



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

Transition to Teaching

First through Fifth Year Ontario Teacher Experience in the 2006-2007 School Year

Overview

This sixth year of the Ontario College of Teachers *Transition to Teaching* study presents an in-depth look at the early careers of teacher education graduates of 2002 through 2006. This year's large-scale survey received 3,545 responses from teachers whose career entry spanned a five-year period in which the employment market weakened, fragmented and eventually divided into two markets – a robust French-language teacher market and an English-language market with increasing numbers of underemployed teachers.

Teacher retirements in Ontario were at record highs as this decade opened and the College began the *Transition to Teaching* study with support of the Ontario Ministry of Education. Annual retirements and new teacher replacements from Ontario faculties of education and elsewhere were in a near balance. This meant that the graduates of 2001, the first year of this study, were in great demand by Ontario district school boards and independent schools. Most were able to get established in their teaching careers with comparative ease, regardless of geographic region, type of certification, and language of instruction.

As the decade advanced, a large decline in annual teacher retirements, along with substantial increases in new teachers, generated a significant imbalance in teacher supply and demand. Replacement needs emerge for reasons other than retirements and job vacancies reflect policy changes and student enrolment changes. Nevertheless, by 2006 the excess of new teachers beyond retirement needs had reached 7,000 annually. This large annual oversupply means diminished early careers for many new Ontario teacher education graduates as well as others who move to Ontario and attempt to re-establish their teaching careers here.

The Ontario employment market for English-language Primary-Junior teachers has been meager for several years and is on a continuing downward trend. Outside the Greater Toronto Area there are few English-language job vacancies in general in comparison with new teacher supply. Many of the graduates of 2006, 2005 and 2004, and even some of those from 2003 and 2002, continue to look for their first regular teaching contracts. Each year another, and ever larger, group of English-language elementary teachers from Ontario faculties, US border colleges and other jurisdictions arrive to compete with underemployed teachers who have one to five years of occasional teaching experience who are increasingly desperate to secure their first regular teaching positions.

No early relief is in sight for this phenomenon. With continuing growth in numbers of new teachers each year, unemployment and underemployment could be increasingly common for English-language teachers in Ontario in the years ahead.

In sharp contrast, most graduates of French-language teacher education programs and others who can teach French as a second language in English-language school boards continue to succeed in finding regular teaching jobs readily easily in these strong French-language job markets.

Employment highlights from this year's six surveys of Ontario and US border college graduates of 2002 through 2006 and of out-of-province and out-of-country educated teachers certified in Ontario in 2006 are the following:

- Only one out of six (17 per cent) of the 2006 teacher education graduates who are English-language Primary-Junior teachers outside the GTA found regular jobs by the end of the 2006-07 school year, and only about one-third (35 per cent) of the similar group of 2005 graduates had found regular jobs a full two years into their careers.
- By contrast, for the province as a whole, almost two-thirds (64 per cent) of French-language teachers from the 2005 graduating class had found regular jobs in their first year and three in four of them by the end of their second year.
- New Canadian teachers who completed their teacher education outside the country and were certified in Ontario in 2006 report much lower rates of job success in this weakening job market – almost half (48 per cent) were unable to find even daily occasional teaching employment and only one in twelve (eight per cent) managed to get regular teaching contracts in Ontario district school boards.
- Most of the Ontario and border college graduates of 2002 are very well settled by the fifth year of their teaching careers, although some (12 per cent) of the English-language teachers outside the Greater Toronto Area report underemployment.

These outcomes are significantly below similar measures of teachers in these early years of their careers in the preceding school year. From the perspective of teachers entering the profession, the English-language teacher employment market is on a downward trend. Although this is affecting elementary teachers more than secondary, the only secondary area remaining in which one can confidently expect early entry to a regular teaching position is Technological Studies.

This year's study also found that the province's New Teacher Induction Program is fully in place across the province for teachers newly appointed to regular teaching positions. New teachers report that the orientation, mentoring and professional development support they are receiving is very helpful to them in the challenging early years in the profession.

Although few occasional teachers participate in NTIP, many of them recognize its importance and ask that these supports be extended to include them. This survey was completed before the change in Ministry of Education policy to allow district school boards to use NTIP funding to support beginning long-term occasional teachers as of the 2007-08 school year.

Despite the challenges of a highly demanding profession and, for many, the extended time facing underemployment, most of this new generation of Ontario teachers are confident and committed educators who are in teaching for the long term. Asked about the future for their teaching careers, for all six groups a mere two to five per cent say that they would not or would probably not be a teacher in five years time.

Many of these teachers have faced challenges in gaining entry to teaching, but most of them remain committed to helping their students learn and grow. Regardless of the professional challenges experienced, the vast majority are sustained by the satisfaction they find in working with their students.

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First-Year Ontario Teachers in 2006-07 School Year: Ontario Faculty and Border College Graduates of 2006

English-language teacher employment market weakens further

This is the first year in which the *Transition to Teaching* study surveyed the teacher education graduates of 2006. These College members were surveyed at the end of the 2006-07 school year, the first school year following their graduation.

Many education graduates found lean pickings when they searched for their first Ontario teaching jobs in the 2006-07 school year. Only two in five (41 per cent) of the graduates of 2006 found regular employment by spring 2007. This low job success rate was even worse than the 51 per cent rate experienced by new graduates the year before.

The province's English-language teacher employment market is now highly competitive. New teachers compete for jobs with large numbers of surplus teachers, many of whom are still hoping to move from occasional to regular teaching jobs one, two or even three years after graduation. Many first year teachers say there is substantial competition for longer term, more substantial occasional assignments. They report that they find many recently retired teachers in this job market.

It has been very difficult to get any sort of teaching position. I applied to five school boards and literally hundreds of postings before getting on a supply teaching list.
Elementary occasional teacher, Toronto region

Many supply positions are filled with retired teachers which limit the opportunities for new graduates.
Unemployed Primary-Junior graduate, northeast Ontario

Fewer than one in three first-year English-language teachers (32 per cent) responding to this year's *Transition to Teaching* surveys report they found regular jobs. Nearly two in five (38 per cent) say they did not find enough occasional, contract or regular employment to teach as much as they wanted in their first year in the profession.

Location and grade level count in early job prospects

Most new Toronto-area English-language teachers are limited to occasional teaching, but their 45 per cent success rate in securing regular jobs far outstrips the 21 per cent rate for those trying to get established outside the Greater Toronto Area. And almost half of those working beyond the GTA (44 per cent) say they were underemployed in their first year of teaching.

It is a very slow, very frustrating process. If you don't know someone to get you in, or speak French, you're out of luck.

Junior-Intermediate occasional teacher, central Ontario

Elementary teachers suffer most in this weak English-language job market. Across the province, only one in four Primary-Junior qualified teachers found regular jobs, compared with 29 per cent of Junior-Intermediate and 43 per cent of Intermediate-Senior qualified new teachers. The job market outside the GTA provided regular teaching jobs for just one in six Primary-Junior teachers and less than one in 10 Junior-Intermediate qualified teachers.

Percentage of 2006 Graduates in Regular English-Language Teaching Jobs by Spring 2007

Divisions	Greater Toronto region	Other Ontario regions	Total Ontario
Primary-Junior	36	17	25
Junior-Intermediate	53	9	29
Intermediate-Senior	52	33	43
Technological Studies	60	57	58
All Divisions	45	21	32

The English-language teacher surplus now includes secondary teaching subjects that only recently experienced short supply of qualified teachers. No longer are secondary teachers of math, science and computer studies enjoying the competitive advantage they once held over secondary teachers with other teaching subject qualifications. Across the province, slightly more than one in three (35 per cent) of these first year teachers with previously high demand qualifications found regular teaching jobs last year, a weak success rate that is even lower than that of secondary qualified teachers in general. They report similar underemployment rates, with 30 per cent saying they wanted more work than they were able to find in 2006-07, compared with 29 per cent for secondary qualified teachers in general.

It was extremely difficult. I tried volunteering and consistently applied to postings in three different boards, but no luck until the one interview in which I got recommended to supply. One interview out of the hundreds of applications! I still apply to the positions in secondary in hope of getting into a high school assignment.

Math and science graduate, teaching elementary occasional

Demand remains strong for English-language Technological Studies teachers, however, with only slight declines from the success rates for new teacher education graduates the previous year. Fifty-eight per cent of the 2006 graduates report employment in regular teaching jobs in 2006-07 (59 per cent last year) and 12 per cent reported underemployment, compared with six per cent in the 2005-06 school year.

How the English-language teacher surplus came about

The balance of the annual supply of new Ontario teachers and teacher retirements changed dramatically over the past decade.

In 2000, new Ontario teacher education graduates with first time teaching certificates numbered 6,666. They were joined by 589 new Ontario teachers who completed their teacher education at US colleges bordering the province. A further 1,602 teachers from other provinces and countries brought the total count for the year to 8,857 new teachers available to staff vacancies in publicly funded and independent schools in Ontario.

Teacher retirements hit record highs as the new decade began. In the five calendar years from 1998 to 2002, on average, 7,096 Ontario Teachers' Pension Plan members retired annually. These retirements, along with other teaching position vacancies in district school boards and independent schools, created ample opportunities for new teacher employment across the province – in all grade levels, subjects and school systems.

Increasing Teacher Supply and Declining Teacher Retirements

Newly certified Ontario teachers	Calendar 2000	8,857	Calendar 2006	12,434
Average annual Ontario teacher retirements	1998 - 2002	7,096	2003 - 2006	5,325
Difference		1,761		7,109

As the decade advanced, a large decline in annual teacher retirements, along with substantial increases in new teachers, generated a significant imbalance in teacher supply and demand. With expansion of Ontario teacher education capacity (28 per cent increase since 2000), increased US border college recruitment of Ontarians to programs designed for the Ontario market (up 200 per cent), and strong growth in annual intake of teachers educated in other countries (up 175 per cent), the employment market balance at the beginning of the decade had changed to a significant oversupply.

The annual new teacher “surplus” of 1,761 at the beginning of the decade grew more than 400 per cent to 7,109 by 2006.

This trend shows no signs of early correction. Teacher retirements are heading below 5,000 annually in the next few years and new teacher numbers in 2007 are on track to surpass the high level reached in 2006.

Longer time spent in occasional teaching

The impact of this growing teacher surplus is evident in decreasing success of new entrants in finding regular teaching jobs, increased reports of underemployment and increased months and years in occasional teaching.

Most new English-language teachers spend their early months and, for many, their early years, in daily and long-term occasional teaching, with many teaching on a part-time basis. Only one in four (24 per cent) of the 2006 graduates started in a regular teaching position in the 2006-07 school year. Toward the end of the school year, 10 per cent were not teaching at all and 37 per cent of those who were teaching did so only on a part-time basis.

The trends emerging from several years of new teacher surpluses are now clear. In 2004-05, nearly half (47 per cent) of the new English-language teachers found regular teaching jobs by the end of their first year. This dropped to under one in three (32 per cent) among those seeking a first teaching job in the 2006-07 school year. Over the same time period, reported underemployment among these first year teachers grew from 29 per cent to 38 per cent.

Border college grads lag far behind Ontario grad job success rates

Last year 1,744 teachers joined the Ontario teacher work force after completing teacher education degrees at the US border colleges. Most of these new teachers are Ontarians who chose these programs as their entry to teaching in the province. These new teachers have much lower rates of success in finding teaching employment here than Ontario faculty graduates. Only 10 per cent of them started in regular jobs, compared with 32 per cent for Ontario graduates.

Because there are so many unemployed teachers it is very difficult if you don't know anyone. I cannot even get supply teaching

Unemployed US border college Primary-Junior graduate

Toward the end of the first school year, less than one in five US border college graduates (19 per cent) had found regular jobs, compared with 44 per cent for those from Ontario faculties. This weaker success rate applies equally across divisions.

Lower Percentages of Border College Graduates find Regular Jobs in First Year

	Primary-Junior	Intermediate-Senior	All Divisions
Ontario faculties	37	52	44
US border colleges	16	28	19

French-language teaching markets remain strong

The best of times continue for Ontario's new French-language education graduates. Most continue to find regular employment easily and early in their careers. The *Transition to Teaching* survey of the graduating class of 2006 found that fully 96 per cent of them had teaching jobs in the 2006-07 school year.

I did not need to look for a job at all - a principal contacted me.

Full-time intermediate-senior teacher, French-language board in eastern Ontario

About two in three (64 per cent) French-language education program graduates teaching in spring 2007 held regular teaching jobs. This employment rate is similar to the 67 to 70 per cent rate reported by comparable first year teachers in each of the past four years. More than four in five (83 per cent) say they taught as much as they wanted in their first year in the profession. Only four per cent say they were not able to find any teaching job. By year end, only five per cent still relied on daily occasional assignments for their teaching employment.

The province's graduates from French-language programs at Laurentian University and the University of Ottawa are quickly recruited far and wide.

I turned down four or five offers of full-time employment because I was looking for a part-time position.

Part-time teacher, French-language board in northeast Ontario

Three in four (76 per cent) report teaching contracts with Ontario French-language school boards. About one in seven (14 per cent) teach outside Ontario. Most of these teach in Québec, with some reporting Manitoba and New Brunswick jobs. The remainder found work in Ontario's English-language school boards (seven per cent) or independent schools (three per cent).

Job opportunities abound at all levels for new French-language program graduates. Sixty per cent of Primary-Junior and Technological Studies qualified teachers found regular teaching jobs in 2006-07. This compares with 67 per cent of those with Junior-Intermediate and 69 per cent of those with Intermediate-Senior qualifications.

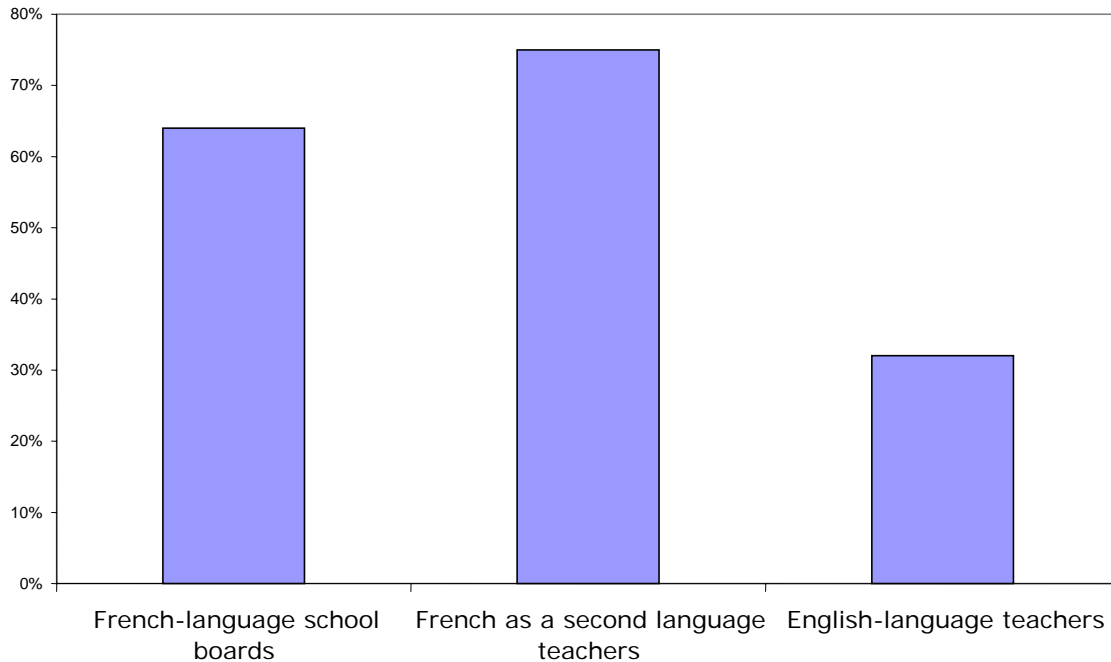
The French-language program graduates who get hired by the province's English-language school boards are part of the strongest teacher employment market in Ontario today. These boards scramble each year to fill their substantial French as a second language (FSL) teaching needs. Most new FSL teachers are English-language program graduates who can teach in French, and who often do not have French as a Second Language teacher education qualifications when first hired.

I applied to French teaching positions. I do not have French teaching qualifications, but I do have a French-language background. This is how I got my job.

Southwest Ontario French immersion teacher with regular contract

Three in four of these new French-language teachers in English-language boards secured regular teaching positions, more than double the success rate of English-language teachers and even better than the strong success rate for teachers in French-language school boards.

Percentage of first-year teachers with regular teaching contracts



Induction Program Helps New Teachers in Regular Teaching Jobs

Help has arrived for many new teachers in Ontario. In 2006-07, Ontario's school boards provided new teachers with highly rated professional support from experienced educators using resources available through the province's New Teacher Induction Program (NTIP).

Begun in 2006, the NTIP provides orientation, mentoring and professional development in school boards right across the province. It was established in recognition of the value of an additional year of support for the growth and development of entrants to a very challenging and stressful profession.

The College's *Transition to Teaching* study found that 91 per cent of the graduates of 2006 hired into regular teaching jobs in publicly funded school boards last year participated in the NTIP.

Even the small number who say they were not in a formal induction program report that they had a mentor or a formal orientation program, were evaluated by their principals, or

had access to professional development opportunities similar to those funded through the NTIP.

The shape and impact of this groundbreaking commitment to a new generation of teachers is clear in the survey responses. Experienced teacher mentors provide the foundation for most (88 per cent) NTIP participants. Formal orientation to the school board (89 per cent) and to the teacher's school (57 per cent) provides them with policy, administrative, school community and curricular contexts for their first year of teaching.

It's been a great year. My mentors are fantastic. There has been a lot of personal and professional development so far. I'm looking forward to another great year!

Special education and kindergarten teacher

Having a coach was great. He was not judging me at all so I knew I could trust him. Being a former vice-principal, he even knew some of the kids in my class and gave me tips on how to deal with them.

French as a second language intermediate teacher

At 97 per cent, virtually all NTIP-supported teachers had professional development in one or more of the program's priority areas for new teachers. Literacy and numeracy, planning, assessment and evaluation, and classroom management are the most frequent professional development content areas reported by the participants.

