

Finding teaching jobs gets more challenging  
for French-language education graduates



Ontario  
College of  
Teachers  
Transition to  
Teaching 2012



# Transition to Teaching 2012

## French-language Teacher Education Program Graduates

This report is a supplement to the Transition to Teaching study report for 2012 available on the Ontario College of Teachers website.

### Contents

#### 1. Executive summary — 5

#### 2. Employment outcomes — 8

- More challenging job market for French-language program graduates of 2011 — 8
- Job market tightens further for teachers in career years two to five — 11
- Ten years out, graduates of 2002 well established in teaching careers — 13
- French-language employment market still outperforms English-language market — 15
- Where do French-language program graduates find teaching jobs? — 17

#### 3. Job search experience and volunteering — 18

- Multiple job search strategies the norm — 18
- Mixed reviews of school board hiring practices — 19
- Making connections and positive impressions keys to successful job search — 20
- Many graduates consider volunteering in schools — 20

#### 4. Teaching experience in the early career years — 22

- Challenging teaching assignments for some first-year teachers — 22
- Mixed views on match of teacher qualifications and first-year assignments — 22
- Many view careers positively despite job market challenges — 23

#### 5. Teacher education, New Teacher Induction Program (NTIP) and professional development — 25

- More teacher education practicum high priority for change — 25
- New Teacher Induction Program valued support to teachers in early years — 28
- Many engaged in some professional development — 30

#### 6. Daily supply teaching — 31

- More new teachers limited to daily supply roles for longer time — 31
- School-based professional development gap for daily supply teachers — 32

## 7. Career plans and attachment to the profession — 34

- French-language graduates are committed to teaching profession — 34
- Majority who teach elsewhere plan to return to Ontario — 34
- Higher membership attrition rate for French-language program graduates — 35

## 8. Conclusion — 36

## 9. Methodology — 37

- Purposes and sponsorship of study — 37
- Survey design and delivery — 37
- Sampling and survey administration — 38
- Response rates and margins of error — 38

## 10. Demographics — 40

## 11. Glossary of terms — 41

## 1. Executive summary

Surveys of French-language teacher education program graduates in their early years in spring 2012 show that the job outcomes declined once again for those in the first and second years of their careers. More than one in five of these graduates in 2012 who sought teaching jobs during the 2011-12 school year were unemployed, with no success in finding even daily supply teaching during the first school year of their teaching careers. Only one in seven of them secured regular teaching jobs. And more than one in three of those who were working did not get as much employed teaching time as they wanted.

Since 2008, the combined underemployment and unemployment rate for first-year French-language program graduates has increased from 15 to 55 per cent. And the unemployment rate rose from one to 22 per cent. Daily supply teaching by year end stands at more than one in four of those who found teaching jobs. About one in ten first-year teachers are turning to other occupations in place of or to supplement teaching income.

One in four of those who found work as a teacher in their first year obtained regular teaching positions. This job search outcome is sharply different from the 65 to 70 per cent first-year regular jobs outcomes found in College surveys from 2002 through 2008.

Regional and division differences are evident among French-language program graduate job outcome measures. But the job market tightening is now affecting these new French-language teachers across all divisions and throughout the province.

More than one in four of these first-year teachers now look outside the province for their first teaching job and one in seven actually take up jobs elsewhere. One in eight teachers who join the Ontario College of Teachers following completion of a French-language teacher education program drop their membership after two years and one in six do so by the fifth year after graduation. These early career lapsed memberships are occurring at much higher rates than lapsed memberships among English-language program graduates.

Two in five of the graduates of 2011 who found employment did so in eastern Ontario, but this region accounts for just one in four of regular jobs secured by first-year teachers in the 2011-2012 school year.

Three in four who gained employment of any type did so in the province's French-language Catholic or French-language public schools. Just under one in five was hired by English-language public school boards and the remainder teaches outside the province or in independent schools.

Job outcomes have also declined since 2008 for early-career teachers in the second through fifth years of their careers as the time required securing full employment as a French-language program graduate lengthens once again.

On most measures, French-language program graduates continue to fare better in the Ontario teacher job market than their English-language program peers. Their unemployment and underemployment rates are well below those experienced by English-language teachers, although the regular job rate fell to the level for English-language teachers three years ago and remains at the very low rate of one in four graduates. And the French as a second language teacher job market that takes some of the graduates of French-language programs outperforms the market generally for French-language program graduates.

Despite the less favorable employment search outcomes, this new generation of French-language teachers remains highly committed to pursuing long-term teaching careers. About eight in ten of them say they will be teaching in five years' time. They pursued teacher education because they wanted to make a difference in students' lives, and this motivates them not to give up on their teaching careers even in the face of the underemployment experienced by many.

Job searching by these new teachers includes much more than simply submitting on-line applications that are the standard process for most Ontario school boards. Many see networking as key to successfully landing a teaching job. And many of them actively pursue opportunities to get noticed by working their education contacts and by personal visits to schools. In the first year following graduation, one in four of them volunteer their time in school classrooms to increase their chances of being known and recommended for teaching jobs.

Most of them apply to multiple school boards and to multiple regions of the province. Most apply to French-language school boards and the majority to both the French-language public and Catholic systems. One in four applies to English-language school boards as well as French-language boards. Almost one in three also apply to schools in other provinces. And one in five seeks positions in Ontario independent schools.

They give school board hiring practices mixed reviews. About half find the standard application process to be clear, although more than one in three say they could not easily find information about the availability of specific teaching jobs in individual school boards to which they might wish to apply. Many also report that they don't understand how supply teaching relates to eligibility to be considered for long term occasional and regular positions. And fewer than half say they are kept well informed about the status of their applications. One in three say their applications were not handled fairly.

They see success in getting a job as depending on multiple factors. The formalities of the on-line application, resume, portfolio and cover letter are essential. A good interview is required. But getting to that interview is seen by many to depend on connections through practicum, volunteering, networking, family or friends. They say that being known or simply being in the right place at the right time is what often results in landing a job given the increased competition for French-language teaching jobs today.

The majority of the 78 per cent of first-year teachers who found some employment in 2011-12 consider themselves to be well prepared, confident, supported by colleagues and professionally satisfied with assignments.

Not unexpectedly, concern about job security is a significant negative report from many first-year teachers. And concern about job security is evident among second-year teachers. Almost one in three of the entire group of these first- and second-year teachers reports that they are not optimistic about their professional futures.

Recent graduates of Ontario French-language teacher education programs recommend changes to further strengthen preparation for teaching in the future. They call for more emphasis on classroom management and on assessment, testing and evaluation. They suggest lengthening the teaching practicum, more opportunities to engage in supervised teaching in the classroom, more coaching and feedback about their teaching, and more time for teaching candidates to observe experienced teachers.

The majority of them are engaged in significant and varied professional development. Most of them who are in regular contracts in Ontario publicly funded school boards, and some of those in long term occasional contracts, participate in and value the New Teacher Induction Program (NTIP).

There is a significant professional development gap, however, for the increasing number of new French-language graduates who are unemployed or in daily supply teaching in the first year. This gap continues and worsens for the teachers who continue to be unemployed or in daily supply roles through the second year following teacher education.

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

The new generation of Ontario French-language teachers consists of committed educators, motivated by a strong desire to make a positive difference for students and planning to be in the teaching profession over the long term. The more challenging job market in the province in recent years does not deter most of them from staying with their career choice.

Although an increasing number look outside the province for teaching jobs, the majority of those surveyed who do so also hope to return one day to teach in Ontario.

About one in six graduates of French-language programs drop their membership in the Ontario College of Teachers in the first five years following graduation.

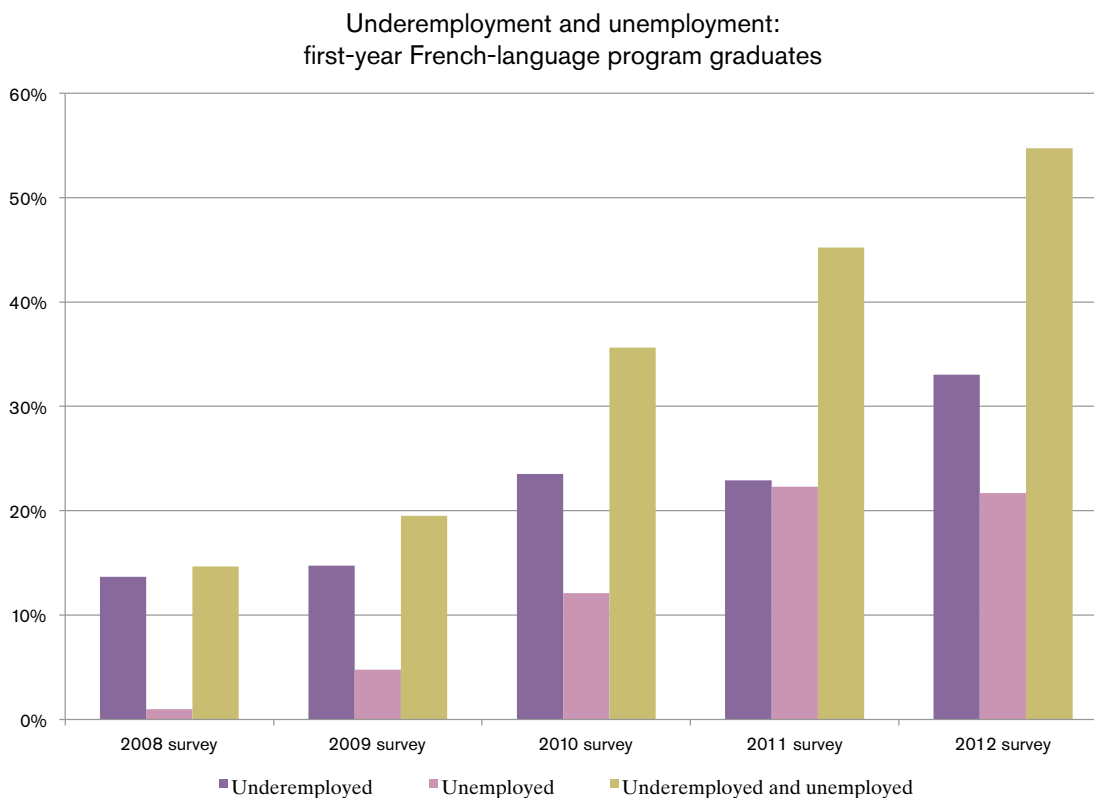
## 2. Employment outcomes

### More challenging job market for French-language program graduates of 2011

Employment outcomes for the graduates of Ontario's French-language teacher education programs in 2011 reflect a fourth year of declining job success indicating an increasingly more challenging teacher job market. Like the 2010 graduates in the previous school year, more than one in five first-year teachers who graduated from these programs in 2011 faced unemployment. And among those who found teaching jobs, more than in previous years say they were underemployed. Overall, more than half of the graduates looking for employment did not enjoy the job success they hoped for in their first year as Ontario Certified Teachers.

Twenty-two per cent of those who say they looked for teaching jobs in the 2011-12 school year report they were completely unsuccessful in their search for work as a teacher. They could not even secure any daily supply teaching work. And another 33 per cent of them said they found some work as a teacher in the 2011-12 school year but that they considered themselves to be underemployed. They did not get as much teaching employment as they wanted.

These results continue a four-year trend with the general teacher employment market downturn in Ontario now clearly affecting substantial numbers of French-language program graduates.



The combined unemployment and underemployment rate for new French-language program graduates in their first year in the job market as Ontario Certified Teachers has climbed from 15 per cent in 2007 to 55 per cent in 2012. And the unemployment rate increased over the same period from just one per cent to 22 per cent.

