### Career plans

- New teachers are primarily motivated by wanting to make a difference in students' lives and a strong commitment to working with children or young people. This motivation is much stronger than a secondary motivator of teaching subjects they enjoy and having their own classroom in which to do it. Material motivations such as job security, career and travel opportunities, salary, benefits and pensions are present, but stand as a clear third tier of considerations motivating their career choices.
- Change is a central fact for many new teachers as evident in more than three out of five of them (63 per cent) saying they expect to change teaching positions for the next school year.
- Further study, travel, maternity or family responsibilities or other reasons are cited as reasons for four per cent of these new teachers staying out of the classroom in their first year following graduation from teacher education. Another 3.6 per cent were working at another occupation at the time of the survey.
- Only 2.8 per cent plan to not teach in the following year, with 92.6 per cent of respondents planning to teach in Ontario and 4.6 per cent outside the province

- Of those planning to teach outside Ontario, about six out of 10 report that they definitely (40 per cent) or probably (19 per cent) will return to the province to teach, and 15 per cent report that they will probably or definitely not come back
- Only three from a response group of 1,289 say that they will not teach in the future
- On their thoughts with respect to the longer term future, almost no one, 0.5 per cent, says they will not be a teacher in five years and just another one per cent probably not, with 76 per cent saying they will definitely still be teaching at that time and 17 per cent reporting they probably will. Five per cent replied they did not know.
- Almost one in three (31 per cent) report that they expect to assume an education leadership role during their career as vice-principal, principal, supervisory officer or board director.
- More than three out of five (62 per cent) express an interest in mentoring, coaching or some other leadership role with teacher colleagues.

### Reflections on teaching

- Four out of five first-year teachers indicate that they are very familiar (31 per cent) or somewhat familiar (49 per cent) with the ethical standards for teaching in Ontario.
- About one out of eight (13 per cent) report that they encountered a significant ethical issue in the first year.
- At the end of the first year of teaching, the same strong altruistic motivation prompts their desire to continue in the teaching profession. A desire to make a difference in students' lives continues to be the prime motivator with teaching subjects they enjoy at a second tier and material motivations present, but decidedly of lower importance.

Many new teachers report high stress, challenge, reward, frustration in their first year in a career to which they remain highly committed.

*“It's been hard - handing out infinite resumes, shaking hands, keeping a smile, being snubbed in staff rooms. It's been a handful of experienced teachers and a principal that have continued to encourage me. At times I have felt very isolated, alone, and ineffective. However, when children get excited to see me, I am reminded why I chose this profession.”*

*“I was very disappointed with my board's lack of support with the fact that I was a new teacher.”*

*“It has been very stressful but I feel that I am managing well. I love it despite the stress and challenges!”*

*“The most amazing experience of my life. I love the profession and I consider myself so very fortunate to be a part of something so rewarding.”*

*“In one year I have come a long way - I think that one's first experience is very important as it can colour the rest of your career. I am thankful that I am in a positive place now. With support from my principal I am able to do my job well.”*

*“It's difficult being a daily supply teacher because we work in isolation, have inconsistent work, lower pay than full-time teachers, and don't get the rewards of seeing your students grow and learn under your instruction, but supply teaching has taught me a lot about curriculum, classroom management, and classroom activities, and I feel better prepared to teach a full-time classroom than I would have been if I had not had this experience.”*

*“I was unfortunately matched with a very bad mentor at my school. I think that there should be some sort of accountability for the mentoring process. Luckily I found another teacher who informally took that role for me.”*

*“Hugely frustrating - I felt very alone and unsupported (I still do). No mentoring, feedback or PD available. If I knew what the last year was going to be like professionally and financially I may not have gotten my BEd, however I am hopeful things will improve!*

*“I wish I had received more feedback. Although people say ‘you're a good teacher’ I wish there was someone in my classroom giving me constructive criticism. This is the only way to grow as a new teacher.”*

*“It has been a roller coaster of uncertainty in regards to finances, supply teaching isn't guaranteed and it is difficult to live on the money provided. The teaching part is amazing - the uncertainty of job security sucks.”*

*“It has been a lot of hard work and very stressful but it is very, very rewarding. It is a great feeling to do something you love - I definitely made the right career choice.”*

*“It is a far, far better thing that I do, than I have ever done (my apologies to Charles Dickens, but the quotation is most appropriate).”*

### Demographic highlights

- Almost two of five (38 per cent) of these graduates of 2005 report that teaching is a second career and more than one out of four (25 per cent) were born in 1971 or earlier
- Male respondents constitute 20 per cent of the sample, 80 per cent female.
- The respondents are comprised of 89 per cent Ontario faculty of education graduates, with 11 per cent from the U.S. border colleges.
- French-language teacher education programs are the source of 13 per cent of the sample overall, and 14 per cent of the Ontario faculty graduates.
- Primary-Junior qualified teachers composed 50 per cent of the returns, Junior-Intermediate 18 per cent, Intermediate-Senior 30 per cent and Technological Studies two per cent.
- English, history, mathematics and biology are the most frequent Intermediate-Senior teaching subjects represented.
- Among the U.S. border college respondents, English is the language of teacher education for all of them, most (72 per cent) have Primary-Junior basic qualifications, and less than four per cent have secondary teaching qualifications that are in the high-demand areas of mathematics, physics, chemistry or technological studies.



## First Year as Teachers in Ontario: Out-of-Province/Country Teachers Ontario-Certified in 2005

### Struggling to get established as Ontario teachers

This is the third year in which the *Transition to Teaching* study surveyed new Ontario teachers educated in other Canadian provinces and internationally. These College members were surveyed at the end of the 2005-06 school year, the first school year after the year in which received their Ontario teacher certification, calendar year 2005.

The 2006 edition of the *Transition to Teaching* study includes three different groups of respondents, each of which reports distinctly different transition experiences. About two out of five respondents are individuals who immigrated to Ontario from outside Canada (43 per cent) following their teacher education and/or a teaching career. Almost two out of five (38 per cent) are Ontarians who completed their teacher education in another province or country, and the remaining 19 per cent migrated to Ontario from another province in which they did their teacher education.

The experience of teachers who are new Canadians, in their first year following Ontario certification, is markedly different from the experiences of Ontarians who return after doing their teacher education outside the province. It also differs from the experience of Canadians from other provinces who migrate here.

The latter two groups report career experiences somewhat similar to that of Ontarians educated in teacher education programs in this province and at the border colleges. Only the genuinely new Canadian sub-group stands out as unique among all new Ontario teachers in 2005. Their experience is dismal, and it is consistently so regardless of their qualifications and prior teaching experience.

For this reason, much of this analysis focuses on the survey returns from the new Canadian sub-group. Where the other sub-groups in this survey vary from Ontario and border-college educated teachers, that difference is highlighted.

#### **Employment crisis for new Canadian teachers**

New Ontario teachers who immigrated to Canada from other countries face a crisis of unemployment and underemployment in their first school year following certification by the Ontario College of Teachers. New Canadians stand apart from every other group surveyed as part of the *Transition to Teaching* study in 2006 in the challenges they face in getting established in their teaching careers in this province.

Despite the fact that they are highly experienced in teaching, many of them appear shut out of the profession in Ontario.

These experienced new Canadian teachers are:

- six times more likely than Ontario teacher education graduates in their first year of teaching to be unemployed
- 10 times more likely to be unemployed because they could not find a teaching job, and
- three times more likely to be underemployed.

For those who were employed as teachers toward the end of the 2005-06 school year, they were more than three times as likely to be in daily occasional teaching than new Ontario graduates and three times less likely to have found a regular teaching job.

Percentage of teachers from different groups and first-year job success

Group certified as Ontario teacher in 2005	Not employed as teachers	Unemployed because no teaching job found	Underemployed in 2005-06 school year	Daily occasional teacher at year end	Regular teaching job at year end
New Canadians	43	29	65	60	18
Ontarians who did teacher ed abroad	15	5	38	27	39
From other Canadian provinces	14	4	32	22	48
Ontarians who did teacher ed in other province	11	2	39	27	52
Border college grads 2005	9	6	32	26	37
Ontario grads 2005	7	3	23	17	53

On these same measures of first-year job success, new Canadians are also struggling much more than Ontarians who graduated from teacher education programs in US border colleges or in other Canadian provinces and than Canadians who move to Ontario from another province.

Even when compared to Ontarians who also completed their teacher education abroad and were first certified in Ontario in 2005, new Canadians are almost six times as likely to be unemployed because they could not find a teaching job, are almost three times as likely to be underemployed and, for those who do find jobs, are more than twice as likely to be teaching just on a daily occasional basis.

Most of the employed new Canadian teachers are consigned to piecemeal work in the Ontario teaching profession. They are more likely than any other group to be teaching part-time (49 per cent) and to be teaching in more than one school (62 per cent).

**High-demand qualifications and experience of little or no help to new Canadian teachers**

New Canadians who hold high-demand qualifications in secondary math, physics, or chemistry or can teach in French are not faring much better than those who do not have these qualifications. Their lack of success is striking by comparison with Ontario graduates with these high-demand qualifications.

For new Canadians, high-demand teaching qualifications are clearly no measurable advantage in gaining entry to the teaching profession in Ontario.

**New Canadians and Ontario graduates with high-demand qualifications and first-year job success measures**

Survey Group	Overall unemployment rate	Unemployed because no job found	Underemployed in 2005-06 school year	Occasional teacher at year end	Regular teaching job at year end
New Canadians	<b>43</b>	<b>33</b>	<b>53</b>	<b>57</b>	<b>19</b>
Ontario grads – French-language	3	3	13	8	71
Ontario grads – other high-demand	9	5	14	13	64

These new Canadian teachers are highly experienced. Almost all (96 per cent) report one or more years of teaching in another jurisdiction prior to certification in 2005 in Ontario. Eighty-three percent have taught for two or more years, 64 per cent for five or more years, and 35 per cent have more than 10 years of teaching experience.

Teaching experience in another jurisdiction does not appear to count for much in opening the doors to teaching jobs in Ontario. For the 64 per cent of this group who have five or more years of teaching experience elsewhere, unemployment remains high at 42 per cent, reported underemployment is 62 per cent, and only one out of five (20 per cent) found regular teaching jobs. More than half (57 per cent) of these seasoned teaching professionals who have actually found teaching jobs are teaching only on a daily occasional basis.

### **Methodology**

This year's *Transition to Teaching* study includes a survey of current College members who completed their teacher education in other provinces or internationally and who were newly certified in Ontario in 2005. This survey excluded the U.S. border college graduates included in other surveys. Surveys were mailed in May 2006 to the 2,232 teachers who met the definition of the survey group. This survey received 577 responses, for a 26 per cent return rate. These overall survey results are considered accurate within 4.1 percentage points, 19 times out of 20.

The *Transition to Teaching* study was made possible by a grant from the Ontario Ministry of Education.

## **DETAILED FINDINGS**

### **Employment Highlights**

- About eight out of 10 (80 per cent) of the overall survey respondents were employed at some time during the 2005-06 school year and about three out of four (74 per cent) were employed at the time of the survey.
- About one out of six (16 per cent) say that they are not teaching in their first year because they could not find a teaching job at all (15 per cent) or could not find a teaching job they wanted (one per cent).
- The employment experience of the sub-group of newly Ontario-certified teachers who have immigrated to Canada is dramatically different from the other two groups responding to this survey, and also from the experiences of recent Ontario and border College graduates in their first year of teaching. More than two out of five (43 per cent) immigrant teachers were unemployed at the time of the survey, whereas only about one out of seven (14 per cent) of those who were from Ontario or elsewhere in Canada reported they had no teaching job. The first-year job experience of these Canadians educated abroad is closer to that of Ontarians who did teacher education in the province or at one of the border colleges (seven and 9 per cent respectively).
- Some new-Canadian teachers (four per cent) are successful in obtaining teaching jobs in French-language school boards or as French as a Second language teachers in English-language boards.
- New Canadians without this French-language capability experience a very high level of unemployment (45 per cent).
- For those new Canadian teachers who found some form of teaching job in their first year as a certified teacher in Ontario, most are limited to daily occasional teaching. Seven out of 10 (70 per cent) report that daily occasional teaching was their first job

in Ontario after certification and, by the end of the 2005-06 school year, six out of 10 (60 per cent) were still limited to daily occasional teaching.

- By the end of the 2005-06 school year, fewer than one out of five (18 per cent) of these new Canadian teachers had found regular teaching jobs.
- Part-time teaching (49 per cent) or teaching in two or more schools (62 per cent) are very common for employed new Canadian teachers in the first school year following Ontario certification.
- At the time of the survey, almost three out of 10 (29 per cent) of these new Canadian teachers reported that they were not teaching because they could not find teaching jobs.
- Two out of three of this same group (65 per cent) report that they did not teach as much as they wished in their first year after certification in Ontario.
- About one out of seven new Canadian teachers report teaching in settings outside the publicly funded school systems, in independent schools (10 per cent) or other settings (two per cent).
- Even among the more than one out of four new Canadian teachers who have secondary teaching subjects in the high-demand math, physics or chemistry secondary teaching subjects, they experience the same very high unemployment (45 per cent) and underemployment (69 per cent) as new Canadian teachers without these qualifications.
- By contrast, the Canadian origin teachers responding to this survey experienced only 14 per cent unemployment and 36 per cent underemployment.
- Most new Canadian teachers who find employment do so in the Greater Toronto Area (71 per cent). Southwestern Ontario is the locale for 17 per cent of employed new Canadian teachers and small percentages are employed elsewhere in the province.
- Even in the relatively high-demand GTA teacher employment market only one out of five (20 per cent) new Canadian teachers found regular teaching jobs and almost two out of three (65 per cent) report underemployment in their first school year as an Ontario certified teacher.

