

Transition to Teaching 2016

Supplementary report:

French-language education program graduates



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

This report is a supplement to the main Transition to Teaching 2016 publication available on the Ontario College of Teachers web site.

The increase in new French-language program graduate licences issued in 2015 resulted in a small increase in first-year unemployment for these teachers in 2016. With the Ontario-resident unemployment rate remaining in single digit territory, however, French first language teachers continue in high demand.

Annual supply of new French-language Ontario teachers dropped sharply in 2016 and will remain far below previous levels for at least the next two years.

This should mean positive employment outcomes for these early career teachers in the years ahead and recruitment challenges for French-language school boards across Ontario.

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1. Executive summary

Annual new teacher supply context

The main *Transition to Teaching 2016* report highlights the overall context of changing annual supply of newly licensed Ontario teachers and how the large ebb and flow of new teacher supply drives unemployment rates among early-career teachers.

The chart below summarizes the annual number of newly licensed teachers with French-language basic qualifications in each of the past four years and forecast through

2018. These are mainly graduates of the French-language programs at Laurentian and Ottawa universities, but the summary numbers also include on average about 100 newly licensed teachers who complete their teacher education in other provinces and abroad 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
2013	833 (actual)
2014	798 (actual)
2015	955 (actual)
2016	215 (actual)
2017	450 (forecast)
2018	450 (forecast)

2015 was a transition year in Ontario’s requirements for teacher education as the province moved from a two semester program to four semesters. The enhanced and extended teacher education program began in September 2015. Graduates who had completed their programs (or substantially so for those in multi-year program formats) and applied for their Ontario certification by the end of August 2015 were grandfathered under the previous two semester requirements.

Many education graduates from earlier years deferred teaching careers and had not applied for an Ontario teaching licence prior to 2015. Large numbers of this deferral group applied in 2015 under the pre-enhanced teacher education requirements and very few of the 2015 graduates failed to apply for licences that year. This resulted in a one-time jump in newly licensed French-language program teachers in 2015 compared with previous years.

Along with the new program requirements, Ontario faculty of education annual intake of education candidates, including French-language program graduates, fell by more than half compared with pre-2015 levels. The two-year rollout of the new program – with a first full graduating class in 2017 – means a transitional low number of Ontario French-language teachers newly licensed in calendar 2016. And newly licensed Ontario teachers in subsequent years will settle at levels far below recent years.

2016 study highlights

Despite the rise in number of new Ontario French-language teachers in 2015, the 2016 survey found a small decline in unemployment among these first-year teachers. For the fourth consecutive year now, overall unemployment decreased for newly licensed teachers who graduate from Ontario’s French-language initial teacher education programs.

The greater numbers of new teachers competing for jobs, however, increased the rate of underemployment. The result is a small overall decline in reports of full employment¹ in the first school year following licensing.

Ontario-resident unemployment continues in single digit range, with just nine per cent saying they could not find employment as a teacher in the first year following licensing. Although this rate is higher than the four per cent reported in 2015, it continues well below the rates of previous years and is just half what it was back in 2012. More than

two in three (68 per cent) first-year French-language teachers in Ontario say they are fully employed.

Job outcomes are not as positive for the more than one in four first-year teachers from these programs not residing in Ontario at the time of the survey. Taking these newly licensed first-year teachers into account, overall unemployment now stands at 11 per cent and underemployment at 26 per cent. Nonetheless, these are markedly improved overall rates – down from the 22 per cent unemployment and 33 per cent underemployment in 2012.

Job success for French-language program graduates is evident across the province. More than three in five first-year teachers in eastern Ontario say they were fully employed in the 2015-2016 school year. In northern Ontario and other regions combined full employment reports are about three in four.

By the end of the first year after licensing, more than two in three Ontario-resident teachers had secured permanent teaching jobs or long term occasional (LTO) contracts of 97 days or longer duration. For those who supply teach for some or all of their first year in the profession, the majority are assigned three to five days per week. By the end of the second year half of all Ontario-resident graduates from these programs now report permanent teaching jobs, three quarters of them by year three.

Some legacy persists from the French-language market over-supply of recent years.

¹ “Full employment” is a self-assessed status of all teachers who report they are employed and secured as much teaching as they wanted throughout the school year. They may be part-time or full-time and may be in daily supply, LTO or permanent teaching contracts.

More than one in five Ontario first-year teachers report piecework teaching. Toward the end of the first school year, these French-language program grads are still on daily supply lists, teach part-time, and/or they teach in multiple schools. However, only one in eight continues on supply rosters to the end of the first year and this drops below one in 10 by year two.

First-year French-language program graduates were in high demand in both Primary-Junior and Intermediate-Senior divisions. Three in four Intermediate-Senior qualified teachers and more than two in three Primary-Junior qualified teachers reported full employment throughout the first year. Junior-Intermediate unemployment was significantly higher than other divisions, although even this sub-group reported more than three in five gaining full employment in the first year.

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

Four in five French-language program graduates licensed in 2015 with Ontario teaching jobs were hired by the province's French-language Catholic or public schools. The English-language Catholic and public schools hired one in eight and the remainder teach in provincial (Section 68) programs or in independent schools.

French-language program graduates continue to fare much better than their English-language program peers. Their

unemployment rates are far below those experienced by English-language teachers. Permanent jobs are acquired much earlier by French-language program graduates.

Many French-language program graduates apply to several school boards and to different regions of the province. One in six look outside Ontario for teaching jobs. Nine in 10 apply to the Ontario French-language school systems and more than two in five to both public and Catholic French-language boards. One in three applies to English-language school boards as well. And only one in 20 applies to independent schools. Four per cent included First Nations schools in their job searches.

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

Most French-language graduates rate their practise-teaching highly and the majority assign similar ratings to their teacher education courses. They identify foundational professional knowledge and pedagogical skills for which they were not as well prepared in their teacher education and/or which are high on their priority lists for future professional development.

These include a range of areas such as adapting to diverse learning, students with special needs and special education, classroom management and organization, engaging students, student observation, assessment and evaluation, instructional strategies and reading and literacy pedagogy,

supporting French language learners and mental health, addictions and well-being – among other areas strengthened in the enhanced teacher education regulations introduced last year.

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

Hiring process context

Legislation first introduced in fall 2012 supports transparency in hiring by Ontario publicly funded school boards. Standardized procedures define a pathway to permanent employment that usually requires new

teachers to start on daily supply rosters and short-term occasional teaching before gaining eligibility to apply for longer term occasional assignments and eventually to compete for permanent employment opportunities with a school board.

This context is important for understanding how an improving employment market has unfolded for the French language program graduates of the past few years. As work opportunities increased for early-career teachers, the staged progress toward full employment was in place for most new Ontario teachers, with exceptions available to French-language school boards experiencing hiring challenges. Effective December 2015, this legislation no longer applies to French-language school board hiring.

2. Employment outcomes

Overall unemployment declines but edges up slightly for Ontario-resident new teachers

Despite the rise in number of new French-language teachers in 2015, the 2016 survey found a small decline in general unemployment among first-year teachers. For the fourth consecutive year, the overall unemployment rate has decreased for newly licensed teachers graduating from Ontario's French-language initial teacher education programs. Greater numbers of new teachers competing for jobs, however, resulted in an increased rate of underemployment. The overall result is a small decline in reports of full employment in the first school year following licensing.

The College's spring 2016 survey found one in nine (11 per cent) of these first-year

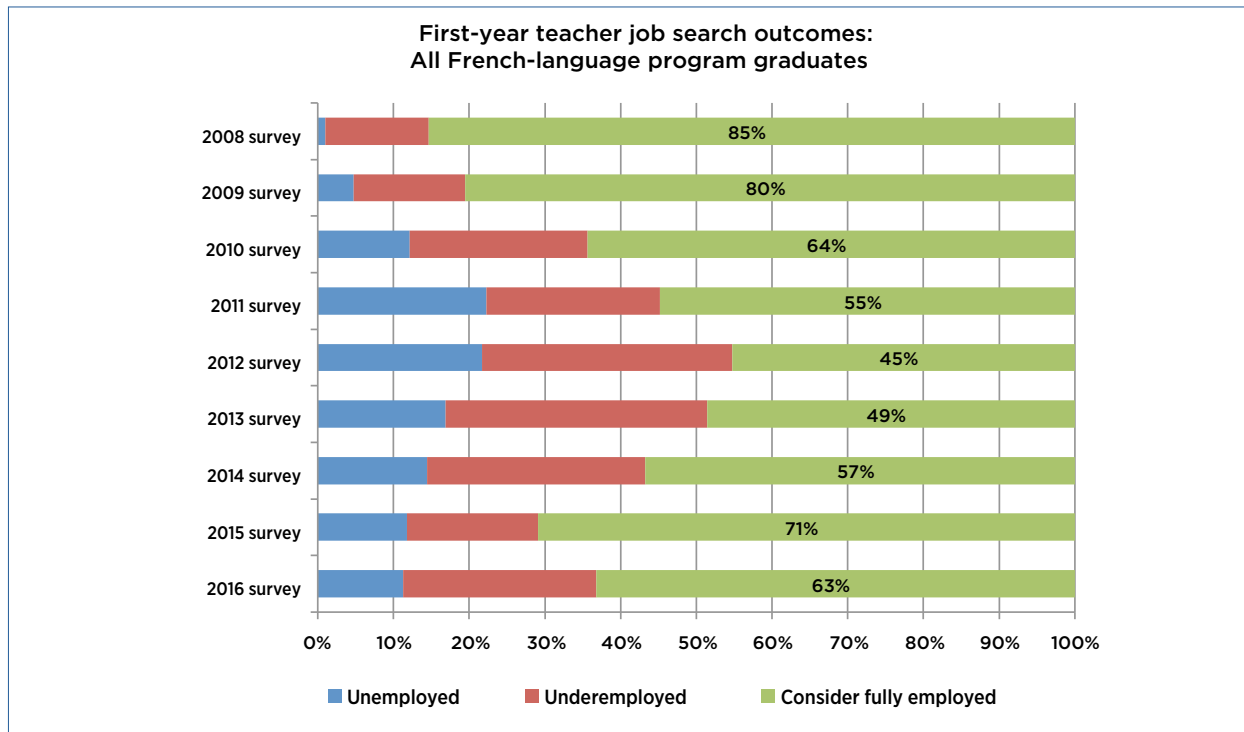
teachers unemployed, down sharply from the high of 22 per cent back in 2012.² Reported underemployment rose to 26 per cent, up from 17 per cent the previous year, but still well below the peak 35 per cent rate in 2013.³ Full employment reports now stand at about two in three (63 per cent) of first-year French-language graduates compared with fewer than half (45 per cent) back in 2012.

Had I not had my French teacher education background I would never have had my first LTO. My school board hired me right away because I was also qualified in secondary English. I was poached from another school board because their situation was so desperate.

2015 Anglais and history Intermediate-Senior graduate fully employed on LTO contract in eastern Ontario

² Unemployed graduates are those who look for teaching jobs but are unsuccessful finding any work as teachers, including no daily supply teaching.

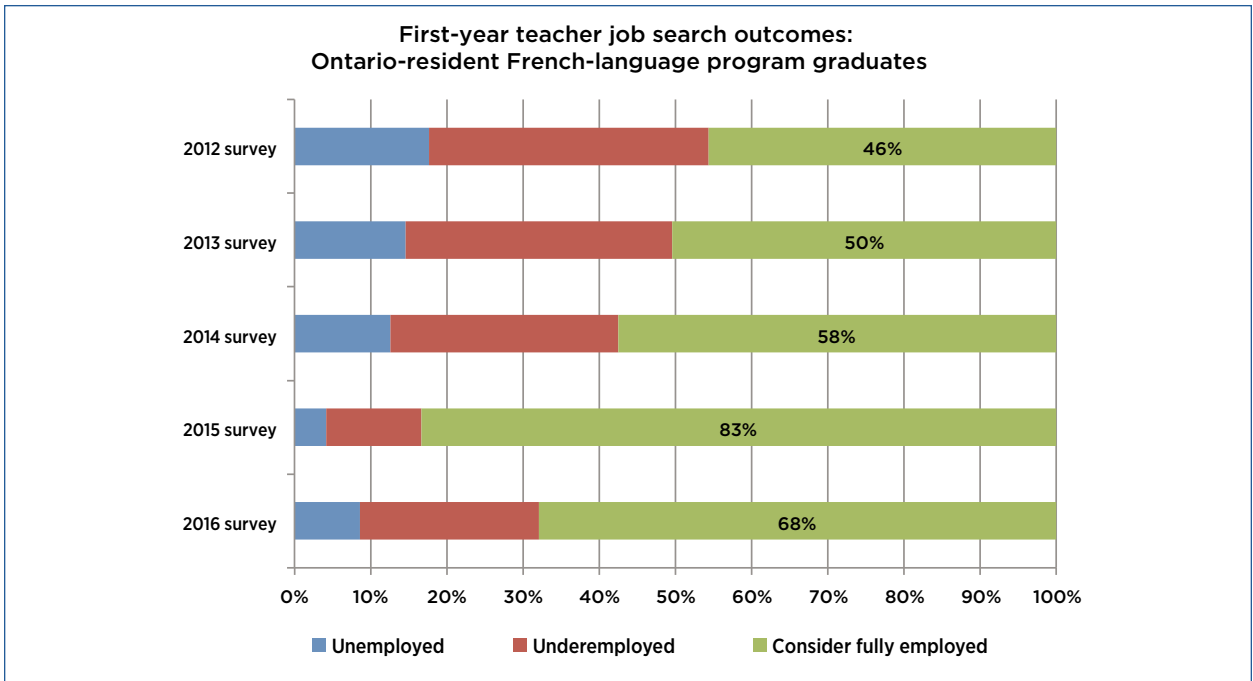
³ Underemployed teachers are those who say they found some teaching employment, but not as much as they wanted throughout the first school year.