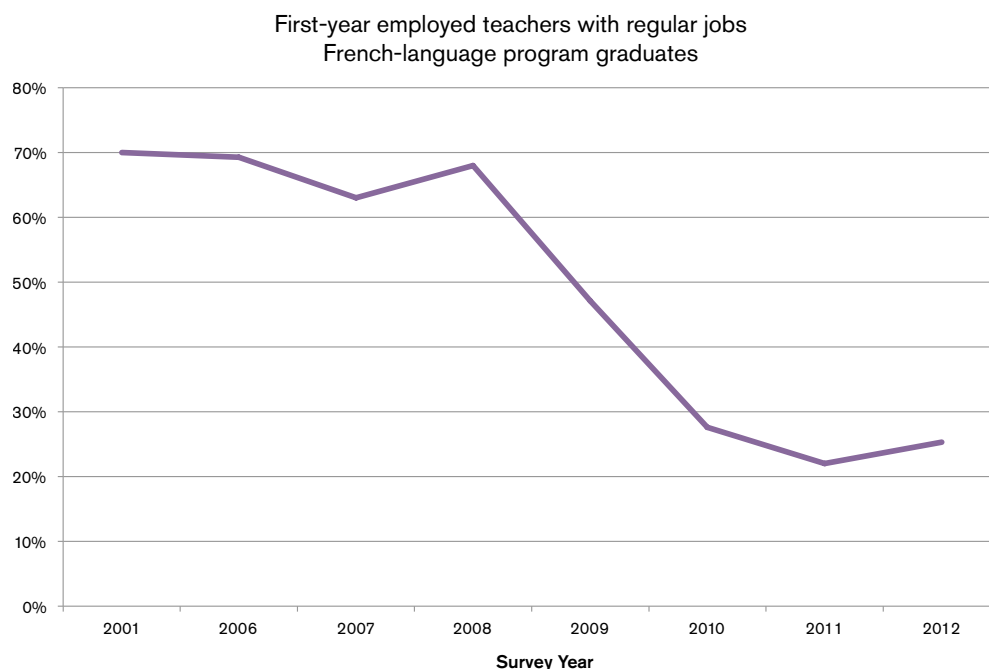
For many who had a measure of job success it came in the form of daily supply teaching and/or piecing together part-time and limited term contract jobs, often in more than one school. The entry job for almost half of them was daily supply teaching (45 per cent) and, by year end, most of those who were teaching held term contracts (45 per cent) or were still on daily supply lists (29 per cent).



*It is very difficult to get a job in my area at the moment. You have to do occasional teaching for at least five years before getting a permanent position.*

Unemployed Junior-Intermediate French-language program graduate of 2011, central Ontario

Just one in four (25 per cent) who found some work as a teacher say they secured a regular teaching job. This is far below the 63 to 70 per cent rates for the French-language program first-year teachers reporting regular jobs throughout most of the last decade.



For the entire group of first-year French-language teachers who report they were in the job market in 2011-2012, including those reporting they were completely unemployed, fewer than one in six (16 per cent) say they are in regular teaching positions.

Some regional variations are evident in job outcome measures. Two in five (40 per cent) of the teaching jobs reported are in eastern Ontario, although a lower proportion of these jobs are regular jobs than in most other regions of the province. While eastern Ontario employed the greatest number of French-language program graduates, regular positions were reported by just one in six of them (17 per cent) and more than half of those who were working as teachers (56 per cent) say they were underemployed.

The majority of Northeastern Ontario French-language graduates say they were underemployed, with most of them (83 per cent) limited to daily supply teaching throughout their first year following graduation.

### Job outcomes in 2011-12 by region of employment

Job Outcomes	Eastern Ontario	Northeast Ontario	GTA	Other Ontario	Outside Ontario
Unemployed	24%	0%	0%	28 %	33%
Underemployed	56	63	25	26	29
Regular position	17	0	38	50	15
LTO/term contract	47	17	50	33	69
Daily supply teaching	37	83	12	17	15

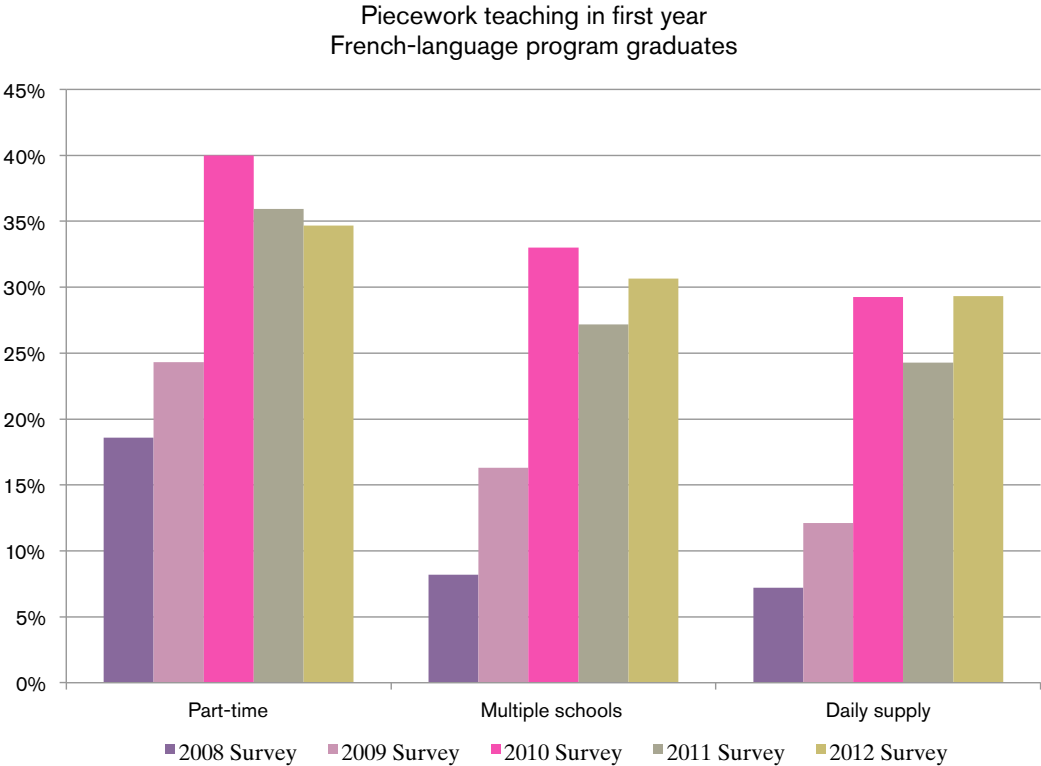
With the market tightening further over the past several years, graduates of French-language programs across all divisions are affected. Unemployment is now affecting about one in five in each division. Among employed first-year teachers, more than two in five Junior-Intermediate and Intermediate-Senior graduates report they were underemployed, as do almost one in four Primary-Junior graduates. Fully half of the employed Intermediate-Senior teachers report they were still in daily supply roles near the end of the school year.

### Job outcomes in 2011-12 by division

Job Outcomes	Primary-Junior	Junior-Intermediate	Intermediate-Senior
Regular position	26%	30%	20%
LTO/term contract	51	52	30
Daily supply teaching	23	17	50
Unemployed	21	21	19
Underemployed	23	43	45

Piecework teaching is increasingly common among employed French-language graduates in the first year. For the past three years, more than a third of those who did find some work by the end of the school year report it was part-time and more than one in four say they were teaching in multiple schools. These measures are significantly higher than reported back in 2008 and 2009. The daily supply teaching employment rate for these new teachers is also high at year end at about one in four.

Among the 2011 graduates of French-language programs, almost half (45 per cent) of those working at year end say they are teaching part-time, in daily supply roles and/or in multiple schools.



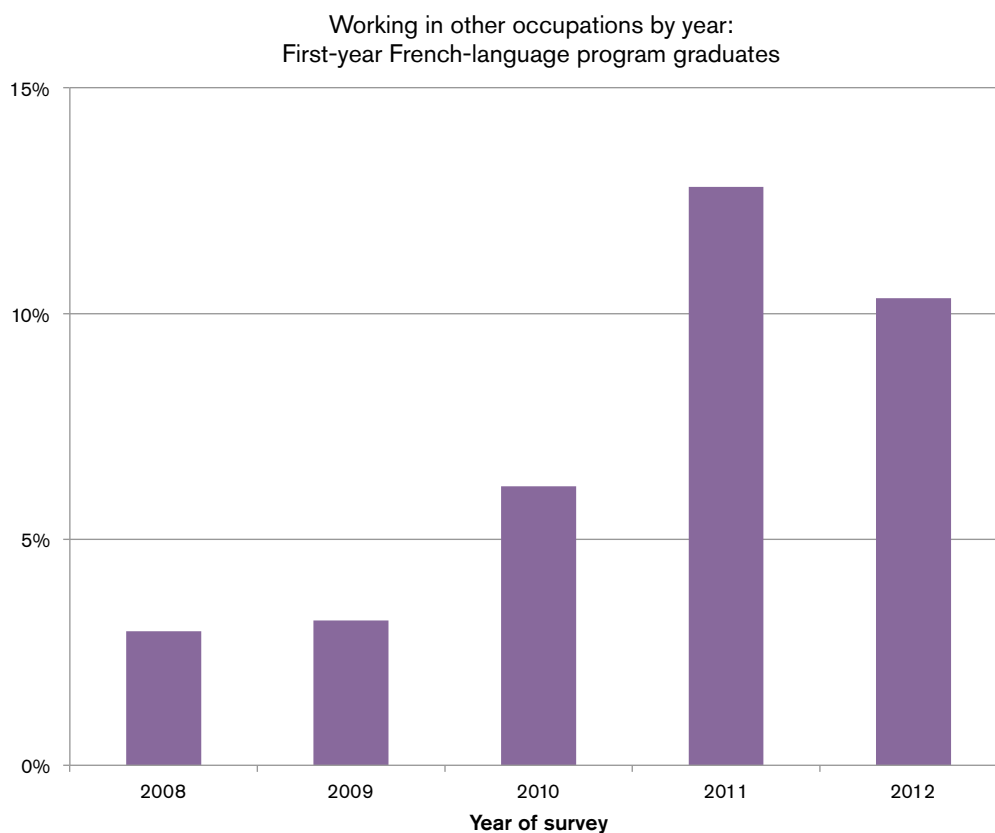
More than one in four of these first-year teachers (28 per cent) applied for teaching jobs in other provinces or abroad, although just 17 per cent of them report teaching outside Ontario by year end. Half of those teaching outside the province are teaching in Quebec.

*I sent over 300 applications to teach science, math and FSL across Canada including the regions further north.*

Underemployed Junior-Intermediate French-language program science graduate of 2011,  
Eastern Ontario

Almost one in five of the respondents (19 per cent) resided in Quebec when they completed the survey. Another eight per cent resided elsewhere outside Ontario.

Over the past several years, a trend developed of more first-year teachers working in non-teaching jobs, either as alternatives to teaching or as a supplement to part-time or occasional teaching. From a low of about three per cent in 2008 and 2009, first-year French-language program graduates in alternative occupations grew to six per cent in 2010 and 13 per cent in 2011. In 2012 the level of this non-teaching work fell back to just over ten per cent.



About one in three (30 per cent) of the first-year teachers who could not find any teaching jobs report that they are working at another occupation. For most of those who could not find teaching employment in their first year, their strong commitment to teaching continues — most of these unemployed teachers (87 per cent) say they will or probably will be in teaching careers five years in the future, and none say they definitely or probably will not be teachers by then. The remaining 13 per cent say they are unsure about their longer term future in teaching.

### **Job market tightens further for teachers in career years two to five**

Survey results for French-language program graduates in the second through fifth years following graduation — the graduates of 2007 through 2010 in the 2011-12 school year — also suggest further tightening of the French-language job market.

