

Transition to Teaching 2015

French-language education program graduates



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

Transition to Teaching 2015

French-language education program graduates start to regain high-demand status in Ontario

This is a supplement to the main *Transition to Teaching 2015* report available on the Ontario College of Teachers website.

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1. Executive summary

The five-year-long surplus of French-language initial teacher education program graduates¹ is at an end. Surveys in spring 2015 found, after five years of disappointing job outcomes, that unemployment in Ontario is once again at negligible levels and that most of these French-language teachers are content with the volume of teaching employment they get in their first year.

Unemployment among Ontario-resident first-year teachers has fallen from the recent high of 18 per cent in 2012 to just four per cent in 2015. And only one in eight of them (13 per cent) say they had some teaching employment but consider themselves to be underemployed, down from 37 per cent underemployment back in 2012.

Job outcomes are not nearly so positive for the more than one in three graduates from these programs not residing in Ontario. Taking these newly licensed first-year teachers into account, overall unemployment now stands at 12 per cent and underemployment at 17 per cent. Nonetheless, these are markedly improved overall rates — down from the 22 per cent unemployment and 33 per cent underemployment reported in 2012.

Job success for French-language program graduates is evident across the province. More than four in five first-year teachers in eastern Ontario, in northern Ontario and in other regions combined say they were fully employed in the 2014-2015 school year.

Almost one in three Ontario-resident teachers gain permanent teaching contracts by the end of the first school year, with another more than one-third reporting long term occasional (LTO) positions of 97 days or longer duration. For those who supply teach for some or all of their first year in the profession, two-thirds are assigned four to five days per week. By the end of the second year, two in three of the Ontario-resident graduates from these programs now report permanent teaching jobs.

Some legacy persists from the French-language market over-supply of recent years. One in three Ontario first-year teachers report piecework teaching. Toward the end of the first school year, these French-language program grads are still on daily supply lists, teach part-time, and/or they teach in multiple schools. And more than one in 10 of them continue on supply rosters through their second and third years in the profession.

Unemployment rates in Ontario are low across the divisions, but Intermediate-Senior qualified French-language program grads have a much higher rate of underemployment. This drops their full employment level to under two in three compared with the nine in ten full employment rate reported by Primary-Junior and four in five by Junior - Intermediate respondents.

One in eight French-language program graduates fail to renew their Ontario teaching licences after one year and more than one in five do so by the fifth year following initial certification. This early-career loss rate has accelerated in recent years and is much higher than rates of loss among English-language program graduates.

¹ Except where otherwise noted, survey findings throughout this report refer to responses of the graduates of the French-language initial teacher education programs at Laurentian University and the University of Ottawa.

Four in five French-language program graduates licensed in 2014 with Ontario teaching jobs were hired by the province's French-language Catholic or public schools. The English-language Catholic and public schools hired one in six and the remainder teach in provincial (Section 68) programs or in independent schools.

Both English-language and French-language teacher employment markets improved markedly in 2015. And even as these job markets improve, French-language program graduates continue to fare much better than their English-language program peers. Their unemployment rates are far below those experienced by English-language teachers. Permanent jobs are acquired much earlier by French-language program graduates.

The French as a second language (FSL) teacher job market, which draws some of the graduates of French-language programs, also strongly outperforms the English-language job market. The unemployment rate for FSL-qualified teachers also plummeted — down from 17 per cent in 2013 to just three per cent in 2015.

Many French-language program graduates apply to several school boards and to different regions of the province. One in five look outside Ontario for teaching jobs. Nine in

10 apply to the Ontario French-language school systems and almost half to both public and Catholic French-language boards. One in three applies to English-language school boards as well. And only one in 20 applies to independent schools. Just two per cent included First Nations schools in their job searches.

The majority of new teachers say they are well prepared, confident, supported by colleagues and professionally satisfied with their teaching assignments. Increasingly optimistic about their professional futures, many nevertheless are insecure in their current teaching jobs.

Recent graduates support changes to initial teacher education consistent with key elements of the enhanced program that started in Ontario in 2015. They place high priority on extending the teaching practicum and call for more emphasis on classroom management, differentiated instruction, students with special needs and adapting the curriculum to diverse learners.

Many teachers in permanent and LTO jobs engage in significant and varied professional development. They highly value the New Teacher Induction Program (NTIP). Teachers in daily supply teaching roles report limited access to in-school professional development and mentoring.

2. Employment outcomes

Surplus years at an end for Ontario French-language education program graduates

For a third consecutive year, the overall unemployment rate decreased for newly licensed teachers who graduated from Ontario's French-language initial teacher education programs. Underemployment also declined in 2015, improving to more than seven in 10 the success rate in achieving full employment² in the first school year following licensing.

The College's spring 2015 survey found one in eight (12 per cent) of these first-year teachers

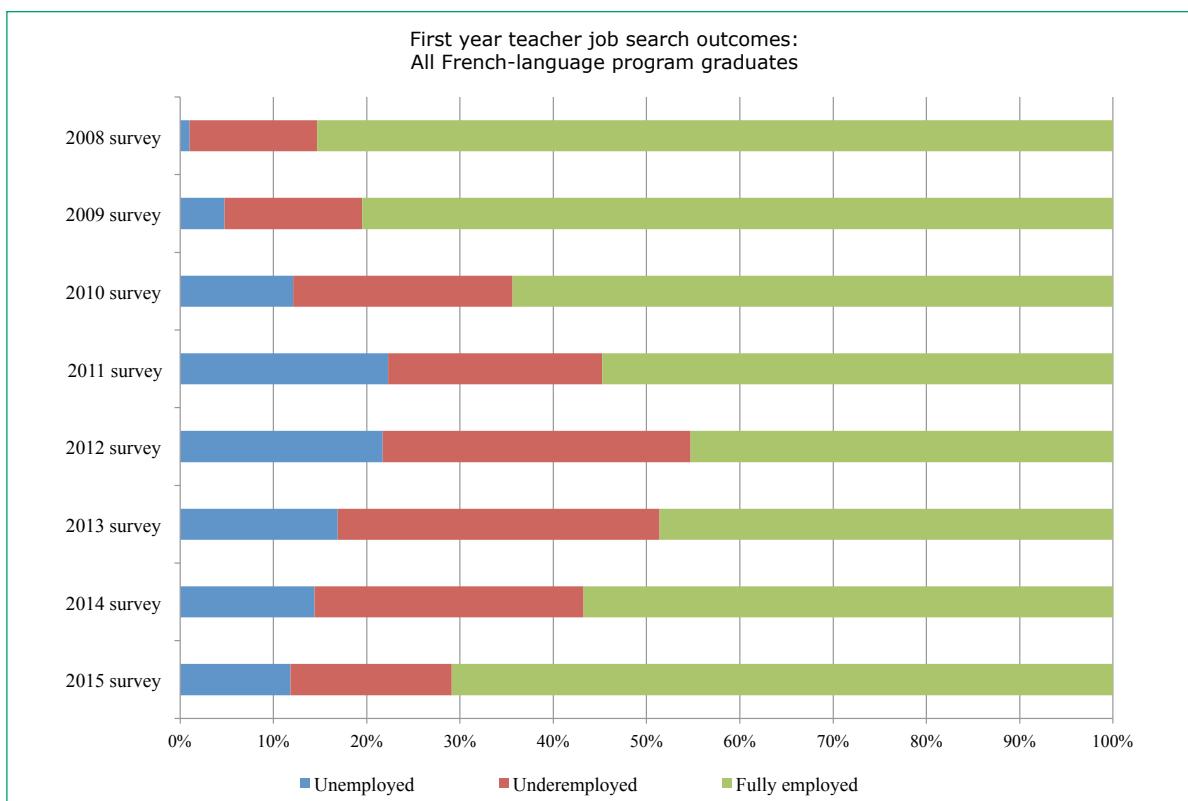
² "Full employment" is a self-assessed status of all teachers who report they are employed and secured as much teaching as they wanted throughout the school year. They may be part-time or full-time and may be in daily supply, LTO or permanent teaching contracts.

unemployed, down sharply from the high of 22 per cent back in 2012.³ Underemployment declined to 17 per cent, less than half the peak 35 per cent rate reported in 2013. (See chart, below.)

More than one in three (38 per cent) of these newly licensed teachers, however, were resident in other provinces (mainly Quebec) or in another country. And the Ontario-resident teachers report much better first-year employment outcomes than those residing elsewhere.

I had it easy during my job search in the first year as a teacher. Through

³ Unemployed graduates are those who look for teaching jobs but are unsuccessful finding any work as teachers, including no daily supply teaching.



contacts, I found a job in southwestern Ontario in French immersion. However, I have decided to return next year to eastern Ontario hoping to find a job within a reasonable time. I believe that there are ways to find a full time job if one is willing to move.

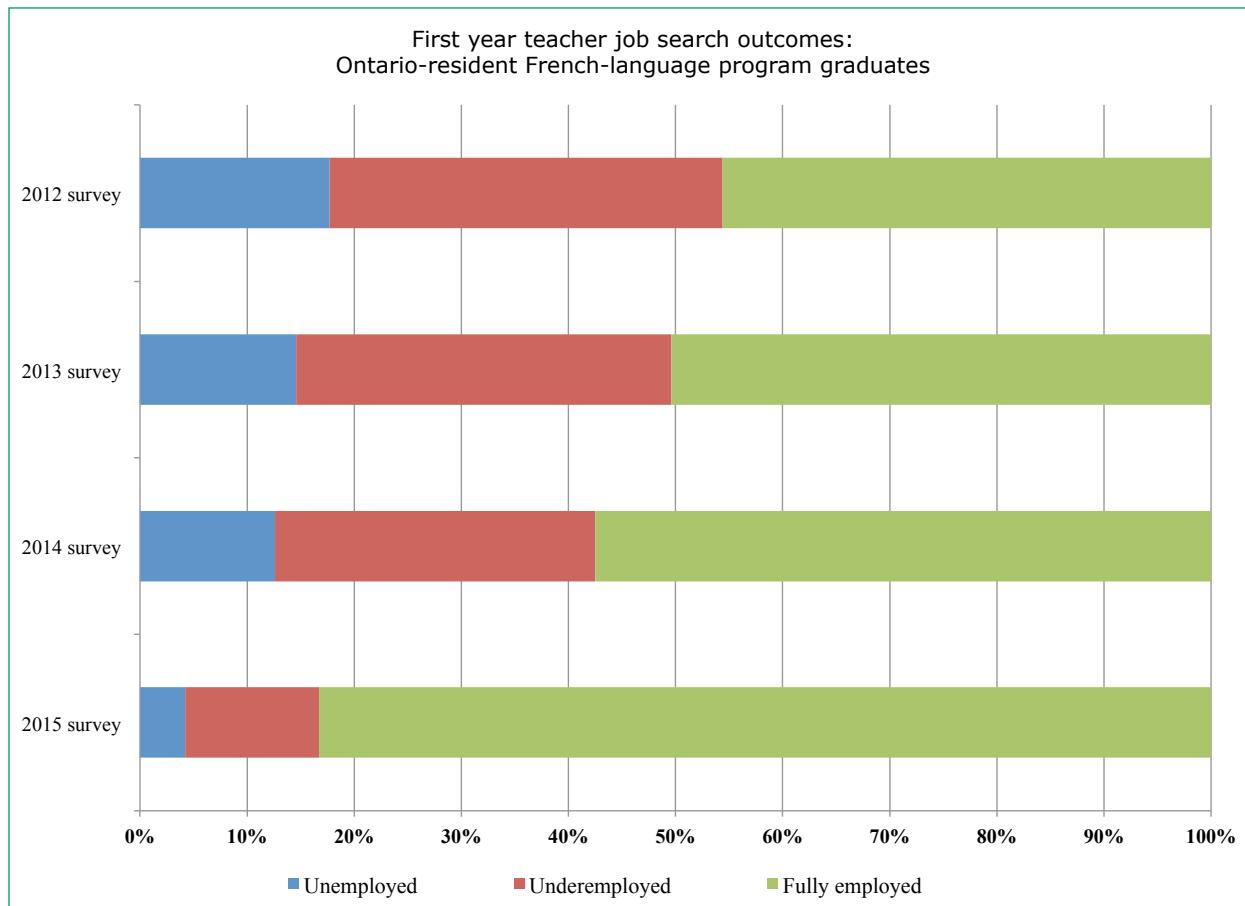
2014 primary-junior French-language program graduate with LTO FSL contract in southwestern Ontario

The improvement in the Ontario employment market is striking. Since 2012, unemployment fell from 18 to just four per cent in 2015, and underemployment is down from 37 to 13 per cent. Just four years ago, less than half of new French-language program graduates in Ontario could find full time employment the

first year following licensure. Our 2015 survey found that five in six now achieve this full employment objective in the first year. ([See chart, below.](#))

Half (51 per cent) of all French-language graduates reporting some measure of job success in the first year start their careers with daily supply teaching. By school year end, fewer than one in five (18 per cent) are still supply teaching.⁴ At year end, more than half (54 per cent) held limited term contracts and the remaining 29 per cent had gained permanent teaching contracts.

⁴ Among the Ontario-resident sub-group, 48 per cent started with supply teaching and just 15 per cent were continuing in this type of role at school year end.