More than one in four (27 per cent) of these newly licensed teachers, however, were resident in other provinces (mainly Québec) or in another country. And the Ontario-resident teachers report stronger first-year employment outcomes than those residing elsewhere.

Ontario-resident unemployment continues in single digit range, with just nine per cent

saying they could not find employment as a teacher in the first year after licensing. Although this is up from four per cent reported in 2015, it continues well below the rates of earlier years and is half the peak 18 per cent rate back in 2012. More than two in three (68 per cent) first-year French-language teachers in Ontario say they are fully employed.



Almost half (47 per cent) of all French-language graduates reporting some measure of job success in the first year start their careers with daily supply teaching. By school year end, just one in nine (11 per cent) are still supply teaching.⁴ At year end, almost two in three (63 per cent) held limited term contracts and the remaining 26 per cent had gained permanent teaching contracts.

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

⁴ Among the Ontario-resident sub-group, 52 per cent started with supply teaching and just 12 per cent were continuing in this type of role at school year end.



Employment outcomes positive throughout Ontario, weaker out of province

French-language program graduates report low unemployment throughout the province. First-year northern Ontario residents have the lowest rate of unemployment at just one in 20 (five per cent), down sharply from 14 per cent for this region two years ago. Unemployment rates are also comparatively low in eastern Ontario (nine per cent) and in the remaining Ontario regions combined (10 per cent), but up from 2015. Eastern Ontario has reported single-digit unemployment for three years in a row. For the remaining other regions, the 2016 rate of 10 per cent is well below the 17 per cent unemployment two years ago.

I started daily supply in June immediately after I finished my studies. At the beginning of the school year I got a long-term contract and then this evolved to a permanent position.

2015 Primary-Junior graduate teaching Kindergarten in French-language public board in central Ontario

By contrast, French-language program graduates resident outside the province in 2016 report more challenges securing first-year teaching jobs. Almost one in five (19 per cent) were unemployed over the full school year and just half (51 per cent) reported full employment.

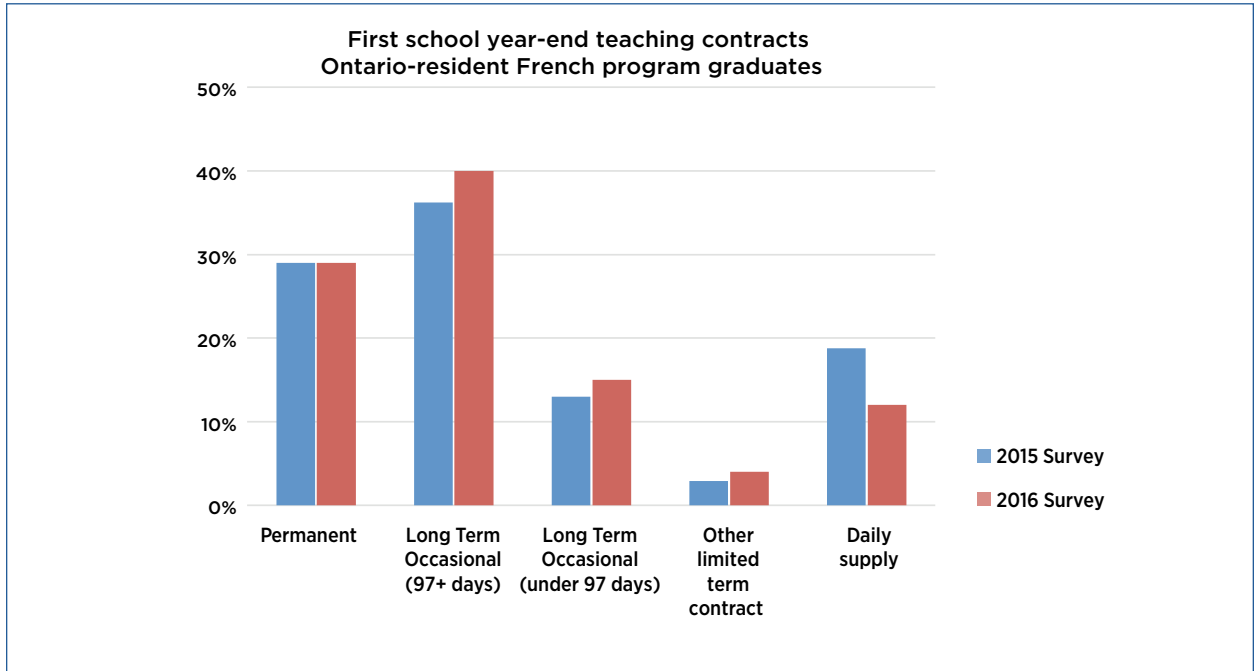
Job outcomes in 2016 by region of residence

Job Outcomes	Eastern Ontario	Northern Ontario	Other Ontario	Outside Ontario
Unemployed	9 % (3, 9 %)	5 % (7, 14 %)	10 % (4, 17 %)	19 % (32, 21 %)
Underemployed	30 (15, 39)	20 (14, 29)	18 (8, 22)	30 (26, 25)
Fully employed	61 (82, 52)	75 (79, 57)	72 (88, 61)	51 (42, 54)

**Percentages in brackets indicate 2015 and 2014 comparators respectively*

Ontario-resident job outcomes also reflect some gains in contract type. About seven in 10 of these first-year teachers obtained either permanent teaching contracts (29 per cent or

long term occasional contracts of more than 97 teaching days (40 per cent). Just 12 per cent continued teaching on daily supply lists through school year-end.



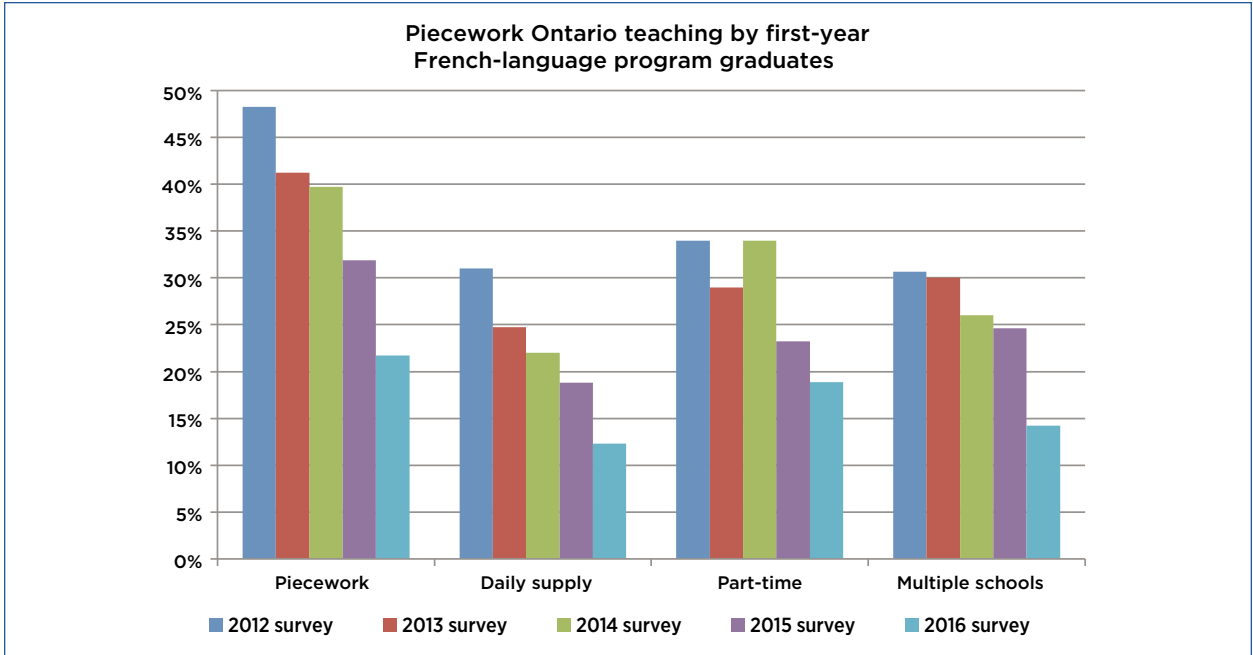
By far the majority of these first-year teachers are gaining permanent or long term occasional jobs normally restricted to new teachers with 10 or more months on supply

lists. This fast job progress demonstrates there is no longer an over-supply of teachers competing for French-language school board positions in the province.

Job outcomes in Ontario in 2016 by division

Job Outcomes	Primary-Junior	Junior-Intermediate	Intermediate-Senior
Unemployed	8 %	17 %	4 %
Underemployed	24	21	19
Fully employed	68	62	77
Permanent contract	31	17	25
LTO 97+ days	31	33	65
LTO under 97 days	18	33	10
Daily supply roster	20	17	-

First-year French-language program graduates were in high demand in both Primary-Junior and Intermediate-Senior divisions. Although Junior-Intermediate unemployment was significantly higher at 17 per cent, some caution is noted because of the low volume of Ontario-resident JI French-language program graduate responses. Primary-Junior and Intermediate-Senior qualified first-year teachers also reported higher rates for permanent contracts.



The strengthening of the Ontario market for French-language program graduates continues to reduce the proportion who must resort to daily supply, part-time and/or multiple school teaching throughout the school year. Since 2012, piecework teaching has fallen from about half (48 per cent) to about one in five (22 per cent). Daily supply teaching through to year end is down to 12 per cent from a high of 31 per cent in 2012. Marked divisional variation is evident in daily supply assignments, however, with no Intermediate-Senior respondents reporting supply rostering through year-end.

I found it difficult to find a job in my home region, while in southwestern Ontario where I now teach it was very easy to find a French-language supply opportunity which led to an LTO.

Intermediate-Senior Français and history graduate teaching in southwestern Ontario

Job queues shortening

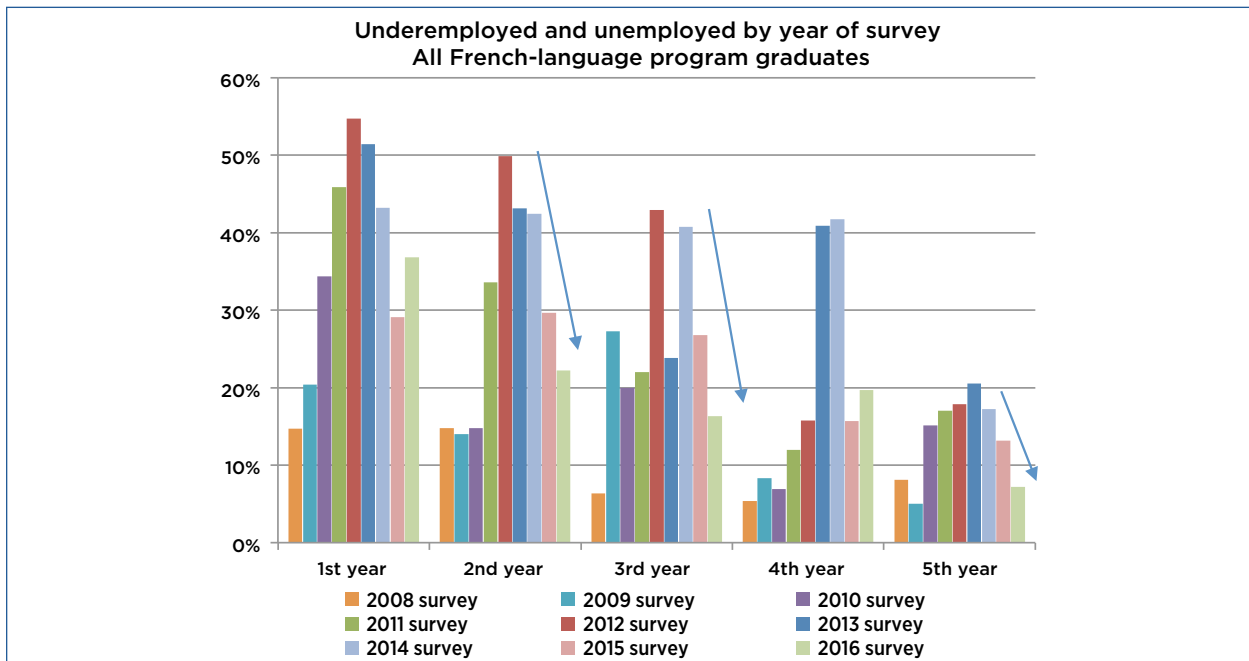
The 2016 survey results for early career French-language program graduates beyond the first year reinforce the significant improvements in the Ontario French-language teaching job markets.