First-year teachers in the NTIP with PD in priority areas

PD content	Participation Rate (%)
Literacy and numeracy	70
Planning, assessment and evaluation	70
Classroom management	56
Student success	48
Teaching students with special needs	34
Safe schools	29
Parent communication	29

The support of experienced mentors and other teachers is highly valued by these new teachers.

My mentor is the only reason I survived this year. Because I was able to ask very specific questions of my mentor, she and I were able to tailor the solutions to my particular needs.

French as a second language elementary teacher

Four out of five (78 per cent) of these first-year teachers identified some components of the coaching, information and demonstration of teaching methods as very helpful to them. Almost all (94 per cent) say this support from experienced teachers helped them on the job. Report cards, classroom management and teaching resources top their lists of most valuable support.

NTIP Participants Highly Value Mentoring Support

Type of mentoring	Very helpful (%)
Help with report cards preparation	44
Coaching on classroom management	41
Finding good teaching resources	37
Coaching on instructional methods	36
Observation of other teachers' practices	36
Coaching on student evaluation	35
Feedback from mentor on my teaching	34
Advice on helping individual students	33
Curriculum planning with my mentor	32
Observation of my mentor's teaching	29
Preparing for parent communication	22
Information on administrative matters	21

Most of these first-year teachers in the NTIP identified mentoring as a major (35 per cent) or moderate (34 per cent) professional development activity for them over the year.

Mentoring in the initial full year of Ontario's NTIP took place mainly outside the classroom. Fewer than one in five first-year teachers say they had as much as one hour per month to observe their mentor or another teacher in the classroom.

Fewer than one in six new teachers say they were observed for an hour per month or more in their first teaching year. Almost half (47 per cent) say their teaching was not observed at all.

Whether in the classroom or beyond, regular access is identified as central to making the mentoring relationship work well. Asked what was most helpful as professional development, first-year teachers said:

Planning with my mentor, doing report cards with my mentor, time to sit and communicate with mentor about school-related issues.

Grade seven and eight teacher

Mentoring days where I visited experienced teachers in my school board teaching similar subjects.

Technological studies teacher

Being able to work closely, plan and speak to my mentor each day about what I was doing.

French as a second language elementary teacher

Observation by mentor and debrief. Observation of experienced teacher and debrief.

Secondary science, math and French teacher

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

Principals and vice-principals play critical roles in the initial year for new teachers. Three out of four first-year teachers in the NTIP give a positive rating to the support they received from school administrators. Fully 43 per cent gave the highest rating – excellent – to the support they had from their vice-principal and principal. Almost all (93 per cent) had been formally evaluated by the principal by the time they completed the survey.

Occasional teachers missed out on induction in 2006-07

In today’s over-supplied English-language teacher market in Ontario, most teachers do not progress beyond occasional teaching in their first year. Only two out of five 2006 teacher education graduates employed by publicly funded Ontario school boards in 2006-07 had regular contracts by year end. Thirty-six per cent held long term occasional positions and 24 per cent were daily occasionals.

The New Teacher Induction Program in 2006-07 focused mainly on new teachers hired into regular contracts. Although some school boards did extend NTIP programs to occasional teachers, this was far from common experience so far. More than half (57 per cent) of first-year teachers hired by publicly funded school boards in the province in 2006-07 did not have access to the NTIP program. Ministry of Education policy has now changed to allow school boards to use NTIP funding to support beginning long-term occasional teachers as of the 2007-08 school year.

NTIP Participation by Ontario school board contract type

Type or Employment	Per cent NTIP Participants
Regular or permanent	91
Long-term occasional	16
Daily occasional or supply	4
Other	0
Total	43

All first-year teachers whether staff or occasional should have mentoring, NTIP or some other support. As a new supply teacher there is very little support to help us with management/student behaviour issues which can often be worse than what a new (regular) classroom teacher faces. PD for new supply teachers would be nice!

Daily occasional elementary teacher

With the steadily increasing duration of occasional teaching stints as the entry to the profession in Ontario, many new teachers face their early years in a challenging profession without the advantage of this highly valued support from their experienced mentors.

Methodology

This year's Transition to Teaching study includes a survey of teacher education graduates of 2006 toward the end of the first year of their teaching careers. Surveys were mailed in May 2007 to College members with valid addresses representing 40 per cent of the 8,140 Ontario faculty of education graduates of 2006 who joined the College, and 40 per cent of the 1,444 graduates from six colleges in New York State and the University of Maine who became members of the College in 2006.

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 of 2006 graduates received 1,105 responses, for a 29 per cent return rate. These overall survey results are considered accurate within three percentage points, 19 times out of 20.

DETAILED FINDINGS

Employment Highlights

Every key indicator of employment success of new graduates weakened in 2006-07 by comparison with graduates who looked for first teaching jobs in 2005-06 – overall employment rates are down, unemployment rates are up, underemployment rates are up, proportion getting regular jobs is down, more first year teachers are teaching part-time and more are trying to make do with partial appointments in two or more schools.

- Fewer than nine out of 10 (89.7 per cent) of these graduates were employed as teachers at the time of the survey, and slightly more (92.5 per cent) taught at some time during the 2006-07 school year. This is a decline in employment participation from the 93 and 96 per cent rates respectively on these measures among the preceding year graduates in their first year.
- About one out of 17 indicate that they are not teaching in their first year because they could not find any teaching job (5.6 per cent) or could not find a teaching job they wanted (0.4 per cent). This six per cent rate of unemployment is also up from the 4.5 per cent rate for 2005 graduates in their first year.
- Occasional teaching, either on a daily basis (42 per cent) or on a long-term contract (25 per cent), is the route into the profession for the majority of these new graduates.
- By spring of the first teaching year, only about two out of five (41 per cent) who are teaching are in regular teaching positions. This is a sharp decline from the 51 per cent regular job success rate in the first year for 2005 graduates.
- Less than half (45 per cent) of those actually teaching were hired prior to the start of the school year. Fifty-five per cent started their first teaching jobs sometime in September 2006, another 21 had started jobs by December, and nearly one in four (24 per cent) did not start their teaching jobs until January 2007 or later following their graduation in the spring 2006.
- Part-time teaching (32 per cent) and teaching in two or more schools (25 per cent) are increasingly prominent features of first-year teaching for new graduates. These rates

are also up from the 26 and 21 per cent rates respectively among the 2005 graduates the previous year

- Almost one out of three (32 per cent) report that they did not teach as much as they wanted in their first year in the profession. This measure of underemployment is up sharply from the one out of four rate found in the first year among the graduates of 2005.
- About one out of eight new teachers report teaching in settings outside the Ontario publicly funded school systems, in independent schools (4.8 per cent), other Ontario settings (0.8 per cent) or outside the province (6.3 per cent).
- Two radically different teacher employment markets now exist in Ontario – English-language teaching and French-language teaching.
- New French-language teachers (in French-language school boards and teachers of French as a Second Language in English-language school boards) are greeted by a robust market with continuing high rates of employment.
- About two out of three French-language teachers in 2006-07 (64 per cent) report regular jobs by the spring of their first year in teaching, with only 17 per cent reporting that they had wanted more teaching employment throughout the year.
- By contrast, fewer than one in three (32 per cent) first-year English-language teachers reported regular teaching jobs with 38 per cent reporting underemployment.
- The comparatively high demand for English-language math, physics and chemistry secondary teaching subject qualifications in the past was no longer evident in the 2006-07 school year. Only one in three employed first-year English-language teachers with these qualifications had found regular teaching jobs by spring 2007.
- English-language Technological Studies qualifications continue to be highly marketable. More than half (58 per cent) found regular teaching jobs by spring and only one in eight (12 per cent) reported underemployment in the first year.
- Geographic differences are also prominent in the jobs available in 2006-07. Within the Greater Toronto Area half of the employed new teachers were in regular teaching positions toward year end, whereas outside the GTA only about one out of three (34 per cent) held regular positions.
- French-language school board employed teachers report a 65 per cent regular employment rate, compared with just 35 per cent for those employed in English-language boards.
- Primary-Junior qualified teachers who lack high-demand French-language teaching ability or qualifications report substantially less regular teaching job success (25 per cent) than Junior-Intermediate (29 per cent), Intermediate-Senior (43 per cent) and Technological Studies (58 per cent).
- All divisional qualifications for French-language teachers reflect a first-year regular job success rate of about two-thirds or better – Primary-Junior (64 per cent), Junior-Intermediate (72 per cent), Intermediate-Senior (67 per cent) and Technological Studies (68 per cent).
- English-language Primary-Junior teachers teaching outside the GTA have the worst employment record with only about one out of six (17 per cent) obtaining regular jobs by the end of the first year and almost half (44 per cent) reporting underemployment throughout the year.

The graduates of 2006 often report that the search for a first teaching position in Ontario is very challenging and that they are frustrated trying to find a regular teaching job. They often comment on the experience as a very negative one. They say they are confronted by confusing and non-transparent processes. The competition is often reported as fierce. Many report that they cannot get noticed unless they have connections.

The comments below are representative of a great many similar comments:

“It was extremely difficult. I tried volunteering and consistently applied to postings in three different boards, but no luck until the one interview in which I got recommended to supply. One interview out of the hundreds of applications!”

“Due to budget constraints, cutbacks and lower enrolment, the two nearest English-language public schools were not hiring, even occasional teachers.”

“Long and stressful as most boards do not know if they will be hiring new graduates until July or August, even September and October at times.”

“Very difficult to obtain a job, especially a permanent position. Frustrated having to compete with 'retired' teachers for positions.”

“I was hired after reorganization and was the third teacher in this class. I had no opportunity to prepare (2 days notice) – couldn't review OSR's or anything. I felt I could never catch up for the remainder of the year.”

“I think that there are too many qualified teachers competing for a small number of jobs. It is very discouraging to search for months to get any sort of position and to end up only working part time as a supply teacher. Every posting has hundreds of applicants respond. It is nearly impossible to get an interview, even with a great resume and lots of networking and volunteering. Many colleagues have made similar comments to me.”

“Very stressful, very last-minute. Every board is different so it's hard to know what you have to do.”

“Why are retired teachers permitted to come back and do occasional teaching when so many new teachers don't have jobs? Why are new LTO teachers not offered the same support as newly contracted teachers (mentors, observing in classrooms)?”

“The process is complicated, there is so much confusion about what is required, and how to secure an interview. I have had no luck in my communications with the school boards. I am very frustrated. I feel that the only way I could get hired is if I know someone in HR or a principal.”

“I didn't appreciate sending over 100 resumes to schools that had someone lined up for the position - yet had to go through the posting procedure.”

“It has been extremely tedious and very difficult. There is no consistency across the boards in expectations or processes. I have been applying for a teaching position weekly since last May and have not yet been able to secure a position, occasional, part-time, LTO, or full-time.”

“Nightmare! Told all positions were available to apply to if in ready to hire pool, told I was on supply list; then told I wasn't; hiring process changed in September - ready to hire and supply list before applying can take place.”

“Frustrating. The hiring processes of some boards are enough to turn you off teaching.”

“I was unemployed from September to November despite having applied to eight boards. Supply work started very slowly - only three days of work the first month, five the second, etc. Very difficult to reach the minimum 20 hours for LTO eligibility.”

“Despite my best efforts, I never even received an interview. It was an utterly depressing and frustrating experience.”

“It is too much about who you know. Retired teachers are allowed far too many supply days - new teachers don't get the needed opportunity to make contacts and money.”

“I have found it very frustrating. It became evident very quickly that it is 'who you know'. Many principals already know who they want to hire, but go through the interview process because they have to.”

Teaching Assignments

- For new teachers with secondary school employment, sciences (18 per cent), mathematics (13 per cent), English (11 per cent) and Technological Studies (seven per cent) are the most commonly cited main teaching assignments.
- Four out of five (81 per cent) secondary school employed first year teachers have jobs that require three or fewer different class preparations, a significant improvement in this measure of workload from the 68 per cent level among 2005 graduates in their first year.
- Twenty-nine per cent of this group indicate they are teaching at least one subject for which they are not adequately prepared.
- For new teachers with elementary school jobs, one in four teach in combined grade classrooms, six per cent teach special education and 13 per cent teach French as a Second Language.
- About two in five (39 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 2 are the most common, with Grades 3 and 6 closely following.
- Only one in 10 elementary teachers report that they are not adequately prepared for their assignments in general; however, nearly two in five (38 per cent) say there is at least one assignment for which they are not adequately prepared.

- One in five first-year elementary teachers report a less than satisfactory match of their qualifications and teaching 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. Many say that they are coping and look forward to more appropriate assignments in the future.

"Although I am able to teach my assignments in junior/intermediate language arts and social studies, I would be better prepared for science or math."

"Being an itinerant teacher in two schools is a bit heavy, as well as the course load (eight different subjects), but it's going well enough."

"First-year teachers seem to get applied level classes often and very little academic."

"My first year in teaching was very difficult. Teaching other subjects in French is very difficult when the students haven't mastered their second language. Also, the available French resources are used in French (first language) schools. As a result, teaching the subjects that I need to teach is very difficult - the students don't understand what they are reading. In addition, I teach a split grade (6/7). My stress level was very high this year, and I ended up needing to take two weeks off work because of stress."

"Orientation, mentoring and professional development should start as soon as a beginning teacher sets foot in a classroom and not just when they are hired on permanently."

"Combined grades are challenging for a first-year assignment and perhaps should be saved for the more-experienced teacher."

"Although not officially trained to teach music, almost all of the calls I get to supply are for music."

"I am not FSL certified, but I am fluent in French, so I have been assigned to teach French Immersion math."

"I only discovered my teaching assignment via e-mail in August even though I was hired by the board in April."

"I felt like I was given the classes no one else wanted - challenging classes with major behaviour issues."

"You take what you are offered, get experience teaching, and then you will have more choice as jobs become available."

“I had no idea how many different grades a teacher can be expected to teach over the course of a career. It seems nonsensical that we gain knowledge/experience/resources in one grade one year only to be moved to a new grade the next year!”

“I believe I am a good teacher but as a supply I do not have opportunities to use my skills. As a supply your day is outlined by the classroom teacher. You also have to manage behaviours that are reserved especially for supply teachers.”

“I believe supply teaching is a perfect experience to prepare me to be an excellent overall teacher. I am looking forward to applying my skills and experience in my own class so that I can make a difference in students' lives.”

“As a first year having a split grade has been stressful at times.”

Teacher preparation and professional development needs

- These first year teachers value their teacher education with positive marks for their practice teaching (92 per cent), and also more positive (66 per cent) than negative for their education courses.
- Asked to suggest areas for more focus in pre-service teacher education based on their first year of teaching experience, they gave highest priority to classroom management. High priority was also given to assessment, testing and evaluation, reading and literacy, and special education.
- First-year teachers also recommended an increase in practicum placement time, with more emphasis on both candidate teaching time and opportunities to observe experienced teachers in the classroom.
- With respect to their assessment of their own preparedness for the first year of teaching they rate most highly their lesson planning, instructional strategies, curriculum and subject knowledge, and their time management and organization skills (3.73 to 4.05 on average on a five point scale).
- They rated themselves as somewhat less prepared in motivating students, adapting their instruction to different learning styles, covering the breadth of the curriculum, finding classroom resources, classroom management, assessment and evaluation and communicating with parents (3.05 to 3.41 on average on five point scale).
- They expressed less readiness to handle administrative routines, teaching students with special needs, teaching combined grades and teaching students at risk (2.34 to 2.85 on average on five point scale).
- Intermediate-Senior qualified teachers report that they are much more prepared to teach academic subjects (3.8 on the same five point scale) than applied secondary classes (2.9) or outside their teachables (2.3).
- They are highly confident (33 per cent) or describe their confidence as a teacher as somewhat high (53 per cent).
- First-year teachers identified their further professional development priorities as immediate teaching skills – classroom management, evaluation and assessment, instructional strategies and observation and feedback on their teaching practice.

First-year teachers provided comments on their teacher education programs, what might have been lacking in their preparation for the first year of teaching, and their ongoing professional development needs. Practical assistance with challenging classroom management, more guidance and support from experienced teachers, preparation for difficult first year assignments and information on administrative routines were commonly cited. Occasional teachers frequently mention their lack of preparation for the special demands associated with managing a classroom that is not one's own and their lack of access to professional development.

"Everyone I know started as an occasional teacher and yet we had zero preparation or training for supply teaching."

"Classroom management! I would have found it beneficial to role play typical problems in the classroom. In general, more focus is needed in this area because you can't teach the students if you can't control them."

"I had no practicum experience with ESL and chose to volunteer with Special Education on my own time. I was prepared to teach the academic stream but those aren't the students I have."

"I was not sufficiently prepared for the moments of feeling overwhelmingly stressed!"

"Classroom management and student motivation are the main things that I have struggled with."

"Report card preparation and FSL teaching! It would have been helpful to see how teachers set up their classes and start off the school year in early September."

"Being an occasional teacher now, I was definitely not well prepared for how to manage a classroom as a supply teacher."

"Because I was hired in October I felt like I missed some important information regarding extracurricular activities, drills, school codes and practices, and so forth. I learned through experience."

"More combined grades experience would have been great (considering today's reality) and organizing evaluation and assessment materials and long range planning."

"Make practicum a more significant aspect of teacher education. Longer placements that begin earlier in the year so that teacher candidates can see how to start a new year, preparations, classroom setup, etc. Have one placement that continues to the end of the school year to see how to wrap up the year."

"More emphasis on administrative duties, report card creation, assessment, parent-teacher conferences etc. Less emphasis on redundant theoretical studies."

“Highly prepared overall. There should be an orientation session for long term occasional teachers coming in the middle of the year/term.”

“I was prepared well enough for my first year of teaching. My challenge was with students at-risk and those who had special needs.”

“I have felt the most unprepared for the variety of learning styles and personalities in my class.”

“This year I had to teach 15 subjects to three grades (5, 6, 7); also struggled with learning how to teach a split grade and to teach French to students without a background in the language.”

“I was not at all prepared for the administrative duties that are expected of teachers. As well, I am not prepared for teaching combined grades and courses outside my teaching subjects.”