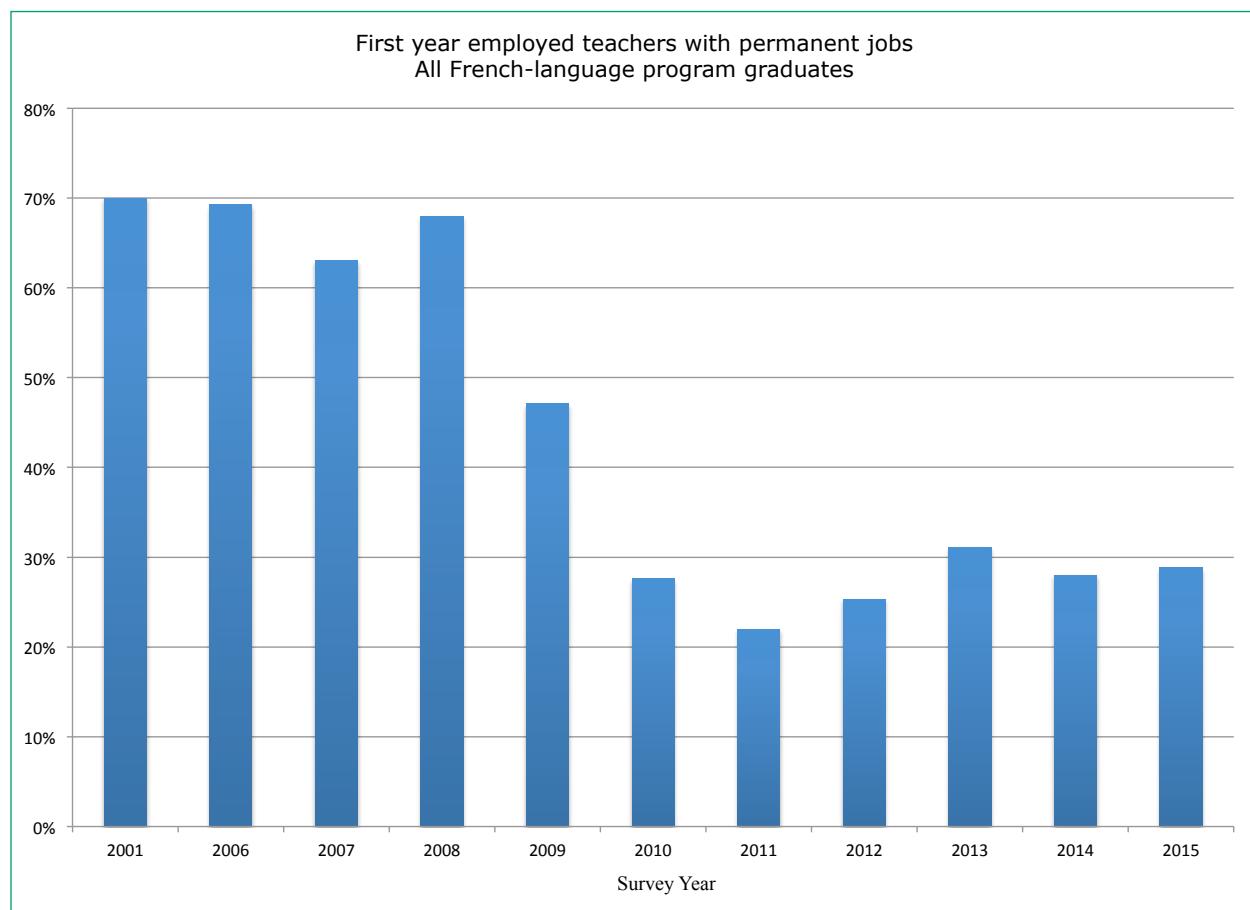
I had a job directly after obtaining my degree. I did not need to do supply teaching.

2014 Primary-Junior graduate
with full-time permanent contract
with French-language board
eastern Ontario

The first-year permanent job rate for all graduates remains far below the 63 to 70 per cent rates reported throughout most of the last decade and as recently as the 2008 survey. (See chart, below.)

Job success up sharply across Ontario

French-language program graduates report significant year over year job gains across the various regions of the province. In sharp contrast with last year's surveys, it is the graduates who are resident outside the province in 2015 who report more challenges securing first-year teaching jobs. (See table on next page.)



Job outcomes in 2015 by region of residence

Job Outcomes	Eastern Ontario	Northern Ontario	Other Ontario	Outside Ontario
Unemployed	3 % (9 %)	7 % (14 %)	4 % (17 %)	32 % (21 %)
Underemployed	15 (39)	14 (29)	8 (22)	26 (25)
Fully employed	82 (52)	79 (57)	88 (61)	42 (54)

*percentages in brackets indicate 2014 comparators

I believe I am lucky to have been located near where jobs are available. In the north, where I am originally from, one needs to wait longer on supply lists.

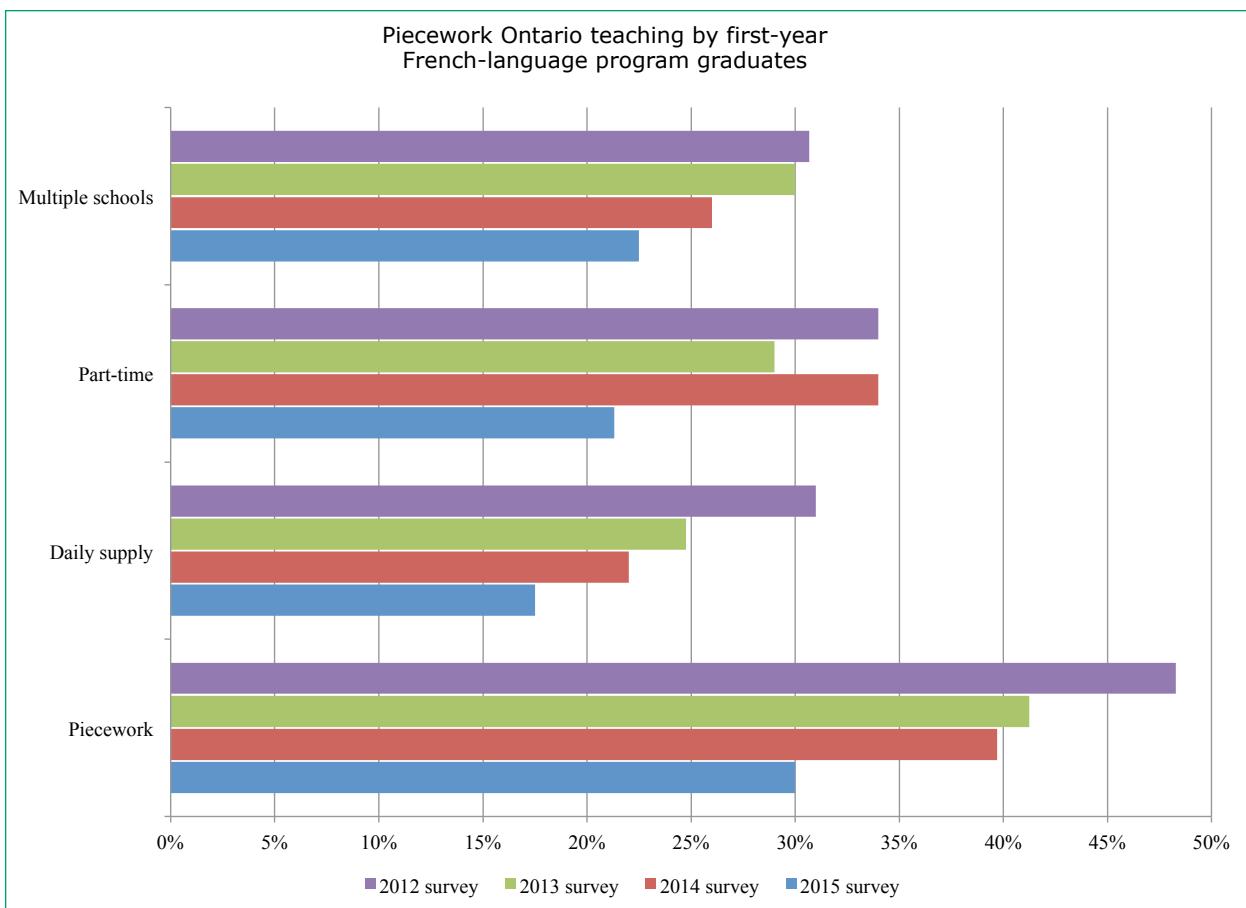
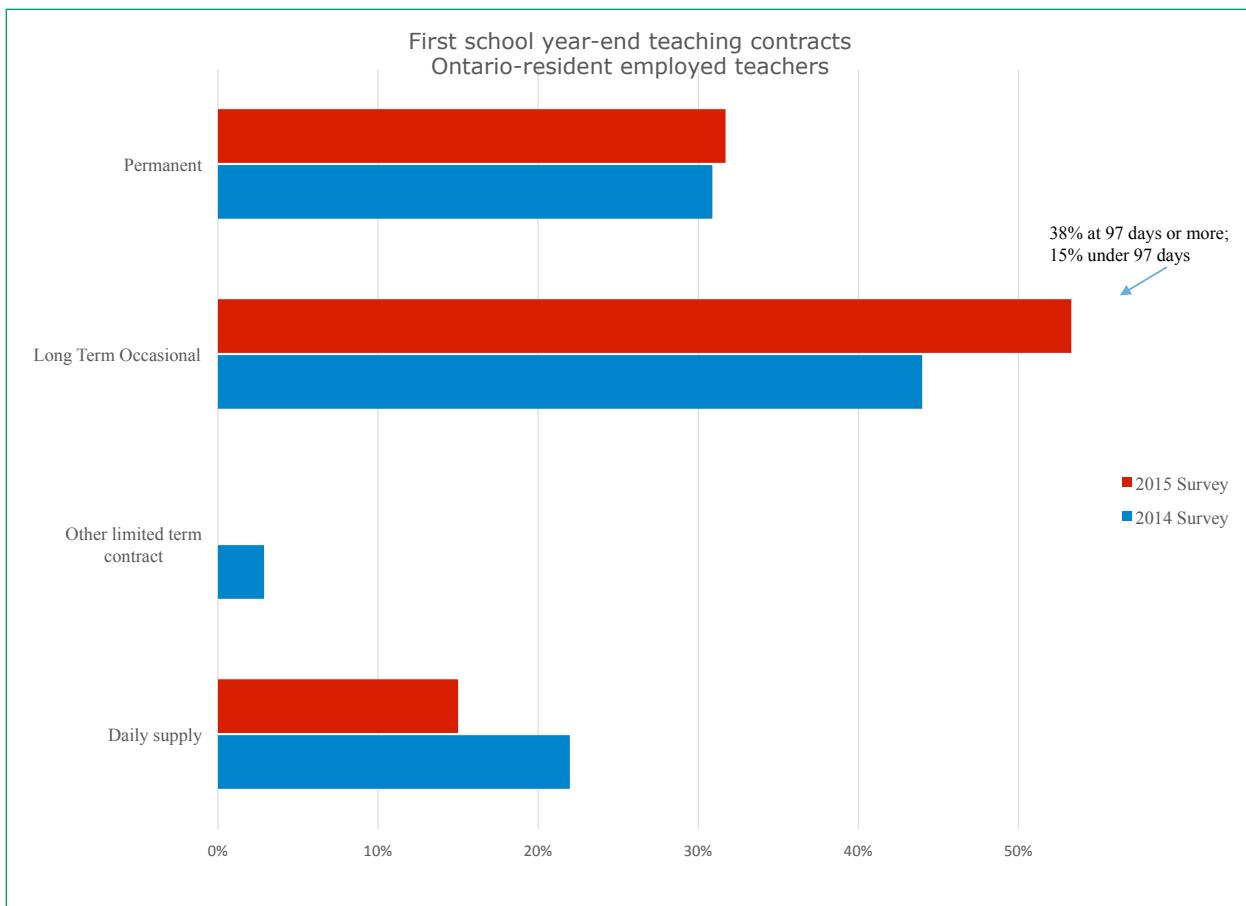
Part-time permanent Intermediate-Senior history and French teacher French-language public board central Ontario

Improved Ontario-resident job outcomes also reflect some gains in contract type. Almost one in three (32 per cent) of these first-year teachers obtained permanent teaching contracts by year end, with another 38 per cent reporting long term occasional contracts of more than 97 teaching days. The rest report long term occasional positions of shorter duration (15 per cent) or that they continued teaching on daily supply lists (15 per cent) at school year end. (See charts on facing page.)

With seven in 10 achieving permanent or long term occasional jobs that are normally restricted to new teachers with 10 or more months on supply lists, this underscores the fact that there is no longer an over-supply of teachers competing for French-language school board positions in the province. First-year French-language program graduates were in high demand across all divisions. Those with Primary-Junior qualifications report the lowest unemployment rate and highest rate of full employment. Although Intermediate-Senior qualified teachers report less full employment throughout the entire school year, by school year end more than half had secured permanent teaching jobs and none were limited to daily supply teaching. No first-year Technological Studies teachers responded to the survey in 2015. (See table, below.)

Job outcomes in Ontario in 2015 by division

Job outcomes	Primary-Junior	Junior-Intermediate	Intermediate-Senior
Unemployed	3 %	5 %	8 %
Underemployed	5	15	31
Fully employed	92	80	62
Permanent contract	24	33	55
LTO 97+ days	42	33	27
LTO under 97 days	18	7	18
Daily supply roster	15	27	-



More than one in five (22 per cent) of these first-year teachers applied for teaching jobs in other provinces — eight per cent applied exclusively outside Ontario and 14 per cent included out-of-province job applications along with their Ontario search. And 14 per cent of those teaching in their first year held jobs outside Ontario. Three in four (77 per cent) with jobs outside Ontario in 2014 teach in Quebec.

New teachers who work in other occupations in their first year of teaching grew sharply from just three per cent in 2008 to 31 per cent in 2015. Among the Ontario-resident sub-group, just 25 per cent report some non-teaching employment. These rates are far below the 59 per cent non-teaching employment reported by English-language program graduates.

Job queues emptying quickly

The 2015 survey results for French-language program graduates across the first five years after initial teacher licensing reinforce the significant improvements in the Ontario French-language teaching job markets.

This study defines full employment as the status of those who report:

- they are active in the job market and either working or seeking work as elementary or secondary teachers in Ontario and/or elsewhere,
- are employed to some extent teaching for part or all of the school year, and
- say they secured as much teaching employment as they wanted throughout the year.

Those who are on the market and unemployed or reporting less work as a teacher than they want during the year are not fully employed. (See top chart on facing page.)