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

- they are active in the job market and either working or seeking work as elementary or secondary teachers in Ontario and/or elsewhere,

- are employed to some extent teaching for part or all of the school year, and
- say they secured as much teaching employment as they wanted throughout the year.

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



Over the past several years, the combined unemployment and underemployment rates for teachers dropped sharply for teachers throughout each of the first five years following licensure. The 2016 survey results are somewhat mixed because of the increase in new teachers licensed in 2015. Despite this, results for years two, four and five teacher continued the improving job outcome trend.

Years one and four in 2016 stayed well below the peak unemployment/underemployment rates of earlier years.

In summary:

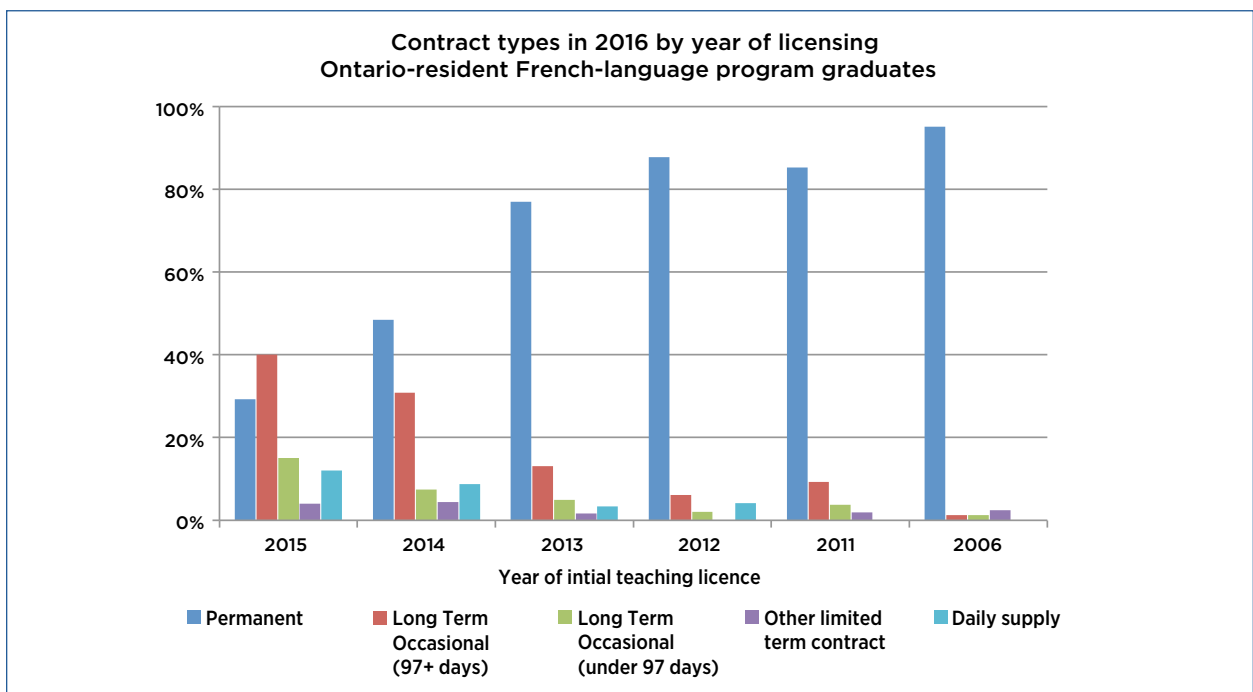
- first-year teachers not achieving full employment peaked in year 2012 at 55 per cent, and the rate stands at 37 per cent in 2016

- second-year teachers less than fully employed peaked at 50 per cent in 2012, and the rate is now down to 22 per cent
- third-year teachers peaked at 43 per cent in 2012, and now 16 per cent
- fourth-year teachers are down from 42 per cent in 2014 to 20 per cent in 2016, and
- fifth-year teachers peaked at 21 per cent in 2013 and are now at seven per cent.

The majority of teachers in their first two years do experience some job churn as they progress. At the end of the first year, 70 per cent report that they expect to be in a different teaching job the next year, mainly because they hope to gain a permanent teaching job and/or because their LTO contract will end.

Most graduates of French-language teacher education programs initially licensed in 2006 are very well established in their teaching careers ten years later. Just five per cent say they are unemployed or underemployed.

Many early-career teachers resident in Ontario now report early movement into permanent status teaching jobs in Ontario. The 2016 survey found the rate of permanent contracts moving from 29 per cent in year one, to 49 per cent in year two, 77 per cent by year three and 85 per cent or more in years four and five. And daily supply teaching numbers are low from the end of the first year onward.

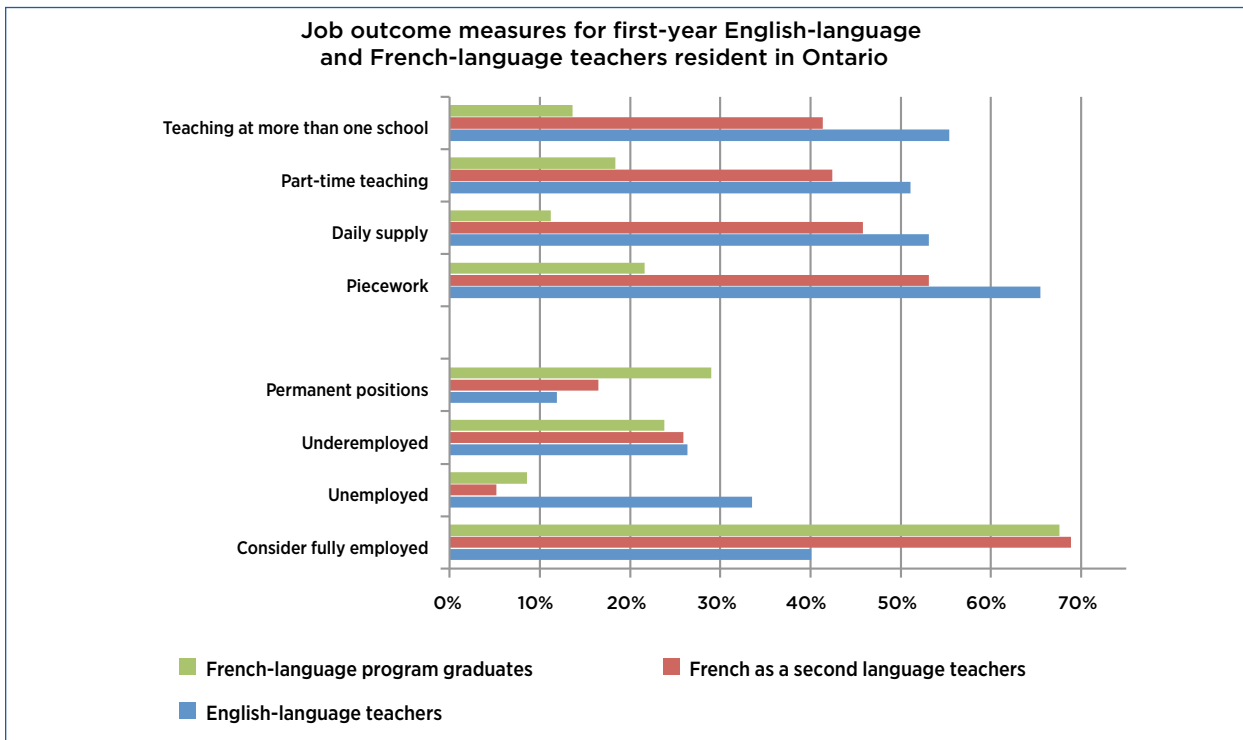


French-language job markets outperform the English-language market

First-year French-language program graduates and English-language graduates with FSL credentials continue to enjoy much more success in the Ontario teacher job markets than English-language teachers. They experience far less unemployment (at nine and five per cent respectively) than

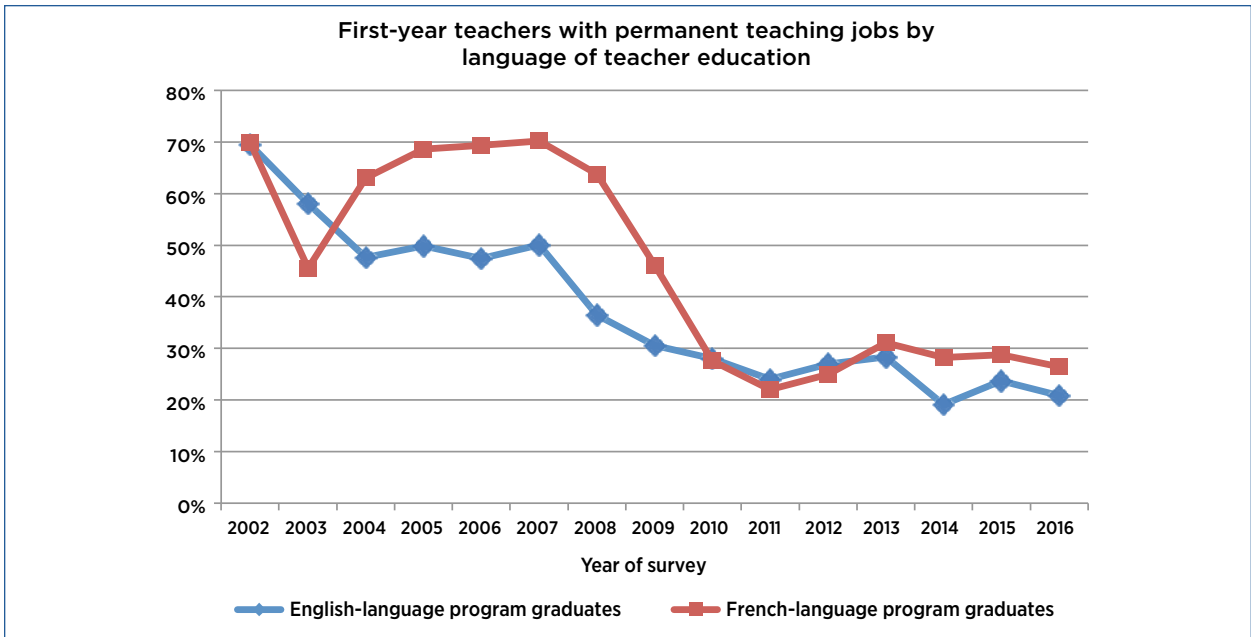
their English-language teacher counterparts (34 per cent).

French-language program graduates and FSL qualified English-language graduates achieve permanent teaching contracts in the first year in higher proportions than English-language program graduates without FSL qualifications.



French-language program graduates also resort to piecework teaching far less frequently than do English-language teachers, including less supply teaching, fewer part-time assignments and less teaching at multiple school sites. FSL-qualified English-language graduates also report less piecework than other English-language graduates.

First-year permanent teaching contracts were fairly standard for first-year French-language program graduates until 2007. From 2008 onwards permanent job reports dropped from the 70 per cent range to just 22 per cent for the newly licensed teachers surveyed in 2011 receding to the low levels found among English-language program graduates. The difference now stands at 26 per cent for French program grads and 21 per cent for English grads.



The chart above takes into account all first-year teachers regardless of place of residence. In 2016, Ontario-resident permanent job reports for English- and French-language graduates show much greater divergence in outcomes, 15 and 29 per cent respectively.

Teaching jobs found across Ontario and beyond

French-language program graduates licensed in 2015 found teaching jobs across all regions of the province. About one in 10 teaching

jobs reported are outside Ontario, down from more than one in seven the previous year. Eastern Ontario continues as the region hiring the greatest number of these graduates, providing about four in 10 jobs but a lesser share of the permanent contracts. Similarly, northern Ontario does more than one in 10 of the hiring, but considerably less of the permanent contracts. Other regions of the province report higher percentages of permanent contracts than total hiring.

