

NARROWING THE GENDER GAP: ATTRACTING MEN TO TEACHING



Conseil scolaire de
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We are pleased to present our report, *Narrowing the Gender Gap: Attracting Men to Teaching*, which examines and analyzes the shortage of men in Ontario's teaching profession.

Ontario needs excellent male and female teachers. However, the gender balance is slipping. Men represent only one in 10 primary/junior teachers now and fewer than one in three secondary teachers. Ontario's schools are on a path to an increasingly diminished male presence among teaching staff.

In response, we have reviewed research from other jurisdictions, conducted focus groups with male secondary and university students, teachers, administrators, teacher federations, faculty of education representatives and parents across Ontario, and consulted with various education stakeholders. This report contains information and recommendations that reflect the Ontario education context.

Our recommendations – directed to the Ministry of Education, school boards, faculties of education, the Ontario College of Teachers and the Ontario Teachers' Federation – focus on encouraging men to enter and remain in teaching.

We trust this report will stimulate the dialogue and actions required from all education partners to interest men in joining the greatest of professions – teaching.

Sincerely,

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“It's important to have men teaching at all levels to show students that the profession is not only for women. Students also need role models of both genders.”

An Ottawa student

EXECUTIVE SUMMARY AND RECOMMENDATIONS

In Ontario, across Canada, and in many nations, there is a shortage of men in the teaching profession, particularly at the elementary level. This gender imbalance is not new: it was noted by educators decades ago and confirmed in subsequent years by Ontario College of Teachers' data that anticipated a "retirement bulge" of male teachers in the next few years and revealed persistent low numbers of males applying to the province's faculties of education.

The disparity between the proportions of male and female teachers has accelerated, to the point that it has become a professional and public concern. This reality prompted the *Attracting Men To Teaching* study – bringing together representatives of the Trillium Lakelands District School Board, the Conseil scolaire de district du Centre-Sud-Ouest, the Laurentian University English Language School of Education, and the Ontario College of Teachers.

The goal:

- To develop a philosophical framework for and a practical response to the perceived need to attract men to the teaching profession.

The methodology:

- Reviewed subject literature
- Investigated and examined practices in other jurisdictions
- Conducted focus groups with a cross-section of male high school students, early and second-career teachers, senior administrators and education stakeholders
- Conducted an online survey of male university students



The results:

- male high school students said that they were not drawn to teaching because of the perception of low salaries and low status, and the lack of male *teacher* role models
- male teachers said that initial salaries are too low, there is a need for more career mentoring, and that there is a need for more "male visibility" in promoting teaching
- senior administrators and other education stakeholders said starting salaries and teacher status was an issue, and there is a need for more aggressive marketing and more ambitious mentoring programs

The conclusion:

- Men and women are needed to ensure excellence in teaching
- There is a discernible need to address a growing gender gap through the implementation of policies and plans to attract men to the teaching profession.

Recommendations

1. The Government of Ontario support the development and implementation of a three-year, province-wide marketing campaign to attract men to careers in teaching.
2. Faculties of education and district school boards consider policies that deal with teacher recruitment with a view to encouraging males to enter the teaching profession.
3. Faculties of education and district school boards include male teachers in recruitment activities at university and career fairs.
4. Where there is a male teacher present, principals should attempt to provide opportunities in which all students have the ability to work with that teacher.
5. District schools boards enhance opportunities for co-op education and peer tutoring placements for male secondary students in elementary schools.
6. Principals look for opportunities for males to volunteer with students when there are few male teachers employed in the school.
7. Support be given to district school boards to create mentoring programs in which male mentors serve as role models to newly licensed and early career male teachers.
8. The Ministry of Education support research to determine whether there is a correlation between the achievement of boys and the presence of male teachers in Ontario classrooms.

(The detailed list of recommendations can be found at the end of this report.)

“Teachers make us who we are – they make the doctors and the lawyers.”

A Toronto student



INTRODUCTION

Why is there a systemic difficulty in hiring and retaining male teachers for the four publicly funded school systems in Ontario? That question was the catalyst for this *Attracting Men to Teaching* report – a research study that responds to emerging statistics that forecast a bad situation becoming worse, and acknowledges ongoing public and educator concern.

Four project partners came together to oversee the study: Jean-Luc Bernard, Directeur de l'éducation, Conseil scolaire de district du Centre-Sud-Ouest; David Hill, Director of the Trillium Lakelands District School Board; Pat Falter, Consulting Director, English Language School of Education, Laurentian University; and Ontario College of Teachers Registrar Doug Wilson.

Over the spring and summer of 2004, the project collected data from male high school and university students, early-career and second-career teachers, senior administrative staff, local federation representatives, faculty of education staff, parents, and other community partners. In the fall, the project partners consulted with provincial education stakeholders.

*Methodology is presented in **Appendix A**. The education stakeholders that provided input into the **Attracting Men to Teaching** study are listed in **Appendix D**.*



CONCERNING THE GENDER GAP

Faculty of education surveys, Ontario College of Teachers membership data, anecdotal evidence, media reports, a visit to almost any elementary school in Ontario – by any measure, the male teachers are missing. The low number of male teachers constitutes a growing challenge to the teaching profession in Ontario and raises important questions around the balance of education provided to the province’s boys and girls, young women and young men: Are we the diverse profession we want to be? In the development of character education, are we providing equitable role models for our students? Are we responding to the needs of families, whether traditionally nuclear or increasingly one-parent? How can more men be drawn to the teaching profession and encouraged to stay? Why are they not?

According to media reports in April, 2004, Education Minister Gerard Kennedy, suggested that the male teacher shortage contributed to the poor academic performance levels of boys and young men in Ontario classrooms: “We have a problem with boys; male students are struggling in a number of areas,” Kennedy told the London Free Press. There is some reasonable research that’s suggesting that the lack of male role models in teaching positions can be an influencer here.”

There are a number of perceived barriers to men becoming teachers, and they are not new. In 1995, *The Canadian School Executive* reported that the issue first came to light four decades earlier. In 1992, the Canadian Education Association identified male elementary teachers as a “specialty.”

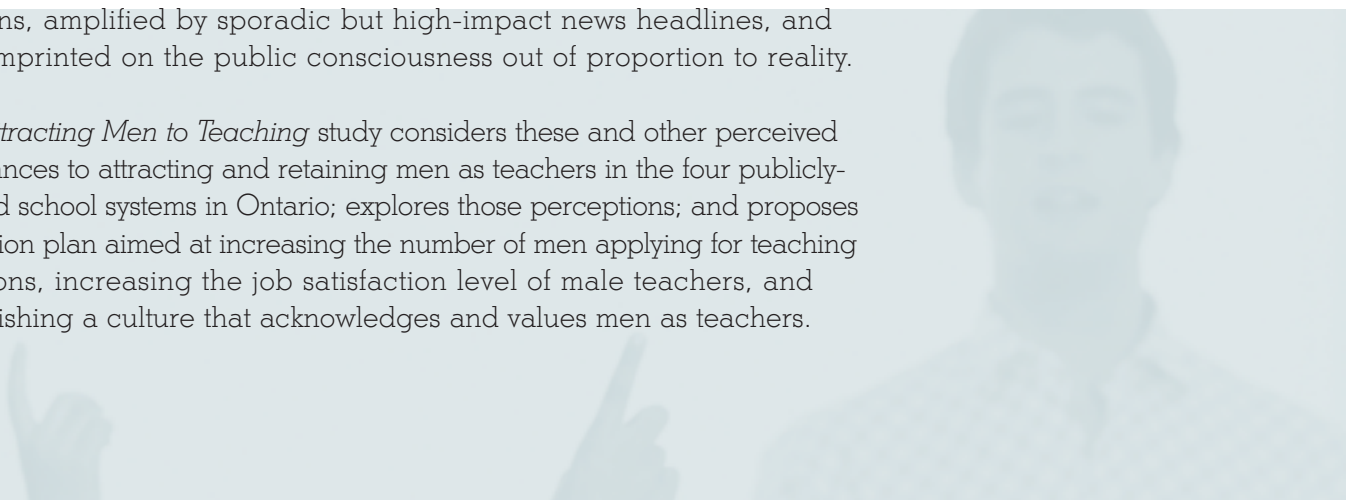
These perceived barriers are not mysterious. They include: an overall impression that teachers are badly overworked, sadly underpaid and seriously ill-appreciated in relation to other more glamorous or status-rich professions. There is also a pervasive cultural perception that men are less nurturing than women and, thus, less able to educate and oversee young children.