First-year experience and New Teacher Induction Program

- The New Teacher Induction Program (NTIP) played a prominent role in support of first-year teachers in district school boards across the province in 2006-07.
- More than nine in 10 teachers (91 per cent) in regular jobs in Ontario publicly funded boards report that they were in NTIP, with most of the remaining nine per cent reporting that they were supported by elements of the NTIP such as mentoring, orientation, principal evaluation and professional development.
- Most NTIP participants report working with an experienced mentor (89 per cent) and attending formal orientation to their new school boards. Involvement in school orientation programs was reported by more than half (57 per cent).
- Professional development in the NTIP priority areas was comprehensive, with participation rates as follows – literacy and numeracy (70 per cent), planning, assessment and education (70 per cent), classroom management (56 per cent) student success (48 per cent), teaching students with special needs (34 per cent), safe schools (29 per cent) and parent communication (29 per cent).
- The reviews of the NTIP elements are positive – the majority rate each of the key components positively:
 - School board orientation as excellent (18 per cent) or good (40 per cent),
 - Orientation to teacher’s school as excellent (21 per cent) or good (37 per cent),
 - Mentoring program as excellent (26 per cent) or good (32 per cent),
 - School board in-service as excellent (32 per cent) or good (42 per cent), and
 - Support of principal/vice-principal as excellent (42 per cent) or good (30 per cent).
- NTIP participants identify assistance with report cards, help in identifying good teaching resources, coaching on classroom management and advice on helping individual students to be the most helpful content delivered through the program.
- These first-year teachers also rated coaching on student evaluation and on instructional methods positively.

- Most participants report limited time available with mentors and with other teachers in the classroom – most report no opportunity for their teaching practices to be observed by their mentor or another teacher (47 per cent) or less than one hour per month (36 per cent).
- Similarly, most had no time to observe their mentors or other teachers in the classroom (43 per cent) or less than one hour per month (38 per cent)
- This lack of time likely accounts for the somewhat less positive valuing of feedback on teaching practices and learning from observation of mentor and other teachers in the classroom.
- Fully 93 per cent of NTIP participants had already experienced an evaluation by their principal by the time they completed the survey in May or June.
- The NTIP program was not generally available to daily and long-term occasional teachers in 2006-07, who constitute about three out of five first-year teachers. Sixteen per cent of long-term occasional teachers in publicly supported school boards report involvement in NTIP, with only four per cent of daily occasional teachers in the program.
- Some occasional teachers are provided with formal orientation to the school boards – 49 per cent of daily occasional teachers and 36 per cent of long term occasionals.
- Other supports are infrequent – orientation to the school (nine per cent of daily occasional and 38 per cent of longer term occasional teachers), mentoring (eight per cent of daily occasional teachers and 34 per cent of long-term occasionals) and formal evaluation by principal (nine per cent of daily occasional and 27 per cent of long-term occasional teachers).
- Long-term occasional teachers access more professional development workshops than daily occasionals, although only the area of literacy and numeracy was reported by a majority of long-term occasional teachers (64 per cent).
- The most frequent professional development for daily occasional teachers was in the areas of classroom management (37 per cent) and literacy and numeracy (26 per cent).
- Most new teachers report that the challenge of first-year teaching assignments was high (37 per cent) or somewhat high (44 per cent) and that they experienced high stress (37 per cent) or somewhat high stress (30 per cent).
- Most rated their workload as high (43 per cent) or somewhat high (30 per cent) and their sense of job security as low (23 per cent) or very low (36 per cent).
- Despite the challenges, stress, heavy workloads, limited job access and job insecurity, many new teachers report a high (32 per cent) or somewhat high (41 per cent) sense of professional satisfaction.
- On their overall assessment of the first year of teaching, most rated it as excellent (36 per cent) or good (44 per cent). They also expressed a high (33 per cent) or somewhat high (53 per cent) degree of confidence in their teaching and optimism for their professional future was rated as high (39 per cent) or somewhat high (35 per cent).
- NTIP participants in their first year of teaching report high levels of engagement in professional development. The majority say:
 - ▶ the support of a coach or mentor was a major (38 per cent) or moderate (24 per cent) professional development activity, and

- ▶ they were engaged in collaborative learning in their school to a major (24 per cent) or moderate (41 per cent) extent.
- By contrast, coaching or mentoring was a major or moderate PD activity for only a minority (20 per cent) of non-NTIP teachers as was collaborative learning in the school (40 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.

“Having a coach from the school board was great; he was not judging me at all so I knew I could trust him. Being a former vice-principal, he even knew some of the kids in my classes and gave me tips on how to deal with them.”

“My mentor is the only reason I survived this year. Because I could ask very specific questions of my mentor, she and I were able to tailor the solutions to my particular needs.”

“It was just great to get together at the workshops with other first year teachers. Great to hear each other’s stories and realize everyone has similar challenges in their classes.”

“Mentor opportunities to learn about assessment and planning were most helpful.”

“It was great having the time to meet, collaborate and brainstorm with my mentor.”

“I was pleased with initiatives for new teachers (workshops, job embedded learning days, mentor program). Could have used much more support in September! (Perhaps have retiring teachers work with new teachers for first months of school year?)”

“I valued the mentoring days where I visited experienced teachers in my school board teaching similar or same subjects.”

“Mentor's feedback was very helpful based on her observations of my teaching techniques used in a classroom.”

“The time outside of class with mentor was important to discuss and reflect on teaching; also having an office desk with other teachers is an amazing opportunity to ask questions and get help.”

“It helped to have time spent with my mentor learning how to do assessments (i.e.: report cards, running records).”

“I appreciated the time with mentors and other new teachers, discussing issues and problems.”

“I am very impressed by the NTIP (job embedded learning days, institutes, feedback from Beginning Teaching Co-ordinator, mentoring...). I think it is essential to make new teachers feel welcome, comfortable, and know that it's okay not to know everything in your first year... especially in such a competitive job market.”

“I think all first- year teachers should have a mentor – not only those who have a contract position. I am in an LTO position and feel very overwhelmed. My department has been helpful with providing resources, but I feel very alone in what I am doing most of the time. I think I'm doing a good job, but it would be nice to get advice/feedback.”

“Observation of exceptional teachers; planning time with mentor; math, literacy and assessment PD; 'talk time' with other staff.”

“As an occasional teacher I would have liked to have been given a mentor, much like first-year teachers get. I eventually got one, but it was only through my own initiative. I think this should be standard, as you are put in a different class and different school every day. It would be really nice to have someone to ask those questions you have.”

“While many PD day activities are good to learn about/listen to, it would be useful to have separate meetings for French teachers to share their materials and experiences with each other.”

“The one-on-one with mentor helped me to develop student IEPs in my FSL classroom.”

“Planning with mentor, report cards with mentor, time to sit and communicate with mentor regarding multiple school-related issues.”

“Least helpful were workshops / in-services with "all talk" and nothing to take back and use in classroom.”

“The mentor program is excellent if properly matched up.”

Career plans

- One of the most consistent findings of this study over the past six years relates to the career motivation of new teachers. Again this year, they report they 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 the secondary motivation 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 two-thirds of them (68 per cent) saying they expect to change teaching positions for the next school year.

- Approximately one in 10 of the graduates of 2006 report that they did not teach in 2006-07 by choice. Further study, travel, maternity or family responsibilities or other reasons are cited as reasons for 4.2 per cent of these new teachers staying out of the classroom in their first year following graduation from teacher education. Another 5.4 per cent were working at another occupation at the time of the survey.
- Only 3.7 per cent plan to not teach in the following year, with 90.1 per cent of them planning to teach in Ontario and 6.2 per cent outside the province.
- Of those planning to teach outside Ontario, about six in 10 report that they definitely (33 per cent) or probably (30 per cent) will return to the province to teach, and 15 per cent report that they will probably or definitely not come back.
- Only five from a response group of 1,105 say that they will not teach in the future
- On their thoughts with respect to the longer term future, very few (0.7 per cent) say they will not be teachers 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. Seven per cent replied they did not know.
- About one in four (26 per cent) report that they expect to assume an education leadership role during their career as vice-principal, principal, supervisory officer or director of education.
- More than three in 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 (32 per cent) or somewhat familiar (48 per cent) with the ethical standards for teaching in Ontario.
- About one in eight (12 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 most remain highly committed, although the survey returns include a small number who are unlikely to stay.

“A wonderful and rewarding profession. I couldn't have imagined a better experience in my first year of teaching. The staff, students and admin are all supportive. I plan to be in this profession for a very long time as there are so many opportunities to grow and a wide variety of roles one can assume within teaching.”

“Despite the hardships in finding a teaching post, my time in the classroom has been enjoyable. I simply hope that the basic need of putting food on the table would not drive me away from the profession should the coming year spell further job insecurity.”

“Even though it has been a very stressful year - I still love it! I just hope it gets a little easier. I live and breathe school.”

“I have really enjoyed my first year of teaching. Being an occasional teacher is a great way to experience many different schools, grades, methods and students. The teachers I have encountered through my travels have been very supportive in sharing their knowledge. I feel proud to belong to such a dynamic, inclusive and caring profession.”

“First year was extremely stressful. I had to learn and am still learning how to balance my time. I find that organizing is extremely difficult. I think new teachers should be given a workshop on how to organize.”

“I feel so fortunate to have found a job. A lot of my friends are still looking or are unsure of their job security for next year. I think the experience we have first year can really affect our decision to stay in the teaching field in the future.”

“I simply wish they never told me what a demand there was when obviously there isn't. I just want to teach and if it doesn't happen soon, I'm not sure of what to do. I have bills to pay and a life to live. I also have a passion to teach, so why do I see so many that need to retire (and they're not) but I can't get in. I have overall been frustrated and sad about things.”

“I enjoy supply teaching because it is not monotonous and it provides the opportunity to experience different schools, students, grades, class procedures, etc., which is excellent preparation for when I have my own class. However, it is discouraging to hear about the lack of full-time positions opening up and schools having surplus teachers. I often feel like I will never have a class of my own even though I feel absolutely ready.”

“I love teaching more than I thought I would! Developing a close rapport with my students motivates me to be the best teacher that I can be and to offer them an abundance of teaching resources. The wonderful staff at my school has also contributed to my awesome first-year experience. Unfortunately I am not too optimistic about obtaining a full-time contract position in the near future.”

“Having not worked in my area of specialty, it is difficult to evaluate my professional situation after my first year of teaching.”

“Many of my friends are leaving teaching because they could not find work this year and had to take other jobs. I balanced two jobs so that I could hold on because this is the career I love, but it was not an easy year to get through. I understand that it will get better, though, and I have high hopes for the future.”

“I have loved my first year but it has been stressful. Dealing with behavioural students and those at risk because of academic struggles can drain you of energy and hope. Admin support on these issues would help.”

“Although occasional teaching has given me a great deal of flexibility and opportunities to experience new subjects, it has also been a time of great frustration. Classroom management at times has been a nightmare.”

“It has been a rollercoaster ride for me as a first-year teacher! From being hired in August - a week before school started to teaching a combined grade. It has been challenging but gratifying all the same. One thing I'm sure of is that I've made a difference in the lives of my students this year, and they, in turn have touched mine.”

“My first year of teaching was exhausting, exciting, frustrating, stressful, time-consuming, and very rewarding. I'm glad I made the decision to follow this career path.”

“It was a great experience, but having two first-year teachers in JK was very difficult, as we both didn't really know the curriculum, strategies, procedures, expectations, etc. I would have benefited more from watching and getting information from a more experienced teacher.”

“Teaching as an occasional teacher has provided me with the opportunity to view and teach a wide range of students and classrooms with different needs. As well, I was able to see different teaching styles, strategies and classroom setups. Although I do wish the board would have offered more professional development days in order to make us aware of new developments, strategies, and skills that are necessary for professional growth. I felt at times very out of the loop.”

“It has been a tough, frustrating year as an occasional teacher. However, I realize that many educators get their 'foot in the door' in this manner.”

“The demands placed on a first-year teacher are extremely high, with very little feedback. I think more feedback/communication with superiors/mentors is absolutely necessary to reduce stress levels and ensure a healthy, productive teacher. Teaching is a very lonely profession and having the opportunity to get feedback and develop is essential for ensuring our students get the best.”

“I would have appreciated it if the faculty of education I attended could have made it known that there is a demand for French teachers in Ontario before I enrolled (I would have changed my teachables).”

“Despite the difficulties around classroom management, I loved the experience. The workload is big, but if we like what we're doing it's easy to deal with it. It is still one of the greatest vocations in the world.”

“I decided to leave teaching despite all of the support that I had from my administration. They told me I was an excellent teacher, but it was too demanding to give all of my spare time. Because I already have an engineering degree I can find a job in a field that I like and get double the salary.”

“Overall my first year of teaching was a positive experience, mainly because of the support of my mentor, colleagues and family. I think more release time as a first-year teacher would be helpful so I could have observed more experienced teachers, met with my mentor more, etc. I also would have loved it if my mentor could have gotten release time so that she could have given me feedback on my lessons.”

Demographic highlights

- Almost two of five (39 per cent) of these graduates of 2006 report that teaching is a second career and about one in four (24 per cent) were 35 years of age or older.
- Male respondents constitute 22 per cent of the sample, 78 per cent female.
- The respondents are comprised of 90 per cent Ontario faculty of education graduates, with 10 per cent from the US border colleges.
- French-language teacher education programs are the source of 16 per cent of the sample overall, and 18 per cent of the Ontario faculty graduates.
- Primary-Junior qualified teachers comprised 50 per cent of the returns, Junior-Intermediate 19 per cent, Intermediate-Senior 28 per cent and Technological Studies three per cent.
- English, history, mathematics and science are the most frequent Intermediate-Senior teaching subjects represented.
- Among the US border college respondents, English is the language of teacher education for all of them and the majority of them (67 per cent) have Primary-Junior basic qualifications.

First Year as Teachers in Ontario in the 2006-07 Out-of-Province/Country Teachers Ontario-Certified in 2006

This is the fourth year in which the *Transition to Teaching* study surveyed new Ontario teachers from other jurisdictions. This survey includes three different groups of respondents. Two in five respondents are individuals who immigrated to Ontario from outside Canada (40 per cent) following their teacher education and/or a teaching career elsewhere. More than two in five (44 per cent) are Ontarians who did their teacher education in another province or country, and the remaining 15 per cent migrated to Ontario from another province in which they did their teacher education.

The experience of those who are new Canadian teachers in the first year following Ontario certification is markedly different from the experiences of Ontarians who return after doing their teacher education in another province or outside the country and also from Canadians from other provinces who migrate here. Indeed, 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. Their experiences are reported on briefly at the end of this section.

Job market challenging for New Canadian teachers

The College has certified record numbers of internationally educated teachers (IETs) in recent years, but most new teachers who are not originally from Canada face unemployment or significant underemployment.

Despite often substantial teaching experience in other countries, very few IETs find jobs in Ontario district school boards in today's competitive teacher employment market.

Only one in 12 (eight per cent) of the new Canadian teachers responding to the *Transition to Teaching* survey of IETs who received their first Ontario teaching license in 2006 say they were able to find regular teaching jobs in publicly funded Ontario school boards in 2006-07. This compares with two in five Ontario faculty of education graduates of 2006.

It has been a very frustrating year for us. I should have been told from the outset which provinces required teachers, rather than arriving only to find Ontario has too many teachers and not enough jobs. Why are graduates still being trained here in such large numbers if they can't find employment here?

Occasional elementary teacher, 10 years teaching experience in England

The College's annual study of new teachers includes surveys of teachers educated internationally and in other provinces. It shows that, although new Canadian teachers educated abroad make little progress in gaining entry to the job market in their first year, the employment success rates for Ontarians who also complete teacher education abroad and for teachers educated in other provinces are similar to new Ontario graduates.

Despite success in the first step of gaining Ontario recognition of their teaching credentials, most new Canadian teachers face little if any early prospect of re-establishing themselves in their profession in Ontario. In sharp contrast with the first-year employment success of new Ontario faculty of education graduates, here is what new Canadian teachers face in the competitive Ontario teacher employment market:

- unemployment rates eight times higher than for native-born Canadians
- double the underemployment rate, and
- one-fifth the success in finding teaching jobs.

Per cent of New Teachers Unemployed, Underemployed and in Regular Teaching Jobs

	New Canadians	
	Ontario-certified in 2006	Ontario graduates in 2006
Could not find teaching job	48	6
Underemployed in 2006-07	69	32
Found regular job in publicly funded school board in Ontario	8	40

Independent schools are an important teaching alternative for new Canadian teachers. Two in five (42 per cent) who found regular teaching jobs in the 2006-07 school year say they are employed in a private school.

In my first year of teaching in Ontario, I'm satisfied that at least I have a teaching job. As I'm teaching in a private school my pay is very low as compared to public school teachers.

Independent school math and English teacher, five years teaching experience in India

French-language school boards and French as a Second Language teaching in English-language boards also provide some job opportunities for the small numbers who can teach in French. Most of this group is employed, with almost half in regular teaching jobs. Only one in 20 of the new Canadian teachers not able to teach in French found regular jobs in Ontario school boards.

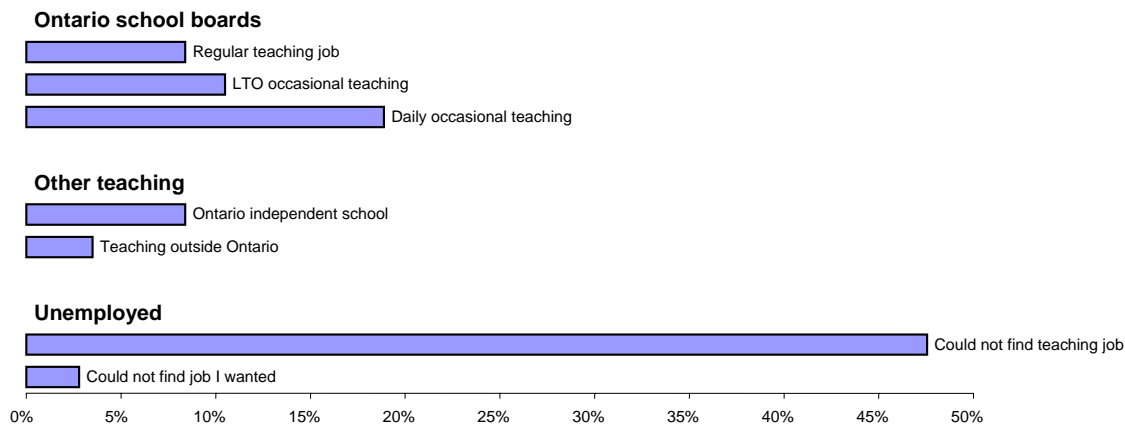
Most of these underemployed teachers have years of teaching experience. One in four (26 per cent) have taught for more than 10 years in other jurisdictions. Half (52 per cent)

taught more than five years. Three in four (77 per cent) bring two or more years of teaching experience. Their teacher education is predominantly in English (72 per cent) or French (three per cent). The frustration of many of these teachers in the face of little recognition of the value of their professional experience is evident in their comments.

