



Ontario
College of
Teachers

Ordre des enseignantes
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de l'Ontario

Transition to Teaching 2020



Transition to Teaching 2020

Continuing low unemployment among early-career teachers in 2020 confirms Ontario's decade-long teacher surplus is at an end.

French first language teachers are in high demand with shortages of teachers with these qualifications confirmed by the most recent employment data.

French as a Second Language (FSL) teachers are also in high demand with shortages throughout the province.

First-year English-language teacher unemployment now stands at eight per cent, far below 34 per cent reported in 2016. Precarious contract terms persist for years, however, for many teachers in English-language district school boards who do not hold FSL credentials.

Higher intermediate-senior and junior-intermediate Ontario teacher unemployment in 2020 associated with Ontario secondary class size increases in the 2019-20 school year is a temporary interruption of the longer term tightening of the secondary teacher employment market. Recent teacher agreements freeze average class sizes for the next several years. The sharp rise in underemployment caused by the impact on occasional roster teachers of the March 2020 school closures is hopefully also a one-time event.

Teacher shortages over the next few years will reach well beyond the already challenging French-language shortages of the past few years.

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French as a Second Language and French-language programs explained:

Students in English-language schools in Ontario are required to study French as a second language (FSL) from Grades 4 to 8 and earn at least one credit in FSL in secondary school.

At English-language schools, students can learn French as a subject (core), extended French (French for a minimum of 25 per cent of total instruction time at every grade level) or French immersion (where French is the language of instruction for a minimum of half of total instructional time at each grade level).

French-language education serves students whose parents are [“French-language rights-holders”](#) according to section 23 of the *Canadian Charter of Rights and Freedoms*. In these schools, the curriculum is taught exclusively in French, with the exception of the teaching of English language courses. French-language schools in Ontario have a mandate to protect, enhance and transmit the French language and culture.

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1. Executive summary

Comprehensive study of Ontario early-career¹ teachers

Annual *Transition to Teaching* surveys sample various sub-groups of individuals licensed to teach in elementary and secondary schools in the province of Ontario. Each year we select samples of early-career teachers from among those who complete their teacher education through:

- Ontario’s publicly funded university faculties of education,
- Ontario-based teacher education programs specially permitted to operate in the province by the Ontario Ministry of Training, Colleges and Universities, and

- teacher education programs in other provinces and other countries.

In May 2020, we distributed links to web-based surveys to teachers who were first certified by the College in 2010 and in 2015 through 2019 and continued as licensed Ontario teachers in good standing at the time of the survey. We received responses from 4,014 teachers. Response rates varied from 17 to 30 per cent of the samples, with an average 22 per cent return overall. The accuracy rate for the findings is 1.4 per cent overall and 2.2 to 4.3 per cent for the individual surveys, 19 times out of 20.

Teacher education group/ licensing year	Sample size	Responses	Response rate	Margin of error*
All survey groups	18,362	4,014	22 %	1.4 %
Ontario graduates – 2019	4,513	1,353	30	2.2
Ontario graduates – 2018	2,573	605	24	3.5
Ontario graduates – 2010, 2015, 2016 and 2017	9,432	1,650	17	2.2
Out-of-province educated – 2018 and 2019	1,844	406	22	4.3

* Survey result accuracy range, 19 times out of 20

French-language program graduates survey returns reflect lower populations

and response rates, and higher margins of error.

1 “Early-career” in this report refers to the first five school years following initial licensing as an Ontario teacher.

Ontario French-language program graduates

Licensing year	Sample	Responses*	Response rate	Margin of error
All years	1,688	300	18 %	5.7 %
2019	321	62	19	12.5
2018	317	46	15	14.5
2010, 2015, 2016 and 2017	1,050	192	18	7.1

*Ontario-resident respondents are as follows: 2019 licensing year (50), 2018 (30), 2010 - 2017 (153).

Technological Education graduate returns also reflect lower populations and higher margins of error.

Technological Education graduates

Licensing year	Sample	Responses*	Response rate	Margin of error*
All years	589	102	17 %	8.8 %
2019	61	25	41	15.2
2018	67	16	24	21.5
2010, 2015, 2016 and 2017	461	61	13	11.7

* Ontario-resident respondents are as follows: 2019 licensing year (24), 2018 (16), 2010 - 2017 (57).

This 2020 survey report covers teachers resident in Ontario as well as those living in other provinces and internationally at the time of response collection. It addresses employment in Ontario publicly funded schools, in Ontario independent schools and in schools in other provinces and abroad. It also includes career plans of those not engaged in teacher employment markets at the time of the survey.

To illustrate the nature of the presentations that follow, consider the following approach to results for graduates of Ontario teacher education programs licensed in 2019. We start by reporting unemployment and underemployment rates for the full set

of respondents who sought teaching employment in the 2019-20 school year.

This high level of data presentation addresses employment outcomes for those who say they sought teaching employment, regardless of whether they reside in Ontario or elsewhere, whether they sought teaching jobs solely in independent schools, in publicly funded schools or in both, and whether they sought teaching employment within the province, elsewhere or both. Greater detail then follows for a subset of these graduates of Ontario-based teacher education programs who are resident in the province at the time of the survey and actively teaching or looking for teaching jobs in Ontario. We then drill

further to present data focused solely on those employed in Ontario district school boards and subsets in different types of district school board.

Throughout the report, we identify at the top of the charts which specific population or respondent sub-group the data in charts and analyses describe.

History of new teacher supply and teacher retirements in Ontario

About a generation ago, Ontario district school boards experienced a short-term, retirement-driven elementary and secondary teacher shortage. The shortage began in 1998 and lasted for about five years. By 2005, however, it was evident that a surplus of teachers was starting to emerge. Each year that followed more teachers gained Ontario teaching licences than the number of teacher retirements that year throughout the province. This created a teacher surplus that grew steadily year after year. Peak unemployment among first-year teachers occurred in 2013.

Surveys in 2014 and 2015 show a reversal of the trend, with unemployment rates declining. For graduates of Ontario's French-language teacher education programs, as well as graduates of English-language programs with French as a second language (FSL) qualifications, the surplus had already clearly ended and a new teacher

shortage era appeared to be under way. The surplus continued for English-language teachers but its size decreased from year to year.

Teacher retirements are the primary source of permanent job vacancies in Ontario schools. To a lesser extent, pre-retirement teacher departures, changes in government policy and district school board funding, and the rise and fall in elementary and secondary enrolment also contribute to the number of jobs available for early-career teachers.

Policy, funding and student demographic changes in recent years have tended to moderate the collective contribution of these factors in their impact on the overall number of teaching jobs available across the province. Former teachers who return to active service in the province replace some of the workforce losses each year from pre-retirement departures. Elementary and secondary grade student demographics change slowly over time. Accordingly, the primary driver of annual demand for new teachers² is the number of teacher retirements.

The chart that follows describes the ebb and flow of teacher supply and retirement replacement demand beginning in 1998 and forecast through 2022.³

2 "New teachers" in this context refers to newly certified members of the Ontario College of Teachers, including new Ontario graduates and teachers educated in other jurisdictions who subsequently gain Ontario certification and seek permanent, long term occasional or daily occasional roster employment in the province.

3 Forecast methodology appears in appendix 2 of this report.

Sharply increased teacher retirements⁴ between 1998 and 2002 resulted in a surge in Ontario permanent teaching job openings. Many Ontario district school boards, seeking to address the emerging teacher shortage relative to demand, vigorously recruited former teachers back into the profession. Most newly licensed Ontario teachers secured permanent teaching jobs⁵ relatively easily and early in their careers across all regions of the province.

Over this five-year period Ontario experienced record-high teacher retirements, on average about 7,200 individuals annually. Teachers hired in historic high numbers in the 1960s and early 1970s reached retirement age. The result was a teacher retirement wave that arose from underlying teacher age demographics. The wave accelerated and compressed into a five-year span because of an enhanced early retirement provision first made available to Ontario Teachers' Pension Plan members in 1998. At that time, new teachers entered the profession each year in much lower numbers each year compared with the decade to follow.

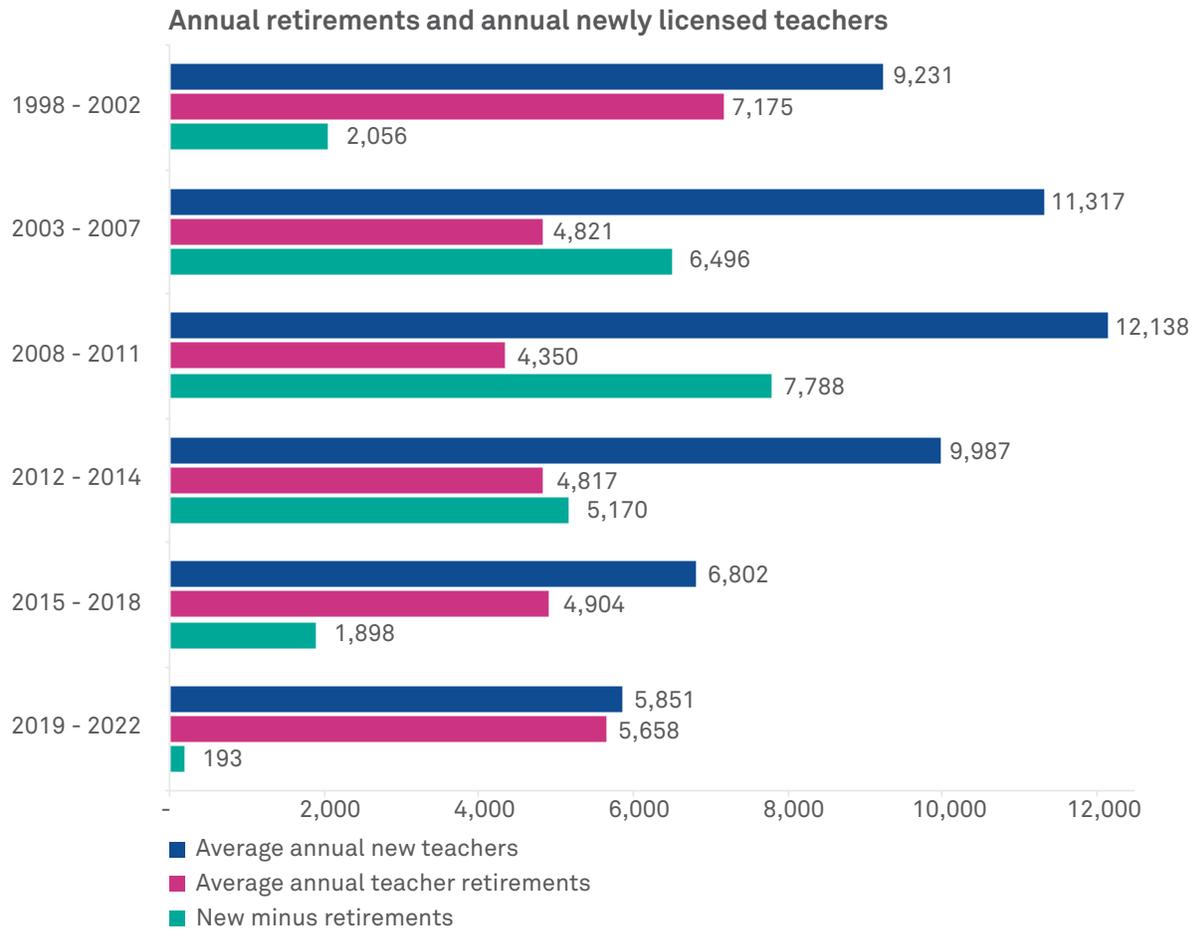
Most French- and English-language Ontario district school boards, at both elementary and secondary levels and in every region of the province, experienced higher than usual numbers of retirement-driven teacher job vacancies. This

wave of retirements created many job openings for the annual average of about 9,200 newly licensed Ontario teachers, about 2,000 more newly licensed teachers each year than the annual number of retirements. This difference was sufficient to enable school boards to fill vacancies. Throughout this period, early-career teacher unemployment rates were very low.

From 2003 onward, however, retirement numbers fell as the age bulge in Ontario teacher demographics passed quickly with the new early retirement incentive. At the same time, supply of new teachers increased substantially. Every source of newly licensed Ontario teachers increased. With increased provincial funding of Ontario faculties of education, each year saw more new education graduates. More teachers graduated from the Ontario education programs with special ministerial consent to operate in the province as well as from United States border college programs marketed to Ontarians. More Ontarians pursued teacher education in Australia, the United Kingdom and elsewhere abroad, and returned here for licensing and Ontario teaching careers. More teachers also moved to Ontario from other provinces and countries to resume or to start their teaching careers.

4 "Teacher retirements" refers mainly to Ontario Teachers' Pension Plan (OTPP) reports on Ontario teachers who are pension plan members and retired or forecast to retire annually. Some other teachers in independent schools who are not members of the OTPP also retire each year and are included in estimates of future retirement forecasts below and taken from *PRISM Economics and Analysis 2016 forecast report for the Higher Education Council of Ontario*.

5 "Permanent teaching job" refers to a regular teaching position, part-time or full-time, on a contract that does not have a defined end date.



The Ontario English-language teacher job market became more competitive starting in 2005 and the competition increased with each new school year. Job openings for new teachers, especially those with primary-junior qualifications, were more and more limited relative to the steadily growing new teacher supply.

Every year more newly licensed teachers reported they were unemployed. More of them took longer to move from daily occasional rosters to term contracts and permanent jobs and to progress from part-time to full-time teaching loads. As underemployed teachers from previous years continued to seek more

daily occasional teaching days, long term occasional (LTO) and permanent teaching contracts, each successive cohort of Ontario education graduates and other newly licensed Ontario teachers faced an increasingly saturated job market.

Annual average retirements fell substantially from 2003 through 2007 and even further in years 2008 to 2011. Numbers of newly licensed teachers in Ontario rose steadily over the same time periods. The average annual difference between new supply and retirements of about 2,000 more new teachers than retirees in 1998 through 2002 grew dramatically to about 6,500 through the

middle of the decade and reached about 7,800 annually in 2008 through 2011 – almost four times larger than the gap a decade previous.

As over-supply increased with each passing year, the teacher surplus and its early-career teacher employment impact moved beyond primary-junior English-language teachers to encompass secondary teachers, including sciences and mathematics, and also, but to a much lesser extent, French-language and FSL teachers.

Meanwhile, with heightened awareness of the more competitive Ontario teacher employment market, the number of applicants to Ontario’s consecutive teacher education programs fell sharply. From a peak of about 16,500 applicants in 2007, annual applicant numbers fell to under 9,500 by 2013 and 2014.

Years 2012 through 2014 marked a change in direction for Ontario annual new teacher supply after a decade of steady growth. Newly licensed Ontario education graduates declined almost 10 per cent from the average of the preceding four years. Newly licensed teachers from US border-colleges plummeted more than 60 per cent. In addition, newly licensed teachers educated in other provinces and elsewhere in other countries dropped by more than 40 per cent.

On average, about 2,150 fewer individuals gained Ontario teaching licences in the years 2012 to 2014 than the annual average in years 2008 through 2011, an overall decline of 18 per cent.

Teacher retirements, meantime, rose somewhat during those three years – an average of 450 more retirements than in the previous four-year period. Because of this decrease in new teacher supply and slight increase in retirement-driven demand, the average annual surplus of new teachers fell from almost 7,800 in the preceding period to under 5,200 in years 2012 through 2014.

Implementation of the Ontario enhanced teacher education program in 2015 and the associated reduction in the number of government-funded places in initial teacher education programs had a large impact on new teacher supply in the years that followed. Average numbers of newly licensed Ontario teachers dropped sharply from the much higher levels over the preceding 12 years. The gap between annual newly certified teachers and annual teacher retirements in 2015-2018 was very similar to the 1998-2002 years when the brief earlier teacher shortage prevailed and district school boards ramped up recruitment efforts to fill retirement-driven vacancies.

The enhanced requirements for teacher education in 2015 increased the consecutive program from two to four semesters. Annual Ontario faculty of education consecutive B.Ed. applicant numbers fell sharply from about 9,500 in 2014 to 4,300 in 2015. With the strengthening Ontario teacher employment market, faculty applicant numbers rose again by 2019 to about 7,000, although numbers declined in 2020 to under 6,300.

Ontario is now entering several years when the number of newly licensed Ontario teachers each year will be about equal to forecast annual teacher retirements. This is a radically different balance of new teacher supply and replacement demand from that experienced over the past 20 years. Because some newly licensed teachers each year defer teaching for further education or personal reasons, leave Ontario to teach elsewhere, or decide to pursue careers other than elementary/secondary teaching, the number of new teachers on the Ontario teacher labour market will be insufficient to meet school board recruitment requirements. Elementary/secondary enrolment growth will exacerbate these shortages in some regions of the province.

Our 2020 survey results suggest that the accumulated teacher surplus of the recent past is now almost fully depleted. Forecasts anticipate that retirements of active Ontario teachers who are members of the Ontario Teachers' Pension Plan will average at least 5,800 annually over the next several years⁶. Unless some increase occurs in one or more of the various sources of Ontario teacher supply, teacher shortages will be much broader than the French-language and French as a second language teacher shortages experienced over the past several years.

Greater numbers than expected of College members who were in Good Standing in 2019 have not paid their

renewal fees for 2020. More than 3,500 previous year teachers did not renew their Ontario teaching licenses in 2020 than in 2019. This increased non-renewal of teaching licenses is evident among early, mid and late career College members. These withdrawals from active teaching eligibility exacerbate in the 2020-2021 school year teacher shortages already identified in our forecasts.

2020 survey highlights

Our latest survey findings confirm that unemployment and other early-career measures continue much more positive in 2020 than in years past. Increased underemployment across the divisions and increased unemployment for secondary panel teachers in the 2019-2020 school year reflect unique and temporary factors that interrupted ongoing multi-year market trends driven by the diminished supply of new teachers that will nonetheless continue in future years. Understanding these factors gives context for interpreting the 2020 survey highlights that follow.

In mid-March 2020, Ontario schools closed as a measure to limit the impact of the COVID-19 pandemic. Although virtual schooling replaced teaching in school buildings across the province, most early-career daily occasional roster teachers lost all further employment for the remaining three and a half months of the school year. Some teachers on long term occasional and other term contracts also report loss of employment

⁶ PRISM Economics and Analysis 2016 report for the Higher Education Council of Ontario sets the number of retirements and deaths of Ontario Teachers' Pension Plan members at under 5,500 in 2020 and just 5,800 by 2025. Recent retirements from the Ontario Teachers' Pension Plan indicate that this is an underestimate.

once their pre-school-closure terms ended. These career setbacks resulted in significant increases in underemployment among first- through fifth-year teachers in the 2019-2020 school year.

The additional contextual factor is the increase in funded secondary class sizes between the 2018-19 and 2019-20 school years. The planned first year of secondary class size increases resulted in student-teacher ratios rising from an average of about 22-1 to 23-1. This resulted in fewer intermediate-senior and, to some extent, junior-intermediate job vacancies in publicly funded Ontario schools than otherwise would have been available to early-career teachers associated with retirements and increased enrolment in some Ontario regions.

We describe below increases in 2020 unemployment among intermediate-senior and junior-intermediate teachers that are likely a result of this change in average class sizes. Ontario teacher collective agreements, concluded since our 2019 *Transition to Teaching* survey report, freeze class sizes at 2019-20 levels. The earlier proposed multi-year average class size increases to 28-1 referenced in our last report are no longer a factor in how secondary level teacher supply and demand will unfold in Ontario over the next few years.

Subject to how the pandemic will unfold over the 2020-2021 school year, the 2020 survey highlights described below confirm the medium-term further tightening of the supply-demand teacher labour market in Ontario. Findings such as higher underemployment this year across all early-career teacher groups and higher unemployment among secondary level teachers are temporary effects of one-time occurrences. Now we turn to the specific highlights.

Year over year first-year teacher unemployment⁷ increased from five to six per cent. Average unemployment among Ontario graduates in years two through five fell from three to two per cent. The Ontario teacher labour market has changed very quickly with the rates in 2019 and 2020 sharply lower than rates of just a few years ago. As recently as 2016, first-year unemployment stood at 24 per cent and years two through five at 9 per cent.

Just three in five (60 per cent) first-year Ontario education graduates report full employment⁸ throughout the 2019-2020 school year, down sharply from 81 per cent the previous year.

First-year Ontario-resident French-language program graduates report no unemployment for the fourth year in a row. Just one per cent of Ontario-resident FSL-qualified graduates report

7 Unemployment” in this annual survey series refers to respondents who say they actively looked for teaching opportunities but were not employed at any time throughout the school year, not even through occasional roster daily assignments.

8 “Full employment” is a self-assessed status of those teachers who report they are employed as elementary or secondary teachers and that they secured as much teaching employment as they wanted throughout the school year. They may be full-time or part-time, may work for publicly funded or independent schools, and they may be in permanent, LTO or daily occasional teaching roles, in Ontario or elsewhere.

unemployment. This is the third year in a row of negligible unemployment for this group.

First-year English-language program graduates without FSL qualifications report eight per cent unemployment in Ontario in 2020, up from seven per cent in 2019. Despite the small uptick this year, the 2020 rate is significantly below 19 per cent reported in 2017 and the peak 45 per cent rate back in 2013.

Ontario-resident primary-junior qualified first-year teacher unemployment held steady at six per cent, the same as the previous year. Ontario-resident junior-intermediate qualified teacher unemployment rose from three to four per cent. Intermediate-senior unemployment jumped from four to eight percent.

With very low respondent numbers, we recommend caution against over-interpreting the rise in technological education teacher unemployment from nil in our 2018 and 2019 surveys to 13 per cent in 2020.

Despite the rises affecting three of the four qualification divisions, unemployment rates in 2020 remain far below the very high 29 to 45 per cent levels reported across the divisions in 2014.

Ontario-resident English-language first-year teacher⁹ unemployment varies across the divisions. Primary-junior unemployment receded from 9 to eight per cent this year. The intermediate-senior qualified group saw unemployment rise in 2020. Those with math and/or science as a teaching subject increased from just four per cent in 2019 to 10 per cent in 2020. For those with teaching subjects other than math and science, unemployment rose from eight to 10 per cent. The usual math/science advantage was not evident among Ontario intermediate-senior first-year teachers in 2020.

Junior-intermediate teachers with math or science as a teaching subject report three per cent unemployment, up from nil the previous two years. Those without math or science as teaching subject saw unemployment rise from seven to 9 per cent.

First-year teachers in every region of the province report higher unemployment this year with rates ranging from four to 20 per cent.¹⁰

Permanent contracts declined slightly as a share of Ontario first-year teacher employment. By the end of the first year of teaching, 20 per cent report permanent contracts in 2020, down from 22 per cent last year. Permanent contract status varies markedly with language of instruction and district

9 “English-language first year teachers” refers to Ontario English language program graduates who do not hold FSL qualifications at the time of survey response.

10 We recommend caution in interpreting the 20 per cent unemployment rate reported by Thunder Bay region first-year teachers because of the very low population and response set.

school board employer. French-language district school board teachers report 53 per cent permanent contracts in their first year. English-language board FSL teachers report 29 per cent permanent contracts. Just five per cent of English-language board teachers without FSL qualifications gain permanent teaching contracts in their first year. In each instance, the 2020 permanent contract share is somewhat lower than in 2019.

These career progress disparities are evident in our 2020 survey results from teachers throughout their early-career years. Permanent contracts in year three stand at 78 per cent for French district school board (DSB) teachers, 64 per cent for FSL teachers in English DSBs and just 25 per cent among other English DSB teachers. By year five French DSB and English DSB teachers report 86 and 84 per cent permanent contracts with non-FSL teachers in English DSB permanent contracts just 43 per cent of fifth-year teachers.

First-year teachers report their highest priority in job searches is to secure permanent contract status as soon as possible. The next ranked consideration is to find a job in proximity to where they currently live. Failing this, their third choice is “to work anywhere I can find a job.” Familiarity with school board, teaching specific subjects, and teaching specific grade levels constitute the next tier of preferences guiding their job searches.

In recent years, as the Ontario job market improved, first-year teachers narrowed their job searches. More than one in

three apply only to their single preferred school board. Many, however, still apply to multiple employers.

In the 2019-20 school year, most English language program graduates apply to Ontario English public (67 per cent) and/or English Catholic (28 per cent) DSBs. One in 10 (11 per cent) apply to independent schools. Seven per cent do not apply to any Ontario DSBs.

Most French language program graduates apply to Ontario French public (52 per cent) and/or French Catholic (68 per cent) DSBs. One in six (16 per cent) seek teaching jobs out of province. However, only three per cent say they applied exclusively outside the province.

Most employed first-year teachers in 2020 report Ontario English language DSB (73 per cent) or French language DSB (seven per cent) employers. One in ten (11 per cent) teach in independent schools and eight per cent teach outside the province.

As in previous years, new-to-Canada first-year teachers report by far the highest unemployment (43 per cent) among the different sources of new Ontario teachers licensed in 2019. Fully half of them hired this year teach in Ontario independent schools. Ontario district school board hiring share of new-to-Canada qualified Ontario first-year teachers fell from 69 per cent in 2019 to just 31 per cent this year.

Early-career teachers on daily occasional rosters engage in much less professional development than those in permanent

and long term occasional jobs. Most continue to miss the extensive formal and informal school-based professional development, orientation, mentoring and principal evaluations available to their colleagues who hold long term occasional and permanent contracts. They engage less with other educators in subject or specialist associations, in collaborative learning and in teacher enquiry. Many daily occasional roster teachers do complete Additional Qualification courses, however, on their own time and using their own financial resources.

Context: rapidly changing labour market for early-career Ontario licensed teachers

The Ontario teacher labour market in 2020 is much less crowded with early-career teachers competing for jobs than during much of the past 15 years.

Several factors reduced the numbers of early-career graduates competing with one another for Ontario teaching jobs:

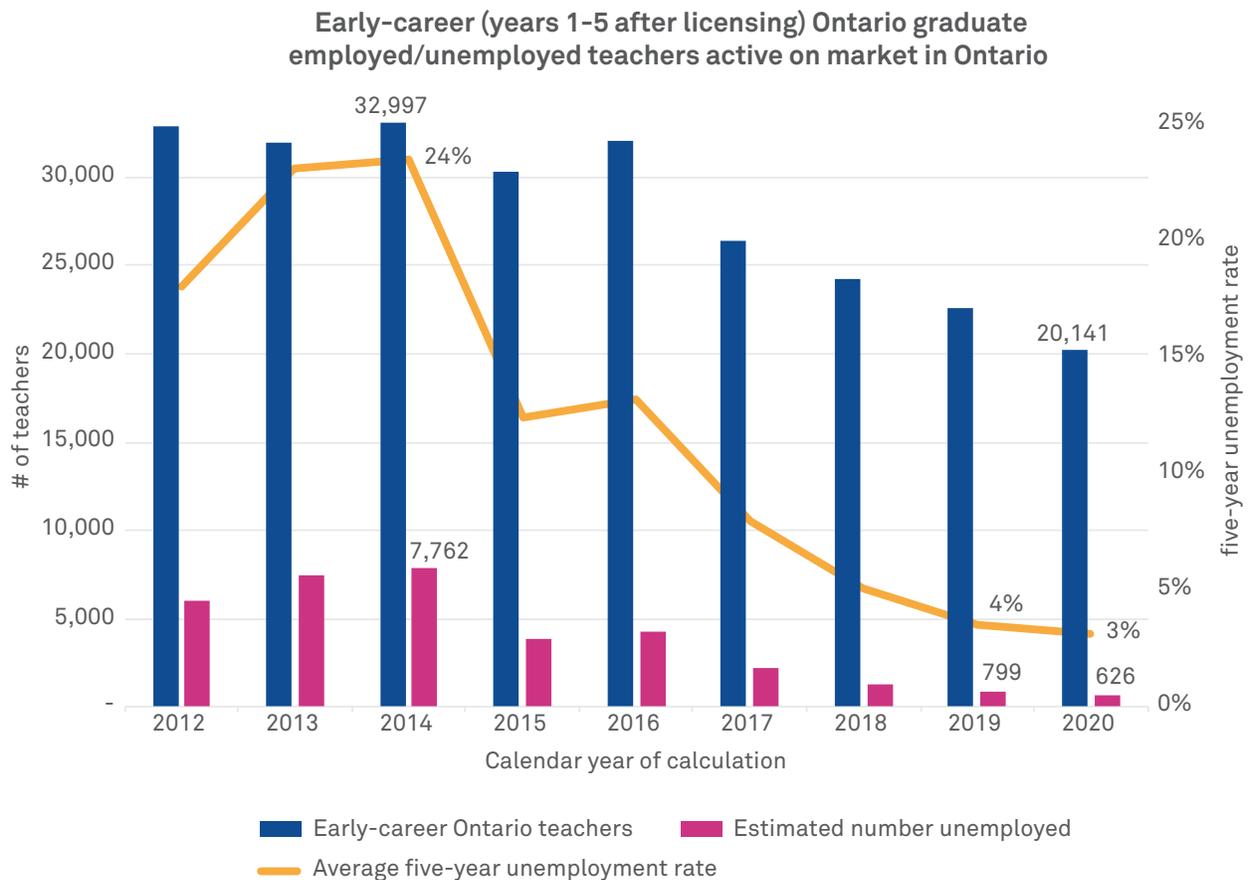
- fewer entrants to Ontario faculties since 2012, and especially since the introduction of the four-semester teacher education programs in 2015,
- significantly decreased numbers of teachers educated out-of-province who were licensed as Ontario teachers since 2012,
- until recently, increased numbers of early-career teachers not renewing their Ontario teaching licences,

- also until recently, higher numbers of graduates starting their teaching careers out-of-province,
- graduates teaching out-of-province who defer returning to Ontario,
- increased teacher retirements, and
- declining unemployment rates.

Using 2012 through 2020 *Transition to Teaching* survey findings on Ontario teacher labour market participation¹¹ and unemployment rates for first-through fifth-year teachers, together with College registry data, we describe below the rapidly changing early-career labour market.

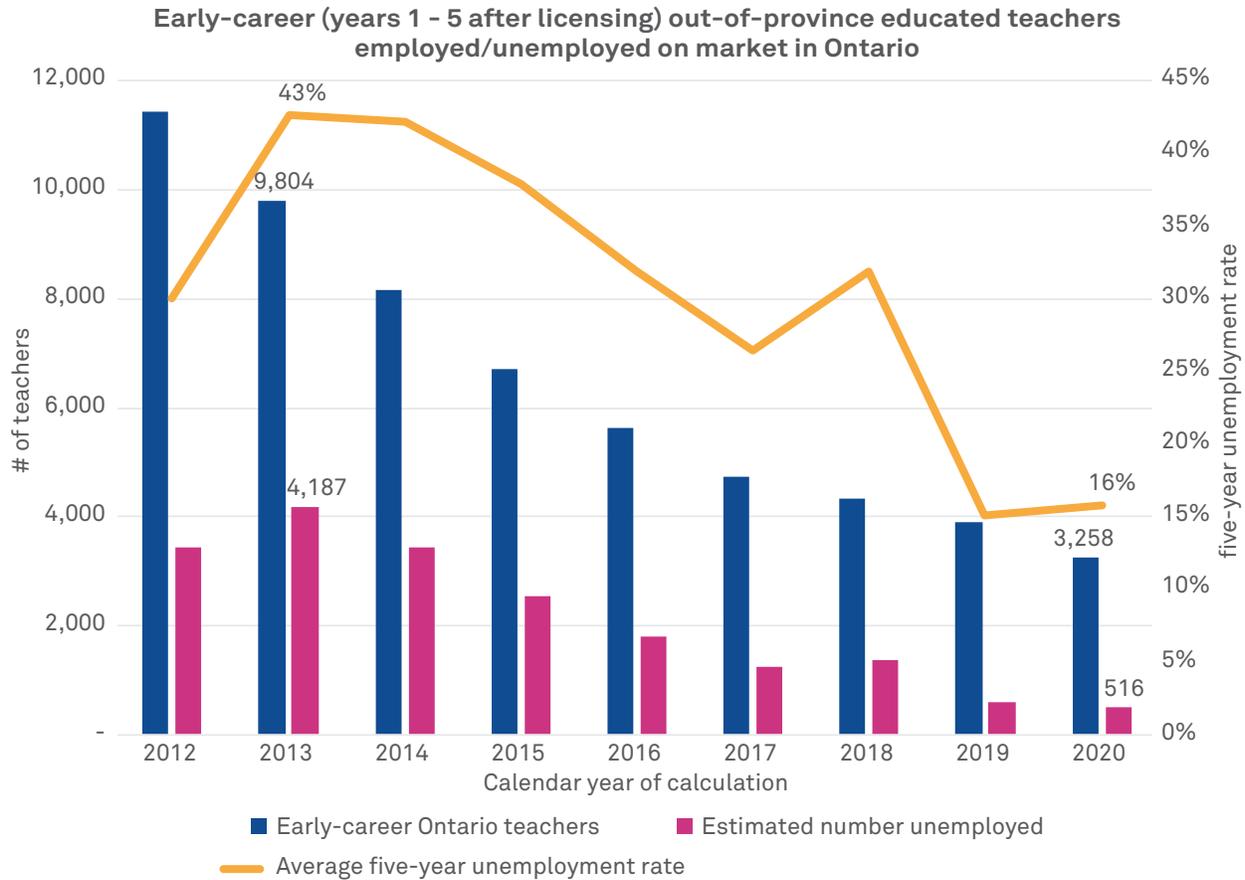
Numbers of Ontario teacher education graduates resident in the province, actively participating in the Ontario teaching market and in their first five years after first licensing, declined from about 33,000 in 2014 to 20,141 in 2020. Meanwhile, average unemployment among these early-career teachers fell from 24 to three per cent. Reduced numbers of early-career Ontario market participants, together with the falling unemployment rate, results in the estimated number of unemployed early-career graduates plummeting more than ten-fold from a peak 7,762 in 2014 to just 626 in 2020.