*I have enjoyed supply teaching because it has allowed me to gain experience. However, I find it very difficult to get a regular teaching position.*

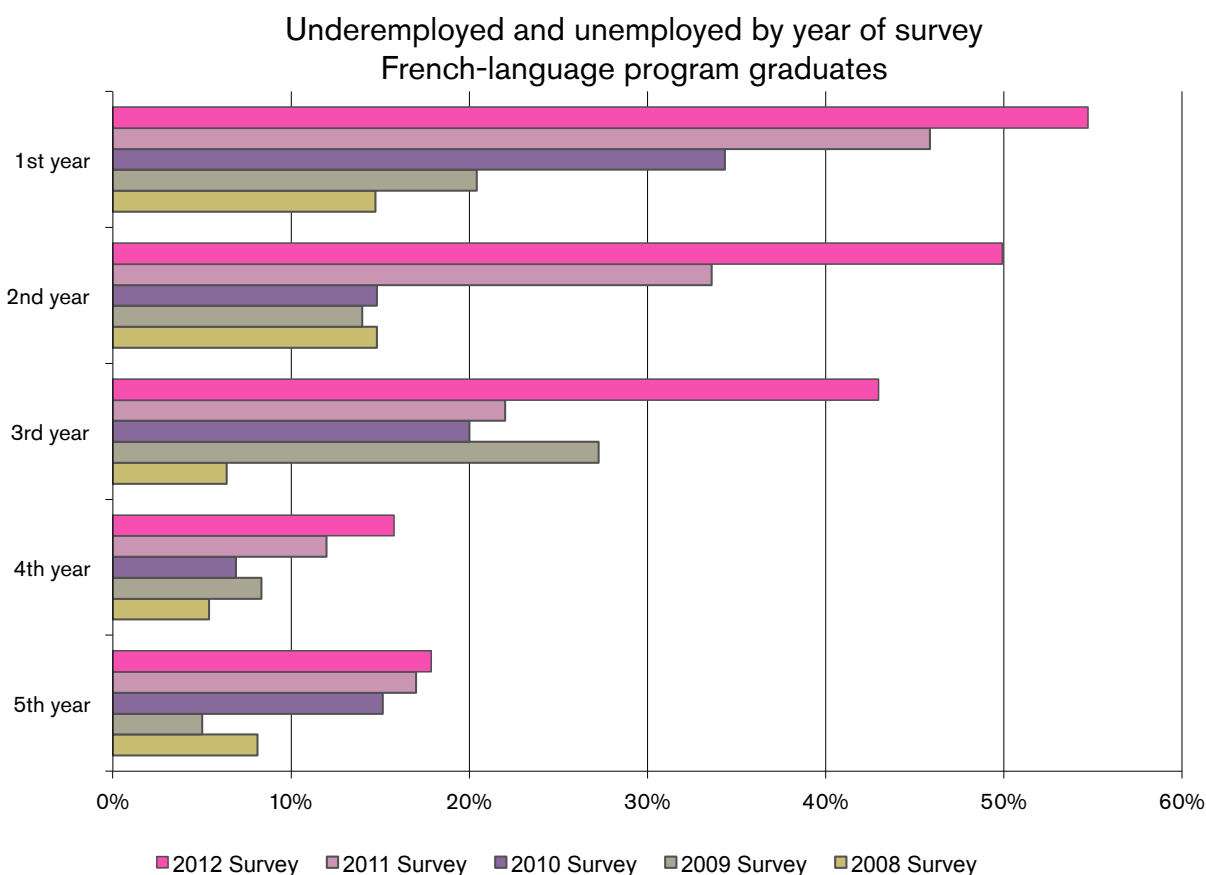
2009 French-language program graduate, part-time supply teaching in central Ontario

This study defines full employment for teachers as those who report:

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

Those who are on the market and unemployed or reporting less work as a teacher than wanted are not fully employed.

Unemployment rates for these new teachers had generally been nil to under five per cent over the first five years of their careers in surveys through to 2008. Underemployment rates were also very low at that time. Combined unemployment and underemployment rates for French-language program graduates grew steadily since 2008 and significantly again in 2012.

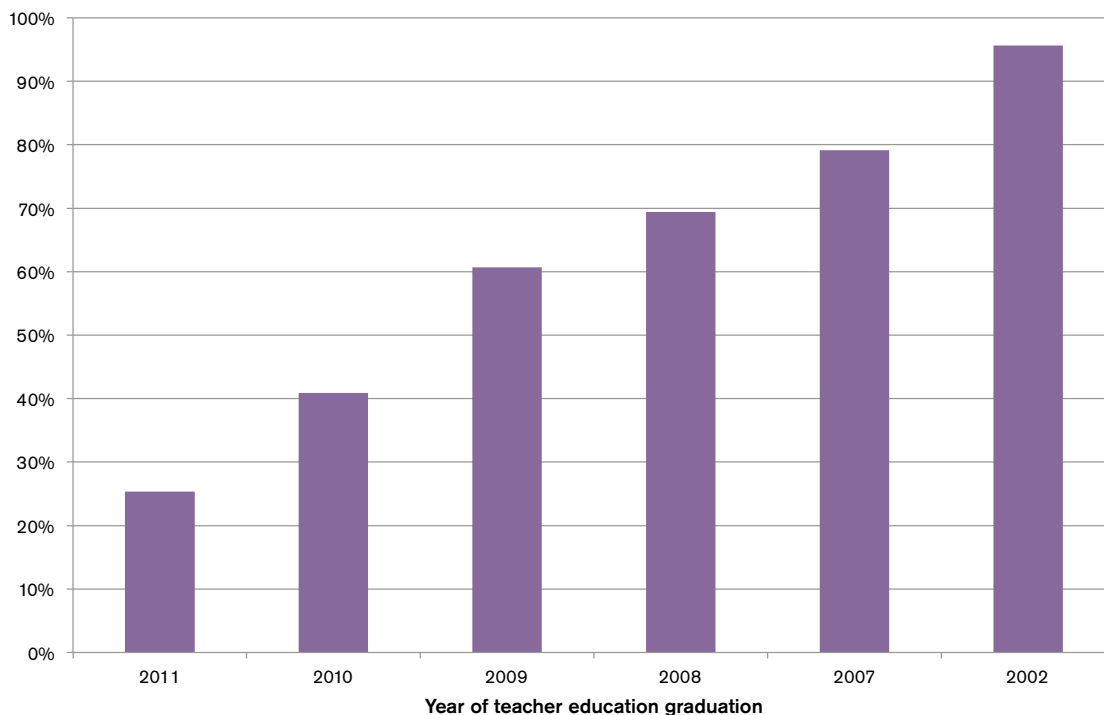


The wait time for full employment lengthened considerably for French-language program graduates in recent years. Since 2008:

- first-year teachers not fully employed increased from 15 to 55 per cent
- second-year teachers from 15 to 50 per cent
- third-year teachers from six to 43 per cent
- fourth-year teachers from five to 16 per cent, and
- fifth-year teachers from eight to 18 per cent.

Despite the less robust market for French-language program graduates, early career teachers do continue to improve their employment status over time. This year's surveys show a steady rise in regular teaching positions from two in five for second-year teachers to three in five for those in the third year of their careers. Further growth in regular jobs is evident in years four and five. And most teachers have regular teaching jobs ten years into their careers.

Regular teaching jobs in 2011-12 by year of graduation  
French-language program graduates



Job change is now very common in the early years of French-language program graduate teaching careers in Ontario. Almost three in four of the employed first-year teachers (72 per cent) and more than two in five of the second-year teachers (62 per cent) expect to be in different teaching jobs the following school year.

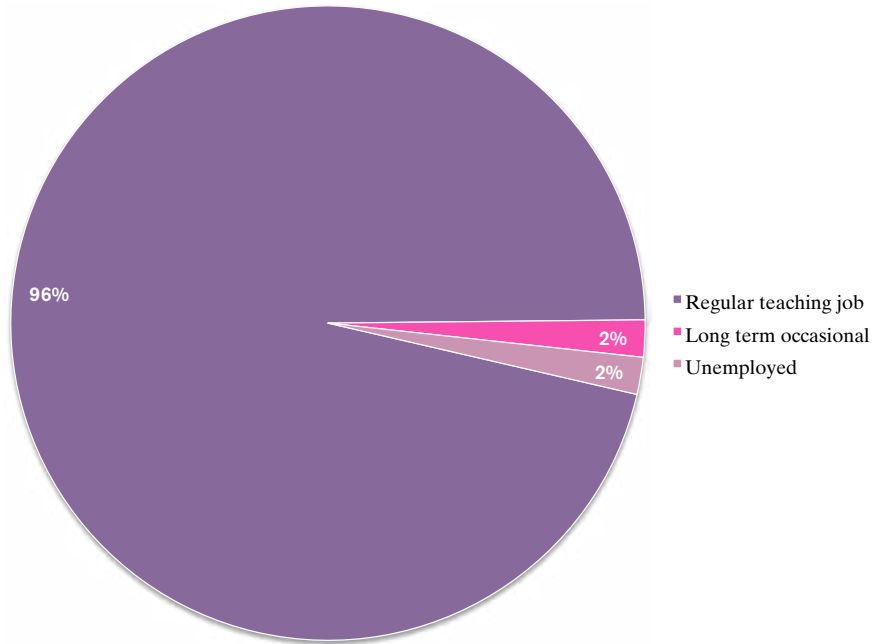
Some of this change is teacher-driven and focused on seeking another school, grade level or assignment. For the majority, however, the change is anticipated because a term contract is ending, they are hoping to move up from occasional teaching to a regular contract or they have been declared surplus or are expecting to be laid off.

More than half of those teaching in their third (57 per cent) and fourth (54 per cent) years in the profession expect to have different jobs the following school year. Fewer teachers in their fifth year anticipate change. Just 42 per cent of them say they expect to be in a different job in the following school year, and for most of these it is because they are seeking a change of school or grade level.

### Ten years out, graduates of 2002 well established in teaching careers

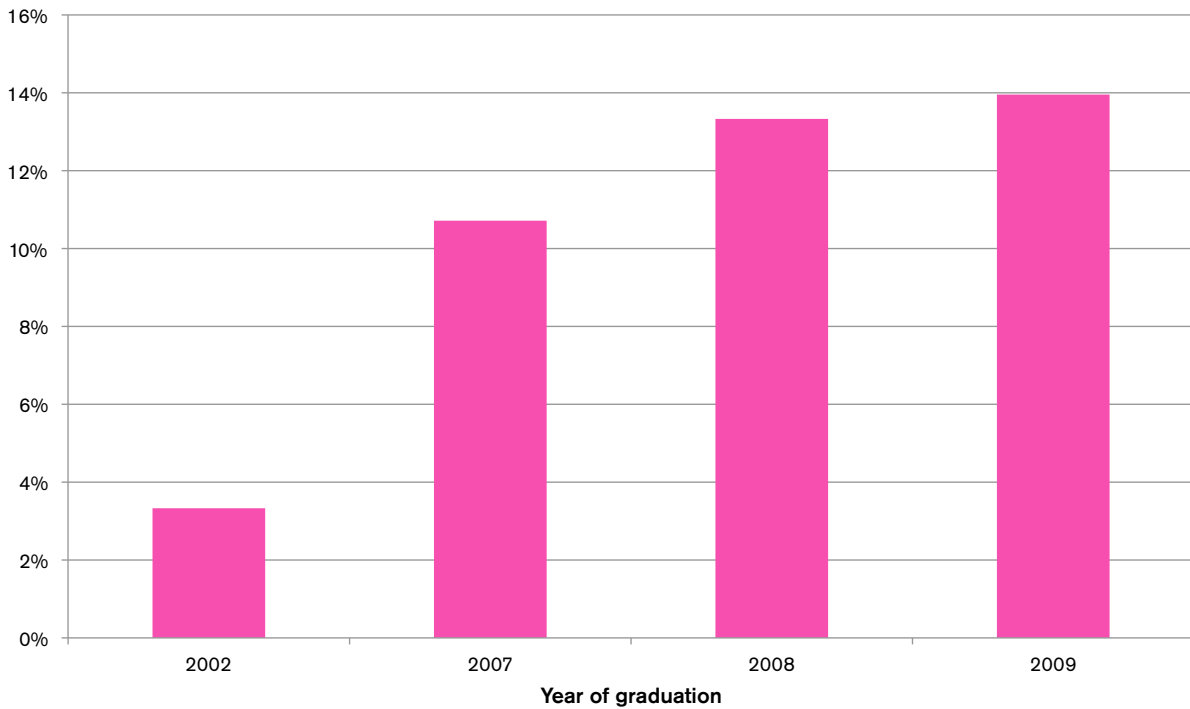
Most of the graduates of French-language teacher education programs in 2002 are well established in their teaching careers ten years later. Almost all of them (96 per cent) have regular teaching contracts. Just two per cent say they were underemployed and only another two per cent of them report they are involuntarily not employed as teachers and in the 2011-12 school year. Most are highly positive about their career choice and how it has unfolded for them.

Teaching contract type ten years into teaching career  
French-language program graduates



Only three per cent of these teachers who entered the Ontario job market when there was a very high demand for French-language teachers report that there was any time in their teaching career when they were unemployed because they could not find a teaching job.

