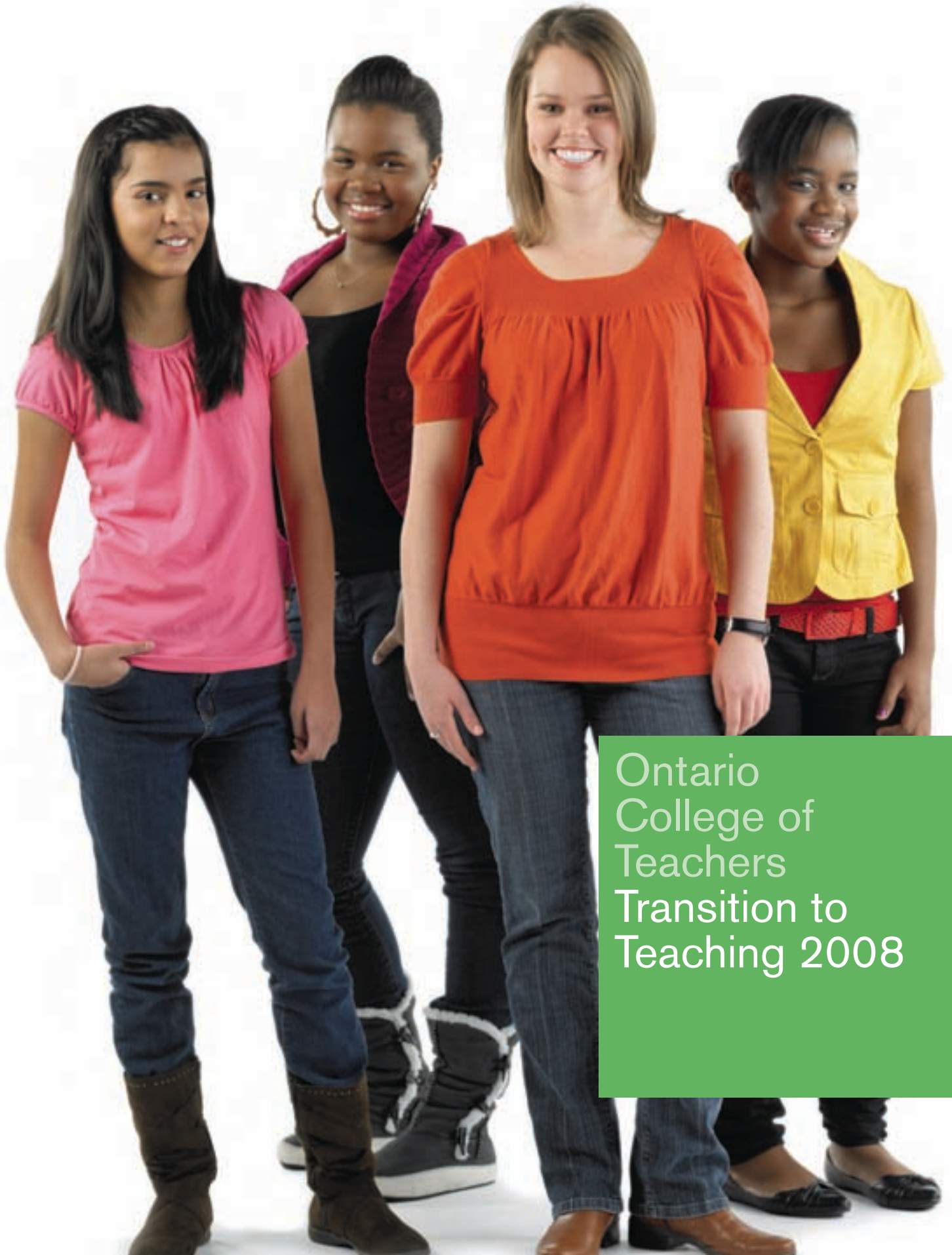


**New Generation of Ontario Teachers
in the 2007–08 School Year**



Ontario
College of
Teachers
Transition to
Teaching 2008

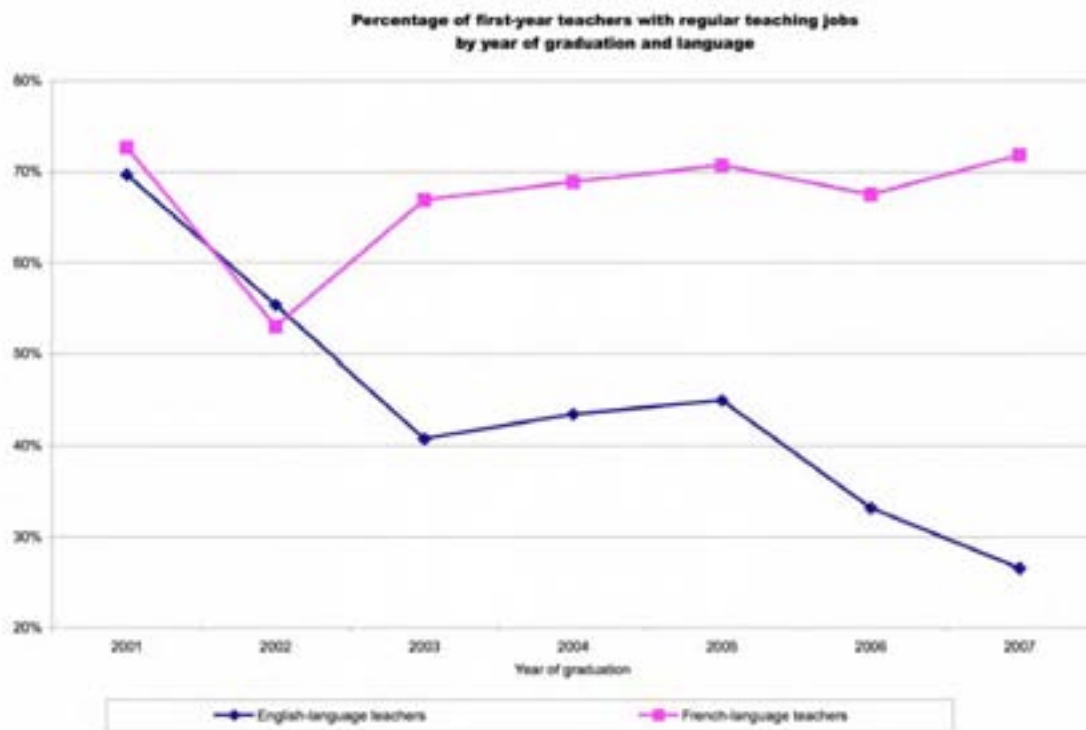
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Overview

The *Transition to Teaching* study of new teachers in the 2007–08 school year examines the job entry success and teaching experiences of teacher education graduates of 2003 through 2007 and new-to-Ontario teachers educated outside the province. Survey responses from 3,613 teachers confirm continuation of the two very different education job markets that emerged in Ontario during this decade.

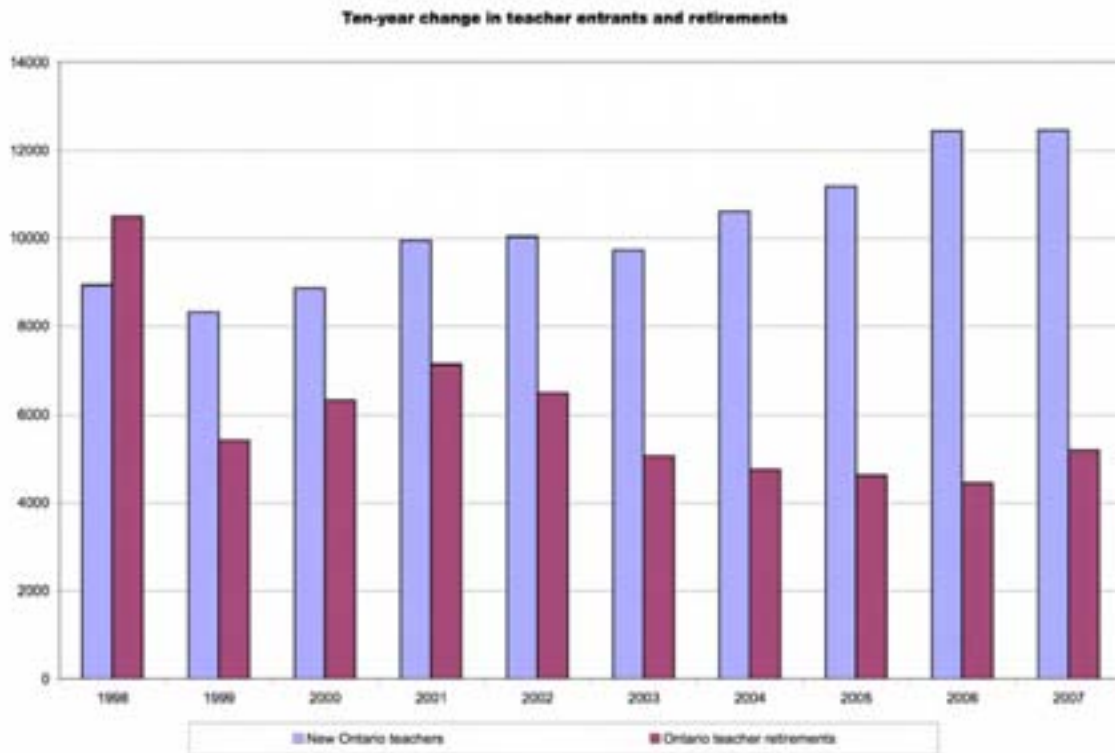
The high-demand French-language teacher market readily absorbs graduates of French-language programs and new teachers able to teach French as a Second Language. In contrast, the English-language employment scene is more and more oversupplied and calls for flexibility and patience from this highly motivated new generation of teachers as they attempt to get established in their careers in Ontario’s teaching profession.



For the past seven years, the College has tracked and reported on the divergence of these French- and English-language teacher entrant experiences through annual surveys carried out with financial support from the Ontario Ministry of Education. Ontario’s schools hired most of the graduates of 2001 to fill regular French and English-language job openings in the 2001–02 school year. The market diverged into two contrasting segments by the 2003–04 school year and the performance difference has steadily accelerated since 2005.

Record-high teacher retirements and comparatively low numbers of entering teachers at the beginning of the decade presented a near balance of employment demand and supply. Most new teachers – elementary and secondary, in French-language and English-language school boards, those teaching in English and those teaching in French, and in every region of the province – found regular teaching jobs in their first year.

Annual teacher retirements declined over the decade as the volume of new entrants to teaching increased each year. In each of the past two years, the annual excess of new teachers in relation to retirements exceeded 7,000.



Teacher hiring arises mainly from the need to replace teacher retirees, and also as a result of policy and funding changes and the rise and fall in elementary and secondary student enrolments. Several Ontario policy initiatives over the past five years, such as the funding of more teaching positions to reduce class sizes, added employment opportunities for new teachers. Elementary enrolment in the province declined over this same period, however, and will continue to do so over the next five years as secondary enrolments also start to decline. And teacher retirements are forecast to remain at about current levels over the next five years.

The several years of an oversupply of English-language teachers continues to affect new-teacher job outcomes. Many of the graduates of previous years continue to seek

improved long-term occasional or regular-teacher contracts as each year's group of new teachers enters the Ontario employment market.

In striking contrast with the English-language teacher experience, most graduates of French-language teacher education programs and others who are able to teach French as a Second Language in English-language school boards succeed in finding regular teaching jobs early in their careers in this strong French-language job market. This market has remained robust throughout the seven years of the *Transition to Teaching* study.

Employment highlights from this year's six surveys of Ontario and US border college graduates of 2003 through 2007 and out-of-province- and out-of-country-educated teachers certified in Ontario in 2007 include the following:

- French-language teaching opportunities appear to be abundant, with first-year employment success even higher than in past years reported by graduates of the province's French-language programs and by new French as a Second Language teachers. Seventy per cent of teachers hired by French-language school boards report regular employment contracts, as do 72 per cent of the graduates of French-language programs and 78 per cent of French as a Second Language teachers in the English-language school boards.
- Both Primary-Junior and Intermediate-Senior English-language graduates of 2007 report less success than the graduates of 2006 in securing regular teaching contracts in their first year in the profession. The Primary-Junior regular-job rate declined from 25 to 20 per cent and the Intermediate-Senior rate from 43 to 32 per cent. The Junior-Intermediate rate held steady at 29 per cent.
- Technological studies continues to reflect high demand, with 62 per cent in regular jobs in their first year.
- The effects of the growing English-language teacher surplus are now more apparent in the Toronto region. First-year regular jobs declined from 45 per cent in the 2006–07 school year to 35 per cent in 2007–08, mainly because of diminished job-success rates for new elementary teachers.
- In areas of the province outside the GTA, Intermediate-Senior regular teaching jobs for first year English-language teachers also declined from previous years. The regular-job rate for Primary-Junior teachers outside the Toronto region now stands at one in six (16 per cent). Half (49 per cent) of all English-language teachers outside the GTA, including all divisions, report they are underemployed in their first year of teaching.
- New-Canadian teachers who completed their teacher education outside the country and received Ontario teaching certificates in 2007 report much lower rates of job success than other new Ontario teachers in the 2007–08 school year. Nearly half of them (46 per cent) were unable to find even daily supply-teaching employment, 58 per cent of those with any type of teaching contract say they wanted to teach more than they did, and only one in 12 (eight per cent) managed to get regular teaching contracts in Ontario district school boards.

- Most of the Ontario and border college graduates of 2004 and 2003 are well settled by the fourth and fifth years of their teaching careers, although underemployment is reported by 10 per cent of English-language program graduates in their fifth year and 13 per cent in their fourth year.

Ontario's New Teacher Induction Program (NTIP) provides comprehensive orientation, mentoring and professional development support across the province for first- and second-year teachers newly appointed to regular teaching positions. Beginning in 2007–08, boards were permitted to use NTIP funds to support beginning long-term occasional (LTO) teachers, and one in four LTO teachers also report participation in the NTIP. The majority of occasional teachers, both those limited to daily supply-teaching assignments and those with long-term occasional contracts, report they had some form of orientation, mentoring or professional development support in their first year. New teachers place a very high value on the support provided to them as they get settled in their new profession.

Again this year, the *Transition to Teaching* survey responses reflect both the considerable challenges and the rewards experienced by teachers in their first five years in the profession. Many of these teachers spend extended periods of time getting fully established in an increasingly crowded employment market. Daily supply teaching for months or years is the route into a teaching career for more and more new English-language teachers. Some teachers value this as an extended opportunity to develop their skills and learn from other teachers with varied instruction, curriculum and evaluation styles. Most of them appear to have the dedication, patience and flexibility to eventually secure regular teaching jobs in careers they are highly motivated to pursue.

Ontario's new generation of teachers are mostly confident in their teacher preparation and professional skills and optimistic for their futures as teachers. They continue to be highly dedicated to helping their students learn and develop. Most of them say they will still be educators in five years time. One in four aspire to leadership roles. They value the support of their more experienced colleagues, principals and vice-principals.

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

First-Year Ontario Teachers: Ontario Faculty and Border College Graduates of 2007

This is the first year in which the Transition to Teaching study surveyed the teacher education graduates of 2007. These College members were surveyed at the end of the 2007–08 school year, the first school year following their graduation.

High demand continues for French-language teachers; English-language market slow to absorb large numbers of new teachers

Many education graduates of the class of 2007 spent their first school year in occasional teaching. More than one in four of these new Ontario teachers (28 per cent) report they continued in daily supply-teaching assignments at year end, another 36 per cent had secured long-term occasional contracts and 36 per cent had regular jobs by spring 2008. This first-year regular-job success rate is lower than the 41 per cent rate achieved by first-year teachers in 2007 and the 51 per cent success rate in 2006.

These measures combine the outcomes for two very different job markets – English-language and French-language teaching. The province’s English-language teacher-employment market remains highly competitive for new entrants. Most French-language graduates able to teach in French-language schools or as French as a Second Language teachers in English-language schools find regular teaching jobs with considerable ease as their language and teaching skills continue in high demand.

Many new teachers who entered the English-language teaching market in earlier years continue to look for opportunities to move on from daily supply-teaching assignments to long-term occasional and regular teaching contracts. This gradual and increasingly extended process toward full entry to the profession results in more competition each year for the next group of first-year teachers and greater reliance on occasional teaching.

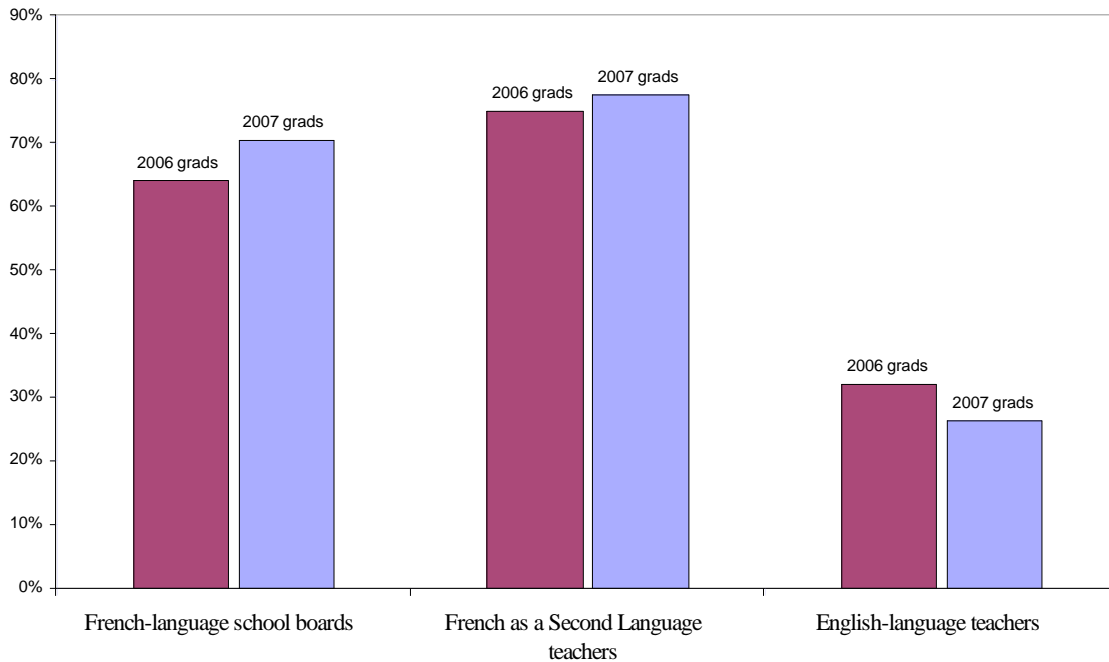
Finding any employment in my field was difficult as interviews are granted to occasional teachers or recent graduates with connections. A non-connected faculty of education student would have difficulty getting an interview with any board.

Part-time daily supply teacher, Primary-Junior certified, Toronto region

Frustrating – my local board posted a call for occasional teachers in August, did not interview until October and then I could not start until January, by which time I had been forced to find employment in an unrelated field.

*Part-time daily supply teacher, Intermediate-Senior, visual arts and geography,
southwest Ontario*

Percentage of first-year teachers with regular teaching contracts



About one in four (27 per cent) first-year English-language teachers responding to this year’s *Transition to Teaching* surveys report they found regular jobs. This falls below the 32 per cent job-success rate for the previous year’s teacher education graduates. Two out of five (40 per cent) report they were underemployed in their first year, a rate similar to last year’s (38 per cent).

Delayed job prospects now evident in all regions and at all grade levels

Job prospect advantages previously apparent for Toronto-region teachers and for province-wide secondary-panel English-language teachers are somewhat diminished from earlier years. The regular-job success rate for Toronto-region English-language teachers declined from 45 per cent in 2006–07 to 35 per cent in this year’s survey. One in three (32 per cent) of them report underemployment in their first year of teaching.

Percentage in regular English-language teaching jobs by spring 2008

Divisions	Other Ontario		Total Ontario
	Toronto region	regions	
Primary-Junior	23 (36)*	18 (17)	20 (25)
Junior-Intermediate	34 (53)	21 (9)	29 (29)
Intermediate-Senior	51 (52)	12 (33)	32 (43)
Technological studies	78 (60)	50 (57)	62 (58)
All divisions	35 (45)	17 (21)	27 (32)

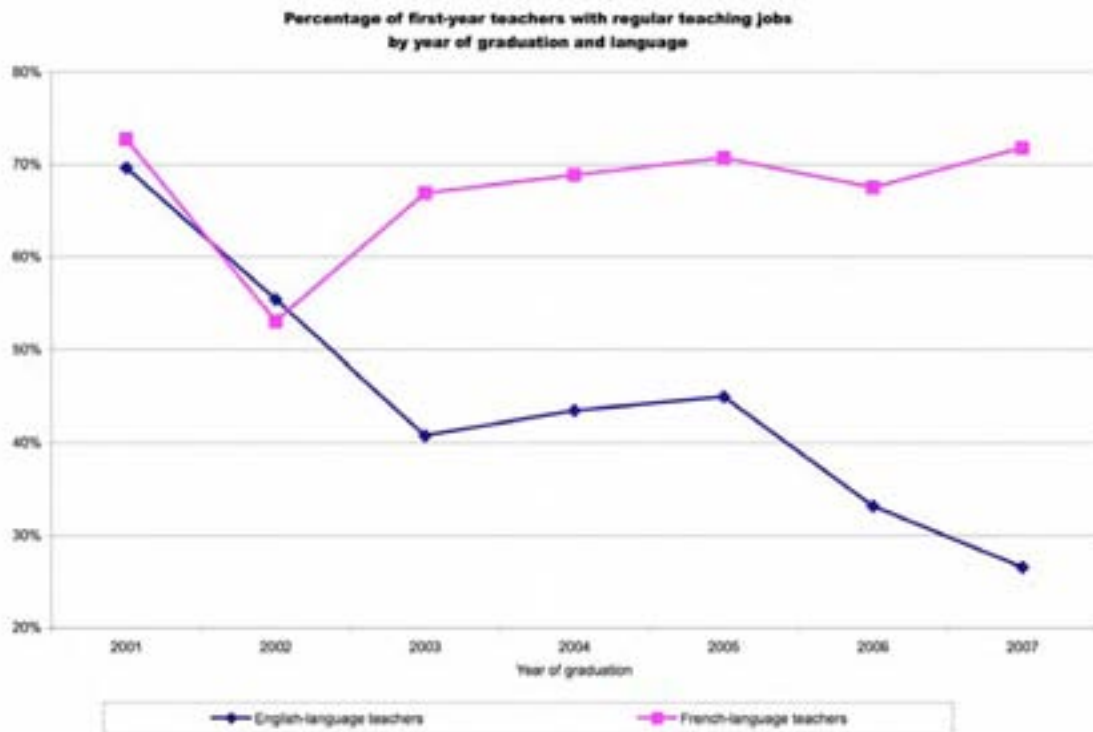
*Spring 2007 comparators in brackets

As the overall job market for English-language teachers continues to weaken, with only about one in four securing regular jobs, Intermediate-Senior qualified teachers are increasingly affected. One in three (32 per cent) of these new secondary teachers across the province found regular jobs compared with 43 per cent in the previous year. The Toronto region continues to provide regular jobs for new secondary teachers: 78 per cent of technological studies teachers and 51 per cent of those in general subjects, well ahead of the rest of the province.

