

# Transition to Teaching 2014

French-language education program graduates



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

# Transition to Teaching 2014

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

**This report is a supplement to the main Transition to Teaching report for 2014 available on the Ontario College of Teachers web site.**

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## Executive summary

Surveys in 2014 of French-language teacher education program graduates<sup>1</sup> confirm the turnaround of an earlier multi-year trend of worsening job market conditions for this segment of the teaching profession in Ontario. Following several years of steadily increased unemployment and underemployment for these graduates from Laurentian University and the University of Ottawa, job outcomes have now improved for the second year in a row.

Unemployment of first-year teachers has fallen from 22 per cent in our 2012 surveys to 14 per cent in 2014. And the Ontario resident numbers are even better. More first-year graduates stayed in Ontario and unemployment for this subset of first-year teachers dropped to 12 per cent in 2014.

Despite these notable improvements, one in seven graduates from 2013 (Ontario resident and non-resident combined) who sought teaching jobs were unemployed throughout the entire 2013-2014 school year – not even finding daily supply teaching opportunities. Another more than one in four found some employment but were underemployed as they did not get as much teaching as they wanted throughout the school year. And just over one in four of them secured regular teaching jobs<sup>2</sup>. Some of this employment landscape for first-year French-language teachers is explained by staged daily supply, LTO and regular position entry procedures introduced for Ontario’s publicly funded school boards in the fall of 2012.

The French-language employment market in Ontario has turned the corner. However, the legacy of cumulative surplus teachers from previous years has many early-career teachers continuing to struggle to find their place in the profession.

Some parts of the Ontario teacher employment market for French-language program graduates are doing better than others. Unemployment among Ontario-resident Intermediate-Senior qualified graduates of 2013 was down to just six per cent. Junior-Intermediate graduates also did well with a 9 per cent unemployment rate. For Primary-Junior graduates the unemployment rate was not so positive. At 16 per cent it remains stubbornly high, but better than the 21 per cent rate reported by the 2012 Primary-Junior graduating class in their first year.

At just 28 per cent overall, first-year regular jobs continue to lag far behind the 70 per cent levels of six years ago and in earlier years. For Ontario resident teachers, 31 per cent gained regular positions this year. In part, this low success rate reflects the new province-wide standards for recruitment processes. The more significant indicator of the turnaround in the employment market is that for second-year teachers in Ontario, success in gaining regular positions doubled from 31 per cent in the 2013 survey to 61 per cent in 2014.

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

2 “Regular teaching job” refers to a teaching position, part-time or full-time, on a contract that does not have a defined ending date; sometimes referred to as a permanent position.

Regional differences are evident in the French-language program graduate job outcomes. Ontario-resident first-year teachers had greater success in job outcomes than those who left the province. Their jobless rate at 12 per cent compares to 21 per cent for those living elsewhere. Their 31 per cent regular employment rate contrasts with just 11 per cent for those teaching out-of-province. And their daily supply rate was much lower at 24 per cent compared with 47 per cent among those teaching elsewhere.

And eastern Ontario stands out as the lead job generator for French-language program graduates. The 2014 survey found that eastern Ontario accounts for 52 per cent of all hiring of these graduates, up from 28 per cent the year previous. And unemployment among eastern Ontario residents stood at just 9 per cent, down from 21 per cent the previous year.

Despite some continuing hardship among this new generation of teachers, especially for those who graduated two to four years ago when the French-language market was most competitive, several additional indicators of a market turnaround stand out in the 2014 survey results.

After several years of growth in percentages of graduates looking beyond provincial borders for first teaching jobs, out-of-province applications fell from 30 per cent to just 17 per cent of the new graduates. And just one in ten first-year jobs were accepted elsewhere compared with about one in four the previous year. More new graduates in 2013 stayed in the province because more teaching jobs were available.

Piecework teaching – part-time, multiple schools and/or daily supply list teaching – declined again in 2014 and has now fallen to under two in five first-year teacher reports. Fewer graduates resorted to volunteering in schools to try to advance their job prospects in their first year, again because fewer of them may have thought they needed to in order to gain a first teaching position. Not only did first-year teachers do better in 2013-2014, but second-year teacher unemployment and underemployment fell for the second year in a row.

In addition to these employment outcome numbers, more first-year teachers this year said that their teaching assignments and their qualifications were well matched. And fewer Intermediate-Senior qualified teachers took up elementary teaching jobs. First-year teachers also expressed more professional satisfaction and optimism for their future than graduates of the previous few years.

Despite all these positive indicators of an improving Ontario employment market for French-language program graduates, there is still a considerable way to go before we return to the hiring bull market of 2007 and earlier. The legacy of the leaner job years continues. More than two in five first-year teachers are not fully employed as teachers. And second- through fourth-year teachers report outcomes that are no better on this measure.

Four in five of the 2013 French-language program graduates who gained teaching employment of any type did so in the province's French-language Catholic or public schools. Eight per cent teach in English-language Catholic or public schools. And 9 per cent teach outside the province. The remaining two per cent teach in independent schools.