Experienced some involuntary unemployment by year of graduation  
French-language program graduates



The rate at which graduates of 2007, 2008 and 2009 experienced unemployment in their early careers is five to seven times higher than those who graduated in 2002.

## French-language employment market still outperforms English-language market

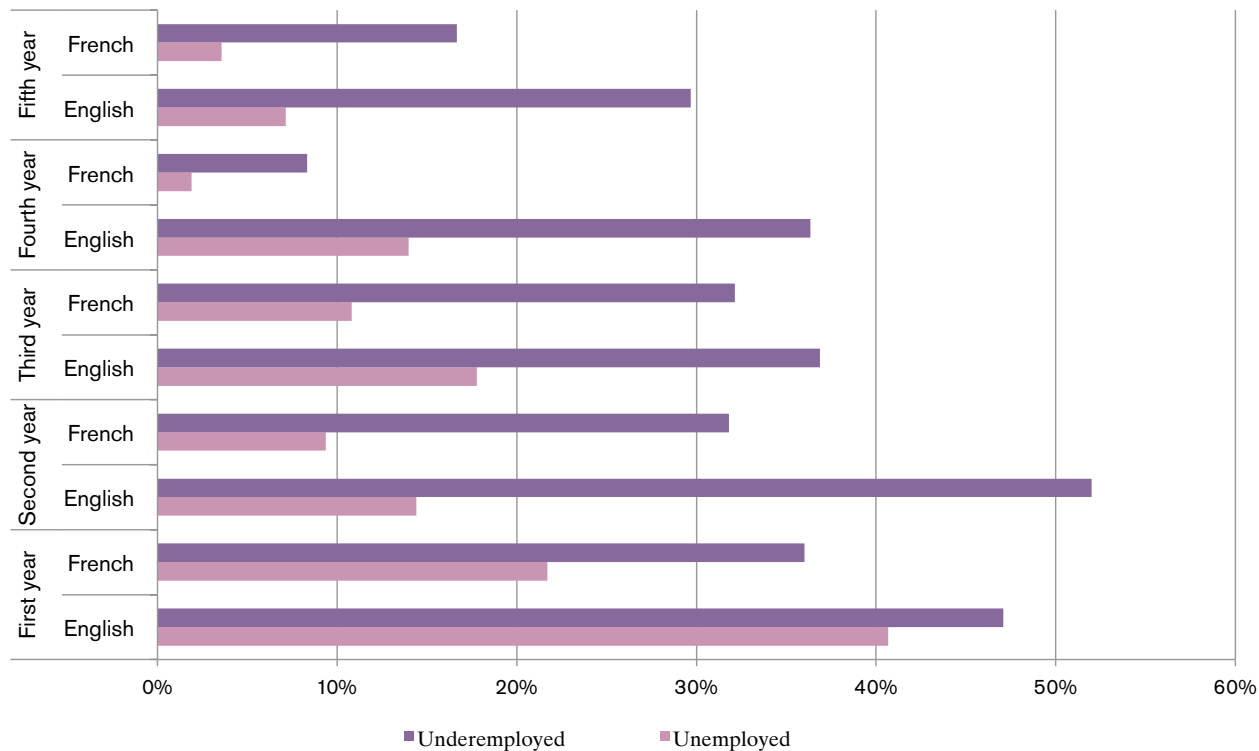
Despite the less positive job outcomes for French-language graduates over the past four years, these new Ontario teachers continue to report significantly lower unemployment and lower underemployment than their English-language program counterparts. However, their rate of regular teaching job contracts has fallen to about the same level as English-language teachers. French as a second language teachers report significantly less unemployment and more regular teaching jobs than graduates of French-language teaching programs.

### 2012 Job outcomes for French- and English-language teachers

	French-language program graduates	French as second language teachers	English-language teachers
Unemployed	22%	16%	42%
Underemployed	36	30	48
Regular contracts	25	39	23

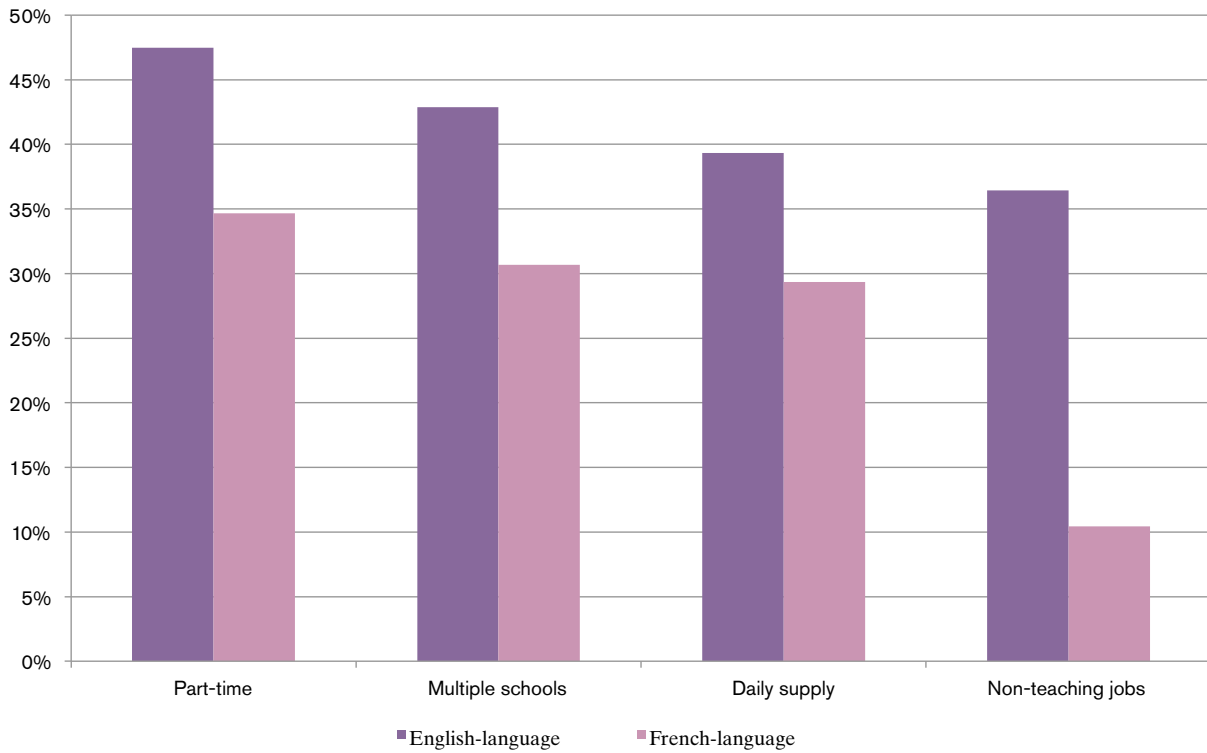
And higher proportions of the English-language program graduates are unemployed and underemployed than French-language program graduates, not just in the first year, but across the first five years of their careers.

Unemployment and underemployment in 2012 for French-language and English-language program graduates



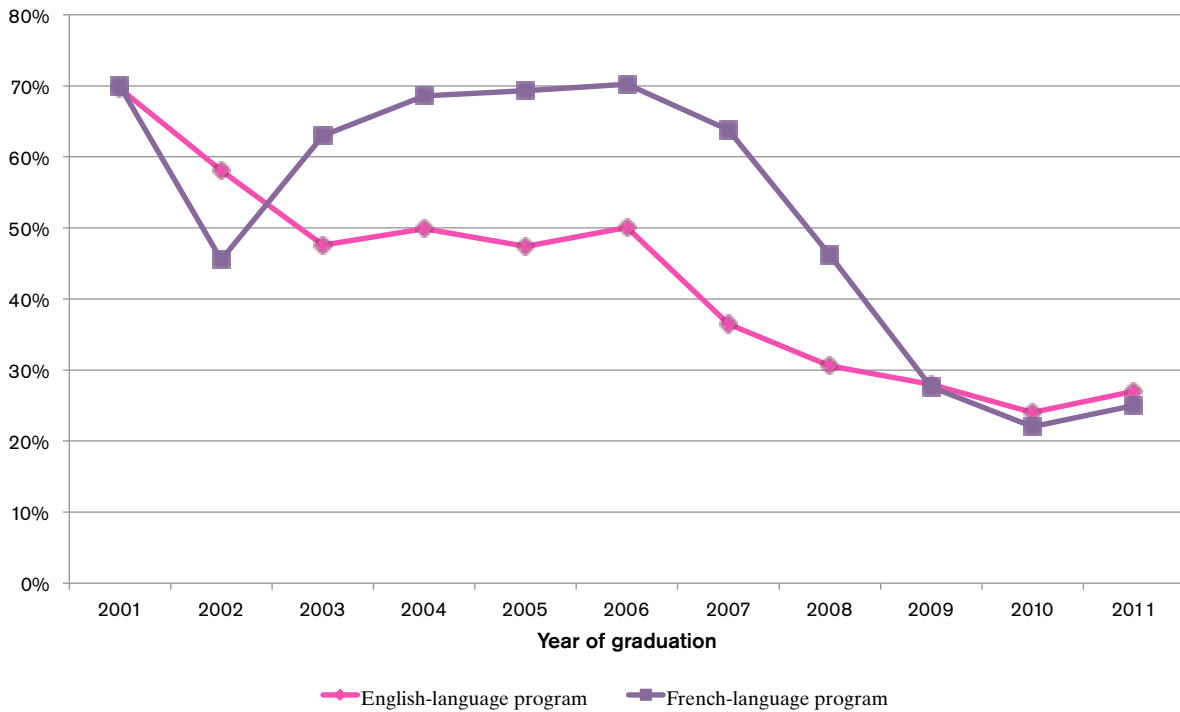
French-language program graduates also less frequently resort to part-time, multiple school and daily supply than their English-language program peers. And they do not resort to as much non-teaching employment.

Piecework measures for first-year English- and French-language program graduates



Fewer regular teaching positions are now available for French-language teachers who are increasingly relying more on long term occasional opportunities for the early years of their careers. But they also continue to have better success than English-language program graduates on these employment measures.

First-year teachers with regular teaching jobs by language of teacher education





Regular teaching contracts were fairly standard for first-year French-language program graduates until the 2007-2008 school year. Since then, regular job reports dropped from 65 per cent to just 25 per cent in 2011-12 and have been at about the same low level as English-language program graduates for the past three years.

### Where do French-language program graduates find teaching jobs?

The three in four (78 per cent) French-language program graduates of 2011 who succeeded in obtaining teaching employment in the 2011-12 school year found their opportunities across the province and beyond. Two in five of them report their jobs are in eastern Ontario. And one in six reported teaching jobs are outside Ontario.

Regular teaching job opportunities present a somewhat different distribution. Just one in four (26 per cent) of the regular appointments are in eastern Ontario.

#### Geographic distribution of employment and regular jobs — first-year teachers in 2011-2012 school year

Geographic Region	Share of total employed*	Share of regular teaching jobs*
Eastern Ontario	40% (31%)	26% (22%)
Outside Ontario	17 (12)	11 (13)
City of Toronto	11 (7)	11 (9)
Greater Toronto region	11 (6)	16 (13)
Northeastern Ontario	8 (20)	0 (17)
Southwestern Ontario	7 (16)	21 (26)
Central Ontario	4 (6)	11 (0)
Northwestern Ontario	3 (3)	5 (0)

\*Previous school year percentages in brackets for graduates of 2010

More than three in four of the French-language program graduates of 2011 who found teaching jobs in the province are employed in French-language public (29 per cent) or French-language Catholic (45 per cent) school boards or in both (three per cent). Publicly funded English-language school boards provided 18 per cent of Ontario teaching jobs and independent schools five per cent.

#### Employer distribution of employment and regular jobs in Ontario

Employer Type	Share of total employed	Share of total regular teaching jobs
French-language public	29% (27%)	41% (15%)
French-language Catholic	45 (47)	47 (50)
Independent schools	5 (2)	12 (5)
English-language public	13 (11)	0 (15)
English-language Catholic	5 (8)	0 (15)
Other**	3 (4)	0 (0)

\*Previous school year percentages in brackets for graduates of 2010

\*\*Teachers reporting “other” refer to French-language public and Catholic board as their employers.