I have found job hunting to be a very challenging and discouraging process. I made calls for months before even getting on the supply list. I feel disposable.

*Daily supply teacher, qualified in general science and individual in society,
central Ontario*

The growing English-language teacher surplus results in more new teachers starting their careers in daily supply teaching and continuing in occasional roles for longer stretches in their early careers. More than half (56 per cent) of 2007 graduates teaching in Ontario started as daily supply teachers and 22 per cent as longer-term occasional teachers. By first-year end, only 27 per cent had moved up to regular jobs. One in three (33 per cent) continued in daily supply roles. For second-year teachers in the 2007–08 school year, those with regular jobs rose to 57 per cent, with 26 per cent in long-term occasional roles and the remaining 17 per cent continuing in daily supply teaching.



The growing place of daily supply teaching in new-teacher careers is especially evident among English-language Primary-Junior teachers. Over the past seven years, Junior-Intermediate- and Intermediate-Senior-qualified teachers have also spent more time waiting for their own classrooms.

My job search was a very challenging and discouraging process. I made calls for months before even getting on the supply list. I felt disposable.

Part-time occasional teacher, Intermediate-Senior, Toronto region

With the further decline in demand for general Intermediate-Senior teaching qualifications (32 per cent in regular teaching jobs), certain subject qualifications continue in somewhat higher demand. English-language graduates with business studies, computer science, mathematics, physics or chemistry as one of their teaching subjects experienced a 41 per cent regular-job success rate compared with the 30 per cent rate for other English-language teaching subjects.

Technological studies qualifications maintain very high demand. More than three out of five (62 per cent) English-language technological studies graduates found regular teaching positions in their first year.

Overall, it has been a very educational and gratifying experience for me. This is my second career as I spent 29 years in the automotive industry.

Full-time technological studies teacher, southwest Ontario

Border college grads lag far behind Ontario grads in job-success rates

Although the number of US border college new Ontario teachers declined from 1,744 in 2006 to 1,594 in 2007, the New York and Maine teacher education programs that are designed for Ontarians continue to play a major role in the annual supply of new Ontario teachers. These new teachers report much lower rates of success in finding teaching employment here than Ontario-faculty graduates. Only 12 per cent of them started in regular jobs compared with 28 per cent of Ontario program graduates. Almost half (45 per cent) report that they could not find as much teaching as they wanted in their first year, in contrast to 32 per cent reported underemployment among Ontario faculty graduates.

It took almost one full year after graduating to even get an interview with a public school board. I am not currently in the teaching profession.

Unemployed US border college Primary-Junior graduate

The competitive disadvantage is most pronounced among Primary-Junior teachers, the qualifications held by most (77 per cent) border college graduates.

Lower percentages of US border college graduates find regular jobs

	Primary-Junior	Intermediate-Senior	All divisions
Ontario faculties	34 (37)*	42 (52)	39 (44)
US border colleges	15 (16)	35 (28)	18 (19)

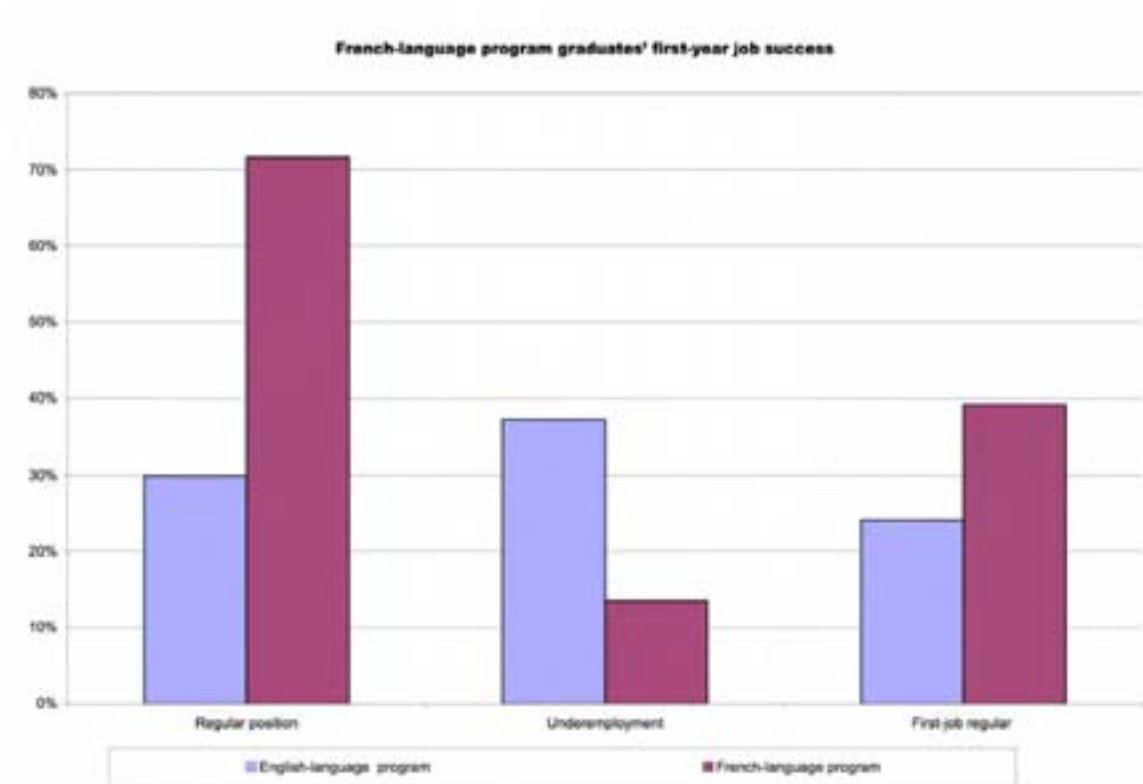
*Spring 2007 comparators in brackets

French-language teaching markets remain strong

The long-term bull market continues in French-language teaching in Ontario. French-language school boards recruit most new teachers into regular teaching jobs in their first year of teaching. Graduates of French-language teacher education programs maintain their very high first-year rates of job success. New graduates able to teach French as a Second Language in English-language school boards top the list for finding regular jobs in their first year.

I was lucky since French is my mother tongue. My friends were not as lucky. There are not enough positions available teaching in English for them.

English-language program graduate teaching for French-language school board, eastern Ontario



Most 2007 graduates (72 per cent) of the French-language teacher education programs at Laurentian University and the University of Ottawa teaching in Ontario in the 2007–08 school year say they found regular jobs. (This rate far surpasses the 30 per cent success rate reported by graduates of English-language programs.) Two in five (39 per cent) were hired directly into regular teaching jobs following graduation and another 33 per cent moved up to regular contracts during the first year. Only 13 per cent of them report they could not find as much employment as they wanted in their first year. Fully 97 per cent report they were employed in teaching, and only one per cent say they were not teaching because they could not find a teaching job they wanted.

Most 2007 French-language teacher education graduates report teaching contracts with Ontario French-language school boards (88 per cent of them). This is an increase from the 76 per cent hired by these boards the previous year.

First-year teachers in French-language Catholic school boards report the highest rate of regular-job success by year end (77 per cent). This rate is closely followed by teachers in French-language public school boards (66 per cent) and greatly outdistances the low rates of regular-contract status for all first-year teachers employed in English-language public (32 per cent) and Catholic (20 per cent) school boards.

I was hired immediately during an interview at the university at the end of April.

*Primary-Junior teacher in French-language board, French-language program graduate,
Toronto region*

I interviewed for a long-term supply position, which I got. However, I had to leave the position a day before the classes were to start to take a regular position. There were many last-minute interviews for job opportunities.

Primary-Junior teacher in French-language board, eastern Ontario

French-language program graduates enjoyed success at both the elementary and secondary levels, with 66 per cent of Primary-Junior graduates and 79 per cent of Intermediate-Senior graduates in regular jobs.

English-language school boards' French as a Second Language programs continue to provide regular teaching jobs for new graduates who can teach in French. New FSL and French Immersion teachers report a 78 per cent rate of regular-job contracts by year end, up slightly from last year's 75 per cent.

I applied for the French pool hire in my local board, had an interview, got a full position and was assigned a Grade 6/7 French Immersion classroom in June 2007.

Regular contract teacher, Primary-Junior, qualified in FSL, southwest Ontario

I have a background in French but no FSL qualifications. The position I interviewed for was Grade 4 Core French and I was able to obtain a temporary letter of approval.

Elementary teacher, regular contract, Toronto region

Induction program comprehensive for teachers in regular jobs

In 2007–08, the second full year for the province’s New Teacher Induction Program (NTIP), Ontario’s school boards continued to provide comprehensive support to new teachers. The NTIP includes board and school-level orientation as well as mentoring and professional development in publicly funded schools throughout the province. It was established in 2006 to provide an additional year of support for the early professional growth and development of entrants to a very challenging and often stressful profession.

The College’s *Transition to Teaching* study found that 92 per cent of the graduates of 2007 hired into regular teaching jobs in publicly funded school boards last year participated in the NTIP. This is similar to the 91 per cent participation rate the previous year. Graduates of 2006 report 84 per cent participation in the program in their second year following graduation. Even the small numbers who say they were not in formal induction 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.

I learned more in one year on the job than I ever could have at the faculty of education. Having supports in place (NTIP, mentor) is key to the success of new first-year teachers.

Full-time long-term occasional teacher, southwest Ontario

This major support program for new teachers is now well established, with high rates of involvement of new teachers in every element of the program. All of the participants receive formal orientation to their school board and 98 per cent to their individual school. Mentors support each NTIP teacher and almost all of the participants had been formally evaluated by their school principal by May or June of the school year, when they responded to the College survey.

Most NTIP-supported teachers (96 per cent) received professional development in one or more of the program’s priority areas for new teachers. Literacy and numeracy; planning, assessment and evaluation; classroom management; and student success are the most frequent professional development areas reported.

NTIP professional development in priority areas

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

*Spring 2007 comparators in brackets

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

I was very lucky to have supportive and helpful admin staff and colleagues. This is very important. I was given opportunities to watch experienced teachers and learn about their planning strategies and this was very helpful.

Full-time regular Grade 2/3 teacher, Toronto region

More than four out of five (83 per cent) of these first-year teachers identified some components of their mentor's coaching, information and demonstration of teaching methods as very helpful to them, choosing the top rating of a five-point scale. Almost all (95 per cent) say support from experienced teachers helped them on the job. Report cards, advice on helping individual students, classroom management and observing other teachers top their lists of most valuable support.

NTIP participants highly value mentoring support

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

*Spring 2007 comparators in brackets

Most of these first-year teachers in the NTIP identified mentoring as a major (36 per cent) or moderate (34 per cent) professional development activity for them over the year.

Mentoring continues to take 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.

Also, fewer than one in five new teachers say they were observed for an hour per month or more in their first teaching year. More than half (51 per cent) say their own teaching was not observed at all by another teacher.

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

Principals and vice-principals play critical roles in the initial year for new teachers. 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.

Mixed induction experience for occasional teachers

The New Teacher Induction Program in 2007–08 continued to focus mainly on new teachers hired into regular contracts, although beginning in 2007–08 boards were permitted to use NTIP funds to support beginning long-term occasional teachers. There has been some growth from the preceding year in long-term occasional teacher participation, although only about one in four report formal participation. Most daily supply teachers are not eligible to formally participate in the NTIP and most do not.

NTIP participation by Ontario school board contract type

Type of employment	NTIP participants (%)
Regular or permanent	92 (91)*
Long-term occasional	26 (16)
Daily occasional or supply	3 (4)

*Spring 2007 comparators in brackets

First-year support is available to many occasional teachers, whether or not they are officially in the NTIP, through various elements of the programs in place at their school boards.

Occasional teacher supports

Type of support	Long-term occasional teachers (%)	Daily supply teachers (%)
School board orientation	43	44
School orientation	37	7
Mentoring	45	10
Evaluation by principal	26	15
PD – literacy and numeracy	58	21
PD – planning and assessment	39	15
PD – special needs	39	14
PD – safe schools	30	19
PD – student success	30	11
PD – classroom management	27	24
PD – one of priority areas	82	44

With the increased 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 experienced teachers. Some consider their extended occasional teaching to be an excellent entry to the profession. Others say they are on their own and lack essential support that is available to others.

There needs to be more support for occasional teachers. My first few months left me feeling very isolated. You're at a new school every day. It takes a long time to get to know people and to develop a support network.

Part-time occasional teacher, Intermediate-Senior, qualified in music, eastern Ontario

It has been a wonderful experience. Each day I learn so much from the students, just as much as they are learning. It's a wonderful career, which is never the same each day!

Long-term occasional, Grade 4 teacher, northwest Ontario

Methodology

This year's *Transition to Teaching* study includes a survey of 2007 teacher education graduates toward the end of the first year of their teaching careers. Surveys were mailed in May 2008 to College members with valid addresses representing 40 per cent of the 8,162 Ontario faculty of education graduates of 2007 who joined the College and 40 per cent of the 1,370 graduates from the University of Maine and six colleges in New York State who became members of the College in 2007.

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 2007 graduates received 1,079 responses, for a 30 per cent return rate. These overall survey results are considered accurate within three percentage points, 19 times out of 20.

DETAILED FINDINGS

Employment highlights

First-year unemployment rates for 2007 graduates are consistent with those of the preceding year. Underemployment continues to track upward, regular jobs have declined and occasional teaching is up for this year's first-year teachers. More first-year teachers are teaching part-time and more are relying on partial appointments in two or more schools.

- About nine out of 10 (89 per cent) of these graduates were employed as teachers at the time of the survey and slightly more (93 per cent) taught at some time during the 2007–08 school year. These employment participation rates are similar to the rates on these measures among the preceding year's graduates in their first year.
- Only one in 17 indicate that they are not teaching in their first year because they could not find any teaching job (5.4 per cent) or could not find a teaching job they wanted (0.5 per cent). This approximately six per cent rate of unemployment is also similar to the rate for 2006 graduates in their first year.
- Occasional teaching, either on a daily supply teacher basis (49 per cent) or on a long-term contract (22 per cent), is the route into the profession for the majority of these new graduates.
- By spring of the first teaching year, about one in three (36 per cent) teaching are in regular positions. This rate continues to decline from the 41 per cent regular-job success rate in the first year for 2006 graduates and the 51 per cent rate for 2005 graduates.
- Fewer than half (44 per cent) of those actually teaching were hired prior to the start of the school year. Fifty-two per cent started their first teaching jobs sometime in September 2007, another 18 per cent started jobs by December, and nearly one third (31 per cent) did not start their teaching jobs until January 2008 or later, following their graduation in spring 2007.
- Part-time teaching (36 per cent) and teaching in two or more schools (29 per cent) are increasingly prominent features of first-year teaching for new graduates. These rates are also up from the 32 and 25 per cent rates respectively for the graduates of 2006 in their first year and the 26 and 21 per cent rates for 2005 graduates.
- About one in three (34 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 from the 32 per cent rate last year and the 24 per cent rate for 2005 graduates.
- About one in 10 new teachers report teaching in settings outside the Ontario publicly funded school system, in independent schools (5.1 per cent), other Ontario settings (0.7 per cent) and outside the province (4.3 per cent). This is a decline from the one in eight teaching outside the province's publicly funded schools in the preceding year.

- This year's first-year-teacher survey highlights the persistence of two different teacher-employment markets that 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) enter a proportionately strong market with very high rates of employment success for new entrants.
- Nearly three out of four (72 per cent) French-language teachers in 2007–08 report regular jobs by the spring of their first year in teaching, with only 15 per cent reporting that they wanted more teaching employment throughout the year.
- By contrast, just over one in four (26 per cent) first-year English-language teachers report regular teaching jobs in the first year with 40 per cent reporting underemployment.
- The further decline in English-language regular-job success arises mainly from a decline in Primary-Junior teachers finding regular jobs in the Toronto region (down to 23 per cent from 36 per cent in the previous year) and a decline in Intermediate-Senior-teacher job success outside the Toronto region (down to 32 per cent from 43 per cent).
- There continues to be evidence of stronger demand in the English-language secondary school teaching market for teachers of business studies, computer science, mathematics, physics and chemistry, although this sub-market is not as robust as it was a few years ago. These higher-demand subjects stand at 41 per cent regular-job rates compared with other non-French secondary teaching subjects (30 per cent). French as a secondary teaching subject continues in high demand at 72 per cent regular jobs in the first year.
- English-language technological studies qualifications continue to be highly marketable. More than three out of five (62 per cent) found regular teaching jobs by spring, although 32 per cent did report underemployment in the first year, up from the 12 per cent saying they could not find as much teaching employment as they wished in the previous year.
- The first-year regular-job success rate for English-language teachers in the Toronto region declined to 35 per cent for 2007 graduates, down from 45 per cent the previous year. Toronto-region teachers continue to enjoy an advantage in this respect in relation to first-year teachers in the remainder of the province. Outside the Toronto region, the rate was 17 per cent, down slightly from 19 per cent for 2006 graduates.
- Teachers newly employed by French-language school boards report a 70 per cent regular-teaching contract rate compared with just 32 per cent for those employed in English-language boards across the province.
- Primary-Junior-qualified teachers who lack the high-demand French-language teaching qualifications or capacity report less first-year regular-teaching-job success (20 per cent) than Junior-Intermediate (29 per cent), Intermediate-Senior (32 per cent) and technological studies (62 per cent) teachers. The rate for Primary-Junior teachers is down five per cent from the previous year and for Intermediate-Senior teachers it is down 11 per cent. The Junior-Intermediate rate is the same as last year and technological studies improved by four per cent.

- All divisional qualifications for French-language teachers reflect a first-year regular-job success rate of two-thirds or better – Primary-Junior (73 per cent), Junior-Intermediate (68 per cent), Intermediate-Senior (73 per cent). There were no French-language technological studies respondents to the first-year survey this year.
- English-language Primary-Junior teachers outside the Toronto region have the lowest employment rates, with only about one in six (16 per cent) obtaining regular jobs by the end of the first year. More than half (56 per cent) report they were underemployed throughout the year. This underemployment rate is a rise from the 44 per cent rate for the same group in the preceding year.

Many graduates of 2007 report that the search for a first teaching position in Ontario is challenging for them. Some are frustrated with the often extended time required to find a regular teaching job, job uncertainty for the next year, seeing many others competing for a comparatively small number of jobs in a tight market and being uncertain about the hiring process. They often say that connections are essential to stand out in this job market. At the same time, many appear determined to learn from these challenges and are not deterred from their career aspirations.

Below are employment-market comments representative of the responses from this group:

Competition for contract jobs is stressful. Too many new graduates each year. Perhaps a few years with fewer graduates per faculty will allow others to gain employment.

Overall, my first year has been a good experience because I have taught in a number of schools and picked up great teaching ideas. However, future prospects look grim, which is upsetting, especially not knowing when or how or why people are getting hired.

It is very difficult to obtain a teaching position without knowing anyone in the board. For every job, 200-plus applicants apply.

I am staying positive, knowing that getting into the teaching profession is a process and that eventually I will get a job in it!

Retirees are taking the majority of supply and long-term occasional work, double dipping. There should be more limits on the number of days they are allowed to work.

I wish I could have stayed in Ontario but the job outlook is bleak. Help finding jobs is something teacher education programs should focus more on.

Obtaining a position has been a frustrating process. However, occasional teaching has further prepared me and has enabled me to keep developing my skills as a teacher.

It was a bit disappointing because I hadn't realized that the job situation was so dire for new teachers. It has certainly been a challenge and an adjustment to be an occasional teacher.

I really enjoy being a teacher. It has been a huge challenge. I was hoping to be close to home and instead I am teaching 3,000 kilometres away. Ontario is allowing too many teachers to graduate for the number of jobs available.

I am so discouraged by the difficulty I have experienced in finding and securing a job. I graduated at the top of my class and yet I still have not even received an interview in Ontario.

It is all about who you know. There are very few jobs for new teachers. You have no choice in your job if you want to be a teacher.