I have not started teaching because I have been unable to get employment. Despite my qualifications and years of experience, less qualified and experienced teachers trained here in Canada get employed more easily.

Unemployed secondary teacher, nine years teaching experience in Jamaica

First-Year Job Outcomes of New Canadian Teachers



Methodology

This year’s Transition to Teaching study includes a survey of teachers who completed their teacher education in other provinces or internationally and who were newly certified in Ontario in 2006. This survey excluded the US border college graduates included in other surveys. Surveys were mailed in May 2007 to the College members with valid addresses among the 2,043 teachers who met the definition of the survey group. This survey received 411 responses, for a 21 per cent return rate. These overall survey results are considered accurate within 4.8 percentage points, 19 times out of 20.

DETAILED FINDINGS – NEW CANADIAN TEACHERS

Employment Highlights

- About half (52 per cent) of these new Canadian teachers certified for the first time in Ontario in 2006 were employed at some time during the 2006-07 school year and 45 per cent) were employed at the time of the survey.
- Almost half (48 per cent) said they were not teaching at the time of the survey because they could not find any teaching job and another three per cent could not find a teaching job they wanted.
- Some new Canadian teachers (seven 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; more than half of these (54 per cent) secured regular teaching positions.

- Of the 39 per cent of new Canadian teachers teaching in English only 22 per cent of them are in regular teaching positions.
- For those new Canadian teachers who found some form of teaching job in their first year as a certified teacher in Ontario, about half of them (49 per cent) started in daily occasional teaching and two in five (40 per cent) were still limited to daily occasional teaching at the time of the survey.
- By the end of the 2006-07 school year, fewer than one in eight (12 per cent) of these new Canadian teachers had found regular teaching jobs and only one in 12 (eight per cent) found those regular teaching jobs in Ontario publicly funded school systems.
- Part-time teaching (36 per cent) or teaching in two or more schools (39 per cent) are reported for many new Canadian teachers who find employment in the first school year following Ontario certification.
- At the time of the survey, almost half (48 per cent) of these new Canadian teachers reported that they were not teaching because they could not find teaching jobs. This is sharply up from the 29 per cent unemployment rate found among the new Canadian teachers last year.
- About seven of 10 (69 per cent) report that they did not teach as much as they wished in their first year in Ontario.
- More than one in five of the new Canadians who are teaching in the first year are in settings outside the publicly funded school systems, in independent schools (15 per cent) or outside the province (seven per cent).
- Most new Canadian teachers who find employment in Ontario do so in the Greater Toronto Area (64 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 higher-demand GTA teacher employment market only one third of new Canadian teachers who are teaching found regular teaching jobs and more than two in five (42 per cent) report underemployment in their first school year as an Ontario certified teacher.
- Three out of four of these teachers report that they experienced significant challenges in gaining employment as a teacher in Ontario.
- Very few (eight per cent) consider their mastery of English or French to be a challenge for them in their communication with students or parents.
- Similarly, very few of them (three per cent) think that language of instruction is seen by others as a barrier in their communicating with students or parents.

New Canadian teachers 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. Many view school board application and hiring processes as unfair and the hiring system as biased against them.

“We chose to move to Ontario because we felt it was a progressive educational province. We now realize that Canada has cut itself off from the rest of the world educationally, links are not recognized or encouraged.”

“My greatest challenge was the lack of Canadian experience. To get this I volunteered in a school for six months. But, when I talked to the principal about a reference letter, she said that she can't because she never saw me teaching. Volunteers are treated as servants by the teachers. The teacher never let me stand in front of her class. Most of the time I was in the photocopy room making copies of pages.”

“I thought I had qualifications and experience which would help me in getting a job. But my hopes have turned to ashes.”

“I faced discrimination for being non-Canadian. Everywhere I was asked for Canadian experience (indirectly) though I had more than five years teaching experience from my country. I was only asking for a chance to prove myself but nobody was ready to give a chance to a new immigrant with no Canadian experience.”

“It's very difficult to get a first job. I have been doing volunteer work for the past six months but did not get any interview calls.”

“Requiring previous Canadian teaching experience prior to getting hired in Ontario is just wrong, especially for new immigrants.”

“Very few positions are open to new teachers and many principals are not willing to take a chance on them.”

“There are no openings at all. Without Ontario experience they don't let you in a school where you could get it. Catch 22.”

“Eight months after moving to Ontario, I still have not been able to find any employment as a teacher.”

“School boards are looking at retired teachers and Ontario-trained new teachers to fill vacancies - not qualified, experienced teachers trained abroad.”

“I was not granted even one single interview from four school boards applied to - I spent a lot of money and my qualifications were not of relevance in Ontario.”

"As an exchange teacher in 1998 I had a teaching position allocated and guaranteed. As an applying teacher from overseas I am now unable to even receive an interview."

"There are not many jobs available and most schools are unwilling to hire foreign-trained grads. I am not getting even a call for interviews from any of the boards. I feel if I would have done my teacher education program here, I would have been a teacher by now."

"Hiring often appears to be based on who you know (connections)."

"I don't teach in Ontario. I hope to one day, but it seems like a closed shop."

"I was teaching in an international school prior to coming here and I did not find anything drastically different - except I am still struggling to find a foothold simply because I feel the system is not geared towards newcomers."

"I was not given a chance to teach in public schools here. I am a high school teacher with 20 years of experience teaching."

"It is not possible to get anyone in a hiring position to recognize that I am here."

"I am very disappointed with my experience of trying to get a job in a public school. I am an experienced teacher from UK and I believe the hiring system does not work fairly. I know many people who are struggling to find a job with a school board and others who are leaving to work elsewhere or in other professions because of the treatment they have had."

"Although I have a job in a private school, I do not get any benefits and it does not count towards my 20 probationary days!"

"I feel misled. Immigrants are told that Ontario needs teachers. But you are refused at all the steps. You do not get a chance to show or prove what you are able to do."

"As a highly experienced International Baccalaureate teacher, I have been told by two Ontario IB Coordinators that I will never have any further involvement in these programs, as it would be seen as queue jumping. Welcome to Ontario; please leave all experience and aspirations at the door!"

"As in Britain, newly certified teachers should be employed as classroom assistants instead of going to work in factories as general labourers. They could be paid a little above minimum wage, just as they are paid in factories."

"Why do I - an experienced educator with extensive training, from the US, a native English speaker - have to jump through so many hoops to be able to teach in Ontario?"

Certification and Teaching Assignments

- About nine of 10 (89 per cent) of new Canadian teachers certified in 2006 made use of specialized IET meetings and services available through the College or Teach in Ontario.
- Two out of three (67 per cent) gave positive evaluations of the certification services they accessed.
- New Canadian teachers are assigned more to the sciences (25 per cent) and mathematics (21 per cent), with the next most common – English (11 per cent) and English as a Second Language (eight per cent) – much less frequent.
- Only one in five (22 per cent) of the new Canadian secondary school teachers indicate they are teaching at least one subject for which they are not adequately prepared.
- For those who responded to this survey and reported elementary school jobs, about one in three (35 per cent) teach in combined grade classrooms, 10 per cent teach special education and 12 per cent teach French as a Second Language. Fully 46 per cent of new Canadian elementary teachers are assigned to combined grades, FSL and/or special education.
- Virtually all of those assigned to teach in elementary classes describe themselves as very well prepared (60 per cent) or adequately prepared (38 per cent) for their assignments in general. Just under one in five (18 per cent), however, report that they are not adequately prepared for one of their elementary assignments.
- More than half (55 per cent) of the new Canadian respondents to this survey report a less than satisfactory match of their qualifications and teaching assignments.

First-year experience and professional development

- More than half rated their first year as certified teachers in Ontario as excellent (21 per cent) or good (37 per cent). Forty-two per cent gave a negative evaluation of their experience. Two of five new Canadian teachers declined to answer this question.
- Only one in five employed new Canadian teachers report participation in the New Teacher Induction Program. Given that very few of these new teachers are in regular positions in district school boards, this low rate is not surprising. It is similar to the rate for Ontario and border college graduates without regular teaching positions in their first year.
- Similarly, only a minority of these teachers receive key supports in their first year of teaching in Ontario – school board orientation (32 per cent), school orientation (14 per cent), mentoring (34 per cent), or formal evaluation by a principal (31 per cent).
- However, 71 per cent of those who were employed in 2006-07 report that they had professional development in one or more of the areas of priority for the New Teacher Induction Program.
- With respect to their assessment of their own preparedness for the first year of teaching in Ontario, they rate most highly their subject knowledge, lesson planning, ability to motivate students, instructional strategies, ability to adapt to different learning styles, classroom management and communicating with parents (4.03 to 4.43 on average on a five-point scale).
- They rated themselves as somewhat less prepared in ability to cover the breadth of curriculum, teach students with special needs, teach combined grades and to handle administrative routines (3.53 to 3.92 on average on five-point scale).

- In all of these areas, these highly experienced teachers report a much higher level of preparedness for teaching in Ontario than first-year Ontario graduates.
- Intermediate-Senior qualified teachers report that they are somewhat more prepared to teach academic subjects (4.2 on the same five-point scale) than applied secondary classes (4.0) or outside their teachables (3.5). Again, their self-evaluations are much higher than first year Ontario graduates in these areas, most notably in teaching applied secondary classes and teaching outside their teachable subjects.
- They are highly confident (50 per cent) or describe their confidence as a teacher as somewhat high (36 per cent).
- These new Canadian teachers identified their further professional development priorities as observation and feedback on their teaching practices, further knowledge of the Ontario curriculum, instructional strategies, and evaluation and assessment.
- The reviews are mixed for key supports to new teachers, with no more than half giving a positive rating to school board orientation (49 per cent), school orientation (46 per cent), or school board in-service (50 per cent).
- Much more positive reviews were given to the value of additional qualification courses to these teachers who are new to Canada and Ontario (84 per cent), mentoring (63 per cent), and principal and vice-principal support (76 per cent).
- Despite the barriers to employment, assignment challenges and stress, and the uneven support reported, many of these new Canadian teachers report a high (26 per cent) or somewhat high (31 per cent) sense of professional satisfaction. The two in five (43 per cent) who report low satisfaction ratings is significantly greater, however, than among new Ontario and border college graduates.
- Their optimism for their professional future also fell short of the Ontario graduates with only 42 per cent being highly optimistic.
- More than two-thirds expressed a low (46 per cent) or somewhat low (22 per cent) sense of job security.

Many of these new Canadian teachers express discouragement with trying to re-establish themselves in their profession in Ontario. Many are determined to overcome the challenges and a small number report that they may leave teaching altogether.

“I love teaching. My experience with the whole certification process and finding a full-time teaching job would have discouraged me from remaining in this profession had it not been for my love and passion for teaching.”

“A mandatory mentoring program should be in place for internationally trained teachers, to last at least one year.”

“I am a very good teacher and I feel it is absolutely discouraging not to have the chance of doing what I love.”

“The challenge is having to do extra courses (ABQ and Specialist) even though I've led a department, have been a teacher trainer and have been a teacher for numerous years! Highly frustrating! I cannot emphasize this enough! This has had the effect of making me want to leave teaching here.”

“I feel extremely undervalued as a teacher who was trained outside of Ontario and I am considering switching to another career.”

“In my first year of teaching in Ontario, I'm satisfied that at least I have a teaching job. As I'm teaching in a private school my pay is very low as compared to public school teachers. This factor restrains me from getting full satisfaction from my present job.”

“It is very hard for me to find a job in the teaching profession because I've been told that people like me (trained outside of Canada) are not welcomed or needed here. Very depressing, I must say.”

“I can't find a job even though I'm certified to teach. I spent my money and time and now no hope for a better future for me and my family.”

Career plans

- Like the Ontario and border college new graduates, these teachers who have moved to Ontario are also primarily motivated by wanting to make a difference in students' lives and an interest 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 viewed as important, but stand as a clear third tier of considerations behind 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 (92 per cent) plan to teach in Ontario in the 2006-07 school year and another six per cent plan to teach outside Ontario.
- On their thoughts with respect to the longer term future, very few actually say they will not be a teacher in five years (two per cent) with 83 per cent saying they will definitely still be teaching at that time and 10 per cent reporting they probably will. Five per cent replied they did not know.
- Almost one in four (23 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.
- More than a third (36 per cent) say they hope to mentor or coach other teachers.

Reflections on teaching

- Three out of four of these new Canadian 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 in nine (11 per cent) report that they encountered a significant ethical issue in the first year.

Demographic highlights

- Almost all (92 per cent) of these new Canadian teachers have one or more years of teaching experience in other jurisdictions prior to gaining their Ontario certification in 2006. Three out of four (77 per cent) have two or more years of teaching experience,

half (51 per cent) five years or more, and one out of four (26 per cent) 10 years or more teaching experience.

- Two-thirds of these teachers are age 35 or older.
- For most of them (89 per cent), teaching is a first career.
- Male respondents constitute 22 per cent of the sample, 78 per cent were female.
- English is the language of teacher education for 72 per cent of these new Canadian teachers, with French-language teacher education reported by three per cent of them.
- About one-quarter received Ontario Primary-Junior certification (24 per cent), a similar proportion Junior-Intermediate (24 per cent) and the remaining half Intermediate-Senior (49 per cent) and Technological Studies (three per cent).

FINDINGS

ONTARIANS RETURNING FROM EDUCATION ABROAD AND TEACHERS EDUCATED IN OTHER CANADIAN PROVINCES

About three in five (59 per cent) of the respondents to this survey were Ontarians who completed their teacher education in other provinces of Canada and abroad or Canadians from other provinces who migrated to Ontario following their teacher education in another province.

The first year job market experience for these Canadians is much more similar to that of Ontario faculty graduates and US border college graduates than it is to new Canadian teachers. On measures of employment, unemployment and underemployment, they are much more successful than individuals who immigrate to Canada.

The table below highlights that there are three distinctly different experiences of the search for teaching jobs in the increasingly difficult Ontario employment market:

- Ontarians – both Ontario faculty of education graduates and Ontarians who complete their teacher education in other provinces
- Ontarians who complete their teacher education in other countries, including US border colleges, and Canadians from other provinces, and
- new Canadians who immigrated to Canada and took up residence in Ontario following teacher education and teaching careers in other countries.

The experiences of the non-immigrant respondents to this survey in other respects are consistent with those of Ontario and border college teacher education graduates of 2006.

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

Group certified as Ontario teacher in 2006	Not employed as teachers	Unemployed because no teaching job found	Underemployed in 2006-07 school year	Teaching in daily occasional job at year end	Teaching in Regular job at year end
Ontario grads 2006	10	6	31	21	44
Ontarians who did teacher ed in other province	10	0	29	26	52
Border college grads 2006	14	10	43	36	18
From other Canadian provinces	17	5	25	20	44
Ontarians who did teacher ed abroad	19	13	43	25	34
New Canadians	55	48	69	39	27

Demographic highlights – Ontarians educated in another Canadian province

- Only 15 per cent of these teachers report that teaching is a second career and almost one in three (30 per cent) are 35 years of age or older
- Almost two-thirds (63 per cent) taught for one or more years prior to gaining Ontario certification.
- Male respondents constitute just 15 per cent of the sample; 85 per cent were female.
- All completed English-language teacher education programs.
- One-half gained Primary-Junior certification, 10 per cent Junior-Intermediate, 40 per cent Intermediate-Senior, and none Technological Studies.

Demographic highlights – Ontarians educated abroad

- Only 17 per cent of these teachers report that teaching is a second career and only eight per cent are 35 years of age or older
- Only one-third (33 per cent) taught for one or more years prior to gaining Ontario certification.
- Male respondents constitute 27 per cent of the sample; 73 per cent were female.
- All completed English-language teacher education programs.
- More than two out of five (61 per cent) gained Primary-Junior certification, three per cent Junior-Intermediate, 36 per cent Intermediate-Senior, and none Technological Studies.

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

- Only 10 per cent of these teachers report that teaching is a second career and more than one in three (37 per cent) are 35 years of age or older
- Almost two out of five (39 per cent) taught for one or more years prior to gaining Ontario certification.
- Male respondents constitute 17 per cent of the sample; 83 per cent were female.
- One-third completed French-language teacher education programs and two-thirds English-language.
- More than half gained Primary-Junior certification (53 per cent), nine per cent Junior-Intermediate, 38 per cent Intermediate-Senior, and none Technological Studies.

Second-Year Ontario Teachers in 2006-07 School Year Ontario Faculty and Border College Graduates of 2005

Many still trying to find regular jobs

This is the second 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 2006-07 school year, the second school year following their graduation.

As the widespread English-language teacher surplus continues to grow and the Ontario teacher employment market becomes more competitive, many new teachers – especially those outside the Greater Toronto Area (GTA) – are searching for years to find that elusive first regular teaching job.

More than one in three graduates of teacher education programs in 2005 had not yet found regular jobs by late spring 2007 and were still limited to occasional teaching.

The teacher surplus is having its greatest impact on elementary teachers. Only about one in three Primary-Junior teachers outside the GTA have found regular teaching jobs. Although some are teaching part-time or on an occasional basis by choice, nearly half report that they are still underemployed – they did not teach as much as they wanted in their second year in the profession. The employment challenges for these new teachers are accelerating with the job success indicators significantly weaker than recorded last year for the 2004 graduates in their second year.