### 3. Job search experience and volunteering

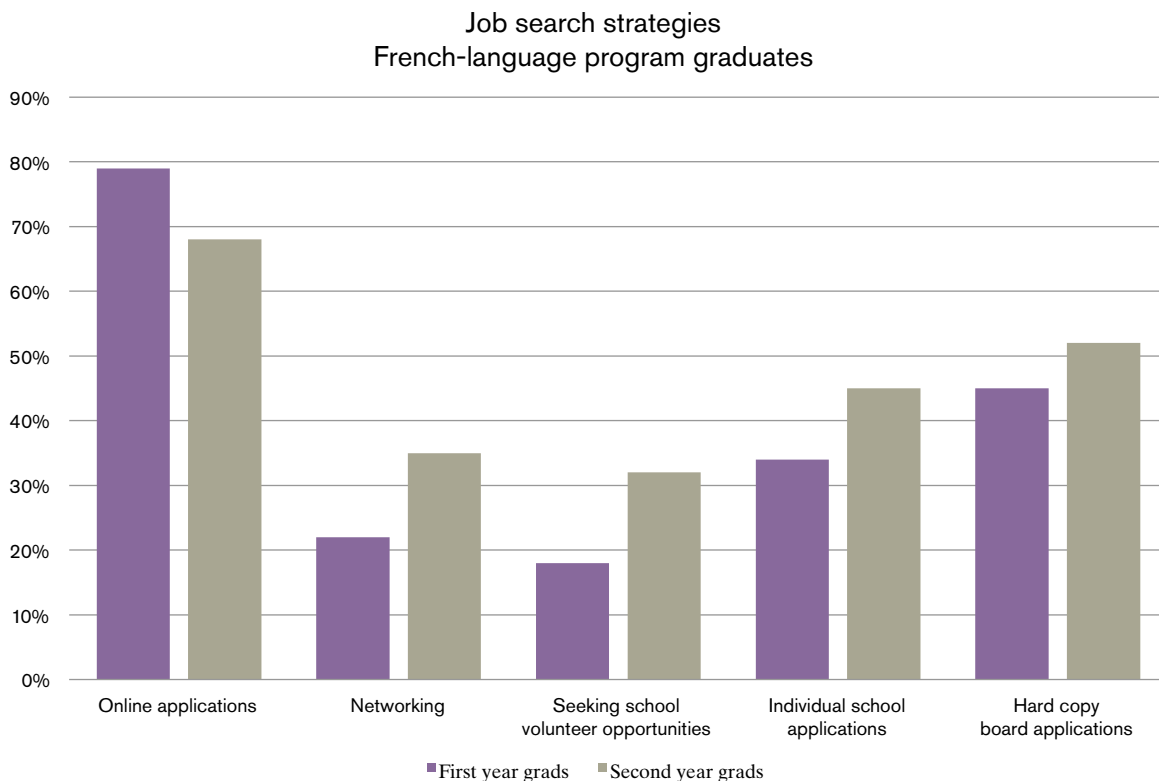
#### Multiple job search strategies the norm

French-language program graduates use multiple job search strategies in their efforts to secure teaching employment.

- Three in four new teachers use the standard on-line application process in place for most publicly funded school boards across the province.
- One in three supplements this process with active networking with teachers and school administrators.
- About one in four looks for school volunteer opportunities as an additional job strategy.
- And, despite many boards' policies to direct all applicants to use the formal on-line application process, about half of these new teachers also submit hard copy applications to school board offices and/or to individual schools.

*I have had no trouble at all finding a teaching job in the first year because I managed to get a job at the school where I did my internship.*

French-language program graduate of 2011,  
FSL long term occasional teacher in English-language school board in Toronto



Most graduates of French-language teacher education programs (91 per cent) apply to French-language school boards for teaching positions. And most of them (75 per cent) send applications to both French-language public and French-language Catholic school boards.

Many of these new teachers do not restrict their job searches only to Ontario French-language boards, however. About two in five (41 per cent) apply to Ontario English-language school boards, one in five (22 per cent) include Ontario independent schools in their job searches and almost one in three (31 per cent) apply to teaching positions outside Ontario.

The geographic reach of job searches is broad for most of these new graduates. Only one in six (17 per cent) confines their search to a single school board, almost half (49 per cent) apply to two or three school boards and the remaining one-third of them apply to four or more boards.

*I applied for teaching jobs across the province rather than only in the region where I live, to maximize my chances of getting a job*

French-language program graduate of 2011 with regular position in French-language school board, Eastern Ontario

More than two in five of them (43 per cent) apply to school boards in more than one region of the province and seven per cent of them apply only to schools outside Ontario. The majority of French-language graduates (60 per cent) apply for teaching positions in eastern Ontario. The City of Toronto is next in popularity at 38 per cent.

### First-year graduate applications by geographic region

Geographic Region	Applicants including region in search
Eastern Ontario	60%
City of Toronto	38
Greater Toronto region	35
Central Ontario	31
Southwestern Ontario	29
Northeastern Ontario	28
Northwestern Ontario	14
Outside Ontario	31

### Mixed reviews of school board hiring practices

A low majority of French-language program graduates of 2011 (54 per cent) report that they found school board employment application procedures to be generally clear and understandable. And one in three (34 per cent) report that they did not feel their applications were handled fairly.

Almost half of them (45 per cent) say they were not kept aware of the stage and status of their applications. One in three (35 per cent) say they could not easily find information on the availability of teaching jobs and 29 per cent say they were not well informed about how to get on supply teaching lists and on how being on supply lists relates to competitions for long term occasional and regular teaching positions.

*It's not easy to find a teaching position as most of the positions published on the web are usually designed for current supply teachers or others known by the school, so most of the time you go to interviews and they shortly call you to say that the position is already filled.*

2011 French-language program Junior-Intermediate graduate with regular position teaching FSL in Toronto

Reports on perceptions of hiring processes from the graduates of 2010 were similar to those expressed by the graduates of 2011.

## Making connections and positive impressions keys to successful job search

Most teachers who have success in finding some form of teaching job in their first year following teacher education attribute the success to multiple factors. The majority of them affirm the importance of the formal elements in the application process — the interview, references, portfolio and resume.

Getting to the interview stage is usually seen to depend on making connections and standing out from others. Being in the right place at the right time is ranked by most successful applicants as an important factor in job success. Connections made through the practicum, networking and previous employment or volunteering with the school or school board are all seen as important by many successful job applicants.

Factors contributing to job search success	% important or very important
Interview	76
References	74
Portfolio, resume	69
Right place at right time	61
Connection made through practicum	51
Networking	48
On-line applications	40
Persistent follow up	38
Hard copy applications to school board	38
Applications to individual schools	37
Able to relocate	37
Previous employment with school or board	36
Volunteering in a school	34
Family or personal connection	26

More than one in three report that geographic relocation was important in job success. And one in four attributes first-year job success in part to family or personal connections.

### Many graduates consider volunteering in schools

Many French-language program graduates of 2010 (55 per cent) and 2011 (59 per cent) report that they considered volunteering at a school as part of their job search strategy.

About one in four (26 per cent) of the 2010 graduates as well as one in five (22 per cent) of the graduates in 2011 followed through with volunteering in a classroom. Those who did not volunteer, for the most part, say that they found employment without needing to volunteer or that they could not afford to volunteer and not be in paid work. A small number were not able to find a school in which they would be welcomed to volunteer.

Volunteer time commitments vary widely, with many reporting substantial weekly commitments and for many months throughout the school year. Among the volunteers who graduated in 2011 three in five (60 per cent) did so for more than one month and 40 per cent for four or more months. Half of these volunteers contributed three or more hours of their time to volunteering each week.

Somewhat more first-year Intermediate-Senior certified teachers (26 per cent) volunteered than Junior-Intermediate (21 per cent) and Primary-Junior (21 per cent) teachers.

The French-language program graduates of 2010 report more extended volunteer commitments than the graduates of 2011. More than one in three of these teachers two years into their careers (38 per cent) report volunteering for a full school year.

Does volunteering improve job outcomes for new teachers?

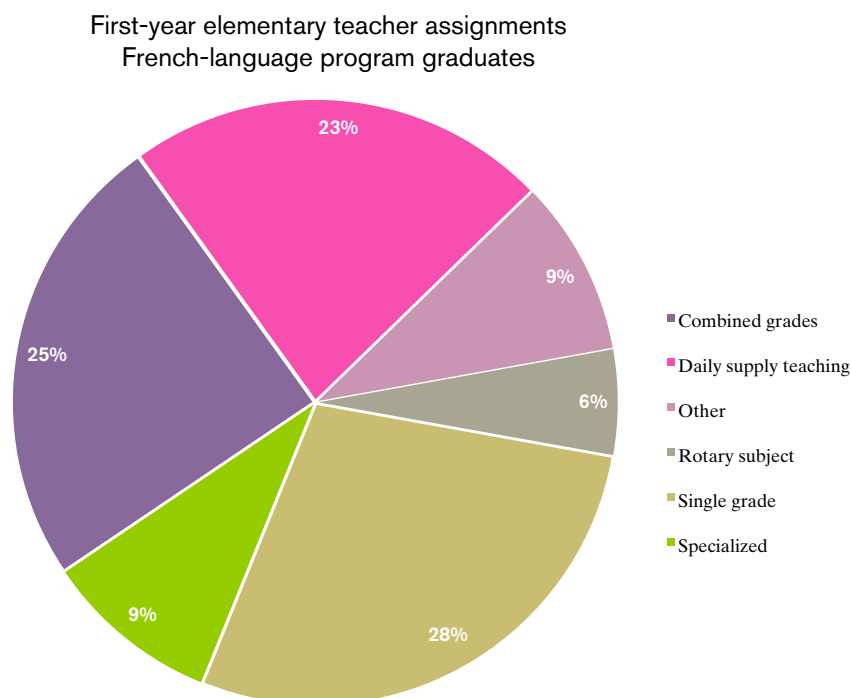
Many successful job seekers certainly believe the volunteer experiences to be important contributors to their job success. One third (34 per cent) of the graduates of 2011 and 30 per cent of those from 2010 view school volunteer roles as very important or important contributors to securing teaching jobs.

## 4. Teaching experience in the early career years

### Challenging teaching assignments for some first-year teachers

Among first-year French-language program graduates who secure elementary teaching assignments, more than two in five (45 per cent) say their first assignment was daily supply teaching. And almost one in four of them (23 per cent) continued with daily supply teaching at the end of the first school year.

Elementary teachers with regular or longer term contract assignments most frequently (28 per cent) teach single homeroom grades. One in four were assigned to combined grades, nine per cent taught specialized classes, six per cent rotary classes and the remainder a mix of assignments.



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

Among first-year teachers with secondary school teaching jobs, more than one in four (29 per cent) have four or more different course preparations and almost one in ten (nine per cent) say they have six or more course preparations.

### Mixed views on match of teacher qualifications and first-year assignments

Three in five of these French-language elementary teachers (59 per cent) consider their qualifications to be an excellent or good match to the assignments. One in four (25 per cent) of them report that the assignment is either not an adequate match or not a match at all to their qualifications.

Secondary teachers respondents present a less positive view of the match of their teacher qualifications and their assignments. Just under one-third (32 per cent) rate the match as excellent or good. And the same percentage says that their assignments did not match their teacher qualifications. Just over one third (36 per cent) say the match of assignment and qualifications was adequate.

Almost half (45 per cent) of employed teachers with Intermediate-Senior qualifications are teaching in elementary schools toward the end of the first year following graduation. Just six per cent of Primary-Junior certified teachers in their first year are teaching at the secondary level. Two in three (65 per cent) of employed Junior-Intermediate certified teachers with first-year teaching jobs are teaching in elementary schools 35 per cent are in secondary schools.

### Many view careers positively despite job market challenges

Among the French-language program graduates of 2011 who obtained some teacher employment in the 2011-12 school year, half rate their overall teaching experience as excellent (23 per cent) or good (28 per cent). One-third (34 per cent) evaluate the experience as adequate and 15 per cent as unsatisfactory or very unsatisfactory.

#### First-year teaching experience

Assessment area	excellent or good	unsatisfactory or very unsatisfactory
Confidence	61%	10%
Support from colleagues	56	11
Professional satisfaction	55	19
Preparedness	54	14
Overall teaching experience	51	15
Optimism for professional future	49	30
Appropriateness of assignment	42	16
Workload	36	22
Job security	29	34

A majority rate their sense of confidence, professional satisfaction and sense of preparedness positively. And they enjoy good or excellent support from their teacher colleagues. Many find their assignments to be appropriate, but more than one in five (22 per cent) find their workload unsatisfactory.