¹¹ Ontario market participation includes teachers who report that they are employed as teachers or sought employment as teachers in Ontario or who say they did not seek teaching jobs because they were discouraged about the job market in Ontario.



We can apply the same methodology to estimate changes in numbers of unemployed but labour market active teachers among the various groups who complete teacher education in other provinces and countries and subsequently gain their Ontario teaching licenses.¹²

¹² These out-of-province educated teachers include Ontarians who completed their teacher education in US border colleges, in other provinces and in other countries, as well as teachers from other Canadian provinces and teachers from other countries who obtain Ontario certification usually to be able to teach in the province.



The number of early-career¹³ out-of-province educated teachers active on the Ontario teacher labour market dropped significantly from an estimated high of 11,438 in 2012 to 3,258 in 2020.

The average unemployment rate also fell significantly, from 43 per cent in 2013 to 16 per cent in 2020. These two factors combine to show that the estimated number of unemployed out-of-province educated teachers fell from 4,187 in 2013 to 516 in 2020.¹⁴

Given forecast continued low numbers of new Ontario education graduates and new Ontario teachers from other jurisdictions, about equal to forecast teacher retirements - the trend of lowered early-career competition in the Ontario labour market will continue in the years ahead.

Although there is no longer a significant surplus of teachers in Ontario in recent years, another group of licensed Ontario teachers is a potential source to fill job

13 “Early-career” in this instance refers to the first five years following Ontario licensure. Many of these teachers began careers previously in other jurisdictions.

14 Because annual surveys of out-of-province teachers only include years one and two after licensing, we estimate the arc of improving employment outcomes in years three through five assuming improvements proportionate to survey findings among Ontario education graduates at that stage of their careers.

vacancies in the province over the next several years.

Ontario teacher education graduates left the province in greater than usual numbers during the province’s teacher surplus years. An analysis of the College teacher Registry indicates there are 2,127 Ontario education graduates licensed over the past ten years who reside out-of-province and continue to maintain their Ontario teaching certification in good standing. We know from our annual survey data that the majority of these teachers hope to return to teach in Ontario in the future.

The extent to which Ontario district school boards may draw on this additional source of teacher supply, however, has been somewhat limited by the staged process in place for the hiring of teachers by English language district school boards.

Hiring process in English-language district school boards

Legislation first introduced at the height of the teacher surplus in fall 2012 required a graduated entry pathway to permanent employment as a teacher in Ontario’s English language district school boards. New teachers are normally required to start their employment with a school board on daily occasional rosters before gaining eligibility to apply for that board’s long term occasional jobs and subsequent eligibility to compete for permanent jobs with the same board. Daily occasional roster service is not transferable for eligibility in another district school board’s job competitions.

Ontario removed this requirement for French district school board hiring

after the teacher shortage of French language teachers emerged about six years ago. Recent agreements with the teacher federations modified the regulation for English language district school boards allowing some hiring outside the occasional seniority pools. In October 2020, the Minister of Education revoked the regulation and established a new school board hiring practices policy that establishes merit, diversity and the unique needs of schools and communities, rather than seniority, as the focus in hiring to long term occasional and permanent teaching positions.

This context is important to understand how the improving employment market unfolded for English-language program graduates. As work opportunities increased for early-career teachers, graduated entry to full employment continued for most of these new Ontario teachers. Most needed to spend many months or even years on daily occasional rosters with a specific district school board before gaining eligibility to apply to long term occasional or permanent contracts with that specific board. They were also restricted from applying to LTO and permanent job opportunities in other district school boards.

The new teacher hiring policies should significantly enhance career progress for English language teachers in Ontario. These changes may also allow some out-of-province teachers to return to the province in the years ahead and assist school boards fill job vacancies during the quickly emerging new Ontario teacher shortage.

2. Employment outcomes

Early-career teachers sustain recent employment gains in 2020

First-year teacher unemployment¹⁵ increased slightly this year for newly licensed Ontario teacher education graduates,¹⁶ rising from five per cent in 2019 to six per cent in 2020.¹⁷

Average unemployment rates among second- through fifth-year teachers continued the multi-year decline, down from three per cent in 2019 to just two per cent in 2020.

Despite the small rise this year, first-year unemployment has plummeted 32 points over the past seven years from its peak 38 per cent rate in 2013. Second-through fifth-year unemployment also fell sharply, down 19 points from a peak 21 per cent rate in 2014.

It has been easier to find a long term and full time opportunity than they made me expect when I was in teacher's education.

Primary-junior English-language graduate, licensed in 2019, teaching full-time LTO in London region

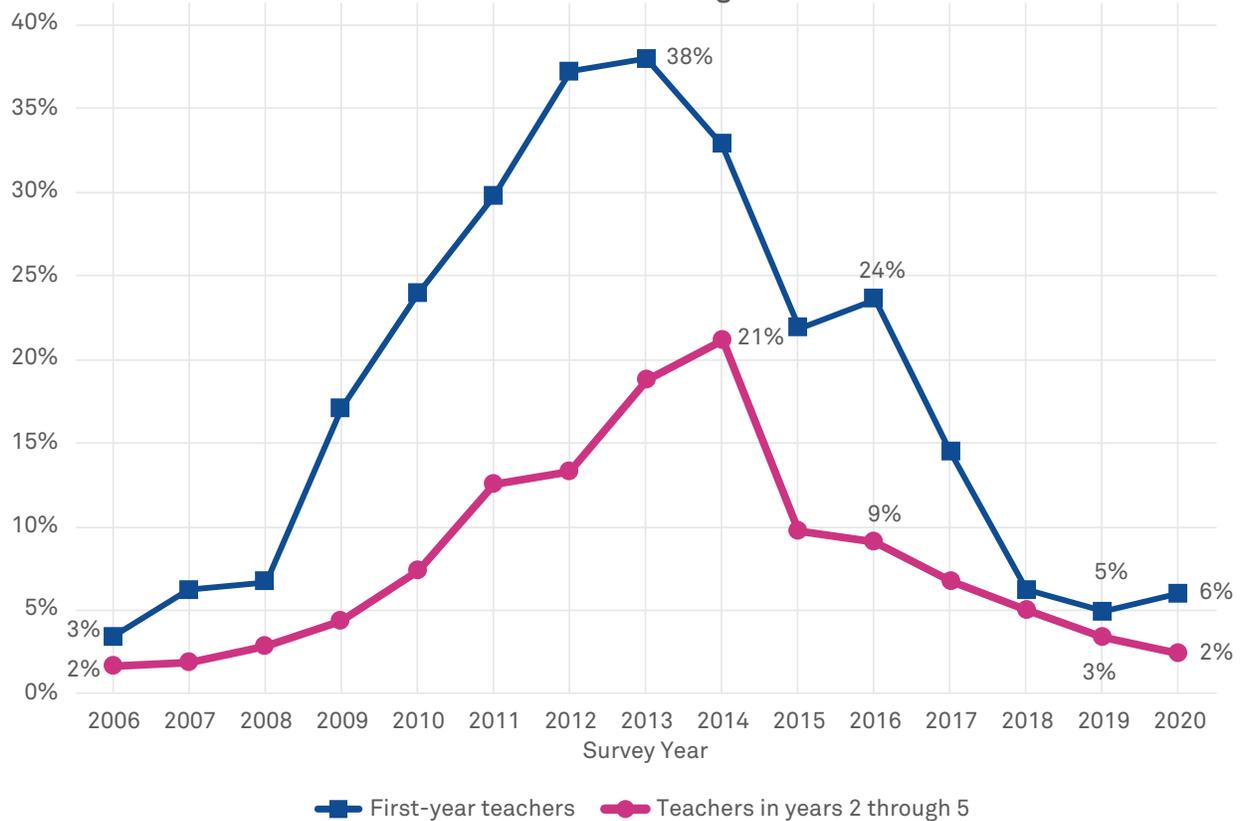
First-year unemployment now stands at the same level as back in 2007, the year the Ontario teacher surplus started to have an obvious negative effect on early-career employment outcomes. Second- through fifth-year teacher unemployment is now at the level last reported in our 2006 survey. The decade long early-career high unemployment impact of the teacher shortage is at an end.

15 Unemployment rates include teachers who say they did not seek teaching jobs because they were discouraged about the prospects; rates exclude as not on the labour market licensed teachers who say they chose for other personal reasons not to apply for teaching jobs in the 2019-20 school year.

16 This and other charts throughout indicate whether data reflects all Ontario graduates or only those who are Ontario-resident.

17 Except where explicitly stated, data refer to newly licensed teachers who graduate from Ontario-based teacher education programs, including permit programs.

Early-career unemployment rates 2006 to 2020:
all Ontario education graduates



I was exceedingly lucky to get an LTO right after graduating and a full-time position soon after. Specializing in music opened many doors for me.

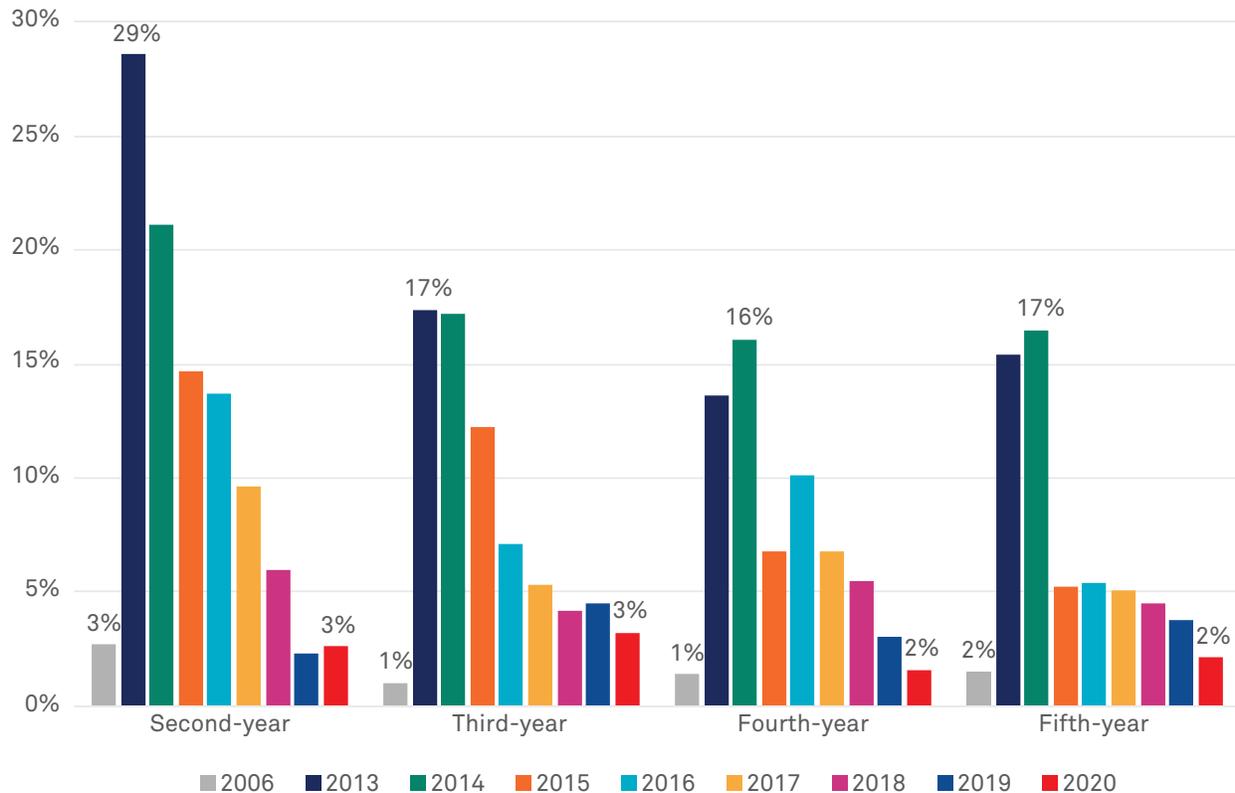
Junior-intermediate music graduate, permanent elementary position, Toronto region

and declined for teachers in their third through fifth years of teaching.

Each career year two through five rate now stands at or near the unemployment as reported in our 2006 survey.

Drilling further into second- through fifth-year teacher survey results, we see that the current rate of unemployment for each year following initial licensure is sharply lower than the peak unemployment year for each career stage. Unemployment rose slightly this year for second-year teachers

Unemployment by survey year: all Ontario graduates



In addition to measuring early-career teacher unemployment, our annual surveys identify teachers who say they are teaching as much as they want throughout the school year (full employment) and those who report some teaching employment but consider themselves underemployed.¹⁸

Some teachers choose part-time or occasional teaching as they start their careers. Others take time out from

teaching for further study, family or other personal reasons.

Teachers actively seeking teaching jobs (including any who say they want to teach but did not apply for jobs because they are discouraged about teaching prospects) count as unemployed. Those who report finding less teaching work than they want in a particular school year count as underemployed.

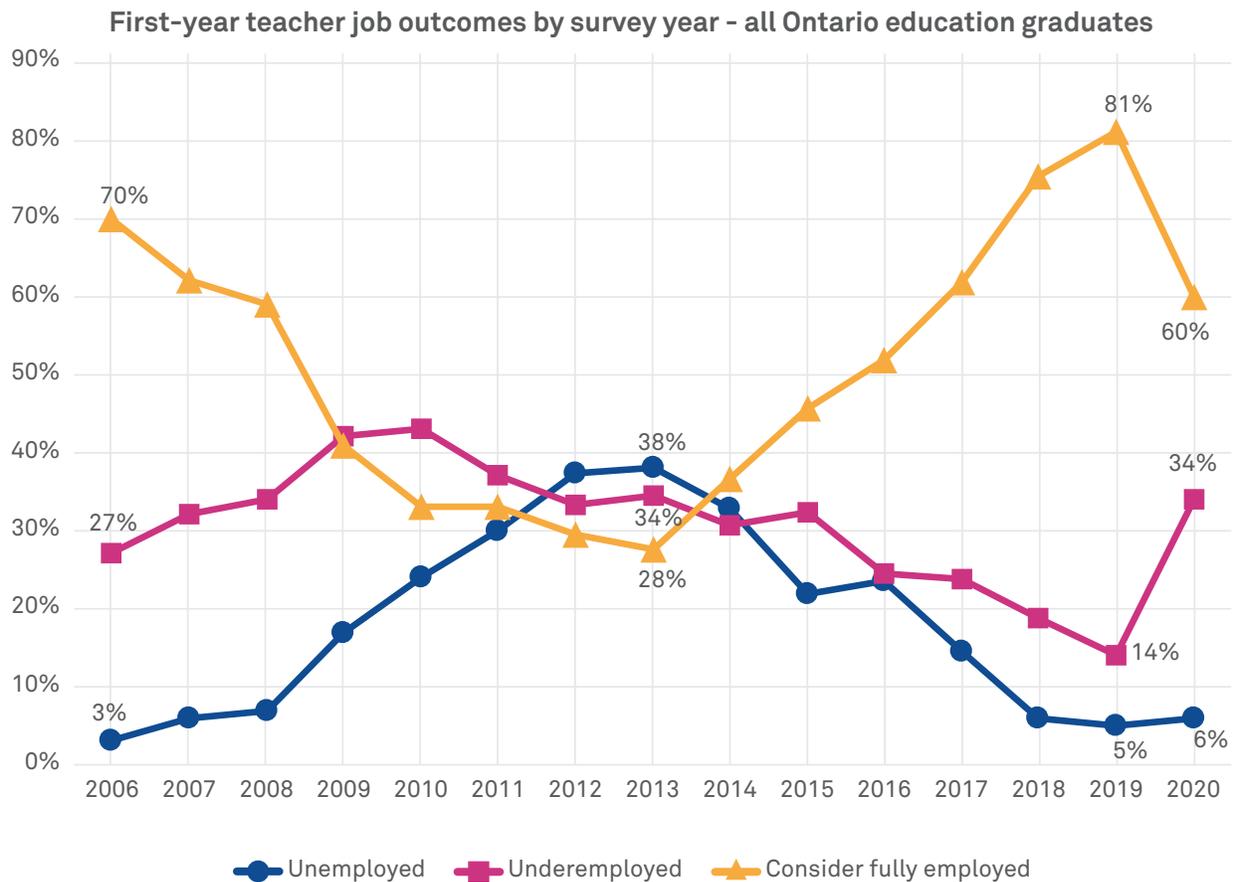
¹⁸ This study defines “full employment” as the status of those who say:

- they are active in the job market either working as or seeking work as elementary or secondary teachers,
- are employed as teachers during part or all of the school year, and
- secured as much teaching employment as they wanted throughout the school year.

Those who report some employment and who say they did not find as much teaching as they wanted throughout the school year are classified as “underemployed.”

Those who say they voluntarily took the year off to do something else and did not seek employment as elementary or secondary teachers in Ontario or elsewhere are classified as not on the job market and excluded from employment rate analyses.

The proportion of first-year teachers reporting underemployment¹⁹ declined from 34 per cent in 2013 to 14 per cent in 2019. This well-established trend broke sharply in 2020 with a significant 20-point jump in first-year underemployment to 34 per cent, a rate not seen in seven years.



Three in five (60 per cent) employed first-year teachers say they were teaching in 2019-20 and had as much employment as they wanted throughout the school year. This full employment rate is 21

points below the previous year and as low as it was in 2017.

Among those employed at the time of this year’s survey, 68 per cent report they

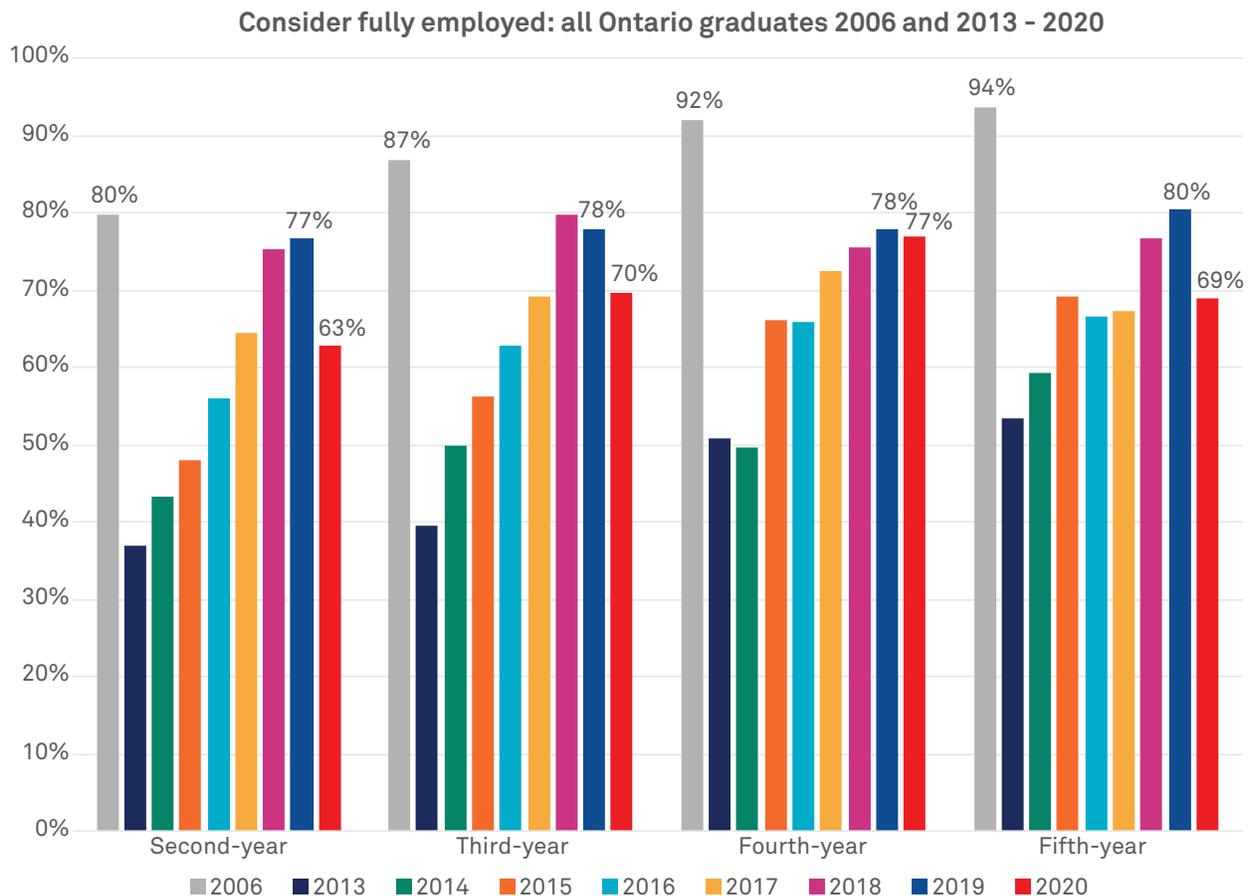
¹⁹ “Underemployed teachers” includes daily occasional roster teachers, short term contract teachers, and also some teachers on long term occasional or permanent contracts where they teach less than full-time and/or taught full-time but only for part of the school year.

then held full-time teaching jobs, similar to the full-time teaching rate in the previous year.

I was quite fortunate after only six weeks of daily supply work to get my first part-time LTO. I have found the market to be far more resilient and positive than it was a couple of years ago. When I began teacher education, I thought it would take years of daily supply to get any sort of LTO and years more get a permanent job. I am happy to report this doesn't seem to be the case anymore.

Intermediate-senior business/history graduate, licensed in 2019, teaching full-time LTO in London region

Second- through fifth-year teachers all report increases in underemployment in 2019-20, with fewer of in each career year saying they had as much teaching work as they wanted throughout the school year. . The full employment rate declined across the years, with a greater drop in some years than in others. This drop followed seven years of mainly steady improvements in this job success measure.



The preceding charts and analyses describe findings with respect to the entire response set of Ontario graduates, whether living in Ontario at the time of the survey or resident elsewhere. We turn now to focus on findings for the sub-group of Ontario-resident graduates in their first and subsequent years after licensing to assess more directly the provincial labour markets for early-career teachers.

School closures in March 2020 interrupt many early teaching careers

When Ontario schools closed because of the COVID-19 pandemic in March 2020, most first-year teachers had not yet secured permanent teaching jobs. Eight in 10 of them taught with precarious employment arrangement terms – on daily occasional rosters or with long term occasional or other term-limited contracts. Many of these first-year teachers had reduced assignments or no further teaching days at all for the remainder of the 2019-20 school year. About three in four second-year and half of third- through fifth-year teachers also reported precarious teaching employment terms.

Some long term occasional and other limited term contract teachers across the early-career years report reduced employment after school closures, the majority of them saying they had no additional contract or daily occasional teaching once their term contracts ended.

The most disruptive impact hit daily occasional roster teachers. When Ontario schools closed in March, about half (48

per cent) of first-year teachers report they were teaching on daily occasional rosters. Lesser proportions of second-year teachers (30 per cent) and third-through fifth-year teachers (21 per cent) report they were then teaching with daily roster assignments.

I have been fortunate to have as many days as I wanted as an occasional teacher before COVID-19. However, I am now missing the classroom and am disappointed there has been no assistance for occasional teachers during this time.

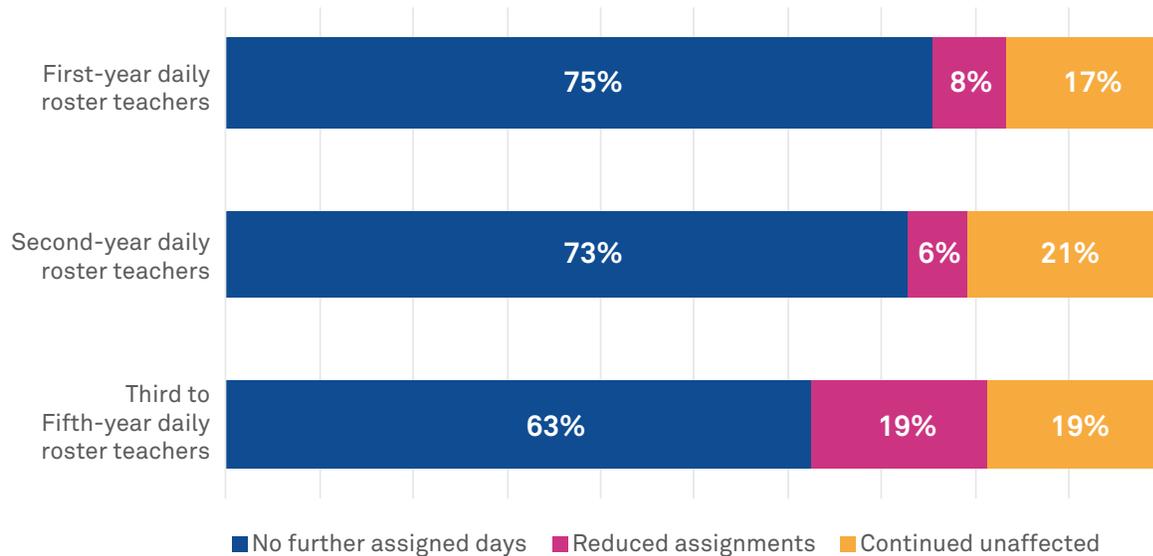
Primary-junior licensed in 2019, fully employed on daily occasional roster across multiple schools until March 2020, Sudbury-North Bay region

Across the first five years of their careers, the majority of these daily roster teachers had no further teaching days, neither physical nor virtual teaching. Additional occasional roster teachers report reduced daily assignments after school closing. Fewer than one in five of these roster teachers report that school closings did not affect the volume of their teaching for the remainder of the year.

I would love to teach in the public sector, but I have much anxiety about being an occasional teacher. For that reason, I teach full-time in a private school for almost half the pay.

Junior-intermediate English graduate, permanent elementary job in independent school, London region

Early-career Ontario daily roster teachers affected by school closures required by COVID-19 in March 2020



School closures occurred in most jurisdictions outside Ontario where Ontario graduates taught in the 2019-2020 school year as well as in Ontario. The layoffs and reduced assignments that affected daily roster teachers and other precarious contract teachers account for the significant increases in reported underemployment described in the foregoing sections.

Unemployment rates increase in secondary divisions

Following several years of falling rates of unemployment across the divisions of certification among Ontario-resident first-year teachers, our 2020 survey findings show a break in this improvement trend. Primary-junior qualified teachers report the same unemployment rate as the previous year. Other divisions, however, report increased unemployment.

Unemployment reported by primary-junior qualified teachers stands at six per cent this year, and for the second year in a row is down 28 points since the 34 per cent unemployment rate reported in 2014.

It was much easier to be hired by a school board than I heard said in the past. My board hired me to the occasional roster before I graduated. I also was able to land an LTO within two weeks of working for the board.

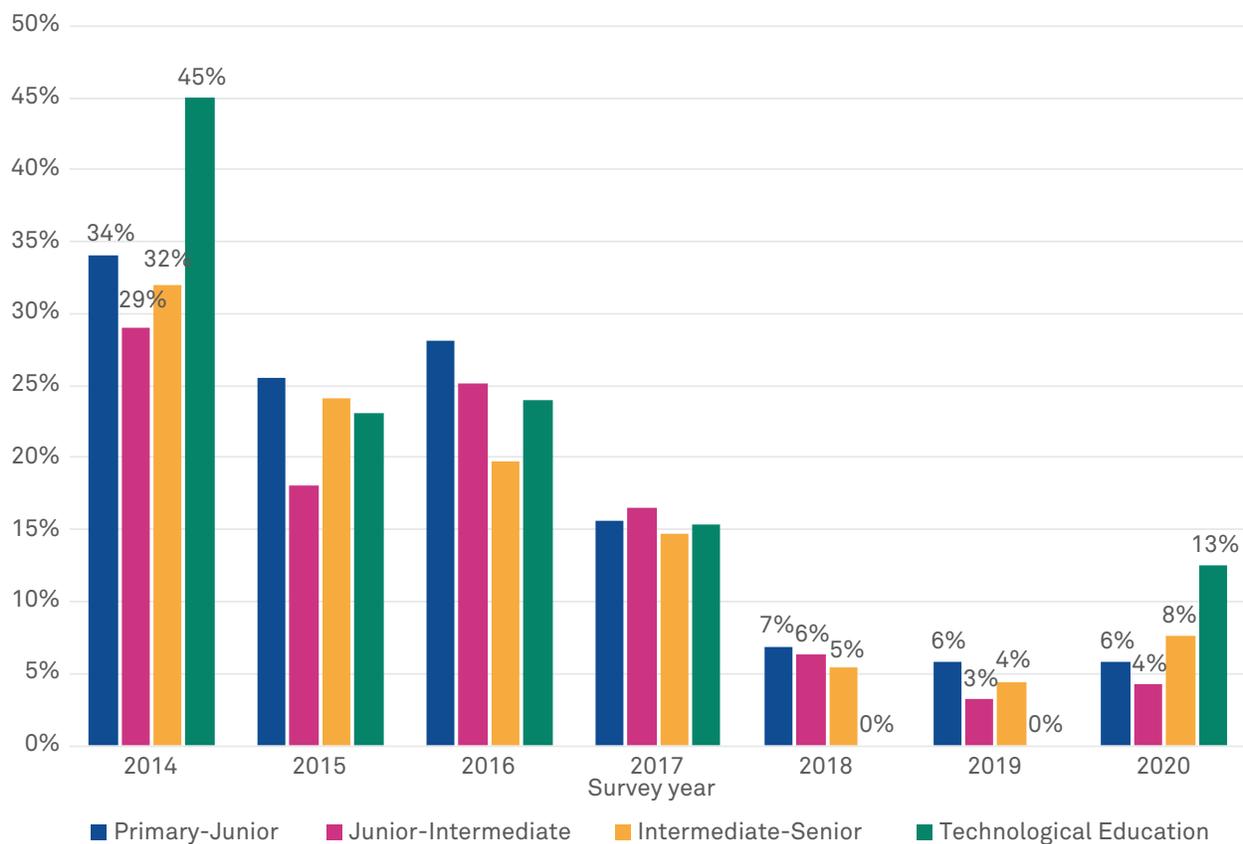
Primary-junior English-language graduate, licensed in 2019, teaching full-time LTO in Toronto region

Junior-intermediate qualified teachers report four per cent unemployment in 2020, up from three per cent the previous year, and down from 29 per cent in 2014. Intermediate-senior qualified teachers report eight per cent unemployment in 2020, up from the 2019 rate of just four per cent, but down from 32 per cent in 2014.

I was hired just after I graduated. There were no secondary positions available so I filled elementary LTOs with a permanent contract status. Next year I have my own permanent position in elementary.

Intermediate-senior drama/FSL graduate licensed in 2019, full-time LTO in Ottawa region

Unemployment by division: Ontario-resident first-year teachers



Technological Education qualified first-year teachers report 13 per cent unemployment in 2020 after two previous years of nil unemployment. Caution is warranted in interpreting the results for this group because of the low number of graduates and survey respondents each year²⁰. In past surveys, some Technological Education teachers indicated that they saw teaching jobs available but were unable to consider leaving full-time jobs for daily occasional or partial teaching contracts they found available. These respondents are included as unemployed in the graph on divisional unemployment rates.

The understanding when I entered the education field was that technology teachers were in demand; however, I have found that to become a full time permanent teacher may in fact take several years.

Construction technology graduate, licensed in 2019, full-time LTO, Toronto region

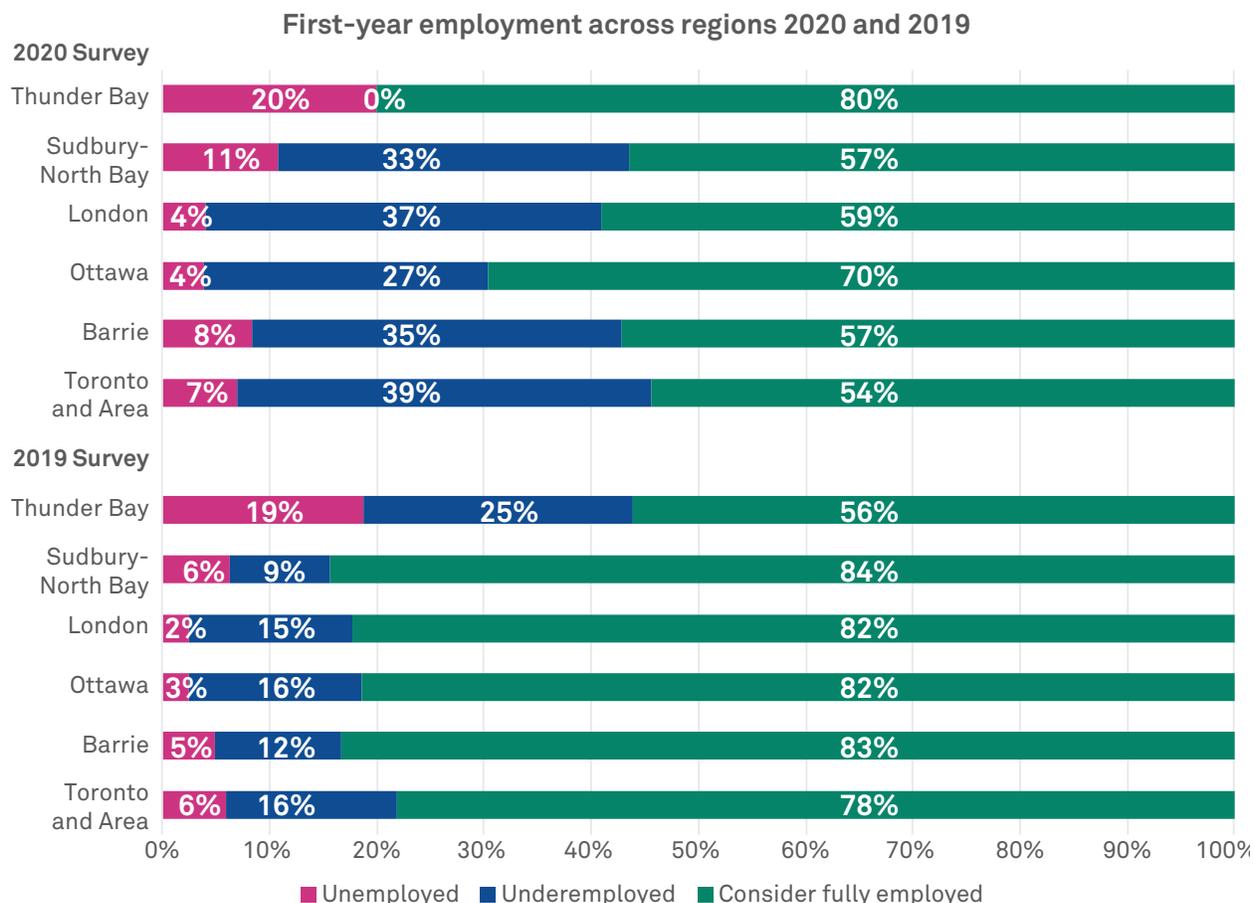
First-year teachers report slightly higher unemployment in all Ontario regions

Unemployment for first-year teachers falls in the four to 11 per cent range in five of the six Ontario Ministry of Education geographic regions. Thunder Bay region teachers report 20 per cent unemployment, although the very low numbers of first-year teachers and survey respondents warrants caution in interpretation of this result. All regional unemployment rates increased from 2019.