Both English-language and French-language teacher employment markets improved in 2014. And even as these job markets improve, French-language program graduates continue to fare much better than their English-language program peers. Their unemployment rates are far below

those experienced by English-language teachers. Regular positions are acquired much earlier for French-language program graduates. And the French as a second language teacher job market that draws some of the graduates of French-language programs also strongly outperforms the English-language market.

Job searching activities of these new teachers include much more than simply submitting on-line applications. Many view networking with experienced and decision-making educators as keys to successfully landing job interviews. And many actively pursue opportunities to get noticed by nurturing their education contacts and through personal visits to schools. Some volunteer as well, although the numbers doing so are falling as the job market recovers. And all this despite the more transparent publicly funded school board hiring procedures boards started to introduce in 2012.

Many apply to several school boards and to different regions of the province. With the French-language school board markets improving, more graduates of French-language programs focus their searches on French-language boards than in the recent past. Almost all of them apply to the Ontario French-language school systems and more than half to both public and Catholic French-language boards. One in four applies to English-language school boards as well. Out-of-province applications have fallen to just one in six. And only one in 20 applies to independent schools and to First Nations schools.

These job seekers give school board hiring practices mixed reviews. About half find the application processes to be clear, two in three say they could easily find information about the availability of specific teaching jobs, and the majority understands how supply teaching relates to eligibility for long term occasional and regular position competitions. But almost half say they are not kept well informed on the status of their applications and more than one in four think their applications were not handled fairly.

Success in finding teaching jobs is seen to depend on multiple factors. The formalities of the on-line application, resume, portfolio, cover letter and interview are all required. But getting to the interview stage is thought to require connections – made through teaching practicums, volunteering, networking, previous employment, family and friends. They say that being known or in the right place at the right time often is what often leads to the chance for a job interview.

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

Recent graduates support changes to initial teacher education consistent with key elements of the enhanced program that starts in Ontario in 2015. They place high priority on extending the teaching practicum, more opportunities to engage in supervised teaching in the classroom and more time for teaching candidates to observe experienced teachers. They call for more emphasis on classroom management, on assessment, testing and evaluation, on differentiated instruction and on special education.

Many engage in significant and varied professional development. Those who have regular teaching contracts in Ontario's publicly funded school boards, and some with long term occasional contracts, participate in and highly value the New Teacher Induction Program (NTIP).

Teachers who are in daily supply teaching roles in their first few years have very limited access to professional development. While daily supply roles are of shorter duration now, this serious professional development deficit has affected significant numbers of this new generation of the French-language teaching profession over the past several years.

One in 9 French-language graduates drop their College membership after one year and more than one in five do so by the fifth year following graduation. This early-career loss rate has accelerated in recent years and is much higher than rates of loss of English-language program graduates.