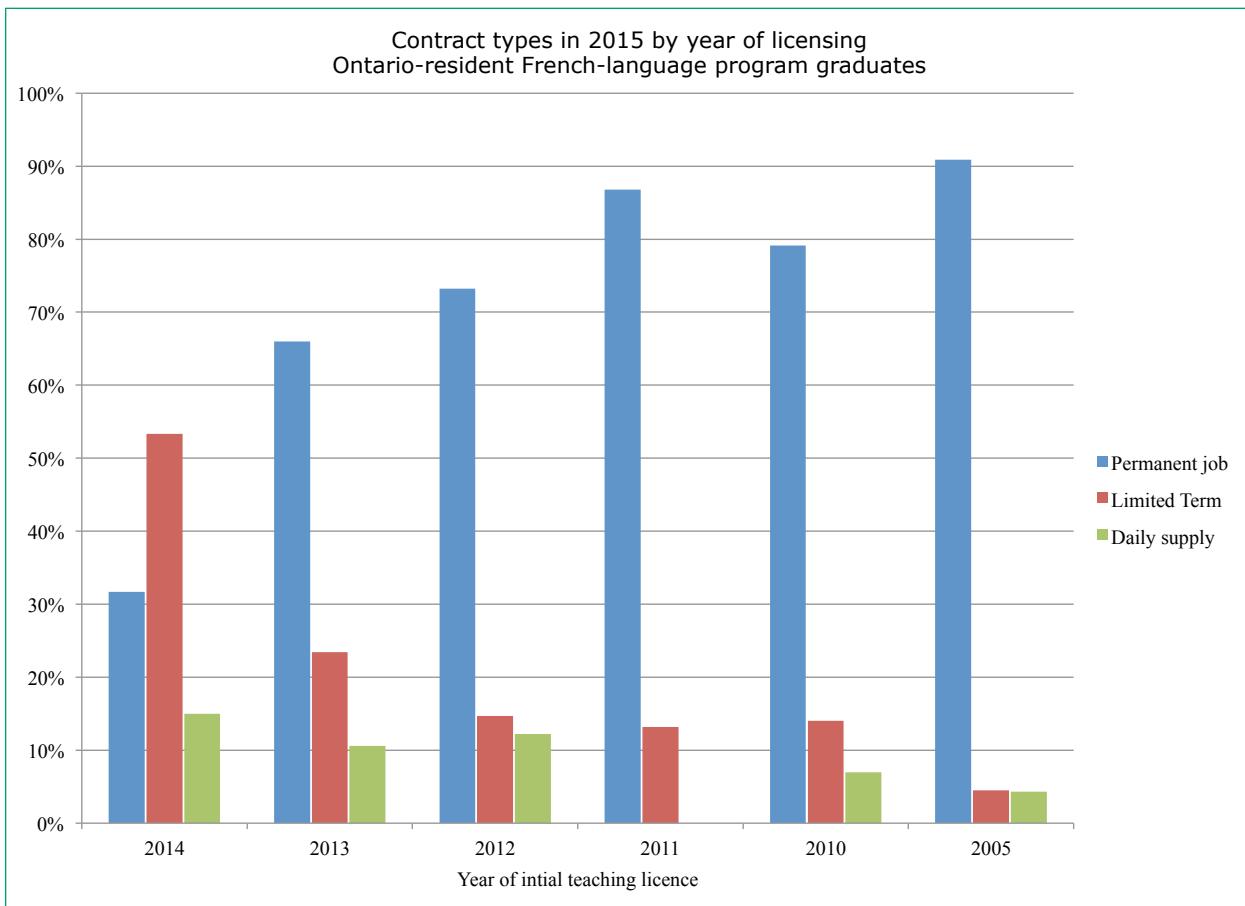
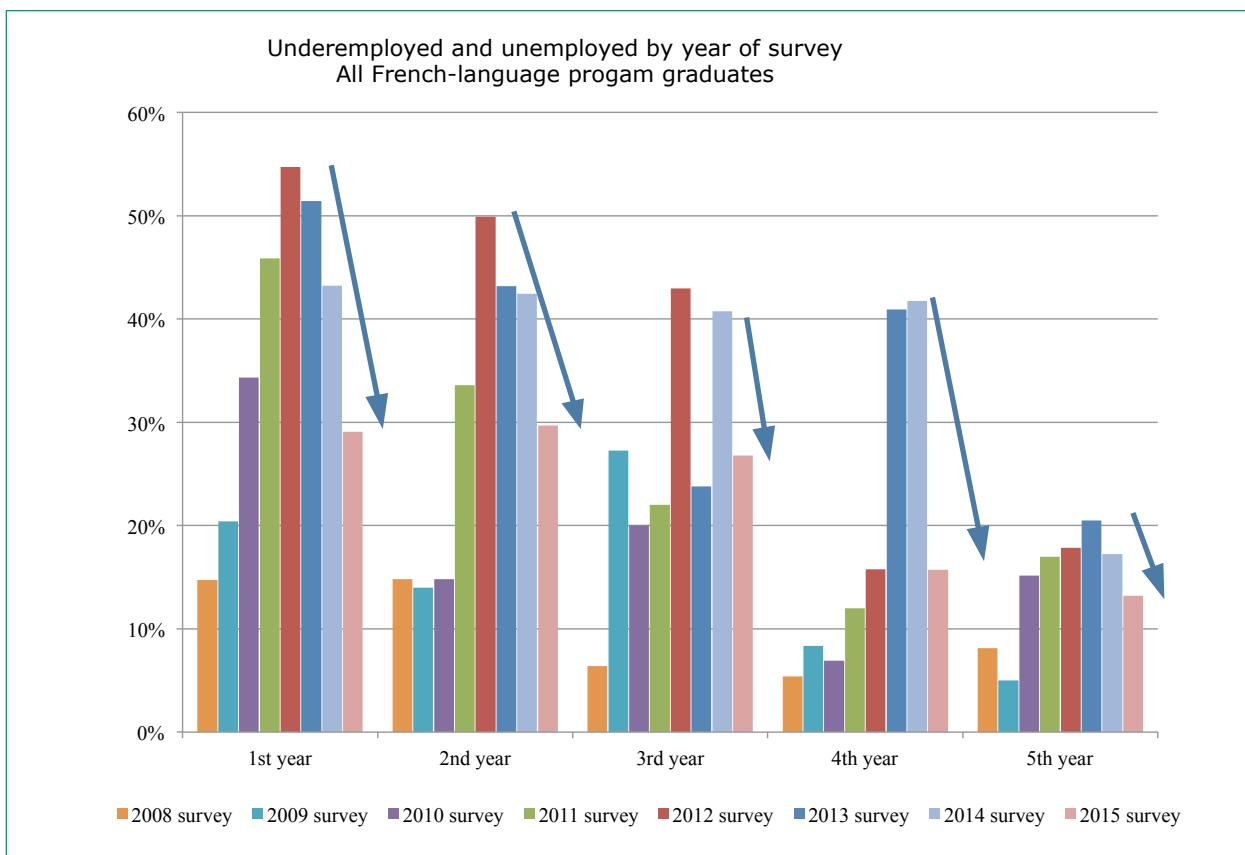
The combined unemployment and under-employment rates for teachers are now falling sharply across each of the first five years following licensure. Although French-language program graduates in their early years are not yet doing as well as their counterparts were back in 2008 and 2009, the 2015 survey results show trend lines rapidly approaching those pre-surplus days:

- first-year teachers not yet at full employment peaked in 2012 at 55 per cent, and the rate has now dropped back to 29 per cent in 2015
- second-year teachers less than fully employed peaked at 50 per cent in 2012, and the rate is now down to 30 per cent
- third-year teachers peaked at 43 per cent in 2012, and now 27 per cent
- fourth-year teachers fell from 42 per cent in 2014 to 16 per cent in 2015, and
- fifth-year teachers peaked at 21 per cent in 2013 and are now down to 13 per cent.

Early-career teachers resident in Ontario now report rapid improvements in their contract status. The 2015 survey found the rate of permanent contracts doubling from about one in three first-year teachers to two in three for those in their second year and rising to about four in five by the fourth year. And daily supply teaching numbers are comparatively low from the end of the first year onward. (See bottom chart on facing page.)

Job churn continues for many in the early-career years. Almost two in three employed teachers over their first two years expect to be in different teaching jobs the following school year. This falls to about one in three for third-year through fifth-year teachers.

Some of this annual job change is teacher-driven and focused on seeking another school, grade level or assignment. For the majority



of them, however, the change is anticipated because a term contract is ending, they hope to move up from occasional teaching to permanent or LTO contracts or they were declared surplus or expect to be laid off.

Ten years out, most graduates of 2005 well established in teaching careers

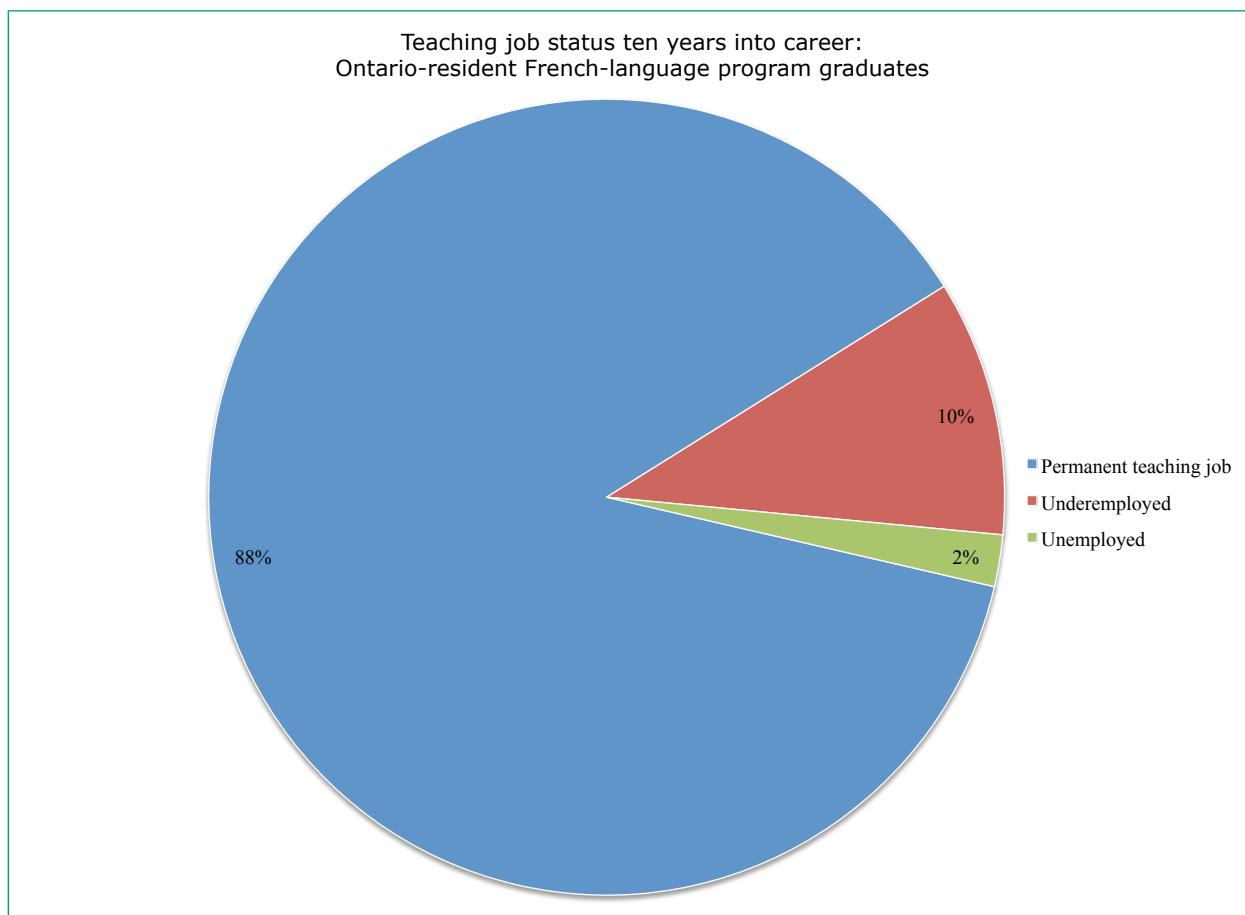
Most graduates of French-language teacher education programs initially licensed in 2005 are very well established in their teaching careers ten years later. Just two per cent say they are unemployed. One in ten, however, were underemployed during the school year.