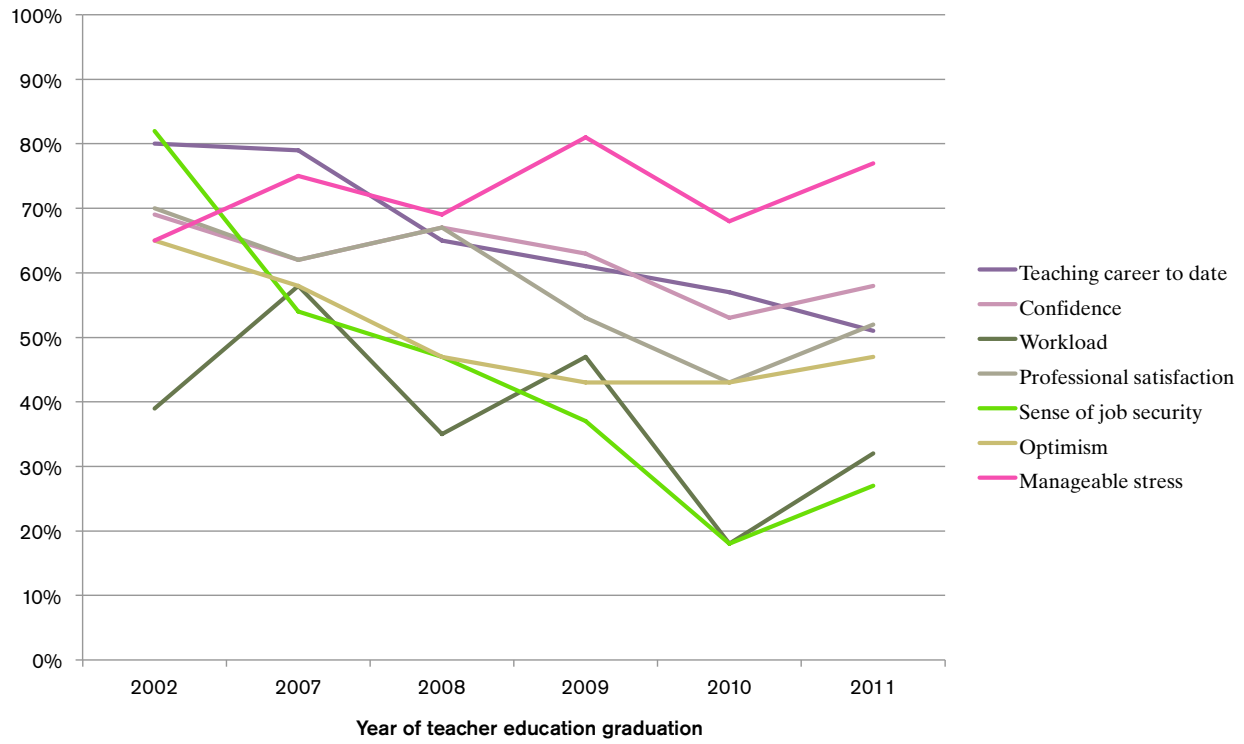
More of them have concerns about job security (34 per cent) than view job security positively (29 per cent). And almost one in three (30 per cent) of them are not optimistic about their professional futures.

Graduates of 2010 in their second year of teaching report assessments that are somewhat less positive about their experiences. Many of them say they are confident and well supported by colleagues. However, even more so than their first-year colleagues, they express concerns about job security, lowered professional satisfaction, more concern about the appropriateness of their assignments, less sense of preparedness for their teaching and more concern about workload.

French-language program graduates five and ten years into their careers provide a more positive view of their career experience than those who entered the profession over the past four years. Positive reports (“excellent” or “good” on a five point scale from “excellent” to “very unsatisfactory”) on teaching career to date, professional satisfaction, optimism and sense of job security are by far the majority report for the graduates of 2002 and 2007. Over the past four years, however, there is a downward trend on these key measures of career experience.

Workload assessments are less positive across all years. Teacher resilience is evident across all years in the majority expressing confidence in their teaching and also positive capacity for stress management.

Positive assessments by year of graduation  
 French-language program graduates





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

### More teacher education practicum high priority for change

Graduates of French-language teacher education programs in 2010 and 2011 value their practice teaching experience as a positive foundation for teaching. And they recommend that future teacher candidates have more supervised time in the classroom than they did.

#### 2011 French-language graduate ratings of their teacher education

Rating	Practice teaching	Education courses
Excellent	37% (27%*)	9% (5%)
Good	29 (41)	24 (14)
Adequate	26 (24)	31 (32)
Less than adequate	6 (5)	22 (30)
Unsatisfactory	2 (3)	14 (19)

\*2010 graduate ratings in brackets

More than two in three graduates of 2011 rate their practice teaching experience as excellent or good preparation for their teaching career. Just one in three, however, gives a positive evaluation for their teacher education course work, ratings well below those for the practicum. And this difference in ratings of practicum and courses in ratings widens further by the second year of the teaching career.

Not only do new teachers value the practice teaching they experience, they also identify more practice teaching time and more hands-on experience as high priorities to focus on for further strengthening of French-language teacher education.

Two of the four highest priorities for more emphasis identified by the graduates of 2011 relate to enhanced practicum — more practicum placement time and more time for the candidates to teach during the practicum. The other two highest priorities are also directed to practical hands-on teaching experience — classroom management and assessment, testing and evaluation.

## First-year teacher priorities for further emphasis in teacher education

Content area	highest priority	high priority
Classroom management	68	20
Assessment, testing, evaluation	41	37
Practicum placement time	39	35
Teaching time in the practicum	37	32
Report card preparation	36	29
Special education content	34	37
Observing experienced teaching	28	34
Reading and literacy content	28	34
Coaching and feedback during practicum	24	41
Parent-teacher communications	24	41
Teaching subject methodology and content	22	35
Combined grades practicum	22	32
Use of technology with students	21	29
Professional conduct and ethics	20	25
Daily supply teaching	16	36
French as second language	9	25
Foundations of education courses	9	21
Administrative routines	6	24
English as second language	1	11

More than two in three elementary teachers (70 per cent) and half of secondary teachers (50 per cent) say they are very well or well prepared for their assignments. Most others consider themselves adequately prepared. Very few (eight per cent) new elementary teachers report that they are not sufficiently prepared for their teaching assignments. Among secondary teachers, 14 per cent say they were insufficiently prepared for most of their secondary assignments.

Despite this somewhat positive assessment of their overall preparedness, about half of elementary and secondary (45 per cent of each) teachers say there is at least one area of their teaching in which they consider themselves not adequately prepared.

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

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

## First-year elementary and secondary teachers assessments of own competence

Competence area	Elementary — excellently or well prepared	Secondary — excellently or well prepared
Teaching outside my teaching subjects	–	14
Teaching applied secondary classes	–	39
Teaching academic secondary classes	–	52
Teaching combined grades*	21	–
Teaching students at risk	25	14
Teaching students with special needs	26	29
Communicating with parents	33	33
Finding classroom resources	41	52
Handling administrative routines	43	19
Assessment and evaluation	47	53
Adapting to different learning styles	50	53
Boundaries with students and parents	50	40
French as a second language*	50	–
Classroom management	55	43
Motivating students	55	43
Time management skills	59	57
Instructional strategies	61	62
Organization skills	63	71
Covering breadth of curriculum	65	48
Lesson planning	73	72
Curriculum knowledge	74	66
Subject knowledge	76	62

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

The self-assessed competence deficits of first-year teachers with jobs in secondary schools are similar in some respects to those in elementary schools. Secondary teachers also report being least well prepared for teaching students at risk and those with special needs. And like their elementary counterparts, they also view themselves as less well prepared for communicating with parents.

They report that they are less well prepared to teach classes in subject areas other than the one or two teaching subjects they completed in their teacher education programs. And they see themselves as less well prepared to teach applied than academic classes. Many of these secondary teachers also view themselves as less well prepared in classroom management, motivating students, handling administrative routines and on professional boundaries with students and parents.

Most first-year teachers describe themselves as well prepared in key teaching areas such as subject and curriculum knowledge, lesson planning and instructional strategies.

## **New Teacher Induction Program valued support to teachers in early years<sup>1</sup>**

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

Most French-language program first-year graduates (80 per cent) who report that they are in regular teaching positions in Ontario publicly funded school boards say they are in the NTIP as do almost one in three (29 per cent) of those in long term occasional positions. Among second-year teachers, 89 per cent of those who have regular appointments and 50 per cent of those with long term occasional appointments report they are in the NTIP.

The majority of first-year teachers in regular positions who are participating in the NTIP receive a school board orientation (85 per cent), mentoring by an experienced teacher (85 per cent) and a formal evaluation by their school principal (77 per cent). And about half (54 per cent) had an orientation to their individual schools.

Second-year NTIP participants in regular positions report high rates of involvement in the various components of the program, with 88 per cent having an orientation to their school board and having an experienced teacher mentor and all receiving a formal evaluation by their school principal. Half of them report being oriented to their individual schools.

Long term occasional teachers in the NTIP report less engagement in the different aspects of the program. About half (54 per cent) of first-year and second-year NTIP-participating teachers with LTO contracts are mentored by an experienced teacher and received a formal orientation to their school board, with 45 per cent of them reporting they were formally evaluated by their principal.

Performance appraisals are not required of long term occasional teachers. Timing and duration of long term occasional appointments may also explain some of the lower intensity of program participation as many of the LTO teachers are appointed for shorter durations and at later stages of the school year.

Professional development in some key areas identified as NTIP elements is also common for most NTIP participants. All teachers with regular appointments participated in one or more designated professional development content areas and 25 per cent of those with long term occasional appointments received no professional development in the recommended areas.

---

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

1. New Teacher - a teacher certified by the Ontario College of Teachers hired into a permanent position, full-time or part-time, by a publicly funded school board to begin teaching for the first time in Ontario. A teacher is considered "new" until he/she successfully completes the NTIP or when 24 months have elapsed since the date on which he/she first began to teach for a board.
2. Beginning Long-Term Occasional Teacher - a certified teacher in his/her first long term assignment, with that assignment being 97 or more consecutive days as a substitute for the same teacher.
3. Beginning Full-time Continuing Education Teacher - a certified teacher who is teaching two secondary credit courses per quad x four quads per year in a given school year in an adult day school.
4. Second-year Teacher - a certified teacher who has successfully completed NTIP and is still accessing NTIP supports.

## First-year NTIP-participant professional development

PD area	Regular appointments	LTO appointments
Planning, assessment and evaluation	85%	25%
Classroom management	62	12
Literacy and numeracy strategies	46	38
Use of technology	46	38
Teaching students with special needs	41	0
Student success	31	12
Safe schools	15	0
Effective parent communication	0	0
None of the above	0	25

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

Many first-year teachers in the NTIP give a positive rating (“very helpful” or “helpful”) to most of the assistance they received with a wide range of practical day-to-day teaching responsibilities. Few assign a negative rating (“somewhat unhelpful” or “not at all helpful”) to these types of assistance.

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

Type of assistance	Positive rating	Negative rating	Not applicable
Finding good teaching resources	71%	8%	4%
Observation of other teachers' practices	59	0	29
Help with report card preparation	54	8	12
Mentoring on classroom management	51	8	38
Mentoring on instructional methods	50	4	42
Information on administrative matters	50	8	17
Advice on helping individual students	46	4	29
Preparing for parent communication	41	8	29
Mentoring on student evaluation	41	21	29
Feedback from mentor on my teaching	37	8	54
Observation of my mentor's teaching	37	4	50
Curriculum planning with my mentor	37	8	42

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

- most NTIP participants in regular positions report that no experienced teacher (their mentor or another teacher) observed them in their classrooms (63 per cent) or that this happened less than one hour per month (17 per cent) and
- the majority also report that they had no opportunity (50 per cent) to observe another teacher's teaching practice (mentor or other teacher) or that such opportunities were less than one hour per month (12 per cent).