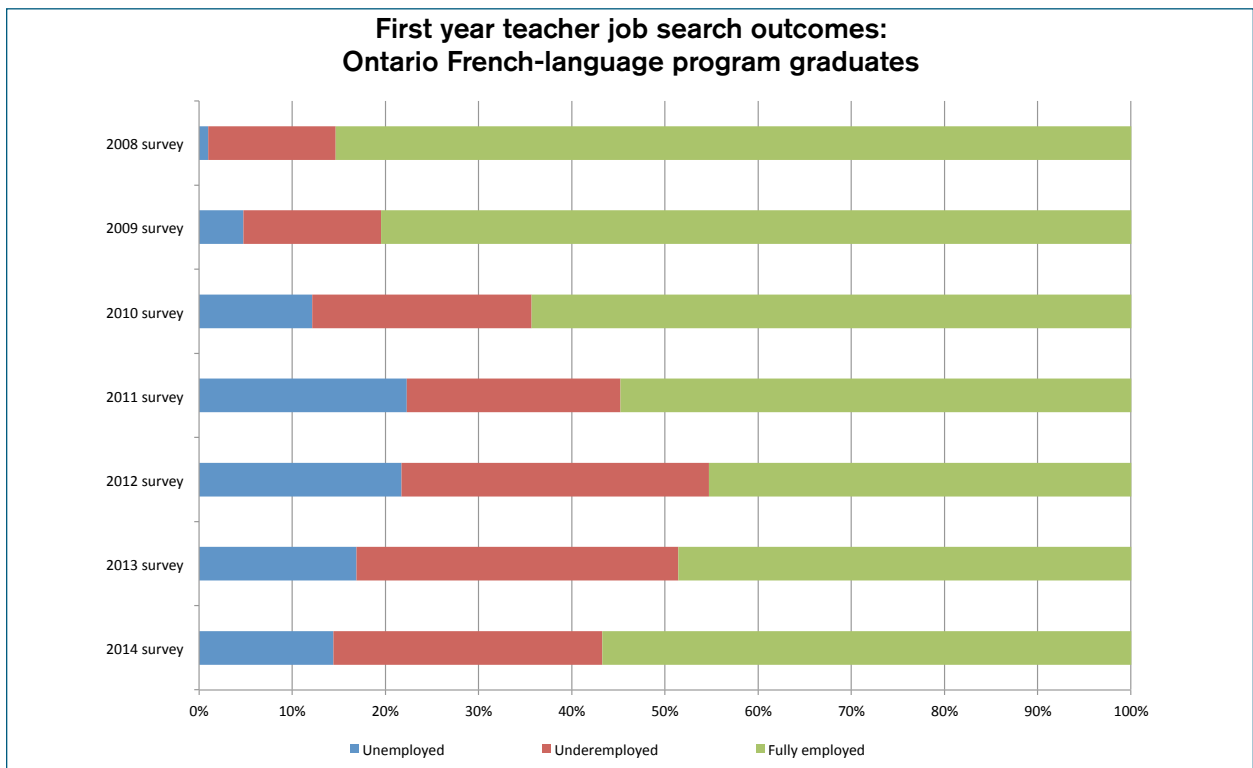


# Employment outcomes

## More employment gains for French-language program graduates

Unemployment fell for the second year in a row for new graduates of Ontario’s French-language initial teacher education programs. Reports of underemployment also declined in 2014, improving to almost three in five the success rate in achieving full employment<sup>3</sup> in the first school year following graduation.

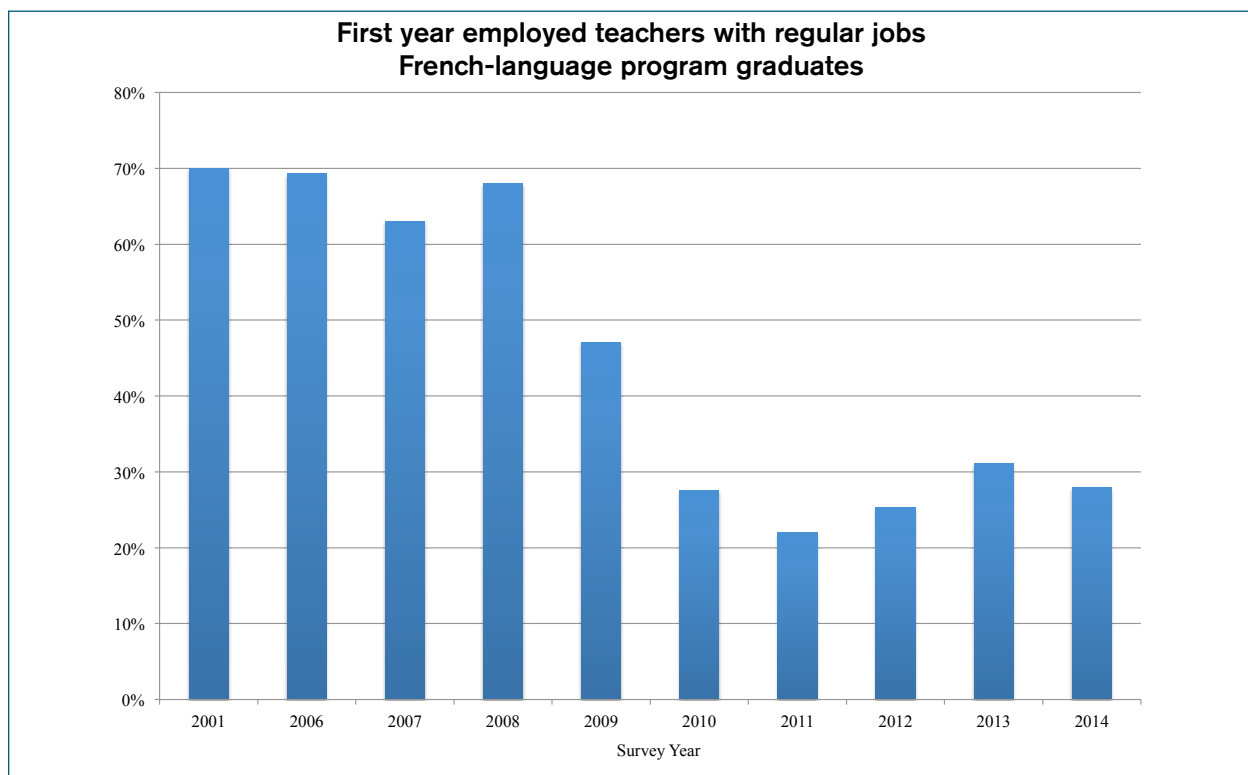
The College’s spring 2014 survey found that one in seven (14 per cent) of these first-year teachers were unemployed, down from 22 and 17 per cent in 2012 and 2013 respectively. Unemployed graduates are those who look for teaching jobs but are unsuccessful finding any work as teachers, including no daily supply teaching. Underemployment also declined – to 29 per cent from rates of 33 and 35 per cent the previous two years. These underemployed teachers are those who say they found some teaching employment, but not as much as they wanted throughout the first school year.



<sup>3</sup> “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 regular teaching roles.

New graduates reporting full employment climbed from 49 to 57 per cent, reaching the highest level of employment success for these Laurentian and Ottawa graduates since 2010. Nonetheless, first-year job success remains significantly below levels in 2009 and previous years.