Geographic distribution of employment and permanent jobs – first-year teachers 2016

Region	Share of total employed*	Share of permanent contracts*
Eastern Ontario (Postal Code K)	42 % (42, 52 %)	27 % (30, 50 %)
Northern Ontario (Postal Code P)	11 (14, 6)	6 (22, 0)
Central Ontario (Postal Code L)	10 (10, 14)	27 (13, 16)
City of Toronto (Postal Code M)	12 (9, 8)	18 (9, 8)
Southwestern Ontario (Postal Code N)	9 (11, 11)	15 (13, 21)
Outside Ontario	9 (15, 9)	6 (13, 4)

*Percentages in brackets indicate 2015 and 2014 comparators respectively

Four in five French-language program graduates licensed in 2015 who found teaching jobs in the province are employed in French-language public (26 per cent) or French-language Catholic (55 per cent) school boards. Publicly funded English-language school boards provided 12 per cent

of Ontario teaching jobs for French-language program graduates, but just three per cent of the permanent contract hires. Independent schools represented just four per cent of all Ontario hires.

Employer distribution of employment and permanent jobs in Ontario – first-year teachers 2016

Employer Type	Share of total employed	Share of permanent contracts
French-language public	26 % (29, 30 %)	44 % (60, 30 %)
French-language Catholic	55 (50, 58)	47 (35, 70)
Provincial school (Sect 68)	2 (1, 0)	0 (0, 0)
English-language public	5 (11, 4)	0 (0, 0)
English-language Catholic	7 (6, 5)	3 (5, 0)
Independent schools	4 (3, 1)	6 (0, 0)

**Percentages in brackets indicate 2015 and 2014 comparators respectively*

Nine in 10 of the permanent contracts reported were with French-language boards. French-language public school boards made permanent appointments disproportionate to their share of the hiring.

3. Job searching and competition

Many new teachers open to relocating and working for various employers

Most (91 per cent) of the French-language program graduates licensed in 2015 applied to Ontario French-language school boards for teaching positions. And more than two in five (43 per cent) made applications to both French-language public and French-language Catholic school boards.

Many of these new teachers do not confine their job searching to Ontario’s French-language boards. About one in three (31 per cent) apply to Ontario English-language school boards. Five per cent include in their job searching Ontario independent schools and four per cent First Nations schools.

First-year applications by employer type – first-year teachers 2016

Employer Type	Applicants including Employer type in search
French-language public	65 % (63, 76 %)
French-language Catholic	70 (68, 79)
Provincial school (Sect 68)	2 (3, 0)
English-language public	26 (28, 22)
English-language Catholic	16 (13, 18)
Independent schools	5 (6, 7)
First Nations	4 (3, 4)
Outside Ontario	17 (19, 11)

**Percentages in brackets indicate 2015 and 2014 comparators respectively*

The reach of job searches is wide-ranging for many new graduates. Only one in four (27 per cent) restrict their search to just one school board, half (51 per cent) apply to two or three boards and more than one in six (18 per cent) apply to four or more boards.

And many appear prepared to relocate where the jobs are. More than one in three

(36 per cent) French-language program graduates apply to boards in more than one region. One in six apply to schools outside Ontario.

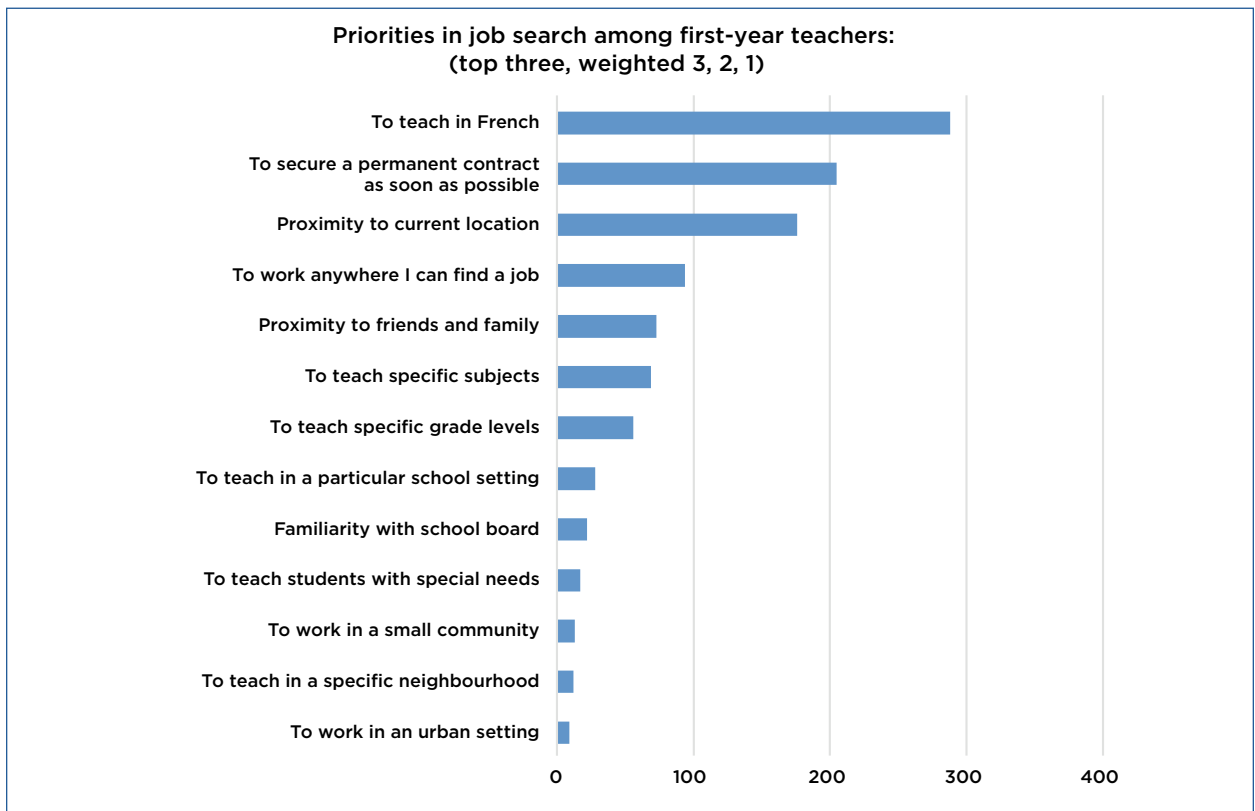
Three in five include eastern Ontario schools in their search. The City of Toronto is next in popularity at just under one in three (29 per cent) job applicants.

First-year applications by geographic region - 2016

Geographic Region	Applicants including region in search
Eastern Ontario (Postal Code K)	60 % (60, 63 %)
Northern Ontario (Postal Code P)	21 (22, 26)
Central Ontario (Postal Code L)	26 (23, 48)
City of Toronto (Postal Code M)	29 (30, 30)
Southwestern Ontario (Postal Code N)	19 (15, 22)
Outside Ontario	18 (22, 17)

**Percentages in brackets indicate 2015 and 2014 comparators respectively*

First-year teachers reported on three ranked priorities in seeking a teaching job. Weighted analysis of these responses clearly identifies the highest priority for French-language program grads as opportunity to teach in French. Obtaining a permanent teaching contract as soon as possible falls second in the list, followed by working in proximity to current location.



Competition for first-year jobs varies across province

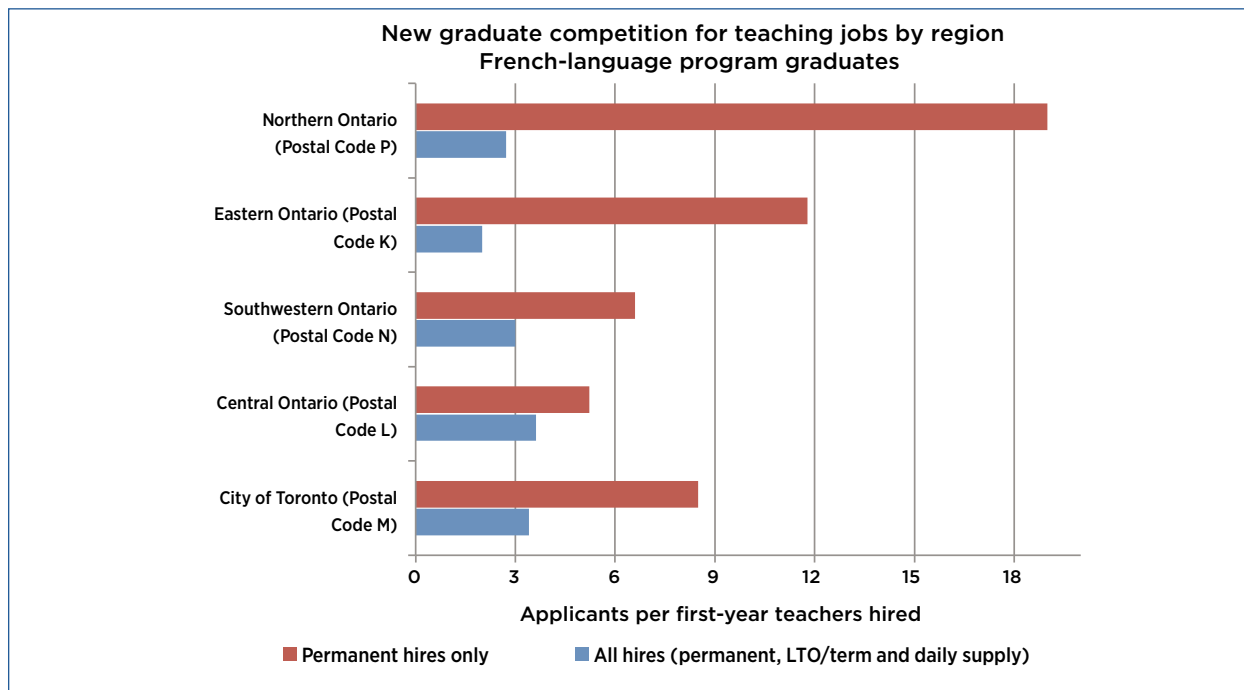
To determine the relative entry competition for teaching jobs by Ontario region among newly licensed French-language program graduates, this study uses two indices:

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

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

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

Competition for permanent teaching positions was highest this year in northern Ontario and lowest in central Ontario. On the measure of competition for any type of job, the most competitive region was central Ontario and the least was eastern Ontario.



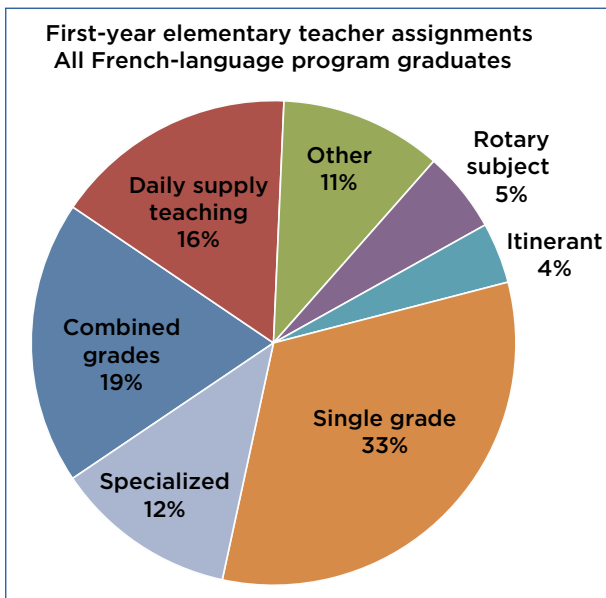
⁵ These indexes are based on head counts of applicants, not the volume of applications to each position which would generate different indices with higher numeric values.

4. Teaching experience in the early-career years

Challenging assignments for some first-year teachers

Among first-year French-language program graduates with elementary teaching jobs in Ontario, half (50 per cent) say their first contract was daily supply teaching. However, only one in seven (15 per cent) continued with daily supply teaching through the end of the first school year.

One in three (33 per cent) of all first-year elementary teachers are permanent or long term occasional teachers assigned to teach single homeroom grades. Almost one in four (19 per cent) were assigned to combined grades, nine per cent itinerant or rotary classes, 12 per cent specialized classes and the remainder a mix of assignments.



Many daily supply teachers report they are engaged in specialized teaching as part or all of their assignment. Two in five (41 per cent) of all first-year French-language graduate elementary teachers in Ontario – daily supply, permanent and limited term contract teachers – teach French as a second language, French immersion or special education.

Three in four of Ontario-resident French-language graduate elementary teachers (74 per cent) consider their qualifications to be excellent or good matches to their teaching assignments. Just nine per cent say the assignment is either not an adequate match or not a match at all to their qualifications.