## Many engaged in some professional development

The majority of the French-language program graduates of 2011 (60 per cent) and 2010 (63 per cent) teaching in Ontario in the 2011-12 school year are engaged in some form of professional development.

Collaborative learning is the most common form of professional development for these first- and second-year teachers with more than one in three of them engaging in collaborative learning in their schools. About one in three first- and second-year teachers are supported by a mentor. Although formal course participation in the first year after graduation is infrequent, this form of professional development rises to more than one in three teachers in the second year.

### New teacher engagement in professional development\*

Nature of professional development	2011 graduates	2010 graduates
Collaborative learning in my school	37%	31%
Being supported by a mentor	32	31
Participating in formal courses	13	35
Collaborative learning beyond my school	19	22
Participating in school self-evaluation	19	29
Undertaking action research	18	13
Engaging with subject or specialist associations	20	10

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

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

### High priority areas for further professional development

Professional development area	2011 graduates	2010 graduates
Classroom management	85%	78%
Evaluation and assessment	81	77
Lesson planning	80	74
Instructional strategies	79	84
Observation and feedback on my teaching practice	72	64
Broad curriculum planning	69	74
More knowledge of school procedures and expectations	63	52
Communicating with parents	63	58
Integration of technology	60	71
Further teaching subject knowledge	56	81

\*% rating area as highest priority or high priority

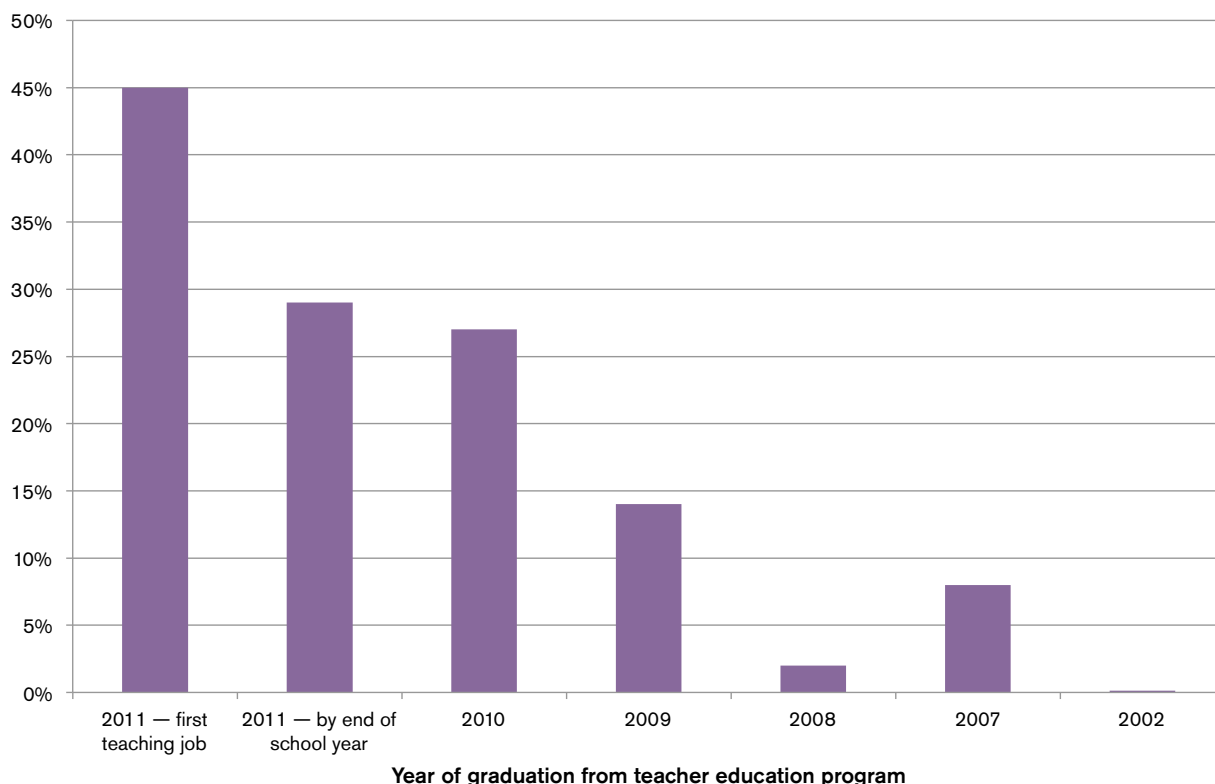
These priorities correspond to some of their recommendations on further emphasis needed in teacher education programs.

## 6. Daily supply teaching

### More new teachers limited to daily supply roles for longer time

Daily supply teaching is now a significant part of the first three years of teaching careers for many French-language program graduates. Almost half of them are in daily supply roles as their first teaching job and more than one in four continue as supply teachers throughout the first and second years of their careers. And one in seven of them are doing daily supply even in their third year of teaching.

Daily supply teaching in 2011-2012  
French-language teacher education programs



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

Far more common, however, are negative reports about the experience of daily supply teaching. Almost all (86 per cent first-year, 100 per cent second- and third-year) of these French-language program graduates who are supplying in the first three years of their teaching careers teach in more than one school. The majority (73, 86 and 100 per cent respectively) also describe themselves as underemployed. Whether in their first, second or third year of teaching, these supply teachers want to teach more than they were assigned through supply lists.

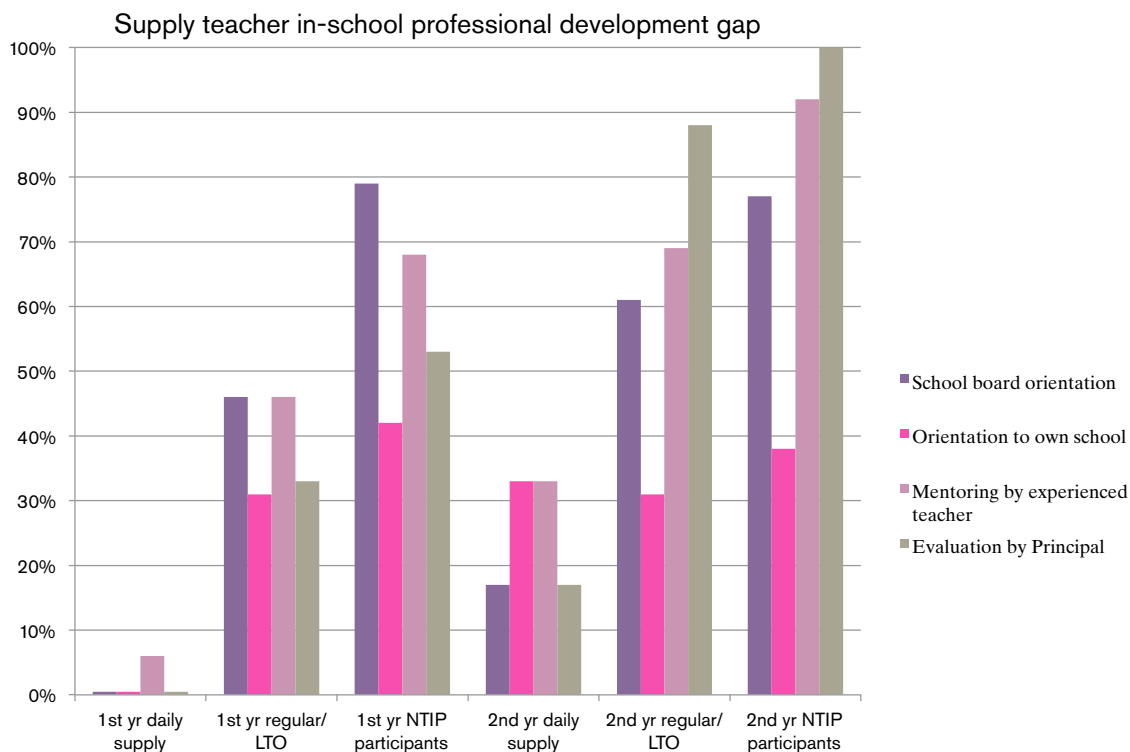
## School-based professional development gap for daily supply teachers

In addition to the financial hardship experienced by many daily supply teachers, there is a significant gap between their professional development support and what is available to their more fortunate colleagues who secure regular or long term occasional positions earlier in their careers. This appears to result from a combination of lack of opportunity and resources available to them.

### Professional development gap for daily supply teachers in Ontario

Nature of professional development	2011 graduates	
	Daily supply	Other*
Participating in formal courses	5%	21%
Collaborative learning in my school	5	34
Collaborative learning beyond my school	5	34
Being supported by a mentor	10	44
Engaging with subject or specialist associations	5	28
Participating in school self-evaluation	5	26
Undertaking action research	15	21

\*Regular or long term occasional positions



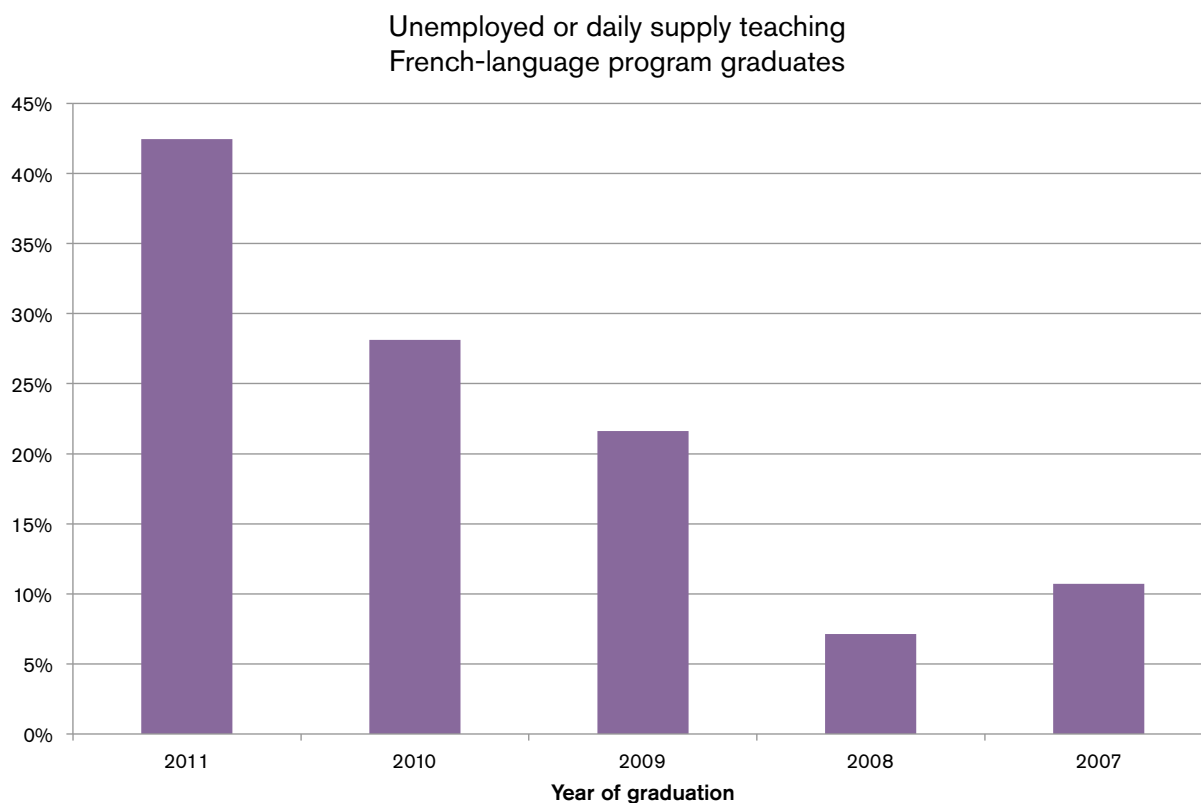
The gap is evident across the full range of in-school and outside-of-school professional development. They report much lower levels of involvement in school-based professional development such as in-school collaborative learning and school self-evaluations. Fewer of them take formal courses, engage with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



The gaps are also substantial in access to school and school board orientation, principal evaluations and mentoring by experienced teachers in their schools. Daily supply teachers are almost completely denied access to these supports in the first year and, by the second year, daily supply teachers are provided far less access than teachers with regular or long term occasional appointments. The gaps are even more substantial when daily supply teachers are compared with teachers in the NTIP in each year.