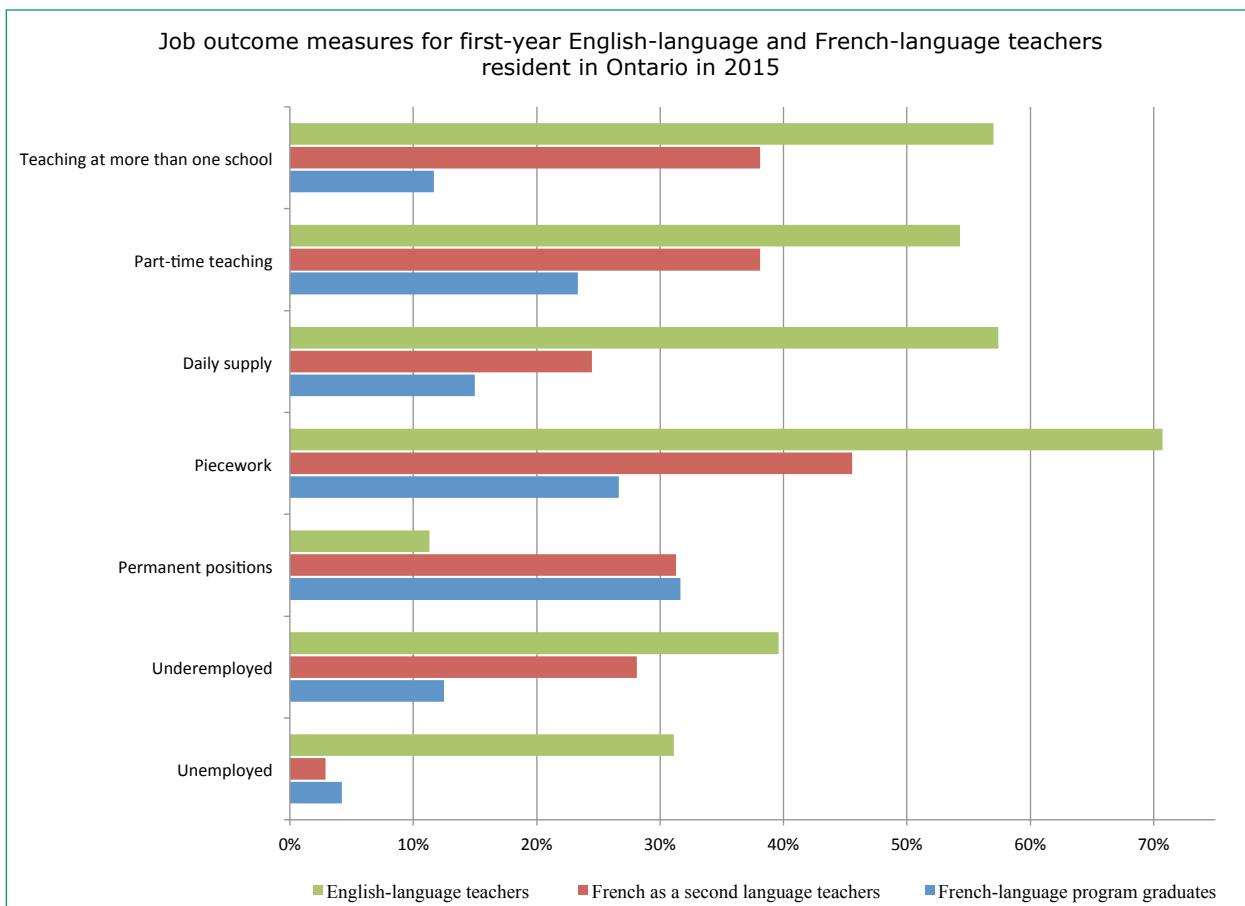
Almost 9 in 10 employed tenth-year teachers have permanent teaching contracts. Most are

highly positive about their career choice and how their teaching career has unfolded for them over time. ([See chart, below.](#))

Ontario French-language job markets strongly outperform the English-language market

First-year French-language program graduates and English-language graduates with FSL credentials continue to enjoy much more success in the Ontario teacher job markets than English-language teachers. They experience far less unemployment (at four and three per cent respectively) than their English-language teacher counterparts (31 per cent). Many fewer are underemployed. And their rates of first-year permanent





teaching contracts are much higher than their English-language teacher counterparts. ([See chart, above.](#))

Piecework teaching is substantially less frequent among French-language program graduates and FSL qualified teachers than for English-language teachers, including less supply teaching, fewer part-time assignments and less teaching at multiple school sites.

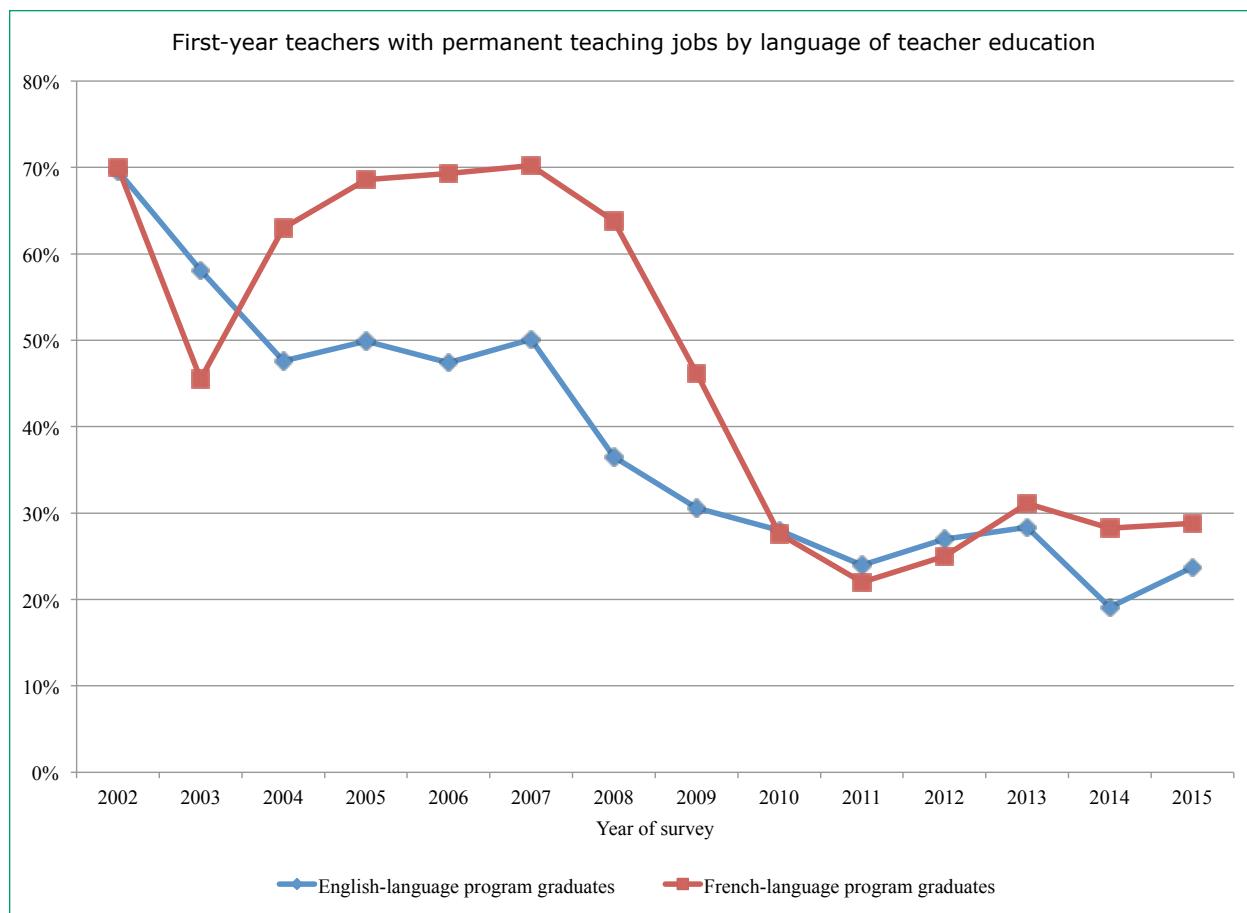
Permanent teaching contracts were fairly standard for first-year French-language program graduates until 2007. From 2008 onwards permanent job reports dropped from the 70 per cent range to just 22 per cent for the newly licensed teachers surveyed in 2011 receding to the low levels found among English-language

program graduates. First-year permanent job reports are once again increasing.

The chart illustrating these trends takes into account all first-year teachers regardless of place of residence. In 2015 the Ontario-resident permanent job reports for English- and French-language graduates show much greater divergence in outcomes, 20 and 32 per cent respectively. ([See chart, next page.](#))

Teaching jobs available across Ontario and beyond

French-language program graduates licensed in 2014 found teaching jobs across all regions of the province. About one in eight with teaching jobs worked outside Ontario, up from



one in ten the previous year. Eastern Ontario continues as the region hiring the highest volume of graduates, providing about four in 10 jobs and three in 10 permanent contracts.

Northern Ontario represented significantly more of the hiring activity in the 2015 survey than in the previous year, including one in five of the permanent hires.

Geographic distribution of employment and permanent jobs – first-year teachers 2015 and 2014

Geographic Region	Share of total employed*	Share of permanent contracts*
Eastern Ontario (Postal Code K)	42 % (52 %)	30 (50 %)
Northern Ontario (Postal Code P)	14 (6)	22 (0)
Central Ontario (Postal Code L)	10 (14)	13 (16)
City of Toronto (Postal Code M)	9 (8)	9 (8)
Southwestern Ontario (Postal Code N)	11 (11)	13 (21)
Outside Ontario	15 (9)	13 (4)

*Previous school year percentages in brackets for 2014 survey

Positions are available with the French-language school boards in the north and south (Wawa, Dubreuilville, Windsor, London, Toronto ...). I was surprised at the number of LTO positions that opened throughout the school year.

Intermediate-Senior 2014 graduate with
French-language board
permanent full-time contract
in northern Ontario

Four in five French-language program graduates licensed in 2014 who found teaching jobs in the province are employed

in French-language public (29 per cent) or French-language Catholic (50 per cent) school boards. Publicly funded English-language school boards provided 17 per cent of Ontario teaching jobs for French-language program graduates, but just five per cent of the permanent contract hires. Independent schools represented just three per cent of all Ontario hires. (See table, below.)

Almost all permanent contracts reported were in French-language boards. French-language public school boards did much more of the first-year teacher hiring to permanent contracts in the 2014-15 school year than the French-language Catholic boards.

Employer distribution of employment and permanent jobs in Ontario

Employer Type	Share of total employed	Share of permanent contracts
French-language public	29 % (30 %)	60 % (30 %)
French-language Catholic	50 (58)	35 (70)
Provincial school (Sect 68)	1 (-)	0 (0)
English-language public	11 (4)	0 (0)
English-language Catholic	6 (5)	5 (0)
Independent schools	3 (1)	0 (0)
Other**	0 (2)	0 (0)

*Previous school year percentages in brackets from 2013 survey

**Teachers reporting "other" refer to French-language public and Catholic boards as their employers.

3. Job searching and competition

Many new teachers open to relocating and working for different employers

Most (89 per cent) of the French-language program graduates licensed in 2014 applied to Ontario French-language school boards for teaching positions. And almost half (46 per cent) made application to both French-language public and French-language Catholic school boards.

Many of these new teachers do not confine their job searching to Ontario's French-language boards. More than one in three (35 per cent) apply to Ontario English-language school boards. Six per cent include Ontario independent schools and two per cent Ontario First Nations schools in their job searches.

The reach of job searches is wide-ranging for many new graduates. Fewer than one in three (29 per cent) apply to only one school board, more than half (55 per cent) to two or three boards and one in six (16 per cent) to four or more boards.

If you're willing to move around to find a teaching job, you will find a teaching job. If you're not ready to move around for a job, good luck!

2013 French-language program
Junior-Intermediate teacher
with permanent contract
in northern Ontario

And many appear prepared to relocate to where the jobs are. Two in five (39 per cent) French-language program graduates apply to boards in more than one region one in five

apply to schools outside Ontario. Three in five include eastern Ontario schools in their search. The City of Toronto is next in popularity at just under one in three job applicants. (See table on facing page.)

Competition for first-year jobs varies across province

To determine the relative competition for teaching jobs by Ontario region among newly licensed French-language program graduate, this study uses two indices:

- first-year applicant volume in a region divided by first-year French-language program graduates hired to permanent jobs in the region by year end, and
- first-year applicant volume in a region divided by first-year French-language program graduates hired to any type of teaching job (permanent, LTO or daily supply) in the region by year end.

The higher the index number is for a region, the greater the competition in that region.⁵

⁵ These indexes are based on head counts of applicants, not the volume of applications to each position which would generate different indices with much higher numeric values.

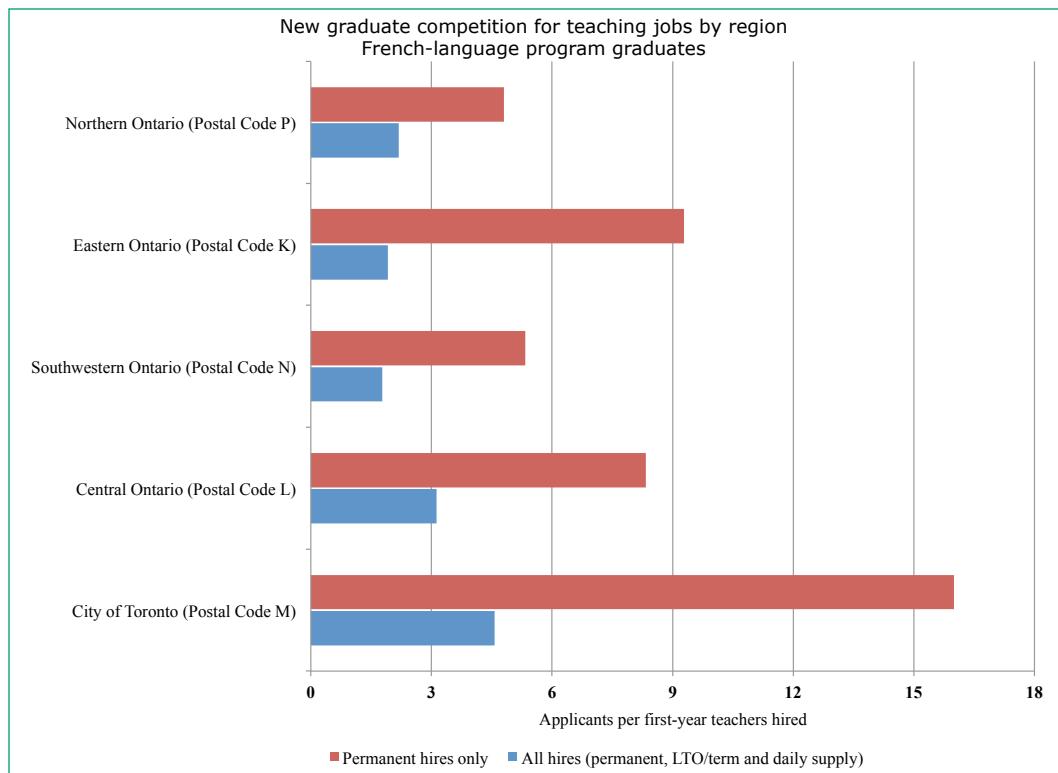
First-year applications by geographic region

Geographic Region	Applicants including region in search
Eastern Ontario (Postal Code K)	60 % (63 %)
Northern Ontario (Postal Code P)	22 (26)
Central Ontario (Postal Code L)	23 (48)
City of Toronto (Postal Code M)	30 (30)
Southwestern Ontario (Postal Code N)	15 (22)
Outside Ontario	22 (17)

*Previous school year percentages in brackets from 2014 survey

Using these measures, survey results indicate that some competition continues across the province. There are two or more active applicants in every region for every first-year French-language graduate hired to any type of teaching role, including to daily supply rosters. And there are five or more active applicants in every region for every first-year French-language program graduate hired to permanent jobs by school year end.