New Canadian teacher survey responses include very many comments on the barriers they perceive to obtaining a teaching position in Canada. They frequently observe that their non-Canadian teaching experience is undervalued and that the hiring process does not appear to be an open one at Ontario school boards. As well, they express frustration at not getting responses to repeated job applications. The comments on school board application and hiring processes below are representative of many similar comments received:

*“Seeking one’s teaching license isn’t a big deal, but getting the teaching position is really very hard.”*

*“Most school boards need references or teaching experience obtained from Ontario schools before granting an interview for employment.”*

*“The process was the most humiliating and degrading thing I have gone through in my life.”*

*“The hiring is not open, criteria are not clearly mentioned by the school boards.”*

*“Still volunteering in a public school, but without references, no board even calls me for an interview. No one wants to see my potential.”*

*“One of the secretaries at the school is an old family friend. If I didn't have a connection, I can't imagine how I would have learned about the position.”*

*“It has been very difficult to obtain any type of teaching position. I get the impression young, new graduates are preferred.”*

*“It is frustrating how difficult it is get a contract position. Many positions are posted for which candidates have already been pre-selected.”*

*“Very tough to get a position if you do not have the BEd in Canada and at least two years experience. It's a closed circle: no Canadian experience equals no job.”*

*“Though I did not face any significant difficulties in obtaining a supply teacher position, the transition to the next level is slow and frustrating.”*

*“There is an undeniable preference of non-immigrant teachers over immigrated ones. This fact despite the qualifications and experience I hold. I find the only way to get my foot in the door is to volunteer and hope that I will get hired there.”*

*“Last year I was interviewed for occasional teachers but could not get a job. Multicultural and multilingual teachers should be hired to create the much-needed educational environment.”*

*“I personally feel there's a lot of partiality in this country where getting a job as a teacher is concerned. After teaching for so many years, completing ABQ required as well as taking special courses here and learning is still useless in getting a job. Nothing really helps.”*

*“All a waste of time and money as well. I have been volunteering for a couple of months daily, guess it's a struggle I have to go through. I am an experienced math teacher and have been teaching since last 11 years, but am not successful in getting LTO/contract due to less experience in Canada.”*

*“To get a Canadian reference is the main obstacle in my career.”*

*“Private schools are open to hiring international teachers.”*

### Teaching Assignments

- The respondents to this survey who are Ontarians who studied abroad or Canadians from other provinces who moved to Ontario report secondary school assignments

somewhat similar in distribution to new Ontario graduates - sciences (23 per cent), English (19 per cent), history (nine per cent) and mathematics (seven per cent) as the most common assignments for the first year of teaching in Ontario.

- The new Canadians, however, are assigned more to the sciences (44 per cent) and mathematics (18 per cent), with the next most common – English (11 per cent) and History (two per cent) – much less frequent. Despite these assignments in science and math, the physics, chemistry and math qualified new Canadian teachers are, in general, experiencing high levels of unemployment and underemployment.
- Only 17 per cent of the new Canadian secondary school teachers indicate they are teaching at least one subject for which they are not adequately prepared, much lower than the rates for Ontarians who studied out of province and abroad (24 per cent), teachers who moved here from other provinces (31 per cent) and the 32 per cent of Ontario and border college graduates facing this challenge.
- For those who responded to this survey and reported elementary school jobs, about one out of three (31 per cent) teach in combined grade classrooms, 14 per cent teach special education and 10 per cent teach French as a Second Language. Fully 46 per cent of elementary teachers who are new to Ontario are assigned to combined grades, FSL and/or special education. This pattern of challenging assignments for elementary teachers in their first year in Ontario is similar to that facing Ontario and border college graduates in their first year following graduation. The pattern also applies across the three different populations in this survey.
- As with secondary assigned teachers, new Canadian teachers who found elementary school jobs report less concern about assignments for which they are not prepared (22 per cent) than do the others responding to this survey (39 per cent) and separately reported Ontario and border college graduates (38 per cent).
- About one out of four (23 per cent) of the respondents to this survey report a less than satisfactory match of their qualifications and teaching assignments, not dissimilar from that reported elsewhere for Ontario and border college graduates

These new-to-Ontario teachers' comments on the hiring and assignment processes are similar to those of Ontario new graduates. For those who are new Canadians and have taught abroad, there are frequent comments about a lack of recognition of their teaching experience in other countries and the additional barrier of not having sufficient connections to get noticed in a highly competitive job market.

*“Limited number of jobs so have to take whatever you can get even if isn't related to your training.”*

*“I found it very hard to get on many eligible-to-hire lists. It really is who you know, and since I did my BEd in Québec and taught internationally, I did not have any connections in Ontario. It wasn't until I spoke to a friend of my aunt's that was a teacher who referred me to a principal who took my resume to the board that I got an interview”.*

*“Teaching positions should be assigned based on one's teaching experience, educational background and practical fit. Although seniority is a nice reward for teachers it should not have as much weight in the assignment of teaching positions.”*

*“It seems very unhelpful in rural Ontario, with such staff redundancy. Even to make a living at supply teaching is difficult, with so many retirees teaching supply. One day I was at a school with three retired supply teachers also working.”*

*“Considering multicultural social environment, more internationally educated teachers need to be hired. Hiring process needs transparency.”*

*“You have to fight for the courses you want, new teachers are often stuck with the subjects that nobody else wants.”*

*“After certification, I got no guidelines about jobs. Immigrants are not in position to do volunteer work because of financial instability. So I don't have any teaching references in Canada.”*

*“The process is not very clearly defined; especially with the new induction program, I'm afraid it will be actually a disadvantage to internationally educated teachers employed on occasional basis.”*

*“For me I think the certification is not a problem so long as one has genuine certificates/credentials for teaching, but the process of being assigned teaching positions is a frustrating one. Your life depends on the principals. If you don't find favour with them, even if you have all of the qualifications, especially as an immigrant that they think has accent, you will never be hired. You will remain a babysitter as a supply teacher whom the students have no respect for.”*

*“At present I am working as a short term occasional teacher. I am keen on working as a full-time teacher, but I do realize that I will have to go through the stages of LTO, contract (if I am lucky). I might not get the opportunity of being in these positions as I see a resistance in the hiring as I am foreign-qualified teacher.”*

*“Although my background is secondary teaching I was assigned to teach French immersion Grade 5/6 because I speak fluent French, not because I have ever done/studied to teach at elementary level.”*

*“School boards should consider the experience of foreign-educated teachers. It would appear that school board recruiters do not accept the evaluation of the College for foreign educated teachers. These teachers must be really outstanding if given an interview.”*

### First-year experience

- Like Ontario and border college new graduates, the majority of these new teachers who completed their education in other provinces and internationally give negative reports on the availability and/or quality of orientation, induction, mentoring and professional development for first-year teachers. Indeed, they experience even less formal support for their entry to teaching in Ontario.



- Fewer than half (40 per cent) of these teachers new to Ontario who are in regular positions in their first year of teaching in this province report participating in a new teacher induction program; among those in occasional and long-term occasional positions, the availability of induction falls to about one out of eight (13 per cent). This level of formal induction support is even lower than that provided to Ontario and border college graduates in their first year of teaching.
- Among those responding to this survey who report participating in induction programs, almost two out of five say they did not have an orientation program (39 per cent) or a mentor assigned to them (38 per cent), only half had assigned time to observe another teacher (49 per cent) and fewer had an opportunity to have another teacher observe their first-year teaching practices and receive feedback (43 per cent).
- Professional development activities for those in induction programs are less than comprehensive. While two out of five (61 per cent) report having professional development in classroom management, far fewer report professional development in any of other key induction areas, including instructional strategies for special education students (32 per cent), for students at risk (29 per cent) or for second language learners (21 per cent), or in communicating with parents (32 per cent).
- About one out of three (34 per cent) of these teachers who are new to Ontario report no professional development on attendance reporting, report cards, parent-teacher meetings and administrative procedures – despite participating in formal new teacher induction programs.
- The reviews are mixed for key supports to new teachers, with only about half giving a positive rating to school orientation (55 per cent) or on their mentoring (46 per cent), and just 58 per cent assigning a positive rating to the school board in-service they received. These evaluations are very similar to the experiences reported by Ontario and border college graduates.
- For teachers who are in formal new teacher induction programs, the evaluations are better with orientation getting a 64 per cent positive rating, mentoring 62 per cent and in-service 61 per cent.
- Daily and long-term occasional teachers, who constitute about 65 per cent of the employed teachers in this total population and fully 81 per cent of the new Canadians who are employed, report very little support in their first year. Very few of them experience orientation (19 per cent), have access to a new teacher induction program (21 per cent), have a mentor (25 per cent), are evaluated by a principal (21 per cent) or get access to professional development. As with Ontario and border college new graduates in occasional teaching jobs, these out of province educated teachers are, for the most part, on their own trying to survive teaching in Ontario in the first year.
- Most teachers who did gain regular appointments in this first year following Ontario teacher certification report that they had their teaching formally evaluated by their principals, although 28 per cent of them had still not had an evaluation by May or June.
- Informal supports and new-to-Ontario teachers' personal initiatives in professional development appear to play important roles in supporting teachers in their first year of teaching in Ontario. Positive ratings were reported for support from colleagues (82 per cent), family and friends (84 per cent) and their students (72 per cent). Almost two out of three (64 per cent) gave positive ratings of the support from their local

school administration. Although not as strong as the positive ratings on all of these supports found among Ontario faculty and border college graduates, most of these respondents report excellent or good support from these informal sources.

- Like first-year Ontario and border college graduates, these new-to-Ontario teachers report that the challenge of the first year of teaching was high (35 per cent) or somewhat high (47 per cent) and that they experienced high stress (31 per cent) or somewhat high stress (32 per cent).
- Despite the challenges and stress, and the uneven support reported, many of these new teachers report a high (25 per cent) or somewhat high (42 per cent) sense of professional satisfaction. The one out of three who report lower satisfaction ratings is significantly more, however, than among new Ontario and border college graduates.
- Only one out of four of these new-to-Ontario teachers gave an excellent rating to professional satisfaction from their first year of teaching, well below the rates given by Ontario and border college graduates.
- Their confidence in their own abilities as teachers is higher, perhaps not surprisingly given the often extensive teaching experience gained elsewhere by these internationally educated teachers. They expressed a high (44 per cent) or somewhat high (49 per cent) degree of confidence in their teaching. However, their optimism for their professional future fell short of the Ontario graduates with only 38 per cent being highly optimistic.

Given that so many of these teachers have not been able to get regular teaching jobs, their comments about their first year of teaching in Ontario echo those of occasional teachers among Ontario and border college graduates:

*“I guess I really felt lonely, trying very hard to understand/fit in the schools. I just wished I had a mentor teacher! I was told by a principal that mentors are only assigned if you are a hired teacher, not an OT. My ‘way out’ was to ask teachers through OCRI to work as a volunteer. It worked. I ended up being all these teachers' supply teacher for the year - including a VP who was 0.5 ESL teacher and who had NO qualifications as an ESL teacher. So I ended up helping her a lot!”*

*“Being an occasional teacher I haven't received any training and orientation about school board rules and regulations. Every day was a learning process.”*

*“The greatest difficulty was the general attitude amongst teachers and school administrators that supply teachers are somehow lesser qualified than other educators.” The most difficult thing was to get teaching experience in Canada. Once I started teaching, I got used to the system very easily.”*

*“Lack of organization, training and support. For years (since arriving in Canada) I felt teachers were left to struggle on their own.”*

*“Not part of the New Teachers workshops because I was first hired as LTO and then obtained my permanent position.”*

*“One of the greatest difficulties I experienced during my first year of teaching was classroom management. But very confidently, I can say that I overcame this situation a lot by learning from the regular teachers.”*

*“The greatest difficulties were becoming acquainted with Ontario's system of assessment and evaluation.”*

*“The preparation time wasn't as long as I needed and all the rules and procedures of the school were (and still are) a little challenging at first because they are different from my home country.”*

*“No orientation regarding overall systems, aids, perspectives, etc. for teaching in Ontario which differs from my home province. No support from administration, no valuable help from department.”*

#### Teacher preparation and professional development interests

- These teachers consider themselves highly prepared for their first Ontario teaching assignments. Not surprisingly, given that many of them are experienced teachers transferring from another jurisdiction, they perceive themselves as better prepared for their teaching than do first-year Ontario and border college graduates.
- Among those in elementary grades, more than half (53 per cent) describe themselves as very well prepared and most of the rest (43 per cent) as adequately prepared. The reports of teachers in the secondary grades are similar, with 54 per cent who consider themselves very well prepared and another 41 per cent adequately prepared.
- Professional development priorities for these teachers are focused on immediate teaching skills – instructional strategies, evaluation and assessment, observation and feedback on teaching practice, classroom management, and communicating with the parents of their students.
- Improved fluency in English or French is a high priority for a minority of about one out of four of these new-to-Ontario teachers.
- With respect to actual professional development in the first year, only about one out of four report that they had significant support through a coach or mentor (25 per cent) or engaged in collaborative learning in the school (28 per cent). About one-third of them (34 per cent) reported significant professional development through formal courses.

The professional development needs of these often highly experienced teachers who arrive in or return to Ontario are similar to the practical classroom instructional development, evaluation and management concerns of first-year Ontario and border college graduates. Their responses make it clear that actual professional development support is hit and miss. When it is well planned and supported through resources and assigned time, the professional development is warmly welcomed.