As well as these gaps for daily supply teachers, the growing numbers of French-language graduates who are completely unemployed in the early years face an even greater professional development deficit — they are not in teaching positions and generally do not have access to even the in-school supports available to the daily supply teachers.

More than two in five (42 per cent) French-language teacher education graduates of 2011 who were in the job market were either unemployed or in daily supply teaching in the 2011-12 school year, as were more than one in four (28 per cent) of the graduates of 2010 and more than one in five (22 per cent) of the graduates of 2009 in the second and third years of their careers.



## 7. Career plans and attachment to the profession

### **French-language graduates are committed to teaching profession**

French-language program graduates in Ontario who joined the profession during the recently more difficult employment market generally remain committed to their careers despite the challenges some of them experience in achieving full employment. Looking ahead five years, most (81 to 89 per cent) of the graduates of 2007 through 2011 say they will definitely or probably still be in the teaching profession then. And only two to seven per cent in each year say they definitely or probably will not be teaching.

Even among the teachers who report that they are completely unemployed, commitment to the profession is high. Among this subset, 87 per cent of first-year unemployed teachers say they definitely or probably will be teachers five years in the future. And only three per cent of them say they will not or probably will not be teaching by then. The rest say they do not know whether they will be teaching five years down the road.

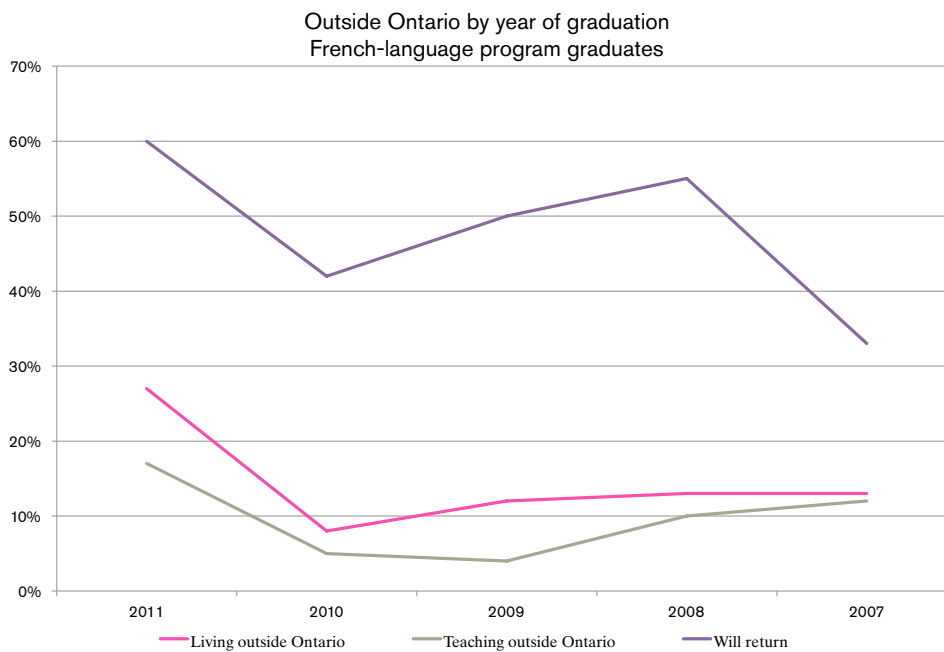
The motivation to enter and to continue with the profession is both broad and deep. The top driver is the opportunity to make a positive difference for the lives of their students. Most of them are also motivated by a desire to share with others subject matter that they enjoy. A third tier purpose is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

All three types of motivation are evident in responses of each group of teachers in their first through tenth years in the profession. Material rewards rise in importance to approach, but not exceed, the other motivators over time in the profession. The satisfaction gained in teaching appears to sustain a long term commitment for most of this new generation of Ontario teachers. Most (83 per cent) of the graduates of 2002 also say they will still be members of the profession five years in the future.

This new generation of teachers includes members committed to leadership in the profession. More than one in three (36 per cent) first-year teachers surveyed in 2012 say they aspire to mentoring, coaching or some other form of leadership during their teaching careers. French-language program graduates surveyed in their second through fifth years of teaching ranged from 30 to 40 per cent commitment to mentoring. From 18 to 30 per cent of the each survey group also say they hope to take on a role of vice-principal or other administrative position at some point in their careers.

### **Majority who teach elsewhere plan to return to Ontario**

More than one in four (27 per cent) of the graduates of 2011 lived outside Ontario at the time of graduation. And one in six (17 per cent) of those who found jobs in 2011-2012 did so outside the province. Fewer of the graduates of earlier years were living and working outside Ontario. Three in five of the 2011 graduates who are teaching outside the province, or who plan to do so, say they will return to Ontario. Somewhat lower, but substantial, percentages of the graduates of earlier years who are still outside Ontario also plan eventually to return.

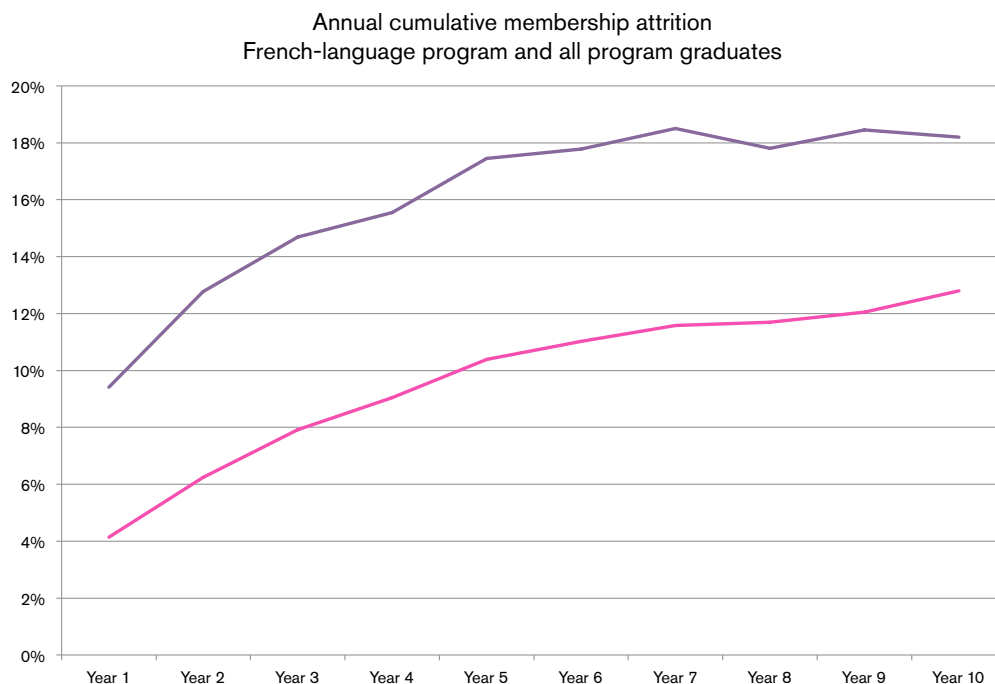


### Higher membership attrition rate for French-language program graduates

Data on overall membership renewals at the Ontario College of Teachers shows that, although there has been some increase in early career teachers leaving the profession in the province since the start of the current oversupply of the education job market in the middle of the last decade, teacher retention remains relatively high in Ontario.

Teachers who move elsewhere may well continue to teach in another jurisdiction while not renewing their teaching licenses in Ontario. For this reason, the rates at which Ontario teachers leave the teaching profession entirely in the early years of their careers is likely lower than the numbers that follow. However, these individuals who drop their membership in the Ontario College of Teachers are not surveyed. Accordingly, there are French-language graduates who leave the province in addition to the numbers identified through the surveys.

Almost one in 10 of the French-language program graduates fail to renew their College membership in the first year. This rises to about one in eight by year two and to one in six by year five, and with little further net attrition in the early career years thereafter. This rate of early career attrition for French-language program graduates is considerably higher than attrition among English-language graduates as evident in the chart below.



## 8. Conclusion

It is now well established that French-language program graduates of the past four years have faced a more challenging teacher employment market than graduates of earlier years. Each year the newly licensed French-language program graduates have less success with job searches than those of the preceding years.

The long established teacher surplus in the Ontario English-language teaching market has widened to include French-language program graduates.

Despite the increased unemployment and underemployment facing many French-language program graduates, most of them are determined to continue their teaching careers. Although a significant percentage of them look outside the province for teaching jobs, the majority of those who do so see this as an interim measure. They plan to return to the province to teach here when they can. Others sustain themselves in alternative employment waiting for an opportunity for full employment in teaching.

The higher rate of lapsed Ontario College of Teachers membership among French-language graduates ameliorates the overcrowding of the French-language teaching market in Ontario.

## 9. Methodology

### **Purposes and sponsorship of study**

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

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

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

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

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

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

### **Survey design and delivery**

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

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

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

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

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

The surveys are web-based using a platform, Fluid Surveys, available through the Canadian survey software company Chide.it. Web-based surveys on professionally relevant survey questions are highly appropriate for this population. Most teachers have access to computers and they routinely maintain the currency of their e-mail addresses with the College. Many initially applied on-line to become members. The majority of them receive electronic newsletters from the College and many communicate electronically with the College on routine matters relating to their membership.

### **Sampling and survey administration**

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

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

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

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

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

### **Response rates and margins of error**

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

The French-language program graduates invited to participate in the survey included 1,628 individuals across the six surveys that included them. Completed returns from these graduates were 314 surveys for an average return rate of 19 per cent. Return rates for the six individual surveys ranged 14 to 24 per cent.

The results for the surveys as a whole are considered accurate within 5 per cent, and the survey of first-year graduates within 8 per cent, 19 times out of 20. Given the relatively low returns for years two through five, margins of error for individual surveys are high and range from 11 to 17 per cent. Despite the low returns and high margins of error, the findings are consistent with trends found in surveys of the parallel groups over the past three years. Nevertheless, the findings for individual years two through five should be treated as tentative when considered in isolation from the overall survey group in 2012 and from the trends found in earlier years.

Survey group	Responses	Response rate	Margin of error*
All groups	314	19%	5.0%
2011 graduates	116	21	8.1
2010 graduates	37	16	14.8
2009 graduates	43	20	13.4
2008 graduates	60	24	11.1
2007 graduates	28	14	17.2
2002 graduates	30	18	16.3

\* Survey result accuracy range, 19 times out of 20

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

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

## 10. Demographics

Survey returns are generally representative of the populations of French-language program graduates registered with the College.

The survey respondents have the following demographic profiles:

### Ontario Teaching Qualifications

Primary-Junior	45%
Junior-Intermediate	26
Intermediate-Senior	28
Technological Education	1

### Gender

Female	68%
Male	32

### Teaching career

First career	58%
Second career	42

### Internationally educated

Obtained teaching degree in another country prior to Ontario B.Ed. degree	6 %
---	-----

### Age range by year of teacher education graduation

	2011	2010	2009	2008	2007	2002
18 – 24	18%	14%	5%	0%	0%	0%
25 – 34	30	42	53	50	75	27
35 – 44	28	31	16	28	11	47
45 – 54	21	3	14	20	27	17
55 – 64	2	8	9	2	7	10



## 11. Glossary of terms

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

**English-language program graduates** — graduates of Brock University, Lakehead University, Laurentian University, Nipissing University, OISE-University of Toronto, Queen’s University, Trent University, University of Ontario Institute of Technology, University of Ottawa, University of Western Ontario, University of Windsor, Wilfrid Laurier University and York University English-language teacher education programs

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

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

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

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

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

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

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

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

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

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

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

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





More than half of the graduates of Ontario's French-language teacher education programs in 2011 faced underemployment or unemployment in the 2011-2012 school year.

With job queues lengthening for French-language teaching jobs in Ontario, just one in four French-language program graduates now finds a regular teaching job in their first year. This compares with a two-thirds success rate just four years previous.

One in seven of these new teachers now leave the province to begin their professional careers.



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario

For additional information:  
Ontario College of Teachers  
101 Bloor St. West  
Toronto ON M5S 0A1

Telephone: 416-961-8800  
Fax: 416-961-8822  
Toll-free in Ontario: 1-888-534-2222  
Email: [info@oct.ca](mailto:info@oct.ca)  
[www.oct.ca](http://www.oct.ca)