Competition for permanent teaching positions is highest in Toronto and lowest in northern Ontario. On the measure of competition for any type of job, the most competitive region is Toronto and the least are northern, eastern and southwestern Ontario.



4. Teaching experience in the early-career years

Challenging assignments for some first-year teachers

Among first-year French-language program graduates who secure elementary teaching jobs in Ontario, more than half (51 per cent) say their first contract was daily supply teaching. Just one in five (20 per cent) continued with daily supply teaching toward the end of the first school year.

More than one in four (28 per cent) first-year elementary teachers are permanent or long term occasional teachers assigned to teach single homeroom grades. One in four (27 per cent) were assigned to combined grades, 15 per cent taught specialized classes, five per cent itinerant or rotary classes and the remainder a mix of assignments. ([See chart on facing page.](#))

Many daily supply teachers report they are engaged in specialized teaching as part or all of their assignment. Almost half (45 per cent) of first-year elementary teachers — daily supply, permanent and limited term contract teachers — teach French as a second language, French immersion or special education.

Among first-year teachers with secondary school teaching jobs, one in three (35 per cent) say they have four or more different course preparations and one in seven (15 per cent) report six or more course preparations.

Three in five of these French-language graduate elementary teachers (60 per cent) consider their qualifications to be excellent or good matches to their teaching assignments. One in seven (15 per cent) say the assignment is either not an adequate match or not a match at all to their qualifications.

Secondary teacher respondents present less positive reports on the matching of their teacher qualifications and their assignments. Just two in five (40 per cent) rate the match as excellent or good. And one in three (30 per cent) say the match of assignment and qualifications was not adequate or not a match at all.

One in seven (15 per cent) employed teachers with Intermediate-Senior qualifications teaches in elementary schools toward the end of the first year following graduation, down from 37 per cent the two years ago. Only three per cent of Primary-Junior certified teachers reported teaching at the secondary level, down from 10 per cent two years ago. Two in three (65 per cent) Junior-Intermediate certified teachers with first-year teaching jobs are in elementary schools and 35 per cent in secondary schools.

Many still insecure in jobs, but majority supported, optimistic and professionally satisfied

Among French-language program graduates licensed in 2014, seven in 10 rate their overall teaching career as excellent (20 per cent) or good (50 per cent). One in four (25 per cent) evaluates the experience as adequate and just five per cent say their career start is unsatisfactory or very unsatisfactory.

A majority of these first-year teachers assign a positive rating to their collegial support, confidence and professional satisfaction. Half are optimistic about their professional future, although one in five are pessimistic. ([See table, next page.](#))

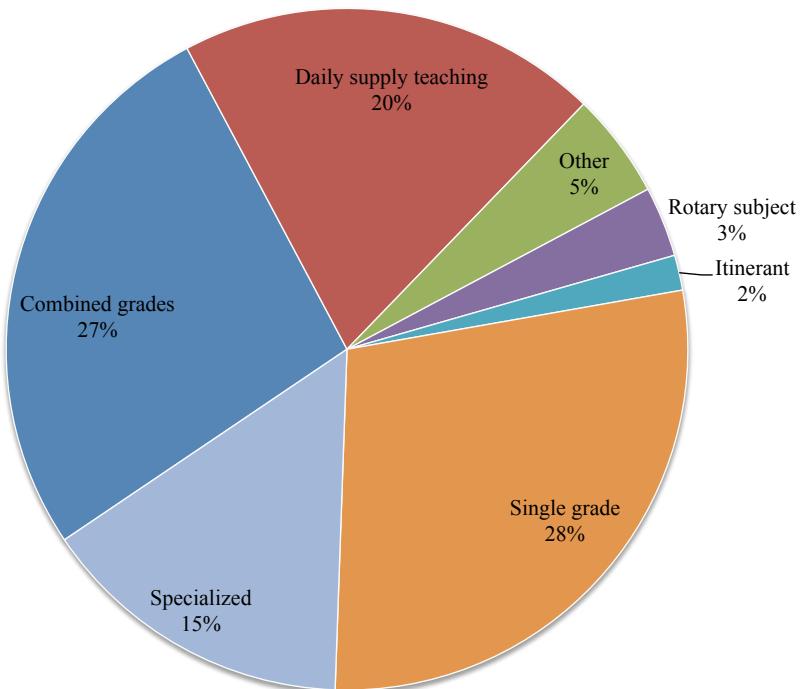
First-year teaching experience

Assessment area	% excellent or good	% unsatisfactory or very unsatisfactory
Support from colleagues	66 %	13 %
Confidence	55	13
Professional satisfaction	51	16
Optimism for professional future	49	22
Appropriateness of assignment	43	24
Job security	36	40
Preparedness	35	26
Workload	35	26

More have concerns about job security (40 per cent) than view their security positively (36 per cent). And one in five express dissatisfaction

regarding their preparedness for and the appropriateness of their assignments.

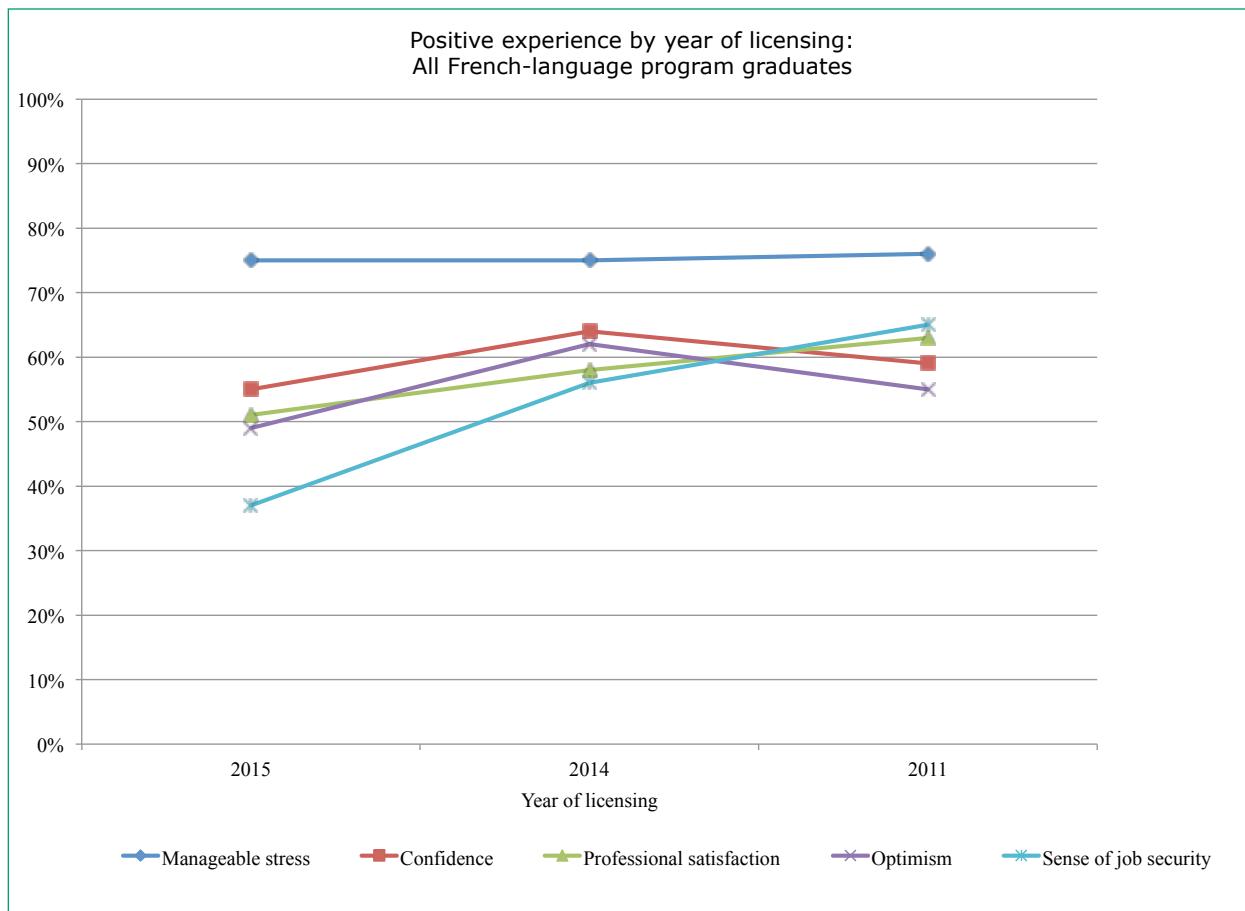
First-year elementary teacher assignments
All French-language program graduates



The 2015 surveys of graduates from earlier years show that the majority also report positively (“excellent” or “very good” on five point scales) on dimensions of professional satisfaction, confidence in their teaching, optimism for the future and their capacity to manage the stresses of a challenging profession. Most of these measures show gains in the second year

of teaching, gains that are maintained through the fifth year in the profession.

Job security is rated much lower in the first year. However, by year two the majority also report positively on job security and further gains are evident five years into their careers.



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

Recent graduates endorse more practice teaching

Graduates of French-language teacher education programs highly value the practice teaching component of their initial teacher education programs as a positive foundation for teaching. And they recommend that future teacher candidates have even more supervised time in the classroom. ([See table, below.](#))

Most (78 per cent) of the new graduates surveyed in 2015 rate their practice teaching as excellent or good preparation for teaching. Initial teacher education courses are not viewed nearly so positively. Just over one in three (36 per cent) assign excellent or good grades to their courses and the same proportion (36 per cent) say the course work was less than adequate or unsatisfactory.

Not only do these new teachers value the practice teaching they have experienced. They also recommend more practice teaching time in future to further strengthen teacher education.

By far the highest priority for more emphasis in initial teacher education is classroom management. Almost three in four (73 per cent) cite this as their highest priority, well outstripping all other priorities.

Other high priorities are also directed to core teaching skills — differentiated instruction, students with special needs, adapting teaching to diverse learners, engaging students, reading and literacy, and assessment and evaluation. ([See table on next page.](#))

2015 first-year teacher survey ratings of French-language teacher education programs

Rating	Practice teaching	Education courses
Excellent	31 (47 %*)	7 (10 %)
Good	47 (39)	29 (28)
Adequate	15 (9)	27 (27)
Less than adequate	7 (4)	23 (25)
Unsatisfactory	1 (1)	13 (9)

* 2014 survey ratings in brackets

First-year teacher priorities for further emphasis in teacher education

Content area	Highest priority	High priority
Classroom management	73 %	21 %
Practicum placement	61	24
Differentiated instruction	48	36
Students with special needs	47	37
Adapting teaching to diverse learners	45	36
Report card preparation	45	29
Engaging students	42	38
Reading and literacy	42	37
Use of technology as a pedagogical tool	41	31
Assessment and evaluation	40	35
Program planning	40	32
Lesson planning	39	25
Coaching and feedback during practicum	33	32
Observing experienced teachers	32	35
Teaching subject specific methodology	31	34
Creating safe, healthy and inclusive learning environments	28	30
Mathematics curriculum and pedagogy	27	32
Teaching combined grades	24	32
Professional conduct and ethics	23	38
Communicating with parents	22	43
Creating an environment to support well-being	22	36
Using data to inform teaching and assessment	20	37
Understanding of individual pathways of development	19	32
Professional boundaries with students and parents	18	44
Supporting French-language learners	18	32
Addressing equity of access and outcomes for all students	17	30
Understanding how to support student transitions	16	31
Daily occasional or supply teaching*	15	28
Use of evidence-based instruction	15	24
Incorporating First Nations, Métis and Inuit history, perspectives and world views	11	23
Working collaboratively with colleagues	10	32
Supporting English language learners	10	22
Foundations of education courses	9	15
Use of inquiry	7	31

*“Daily occasional or supply teaching” data are reported for respondents with supply teaching jobs only

About half (55 per cent) of these first-year teachers with elementary appointments and less than half (40 per cent) with secondary appointments say they are very well or well prepared for their first-year assignments. One in five (22 per cent) new elementary teachers report they are not sufficiently prepared for their teaching assignments. Among secondary teachers, almost one in three (30 per cent) say they were insufficiently prepared for most of their secondary assignments.

First-year elementary teachers identify teaching students with special needs as an area in which they are not well prepared. And few consider themselves well prepared to integrate First Nations, Metis and Inuit (FNMI) history, perspectives and world views into their teaching. Less than one in three say they are well prepared in teaching outside their qualifications or teaching combined grades. And fewer than half say they are well prepared to address equity of access and outcomes, for mathematics curriculum and pedagogy, assessment and evaluation or covering the breadth of the curriculum. [\(See table on next page.\)](#)

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 with special needs. They also say they are not well prepared to integrate FNMI content in their teaching. And few consider themselves well prepared to teach subjects other than their one or two initial teacher education teaching subjects.

Fewer secondary than elementary teachers say they are well prepared to handle classroom management and to engage students.

Most first-year teachers — elementary and secondary — describe themselves as well

prepared in subject and curriculum knowledge and lesson planning. Most are confident that they are able to create safe, accepting and positive learning environments, to support student well-being and that they understand professional boundaries with parents and students.