In addition, there is a sense that it is somehow inappropriate for male teachers to be in contact with young children. Within the profession, it is well understood that this is not the case, yet the public impression remains, amplified by sporadic but high-impact news headlines, and thus imprinted on the public consciousness out of proportion to reality.

The *Attracting Men to Teaching* study considers these and other perceived hindrances to attracting and retaining men as teachers in the four publicly-funded school systems in Ontario; explores those perceptions; and proposes an action plan aimed at increasing the number of men applying for teaching positions, increasing the job satisfaction level of male teachers, and establishing a culture that acknowledges and values men as teachers.

“He made a huge impact. He was my primary role model and I tried to emulate him.”

A Toronto student



The impetus for the study arose from the intersection of two visible trends: a significant cohort of senior teachers reaching retirement age through the current decade, and a noted decline in the number of men entering the teaching profession. A December 1998 Ontario College of Teachers' survey reported that 45 per cent of active teachers would reach retirement age by 2008. In a follow-up report in 2000, the College noted that more than 15,500 teachers had retired in the intervening two years, that an additional 46,000 teachers would retire by 2005, and that at least 78,000 would likely be gone by 2010 – an “unusually high retirement bulge.”

Nationally, close to 40 per cent of male teachers are over 50 and thus likely to retire within the next decade (Statistics Canada: *Education Indicators in Canada*, 2003): “Combined with the low proportions of male educators at younger ages, these upcoming retirements will probably result in further declines in the proportion of male educators... (and) compared to the entire labour force, a much larger proportion of educators are nearing retirement.”

In the fall of 2003, the English Language School of Education at Laurentian University reported that only 26 per cent of students enrolling in its pre-service program were men – “statistics, from just one beginning year, (that) mirror national and international trends in relation to the number of males entering the teaching profession.”

College data also showed a sharp decline in the number of younger men entering the profession, even as only 30 per cent of Ontario's approximately 193,000 teachers and educators currently are male. More specifically, only one in 10 kindergarten, primary and junior qualified teachers (Grades K-6) under the age of 30 are men; only one in five junior-intermediate qualified teachers (Grades 4-10) under 30 are men; and only one in three intermediate-senior qualified teachers (Grades 7-12) under 30 are men.



The figure of 30 per cent male teachers is consistent as an average across all four of the province's publicly funded school systems, French and English, public and Catholic. The percentage of men teaching in the province's 12 French-language Boards ranges from a high of 36 per cent to a low of 16 per cent, according to data developed by CODELF (Conseil ontarien des directions d'éducation de langue française). Across the French public and Catholic systems, men represent approximately 28 per cent of the total – just slightly less than in the province as a whole. Men represent, on average, 29.6 per cent of the teaching staff at Ontario's English public and Catholic school systems, according to data from 45 district school boards that responded to this study. Percentages ranged from a high of 38.9 per cent to a low of 20.7 per cent.

ONTARIO IS NOT ALONE

The diminishing presence of men in the teaching profession in Ontario is mirrored in the rest of Canada, across the United States and in nations, ranging from New Zealand to Portugal. In that respect, Ontario certainly is not alone.

Elsewhere in Canada:

The male proportion of the full-time educator workforce nationally dropped from 41 per cent in 1989-1990 to 35 per cent in 1999-2000 (Statistics Canada: *Education Indicators in Canada*, 2003), and the percentage of male teachers was even lower among younger educators: males accounted for 33 per cent of those aged 30 to 39 years, but only 22 per cent of those aged 20 to 29 – a pattern comparable in every province and territory except Yukon. Given the demographics of the workforce, according to the survey, this trend is likely to continue.

- In Nova Scotia, men comprised just one-third of all teachers in 2000. (Nova Scotia Advisory Council on the Status of Women, 2002)
- In Quebec, 20 per cent of teachers at the preschool level are men and only 16 per cent at the primary elementary level are men, though 52 per cent at the secondary level are men. (*The Changing Nature of Teaching in Canada* – Conference Report, 2000)
- In Manitoba, only 20 per cent of elementary teachers are men. (Manitoba Teachers Society, 2003)
- In Alberta, the number of male teachers in Calgary's elementary schools dropped from 21 per cent in 1986 to 15 per cent in 1997, according to a 1999 *Alberta Report* story, and, in Edmonton's elementary schools, from 21 per cent in 1988 to 18 per cent in 1997.
- In Saskatchewan, fewer than one-third of the teachers in 2002 were men, "and if enrolment in university programs is any indication, that percentage will continue to slide," according to Saskatchewan Teachers Federation president Murray Wall. In the Regina Separate School District, men make up about 20 per cent of the teachers.
- In British Columbia, only 27 per cent of newly hired educators in [2000] were men. (British Columbia Teacher's Federation – *Brief on Teacher Supply and Demand*)

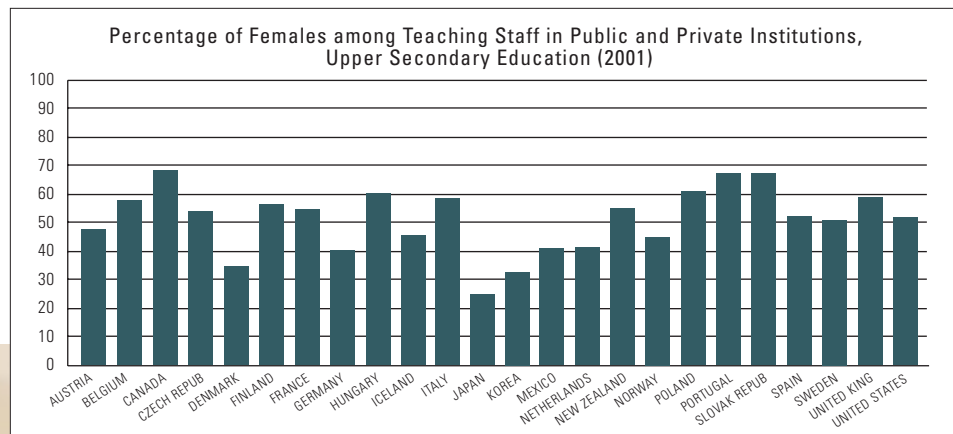
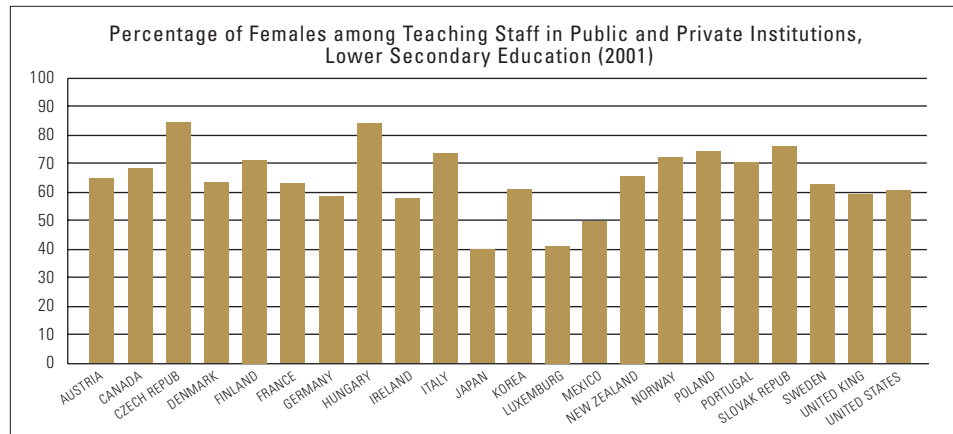
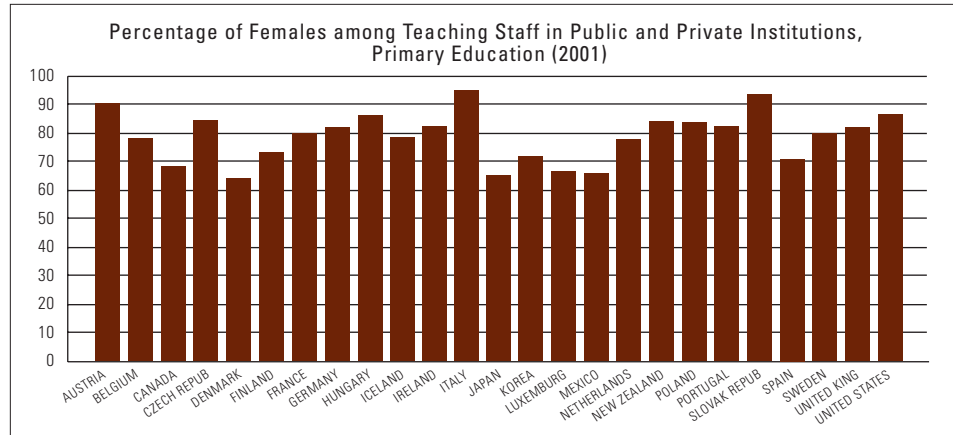
“Teaching is kind of a default profession – if you can't do what you want, you teach it.”