The strong demand for French-language teachers continues and the GTA has absorbed more new teachers into regular jobs than other parts of the province. By the end of the second year of teaching:

- Nearly three in four (73 per cent) of those who graduated from French-language teacher education programs are settled in regular teaching posts
- Most technological studies teachers (87 per cent) have found regular jobs, and
- About three in four (74 per cent) of those teaching in the GTA are in regular jobs.

Outside the GTA only half (51 per cent) have found regular contracts in two years of searching.

The first table below presents percentages of French-language qualified teachers and English-language teachers by division who report having obtained regular teaching jobs before the end of the second year. Although they are doing somewhat better than first year teachers, more than half of the second-year teachers in central, eastern and northern Ontario are still limited to occasional teaching.

Even after two years in the profession, the competitive advantage for French-language program graduates is evident, and those who completed teacher education in Ontario universities continue to be more successful in finding jobs than border college graduates.

Percentage of Second-Year Employed Teachers in Regular Teaching Jobs

Certification	Greater Toronto Area	Ontario Outside GTA	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
French-Language	86	71	*				73
English-language - PJ	68	35					50
English-language - JI	73	59					66
English-language - IS	80	66					74
English-language _ Tech Studies	100	67					86
All Qualifications	74	51	42	49	57	42	63

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Studies
52	69	73	87

French-Language	English-Language	Ontario Faculties	Border Colleges
73	60	67	51

**Percentages are not reported for specific regions beyond the GTA by each qualification subgroup, 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 wanted in the current year. This underemployment measure shows a qualification and regional pattern similar to that found for second-year teachers. Outside the GTA, underemployment is more than 50 per cent higher than the rate for the GTA. 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. For English-language Primary-Junior qualified teachers, underemployment remains very high outside the GTA. Nearly half of these second-year teachers say they are still underemployed.

Percentage of Second-Year Underemployed Teachers

Certification	Greater Toronto Area	Ontario Outside GTA	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
French-Language	17	12	*				13
English-language - PJ	19	45					32
English-language - JI	15	15					15
English-language - IS	18	24					20
English-language _ Tech Studies	0	33					14
All Qualifications	17	28	14	27	30	35	23

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Studies
29	13	19	12

French-Language	English-Language	Ontario Faculties	Border Colleges
11	25	20	35

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

Second-year teachers who were successful in obtaining regular contracts report that they value the New Teacher Induction Program supports as they adjust to a challenging and stressful profession for which they are engaged in a great deal of on-the-job learning. Their responses to the NTIP parallel those of first-year teachers.

Methodology

This year's Transition to Teaching study includes a survey of teacher education graduates of 2005 toward the end of the second year of their teaching careers. Surveys were mailed in May 2007 to College members with valid addresses representing approximately 20 per cent of the 8,380 Ontario faculties of education graduates of 2005 who joined the College, and also to 20 per cent of the 1,598 graduates from six colleges in New York State and the University of Maine who became members of the College in 2005.

For College members in these groups who communicate with the College in French, a double sample was selected (40 per cent) to address this distinct employment market.

The survey received 494 responses, for a 22 per cent return rate. These overall survey results are considered accurate within 4.4 percentage points, 19 times out of 20.

DETAILED FINDINGS

Employment Highlights

- Most (94 per cent) of these 2005 graduates were employed as teachers at the time of the survey, and slightly more (98 per cent) taught at some time during the 2005-06 or 2006-07 school years.
- Very few (2.6 per cent) say they are not teaching because they could not find any teaching job or a job that they wanted to accept.
- Occasional teaching, either on a daily basis (28 per cent) or on a long-term contract (32 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 (63 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 2005 graduates.
- Almost one in four (23 per cent) report that they did not teach as much as they wished in their second year in the profession.
- One in 13 of these second-year teachers report teaching in Ontario settings outside the publicly funded school systems (4.6 per cent) or outside Ontario (3.1 per cent).
- Most second-year teachers experienced change in their employment between the first and second year. They changed assignments in the same school (16 per cent), changed schools (30 per cent) or changed school boards (11 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 2006-07 school year, language of instruction, 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 2005 being well settled by the end of the 2006-07 school year. More than three in four French-language teachers in 2006-07 (77 per cent) report regular jobs by the spring of their second year in teaching, although 10 per cent report that they had wanted more teaching employment throughout the year.
- Second-year 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 four in five (79 per cent) in regular teaching positions and only nine per cent wanting more employment than they had obtained in the second year of teaching.

- Only three in five (60 per cent) English-language teachers had regular jobs by the end of year two, and more than one in four (26 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 2006-07. Within the Greater Toronto Area about three out of four (74 per cent) second-year teachers are in regular teaching positions, whereas outside the GTA just over half (51 per cent) have secured regular positions.
- Second-year Primary-Junior qualified teachers outside the GTA are continuing their efforts to get settled into regular jobs. Only about half (53 per cent) of the PJ teachers outside the GTA have regular jobs by the end of the second year, compared with 69 per cent of those within the GTA.
- English-language Primary-Junior teachers outside the GTA have the worst employment record with fewer than one in three (31 per cent) of them obtaining regular jobs by the end of the second year and about half (48 per cent) reporting underemployment throughout the year.
- Teachers employed in French-language school boards report a 73 per cent regular employment rate, with just 61 per cent in English-language boards reporting regular jobs.

Second-year teacher comments on the process of finding employment are similar to those of first year teachers. Many report difficult job search experiences with unclear recruitment and selection processes, very heavy competition (unless one speaks French), need for a great deal of patience and flexibility to move to where jobs can be found, need for 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 one's qualifications properly considered. The comments below are representative of the observations from second-year teachers.

“Absolutely impossible - who is responsible for limiting the number of teachers graduating, because it's far too many!”

“Must be tenacious- volunteer, talk to principals, call HR at board every week, make sure someone puts you on the Priority List and have some luck and be reliable!”

“Even though I am a math and science teacher, even I did not get any interview calls from my local boards although I am applying every year.”

“For me, it was pretty easy since I'm a core French teacher and I've been teaching before (uncertified/letter of permission).”

“It is disillusionment when boards tell applicants to not bother principals and wait for a board interview. Without 'breaking the rules' applicants will find that they are losing the jobs to less-qualified individuals.”

“Very bureaucratic, very stressful. The process for getting on my local board’s eligible to hire list is daunting; one opportunity per year and even getting on the list doesn’t necessarily result in a full-time contract...being on this list is merely being ‘eligible’.”

“I have been a supply teacher since 2005. I applied to more than 100 permanent positions. Did not get even one interview call. Permanent hiring should be handled by the school board and not by the school principal.”

“We were given the wrong impression in teachers college about job availability.”

“I am teaching French in an extended French immersion program. Without being able to speak/teach French, I would still be an occasional teacher.”

“I found my one interview with the public school board to be bad. They didn’t call after the interview; they called to set it up the day before and the principal told me they already had someone in mind but were going through the process.”

“Jobs are very scarce. Many 0.1 or 0.2 contracts which are financially impossible.”

“Being an FSL-Core French teacher, obtaining a teaching position was a very smooth process.”

“Extremely difficult finding your way into a school board. Frustrating!”

“I was lucky to get a position at a school in which I did my practicum. I have, however, been surplusd now. Frustrating, difficult and hard to get interviews. When you do get an interview, the position is usually already filled. The interview process is just a formality - very discouraging.”

“Hard to get jobs because too many retired teachers are doing LTOs and supply work. It was difficult to break into the system.”

“I didn’t expect, after all of my qualifications, to be seeking welfare! It took nearly nine months to land a job, and even this is part-time. When there are over 700 people applying to every position, doesn’t that tell you something is off balance?”

“I obtained full-time within my first year, but I have heard from other teachers that they don’t get permanent positions for up to three years.”

“I am employed 0.67 contract with the Catholic board and a 0.33 LTO with the public board.”

“I applied early to any school in my area. I found the private schools offered positions earlier than public school so I took a job. It was stressful but not too bad.”

“I sent out tons of applications and received only two responses. Obtaining teaching positions is based on intensive networking and personal contacts - this process is not objective.”

“I found getting on the supply list to be quite easy; however, getting adequate time teaching and/or full-time positions are quite difficult.”

“I had to move out of my hometown to a remote Northern community in order to obtain full-time work.”

“Finding a job has been so difficult. I still don't have a full-time, permanent contract. I just move from one LTO to another or just do daily supply.”

“I found that most people, including myself, got their first job by knowing someone and someone doing a favour for them. It's very hard to get your first job if you don't know anyone.”

“I think I was extremely lucky to get a full contract. I applied to over 300 jobs and only got one interview. I also need to state that the board needs to consider the MAJOR issue of retired teachers taking occasional positions from new teachers. When I went to my 'orientation' day at the board as an occasional teacher, at least 75 per cent of the other occasional teachers there were retired! This makes it harder for new teachers to get jobs and is the reason that many leave the profession. Stop hiring retired teachers!”

Teaching Assignments

- For second-year teachers with secondary school employment, sciences (20 per cent), mathematics (14 per cent), and English (12 per cent) are the most commonly cited main teaching assignments.
- Most (87 per cent) secondary school employed second-year teachers have jobs that require three or fewer different class preparations. This is an improvement from the 71 per cent rate for second-year teachers in the 2005-06 school year.
- Most (93 per cent) also consider themselves very well or adequately prepared for their teaching assignments in general, although 29 per cent indicate they are teaching at least one subject for which they are not adequately prepared.
- Elementary teachers in the second year continue to have challenging assignments. Thirty-one per cent are teaching in combined grades and 12 per cent have special education assignments.
- French as a Second Language is as common (13 per cent) among second-year elementary teachers in English-language school boards as it is for first-year teachers.
- For second-year elementary teachers in a single grade, Kindergarten and Grade 5 are the most frequent assignments.
- Most elementary teachers (91 per cent) consider themselves very well or adequately prepared for their teaching assignments in general, although nearly two in five (39 per cent) indicate they are teaching at least one assignment for which they are not adequately prepared.

- One in six (17 per cent) second-year teachers report a less than satisfactory match of their qualifications and teaching 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 did not have the time to obtain resources and prepare myself with the expectation of this grade. I would dearly love a contract and sufficient time to prepare my classroom in order to do the job I would like to do.”

“As a new teacher, you must take whatever is offered, even if it seems overwhelming because you may not have another opportunity. To be offered something though, you must have done a good job from day 1 (that is, during your student teaching) because your reputation is key.”

“There isn't a lot of room to turn jobs down so you have to be willing to take anything and deal with it, and then hope to get your foot in the door somewhere.”

“My department assigned senior science courses to other individuals who did not have it as a teachable while others did and were willing to teach them. I am disappointed that our qualifications are not considered important when we have worked so many years to obtain them and it is making me question why we are paying to take ABQ or AQ courses when it doesn't affect course assignments.”

“Gradually I am getting to teach my main subject areas. Next year I will be teaching English and Drama only which are my teachables.”

“It was very difficult. First-year teachers are given the hardest teaching jobs that no-one else wants. Not a good way to keep us.”

“During my first year I taught a 1/2 split. This year I taught a Grade 1 class.”

“It is very challenging to prep for five different courses! I do not feel very organised all the time. Generally, it has been fine – but one disappointment was a Physics position opened up within my school and it went to the person who heard about it first. Because there was no 'posting', I had no chance to inquire. (The school is now unhappy with their choice of candidate for this in-school reassignment).”

“In my first year of teaching I was assigned Grade two, and in my second year initially I was promised Grade two again, then was switched to 3/4 and finally, two weeks into September 2006, I was switched to a 4/5.”

“Having done a Grade six LTO, I felt extremely happy to have secured permanent in Grade six as well. Had I had to switch to another grade, I feel I would have 'burned out' having to learn another full curriculum.”

“First year of teaching I taught primarily English on rotary, but my teachables are science and math. This was challenging.”

“As an LTO I have taught seven different subjects and course levels with no time to prepare for them. I feel I could be a better teacher with advanced notice and teaching the same subject more than once.”

“It has been very difficult. I was half-time at one school in my first year so to become full-time I had to run between two schools in the second year. This is hard to do while still finding my feet as a teacher.”

“Assignments often change after re-organization in October. Class sizes and subjects change so you need to be flexible and as prepared as possible.”

First two years experience and New Teacher Induction Program

- As for the first-year teachers in 2006-07, the New Teacher Induction Program (NTIP) played a prominent role in support of the teacher education graduates of 2005 in their second year in the profession in publicly funded school boards across the province this year.
- More than three in four (76 per cent) of these second-year teachers in regular jobs in Ontario publicly funded boards report that they were in NTIP, with many of the others reporting that they were supported by elements of the NTIP program such as mentoring, orientation, principal evaluation and professional development.
- The experience and evaluation of NTIP for participants in their second year is very positive and parallels that of first-year teachers.
- They report working with an experienced mentor (81 per cent) and attending formal orientation to their new school boards (83 per cent). Involvement in school orientation programs was reported by more than half (59 per cent).
- Professional development in the NTIP priority areas was comprehensive, with participation rates as follows – literacy and numeracy (79 per cent), planning, assessment and evaluation (69 per cent), classroom management (56 per cent) student success (53 per cent), teaching students with special needs (41 per cent), safe schools (34 per cent) and parent communication (26 per cent).
- The reviews of most NTIP elements are positive – the majority rate each of the key components positively:
 - School board orientation as excellent (17 per cent) or good (40 per cent),
 - Orientation to teacher’s school as excellent (23 per cent) or good (37 per cent),
 - School board in-service as excellent (14 per cent) or good (40 per cent), and
 - Support of principal/vice-principal as excellent (37 per cent) or good (36 per cent)

- These NTIP participants identify assistance with report cards, help in identifying good teaching resources and advice on helping individual students to be the most helpful content delivered through the program.
- These second-year teachers also rated coaching on classroom management and on student evaluation positively.
- Most participants report limited time available with mentors and with other teachers in the classroom – most report no opportunity for their teaching practices to be observed by their mentor or another teacher (57 per cent) or less than one hour per month (35 per cent).
- Similarly, most had no time to observe their mentors or other teachers in the classroom (50 per cent) or less than one hour per month (32 per cent)
- This lack of time likely accounts for the somewhat less positive valuing of feedback on teaching practices and learning from observation of mentor and other teachers in the classroom.
- Fewer than half of the participants in mentoring described it as excellent (16 per cent) or good (27 per cent), a less positive evaluation than among first-year NTIP participants in mentoring.
- Fully 90 per cent of NTIP participants had already experienced an evaluation by their principal by the time they completed the survey in May or June.
- Most second-year teachers report that the challenge of their assignments was high (42 per cent) or somewhat high (44 per cent) and that they experienced high stress (36 per cent) or somewhat high stress (30 per cent). These are not significantly different from the challenge and stress reported by first-year teachers.
- Despite the challenges and stress, many of these teachers report a high (38 per cent) or somewhat high (42 per cent) sense of professional satisfaction.
- On their overall assessment of the first two years of teaching, they rated their experience as excellent (43 per cent) or good (47 per cent). They also express a high (40 per cent) or somewhat high (51 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 (35 per cent).
- NTIP participants in their second year of teaching report high levels of engagement in professional development. The majority say:
 - ▶ the support of a coach or mentor was a major (25 per cent) or moderate (37 per cent) professional development activity, and
 - ▶ they were engaged in collaborative learning in their school to a major (19 per cent) or moderate (47 per cent) extent.
 - ▶ They participated in formal courses as professional development as a major (18 per cent) or moderate activity (43 per cent).
- By contrast, coaching or mentoring was a major or moderate PD activity for only a minority (21 per cent) of non-NTIP teachers as was collaborative learning in the school (44 per cent) and participation in formal courses (46 per cent).

Many of the comments on the NTIP emphasize the value of focusing on materials and instruction directly relevant to the teaching assignment, on classroom management issues and observing and discussing good teaching practices.

“Informally I was sharing an office with my mentor and she was always available with questions, help, suggestions, and resources. I guess the most helpful PD has been PD specific to my teaching subject areas.”

“I loved the collaboration with experienced teachers on unit/semester planning and team teaching.”

“I really would have liked to observe teachers in their classrooms more often because this would have helped me in mine. I would have appreciated more PD in regard to the report card program and process and expectations.”

“I found it unfortunate that I was a part of the NTIP program in my second year of teaching after I became permanent. I did a full-year LTO assignment in my first year and I would have benefited from NTIP a lot more in my first year than in my second. If a teacher is teaching a full year in their first year, then they should be a part of NTIP.”

“My school board offers great PD for occasional teachers that focus heavily on new teachers just beginning their career in supply assignments.”

“I learned most from concrete student success strategies; suggestions for teaching applied level students; strategies I could use in the math classroom.”

“We had useful NTIP sessions on how to write individualized education plans and report cards.”

“I learned a great deal from a workshop on how to deal with difficult, unmotivated, defiant students.”

“Working with other teachers was useful, in areas such as program planning and teaching strategies – looking at best practices.”

“At my school, the principal wanted us to choose a mentor outside our subject area. This was not helpful because I needed help with science not English as my mentor taught. I went back to my science teacher I had during my placement.”

“I used two days that were allotted to me as a new teacher to observe a teacher using a specific FSL program. I had to arrange it - I didn't really know what to do or where to turn.”

“I learned by observing another teacher and through PD sessions specific to my grade.”

“Attending workshops which provided teachers with hands-on activities or organizational tips and an opportunity to share teaching ideas and strategies with other teachers.”

“Training needs to be provided to new teachers by school boards, but they need to be accessible, meaning during the work day and not after school when teachers may have other commitments.”

“I found my first year teaching to be very stressful. This year is better, despite being moved (grade levels) several times. Faculties of education need to prepare new teachers fully for the work/roles teachers are expected to assume.”

“My assignment has been fair, but it has been exhausting! I have had seven different LTO positions in three different schools - all without the benefit of any mentoring program, since I am not a contract teacher.”

“I learned most when I observed experienced colleagues on my release time.”

“NTIP program in our school board was very well organized with lots of in-services, practical strategies and observation opportunities. Since I was the only French teacher in the school, it is hard to obtain advice from colleagues.”

“More French-specific PD days and sessions would be beneficial. Thank goodness for a 'great' mentor at my school. I have learned and been encouraged which helps me to be prepared and successful for our students (much more than anything from teacher's college classes.)”