First-year elementary and secondary teacher self-assessments

Competence area*	Elementary: excellently or well prepared	Secondary: excellently or well prepared
Report card preparation	19 %	15 %
Incorporating First Nations, Métis and Inuit history, perspectives and world views	20	36
Handling administrative routines	21	21
Teaching students with special needs	25	20
Teaching outside my teaching qualifications	25	22
Teaching combined grades	30	6
Teaching English language learners	33	38
Working with assistive devices	35	41
Understanding of individual pathways of development	42	32
Communicating with parents	42	45
Addressing equity of access and outcomes for all students	45	35
Daily occasional or supply teaching	45	58
Understanding how to support student transitions	46	30
Mathematics curriculum and pedagogy	46	33
Assessment and evaluation	47	45
Covering breadth of curriculum	48	25
Adapting teaching to diverse learners	50	45
Teaching French-language learners	56	35
Curriculum or subject specific knowledge	57	50
Organization skills	57	50
Using technology for instruction	58	30
Engaging students	60	40
Reading and literacy	61	39
Time management skills	62	40
Instructional strategies	63	45
Professional boundaries with students and parents	70	55
Classroom management	73	55
Lesson planning	75	55
Creating an environment to support well-being	76	65
Creating a safe, accepting and positive environment	78	70
Working collaboratively with colleagues	78	75

*Respondents were able to indicate that a competence area was not applicable to their assignments.

New Teacher Induction Program highly valued⁶

The New Teacher Induction Program (NTIP) supports many new teachers who are hired to permanent or long term occasional positions in Ontario's publicly funded school boards. The NTIP provides support for the early professional growth and development of entrants to a challenging profession.

Most (90 percent) first-year French-language program graduates with permanent teaching contracts in Ontario publicly funded school boards say they are in the NTIP. Most of these NTIP participants report they experienced a school board orientation (72 per cent), mentoring by an experienced teacher (100 per cent) and a formal evaluation by their school principal (90 per cent). And about two in five (39 per cent) had an orientation to their individual schools.

⁶ Publicly funded school boards in Ontario provide NTIP support to first-year teachers with permanent or long-term occasional appointments (of 97 days or more duration) and they may offer the support to second-year teachers with the same contract types. The analysis in this section is based on responses of new teachers who said that they met the definitions of eligibility for the NTIP program as one of the following:

- 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.
- 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.
- Beginning Full-time Continuing Education Teacher - a certified teacher who is teaching two secondary credit courses per quad for four quads per year in a given school year in an adult day school.
- Second-year Teacher - a certified teacher who has successfully completed NTIP and is still accessing NTIP supports.

Almost two in five (39 per cent) first-year teachers in long term occasional positions (of 97 days or greater duration) are also in the program.

Among second-year teachers, 71 per cent with permanent contracts and also 80 per cent holding long term occasional appointments report they are in the NTIP.

Second-year NTIP participants with permanent contracts also report high rates of engagement in the various components of the program, with about two in three (68 per cent) having an orientation to their school board, and most (94 per cent) an experienced teacher mentor and reporting a formal evaluation by their school principal (91 per cent). One in three (35 per cent) report having had orientations to their individual schools.

Long term occasional teachers in the NTIP report less engagement in various aspects of the program. Performance appraisals are not required of long term occasional teachers with assignments of less than 80 days duration. 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 many NTIP participants. Most teachers with permanent contracts (89 per cent) and with long term occasional (78 per cent) appointments of 97 days or longer duration participated in one or more designated professional development content areas. (See table on next page.)

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

First-year NTIP participant professional development

PD area	Permanent contracts	LTO contracts (97 days+)
Planning, assessment and evaluation	61 %	33 %
Literacy and numeracy strategies	50	56
Use of technology	44	44
Student success	44	22
Safe schools	44	11
Classroom management	39	33
Teaching students with diverse needs	33	33
Mental health awareness	22	22
Effective parent communication	22	11
Inclusive education	17	11
Early learning	17	11
None of the above	11	22

- Mentoring of new teachers in the NTIP generally takes place outside the classroom:
- the majority of NTIP participants report that they met with their mentor(s) one to three hours per month (50 per cent) or more (11 per cent)
 - Most NTIP participants in permanent positions report that no experienced teacher (neither their mentor or another teacher) observed them in their classrooms (33 per cent) or that this happened less than one hour per month (56 per cent), and
 - many also say they had no opportunity (33 per cent) to observe another teacher's teaching practice (neither mentor nor other teacher) or that such opportunities were limited to less than one hour per month (33 per cent).

First-year teachers in the NTIP give a positive rating ("very helpful" or "helpful") to the mentoring and information assistance they receive with a wide range of practical day-to-day teaching responsibilities. Few assign negative ratings ("somewhat unhelpful" or "not at all helpful") to these types of assistance, although many do not experience the full range of assistance that is highly valued by those who receive the assistance. [\(See table on next page.\)](#)

Ratings of first-year assistance to NTIP participants

Type of assistance	Positive rating	Negative rating	Not applicable
Help with report card preparation	72 %	-	7 %
Finding good teaching resources	71	7 %	11
Observation of other teachers' practices	64	-	43
Mentoring on student evaluation	57	11	25
Mentoring on classroom management	57	7	21
Curriculum planning with my mentor	54	4	36
Preparing for parent communication	53	-	32
Mentoring on instructional methods	53	4	29
Observation of my mentor's teaching	46	-	43
Advice on helping individual students	46	4	25
Information on administrative matters	43	11	18
Feedback from mentor on my teaching	37	-	46

Many early-career teachers engage in some professional development

The majority of French-language program graduates licensed in 2014 (74 per cent) and 2013 (95 per cent) teaching in publicly funded schools in Ontario in the 2014-2015 school year engaged in some forms of professional development. (See first table on next page.)

Collaborative learning projects, collaborative teaching, mentoring and participation in school self-evaluations are common school-based forms of professional development for these first- and second-year teachers. More than two in five first- and second-year teachers take Additional Qualification courses. Collaborative learning outside the school and engagement with subject or specialist associations are

also fairly common forms of professional development in the first two years of teaching.

First- and second-year teachers place high priority on their future professional development across a wide range of knowledge areas and teaching competencies. One and two years into their teaching careers most identify their greatest professional development needs to be in classroom management, teaching students with special needs, instructional strategies, differentiated instruction, and evaluation and assessment. (See second table on next page.)

And half or more identify nine other key knowledge areas and competencies as also of high priority for their further development.

New teacher engagement in professional development*

Content	Licensed 2014	Licensed 2013
Participating in Additional Qualification courses	43 %	44 %
Collaborative teaching with colleagues	36	59
Collaborative learning in my school	34	59
Collaborative learning beyond my school	30	33
Being supported by a mentor	30	46
Engaging with subject or specialist associations	23	20
Participating in school self-evaluation	22	44
Engaging in teacher enquiry	14	31

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

High priority areas for further professional development

Content	Licensed 2014	Licensed 2013
Classroom management	83 %	78 %
Teaching students with special needs	80	85
Instructional strategies	77	76
Differentiated instruction	75	70
Evaluation and assessment	74	79
Integration of information/communication technology	70	65
Lesson planning	70	65
Broad curriculum planning	68	54
Further curriculum or teaching subject knowledge	67	63
Mentoring and coaching	65	33
Communicating with parents	64	56
Observation and feedback on my teaching practice	61	61
Reflective practice	61	50
More knowledge of school procedures/expectations	55	52

*% rating area as highest priority or high priority

6. Daily supply teaching

Some new teachers still limited to daily supply roles for several years

Under one in five (18 per cent) French-language program graduates continues on daily supply lists to the end of the first school year after licensing, down from the 25 per cent rate found in our 2014 survey. This drops to about one in seven or fewer for years two and three and is minimal thereafter. (See first chart on next page.)

While some choose daily supply teaching and value it as an entry job, more common are negative reports on the insecurity and insufficiency of these teaching roles. All respondents who continued daily supply throughout the first year say they taught in more than one school. Only one in three of them indicate they wanted more teaching days than they received throughout the school year. By second-year, however, almost all of those who are still engaged in daily supply teaching say they teach in multiple schools and are underemployed.

Most satisfied with volume of supply roster teaching days

Among Ontario-resident teachers licensed in 2014 half started their first year on daily supply lists and fewer than one in five (18 per cent) continued with supply teaching through to year end.

Most of these first-year teachers on supply lists were assigned either four to five teaching days per week (64 per cent) or three to four days (14 per cent). One in 10 of them say they taught less than one day per week or were assigned no days despite being on the roster. (See second chart on next page.)

All who remained on supply lists through to the year-end completed 20 or more days of teaching. About two in three of them (64 per cent) say they were on a board's supply list for eight or more months, one in six (15 per cent) for six to eight months, one in 10 for four to six months, and the remaining one in ten for less than four months. (See chart at top of p. 29.)

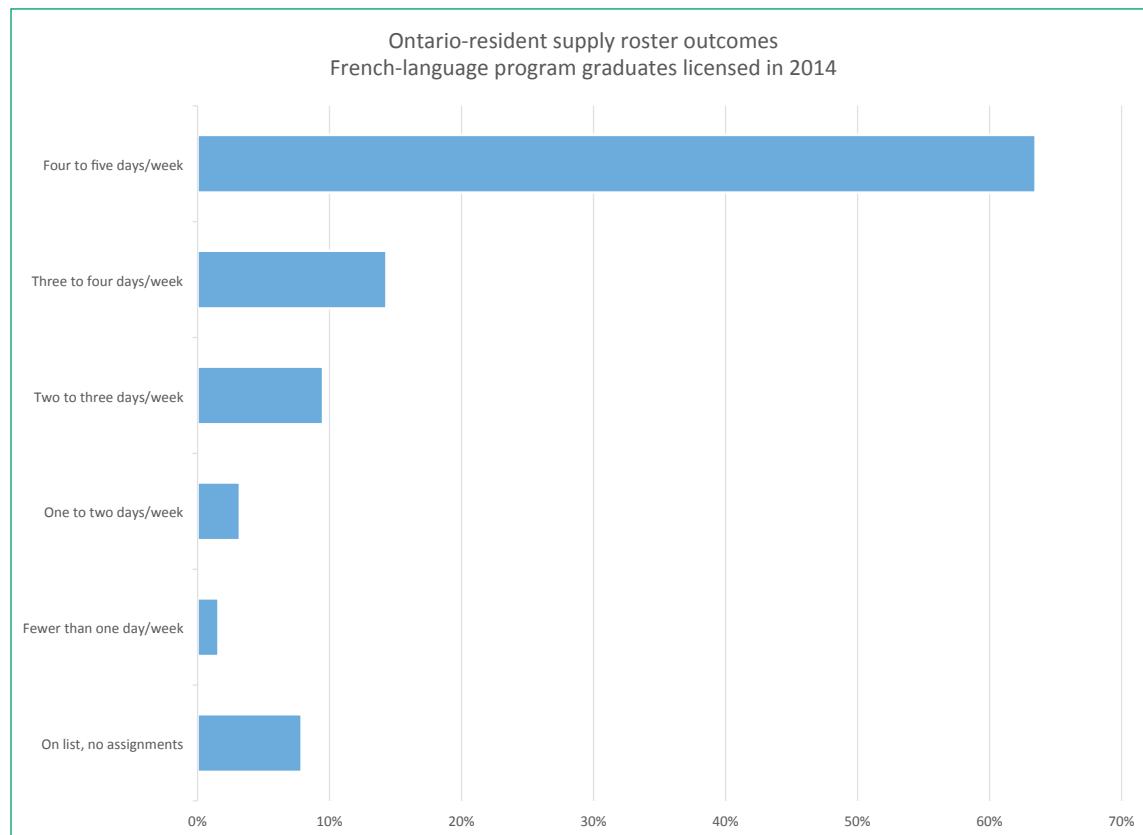
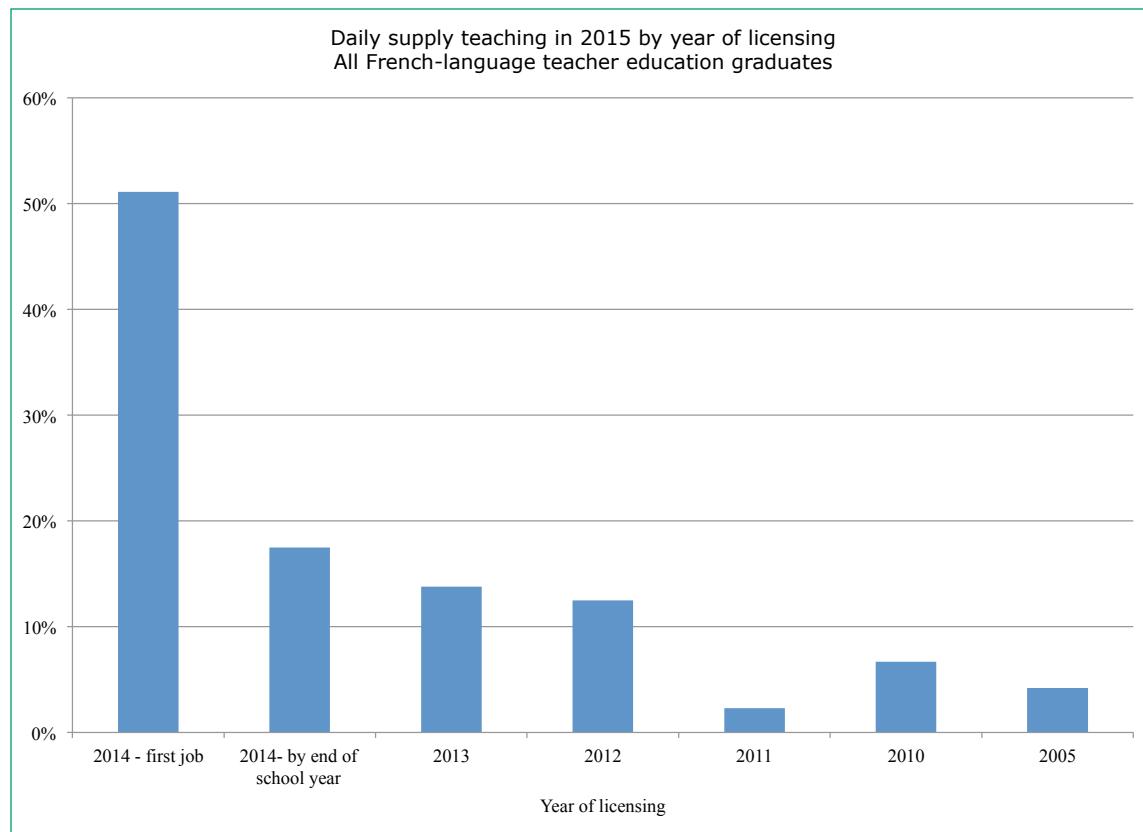
Very few (five per cent) of Ontario-resident first-year teachers say they were not successful in gaining status on a school board daily supply roster.