*“The most helpful professional development I had was five weeks of internship in an elementary school and high school as well as classroom teaching on classroom expectations, computer training in a one week workshop at the board.”*

*“I didn't have any chance yet to attend any professional development opportunities. Presently I am just a supply teacher and I'm substituting those teachers who are in-service training. I'm still on the period of adjustment since I just started this February 2006. When I get used to it, taking some professional development courses will be second priority.”*

*“The least helpful professional development was working with the mentor, my mentor was not very approachable and at times unprofessional.”*

*“Important to hear some sharing from colleagues about their beginning - 1st year of teaching - survival; 2nd year of teaching - reinforcement; 3rd year of teaching – mastering”*

*“Everyday assignment as an occasional teacher itself provides immense professional development opportunities. I have learned to use effective classroom management strategies.”*

*“Mentoring program set me back due to mismatch with a mentor. Also mentor was uneducated.”*

*“It needs to be suggested to boards that they invite occasional teachers to their professional development activities. This is NOT done in this area.”*

### Career plans

- Like the Ontario and border college new graduates, these teachers who have moved to or returned to Ontario are also primarily motivated by wanting to make a difference in students' lives and a strong wish to work with children or young people. This motivation is much stronger than a secondary motivator of teaching subjects they enjoy and having their own classroom in which to do it. Material motivations such as job security, career and travel opportunities, and salary, benefits and pensions are present, but stand as a clear third tier of considerations motivating their career choices.
- Despite the closed doors that face many of these teachers in their first year in the profession in Ontario, most of them (93 per cent) plan to teach in Ontario in the 2006-07 school year and another five per cent plan to teach outside Ontario.
- On their thoughts with respect to the longer term future, almost no one, 0.5 per cent, says they will not be a teacher in five years and just another two per cent probably not, with 73 per cent saying they will definitely still be teaching at that time and 17 per cent reporting they probably will. Eight per cent replied they did not know.
- Almost three out of 10 (29 per cent) report that they expect to assume an education leadership role during their career in a role of vice-principal, principal, supervisory officer or board director.

## Reflections on teaching

- Three out of four of these newly Ontario certified teachers indicate that they are very familiar (37 per cent) or somewhat familiar (38 per cent) with the ethical standards for teaching in Ontario.
- About one out of nine (11 per cent) report that they encountered a significant ethical issue in the first year.

Reflections on first experiences of teaching in Ontario are frequently statements of frustration and perceptions of a lack of respect for their many years of professional teaching experience elsewhere in Canada or abroad. Many respondents challenge the processes and lack of support that they are facing. Some also report highly positive experiences in this representative sample this group of new out-of-province educated teachers:

*“This has been a very difficult year for me, even though I had 24 years of teaching experience before coming to this province. I have dealt with inexperienced administrators, a real lack of materials and appropriate programs. I was not informed of particular policies and protocols that are different from where I came from. I did not have any mentoring. I feel that there is a real lack of respect for the teachers - something that I had not previously experienced.”*

*“It is an excellent experience for me. First year of teaching for me is an observation process because I came from another country (Philippines). Everyday, I am learning something in terms of classroom management, communicating with the students, instructional strategies, etc. If I become a full-time teacher in the future, I'll be more effective. I'll just need more exposure in the class.”*

*“I expect more support to new teachers, especially internationally-educated teachers like me. I expect to be given a chance to work as a full-time teacher asap with mentor system, etc.”*

*“I would love to say I was very satisfied but I cannot. I feel that I did take advantage of some of the services offered and was grateful and welcomed the support. I feel that my experience was lessened because I was not allowed the opportunity to reach out to another mentor (I was told I could not by my principal) and find some support from a seasoned teacher. I believe my school experience was what was holding back my satisfaction. The in-school politics was something I was not prepared for.”*

*“Wonderful experience learning more student-centred teaching strategies and classroom management skills, how to use different learning styles according to the needs of students for achieving high curriculum expectations and also getting feedback as a reflective practitioner.”*

*“I have been in Canada for two years. I am experienced and well qualified, yet I am still trying to get a permanent job with my school board. If Canada wants good immigrant teachers, systems need to be more efficient.”*

*“I feel undervalued and under-supported! There is a real void of PD activities/funding for French teachers. All other provinces have programs funded by the government to assist French teachers and place them in immersion settings and help them with their second language teaching skills.”*

*“It wasn't all bad. I have further developed my teaching skills, especially flexibility and ESL strategies, which are beneficial. I've also developed strong relationships with my students and I feel like I'm making a significant contribution to their lives!”*

*“I have found it difficult to understand the school board system, as this does not exist in England. I have also lost confidence in applying for a permanent position through the school boards as I am unfamiliar with the way the process works. There is also a lack of permanent positions which means competition for placement is high.”*

*“I have learned so much through finding opportunities to watch other teachers teach. My action research, PD and close school atmosphere has really made this year great. This is a wonderful board to work for.”*

*“Though I have 32 years of teaching experience in the subjects of huge demand in Ontario like Math, Physics, Chemistry, unfortunately I could not get a teaching position yet due to the poor and unwarranted recruitment process. Hoping for a changed recruitment system and as a result immediate teaching position.”*

*“Being in the private sector made my experience quite different I am sure than if I were in the public board. I was very disappointed when I applied to public boards with a BS. and a BEd and four years of FULL-TIME experience and did not even receive a phone call for an interview for one school. However, I have been told that basically you have to 'supply teach' before getting 'looked at'... but that is not an option for me - I have a family to provide for!”*

*“My first year of teaching was in another province 28 years ago. I have taught continuously since that time until moving to Ontario. It would appear that experience and professionalism is only recognized if obtained via Ontario schools. How sad for the profession and the province that my experience is LOST as a result.”*

*“Was incredibly stressful teaching 5 grades without an EA or a full-time principal around. The experience has prepared me for ANY classroom however. I feel confident about teaching Grades 4 - 8 (single grade classrooms) and have come to understand the curriculum for each of these grades quite well.”*

*“I do wish that the people who hire teachers would give us opportunities to be interviewed even though they will not hire us so we would know what to improve or maybe if they can just let us know the status or ranking of applicants. I wish that everybody who possesses/has a certificate could be included in any teaching development programs that the ministry or the college are offering to improve our teaching skills.”*

*“In my situation as an LTO, I walked into a very complex and challenging situation where the classes I teach at present have had a frustrating year since they changed several teachers, so to motivate them towards the end of the final term and school year can be challenging at times. Building trust takes time.”*

*“My first year has been discouraging as I was offered very little opportunity to teach. I have often thought of a career change but continue to look for work as a teacher in hopes of being successful as this is what I would like to be.”*

*“I survived, I questioned my decision daily, students were extremely difficult to handle, spent hours preparing and grading and ignored my family, new teachers need help and resources.”*

### Demographic highlights

The demographics are presented separately for each of the three distinct populations sampled in this survey.

#### **Teachers from other countries who immigrated to Canada (248 respondents)**

- Almost all (96 per cent) of this group report one or more years of teaching in another jurisdiction prior to certification in 2005 in Ontario. Eighty-three per cent have taught for two or more years, 64 per cent for five or more years, and 35 per cent have more than 10 years of teaching experience.
- Three out of four (77 per cent) of them were born in 1971 or earlier and 31 per cent in 1961 or earlier.
- Unlike Ontario and border college graduates, very few (five per cent) did not choose teaching as their first career.
- Male respondents constitute 18 per cent of the sample, 82 per cent female.
- The most frequent countries of teacher education and of prior teaching are India, England, Scotland, Jamaica, United States, Philippines, Nigeria, Ukraine, Israel and Pakistan.
- Fully 83 per cent report that English was the language of their teacher education. Four per cent report French as their teacher education language.
- Secondary teaching qualifications are most common among these new Canadian teachers certified by the college in 2005. Intermediate-Senior qualifications are reported by 39 per cent, with Junior-Intermediate held by 44 per cent of them, and only 17 per cent reporting Primary-Junior
- Mathematics and science are the most numerous Intermediate and Senior subject qualifications, followed by English as a Second Language and English.

#### **Ontarians who did teacher education outside Ontario (217 respondents)**

- Most of these Ontarians did their teacher education abroad (78 per cent), with the remaining 22 per cent reporting other provinces. Australia, New Zealand and Scotland are the teacher education locations for most of the internationally educated teachers, with Quebec, Alberta and Nova Scotia the main provinces of Canada represented.

- Note that the US border college graduates are included in the Ontario graduate survey.
- This is a much less experienced and younger group. Only 15 per cent have any teaching experience elsewhere.
- Teaching is, however, a second career for almost one out of four (23 per cent) of them.
- More than half of this group (52 per cent) were born in 1978 or later and only 12 per cent were born in 1971 or earlier.
- Males comprise 20 per cent of this sample, 80 per cent female.
- Almost this entire group did their teacher education in English; the one exception was a program in American Sign Language.
- These new teachers are mainly Primary-Junior (67 per cent) certified, with 29 per cent Intermediate-Senior and just four per cent Junior-Intermediate.
- English and History are by far the most common intermediate and senior subject qualifications.

#### **Teachers from other provinces who moved to Ontario (109 respondents)**

- All regions of the country are well represented in this group, with the largest numbers from Quebec, New Brunswick, Manitoba and Nova Scotia.
- Most (80 per cent) of this group report one or more years of teaching prior to certification in 2005 in Ontario. Sixty percent have taught for two or more years, 35 per cent for five or more years, and 14 per cent have more than 10 years of teaching experience.
- Almost half (46 per cent) of them were born in 1971 or earlier and 19 per cent in 1961 or earlier. Twenty-five per cent were born in 1978 or later.
- Males comprise just 11 per cent of this sample, 89 per cent female.
- French was the language of teacher education for 23 per cent of this group, English for the remaining 73 per cent.
- These new teachers are mainly Primary-Junior (56 per cent) certified, with 28 per cent Intermediate-Senior, one per cent Technological Studies and 15 per cent Junior-Intermediate.
- English and French are the most commonly reported secondary teaching subjects.

Three respondents did not fit into the above three categories as they are in Ontario on short term diplomatic or other visas.



## Second-year Ontario Teachers Ontario Faculty and Border College Graduates of 2004

### Low Demand Qualifications – Still struggling to find regular jobs

This is the second year in which the *Transition to Teaching* study surveyed the teacher education graduates of 2004. These College members were surveyed at the end of the 2005-06 school year, the second school year following their graduation.

The increasingly fragmented Ontario teacher market of the past three years has seriously stalled the careers of many new teachers outside the Greater Toronto Area who lack the high-demand science, technology and mathematics qualifications or an ability to teach in French.

At the end of two full years as qualified teachers, only two in five Primary-Junior teachers outside the GTA have found regular teaching jobs.

Although some are teaching part-time or on an occasional basis by choice, 38 per cent of them report that they are still underemployed – they are not teaching as much as they wanted in their second year.

The strong demand for French-language teachers, for teachers generally in the growth areas of the GTA and for secondary math, physics, chemistry and technological studies continues the relatively smooth transition to the profession for this more advantaged group among the class of 2004. By the end of the second year:

- Three in four (75 per cent) of those qualified to teach in French-language school boards or teaching French as a Second Language in English-language boards are settled in regular teaching posts
- Almost the same proportion (74 per cent) of Junior-Intermediate and Intermediate-Senior teachers of math, physics, chemistry and technological studies have regular jobs
- Almost all (92 per cent) technological studies teachers found regular jobs, and
- Nearly four in five (78 per cent) GTA teachers have secured regular jobs.

The teacher employment market in the growth regions of Greater Toronto remains generally strong. Even GTA teachers who lack high-demand qualifications report comparatively low underemployment and comparatively high regular teaching job success. Primary-Junior English-language teachers in the GTA report a 78 per cent success rate in landing regular employment, compared with only 42 per cent of similarly qualified second-year teachers outside the GTA. Junior-Intermediate and Intermediate-Senior qualified teachers in the GTA are enjoying considerable job success for all teaching subjects.

The first table below presents percentages of each qualification group by region who report having obtained regular teaching jobs before the end of the second year. Although they are doing somewhat better than first-year teachers, four in 10 – or more – second-year teachers in central, eastern and southwestern Ontario are still limited to occasional teaching.

Even after two years in the profession, French-language program graduates are doing better than English program graduates, and those who completed teacher education in Ontario universities are more successful in finding jobs than border college graduates.

### Percentage of Second-year Employed Teachers in Regular Teaching Jobs

	Greater Toronto Area	Ontario Outside GTA	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
French-language	87	78	*				75
Other High-demand	72	74					74
Others - PJ	78	42					58
Others - JI	73	44					56
Others - IS	84	57					71
All Qualifications	78	55	60	59	48	62	64

  

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Studies
62	59	70	92

  

French-language	English-language	Ontario Faculties	Border Colleges
75	64	66	56

*\*Percentages are not reported for specific regions beyond the GTA by each qualification sub-group, as the numbers are too small for reliability.*

Another important measure of job success is underemployment – teachers who report they have not been employed in teaching as much as they wished in the current year. This underemployment measure shows a qualification and regional pattern mostly similar to the variation in regular job success for first-year teachers.

Outside the GTA, underemployment is two and one-half times the rate for the GTA. Teachers outside the GTA with high-demand qualifications report markedly less underemployment than those with general qualifications.

Primary-Junior qualified teachers experience much more underemployment than Junior-Intermediate and Intermediate-Senior teachers.

As among first-year teachers, high-demand qualifications continue to generally trump regional differences even in the second year in the teacher employment market. French-language competency or certification and other high-demand qualifications mean less underemployment and a high rate of regular job success regardless of where one wishes to teach in the province. The demand is high for these teachers in every region of Ontario.

For English-language Primary-Junior qualified teachers, underemployment remains very high outside the GTA. Nearly two in five of these second-year teachers say they are still underemployed.

### Percentage of Second-year Teachers Underemployed

	Greater Toronto Area	Ontario Outside GTA	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
French-language	9	17	*				16
Other High-demand	17	9					12
Others - PJ	14	38					27
Others - JI	0	19					11
Others - IS	0	18					9
All Qualifications	9	23	23	23	30	20	18

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Studies
24	14	12	0

French-language	English-language	Ontario Faculties	Border Colleges
16	18	16	24

*\*Percentages are not reported for specific regions beyond the GTA by each qualification sub-group, as the numbers are too small for reliability.*

Second-year teachers report the same pattern of inconsistency heard from first-year teachers about the availability and quality of mentoring, support and the New Teacher Induction Program. About half of these second-year teachers in regular teaching positions had still not participated in the New Teacher Induction Program by the end of their second year as teachers.