“My first year was fantastic because I was in a school where the atmosphere was excellent, the administration motivating and very down-to-earth, the teaching projects were motivating, and the single grade class I had was made up of marvelous students. Moreover, I was always supported by my colleagues. This year, despite having a triple grade class with many behaviour cases, I have still had a great year because the students are likeable and my colleagues never failed to support me. The admin, however, was less effective and motivating because I changed schools. This allowed me to experience a completely different reality, that of very small schools and all that that entails: no budget, no teaching projects, and managing a triple grade split.”

“I cannot imagine teaching without the NTIP program. The workshops our board puts on are invaluable. The mentor program is fantastic; I know I am a much more effective teacher because of it.”

Teacher preparation and professional development interests

- These second-year teachers value their teacher education with positive ratings for their practice teaching (92 per cent), and also more positive (63 per cent) than negative for their education courses.
- Asked to suggest areas for more focus in pre-service teacher education based on their first two years of teaching experience, they gave highest priority to classroom management. High priority was also given to reading and literacy, assessment, testing and evaluation, and special education.

- As with first-year teachers, from the vantage point of the second year in the profession, these teachers also recommended an increase in practicum placement time, with more emphasis on both candidate teaching time and opportunities to observe experienced teachers in the classroom.
- With respect to their recollections of their own preparedness for the first year of teaching they rated most highly their lesson planning, curriculum and subject knowledge, their time management and organization skills, and instructional skills (3.60 to 3.96 on average on a five point scale).
- They rated themselves as somewhat less prepared in motivating students, classroom management, adapting their instruction to different learning styles, covering the breadth of the curriculum, finding classroom resources, assessment and evaluation and communicating with parents (3.02 to 3.46 on average on five point scale).
- They expressed less readiness to handle administrative routines, teach students with special needs, and teach students at risk (2.36 to 2.86 on average on five point scale).
- Intermediate-Senior qualified teachers report that they are much more prepared to teach academic subjects (3.8 on the same five point scale) than applied secondary classes (2.8) or outside their teachables (2.2).
- Second-year teachers identified their further professional development priorities as immediate teaching skills – evaluation and assessment, classroom management, and instructional strategies.

Career plans

- The strong drive to making a difference in students' lives 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, health 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 two 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 91 per cent of them planning to teach in Ontario and four per cent outside the province
- Of those planning to teach outside Ontario, more than three in four report that they definitely (33 per cent) or probably (26 per cent) will return to the province to teach, and 18 per cent report that they will probably or definitely not come back
- Only one from a response group of 494 say that they will not teach in the future
- On their thoughts with respect to the longer-term future, very few (0.4 per cent) say they will not be a teacher in five years and just another 1.4 per cent probably not, with 71 per cent saying they will definitely still be teaching at that time and 21 per cent reporting they probably will. Six per cent replied they did not know.
- Almost three in 10 (29 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 three in five (59 per cent) express an interest in mentoring, coaching or some other leadership role with teacher colleagues.

“It has been great because I am in a school with a beyond supportive and understanding and helpful principal and an equally excellent, ready to share staff. I share an office with the primary core French teacher who has been a great informal mentor (she was also my formal mentor but we didn't get much from observation since we are at different grade levels). I think the profession's greatest strength is its teachers.”

“It is one of the most grueling experiences ever. I received very little support (in terms of prep and curriculum development) but lots of recognition. Until this year I rarely spent less than 10-12 hours at school each day.”

“It was an excellent experience and I got abundant opportunity to learn and reflect on my own teaching style. I am now more confident and clear about my perspectives as a teacher.”

“Difficult to adjust. Lots of support from my colleagues. It is ridiculous to give the more difficult courses to new teachers. All of the courses I was assigned in my first year were outside of my teachable. I question my choice every day.”

“At age 35 I decided to change careers and work with children, in particular students with exceptionalities. I started full-time teaching the fall after finishing teacher's college (4 months later). It has been an excellent experience and although it can be stressful it is worth it. I truly love my job!”

“Balancing work commitments with family commitments was very difficult. Most evenings and weekends were spent preparing lessons and collecting resources or doing research. Completing report cards took several hours outside school hours. Time management was definitely an issue.”

“The first two years of teaching is plagued by so much insecurity and such a learning curve. I'm happy to have had my principal's evaluation this year to let me know I'm doing well. Teaching the same grade two years in a row has really helped. I wish everyone could feel that security.”

“Extremely difficult and equally rewarding. Not for the faint of heart.”

Reflections on teaching

- Four out of five second year teachers indicate that they are very familiar (32 per cent) or somewhat familiar (46 per cent) with the ethical standards for teaching in Ontario.
- One in six (17 per cent) report that they encountered a significant ethical issue in their early years of teaching.

Many of the closing survey comments from second-year teachers convey the commitment and confidence of now-experienced professionals who are mostly confirmed

in their choice of profession. Many of them recount current challenges they continue to have with securing teaching jobs in Ontario. They also consistently describe the challenge, stress and hard work of the early days in a demanding profession. Some express their thanks to mentors for support in managing the stresses and learning in the first two years.

“I love my job, it is so rewarding. I am struggling financially, even though I am still living with my parents. I am not teaching for the money; however I do believe that teachers should receive more recognition for the amount of hours we put in our jobs every day. Some days can be overwhelming because we often don't even get the chance to eat our lunch or go to the washroom.”

“I work with two school boards and I wish to secure a full-time position. I love what I do and I actually enjoy supply teaching, but I do want security with a full-time position. Because of 1.5 years of supply teaching I would hope that I would obtain a job before someone that has just graduated. Many times it is who you know within the schools and these individuals obtain positions before I do.”

“In teacher's college we are told that there are many positions available but when we get into the field we realize this is not the case. New teachers are kept on contracts for years before they are offered full-time positions and this can make the teaching profession very stressful and result in the loss of qualified outstanding teachers who are looking for job security.”

“The first two years have been very challenging. You learn so much that it can often feel extremely overwhelming. Teaching is a way that I am able to place my mark in the world. Getting to know young minds and having an impact on the way they think or view something is the best reward someone can experience. I love being a teacher.”

“Burnout rate way too high. One of my high priorities is work/life balance yet this is not happening. My hope is it will get better over next few years, but supports must be there, or else I can see why people just give up trying to do it all. I want to be a great teacher, but will not sacrifice my life for it - expectations must be adjusted or supports are needed. I do enjoy teaching and have faith it will get better, but these two years have been unnecessarily too hard.”

“There are very few jobs in my school board. As a teacher candidate I wish that the faculty of education had hinted at this. They said that jobs were abundant and this simply isn't the case. This would not have changed my decision to be a teacher, however, it would have prepared me to expect that getting a job wouldn't be instantaneous.”

“It has been very challenging. If not for the support of family and friends I would seek another career. Retired teachers are chosen over new teachers for supply and LTO positions. I have seen this in all four boards I have worked in. It would be nice if they chose to mentor but it hasn't happened.”

“Though I was not hired for full-time permanent contract classroom teaching in my first two years, I love my job and have gained invaluable experience during this time. I have worked in a small school, a large school, for three different administrators, and as an occasional teacher in our 30 schools. It has been exciting, challenging, fun, and stressful, but I think I learned more through this than in a faculty of education. However, I am looking forward to having my own classroom and being in one school next year.”

“I am deeply frustrated and saddened. My first two years have been jumping from job to job, not able to establish connections, not receiving feedback, and worrying if I'll ever work full-time permanent. This situation has caused me to greatly doubt my abilities.”

“I'm extremely fortunate to be working in a very supportive school with wonderful mentors and educators. I couldn't have asked for a better two years.”

“I have loved teaching during my first two years. It is a stressful and challenging profession, but one that also is so rewarding. I couldn't see myself doing anything other than teach.”

“I'm glad it's almost over. I can't believe how much better this last month has been compared to the last year and a half. Having supportive admin and colleagues is essential. The NTIP is amazing! They really worked hard to welcome and orient new teachers. Everyone should have a mentor - one that is as fantastic as mine is.”

Demographic highlights

- Two in five (39 per cent) of these graduates of 2005 report that teaching is a second career and about one in four (26 per cent) are 35 or older.
- Male respondents constitute 20 per cent of the sample; 80 per cent were female.
- The respondents are comprised of 89 per cent Ontario faculty of education graduates, with 11 per cent from the US border colleges.
- French-language teacher education programs are the source of 12 per cent of the sample overall, and 13 per cent of the Ontario faculty graduates.
- Primary-Junior qualified teachers made up 44 per cent of the returns, Junior-Intermediate 16 per cent, Intermediate-Senior 38 per cent and Technological Studies two per cent.
- English, mathematics, sciences and history are the most frequent Intermediate-Senior teaching subject qualifications.
- Among the US border college respondents, English is the language of teacher education for all of them, most (83 per cent) have Primary-Junior basic qualifications.

Third-year Ontario Teachers in the 2006-07 School Year Ontario Faculty and Border College Graduates of 2004

Weakening market evident beyond the greater Toronto area

This is the third 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 2006-07 school year, the third school year following their graduation.

The graduates of 2004 have required much more patience and flexibility in their search for a place in the teaching profession than was the case for the more fortunate teachers who graduated a couple of years earlier. Outside the Greater Toronto Area, especially for those not able to teach in French, these third-year teachers are still only gradually finding their places in the teaching profession. Large numbers of them still have not found a regular job opening after three years of looking.

At the end of three full years as qualified teachers, more than two in five (41 per cent) English-language Primary-Junior teachers outside the GTA are yet to find regular teaching jobs. Although some teach part-time or on an occasional basis by choice, 32 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. On both of these measures, the plight of this group has deteriorated from the rates of regular employment and underemployment of third-year teachers last year (35 per cent not in regular jobs and 23 per cent reporting underemployment).

The circumstances of French-language teachers who entered the profession at the same time are much better. Teachers who sought jobs in the growth areas of the GTA are also doing much better than teachers outside the GTA. By the end of the third year:

- More than nine in 10 (93 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.
- A greater proportion of Intermediate-Senior qualified teachers (87 per cent) have regular jobs than is the case for Primary-Junior (75 per cent) and Junior-Intermediate (74 per cent) qualified.
- All of the Technological Studies teachers who replied to the survey report being in regular jobs.
- Regardless of qualifications, nine in 10 (91 per cent) GTA teachers have secured regular jobs compared with 70 per cent of teachers outside the GTA.

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

in four third-year teacher in every region outside the GTA is still limited to occasional teaching, with Eastern Ontario teachers limited to just one in three. Even after three years to settle 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

Certification	Greater Toronto Area	Ontario Outside GTA	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
French-Language	100	91	*				93
English-language - PJ	92	59					74
English-language - JI	83	57					70
English-language - IS	94	78					87
All Qualifications	91	70	73	67	70	72	81

Primary-Junior	Junior-Intermediate	Intermediate-Senior
75	74	87

French-Language	English-Language	Ontario Faculties	Border Colleges
92	79	81	73

**Percentages are not reported for specific regions beyond the GTA by each qualification sub-group 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 (21 per cent) is seven times the rate found among teachers in the GTA (three per cent). Primary-Junior qualified teachers experience more underemployment than Junior-Intermediate and Intermediate-Senior teachers.

French-language teachers are clearly successful in their job outcomes with low levels of underemployment throughout the province, a level overall that is one-half that of English-language teachers. Similarly, border college graduates have a 50 per cent higher underemployment rate than graduates of Ontario education programs at the end of the third year.

Percentage of Third-Year Teachers Underemployed

Division	Greater Toronto Area	Ontario Outside GTA	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
French-Language	0	8	*				6
English-language - PJ	2	32					18
English-language - JI	6	21					13
English-language - IS	3	17					8
All Qualifications	3	21	24	26	20	17	12

Primary-Junior	Junior-Intermediate	Intermediate-Senior
17	13	8

French-Language	English-Language	Ontario Faculties	Border Colleges
6	13	12	18

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

Methodology

This year's Transition to Teaching study includes a survey of teacher education graduates of 2004 toward the end of the third year of their teaching careers. Surveys were mailed in May 2007 to College members with valid addresses representing approximately 20 per cent of the 7,879 Ontario faculties of education graduates of 2004 who joined the College, and also to 20 per cent of the 1,270 graduates from six colleges in New York State and the University of Maine who became members of the College in 2004.

For College members in these groups who communicate with the College in French, a double sample was selected (40 per cent) to address this distinct employment market.

The survey received 544 responses, for a 31 per cent return rate. These overall survey results are considered accurate within 4.2 percentage points, 19 times out of 20.

DETAILED FINDINGS

Employment Highlights

- Most (96 per cent) of these 2004 graduates were employed as teachers on some basis at the time of the survey, with only four in a total response group of 544 reporting that they were not teaching because they could not find any 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, 21 per cent of them were occasional teachers, either on a daily (eight per cent) or longer term (13 per cent) basis. Just under eight in 10 (79 per cent) had found regular teaching positions in Ontario or outside the province.
- Part-time teaching (13 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 in eight (13 per cent) report that they did not teach as much as they wished in their third year in the profession.
- Just under one in 10 (nine per cent) report teaching in Ontario settings outside the publicly funded school systems or outside Ontario.
- 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 (16 per cent), changed schools (24 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 and second-year teachers in the 2006-07 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 2004, but they underscore the patience and persistence required of those seeking employment outside the better market of the GTA or without ability to teach in French.
- 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. More than nine in 10 (93 per cent) French-language teachers in 2006-07 report regular jobs by the spring of their third year in teaching, and only seven per cent report that they had wanted more teaching employment throughout the year.
- For English-language teachers, job success was not quite so positive. Only 79 per cent of English-language teachers had found regular teaching jobs by the end of the third year and 13 per cent say they did not teach as much as they wanted.
- Regular teaching jobs were less frequent among Primary-Junior (75 per cent) and Junior-Intermediate (74 per cent) English-language teachers. Their Intermediate-Senior colleagues from the same graduating class report 87 per cent regular jobs. All of the Technological Studies qualified respondents reported regular teaching jobs.
- Geographic variations are prominent in the job outcomes for third-year teachers in 2006-07. Within the Greater Toronto Area nine in 10 third year teachers (91 per cent)

are in regular teaching positions, whereas outside the GTA 70 per cent have secured regular positions.

- Third-year Primary-Junior and Junior-Intermediate qualified teachers outside the GTA who lack high demand French-language teaching ability or qualifications report less regular teaching job success (59 per cent and 57 per cent respectively). Intermediate-Senior teachers outside the GTA are somewhat more successful in landing regular jobs (78 per cent).
- Reported underemployment for these same teachers outside the GTA is greater for Primary-Junior teachers (32 per cent) than Junior-Intermediate teachers (21 per cent). Only 17 per cent of the Intermediate-Senior teachers outside the GTA report underemployment.

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. Many of those not yet settled into regular jobs express their growing frustration with their situation. Some examples follow.

“I enjoy teaching and have had great experiences to date but am looking at another career choice in order to get a permanent job.”

“I was unprepared for the fact that three years after graduation I am still wondering if I will have a job, year to year, semester to semester. Principals are offering more long-term occasional positions than contracts and this uncertainty will force some teachers out of the profession if they have other qualifications (in another field).”

“I have been very fortunate as a French Immersion teacher! I did not have to look far for a full-time permanent position in the area in which I was looking (and the grade I was interested in!).”

“Working as a full-time permanent teacher was challenging and fulfilling. Working as a supply teacher is neither. I hope to be an educator for life, but can see why people who get stuck supply teaching for several years give up.”

“I love to teach and wish that I could be a full-time teacher. However, enrollment is down and they don't need as many at this point in time.”

“I worked at a Canadian private school (Ontario curriculum) in Hong Kong for two years. Since coming back it seems the outlook for jobs here is bleak! It's frustrating to go from being a regular full-time classroom teacher to being a supply teacher with no prospects for a regular teaching job here.”

“Finding out that an interview was useless as they hired someone right out of college with no experience and yet you have exactly what they want - it's a real challenge to stay confident in your skills and keep a positive attitude.”

“For me, teaching hasn't been a very secure career to this point. I've been declared surplus for the last two years (and more likely this year as well). During my three years as a teacher, I've taught at four different schools with different assignments. I love teaching but the uncertainty is stressful and makes it difficult to make any long term plans. I look forward to the day when I won't worry about whether or not I'll have a teaching job in September.”

“It takes a long time to get established. You have to have a support system (both emotionally and financially) to encourage you. I happened to get one LTO assignment and that school hired me for another, then in my third year I finally got a part-time contract.”

Experience of first three years

- Nearly nine in 10 (89 per cent) third year teachers give positive marks to their teaching career experience to date.
- They generally report that they are confident (94 per cent), well prepared for their teaching responsibilities (93 per cent), have teaching assignments appropriate to their qualifications (85 per cent), and are professionally satisfied (81 per cent).
- The majority (70 per cent) report a positive sense of job security, although the 30 per cent expressing concern for their job security is notably higher than that among fourth year teachers (16 per cent). Nevertheless, they generally remain optimistic (79 per cent) about their professional futures.
- Teaching continues to be challenging for most of them (85 per cent) and many report they still have a high (23 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 evaluation and assessment (40 per cent), instructional strategies (37 per cent), classroom management (36 per cent), integration of technology (34) and teaching subject knowledge (32 per cent).
- Fewer report a continuing need for professional development support in communicating with parents (25 per cent) and for observation and feedback on their teaching practice (22 per cent) in the third year than in the earlier years of teaching.
- Formal course work ranks at the top (30 per cent) of their significant professional development activity in the third year in the profession, followed by collaborative learning in their schools (22 per cent), coaching or mentoring support (16 per cent), engagement with subject or specialist associations (14 per cent), and collaborative learning beyond the school (9 per cent). Smaller proportions of these experienced teachers engage in significant professional development through action research (eight per cent) and school self-evaluation (six per cent).
- The motivation that drives the continuing interest in teaching for these third 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.

“As a new teacher, one of the main challenges when entering the profession are the mish mash jobs with seven different courses to teach in a year. It is not that new teachers should be getting the 'plum' jobs – just a more reasonable course load, where you are not in the constant position of teaching new courses every year.”