Half (52 per cent) of those who report some measure of job success in the first year started their careers with daily supply teaching. By school year end, just one in four (25 per cent) were still on daily supply lists. Almost half (47 per cent) held limited term contracts and the remaining 28 per cent had gained regular teaching contracts. This regular teaching job rate for first-year teachers remains far below the 63 to 70 per cent rates for the French-language program graduates with regular jobs throughout most of the last decade and as recently as the 2008 survey.



**Job success up sharply for those who stay in Ontario**

Regional variations are evident in the 2014 job outcome measures. Graduates resident in Ontario report significant improvements in job outcomes as compared with their first-year counterparts the previous year. First-year teachers resident in Toronto and the greater Toronto area generally report the highest overall rate of full employment. Eastern Ontario residents, almost two in five of all graduates of French-language programs, report much lower unemployment than eastern Ontario first-year teachers the previous year (2013 – 21 per cent, 2014 – 9 per cent).

### Job outcomes in 2013-14 by region of residence

Job Outcomes	Eastern Ontario (38%)*	Northeast Ontario (6%)	Toronto/GTA (22%)	Other Ontario (12%)	All Ontario (78%)	Outside Ontario (22%)
Unemployed	9 %	14 %	12%	20 %	12 %	21 %
Underemployed	39	29	17	33	29	25
Fully employed	52	57	71	47	59	54
Regular position	31	-	27	56	31	11
LTO/term contract	41	60	55	33	45	42
Daily supply	28	40	18	11	24	47

\*proportion of graduates living in region at time of survey

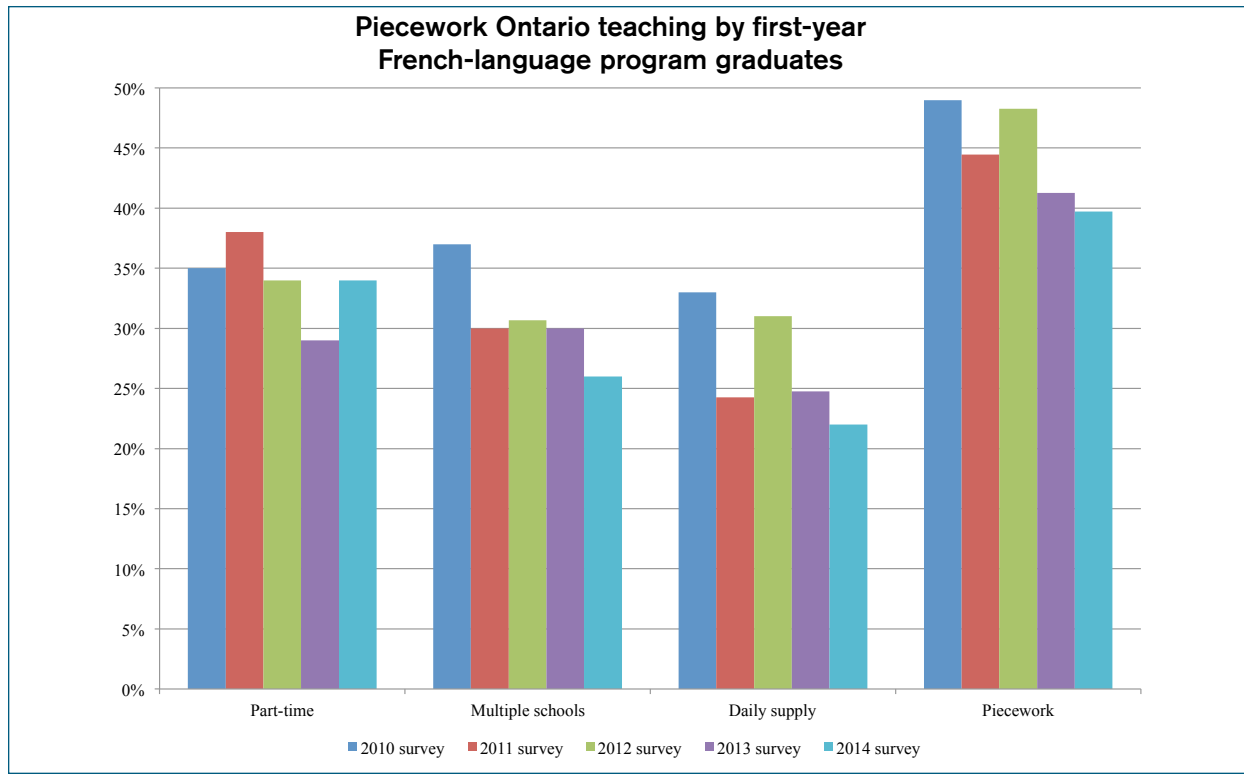
And overall, Ontario resident unemployment dropped to 12 per cent from the 21 per cent rate found in our 2013 surveys.

In sharp contrast with last year's surveys, it is the graduates who are resident outside the province in 2014 who report more challenges securing first-year teaching jobs.

Among those resident in Ontario, Intermediate-Senior and Junior-Intermediate divisions were the high demand qualifications this year. First-year Ontario-resident teachers with Primary-Junior qualifications report much higher rates of unemployment and underemployment, much lower rates of hiring into regular teaching positions, and much higher daily supply teaching rates. Too few Technological Studies graduates responded to interpret their job market success.