A Toronto student

Elsewhere in the World:

In 2001 the Organization for Economic Co-operation and Development (OECD) reported that women dominated the teaching profession in primary schools internationally (Graph 1). In fact the data indicates that 80 per cent or more of female teachers is typical (for example, Ireland, Poland, Portugal, Slovak Republic, United Kingdom, Italy, Austria, Czech Republic, Germany, Hungary, New Zealand). The picture becomes progressively different at the secondary level. While women are still

numerous at the lower secondary level (Graph 2), there are several countries where men teaching outnumber women at the upper secondary level, including Austria, Iceland, Japan, Mexico, Norway, Korea, Denmark, Germany, Netherlands, and Switzerland (Graph 3).



The Australian experience: “Male role models do matter, and boys benefit by men modeling appropriate behaviour and respectful relationships with other men and women,” according to an October 2002 Australian federal study, *Boys: Getting It Right!* The report noted widespread concern about the decline in the number of male teachers, particularly at the primary level, where the proportion, federally, was 21 per cent. Why? “The status of teachers in the community, salary, career opportunities, and concern about child protection issues,” the study said. Among its recommendations, the report proposed that:

- state and territory governments urgently address the remuneration of teachers with the payment of substantial additional allowances for skilled and experienced teachers as an inducement for them to remain in teaching and to attract new teachers by offering more attractive career paths;
- the Commonwealth government and university teacher education faculties work together to develop admission processes for teacher education courses that evaluate relevant personal attributes in addition to academic achievement;
- the Commonwealth provide a substantial number of ... scholarships for equal numbers and males and females to undertake teacher training;
- education authorities use their websites and in-service workshops to promote successful strategies being used by schools to involve fathers and other men from the community as positive male role models.

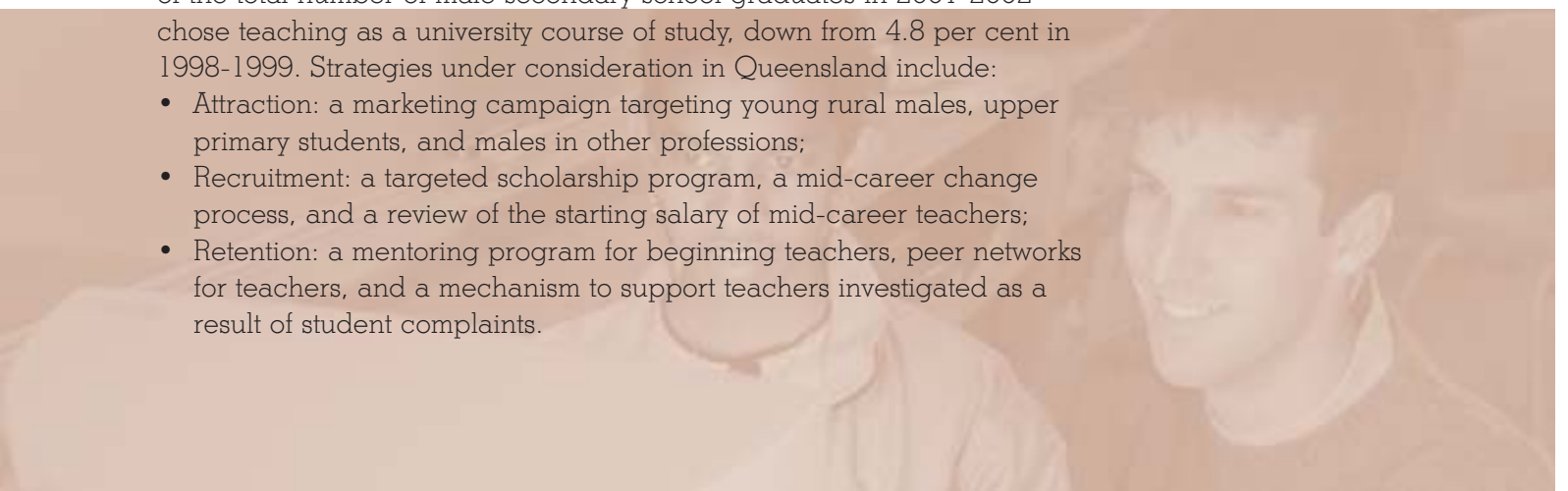
In June 2004, as Australia continued to grapple with the subject of boosting the percentage of male teachers, federal Senate opposition and minor parties defeated the conservative government’s plan to amend Australia’s Sex Discrimination Act, which would have allowed schools to offer male-only scholarships. “If we want to get more men into teaching, and we do, what we have to do is boost the salaries and conditions of teachers and give the teaching profession greater recognition and greater respect than it currently has,” said opposition Senator Brian Greig.

At the state level, in 2002 Queensland launched a strategic plan for the attraction, recruitment, and retention of male teachers, with the goal of increasing the percentage of male teachers from 28 per cent to 35 per cent by 2006. According to the *Male Teachers’ Strategy* report, only 3.3 per cent of the total number of male secondary school graduates in 2001-2002 chose teaching as a university course of study, down from 4.8 per cent in 1998-1999. Strategies under consideration in Queensland include:

- Attraction: a marketing campaign targeting young rural males, upper primary students, and males in other professions;
- Recruitment: a targeted scholarship program, a mid-career change process, and a review of the starting salary of mid-career teachers;
- Retention: a mentoring program for beginning teachers, peer networks for teachers, and a mechanism to support teachers investigated as a result of student complaints.

“Male teachers are often 'dad for the day' with boys from single parent (female) families, so a male teacher may be the only male that boys from those families can talk to.”

A Thunder Bay teacher



The state strategic plan noted in particular that “the lack of male role models or authority figures in schools may influence the attitude of boys towards academic achievement and towards schooling in general.”

*In the research phase of the **Attracting Men to Teaching** study, early-career and second-career teachers and senior administrative staff, local federation representatives, faculty of education staff, parents, and other community partners were asked specifically to react to components of the Queensland strategic plan. Their responses are summarized later in this report.*

The New Zealand Experience: Men constitute 45 per cent of secondary-level teachers – notably higher than in other English-language countries – but the proportion falls dramatically to 20 per cent at the primary level, and substantially less when it comes to “early childhood services,” according to TeachNZ, a recruitment unit of the Ministry of Education.

The British Experience: As of the end of 2002, women constituted almost two-thirds of all British classroom teachers, according to a January 2004 analysis of nursery, primary, and secondary schools by the Department for Education and Skills – 251,000 female teachers compared to 113,300 male teachers. “The lack of male role models for boys was particularly marked in the nursery and primary sectors,” said the analysis. “Two years ago, there were only 26,600 male teachers in this area of education, compared to 142,400 women, and the number has been falling over the past five years.”