Among first-year teachers with secondary school teaching jobs, almost half (48 per cent) say they have four or more different course preparations and 12 per cent report six or more course preparations.

Secondary teacher respondents are generally positive about the match of their qualifications and assignments. Two in three of them describe the match as excellent or good and just seven per cent rated the match negatively.

One in five (22 per cent) employed teachers with Intermediate-Senior qualifications teaches in elementary schools toward the end of the first year following graduation, down from 37 per cent three years ago. Only five per cent of Primary-Junior certified teachers report teaching at the secondary level, down from 10 per cent three years ago. Three in four (75 per cent) Junior-Intermediate certified teachers with first-year teaching jobs are in elementary schools and 25 per cent in secondary schools.

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

Among all French-language program graduates licensed in 2015, four in five rate their overall teaching career as excellent (29 per cent) or good (51 per cent). One in six (15 per cent) evaluates the experience as adequate and just five per cent say their career start is unsatisfactory or very unsatisfactory.

First-year teaching experience

Assessment area	% excellent or good	% unsatisfactory or very unsatisfactory
Support from colleagues	57 %	8 %
Optimism for professional future	54	22
Confidence	53	7
Professional satisfaction	50	6
Preparedness	42	12
Job security	35	35
Workload	33	21

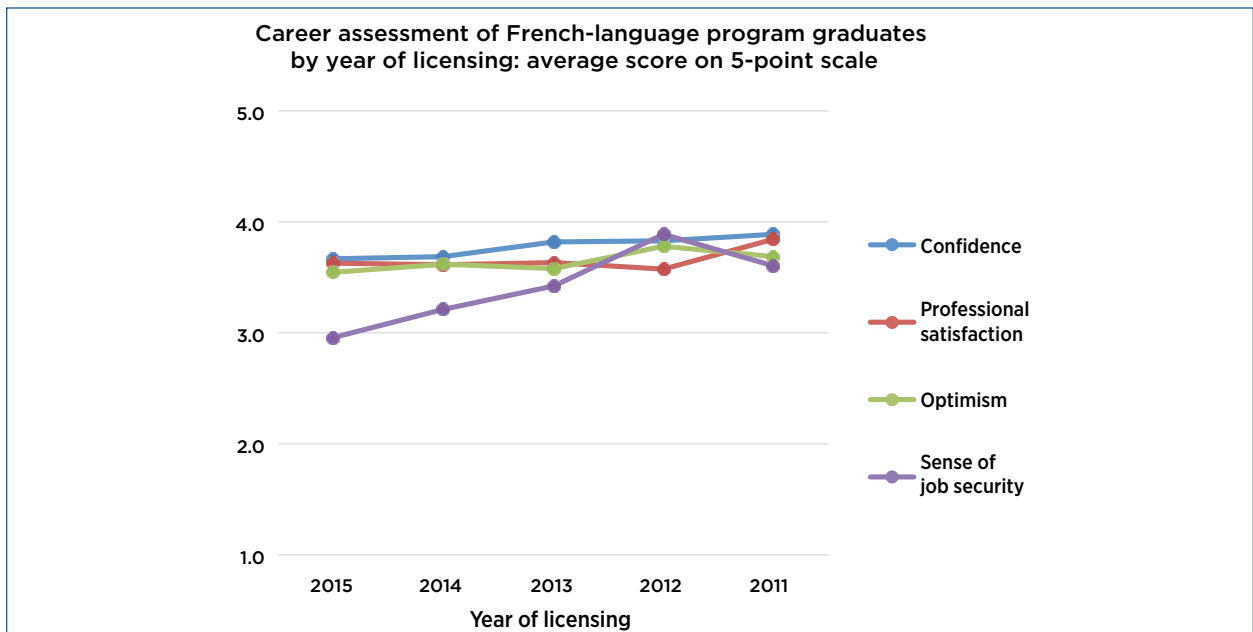
A majority of these first-year teachers assign a positive rating to their collegial support, optimism for professional future and confidence. And half are positive about their professional satisfaction.

About two in five (42 per cent) are highly positive about their own preparedness while 12 per cent report negative assessments of their preparation for teaching. As many have concerns about job security (35 per cent) as view their security positively (35 per cent).

And one in five express dissatisfaction regarding their workload.

The 2016 surveys of teachers licensed in earlier years also show that the majority also report positively (“excellent” or “very good” on five point scales) on dimensions of professional satisfaction, confidence in their teaching and optimism for the future.

Job security rises above the mid-point in the scale by year two.



5. Initial teacher education, induction and professional development

Recent graduates generally positive about teacher education, some key knowledge and pedagogical skills flagged for enhancement

Graduates of French-language teacher education programs highly value the practise

teaching component of their initial teacher education programs as a positive foundation for teaching. Most rate their practise teaching as excellent (32 per cent) or good (49 per cent).

2015 licensed graduate ratings of Ontario teacher education

Rating	Practise teaching	Education courses	Connecting
Excellent	32 %	20 %	14 %
Good	49	36	42
Adequate	16	25	23
Less than adequate	2	15	17
Unsatisfactory	1	4	4

Initial teacher education courses are not viewed quite so positively. Just over half assign excellent (20 per cent) or good (36 per cent) grades to their courses and one in five say the course work was less than adequate (15 per cent) or unsatisfactory (four per cent).

First-year teachers were asked to rate:

- their teacher education program,
- their own professional preparedness, and
- their professional development priorities

in relation to a comprehensive set of areas of foundational professional knowledge and pedagogical skills. These areas were identified through Ontario College of Teachers research and consultation as central to support the province’s enhanced teacher education program begun after these survey respondents had completed their programs.

Ratings used five-point scales and the detailed results are presented in an appendix to this report. Rating averages are separated for first-year teachers with primarily elementary and primarily secondary school teaching jobs. Teacher education ratings reflect low (2.1 – 2.9), moderately positive (averaging 3.0 – 3.4) or positive (averaging 3.5 – 3.9) assessments for areas of foundational knowledge and pedagogical skills.

Areas with low or only moderately positive teacher education ratings are highlighted below because they not only receive comparatively lower scores on quality of teacher education, but are also scored comparatively low in the respondent ratings of their own preparation in the area and/or are very high ongoing professional development priorities.

ELEMENTARY TEACHERS

Teacher education areas low or moderately rated	Teacher ed rating	Low rating for own preparation	High PD priority
Teaching combined grades	Low	X	
Report card preparation	Low	X	X
Child and adolescent development and student transitions	Low	X	
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	Moderate	X	
Use of educational research and data analysis	Moderate	X	
Inquiry-based instruction	Moderate	X	
Politique d'aménagement linguistique (PAL) de l'Ontario*	Moderate	X	
Classroom management and organization	Moderate		X
Teaching students with special needs	Moderate		X
Student observation, assessment and evaluation	Moderate		X
Use of technology as a teaching and learning tool	Moderate		X
Special education	Moderate		X
Adapting teaching to diverse learners	Moderate		X

SECONDARY TEACHERS

Teacher education areas low or moderately rated	Teacher ed rating	Low rating for own preparation	High PD priority
Teaching combined grades	Low	X	
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	Low	X	
Report card preparation	Low	X	X
Inquiry-based instruction	Low	X	
Mental health, addictions and well-being	Low	X	X
Special education	Low	X	X
Inquiry-based research, data and assessment	Low	X	
Parent engagement and instruction	Moderate		X
Classroom management and organization	Moderate		X
Teaching students with special needs	Moderate		X
Politique d'aménagement linguistique (PAL) de l'Ontario*	Moderate	X	
Daily occasional or supply teaching	Moderate	X	
Mathematics curriculum and pedagogy	Moderate	X	
Child and adolescent development and student transitions	Moderate		X
Adapting teaching to diverse learners	Moderate		X
Use of technology as a teaching and learning tool	Moderate		X
Student observation, assessment and evaluation	Moderate		X
Engaging students	Moderate		X
Pedagogy, assessment and evaluation for your specific curriculum areas	Moderate		X

Induction Program highly valued ⁶

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

Most (86 percent) first-year French-language program graduates with permanent teaching contracts in Ontario publicly funded school boards say they are in the NTIP. Most of these NTIP participants report they experienced a school board orientation (67 per cent), mentoring by an experienced teacher (86 per cent) and a formal evaluation by their school principal (86 per cent). And about two in five (38 per cent) had an orientation to their individual schools.

More than one in three (37 per cent) first-year teachers in long term occasional positions (of 97 days or greater duration) are also in the program. Long term occasional teachers in the NTIP report less engagement in various aspects of the program. Timing and duration of long term occasional appointments may explain some of the lower intensity of program participation as many of the LTO teachers are appointed for shorter durations and at later stages of the school year.

Professional development in some key areas identified as NTIP elements is also common for many NTIP participants. Most teachers with permanent contracts (71 per cent) and with long term occasional (80 per cent) appointments of 97 days or longer duration participated in one or more designated professional development content areas.

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

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

First-year NTIP participant professional development

PD area	Participated
Planning, assessment and evaluation	49 %
Use of technology	39
Classroom management	39
Literacy and numeracy strategies	36
Mental health awareness	30
Teaching students with diverse needs	27
Inclusive education	27
Safe schools	27
Student success	21
Effective parent communication	12
Early learning	12
None of the above	21

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

Mentoring of new teachers in the NTIP generally takes place outside the classroom:

- the majority of NTIP participants report that they met with their mentor(s) one to three hours per month (43 per cent) or more (13 per cent),
- most NTIP participants report that no experienced teacher (neither their mentor or another teacher) observed them in their classrooms (50 per cent) or that this happened less than one hour per month (40 per cent), and
- most also say they had no opportunity (53 per cent) to observe another teacher’s teaching practice (neither mentor nor other teacher) or that such opportunities were limited to less than one hour per month (30 per cent).

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

Ratings of first-year assistance to NTIP participants

Type of assistance	Positive rating	Negative rating	Not applicable
Mentoring on classroom management	79 %	3 %	15 %
Help with report card preparation	73	3	15
Observation of other teachers' practices	70	-	27
Finding effective teaching resources	70	12	6
Mentoring on instructional methods	67	3	21
Feedback from mentor on my teaching	67	6	21
Curriculum planning with my mentor	64	9	15
Mentoring on student evaluation	61	9	21
Information on administrative matters	58	18	15
Advice on helping individual students	55	9	24
Observation of my mentor's teaching	49	3	39
Preparing for parent communication	33	6	36

Many early-career teachers engage in some professional development

The majority of French-language program graduates licensed in 2015 and 2014 and

teaching in publicly funded schools in Ontario in the 2015-2016 school year engaged in some forms of professional development.

New teacher engagement in professional development*

Content	Licensed 2015	Licensed 2014
Collaborative teaching with colleagues	62 %	59 %
Participating in Additional Qualification courses	59	57
Collaborative learning in my school	54	62
Being supported by a mentor	42	48
Collaborative learning beyond my school	32	44
Participating in school self-evaluation	31	57
Engaging in teacher enquiry	30	40
Engaging with subject or specialist associations	26	30

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

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

As described in an appendix to this report, elementary and secondary teachers in their first year after licensing place high priority for further professional development on a broad range of foundational professional knowledge and pedagogical skills.

Elementary teachers say their highest priorities are in the following areas:

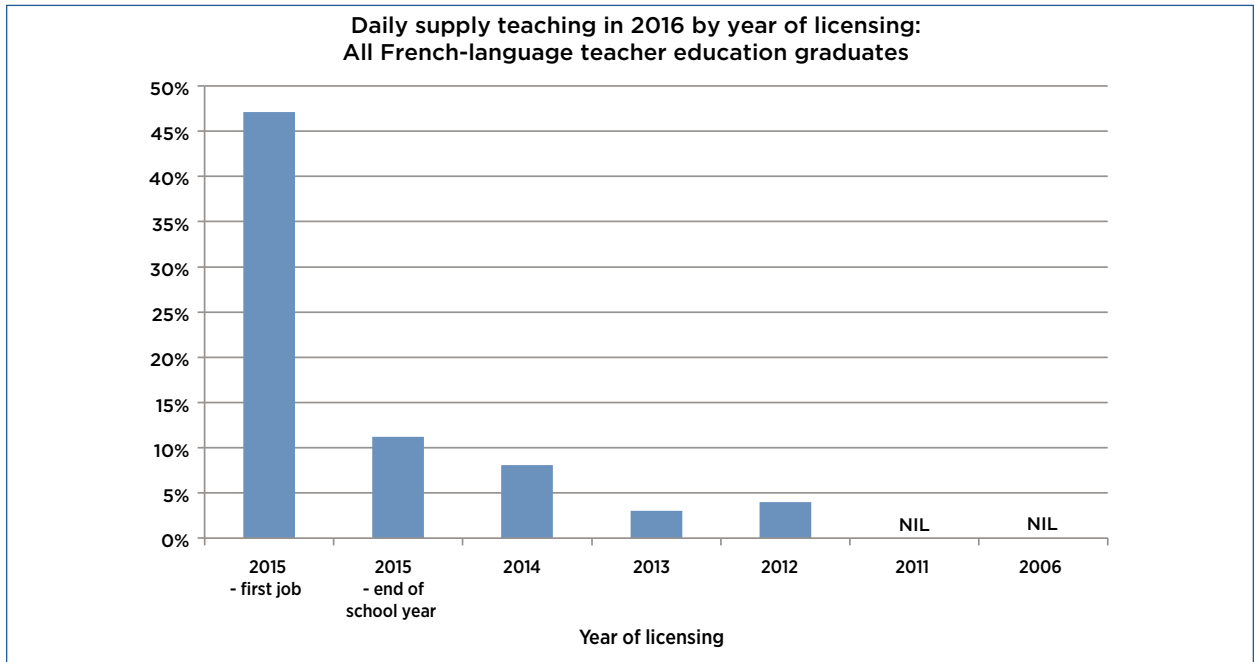
- adapting their teaching to diverse learning, teaching students with special needs and special education
- classroom management and organization, engaging students
- student observation, assessment and evaluation, instructional strategies
- reading and literacy pedagogy, assessment and evaluation for specific curriculum areas, and
- report card preparation.