I feel that as a new teacher it is very hard to establish myself because there are so many "retired" teachers doing long-term occasional and daily supply teaching. It is very disheartening as they seem to get the long-term occasional opportunities before a new teacher who will be around for a while.

It is impossible to find a job. I waited months to get on the occasional list. My board has more than 75 redundancies this year and had a hiring freeze for new full-time teachers last year. Prospects are limited for me.

I think that being educated outside of Ontario put me at a career disadvantage, and this is unfair. I am discouraged about future job prospects and occasional teaching has been extremely unreliable.

I thought that job opportunities would arise from high skills and teaching ability. It appears that they arise from my personal connections for the most part.

Having been a short-term supply teacher in all grades, I was very well prepared as a teacher. All new teachers should supply teach for a year before accepting a full-time position.

It is frustrating that so many good educators are graduating from teachers' college with such a grim-looking future and job shortage.

Most difficult and heartbreaking experience ever. Too many teachers, not enough jobs.

I was not prepared for the job search and interview process, nor told just how bad the job situation is in Ontario.

Everyone tells you to make sure that a principal knows you and can help you get hired. This is a hundred per cent true. If you do not know a principal, I don't know how you would even get on a supply list.

I have talked to many first-year teachers who feel defeated and undervalued. Some are switching careers after only one year because the job security is abysmal and it is very stressful to be constantly worrying about being surplus and unemployed.

The year has been challenging and stressful, filled with many learning opportunities, and has given me confidence that I can overcome the challenges of a large classroom with limited resources.

The teaching, I love. The job market, I hate. Stop letting so many people into BEd programs. There are enough of us. Some occasional teachers have been waiting five or six years to even get a long-term occasional position. How long do we wait before moving on to another career?

Teaching assignments

- For new teachers with secondary-panel employment, sciences (15 per cent), mathematics (12 per cent), English (12 per cent) and geography (eight per cent) are the most commonly cited main teaching assignments.
- Five out of six (84 per cent) secondary-school-employed first-year teachers have jobs that require three or fewer different class preparations; this compares with 81 per cent for 2006 graduates, the second year in a row this measure of workload has improved from the 68 per cent level reported by 2005 graduates in their first year.
- Thirty per cent of this group indicate they are teaching at least one subject for which they are not adequately prepared, a rate similar to last year's 29 per cent.
- Seventy per cent of secondary qualified teachers report an adequate or excellent match of their qualifications to their teaching assignments.
- For new teachers with elementary-panel jobs, more than one in four (27 per cent) teach in combined-grade classrooms, seven per cent teach Special Education and 13 per cent teach French as a Second Language, distributions very close to last year's.
- About two-thirds (36 per cent) of all new elementary teachers are assigned to combined grades, French as a Second Language and/or Special Education, down from the 39 per cent rate for 2006 graduates.
- For elementary teachers with a single-grade assignment, kindergarten and Grades 1 and 2 are the most common grades reported.
- Fewer than one in 10 (8 per cent) 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.

- More than four out of five (84 per cent) elementary-qualified teachers report an adequate or excellent match of their qualifications and their first-year teaching assignments.

Daily supply-teaching themes are plentiful among teachers' observations about the specific challenges they face in their first year of teaching. Many say that, as supply teachers, they are unprepared, lack adequate support and find classroom management especially difficult. Some reflect on a year of supply teaching as an opportunity to learn from other teachers and to develop their practical knowledge and skills in preparation for eventually having responsibility for their own classrooms. Stress is a frequent theme, sometimes associated with piecing together multiple part-time teaching jobs in different schools, class assignments that are difficult because of at-risk students, serious behaviour-management problems or excessive breadth in student achievement and learning levels.

I have learned a lot, not only as a teacher but as an individual. Doing daily supply teaching has prepared me for many of the challenges I face now as a long-term occasional and has made me a better teacher for dealing with all the adversity.

There needs to be better support for occasional teachers. For instance, professional development days and dental/medical plans. If teachers are in occasional roles for one to five years we need some support, some respect, growth and dignity.

I love what I am doing this year. My position as a Special Education teacher is exactly what I hoped for. Job security is the only issue I have at this point.

I teach a class with four students with severe behaviour issues and many at-risk students. I relate very well with them but it has been a bit of a struggle in my first year of teaching.

I had a good transition from school to career. I was not looking to obtain a permanent position during my first year because I wanted to gain more experience and observe classroom practices before having my own class. I feel my position as an occasional teacher has done that and I feel prepared to have my own class now, which I hope to get in September.

Because my placements are hourly/daily, it is difficult to identify students in the class who have specialized needs and at the same time to continue with overall classroom management and routines. I often miss out on preparation time to help with my planning.

I would like to see new teachers in positions they can handle and that allow them to gain confidence. Too many new teachers are forced into positions like Special Education and split grades when they don't have the necessary experience to do these jobs well. It seems

like you have to put in your time to get an easier assignment. Principals should be firm and make teachers with teaching experience take on the challenging assignments.

I find it unfortunate that difficult positions are assigned to new teachers. It doesn't motivate one to stay in the profession.

In a low-income, multi-level, special-needs, co-ed, 30-student classroom, I felt unprepared because I didn't know where to start with accommodating the lessons to widely different needs and was feeling completely overwhelmed with planning, creating assessments, evaluations, lessons, dealing with parents, policing students, and on and on.

It would be nice not to have to wait until August to know if you have a job for September.

First-year teachers should be given easier assignments to help them transition and thereby avoid the too-frequent leaving of the profession. More support is needed from colleagues and administration for planning, classroom management and parent communication.

After I graduated I felt very prepared to be a classroom teacher, however, I am an occasional teacher and do not feel that I was fully prepared for it. There have been so many more management issues than I would have in my own class.

I have really enjoyed my first assignment but I am looking forward to gaining full-time employment. Teaching half-time and occasional teaching on the other days is stressful and requires careful planning just in case you get called in to work somewhere.

Handling students with severe behaviour issues who are integrated into regular classrooms is more common than I thought it would be. As an occasional teacher, I find it very difficult to deal with when the student does not know me.

It is difficult to feel prepared as an occasional teacher since you are thrown into a different situation every day.

I found it rewarding to teach in remote northwestern Ontario for the first six months of my teaching career as my services were needed and I learned a lot and was able to grow.

Teacher preparation and professional development needs

- These first-year teachers give a positive evaluation of their teacher education, with the majority giving practice teaching (92 per cent) and education courses (65 per cent) good or excellent ratings.
- 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. This was closely followed by more practicum time and more opportunity for actual teaching during practicum placements. 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 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; curriculum and subject knowledge; organization and time management; and instructional strategies (3.8 to 4.1 on average on a five-point scale).
- They rated themselves as somewhat less prepared in classroom management; assessment and evaluation; motivating students; communicating with parents; and covering the full breadth of the curriculum (3.1 to 3.5 on average on a five-point scale).
- They expressed even less readiness to handle administrative routines, teaching students with special needs, teaching combined grades and teaching students at risk (2.4 to 2.9 on average on a five-point scale).
- Intermediate-Senior qualified teachers report that they are more prepared to teach academic subjects (3.9 on the same five-point scale) than applied secondary classes (3.1) or outside their teachables (2.4).
- First-year teachers describe themselves as confident (30 per cent) in their teaching or describe their confidence as a teacher as somewhat high (56 per cent) and their overall preparedness as high (29 per cent) or somewhat high (57 per cent).
- First-year teachers identify their top four professional development priorities in key practical teaching-skill areas – evaluation and assessment, classroom management instructional strategies, and observation and feedback on their teaching practice.

These assessments of teacher preparation and further professional development are highly consistent with the results for first-year teachers over the past few years.

First-year teachers most commonly cite insufficient practical instruction, classroom management, assessment and other immediate teaching skills in reflecting on their teacher education programs. They often link their further professional development needs to challenging classroom assignments – dealing with students with special needs and combined grades, for example. Many also speak to the growth and learning they gain through their own teaching experiences.

I enjoyed my Additional Qualification courses and feel that they taught me a lot. Also, as an occasional teacher I saw a variety of resources, teaching methods and classrooms, which was great.

It is important for teachers to learn more about students with special needs in an integrated classroom.

There should be more time spent teaching classroom-management skills. If you cannot manage the class, you will not be able to teach the students.

It would be nice to see a program similar to the NTIP implemented for occasional teachers. I think we could greatly benefit from guidance and support in this position.

I would have liked to have more information about evaluation, report cards, classroom management and discipline.

Finding a way to fit all the components of teaching together can feel overwhelming – lesson planning, long-term planning, assessment, report cards, admin, planning for individual students and so forth. It feels like you are learning everything all at once.

No course touched on how to teach, organize for or manage split classrooms. With the Primary cap, more and more classrooms have split grades. It would have been advantageous to be prepared for this.

It is difficult to feel prepared as an occasional teacher since you are thrown into a different situation every day.

Classroom management has been by far the most difficult issue to deal with – more realistic preparation is needed in teachers' college, which would be a great benefit to new teachers.

I have truly enjoyed my first year. There have been some struggles, however I have an excellent support system within my school. I love my courses!

Teaching is an exciting and rewarding career. It would be extremely helpful if teacher education programs offered courses in occasional teaching, as a majority of teachers spend the beginning of their careers as occasional teachers.

I got a job teaching on a fly-in First Nations reserve in northern Ontario. It has been challenging and rewarding and I recommend it to all young, energetic, adventurous teachers. My growth has been exponential.

The Faculty of Education approach was far too theoretical. My practicum was excellent but it is rather hit and miss, based on colleagues' experiences. Classroom management is really a far more essential skill than my professors ever suggested.

First-year experience and New Teacher Induction Program

- The New Teacher Induction Program continues to play a prominent role in support of first-year teachers in district school boards across the province in 2007–08.
- More than nine out of 10 first-year teachers (92 per cent) in regular jobs in Ontario's publicly funded boards report that they were in the NTIP, similar to the rate of 91 per cent report in 2006–07.
- First-year teachers with long-term occasional (LTO) appointments report about a one-in-four (26 per cent) rate of participation in the program. This participation level is a significant increase from the 16 per cent of first-year LTO teachers in the program in the 2006–07 school year. Additional LTO teachers (45 per cent), in the NTIP and not, report having a mentor in their first year.
- Reported participation remains similar to last year (three per cent) for teachers continuing at the end of the first school year in daily supply roles in publicly funded school boards.
- NTIP participants report that they receive a broad range of program support. Virtually all of them were provided with an orientation to their school board, were assigned a mentor and were formally evaluated by their principal in their first year. Almost all of them (98 per cent) also received formal orientation to their individual schools.
- Professional development in the NTIP priority areas continues to be comprehensive, with participation rates as follows – literacy and numeracy (86 per cent), planning, assessment and evaluation (79 per cent), classroom management (68 per cent), student success (59 per cent), teaching students with special needs (52 per cent), safe schools (47 per cent) and parent communication (30 per cent).
- The foregoing participation rates in core NTIP elements and in each of the professional development areas are higher than the rates reported in 2006–07.
- The reviews of the NTIP elements are positive – the majority rate most of the key components as excellent or good, with the support of the principal or vice-principal at the top of the list:
 - support of principal/vice-principal as excellent (42 per cent) or good (30 per cent)
 - mentoring program as excellent (23 per cent) or good (32 per cent)
 - school board orientation as excellent (18 per cent) or good (34 per cent)
 - orientation to teacher's school as excellent (21 per cent) or good (38 per cent)
 - school board in-service as excellent (14 per cent) or good (35 per cent).
- NTIP participants identify assistance with immediate demands to be the most helpful content delivered through the NTIP, with advice on helping individual students, finding good teaching resources, report card preparation and classroom management topping the list.

- These first-year teachers also rate coaching on student evaluation and on instructional methods positively.
- Mentoring takes place mainly outside the classroom. Most first-year teachers in the NTIP report no opportunity to observe their mentor or another teacher (46 per cent) or less than one hour per month (35 per cent).
- Similarly, most report that their own teaching was not observed by their mentors or other teachers (51 per cent) or was observed for less than one hour per month (37 per cent).
- This lack of classroom time together likely accounts for the less positive valuing of feedback on teaching practices and learning from the observation of mentors and other teachers.
- Although few daily supply teachers are in the NTIP, some are supported through some of the program elements. Many first-year teachers who continued in daily supply roles throughout the 2007–08 school year report formal orientation to their school boards (46 per cent), and some report they had professional development in classroom management (23 per cent), literacy and numeracy (20 per cent) or safe schools (19 per cent). Fewer than one in 10 experienced other NTIP-type support.
- Most new teachers report that the challenge of first-year teaching assignments was high (39 per cent) or somewhat high (45 per cent) and that they experienced high stress (37 per cent) or somewhat high stress (31 per cent).
- Most rated their workload as high (39 per cent) or somewhat high (33 per cent) and their sense of job security as low (24 per cent) or very low (41 per cent).
- Despite the challenges, stress, heavy workload, limited job access and job insecurity, many new teachers report a high (33 per cent) or somewhat high (45 per cent) sense of professional satisfaction.
- On their overall assessment of the first year of teaching, most rated it as excellent (37 per cent) or good (46 per cent). They also expressed a high (30 per cent) or somewhat high (56 per cent) degree of confidence in their teaching.
- They described their optimism with respect to their professional future as high (33 per cent) or somewhat high (37 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 (36 per cent) or moderate (34 per cent) professional development activity
 - they were engaged in collaborative learning in their school to a major (27 per cent) or moderate (44 per cent) extent.
- By contrast, coaching or mentoring was a major or moderate professional development activity for only a minority (21 per cent) of non-NTIP teachers, as was collaborative learning in the school (39 per cent).

New teachers generally praise the New Teacher Induction Program and also the less formal support and guidance of experienced teachers and school administrators. Many

daily supply and long-term occasional teachers ask for more formalized NTIP-type support in their often-extended occasional-teaching career entry.

I think the mentoring program is great, as well as the new-teacher workshops. These really helped formalize the process.

The best professional development comes at the school level, with experienced teachers who sacrifice their own time to teach new teachers.

I did not receive formal mentorship. It was all thanks to a great department head and great staff who volunteered their time to help mentor when they could.

I most valued having a mentor to assist in lesson plans and routines, and just an experienced teacher to run my ideas by.

Any professional development opportunity where I was able to sit down and talk with my mentor was very helpful.

The monthly numeracy and literacy sessions were essential and the availability of a literacy coach. Both resources were provided at my school because of its priority status, but in my opinion they should be provided to all schools.

My mentor was amazing. Most of what I learned was due to her generosity.

I most appreciated the chances for collaborating, observing and working with my mentor/colleagues.

It would be helpful to have a mentoring program for real first-year teachers, not just first-year permanent teachers, as most first-year permanent teachers have been in long-term and daily supply roles for several years.

The time with a literacy coach, focusing on the implementation of balanced literacy for immersion teachers, was the best professional development in my first year.

I am a Special Education resource teacher as well as a music teacher, so this has given me the rare but valuable opportunity to observe other teachers every day.

Having a roving mentor to talk with about the year, as well as observing an experienced teacher with the same teaching assignment, were both very helpful.

I learned the most from discussions with my mentor teacher and having my mentor watch me teach and see which practices work in my class.

I found observing other teachers' interactions with individual students in their classes most helpful to me.

No resources are put into professional development for supply teachers. For new teachers stuck on the supply list for years, absolutely no opportunity is provided to improve our teaching practice.

I value the planning time with a mentor – discussing unit plans, teaching strategies and so forth.

As an occasional teacher, the most helpful opportunities have been observing other teachers and the administration dealing with students on behaviour-management matters.

I learned most from the induction-program workshop on classroom management and the time I spent with our French Immersion literacy coach.

I learned from supply teaching in a classroom for one or two days, going in early to see how the regular teachers manage their classrooms and their thoughts.

I gained a lot from the evaluation advice and from time with my mentor after school, discussing behaviour issues and curriculum plans.

Curriculum planning with my mentor and assessment and evaluation discussions taught me a great deal.

I learned a lot discussing teaching strategies with other math teachers in my department.

Being in a private school where classes are run by team teaching has allowed me regular observation of my more experienced colleagues.

At the top of my list are subject-specific workshops on assessment, curriculum delivery, how-to methodology, literacy in French Immersion, classroom management and discipline.

I have had a great first year in teaching. I love my job and look forward to returning to the school next year. I am thankful for my divisional colleagues who have helped me get through the year.

I appreciated the chance to meet with my mentor on report card preparation and to speak with the Student Success teacher in regards to communicating with parents.

Career plans

- Over the past seven years, the motivators are clear and consistent with respect to what draws new teachers into the profession and what sustains their desire to stay with the profession, sometimes in the face of challenging job entry. They report that they want to make a difference in students' lives and they express a strong commitment to working with children or young people. A secondary tier of motivators, not quite as high as the former, is the desire to teach others subjects that they enjoy and to have 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 lower, third tier of considerations motivating their career choices.
- Change is a central fact for many new teachers with two-thirds of them (66 per cent) saying they expect to change teaching positions for the next school year.
- One in 10 of the 2007 graduates report that they did not teach in 2007–08 by choice. Work in another occupation and further studies were the most frequently cited reasons for not teaching in the first year following graduation.
- Only 3.8 per cent report that they will not teach in the 2008–09 school year, with 89.9 per cent planning to teach in Ontario and 6.3 per cent outside the province.
- Of those planning to teach outside Ontario, about half report that they will definitely (32 per cent) or probably (22 per cent) return to the province to teach, and 23 per cent report that they will definitely or probably not come back to Ontario to teach.
- Only two from a response group of 1,067 say that they will not teach in the future.
- On their thoughts with respect to the longer-term future, very few say they will not (0.6 per cent) or probably not (another 0.6 per cent) be teachers in five years, with 76 per cent saying that they will definitely still be teaching at that time and 17 per cent reporting that they probably will. About six per cent reply that they do not know.
- About one in four (26 per cent) report that during their career they expect to assume an education leadership role as vice-principal, principal, supervisory officer or director of education. This interest in leadership positions has been stable for several years among first-year teachers.
- More than three in five (61 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 (33 per cent) or somewhat familiar (47 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.

Regardless of the reports of stress, difficult assignments, longer hours than expected, higher expectations of and demands on teachers than anticipated, and many other challenges, the main concluding comments of first-year teachers speak to their commitment and the satisfaction they gain from starting on a career to which they are highly committed.

I have learned a lot about myself and others and about education. Teaching is a rewarding and challenging job for me and I am looking forward to a long career of doing what I love.

I feel like I am flying by the seat of my pants and that I have to play everything one day at a time because I have no idea what tomorrow will bring. Maybe this is a good thing, the fastest way to learn, who knows? More feedback from peers would be good.

It is probably the hardest and the most enjoyable year I have had. I had to face and overcome a great deal but I know that if I keep working hard the following years are only going to be more enjoyable and rewarding. I feel like after this year I can conquer all!

Has been very fulfilling and have had a great experience at the school I currently teach at. However, it has been extremely stressful due to job shortages and not having a contract for next year.

It has been very hard and a lot of late nights but I have an amazing grade partner who was so warm and welcoming. It has been an amazing experience and I wake up every morning excited to see my students.

The first year of teaching is crazy-hectic-busy and you're always on the go. There were many days of anger, frustration and tears but many more days that made it all worth it!

For the small amount that I have been in the class this year, it has been a great experience. However, supply teaching is nothing like having your own classes. I would really like the opportunity to teach!

While at times it was frustrating, my first year has been a wonderful experience. I have no doubt that I have chosen the right career.

I plan on returning to Ontario at some point but I am really grateful to be teaching full-time in my first year out of teachers' college. I know that many of my classmates were not as fortunate and I feel badly for them because I have learned so much this year.

While a few stressful moments have made me stop and re-evaluate my priorities, I have never, for one moment, felt like teaching was a bad choice because I know I am doing it for the right reason.

Teaching on an isolated First Nations reserve in northern Ontario has proven to be a very challenging yet (sometimes) rewarding experience.

One of the most stressful years of my life but it was absolutely wonderful. Enjoyed (almost) every minute of it!

Overall, it was a stressful year that required a lot of hard work. If I had not had such supportive colleagues and such a wonderful and supportive administration, I do not think I would have had as successful a year.

To be a teacher is a lot more work than I thought because I have 23 individuals in my class who all enjoy different things and learn differently. I try my best to help all of their needs.

I've realized that class management is crucial, that the workload is often heavy and can seem overwhelming, but that if you're passionate about what you're doing the class can be very successful.

I am now far more aware of significant behavioural issues due to child mental health. There are many incredibly troubled youths and children in our classrooms. I put on social-worker/advocate and safe-adult hats far more than I thought that I would.

The dedication and all-consuming passion that are necessary to do this job well are things that cannot be taught. People who question the preparation time we take or the wages we earn need to walk a mile in our shoes!

I have learned that teaching involves being a police officer, social worker, nurse, psychologist, motivational speaker ... but I love it and hope to get a job one day!

It has been a roller coaster. You experience the best of moments and the worst of moments. At the end of the day you are able to go home, reflect and build upon your successes and failures to make a fresh start the next day. Every day is a chance to impact students' lives, which makes it such a wonderful profession to be involved in.

Demographic highlights

- About one-third (35 per cent) of these 2007 graduates report that teaching is a second career and just under one in four (23 per cent) were 35 years of age or older at the time of completing the survey.
- Male respondents constitute 19 per cent of the sample; 81 per cent are female.
- The survey returns comprise 88 per cent Ontario faculty of education graduates, with 12 per cent from US border colleges.
- French-language teacher education programs are the source of 10 per cent and Ontario-faculty graduates are the source of 12 per cent of the sample overall.
- Primary-Junior-qualified teachers comprise 52 per cent of the returns, Junior-Intermediate 16 per cent, Intermediate-Senior 30 per cent and technological studies two per cent.
- Sciences, English, history and mathematics 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, the majority (77 per cent) have Primary-Junior basic qualifications, none are qualified in technological studies and very few of the Intermediate-Senior graduates have business studies, computer studies, mathematics or sciences as teaching subjects.