In a research paper *Male Students in Primary ITT: A failure to thrive, strive or survive*, partly funded by the Teaching Training Agency (TTA) and delivered in 2001 to the British Educational Research Association, co-authors Professor Janet Moyles, (Anglia Polytechnic University, School of Education) and Dr. Susan Cavendish (University of Leicester), wrote:



“Currently, the provision of male teachers for primary school teaching is at a critical stage with a prediction that less than 10 per cent of teachers will be males by 2020 if the current decline and failure to retain continues unabated. In 1998 it was reported that 39 per cent of girls in secondary schools consider education as an option but only nine per cent of boys and it appears, then, that the future provision of teachers looks set to remain biased towards schools remaining a mainly female environment particularly in the primary sector but increasingly within secondary education.”

In their overview, the authors outlined a situation – of accelerating retirement and a declining percentage of male teachers – that echoes the one confronting the teaching profession in Ontario:

“There is already an image (and a reality) of a female dominated profession and views that it is somehow less than ‘masculine’ to want to enter such

territory; if those who are recruited to courses promptly fail or enter the induction year at lower levels of competence than many of their female counterparts, this will discourage potential recruits from perceiving primary teaching as a career worth pursuing; too few males completing courses and moving on into primary teaching perpetuates a female dominated profession and could further deter recruitment; if males who are recruited to courses fail to complete satisfactorily, overt and covert messages can be carried forward about the potential of males to 'succeed' on primary ITT [Initial Teacher Training] courses; Initial Teacher Training providers who find that male students require significantly greater support within diminishing resources may be deterred from extending their recruitment drives towards all minority groups; time and money spent on recruitment of males students is wasted if they are not retained on the courses; female students are, in themselves, likely to perceive the primary teaching profession as a female-only domain and, consciously or sub-consciously, influence young children in considering future careers in teaching; current societal concerns about the lack of appropriate male role models for young boys may or may not be proven but it seems self-evident that, if boys do not experience being taught by male teachers in the primary school, it is unlikely that they will be able to perceive themselves in that role."

"Teachers are not afforded as much respect by their students and parents as they once were."

A Toronto teacher

The Welsh Experience: "The current teaching population is overwhelmingly female... pupils in primary schools have little contact with males in a school context... pupils from families without a male parent do not have male role models," according to a 2002 *Action Plan for Recruitment and Retention in Wales*. Only 27 per cent of Welsh teachers are male (17 per cent at the primary level), while, three quarters of those training to be teachers are women, according to a survey by the General Teaching Council for Wales. Among the Council's recommendations for recruitment and retention: incentive grants for trainee students to teach certain subjects; implementing programs to move teachers from the primary to the secondary sector; and initiatives to promote teaching in primary schools.

The Scottish Experience: "It is simply not healthy to have an unbalanced teaching profession," said Matthew MacIver of the General Teaching Council for Scotland, in a 2003 interview with the BBC. "But sadly not enough young men leaving school now consider teaching an attractive proposition." In 2002, 92 per cent of new primary teachers were women, and 65 per cent of new secondary teachers were women. The Council warns that recruitment targeted at men is a must. However, a spokesman for the Scottish Secondary Teachers Association says recruitment is aimed at attracting "the best teachers, male or female."

The American Experience: Since 1989, the national nonprofit organization Recruit New Teachers, Inc. has prodded the Department of Education, teacher unions, parent-teacher (PTA) groups, and colleges of education to attract and retain teachers. In a 2000 interview with *U.S. Society & Values*,

(an electronic journal of the U. S. Department of State), Recruit New Teachers CEO Dr. Mildred Hudson discussed strategies for attracting new teachers, approaches that in some jurisdictions have been tailored towards recruiting men. In response to the question, "is there more than one route into the profession?" she said:

"Yes. Besides the traditional way, there are all kinds of efforts that begin as early as middle school and continue through graduate programs. "For example, there are pre-collegiate teacher recruitment programs around the United States taking children in middle school, getting them interested in teaching as a profession, and even giving them what amounts to educational courses – scaled down to their level, of course – and involving them in tutoring or peer counseling, to work with other children. The rationale behind this is that by the time many minority or low-income children are completing high school, it's too late to get them interested in teaching. So the idea is to open up the pipeline early so that kids who might not have even gone to college can be introduced to teaching as a possible career path.

"Another approach is to see who's around the classroom, the school, and the community who – with some educational help – might be drawn into the profession. That can include paraprofessionals, guards, truck drivers, lunchroom attendants, and so on, who have potential, and who often go to school in the evening on their own, but are generally taken for granted. That model has become quite successful, and is part of what's known as the 'grow-your-own' movement. In education lingo this says, look in your own community, find out who's there, and support them.

"And there is also that second-career group – lawyers or businessmen who decide to leave their professions and become teachers. Often local universities will offer scholarships as part of the recruitment of these people. In addition, many universities offer programs that shorten the time it takes for these mid-career changers to become teachers – without sacrificing the quality of training."



In a resolution relating more specifically to the issue of men in teaching, the National Education Association (NEA) approved in 2002 a measure to "identify, recognize, recruit, and retain" male teachers, with an emphasis on elementary and minority instructors.

NEA research at that time showed that 21 per cent of America's three million teachers were men, that the ratio of men to women in teaching had steadily declined, and that the number of male teachers was at a 40-year low. Further: in 1981, 18 per cent of primary teachers were men; in 2002, the figure was "nine per cent. The percentage of males in secondary schools "has fluctuated over the years, but now stands at its lowest level (35 per cent)."

The NEA identified the following: colleges of education historically "have

a tough time luring men because of dated notions that teaching is women’s work;” salaries are low, “which lowers the prestige and social value of a career in teaching;” and men go into teaching to “teach a subject” whereas women do so “to nurture and develop children” – this means that men gravitate towards the higher grades, leaving a critical shortage at the primary level.

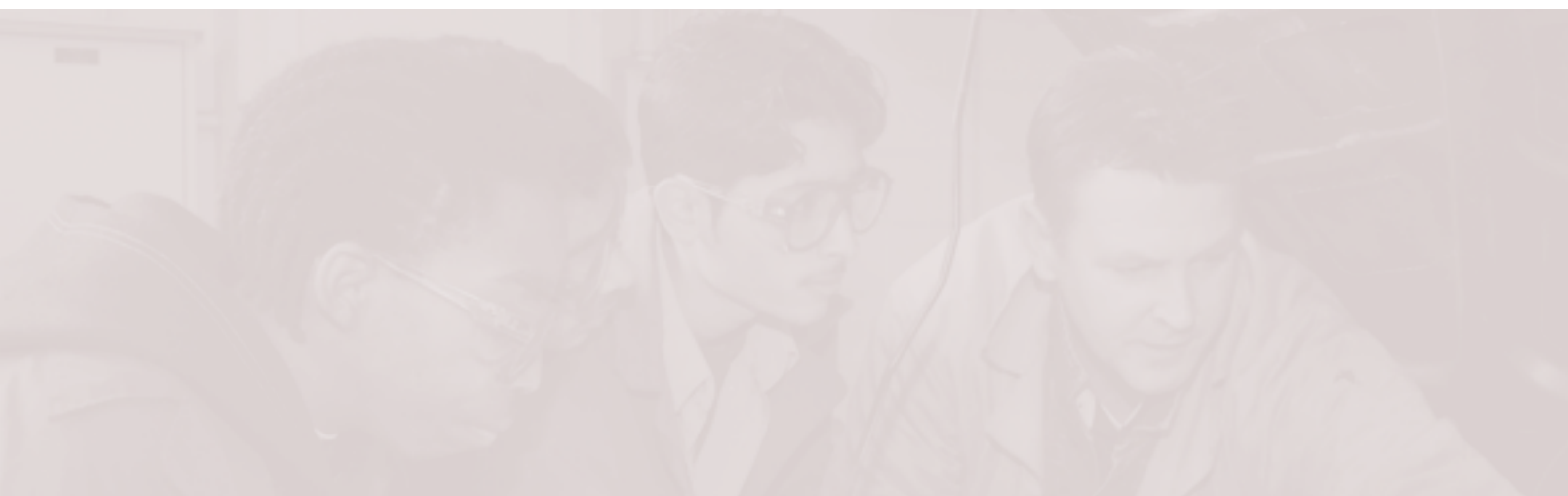
Some NEA coping strategies: addressing the wage gap (noting that states with the highest salaries tend to have the highest proportion of male teachers); identifying and recruiting young men through secondary school surveys, career counseling, and college prep courses; and “spreading the word” that teaching is a noble profession.