Unemployment increases at the secondary level are likely the result of the increase in grades 9 to 12 average class sizes from 22 students per class in the 2018-19 school year funding to 23 in 2019-2020²¹ and the resultant non-replacement of some teacher retirees.

²⁰ Ontario-resident first-year Technological Education respondents each year are as follows: 2014 (51), 2015 (28), 2016 (28), 2017 (16), 2018 (9), 2019 (16) and 2020 (24).

²¹ Ontario Ministry of Education *Class size consultation guide*, February 2019; Ministry of Education April 9, 2020 Backgrounder *OECA Central Agreement Now Ratified*.



Part-time teaching rates among employed teachers at the time of the 2020 survey vary considerably depending on geographic region: Thunder Bay (50%), Sudbury-North Bay (19%), London (43%), Ottawa (32%), Barrie (33%), Toronto and area (29%), all Ontario regions (34%).

Across the province, 20 per cent of first-year teachers secured permanent jobs and 35 per cent taught on daily occasional roster teaching when they completed their surveys in late May and June near the end of the school year. These contract type reports indicate a slight weakening of the labour market from the previous year when 22 per cent of Ontario first-year teachers had

permanent contracts by school year end. Although year over year daily occasional roster rates appear to have improved slightly from 32 to 29 per cent, this is attributable to the fact that some of the 2020 survey respondents who had been on rosters before school closings report no employment at the time of the survey, thus lowering the daily occasional share of employment at year end.

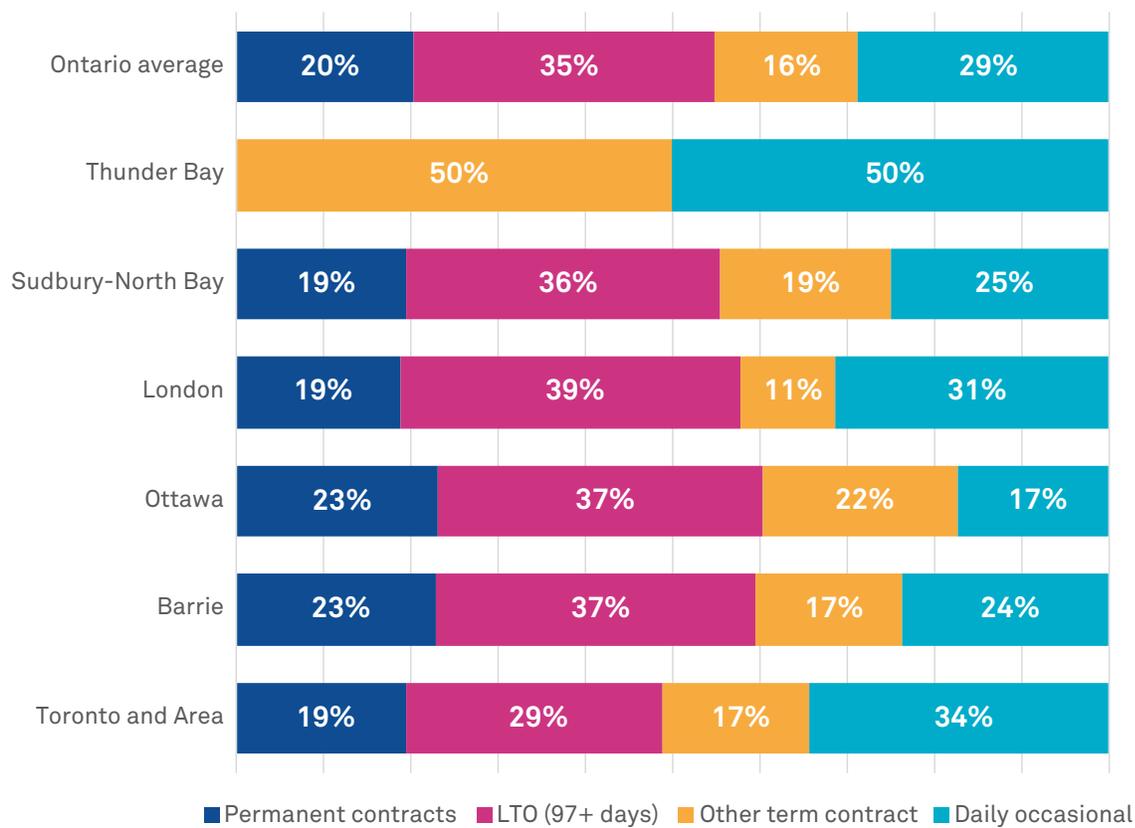
For most regions, permanent contract reports range between 19 and 23 per cent of employed first-year teachers and 17 to 31 per cent teach on a daily occasional basis. Thunder Bay is again the exception to this pattern, but very

few survey respondents teach in that region.²²

Northwestern Ontario new teachers have a high success rate in finding employment in public and Catholic boards. In my year since graduation, I have worked full time hours for most of the school year, and am now beginning my third LTO contract.

Intermediate-senior history/social science graduate, licensed in 2019, part-time LTO in Thunder Bay region

**First-year teacher contract types by region:
Ontario-resident first-year teachers**

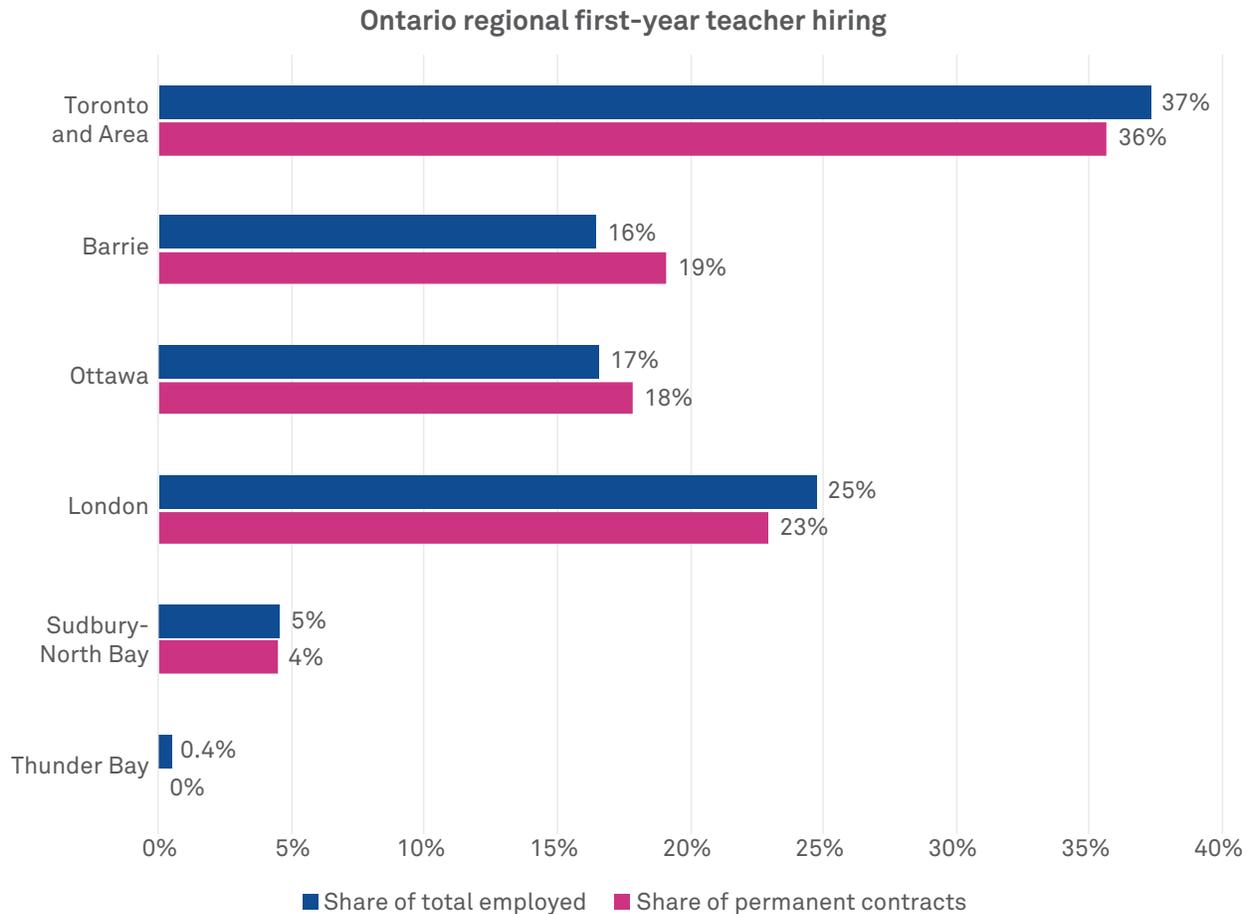


²² Only four respondents reported teaching employment in the Thunder Bay region at the time of the survey.

Toronto and area Ministry of Education region accounted for 37 per cent of all Ontario teacher hiring reported by first-year teachers and 36 per cent of hiring to permanent contracts.²³ London region accounts for the next largest group with first-year teacher hiring at 25 per cent

and a 23 per cent share of the permanent contracts.

Ottawa and Barrie regions follow at 17 and 16 per cent of hiring, and account for 18 and 19 per cent of permanent contracts respectively.



Four in five first-year teachers with jobs in Ontario in 2020 teach in English-language public (54 per cent) or English-language Catholic (26 per cent) district school boards. Only half (50 per cent) of first-year permanent contracts in

Ontario, however, are with these English-language district school boards.

French-language district school boards did just seven per cent of hiring of first-year teachers surveyed in 2020, but account for 20 per cent of permanent

²³ Ministry region in this analysis refers to teacher home residence. Some teachers reside in one region and teach in another adjacent region.

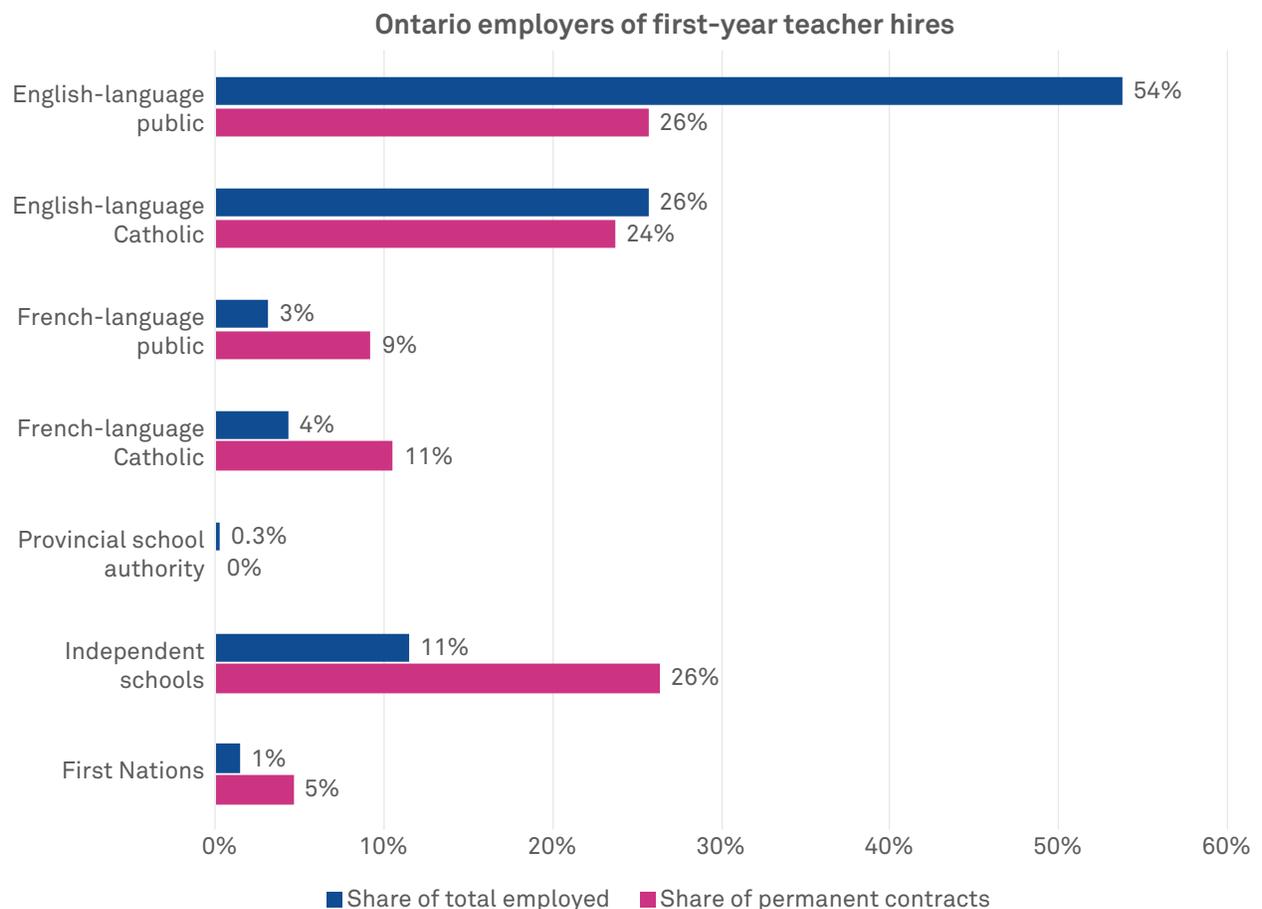
contracts, well beyond the relative size of the French-language system enrolment and teaching population in the province.

Independent schools are the employers for 11 per cent of total first-year Ontario teachers and represent 26 per cent of permanent hiring contracts. Independent school total hiring is significantly greater than its share of Ontario elementary and secondary enrolment and their permanent hiring share even more disproportionate. Further, both total hiring and permanent hiring shares are up sharply from six and 14 per cent in 2019. Some of this increased

independent school hiring in the 2019-20 school year appears to reflect reduced district school board opportunities, especially at the secondary level.

First Nations schools account for one per cent of hiring in general and five per cent of permanent contracts.

The graduated entry hiring process in English-language district school boards likely accounts for much of this significant variation between total hiring and permanent contract hiring of first-year teachers.



Unemployment rises slightly for English-language and French as a second language teachers; French-language program graduates report no unemployment for the fourth year in a row

English-language teachers – those who complete Ontario English-language teacher education programs and do not hold FSL qualifications at the time of the survey – now report eight per cent unemployment, up slightly from seven per cent in 2019. Despite this minor uptick, English-language teachers continue to report a rate far below the peak 45 per cent back in 2013 and 34 per cent in 2016.

I was hired by several school boards for occasional roster teaching and then offered a permanent job a week before school started in August.

Intermediate-senior FSL/geography graduate licensed in 2019, permanent elementary FSL teacher, Toronto region

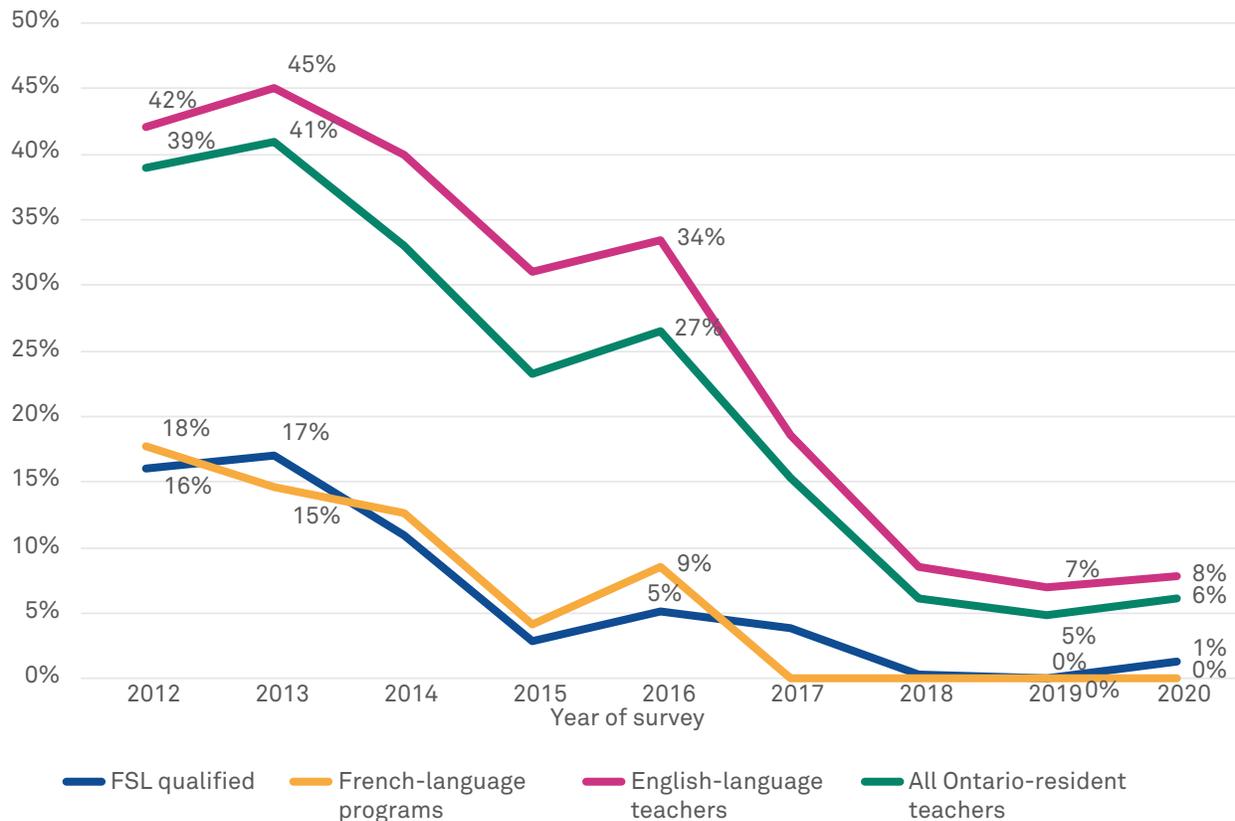
Even with French qualifications, it has been a struggle to get full-time LTO contracts at the secondary level.

Intermediate-senior FSL/math graduate, licensed in 2019, Toronto region daily occasional roster teacher with no further assignments after schools closed in March 2020

No Ontario-resident graduates of French-language teacher education programs at Laurentian and Ottawa report unemployment for the fourth year in a row.

FSL-qualified teacher unemployment in the province inched up from nil in 2018 and 2019 to one per cent in 2020. Despite this minor change, this year's survey confirms that French as a second language teachers continue in high demand in Ontario.

First-year Ontario-resident teacher unemployment rates by year of survey and language



Employment outcomes vary this year across divisions of qualifications among Ontario-resident English-language program graduates who do not hold FSL qualifications.

intermediate qualified English-language graduates report higher unemployment rates in 2020 than the previous year, and this uptick is evident across teaching subject groupings.

Primary-junior English-language teachers in Ontario continue their multi-year improvement trend with unemployment improving from 9 per cent in 2019 to eight in 2020. This year’s rate is down sharply from 37 per cent unemployment just four years previous.

Teaching subject qualifications continue to influence job outcomes of intermediate-senior qualified teachers. Unemployment among those with math and/or science qualifications is now four per cent compared with eight per cent among intermediate-senior qualified teachers with other subject qualifications. Unemployment stands at 9 per cent among the non-math/science group, up slightly from eight per cent last

Reports from English-language teachers in other divisions tell a different story this year. Technological education, intermediate-senior and junior-

year but still well below 28 per cent just four years previous.

I absolutely without an ounce of doubt love being an educator and would not trade my experiences or this opportunity for the world.

Transportation technology graduate, licensed in 2019, permanent full-time job, Barrie region

up from eight per cent for this group in 2019.

In my region school boards were readily accepting occasional teachers. However, finding a permanent position, especially at the secondary level, was particularly challenging.

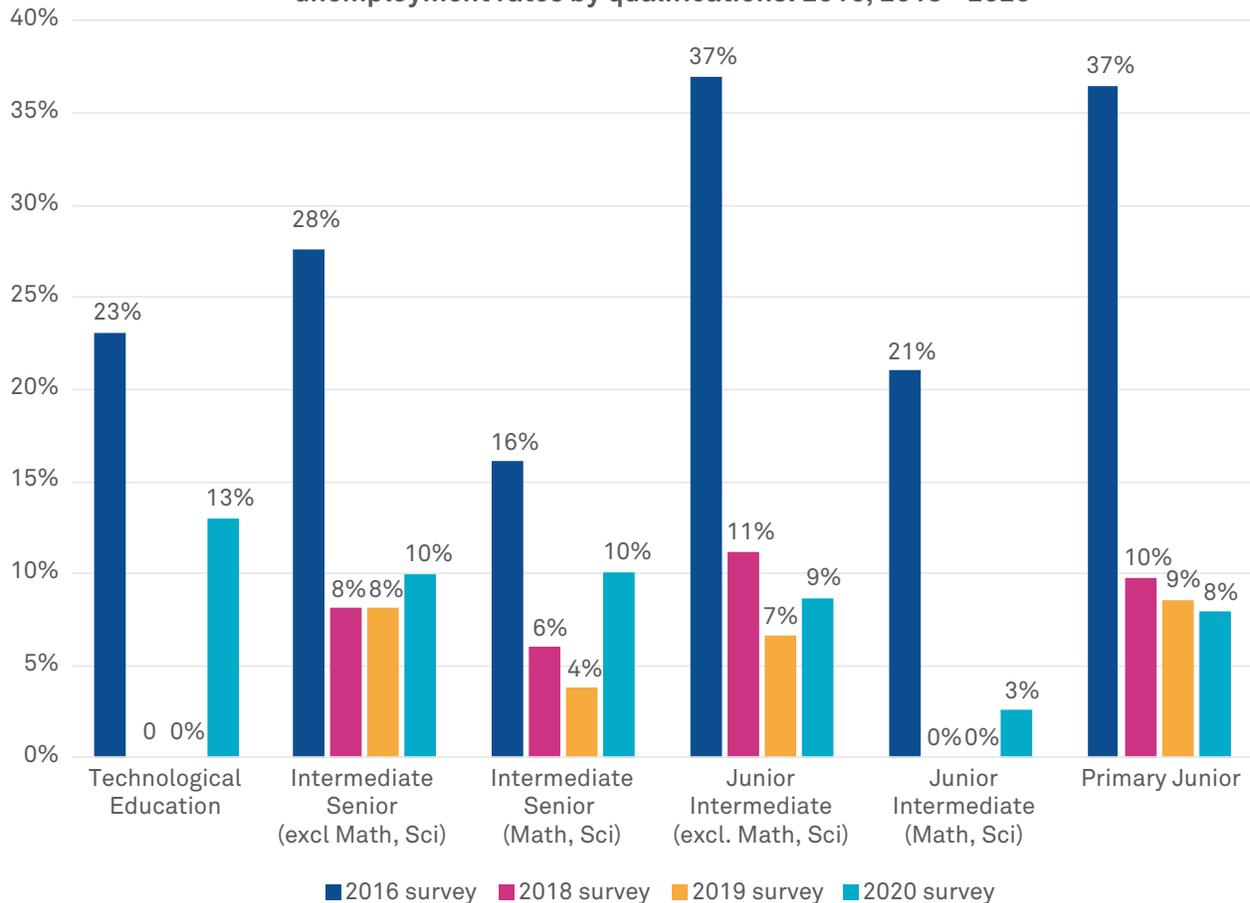
Intermediate-senior chemistry/physics graduate, licensed in 2019, permanent elementary FSL contract, Barrie region

Technological education qualified English-language teachers in Ontario report 13 per cent unemployment in 2020, up from nil in the two preceding years. As noted earlier, interpreting this finding warrants caution because the numbers are low.²⁴ The 13 per cent unemployment rate reflects just three of 22 individuals who say they were on the job market and failed to find teaching employment. Further, two of these individuals reporting unemployment include one who did not seek teaching employment until just before the lockdown and another who reported she was unable to accept daily occasional roster teaching because it would mean substantial financial loss as she would have needed to leave her industry job.

Intermediate-senior qualified first-year Ontario resident English-language teachers report increases in unemployment in 2020. Ten per cent with mathematics and/or sciences as one or both of their teaching subjects say they could not find teaching employment compared with just four per cent in 2019. Those without these teaching subjects also report 10 per cent unemployment,

²⁴ English-language Ontario-resident first-year Technological Education respondents each year are as follows: 2016 (25), 2018 (7), 2019 (16) and 2020 (23).

**First-year Ontario-resident English-language teachers:
unemployment rates by qualifications: 2016, 2018 - 2020**



After two years of no unemployment, junior-intermediate English-language first-year Ontario teachers with mathematics or one of the sciences as their teaching subject qualification report three per cent unemployment in 2020. Those without one of these subjects as their qualification report 9 per cent unemployment, up from seven per cent in 2019.

As noted earlier, this reversal of the multi-year positive employment trend is likely a result of increases in district school board secondary class sizes in Ontario between the 2018-19 and

2019-20 school years. The negative job outcome of this class size change appears to have affected secondary teachers across subject qualifications and, for intermediate-senior qualified first-year teachers, erased in 2020 the competitive market advantage that usually accrues to mathematics and science qualified teachers.

Permanent teaching jobs decline across most early-career years

Small declines appear in our survey reports in year over year permanent contracts across most of the early-career years surveyed this year. With

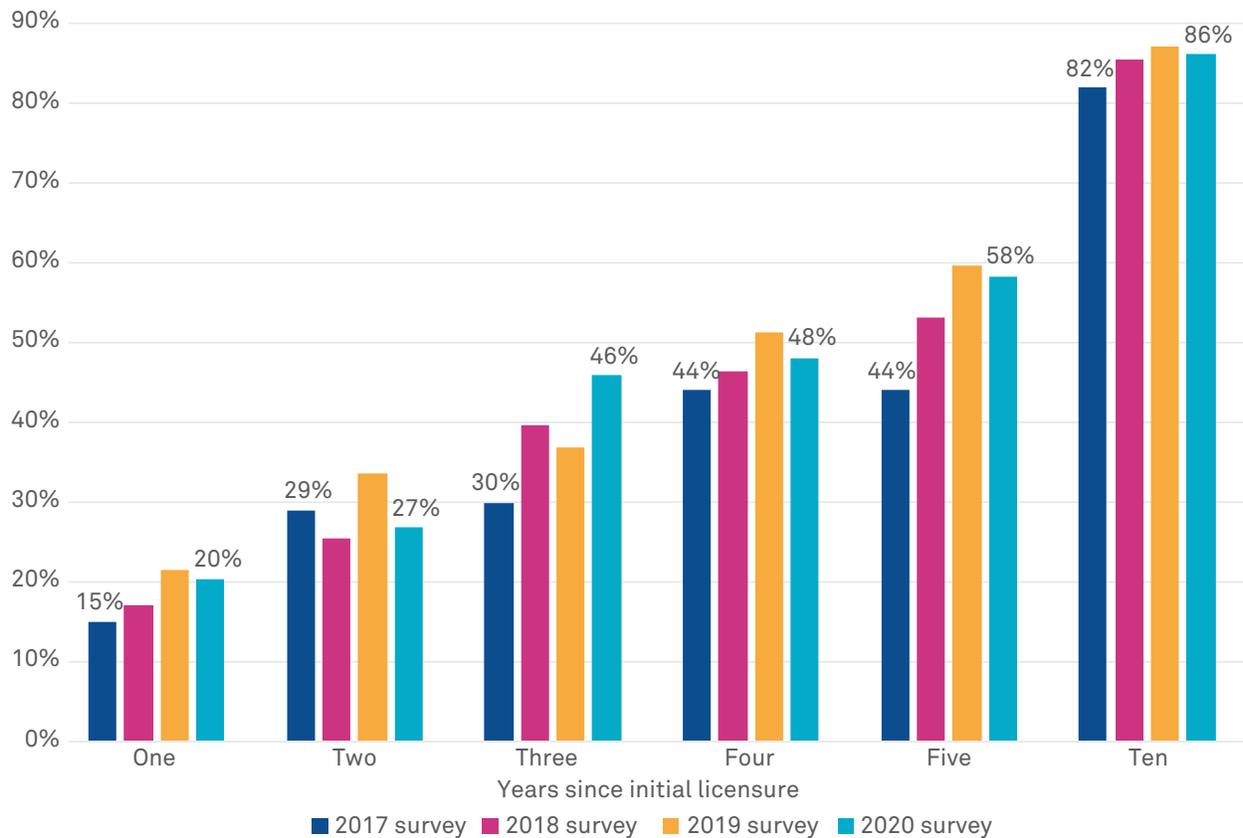
the exception of year two, however, permanent contracts continue to be more common in 2020 than four years previous.

Our 2020 survey shows that the share of each early-career cohort with permanent teaching contracts rises with each additional year of career experience. One in five (20 per cent) education graduates report permanent contracts in their first year of teaching. This rises to about one in four in year two (27 per cent) and approaches one in two by years three (46

per cent) and four (48 per cent). Nearly three in five (58 per cent) gain this status by year five and most (86 per cent) by year 10.

Language of instruction and employer type, however, show significant variability in how this career progress proceeds. As described in the next section, English language teachers in English language district school boards experience precarious employment terms much further into their careers than other education graduates.

Permanent contracts by years since licensure:
Ontario-resident teachers 2017 through 2020



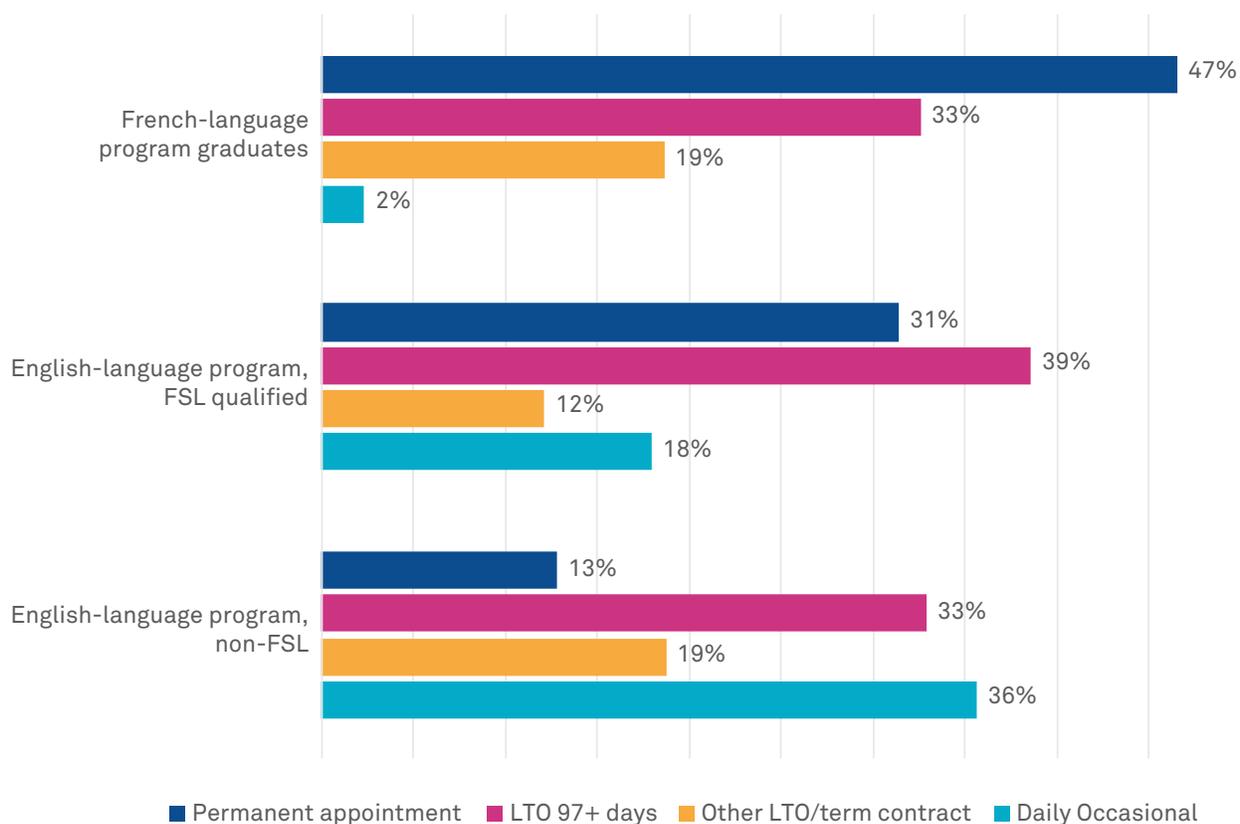
Language of instruction qualifications affect pace of career progress

By the end of the first school year after licensing, about half (47 per cent) of Ontario teachers who are graduates of the province's two French-language teacher education programs report permanent teaching contracts. Another third (33 per cent) report long term occasional contracts in excess of 97 teaching days. Just two per cent are still on daily occasional teaching rosters. The remaining 19 per cent hold shorter limited term contracts. Permanent jobs are down from 62 per cent in 2019.