First year as Teachers in Ontario: Out-of-Province/Country Teachers Ontario Certified in 2007

This is the fifth year in which the *Transition to Teaching* study surveyed new Ontario teachers initially certified in other jurisdictions. This survey includes three distinctly different groups of respondents. Two in five respondents (40 per cent) are new Canadians who immigrated to Ontario from outside Canada following their teacher education and/or a teaching career elsewhere. Another two in five (40 per cent) are Ontarians who did their teacher education in another province or country. The remaining 20 per cent migrated or are in the process of migrating to Ontario from another province in which they completed their teacher education programs.

The experience of new-Canadian teachers in the first year following Ontario certification differs from that of Ontarians who return after doing their teacher education in another province, at the border colleges or elsewhere outside Canada. New-Canadian teacher experience is also different from that of Canadians who move to Ontario from other provinces. The experiences of Ontarians educated elsewhere and Canadians who move to Ontario from other provinces are reported briefly after the analysis of the findings for new Canadians.

Job market remains difficult for new-Canadian teachers

The College has certified record numbers of internationally educated teachers (IETs) in recent years, but most new teachers from outside Canada face a particularly difficult job market that, for most of them, means an initial year of unemployment or significant underemployment in teaching.

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

Only one in 12 (seven per cent) of the new-Canadian teachers responding to the *Transition to Teaching* survey of IETs who received their first Ontario teaching license in 2007 say they were in the job market and succeeded in finding regular teaching jobs in publicly funded Ontario school boards in the 2007–08 school year. This compares with 29 per cent for the Ontario faculty of education graduates of 2007.

There is a huge surplus of elementary teachers in Ontario. It seems that in job searching it is not what you know but rather who you know. There should be an easier transition for international teachers. It's very tough to begin networking from zero. There should be a

teaching practicum type of assignment for internationally educated teachers to help them get a foot in the door.

Unemployed elementary teacher, one year of teaching experience in England

The College's annual study of new teachers includes a survey of teachers educated internationally and in other provinces. This survey shows that, although the majority of new-Canadian teachers educated abroad make little progress in gaining entry to the job market in their first year, the employment success rate for Ontarians who complete teacher education abroad and for teachers educated in other provinces is generally more positive and nearer to the rates for new Ontario faculty graduates.

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

The employment situation for first-year new-Canadian teachers in the 2007–08 school year was somewhat better than for those who preceded them in the 2006–07 school year. Nonetheless, in contrast with the comparative success in first-year employment for new Ontario faculty of education graduates in 2007–08, here is what the most recent group of new-Canadian teachers faced in the competitive Ontario teacher-employment market:

- unemployment rates more than five times higher than for Ontario faculty graduates
- almost double the underemployment rate
- for those who did find teaching employment, about one-third the success rate in gaining regular teaching jobs in Ontario publicly funded school boards.

Per cent of new teachers unemployed, underemployed and in regular teaching jobs

	New Canadians Ontario certified in 2007	Ontario graduates in 2007
Could not find teaching job	39 (48)*	7 (6)
Underemployed in 2007–08	60 (69)	32 (32)
Found regular job in publicly funded school board in Ontario	10 (8)	29 (40)

*Spring 2007 comparators in brackets

Independent schools are an important teaching alternative for new-Canadian teachers. One-third of those who found regular teaching jobs in the 2007–08 school year say they are employed in a private school.

I worked for a time as a volunteer teacher but couldn't find employment in a publicly funded school.

Independent school mathematics teacher, 12 years of teaching experience in Pakistan

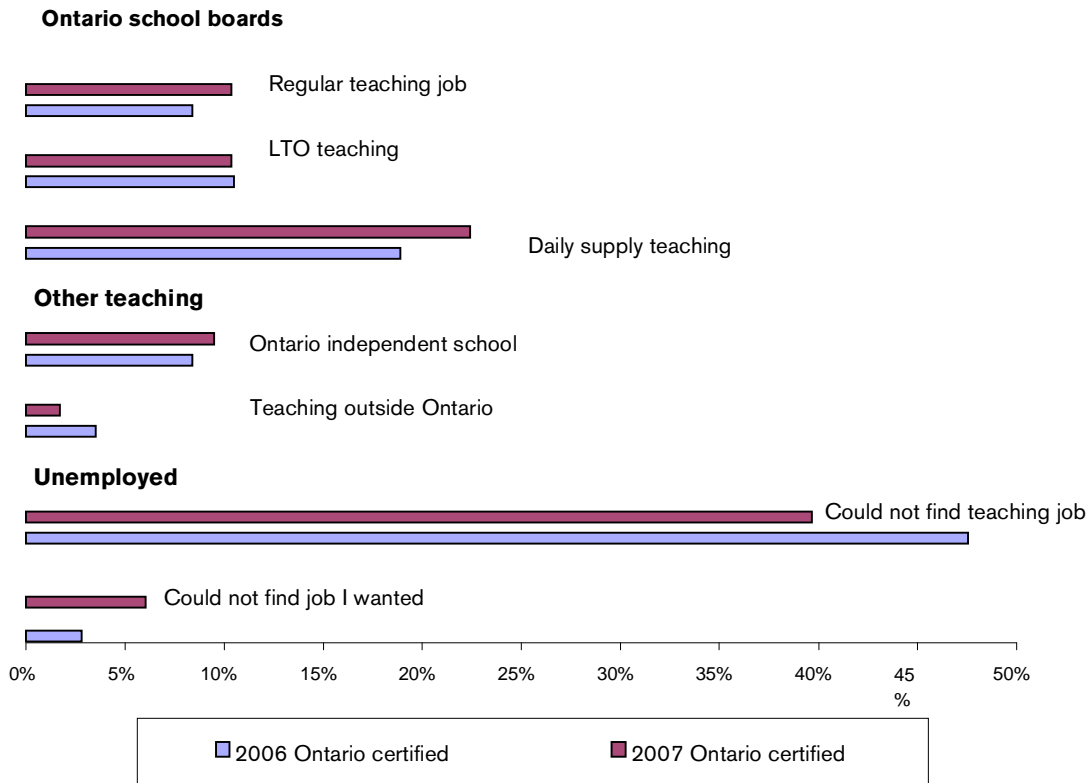
Most of these underemployed teachers have many years of teaching experience. More than one in three (37 per cent) taught for more than 10 years in other jurisdictions prior to their Ontario teacher certification. Two-thirds (67 per cent) taught for more than five years. Three in four (77 per cent) bring two or more years of teaching experience. Their teacher education is predominantly in English (87 per cent) or French (two per cent).

Many of these teachers express frustration with the lack of recognition of their prior teaching experience.

In spite of my extensive background and experience as a teacher, I was told that I lacked Canadian experience. The irony is that Canadian new graduates get employed despite their obvious lack of Canadian or any other experience.

Unemployed Intermediate-Senior teacher, eight years of teaching experience in Trinidad

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 2007. This survey excluded the US border college graduates included in other surveys. Survey forms were mailed in May 2008 to the College members with valid addresses among the 2,051 teachers who met the definition of the survey group. This survey received 379 responses, for a 20 per cent return rate. These overall survey results are considered accurate within 5.0 percentage points, 19 times out of 20.

DETAILED FINDINGS – NEW-CANADIAN TEACHERS

Employment highlights

- About half (54 per cent) of these new-Canadian teachers first certified in Ontario in 2007 were employed at some time during the 2007–08 school year and 45 per cent were employed at the time of the survey.
- At the time of the survey, two in five (40 per cent) said they were not teaching because they could not find any teaching job and another six per cent could not find a teaching job they wanted. These teaching unemployment rates are down from the 48 and three per cent rates reported by first-year new-Canadian teachers the year before.
- For those new-Canadian teachers who found some type of teaching job in their first year as certified teachers in Ontario, more than half (57 per cent) started in daily supply teaching and 44 per cent were still limited to daily supply teaching at the time of the survey.
- By the end of the 2007–08 school year, about one in seven (15 per cent) of these new-Canadian teachers had found regular teaching jobs; only 10 per cent found those regular teaching jobs in Ontario's publicly funded school system.
- Part-time teaching (34 per cent) or teaching in two or more schools (41 per cent) is reported by many new-Canadian teachers who find some teaching employment in the first school year following Ontario certification.
- About three in five (59 per cent) report that they did not teach as much as they wished in their first year in Ontario. This is also down somewhat from the 69 per cent underemployment reported the previous year.
- More than one in eight of the new Canadians are teaching in settings outside the publicly funded school system, in independent schools (12 per cent) or outside the province (two per cent).
- The majority of new-Canadian teachers who find employment in Ontario do so in the Greater Toronto Area (57 per cent) and in southwestern Ontario (23 per cent).
- Even in the relatively higher-demand Toronto-region market, only one in five (19 per cent) new-Canadian teachers who are teaching have regular teaching jobs and more than three in five (61 per cent) report underemployment in their first school year as an Ontario certified teacher.

- More than half (56 per cent) of the new-Canadian teachers report that they experienced significant challenges in gaining employment as a teacher in Ontario.
- Very few (three 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 (five per cent) think that language of instruction is seen by others as a barrier in their communication with students or parents.

New-Canadian teachers frequently express concern about lack of recognition of their experience, their inability to get a start on the Canadian experience and to make connections that they perceive as essential to getting a first teaching job, and the difficulties of supporting oneself and one's family as an occasional teacher.

Schools want me to work as a volunteer due to my lack of Canadian experience. I am a single earner in a family of four, so I cannot volunteer for now.

Despite all my experience teaching overseas, I have not been called for an interview. I have learned that it is difficult to obtain a teaching position and that teachers, once they are employed, are often moved from school to school within the region.

The long time lapse between arriving here and getting back into the system can be daunting if you are not committed to the cause.

Having done my training in the United States, I did not have the school contacts needed to quickly secure a position.

It is difficult to get on an occasional teacher list and no one will look at your resumé if you aren't already on their list. I am still trying to get 15 years of teaching experience recognized by my local board.

It is difficult to make a living with supply teaching. I had to leave the profession due to a low and unstable income.

I just feel like the market is skewed towards those who are from Ontario and have been educated here. It's not my qualifications but who I know that will get me employment.

Internationally educated teachers should be given an opportunity to show their professional skills and competencies as teachers and not be relegated to the background.

The induction of new teachers, especially internationally trained teachers, needs to get faster and more efficient, otherwise these teachers lose hope and join another profession due to financial challenges.

Despite volunteer experience that spans 1998 to 2007, I'm still waiting for an interview call from several school boards.

Certification and teaching assignments

- About nine in 10 (91 per cent) new-Canadian teachers certified in 2007 made use of specialized IET meetings and services available through the College or through Teach in Ontario.
- Two out of three (67 per cent) give positive evaluations of the Teach in Ontario services they accessed.
- New-Canadian secondary teachers are assigned more to the sciences (30 per cent) and to mathematics (23 per cent), with the next most common assignments – English (10 per cent) and English as a Second Language (10 per cent) – being much less frequent.
- Under one in five (18 per cent) new-Canadian secondary school teachers indicate they are teaching at least one subject for which they are not adequately prepared.
- Of those who responded to this survey who are in elementary school jobs, one in five (20 per cent) teach in combined-grade classrooms, 14 per cent teach Special Education and 29 per cent teach French as a Second Language. More than half (57 per cent) of these 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 (59 per cent) or adequately prepared (39 per cent) for their assignments in general. Almost half (46 per cent), however, report that they are not adequately prepared for one of their elementary assignments.
- One-third (33 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 of those who found employment in their first year as certified teachers in Ontario say their experience was excellent (27 per cent) or good (59 per cent).
- Most (75 per cent) of the new-Canadian teachers who gained regular teaching jobs in publicly funded school boards were supported by the New Teacher Induction Program (NTIP).
- Most of this group of NTIP-supported teachers attended school board orientations (71 per cent) and were assigned a mentor (64 per cent) and virtually all of them attended professional development in one or more of the NTIP priority areas.
- With respect to their assessment of their own preparedness for their first year of teaching in Ontario, these experienced new-Canadian teachers rate most highly

their ability to cover the breadth of curriculum, lesson planning, instructional strategies, organization and time-management skills, ability to motivate students, subject knowledge, adaptability to different learning styles, communication with parents and classroom management (4.2 to 4.5 on average on a five-point scale).

- They rate themselves as somewhat less prepared in teaching students at risk or those with special needs, in assessment and evaluation, teaching combined grades, locating classroom resources and handling administrative routines (3.5 to 3.9 on average on a 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 (4.1 on the same five-point scale) than applied secondary classes (3.7) or outside their teachables (3.3). Again, their self-evaluations are much higher than those of first-year Ontario graduates in these areas.
- They describe their confidence as a teacher as high (58 per cent) or somewhat high (37 per cent).
- These new-Canadian teachers identified their further professional development priorities as instructional strategies; observation and feedback on their teaching practices; further knowledge of the Ontario curriculum; school procedures and expectations; 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 (50 per cent), Additional Qualification courses (49 per cent), school orientation (40 per cent) and school board in-service (26 per cent).
- Much more positive reviews were given to the support from principals and vice-principals (71 per cent) and colleagues (77 per cent).
- Despite the barriers to employment, assignment challenges, stress and the uneven support reported, many of these new-Canadian teachers report a high (33 per cent) or somewhat high (41 per cent) sense of professional satisfaction.
- The majority also report a high (47 per cent) or somewhat high (26 per cent) degree of optimism for their professional future.
- More than half, however, express a low (37 per cent) or somewhat low (17 per cent) sense of job security.

Despite the challenges, many of these new-Canadian teachers take a positive view of their early teaching experience in Ontario and remain committed to teaching.

I am happy but would like to continue with my career. It is very hard to get into the system but I am confident that once I am in I can prove myself.

As an occasional teacher I am exposed to various grades, behaviour patterns and learning levels of students, which is indeed helpful and will be beneficial in the long run when I get a permanent position.

Supply teaching is very good for new teachers. Every day is a learning experience, like a paid internship.

My entry to teaching in Ontario has been very disappointing. I was more than ready to travel to work anywhere. I have pestered boards to no avail. I only gained my current part-time work because of a lucky break.

I thought that I would be able to get a teaching job as soon as I received my certification from the College but that did not happen, not even as a volunteer. I do not know the reason for that.

As a supply teacher, I'm finding my job very thrilling and exciting as I get the opportunity to go to different schools on different days and interact with different age groups as I teach from kindergarten to Grade 6. I am learning a lot, too, and enjoying the beginning of my career as a Canadian teacher.

Career plans

- Like the Ontario and border college new graduates, these teachers who have moved to Ontario are primarily motivated by wanting to make a difference in students' lives and by an interest in working with children or young people. This motivation is much stronger than a secondary motivator of teaching subjects they enjoy and having their own classrooms in which to do it. Material motivations such as job security, career and travel opportunities, salary, benefits and pensions are viewed as important but are a third tier of considerations behind their career choices.
- Despite the closed doors that many of these teachers face in their first year in the profession in Ontario, most of them (92 per cent) plan to teach in Ontario in the 2008–09 school year and another four 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 teachers in five years (one per cent) with 83 per cent saying they will definitely still be teaching at that time and 12 per cent reporting they probably will. Four per cent reply that they do not know.
- One in five (20 per cent) report that during their career they expect to assume an education leadership role as vice-principal, principal, supervisory officer or board director.
- About two in five (41 per cent) say they hope to mentor or coach other teachers.

Many of the more experienced new-Canadian teachers reflect on the extent of new learning involved in transferring their teaching knowledge and skills to Ontario

classrooms. They emphasize the value of supply-teaching experience, special mentoring and other professional development in this learning.

Teach in Ontario is really important for new international teachers. It should continue to orient teachers to the profession.

Classroom environment is completely different from what it used to be in the country where I first taught. I have understood that one has to be more tolerant and patient with the students here and more innovative to keep them engaged.

I recently started supply teaching and the past four months have been exciting, challenging and informative. I have learnt a lot regarding the system of education, curriculum and teaching strategies in Ontario.

I am still getting used to the ideas about assessment, evaluation and mark awarding.

Right now I am a kindergarten teacher on a daily supply basis. I am trying to improve my skills so I can return to teaching at the secondary level.

Reflections on teaching

- More than four in five of these new-Canadian teachers indicate that they are very familiar (48 per cent) or somewhat familiar (36 per cent) with the ethical standards for teaching in Ontario.
- Very few (three 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 had one or more years of teaching experience in other jurisdictions prior to gaining their Ontario certification in 2007. Three out of four (77 per cent) have two or more years of teaching experience, two-thirds (67 per cent) five years or more, and one-third (37 per cent) 10 years or more teaching experience.
- Two-thirds (66 per cent) of these teachers are age 35 or older.
- For most of them (94 per cent), teaching is a first career.
- Male respondents constitute 18 per cent of the sample; 82 per cent are female.
- English was the language of teacher education for 87 per cent of these new-Canadian teachers, with French-language teacher education reported by two per cent.
- About one in four received Ontario Primary-Junior certification (18 per cent), a higher proportion Junior-Intermediate (28 per cent) and more than half Intermediate-Senior (54 per cent).

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

Three in five (60 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 that of new-Canadian teachers. On measures of employment, unemployment and underemployment, they are much more successful than individuals who immigrate to Canada.

The following table highlights the different job experiences among the various groups of first-year Ontario teachers surveyed in the study.

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

Group certified as Ontario teacher in 2007	Not employed as teachers	Unemployed because no teaching job found	Underemployed in 2007–08 school year	Teaching in daily supply job at year end	Teaching in regular job at year end
Ontario grads 2007	10 (10)*	6 (6)	32 (31)	25 (21)	39 (44)
Ontarians with teacher ed in another province	9 (10)	17 (0)	38 (29)	25 (26)	50 (52)
Border college grads 2007	13 (14)	7 (10)	44 (43)	38 (36)	19 (18)
From other Canadian provinces	18 (17)	15 (5)	21 (25)	15 (20)	65 (44)
Ontarians who did teacher ed abroad	23 (19)	13 (13)	52 (43)	39 (25)	23 (34)
New Canadians	55 (55)	39 (48)	60 (69)	44 (39)	28 (27)

*2006–07 school-year comparators in brackets

Demographic highlights – Ontarians educated in another Canadian province

- Only 17 per cent of these teachers report that teaching is a second career and 39 per cent are 35 years of age or older.
- About half (48 per cent) taught for one or more years prior to gaining Ontario certification.
- Male respondents constitute 22 per cent of the sample; 78 per cent are female.
- All completed English-language teacher education programs.
- Sixty-three per cent gained Primary-Junior Ontario certification, six per cent Junior-Intermediate, 31 per cent Intermediate-Senior and none technological studies.

Demographic highlights – Ontarians educated abroad

- Only 19 per cent of these teachers report that teaching is a second career and only eight per cent are 35 years of age or older.
- Fewer than one in five (19 per cent) taught for one or more years prior to gaining Ontario certification.
- Male respondents constitute 29 per cent of the sample; 71 per cent are female.
- All completed English-language teacher education programs.
- More than half (57 per cent) gained Primary-Junior certification, five per cent Junior-Intermediate, 38 per cent Intermediate-Senior and none technological studies.

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

- Only 16 per cent of these teachers report that teaching is a second career and just 10 per cent are 35 years of age or older.
- One in five (20 per cent) taught for one or more years prior to gaining Ontario certification.
- Male respondents constitute 10 per cent of the sample; 90 per cent are female.
- One-third completed French-language teacher education programs and two-thirds English-language.
- About half gained Primary-Junior certification (49 per cent), eight per cent Junior-Intermediate, 43 per cent Intermediate-Senior and none technological studies.

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

This is the second 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 2007–08 school year, the second school year following their graduation.

Language of teaching differences widen in job outcome measures

This year's surveys confirm that many English-language teachers are not yet settled into regular teaching jobs in their second year in the profession. More than two out of five (43 per cent) of the graduates of 2006 continued in daily supply (17 per cent) or long-term occasional (26 per cent) assignments at the end of the 2007–08 school year.

Overall job-success indicators for second-year teachers in the 2007–08 school year are unchanged from those of second-year teachers in the previous year. The overall regular-job rate of 64 per cent is similar to the 63 per cent rate reported in 2006–07. Reported underemployment of 24 per cent is also close to the previous year's 23 per cent.

However, these global rates encompass changes in outcome for variations in language of teaching, geographic region and divisions of qualifications. French-language teachers in their second year improved on an already high regular-job rate (from 73 to 84 per cent) with an unchanged rate of underemployment (11 per cent). English-language teachers declined slightly (from 60 to 57 per cent) and their underemployment rate increased, also slightly (from 25 to 28 per cent).

English-language Primary-Junior and Junior-Intermediate teachers outside the Toronto region continue to report the lowest rates of regular jobs by the end of the second year, with just over two out of five of each group achieving this measure of job success. While not all of them appear to be seeking regular jobs, about two out of three say that, as teachers in the second year, they did not find as much employment as they wished.

French-language teachers and technological studies teachers are well settled in teaching jobs by the end of the second year:

- more than four out of five (81 per cent) of those who graduated from French-language teacher education programs report regular teaching jobs
- most technological studies teachers (85 per cent) have found regular jobs.

The differences between the Toronto region and other parts of the province are less apparent than in the preceding year, with Toronto-region regular-job rates declining somewhat and underemployment increasing somewhat from the previous year.