“In the first few years of teaching the work/life balance is extremely difficult, but it does tend to start balancing out after a couple of years. A better orientation to school policies and administrative expectations of teachers would help this transition to happen sooner and more smoothly.”

“So far so good! It's been extremely challenging and there have been days when I cried on my way to school; however, the impact on the lives of young people makes it worthwhile.”

“My school and grade level team is full of enthusiastic teachers who are willing to work collaboratively to plan and learn professionally. I have an amazing administrative team that supports me 20 per cent. It's been an amazing experience. I'm so lucky!”

“I have found teaching very rewarding and very challenging. There is not a lot of support by colleagues in my one subject area which can make teaching challenging at times. It is a dynamic job that proves to be new and exciting daily!”

“I think the various new teacher mentoring programs now in existence are a definite step in the right direction. I felt quite isolated as a brand-new LTO in year one. I was lucky to have a department that supported and mentored me (informally), but it shouldn't depend on luck!”

“I've found my first few years very difficult. Things are getting better here in my third year.”

“The past three years have been extremely trying, due to a two-school, split-grade, multiple subject and multiple division assignment. I continue to teach to save money to pay off my teacher's college debt.”

“It's been difficult to get established. I've taught a variety of subject areas making it very difficult to be the best I could be at my teachables. I think a lot of new teachers are expected to do anything.”

“I think it is unfortunate the new teachers are often placed in difficult teaching positions (6/7 splits, multiple exceptionality classes, or even regular split classes) in their first year. I think this leads some teachers to reconsider whether they want to continue teaching. My advice is to persevere during those difficult times - it does get easier!”

“I had no idea it would be this challenging (but I enjoy it most days!). The behaviour management component takes a lot more of my time than I thought it would - we can't just teach!”

“The importance of teaching straight grades in the first five years of teaching cannot be underestimated.”

Career plans

- The third year is one of somewhat more stability than the first two years, with more than two in five (45 per cent) saying they expect to change teaching positions for the next school year.
- Four per cent plan to teach outside the province in the fourth year of their teaching careers, with 90 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, most (71 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 be a teacher in five years and another two per cent probably not, with 72 per cent saying they will still be teaching at that time and 19 per cent reporting they probably will. Six per cent reported that they did not know.
- About one in 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 of five (61 per cent) express an interest in mentoring, coaching or some other non-administrative leadership role with teacher colleagues.

Reflections on teaching

- Four in five of these third-year teachers report that they are very familiar (33 per cent) or somewhat familiar (49 per cent) with the ethical standards for teaching in Ontario.
- Almost one in six (15 per cent) report that they encountered a significant ethical issue in their 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 comments of some reflect their challenging experiences getting settled in the profession.

“I love my job - but it is highly stressful and consuming. The kids make it worth while!”

I love it! It's everything I hoped it would be. The challenges and setbacks are well worth the satisfaction and progress made with the kids."

"It has been emotionally challenging and intellectually stimulating. I am late to teaching (in my mid-thirties). I have never had a job that is so engaging, exhausting, frustrating, political, all-encompassing and dangerous. I've been in three-hour lockdowns while a colleague was gunned down in the parking lot. At the end of the day, the job matters and I'm too stubborn to give it up."

"It is disappointing to know that there is little chance of full time work any time in the near future!"

Demographic highlights

- Two in five (40 per cent) of these graduates of 2004 report that teaching is a second career and about one in four (26 per cent) are 35 years of age or older.
- Male respondents constitute 19 per cent of the sample; 81 per cent were female.
- The respondents are comprised of 91 per cent Ontario faculty of education graduates, with nine per cent from the US border colleges.
- French-language teacher education programs are the source of seven per cent of the sample overall, and eight per cent of the Ontario faculty graduates.
- Primary-Junior qualified teachers made up 46 per cent of the returns, Junior-Intermediate 17 per cent, Intermediate-Senior 35 per cent and Technological Studies two per cent.
- English, history, mathematics and biology are the most frequent Intermediate-Senior teaching subject qualifications.
- Among the US border college respondents, English is the language of teacher education for all of them, most (76 per cent) have Primary-Junior basic qualifications, and none have high-demand Technological Studies certification.

Fourth-Year Teachers in the 2006-07 School Year 2003 Graduates of Ontario Faculties and Border Colleges

Job market decline evident in some regions

This is the fourth 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 2006-07 school year, the fourth school year following their graduation.

The graduates of 2003 entered the job market in the first year in which the Ontario teacher job market began to shift from a shortage to some areas of teacher surplus. At the end of their fourth year of teaching most 2003 graduates are almost as well settled as the graduates of 2002. In the Greater Toronto Area and central Ontario, English and French-language certified alike, in all divisions, most now hold regular jobs and very few consider themselves underemployed.

The continuing job search of some fourth year teachers in eastern, southwest and northern Ontario are signs that these areas experienced first the teacher surplus that was emerging when the 2003 graduating class entered the job market.

About six out of seven (86 per cent) fourth-year teachers responding to the 2007 Transition to Teaching surveys are settled in regular teaching jobs in Ontario and outside the province. Almost all (96 per cent) French-language teachers have regular jobs and report full employment over the year. Significant numbers of English-language teachers, especially those in eastern, southwest and northern Ontario report underemployment and continuing reliance on occasional teaching.

Percentage of Fourth-Year Employed Teachers in Regular Jobs

	Greater Toronto Area	Ontario Outside GTA	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
French- language	100	95	*				96
English- language	93	80					86
Total	94	83	92	82	81	75	87

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Studies
86	82	86	100
French-Language	English-Language	Ontario Faculties	Border Colleges
92	85	87	80

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

Only two per cent of fourth-year teachers say they are not teaching at all because they could not find a teaching job. Eight per cent report continuing underemployment, with the numbers continuing to be underemployed rising to 12 to 16 per cent in several regions of the province.

Percentage of Fourth-Year Teachers Underemployed

	Greater Toronto Area	Ontario Outside GTA	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
French-language	0	3	0	7	0	0	2
English-language	3	13	0	17	18	19	9
Total	2	11	0	14	16	12	8

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Studies
9	12	8	9
French-Language	English-Language	Ontario Faculties	Border Colleges
2	10	9	12

More than two out of five (43 per cent) fourth-year teachers spent part of the time since graduating away from teaching. Lack of success in finding any teaching job was the main reason cited. Almost one in five (18 per cent) report that they did not teach because they were not able to find any teaching job and another three per cent did not teach because they could not find a job they wanted to accept. Maternity or parental leaves were the next most frequent (13 per cent). Others took a break associated with travel or further study (three per cent). Other personal or family 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

Most teacher education graduates of 2003, like those of 2002 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	52	48	29	42	21	43
Somewhat high	44	46	51	43	38	38
Somewhat low	2	4	16	10	30	10
Low	2	2	5	5	11	9

There is some growth in the number of fourth-year teachers (now approximately one in five) who report somewhat low or low professional satisfaction and or optimism for the future. A somewhat larger group (27 per cent) reports a low or somewhat low sense of job security. These trends appear to be associated mainly with the increasing numbers who have not been able to establish themselves in a regular teaching position over four years.

Nevertheless, they are highly motivated and most plan to stay in teaching for the long haul. Only five per cent of this survey group says they will definitely or probably not be teaching by 2012. While this percentage is low, it is up from the two per cent of fourth-year teachers last year who reported they would not, or probably would not, be teachers in five years.

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

	Major activity	Moderate activity
Formal course work	32 per cent	30 per cent
Collaborative learning in school	21	39
Engaging subject/specialist associations	15	28
Engaging with coach or mentor	13	35
Collaborative learning beyond school	8	32
Undertaking action research	8	15
Participating in school self-evaluation	7	27
None of the above	7.9 per cent	

This new generation includes many teachers willing to assume leadership in the profession throughout their careers. Three in five of them (61 per cent) are interested in mentoring or coaching others and almost one in four (23 per cent) plan to assume an administrative role such as vice-principal or principal at some stage in their education careers.

Methodology

This year's Transition to Teaching study includes a survey of teacher education graduates of 2003 toward the end of the fourth year of their teaching careers. Surveys were mailed in May 2007 to College members with valid addresses representing approximately 20 per cent of the 7,469 Ontario faculty of education graduates of 2003 who joined the College, and also to 20 per cent of the 1,442 graduates from six colleges in New York State and the University of Maine who became members of the College in 2003.

For College members in these groups who communicate with the College in French, a double sample was selected (40 per cent) to address this distinct employment market.

The survey received 491 responses, for a 26 per cent return rate. These overall survey results are considered accurate within 4.4 percentage points, 19 times out of 20.

DETAILED FINDINGS

Employment Highlights

- Most (95.5 per cent) of these graduates were employed as teachers at the time of the survey.
- Only 1.8 per cent report they were not teaching because they could not find a teaching job. A further 1.4 per cent say they are not teaching and do not plan 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, 86 per cent of the currently employed teachers among this group held regular teaching positions, a small decline in regular job outcomes from the 89 per cent rate found among graduates of 2002 in their fourth year in the profession.
- Changing jobs and assignments between the third and fourth years of teaching was a reality for almost half of the survey respondents, but somewhat reduced from the first few years of a career, with 18 per cent changing assignments in the same school, 20 per cent changing schools, and nine per cent changing school board employers.
- Part-time teaching (11 per cent) and teaching in two or more schools (10 per cent) are up from fourth year teacher reports last year. Nine per cent report that they did not teach as much as they wanted in the fourth year.
- Two-thirds of the daily occasional and one-third of the long term occasional teachers report that they wanted to teach more than they did in their fourth year in the profession.
- 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 publicly funded schools, 3.8 per cent in Ontario independent schools or non-school settings, and 3.3 per cent outside Ontario.

- Four in 10 (43 per cent) fourth year teachers report not teaching for some of the time since graduating because they could not find a teaching job (18 per cent) or one that they wanted at the time (three per cent), took a maternity or parental leave (13 per cent), for study or travel (three per cent), or for other personal, family or health reasons (six per cent).
- Approximately one in seven (14 per cent) female teachers report that they have taken a maternity leave during their first four years in teaching.

Although the majority of these fourth-year teachers are well settled into their profession, reports of difficulty and frustration at the challenges in finding a full-time job are not uncommon. Those who are continuing to search for their first regular job are especially pointed in their comments.

“Instead of hearing about teacher shortages, I think the public and students thinking about this profession should be made aware of the serious surplus of teachers in Ontario and the lack of jobs.”

“It is very frustrating trying to find a P/J teaching position in metropolitan cities. I have only been supply teaching since graduating in 2003.”

“I feel fortunate that I was able to get a full-time position, teaching a grade I enjoy, within two years of graduating from teachers’ college. I also feel fortunate that in my third year of teaching I obtained a contract position.”

“In the year that I graduated, it was very difficult getting a job. It took almost two years to obtain a full-time position. I felt that teachers’ college did not give us a 'real' picture of how thick competition was to get a full-time position. However, since then there have been numerous jobs available due to the fast growth in Peel.”

“I think universities need to address or make teacher candidates aware of the real job availability or demand that exists in the profession before accepting a large number of students so as to balance out real jobs to number of teachers needed to avoid a surplus of teachers/shortage of work.”

“I think that there is a lot of frustration with the profession because it is so difficult to get into a permanent position in our board. Further complicating the matter is decreasing enrolment, causing many new teachers to be surplus at the end of the school year. I have had three teaching assignments in four years - so much transition due to surplus has made it difficult to balance work and life.”

“Fortunately, I haven't had to endure this, but I know many young teachers who are extremely frustrated with the whole system. Another concern I have is how it is new

teachers that are thrown into the most challenging positions with little support. This must be addressed or we will continue losing our bright, young teachers.”

“It has been hard to switch from the private system to the public system. And extremely hard to get a full time job in the public system in the major cities because I am not from the area and didn't go to teachers' college in the city (Ottawa, Toronto or GTA).”

“Boards should not interview people if there are no jobs. It is a waste of people's time and shows a lack of respect. I plan to give this supply teaching one more year and then, I'll be done.”

“I have worked with people who have been supply teaching for over five years. This is crazy. No benefits and no security. I spent two and a half years in Tokyo teaching grade six as a homeroom teacher in an International Baccalaureate school. I left my husband for this time period because we believed it would help my career. I came back to Canada and have had very little in-class teaching in my chosen field this year. My qualification is K-6 but I have been called for FSL and High School more than K-6. It is very discouraging.”

“Frustrated - it took a tremendous amount of effort and the kindness of various principals who believed in giving someone new a 'break' to finally land a permanent position - only to be thrown back to insecurity with a surplus.”

“It is very much a case of who you know in order to gain a full-time teaching position. I am very lucky to finally have achieved a full contract.”

“If I could have afforded to wait for a public board job I would have. There are too many of us employed with private schools who count as employed but are not secure and totally unhappy with our insecure situation. I've been trying to figure out where all the jobs are that keep being reported in the media and other publications.”

“I wanted to teach straight out of college. Didn't get on the supply list until the following March. I had nothing the next September so went to England to get experience. It was great, but it's my fourth year and still have no job security.”

“I love teaching, but Ontario has caused me nothing but frustration. Twice I have been offered a contract, and then it was shockingly taken away because HR had missed that a teacher with seniority had applied. Then I was rendered a supply teacher only again. I will go abroad (again) in order to find job security and when I return, I hope jobs will be more available due to retirement.”

“I have always wanted to be a teacher, and when I could afford to, I left a job of seven years to go to teachers' college. At 37 years old, I am getting maybe two days a week teaching. I cannot afford to keep waiting to be a teacher.”

Experience of first four years of teaching

- Just under nine in 10 (88 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 (95 per cent), have teaching assignments appropriate to their qualifications (85 per cent), are professionally satisfied (80 per cent), enjoy a positive sense of job security (73 per cent) and are optimistic (81 per cent) about their professional futures. The satisfaction, job security and optimism measures are all down slightly from fourth year teachers a year previous.
- Teaching remains a challenging experience for most of them (85 per cent) and many report a high (21 per cent) or somewhat high (59 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 (41 per cent), integration of technology (38 per cent), instructional strategies (33 per cent), teaching subject knowledge (32 per cent), and classroom management (27 per cent).
- Fewer report a continuing need for professional development support in communicating with parents (21 per cent) and for observation and feedback on their teaching practice (20 per cent) in the fourth year than in the earlier years of teaching.
- The motivation that drives the continuing interest in teaching for these mostly 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.

The challenge of teaching in the first few years is evident in the comments of fourth-year teachers – both the comments of many of those who sound professionally satisfied and of those who continue to have doubts about their career choice.

“My workload will always be relentless. My pile of unmarked work remains with me until my summer break. My unit planning will never be 100% finalized.”

“I did not realize how much time I would be spending on classroom management issues vs. actually teaching the curriculum.”

“Working with at-risk students needs to be addressed much more for the new teacher and finding resources in assisting with modifications and accommodation.”

“I began my first year as an LTO and missed out on formal mentoring programs and I wonder if these should include anyone working full-time. The ability to connect to a specific individual during that first year might have reduced the 'lag time' in understanding certain issues in the classroom and rhythms within the school's political arena.”

“It is harder than I thought to balance school with personal/family life. School never leaves my head!”

“I love it! Very challenging, never boring, very rewarding, lots of room for growth and movement, great respect and support from the community, an honour to shape young minds.”

“Teachers are overworked and underappreciated in Ontario. There is great misconception in the general public about the nature and variety of work we do, how we deliver it, and why we do the things we do. Teaching is a difficult job.”

“My experience is mixed - frustration with lack of opportunity and fairness; great joy and satisfaction when working with students and colleagues.”

“This year I participated in the NTIP program since this was my first permanent position. Besides the mentorship aspect I thought the program held very little value. I would have benefited from this during my first LTO. I learned most of my lessons through trial and error and felt very unsupported during that first year.”

“I love teaching! If the first year (or two) was not so hard, more professionals would stay teaching. But mentoring programs are helping. As long as teachers aren't isolated in their own classrooms they can stick it out and have a rewarding career.”

“I feel very fortunate to have achieved a permanent position so soon! While my first couple of years were devoted to classroom improvement (lessons, assessment, management), I now find that I am more able (and willing) to take on extra tasks. I love each new class of students and am truly excited to see some of my very first students graduate! It is great to see them blossom into adults...ready to take on the world – it's empowering!”

“It has been a stressful but wonderful experience to know that I can make a difference in students' lives.”

“I have had two previous careers, but nothing I have done before compares to teaching in terms of personal and professional satisfaction. I really feel like I am doing something useful in the world, every day is an adventure and I absolutely love my job.”

Career plans

- The fourth year is one of more stability than in the early years, with fewer than two in 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 fourth year of their teaching careers, with almost 90 per cent of them planning to teach in Ontario and seven per cent not to teach at all.
- Of those planning to teach outside Ontario, under one-half (48 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, five per cent say they will not or will probably not be a teacher in five years, with 68 per cent saying they will still be teaching at that time and 21 per cent reporting they probably will. Six per cent reported that they did not know.
- About one in 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.
- Three of five (61 per cent) express an interest in mentoring, coaching or some other non-administrative leadership role with teacher colleagues.

Reflections on teaching

- Four in five of these fourth-year teachers report that they are very familiar (34 per cent) or somewhat familiar (46 per cent) with the ethical standards for teaching in Ontario.
- About one in five (20 per cent) report that they encountered a significant ethical issue in their early years of teaching.

Despite the frustrations and difficulties in settling into a full-time teaching job with a manageable workload, many fourth-year teachers speak about the satisfaction they get from helping their students learn. Many say they are well settled in their careers and committed to it for the long term. Below are some representative comments.

“I love what I do! Every day is different and I face many challenges and joys which make me a better teacher!”

“Very enjoyable and rewarding to see young minds engaged in the search for knowledge.”

“Privileged to have a part in character formation and development of conscience.”

“I’ve been really lucky to have entered into my teaching career at one school full-time and stayed there. This has made my transition from school to work less stressful and I’ve made strong bonds with colleagues and students.”

“Very satisfying and rewarding. Leadership opportunities are positive and I’ve learned a lot and continue to learn every passing day.”

“I am fortunate to be a teacher. I know that I am making a difference.”