One in three (31 per cent) first-year teachers with FSL qualifications secure permanent contracts by school year end and 39 per cent report long term occasional positions in excess of 97 teaching days. One in five (18 per cent) are on daily occasional rosters. The remaining 12 per cent hold shorter limited term contracts.

In sharp contrast to those with French and FSL qualifications, just 13 per cent of Ontario-resident English-language program graduates who do not hold FSL qualifications report first-year permanent teaching contracts. One in three (33 per cent) achieved long term occasional positions in excess of 97 teaching days and one in three (36 per cent) are on daily occasional rosters at year-end. The remaining 19 per cent are on shorter limited term contracts.

First-year Ontario-resident teacher contracts in 2020 by language of teacher education



That these marked differences in first-year job outcomes persist even with much-improved overall employment rates in recent years is very likely driven by the graduated entry hiring process that continues in English district boards. These boards are the employer destination for most English-language qualified Ontario graduates.²⁵

Employer and language variances slow career progress for non-FSL teachers in English district school boards

English-language district school board teachers without FSL qualifications have made some career gains in recent years. They continue, however, to report early-career employment patterns sharply different from the experiences of FSL-qualified teachers in English-language district school boards, of teachers in French-language district school boards,

²⁵ In English-language district school boards, among those first-year teachers who do not hold FSL qualifications, just five per cent report permanent contracts and 38 per cent hold long term occasional contracts in excess of 97 teaching days. Two in five (41 per cent) teach on daily occasional rosters at school year end and the remaining 17 per cent are employed on shorter limited term contracts.

and of those employed by independent and other school employers.²⁶

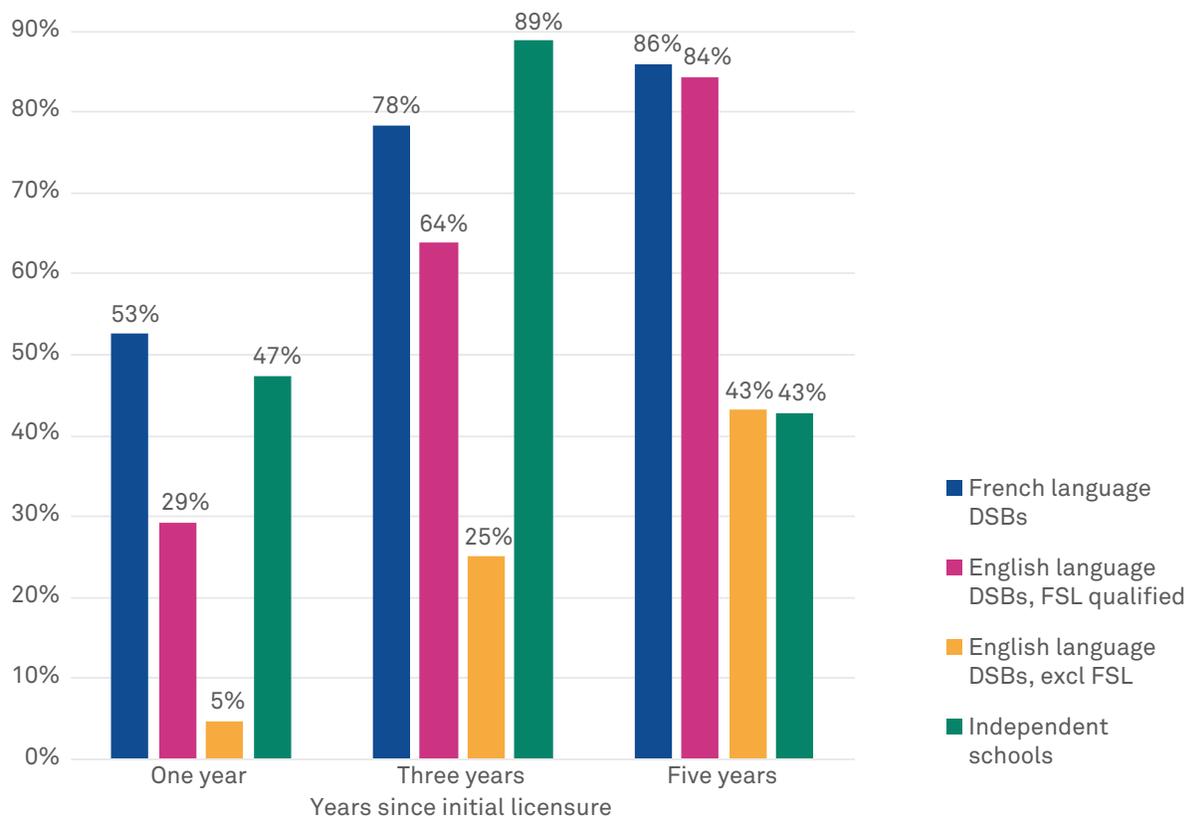
stood at six, 21 and 45 per cent for first, third and fifth year teachers respectively.

The 2020 survey finds just five per cent of these non-FSL English district board teachers held permanent contracts by first school year end, 25 per cent by the end of the third year, and only about two in five (43 per cent) fully five years into their teaching careers. These permanent contract rates confirm the slow progress from previous years. In 2019, permanent contract reports for these non-FSL English district school board teachers

It makes sense that you have to work a certain amount of time in order to move up to the next level. My fiancé is in the military, so we are going to have to move around every three or so years. Because of how school board hiring works, I will have to start over every time. I think seniority should be tied to the teacher and not to the board for which they worked.

Primary-junior graduate, licensed in 2019, teaching full-time FSL in Ottawa region

Proportion of permanent contracts in Ontario in 2020 by school employer type and years since licensure



26 For the purposes of the graph below only, we group Ontario First Nations school employers with independent school employers.

French district school board teachers and FSL-qualified teachers in English district school boards present career patterns expected in labour markets experiencing staffing shortages. The majority of these new teachers quickly progress from precarious to permanent appointments. More than half (53 per cent) French-language district board teachers have permanent jobs in their first year and four in five (78 per cent) do so by year three. Almost one in three (29 per cent) English-language district school board FSL teachers have permanent jobs in their first year and two in three (64 per cent) by year three. By year five 89 per cent of French district school board teachers and 84 per cent of FSL-qualified English district school boards teachers report permanent teaching jobs.

Teachers who begin their careers in Ontario independent or First Nations schools also achieve permanent teaching contracts at much greater rates in the first three career years than do teachers in English language district school boards who do not have FSL qualifications.

Even ten years into their careers in 2020, mid-career English-language non-FSL teachers who entered the profession during the teacher surplus years still lag somewhat behind their French-language colleagues on the path to permanent employment. At year ten, 84 per cent of these English district school board non-FSL teachers report permanent teaching contracts compared with 98 per cent of teachers in French-language district

boards and 89 per cent of FSL teachers in English-language boards.

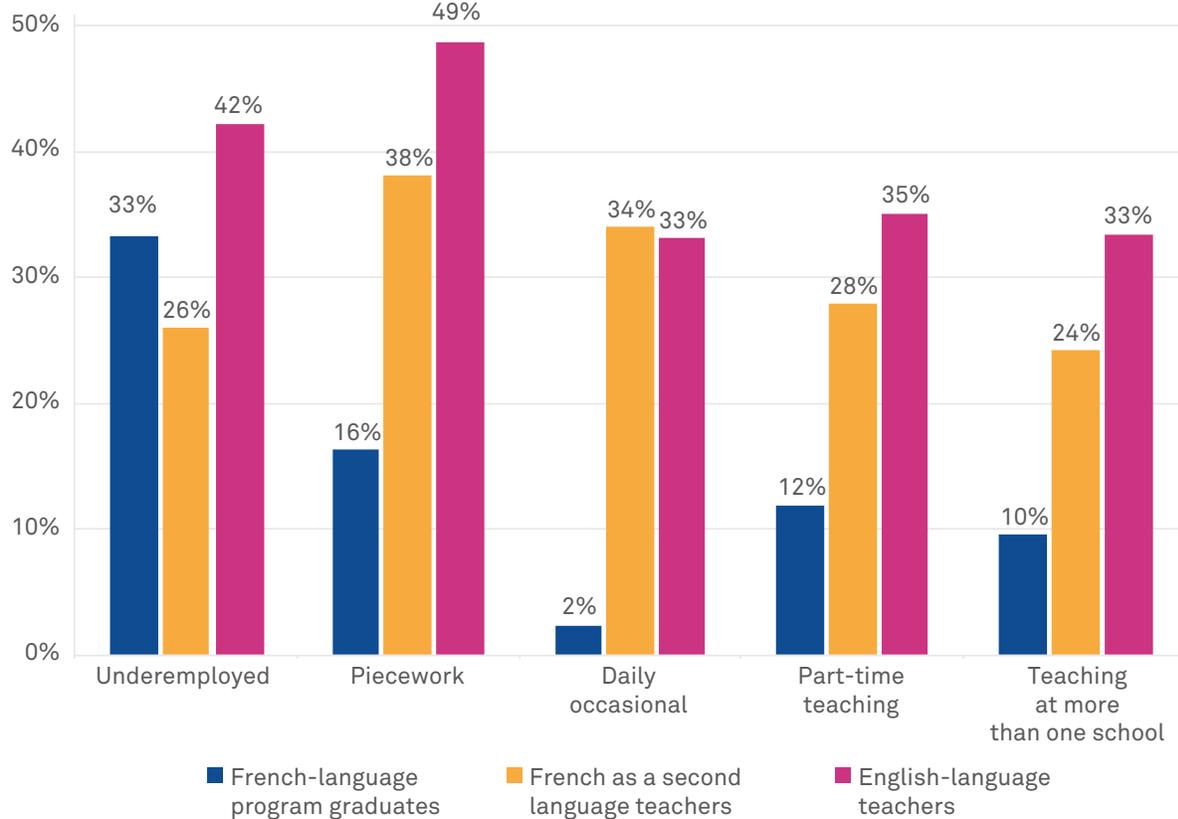
The lengthy persistence of precarious employment for most non-FSL English-language teachers in Ontario is a consequence not only of residual effects of the past supply/demand imbalance that hit this group particularly hard. It is also evidence of labour market inefficiencies arising from the graduated entry recruitment regulations that restricted English language district school board hiring prior to the change in hiring policy announced in October 2020.

Ontario regulations have restricted English-language district school boards to hiring from a pool of teachers on their own daily occasional roster for a minimum of 10 months and who have held limited term occasional appointments with that specific district school board for another four months.

First-year English-language teachers in Ontario also report higher rates of piecework²⁷ teaching than the two French-language groups, including more part-time employment and more multi-school teaching, as well as higher proportions underemployed.

27 “Piecework teaching” refers to daily occasional roster, multiple school and/or part-time teaching arrangements

Job outcomes for first-year teachers resident in Ontario in 2020 by language groups



Ontario publicly funded school board shares of first-year teacher jobs declines in 2020 as independent schools almost double their share of new teacher hiring

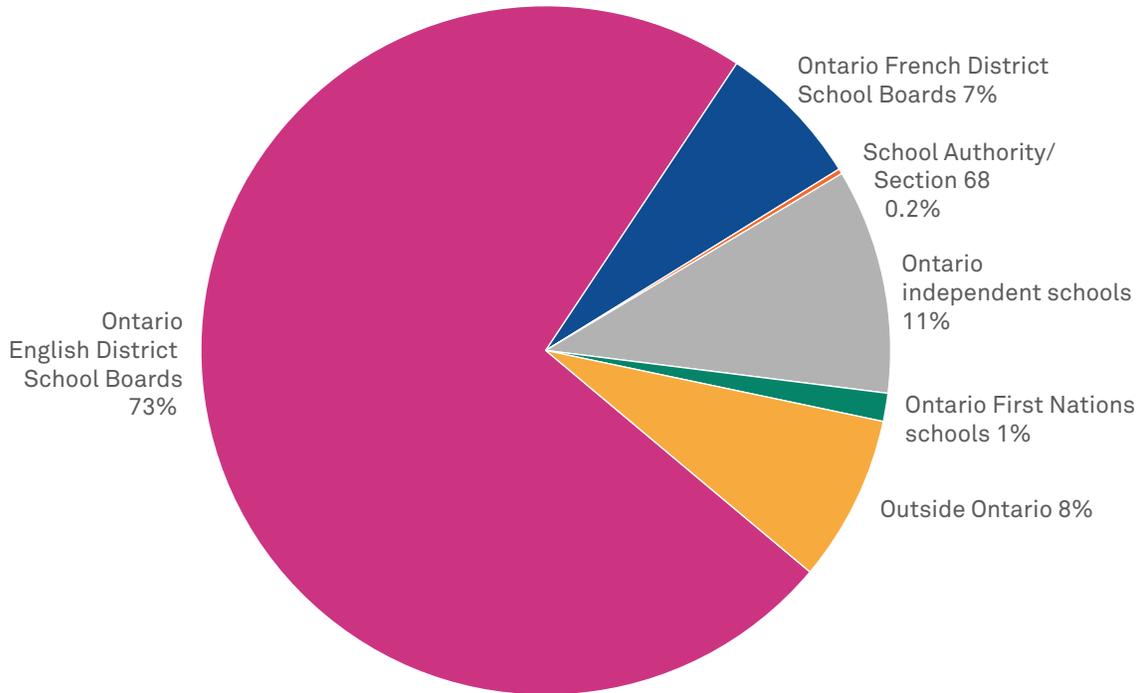
After several years of gains, Ontario publicly funded district school boards recruited a lower proportion of first-year Ontario education graduates in 2020 than in 2019. The distribution of first-year permanent teaching contracts also shows a drop in district school board hiring.

After out-of-province first-year teacher hiring fell from 13 per cent in 2018 to just six per cent in 2019, the 2020 survey finds eight per cent of first-year teachers hired outside Ontario. Ontario’s

independent schools hired more than one in ten (11 per cent) of first-year teachers, up sharply from just six per cent in 2019.

Both English and French district school boards hired a lower share of first-year teachers in the 2019-2020 school year. English DSBs account for 73 per cent of hiring in 2020, down from 77 per cent in 2019. French DSBs did just seven percent of hiring, down from 9 per cent the previous year.

**Employers of first-year Ontario graduates in 2020:
all employment, including daily occasional roster**



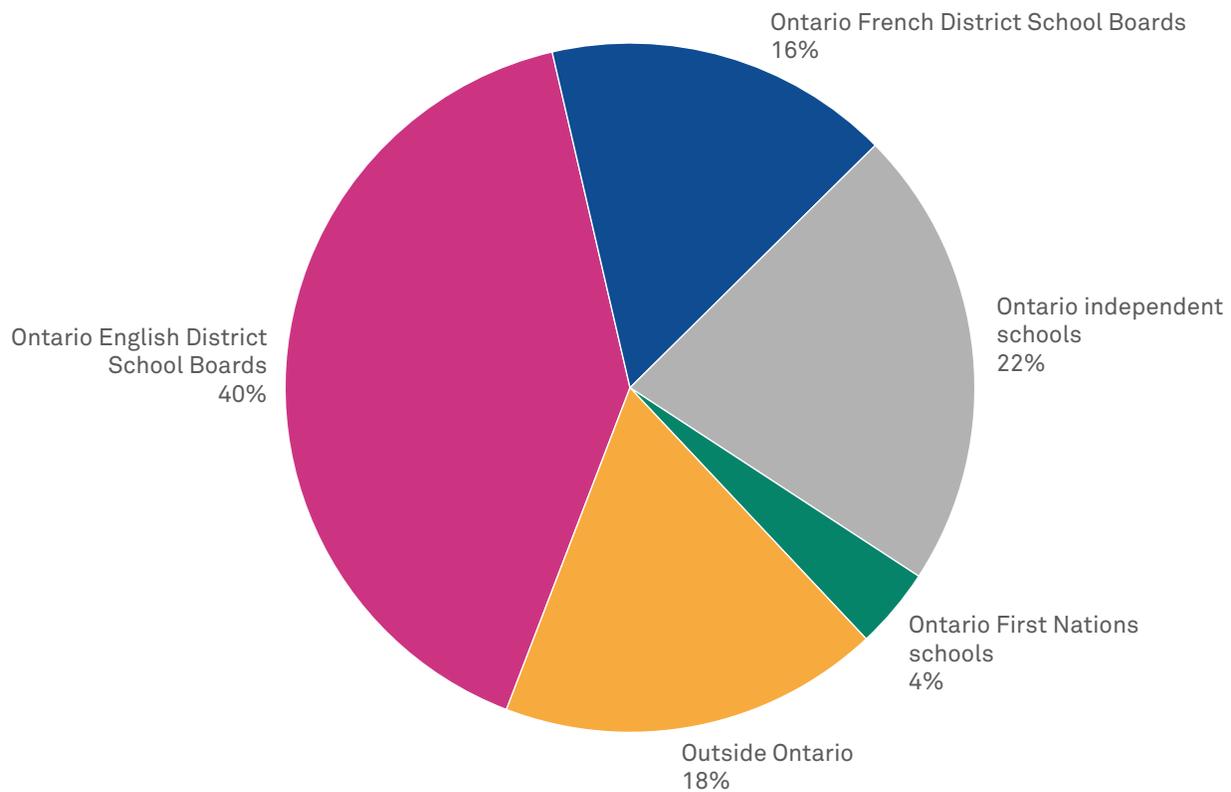
District school board hiring to permanent jobs also took a tumble in the 2019-2020 school year. DSB hiring fell from a 69 per cent share of first-year teacher permanent jobs in our 2019 survey to just 56 per cent in 2020. Both English DSBs (at 40 per cent, down from 48 per cent in 2019) and French DSBs (16 per cent, down from 21 per cent) were affected.

Ontario independent school share of permanent hiring had fallen from 28 per cent in 2017 to 12 per cent by 2019. In the 2020 survey, their share jumped back to 22 per cent. Similarly, the out-of-province permanent hire share had fallen from 36 per cent in 2017 to 15 per cent by 2019. This year's share rose

somewhat again in 2020 to 18 per cent of permanent hires.

English-language district school boards continue to be the one Ontario employer type that accounts for more of the total hiring (73 per cent) of first-year teachers than their permanent contract hiring (40 per cent). All of other Ontario employer types make larger shares of permanent hires than total hires.

**Employers of first-year Ontario grads in 2020:
permanent contracts only**



Despite small uptick in out-of-province teaching measures in 2020, significantly fewer education graduates teach elsewhere than in the teacher-surplus years

The strengthening Ontario teaching job market in recent years significantly reduced interest in out-of-province jobs among early-career teachers. The chart below presents survey findings from first-year Ontario education graduates on three measures reflecting these changes – annual rates of applications for out-of-province teaching jobs, of each year’s cohort actually teaching outside the province, and of those who plan to teach elsewhere in the second year after licensing.

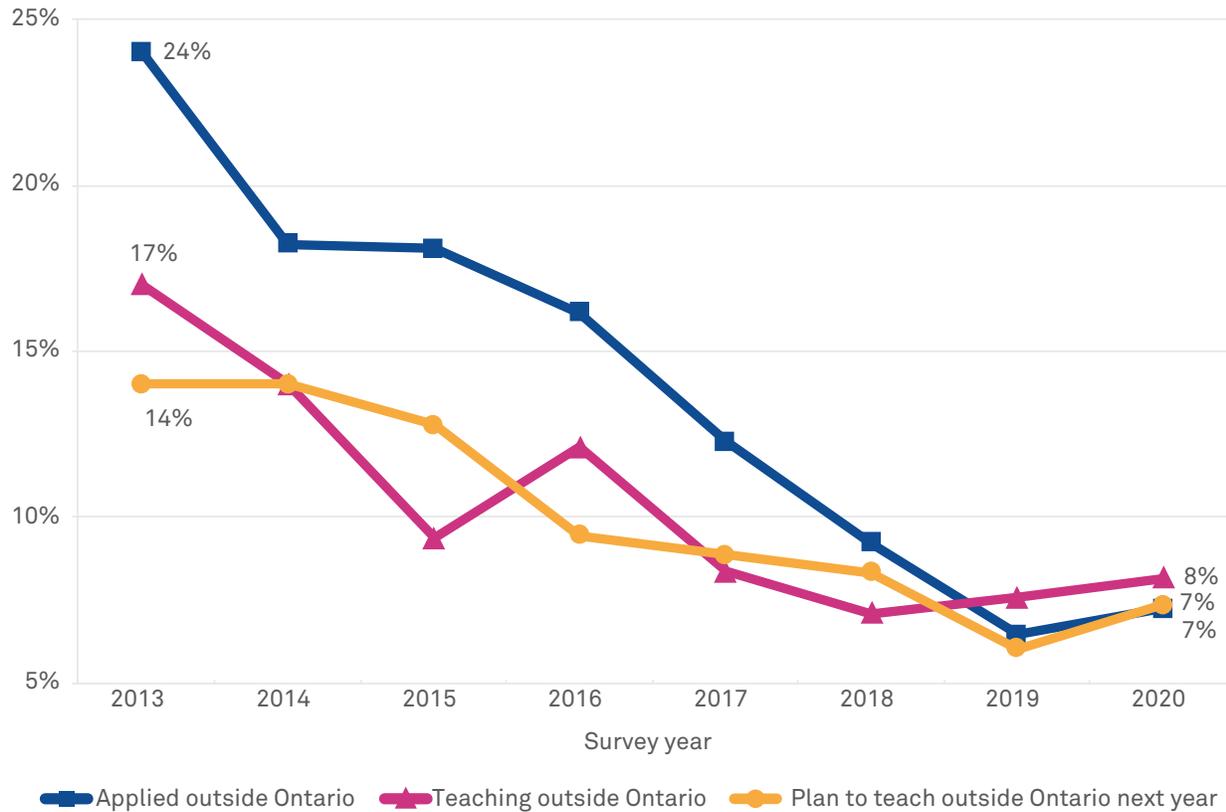
Between 2013 and 2019, the proportion of first-year teacher education graduates who apply to jobs outside the province decreased from 24 to 6 per cent. Over the same years, those teaching beyond Ontario’s borders in their first year after licensing fell from 17 to just under eight per cent. Further, those planning to teach outside the province in their second career year dropped from 14 to just six per cent.

The 2020 survey finds small increases in these three measures to eight, seven and seven per cent respectively. Despite this small uptick, the high loss rates of Ontario educated teachers during the teacher surplus years appears to be

over. Further, among Ontario education graduates teaching beyond Ontario's borders in 2020, three in five (59 per

cent) say they definitely or probably will return to Ontario to teach at some time in the future.

First-year teacher jobs outside Ontario by survey year

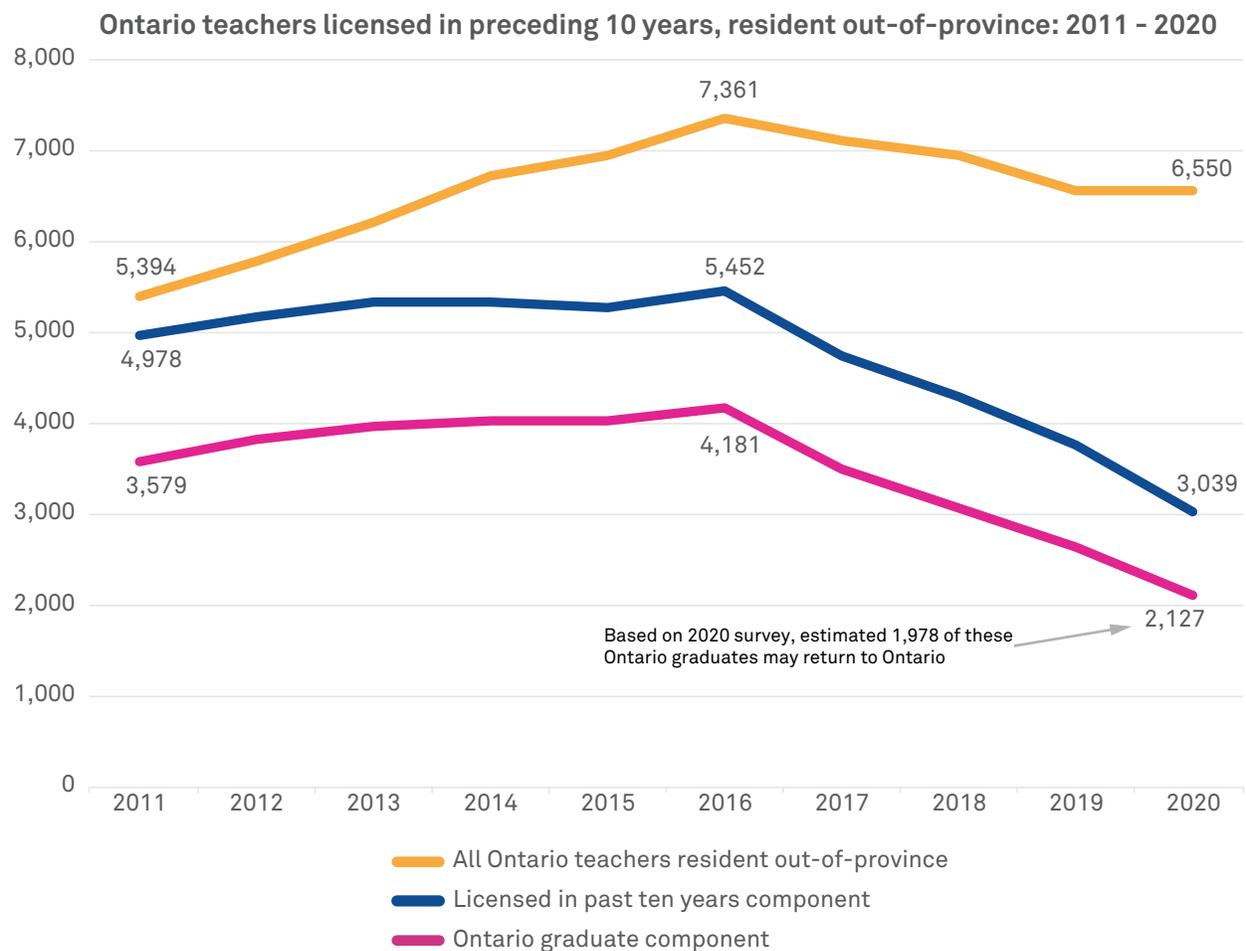


The next chart draws on College registry data tracking the overall number of teachers licensed and in good standing with the College in 2020 who were resident out-of-province and were initially licensed within the preceding 10 years (2010 – 2019). This registry data identifies for the full population the impact of the teacher surplus on losses of teachers to other jurisdictions. Combining this population data with survey findings enables us to estimate the number of teachers who might return to Ontario to teach here in the future.

The top line presents all currently licensed teachers residing out-of-province regardless of year of initial licensure and jurisdiction of initial teacher education. The second line identifies only those licensed in the ten years preceding the calendar year of the count. The third line breaks out the annual component of these previous ten year out-of-province licensed teachers who obtained their initial teacher education degree through an Ontario program.

Out-of-province residence peaked in 2015 at 7,361 teachers holding current Ontario licences, 5,452 of whom were certified in the ten years previous and, of these, 4,181 of whom had completed their initial teacher education in Ontario. Each of these Ontario licensed teacher counts declined with the receding Ontario teacher surplus.

By 2020, the 6,555 currently licensed teachers includes 3,039 licensed in the previous 10 years, of whom 2,127 completed their initial teacher education in Ontario. When we apply the our survey findings and exclude those who say they will not or probably will not return to teach in Ontario in the future, the population estimate of those who may return is 1,978.



Varied job outcomes for Canadian and internationally educated newly licensed Ontario teachers resident in the province

Unemployment is higher in 2020 than 2019 among not only first-year Ontario education graduates but also among other newly licensed first-year Ontario teachers educated elsewhere.

The 2020 survey finds a small one per cent increase in the rate of unemployment among first-year Ontario-resident teachers graduated from publicly funded teacher education programs in the province. Unemployment also rose among Ontarians who graduated from Ontario permit programs and from US border colleges, as well as teachers who obtained their Ontario licence in 2019 after completing teacher education in other Canadian provinces.

The year-over-year increase in unemployment rates among teachers from these sources is very likely because of the higher proportion of intermediate-senior qualified teachers among each of these groups than among Ontario university graduates. As we saw in earlier

sections, unemployment was stable among primary-junior Ontario education graduates, with increases in rates occurring at the secondary level because of the 2019-20 increased average class size.

As in years past, new-to-Canada²⁸ first-year teachers report the highest rates of unemployment, 43 per cent this year, similar to 40 per cent in 2019.

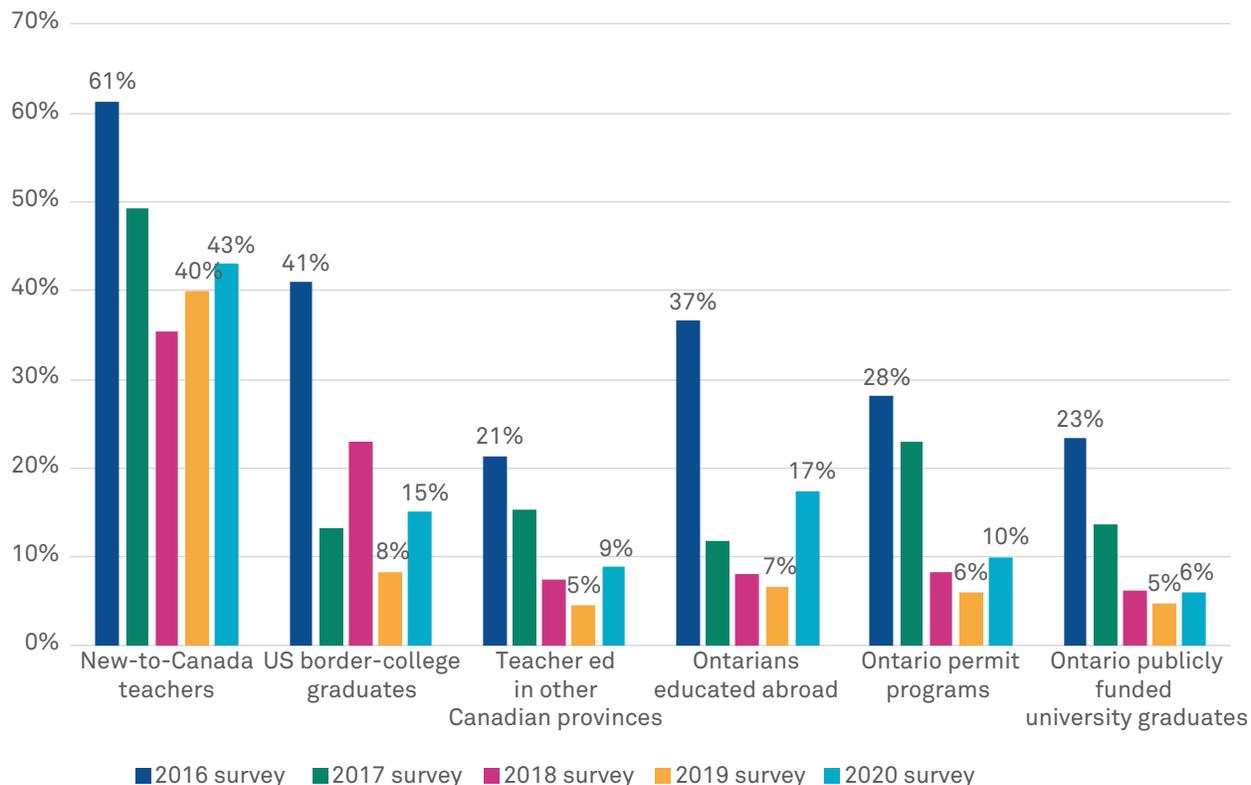
With more than 12 years teaching experience in India before receiving Ontario teaching certification, I applied for occasional teaching, temporary contracts and even for volunteer positions but did not receive even one call for an interview.

New-to-Canada teacher, licensed in Ontario with junior-intermediate math qualifications, unemployed throughout the 2019-20 school year, Toronto region

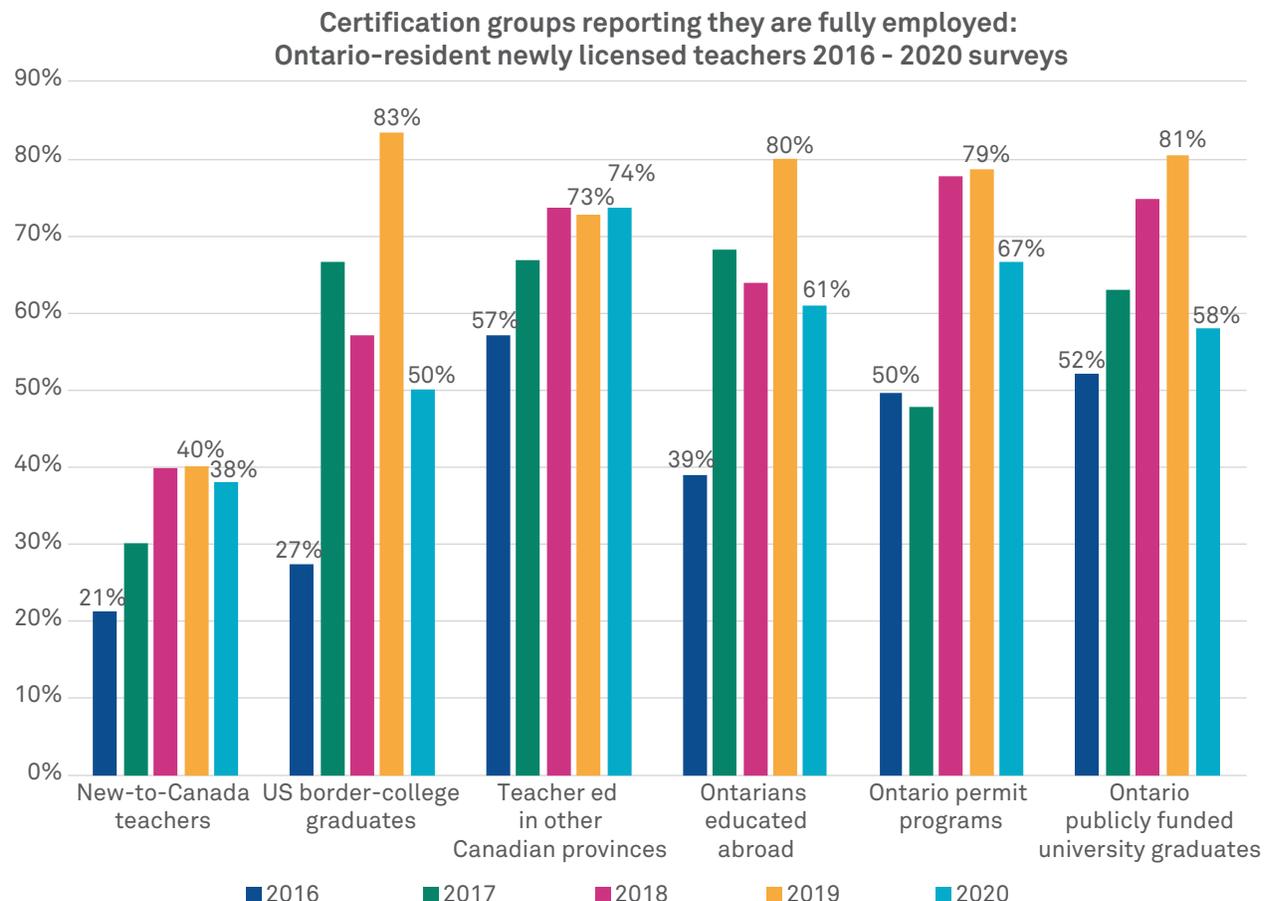
Despite the varied year-over-year changes, 2020 unemployment rates for all groups are substantially below levels reported in 2016.