For secondary teachers, the highest priorities are:

- teaching students with special needs, adapting their teaching to diverse learning, and special education
- classroom management and organization, safe and accepting schools/creating a positive school climate
- mental health, addictions and well-being
- pedagogy, assessment and evaluation for specific curriculum areas, instructional strategies, use of technology as a teaching and learning tool
- coaching and feedback on own teaching
- student observation, assessment and evaluation, and
- supporting French language learners.

6. Daily supply teaching

Few new teachers restricted to daily supply roles beyond first year

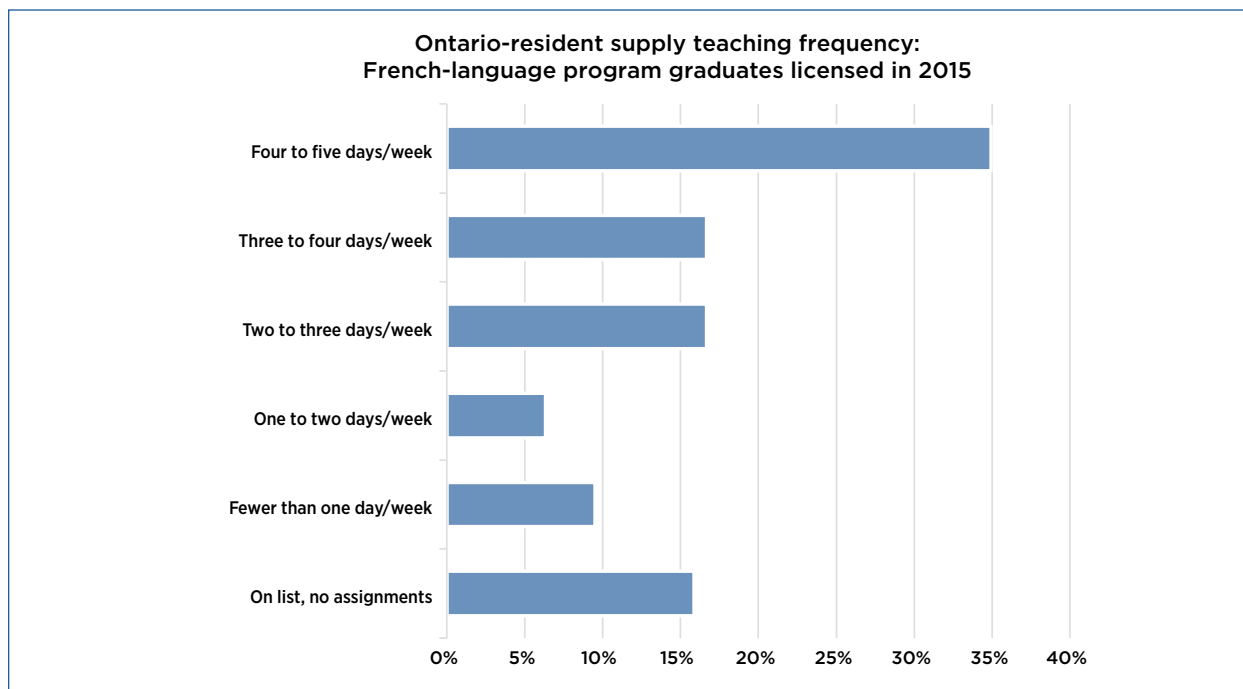


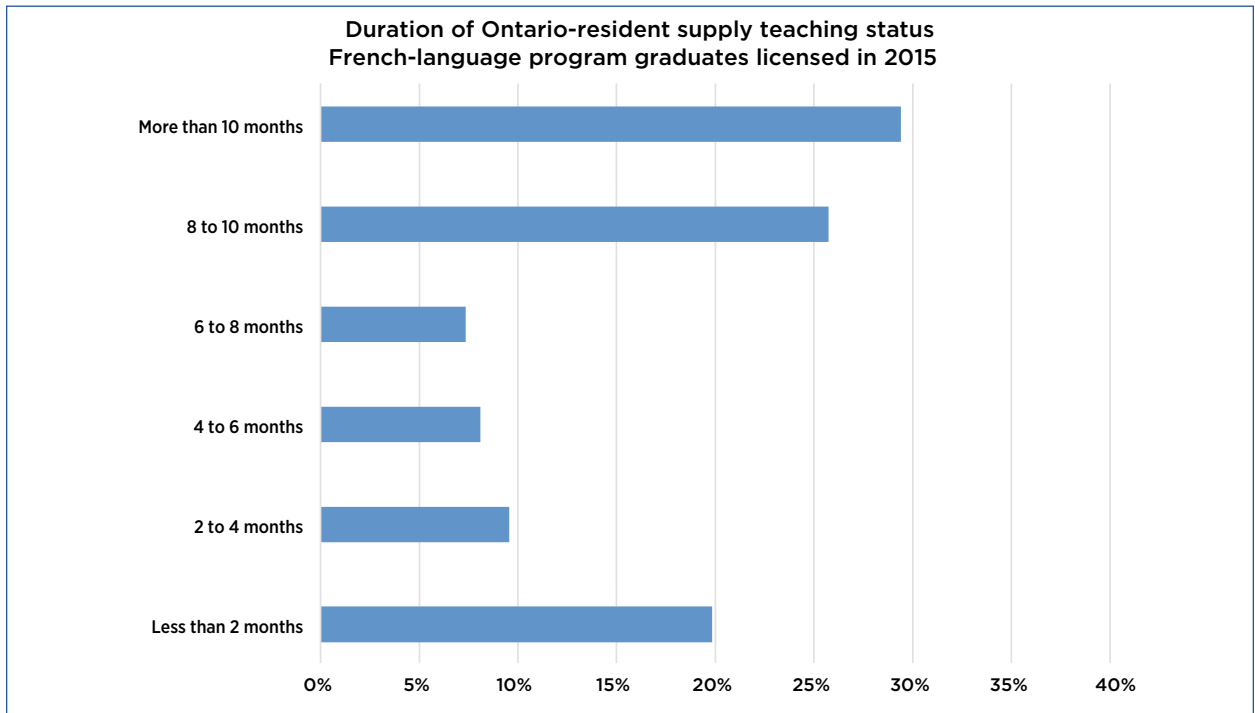
Only one in 10 (11 per cent) French-language program graduates now continues on daily supply lists to the end of the first school year after licensing, down from the 25 per cent rate found in our 2014 survey. This drops further to about one in 12 by year two and is minimal thereafter.

Many satisfied with volume of supply roster teaching days

Among the Ontario-resident teachers licensed in 2015 fully half (52 per cent) started their first year on daily supply lists but just one in eight (12 per cent) continued with supply teaching through to year end. Among those who continued on rosters through the school year end, half say they taught as much as they wanted throughout the school year.

The majority of these first-year teachers on supply lists were assigned either four to five teaching days per week (35 per cent) or three to four days (17 per cent). One in four of them say they taught less than one day per week or were assigned no days despite being on the roster.





Most (92 per cent) Ontario-resident teachers who remained on supply lists through to the year-end completed 20 or more days of teaching. Half (54 per cent) say they were on a board's supply list for eight or more months, about one in four (25 per cent) for two to eight months and the remaining one in five for less than two months.

Few (10 per cent) of Ontario-resident first-year teachers say they were not successful in gaining status on a school board daily supply roster.

Little in-school professional development support for daily supply teachers

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

This gap is evident across a range of important in-school and out-of-school development opportunities. Very few daily supply teachers engage in collaborative teaching or other forms of learning with colleagues or report having a teacher mentor, engaging in school self-evaluation or teacher enquiry. By contrast, it is standard for many with permanent or LTO contracts to engage in such collaborations.

Professional development gap for daily supply teachers in Ontario

Content	Licensed in 2015	
	Daily supply	Permanent and LTO
Collaborative teaching with colleagues	9 %	70 %
Collaborative learning in my school	9	62
Being supported by a mentor	9	50
Participating in school self-evaluation	9	36
Engaging in teacher enquiry	9	33
Engaging with subject or specialist associations	9	30
Collaborative learning beyond my school	27	33
Participating in Additional Qualification courses	46	61

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

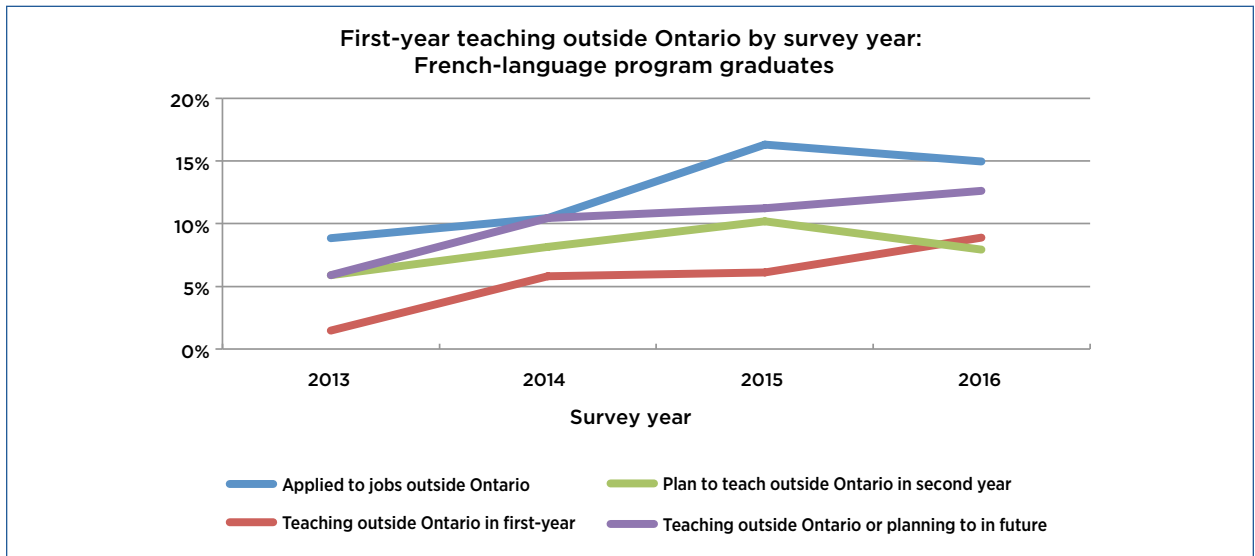
Professional development outside the school is a somewhat different matter. More than one in four daily supply teachers report engagement in collaborative learning beyond the schools in which they teach. Almost half of them pursue Additional Qualifications.

7. Attachment to Ontario teaching profession

One in four live outside Ontario in first year after licensing

Our 2016 survey found about one in four (27 per cent) French-language program graduates licensed in 2015 live outside the province, down from one in three first-year teachers

in last year's survey. Only about one in six first-year teachers licensed in 2015, however, applied to teaching jobs outside the province. Less than one in 10 teaching jobs (nine per cent) reported among this first-year group in 2016 were outside Ontario.



This year’s surveys found some evidence of strengthening long-term commitment to the teaching profession. Asked whether they expect to be teaching five years in the future, 77 per cent of first-year teachers surveyed in 2016 say they definitely expect to be teaching then as do 73 per cent of fifth-year teachers. Years two through four report similar high levels of commitment. Last year’s survey, by contrast, found 69 per cent of first-year teachers with the same commitment falling to just 51 per cent among fifth- year teachers.