## Methodology

This year's *Transition to Teaching* study includes a survey of current College members who are teacher education graduates of 2004 toward the end of the second year of their teaching careers. Surveys were mailed in May 2006 to approximately 20 per cent of the 7,897 Ontario faculty of education graduates of 2004 who joined the College and also to 20 per cent of the 1,256 graduates from six colleges in New York State and the University of Maine who became members of the College after graduation. The survey received 561 responses, for a 30 per cent return rate. These overall survey results are considered accurate within 4.1 percentage points, 19 times out of 20.

The *Transition to Teaching* study was made possible by a grant from the Ontario Ministry of Education.

## DETAILED FINDINGS

### Employment Highlights

- Most (95 per cent) of these 2004 graduates were employed as teachers at the time of the survey, and slightly more (98 per cent) taught at some time during the 2004-05 or 2005-06 school years.
- Three per cent say they are not teaching because they could not find a teaching job.
- Occasional teaching, either on a daily basis (33 per cent) or on a long-term contract (30 per cent), was the route in to the profession for the majority of these teachers.
- By spring of the second teaching year, fewer than two in three (64 per cent) of those who are teaching are in regular positions, 12 per cent continue in daily occasional teaching and the other 24 per cent are in longer term occasional or other term contract teaching employment.
- Part-time teaching (21 per cent) and teaching in two or more schools (16 per cent) continue for many even toward the end of the second year of teaching for 2004 graduates.
- More than one in six (18 per cent) report that they did not teach as much as they wished in their second year in the profession.
- One in 12 of these second-year teachers report teaching in Ontario settings outside the publicly funded school systems (4.5 per cent) or outside Ontario (3.5 per cent).
- Most second-year teachers experienced change in their employment between the first and second year. They changed assignments in the same school (15 per cent), changed schools (29 per cent) or changed school boards (12 per cent). For some, this change was a positive career move that enabled them to move from daily occasional to long-term occasional assignments, or from occasional assignments to regular contracts.
- As with first-year teachers in the 2005-06 school year, specialization, divisions of qualifications and geography remain significant determinants of job success at the end of the second year of teaching.
- The strong market for French-language teachers (in French-language school boards and teachers of French as a Second Language in English-language school boards) has resulted in most of the French-speaking graduates of 2004 being well settled by the end of the 2005-06 school year. Three in four French-language teachers in 2005-06

(75 per cent) report regular jobs by the spring of their second year in teaching, although 16 per cent report that they had wanted more teaching employment throughout the year. Only nine per cent of those in the GTA consider themselves underemployed.

- Teachers with secondary physics, chemistry, mathematics or technological studies qualifications report a success rate that is about equal to that of French-language teachers with almost three quarters (74 per cent) in regular teaching positions and only 12 per cent wanting more employment than they had obtained in the second year of teaching.
- For those whose qualifications are not in these high-demand areas, only three in five (61 per cent) had regular jobs by the end of year two, and almost one in five (19 per cent) wanted more employment than they found.
- Geographic and school board variances are also prominent in the job outcomes for second-year teachers in 2005-06. Within the Greater Toronto Area almost four of five second-year teachers (78 per cent) are in regular teaching positions, whereas outside the GTA just over half (55 per cent) have secured regular positions. Teachers employed in French-language school boards report a 79 per cent regular employment rate, with just 64 per cent in English-language boards reporting regular jobs.
- High-demand qualifications lead to more regular jobs and less underemployment outside the GTA. For those seeking teaching jobs in these regions without these high-demand qualifications, they are continuing to struggle in a tight employment market. Fewer than half (46 per cent) of these new teachers found regular employment by the end of the second year, and almost three in 10 of them (29 per cent) report being underemployed.
- Second-year Primary-Junior and Junior-Intermediate qualified teachers who lack high-demand French-language teaching ability or qualifications report less regular teaching job success (58 and 56 per cent, respectively) than low demand qualified Intermediate-Senior teachers (71 per cent).
- English-language Primary-Junior teachers outside the GTA have the worst employment record with slightly more than two in five (42 per cent) of them obtaining regular jobs by the end of the second year and almost two in five (38 per cent) reporting underemployment throughout the year.

Second-year teacher comments on the process of finding employment are similar to those of first-year teachers. Many report a highly negative experience with unclear recruitment and selection processes, very heavy competition (unless they speak French), the need for a great deal of patience and flexibility to move to where jobs can be found, or willingness to take difficult assignments, and frequent allegations that school board hiring processes are unfairly based on who you know without adequate opportunity to have qualifications properly considered. Here are some representative observations from second-year teachers.

*“In general it is very difficult to obtain a regular full-time teaching position in P/J in English-language public school boards. There are so many graduates (from Ontario and Buffalo) plus ex-graduates competing for positions that are not sufficient to place*

*everyone. Plus, if you happen to know the principal or the teacher, it guarantees a foot in the door, but if you don't know anyone (like me), the process is quite difficult."*

*"I've contacted many principals and submitted my resumes. I was able to obtain supply teaching only."*

*"I don't understand why there's supposedly such a shortage of teachers, because it's not easy finding a job, especially when there are 140 people applying to the same job posting."*

*"I applied to over 50 positions in my local board and only got one interview - also applied to positions in three other boards (many positions from JK to Grade 6) and only got one interview - following which I was hired for the job - very stressful process!"*

*"Very difficult. Not a lot of opportunities. My pragmatism and luck of knowing a principal helped me become a permanent teacher."*

*"I began as a supply teacher from May-June then Sept-October. I then had two LTOs in the same school Nov-Jan & Mar-June. This Sept 2005 I received a permanent full-time position."*

*"It was easy for me because I have my FSL 1 (French as a Second Language) and French teachers are in short supply in my board."*

*"I didn't have a lot of work to do in order to find a position. I found it through a friend who knew a principal who had a position to fill."*

*"Walked in my resume, they called I started work three days later."*

*"I applied for several positions and did some interviews. When I started supply teaching I realized that it was retired teachers who were being given the positions."*

*"The teaching positions available in Northwestern Ontario have been adequate but it has been two years since I graduated, and as of June, I am again redundant (surplus)."*

*"At first, I found it frustrating as I was only able to obtain occasional employment, but I have recently obtained permanent employment within the board and I feel satisfied with my progress in the profession."*

*"This has been the most disappointing and frustrating experience of my life. I am a capable, responsible teacher who graduated at the top of my class - unable to get a teaching job because I don't have the right connections within the board. What kind of system is this?"*

*“I was lucky I was 0.5 in my first-year and full time in my second year. I consider this unusual because I knew of many teachers after two years who still cannot get full time employment.”*

*“So far I have been lucky to have been employed full-time (LTO), but it is frustrating bouncing around schools and not knowing if I'll have a job next semester.”*

*“It has been a frustrating process. Despite the extremely positive feedback I have received from both parents and administration, I have still not been able to obtain a contract position.”*

*“I have found it difficult to get permanent positions. I am currently starting my third LTO contract with no promise of employment for next year yet.”*

*“Success in obtaining a position is influenced far more by 'who you know' and being in the right place at the right time, than by experience or qualifications.”*

*“I am becoming a little disheartened because I am still only supply teaching. I would like to obtain my FSL qualification but it is not a financially feasible option due to the fact that I haven't been able to obtain a full-time teaching position.”*

*“I had to accept a really tough job assignment to get hired. I taught a split Grade 5/6/7/8 class and taught FSL to Grades 1-8 at a small rural school.”*

*“It's all political, based on who you know, regardless of how good you are; if you're male, you're hired almost immediately as full-time permanent - NOT FAIR!”*

*“I went to northern Canadian isolated communities for two years; now I am out of isolation but in a private school.”*

*“I found that it is all about who you know and the reputation you built while student teaching which leads to teachers and principals recommending you.”*

*“A lot tougher than they said it would be in the faculty. They gave us false hope.”*

*“It's very clear that you must have a principal contact to get hired - just too many applicants for each job so a principal must recognize your name in the huge pile. Otherwise, it's like a lottery.”*

*“Very difficult - hundreds of resumes - short listed for governor general's award for excellence in teaching - still did not get more than two interviews.”*

*“It was quite difficult finding a job with the board. So I was forced to supply teach as a way to get into the board but with private schools offering positions, I took it readily.”*

*“If you speak French in the Toronto area it is a given that you will get a job.”*

*“Lots of special education jobs available. Straight grades limited. There is a lot of competition for available jobs.”*

### Teaching Assignments

- For second-year teachers with secondary school employment, sciences (18 per cent), mathematics (12 per cent), and English (10 per cent) are the most commonly cited main teaching assignments.
- Almost three of 10 (29 per cent) secondary school employed second-year teachers have jobs that require four or more different class preparations and a similar proportion (31 per cent) indicate they are teaching at least one subject for which they are not adequately prepared. These results are similar to those found for first-year secondary teachers in 2005-06.
- Some second-year teachers with elementary school jobs appear to be earning their way out of the tough assignments often handed to new teachers. About one in six (16 per cent) teach in combined grade classrooms and seven per cent teach special education. These rates are much lower than the 27 per cent combined grades and 10 per cent special education assignments given to first-year teachers in the same year.
- French as a Second Language assignments are as common (11 per cent) among second-year elementary teachers in English-language school boards as they are for first-year teachers.
- For second-year elementary teachers in a single grade, Grades 3 and 6 are the most frequent assignments.
- One in six (17 per cent) second-year elementary teachers report a less than satisfactory match of their qualifications and teaching assignments and more than one in three (38 per cent) say that they are not adequately prepared for at least some of their second-year assignments.

Second-year teacher comments echo those of first-year teachers – frequent references are made to last minute hiring or assignments, challenging classes that are left over after more senior teachers are placed, and teaching outside their areas of qualification. Some refer to gradual improvement through better assignments and more experience in the second year.

*“ I love my job! However as a new teacher in a combined/behaviour classroom I had a major learning curve! I spent a lot of time preparing for fall 2005 to not feel at all prepared when the time came! 2006 Fall will be much better!”*

*“I am working at an aboriginal school where there are many at-risk students. I feel totally unprepared for this assignment.”*

*“My position is well described as “the leftovers”: library (20 per cent), social studies, gym, health, and computers.”*

*“It is unfortunate that teachers with the least experience and greatest need for support are given challenging assignments. A cross-divisional split with numerous special*



*need/behavioural students is not appropriate for a new teacher who is not given any support (i.e., mentor/advisor)."*

*"As a new teacher and a supply teacher I was given the hardest, worst behaved classes, Grade 7 & 8 mostly in French, and I am an English I/S teacher! If I didn't take these assignments, I would not have been called at all! As it was I did not get enough (daily occasional) work."*

*"During my first year I had to teach FSL unqualified because they saw that I took some French courses in university - it was the only way I could get the full-time job."*

*"Did not expect to teach far out of my qualification range, but I have enjoyed it immensely."*

*"Teaching would be less stressful if there was a way to find out one's teaching position before the summer. New teachers are often given their teaching assignment one to two weeks before the school year begins. This prevents new teachers from preparing for their assignment during the summer, and increases their stress level."*

*"The transition was difficult for me because the topic of French immersion was not covered in our training."*

*"I'm starting to feel confident in teaching these two grades for the second year."*

*"All I have taught in my first two years has been split grades - very challenging as a new teacher."*

*"I have intermediate/senior qualifications but I received a long-term assignment in primary. You may be assigned outside of your qualifications. Be flexible."*

## Two-year experience

- Second-year teachers, like the first-year teachers in 2005-06, give largely negative reports on the availability and/or quality of orientation, induction, mentoring and professional development that has been available to them.
- Only half (52 per cent) of the teachers in regular positions in their second year of teaching report participating in a New Teacher Induction Program; among those in occasional and long-term occasional positions, the availability of induction falls to about one in seven (15 per cent). These levels of induction are not improved over two years beyond what was found among first-year teachers in 2005-06.
- Among those who report participating in induction programs, about one in three (34 per cent) say they did not have an orientation program, one in four (26 per cent) did not have a mentor assigned, and only about half of them had assigned time to observe another teacher (48 per cent) or an opportunity to have another teacher observe their teaching practices (52 per cent).
- Professional development activities for those who have participated in induction programs at some point in their first two years are less than comprehensive. Less than

half (45 per cent) report having professional development in classroom management, only one-third or fewer report professional development in any of other key induction areas, including instructional strategies for special education students, for students at risk or for second language learners, or in communicating with parents. These are similar to the findings in the survey of first-year teachers in the 2005-06 school year.

- The reviews are decidedly negative for key supports to these second-year teachers, with nearly two thirds giving a negative rating to school orientation (64 per cent), even more negative about their mentoring (73 per cent), and 54 per cent assigning a negative rating to the school board in-service they received. The fact that these ratings are more negative than those heard from first-year teachers may indicate some improvement by school boards in these areas in the past two years.
- Most second-year teachers report that the challenge of their assignments was high (45 per cent) or somewhat high (42 per cent) and that they experienced high stress (34 per cent) or somewhat high stress (32 per cent). These are not significantly different from the challenge and stress reported by first-year teachers.
- Despite the challenges and stress, and the uneven support received, many of these teachers report a high (26 per cent) or somewhat high (47 per cent) sense of professional satisfaction.
- On their overall assessment of the first two years of teaching, they rated their experience as excellent (38 per cent) or good (52 per cent). They also express a high (34 per cent) or somewhat high (54 per cent) degree of confidence in their teaching, and they rated their optimism for their professional future as high (41 per cent) or somewhat high (38 per cent).

#### Teacher preparation and professional development interests

- Second-year teachers consider themselves generally well prepared for their teaching assignments. Among teachers in elementary grades, 36 per cent describe themselves as very well prepared and another 56 per cent adequately prepared for their teaching assignments, although more than one out of three (36 per cent) report that there is at least one class for which they are not sufficiently prepared. The reports of teachers in the secondary grades are similar, with 36 per cent who consider themselves to be very well prepared and another 57 per cent adequately prepared. Of this group, 31 per cent report that they are not sufficiently prepared for at least one of their classes.
- Despite the challenges reported with respect to difficult assignments, most second-year teachers consider their assignments to be appropriately matched to their teacher education qualifications, with 50 per cent reporting an excellent match to qualifications and 33 per cent rating the assignment as a good match.
- These second-year teachers continue to value their teacher education with positive marks for their practice teaching (95 per cent), and also more positive (70 per cent) than negative for their education courses.
- They are highly confident (34 per cent) or describe their confidence as a teacher as somewhat high (54 per cent).
- Professional development priorities for second-year teachers remain focused on immediate teaching skills – classroom management, evaluation and assessment, and instructional strategies. They place a high (40 per cent) or somewhat high (37 per

cent) priority on opportunities for observation of and feedback on their teaching practices.