²⁸ New-to-Canada” in this report refers to those who complete teacher education in other countries and subsequently migrate to Canada and obtain Ontario teaching licences.

**Certification groups first-year unemployment rates:
Ontario-resident newly licensed Ontario teachers**



The earlier noted impact of Ontario school closings on reports of first-year Ontario graduate full employment applies across most other teacher education groups.



Most new-to-Canada teachers report they completed their initial teacher education in English (89 per cent) or French (five per cent). All of these new teachers with French as their initial teacher education language say they found Ontario teaching jobs in the 2019-2020 school year.²⁹

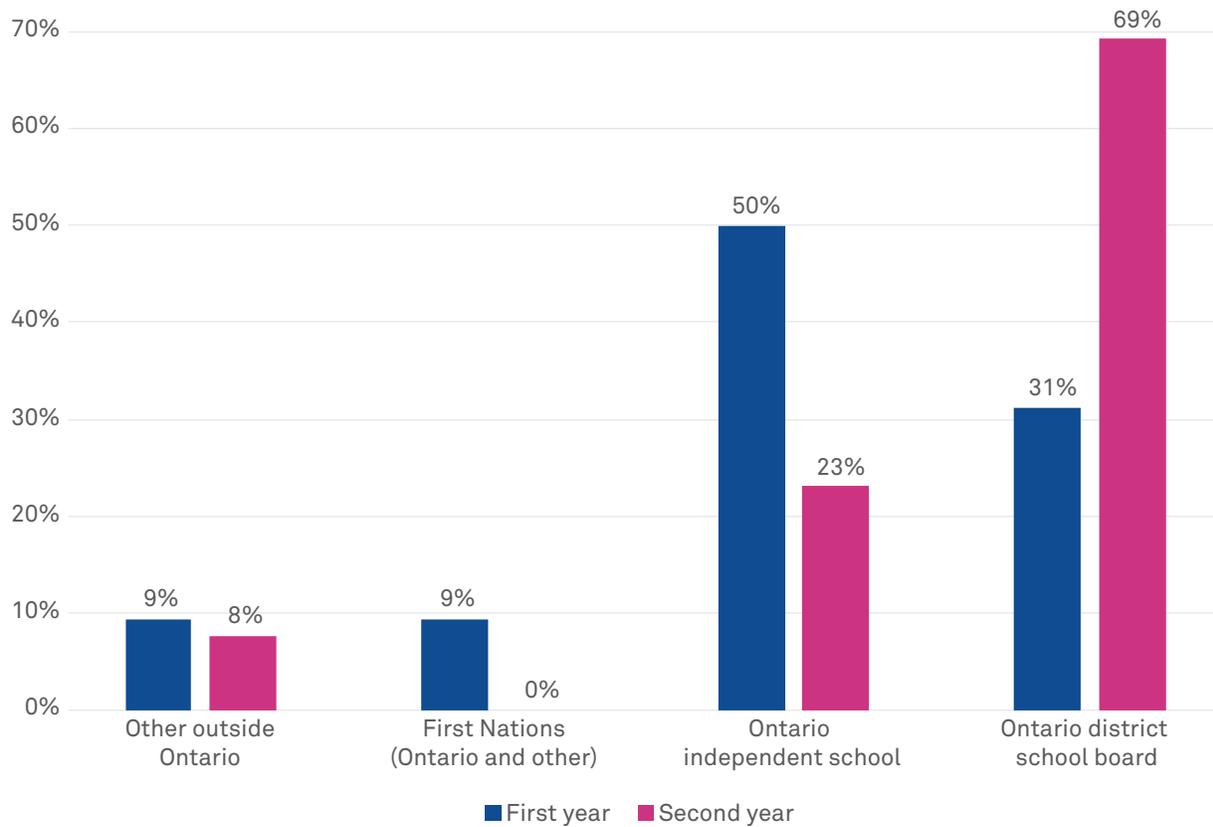
Ontario’s independent schools continue to play an outsized role as employers of the province’s new-to-Canada teachers. In 2020, these schools account for fully half of all jobs secured by new-to-Canada teachers in their first year following Ontario licensing. Almost one

in four of second-year new-to-Canada teachers in 2020 work in independent schools.

At 50 per cent of all new-to-Canada hiring, the independent school share of first-year employment in our 2020 survey is more than double their 24 per cent share in 2019. Publicly funded school board share of new-to-Canada first-year teachers fell from 69 per cent in 2019 to just 31 per cent this year.

²⁹ This rate includes just eight first-year and 9 second-year new-to-Canada teachers on the Ontario market in 2019-2020.

Employers of new-to-Canada Ontario licensed teachers



Gender and indigenous ancestry employment outcomes

As in previous years, we examined gender differences in employment outcomes. Although gender differences appear at times in a single cohort of first-year teachers, or we find differences at some early-career stages that reverse at other stages, there are no significant gender trends over time and no significant differences this year.

Among first-year teachers resident in Ontario in 2020, unemployment is less than one per cent higher among males than females. Reports of underemployment show no gender difference.

Survey respondents can self-identify with Indigenous ancestry. In total, 91 Ontario education graduates identified as Indigenous, 2.6 per cent of first-through tenth-year respondents. Among Ontario-resident first-year teachers, 21 identify as Indigenous, 1.9 per cent of this respondent group. The 20 Ontario-resident Indigenous first-year teachers on the job market in 2019-2020 all say they found teaching jobs in the province. Second- through 10th-year Indigenous teachers in Ontario report 3.2 per cent unemployment, compared with 2.4 per cent unemployment for the full population of Ontario-resident teachers in the same stages of their careers.

3. Job seeking and alternative employment

As the Ontario job market improves, more new teachers narrow job search to preferred district school boards

As the Ontario district school board employment market became more welcoming to new education graduates, first job searches narrowed for many to just their most preferred geographic region and employer type.

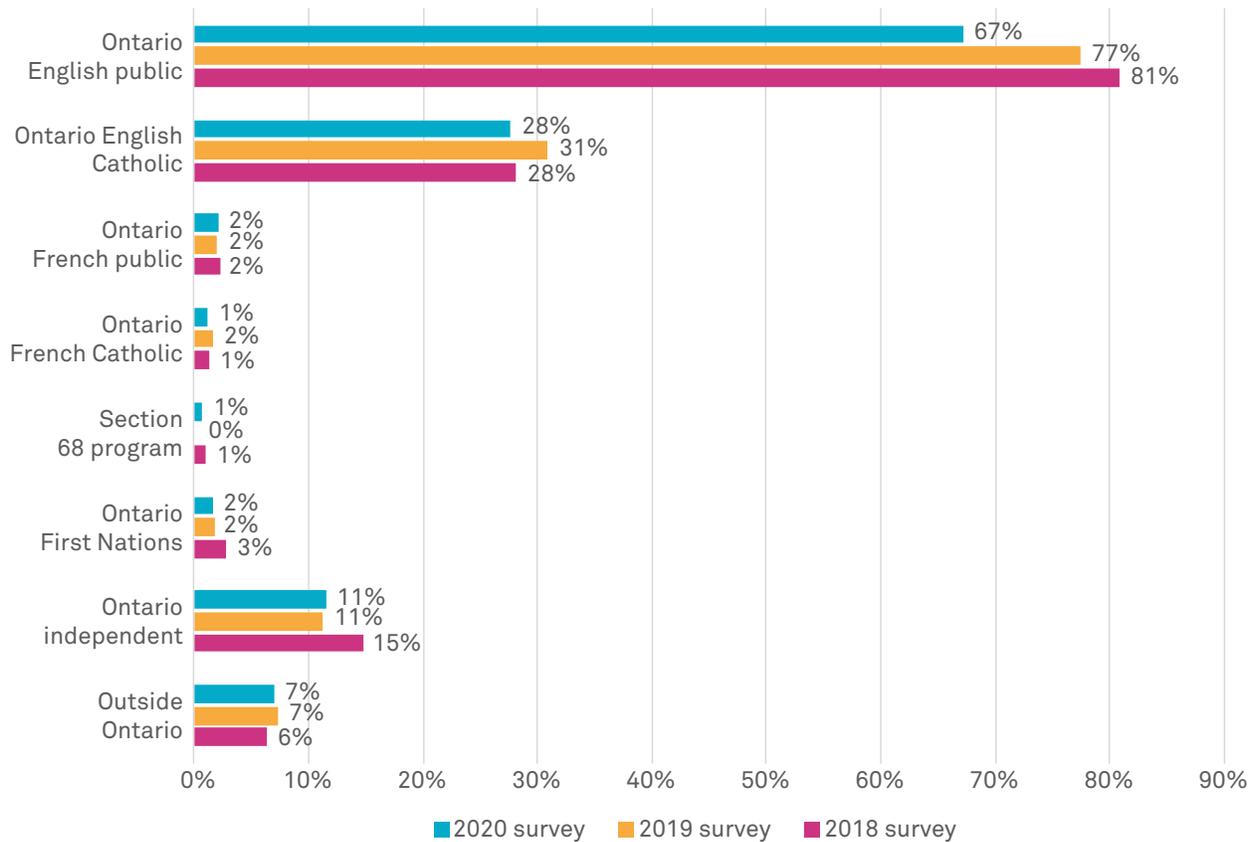
Among first-year Ontario graduates actively on the teacher job market in the 2019-20 school year, more than one in three (36 per cent) restricted their job search to just one district school board.

Although down from 38 per cent in 2018-19, this continues above the rates of 32 per cent in 2017-18 and 22 per cent in 2016-17. Another 46 per cent this year applied to two or three school boards and 11 per cent applied to four or more boards. Seven per cent of teaching job applicants did not apply to any Ontario district school boards.

The following chart describes the job application survey results over the past three years of English-language program graduates in the first year after licensing.³⁰

30 Each respondent counts for each different employer type to which they applied.

Where English-language program graduates apply for first teaching jobs by employer type

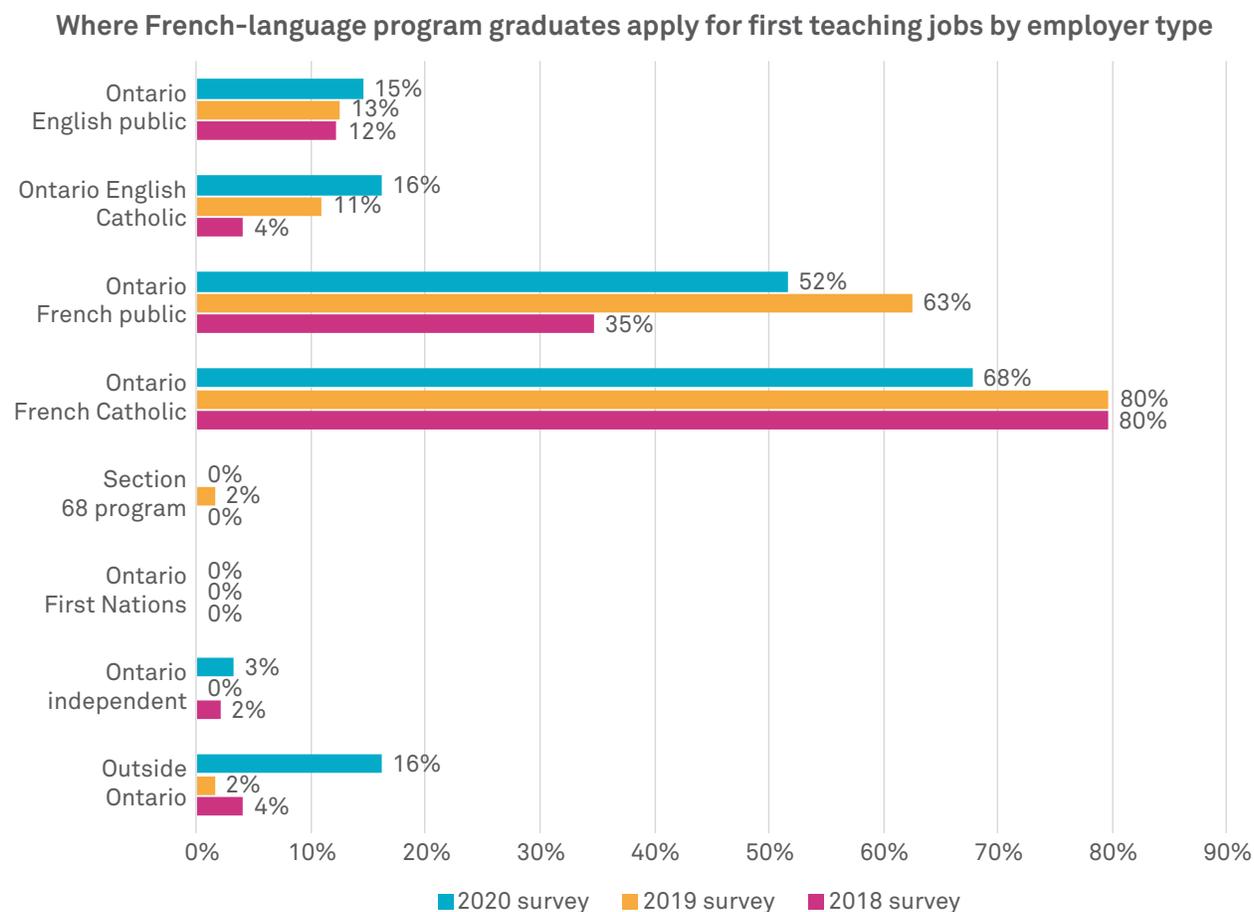


Two in three (67 per cent) new English-language program graduates applied to Ontario English public district school boards, down from 77 and 81 per cent the previous two years. More than one in four (28 per cent) applied to Ontario English Catholic district school boards. Just 11 per cent now seek jobs in Ontario independent schools, the same share as in 2019 and down from 15 per cent in 2018. The fall in applicants to English-language district school boards and the decline in independent school applications is a further indication that more are narrowing their searches to first choice employers.

Seven per cent of these English program graduates continue to include teaching jobs outside Ontario in their first-year job search. Six per cent apply exclusively to teaching jobs outside the province. Two per cent apply to Ontario First Nations schools. Some also say they try French public (two per cent) or French Catholic (one per cent) district school boards. Two per cent say they found an Ontario teaching job, permanent or long term occasional, without doing a formal job search.

The following chart describes the job searches of French-language education

programs graduates in the first year after licensing.³¹



French-language program graduates focused their 2019-20 school year job searches primarily on Ontario French public (52 per cent) and Ontario French Catholic (68 per cent) school boards. Some also apply to Ontario English public (15 per cent) and/or Catholic (16 per cent) district school boards.

This year’s survey found three per cent applied to Ontario independent schools in their job search and that a significant

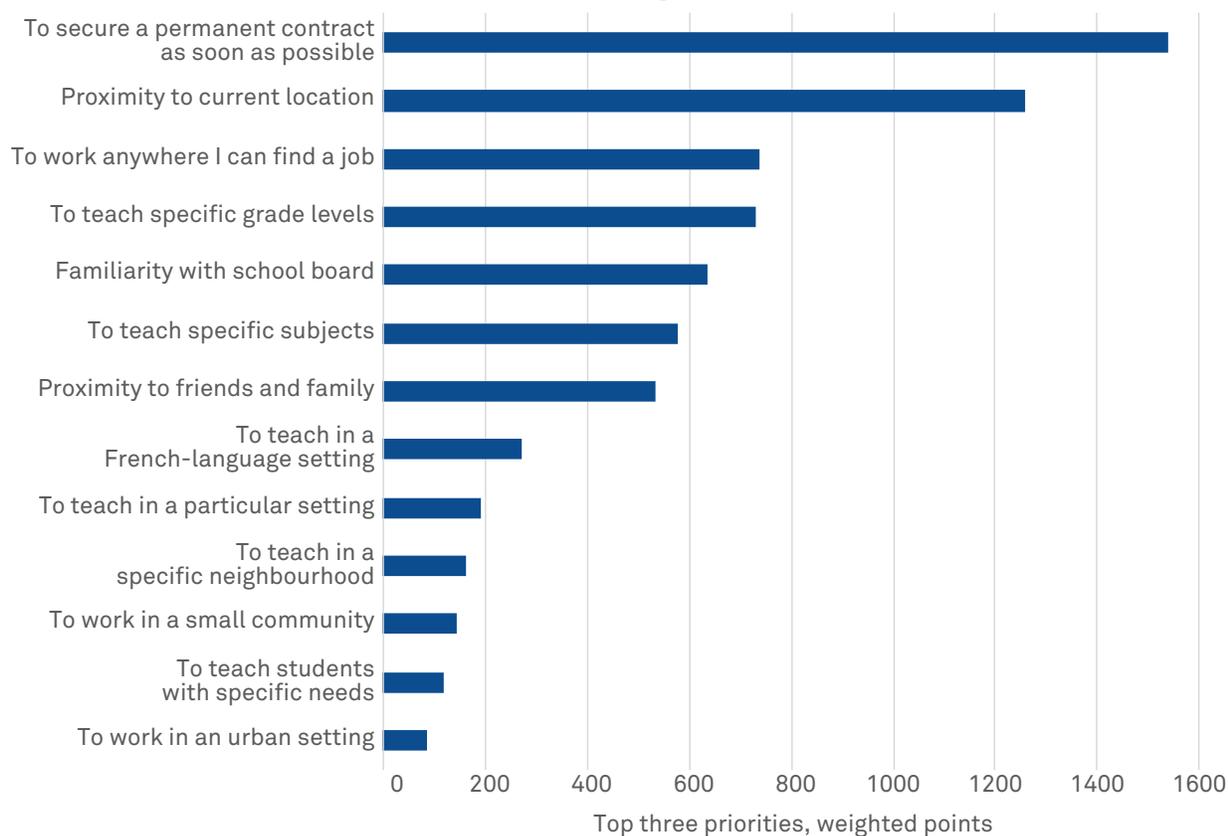
increase to 16 per cent applied to schools beyond Ontario’s borders, up from just two and four per cent the previous two years. However, only three per cent say they applied exclusively outside the province. None applied to First Nations schools. Three per cent say they found an Ontario teaching job, permanent or long term occasional, without doing a formal job search.

31 Each respondent counts for each different employer type to which they applied.

Our survey asks first-year teachers to rank the top three priorities they used in seeking a teaching job. Weighted analyses of survey responses in our 2020, as in earlier years, identify the highest ranked priority to be securing a permanent teaching contract as soon as possible. Teaching in proximity to current location is the second highest priority. Teaching anywhere I can find a job and teaching specific subjects follow as closely tied third and fourth level priorities.

Graduates of French-language programs say the opportunity to secure a permanent contract as soon as possible is their highest priority. Teaching in a French language setting and proximity to current location follow as their second and third priorities. FSL-qualified graduates identify teaching in French language setting as only their third level priority following securing a permanent contract as soon as possible and proximity.

Priorities in job search among first-year teachers:
(top three, weighted 3, 2, 1)



Fewer supplement income in other occupations

Despite the increasing success in securing teaching jobs in recent years, approximately half of first-year licensed teachers who responded to the 2020 survey work in non-teaching jobs. This refers to 53 per cent of first year teachers overall, and also to 50 per cent of the employed teachers.. Significant as this proportion is, the share is lower than the approximately three in five with non-teaching employment found in our in 2017 and 2018 surveys.

In 2020, as in previous years, they typically take on this alternate work to supplement part-time and/or occasional teaching or because they were not at the time able to find work as a certified Ontario teacher, and not to explore an alternative career path. Most (89 per

cent) pursue this alternative work on a part-time basis.

Three in four (77 per cent) alternative jobs are in teaching-related occupations – tutors, after school programs, early childhood education, childcare, education assistant, post-secondary teaching, teaching in museums, adult education, corporate training, coaching, recreation, and child and youth special service roles.

The remaining jobs are in unrelated fields such as hospitality, service or retail, administrative, financial services or clerical roles, or in creative or performing arts, trades, manufacturing or construction or non-education professions. Some respondents juggle more than one type of alternative work while continuing to look for some or more teaching employment.

First-year teacher perspectives on their work in non-teacher occupations	% agree or strongly agree
This alternative work is just a temporary arrangement until I am employed as a teacher	76 %
I need to do this other work to supplement my teaching income	75
Some or all of this other work is a continuation of part-time and/or summer employment I had to support myself during my university years	74
I am pursuing this other work to increase my chances of getting a teaching job	38
Some or all of this other work is a return to a career I pursued before I enrolled in teacher education	21
This work is an obstacle to searching for or being available for teaching opportunities	17
I am pursuing this other work as a preferred career alternative to elementary or secondary teaching	8

Most (76 per cent) consider non-teacher employment a temporary expedient while waiting for full-time teaching jobs. Similar proportions say they need this work to supplement first year teaching income (75 per cent) and say they are continuing with a type of work that supported them during their university studies (74 per cent). One in five (21 per cent) report the alternative as a return to a career that preceded teacher education.

More than one in three (38 per cent) say they hope the alternative work will advance their future prospects in securing a teaching job. However, about one in six (17 per cent) report this employment to be an obstacle to seeking or being available for teaching opportunities. Just one in 12 (eight per cent) say they are pursuing this work as a preferred alternative to a career in elementary or secondary teaching

4. Teaching experience in the early-career years

Varied first-year teaching assignments; majority start on daily occasional rosters

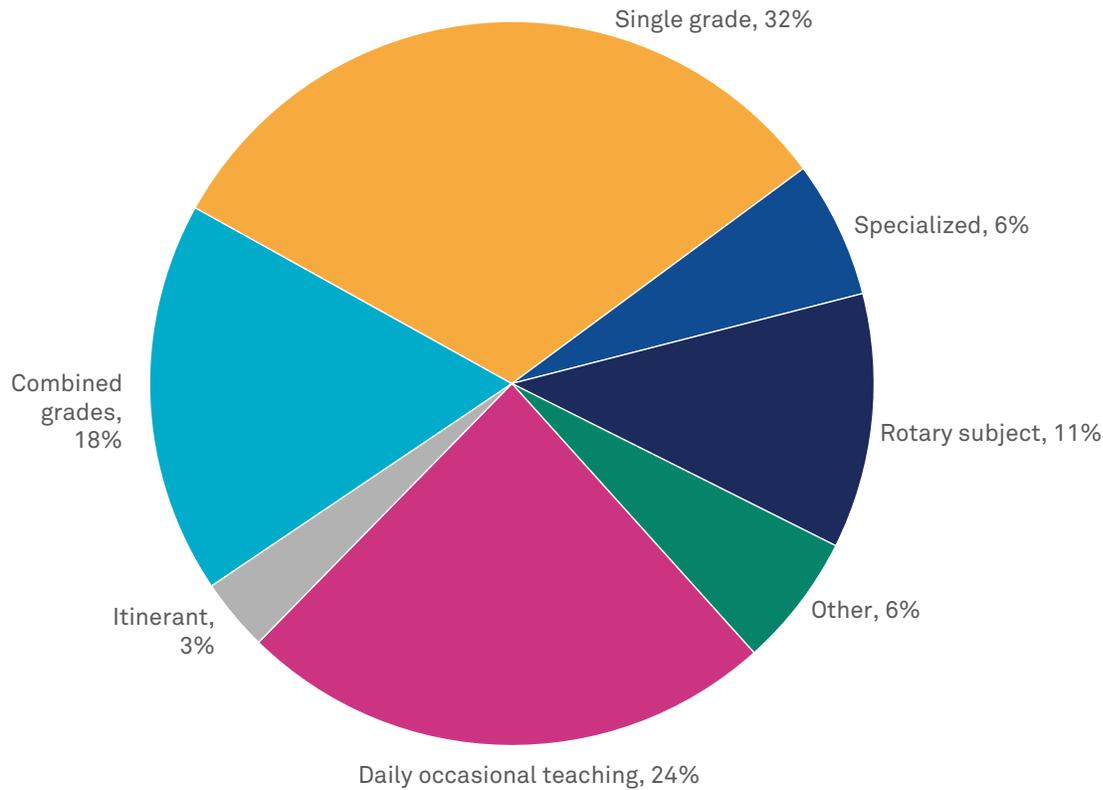
More than half (54 per cent) of all first-year Ontario-resident teachers in 2020 report that they began their teaching career in daily occasional teaching roles.³²

Among first-year teachers with primarily elementary assignments toward school year end, one in four (24 per cent)³³ continued on daily occasional rosters. Elementary teachers with permanent, long term occasional or other term contract assignments more frequently teach single grade homerooms (32 per cent of all first-year elementary teachers) than combined grades (18 per cent) or specialized classes (six per cent). About one in seven report rotary (11 per cent) or itinerant (three per cent) assignments.

32 Among those resident in Ontario, 56 per cent started as daily occasional teachers.

33 Caution is warranted in interpreting this percentage as many elementary daily occasional teachers who were on daily rosters in March 2020 report they received no further assignments once schools closed in mid-March and say they were not employed as teachers at the time of the survey. Had these individuals retained some occasional teaching assignments, the share of first-year elementary teachers on daily occasional rosters would have been much higher.

First-year elementary year-end teaching assignments



More than one in six (17 per cent) of these Ontario-resident teachers working primarily in elementary schools, including the daily occasional roster teachers, have special education assignments. More than one in four (29 per cent) teach French as a second language and/or French immersion.

Among Ontario-resident first-year teachers with primarily secondary panel teaching jobs, almost one in three (30 per cent) continued in daily occasional rosters in late May and June when they

completed their surveys. Although this is only somewhat higher than the 27 per cent year-end daily occasional roster teaching reported the previous year, the comparable share in 2020 might have been considerably higher than just one in three had schools not closed in mid-March³⁴.

The increase in the share of year-end daily roster teaching in the 2019-20 teaching year relates at least in part to the decrease in available teaching jobs resulting from secondary class size

³⁴ Caution is warranted in interpreting this percentage as many secondary daily occasional teachers who were on daily rosters in March 2020 report they received no further assignments once schools closed in mid-March and reported that they were not employed as teachers at the time of the survey. Had these individuals retained some occasional teaching assignments, the share of first-year secondary teachers on daily occasional rosters would have been a much higher percentage.

increases in 2019-20. Excluding those with varied daily occasional roles, one in six (16 per cent) secondary panel first-year teachers report having four or more different course preparations each week.

First-year teacher assignments seen as appropriate

More than four in five elementary first-year teachers (83 per cent) consider their qualifications as excellent or good matches to their teaching assignments. Just five per cent say the assignment is not an adequate match or not a match at all to their teaching qualifications. Three in four (75 per cent) describe themselves as very well or well prepared for their teaching assignments. Only five per cent say they are less than adequately prepared for their teaching assignments.

The majority of secondary teachers are also positive about the match of their teacher qualifications to their assignments. Four in five (80 per cent) rate the match as excellent or good. Eight per cent say their assignments are not an adequate match or not a match at all to their teaching qualifications. The same majority (80 per cent) also say they are very well or well prepared for their assignments. Only four per cent are less than adequately prepared for their teaching assignments.

One in five (29 per cent) Ontario employed teachers with intermediate-senior qualifications report teaching primarily in elementary schools toward the end of the first year following graduation. This is an increase from 16

per cent the previous year. Just one per cent of primary-junior certified teachers in their first year teach primarily at the secondary level. The majority (87 per cent) of junior-intermediate first-year teachers work primarily in elementary schools, up from 78 per cent in the previous year.

Fewer early-career teachers insecure about their jobs and more are optimistic about career

About four in five Ontario graduates teaching in the first (78 per cent) and second (84 per cent) years of their career rate their overall experience as excellent or very good. More than two in three also rate highly their preparedness, support from colleagues, professional satisfaction and the appropriateness of their assignments. Three in five first-year teachers describe their confidence as excellent or very good as do two in three second-year teachers. Very few view their professional experience as less than adequate or unsatisfactory in any of the foregoing areas.

Optimism for professional future and sense of job security improved somewhat in 2020.

More first- and second-year teachers now give an excellent or very good rating to their degree of optimism for their professional futures this year. Three in five (59 per cent) first-year teachers and almost as large a share of second-year teachers (55 per cent) give this positive assessment of their degree of confidence, compared with

just 49 and 43 per cent the previous year. Similarly, job security positive ratings rose and negative ratings fell in 2020. Nonetheless, more than two in five first-

and second-year teachers describe their sense of job security as less than adequate or unsatisfactory.

First- and second-year teaching experience, all Ontario graduates

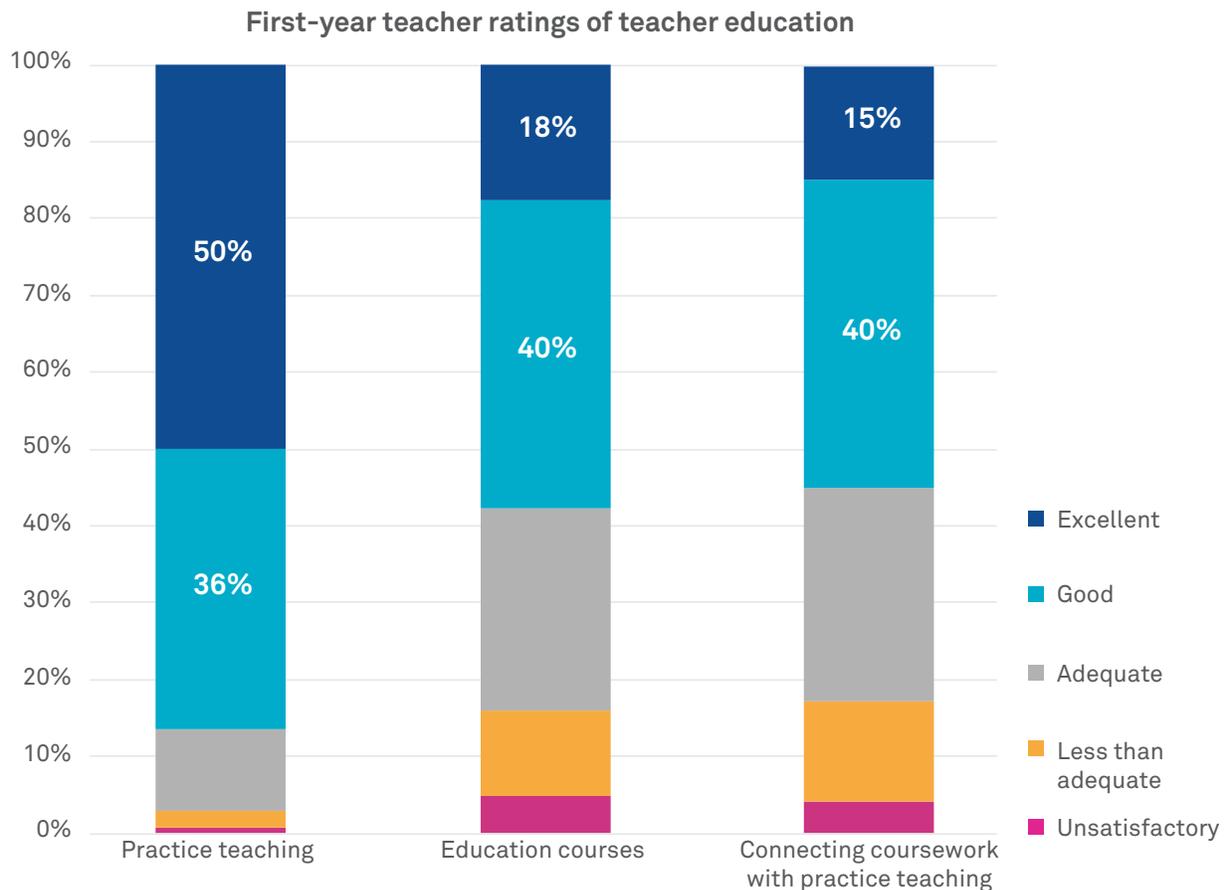
Assessment area	% excellent or very good		% less than adequate or unsatisfactory	
	1 st year	2 nd year	1 st year	2 nd year
Overall teaching experience	78 %	84 %	6 %	4 %
Preparedness	69	76	5	4
Support from colleagues	68	72	8	7
Professional satisfaction	67	68	8	7
Appropriateness of assignment	66	70	8	6
Confidence	59	67	6	3
Optimism for professional future	59	55	15	16
Job security	27	29	43	43

5. Initial teacher education, induction and professional development

Recent graduates positive about teacher education

First-year teachers who graduate from Ontario teacher education programs value highly their education practice teaching as a positive foundation for

teaching. Fully half say their practice teaching was excellent preparation for teaching and a further 36 per cent give a good rating to this component of their programs.