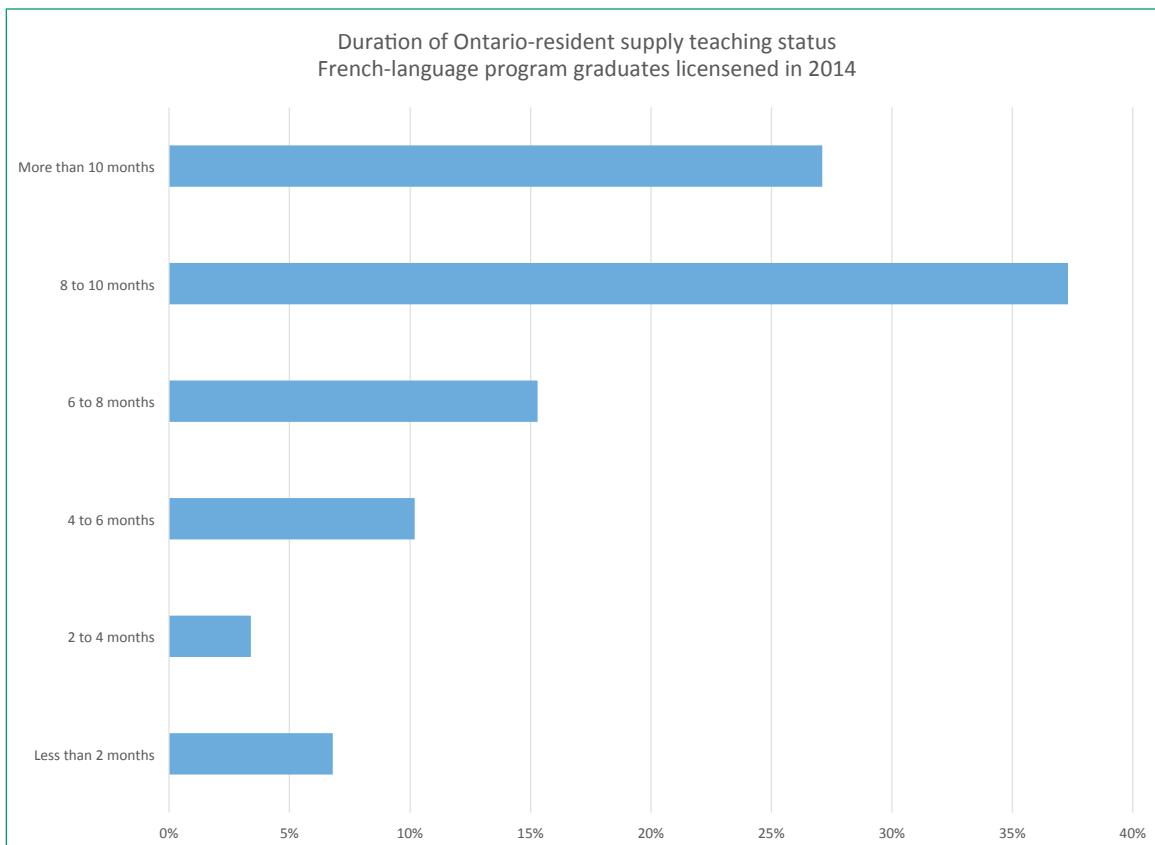
Little in-school professional development support for daily supply teachers

In addition to the financial hardship experienced by some daily supply teachers, a substantial gap is evident between the professional development support available to them and that provided to more fortunate colleagues hired to permanent or long term occasional positions earlier in their careers.

This gap is evident across a range of important in-school and out-of-school development opportunities. Very few daily supply teachers engage in collaborative teaching or other forms of learning with colleagues. None report having a teacher mentor, engaging in school self-evaluation or teacher enquiry. (See table, bottom of p. 29)

Professional development outside the school is a different matter. One in three daily supply teachers report engagement in collaborative learning beyond the schools in which they teach. And more than half of them say they participated in Additional Qualification courses.





Professional development gap for daily supply teachers in Ontario

Content	Licensed in 2014	
	Daily supply	Permanent and LTO
Engaging in teacher enquiry	0 %	19 %
Participating in school self-evaluation	0	36
Engaging with subject or specialist associations	0	36
Being supported by a mentor	0	43
Collaborative teaching with colleagues	11	47
Collaborative learning in my school	22	43
Collaborative learning beyond my school	33	26
Participating in Additional Qualification courses	56	48

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

7. Career plans and attachment to the profession

One in three live outside Ontario in first year after licensing

The recent history of about one in four newly licensed French-language program graduates living outside Ontario rose to more than one in three in our 2015 survey⁷. Only about one in five first-year teachers licensed in 2015, however, applied to teaching jobs outside the province. One in seven teaching jobs (14 per cent) reported among this first-year group in 2015 were outside Ontario. ([See first chart on next page.](#))

This year's surveys found significant numbers are uncertain about their long term commitment to teaching. Asked whether they expect to be teaching five years in the future, the proportion who indicate they definitely expect to be teaching then declines from three in four (69 per cent) of those licensed in 2014 to just half (51 per cent) of those licensed in 2012.

And among those who teach out-of-province or expect to do so in the future, the proportion uncertain whether they will return or who have decided not to return rises from almost half (46 per cent) of those licensed 2014 to three in four (75 per cent) of those licensed in 2012.

More French-language program graduates allow teaching licences to lapse

One in eight (12 per cent) French-language education graduates licensed in 2014 failed to

⁷ Excluding a small number of respondents who live in Quebec and are employed as teachers in Ontario, the remainder living outside Ontario is 30 per cent in 2015, up from 18 per cent in 2014.

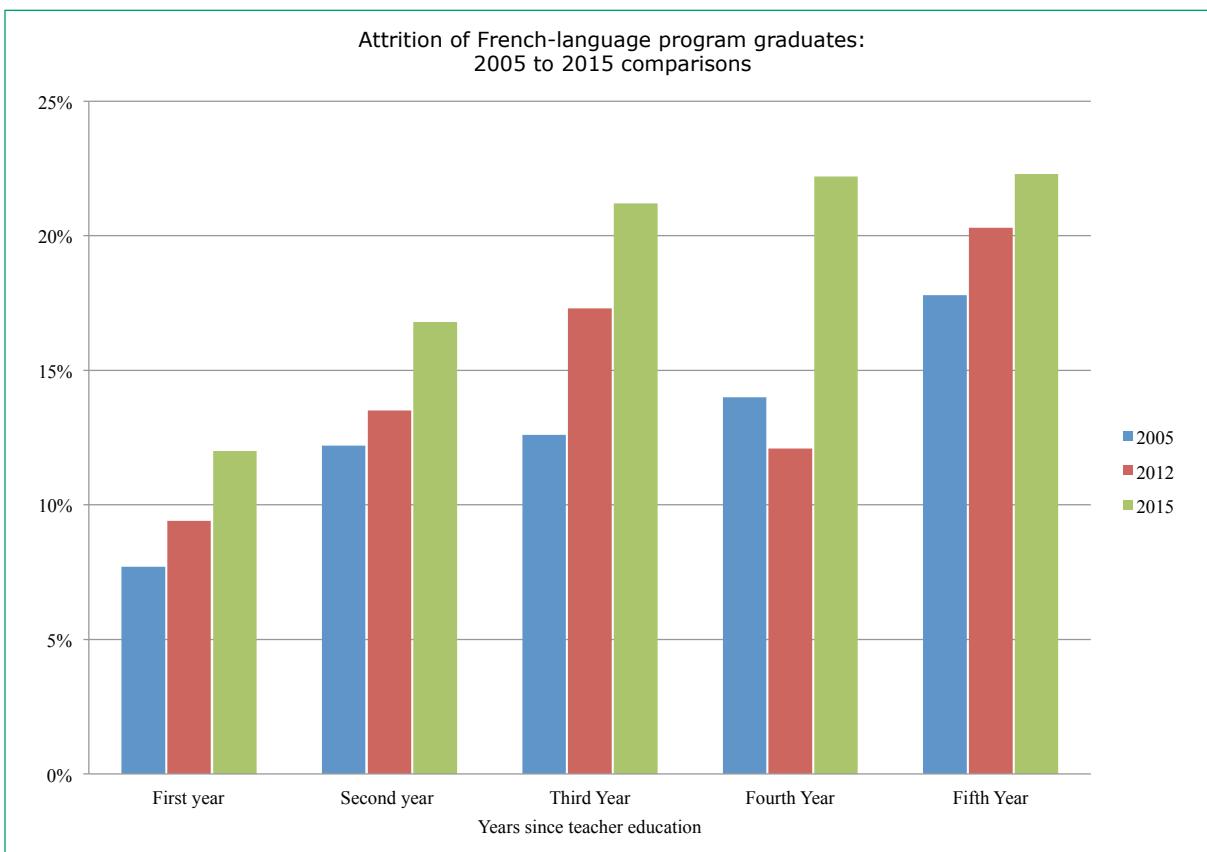
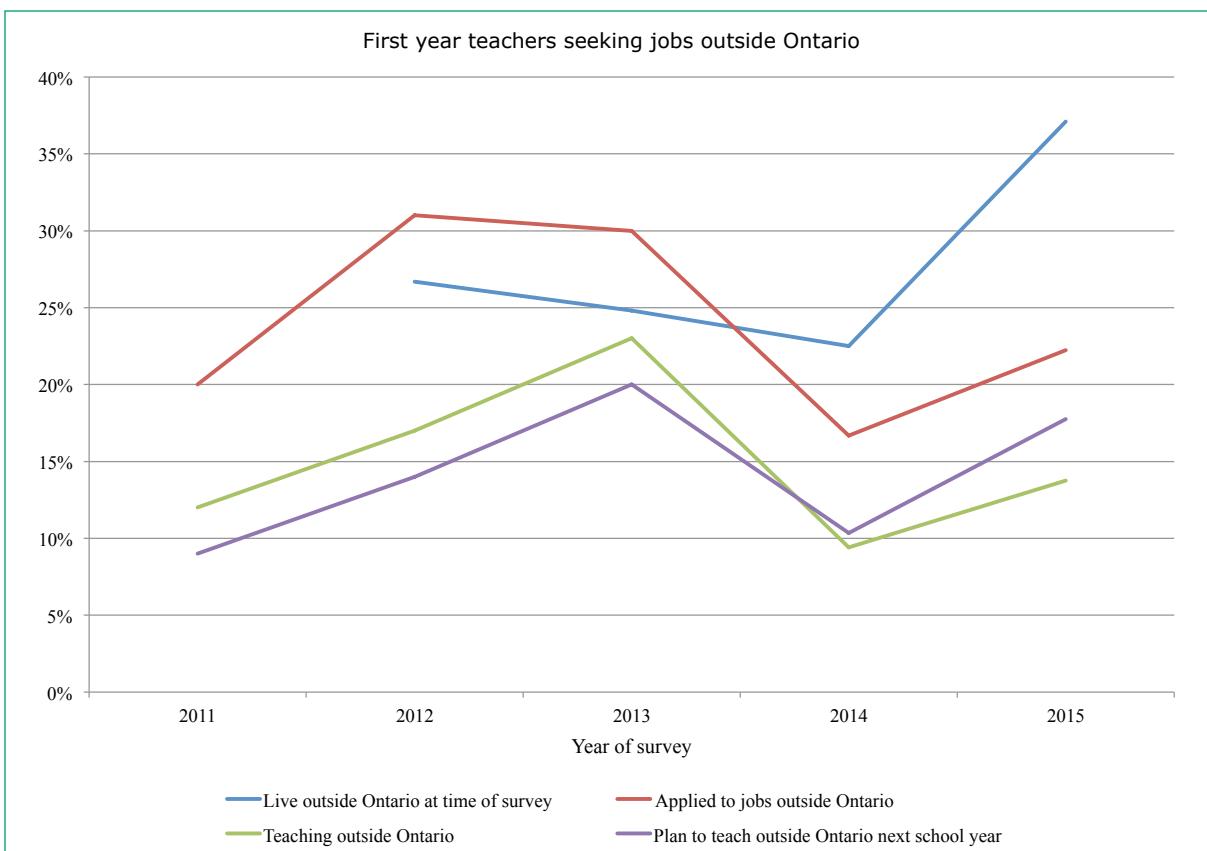
renew the Ontario teaching licence in 2015. And more than one in five (22 per cent) who first got their OTC in 2010 were no longer members of the College five years later in 2015.