- With respect to actual professional development in the first two years, only about one out of four report that they had significant support through a coach or mentor (24 per cent). Greater numbers engaged in significant collaborative learning in the school (29 per cent) or learning through formal courses (37 per cent).

### Career plans

- The strong drive to work with children or young people continues to be the prime motivator that sustains these teachers in their commitment at the end of their second year in the profession.
- Change remains a reality for many teachers in the second year as evident in more than half of them of them (55 per cent) saying they expect to change teaching positions for the third school year.
- Further study, travel, maternity or family responsibilities are cited as reasons for four per cent of these second-year teachers staying out of the classroom in their second year following graduation from teacher education. Another 2.7 per cent were working at another occupation at the time of the survey.
- Five per cent plan to not teach in the following year, with 90.6 per cent of them planning to teach in Ontario and 4.4 per cent outside the province
- Of those planning to teach outside Ontario, more than three out of four report that they definitely (55 per cent) or probably (24 per cent) will return to the province to teach, and 13 per cent report that they will probably or definitely not come back
- Only three from a response group of 561 say that they will not teach in the future
- On their thoughts with respect to the longer term future, very few (1.4 per cent) say they will not be a teacher in five years and just another 1.8 per cent probably not, with 71 per cent saying they will definitely still be teaching at that time and 20 per cent reporting they probably will. Six per cent replied they did not know.
- Almost one out of four (24 per cent) report that they expect to assume an education leadership role during their career as vice-principal, principal, supervisory officer or board director.
- More than three out of five (62 per cent) express an interest in mentoring, coaching or some other leadership role with teacher colleagues.

### Reflections on teaching

- Three out of four second-year teachers indicate that they are very familiar (29 per cent) or somewhat familiar (47 per cent) with the ethical standards for teaching in Ontario.
- About one out of nine (11 per cent) report that they encountered a significant ethical issue in the first year.

Many of the closing survey comments from second-year teachers convey the commitment and confidence of now-experienced professionals who are confirmed in their choice of profession. They also consistently describe the challenge, stress and hard work of the early days in a demanding profession. Some express their apparently heartfelt thanks to their students and to mentors for the rewards and support that keep them

growing and motivated. Some, a very small number, say they are continuing to struggle, have not yet found solid grounding as teachers, and may even leave the profession.

*“I love what I do and I didn't at first. The first few months were extremely difficult (physically, mentally and emotionally). But in only two years I've gone from dreading my alarm to looking forward to my day!”*

*“A great challenge that's very rewarding!”*

*“Teachers' college does not prepare a new teacher for what they experience in their first years of teaching.”*

*“My first year and a half of teaching was very demanding and rewarding. The uncertainty of future jobs (not knowing where you will work) is very hard to deal with - takes away from the job considerably.”*

*“In my first two years, I was appraised twice, both reviews were excellent. I had to take two AQ courses. I wrote/received a successful grant for my class. I was nominated for a "gold star" teacher in the newspaper by 2 different students... and I am so disappointed with the profession. I only ever wanted to teach. Now, I'm leaving for work-related stress anxiety and panic attacks.”*

*“The mentor program is AWESOME - working in a school with supportive co-workers is great. Second year is much better than first year - I was stressed and ready to quit, but experienced teachers convinced me it would improve. They were right.”*

*“At this point I feel like I really enjoy my job. During my first year I was often thinking about what else I could be doing.”*

*“I think I'm lucky to have had the principal that I did during my first year. She always took the time to be there for me, to help me, and to respond to the numerous questions. I also got along well with my colleagues, who offered me a lot of support. I can see how new teachers can get discouraged during their first years if they don't have proper support. We have to feel like we're important, and to know that we're doing good work.”*

*“People really have no idea how hard teachers work! We do it though because we love our jobs.”*

*“I worked in Human Resources for four years at a children's hospital before going back to school at 28 to become a teacher, as HR was not fulfilling me. Teaching is, by far, the most challenging, interesting, exhausting and rewarding job I have ever had! I look forward to teaching the same grade for the first time next year - I think it will reduce my stress.”*

*“I am completely satisfied with my choice of career and anticipate a future of fulfilling professional experience.”*

*“It has been harder than I anticipated, and things I try don't seem to work. More prolonged initial partnering with an experienced, good teacher would be great, in a structured program.”*

*“I feel fortunate that I began my teaching career as a part-time (0.64 FTE) teacher of a straight grade. Otherwise, I believe I would have felt completely overwhelmed. Barely a week has gone by in the past two years that I have not participated in some aspect of PD that suggests I should be doing more or differently. There have been many times when I have felt inadequate in the program I prepare and deliver because I am always being taught to change something, add something, or address something.”*

*“I am thankful for experienced teachers who are willing to share their experience with other teachers. Their support and guidance is priceless.”*

*“It has been a very difficult but rewarding experience. In my second year of teaching things are falling into place.”*

*“I knew it would be more work than I could imagine and that it would be more rewarding than I could imagine. This has proven to be true.”*

*“There isn't a day that goes by that I don't think how lucky I am to be a teacher. I had a very satisfying 20-year career as a children's therapist, but even that never brought the level of satisfaction I get from teaching. And I have never worked harder (not even close) in my life!”*

*“I couldn't be happier. Teaching is the most fulfilling, challenging, respected job I could hope to have.”*

*“The mentor program has been instrumental in my confidence level during my first year of teaching!”*

*“It has been a great year for me to gain confidence, knowledge of teaching strategies and experiences in all aspects of teaching and learning. I'm learning and I'll hang on until I become a full-time classroom teacher. I believe I'll be a great teacher. Thanks.”*

*“I have been constantly stressed out and overloaded. New assessments and mandates have taken me away from planning time with students. New teachers should be given extra time to compensate for extra duties.”*

*“I love my job and I thank my lucky stars every day that I have a rewarding and fulfilling job. The best part of teaching is the students!!”*

*“Making the difference in a child's life is the biggest reward I received these two years. I was disappointed about other issues like hiring and the topography of the classroom as*

*far as students' behaviours and disciplinary measures taken. We're no longer teaching the curriculum, we're covering it!"*

*"It's obvious I feel not so qualified to deal with some of the students being integrated into regular classrooms. Either they need to provide prior training for teachers in this area, or we need to hire more teachers trained to deal with this because it's very difficult. \$900 for Spec Ed is not something we should have to pay to do our jobs."*

*"I have considered leaving the teaching profession because of stress, lack of time, and lack of support."*

*"As a second career teacher, my decision to leave a high-profile, well-paying career was not made lightly - I am completely happy with my new career and look forward to 15-20 years of doing a new job I love!"*

*"I could not have done it without the support of a very positive principal and (let me stress this!) a committed, caring, responsible, and experienced mentor (another teacher in the school)."*

#### Demographic highlights

- Two out of five (40 per cent) of these graduates of 2004 report that teaching is a second career and about one out of four (24 per cent) were born in 1971 or earlier
- Male respondents constitute 18 per cent of the sample, 82 per cent female.
- The respondents are comprised of 89 per cent Ontario faculty of education graduates, with 11 per cent from the U.S. border colleges.
- French-language teacher education programs are the source of 10 per cent of the sample overall, and 12 per cent of the Ontario faculty graduates.
- Primary-Junior qualified teachers made up 46 per cent of the returns, Junior-Intermediate 21 per cent, Intermediate-Senior 31 per cent and Technological Studies two per cent.
- English, history, mathematics and biology are the most frequent Intermediate-Senior teaching subject qualifications.
- Among the U.S. border college respondents, English is the language of teacher education for all of them, most (77 per cent) have Primary-Junior basic qualifications, and four of them have mathematics as a secondary teaching subject qualification with no others with teaching subjects in an area of high demand.

The *Transition to Teaching* study was made possible by a grant from the Ontario Ministry of Education.

## Third-year Ontario Teachers Ontario Faculty and Border College Graduates of 2003

### Low Demand Qualifications: First in line as the market slowed down, but many still looking for regular jobs

This is the third year in which the *Transition to Teaching* study surveyed the teacher education graduates of 2003. These College members were surveyed at the end of the 2005-06 school year, the third school year following their graduation.

The graduates of 2003 were the leading edge of the new teachers facing a tighter teacher market in Ontario.

For many of these new teachers who entered the market in the 2003-04 school year, more patience and flexibility was called for than was the case for graduates from just one and two years earlier.

Outside the Greater Toronto Area, especially for those not able to teach in French, these new teachers only gradually found their place in the job market, and some still wait for an opening to come their way.

At the end of three full years as qualified teachers, only two out of three Primary-Junior teachers outside the GTA (65 per cent) have found regular teaching jobs. Although some teach part-time or on an occasional basis by choice, 23 per cent of them report that they remain underemployed – they are still not teaching as much as they want three years into their chosen career.

The circumstances for others who entered the profession at the same time are quite different. Demand for French-language teachers, for teachers generally in the growth areas of the GTA and for secondary math, physics, chemistry and technological studies has been strong throughout their early careers and ensured a comparatively easy transition into the teacher work force for 2003 graduates with these qualifications. By the end of the third year:

- More than nine out of 10 (92 per cent) of those qualified to teach in French-language school boards or teaching French as a Second Language in English-language boards are settled in regular teaching posts
- Almost the same proportion (88 per cent) of Junior-Intermediate and Intermediate-Senior teachers of math, physics, chemistry and technological studies have regular jobs, and
- Regardless of whether they hold these high demand qualifications or not, nine out of 10 (90 per cent) GTA teachers have secured regular jobs.

The continuing strong employment market in the growth regions of Greater Toronto for the past three years ensured regular employment even for most (86 per cent) Primary-

Junior English-language teachers in the GTA. This contrasts with only 65 per cent of similarly qualified third-year teachers outside the GTA. Junior-Intermediate and Intermediate-Senior qualified teachers in the GTA are enjoying even higher rates of job success for all teaching subjects.

The first table below presents percentages of each qualification group by region who report having obtained regular teaching jobs before the end of the third year.

Although they are doing considerably better than the graduates who followed them, more than one out of four third-year teachers in central and southwestern Ontario are still limited to occasional teaching.

Even after three years in the profession, French-language program graduates are doing better than English program graduates. Similarly, Ontario graduates continue to be somewhat more successful in their employment than border college graduates.

#### Percentage of Third-year Employed Teachers in Regular Teaching Jobs

	Greater Toronto Area	Ontario Outside GTA	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
French-language	95	92	*				92
Other High-demand	96	83					88
Others - PJ	86	65					73
Others - JI	97	74					84
Others - IS	89	82					86
All Qualifications	90	77	73	82	73	81	81

Primary-Junior	Junior-Intermediate	Intermediate-Senior
75	85	88

French-language	English-language	Ontario Faculties	Border Colleges
89	79	82	76

*\*Percentages are not reported for specific regions beyond the GTA by each qualification sub-group or for Technological Studies on its own, as the numbers are too small for reliability.*

The *Transition to Teaching* study assessment of underemployment shows a similar geographic and qualification pattern. Underemployment among third-year teachers outside the GTA (18 per cent) is more than four times the rate found among teachers in



the GTA (four per cent). Primary-Junior qualified teachers experience more underemployment than Junior-Intermediate and Intermediate-Senior teachers.

The data is less consistent for this third-year teacher sample with respect to high-demand qualifications and geography. French-language teachers are clearly advantaged with low levels of underemployment throughout the province. Primary-Junior English-language teachers experience the highest rate of underemployment outside the GTA. Intermediate-Senior teachers are doing better than Primary-Junior, but the advantage of sciences, math and Technological Studies that is apparent for first and second-year teachers outside the GTA is not evident from this survey of third-year teachers.

### Percentage of Third-year Teachers Underemployed

	Greater Toronto Area	Ontario Outside GTA	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
French-language	0	10	*				8
Other High-demand	0	19					12
Others - PJ	6	23					17
Others - JI	0	18					9
Others - IS	7	9					8
All Qualifications	4	18	19	20	16	15	12

Primary-Junior	Junior-Intermediate	Intermediate-Senior
16	11	8

French-language	English-language	Ontario Faculties	Border Colleges
11	13	12	15

*\*Percentages are not reported for specific regions beyond the GTA by each qualification sub-group or for Technological Studies on its own, as the numbers are too small for reliability.*

### Methodology

This year's *Transition to Teaching* study includes a survey of current College members who are teacher education graduates of 2003 toward the end of the third year of their teaching careers. Surveys were mailed in May 2006 to approximately 20 per cent of the 7,478 Ontario faculty of education graduates of 2003 who joined the College and also to 20 per cent of the 1,427 graduates from six colleges in New York State and the University of Maine who became members of the College after graduation. The survey received 573 responses, for a 31 per cent return rate. These overall survey results are considered accurate within 4.1 percentage points, 19 times out of 20.

The *Transition to Teaching* study was made possible by a grant from the Ontario Ministry of Education.