In regard to the wage gap, the NEA reported that Michigan was ranked first in the percentage of male teachers (37 per cent) – and Michigan ranked in the top five nationally in teacher pay. Mississippi was ranked 50th in the percentage of male teachers (18 per cent); and stood 49th out of 50 states in teacher pay.

As for “spreading the word” – the NEA asked the nation’s teachers to select, from a list of options, the principal reason they originally decided to become a teacher. The “influence of a teacher in elementary or secondary school” was cited by 32 per cent of all teachers, slightly fewer than those who said “making a contribution to society” and “wanting to work with children.” Most notably, teachers under 30 gave this reason with greater frequency than did teachers over 30 (39 per cent vs. 31 per cent).

“More stable teacher-government relations are needed. Teacher strikes discourage people from going into teaching”

A Toronto student



CLOSER TO HOME: WHAT ONTARIO STUDENTS, TEACHERS, AND OTHERS SAY

"Students need male teachers" was the dominant belief emerging from the focus groups conducted with male high school students, teachers, senior administrative staff, local federation representatives, faculty of education staff, parents, and other community partners in Ottawa, Toronto, Windsor, Sudbury, and Thunder Bay. The same sentiment was expressed in a separate online survey of male university students.

Themes among male high school students:

A remarkable degree of unanimity emerged from the focus group discussions and written responses, suggesting that male secondary students are aware of the need for more men in the teaching profession.

Is it important to have men in teaching? Students said:

"...men and women think and teach differently; the more variation, the better."

"...teachers play an important role in students lives. Not only do they teach academic lessons, they also teach students about life. Teachers play an almost parental role..."

"...men and women are different by nature, and as a result they have different teaching styles."

While students generally perceived the need for male teachers at all levels, a majority believed men are most needed in higher grades.



At what grade levels do you think men are most needed? Students said:

"...in Kindergarten to Grade 3, it is important to have a mother figure rather than father figure..."

"...should always have men in Grades 7/8 because this is when students start to develop personally. A male teacher can be a good example of how to behave in life..."

"...need male teachers around the age of puberty because women cannot always relate to boys."

And despite acknowledging the need for male teachers, very few of the male students said that teaching attracted them personally as a career, or that they were even contemplating it as a profession.

Many students, casting themselves in the role of primary wage earner, said that other professions promised higher incomes – lawyer, doctor, pilot, engineer, entrepreneur. Some wanted work that was more physical – firefighter, police officer, ambulance attendant, actor. Several indicated

that too much post-secondary education was needed to become a teacher. Others perceived teaching, particularly in the lower grades, as a feminine, care-giving profession for which men in general – and themselves in particular – were probably not suited. Following from that, a few students in every group expressed concerns regarding allegations of sexual misconduct.

Why do you believe a male would not consider entering the teaching profession? Students said:

“...parents are not encouraging their kids to be teachers, they encourage them to become doctors because teachers are not particularly respected.”

“...teaching is not presented as a teaching option at career fairs so male secondary students do not consider it.”

“...men are less open with emotions and compassion.”

“...they want a job that pays well to support the family.”

“...males don’t want to go back to school after they have left.”

Following from why men in general do not become teachers, the students discussed what might attract them. Higher pay, job security, the presence of more male role models, and the potential of themselves becoming male role models ranked highest. Students in every group suggested that the profession needs “better PR – career fairs.” Several suggested that “enthusiasm” for teaching, and life experience, as well as grades, be considered for admission to faculties of education. It was also suggested that there should be “a course in teaching (leadership) starting in Grade 9.” Most students recommended Grades 8 and 9 as the ideal time to initiate the idea of teaching as a career – “this is when students are starting to consider career options.”

What would encourage you to enter teaching? Students said:

“...knowing you can help others and influence others in a positive way.”

“...if you had a role model – or someone you had as a teacher at a very young age – that might encourage you to become a teacher.”

“...better salary, pension, vacation time, security.”

And though few students said they were likely to end up in the teaching profession, most could recall one or more male teachers who had made a significant difference in their lives, often because the male student could relate better to a male teacher than a female teacher.

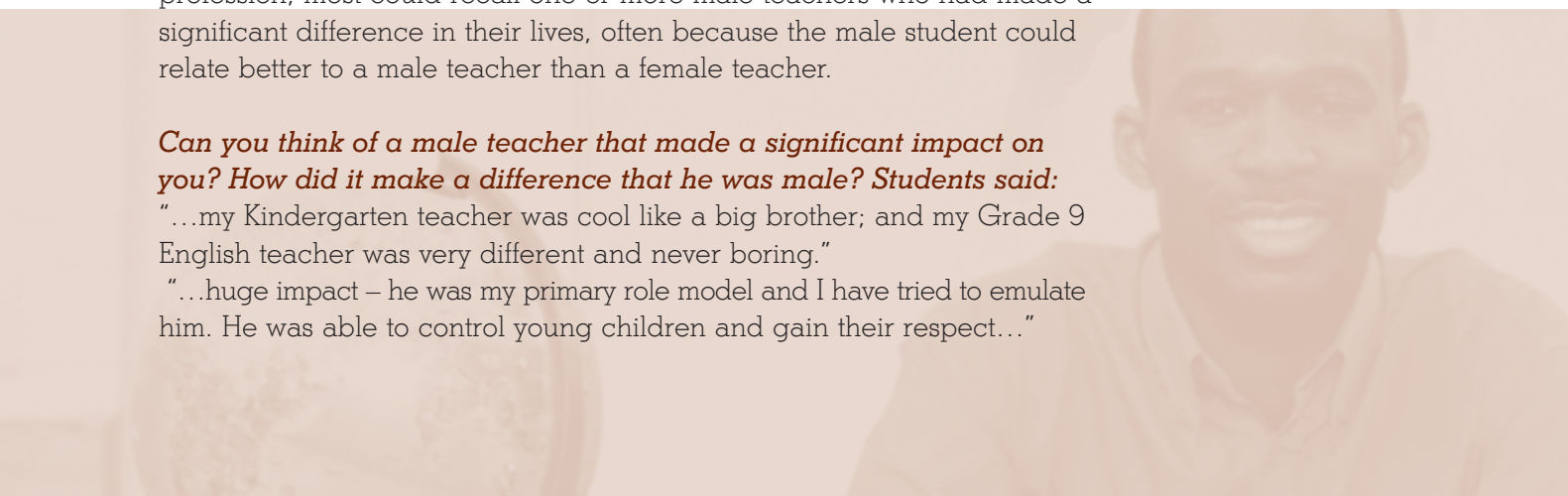
Can you think of a male teacher that made a significant impact on you? How did it make a difference that he was male? Students said:

“...my Kindergarten teacher was cool like a big brother; and my Grade 9 English teacher was very different and never boring.”

“...huge impact – he was my primary role model and I have tried to emulate him. He was able to control young children and gain their respect...”

“It is important to have men in teaching because, like the father in a home, a male influence is important in life. And I think they are essential at every age.”

A Windsor student



Students were also asked to rank interest, challenge and excitement, salary, security, contribution to society, social status, independence, and entrepreneurialism according to what they found most important when selecting a career and to indicate which of these career values they believe are found in the teaching profession (**Appendix B and C**). Some regional variations emerged from the focus group rankings. For example, while virtually all students in every city viewed teaching as a profession that contributes to society, students in southern Ontario (Toronto, Ottawa, and Windsor) saw the salary level as a negative, whereas students in the northern part of the province (Sudbury and Thunder Bay) regarded it as adequate to attractive. The Sudbury and Thunder Bay English-language students also ranked career security among their top three reasons for considering teaching as a career for themselves.

There were also some variation between English-language and French-language student respondents around the regional rankings of career values. For example, while all students ranked “salary” and “interest” in their top three when asked what might draw them to a career, and a majority added “challenge and excitement,” French-language students in Toronto ranked “contribution to society” equal to challenge and excitement, and French-language students in Windsor ranked “independence” equal to salary.