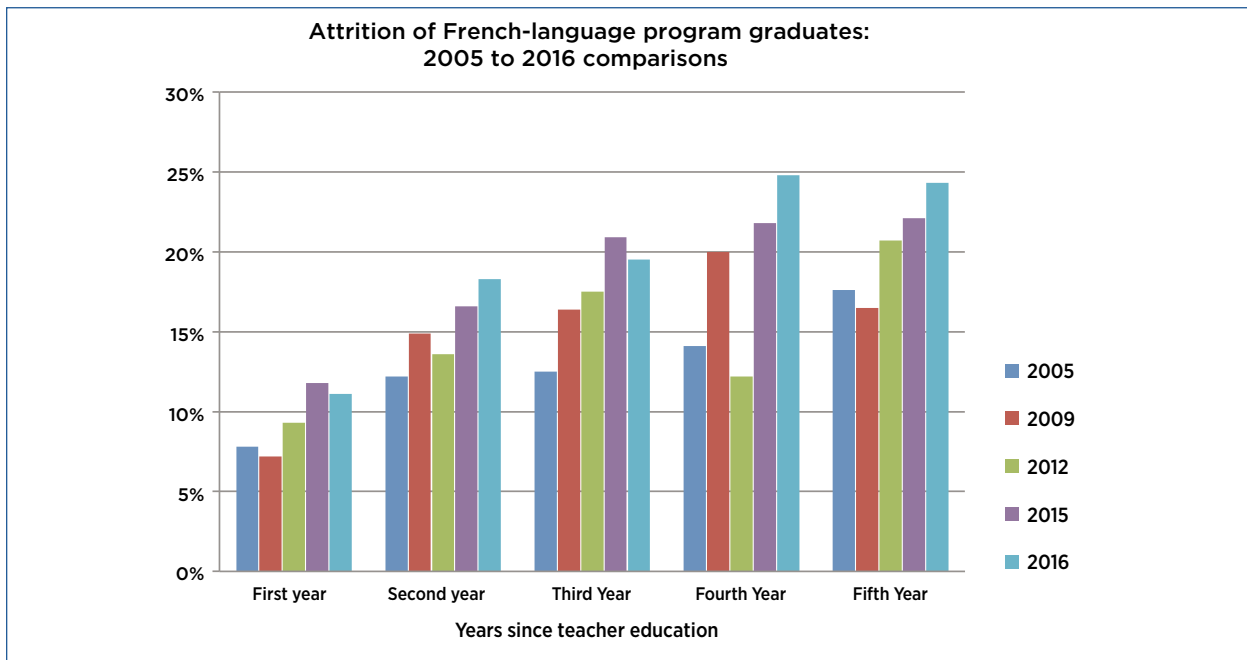
Similarly, there is some evidence of a strengthening interest among those who teach out-of-province or expect to do so in the future to return to teach in Ontario eventually. The proportion of first-through fifth-year teachers this year who are uncertain whether they will return or who have decided not to return stands at about one in three (34 to 30

per cent) compared with 52 to 75 per cent found in the 2015 survey.

Many French-language program graduates drop Ontario teaching licences

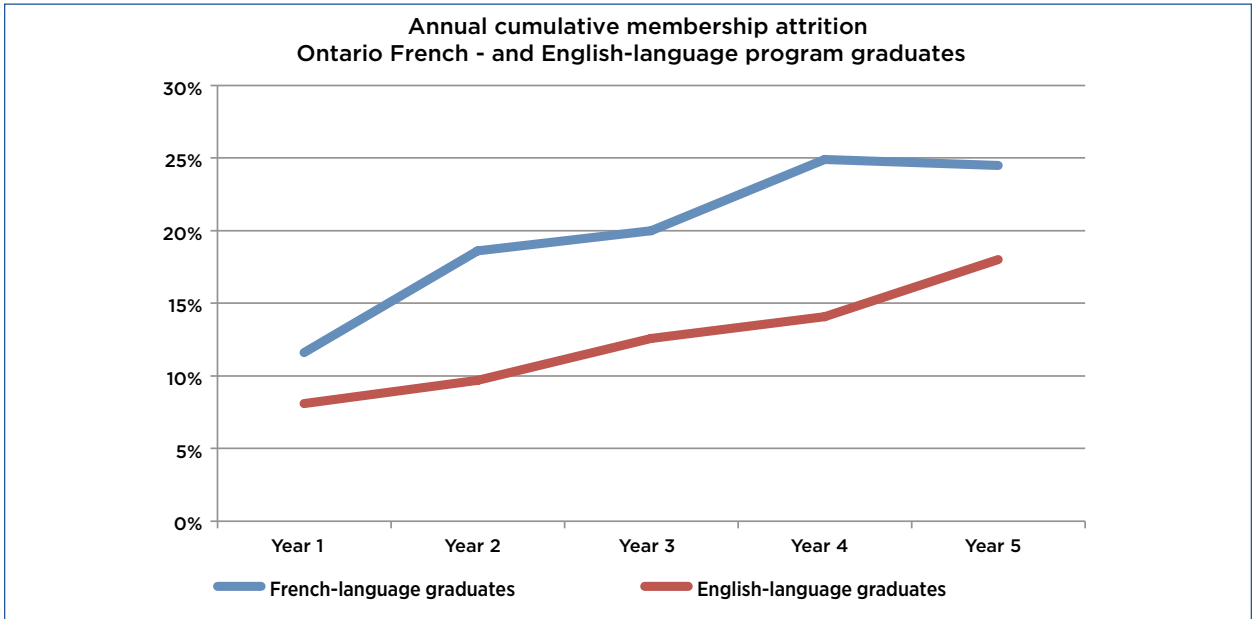
Although early-career teachers in good standing with the College appear more interested in long term careers in Ontario, the high level of College member attrition continues. One in eight French-language education graduates licensed in 2015 failed to renew their Ontario teaching licences in 2016. And one in four who obtained their licences in 2011 are no longer members of the College five years later in 2016.

The five-year loss rate for new French-language education graduates increased from 17.6 per cent in 2005 to 24.3 per cent in 2016.



Teachers who move elsewhere may continue to teach in another jurisdiction while not renewing their teaching licences in Ontario. For this reason, the rates at which Ontario teachers leave the teaching profession entirely in the early years of their careers is very likely lower than the College membership attrition numbers.

Rates of non-renewal for graduates of both the English- and French-language teacher education programs in Ontario accelerated significantly in recent years. Attrition continues to be much higher among French-language teacher education program graduates than graduates of the province’s English-language programs.



In the first year after licensing, the rate at which French-language program graduates fail to renew (12 per cent) is now 50 per cent higher English-language program graduates (eight per cent). And five years after initial licensing, 24.3 per cent of French-language teachers are no longer licensed to teach in Ontario compared with 18 per cent among English-language program graduates.

8. Conclusion

The brief Ontario oversupply of new French-language elementary and secondary teachers is now clearly over. For the fourth year in a row, first-year French-language program graduates report improved job outcomes and unemployment in Ontario is down to single digits for the past two years.

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

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

These changes herald a new seller's market for both French first language and FSL teachers in Ontario in 2017 and the years ahead. The much reduced cohorts of future graduates from the Ottawa and Laurentian French-language teacher education programs will likely gain full-time employment with permanent contracts earlier than in the recent past.

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

9. Methodology

Purposes and sponsorship of study

The *Transition to Teaching* study is based mainly on annual surveys of Ontario teacher education graduates throughout the first five years and at year ten after obtaining their teaching certification. Ontarians licensed after gaining teaching degrees at US border colleges and elsewhere, as well as other out-of-province and new-Canadian teachers educated elsewhere are also surveyed.

The study provides provincial education stakeholders with information on the transition into active membership in the profession in Ontario. Surveys measure early-career employment over time, gauging unemployment and underemployment by program, region and language. Questions are included on teacher induction, evaluations of teacher education programs and ongoing professional development activities and needs.

Surveys also touch on the extent, timing and reasons some individuals pursue alternate forms of employment and leave the profession. They track career progression in the early years of teaching.

Changing Ontario teacher demographics and the ebb and flow of provincial teacher demand and supply have been substantial over the 15 years of this study since inception in 2001. Reports provide annual updates on the changing balance of demand for new teachers and the available new teacher recruitment pool.

From the mid-2000s onwards, our study highlighted the impact of an increasing relative shortage of employment opportunities on the job outcomes for new members of the profession – a situation that has improved for teachers licensed over the past three years.

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

Survey design and delivery

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

Surveys of teachers beyond the second year of their careers are narrower in scope. They focus on employment, teaching experience, career plans, reflections on teaching and demographics.

Seven different surveys were conducted in May and June 2016 with samples of Ontario faculty graduates licensed in 2015, 2014, 2013, 2012, 2011 and 2006 and also teachers newly certified in Ontario in 2014 and 2015 who obtained education degrees and initial licensing in another Canadian province or abroad.

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

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

The surveys are web-based using a platform, Fluid Surveys, developed and based in Ottawa. Web-based surveys on professionally relevant survey questions are highly appropriate for this population. Most teachers routinely maintain current e-mail addresses with the College. Most initially applied online to be licensed as teachers. They receive electronic newsletters from the College and communicate electronically with the College on routine matters relating to their membership and College services.

Sampling and survey administration

Samples were drawn from the College registry of licensed Ontario teachers for each of the surveys. E-mail addresses are current as verified through the College member annual registration process and regular member updates.

An introductory e-mail from the College Registrar encouraged participation in the survey. This was followed by e-mailed survey invitations with the URL address for the appropriate survey. Respondents were

assured of confidentiality and that the data would not be linked with their official College membership and registry information. An incentive was used to boost response rates – eligibility for a draw for one of five prizes of \$150.00.

Large sample sizes support analysis of sub-groups of teachers by region, qualifications and language of teacher education. For Ontario faculty graduates licensed in 2015, the entire population was surveyed. Random samples were selected of 50 per cent of the 2014 licensed group still in good standing with current e-mail addresses. For the graduates of other years, the random samples included 25 per cent of each population.

Given the smaller population of members who communicate with the College in French and the distinctiveness of this employment market, all French-language graduates licensed in the pre-2015 survey years were invited to complete the survey. Again, to ensure adequate returns from the low population group of Technological Education teachers, all licensed teachers with these qualifications of each survey population were invited to participate.

The entire populations of out-of-province and out-of-country educated teachers certified in 2014 and 2015 were also invited to complete an appropriately modified version of the core survey.

Response rates and margins of error

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

The Ontario French-language program graduates invited to participate in the survey included 3,487 individuals across the six surveys directed to them. Completed returns from these graduates stand at 630 surveys for an average return rate of 18 per cent. This is an improvement from the return rate of 15 per cent the previous two years. Return rates for the six individual surveys ranged 12 to 29 per cent.

The results for the French-language program graduate surveys as a whole are considered accurate within 3.5 per cent, and the survey of the first-year group within 5.6 per cent, 19 times out of 20. Given the relatively low returns for years two through five and year 10, margins of error for individual surveys are high, ranging from 9 to 11 per cent.

Despite the low returns and high margins of error for some of the groups, the findings are consistent with trends found in surveys of the parallel groups over the past five years. Nevertheless, the findings for individual years two through five and year 10 should be treated as tentative when considered in isolation from the overall survey group in 2016 and from the trends found in earlier years.

Licensing year	Responses	Response rate	Margin of error*
All years	630	18 %	3.5 %
2015	214	29	5.6
2014	98	17	9.0
2013	86	15	9.8
2012	68	13	11.1
2011	73	12	10.8
2006	91	18	9.3

* Survey result accuracy range, 19 times out of 20

10. Demographics

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

Recency of teacher education degree by year of licensure*

	2015	2014	2013	2012	2011
Current year degree	87 %	83 %	87 %	84 %	78 %
One year previous	9	14	11	12	15
Two years previous	1	1	2	1	4
More than two years	3	2	-	3	3

*Question was not asked of teachers licensed in 2006

Teacher qualifications by year of licensure

	2015	2014	2013	2012	2011	2006
Primary-Junior	56 %	59 %	55 %	41 %	53 %	45 %
Junior-Intermediate	20	22	23	32	26	30
Intermediate-Senior	23	18	20	25	21	23
Technological Education	1	1	2	-	-	2

Gender identification by year of licensure

	2015	2014	2013	2012	2011	2006
Female	67 %	72 %	70 %	78 %	69 %	72 %
Male	33	28	30	22	31	28

Teaching as first or subsequent career by year of licensure

	2015	2014	2013	2012	2011	2006
First career	57 %	58 %	63 %	65 %	63 %	53 %
Second or subsequent career	43	42	37	25	37	47

Age range by year of licensure*

	2015	2014	2013	2012	2011	2006
18 - 24	26 %	17 %	3 %	0 %	0 %	0 %
25 - 34	28	33	57	53	57	26
35 - 44	31	19	17	29	24	32
45 - 54	12	24	18	16	13	33
55 - 64	3	4	1	2	6	8

* Residual declined to answer

Internationally educated by year of Ontario licensure*

2015	2014	2013	2012	2011
11 %	9 %	4 %	3 %	6 %

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

Indigenous teachers

Survey respondents electing to self-identify as indigenous make up 2.3 per cent of the Ontario graduates certified in 2015 and 4.2 per cent overall of respondents to all six French-language program graduate surveys combined.