## DETAILED FINDINGS

### Employment Highlights

- Most (94 per cent) of these 2003 graduates were employed as teachers to some extent at the time of the survey, with only four in a total response group of 573 reporting that they were not teaching because they could not find a teaching job. Maternity or parental leave and other family responsibilities were the main reasons for not teaching in the current year.
- By spring of the third teaching year, 19 per cent of them were occasional teachers, either on a daily (nine per cent) or longer term (10 per cent) basis. Eight out of 10 (81 per cent) had found regular teaching positions.
- Part-time teaching (15 per cent) and teaching in two or more schools (12 per cent) continue for many even toward the end of the third year of teaching.
- One out of eight (12 per cent) report that they did not teach as much as they wished in their third year in the profession.
- One out of 10 report teaching in Ontario settings outside the publicly funded school systems (six per cent) or outside Ontario (four per cent).
- More than half of these teachers experienced change in their employment between the second and third years in the profession. They changed assignments in the same school (15 per cent), changed schools (30 per cent) or changed school boards (9 per cent). For some, this change was a positive career move that enabled them to move from daily occasional to long-term occasional assignments or from occasional assignments to regular contracts.
- As with first and second-year teachers in the 2005-06 school year, language, divisions of qualifications and geography remain significant determinants of job success at the end of the third year of teaching. These differences are not as large as those among teacher graduates after 2003, but they underscore the patience and persistence required of those seeking employment outside the hot market of the GTA and without high-demand qualifications.
- The strong market for French-language teachers (in French-language school boards and teachers of French as a Second Language in English-language school boards) resulted in most French-language teachers throughout the province being fully employed by the third year. Nine out of 10 (92 per cent) French-language teachers in 2005-06 report regular jobs by the spring of their third year in teaching, and only eight per cent report that they had wanted more teaching employment throughout the year. Not a single French-language teacher in the GTA reported underemployment in the third year.
- Teachers with secondary physics, chemistry, mathematics or technological studies qualifications report a success rate that approaches that of French-language teachers with almost nine out of 10 (88 per cent) in regular teaching positions and 12 per cent looking for more employment than they had obtained in the third year of teaching.

- For those whose qualifications are not in these high-demand areas, about three out of four (78 per cent) had regular jobs by the end of year three, and 13 per cent wanted more employment than they found.
- Geographic variations are prominent in the job outcomes for third-year teachers in 2005-06. Within the Greater Toronto Area nine out of 10 third-year teachers (90 per cent) are in regular teaching positions, whereas outside the GTA just over three out of four (77 per cent) have secured regular positions.
- High-demand qualifications lead to more regular jobs and generally to less underemployment outside the GTA. For a significant minority of those seeking teaching jobs in these regions without these high-demand qualifications, they are continuing to struggle in a tight employment market. More than three out of 10 (31 per cent) of these new teachers were not in regular employment by the end of the third year, and one out of five of them (20 per cent) report being underemployed.
- Third-year Primary-Junior qualified teachers outside the GTA who lack high-demand French-language teaching ability or qualifications report less regular teaching job success (65 per cent) than low demand qualified Junior-Intermediate (74 per cent) and Intermediate-Senior teachers (82 per cent).
- Reported underemployment for these same teachers outside the GTA is greater for Primary-Junior teachers (23 per cent) than Junior-Intermediate teachers (18 per cent). Intermediate-Senior teachers outside the GTA report a much lower level of underemployment (nine per cent), even without the high-demand math, science and technology qualifications.

Although this third year of teaching survey did not ask directly for comment on the experience in finding a job, many offered their recollections of a difficult, competitive process frequently characterized as unfair and frustrating. Some examples follow.

*“I wish there were more jobs available in my board, as it is very competitive and difficult to secure a permanent, full time position close to home.”*

*“The hiring/transfer/interview process should be monitored to ensure that “who you know” doesn't influence who gets the job first.”*

*“Teaching jobs are very competitive and hard to find, especially full time contracts. New teachers need to know they may not get full time right away. This is my third year and I am yet to have a full-time contract.”*

*“I still love teaching and everything about it, however I feel extremely discouraged by the lack of opportunities in this board for talented young teachers who work hard to gain permanent employment.”*

*“I felt that the process of obtaining a secure job with my school board was too lengthy. This is my third year and I just received a contract position. Many people would not be able to afford to wait this long and would likely leave the career.”*

*“I was given a core French elementary job even though I am high school qualified. I would like to move on and advance my career. I have put in for a transfer three times. If I don't get it soon, I don't know if I will be teaching five years from now. Core French is extremely stressful.”*

*“I have enjoyed teaching but wish I could find a contract position. It is stressful having several different Long-term Occasional assignments in a year, especially teaching different grades or changing schools. I would like to see the progression of student academic achievement from September to June instead of being there for only part of the year.”*

*“There seem to be limited opportunities to teach in my area beyond supply teaching. A number of new teachers have encountered numerous difficulties finding even work as a supply teacher unless they personally know a principal who will recommend them to the public school board. This makes it very difficult for those people who are new to the city to gain valuable experience.”*

### Experience of first three years

- Nearly nine out of 10 (87 per cent) of third-year teachers give positive marks to their teaching career experience to date.
- They report that they are confident (91 per cent), well prepared for their teaching responsibilities (92 per cent), have teaching assignments appropriate to their qualifications (86 per cent), and are professionally satisfied (84 per cent).
- The majority (69 per cent) reports a positive sense of job security, although the 31 per cent expressing concern for their job security is notably higher than that among fourth-year teachers (20 per cent). Nevertheless, they remain optimistic (82 per cent) about their professional futures.
- Teaching remains a challenging experience for most of them (87 per cent) and many report a high (28 per cent) or somewhat high (35 per cent) level of stress on the job.
- Professional development remains a continuing priority for these teachers who are already well established. Highest priority is given to further work on classroom management (50 per cent), evaluation and assessment (47 per cent), instructional strategies (43 per cent) and teaching subject knowledge (33 per cent).
- Fewer report a continuing need for professional development support in communicating with parents (31 per cent) and for observation and feedback on their teaching practice (30 per cent) in the third year than in the earlier years of teaching.
- Formal course work ranks at the top (46 per cent) of their significant professional development activity in the third year in the profession, followed by collaborative learning in their schools (33 per cent), coaching or mentoring support (26 per cent), engagement with subject or specialist associations (24 per cent), and collaborative learning beyond the school (20 per cent). Smaller proportions of these experienced teachers engage in significant professional development through action research (eight per cent) and school self-evaluation (12 per cent).
- The motivation that drives the continuing interest in teaching for these third-year teachers is consistent with what initially motivated the choice of teaching and the incentive that sustained them in the challenging first two years. The strongest

motivator is an altruistic one of working with children or young people, helping them to learn and grow, and making a difference in their lives, followed by teaching subjects they enjoy and having their own classrooms in which to do it, with lower level motivators focused on material matters such as career opportunities and compensation.

- Although they do not reach the level of the altruistic incentives, job security and compensation rise in importance over time and are higher for this group of third-year teachers than found among teachers in the first two years in their careers.

Many third-year teachers report their memories of tough assignments and limited support as well as the importance of mentors in assisting them in the early years.

*“New teachers with the least experience are often given the most difficult assignments.”*

*“Teaching assignments for new (permanent) teachers, in the majority of cases, change each year. It does not provide opportunity for teachers to become proficient at teaching any one grade. Not only does this create an overwhelming workload for teachers, but it is an injustice to the students they teach - the students deserve high quality teaching which comes with experience.”*

*“It is very difficult in my particular board for a new teacher to get, or to maintain a full-time position. I was one of the lucky ones (due to French) but I sense a lot of frustration among young teachers about never knowing what or where their next assignment might be. It is hard to become proficient when you are constantly moving and changing assignments.”*

*“Mentoring program in my school is a farce. Nobody cared to give me five minutes in those first crucial days and weeks and months. It's most unfortunate that everyone believes they're too busy and overworked.”*

*“What a difficult system to navigate without a good mentor!”*

*“Frustrating - I teach French but I can't speak it, curriculum changes hit, I can't get a curricular document, I have no idea how anybody else is working their room and implementing the curriculum, I feel like I am winging it.”*

*“During my first year I participated in a mentoring program. It was really good for me, and I would strongly encourage all first-year teachers to participate in one.”*

*“Usually in a business setting, there is always a training period of about two weeks with an experienced person, and I believe that a new teacher would feel much more confident if someone were there to help them.”*

## Career plans

- The third year is one of somewhat more stability than the first two years, with about two out of five (42 per cent) saying they expect to change teaching positions for the next school year.
- One out of twenty (five per cent) plan to teach outside the province in the fourth year of their teaching careers, with 89 per cent of them planning to teach in Ontario and just six per cent not to teach at all.
- Of those planning to teach outside Ontario, about two-thirds say they will return or will probably return to teach in Ontario in the future.
- On their thoughts with respect to the longer term future, only one per cent say they will not be a teacher in five years and another two per cent probably not, with 73 per cent saying they will still be teaching at that time and 18 per cent reporting they probably will. Six per cent reported that they did not know.
- About one out of four (23 per cent) report that they expect to assume an education leadership role during their career as vice-principal, principal, supervisory officer or board director.
- More than half (58 per cent) express an interest in mentoring, coaching or some other non-administrative leadership role with teacher colleagues.

## Reflections on teaching

- Four out of five of these third-year teachers report that they are very familiar (33 per cent) or somewhat familiar (48 per cent) with the ethical standards for teaching in Ontario.
- Almost one out of five (18 per cent) report that they encountered a significant ethical issue in the early years of teaching.

Many of the concluding remarks from this survey group make reference to the satisfaction they experience in their profession. Frequent comments are made about the rewards in seeing their students learn. Their motivation is clearly strong and continues to be altruistic. It is also grounded for many in three years of challenge, stress and long hours of hard work. The scars are evident in the comments of some who continue to struggle to get their feet in the profession.

*“The last three years have been great. I have learned so much! This year has been my best to date. I feel comfortable and confident in my position and look forward to many more productive and happy years teaching in our public schools.”*

*“I find teaching, especially in my first year with a full time classroom, to be highly stressful, exhausting, challenging, sometimes disheartening, and completely rewarding on a professional level. Most professions have their pitfalls and drawbacks, and teaching has them too, but overall the kids make it totally worthwhile.”*

*“I have invested a lot in terms of time, materials, and finances in order to get through classes, correct work, and create resources. I changed school boards in order to live in the town I wanted to. Right now I'm teaching FSL in an English school. There are pros*

*and cons, but I'm often exhausted and frustrated. I have invested too much to change again."*

*"I love teaching and I look forward to every new year with new students."*

*"Very heavy! Lack of time for planning and organization. Nonetheless, very gratifying, enriching, and a real growth experience."*

*"I had such high hopes and enthusiasm for teaching both before and during teachers' college. My first year of teaching turned out to be the most discouraging work experience I've ever had. It took a toll on my health and, two years later, I'm still struggling to regain my confidence."*

*"There should be more effort to give simpler tasks to beginning teachers (not more than three different preps in secondary)."*

*"I have been very fortunate to have worked in schools with amazing principals and fantastic colleagues. This support has made my experience wonderful. I travel 220 km (two hours) daily to get to and from work, and it's worth every kilometre."*

*"I have had many satisfying moments with my teaching career with regard to my class and students. My frustration however is continually growing with my school's administration and school board due to lack of support for teachers and lack of funding for resources."*

*"I often feel alone. But I've also had good experiences with the students. There are good days (when I want to stay in teaching), and others when I question my choice."*

*"I love my job. I love the kids. It is so nice to wake up and be excited to get to work. I feel like my job is keeping me young and energized!!"*

*"It's been a challenging and satisfying way to spend my days so far! I've enjoyed seeing the way things work in the education system I've worked at three different schools, and taught five different grades - a little too much!"*

*"I have noticed that teachers are feeling overwhelmed and overburdened, just like me. Many teachers are quitting and I worry that I will also become burned out."*

*"The teaching profession is not easy, but the satisfaction that it brings is really worth the struggle."*

*"It has been a journey and I continue to learn daily. I feel much more comfortable with my role and have found my niche as an occasional teacher. I have never enjoyed a job so much in my life!"*

*“Incredible career. I love the students and the chance to help their progress and their future projects.”*

#### Demographic highlights

- Two out of five (42 per cent) of these graduates of 2003 report that teaching is a second career and about one out of four (27 per cent) were born in 1971 or earlier
- Male respondents constitute 19 per cent of the sample, 81 per cent female.
- The respondents are comprised of 82 per cent Ontario faculty of education graduates, with 12 per cent from the U.S. border colleges.
- French-language teacher education programs are the source of 15 per cent of the sample overall, and 17 per cent of the Ontario faculty graduates.
- Primary-Junior qualified teachers made up 50 per cent of the returns, Junior-Intermediate 18 per cent, Intermediate-Senior 30 per cent and Technological Studies two per cent.
- English, history, mathematics and biology are the most frequent Intermediate-Senior teaching subject qualifications.
- Among the U.S. border college respondents, English is the language of teacher education for all of them, most (60 per cent) have Primary-Junior basic qualifications, and only five per cent of them have secondary teaching qualifications in an area of high demand.



## Fourth-year Teachers: Ontario Faculty and Border College Graduates of 2002:

### Established just ahead of a weakening job market

This is the fourth year in which the *Transition to Teaching* study surveyed the teacher education graduates of 2002. These College members were surveyed at the end of the 2005-06 school year, the fourth school year following their graduation.

The graduates of 2002 entered the job market on the cusp of the change from a general Ontario teacher shortage to a less robust general market and more selective shortages. At the end of their fourth year of teaching they are almost as well settled as the graduates of 2001. In every area of the province, English and French-language certified alike, in all subject area, most now hold regular jobs and very few consider themselves underemployed.

Almost nine out of 10 fourth-year teachers responding to the 2006 *Transition to Teaching* surveys are settled in regular teaching jobs. Like the graduates of 2001, fourth-year teachers in all regions of the province, English and French-language alike, and in all divisions are enjoying this career success. Graduates of Ontario faculties of education, and the Ontarians who chose to do their teacher education in the U.S. border colleges in New York State and Maine, were equally successful in the teacher-friendly market of the early part of this decade.

#### Percentage of Fourth-year Employed Teachers in Regular Teaching Jobs

Greater Toronto Area	Ontario Outside GTA	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
92	87	94	85	84	91	89
Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Studies			
87	93	91	100			
French-language	English-language	Ontario Faculties	Border Colleges			
88	90	89	95			

Only 1.6 per cent say they are not teaching because they could not find a teaching job. Many of those teaching on a part-time or occasional basis do so out of choice. Only 6.5 per cent reported underemployment in the fourth year and, by the time of the survey, one in three of this underemployed group reported they had found regular jobs by the end of the fourth year.