### Job outcomes in Ontario in 2013-14 by division

Job Outcomes	Primary-Junior	Junior-Intermediate	Intermediate-Senior
Unemployed	16 %	9 %	6 %
Underemployed	31	23	24
Fully employed	53	68	70
Regular position	9	39	38
LTO/term contract	44	45	43
Daily supply teaching	47	17	19



Piecework teaching continues, however, for many first-year teachers, although somewhat less so than over the past four years. About one in five is in daily supply teaching at year end. One in four holds teaching assignments in multiple schools. And one in three teaches part-time. Two in five say they are teaching on a piecework basis – part-time, in daily supply roles and/or in multiple schools – down from about half back in 2010. Some of this continuing piecework reporting can be explained by the staged process introduced in 2012 for new teachers hired by Ontario publicly funded school boards to start with daily supply teaching and over time move on to LTO and permanent teaching positions.

Only one in six of these first-year teachers (17 per cent) applied for teaching jobs in other provinces, down from almost one in three (30 per cent) the previous year. Seven per cent applied exclusively to positions outside the province, with 10 per cent including some out-of-province job applications along with their Ontario search for teaching positions. Just 9 per cent of those teaching in their first year held jobs outside Ontario, down sharply from 23 per cent the previous year. All who were teaching outside Ontario in 2014 held positions in Quebec.

With the tighter teacher employment market in recent years, more first-year teachers now work in non-teaching jobs. They do this either as alternatives to elusive teaching jobs or, more commonly, to supplement part-time and/or occasional teaching.

*My job search was difficult. I was able to get a job teaching occasional supply. However, I find it difficult to live with only this income. I do factory work weekends to supplement my income.*

Intermediate-Senior sciences daily supply teacher working in multiple schools in eastern Ontario

New teachers who graduate from French-language programs and work in other occupations in their first year of teaching grew sharply from just three per cent in 2008 to 24 per cent in 2014. The current rate, however, is far below the 61 per cent non-teaching employment reported by English-language program graduates.

### **Shorter job queues and wait times for regular jobs and full employment**

The 2014 survey results for French-language program graduates in the first five years after initial teacher education alter the negative trends of the recent past.

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.

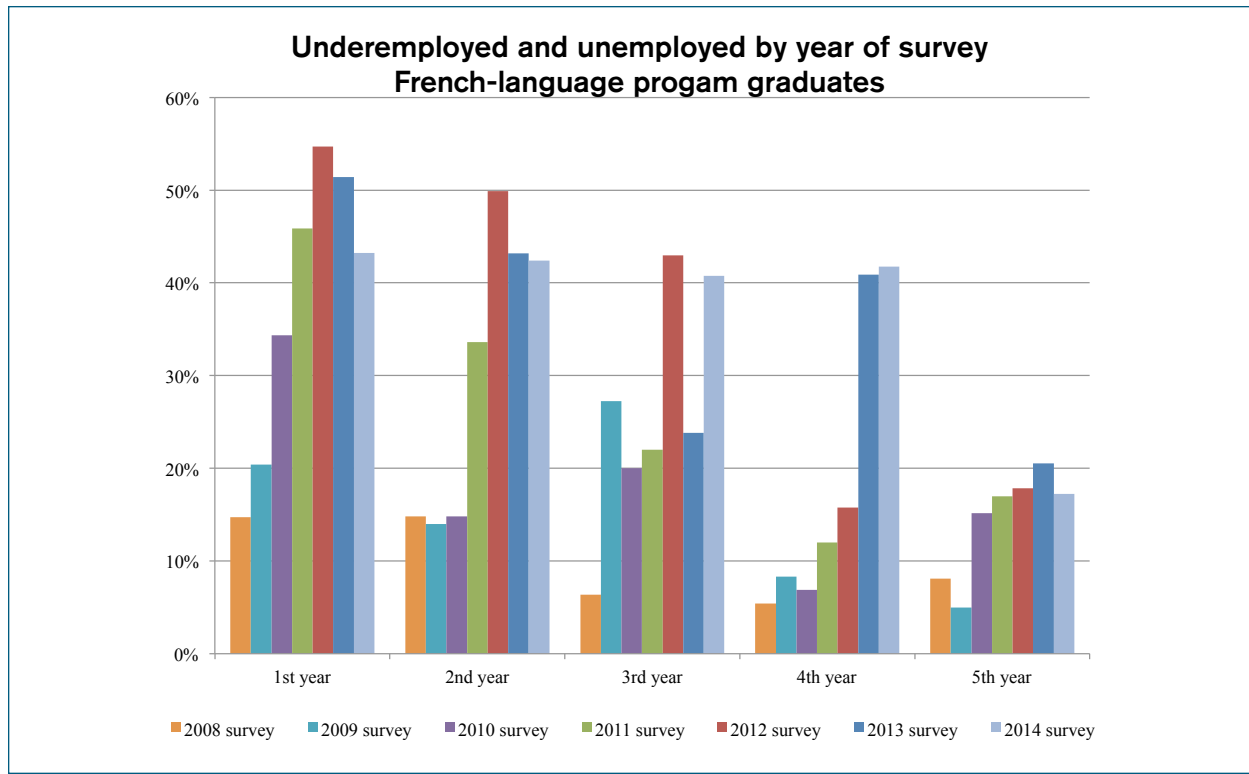
Those who are on the market and unemployed or reporting less work as a teacher than they wanted during the year are not fully employed.