The majority also rate the education courses in their programs as excellent or good. The assessment of their courses, however, falls well below that given to practice teaching. Just 18 per cent rate their courses as excellent and another 40 per cent as good. One in six (16 per cent) describe their education courses as less than adequate or unsatisfactory.

Ratings on how education programs connect course content and practice teaching receive ratings similar to the courses. Overall, the majority view this linkage as excellent (15 per cent) or good (40 per cent). About one in six (17 per cent) give this aspect of their programs a less than adequate or unsatisfactory rating.

Content and Skill Areas in Focus

Our annual surveys present first-year teachers questions with a list of foundational professional knowledge areas and pedagogical skills and asks that they indicate their agreement/disagreement with statements that:

- their teacher education program was excellent,
- their current level of professional preparedness is excellent, and
- they place a high priority on future professional development in this knowledge or skill area.
- These knowledge and skill competencies were identified through the Ontario College of Teachers research and consultations as important to support the objectives of the

province's enhanced teacher education program introduced in 2015. Some additional areas of current priority are also included.

Ratings use five-point scales from strongly agree to strongly disagree. Detailed results can be found in Appendix 1 of this report. Results appear separately for first-year teachers with primarily elementary and for those with primarily secondary panel teaching jobs.

In responding to the statement on excellence of their teacher education programs, those who teach primarily elementary assignments give weaker ratings (average of 2.9 or lower) to supporting English language learners,³⁵ teaching combined grades, and report card preparation. Those teaching primarily secondary assignments give average ratings of 2.9 or lower to parent engagement and communication, politique d'aménagement linguistique (PAL) de l'Ontario,³⁶ teaching combined grades, and report card preparation.

Overlaying the responses on knowledge and skill areas covered in initial teacher education, self-assessed professional preparedness, and priorities for future professional development, some areas emerge for consideration for further initial teacher education attention.

The charts that follow highlight content for which:

³⁵ Average of English language teacher education program graduates only.

³⁶ Average of graduates of French language teacher education program graduates only.

- average rating for initial teacher education was neutral or lower (3.4 and below), and
- content areas scored either comparatively low in respondent ratings of their preparedness (3.4 and below) and/or very high as priorities for ongoing professional development (4.5 or above).

ELEMENTARY TEACHERS Teacher education area rated 3.4 or below	Low on preparation	High PD priority
Well-being and mental health		X
Teaching students with special needs		X
Parent engagement and communication		X
Politique d'aménagement linguistique (PAL) de l'Ontario*	X	
Teaching combined grades	X	
Report card preparation	X	X

* Responses from French language education program graduates only

SECONDARY TEACHERS Teacher education area rated 3.4 or below	Low rating for own preparation	High PD priority
Well-being and mental health		X
Classroom management and organization		X
Mathematics curriculum and pedagogy	X	
Politique d'aménagement linguistique (PAL) de l'Ontario*	X	
Teaching combined grades	X	
Report card preparation	X	

* Responses from French language education program graduates only

Induction program highly valued
The New Teacher Induction Program (NTIP)³⁷ provides professional learning support for many teachers during the

first two years of teaching in permanent and long term occasional jobs in Ontario district school boards. The NTIP assists with professional growth and

37 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 support to second-year teachers with the same contract types. The analysis in this section is based on responses of new teachers who say they meet 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 she/he 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 her/his 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.

development for entry to a challenging profession.

Most (91 per cent) first-year teachers with permanent teaching jobs in Ontario district school boards in 2020 say they participate in the NTIP, as do about two in five (41 per cent) of those with long term occasional appointments (97 or more teaching days). Five per cent of other first-year teachers in Ontario district school boards (for whom this program is neither designed nor funded) report NTIP participation. Among second-year teachers in Ontario DSBs, two in three (67 per cent) permanent contract teachers and 24 per cent of long term occasional teachers (with 97 or more contracted teaching days) participate in the NTIP.

The majority of first-year NTIP participants in Ontario district school board permanent teaching jobs say they were oriented to their board (70 per cent), mentored by experienced teachers (79 per cent), and formally evaluated by their school principals (71 per cent). Fewer than half of (45 per cent) report orientation to their assigned school.

NTIP participating second-year teachers in permanent teaching jobs report much lower rates of orientation to their district school board (41 per cent), mentoring (53 per cent), evaluation by their principals (59 per cent), and orientation to assigned school (31 per cent). One in six (17 per cent) of these permanent contract NTIP participants report no second-year involvement in any of these core elements. They may well, however, have

participated in the elements in their first year of teaching.

Long term occasional teachers (97 or more teaching days) in their first and second years in the NTIP report somewhat less engagement in the various elements of the program. This may be the result of mid-school year timing of the start of some long term occasional appointments.

Professional development in many content areas identified as NTIP elements is common among first-year program participants. Planning, assessment and evaluation, use of technology, literacy and numeracy are the most frequently cited professional development area. One in 10 NTIP participants with permanent appointments (10 per cent) and long term occasional (97+ days) respondents (11 per cent) say they had no professional development in any of these NTIP identified professional development priority areas.

First-year NTIP participant professional development

Professional Development content	Permanent appointments	LTO Appointments (97 days+)
Planning, assessment and evaluation	53 %	49 %
Use of technology	48	32
Literacy	40	26
Numeracy	36	29
Safe schools	34	29
Inclusive education	33	23
Equity and diversity	32	29
Mental health awareness	30	21
Classroom management	28	22
Student success	23	15
Teaching students with diverse needs	20	22
Effective parent communication	17	7
Early learning	11	5
None of the above	10	11

NTIP participants are generally positive about the support from mentors and other experienced teachers in their first year of teaching. The majority of first-year teachers view assistance as very helpful or helpful across a wide range of practical day-to-day teaching areas. Few give negative ratings (somewhat unhelpful or not helpful at all) to such support (just two to 12 per cent).

Ratings of first-year assistance to NTIP participants

Type of assistance	Positive rating	Negative rating
Feedback from mentor on my teaching	75 %	7 %
Advice on supporting individual students	74	2
Curriculum planning with my mentor(s)	73	7
Observation of my mentor's teaching	69	8
Mentoring on student evaluation	69	7
Help with report card preparation	68	10
Mentoring on instructional methods	67	7
Observation of other teachers' practices	67	8
Mentoring on classroom management	66	8
Finding effective teaching resources	65	6
Preparing for parent communication	63	8
Personal well-being supported	62	10
Information on administrative matters	58	12

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

- most first-year NTIP participants (85 per cent) meet monthly with their mentor(s) - 28 per cent of participants say they meet for less than one hour per month, 36 per cent one to three hours per month, and 21 per cent more than three hours per month
- however, most say no experienced teacher (mentor or other teacher) observed them in their classrooms (64 per cent) or that this happened less than one hour per month (21 per cent), and
- most say they had no opportunity (64 per cent) to observe another teacher (mentor or other teacher) or that such opportunities occurred less than one hour per month (24 per cent).

New teachers highly engaged in professional development

Most Ontario graduates in their first or second year of teaching in Ontario engage in professional development at a moderate to high level.

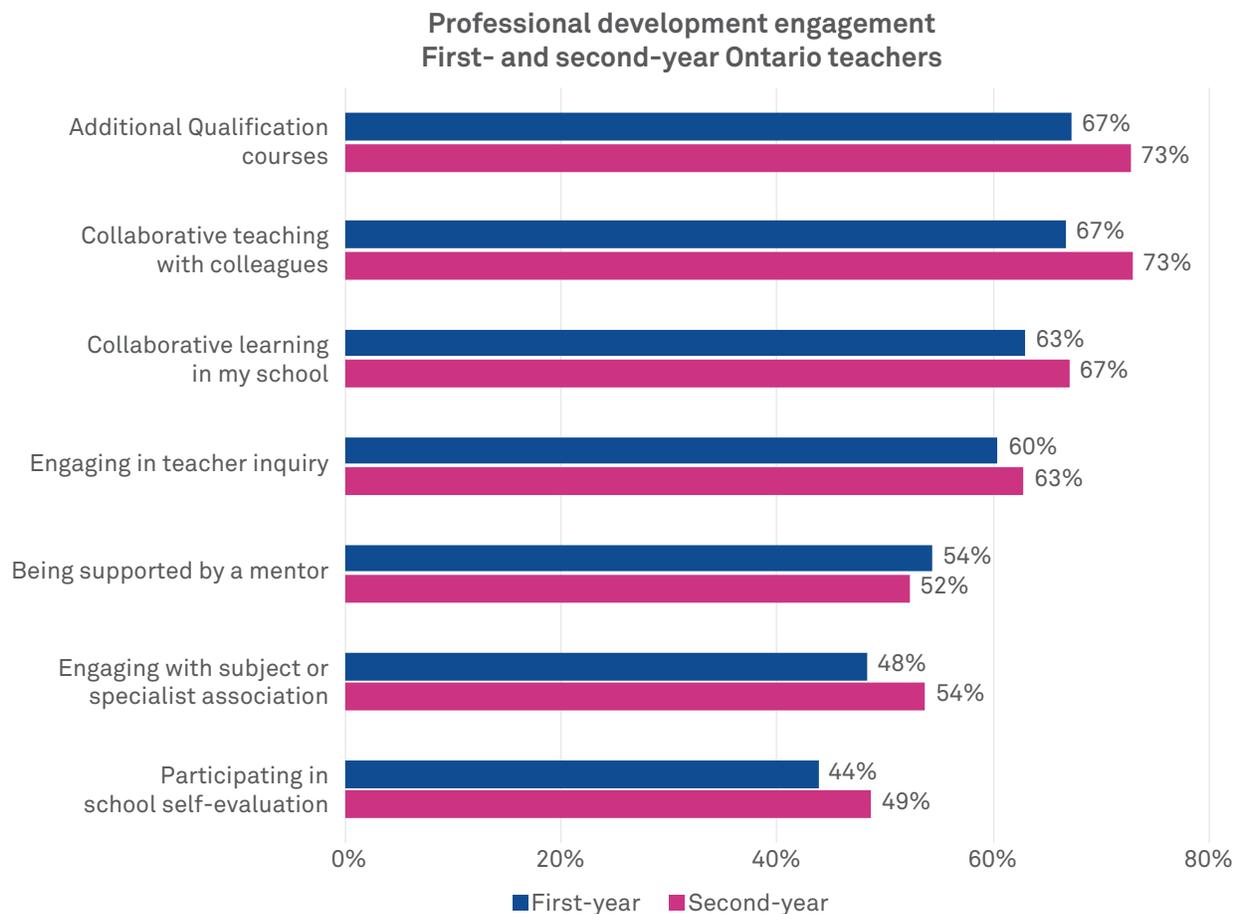
Our 2020 survey finds that most Ontario first-year teachers (69 per cent) report they completed one or more Additional Qualification (AQ) and/or Additional Basic Qualification (ABQ) courses. Two in five (39 per cent) completed two or more courses. Among second-year graduates teaching in Ontario, 80 per cent completed AQs or ABQs, with 63 per cent report two or more Additional Qualifications.

One in three (33 per cent) first-year teachers in Ontario this year report completing a mathematics Additional Qualification, including two in five (41

per cent) of primary-junior qualified graduates. Second-year teachers also report one in three completed a mathematics Additional Qualification, including two in five of those with primary-junior qualifications.

Almost one in three of these first-year Ontario teachers (31 per cent) hold French as a second language qualifications, as do one in four (25 per cent) second-year teachers.

More than three in five first- and second-year teachers engage at a moderate to high level in Additional Qualification courses, in collaborative teaching with colleagues, in collaborative learning in their schools and in teacher enquiry. More than half work with a mentor, engage with subject or specialist associations and participate in school evaluations.



Elementary and secondary teachers in the first year after licensing place high priority on a broad range of foundational professional knowledge and pedagogical skills.

Elementary teachers say their 10 highest professional development priorities are:

- Adapting teaching to diverse learners
- Student observation, assessment and evaluation
- Teaching students with special needs
- Inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources
- Engaging students
- Classroom management and organization
- Well-being and mental health
- Instructional strategies
- Reading and literacy pedagogy, and

- Safe and accepting schools / creating of a positive school climate

Among secondary teachers, the top 10 priorities are:

- Engaging students
- Adapting teaching to diverse learners
- Classroom management and organization
- Instructional strategies
- Student observation, assessment and evaluation
- Pedagogy, assessment and evaluation for specific curriculum areas
- Safe and accepting schools / creating a positive school climate
- Well-being and mental health
- Inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources, and
- Addressing equity of access and outcomes for all students

6. Daily occasional teaching

Fewer Ontario-resident first-year teachers start careers on daily occasional rosters

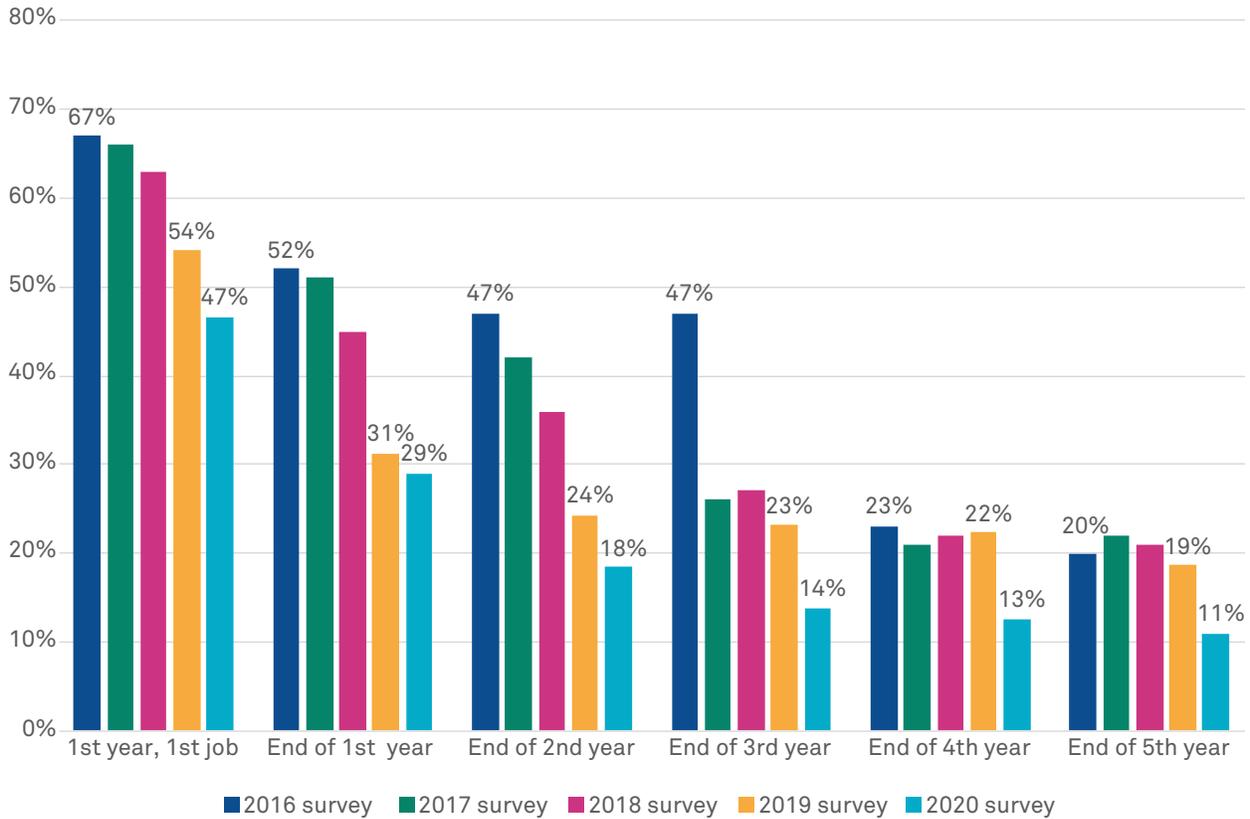
For the first time in many years, less than half of Ontario district school board employed teachers began their teaching careers on daily occasional rosters.

In our 2020 survey, 47 per cent report roster status as their first teaching job in the 2019-2020 school year, down from 54 per cent in the 2019 survey and 67 per cent back in 2016. Early-career daily occasional teaching continues to be more common among teachers in publicly funded school boards than for those employed in independent schools and outside the province³⁸.

The accompanying chart describes daily occasional teaching by teachers in years one through five employed in Ontario district schools from our 2020 survey.

³⁸ In 2020, 14 per cent of Ontario graduates employed in Ontario independent schools and 17 per cent teaching out-of-province in their first year report daily occasional teaching as entry-teaching jobs.

Daily occasional teaching by years since initial licensing:
Ontario-resident district school board teachers



The declining share of early-career daily roster teaching is evident in survey findings over the past five years. First-year teachers report 29 per cent roster teaching in late May and June of 2020 when they completed their surveys, down from 52 per cent reported back in 2016. By the end of year two, roster status has fallen from 47 per cent in 2016 to 18 per cent in 2020, and in years three through five the rates are down from 47, 23 and 20 per cent in 2016 to 14, 13 and 11 per cent respectively in 2020.

Some of the further end of year decline in roster teaching in 2020 relates to the phenomenon of many occasional roster teaching losing teaching assignments

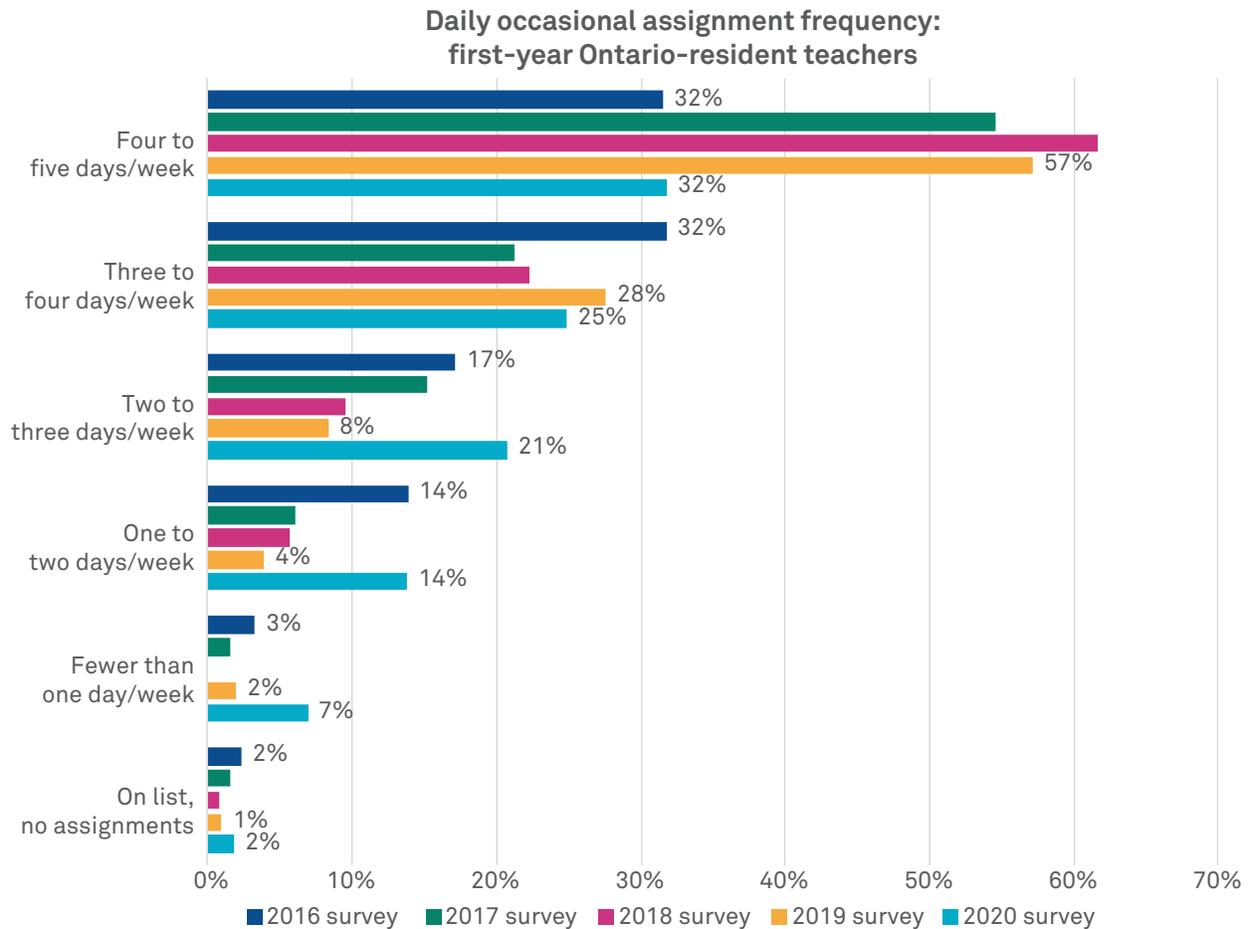
after schools closed in March 2020. Some of these teachers reported they continued as formally employed as roster teachers despite no further assignments, others referred to themselves as unemployed. As a result, this artificially lowers the proportionate roster teacher shares of teachers reporting employment toward the 2019-2020 school year end. Nonetheless, the multi-year trend is clear.

School closings reduce average weekly assignments for daily occasional teachers

After several years of increases in average weekly frequency of roster teaching assignments, the reported

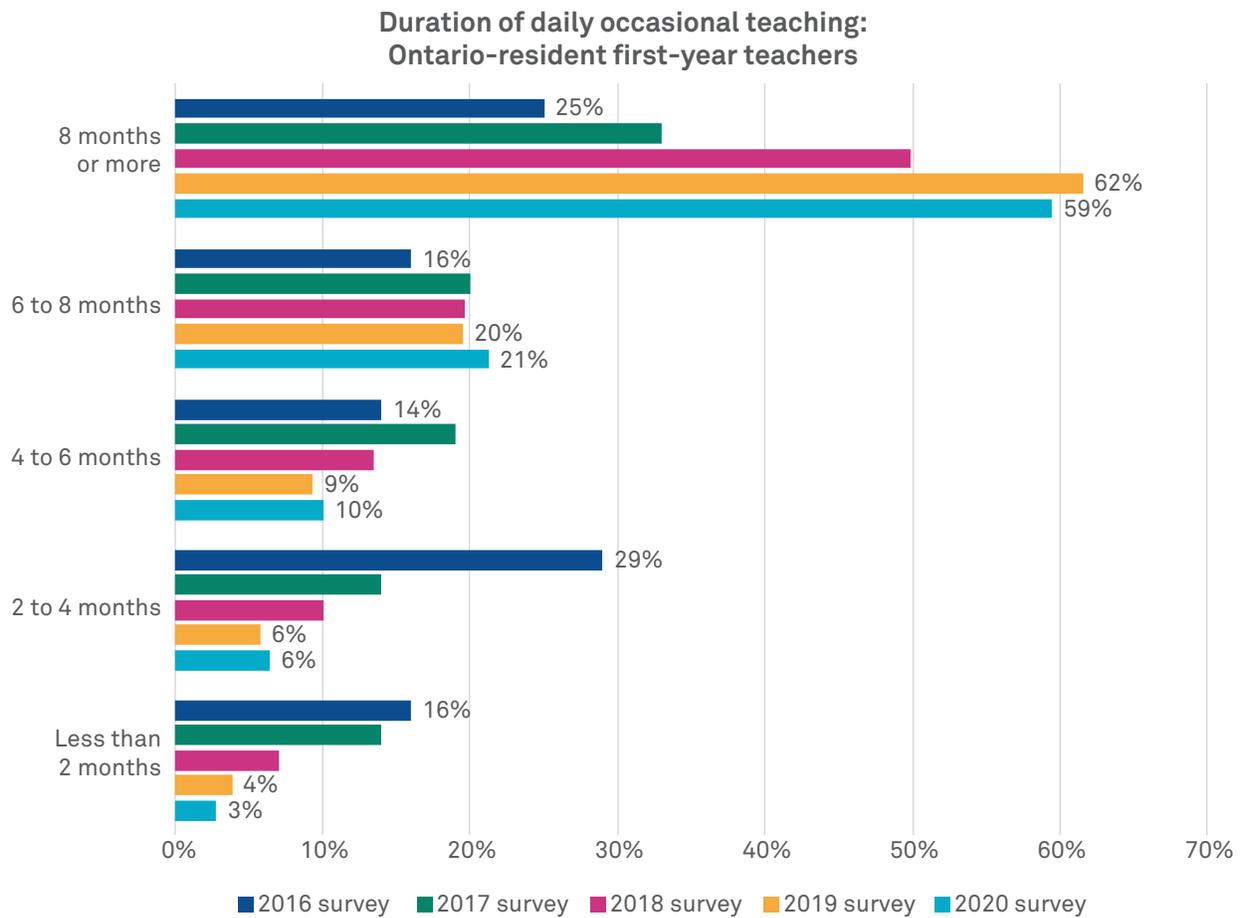
average dropped sharply this year as most occasional teachers lost some or all further assignments once physical schooling ended in mid-March. For example, those who report four or five

days per week rose from 32 per cent in 2016 to 62 per cent by 2019, and then fell back this year to just 32 per cent of daily roster teachers.



Our annual surveys have tracked significant increases in the duration of first-year teacher daily occasional teaching since 2016 as greater numbers join daily occasional rosters earlier each school year. In 2020, this trend paused. Some teachers report that their employment effectively ended in March when schools closed resulting in shorter terms as occasional teachers in the 2019-2020 school year.

Nonetheless, in 2020 three in five (59 per cent) daily roster teachers say they taught for eight months or more in the 2019-2020 school year compared with just one in four (25 per cent) in 2016.



In 2020, just half (53 per cent) of first-year teachers who taught on daily occasional rosters say they taught as much as they wanted throughout the school year. This rate is down sharply from the almost four in five (78 per cent) in 2019 and is about the same as 51 per cent reported in 2016.

By year-end, 80 per cent who continued on daily occasional lists say they completed 20 or more days of teaching, down from 94 per cent of the comparable group in 2019.

Ontario English language teacher daily occasional roster experience improves as job market over-crowding recedes

As we review earlier in this report, first-year English-language teachers in Ontario experience the highest rate of first-year daily occasional teaching. In 2020, 36 per cent of these teachers continued in such assignments toward school year-end. This compares with 18 per cent for FSL-qualified teachers and just two per cent for French-language program graduates.

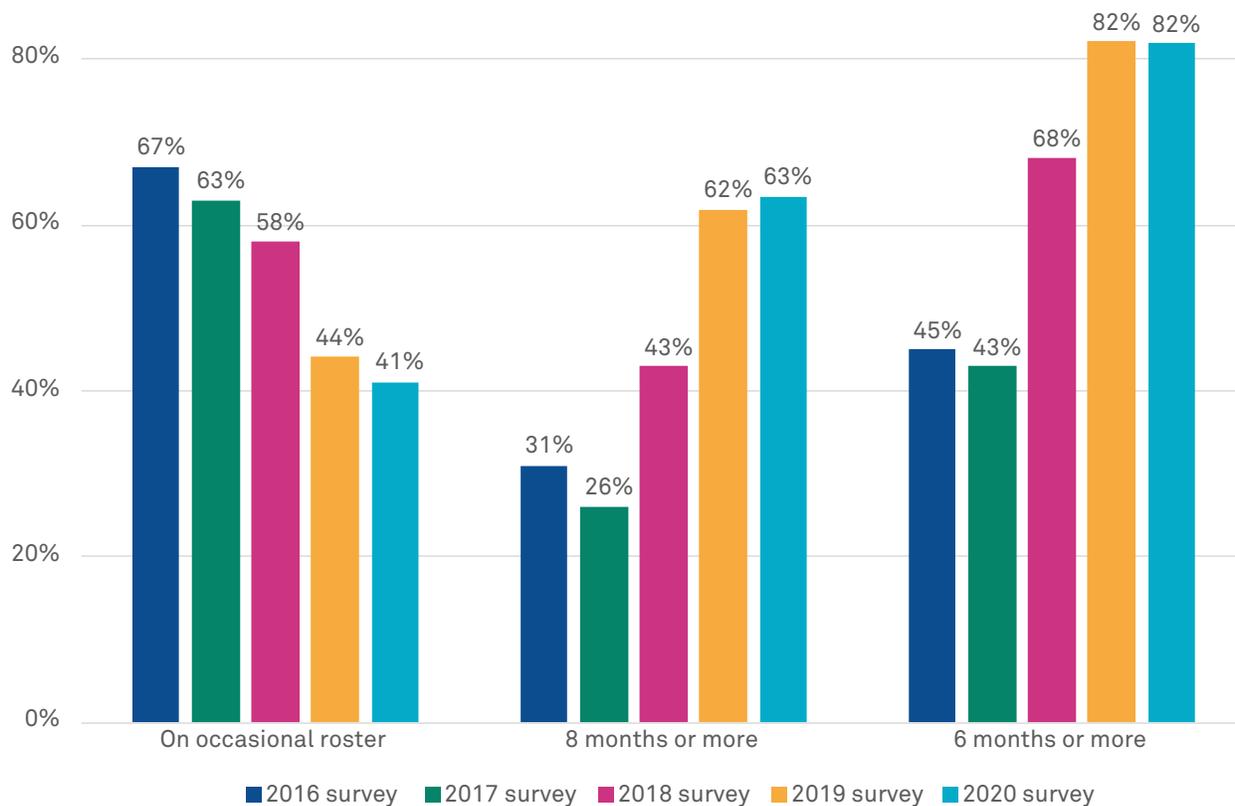
We now explore more closely the experiences of the sub-group of English-

language teachers employed in Ontario district school boards.

With fewer early-career teachers competing for available opportunities in English-language district school boards over the past few years, substantial improvement is evident since 2016 in the daily occasional teaching measures for first-year English-language program graduates in these school boards who do not hold FSL qualifications.

Fewer of these English-language first-year teachers continue on daily occasional rosters at school year end, down from 67 per cent in 2016 to 41 per cent in 2020. Roster teachers begin their assignments earlier in the school year. Those on rosters for eight or more months rose from 31 to 63 per cent over the past five years and those on rosters for six or more months rising from 45 to 82 per cent.

**Daily occasional roster duration:
First-year English-language teachers in Ontario district school boards**

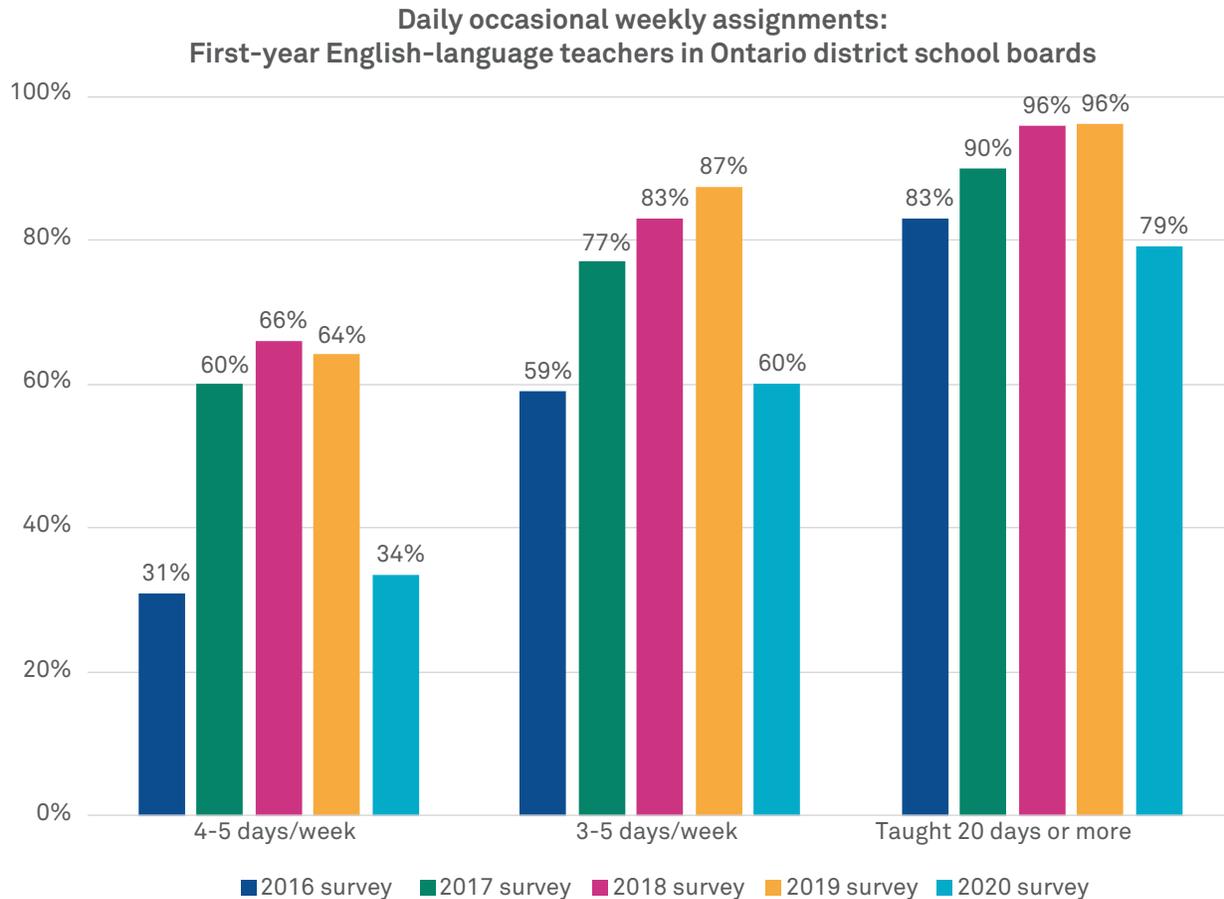


Despite these positive multi-year employment trends, average frequency of daily assignments dropped sharply

this year with school closures in March 2020.

The loss in volume of assignments for this group of Ontario DSB English-language teachers is even greater than for daily roster teachers generally. Just one in three (34 per cent) of this English language teacher group report four to five days of roster assignments per

week, down sharply from two in three (64 per cent) in our 2019 survey. Reports of teaching three or more days per week dropped from 87 to 60 per cent. In addition, reports on completing at least 20 days in a single board fell from 96 per cent in 2019 to 79 per cent in 2020.