Survey group	Total Responses	Indigenous self-identified	% Indigenous
Ontario grads certified 2015	214	5	2.3%
Ontario grads certified 2014	98	5	5.1
Ontario grads certified 2013	86	4	2.2
Ontario grads certified 2012	68	3	4.7
Ontario grads certified 2011	73	4	5.5
Ontario grads certified 2006	91	7	7.7
Total	631	28	4.2

11. Glossary of terms

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

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

French as a second language teachers – employed and/or qualified as French as a second language teachers

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

Full employment – status of a teacher active in the teaching job market during the school year, not reporting unemployment, may be full-time or part-time employed, reporting that they had as much teaching employment as they wanted during the school year and may be in permanent, LTO or daily supply teaching job

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

Long term occasional position – full-time or part-time position that replaces a permanent teaching position and has a definite end date and is called “long-term occasional” (LTO); further divided into “97 or more days duration” and “under 97 days duration”

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

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

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

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

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

Term contract – long term occasional or other limited term contract position

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

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

12. Appendix 1

Ratings on foundational professional knowledge and pedagogical skills

First-year teachers were asked to rate:

- their teacher education program,
- their own professional preparedness, and
- their professional development priorities

each in relation to a comprehensive array of foundational professional knowledge and pedagogical skills identified through Ontario College of Teachers research and consultation as central to support the province's enhanced teacher education program.

Ratings were done on five-point scales and the results for French-language program respondents are presented in the pages that follow in order from most to least positive and, in the case of professional development priorities, from highest to lowest priority.

Rating averages are presented separately for first-year teachers with primarily elementary and primarily secondary level teaching jobs.

Teacher education ratings reflect moderately positive (averaging 3.0 – 3.4) or positive (averaging 3.5 – 3.9) assessments for most areas of foundational knowledge and pedagogical skills.

Teacher education moderately positive or lower rated areas are asterisked where they not only receive lower scores on quality of teacher education, but are also scored comparatively low in the respondent ratings of their own preparation in the area and/or are identified as very high ongoing professional development priorities.

Teacher education ratings on 5-point scale - Elementary teachers

Excellent = 5, Good = 4, Adequate = 3, Insufficient = 2, Inadequate = 1

3.5 - 3.9

Knowledge of the Ontario context
 Coaching and feedback on my teaching
 Reading and literacy pedagogy
 Theories of learning and teaching and differentiated instruction
 Professional conduct and ethics, professional boundaries with students and parents
 Addressing equity of access and outcomes for all students
 Engaging students
 Safe and accepting schools / creating of a positive school climate
 Education law and standards of practice
 Lesson planning
 Supporting French language learners
 Mathematics curriculum and pedagogy
 Instructional strategies
 Connection of theory and practice in the practicum/classroom
 Pedagogy, assessment and evaluation for your specific curriculum areas
 Observing experienced teachers
 Foundations of education courses

3.0 - 3.4

Adapting teaching to diverse learners*
 Special education*
 Use of technology as a teaching and learning tool*
 Student observation, assessment and evaluation*
 Depth and breadth of Ontario curriculum
 Program planning
 Parent engagement and communication
 Teaching students with special needs*
 Classroom management and organization*
 Politique d'aménagement linguistique (PAL) de l'Ontario**
 Professional relationships with colleagues
 Inquiry-based instruction**
 Use of educational research and data analysis**
 Inquiry-based research, data and assessment
 First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing**
2.1 - 2.9
 Mental health, addictions and well-being
 Child and adolescent development and student transitions**
 Daily occasional or supply teaching
 Report card preparation* **
 Teaching combined grades**

**Among highest professional development priorities for elementary teachers*

***Among lowest own preparation ratings among elementary teachers*

Teacher education ratings on 5-point scale – Secondary teachers

Excellent = 5, Good = 4, Adequate = 3, Insufficient = 2, Inadequate = 1

3.5 – 3.9

Professional conduct and ethics, professional boundaries with students and parents
 Knowledge of the Ontario context
 Lesson planning
 Supporting French language learners
 Education law and standards of practice
 Addressing equity of access and outcomes for all students
 Coaching and feedback on my teaching
 Theories of learning and teaching and differentiated instruction
 Reading and literacy pedagogy
 Safe and accepting schools / creating of a positive school climate
 Foundations of education courses
 Instructional strategies
 Connection of theory and practice in the practicum/classroom

3.0 – 3.4

Pedagogy, assessment and evaluation for your specific curriculum areas*
 Engaging students*
 Student observation, assessment and evaluation*
 Use of technology as a teaching and learning tool*
 Adapting teaching to diverse learners*
 Depth and breadth of Ontario curriculum
 Observing experienced teachers
 Child and adolescent development and student transitions*
 Mathematics curriculum and pedagogy**
 Daily occasional or supply teaching**
 Politique d'aménagement linguistique (PAL) de l'Ontario**
 Teaching students with special needs*
 Professional relationships with colleagues
 Program planning
 Use of educational research and data analysis
 Classroom management and organization*
 Parent engagement and communication*

2.1 – 2.9

Inquiry-based research, data and assessment**
 Special education**
 Mental health, addictions and well-being* **
 Inquiry-based instruction**
 Report card preparation* **
 First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing**
 Teaching combined grades**

**Among highest professional development priorities for secondary teachers*

***Among lowest own preparation ratings for secondary teachers*

Own preparation ratings on 5-point scale - Elementary teachers

Excellent = 5, Good = 4, Adequate = 3, Insufficient = 2, Inadequate = 1

4.2 - 4.3

Instructional strategies
 Safe and accepting schools / creating of a positive school climate
 Engaging students
 Lesson planning
 Supporting French language learners
 Professional conduct and ethics, professional boundaries with students and parents
 Addressing equity of access and outcomes for all students

4.0 - 4.1

Connection of theory and practice in the practicum/classroom
 Classroom management and organization*
 Use of technology as a teaching and learning tool*
 Coaching and feedback on my teaching
 Student observation, assessment and evaluation*
 Professional relationships with colleagues*
 Adapting teaching to diverse learners*
 Pedagogy, assessment and evaluation for your specific curriculum areas
 Reading and literacy pedagogy
 Theories of learning and teaching and differentiated instruction
 Parent engagement and communication*
 Knowledge of the Ontario context
 Program planning*
 Observing experienced teachers

3.8 - 3.9

Depth and breadth of Ontario curriculum*
 Teaching students with special needs*
 Special education*
 Mental health, addictions and well-being*
 Mathematics curriculum and pedagogy
 Daily occasional or supply teaching*
 Education law and standards of practice

3.0 - 3.7

Report card preparation*
 Foundations of education courses
 Inquiry-based instruction*
 Inquiry-based research, data and assessment*
 Politique d'aménagement linguistique (PAL) de l'Ontario*
 Child and adolescent development and student transitions*
 Use of educational research and data analysis*
 First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing*
 Teaching combined grades*

**Among lower ratings for teacher education among elementary teachers*

Own preparation ratings on 5-point scale – Secondary teachers

Excellent = 5, Good = 4, Adequate = 3, Insufficient = 2, Inadequate = 1

4.2 – 4.3

Lesson planning
Professional conduct and ethics, professional boundaries with students and parents
Use of technology as a teaching and learning tool*
Instructional strategies
Knowledge of the Ontario context

4.0 – 4.1

Safe and accepting schools / creating of a positive school climate
Adapting teaching to diverse learners*
Engaging students*
Connection of theory and practice in the practicum/classroom
Professional relationships with colleagues*
Supporting French language learners
Theories of learning and teaching and differentiated instruction
Pedagogy, assessment and evaluation for your specific curriculum areas*
Addressing equity of access and outcomes for all students
Observing experienced teachers*
Program planning*
Coaching and feedback on my teaching

3.8 – 3.9

Classroom management and organization*
Student observation, assessment and evaluation*
Depth and breadth of Ontario curriculum*
Child and adolescent development and student transitions*
Reading and literacy pedagogy
Teaching students with special needs*
Parent engagement and communication*
Education law and standards of practice
2.8 – 3.7
Mental health, addictions and well-being*
Daily occasional or supply teaching*
Foundations of education courses
Special education*
Report card preparation*
Inquiry-based research, data and assessment*
Inquiry-based instruction*
Use of educational research and data analysis
Politique d'aménagement linguistique (PAL) de l'Ontario*
Mathematics curriculum and pedagogy*
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing*
Teaching combined grades*

**Among lower ratings for teacher education among secondary teachers*

Professional development priorities on 5-point scale - Elementary teachers

Very important = 5, Important = 4, Some importance = 3, Little importance = 2, Not applicable = 1

4.2 - 4.4

- Classroom management and organization*
- Instructional strategies
- Reading and literacy pedagogy
- Adapting teaching to diverse learners*
- Student observation, assessment and evaluation*
- Teaching students with special needs*
- Report card preparation*
- Pedagogy, assessment and evaluation for your specific curriculum areas
- Engaging students
- Special education*
- Use of technology as a teaching and learning tool*
- Safe and accepting schools / creating of a positive school climate
- Addressing equity of access and outcomes for all students
- Lesson planning
- Theories of learning and teaching and differentiated instruction
- Coaching and feedback on my teaching
- Professional conduct and ethics, professional boundaries with students and parents
- Observing experienced teachers

4.0 - 4.1

- Teaching combined grades*
- Mental health, addictions and well-being*
- Parent engagement and communication*
- Supporting French language learners
- Program planning*
- Inquiry-based instruction
- Connection of theory and practice in the practicum/classroom
- Professional relationships with colleagues*
- Depth and breadth of Ontario curriculum*

3.8 - 3.9

- Mathematics curriculum and pedagogy
- Knowledge of the Ontario context
- Child and adolescent development and student transitions*
- Education law and standards of practice
- Inquiry-based research, data and assessment*

3.4 - 3.7

- First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing*
- Use of educational research and data analysis*
- Politique d'aménagement linguistique (PAL) de l'Ontario*
- Foundations of education courses
- Daily occasional or supply teaching*

** Among lower ratings for teacher education among elementary teachers*

Professional development priorities on 5-point scale - Secondary teachers

Very important = 5, Important = 4, Some importance = 3, Little importance = 2,
Not applicable = 1

4.2 - 4.5

Teaching students with special needs*
Mental health, addictions and well-being*
Pedagogy, assessment and evaluation for your specific curriculum areas*
Instructional strategies
Coaching and feedback on my teaching
Adapting teaching to diverse learners*
Use of technology as a teaching and learning tool*
Special education*
Classroom management and organization*
Safe and accepting schools / creating of a positive school climate
Student observation, assessment and evaluation*
Supporting French language learners
Reading and literacy pedagogy
Parent engagement and communication*
Child and adolescent development and student transitions*
Addressing equity of access and outcomes for all students
Theories of learning and teaching and differentiated instruction
Professional conduct and ethics, professional boundaries with students and parents
Engaging students*
Report card preparation*
Lesson planning

4.0 - 4.1

Observing experienced teachers*
Program planning*
Connection of theory and practice in the practicum/classroom
Professional relationships with colleagues*
Depth and breadth of Ontario curriculum*
Knowledge of the Ontario context

3.8 - 3.9

Inquiry-based instruction*
Education law and standards of practice

3.3 - 3.7

Inquiry-based research, data and assessment*
Foundations of education courses
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing*
Use of educational research and data analysis*
Daily occasional or supply teaching*
Mathematics curriculum and pedagogy*
Teaching combined grades*
Politique d'aménagement linguistique (PAL) de l'Ontario*

** Among lower ratings for teacher education among secondary teacher*

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

First-year Ontario unemployment rates for newly licensed teachers from these two programs fell from a high of 18 per cent in 2012 to single digits in 2015 and 2016. The province's brief surplus of French-language teachers is at an end.

Annual supply of new French-language Ontario teachers dropped sharply in 2016 and will remain far below previous levels for at least the next two years.

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



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Cette publication est également disponible en français sous le titre
*Transition à l'enseignement 2016 – Rapport supplémentaire : Perspectives
des diplômés des programmes de formation à l'enseignement en français.*

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