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

Percentage of second-year employed teachers in regular teaching jobs

Certification	Toronto region	Other Ontario regions	Total Ontario
French language	95 (86)*	85 (71)	88 (73)
English language – PJ	62 (68)	42 (35)	53 (50)
English language – JI	54 (73)	43 (59)	47 (66)
English language – IS	79 (80)	53 (66)	67 (74)
English language – tech studies	80 (100)	100 (67)	92 (86)
All qualifications	69 (74)	59 (51)	64 (63)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological studies
59 (52)	61 (69)	71 (73)	85 (87)

French language	English language	Ontario faculties	Border colleges
84 (73)	57 (60)	66 (67)	53 (51)

*Spring 2007 comparators in brackets

Another important measure of job success is underemployment, teachers who report they have not been employed in teaching as much as they wished in the current year. This underemployment measure shows some of the same qualification and regional patterns as those found among first-year teachers. Underemployment rates are highest in the second year among English-language Primary-Junior- and Junior-Intermediate-certified teachers outside the Toronto region. The underemployment rates for Primary-Junior English-language teachers in the Toronto region and for Junior-Intermediate teachers generally increased over the past year.

Percentage of second-year underemployed teachers

Certification	Ontario		Total
	Greater Toronto Area	outside GTA	Ontario
French-language	9 (17)*	12 (12)	11 (13)
English language – PJ	28 (19)	39 (45)	33 (32)
English language – JI	21 (15)	43 (15)	31 (15)
English language – IS	21 (18)	15 (24)	18 (20)
English language – tech studies	20 (0)	26 (33)	18 (14)
All qualifications	22 (17)	26 (28)	24 (23)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Studies
29 (29)	24 (13)	17 (19)	25 (12)

French language	English language	Ontario faculties	Border colleges
11 (11)	28 (25)	22 (20)	31 (35)

*Spring 2007 comparators in brackets

Most (94 per cent) second-year teachers who were successful in obtaining regular contracts report they have participated in the New Teacher Induction Program (NTIP). They report highly valuing the program, especially the coaching and advice they received with respect to specific students and resources, report cards, student evaluation and classroom management. 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 2006 toward the end of the second year of their teaching careers. Surveys were mailed in May 2008 to College members with valid addresses representing approximately 20 per cent of the 8,649 Ontario faculties of education graduates of 2006 who joined the College, and also to 20 per cent of the 1,634 graduates from the University of Maine and six colleges in New York State 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 (40 per cent) to address this distinct employment market.

The survey received 545 responses, for a 27 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 (94 per cent) of these 2006 graduates were employed as teachers at the time of the survey, and slightly more (97 per cent) taught at some time during the 2006–07 or 2007–08 school years.
- Very few (3.6 per cent) say they are not teaching because they could not find any teaching job or a job that they wanted to accept, up marginally from the 2.6 per cent rate the preceding year.
- Occasional teaching, either on a daily supply basis (37 per cent) or on a long-term contract (29 per cent), was the route in to the profession for the majority of these teachers. This daily supply-teaching rate is up from a 28 per cent rate reported for second-year teachers the previous year.
- By spring of the second teaching year, fewer than two in three (63 per cent) of those who are teaching are in regular positions, 14 per cent continue in daily supply teaching and the other 23 per cent are in longer-term occasional or other-term contract teaching employment. This daily supply is up slightly from 12 per cent for second-year teachers in the preceding year.
- Part-time teaching (23 per cent) and teaching in two or more schools (18 per cent) continues for many toward the end of the second year of teaching, rates that are again up, but only slightly, from the rates of 21 and 16 per cent in the preceding year.
- Almost one in four (24 per cent) report that they did not teach as much as they wished in their second year in the profession, about the same as the 23 per cent rate the preceding year.
- One in 15 of these second-year teachers report teaching in Ontario settings outside the publicly funded school system (five per cent) or outside Ontario (1.6 per cent). This represents a slightly lower proportion teaching outside the Ontario public school system than the combined 7.7 per cent rate of the previous year.
- Most second-year teachers experienced change in their employment between the first and second years. They changed assignments in the same school (18 per cent), changed schools (34 per cent) or changed school boards (nine per cent). For some, this change enabled them to move from daily supply to long term occasional assignments or from long term occasional assignments to regular contracts.
- As with first-year teachers in the 2007–08 school year, language of instruction, divisions of qualifications and geography continue to be significant determinants of job outcomes at the end of the second year of teaching.
- The 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-teaching graduates of 2006 being well settled by the end of the 2006–07 school year. Most French-language teachers in 2006–07 (84 per cent) report regular jobs by the spring of their second year in teaching. Twelve per cent report that they wanted more teaching employment throughout the year.

These rates are even higher than the 77 and 10 per cent rates respectively for their counterparts the previous year.

- Less than three out of five (57 per cent) English-language teachers had regular jobs by the end of year two, and more than one in four (29 per cent) wanted more employment than they achieved. Again, the responses show only slightly lower regular-job success and slightly more underemployment for second-year English-language teachers than the 60 and 26 per cent rates of the previous year.
- Geographic variances are also prominent in the job outcomes for second-year teachers in 2007–08. Within the Toronto region, 74 per cent of second-year teachers are in regular teaching positions, whereas outside the Toronto region, 59 per cent secured regular positions.
- These geographic differences are most evident with respect to Primary-Junior-qualified English-language teachers. Forty-two per cent of these teachers outside the Toronto region have regular jobs by the end of the second year compared with 62 per cent of the same group teaching within the Toronto region.
- Teachers employed in French-language school boards report 86 per cent regular employment, with just 59 per cent in English-language boards reporting regular jobs. This variance has widened from the previous year's 73 and 61 per cent.

Second-year teachers commenting on entry to the job market frequently refer to frustration with the difficulties of getting beyond daily supply assignments, allegations of favouritism, concerns about lack of job security and benefits, and uncertainty about when and if they will be able to get a regular teaching contract.

I am pretty disappointed. Faculties of Education have a responsibility to ensure that they are recruiting teacher candidates for sectors of education that are hiring. With English and history as my secondary teachables, even with additional Primary-Junior qualifications, I am not very marketable. It doesn't seem to matter how well I did at school.

The teacher job market is very competitive. I had to be willing to take tough assignments and to drive one-and-a-half hours to work each way.

I'm a French teacher and they love to give me French teaching positions. They wish there were more of me.

I was fortunate to land a full-time teaching position right out of teachers' college. This happened because of my Special Education Additional Qualification.

I could not find any jobs in my first year. I had a few interviews but I guess a PhD in physics is not enough. Many jobs I applied for I didn't even get an interview. I am supply teaching and for the last two years I can't find a position in physics. I don't expect that to change.

For some reason I have not been contacted for any teaching position. Very disappointing.

I was lucky because I had prior experience as an education assistant with this board. I've been trying for two years to change boards with no luck. I did not get even a single interview in any of the other boards I applied to.

I graduated from a top university in Ontario and it's been very difficult to become fully employed at one school. Way too many grads and too many retirees double dipping.

Due to lack of jobs I am only teaching a total of .7 between two schools. Next year I will have a .5 between two schools. This really disappoints me, that I am entering my third year as .5 in two schools! The number of grads greatly needs to be reduced. I am really upset about the current situation and I can see why there is such a high dropout rate of new graduates.

I obtained a long-term occasional and then a probationary position through my ability to speak, read and write French, although this is not what I initially trained in.

With fewer teaching positions available and more school closures, I do not know why they are opening more faculties of education. It is getting so hard to find a teaching position and very discouraging to say the least. I spent five years at university and thousands of dollars, yet I can't even get a permanent job. And because of this, I am not able to apply what I learned in teachers' college. I am beginning to forget all that I learned.

I have found the process frustrating, as it seems that if you have connections then chances of obtaining a full-time position are more favourable, regardless of your qualifications.

It is extremely hard to get an interview, never mind a job. I must have applied to over 200 job postings and only had two interviews.

Most boards will not hire you unless you have been on their supply list for at least one year. Then you get a long-term occasional spot, and only then, if you are lucky, you may get a contract. I have met teachers who have done seven plus years of occasional assignments and still have no benefits, no security.

As a French-qualified teacher, I did not have any trouble finding employment.

It is difficult to obtain permanent teaching positions, especially ones that are full-time. Most first-time permanent positions are less than half-time and often involve teaching at two or more schools.

Frustrating! The lack of permanent positions makes the transition to this field extremely difficult for those with fixed financial commitments.

During the first year I felt I had to go to England to get classroom experience. During my second year I was lucky enough to get a long-term occasional position. Now the principal wants to hire me full-time but there aren't any openings.

It is very frustrating to compete with retired teachers for jobs. I have absolutely no problem with experienced teachers continuing to work in a classroom, but if they're receiving their pension they should not be working at all, unless there is a teacher shortage.

Very challenging obtaining a permanent position. After two-and-a-half years of working for the board, I have yet to secure permanent employment. Given recent hiring statistics, it appears the situation is about to get worse before it gets better.

New teachers need an easier process to get their foot in the door. There are many educated, motivated, independent teachers who are not able to get a job due to lack of experience.

I am hugely disappointed in the introduction of new faculties of education and the number of teachers educated in Buffalo and Niagara Falls coming to Ontario.

Although the seemingly continual search for a job is exhausting, I love teaching and I am glad that I discovered my true calling later in life.

I taught internationally for my first year and had no difficulty obtaining employment, however, it was very hard getting employment on my return to Ontario.

I found it frustrating and still do to have no security or benefits, especially as I am at an age where I would like to start a family.

Teaching assignments

- For second-year teachers with secondary school employment, sciences (16 per cent), mathematics (11 per cent) and English (eight per cent) are the most commonly cited teaching assignments.
- Most (82 per cent) secondary school employed second-year teachers have jobs that require three or fewer different class preparations.
- Most (93 per cent) also consider themselves very well or adequately prepared for their teaching assignments in general, although 35 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-two per cent are teaching in combined grades and 11 per cent have Special Education assignments.
- French as a Second Language is as common (10 per cent) for 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 1 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 have at least one assignment for which they are not adequately prepared.
- Only one out of six (17 per cent) second-year teachers report a less than satisfactory match of their qualifications and teaching assignments.

Many of these teachers report that they had difficult early assignments with split grades, difficult behaviour issues, subjects or classes for which they were not qualified, and little time to prepare because of the last-minute nature of the appointments. Perseverance and making the best of difficult situations is evident in some of their responses.

Young or inexperienced teachers get the most demanding classroom assignments. Difficult, needy students are given to the rookie on staff. How does that make sense?

I still don't have a contract. If I knew what I'd be doing in the next semester, I'd be much more satisfied.

There is a huge amount of curriculum to cover in a year. And it is very difficult when you are placed in a Grade 3/4 split class, and across divisions, too.

I now have a long-term occasional job but it's a good match. Supply teaching is always an adventure – from automotive to media, Ojibwa and hard-core science.

I think school boards need to rethink their hiring practices. Appointing people on Labour Day weekend should be the exception, not the norm. New teachers shouldn't have to switch grades twice in two years or teach split grades.

I found that I was given the assignments that no one else wanted. I always thought that I would have to be qualified or skilled in the subject I would be assigned to teach. How do they choose who will teach what?

Uncertainty about job placement from semester to semester makes the job very challenging; moving schools frequently makes it difficult to develop skills and programs.

It is difficult for new teachers because they are typically placed in difficult schools or classrooms at the beginning of their careers. These spots are where the openings are but experienced teachers would be better suited to manage these classes. This set-up does not encourage new teachers to remain in the field.

I think supply teaching is an important step in a teaching career. It should definitely be a requirement. I have learned so much from all the different classrooms I have entered.

I got my first long-term occasional job because of my French fluency, although I am not qualified in French as a Second Language. This opened up the door for my second job at the same school for a Grade 2 pregnancy leave. My placement there was a classic example of who you know. This job is in Special Education, which again I am not qualified for, but I know the principal. This is very unfair to other qualified teachers but very typical, it seems.

I have been lucky to receive the grade I wanted, however, I have been surplusd in my school, which has caused great stress and anxiety and has forced me to move.

It has been a hard but enjoyable first two years. I have had four different long-term occasional jobs and have learned something from each one. I do find it frustrating to know that I will once again not have a permanent job in September.

My first position was a combined grade. I did well but it was a difficult year because first-year teachers are too inexperienced to take on such an overwhelming position.

I think it is unfair that first- and second-year teachers are forced to change grades.

My position is a good match with my qualifications but it is challenging for new teachers to have several subjects and divisions, especially with more than one school, which is often the case for first permanent teaching positions in my school board.

In my first year I worked with the preschoolers half days and was the music specialist for the other half. I love my current assignment, where I can still teach music but also have my own Primary classroom.

New teachers generally get the last picks, usually kindergarten or Intermediate division for the first few years. My advice is to try not to be picky – get yourself in, prove yourself, and you will eventually get where you want to be.

My first year was difficult due to classroom-management issues. This year has been great because I learned from my experiences and my mentor has been a lot of help.

There needs to be more classroom time in teacher education. To say you're prepared to handle a difficult split grade after a few weeks of practicum is not realistic. More time needs to be spent on classroom management. Without it you cannot teach.

I love teaching and the level really makes a difference. Last year I taught Grades 3 and 4 and loved it. I hate the kindergarten assignment this year. It's difficult because, as new teachers, we don't have much choice on the level; we take what's left. It can change one's professional future.

First two years experience and New Teacher Induction Program

- The NTIP has played a prominent role in supporting the teacher education graduates of 2006 in publicly funded school boards across the province.
- Most (92 per cent) of these second-year teachers in regular jobs in Ontario publicly funded boards report that they were in the NTIP. The comparable participation rate in the previous year was 76 per cent, an indicator of the now near-complete implementation of the program for new teachers with regular teaching contracts.
- The experience and evaluation of the NTIP by participants in their second teaching year is very positive and parallels that of first-year teachers.
- They report working with an experienced mentor (85 per cent) and attending formal orientation to their new school boards (79 per cent). Involvement in individual school orientation programs is 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 (71 per cent), planning, assessment and evaluation (63 per cent), classroom management (49 per cent) student success (47 per cent), teaching students with special needs (41 per cent), safe schools (34 per cent) and parent communication (23 per cent).
- The reviews of most NTIP elements are positive – many rate each of the key components positively:
 - school board orientation as excellent (13 per cent) or good (36 per cent)
 - orientation to teacher's school as excellent (19 per cent) or good (36 per cent)
 - school board in-service as excellent (13 per cent) or good (37 per cent)
 - support of principal/vice-principal as excellent (34 per cent) or good (39 per cent).
- These NTIP participants identify as most helpful the assistance they received with specific instructional matters: student evaluation, finding good teaching resources, helping individual students, report cards and classroom management.
- Most participants report limited or no time available with mentors and with other teachers in the classroom. Most report no opportunity for their teaching practices to be observed by their mentor or another teacher (52 per cent) or less than one hour per month (38 per cent).
- Similarly, most had no time to observe their mentors or other teachers in the classroom (45 per cent) or less than one hour per month (41 per cent).

- This lack of time likely accounts for the somewhat less positive valuing of feedback on teaching practices and learning from observation by a mentor and other teachers in the classroom.
- Although only half of the participants in mentoring described it as excellent (24 per cent) or good (27 per cent), this is a more positive evaluation than in the preceding year (16 and 24 per cent respectively).
- Eighty-seven per cent of the NTIP participants had experienced an evaluation by their principal by the time they completed the survey in May or June.
- 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 (24 per cent) or moderate (39 per cent) professional development activity.
 - They were engaged in collaborative learning in their school to a major (28 per cent) or moderate (42 per cent) extent.
 - They participated in formal courses as a major (28 per cent) or moderate professional development activity (35 per cent).
- By contrast, coaching or mentoring was a major or moderate professional development activity for only a minority (20 per cent) of non-NTIP teachers, as was collaborative learning in the school (38 per cent). The majority of these teachers did consider their participation in formal courses (52 per cent) to be a major- or moderate-level professional development activity.
- Most second-year teachers report that the challenge of their assignments was high (38 per cent) or somewhat high (47 per cent) and that they experienced high stress (34 per cent) or somewhat high stress (31 per cent). This is 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 (30 per cent) or somewhat high (44 per cent) sense of professional satisfaction.
- On their overall assessment of the first two years of teaching, they rate their experience as excellent (40 per cent) or good (46 per cent). They also express a high (35 per cent) or somewhat high (53 per cent) degree of confidence in their teaching and they rate their optimism for their professional future as high (35 per cent) or somewhat high (32 per cent).
- The majority (53 per cent), however, give a negative rating for their sense of job security.

Teacher preparation and professional development interests

- These second-year teachers value their teacher education with positive ratings for their practice teaching (90 per cent) and more positive (67 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 give highest priority to classroom management. High priority is also given to assessment, testing and evaluation, Special Education and then reading and literacy.

- These second-year teachers highly recommend an increase in practicum placement time, with more emphasis on both candidate teaching time and opportunities to observe experienced teachers in the classroom.
- Reflecting on their preparedness for the first year of teaching, they rate most highly their lesson planning, curriculum and subject knowledge, time management and organization skills, and instructional strategies (3.6 to 4.0 on average on a five-point scale).
- They rate themselves as somewhat less prepared in motivating students, adapting to different learning styles, classroom management, covering the breadth of the curriculum, finding classroom resources, communicating with parents, and assessment and evaluation (3.0 to 3.4 on average on a five-point scale).
- They express less readiness to teach combined grades (2.2), to teach students with special needs (2.9) and to teach students at risk (2.4).
- 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 (2.7) or outside their teachables (2.3).
- Second-year teachers identify their further professional development priorities as immediate teaching skills – evaluation and assessment, instructional strategies and classroom management.

Reflections on teacher preparation and professional development needs focus on the immediate challenges in the classroom – classroom management, supply teaching, evaluation, behaviour issues, report cards and other practical issues. Many speak about the need for more preparation time in the classroom.

My understanding of the role of a teacher has broadened to include components never suggested to us in our teacher education, but these roles all add to the challenges and rewards of being a teacher.

I'm grateful for the opportunities I've had already in two years. I still believe, however, that nothing prepares you for your first year of teaching better than your first year of teaching.

With the current focus on literacy and the new assessment and evaluation framework, I think teacher education programs should include more teaching related to literacy across the curriculum, differentiated instruction, assessment and evaluation. I also feel that there needs to be a greater focus on classroom-management strategies.

We need more preparation and support on dealing with behaviour challenges as a supply teacher and how to feel connected and organized as a supply teacher.

I never had a course on classroom management, assessment and evaluation, report cards, interviews. These should have a bigger focus in teacher education.

Courses are too theoretical and are often taught by individuals who haven't spent much time in the classroom in the past few years. This leads to a real disconnect when we enter the classroom.

I think having more practical training, such as classroom management, would be more useful than the overwhelming focus on pedagogy.

The faculties should prepare candidates for the rigours of daily supply teaching since many new teachers today will start off in supply teaching and new graduates are not prepared for the challenges of supply teaching.

As a supply teacher I think more emphasis must be put on training us to deal with exceptional situations, such as code red, lockdowns and so forth.

Without an orientation to the board, I didn't know what had to be done or the processes involved in anything.

The main area of focus should be on providing teacher candidates with as much time as possible observing experienced, effective teachers and having experienced, effective teachers observe their practice.

As an occasional teacher I have had no professional development opportunities.

I think it is important for every student in teachers' college to deal directly with special-needs students. There is so much to learn and I wasn't given the opportunity until my job placement.

New teachers need a lot less preparation in methodology and more focus on classroom management, teaching strategies and becoming familiar with all curriculum subjects at all grade levels.

There should be more focus on day-to-day teaching addressing immediate tasks in the classroom, report cards and other daily pressures.

There should be more time for teacher candidates in the classroom. Everything I learned was in the classroom.

Career plans

- The strong drive to make a difference in students' lives continues to be the prime motivator that sustains teachers in their commitment toward the end of their second year in the profession.

- Change continues to be a reality for many teachers in the second year, as evident in more than half of them (61 per cent) saying they changed positions, schools or school boards between their first and second years and 55 per cent saying they expect to change teaching positions again for the third school year.
- Further study, travel, maternity and health or family responsibilities are cited as reasons for three per cent of these teachers staying out of the classroom in their second year following graduation from teacher education. Another three per cent were working at another occupation at the time of the survey.
- Five per cent plan not to teach in the following year, with 89 per cent planning to teach in Ontario and six per cent outside the province.
- Of those planning to teach outside Ontario, more than half report that they will definitely (46 per cent) or probably (16 per cent) return to the province to teach, and 16 per cent report that they will definitely or probably not come back.
- On their thoughts with respect to the longer-term future, none say they will not teach at all in the future, few (2.5 per cent) say they will not be teachers in five years and just another 3.8 per cent probably not, with 69 per cent saying they will definitely still be teaching at that time and 18 per cent reporting they probably will. Six per cent say they do not know. The 6.3 per cent saying they will not or probably not be teaching in five years is up noticeably from last year's 1.8 per cent.
- About one in four (26 per cent) report that during their career they expect to assume an education leadership role as vice-principal, principal, supervisory officer or board director. This is down slightly from the 29 per cent with leadership aspirations among second-year teachers in the preceding year.
- About one-half (53 per cent) express an interest in mentoring, coaching or some other leadership role with teacher colleagues, also down slightly from 59 per cent the preceding year.

Despite the many challenges and, for some, because of the demanding nature of teaching, many of these teachers two years after graduation are confirmed in their career choices.

The last two years have been exhausting yet truly rewarding. I was lucky to end up at a great school with a dynamic staff who have made the transition as painless as possible. I am very satisfied with my decision to pursue a teaching career.