Less professional development support for daily occasional teachers

In addition to the financial challenges that face many daily occasional roster teachers in Ontario in their early-career years, a gap persists between their limited access to in-school professional development and the extent of such support available to their colleagues with

permanent jobs or long-term occasional contracts of 97 days or more duration.

I have really enjoyed my time teaching post-graduation. I do wish there was more support for Occasional Teachers. Schools would not be able to operate without us, and yet we get no sick days, get no pay during school closures, and have unrealistic benefits that we have to work a certain number of days even to opt in. I would tell new hires that work is very slow at the start of the school year, and that if you have bills to pay you will likely need a side hustle.

Primary-junior English-language graduate, licensed in 2018, full-time daily occasional teacher for second career year, Toronto region

professional development activities. Daily occasional teachers report less involvement in school self-evaluation projects, collaborative learning, engaging with subject or specialist associations, collaborative teaching and engaging in teacher enquiry.

The one exception to this pattern of more limited professional development is enrolment in Additional Qualification courses. Almost three in four (71 per cent) first-year Ontario daily occasional roster teachers completed one or more Additional Qualification courses, slightly more than the AQ completion rate among their colleagues with permanent and long term occasional teaching jobs.

This gap is evident across a wide range of in-school and out-of-school

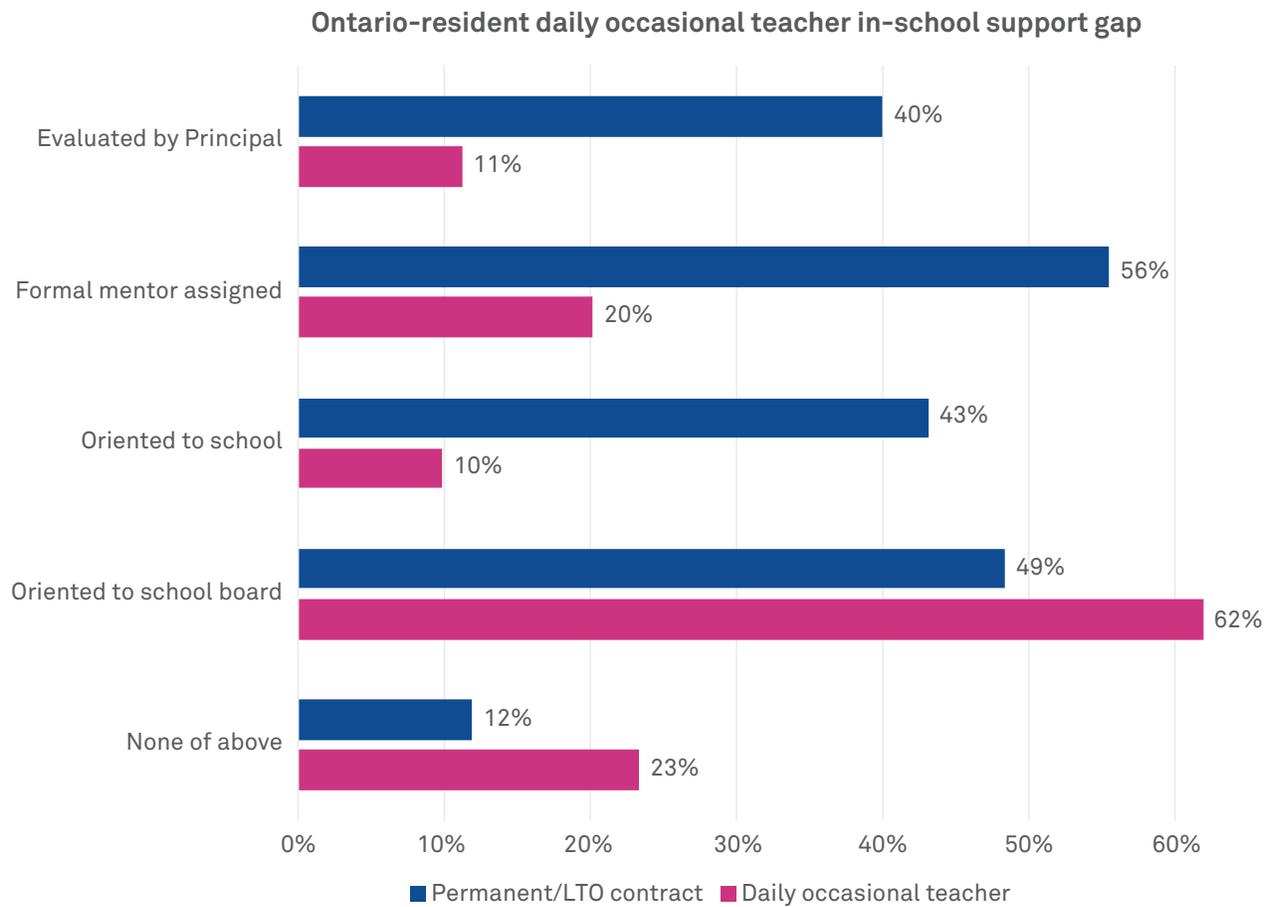
Professional development gap for daily occasional teachers in Ontario

Nature of professional development	First-year teachers		Second-year teachers	
	Daily occasional	Permanent and LTO	Daily occasional	Permanent and LTO
Participating in school self-evaluation	32 %*	51 %	33 %	53 %
Collaborative learning in my school	36	75	52	72
Being supported by a mentor	38	62	42	54
Engaging with subject or specialist associations	39	54	36	58
Collaborative teaching with colleagues	43	77	52	77
Engaging in teacher enquiry	51	64	56	66
Participating in Additional Qualification courses	71	67	61	71

**Percentages reporting moderate to very high engagement in types of professional development and percentages completing of one or more Aqs or ABQs*

Daily occasional roster teachers experience a further disadvantage in their limited access to in-school orientation, mentoring and principal evaluations. These key professional supports are common among teachers with permanent or long term occasional

(97+ days) teaching jobs in the first two years of their careers, but rare for daily occasional roster teachers. An exception to this pattern is that more daily occasional teachers report school board wide orientation,



7. Attachment to teaching profession

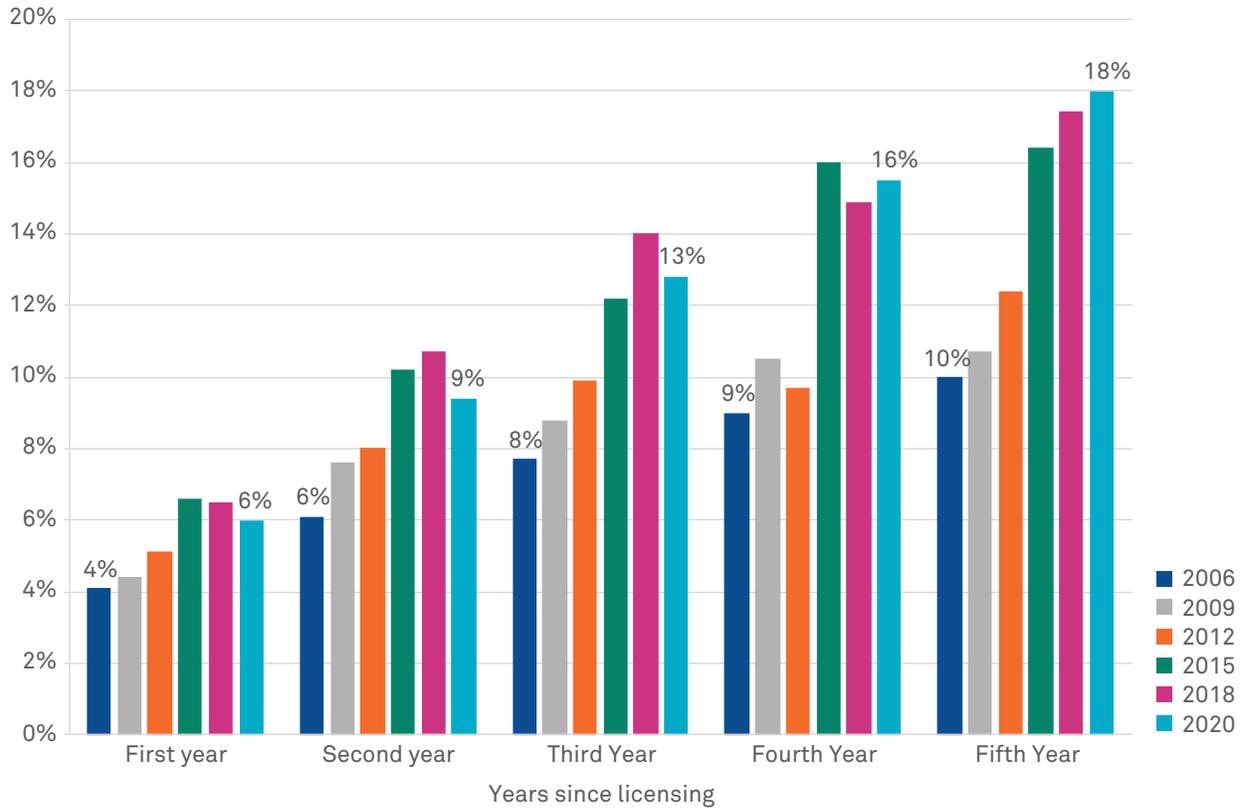
High rates of early-career non-renewals of Ontario teaching licenses are starting to ease as demand for teachers rises relative to supply

Six per cent of Ontario faculty of education graduates do not renew their College membership in the first year following initial licensure. Five years after initial licensing, 18 per cent are no longer members in good standing. Although Ontario early-career teacher retention is starting to improve in recent years, the teacher loss rate is still much higher than back in 2006³⁹.

This variability in teacher retention appears job market related. License non-renewals grew in the years 2006 - 2015 when many early-career teachers struggled to find substantial teaching employment in Ontario. The much-improved Ontario labour market in recent years provides more opportunities for early-career teachers to continue their profession within the province. Consequently, teacher retention is beginning to improve once again.

³⁹ To minimize year-to-year variability and focus on longer-term trends, this analysis describes first- through fifth-year Ontario teacher retention by calculating non-renewal loss rates for each career year by averaging losses over the most recent five years preceding the calculation years 2006 through 2020. This method is used for each chart in this report section.

Ontario graduate lapsed College memberships first five years after initial licensing:
2006 through 2020

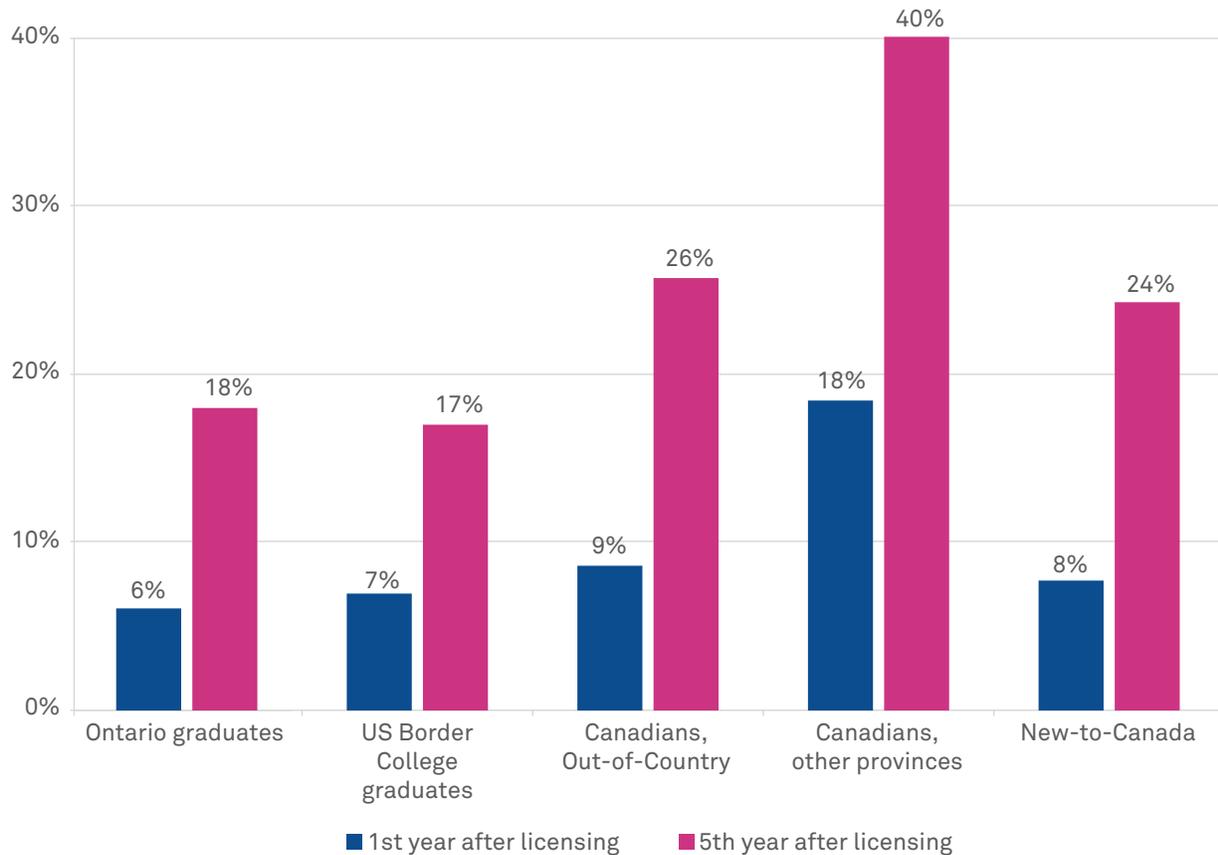


Losses of early-career Ontario teachers who completed their teacher education outside Ontario are generally greater than for those educated within the province.

among Ontarians who complete teacher education in US border colleges is similar to Ontario education graduates.

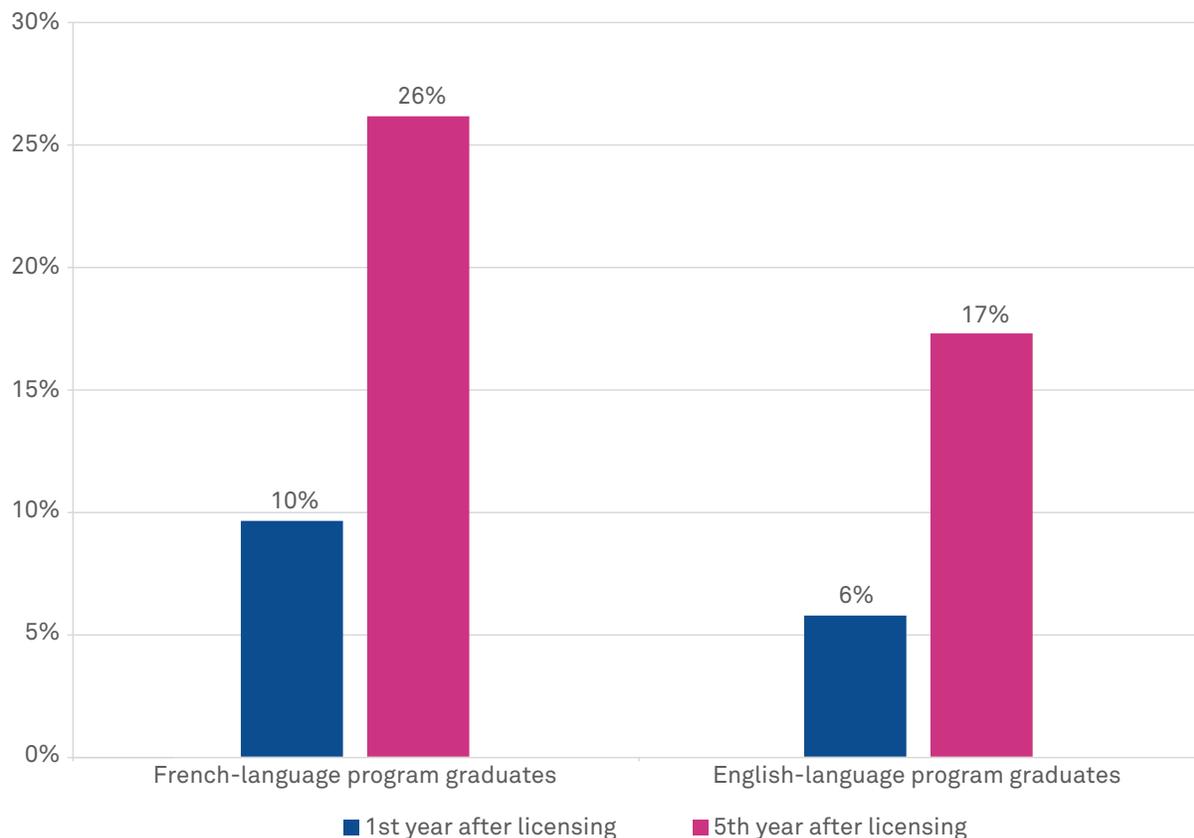
Canadians who complete teacher education in other provinces and subsequently move to Ontario have the highest rate of attrition, with the loss of two in five within five years of initial licensing by the College. New-to-Canada teachers and Canadians (mainly Ontarians) who complete their teacher education in another country prior to obtaining their Ontario teaching license have about a one in four rate of attrition over five years. The loss rate

Early career new member losses by teacher education origin



Ontario teacher retention is much lower for French-language program graduates than for English-language graduates. About one in four French-language members drop their Ontario teaching licence over the five years following certification. Both English- and French-language membership losses accelerated in the past decade and began to recede more recently.

**Membership attrition:
Ontario French- and English-language Ontario graduates**



Some of this historic difference is likely associated with French-language program education candidates originating from Québec begin their careers or make an early-career move to teach in their home province. Many of them allow their Ontario teacher certification to lapse.

8. French-language initial teacher education graduates

French-language initial teacher education supply context

The chart below summarizes annual numbers of newly licensed teachers with French-language basic qualifications over the past four years and forecast through 2022. In addition to graduates of French-language programs at Laurentian and Ottawa universities,

an average about 100 newly licensed teachers complete their teacher education programs in other provinces and countries prior to obtaining an Ontario Teaching Certificate with French-language basic qualifications in some combination of primaire, moyen, intermédiaire and/or supérieur.

Newly-licensed teachers with French-language qualifications (Ontario faculties and other)

Year	New teachers licensed annually		
	Laurentian and Ottawa graduates	Out-of-province educated	Total
2013	747	80	827
2014	719	90	809
2015	866	103	969
2016	104	125	229
2017	332	125	457
2018	371	110	481
2019	381	98	479
2020 (forecast)	415	75	490
2021 (forecast)	400	80	480
2022 (forecast)	400	80	480

French-language program graduate response rate substantially higher than earlier years

We invited 1,688 Ontario French-language program graduates to participate in the three surveys directed to Ontario education graduates. Total responses from these graduates stand at 300 individuals, an overall response rate of 18 per cent. Results as a whole for these French-language teachers are accurate within 5.7 per cent, 19

times out of 20. This response rate is a significant improvement over the 12 per cent return rate obtained in 2019.

Despite the higher margins of error for French-language program graduates, 2020 findings are generally consistent with trends found in surveys of the comparable groups over the past five years and should be treated as generally representative of the labour market for these Ontario graduates.

Ontario French-language program graduates

Licensing year	Sample	Responses ⁴⁰	Response rate	Margin of error
All years	1,688	300	18 %	5.7%
2019	321	62	19	12.5
2018	317	46	15	14.5
2010, 2015, 2016 and 2017	1,050	192	18	7.1

All French-language graduates employed as elementary or secondary teachers in 2019-2020 school year

2020 is the fourth year in a row our surveys found nil or near zero unemployment among French-language program graduate first-year teachers, down sharply from the high of 22 per cent back in 2012.⁴¹

graduates, down from 87 per cent the previous two years.

It is quite difficult to get permanent positions in Ontario. To date, I have been limited to full-time long term occasional contracts.

Primary-junior French program graduate, licensed in 2019, full-time LTO in Ottawa region

French language program graduates, however, did not escape the impact of mid-March school closures, with underemployment up sharply from just 12 per cent in 2019 to 33 per cent in 2020. Full employment now stand at 67 per cent of first-year French-language

Unemployment rates over the past four years are similar to the one per cent rate back in 2008 prior to the brief and comparatively small over supply that started in 2010, peaked in 2012, and ended by 2017.

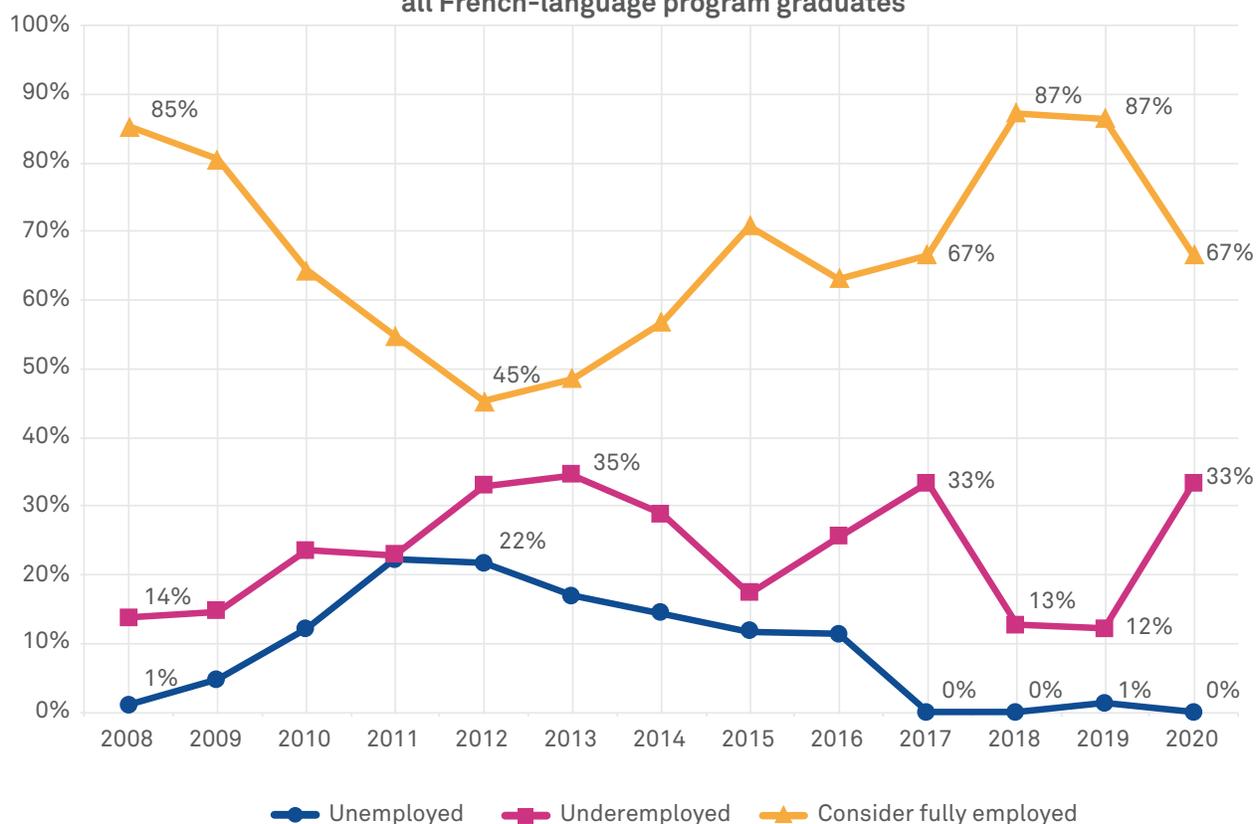
40 Ontario-resident respondents are as follows: 2020 licensing year (50), 2019 (61), 2018 (39), 2010-2017 (118)

41 Ontario-resident French-language first-year unemployment was 18 per cent.

These findings, together with the forecast continuation of French-language annual licensed teachers through 2022 in numbers far lower than pre-2016, confirm that the high demand for new teachers graduating from the French-language teacher education

programs at Ottawa and Laurentian will continue. French district school boards can expect the current teacher shortage to continue as a significant recruitment challenge as they recruit to fill teacher vacancies in the next several years ahead.

First-year teacher job search outcomes 2008 through 2020: all French-language program graduates

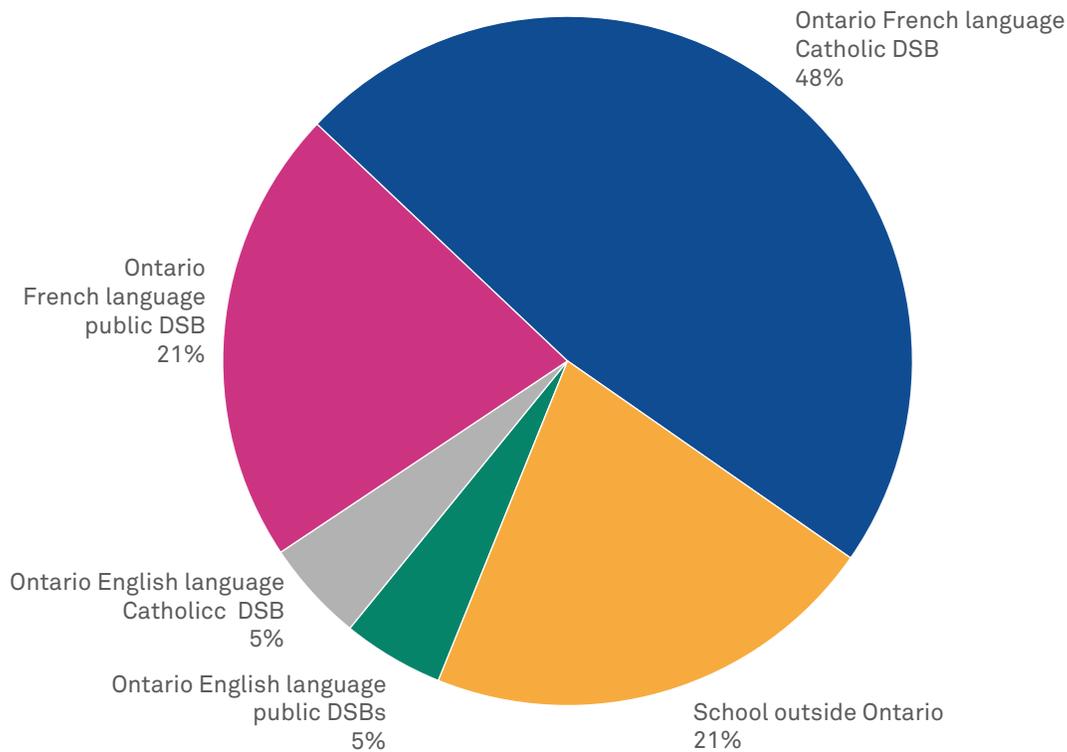


One in five Ontario French language program graduates teach out-of-province in first year

As observed in the job search section of this report, 16 per cent of Ontario French language program graduates applied to teach out of province and three per cent to Ontario independent schools, up from just two and four per cent the previous two years.

By the 2019-2020 school year end, more than two in three (69 per cent) report teaching in Ontario French district school boards, 10 per cent in Ontario English boards and 21 per cent in schools outside Ontario (mostly in Quebec).

**Employers of first-year Ontario French language program graduates in 2020:
all employment, including daily occasional roster**



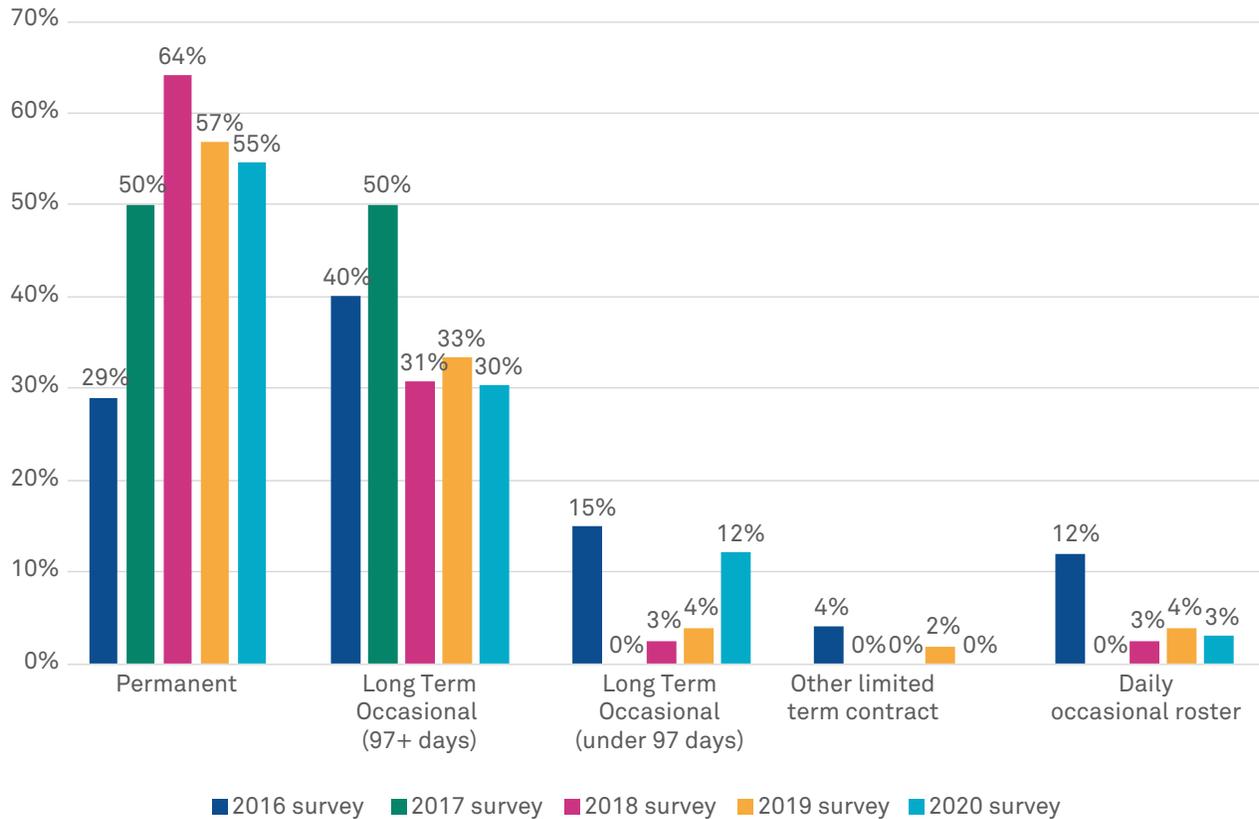
Early-career permanent teaching contracts for French-language program graduates in Ontario

As they started the 2019-2020 school year, the majority of Ontario-resident French-language graduates began their teaching careers in permanent (24 per cent) or long term occasional contracts with appointments of 97 or more days’ duration (33 per cent). One in four (24 per cent) started on daily occasional rosters.

finds that most of them had secured permanent (55 per cent) or long term occasional appointments of 97 days or greater duration (30 per cent). Just three per cent continued on daily occasional rosters.

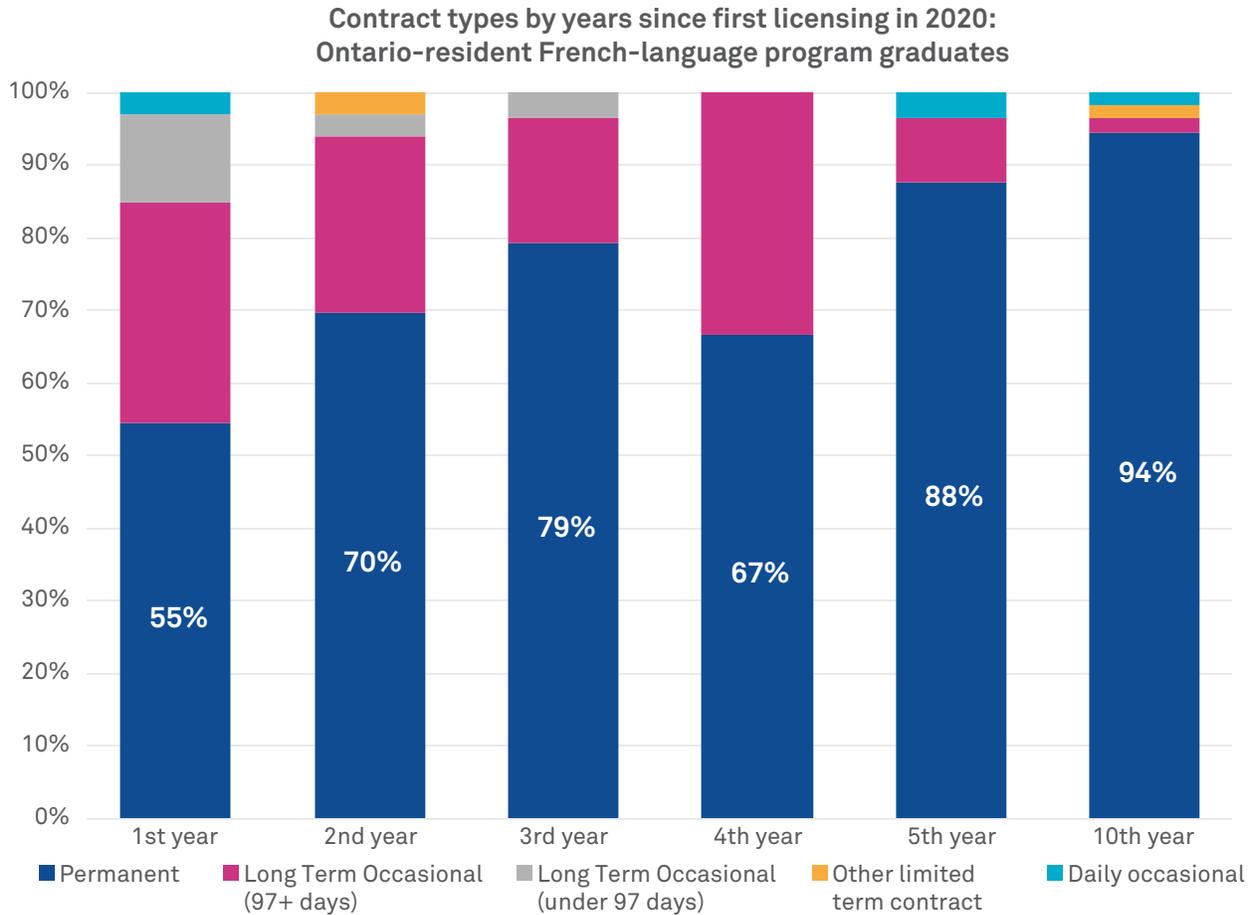
For most who did not start the school year in permanent or substantial long term occasional contracts, their precarious employment status is just a brief entrée to the field. By the end of the first school year, our 2020 survey

**First school year-end teaching contracts:
Ontario-resident French-language program graduates**



The substantial improvement in first-year teaching contracts secured by Ontario-resident French-language graduates licensed over the past four years is further indication of a French language teacher labour market much improved for recent education graduates.