One particular perception difference emerged from the focus groups: French-language students, more than their English-language counterparts, often stated that it was more important to have a good teacher, regardless of gender, than to have a male teacher.

Themes among early-career/second-career teachers:



The need for positive male role models and for active mentoring also dominated responses from the teachers, some of whom were starting their careers, others who entered teaching as a second career. Many of their responses mirrored those of the students, specifically in the area of why good male role models are necessary.

In particular, the teachers articulated the reality of female-headed households in the lives of boys; the pervasiveness of male TV violence sending behavioral signals; and the importance of teaching appropriate male behaviour. Other themes the teachers shared with the students included: low initial salary; poor/difficult working conditions; limited career advancement; lack of prestige; “not masculine/seen as babysitters;” accusations of professional misconduct; the failure of the profession to promote itself; and too-lengthy training.

Additionally, teachers assigned more importance to having men teaching in lower grades than did a majority of the students (“boys need to see that males can be caring and loving individuals”); and raised such teacher-centered issues as better staff dynamics with a mix of male and female teachers, the

difference between men and women in the administration of discipline, and differences in dealing with young adults and their sexual maturity.

Is it important to have men in teaching? At what grade levels do you think men are most needed? Teachers said:

"...important to replicate larger society – critical need especially in high risk areas of the city, when young males lack positive role models."

"...just as the ethnic/cultural mix of teachers should reflect the mix of students, the gender of teachers should reflect the genders in the class."

"...men in schools can be 'anchors in the storm' especially for male students."

"...it is essential to have men in teaching, the earlier the better."

Teacher-specific concerns about why men are not attracted to teaching included: "difficult working conditions"; the lack of autonomy; a heavy workload; "teacher-bashing" by politicians; low initial salaries for second-career teachers; the need for more flexible Bachelor of Education programs; stress within the career; and "tensions" among the teacher federations, the Ministry of Education, and the Ontario College of Teachers.

Why do you believe a male would not consider entering the teaching profession? Teachers said:

"...teaching elementary school is not seen by the community as a job for a man."

"...teachers are not afforded as much respect by students and parents as they once were."

"...possibility of false accusations of professional misconduct or sexual harassment."

Again, there was substantial overlap between students and teachers when it came to convincing men to enter and remain in the teaching profession, and to stick with it: issues of salary, career advancement, social status, and the need for better role modeling, public relations, and in-school career days were all discussed. In addition, teachers focused on concerns arising from their own experience: the need for teaching-related co-op programs at the high school level; a focus on recruiting second-career teachers with concomitant salary incentives; consideration of more flexible (part-time) Bachelor of Education programs; the recognition of credits and degrees from other provinces; an "extensive and mandatory" mentoring program for new teachers; and a re-evaluation of the selection criteria for admission to a Faculty of Education.

As part of that re-evaluation, some teachers also noted (as did senior staff in their own focus groups) that because, in general, females tend to do better academically than males, they are at an advantage when it comes to gaining acceptance at Faculties of Education, based on their marks – a grades-based "competition that works against males," in the words of one administrator.

"Men in schools can be 'anchors in the storm' especially for male students."

A Toronto teacher

What do you believe will help attract and retain males in the teaching profession as a life-long career choice? Teachers said:

"...teachers need to promote the profession to students."

"...minimize the work outside classroom hours."

"...reduced workload for the first few years of teaching."

Themes among administrators/faculty of education/directors of education/ teacher federation representatives/ community partners:

Mentoring also mattered to the senior administrative staff (principals, vice-principals, and directors of education), local federation representatives, faculty of education staff, parents and other community partners who participated in the focus groups. In many cases, the comments echoed student and early-career/second-career teacher panel participants. But they also reflected more institution-focused concerns. For example, several participants said, "Staff dynamics are enhanced when there are both females and males on staff."

Is it important to have men in teaching? At what grade levels do you think men are most needed? Respondents said:

"...we have to show young people that men are as capable as women of looking after young students."

"...yes, particularly Kindergarten to Grade 3, but also at all grade levels: young boys are more receptive to men in terms of discipline."

"...some students do not have male role models or strong male presence in their lives."

Why do you believe a male would not consider entering the teaching profession? Respondents said:

"...high level of personal and emotional demands."

"...if a man is the only family member who works, the salary level, at the beginning, is limited."

"...teenagers can be intimidating."

"...upside-down system – the most difficult classes are given to the teachers with the least experience."



What do you believe will help to attract and retain males in the teaching profession as a life-long career choice? Respondents said:

"...better support for new teachers in the profession."

"...aggressive marketing strategy that teaching is a noble profession."

"...look at barriers to entering teaching later in life (opportunity cost is very high)."

"...create more opportunities for young people in high school and university to work with children."

Online survey/male university student themes:

Separate from the focus groups, male university students from various faculties of education, were invited to participate in an online survey about their interest in teaching. Most of the respondents said they planned to teach after graduation – and, as with students, teachers, and senior staff, the prospective teachers said providing a positive male role model was a strong impetus for their interest in teaching. “I believe that every child deserves to have a male role model,” said one respondent, who in his early 20s was looking forward to teaching as his first job.

For a prospective second-career teacher in his 40s, the motivation embraced but went beyond serving as a role model: “I believe that as a male teacher I provide a proper balance and influence in the classroom – as the classroom should reflect the society and the community it is important to have both male and female influences in teaching. During my practicums most female teachers wanted to see if a male presence would help some class members. In general it did – a balance is important and crucial. As well, I believe each male teacher has to step up and break down the stigma that this is a female-only profession.”

Almost all cited *contribution to society* as the most important consideration in choosing teaching as a career path, with *job security*, *cultural values*, and *salary and benefits* also ranked highly, followed by *influence*, *position/social status*, *family tradition*, *religious values*, *cultural values*, and “*entrepreneurialism*.” *Travel and adventure* was the least important consideration.

Reacting to negative public perceptions

Students, teachers, and administrators all raised the matter of actual or feared accusations of sexual misconduct. Several participants in the student focus groups cited concerns about how to behave around children, and how to deal with unfounded accusations, as an impediment to entering the profession. University students expressed similar concern in their online survey responses.

Some of the university students surveyed raised the spectre of harassment: “I hope not to have any false accusations during my career as a teacher. . . . It seems that males are targeted more for false accusations. . . . First of all, as a man, I feel that I am not protected enough, meaning that I hear more and more accusations of sexual aggression.”

Teachers and senior administrator participants deliberated the question of the repercussions of accusations of sexual misconduct.

Respondents agreed that the perception of male primary teachers as everything from “non-traditional” to “suspicious” is a persistent, exaggerated stereotype that daunts those considering teaching as a career, dogs many men throughout their career, and has wrongly damaged or destroyed

“Society is somewhat ignorant about teaching – the pressure, the work, educating young people and contributing to society.”

A Windsor student

careers – a reaction summarized succinctly by a Toronto school administrator, who said: “The concern is a real and legitimate one – it’s the ‘nature of the beast’ at this point in society.”

Some participants knew of colleagues who spent months if not years clearing their names after a false accusation. A majority agreed that the negative public perception of male teachers, particularly at the primary level, needs to be confronted aggressively through public relations campaigns, student and teacher testimonials, better communication with the police and with the Childrens Aid Societies. Some suggested that students who make false accusations must be disciplined.

Not surprisingly, given its emotional component, this subject elicited the most diverse expression of views of any of the questions considered in the groups.

Others discussed the implications of a false accusation: “Avoid judging. A teacher is often suspended during an investigation [by their employer, at full pay] and when they are found not guilty there is nothing done to rectify the situation – should be the opposite,” said a Toronto educator. Several approved of training that alerts teachers to the issue: “There has been a great deal of emphasis on a ‘hands-off’ approach to teaching in recent years. All federations have produced educational workshops on the do’s and don’ts of working with children in a way that will protect you from accusations. So teachers are very much aware of this problem,” said a Sudbury school administrator.

When community partners, apart from teachers or educators, were asked to identify any cultural, social, or religious elements “that may persuade or discourage males from entering the teaching profession,” one negative cited was: “Stories about male pedophiles have made many people hypersensitive to having men involved with children.”