Demographic highlights

- Two in five (41 per cent) of these graduates of 2003 report that teaching is a second career and 29 per cent were age 35 or older.
- Male respondents constitute 20 per cent of the sample; 80 per cent were female.
- The respondents are comprised of 86 per cent Ontario faculty of education graduates, with 14 per cent from the US border colleges.
- French-language teacher education programs are reported by eight per cent of the respondents to this survey.

Fifth-Year Teachers in the 2006-07 School Year 2002 Graduates of Ontario Faculties and Border Colleges

Successful, confident and committed educators

This is the fifth 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 2006-07 school year, the fifth school year following their graduation.

Most of the Ontario teacher education graduates of 2002 are now well established in their teaching careers. They started their careers just as the teacher surplus years were nearing an end. Record teacher retirements opened jobs to a new generation in all grade levels and subjects across the entire province from 1998-99 school year through 2002-03.

Many recall facing challenging assignments with inadequate support that was available prior to the introduction in 2006 of the New Teacher Induction Program. Despite this, they overcame these early hurdles and most of them are now thriving and professionally satisfied in a career to which they are committed for years to come.

Almost nine in 10 fifth-year teachers responding to the 2007 Transition to Teaching surveys are settled in regular teaching jobs. Teachers in the Greater Toronto Area (GTA) have been somewhat more successful than those elsewhere in the province. At just two per cent underemployment, these GTA teachers enjoy full employment. Just over one in 10 (11 per cent) teachers in other regions of the province report lingering underemployment.

Percentage of Fourth-Year Employed Teachers in Regular Jobs

	Greater Toronto Area	Ontario Outside GTA	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
French- language	95	96	100	97	100	93	95
English- language	93	84	86	79	85	78	88
Total	93	86	87	86	86	84	89

Primary-Junior	Junior-Intermediate	Intermediate-Senior
86	84	96

French-Language	English-Language	Ontario Faculties	Border Colleges
93	84	90	81

One in five employed graduates of US border colleges (19 per cent) are continuing with occasional teaching after five years in the profession and, at 13 per cent, their underemployment rate is still about double that of Ontario faculty graduates. Fifteen per cent of fifth year English-language Primary-Junior teachers outside the GTA are underemployed.

Percentage of Fourth Year Teachers Underemployed

	Greater Toronto Area	Ontario Outside GTA	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
French-language	0	6	0	3	0	13	5
English-language	5	12	6	16	13	5	8
Total	2	11	0	14	16	12	8

Primary-Junior	Junior-Intermediate	Intermediate-Senior
11	4	4

French-language	English-language	Ontario Faculties	Border Colleges
5	8	7	13

Only 2.4 per cent report they were not teaching because they could not find a teaching job or could not find one that they wanted. Just one in 10 teach part-time and nine per cent teach in more than one school.

Many of these teachers spent part of the time since graduation away from teaching. Among the almost four in 10 (39 per cent) who report some time away from the classroom, personal reasons and not the job market explain this career break. Maternity or parental leaves were most common (16 per cent). Some stopped out of teaching at some point to travel or for further study (six per cent). Other personal reasons or illnesses accounted for five per cent.

The job market interrupted the careers of about one in seven fifth-year teachers, with reports of unemployment caused by not being able to find a teaching job (12 per cent) or not being able to find a job they wanted (two per cent) at some point in the first five years.

Confident, committed educators, engaged in ongoing professional development

This new generation of Ontario teachers present themselves as confident in their abilities. Most of them are professionally satisfied and managing the stresses of a challenging career.

Percentage describing experience as a teacher in fifth year

	Confidence	Preparedness	Professional Satisfaction	Challenge	Stress	Optimism
High	59	53	31	44	23	49
Somewhat high	38	41	52	43	32	35
Somewhat low	3	5	14	11	31	10
Low	1	1	3	2	14	6

They are highly motivated and they plan to stay in teaching for the long haul. More than nine in 10 (92 per cent) say they will still be teaching in another five years. Only three per cent of this survey group says they will definitely or probably not be teaching by 2012. Six per cent report they are unsure. Seven per cent said they would not be teaching in the 2006-07 school year, but most of them (77 per cent) say they will return to teaching after next year.

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

	Major activity	Moderate activity
Formal course work	32 per cent	29 per cent
Collaborative learning in school	25	39
Engaging subject/specialist associations	16	25
Collaborative learning beyond school	11	31
Engaging with coach or mentor	11	33
Participating in school self-evaluation	10	27
Undertaking action research	7	20
None of the above	5.4 per cent	

This new generation includes many teachers willing to assume leadership in the profession throughout their careers. Three in five of them are interested in mentoring or

coaching others and one in four plans 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 teacher education graduates of 2002 toward the end of the fifth year of their teaching careers. Surveys were mailed in May 2007 to College members with valid addresses representing approximately 20 per cent of the 7,124 Ontario faculty of education graduates of 2002 who joined the College, and also to 20 per cent of the 1,324 graduates from six colleges in New York State and the University of Maine who became members of the College in 2002.

For College members in these groups who communicate with the College in French, a double sample was selected (40 per cent) to address this distinct employment market.

The survey received 500 responses, for a 30 per cent return rate. These overall survey results are considered accurate within 4.4 percentage points, 19 times out of 20.

DETAILED FINDINGS

Employment Highlights

- Most of these 2002 teacher education graduates (90 per cent) were employed as teachers at the time of the survey.
- Two per cent report they were not teaching because they could not find a teaching job. Most of the others not teaching reported being on maternity or parental leave.
- By the end of their fifth-year of teaching, 89 per cent of the currently employed teachers among this group held regular teaching positions, down slightly from the 91 per cent reported by fifth year teachers last year.
- Changing jobs and assignments between the fourth and fifth years of teaching is a reality that affects two in five teachers, although less common than in the first few years of a career. Nineteen per cent reported changing assignments in the same school, 16 per cent changed schools, and six per cent changed 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 (10 per cent) and teaching in two or more schools (nine per cent) are relatively 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.
- Eight per cent report that they wanted more teaching work than they were able to find in their fifth year in the profession, up slightly from the five per cent reported by fifth-year teachers last year.
- 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-five per cent are teaching in Ontario publicly funded schools, three per cent in Ontario independent schools or non-school settings, and two per cent outside Ontario.

- Almost four in 10 fifth-year teachers report not teaching for some of the time since graduating because they could not find a teaching job (12 per cent) or one that they wanted at the time (two per cent), took a maternity, parental or other leave for family reasons (17 per cent), for study (three per cent), to travel (two per cent) or for other reasons (three per cent).
- More than one in five (21 per cent) female teachers report that they had taken a maternity leave during their first five years in teaching.

The comments of fifth-year teachers in 2006-07 reflect more comments on challenges in the early years than those of fifth-year teachers in the earlier years of the Transition to Teaching study. While most have achieved regular teaching jobs by this point in their careers, many recall difficult entry, challenging assignments, insecurity, and feelings of unfairness – that it should not have been so difficult to get a teaching job, that hiring procedures should be changed, or that they should have been more aware that it would not be straightforward to get settled in their chosen career.

“I have found it very difficult to teach in my qualifications. I have been trying through all rounds for four years to get interviews and land a teaching job in Physical Education.”

“I love everything that I am doing but I am disappointed at how long it took me to get a contract. I believe young teachers get used too much and are hung out to dry at the end of the year.”

“I hate that it has taken me five years to get a foot in the door, as it were, while retired teachers take supply positions, and potential exposure for me has been lost. I know there was at one time a shortage of supply teachers, but it seems there is an overwhelming surplus these days as more and more teaching candidates leave school - not a very fair system, in my opinion.”

“I have been supplying for five years and have had several LTOs at different grade levels. I would like to see a more fair system for being hired as a permanent employee. I enjoy teaching the little ones but every year you get bounced around. There seem to be fewer jobs every year.”

“I don't feel retired teachers should be allowed to continue to supply when there are hundreds of new teachers needing work.”

“Ensure that teachers are hired from occasional teacher lists before looking at outside applicants. I find it very distressing and disheartening that I can't obtain any teaching job. I have a huge folder of resumes that I've e-mailed over the years. It isn't fair that new grads walk into jobs and people like me are still waiting to land an LTO, let alone a contract position!”

“I have been extremely disappointed by the lack of jobs. Although I have been interviewed countless times, I can't manufacture experience. With so many unemployed

teachers, the schools should stop graduating so many people each year. Why offer false hope?"

"Disappointment that there are very few contract positions available. I thought I would have my own classroom (permanently) by now."

"It isn't fair to make new teachers compete for jobs (in an already saturated job market) with retired teachers. I feel that retired teachers should pursue administrative positions if they wish to continue, or not retire at all. I have a feeling that once I get to retirement age I will not have the same rights to retire and come back (double-dip). What is being done to address this issue?"

"We spent all our time trying to prove that we are valuable. I really want to become permanent! It's too bad that we are punished and have to start back at square one when we change boards. It's very stressful to have to deal with at the beginning of your career. I hope that it won't take another five years to get some security in my employment."

"I was very disturbed by the process for occasional teaching in my board. There are way too many supply teachers for the amount of work. Supply teaching is what pushed me out of the public system."

"I don't understand how it can take five years and still have no full course load status. After five years there should be some kind of resolution of this issue."

"I moved around a lot due to surplusing/bumping (five years – four schools). Taught many different subjects (every year at least one new prep - 12 different courses)."

"The struggle to find a permanent position was unexpected (in 2001 there was an apparent shortage of teachers) and has been extremely depressing."

"Every year I have been declared surplus to my school. I have been placed in a new school and in a new position each fall. I usually ended up with the most IEPs and high needs kids and sometimes high need parents!"

"I've applied for many jobs in Ontario. Frustrated only one interview this year. I'm on probation, only two years left to get my 194 days. So I feel like time is running out and I will be forced to leave the profession if I don't get anything soon."

Experience of first five years of teaching

- Four in 1039 (per cent) of fifth-year teachers describe their teaching career experience to date as excellent and another half (51 per cent) rate it as two on the positive side of a four-point scale.
- Many report that they are highly confident (59 per cent) or confident (38 per cent), highly prepared (53 per cent) or prepared (40 per cent) for their teaching responsibilities, have teaching assignments highly appropriate (60 per cent) or appropriate (29 per cent) to their qualifications, are highly professionally satisfied (31

per cent) or satisfied (52 per cent), enjoy a high sense of job security (53 per cent) or feel more secure than not (28 per cent), and are highly optimistic (49 per cent) or optimistic (34 per cent) about their professional futures.

- Teaching remains a highly challenging (44 per cent) or challenging (43 per cent) experience for most of them, and many report a high (23 per cent) or somewhat high (32 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, evaluation and assessment and integration of technology.
- Fewer report a continuing high priority for support in classroom management, school procedures, lesson and curriculum planning, communicating with parents, and for observation and feedback on their teaching practice, although most report the importance of some further development in these areas.
- Formal course work ranks at the top (32 per cent) for these teachers as a major professional development activity in their fifth year in the profession, followed by collaborative learning in their schools (25 per cent), and engagement with subject or specialist associations (16 per cent). Smaller proportions of these experienced teachers report engaging with a coach or mentor (11 per cent), collaborative learning beyond the school (11 per cent), school self-evaluation (10 per cent) and action research as major professional development experiences. Fully 19 out of 20 of them report some professional development in one or more of the above in their fifth year in the profession.
- 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.

These teachers' reflections on the first five years in teaching include reference to stress, heavy workload, sacrifice and challenging assignments. Below are a few of their recollections.

"The first three years of my teaching career were very rocky. I was teaching between three schools, teaching multiple grades and subjects, just to get a full-time contract position."

"I have found it very frustrating that working hard doesn't result in more job security. In both school boards I've taught in, people who can teach in French get jobs right away. However, once they get their permanent job and they have seniority, they move into the English-language positions, leaving more open French-language positions."

“I thought that I would have found more balance in my life as a teacher and I realized that it's a very demanding profession that requires putting in unbelievable hours, especially in the Primary division.”

“New teachers should have a greater opportunity to observe experienced teachers in classroom settings.”

“Teaching in Ontario involves far more than just teaching. It involves managing our students, performing administrative duties and providing supervision on our own time.”

“Too much to do in a day's work. Trying to start a family and being in your first five years is very difficult. Some of the most rewarding experiences of my life have come from my education and teaching career. However, I'm at a point in my life where balance is tough to achieve and time is limited.”

“As a supply teacher I see how difficult it is in dealing with students, classroom management and the different levels at which students learn.”

“My first two years as rotary core French-language teacher were extremely difficult. If I had not been able to get a job in a regular classroom I would have left the profession.”

“Teachers should only teach their teachable subjects! Half of the courses I have taught I had no training in!”

“I find that I have much less stress and that my lessons improve when I have taught a course two or three times. New teachers need to have more stability.”

“A lot of the anxieties I once had have lessened as I become more competent. I realize teaching requires confidence, enthusiasm and compassion.”

“Teaching is a very demanding career and I did not realize fully how demanding it was prior to my becoming a teacher.”

“I have had a new grade/split every year. I've been teaching five grades in five years - very stressful! Class size in Junior grades should be capped at 24. What's the difference between Grade 3 and Grade 4?”

“It has been wonderful so far and very interesting to think about my scary first year and where I am now. Five years have zoomed by!”

“I have found teaching includes educating, counseling, mentoring, community relations, paperwork, and that you have to earn respect – it's not just given.”

“I would like to teach the same grade consistently for more than one year. I would like to get comfortable using resources that are new and keep them, and use them before they change.”

“Many teachers are given assignments that are too heavy, but they accept them because they want to work.”

“Teachers should be allowed to keep the same grade for at least a few years in order to improve their teaching practice.”

“I love working with children. I didn't realize the stress of teaching a dual curriculum in split grades and trying to meet all individual classroom needs, school politics, and demanding parents.”

“I almost quit during my second year of teaching. I had learned a lot that year. I left the school and relocated with the help of administration. As a new teacher in a new board I did not have any support in my class with several students with behaviour issues. Once I moved everything was great.”

Career plans

- The fifth year is one of continuing change for many, although somewhat less than in the early years. More than two in five (42 per cent) say they expect to change teaching positions for the next school year.
- Only three 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 seven per cent not to teach at all.
- Of those planning to teach outside Ontario, about one-half (46 per cent) say they will return or will probably return to teach in Ontario in the future.
- On their thoughts with respect to the longer term future, only one per cent says they will not be a teacher in five years and another one per cent probably not, with 70 per cent saying they will still be teaching at that time and 21 per cent reporting they probably will. Six per cent reported that they did not know.
- About one in 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 in five (61 per cent) express an interest in mentoring, coaching or some other non-administrative leadership role with teacher colleagues.

Reflections on teaching

- Four in five of these fifth-year teachers report that they are very familiar (27 per cent) or somewhat familiar (53 per cent) with the ethical standards for teaching in Ontario.
- About one in five (19 per cent) report that they encountered a significant ethical issue in their early years of teaching.

Despite the many challenges reported over their early years in the profession, most of these teachers appear to be highly committed to teaching and satisfied in their career choice.

“Although the first year was really bumpy, I feel like I've hit my stride, and continue to learn new things every year.”

“I feel extremely fortunate to be involved in this career. There is never a dull moment and I wouldn't trade it for anything!”

“I am very happy that I made the transition from the business world to the teaching profession.”

“I've taught two years in Ontario and then I took a two year leave and taught overseas. I love that I have a job that allows me to travel!”

“I am more proud to be called a teacher than in my earlier years because now I am aware of the value and changes one teacher has on students - and that makes me happy.”

“This fifth year has been my best to date - the students' abilities, learning curves and my confidence have made every day a new positive experience.”

“For me, it has proven to be an exciting, fun, and fulfilling career! I love the interaction with young people, and to play an important part in their development.”

“Surprisingly enjoyable and very rewarding. I never would have thought it could be such an excellent career.”

“Generally satisfying, although it is frustrating that after five years of permanent teaching I am to be "redundant" because of lack of funding.”

“I cannot imagine doing anything else! I look forward to coming to work each and every day!”

“Over the past five years I've had the pleasure to teach in an amazing school board. For two years I supply taught because there were no permanent jobs available. I think that every graduate needs to supply teach before having their own classroom. I gained a lot of experience supply teaching. It was the best thing I did to prepare myself for my first teaching assignment. Also, I've taught a split grade for three years!”

“This year (my fifth) I am finally teaching my subjects. I am more and more confident, and my management has improved enormously.”

“I find that after five years it is starting to become less stressful - I'm starting to have lesson plans that are already ready and I know how to manage stress.”

“I spent four years filling long-term positions before getting a contract. Although I am very thankful to have a position today, it was a very frustrating four years.”

“I absolutely love being a teacher - it is all I have wanted to do. I have gained great experience and learned a lot in the past four years. I hope to continue teaching and get my own classroom one day.”

“I was lucky to obtain a classroom during my first few years of teaching. It is a second career for me. The life experience that I have gained has been very positive.”

“Despite the difficulties, my first few years of teaching were filled with learning for both my students and myself. I find this to be a very satisfying career that encourages me every day.”

Demographic highlights

- More than one in three (35 per cent) of these graduates of 2002 report that teaching is a second career and more than one in four (28 per cent) are 35 years of age or older.
- Male respondents constitute 24 per cent of the sample; 76 per cent were female.
- The respondents are comprised of 88 per cent Ontario faculty of education graduates, with 12 per cent from the US border colleges
- French-language teacher education programs are reported by 10 per cent of the respondents to this survey.

Regular teaching jobs are increasingly elusive for many English-language teachers in Ontario.

Ontario teacher retirements declined from their peak around the beginning of the decade. New teachers entering the Ontario job market steadily increased over the decade. The resulting imbalance of supply and demand resulted in many new English-language teachers spending years underemployed in occasional teaching.

French-language teachers continue to enjoy a strong market in which they are in high demand in Ontario.

New Canadian teachers who are attempting to re-establish their teaching careers in Ontario find this market to be a very challenging one in which to secure a regular teaching job.

The Ontario New Teacher Induction Program is in place across the province and provides important support to new members of a very challenging profession. It was mainly available in 2006-2007 to teachers who had found regular teaching jobs.



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