Early-career permanent teaching contracts for French language Ontario-resident teachers in our 2020 surveys rise fairly consistently from 55 per cent in year one, to 79 per cent in year three and 88 per cent by year four. By year 10, 94 per cent teach in permanent contracts.



Newly licensed teachers with French-language out-of-province teacher education credentials also find teaching jobs and permanent contracts quickly

Most newly licensed Ontario teachers who complete their teacher education in French in another province or country find Ontario teaching jobs early in their Ontario careers. All 33 of these Ontario teachers responding to our survey in 2020 are employed as first- or second-year teachers.

Two in three (67 per cent) of these out-of-province educated teachers report permanent teaching contracts and

another 26 per cent are on long term contracts of 97 or more days duration.

Half of these employed first- and second-year French-language teachers teach in Ontario French district school boards, one in three in English language boards and the remaining one in 10 in Ontario independent schools.

9. Conclusions

Annual newly licensed Ontario teachers in the years 2005 through 2014 far exceeded annual provincial demand arising mainly from teacher retirements. This labour imbalance saturated Ontario teacher employment markets with substantial teacher surpluses that increased each year.

Unemployment and years of underemployment faced many new English-language and, somewhat later, French-language and FSL teachers. Throughout this period, many Ontario teachers pursued teaching careers in other provinces and in other countries. Early-career non-renewal of Ontario teaching licences increased.

With many fewer new teachers licensed each year since 2015, increased retirements and elementary/secondary enrolment growth in some regions, Ontario teacher job markets are far less crowded today. Fewer unemployed early-career teachers now compete for daily occasional rosters, long term occasional and permanent job vacancies throughout the province. More newly licensed Ontario teachers find initial employment within the province and especially in Ontario district school boards.

In 2020, we surveyed teachers after schools closed in Ontario and elsewhere because of the COVID-19 pandemic. Most daily-occasional roster first-year teachers as well as roster teachers in years two through five lost their employment from mid-March to June resulting in much higher underemployment than in the previous few years.

Increased average class sizes in publicly funded secondary schools in 2019-20 resulted in somewhat higher unemployment for first-year junior-intermediate and intermediate-senior teachers.

The effects of school closures on Ontario early-career teacher underemployment, and of the secondary class size increase on junior-intermediate and intermediate-senior unemployment rates, are both very likely temporary interruptions only. Physical schooling resumed in the 2020-21 school year once again establishing the need for active occasional roster teachers. Teacher agreements froze class size average funding at the increased 2019-20 ratio of 23-1. No further class size increases should occur in the next two years covered by these agreements.

The next several years are on track for annual newly licensed teacher numbers about equal to forecast retirements, a situation not seen during the past two decades of our tracking of provincial teacher supply and demand. Without increased numbers of newly-licensed Ontario teachers in the years ahead, Ontario teacher labour shortages will reach well beyond French-language district school board and FSL Ontario teacher markets, both of which are already several years into shortages that challenge school boards across the province.

Graduates of English-language programs who do not hold FSL qualifications report much lower rates of unemployment in recent years – down from 34 per cent in 2016 to eight per cent in 2020. This sharp drop includes primary-junior English language teachers who report eight per cent unemployment this year, down from 37 per cent in 2016.

Unemployment increased somewhat for each of the different sources of newly licensed teachers in Ontario, including out of province and internationally educated teachers. First-year new-to-Canada teachers in Ontario continue to experience the highest rate of unemployment at 43 per cent in this year's survey, up from 40 per cent in 2019. This rise occurred despite the fact of increased hiring by Ontario independent schools that increased their share of new-to-Canada first-year teacher hires to 50 per cent (from 26 per cent in 2019).

District school boards can expect significant challenges over the next several years recruiting not only to French-language and FSL teaching vacancies but also for English-language vacancies and daily occasional rosters across all divisions. The once substantial teacher surplus with large numbers of Ontario resident unemployed early-career teachers is over.

Although most new Ontario graduates now find daily occasional, long term occasional and permanent teaching opportunities within the province these past few years, significant numbers of early-career graduates left Ontario to find teaching jobs in other provinces and abroad. Many these out-of-province Ontario licensed teachers say they want to return to teach in Ontario in the future.

Precarious teaching contracts and the lack permanent teaching jobs persist for years for many English-language teachers in Ontario's publicly funded school system, although some gains in early-career permanent contracts are evident for this group in recent years. The change to Ontario hiring regulations should further improve the rate of career progress in the years ahead.

10. Methodology

Purposes and sponsorship of study

The *Transition to Teaching* study is based on annual surveys of Ontario teacher education graduates in their early-career years after gaining Ontario teaching certification. We also survey new College members who are Ontarians licensed in the province after completing teaching degrees in other provinces or countries, as well as out-of-province and new-to-Canada teachers educated elsewhere.

The study provides education stakeholders with information on new Ontario teacher transition into the profession. Surveys measure early-career employment over time, gauging unemployment and underemployment rates by qualifications, language and geographic region. We track teacher career progression from daily occasional roster to permanent employment in the early years of teaching. Questions also cover teacher induction, evaluation of teacher education programs and ongoing professional development activities and needs. The surveys address the extent, timing and reasons some individuals pursue alternate forms of employment and leave the profession.

Changing Ontario teacher demographics and the ebb and flow of provincial teacher demand and supply have been substantial over the two decades since our surveys began. Reports provide analysis of the changing balance of demand for new teachers and the available new teacher recruitment pool.

From the mid-2000s onwards, our reports document an increasing comparative shortage of employment opportunities for the steadily increasing number of annual newly-licensed Ontario teachers, with peak unemployment in 2013. This teacher supply/demand trend began to change in 2014. Job outcomes for newly licensed teachers have improved considerably for teachers licensed over the past seven years.

The *Transition to Teaching* surveys had financial of grants from the Ontario Ministry of Education from 2001 until 2018. The Ontario College of Teachers conducts the surveys and prepares annual reports on findings. College resources continue since then.

Survey design and delivery

We survey Ontario teacher education graduates in the first year following their Ontario licensure with a focus on teaching employment, job search, teaching assignments, teaching experience, alternate employment, career plans, as well as their assessments of their teacher education, professional knowledge and teaching skills, priorities for professional development and demographics.

Surveys of Ontario graduates in subsequent years of their careers and surveys of individuals educated out-of-province are somewhat narrower in scope, focusing mainly on employment, teaching experience, career plans and demographics.

We sent survey invitations to College members in May 2020. Survey groups included Ontario education graduates licensed in 2019, 2018, 2017, 2016, 2015 and 2010 as well as teachers newly certified in Ontario in 2018 and 2019 who had previously completed education degrees and gained initial licensing in another Canadian province or abroad.

The surveys are web-based using the survey software platform Qualtrics. College members receive either French or English versions of the surveys based on their language of choice for communicating with the College. Opportunity to toggle between languages is available.

Sampling and survey administration

We draw survey samples from the College Registry of members in good standing with currently valid Ontario teaching licences. Email addresses are up to date as verified through the College member annual registration process and regular member updates.

An introductory e-mail from the College Registrar encourages participation in the survey. Teachers receive e-mailed survey invitations with the URL address for the survey version appropriate to their cohort and language of communication with the College. We assure respondents of confidentiality and that the data they provide in the survey will not link with their official College membership and registry information. We offer a participation incentive of eligibility in 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 of education graduates licensed in 2019 and out-of-province/country educated teachers, we surveyed the entire population of College members in good standing in 2020. For Ontario graduates licensed in 2018 a 50 per cent random sample was surveyed and, for earlier years, 25 per cent random samples.

Given small population sizes, we survey all French-language educated teachers throughout the early-career years. Again, to ensure adequate samples, we also survey all Technological Education qualified teachers.

Response rates and margins of error

Some responses were incomplete. Responses that do not include completed sections on employment status are excluded from the analysis. Where the employment section and demographics are complete but not all remaining sections, the response is included in the analysis. This procedure ensures that we minimize bias that might be associated with differential time available to complete the entire survey.

The 2020 survey received 4,014 responses across four survey version groups, an approximate 22 per cent response rate from a sample size of 18,362 College members. Return rates for the four survey versions range from 18 to 30 per cent. Margins of error range from 2.2 to 4.3 per cent for the individual versions of the survey and 1.4 per cent overall, with 95 per cent confidence interval.

Teacher education group/ licensing year	Sample size	Responses	Response rate	Margin of error*
All survey groups	18,362	4,014	22 %	1.4 %
Ontario graduates – 2019	4,513	1,353	30	2.2
Ontario graduates – 2018	2,573	605	24	3.5
Ontario graduates - 2010, 2015, 2016 and 2017	9,432	1,650	18	2.2
Out-of-province educated - 2018 and 2019	1,844	406	22	4.3

* Survey result accuracy range, 19 times out of 20

Survey rates of return declined over the years from an average of 37 per cent in 2011 to 15 per cent in 2019, and rebounded in 2020 to 22 per cent. The earlier decline affected all survey groups. We made no changes to the general survey methodology over these years. Nor does analysis of demographics in the returns suggest particular sub-groups to support an explanation for the decline.

The drop in response rates was likely a result of general online survey fatigue. When online surveys replaced the mail survey methodology used for this study in earlier years, a large increase in return rates ensued. This may have been because of enhanced interest in the then

novelty of responding to online surveys. Given the increase in online surveys throughout the Ontario population in general, the advantage of what was once new methodology appears to have worn off and may account for the drop in response rates.

The 2020 rate increase from 15 to 22 per cent is likely associated with the fact physical schooling ended in mid-March in Ontario as well as in many other jurisdictions where early-career Ontario licensed teachers were resident. This gave teachers surveyed in May 2020 more opportunity to respond as most of the population sampled were teaching

online with computers readily available to them throughout the workday.

The first-year Ontario graduate 30 per cent rate of return, and the 22 per cent return overall, are strong rates of return for online surveys. In addition to the personal importance of the topic of this survey to the survey population, the draw incentive and two reminder e-mails support these comparatively strong return rates.

11. Demographics

Ontario Graduates

Three survey versions sample graduates from Ontario faculties of education and other institutions that offer teacher education programs in Ontario by ministerial consent or special Act of the provincial legislature. We select survey populations by the year the graduate obtains their Ontario teaching licence

in order to assess job outcomes based on years in the teaching employment market. Some graduates defer licensure until one or more years after graduation.

The table below identifies the percentages licensed each year by recency of teacher education degree.

Recency of teacher education degree by year of licensure

	2019	2018	2017	2016	2015
Current year degree	92 %	91 %	90 %	93 %	84 %
One year previous	6	7	7	5	10
Two years previous	2	1	3	2	3
More than two years	0	1	0	0	3

Survey returns are representative of the populations of early-career teachers from which the samples were drawn. Exceptions to this are the relatively high percentages of French-language program

and Technological Education program graduates which result from design over-sampling of these smaller population groups in the pre-2019 samples.

Teacher qualifications by year of licensure

	2019	2018	2017	2016	2015	2010
Primary-Junior	51 %	51 %	52 %	48 %	51 %	49 %
Junior-Intermediate	17	16	15	22	18	15
Intermediate-Senior	29	30	30	28	28	29
Technological Education	2	3	3	2	1	7

Teacher education sources by year of licensure

	2019	2018	2017	2016	2015	2010
Ontario faculties of education	95 %	96 %	94 %	92 %	97 %	92 %
Ministerial consent programs*	5	4	6	8	3	8

*Includes Redeemer University that operates under a special Act of Ontario legislature

Language of teacher education by year of licensure

	2019	2018	2017	2016	2015	2010
English-language	95 %	92 %	86 %	95 %	84 %	85 %
French-language	5	8	14	5	16	15

Respondents reporting Additional Qualifications

		2019	2018	2017	2016	2015
Completed one or more AQs		61 %	75 %	85 %	87 %	83 %
Completed two or more AQs		33	56	68	76	68
	Division	2019	2018	2017	2016	2015
Completed FSL AQ or equivalent	PJ	20 %	20 %	17 %	20 %	26 %
	JI	26	15	28	28	29
	IS	13	8	17	19	17
Completed Math AQ or ABQ	PJ	34	45	46	54	44
	JI	23	24	36	37	39
	IS	13	23	9	17	21

Gender identification by year of licensure

	2019	2018	2017	2016	2015	2010
Female	81 %	78 %	79 %	84 %	74%	77 %
Male	18	20	20	16	25	22
Other	< 1	2	1	< 1	1	< 1

Teaching as first or subsequent career by year of licensure

	2019	2018	2017	2016	2015	2010
First career	81 %	81 %	81 %	89 %	76 %	63 %
Second or subsequent career	19	19	19	11	24	37

Age range by year of licensure

	2019	2018	2017	2016	2015	2010
18 – 24	32 %	13 %	< 1 %	0	0	0
25 – 34	59	75	87	91 %	75 %	41 %
35 – 44	6	9	9	6	14	34
45 – 54	3	3	3	3	10	17
55 – 64	< 1	< 1	0	< 1	1	7
65 +	< 1	0	0	0	0	< 1

New-to-Canada teachers

The new-to-Canada respondents certified in Ontario in 2018 and 2019 have the following demographic profiles. (N = 198)

Divisions of Ontario Teacher Licensure	
Primary-Junior	18 %
Junior-Intermediate	24
Intermediate-Senior	45
Technological Education	2
Other combination of divisions	12

Language of Initial Teacher Education	
English	84 %
French	18
Other	7

Gender identification	
Female	76 %
Male	23
Other	1

Teaching as first or subsequent career	
First career	91 %
Second or subsequent career	9

Age range	
18 – 24	< 1 %
25 – 34	24
35 – 44	52
45 – 54	21
55 – 64	1
65 +	0

Years of teaching experience prior to Ontario certification	
None	3 %
Less than one year	4
1 – 2 years	10
3 – 5 years	23
6 – 10 years	29
More than 10 years	32

Where new-to-Canada teachers taught before Ontario licensure	
India	32 %
United States	7
Jamaica	6
United Kingdom	6
Other Canadian provinces	5
Pakistan	4
Cote D'Ivoire	3
Nigeria	3
France	3
42 other countries with two per cent or fewer	

Ontarians certified after initial teacher education in another province or abroad (excluding New York State border colleges) (N = 81)

Respondents who are from Ontario and completed their teacher education in another Canadian province or country prior to returning to Ontario have the following demographic profiles. This group excludes Ontarians who completed teacher education in New York State colleges bordering on Canada.

Divisions of Initial Teacher Certification	
Primary-Junior	50 %
Junior-Intermediate	2
Intermediate-Senior	41
Technological Education	2
Other combination	5

Language of Initial Teacher Education	
English	95 %
French	5

Gender identification	
Female	72 %
Male	27
Other	1

Age range	
18 – 24	12 %
25 – 34	64
35 – 44	12
45 – 54	7
55 – 64	4

Teaching as first or subsequent career	
First career	77 %
Second or subsequent career	23

Years of teaching experience prior to Ontario certification*	
None	42 %
Less than one year	10
1 – 2 years	26
3 – 5 years	7
6 – 10 years	9
More than 10 years	6

*United States, United Kingdom and New Zealand jurisdictions noted

Ontarians certified after initial teacher education at a New York State college near the Ontario border (N = 42)

Respondents who completed teacher education at institutions such as Canisius College, Daeman College, D’Youville College, Medaille College and Niagara University in New York State have the following demographics.

Divisions of Initial Teacher Certification	
Primary-Junior	57 %
Junior-Intermediate	2
Intermediate-Senior	27
Technological Education	0
Other combination of divisions	14

Language of Initial Teacher Education	
English	98 %
French	2

Gender	
Female	88 %
Male	12
Other	0

Age range	
18 – 24	0 %
25 – 34	66
35 – 44	22
45 – 54	12

Teaching as first or subsequent career	
First career	50 %
Second or subsequent career	50

Years of teaching experience prior to Ontario certification*	
None	69 %
Less than one year	5
1 – 2 years	7
3 – 5 years	5
6 – 10 years	10
More than 10 years	5

*United States, Québec and Alberta reported as jurisdictions

Teachers from other provinces who migrated to Ontario (N = 58)

Canadians who completed their teacher education in another province and subsequently obtained their teacher certification in Ontario have the following demographic profiles.

Divisions of Ontario Teacher Qualifications	
Primary-Junior	43 %
Junior-Intermediate	5
Intermediate-Senior	47
Technological Education	0
Other combination	5

Language of Initial Teacher Education	
English	74 %
French	26
French and English	0

Gender identification	
Female	84 %
Male	16
Other	0

Age range	
18 – 24	2 %
25 – 34	54
35 – 44	31
45 – 54	7
55 – 64	6

Teaching as first or subsequent career	
First career	78 %
Second or subsequent career	22

Years of teaching experience prior to Ontario certification	
None	5 %
Less than one year	9
1 – 2 years	30
3 – 5 years	19
6 – 10 years	16
More than 10 years	21

Provinces and countries in which respondents taught	
Québec	27 %
Alberta	16
Nova Scotia	12
British Columbia	9
Newfoundland and Labrador	9
Saskatchewan	7
New Brunswick	4
United Kingdom	4
Nunavut	3
Prince Edward Island	3
Three other jurisdictions with one per cent or fewer	3

12. Glossary of terms

Daily occasional teaching – on roster(s) for daily on-call teaching assignments for one or more schools or district school boards

English-language teachers – graduates of English-language teacher education programs not employed or qualified as FSL teachers or as teachers in French-language district school boards

English-language program graduates – English-language teacher education program 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

French as a second language teachers – employed and/or qualified as 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, reporting some teaching employment, may be full-time or part-time employed, and reporting that they found as much teaching employment throughout the school year as they wanted; may be in permanent, LTO or daily occasional teaching job at time of the survey

Independent school – privately run elementary and/or secondary school that operates independently in Ontario as a business or non-profit organization; sometimes referred to as private school

Long term occasional position – full-time or part-time position that replaces a permanent teacher on leave, 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”

Ministerial consent teacher education programs – teacher education programs offered by Charles Sturt University, Niagara University in Ontario and Tyndale University College, each of which operates or formerly operated in

Ontario under special ministerial permit (Redeemer University, which offers teacher education programs in Ontario under a Redeemer specific Act of the Ontario legislature is grouped with these programs for analysis purposes)

New-to-Canada teachers – teachers educated and certified to teach in another country who move to Canada with the intention of teaching in Canada or who move to Canada and subsequently decide to resume a teaching career, and obtain an Ontario teaching licence

Ontario publicly funded university faculties of education – faculties of education at 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

Ontario teacher – Ontario Certified Teacher eligible to teach in publicly funded elementary and secondary schools in the province

Ontario teacher education graduates – Graduates of Ontario faculties of education or ministerial consent teacher education programs in Ontario (including Redeemer University)

Ontario teacher employment market – employment market for elementary and secondary teaching jobs in publicly

funded district school boards, provincial school authorities, First Nation schools and independent schools located in the province of Ontario

Other limited term contract – full-time or part-time position that has a definite end date, not formally referred to as long term occasional or LTO contract

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

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

Precarious teaching – teaching contracts or arrangements that have definite end dates and/or do not specify number of teaching days from week to week

Teacher retirements – Ontario Certified Teachers who partially or wholly retire from active teaching and become retired members of the Ontario Teachers’ Pension Plan if they have been members of the Plan

Term contract – Long term occasional (LTO) or other limited term contract position

Underemployed teacher – employed to some extent as a teacher, but say they want to be more fully employed as a teacher during the school year

Unemployed teacher – actively looking for a teaching job during the school year and not able to find any teaching employment, including not able to find daily occasional teaching work

US border colleges – New York State colleges including Canisius College, Daeman College, D’Youville College, Medaille College and Niagara University

13. Appendix 1

Ratings on foundational professional knowledge and pedagogical skills

Surveys of first-year teachers ask their agreement or disagreement with statements that:

- their teacher education program was excellent,
- their current level of professional preparedness is excellent, and
- they place a high priority on future professional development

These statements are asked in relation to a comprehensive set of areas of foundational professional knowledge

and pedagogical skills. These areas are identified through Ontario College of Teachers research and consultations as important to support the province's enhanced teacher education program.

Ratings were completed on five-point scales from strongly agree to strongly disagree and the detailed results are presented below. Results are listed separately for first-year teachers with primarily elementary or primarily secondary school teaching jobs.

Elementary Teachers – Teacher education excellence ratings

Statement: Initial teacher education coverage was excellent.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Knowledge and skill content area	Average response	Knowledge and skill content area	Average response
Lesson planning	4.3	Inquiry-based research, data and assessment	3.8
Professional conduct and ethics, professional boundaries with students and parents	4.3	Student observation, assessment and evaluation	3.8
Observing experienced teachers	4.2	Mathematics curriculum and pedagogy	3.7
Theories of learning and teaching and differentiated instruction	4.1	Program planning	3.7
Education law and standards of practice	4.1	Connection of theory and practice	3.7
Safe and accepting schools / creating of a positive school climate	4.1	Use of educational research and data analysis	3.7
Instructional strategies	4.0	Professional relationships with colleagues	3.6
Engaging students	4.0	Classroom management and organization	3.6
Adapting teaching to diverse learners	4.0	Promoting my personal and professional well-being	3.5
Inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources	4.0	Well-being and mental health	3.4
Coaching and feedback on my teaching	4.0	Teaching students with special needs	3.4
Knowledge of the Ontario context	3.9	Foundations of education courses	3.3
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	3.9	Child and adolescent development and student transitions	3.3
Inquiry-based instruction	3.9	Parent engagement and communication	3.1
Pedagogy, assessment and evaluation for your specific curriculum areas	3.9	Politique d'aménagement linguistique (PAL) de l'Ontario	3.0
Addressing equity of access and outcomes for all students	3.8	Supporting French language learners	3.0
Depth and breadth of Ontario curriculum	3.8	Supporting English language learners	2.9
Reading and literacy pedagogy	3.8	Teaching combined grades	2.5
Use of technology as a teaching and learning tool	3.8	Report card preparation	2.0

Secondary Teachers – Teacher education excellence ratings

Statement: Initial teacher education coverage was excellent.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Knowledge and skill content area	Average response
Professional conduct and ethics, professional boundaries with students and parents	4.3
Observing experienced teachers	4.2
Education law and standards of practice	4.1
Lesson planning	4.1
Theories of learning and teaching and differentiated instruction	4.0
Safe and accepting schools / creating of a positive school climate	4.0
Inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources	4.0
Pedagogy, assessment and evaluation for your specific curriculum areas	3.9
Coaching and feedback on my teaching	3.9
Adapting teaching to diverse learners	3.8
Engaging students	3.8
Student observation, assessment and evaluation	3.8
Instructional strategies	3.8
Addressing equity of access and outcomes for all students	3.8
Depth and breadth of Ontario curriculum	3.7
Knowledge of the Ontario context	3.7
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	3.7
Use of technology as a teaching and learning tool	3.6

Knowledge and skill content area	Average response
Inquiry-based instruction	3.6
Program planning	3.6
Inquiry-based research, data and assessment	3.6
Reading and literacy pedagogy	3.6
Supporting English language learners	3.5
Professional relationships with colleagues	3.5
Promoting my personal and professional well-being	3.5
Foundations of education courses	3.5
Well-being and mental health	3.4
Use of educational research and data analysis	3.4
Connection of theory and practice	3.4
Child and adolescent development and student transitions	3.3
Teaching students with special needs	3.3
Classroom management and organization	3.3
Supporting French language learners	3.0
Mathematics curriculum and pedagogy	3.0
Parent engagement and communication	2.9
Politique d'aménagement linguistique (PAL) de l'Ontario	2.8
Teaching combined grades	2.2
Report card preparation	1.9

Elementary Teachers – Preparedness excellence ratings

Statement: My current level of preparedness is excellent.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Knowledge and skill content area	Average response
Professional conduct and ethics, professional boundaries with students and parents	4.5
Lesson planning	4.4
Engaging students	4.3
Safe and accepting schools / creating of a positive school climate	4.3
Professional relationships with colleagues	4.3
Supporting French language learners	4.3
Instructional strategies	4.2
Use of technology as a teaching and learning tool	4.1
Education law and standards of practice	4.1
Theories of learning and teaching and differentiated instruction	4.1
Adapting teaching to diverse learners	4.1
Classroom management and organization	4.1
Inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources	4.0
Pedagogy, assessment and evaluation for your specific curriculum areas	4.0
Depth and breadth of Ontario curriculum	4.0
Addressing equity of access and outcomes for all students	4.0

Knowledge and skill content area	Average response
Knowledge of the Ontario context	4.0
Promoting my personal and professional well-being	4.0
Student observation, assessment and evaluation	4.0
Well-being and mental health	3.9
Program planning	3.9
Reading and literacy pedagogy	3.9
Connection of theory and practice	3.9
Inquiry-based instruction	3.9
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	3.9
Mathematics curriculum and pedagogy	3.9
Foundations of education courses	3.8
Inquiry-based research, data and assessment	3.8
Supporting English language learners	3.8
Parent engagement and communication	3.8
Use of educational research and data analysis	3.7
Child and adolescent development and student transitions	3.6
Teaching students with special needs	3.6
Politique d'aménagement linguistique (PAL) de l'Ontario	3.2
Teaching combined grades	3.1
Report card preparation	2.8

Secondary Teachers – Preparedness excellence ratings

Statement: My current level of preparedness is excellent.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Knowledge and skill content area	Average response
Professional conduct and ethics, professional boundaries with students and parents	4.5
Lesson planning	4.4
Professional relationships with colleagues	4.4
Promoting my personal and professional well-being	4.3
Safe and accepting schools / creating of a positive school climate	4.3
Engaging students	4.3
Pedagogy, assessment and evaluation for your specific curriculum areas	4.2
Use of technology as a teaching and learning tool	4.2
Instructional strategies	4.2
Student observation, assessment and evaluation	4.1
Education law and standards of practice	4.1
Depth and breadth of Ontario curriculum	4.1
Adapting teaching to diverse learners	4.1
Inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources	4.0
Addressing equity of access and outcomes for all students	4.0
Theories of learning and teaching and differentiated instruction	4.0

Knowledge and skill content area	Average response
Classroom management and organization	4.0
Well-being and mental health	4.0
Knowledge of the Ontario context	4.0
Reading and literacy pedagogy	3.9
Connection of theory and practice	3.9
Inquiry-based instruction	3.8
Parent engagement and communication	3.8
Inquiry-based research, data and assessment	3.8
Supporting English language learners	3.8
Foundations of education courses	3.8
Program planning	3.7
Child and adolescent development and student transitions	3.6
Supporting French language learners	3.6
Use of educational research and data analysis	3.6
Teaching students with special needs	3.6
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	3.5
Mathematics curriculum and pedagogy	3.3
Politique d'aménagement linguistique (PAL) de l'Ontario	3.2
Report card preparation	3.1
Teaching combined grades	2.8

Elementary Teachers – Professional development priority ratings

Statement: This is a high professional development priority for me.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Knowledge and skill content area	Average response
Adapting teaching to diverse learners	4.7
Student observation, assessment and evaluation	4.6
Teaching students with special needs	4.6
Inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources	4.6
Engaging students	4.6
Classroom management and organization	4.6
Well-being and mental health	4.6
Instructional strategies	4.6
Reading and literacy pedagogy	4.6
Safe and accepting schools / creating of a positive school climate	4.6
Program planning	4.6
Theories of learning and teaching and differentiated instruction	4.6
Coaching and feedback on my teaching	4.5
Addressing equity of access and outcomes for all students	4.5
Observing experienced teachers	4.5
Parent engagement and communication	4.5
Report card preparation	4.5
Mathematics curriculum and pedagogy	4.5
Use of technology as a teaching and learning tool	4.4
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	4.4

Knowledge and skill content area	Average response
Depth and breadth of Ontario curriculum	4.4
Inquiry-based instruction	4.4
Pedagogy, assessment and evaluation for your specific curriculum areas	4.4
Promoting my personal and professional well-being	4.4
Professional conduct and ethics, professional boundaries with students and parents	4.4
Lesson planning	4.3
Inquiry-based research, data and assessment	4.2
Professional relationships with colleagues	4.2
Child and adolescent development and student transitions	4.2
Connection of theory and practice	4.2
Education law and standards of practice	4.1
Teaching combined grades	4.1
Knowledge of the Ontario context	4.0
Politique d'aménagement linguistique (PAL) de l'Ontario	3.9
Use of educational research and data analysis	3.9
Supporting French language learners	3.9
Foundations of education	3.8
Supporting English language learners	3.4

Secondary Teachers – Professional development priority ratings

Statement: This is a high professional development priority for me.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Knowledge and skill content area	Average response
Professional conduct and ethics, professional boundaries with students and parents	4.5
Lesson planning	4.4
Professional relationships with colleagues	4.4
Promoting my personal and professional well-being	4.3
Safe and accepting schools / creating of a positive school climate	4.3
Engaging students	4.3
Pedagogy, assessment and evaluation for your specific curriculum areas	4.2
Use of technology as a teaching and learning tool	4.2
Instructional strategies	4.2
Student observation, assessment and evaluation	4.1
Education law and standards of practice	4.1
Depth and breadth of Ontario curriculum	4.1
Adapting teaching to diverse learners	4.1
Inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources	4.0
Addressing equity of access and outcomes for all students	4.0
Theories of learning and teaching and differentiated instruction	4.0

Knowledge and skill content area	Average response
Classroom management and organization	4.0
Well-being and mental health	4.0
Knowledge of the Ontario context	4.0
Reading and literacy pedagogy	3.9
Connection of theory and practice	3.9
Inquiry-based instruction	3.8
Parent engagement and communication	3.8
Inquiry-based research, data and assessment	3.8
Supporting English language learners	3.8
Foundations of education courses	3.8
Program planning	3.7
Child and adolescent development and student transitions	3.6
Supporting French language learners	3.6
Use of educational research and data analysis	3.6
Teaching students with special needs	3.6
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	3.5
Mathematics curriculum and pedagogy	3.3
Politique d'aménagement linguistique (PAL) de l'Ontario	3.2
Report card preparation	3.1
Teaching combined grades	2.8

14. Appendix 2

Annual teacher retirement and new teacher forecast methodology

Teacher retirements

Teacher retirements are forecast for the years 2020 through 2022 based on:

- trends in Ontario Teacher Pension Plan reports up to 2019, and
- teacher retirement forecasts by *PRISM Economics and Analysis 2016 forecast report for the Higher Education Council of Ontario*.

The PRISM report includes forecasts sourced from Ontario Teacher Pension Plan as well as demographic forecasts

of deaths of active teachers. We have adjusted the PRISM retirement forecasts upward using the pre-2020 level of retirements as a base and deploying the upward trend described by PRISM. Forecasts of losses through death and other pre-retirement factors are not included. In addition, our methodology does not include forecasts of retirements of teachers in Ontario independent schools.

New teachers

New teacher forecasts for 2020 through 2022 are based on:

- Ontario University Application Centre (OUAC) reports on Ontario faculty of education consecutive program confirmations of admission in 2017 through 2020,
- trends in applicants to consecutive teacher education programs to ensure that there are likely to be sufficient qualified applicants in 2021 to support the 2022 forecast,
- University of Toronto teacher education master's degree programs admissions in 2017 through 2020,
- trends in Ministry of Training, Colleges and University funding of concurrent teacher education enrolments at Ontario universities,
- Ontario College of Teacher reports on trends in numbers of current year and previous year Ontario education graduations in each year of new licenses issued to such graduates, which allows forecasting of future year licensing based on consecutive

confirmations two years previous as well as numbers of delayed entry graduates from previous years, and

- trends in licensing of out-of-province teachers including from other provinces, US border colleges and other countries (including both individuals new-to-Canada and Ontarians studying abroad),
- announcement or non-announcement of commitments from the Ministry of Training, Colleges and Universities of funding changes for spaces in education faculties, and
- enrolment ceilings announced for special permit colleges and Redeemer University operating in Ontario.

Transition to Teaching 2020 surveys and analyses confirm that the Ontario teacher surplus is at an end.

French as a second language and French first language teachers are in high demand relative to annual supply. Our survey findings confirm the widely recognized shortages of these qualifications across the province continue.

English-language teacher education graduates report significantly improved job outcomes in recent years as the pool of unemployed teachers from earlier surplus years is near depletion.

The 2019-20 school year saw many early-career roster teachers lose further teaching assignments when schools closed in March 2020 because of COVID-19. First-year Ontario secondary panel qualified teachers experienced a jump in unemployment because of the 2019-20 increase in average class size. Both of these findings are very likely temporary setbacks for new Ontario teachers given underlying labour market conditions.

With forecast annual newly licensed teachers in Ontario insufficient to staff teacher retirement replacements and enrolment growth over the next several years, English-language teacher shortages are expected. The province requires more new teachers than currently in the pipeline to fill classroom vacancies and daily occasional rosters in the years ahead.

Although much diminished in number from previous years, unemployed Ontario graduates from earlier years and Ontario-licensed teachers educated in other jurisdictions may help district school boards with the challenging recruitment years ahead.



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