Considering New Zealand’s strategies

Teachers, senior administrators, federation representatives, faculty of education staff, and community partners were all asked to consider the following statement, to rank which strategy they believed would be most effective in an Ontario context, to note which strategies are already engaged in by their district school boards, and to recommend to their boards any that might be effective:

The Male Teacher’s Strategy 2002-2005, implemented in Queensland, Australia, has set a target to increase the number of male teachers to 35 percent by 2006. The strategies that they intend to implement include:

- 1) Encouraging male teachers already in the profession to promote the teaching profession at school and university career fairs*
- 2) Establishing a secondary school-based program for existing male teachers to mentor male students wishing to become teachers*

- 3) *Establishing partnerships with other government departments to promote teaching*
- 4) *Reviewing the appropriate starting salary for those entering the profession as a second career*
- 5) *Establishing a career structuring and mentoring framework for first and second year teachers*

With few caveats and some add-ons, teachers and staff generally embraced these five strategies – a level of acceptance that underlines to what extent the shortage of male teachers is a global concern. Of the five, only the mentoring of first and second year students was reported to be in place at a few Ontario district school boards.

In response to strategy 1: There was strong support for encouraging men already teaching to promote the profession at career fairs and elsewhere: “It is a great career. Let people hear the good stuff going on,” was one reaction.

In response to strategy 2: There was equally strong support for establishing a framework for existing male teachers to mentor male students wanting to teach: “Once students hear the advantages and the rewards of the profession they can be hooked early,” one respondent said. “If high school teachers can target students who would be good teachers, that would be useful for planting the idea that teaching is a possible career, and at the same time, guiding children so they can have mini-experiences of classroom teaching,” said another. Respondents liked the proposal, but worried about another demand on a teacher’s time.

In response to strategy 3: Everyone agreed that other institutions – not just government but also teacher federations, school boards, and the College – ought to be part of any effort to promote teaching more effectively. “We live in a society of images where everything is sold,” said one respondent, “So why not teaching? Advertising is a powerful tool.”

In response to strategy 4: Everyone agreed that second-career starting salaries need improving. “If there were compensation for some of the years we have worked in industry, more males would start teaching as a second career,” wrote one teacher who made the switch. “We do bring more skills to the table than a ‘green’ kid out of university.” More forcefully: “Numbers would ‘skyrocket’ if the starting salary was 40K.”

In response to strategy 5: Establishing a career-structuring and mentoring program for starting teachers was also strongly supported: “Since maintaining a teacher is harder than recruiting them, this strategy would offer new teachers someone to ask for help, someone to run things by, someone to teach you all the hidden rules and tricks,” said one respondent. “This would help support teachers during the steepest part of the learning curve,” said another.

“I viewed them as role models and they all possessed characteristics that I wanted to see in myself.”

A Toronto student

Education Stakeholders

In September, information from the focus groups along with research data and online survey results were presented to representatives from more than 20 provincial stakeholder organizations for reaction and to stimulate further dialogue. (See Appendix C for a list of participants.)

The responses of the participating organizations helped to shape the final recommendations in this report.

Some participants said compressing teacher salary grids might make the profession more competitive with other professions. The question of where to find the money needed was paramount: altering the grid would require government support and should not be considered at the expense of hiring more teachers, participants said.

Some participants favoured equivalency recognition as a means to attract men to teaching from other professions. Prior professional or work experience gained in another career that might contribute to one's teaching practice could be reflected in a higher placement on the salary grid, some participants suggested, as long as clear criteria were established and first-career teachers were not penalized.

Participants said "government needed to take the lead role," in funding a marketing strategy and that any such program needed to emphasize the job satisfaction inherent in the profession, as well as working conditions and overall benefits; any PR effort undertaken needed to promote "respect" for and the "value of" the profession – the "whole profession needs to be uplifted." Some said that the influence of other male teachers in the classroom, rather than a marketing campaign, would have more impact in the classroom.



While it is important to present male role models when students are making career decisions, and that students should see men that are successful in the profession, the question of why men are shying away from teaching goes "deeper than visibility" – societal biases need to be addressed, participants said.

They also supported balanced representation, with some recommending that more males be represented until a greater balance is achieved. The question of gender representation was broadened in the course of the discussion to suggest that "the issue is not just males" – there is also a need to include visible minorities and to reflect diversity in communities.

Mentoring was seen as a way to retain teachers and was needed for all beginning teachers, not just men.

Participants agreed that the perception of professional misconduct overshadows the reality. Someone said it was a "pressing issue" deterring

men from teaching in lower grades, and others said that teachers need support in learning how to keep themselves safe from unwarranted allegations. It was also suggested that education around the issue needs to happen before men enter the profession.

Participants also emphasized the need for ongoing research – studying competing professional labour markets such as nursing; studying where men are represented in teaching and their backgrounds; examining how male retention rates compare to female retention rates; and examining data about Ontario students applying to U.S. colleges of education to assess why they are looking outside the province, and what percentage of males are applying.

“Men are competitive/macho”; “men wouldn't choose teaching as a first choice career.”; and, “men don't feel comfortable dealing with students who are emotional.”

Sudbury students

CONCLUSION

The voices heard in the *Attracting Men to Teaching* study were many and varied, passionate and thoughtful, concerned and energetic. From high school and university students and early-career and second-career teachers, from administrative staff and teacher federation representatives, from faculties of education, community partners and education stakeholders, from the French-language and the English-language school systems, the message is clear – both women and men are needed in the classroom to ensure excellence in teaching, to provide a balanced education system, and to realize a learning environment in which students can achieve their full potential – in literacy and numeracy, in character education, in all the elements that come together to develop responsible young citizens.

Although the academic impact upon students who have a male teacher compared to a female teacher needs further study, the importance of a male presence for students in the area of character education can be significant.

The Government of Ontario itself has made it clear that character education must become a priority in Ontario education: In his remarks at the Character Communities Spring Conference in 2004, Premier Dalton McGuinty said: “Every student should learn about character – that values such as respect, honesty, fairness, responsibility, empathy, and civic engagement should be part of their everyday program.”

Similarly, the need for character education was made clear in the government’s November 20, 2003 throne speech: “Communities will be asked to help define citizenship values for Ontario’s new character education program in their local school boards, to strengthen our students’ education experience.”



Recognizing the desire of this government to actively pursue character education in Ontario schools, the presence of male role models for both male and female students becomes essential. In particular, boys need to witness positive role modeling from someone of the same gender who can provide a demonstration of how a male lives the virtues of respect, honesty, fairness, empathy, and other values.

Throughout the *Attracting Men to Teaching* study, secondary school participants who did not have men as teachers during their early elementary grades questioned the ability of a male to be nurturing and understanding with children; perhaps early role modeling during their elementary years would enable this connection of “maleness” and nurturing to be made for them. Instead, they viewed men as harder, discipline-driven, and somewhat incapable of the nurturing role. The challenge then is presented: How do we provide character education for students without providing a gender

role model who can behaviorally demonstrate the values that the Ontario government desires?

Male students from Grades 11 and 12 and education professionals with decades of experience – potential teachers and seasoned instructors alike – focused on these core factors in the course of their lively discussions: the diminished status of teachers in the community; the feeling that teaching was a “feminine” profession; the perception of low starting salaries and limited career advancement; and the fear of being falsely accused of sexual misconduct or physical abuse.

With near unanimity, those same students, and those same experienced educators, and every other study participant, agreed that male role models do matter when it comes to the quality of an education – and that all students benefit from the presence of men in their classrooms.

At every stage of the study, salaries as an impediment to the recruitment and retention of male teachers were cited as a concern: starting salaries for new teachers, entry-level salaries for second-career teachers, and educator progression on the salary grid. The project partners acknowledge that the issue requires substantial further dialogue among education stakeholders (particularly involving district school boards and teacher federations), and focused examination and financial commitment from the Ministry of Education.

Additionally, the project partners acknowledge the need to promote further investigation into contractual means of encouraging men in other professions to consider teaching: this outreach, explored in conjunction with the faculties of education, with teacher federations, and with district school boards, could recognize prior professional career experience that would contribute to teaching practice.