The combined unemployment and underemployment rates for teachers in their first two years after graduating fell back in 2014 for the second straight year. This reversal of the earlier trend toward higher rates is not yet apparent in the results for third- through fifth-year teachers who graduated back in 2010 and 2011 when the French-language employment market was more challenging for new teachers.

*I had several job offers because I had previous supply teaching experience and because I am bilingual.*

Primary-Junior French-language program 2013 graduate  
with regular appointment in southwestern Ontario

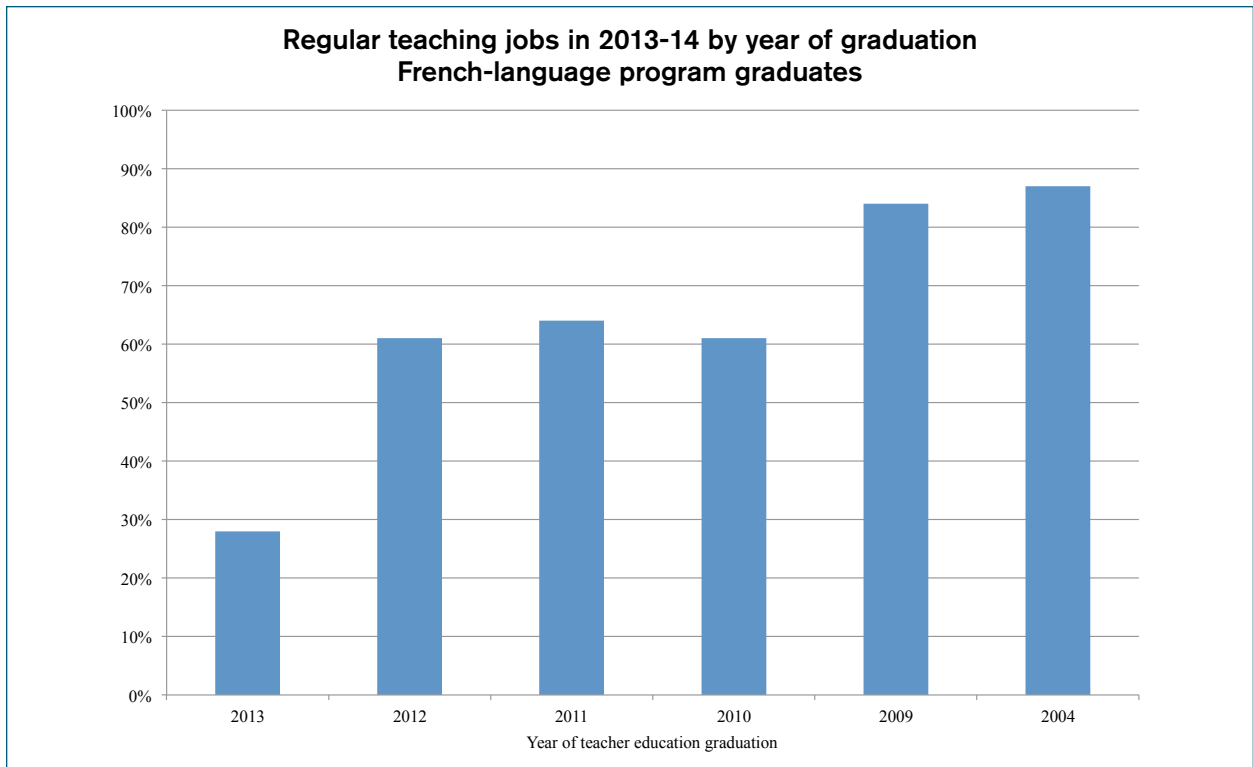
Nonetheless, the levels of under/unemployment in 2014 are still substantially higher across the first five career years than they were in the virtually full employment years for French-language program graduates up to 2008.



Wait times to full employment status lengthened considerably for many French-language program graduates in the recent past. Since 2008:

- first-year teachers not fully employed increased from 15 to a peak of 55 per cent in 2012, and then fell back to 43 per cent by 2014
- second-year teachers from 15 to a peak of 50 per cent in 2012, and down to 42 per cent in 2014
- third-year teachers from six to a peak of 43 per cent in 2012, and still high at 41 per cent in 2014
- fourth-year teachers from five to 42 per cent in 2014, and
- fifth-year teachers from eight to 17 per cent in 2014, down from a peak of 21 per cent in 2013.

Early-career teachers improve their employment status over time. This year’s surveys show a sharp rise in regular teaching positions in the second year of teaching, a jump from just 36 per cent in 2013 to 61 per cent in the 2014 surveys. About three in five teachers in their second through fourth years report regular teaching jobs, as do most fifth- and 10th-year teachers.