The first two years of teaching are stressful but incredibly rewarding. Every day presents new challenges but these challenges result in new learning. My advice to new teachers would be to take one day at a time. Learn from your mistakes, relish your successes and look to the future with optimism. You will make a difference and your influence is far-reaching.

Overall, I still love this profession and everything it brings with it. However, I am saddened by the increasing competition and lack of jobs in the field. I really want to teach but I find myself each year searching and hoping for a job.

I have learned a lot – grown as a professional, become more confident and reinforced my belief that teaching is the most challenging, rewarding, fabulous profession. I love what I do.

My first year was exceptional. The workload was tremendous but the climate of the school was a wonderful, positive climate. The school culture is a very important factor to consider in a teacher's satisfaction with her assignment.

I consider myself a positive and enthusiastic person. I find I have a good rapport with principals, teachers and students. I continue to think positively that eventually I will achieve my goal of being a classroom teacher. Then I will feel I could really contribute to student learning in a more consistent way.

I have no regrets becoming a teacher. I have made a positive impact on many students' lives. I enjoy watching the lights turn on in those moments when students understand a new idea or concept.

I have had the experience of a lifetime. Being surplus has been a blessing in disguise. I went from a highly academic school where behaviour issues seldom arise to a school where teachers sink or swim based on their classroom-management abilities. I've enjoyed both positions for different reasons. Currently, there's no place I'd rather be than in the behavioural school. These children need us. We are the only consistent, positive, caring individuals in many of these children's lives. They humble me, they inspire and motivate me. They are the reason I strive to be a good role model. They have changed me in so many ways.

Reflections on teaching

- Four out of five second-year teachers indicate that they are very familiar (34 per cent) or somewhat familiar (47 per cent) with the ethical standards for teaching in Ontario.
- One out of eight (13 per cent) report that they encountered a significant ethical issue in their early years of teaching.

I sincerely love teaching, however I have to say that I have been rather discouraged about the job opportunities within the board. I am trying to keep very optimistic about my job prospects despite the surplus situation and having spent more time with my 30 students than my own three children over the last two years. Because I've been taking countless Additional Qualification courses and coaching basketball and track and field after school, my own children have been getting the short end of the stick.

I love teaching kindergarten and am blessed to be teaching at a good school with wonderful support from the parent community and my colleagues. I hope I can continue my teaching journey at this school for next year in kindergarten.

It's not as difficult as people say it is. I'm very happy to be a teacher. It is very exhausting but it's worthwhile. There are good days and bad days but at the end of the day we have made a difference in the world.

It has been very stressful and overwhelming. I find it hard to balance work and family with the intense pressure to always do more. So many new things are thrown at you before you have a handle on what you are doing. Had I known it was going to be this difficult in my first and second years, I would have stayed at my old job. Still, I do feel that it will get easier over time.

This is a very demanding profession. The public knows little about the demands on teachers. There is a lack of financial assistance to set up a classroom to meet the diverse needs of students with differentiated instruction. There is a lack of flexibility and time off to meet the demands of prepping continuously and responding to changing needs.

Teaching is not just about helping children learn. It is being a sensitive diplomat with parents, a psychologist of student behaviour and an accountant to help balance school trips and fundraisers. But it is also more fulfilling than I thought possible.

Going into teaching after 15 years in the automotive industry was the best decision I ever made in my life. It truly is a calling to be a teacher. The satisfaction and rewards are what I go to work for.

Demographic highlights

- Two in five (40 per cent) of these graduates of 2006 report that teaching is a second career and about one in four (27 per cent) are 35 or older.
- Male respondents constitute 19 per cent of the sample; 81 per cent are female.
- The survey respondents comprise 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 16 per cent of the sample overall and 18 per cent of the Ontario faculty graduates.
- Primary-Junior-qualified teachers made up 49 per cent of the returns, Junior-Intermediate 21 per cent, Intermediate-Senior 27 per cent and technological studies three per cent.
- Sciences, history, mathematics and geography 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 (64 per cent) have Primary-Junior basic qualifications and none have technological studies qualifications.

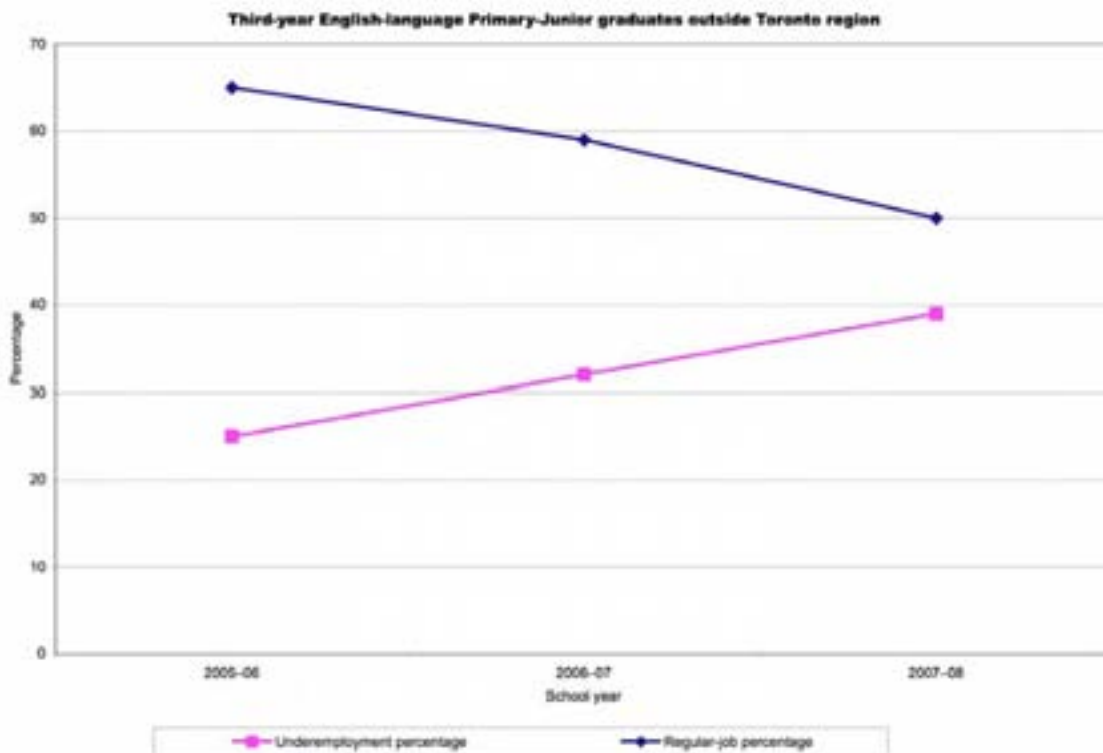
Third-year Ontario Teachers: Ontario Faculty and Border College Graduates of 2005

This is the third 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 2007–08 school year, the third school year following their graduation.

Extended career entry through daily supply and long-term occasional teaching for many English-language teachers

This survey of the graduates of 2005 identifies an increase in the effects of the English-language teacher surplus on teaching-job outcomes three years into careers. Third-year English-language teachers with regular teaching jobs declined from 79 per cent for the graduates of 2004 to 69 per cent for the 2005 graduates, with the corresponding underemployment rates rising from 13 to 24 per cent.

Job outcomes for the English-language teachers in this group are less positive outside than within the Toronto region. Only half (50 per cent) of the Primary-Junior-qualified teachers in this group outside Toronto report they had obtained a regular teaching contract by the end of the third year, and reported underemployment stood at 39 per cent. These rates continue a several-year market-weakening trend for these third-year English-language elementary teachers.



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

- Third-year French-language teachers continue to report positive job outcomes, with 86 per cent regular jobs and only eight per cent underemployment.
- Technological studies teachers continue to report high rates of regular-job success (91 per cent) and nil underemployment.
- Intermediate-Senior teachers are increasingly affected by the tighter employment market in the third year, down from 87 to 74 per cent regular jobs overall and down to two out of three (66 per cent) for English-language Intermediate-Senior-qualified teachers.
- Toronto-region job success for all third-year teachers outpaces that of teachers beyond the Toronto region, 83 per cent compared with 63 per cent.

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

Percentage of third-year employed teachers in regular teaching jobs

Certification	Toronto region	Other Ontario regions	Total Ontario
French language	92 (100)*	83 (91)	86 (93)
English language – PJ	85 (92)	50 (59)	67 (74)
English language – JI	69 (83)	67 (57)	68 (70)
English language – IS	82 (94)	66 (78)	74 (87)
English language – tech studies	100 (100)	67 (100)	92 (100)
All qualifications	83 (91)	63 (70)	72 (81)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological studies
69 (75)	70 (74)	74 (87)	91 (86)

French language	English language	Ontario faculties	Border colleges
86 (92)	69 (79)	75 (81)	57 (73)

*Spring 2007 comparators in brackets

Another important measure of job success is underemployment, teachers who report they have not been employed in teaching as much as they wished in the current year. As described in the next set of tables, underemployment increased overall for third-year teachers this year, from 12 to 21 per cent. Border college graduate underemployment rates in this survey rose to 36 per cent, double the 18 per cent rate of Ontario faculty graduates. Intermediate-Senior graduates experienced the largest proportionate year-over-year increase in underemployment for third-year teachers, although at 20 per cent overall this rate continues to be lower than the current 20 per cent for Primary-Junior teachers.

Percentage of third-year underemployed teachers

Certification	Toronto region	Other	
		Ontario regions	Total Ontario
French language	9 (0)*	7 (8)	7 (6)
English language – PJ	15 (2)	39 (32)	27 (18)
English language – JI	11 (6)	20 (21)	16 (13)
English language – IS	11 (3)	32 (17)	23 (8)
English language – tech studies	0 (0)	0 (0)	0 (0)
All qualifications	12 (3)	28 (21)	21 (12)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological studies
26 (17)	15 (13)	20 (8)	0 (0)

French language	English language	Ontario faculties	Border colleges
8 (6)	24 (13)	18 (12)	36 (18)

*Spring 2007 comparators in brackets

Methodology

This year's *Transition to Teaching* study includes a survey of teacher education graduates of 2005 toward the end of the third year of their teaching careers. Surveys were mailed in May 2008 to College members with valid addresses representing approximately 20 per cent of the 7,745 Ontario faculties of education graduates of 2005 who joined the College, and also to 20 per cent of the 1,573 graduates from the University of Maine and six colleges in New York State 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 563 responses, for a 33 per cent return rate. These overall survey results are considered accurate within 4.1 percentage points, 19 times out of 20.

DETAILED FINDINGS

Employment highlights

- Most (96 per cent) of these 2005 graduates were employed as teachers on some basis at the time of the survey, with two per cent 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, 29 per cent of them were occasional teachers, either on a daily (12 per cent) or longer-term (17 per cent) basis. Just over seven in 10 (71 per cent) had found regular teaching positions in Ontario or outside the

province. This regular-job success rate is a decline from the 79 per cent for the comparable group in the preceding school year.

- Part-time teaching (20 per cent) and teaching in two or more schools (15 per cent) continue for many, even toward the end of the third year of teaching.
- One in five (21 per cent) report that they did not teach as much as they wished in their third year in the profession. This underemployment rate is up from the 13 per cent reported by third-year teachers in the previous year.
- One in 20 (five per cent) report teaching in Ontario settings outside the publicly funded school system or outside Ontario. This is down from the nine per cent rate the previous year.
- More than half of these teachers experienced change in their employment between their second and third years in the profession. They changed assignments in the same school (19 per cent), changed schools (26 per cent) or changed school boards (eight 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 2007–08 school year, language, divisions of qualifications and geography remain significant determinants of job success at the end of the third year of teaching. The differences associated with these determinants are not as large for third-year teachers as for first- and second-year teachers, but they remain evident. These patterns underscore the patience and persistence required of those seeking employment outside the better market of the Toronto region or without capacity 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. Most (86 per cent) French-language teachers in 2007–08 report regular jobs by the spring of their third year in teaching, and only eight per cent report that they had wanted more teaching employment throughout the year.
- For English-language teachers, job success was not quite so positive. Only 69 per cent of English-language teachers had found regular teaching jobs by the end of the third year and 24 per cent say they did not teach as much as they wanted. These indicators of job success are not as strong as the 79 per cent regular jobs and 13 per cent underemployment for English-language third-year teachers the previous school year.
- Regular teaching jobs were less frequent among Primary-Junior (67 per cent) and Junior-Intermediate (68 per cent) English-language teachers. Their Intermediate-Senior colleagues from the same graduating class report 74 per cent regular jobs. Most (92 per cent) technological-studies-qualified respondents report regular teaching jobs.
- Geographic variations are prominent in the job outcomes for third-year teachers in 2007–08. Within the Toronto region, more than eight in 10 third-year teachers (83 per cent) are in regular teaching positions, whereas outside the Toronto region, 63 per cent have secured regular positions.

- Third-year Primary-Junior-qualified teachers outside the Toronto region who lack high-demand French-language teaching ability or qualifications report less regular-teaching-job success (50 per cent). Junior-Intermediate and Intermediate-Senior teachers outside the Toronto region are somewhat more successful in landing regular jobs (67 per cent and 66 per cent respectively). This Intermediate-Senior job success is down from the rate of 78 per cent the previous year.
- Reported underemployment for these same English-language teachers outside the Toronto region is greater for Primary-Junior teachers (39 per cent) than Junior-Intermediate teachers (20 per cent) and Intermediate-Senior (32 per cent) teachers.

Some third-year teachers in past years of this study were more settled in their careers. Third-year teachers who graduated in 2005 comment more frequently on difficulties in finding regular jobs. Some examples follow.

I enjoy and absolutely love my job but what is frustrating is that I am still a long-term occasional after three years.

I have been very fortunate to have taught at two great schools but I have been surplusd before and face this again this year, and probably will for 2009 as well. This is quite stressful and I wish there was a permanent solution to this problem.

I am frustrated. There are too many teachers and not enough jobs. Faculties of education should not be graduating so many each year. New graduates have certain expectations and then few are able to find a job. I am three years in and was only able to obtain part-time teaching and now I am redundant. Now what? I am going to look for a job elsewhere, possibly a new career.

It is very hard as a new teacher being switched around, not to mention how tough it is on students. Being declared redundant year after year can make you give up hope as it is wearying always shipping your stuff from one school to the next.

I'm mostly happy with my choice to leave my former career and become a teacher. Although declining enrolment is hitting our area hard and decreasing job security, becoming a teacher was the best choice for me.

I hope I will receive a contract soon because it's difficult to remain optimistic when you're super qualified yet still just on the occasional teacher list. I would like to have some job security.

When students apply to the faculties of education, they should be told about the full-time employment rate of this profession in the past years. They should also be informed that in order to be recruits by any school board, you need to do practicum with that particular

school board. It took me almost two-and-a-half years to get on the supply list and that was only after I worked as a volunteer teacher with this particular school board.

I'm frustrated and discouraged. I haven't been given much opportunity to prove myself as a teacher. Good jobs are rare, unstable and not secure generally.

Teaching has become very competitive. The environment in my board for jobs breeds unhealthy relationships and it's discouraging. Good educators who are young are being lost in the shuffle.

I have found it very difficult to navigate the hiring practices because the rules are not what they seem. I moved to a new community and have spent the past year unemployed because of hiring practices.

Being a new teacher has had its challenges, especially when it comes to seniority and being bumped or declared excess. Working with the children and seeing their progression and successes has been worth the hard work and effort.

As an occasional teacher, I have been working in different schools, in diverse settings. I developed classroom-management skills and now I feel more confident.

I have tried five grades and two different schools before deciding to leave teaching. I love the kids and I am a good teacher. I am only 28 and am already feeling unchallenged and cynical. There is no parallel between how hard you work and how much you make. What's the point of setting professional goals?

I don't think that retired teachers should be able to do supply teaching or long-term assignments as it takes work away from young teachers looking for full-time positions. When they retire, they should stop teaching.

I love teaching but this is one of the most dumped-on careers I've ever seen. I am at times harder working than perm teachers, but I have to get manual labour jobs in the summer to stay afloat financially. Long-term occasional teachers are being abused by the industry. I hope when I am permanent I will feel that the sacrifice to get here over these years was worth it.

I still have little job security as the board is shrinking. It would be wise to show new teachers where to look to see which boards are growing so they may have more job security.

I have been very satisfied with my teaching career so far. I love being in Primary classes and would like to have the same co-workers two years in a row. I am very much looking forward to getting a full contract in the near future.

It is very discouraging to await an interview from school boards as a young, determined and enthusiastic teacher. The waiting process brings a lot of discouragement about advancement in this profession.

I have been in the same position for three years, almost right out of teachers' college. I realize that I have been extremely lucky. I am thankful every day for my luck in getting not only a job, but a job that I thoroughly love. This does not seem to be the way for most of my recent-graduate peers.

I have never even had an interview for a position, and I have no friends who have gotten jobs yet. What a waste of money training teachers.

I hope to be teaching in five years but it will depend entirely on the availability of permanent employment. If a regular job does not come along that is secure, I will have to change careers.

Teaching has been very rewarding and satisfying, but the frustration level is high having only occasional teaching experience and being stuck as a supply teacher for three years. The future for anything more does not seem optimistic.

I love every moment with the children but the job's uncertainty and the frustrations are very wearing and sometimes make it difficult to keep going, both emotionally and financially.

I am very fortunate to be full-time permanent at this point in my career. I have also been lucky to have fantastic support from my fellow staff members as I have taught four different grades in three years.

I want to have a family. I need a full-time permanent position to get maternity pay, hence I do not know if I will be teaching in five years.

Experience of first three years

- Most (85 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 (80 per cent).
- A small majority (57 per cent) report a positive sense of job security, down from 70 per cent reported by third-year teachers the previous year. Nevertheless, about three out of four (74 per cent) remain optimistic about their professional futures.

- Teaching continues to be challenging for most third-year teachers (87 per cent) and many report they still have a high (23 per cent) or somewhat high (38 per cent) level of stress on the job.
- Professional development remains a continuing priority for third-year teachers who are already well established. Highest priority is given to further work on evaluation and assessment (42 per cent), instructional strategies (38 per cent), integration of technology (37 per cent), classroom management (35 per cent) and teaching-subject knowledge (28 per cent).
- Fewer report a continuing need for professional development support in communicating with parents (22 per cent) and for observation and feedback on their teaching practice (24 per cent) in the third year than in the earlier years of teaching.
- Formal course work ranks at the top (31 per cent) of their significant professional development activity, followed by collaborative learning in their schools (23 per cent), coaching or mentoring support (17 per cent), and engagement with subject or specialist associations (14 per cent). Smaller proportions of these experienced teachers engage in significant professional development through action research (six per cent), school self-evaluation (nine per cent) and collaborative learning beyond the school (nine per cent).
- The motivation that drives continuing interest in teaching for these third-year teachers is consistent with what initially motivated their choice of teaching and the incentive that sustained them in the challenging first two years. The strongest motivator is 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. This group places greater importance on job security, salary and benefits than third-year teachers in past years of this study, although these motivators remain significantly below the top-tier motivators focused on helping students.

Difficult assignments, insecurity and the challenges of long hours and learning on the job about a profession that entails more than they understood are common observations of these teachers at the end of their third year in the profession. Some speak about settling into confidence in their teaching styles, while a minority of others wonder about whether they will be able to continue.

A teacher has to be very flexible with all the changes or adjustments that are made constantly. There is a lot more multi-tasking and paperwork than I originally thought teachers had to do.

If you have a difficult student or parent, you have no options. You are responsible for many other students but must constantly deal with parents and students who make your job impossible to do. You waste much of your time and energy with these problem kids only to have the parents turn around years later and blame the school system for failing their child.

Do not give brand-new teachers all the challenging-behaviour and at-risk students. It is hard enough for us to start this career without the added stress of challenging students to deal with. More experienced teachers would have better classroom-management skills to deal with these students.

I have come to understand that good teachers are facilitators of learning and that we have a huge responsibility to ensure that everyone in our classroom is learning. This means finding time to really get to know your students and what strategies work for them.

Teaching is both more challenging and more rewarding than I ever could have expected. I enjoy going to work each day and keep the little successes with my students close to my heart. They are particularly helpful when you're having a rough day.

For the past three years I have been teaching in a team-teaching situation. Having a teaching partner in my first year was what enabled me to have a successful transition into teaching. However, this has also hindered me in some ways from fully developing my own teaching philosophy, as there is always a compromise to be made.

Being a volunteer and a student teacher is so different from the everyday stress in the classroom. I can see how teachers can burn out too quickly or just stay in teaching to pay the bills. This is why I am only teaching part-time.

Early-years teachers need more release time to collaborate with colleagues. Now that I have completed the New Teacher Induction Program, I will no longer have release days. This scares me. I learned a lot with my release days.

There should be more assistance available to the classroom teacher and students in regards to special-needs learners. This year I had eight students who required intensive assistance. They received minimal support beyond my instruction. I could not do it all – the other students need guidance as well.

So far it's been good but challenging. In order to be a successful teacher, one must work longer hours. It seems like there is just not enough time to do everything. It can be very exhausting and stressful.

I find myself to be more comfortable in my career. My organization is always improving. I appreciate the challenge of this work.

Teaching is all about time management and organization and I think teachers' college should focus on that as the stress levels and workloads can be extremely hard to handle at times.

I love teaching and the stability of being in one assignment and feeling a sense of community and belonging. You don't get that with supply work. Supply work is often unrecognized by co-workers. It brings high levels of stress and anxiety about income, job frequency and stability.