To effectively implement programs to recruit men as teachers, and to realize tangible results, there must be a strong commitment from key stakeholders in the education sector – from the Ministry of Education, from the faculties of education, from teacher federations, from district school boards, from the Ontario College of Teachers, working together to develop and implement the recommendations that follow.

“A male influence can make a big change in the lives of male and female students. It creates a balance in a school.”

A Sudbury teacher



NARROWING THE GENDER GAP: ATTRACTING MEN TO TEACHING

Recommendations

Therefore, it is recommended that:

1. The Government of Ontario support the development and implementation of a three-year, province-wide marketing campaign to attract men to careers in teaching. This campaign would:
 - a. Involve the Government of Ontario, faculties of education, district school boards, the Ontario School Counsellors Association, the Ontario Teachers' Federation and the Ontario College of Teachers
 - b. focus on increasing the number of men applying to Ontario's faculties of education
 - c. provide materials to faculties, district school boards and other employers and organizations to complement provincial, regional and local recruitment campaigns
 - d. showcase the benefits of teaching and working with children and dispel myths that discourage men from entering the teaching profession
 - e. examine possible incentives to encourage men to consider teaching as a career
 - f. evaluate and assess the effectiveness of the campaign and report progress annually.
2. Faculties of education and district school boards consider policies that deal with teacher recruitment with a view to encouraging males to enter the teaching profession
 - a. Make alternative, more flexible paths into faculties, for example, more part-time programs
 - b. Ensure male secondary and undergraduate students understand the complete criteria for entrance into teacher training programs, to dispel the notion that only high marks ensure admittance
 - c. Work together on outreach programs targeted at male secondary school students
3. Faculties of education and district school boards include male teachers in recruitment activities at university and career fairs.
4. Where there is a male teacher present, principals should attempt to provide opportunities in which all students have the ability to work with that teacher.



5. District schools boards enhance opportunities for co-op education and peer tutoring placements for male secondary students in elementary schools
6. Principals look for opportunities for males to volunteer with students when there are few male teachers employed in the school.
7. Support be given to district school boards to create mentoring programs in which male mentors serve as role models to newly licensed and early career male teachers.
8. The Ministry of Education support research to determine whether there is a correlation between the achievement of boys and the presence of male teachers in Ontario classrooms. Longitudinal research should also track public perceptions about men in teaching, hiring trends, and marketing conducted by other professions to attract males.

“When I see a male teacher making a difference in my life I feel I could do the same. I feel I could connect with students like they have.”

A Sudbury student



APPENDIX A

Methodology:

The *Attracting Men to Teaching* study involved three phases: a series of focus groups in five Ontario cities; an online survey of university students; and subsequent consultation with education stakeholders.

Focus group sessions were conducted throughout April and May 2004. Invitees included male high school students, early-career and second-career teachers, administrative staff, faculty of education staff, community representatives and teacher federation representatives. In the same period, male university students responded to an online survey. Roundtable discussions with education stakeholder organizations followed in September to review the findings and to discuss the strategies identified by the focus groups. (*The stakeholder organizations are listed in **Appendix D***)

Eight focus group meetings, four in French and four in English, were conducted in Ottawa, Toronto, Windsor and Sudbury. In Thunder Bay, there were four English-language focus group meetings; the French-language catholic district school board in Thunder Bay was not able to participate in separate French-language focus group sessions but submitted responses to the questions.

The focus group meetings were with (1) male high school students – Public system; (2) male high school students – Catholic systems; (3) early-career and second-career teachers (public and Catholic systems combined); and (4) senior administrative staff and, local federation representatives (public and Catholic systems combined); faculty of education staff, parents, and other community representatives.



APPENDIX B

Regional ranking of career values by students

Students were asked to rank interest, challenge and excitement, salary, security, contribution to society, social status, independence, and entrepreneurialism according to what they found most important when selecting a career. The top three career values ranked for each focus group were as follows:

Windsor English

1. Interest
2. Challenge and excitement
3. Salary

Windsor French

1. Interest
2. Challenge and excitement
3. Salary and independence
(equal ranking)

Thunder Bay English

1. Career security
2. Salary
3. Interest

Sudbury English

1. Interest
2. Salary
3. Challenge and excitement and
security (equal ranking)

Sudbury French

1. Interest
2. Salary
3. Challenge and excitement

Toronto English

1. Salary
2. Interest
3. Security

Toronto French

1. Interest
2. Salary
3. Contribution to society and
challenge and excitement
(equal ranking)

Ottawa English

1. Interest
2. Challenge and excitement
3. Salary

Ottawa French

1. Interest
2. Salary
3. Challenge and excitement

“He was an animated, exciting, lively man. I learned that men could be really enthusiastic and creative.”

A Toronto student



APPENDIX C

Student perception of career values found in teaching

Students were asked to list which career values they believe are found in the teaching profession. Career values included: interest; challenge and excitement; salary; security, contribution to society; social status; independence; and entrepreneurialism.

Windsor English

- Majority of students felt teaching is a career that contributes positively to our society and that teachers have positive social status
- Majority felt that teaching would be interesting and challenging but did not feel that salary was a positive factor in teaching

Windsor French

- All students felt teaching is a career that contributes positively to our society
- Majority of students did not feel teachers have positive social status

Thunder Bay English

- All felt the teaching profession contributes positively to society
- Most felt that the teaching profession has an attractive salary
- Majority felt that teaching offers interest, challenge and excitement, social status, and job security

Sudbury English

- Most felt that teaching contributes positively to society
- Most felt that teaching would be interesting
- The majority felt that the teaching profession has an attractive salary
- Most felt that teaching offers challenge and excitement and security

Sudbury French

- All but one participant felt that teachers contribute positively to society
- The majority felt that teaching would be interesting and most felt there is security
- The students were equally divided as to whether the salary of a teacher was a positive or negative factor
- Just a little over half of the participants felt that teachers have a positive social status

Ottawa English

- All felt that teaching contributes positively to society
- They believed that there is security in the teaching profession.



Ottawa French

- Majority felt teaching has a positive contribution to society
- Majority felt teachers have negative social status
- Majority felt it would meet their needs for interests, challenge and excitement, but not salary

Toronto English

- All felt teachers contribute positively to society
- Majority did not feel teachers have positive social status
- Majority did not see a teacher's salary as a positive

Toronto French

- Majority felt teachers contribute positively to society
- Majority felt that salary is a negative
- Majority felt that teachers have job security
- Majority felt that teaching would offer an interesting occupation, and challenge and excitement

APPENDIX D

The following organizations were represented at the education stakeholders' consultation:

French

Association des conseillères et des conseillers des écoles publiques de l'Ontario (ACEPO); Association des enseignantes et des enseignants franco-ontariens (AEFO); Ministère de l'Éducation (MOE); Association des directions et directions adjointes des écoles franco-ontariennes (ADFO); l'Association franco-ontarienne des conseils scolaires catholiques (AFOCSC); le Conseil ontarien des directrices et des directeurs de l'éducation de langue française (CODELF).

English

Ontario Secondary School Teachers Federation (OSSTF); The Catholic Principals' Council of Ontario (CPCO); Ontario Principals' Council (OPC); Elementary Teachers' Federation of Ontario (ETFO); Ministry of Education (MOE); Ontario English Catholic Teachers' Association (OECTA); Ontario Teachers' Federation (OTF); Ontario Public Supervisory Officials' Association (OPSOA); Ontario Association of Deans of Education (OADE); Toronto District School Board (TDSB); Ontario Public School Boards' Association (OPSBA); Ontario Federation of Home & School Associations (OFHSA); Ontario Association of Children's Aid Societies (OACAS); Ontario Catholic School Trustees Association (OCSTA); Ontario Student Trustee Association (OSTA).

“We could perhaps seek out coaches, teaching assistants, unqualified/temporary/occasional teachers and other male candidates associated with education.”

A Windsor teacher

“I want to make a change in society. I believe the best way resides in the influence we have with young people. If we guide them well, they will become strong and will maintain the moral values and principles of our society as well as show the world their talent and potential. In brief, they will be the builders as well as the protectors of our future.”

University student