Many of these teachers spent part of the time since graduation away from teaching. Among the four out of 10 who report some time out of the classroom, it is personal reasons and not the job market that explains this career break for the majority of them. Maternity or family reasons were most frequent (15 per cent).

Inability to find a job at any time over the four years was reported by 14 per cent, somewhat higher than the nine per cent mentioned by 2001 graduates who entered the market a year earlier. Some stopped out of teaching at some point because they did not find a job that they wanted to take (two per cent).

Others took a break associated with travel or further study (three per cent). Other personal reasons, including illness, accounted for the remaining six per cent who did not teach at some point over the first four years.

**Confident, committed educators, engaged in ongoing professional development**

The Ontario teacher education graduates of 2002, like those of 2001, present as part of a new generation of Ontario teachers who are confident in their abilities, professionally satisfied and up to the stresses of a challenging career.

Percentage describing experience as a teacher in fourth year

	Confidence	Preparedness	Professional Satisfaction	Challenge	Stress	Optimism
High	49	44	32	44	24	49
Somewhat high	47	50	53	45	36	34
Somewhat low	3	5	12	10	30	13
Low	1	1	3	1	10	4

They are highly motivated and they plan to stay in teaching for the long haul. Fewer than one out of 10 (9.1 per cent) teachers who joined the profession after graduating from Ontario’s faculties of education in 2002 are no longer members of the Ontario College of Teachers. Not only has the four-year attrition rate been exceptionally low at less than 10 per cent – the more than 90 per cent remaining in the profession say they will still be there in another five years. Only two per cent of this survey group says they will definitely or probably not be teaching by 2011.

Their reasons for choosing teaching in the first place keep them committed to the profession – they are driven mainly by a desire to help their students to learn and grow. The majority of them are engaged in ongoing professional development.

## Professional development activities in fourth year in profession

	Significantly engaged	Somewhat engaged
Formal course work	43 per cent	34 per cent
Collaborative learning in school	38	43
Collaborative learning beyond school	22	48
Engaging subject/specialist associations	25	38
Participating in school self-evaluation	10	46
Undertaking action research	10	25
Engaging with coach or mentor	23	29
None of the above	4.7 per cent	

This new generation includes many teachers willing to assume leadership in the profession throughout their careers. Three out of five of them are interested in mentoring or coaching others and one out of four plan to assume an administrative role such as vice-principal or principal at some stage in their education careers.

### Methodology

This year's *Transition to Teaching* study includes a survey of current College members who are teacher education graduates of 2002 toward the end of the fourth year of their teaching careers. Surveys were mailed in May 2006 to approximately 20 per cent of the 7,136 Ontario faculty of education graduates of 2002 who joined the College and also to 20 per cent of the 1,321 graduates from six colleges in New York State and the University of Maine who joined the College after graduation. The survey received 573 responses, for a 34 per cent return rate. These overall survey results are considered accurate within 4.1 percentage points, 19 times out of 20.

The *Transition to Teaching* study was made possible by a grant from the Ontario Ministry of Education.

## DETAILED FINDINGS

### Employment Highlights

- Almost all (96.2 per cent) of these graduates were employed as teachers at the time of the survey.
- Only 1.4 per cent report they were not teaching because they could not find a teaching job and only one in the entire response group of 573 reported planning not to teach again in the future. Most of the remainder who are not teaching reported being on maternity or parental leave.
- By the end of their fourth year of teaching, 89 per cent of the currently employed teachers among this group held regular teaching positions, almost equal to the 91 per cent regular employment rate for fifth-year teachers.
- Changing jobs and assignments between the third and fourth years of teaching is reduced from the first few years of a career, with 21 per cent changing assignments in the same school, 20 per cent changing schools, and only five per cent changing school board employers.

- Part-time teaching (10 per cent) and teaching in two or more schools (six per cent) are low in the fourth year and comparable to the experience of the fifth-year group. Only six per cent report that they did not teach as much as they wanted in the fourth year.
- Among the one out of 10 part-time employed teachers, the majority of them do so by choice – 56 per cent say they would not have wished to teach more this year. Similarly, 46 per cent of the small number of occasional teachers report they are teaching as much as they wish to do.
- The geographic and employer type distribution in their fourth year of employment are generally reflective of the relative sizes of the teaching populations throughout the province. Ninety-three per cent are teaching in Ontario public schools, 3.5 per cent in Ontario independent schools or non-school settings, and 3.5 per cent outside Ontario.
- Four out of 10 fourth-year teachers report not teaching for some of the time since graduating because they could not find a teaching job (14 per cent) or one that they wanted at the time (two per cent), took a maternity, parental or other leave for family reasons (15 per cent), for study (two per cent), to travel (one per cent) or for other reasons (six per cent).
- Approximately one out of six (16 per cent) female teachers report that they have taken a maternity leave during their first four years in teaching.

#### Experience of first four years of teaching

- Nine out of 10 (90 per cent) of fourth-year teachers give positive marks to their teaching career experience to date.
- They report that they are confident (96 per cent), well prepared for their teaching responsibilities (94 per cent), have teaching assignments appropriate to their qualifications (89 per cent), are professionally satisfied (85 per cent), enjoy a positive sense of job security (80 per cent) and are optimistic (83 per cent) about their professional futures.
- Teaching remains a challenging experience for most of them (89 per cent) and many report a high (24 per cent) or somewhat high (36 per cent) level of stress on the job.
- Professional development remains a continuing priority for these teachers who are already well established. Highest priority is given to further work on instructional strategies (45 per cent), classroom management (42 per cent), evaluation and assessment (41 per cent), and teaching subject knowledge (32 per cent).
- Fewer report a continuing need for professional development support in communicating with parents (28 per cent) and for observation and feedback on their teaching practice (27 per cent) in the fourth year than in the earlier years of teaching.
- Formal course work ranks at the top (43 per cent) for these teachers as significant professional development activity in their fourth year in the profession, followed by collaborative learning in their schools (38 per cent), and engagement with subject or specialist associations (25 per cent). Smaller proportions of these experienced teachers engage in significant professional development through coaching (23 per cent), collaborative learning beyond the school (22 per cent), action research (10 per cent), or school self-evaluation (10 per cent).
- The motivation that drives the continuing interest in teaching for these well-established teachers is consistent with what initially motivated the choice of teaching and the incentive that sustained them in the challenging early years. The strongest

motivator remains the altruistic one of working with children or young people, helping them to learn and grow, and making a difference in their lives, followed by teaching subjects they enjoy and having their own classrooms in which to do it, with lower level motivators focused on material matters such as career opportunities and compensation.

- Although they do not reach the level of the altruistic incentives, job security and compensation rise in importance over time and are higher for this group of fourth-year teachers than found among teachers in earlier years in their careers.

### Career plans

- The fourth year is one of more stability than in the early years, with fewer than two out of five (38 per cent) saying they expect to change teaching positions for the next school year.
- Almost four per cent plan to teach outside the province in the fifth year of their teaching careers, with 88 per cent of them planning to teach in Ontario and eight per cent not to teach at all.
- Of those planning to teach outside Ontario, under one-half (44 per cent) say they will return or will probably return to teach in Ontario in the future.
- On their thoughts with respect to the longer term future, only two per cent say they will not or will probably not be a teacher in five years, with 69 per cent saying they will still be teaching at that time and 23 per cent reporting they probably will. Six per cent reported that they did not know.
- About one out of four (26 per cent) report that they expect to assume an education leadership role during their career as vice-principal, principal, supervisory officer or board director.
- Almost two out of three (64 per cent) express an interest in mentoring, coaching or some other non-administrative leadership role with teacher colleagues.

### Reflections on teaching

- Four out of five of these fourth-year teachers report that they are very familiar (33 per cent) or somewhat familiar (50 per cent) with the ethical standards for teaching in Ontario.
- About one out of six (16 per cent) report that they encountered a significant ethical issue in the first year.

The most frequent comments from fourth-year teachers are about the satisfaction they get from helping their students learn. Most of these teachers say they are well settled in their careers and committed to it for the long term. Their reflections, however, also include concerns that the first few years were tough, and many say tougher than it could have been had assignments, resources and mentoring support been appropriate. Some who are continuing to try to find a regular position or a position suited to their interests and skills express frustration and some second thoughts about their career choice. Here are some representative recollections:

*“I love being a teacher and look forward to my future as an educator in Ontario. It's very challenging and rewarding.”*

*“I enjoy teaching and will continue to educate myself through courses and collaboration with other colleagues. I have enjoyed all that I have done and feel good about my successes so far.”*

*“I found Ontario very difficult to break into the teaching profession although I enjoy working in Nunavut, I would have preferred to stay in Ontario.”*

*“I'm happy with my years of teaching so far. There are challenges, but it's not necessarily because these are my first years - more experienced teachers also have these challenges.”*

*“What I really deplore is the fact that new teachers are often given split grades. Now I'm a lot better equipped for this, but my first two years were tough.”*

*“I am now at a crossroads - deciding whether I should continue to search for a teaching job or walk away from that which I have worked so hard to achieve. The upcoming summer of 2006 will be one of much soul searching.”*

*“I had serious doubts in my first year and received very little support. I was close to leaving the profession and would have had it not been for a particular colleague who talked me into staying.”*

*“I generally enjoy my job, but I do feel overwhelmed in the amount of what is expected of me (especially curriculum expectations and the focus on 'at risk' learners). I love those I work with and that has made a huge impact on my career.”*

*“I love teaching. I enjoy the excitement in children's eyes when they get to tackle and experience new things. It is a very fulfilling profession.”*

*“I almost quit after my first year, but I have gradually gained the confidence I need to keep me teaching daily. As I gain more experience, it does become easier and more enjoyable.”*

*“Overall, I have found teaching a very rewarding and challenging career. Unfortunately, I have a somewhat sour taste in my mouth because of the lack of job opportunities available. I have found that hiring is very much based on who you know and not about who is most qualified for the job. I hope to see more older/well-seasoned teachers retiring so that those of us who are waiting patiently to enter into this profession can do exactly that.”*

*“It has been one of the most frustrating, demanding jobs I have ever had, but the reward of working with kids and the satisfaction it brings is well worth the stress.”*

*“Teaching was not my first choice for a career and it hasn't always been easy. I can't imagine, however, doing anything else!”*

*“The first two years were a challenge and very tiring. The second two years have been challenging, but extremely fun and rewarding!”*

*“If I had to lose my pay cheque, and teach for no pay... I still would...I love my job! It helps that I am very passionate about my subject areas (dance and history) but I am also involved in sports and student success at my school.”*

*“Probably the single most powerful force that keeps me doing this job, despite my long-term, low-key despair of ever finding a permanent position where I feel valued, is the consistently positive and heartfelt responses I get from my students. The other benefit, of course, is the chance to spend my days thinking about a subject I love and plotting ways of getting my students to love it too. I wish to God there was a way I could make a living, and make a difference, all at once.”*

*“It is a good career to be involved in and it can be challenging. With great colleagues, support (not dumping difficult placements on new teachers) and smaller class sizes new teachers would be increasingly satisfied in their careers.”*

*“The past four years have had their ups and downs like any job. However, I almost decided to leave the teaching profession in year two due to extremely difficult parents. My administration wasn't that supportive and I felt quite lost and disappointed with everything that I worked so hard to achieve.”*

*“I really feel that all new teachers (five years and under teaching experience) need strong mentors and more places to turn to for help before it is too late and we lose many new teachers that have the potential to do some amazing work.*

*“I am looking forward in completing my master's degree to help further my education and professional development. It is important for all teachers to have mentors and acknowledgement from the community.”*

*“It is unrealistic to think that a teacher can live off of a supply teacher's salary when boards still function via word of mouth. All boards need an equalizing system for supply/part time teachers that eliminates the possibility of favoritism shown to supply teachers. New teachers who are starting out with \$40,000 in student debt from OSAP can't join the profession on the 'hope and faith' that they'll get supply calls! Maybe that's why so many young teachers are forced to leave the province/country/profession!”*

*“This career is one that takes many hours in order to become effective. I see many teachers (newer and more experienced) who give a lot of time to the profession, without recognition. This time comes at the expense of personal relationships and of non-professional activities. There tends to be burnout, health issues, high stress levels and dissatisfaction as teachers move on in years of experience. This is not encouraging as a newer teacher.”*

*“My teaching career has gone above and beyond my original expectations. It is extremely rewarding yet challenging and I am proud to be in the profession of teaching!”*

#### Demographic highlights

- One out of three (33 per cent) of these graduates of 2002 report that teaching is a second career and one out of four (26 per cent) were born in 1971 or earlier.
- Male respondents constitute 21 per cent of the sample, 79 per cent female
- The respondents are comprised of 89 per cent Ontario faculty of education graduates, with 11 per cent from the U.S. border colleges.
- French-language teacher education programs are reported by eight per cent of the respondents to this survey.



## Fifth-year Teachers: Ontario Faculty and Border College Graduates of 2001:

### Successful, confident and committed teachers

This is the fifth year in which the *Transition to Teaching* study surveyed the teacher education graduates of 2001. These College members were surveyed at the end of the 2005-06 school year, the fifth school year following their graduation.

The Ontario teacher education graduates of 2001 are now well established in their chosen profession. They started their careers in the golden years of record teacher retirements that opened jobs to a new generation in all grade levels and subjects across the entire province. Although they recall facing challenging assignments with inadequate support, most of them are thriving and professionally satisfied in a career to which they are committed for years to come.

Nine out of 10 fifth-year teachers responding to the 2006 *Transition to Teaching* surveys are settled in regular teaching jobs. No regions of the province, language or divisions are left behind in this career success. Graduates of Ontario faculties of education, and the Ontarians who chose to do their teacher education in the U.S. border colleges in New York State and Maine were equally successful in the teacher-friendly job market of the early part of this decade.