Career plans

- The third year continues to be one in which teachers anticipate further change, with about half (49 per cent) saying they expect to change teaching positions for the next school year.
- Six per cent plan to teach outside the province in the fourth year of their teaching careers, with 88 per cent planning to teach in Ontario and six per cent planning not to teach at all.
- Of those planning to teach outside Ontario, more than half (58 per cent) say they will return or will probably return to teach in Ontario in the future, up from the 71 per cent who planned to return from the corresponding group in the previous year.
- On their thoughts with respect to the longer-term future, only two from a response group of 563 say they will not be teachers in five years and another three per cent say they will probably not, with 70 per cent saying they will still be teaching at that time and 19 per cent reporting they probably will. Eight per cent say they do not know.
- About three in 10 (29 per cent) report that during their career they expect to assume an education-leadership role as vice-principal, principal, supervisory officer or board director.
- About three of five (59 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 (31 per cent) or somewhat familiar (51 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.

For the majority of these third-year teachers, teaching appears to bring the rewards they say they are seeking in working with young people and helping them to learn and grow.

This has been a fantastic experience that simply keeps getting better. I continue to improve as a teacher and my relationships in the school community continue to grow and improve as well. I love the action of the job.

It takes a special type of person to teach. Patience, kindness and understanding are key. You have to love what you do or the students you teach might not take an interest and won't strive for their best. If you don't care, they won't either.

I have evolved personally and professionally in the past two years and I can easily admit that I love my teaching career. The students are the reason for being in this profession.

I am one of the luckiest people because I have found a profession where I am constantly challenged, inspired and have fun every day.

My career has been challenging and rewarding. I am beginning to learn to balance my family life and work.

The demands of this career make it very difficult to have a balanced life. Stress is beginning to make me lose sight of the reasons I initially chose this profession, as I am feeling more and more overworked and less appreciated.

I've wanted to quit until this semester because the majority of my students thus far have been very difficult. The administration finally gave me some good classes because they thought I was going to quit.

You grow and learn with every experience. It is important to reflect on your teaching practices. It is the only way for you and your students to be successful.

Demographic highlights

- Two in five (41 per cent) of these graduates of 2004 report that teaching is a second career and about three in 10 (30 per cent) are 35 years of age or older.
- Male respondents constitute 19 per cent of the sample; 81 per cent are female.
- The respondents comprise 85 per cent Ontario faculty of education graduates with 15 per cent from the US border colleges.
- Graduates of French-language teacher education programs constitute nine per cent of the sample overall (including Ontario faculties and border colleges) and 11 per cent of the Ontario faculty graduates.
- Primary-Junior-qualified teachers make up 48 per cent of the returns, Junior-Intermediate 20 per cent, Intermediate-Senior 30 per cent and technological studies three per cent.
- Biology, English, mathematics 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 (68 per cent) have Primary-Junior basic qualifications and none have high-demand technological studies certification.

Fourth-Year Ontario Teachers: Ontario Faculty and Border College Graduates of 2004

This is the fourth year in which the *Transition to Teaching* study surveyed teacher education graduates of 2004. These College members were surveyed at the end of the 2007–08 school year, the fourth school year following their graduation.

Many English-language teachers outside the Toronto region need more patience and flexibility

Four out of five graduates of 2004 (82 per cent) were established in regular teaching positions by the end of their fourth year in the teaching profession and only one in eight reported continuing underemployment. The impact of the English-language teacher surplus is apparent in the survey responses, with regular-job success falling and underemployment up from the previous fourth-year teacher reports of the graduates of 2003.

Most French-language teachers (92 per cent) report regular teaching jobs and only four per cent say they did not teach as much as they wanted to in their fourth year following graduation. By contrast, only 81 per cent of English-language teachers report regular teaching jobs and 14 per cent say they were underemployed.

Toronto-region teachers in general are significantly more settled in the fourth year than those in other areas of the province. The former enjoy a 90 per cent regular-job success rate and just a six per cent underemployment rate compared with 76 per cent regular jobs and 17 per cent underemployment for those in the rest of Ontario.

Primary-Junior and Junior-Intermediate English-language graduates of 2004 teaching outside the Toronto region dropped to two-thirds regular jobs, with underemployment at 22 and 24 per cent respectively. These job indicators are less positive than for the graduates of 2003 in their fourth year, as the English-language teacher surplus has a more and more substantial impact on English-language teachers.

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

Percentage of fourth-year employed teachers in regular teaching jobs

Certification	Toronto region	Other Ontario	Total
		regions	Ontario
French language	100 (100)*	90 (95)	93 (96)
English language – PJ	88 (99)	66 (75)	75 (86)
English language – JI	96 (91)	67 (73)	75 (81)
English language – IS	93 (91)	83 (77)	88 (85)
English language – tech studies	100 (100)	100 (100)	100 (100)
All qualifications	90 (95)	76 (80)	82 (87)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological studies
78 (86)	83 (82)	89 (86)	100 (100)

French language	English language	Ontario faculties	Border colleges
92 (92)	81 (85)	84 (87)	78 (80)

*Spring 2007 comparators in brackets

Another important measure of job success is underemployment, teachers who report they have not been employed in teaching as much as they wished in the current year. This additional table presents underemployment rates for the same groupings of fourth-year teachers, again with the previous-year comparator data.

Percentage of fourth-year underemployed teachers

Certification	Toronto region	Other	Total
		Ontario regions	Ontario
French language	0 (0)*	5 (3)	4 (2)
English language – PJ	12 (3)	22 (15)	18 (10)
English language – JI	3 (6)	24 (19)	16 (13)
English language – IS	3 (3)	15 (15)	9 (8)
English language – tech studies	0 (0)	0 (0)	0 (0)
All qualifications	6 (2)	17 (11)	12 (8)

Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological studies
16 (10)	12 (12)	8 (8)	0 (9)

French language	English language	Ontario faculties	Border colleges
4 (2)	14 (10)	11 (9)	11 (12)

*Spring 2007 comparators in brackets

More than two out of five (41 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. One in five (20 per cent) report that they did not teach because they were not able to find any teaching job and another two 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 reasons (nine per cent). Others took breaks associated with travel or further study (four 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 2004, like those of 2003, 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	Job security	Optimism
High	55	49	31	41	24	41	42
Somewhat high	39	44	50	46	32	27	36
Somewhat low	4	6	14	11	34	15	12
Low	2	1	5	2	10	17	10

The main change from fourth-year teachers of the previous year is a somewhat reduced sense of job security (an increase from the low or somewhat low rating of 27 per cent to 32 per cent) and lower optimism (an increase from 19 to 22 per cent in low or somewhat low optimism). This is now a three-year trend that appears to be associated mainly with the increasing numbers who have not been able to establish themselves in regular teaching positions over four years.

Nevertheless, these fourth-year teachers are highly motivated and most plan to stay in teaching for the long haul. Only six per cent of this survey group say they will definitely or probably not be teaching by 2013. While this percentage is low, it is up from the levels of fourth-year teachers over the past several years 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	39	34
Collaborative learning in school	24	36
Engaging subject/specialist associations	16	29
Collaborative learning beyond school	14	31
Engaging with coach or mentor	13	25
Undertaking action research	8	19
Participating in school self-evaluation	10	28
None of the above		7.5

This new generation includes many teachers willing to assume leadership in the profession throughout their careers. Almost three in five of them (58 per cent) are interested in mentoring or coaching others and one in four (25 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 2004 toward the end of the fourth year of their teaching careers. Surveys were mailed in May 2008 to College members with valid addresses representing approximately 20 per cent of the 7,876 Ontario faculty of education graduates of 2004 who joined the College, and also to 20 per cent of the 1,227 graduates from the University of Maine and six colleges in New York State 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 520 responses, for a 28 per cent return rate. These overall survey results are considered accurate within 4.3 percentage points, 19 times out of 20.

DETAILED FINDINGS

Employment highlights

- Most (95 per cent) of these graduates were employed as teachers at the time of the survey.
- Only 3.3 per cent report they were not teaching because they could not find a teaching job. Although a small proportion of these fourth-year teachers, this is up

slightly from the 1.8 per cent of the previous year. Most of the remainder who are not teaching report being on maternity or parental leave.

- By the end of their fourth year of teaching, 83 per cent of the currently employed teachers in this group held regular teaching positions, a continuing small decline in regular-job outcomes from the 86 and 89 per cent rates found among graduates of 2003 and 2002 respectively 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 (though 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 (13 per cent) and teaching in two or more schools (11 per cent) are up slightly from fourth-year teacher reports last year. Twelve per cent report that they did not teach as much as they wanted in the fourth year, up from nine per cent the previous year.
- Most (73 per cent) of the daily supply teachers and two-thirds (65 per cent) 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 the fourth year in the profession are generally reflective of the relative sizes of the teaching populations throughout the province. Of fourth-year teachers, 93 per cent are teaching in Ontario publicly funded schools, 2.8 per cent in Ontario independent schools or non-school settings and 4.6 per cent outside Ontario.
- Four in 10 fourth-year teachers report not teaching for some of the time since graduating because they could not find a teaching job (20 per cent) or one they wanted at the time (two per cent), took a maternity or parental leave (nine per cent) or took a leave for study or travel (four per cent) or other personal, family or health reasons (six per cent).
- Approximately one in eight (13 per cent) female teachers report that they have taken a maternity leave during their first four years in teaching.

Most fourth-year teachers are well settled in regular teaching jobs. Those who have not had the same success after four years appear highly frustrated and disenchanted in their plight.

It is much more stressful, more political than I expected and there are not as many jobs available as I believed. It seems next to impossible to get a permanent position.

I love my job. It allows me to be part of the education system on a part-time basis without any extra prep or stress outside of work hours. I will probably be a substitute teacher for my entire teaching career.

I had a permanent contract right out of teachers' college and then lost it when I switched boards. Now I may be a long-term occasional for a few years. I wouldn't mind as much if they didn't wait until the end of August to give us our contracts.

It has taken four years to get a full-time permanent position and now I will probably be laid off at the end of this year until after classrooms are opened in September.

I thought I could actually get a job in Ontario. That didn't happen so I went to the United States and taught there for three years. I was department chair, team leader and Special Education teacher. When I came back to Ottawa, I thought I would be able to get a job, but there are still no jobs here.

I was naive about the amount of stress associated with both classroom teaching and lack of job security. The board I supply for has had cutbacks every year and with new teachers graduating each year my supply days are dwindling along with my hopes of ever securing a permanent position.

My teaching career has not happened due to a glut of teachers. I can neither afford nor do I enjoy occasional teaching, hence I have withdrawn from teaching. The board hiring process should be revised to hire the most qualified teachers, not the ones who are simply known by the principals.

Many teachers I know have left and it worries me. Without a full-time contract I may be forced out. I find I'm the mentor teacher and my own advancement in knowledge has stopped.

I can't make ends meet with only one to three supply shifts per week. I would need another job to supplement my income if I continued teaching.

My first two years were excellent but I have become discouraged in the last two years now that I'm in a new board and can't get permanent work after four years of teaching.

Experience of first four years of teaching

- Just under nine in 10 (89 per cent) fourth-year teachers view their teaching-career experience to date as satisfactory.
- They report that they are confident (94 per cent), well prepared for their teaching responsibilities (93 per cent), have teaching assignments appropriate to their qualifications (88 per cent), are professionally satisfied (81 per cent), enjoy a positive sense of job security (68 per cent) and are optimistic (78 per cent) about their professional futures. The job security and optimism measures are all down slightly from fourth-year teachers in the previous two years.

- Teaching remains a challenging experience for most of them (86 per cent) and many of them report a high (23 per cent) or somewhat high (56 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), integration of technology (38 per cent), instructional strategies (36 per cent), classroom management (28 per cent) and teaching-subject knowledge (25 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 (22 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 their 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, 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 for teachers in earlier years in their careers.

Fourth-year teachers frequently refer to the profession as more challenging, demanding of their time and multi-tasking than they expected.

To be a good teacher one has to work very hard. Teachers have to be well prepared every day, organized, able to deal with different situations on a daily basis, flexible, understanding and consistent. It is a lot harder than most people think it is.

Teaching is much more demanding than I thought. Particularly the amount of work you have to do on your own time.

As a fourth-grade teacher, I have supply taught for three years, had three long-term occasional assignments, been in four different grades and three schools. It is too bad the first years of teaching have to be like this. I have had tough times but friends and co-workers have helped me a lot.

I had a horrible experience with my first-year job. It was a long-term occasional assignment outside my areas of expertise. I had little support from my principal. I've subsequently been hired by a wonderful principal at a community-oriented and welcoming school.

I've noticed that many new teachers have difficult classes their first year. This was my experience and I know other teachers who left the profession because of this negative experience.

I hate that my unfortunate experiences and the lack of secure available jobs have taken away much of my excitement and passion for this great career.

My understanding of teaching changed with regards to the extent of planning required. It takes a lot of time and effort to create engaging and meaningful lessons, especially with a split grade.

As teachers, we do so much more than just teach curriculum. We provide support for students and parents, manage behaviour issues and deal with a lot of political issues as well. In the beginning, I don't think any teacher is prepared for that.

I have moved schools three times, worked part-time and full-time, been a Core French and French Immersion teacher, switched school boards and have marvelled at the wonderful support from all my colleagues. It's a lot of work but it's rewarding.

Nothing can prepare us for the first years of teaching. Our task is so big that it is hard to deconstruct. It truly is a vocation.

Staffing is very stressful – you never know if you are going to have a job or not, and if you don't have reassurance that your assignment won't change in the fall, you spend all summer preparing and in the fall might get a totally different assignment.

Teachers have a great deal of responsibility. When beginning teaching I did not fully understand the scope of responsibilities that teachers dealt with on a daily basis.

Being bounced around to different schools as a new teacher is very challenging and should be minimized.

I now realize that teachers are role models, parents, nurses, social workers, behaviour specialists, special-needs workers and educators.

A lot of work, more than I would have imagined, but I can't wait to get back for the joy of being with students and introducing them to new knowledge.

Teacher candidates should be taught how to handle different challenging classroom-management situations, for instance, defiant students, inattentive students and special-needs students.

Positive experience but difficult for new teachers as you tend to get the most difficult class when you begin and very few classroom supplies and curriculum-support materials.

Every year brings new challenges and unique students who bring with them different learning styles. I have learned that I need to be flexible and embrace change in order to meet the needs of all students.

Career plans

- The fourth year is one of more stability than the early years, with about two in five fourth-year teachers (43 per cent) saying they expect to change teaching positions for the next school year.
- Five per cent of them plan to teach outside the province in the fifth year of their teaching careers, with 88 per cent planning to teach in Ontario and seven per cent not planning to teach at all.
- Of those planning to teach outside Ontario, half (49 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, six per cent say they will not or will probably not be teachers in five years, with 69 per cent saying they will still be teaching at that time and 20 per cent reporting they probably will. Five per cent say they do not know.
- One in four (25 per cent) report that during their career they expect to assume an education leadership role as vice-principal, principal, supervisory officer or board director.
- About three in five (58 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 (28 per cent) or somewhat familiar (52 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 challenges experienced by many of these fourth-year teachers in finding regular jobs and managing challenging early assignments, enthusiasm and satisfaction are evident in the comments of many of them. The comments below are representative of this more positive group and of the smaller number of respondents who are not yet settled in.

It's been great. I love teaching, can't imagine doing anything else. I do need to manage the workload better now that I have a family.

I have enjoyed every moment. All the hours planning and preparing are not at all daunting. I truly feel I am where I should be, trying to make a difference in at least one child's life.

It is the most rewarding job and I cannot see myself in any other profession. I am fortunate to be in a wonderful school that is located in a fantastic community. Regardless of the stress, I am very satisfied.

I was lucky to get a job right away. I love my career because I love learning with the students and guiding students. I feel that if teaching should ever become not about the children, then I would leave. I love working with the children and making a difference each day.

Teaching is a second career for me and I am finding it even more fulfilling than I had thought in that there are so many ongoing opportunities to continually develop as a professional.

I've had many challenges in the last four years but for the most part I love the work and I'm still happy to get up and go to work each morning.

I've loved every minute, even when in tears. But I feel unappreciated and undervalued simply because I don't know the right people to skip the queue to get hired.

The job is challenging but it contains moments of magic and I am very happy as an educator.

There is so much responsibility placed on a classroom teacher. The demands are way too high. I definitely need a break for a year or two.

I am now more aware of the impact teachers have on the lives of students. I know from working in my school that my encouragement and support are greatly needed by my students.

It is difficult to put the experience of the past four years into words – amazing, stressful, scary, daunting, exciting, nerve-racking, joyful and incredible.

Teaching is my second career. I can honestly say the profession is as rewarding as I originally anticipated, even given the many surprise challenges. I feel like I've finally found my destiny and would highly recommend the profession to anyone who believes in making a contribution to her or his community and making a positive difference in a child's life.

I started four years ago completely overwhelmed, but today I am a mentor and a leader. I enjoy my profession tremendously.

Demographic highlights

- Two in five (39 per cent) of these graduates of 2003 report that teaching is a second career and 32 per cent are 35 or older.
- Male respondents constitute 23 per cent of the sample; 77 per cent are female.
- The respondents comprise 88 per cent Ontario faculty of education graduates, with 12 per cent from the US border colleges.
- Primary-Junior program graduates make up 44 per cent of the respondents, Junior-Intermediate 22 per cent, Intermediate-Senior 32 per cent and technological studies two per cent.
- Graduates of French-language teacher education programs constitute eight per cent of the respondents to this survey (including Ontario faculties and border colleges) and 10 per cent of the Ontario graduate respondents.

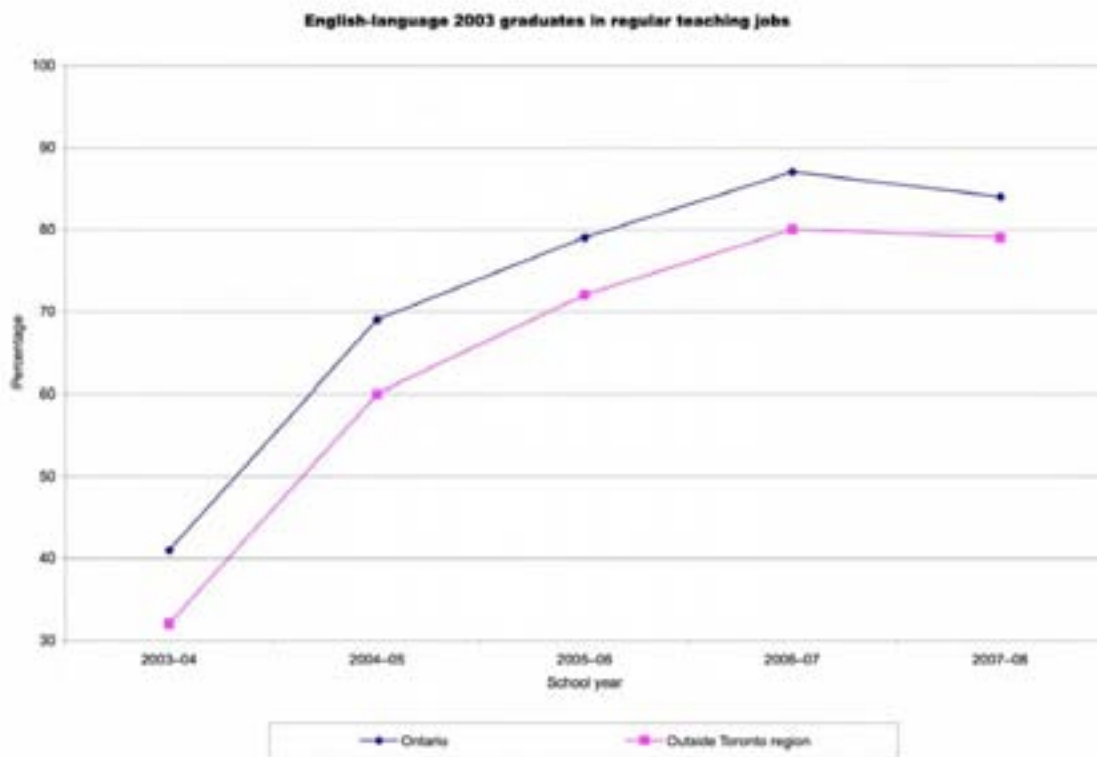
Fifth-Year Ontario Teachers: Ontario Faculty and Border College Graduates of 2003

This is the fifth 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 2007–08 school year, the fifth school year following their graduation.

After five years, most are successful, confident and committed educators

Education graduates of 2003 are the initial group of recent Ontario teachers whose first five years of teaching unfolded entirely during Ontario’s current English-language teacher surplus. Although many of them took two or more years to achieve full employment as teachers, their patience, flexibility and commitment enabled most of them to get well established as teachers over their first five years in the profession.

By the end of the 2007–08 school year, most of these fifth-year teachers (85 per cent) had regular teaching contracts and just one in 10 say they were underemployed in their fifth year of teaching. Despite the teacher shortage, which had just started when they entered the profession and which has deepened each year since then, most of the English-language Ontario teachers in this group have regular jobs (84 per cent).



English-language teachers outside the Toronto region required more time than those in the Toronto region to move beyond occasional teaching and achieve the amount of teacher employment they wanted. After five years, 21 per cent of these teachers continue in daily supply or long-term occasional teaching and 16 per cent say they are still underemployed.

The following table describes fifth-year Ontario teachers in regular jobs by language, region and certification, with comparators in brackets for fifth-year teachers in the previous (2006–07) school year. Year-over-year job success for graduates of 2003 has declined overall from that of the graduates of 2002, mainly because of the continuing impact of the teacher surplus outside the Toronto region. Eastern, southwestern and northern Ontario English-language teachers are most affected.