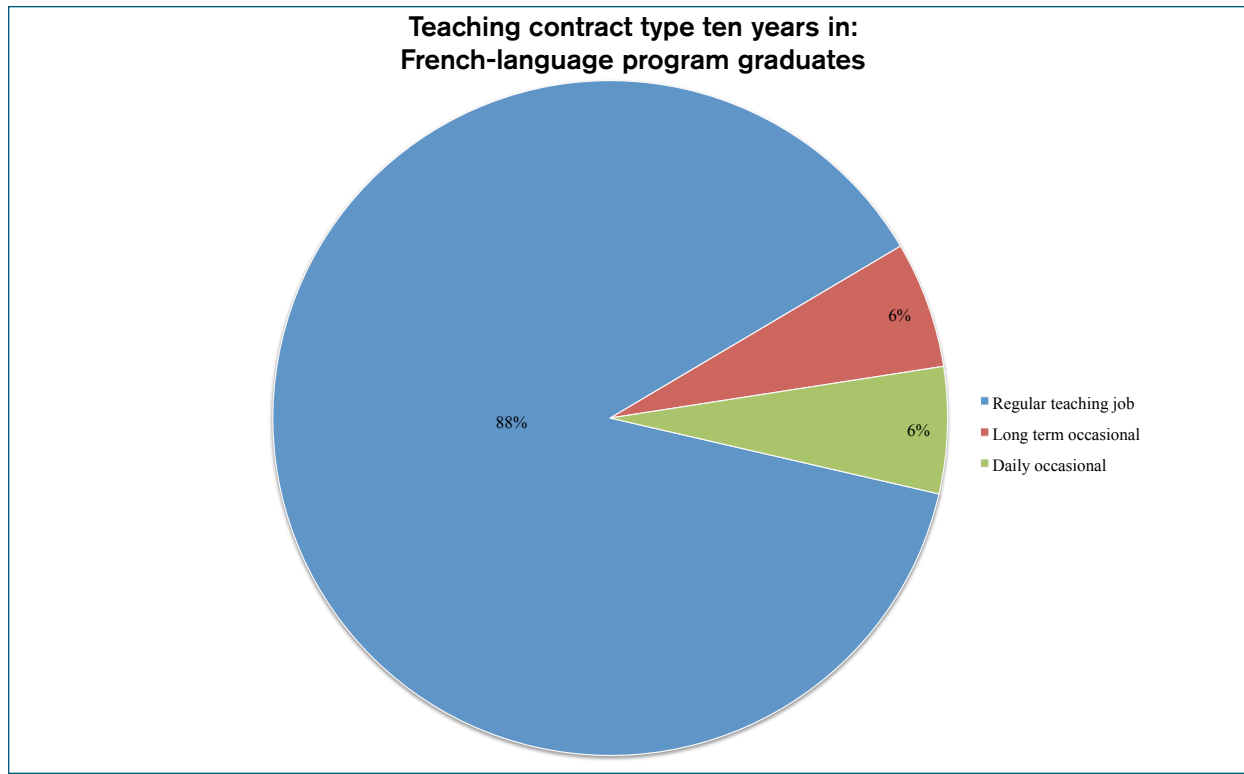
Job change remains common in the early-career years for French-language program graduates in Ontario. About three in five employed teachers over their first three years expect to be in different teaching jobs the following school year. About two in five fourth-year teachers and one in three fifth-year teachers also anticipate job change.

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

### **Ten years out, most graduates of 2004 well established in teaching careers**

Most graduates of French-language teacher education programs in 2004 are well established in their teaching careers ten years later. One in eight (13 per cent), however, say they were under-employed during the school year.

Almost 9 in 10 employed 10th-year teachers have regular teaching contracts. The others report long term occasional positions (six per cent) or daily supply teaching (also six per cent). Most are highly positive about their career choice and how teaching has unfolded for them.



**Ontario French-language job markets still strongly outperform the now improving 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 job market than English-language teachers who stay in the province. They report much less unemployment than their English-language teacher counterparts. Their full employment rate is more than double the English-language teacher rate. And their rates of first-year regular teaching contract success are much higher than those reported by first-year English-language teachers in the province.