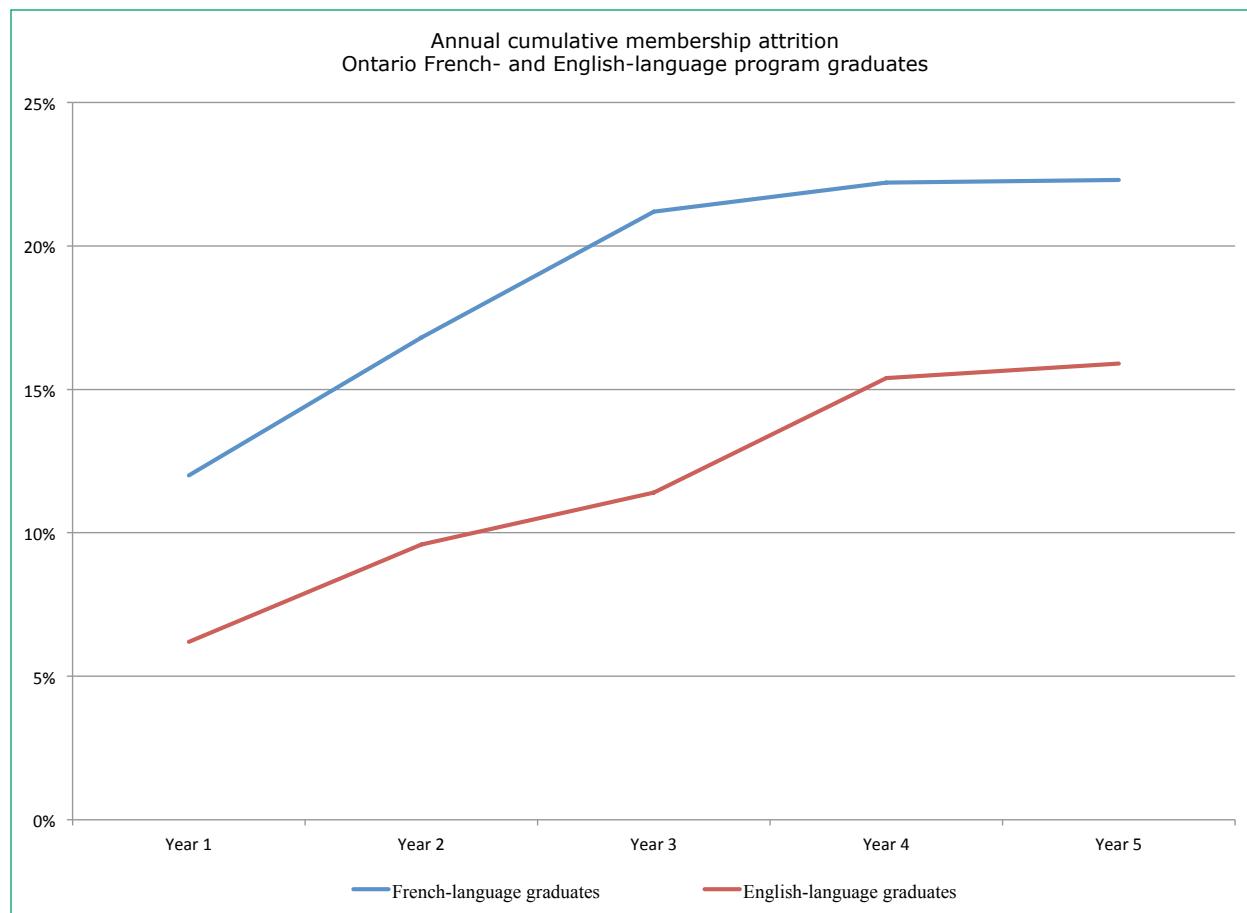
Rates of non-renewal for graduates of both the English- and French-language teacher education programs in Ontario accelerated significantly in recent years. Since 2005 the five-year loss rate for new French-language education graduates increased from 17.8 per cent in 2005 to 22.3 per cent in 2014. And this increased loss rate appears to be accelerating further as indicated by the even greater proportionate losses in years one through four. ([See second chart on next page.](#))

Teachers who move elsewhere may continue to teach in another jurisdiction while not renewing their teaching licences 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 somewhat lower than the College membership attrition numbers.

Attrition is much higher among French-language teacher education program graduates than graduates of the province's English-language programs. ([See chart on p. 32.](#))

In the first year after licensing, the rate at which French-language program graduates fail to renew (12 per cent) is about double that of English-language program graduates (6.2 per cent). And five years after initial licensing, the 22.3 per cent of French-language teachers are no longer licensed to teach in Ontario compares with 15.9 per cent of English-language program graduates.





8. Conclusion

The five-year oversupply of new French-language elementary and secondary teachers is now clearly over. For the third year in a row, first-year French-language program graduates report improved job outcomes and their unemployment rate in Ontario has plummeted to a negligible four per cent.

With the implementation of Ontario's Enhanced Teacher Education program in 2015 teacher education program candidate annual intake volumes are reduced to about half of previous levels, including the French-language programs. The two-year phase in will mean very few new French-language teachers in 2016 and annual graduating classes in 2017 and future years at about half of recent numbers.

In addition to the drop in volumes of newly qualified French-language teachers, we have noted the increasing percentage of these teachers who allow their Ontario teaching licence to lapse.

These changes herald a new seller's market for both French first language and FSL teachers in Ontario in 2016 and the years ahead. The much reduced cohorts of future graduates from the Ottawa and Laurentian French-language teacher education programs will likely gain full-time employment with permanent contracts earlier. And the earlier surplus pool of those who have found themselves underemployed in the past year or two should also soon get well settled into full-time jobs.

This good news for future new teachers also means stiffer recruitment challenges ahead for Ontario's French-language school boards as well as for English-language boards recruiting FSL teachers. More vigorous recruitment will likely be needed in the years ahead. And the balance of French-language teacher supply and demand requires close monitoring to ensure that any problematic teacher shortages can be addressed quickly.

9. Methodology

Purposes and sponsorship of study

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

The study grew over the years to include early-career teachers throughout the first five years and at year ten following graduation. Ontarians licensed after gaining teaching degrees at US border colleges and elsewhere, as well as other out-of-province and new-Canadian teachers educated elsewhere were also added to the annual surveys.

This study provides education stakeholders information on teacher transition into active membership in the profession in Ontario. It focuses on teacher induction, new teacher evaluations of teacher education programs and ongoing professional development activities and needs.

It also covers the extent, timing and reasons some of them pursue alternate forms of employment and leave the profession. It tracks career progression in the early years of teaching. The study highlights new teacher assessments of the enhanced induction resources available through the New Teacher Induction Program (NTIP) first introduced in Ontario in 2006. Finally, the study looks at early-career employment over time, measuring unemployment and underemployment by program, region and language.

Changing Ontario teacher demographics and the ebb and flow of provincial teacher demand and supply have been substantial over the 14 years of this study. The study provides

regular updates on the changing balance of demand for new teachers and the available teacher recruitment pool. From the mid-2000s onwards, our study highlighted the impact of an increasing relative shortage of employment opportunities on the job outcomes for new members of the profession — a situation that is now evidently improving for more recently licensed teachers.

The *Transition to Teaching* study is made possible by grants from the Ontario Ministry of Education. This report does not necessarily reflect the policies, views and requirements of the Ministry. The study is conducted each year 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 — teaching employment, job search, alternate employment, 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. They focus on employment updates, teaching experience, career plans, reflections on teaching and demographics.

Seven different surveys were conducted in May and June 2015 with samples of Ontario faculty graduates licensed in 2014, 2013, 2012, 2011, 2010 and 2005 and also samples of teachers newly certified in Ontario in 2014 and 2013 who obtained their teacher education degrees and initial licensing in another Canadian province or abroad.

Each of the seven surveys includes English- and French-language versions, with College members accessing the survey in their language of choice for communicating with the Ontario College of Teachers.

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

The surveys are web-based using a platform, Fluid Surveys, developed and based in Ottawa, a component of the online survey platform company SurveyMonkey.

Web-based surveys on professionally relevant survey questions are highly appropriate for this population. Most teachers routinely maintain current email addresses with the College. Most initially applied online to be licensed as teachers. They receive electronic newsletters from the College and communicate electronically with the College on routine matters relating to their membership and College services.

Sampling and survey administration

Random samples were drawn from the College registry of currently licensed Ontario teachers for each of the surveys. Email addresses are current as verified through the College member annual registration process and regular member updates.

An introductory email from the College Registrar encouraged participation in the survey. This was followed by emailed survey invitations with the URL address for the appropriate survey. Respondents were assured of confidentiality and that the data would not be linked with their official College membership and registry information. An incentive was used to boost response rates — eligibility for a draw for one of five prizes of \$150.00.

Large sample sizes support analysis of sub-groups of teachers by region, qualifications and language of teacher education. For Ontario faculty graduates licensed in 2013 and 2014, random samples were selected of 50 per cent of the members in good standing with current email addresses who communicate with the College in English. For the graduates of other years, the random samples included 25 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, all French-language graduates licensed in the survey years were invited to complete the survey. Again to ensure adequate returns from the low population group of Technological Studies teachers, all licensed teachers with these qualifications were invited to participate.

The entire populations of out-of-province and out-of-country educated teachers certified in 2014 and 2013 were also invited to complete the surveys.

Response rates and margins of error

Some responses were incomplete. Responses that did not include a completed first section on employment status were not included in the analysis. This procedure ensures that bias that might be associated with differential time available to complete the survey was minimized.

The Ontario French-language program graduates invited to participate in the survey included 3,284 individuals across the six surveys directed to them. Completed returns from these graduates stand at 489 surveys for an average return rate of 15 per cent. Return rates for the six individual surveys ranged 10 to 27 per cent.

The results for the surveys of all French-language program graduates are considered accurate within 4.4 per cent, and the survey of first-year graduates within 7.9 per cent, 19 times out of 20. Given the relatively low returns for years two through five and year 10, margins of error for individual surveys are high, ranging from 10 to 13 per cent.

(See table, below.)

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 five years. Nevertheless, the findings for individual years two through five and year 10 should be treated as tentative when considered in isolation from the overall survey group in 2015 and from the trends found in earlier years.

French-language program graduate survey return rates have fallen over the past four years — from an average of 33 per cent in 2011, to 19 per cent in 2012 and 2013 and 15 per cent in 2014 and 2015. The decline affected survey populations across all years. Return rates have also fallen substantially for the English-language populations over the

past several years. No changes were made to the survey methodology over these four years. Nor does analysis of the demographics in the returns suggest particular sub-groups that might support an explanation for the decline.

The drop in response rate is likely a result of general online survey fatigue. When online surveys replaced the previous hard copy mail survey methodology used for this study in earlier years, a large increase in return rates ensued. This may have been the result of enhanced interest in the then novelty of responding to online surveys. Given the increase in online surveys throughout the Ontario population in general over the past few years, the advantage of a new methodology appears to be wearing off and may account for the drop in response rates.

The 2015 response rates, although significantly lower than in 2011, are still generally above rates in earlier years when mail surveys were used. And at 15 per cent overall and 27 per cent for first-year French-language program graduates, the return rates compare very favourably with industry standards for online surveys.

Licensing year	Responses	Response rate	Margin of error*
All years	489	15 %	4.4 %
2014	156	27	7.9
2013	96	17	10.0
2012	63	12	12.4
2011	57	10	13.0
2010	60	11	12.7
2005	57	12	13.0

* Survey result accuracy range, 19 times out of 20

10. Demographics

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

Recency of teacher education degree by year of licensure

	2014	2013	2012	2011	2010
Current year degree	90 %	84 %	86 %	91 %	86 %
One year previous	9	15	10	9	12
Two years previous	1	1	1	-	2
More than two years	-	-	3	-	-

*Question was not asked of teachers licensed in 2005

Teacher qualifications by year of licensure

	2014	2013	2012	2011	2010	2005
Primary-Junior	58 %	54 %	61 %	33 %	39 %	46 %
Junior-Intermediate	23	24	11	31	39	35
Intermediate-Senior	18	19	26	35	20	19
Technological Education	1	3	2	1	2	-

Gender by year of licensure

	2014	2013	2012	2011	2010	2005
Female	73 %	62 %	70 %	73 %	78 %	76 %
Male	27	38	30	27	22	24

Teaching as first or subsequent career by year of licensure

	2014	2013	2012	2011	2010	2005
First career	54 %	65 %	58 %	56 %	59%	55 %
Second or subsequent career	46	35	42	44	41	45

Age range by year of licensure*

	2014	2013	2012	2011	2010	2005
18 - 24	25 %	16 %	2 %	0 %	0 %	0 %
25 - 34	31	38	44	64	56	49
35 - 44	30	31	19	22	24	24
45 - 54	10	11	15	11	14	24
55 - 64	3	1	-	4	4	4

* Residual declined to answer

Internationally educated by year of Ontario licensure*

2014	2013	2012	2011	2010
6 %	10 %	5 %	2 %	7 %

* Obtained teaching degree in another country prior to Ontario B.Ed. degree

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, Western University, 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 active in the teaching job market during the school year, not reporting unemployment, may be part-time or full-time employed but not reporting wanted more employment as a teacher this year

Independent school – privately run 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 permanent teaching position and has a definite end date and is called “long-term occasional” (LTO); further divided into “97 or more days duration” and “under 97 days duration”

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 permanent teaching position

Permanent teaching position – full-time or part-time position that does not have a definite end date; sometimes referred to as a regular position

Piecework teaching – daily supply, multiple school and-or part-time teaching arrangements

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 – actively looking for a teaching job and not able to find teaching employment, including not able to find daily supply teaching work

Graduates of Laurentian University and the University of Ottawa French-language initial teacher education programs are once again in relatively high demand in Ontario.

First-year Ontario unemployment rates for newly licensed teachers from these two programs plummeted from a high of 18 per cent in 2012 to just four per cent in 2015. The province's five-year surplus of French-language teachers is at an end.

This supply-demand change will likely result in more challenging teacher recruitment in the next few years for Ontario's French-language publicly funded school boards.

Some vestiges of the earlier over-supply are still evident. About one in eight new French-language teachers did not work as many teaching days as they wanted in their first year in the profession.



Ontario
College of
Teachers

Setting the Standard
for Great Teaching

Cette publication est également disponible en français sous le titre
*Transition à l'enseignement 2015 - Perspectives des diplômés
des programmes de formation à l'enseignement de langue française*

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