#### Percentage of Fifth-year Employed Teachers in Regular Teaching Jobs

Greater Toronto Area	Ontario Outside GTA	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
93	90	91	88	90	91	91
Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Studies			
89	92	93	88			
French-language	English-language	Ontario Faculties	Border Colleges			
84	91	91	91			

Almost none (0.5 per cent) say they are not teaching because they could not find a teaching job. Many of those teaching on a part-time or occasional basis do so out of choice. Less than one out of 20 (4.5 per cent) report that they are underemployed.

Many of these teachers spent part of the time since graduation away from teaching. Among the more than four out of 10 who report some time away from the classroom, personal reasons and not the job market explain this career break.

Maternity or family reasons were most common (17 per cent), with inability to find a job at any time over the five years reported by just nine per cent. Some stopped out of teaching at some point because they did not find a job that they wanted to take (four per cent) and others took a break associated with travel or further study (six per cent). Other personal reasons or illness accounted for the remainder.

**Confident, committed educators, engaged in ongoing professional development**

This new generation of Ontario teachers present themselves as confident in their abilities, professionally satisfied and up to the stresses of a challenging career.

**Percentage describing experience as a teacher in fifth year**

	Confidence	Preparedness	Professional Satisfaction	Challenge	Stress	Optimism
High	60	52	32	44	24	49
Somewhat high	36	42	51	44	33	34
Somewhat low	3	5	13	10	33	11
Low	1	1	4	2	10	6

They are highly motivated and they plan to stay in teaching for the long haul. Fewer than one out of 10 (9.4 per cent) teachers who joined the profession after graduating from Ontario’s faculties of education in 2001 are no longer members of the Ontario College of Teachers. Not only has the five-year attrition rate been exceptionally low at less than 10 per cent – the teachers in this group who remain in the profession say they will still be there in another five years. Only four per cent of this survey group says they will definitely or probably not be teaching by 2011.

Their reasons for choosing teaching in the first place keep them committed to the profession – they are driven mainly by a desire to help their students to learn and grow. The majority of them are engaged in ongoing professional development.

**Professional development activities in fifth year in profession**

	Significantly engaged	Somewhat engaged
Formal course work	39 per cent	32 per cent
Collaborative learning in school	37	48
Collaborative learning beyond school	25	47
Engaging subject/specialist associations	28	36
Participating in school self-evaluation	13	42
Undertaking action research	14	28
Engaging with coach or mentor	17	50
None of the above	2.7 per cent	

This new generation includes many teachers willing to assume leadership in the profession throughout their careers. Three out of five of them are interested in mentoring or coaching others and one out of four plan to assume an administrative role such as vice-principal or principal at some stage in their education careers.

### **Methodology**

This year's *Transition to Teaching* study includes a survey of current College members who are teacher education graduates of 2001 toward the end of the fifth year of their teaching careers. Surveys were mailed in May 2006 to approximately 20 per cent of the 6,946 Ontario faculty of education graduates of 2001 who joined the College and also to 20 per cent of the 1,193 graduates from six colleges in New York State and the University of Maine who joined the College after graduation. The survey received 557 responses, for a 33 per cent return rate. These overall survey results are considered accurate within 4.1 percentage points, 19 times out of 20.

The *Transition to Teaching* study was made possible by a grant from the Ontario Ministry of Education.

## **DETAILED FINDINGS**

### **Employment Highlights**

- Almost all (96.1 per cent) of these graduates were employed as teachers at the time of the survey.
- Only one-half of one per cent report they were not teaching because they could not find a teaching job and the same percentage indicated they are not planning to teach again in the future. Most of the remainder not teaching reported being on maternity or parental leave.
- By the end of their fifth year of teaching, 91 per cent of the currently employed teachers among this group held regular teaching positions, the same level identified for this population in last year's survey when they were in their fourth year of teaching.
- Changing jobs and assignments between the fourth and fifth years of teaching is considerably less common than in the first few years of a career, with 19 per cent changing assignments in the same school, 15 per cent changing schools, and only six per cent changing school board employers. These are very similar to the changes reported by the same group last year on the transition from the third to fourth year in the profession.
- Part-time teaching (nine per cent) and teaching in two or more schools (six per cent) are low in the fifth year and comparable to their experience of the previous year. Less than five per cent report that they did not teach as much as they wanted in the fifth year.
- Among the fewer than one out of 10 part-time employed teachers, most of them do so by choice – 60 per cent say they would not have wished to teach more this year. Similarly, 59 per cent of the very small number of occasional teachers report they are teaching as much as they wish to do.

- The geographic and employer type distribution in their fifth year of employment are generally reflective of the relative sizes of the teaching populations throughout the province. Ninety-four per cent are teaching in Ontario public schools, four per cent in Ontario independent schools or non-school settings, and two per cent outside Ontario.
- More than four out of 10 fifth-year teachers report not teaching for some of the time since graduating because they could not find a teaching job (nine per cent) or one that they wanted at the time (four per cent), took a maternity, parental or other leave for family reasons (17 per cent), for study (three per cent), to travel (three per cent) or for other reasons (seven per cent).
- Approximately one out of five (19 per cent) female teachers report that they had taken a maternity leave during their first five years in teaching.

### Experience of first five years of teaching

- Nine out of 10 (89 per cent) of fourth-year teachers give positive marks to their teaching career experience to date.
- They report that they are confident (96 per cent), well prepared for their teaching responsibilities (94 per cent), have teaching assignments appropriate to their qualifications (92 per cent), are professionally satisfied (83 per cent), enjoy a positive sense of job security (84 per cent) and are optimistic (83 per cent) about their professional futures.
- Teaching remains a challenging experience for most of them (88 per cent) and many report a high (24 per cent) or somewhat high (33 per cent) level of stress on the job.
- Professional development remains a continuing priority for these teachers who are already well established. Highest priority is given to further work on evaluation and assessment (45 per cent), instructional strategies (43 per cent), classroom management (39 per cent) and teaching subject knowledge (34 per cent).
- Fewer report a continuing need for professional development support in communicating with parents (27 per cent) and for observation and feedback on their teaching practice (25 per cent) in the fifth year than in the earlier years of teaching.
- Formal course work ranks at the top (39 per cent) for these teachers' significant professional development activity in their fifth year in the profession, followed by collaborative learning in their schools (37 per cent), engagement with subject or specialist associations (28 per cent), and collaborative learning beyond the school (25 per cent). Smaller proportions of these experienced teachers engage in significant professional development through coaching (17 per cent), action research (14 per cent), or school self-evaluation (13 per cent).
- The motivation that drives the continuing interest in teaching for these well-established teachers is consistent with what initially motivated the choice of teaching and the incentive that sustained them in the challenging early years. The strongest motivator is an altruistic one of working with children or young people, helping them to learn and grow, and making a difference in their lives, followed by teaching subjects they enjoy and having their own classrooms in which to do it, with lower level motivators focused on material matters such as career opportunities and compensation.

- Although they do not reach the level of the altruistic incentives, job security and compensation rise in importance over time and are higher for this group of fifth-year teachers than found among teachers in earlier years in their careers.

The new teachers of 2001 were very fortunate to enter the profession at a time when school board hiring in Ontario was at its peak. Most found satisfying teaching jobs relatively early in their careers. Their reflections on the first five years in teaching, however, include much of the stress, sacrifice and challenging assignments, and also some of the same bitterness over a lack of planning and support for new teachers, that are frequent among first and second-year teachers today. Below are a few of their recollections.

*“I expected that I would have had more support, help and guidance from the other staff members, vice-principals and principals.”*

*“There was absolutely no mentorship type program in place. Five year later, there still isn't.”*

*“Having little free time, being stressed and neglecting personal relationships.”*

*“Lack of personal time, very little time left for own interests and personal commitments after prep, marking, planning, etc.”*

*“Difficult teaching assignment (6/7 split with 7/8 coverage), few supplies, sense of being alone, I was the only new teacher in the school the year I began.”*

*“The greatest difficulty was managing the workload.”*

*“Too much to do, making choices, classroom management, lack of support with behaviour issues from administrator, needing someone to turn to for all the little questions that arise.”*

*“Lack of mentoring within the system for new teachers. Not feeling fully prepared for the rigours of the profession. Unrealistic curriculum expectations.”*

*“My first placement was in a difficult school, connecting with my more troubled students and creating a good atmosphere in my classroom.”*

*“Horrible first year – taught Special Education with behavioural problems in a Grade 6 and 7 class with hardly any support, and was allowed to teach without Special Education qualifications.”*

*“The greatest difficulties would be the work involved in doing my job properly, climbing a steep learning curve and balancing personal responsibilities of home with the very demanding often emotional responsibilities of school.”*

*“Fatigue! I always felt that there wasn't enough time to allow me to do the creative things I desperately wanted to do.”*

*“Lack of money and resources and other teachers not willing to share resources/knowledge; in my first year the mentor had a make it or break it attitude.”*

### Career plans

- The fifth year is one of more stability than in the early years, with about two out of five (39 per cent) saying they expect to change teaching positions for the next school year.
- Only two per cent plan to teach outside the province in the sixth year of their teaching careers, with 90 per cent of them planning to teach in Ontario and eight per cent not to teach at all.
- Of those planning to teach outside Ontario, about one-half say they will return or will probably return to teach in Ontario in the future.
- On their thoughts with respect to the longer term future, only two per cent say they will not be a teacher in five years and another two per cent probably not, with 70 per cent saying they will still be teaching at that time and 18 per cent reporting they probably will. Seven per cent reported that they did not know.
- About one out of four (26 per cent) report that they expect to assume an education leadership role during their career as vice-principal, principal, supervisory officer or board director.
- More than three out of five (63 per cent) express an interest in mentoring, coaching or some other non-administrative leadership role with teacher colleagues.

### Reflections on teaching

- Four out of five of these fifth-year teachers report that they are very familiar (30 per cent) or somewhat familiar (50 per cent) with the ethical standards for teaching in Ontario.
- About one out of eight (12 per cent) report that they encountered a significant ethical issue in the first year.

Despite the challenging assignments and lack of support many experienced, these teachers, for the most part, have found and settled into a profession they find highly satisfying. They are sustained by seeing the positive impact they have on their students' lives, and this continues to reward and motivate them despite the very hard work required.

*“These past five years have been challenging yet very rewarding. Every day brings its own new experiences and I feel happy and satisfied in knowing that I have a job that not only I love but that I am actually impacting and affecting the lives of little children.”*

*“There have been many moments over the past 5 years that caused me to question why I became a teacher...but for all these moments, there are many more that remind me why I teach and why I enjoy my profession.”*

*“I don't think there is any career that can be more rewarding on a daily basis than teaching. I love going to work in the morning.”*

*“I enjoy teaching the children who want to learn and strive to achieve. It's an amazing feeling when you see their eyes light up with the joy and excitement of new knowledge and experiences.”*

*“I've really enjoyed working with young people and have been blessed with a great school and great colleagues. Despite these benefits, I still felt overwhelmed by the unreasonable expectations of the profession. I thought things would change after the first two years.”*

*“I do feel more competent in my work but the expectations are still unreasonable and there is no time left for my personal pursuits. I think many great teachers give up on the profession or become occasional teachers because of this.”*

*“I love being a teacher. I work in a truly wonderful school with highly supportive administration and colleagues. I love being with the children. I learn something every day. I can never be complacent.”*

*“My challenge in teaching is to balance my commitment and caring and my own personal life and health. Given the highly needy clientele in our school (academic, social, emotional), my colleagues and I need to take better care of ourselves.”*

*“This survey doesn't really address the enormous demands made on teachers. I work very long hours (10 -12 hours/ day) plus several hours on weekends (most of my colleagues work the same as myself). If you love teaching and want to do a good job there are so many things to do. Planning, preparation, administration, evaluating, reporting, meetings, professional development (workshops, coursework, reading professional resources), organizing, decorating your classroom and so on.”*

*“I love teaching! It is always what I wanted to do. When I originally graduated from my undergraduate degree years ago, I didn't get into teachers' college. Having the opportunity to fulfill my dream of becoming a teacher 18 years later was the most wonderful blessing I could have received in my life!”*

*“The first few years were very turbulent and stressful. I changed schools and grades every year and had to teach things I wasn't qualified for. There should be more stability for young teachers while they improve their skills.”*

*“I love being a teacher and develop more and more, thanks to the professional development offered each year.”*

*“Teaching is even more fulfilling and rewarding than I had imagined, I get immense satisfaction watching students learn, sharing their knowledge, and learning from them, I*

*also enjoy the interactions with other teachers both professionally and personally, teaching has improved my own life.”*

*“It has been overwhelmingly positive and rewarding. I am blessed in this vocation where I am able to serve in a profession that uses my passions and gifts.”*

*“This is a second career for me and I have no regrets. I love my job and am rewarded daily by the smiling faces of my students.”*

*“Love it!! I am fortunate to be having the best possible year, savouring every moment with my kids. Let's make it easier for new teachers, so they are encouraged, instead of frustrated and stressed.”*

*“Like other professions, teaching can be stressful. However, you must love your job or career if you want to be successful. If I make a difference in my students' lives by giving them the skills to also be successful, that is all that matters to me.”*

#### Demographic highlights

- One out of three (34 per cent) of these graduates of 2001 report that teaching is a second career and one out of four (20 per cent) were born in 1968 or earlier
- Male respondents constitute 20 per cent of the sample, 80 per cent female
- The respondents are comprised of 84 per cent Ontario faculty of education graduates, with 16 per cent from the U.S. border colleges
- French-language teacher education programs are reported by nine per cent of the respondents to this survey.





The transition from teacher education to a regular teaching job is proving much harder for teachers licensed in 2005 than for 2001 entrants. The study shows that fourth and fifth-year teachers are now well settled into their careers – confident, well prepared and committed for the long haul.

But for more recently licensed teachers, full-time jobs are much harder to come by unless they hold French-language, math, science or tech qualifications. There is a growing glut of English-language Primary-Junior teachers in Ontario, and faculties of education in Ontario and U.S. border colleges continue to graduate thousands more each year.

The job market for immigrant teachers is dismal – even if they are experienced and have high-demand qualifications.



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