Percentage of fifth-year employed teachers in regular jobs

	Toronto region	Outside Toronto region	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
French language	93 (95)*	89 (96)	100 (100)	85 (97)	90 (100)	91 (93)	90 (95)
English language	94 (93)	79 (84)	90 (86)	74 (79)	79 (85)	70 (78)	86 (88)
Total	94 (93)	81 (86)	91 (87)	78 (86)	80 (86)	79 (84)	86 (89)
Primary-Junior	Junior-Intermediate		Intermediate-Senior		Technological studies		
82 (86)	84 (84)		89 (96)		86 (83)		
French language	English language		Ontario faculties		Border colleges		
90 (93)	84 (84)		85 (90)		89 (81)		

*Spring 2007 comparators in brackets

French-language teachers present a continuing stronger employment-outcome status in their fifth year than their English-language counterparts. Nine out of 10 are in regular teaching jobs and only eight per cent say they are underemployed. The relative advantage of Ontario graduates over border college graduates has disappeared by the fifth year.

The next table describes the percentages of fifth-year teachers who say they did not find as much teaching employment in the 2007–08 school year as they wished. Both English- and French-language teachers report a small increase in underemployment beyond the rates reported by the 20,023 graduates of the preceding school year.

Percentage of fifth-year teachers underemployed

	Toronto region	Outside Toronto region	Central Ontario	Eastern Ontario	Southwest Ontario	Northern Ontario	Total Ontario
French language	5 (0)*	11 (6)	20 (0)	13 (3)	0 (0)	10 (13)	9 (5)
English language	2 (5)	16 (12)	5 (6)	18 (16)	16 (13)	25 (5)	10 (8)
Total	2 (2)	15 (11)	8 (0)	16 (14)	15 (16)	18 (12)	9 (8)
	Primary-Junior	Junior-Intermediate	Intermediate-Senior		Technological studies		
	12 (11)	101 (4)	4 (4)		20 (17)		
	French language	English language	Ontario faculties		Border colleges		
	8 (5)	10 (8)	10 (7)		5 (13)		

*Spring 2007 comparators in brackets

Only two per cent report that they were not teaching because they could not find a teaching job or could not find one they wanted. One in eight (12 per cent) teach part-time and nine per cent teach in more than one school.

Almost half (47 per cent) of these teachers spent some portion of the first five years of their teaching careers away from teaching. Almost one in four say this was because they could not find any teaching job one year (21 per cent) or could not find a job they wanted at the time (three per cent). Maternity, parental or other family reasons led another 17 per cent to be out of the classroom. Some stepped out of teaching at some point to travel or for further study (three per cent). Other personal reasons or illness accounted for three per cent being out of the classroom at some point in the first five years.

Confident, committed educators engaged in ongoing professional development

Despite the challenges of the job market, 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. They are highly motivated and they plan to stay in teaching for many years to come.

Most say they will still be teaching (69 per cent) or likely still be teaching (18 per cent) in another five years. Five per cent of this survey group say they will definitely or probably not be teaching by 2013. Seven per cent say they will not be teaching in the 2008–09 school year but the majority of them (60 per cent) say they will return to teaching after next year.

The table below presents measures of these fifth-year teachers' experience and satisfaction with their teaching careers. Although there is a slight downturn in job security and optimism, their measures of confidence and satisfaction equal those reported by the fifth-year teachers in earlier years who were not as affected by the challenges of the job market.

Percentage describing experience as a teacher in fifth year

	Confidence	Preparedness	Professional satisfaction	Challenge	Stress	Job security	Optimism
High	60 (59)*	55 (53)	29 (31)	41 (44)	24 (23)	45 (51)	43 (49)
Somewhat high	36 (38)	41 (41)	51 (52)	43 (43)	35 (32)	28 (28)	34 (35)
Somewhat low	3 (3)	4 (5)	14 (14)	13 (11)	32 (31)	11 (11)	13 (10)
Low	1 (1)	0 (1)	6 (3)	4 (2)	9 (14)	16 (8)	9 (6)

The majority of them are highly engaged in ongoing professional development.

Professional development activities in fifth year in profession

	Major activity (%)	Moderate activity (%)
Formal course work	26	27
Collaborative learning in school	23	41
Engaging subject/specialist associations	15	27
Collaborative learning beyond school	10	30
Participating in school self-evaluation	12	24
Engaging with coach or mentor	9	21
Undertaking action research	9	13
None of the above		6

This new generation includes many teachers willing to assume leadership in the profession throughout their careers. More than half of them are interested in mentoring or coaching others and about one in five 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 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 7,032 Ontario faculty of education graduates of 2003 who joined the College, and also to 20 per cent of the 1,445 graduates from the University of Maine and six colleges in New York State 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 539 responses, for a 30 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 of these 2003 teacher education graduates (95 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 report being on maternity or parental leave.
- By the end of their fifth year of teaching, 85 per cent of the currently employed teachers in this group held regular teaching positions, down from the 89 per cent and 91 per cent reported by fifth-year teachers in the previous two years.
- Changing jobs and assignments between the fourth and fifth years of teaching is a reality that affects more than two in five teachers. Twenty-one per cent report changing assignments in the same school, 17 per cent changed schools and five per cent changed school board employers.
- Part-time teaching (12 per cent) and teaching in two or more schools (nine per cent) are relatively low in the fifth year. The part-time teaching rate is up slightly from the previous year's 10 per cent report. Almost one in 10 (nine per cent) report that they did not teach as much as they wanted in the fifth year.
- Ten per cent report that they wanted more teaching work than they were able to find in their fifth year in the profession, continuing the upward trend in underemployment from the eight and five per cent reported by fifth-year teachers of the previous two years.
- 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-three per cent are teaching in Ontario publicly funded schools, three per cent in Ontario independent schools or non-school settings, and three per cent outside Ontario.
- Almost half (47 per cent) of these fifth-year teachers report not teaching for some of the time since graduating because they could not find a teaching job (21 per cent) or one they wanted at the time (three per cent), took a maternity, parental or other leave for family reasons (17 per cent), or took a leave to study (two per cent) or to travel (one per cent) or for other reasons (three per cent).
- One in five (20 per cent) female teachers report taking a maternity leave during their first five years in teaching.

Fifth-year teachers in 2007–08 comment much more on challenges in the early years than fifth-year teachers in previous years of the *Transition to Teaching* study. Many recall difficult entry, challenging assignments and insecurity, and some speak about perceived unfairness and continuing struggles to obtain regular employment.

It is very difficult to get placed relatively close to home. Gas prices are too high for me to afford this. I would like to work in the same city in which I live.

I just want a fair chance at permanent employment. I have a lot to offer.

I was an occasional teacher for four years and couldn't obtain a contract. I worked in another board for a year and finally have a full-time contract. The early years were a very frustrating start but I love my current situation.

I still didn't get a job after applying to three boards. It is tough for a new graduate to enter the teaching profession in Ontario.

I wish I could have a regular contract. I was given the impression that lots of teachers would be needed but the opposite seems to be happening, yet the same number of graduates come out each year.

I am happy now with my current assignment and job security but I went through two years of trying to get hired when I graduated.

More stability is my wish. No more redundancy letters, worrying if there is a job for me next year.

I do not like the method by which teachers are hired. It is very difficult to get full-time work and not have to move around every year.

Obtaining a full-time permanent position was stressful but I am very happy that I toughed it out and got a job that I enjoy.

I've opted to have five years full-time teaching at a private school just to have a job. I would like a way for this to count for something and the public-board hiring process to be more available to highly qualified people rather than family and friends.

There is no work in Ottawa. I can't relocate and I can't live on limited income much longer.

I wish there were fairer hiring practices. It seems like new graduates are getting hired permanently over teachers who have already done long-term occasional positions.

I would like to stay at the same school for more than one year and to teach the same grade for more than one year.

The lack of jobs forced me to re-look at my decision to become a teacher. At present, I feel I will not return to teaching in the formal education system.

I am concerned about the high numbers of new teachers who leave the profession due to stress. There need to be strategies in place to introduce new teachers to the profession and manage their teaching assignments better.

I have been qualified to teach for five years and still have not got a permanent position. There are no jobs available in my area.

I am very fortunate to have found a permanent job so quickly. I have been allowed to take on leadership roles from day one.

I have spent five years being shuffled around as I still try to get full-time employment. I don't feel valued as an employee.

I am having a very hard time obtaining full-time work but I require a full-time job to meet my financial needs.

I have been supply teaching for five years now. I didn't expect to wait this long to get either a long-term or contract position. Retired teachers are blocking my growth as they get many long-term occasional jobs and supply days.

It has been very challenging. As a new teacher I was given classes with many of the "difficult" students. This is the first year that I've had a class with average kids. That has renewed my confidence as a teacher and increased my enthusiasm for the profession.

I have taught a split grade four out of my five years of teaching. I have been in a different classroom every year so far.

The staffing process is so discouraging and disheartening. Being surplusd after having given your all made me want to give it up.

I had a very positive experience and felt that I was supported and able to adjust and function well very early on.

I have been an occasional for four-and-a-half years. I have been a long-term occasional teacher for five months. I am 49 years of age and still a beginning teacher with a lifetime of other experience to offer.

I was not prepared for the competition for permanent jobs to be so great. I feel very good to have obtained a job so quickly. I know many who have not.

My only concern to date is my security as I am not permanent and, because of the lack of a fair hiring process, I am not guaranteed a position for September.

Very disappointing after five years not to have full-time employment. Some of my friends who do get all the brutal assignments in their first years and then can still become redundant.

My teacher husband and I have no job prospects in northern Ontario, where we are from.

The whole process to get an actual full-time (even LTO) position is too complicated. This process, regardless of board, needs to be streamlined and made easier.

Teaching has been a wonderful experience but occasional teachers should have some type of priority to get permanent positions. Finding a job has been the worst part of the experience.

I was hoping to have my own classroom by this point. However, both in general and in my area, the teaching opportunities are few and far between. When I was in teachers' college I was told there were going to be lots of retiring teachers and more jobs, but I have not seen that yet. In fact, schools are closing, therefore decreasing available jobs.

It's already been established that there aren't enough jobs. I want to see more action taken to fix the problem of too many graduates, too many BEd programs, too many retired teachers taking jobs away, favouritism in hiring and different rules for hiring. Nothing is being done to fix the problem.

I hate supply teaching but loved having my own classroom for four years. I am sticking through this rough patch in wild hopes of getting my own classroom again, but here in Thunder Bay ... no jobs, too many teachers.

It came to a point where I had to go overseas to find a job. It has been the most rewarding, fulfilling and enjoyable experience thus far in my career.

More should be done to prevent the movement of new teachers. We tend to be moved around a lot owing to seniority rules. New teachers tend to teach the split-grade classes more often. Experienced teachers are more equipped to teach the split grades.

Experience of first five years of teaching

- More than three in 10 (35 per cent) fifth-year teachers describe their teaching-career experience to date as excellent and another half (54 per cent) rate it as two on the positive side of a four-point scale.
- Many report that they are highly confident (60 per cent) or confident (36 per cent), highly prepared (55 per cent) or prepared (41 prepared) for their teaching responsibilities, have teaching assignments that are highly appropriate (59 per cent) or appropriate (30 per cent) to their qualifications, are highly professionally satisfied (29 per cent) or satisfied (51 per cent), enjoy a high sense of job security (45 per cent) or feel more secure than not (28 per cent), and are highly optimistic (43 per cent) or optimistic (34 per cent) about their professional futures.
- The reported rate for high optimism is down from the 49 per cent rate for the corresponding fifth-year group in the preceding year, as is the reported rate for high sense of job security from the previous year's 53 per cent.
- An excellent teaching career to date is reported by higher proportions of male teachers (44 per cent) than female teachers (32 per cent). Male teachers also report a higher level of professional satisfaction (38 to 27 per cent), a higher sense of job security (52 to 43 per cent) and higher optimism for their professional futures (51 to 41 per cent).
- Teaching remains a highly challenging (41 per cent) or challenging (43 per cent) experience for most fifth-year teachers and many report a high (24 per cent) or somewhat high (35 per cent) level of stress on the job.
- Professional development remains a continuing priority for these teachers who are already well established. Highest priority is given to further work on instructional strategies, evaluation and assessment, and integration of technology.
- Fewer place a continuing high priority on support in classroom management, school procedures, lesson and curriculum planning, communicating with parents, and 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 (26 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 (23 per cent) and engagement with subject or specialist associations (15 per cent). Smaller proportions of these experienced teachers report engaging with a coach or mentor (nine per cent), collaborative learning beyond the school (10 per cent), school self-evaluation (12 per cent) and action research (nine per cent) as major professional development experiences. Almost 19 out of 20 (94 per cent) report some professional development in one or more of the above areas in their fifth year in the profession.

- The motivation that drives the continuing interest in teaching for these well-established teachers is somewhat consistent with what initially motivated their choice of teaching and the incentive that sustained them in the challenging early years. The strongest motivator is the altruistic one of working with children or young people, helping them to learn and grow, and making a difference in their lives. After five years in the profession, however, career opportunities and compensation have increased as motivators, becoming approximately equal in importance with teaching subjects they enjoy and having their own classrooms.

These teachers' reflections on their first five years in teaching include references to stress, heavy workload, challenging assignments and often satisfaction and reward, despite the difficulties. Below are some of their comments.

During the school year, I find the work/life balance impossible to maintain; it is all work. The students continue to inspire me and my love of working with them might entice me to stay in teaching.

These first five years have been a baptism of fire. Nothing I have ever done has been so challenging or fulfilling. The amount of time/effort teachers dedicate to their careers is more than I think most people realize.

I have the unfortunate role of being a French teacher. The majority of my assignments as a French Immersion teacher have been outside of my teachables, creating a great deal of stress for me.

The workload is excruciating. I work constantly, weekends and evenings. I move to a new school next year and teaching new subjects will only mean more of the same. It's too much work.

I have taught Grades 1/2 split for the last four years. It would have been nice to have had some mentoring in teaching combined grades.

It has taken me five years to get to the point where I feel confident in teaching. I don't think I had a clue when I began that teaching would be so complex.

I was completely unprepared for the amount of stress related to this job. I have a more accurate understanding of the challenging nature of teaching now.

Being a teacher means going beyond the subject area. It very often means counselling and supporting students who are experiencing a number of difficulties that are non-academic.

Combined classes are very stressful for teachers. Curriculum is too heavy for the Primary grades and should focus more on language and math, and less on science and social studies. Students cannot get all the attention they need in a combined class; teachers cannot be effective in a combined class.

I learned how to balance work and personal life but I must remember to find time for myself and the family.

I feel we are being bombarded with paperwork and administrative duties. There is a lot less Special Education support so we need to be way more diverse with teaching-assessment tools.

Training for a Core French position but being placed in an immersion classroom was a major transition. In smaller rural schools, immersion teachers are often isolated with no opportunity to receive mentoring. The administration often knows little or nothing about immersion and there is no standard guide for resources. I have to make the most of my teaching materials the first two to three years.

It was very stressful in the beginning, especially with marking and reports cards. It was also difficult to adjust when classes would change each year (grade/subject). Although very time consuming, extracurricular activities can be very rewarding (and can help with classroom management).

I left teaching in the first year. Classroom management of students was overwhelming and I received no administration support. I won't go back to the classroom.

I enjoy it very much. However, it is very demanding and it is difficult to maintain a work-life balance. That is why I decided to teach part-time only.

I always knew that teaching was a difficult profession but the amount of work and self-sacrifice that is involved is much higher than the general public perceives it to be.

The first few years of teaching were very challenging and I'm glad that I got support through the mentorship program. As a fifth-year teacher, I now feel more comfortable in my role and I know that each year will be easier.

I find teaching to be too time-consuming. I am worried about returning to work after my maternity leave because I fear I won't be able to balance my work and family commitments.

Career plans

- The fifth year is one of continuing change for many, although there is somewhat less change than in the early years. Almost two in five (38 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 planning to teach in Ontario and seven per cent planning not to teach at all.
- Of those planning to teach outside Ontario, about half (47 per cent) say they will return or will probably return to teach in Ontario in the future.
- On their thoughts with respect to the longer-term future, only one per cent say they will not be teaching in five years and another four per cent say they will probably not, with 69 per cent saying they will still be teaching at that time and 18 per cent reporting they probably will. Eight per cent say they do not know. The five per cent who say they will not or probably will not be teachers in five years' time is up from the two per cent of fifth-year teachers in the preceding year expecting to leave teaching in the future.
- About one in five (22 per cent) report that during their career they expect to assume an education leadership role as vice-principal, principal, supervisory officer or board director. This is lower than the 26 per cent with administrative aspirations among the 2002 graduates in the preceding year.
- More than half (56 per cent) express an interest in mentoring, coaching or some other non-administrative leadership role with teacher colleagues, also down somewhat from the 61 per cent interest among the preceding cohort of fifth-year teachers.

Reflections on teaching

- Almost four in five of these fifth-year teachers report that they are very familiar (33 per cent) or somewhat familiar (45 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 in their early years in the profession, most of these teachers appear to be highly committed to teaching, satisfied in their career choice, engaged in professional development and rewarded by their successes in the classroom.

I feel that in the past five years I have most definitely grown as a teacher. Now, being a teacher, to me, means more than just lesson delivery.

I feel so blessed to be a teacher in the area that I am presently teaching. It is a difficult but very rewarding career.

It's a heck of a lot of work but I realize that it is exactly what I want – a challenge every day. Now I know that this is a good thing and that we are not always recognized as hard workers by non-teachers.

It's the hardest job I've ever had but it's also the most rewarding job I've ever had.

I have worked in the private sector, which I found to be cutthroat. It makes me appreciate that I can actually help people rather than hurt people to get my next paycheque.

I absolutely love it. This is my third career and the most interesting and fulfilling to date.

I love the benefits, the job security and the weekends off. It is a good profession for me to have since I have the ability to include my musical talents with the class and school community.

I love making a difference in the lives of my students.

I still enjoy going to work each and every day. I love my job and feel very honoured to be working as an educator.

I have had a very rewarding career so far teaching a combination of Core French and a homeroom class. I have already taught JK, 1, 4, 5 and 6. I love it.

I have had a very rewarding career thus far. I have been fortunate to have a lot of support at my school.

I have nothing but positive feelings for my chosen career. It was the best move I could have made for myself and my family.

Love it. Every day is unique. It makes me feel proud and great to see a student suddenly get it or take pride and enjoy what I'm teaching.

I have a passion for teaching. I love my job and inspiring children to do their best. Teaching, for me, is the best job.

I love this profession. Although I faced many challenges in my first year, I wouldn't trade my career for any other.

It is the love of children and the knowledge that I have somehow made a difference in one child's life that keeps me in this profession.

It has been extremely rewarding. The class that is about to graduate is one I have instructed since Grade 9. It is incredible to see how they have changed and how their relationship with me has grown.

I love teaching and am proud to be in this profession. The amount of work involved is balanced or even surpassed by the personal satisfaction achieved when you have touched even one child's life.

This is my fifth year teaching and I wake up each morning with a smile on my face. It's the greatest profession in the world.

I enjoy teaching more and more every year. I am at a great school and feel I have more influence over my career path. I hope this feeling lasts.

I have never worked this hard in my life! I wish there were more compensation in society for how much time teachers put into an average day.

Absolutely love it! Although I am on maternity leave, I still keep in contact with my students, visit regularly and keep reading professional documents. I always brag about my job; it is fully satisfying.

When you have a bad day in teaching it is disheartening enough to make you reconsider your choice of profession, but when you have a good day it's hard to believe there could be a more rewarding and personally fulfilling career.

My passion for children and the art of teaching has continued to grow since my career began, however the increasing demands and ever-changing expectations of a teacher can often be discouraging and overwhelming.

The reasons why I became a teacher are still the same. What has changed is my ability to adapt to different situations and learning strategies and skills to be a better teacher.

We need more opportunities for new teachers to learn from experienced teachers. The New Teacher Induction Program has been an amazing start, though.

I don't think anything can prepare you for teaching like getting in there and doing it. You have to be flexible and love what you do so your passion influences your students.

I am still learning and changing my practice as my confidence grows. I look forward to developing further and influencing the powers that be to improve our buildings and equipment. In no other profession would this working environment be tolerated.

I have thoroughly enjoyed my teaching career to date. I was very fortunate to have an excellent mentor my first two years. I feel that a good mentor should be a requirement for all new teachers coming into the profession. I would have really struggled without mine.

Working with experienced mentors is the single most important thing I have benefited from.

Supportive administration and mentor teachers are keys to reducing stress levels in the first five years.

I love it and can't think of anything I would rather do. My experience so far has been fantastic. I have benefited from being mentored by two experienced teachers and a wonderful principal.

I love my job. Sometimes, when the stress is high, I have to remember why I chose the profession. I think the New Teacher Induction Program is great for first-year teachers – it certainly helped me.

New teachers need more observation in a classroom. They should be allowed to observe teaching at a variety of grade levels to prepare for supply teaching.

My first years of teaching were excellent, thanks to the help and support of my colleagues and school administration. I believe this help and support are necessary to teaching.

The first years are difficult but one must be able to make the necessary changes to improve. Having a mentor has helped me a lot. Also, classroom management is very important and it is learned on the job.

Demographic highlights

- Almost half (45 per cent) of these graduates of 2003 report that teaching is a second career and more than one in three (34 per cent) are 35 years of age or older.
- Male respondents constitute 21 per cent of the sample; 79 per cent are female.
- The respondents comprise 86 per cent Ontario faculty of education graduates, with 14 per cent from the US border colleges.
- Graduates of French-language teacher education programs constitute eight per cent of the respondents to this survey.

New English-language teachers in Ontario are increasingly relying on occasional teaching assignments as their introduction to the teaching profession.

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 provides highly valued support to new members of a very challenging profession.

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