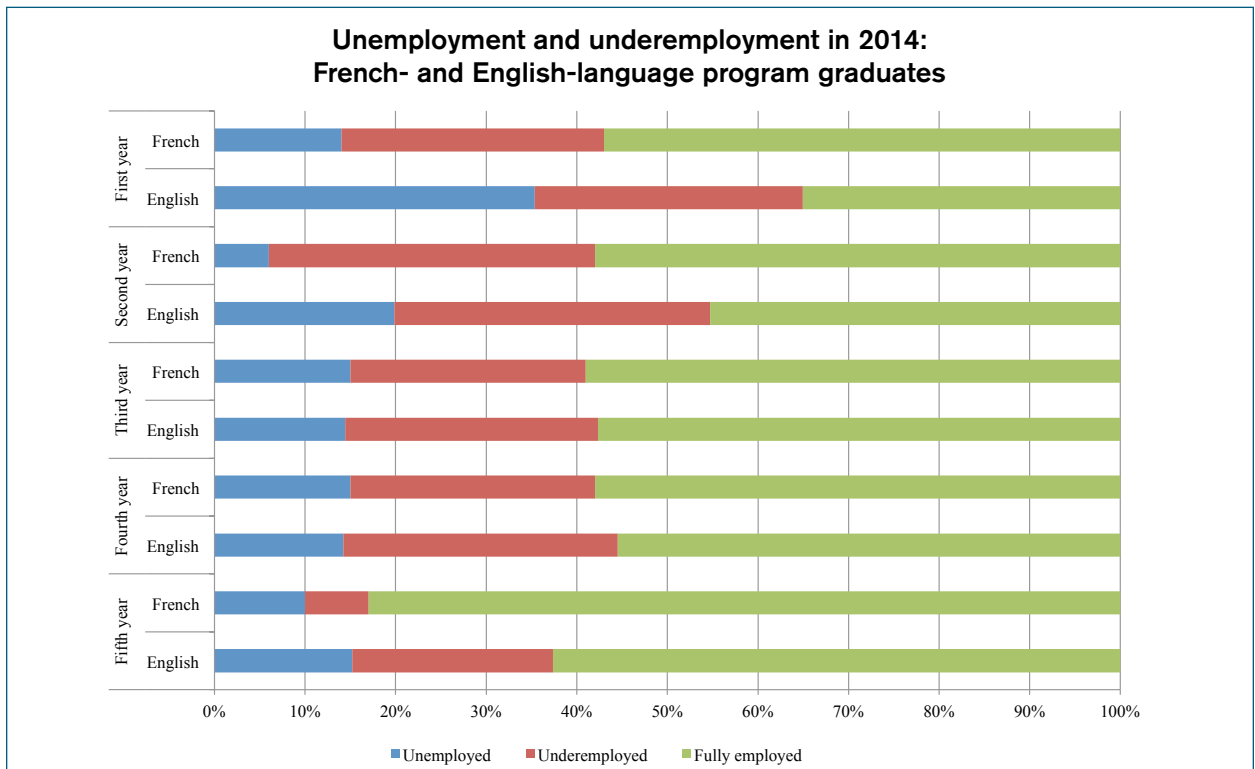
**2014 job outcomes for first-year French- and English-language teachers with jobs in Ontario**

	French-language program graduates	French as second language teachers	English-language teachers
Unemployed	12 %	11 %	40 %
Underemployed	29	30	34
Fully employed	59	59	26
Regular positions	31	22	9

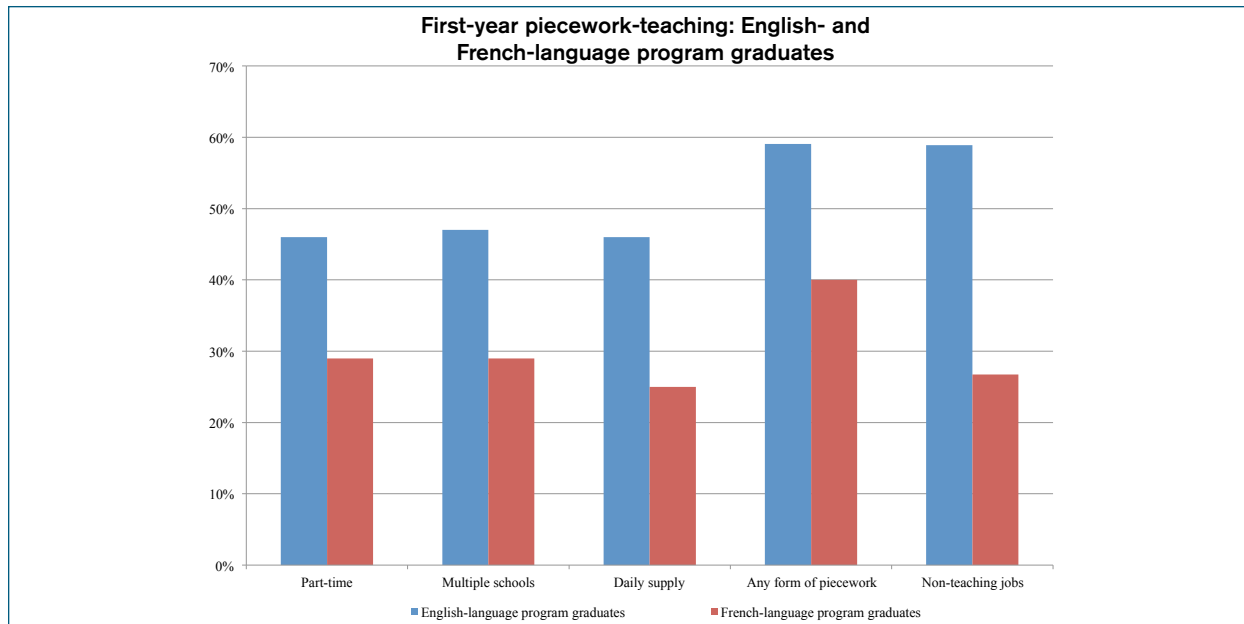


The chart below presents job outcome differences between French-language program graduates and English-language program graduates across the first five years of teaching careers. These rates include all graduates whether resident in Ontario or elsewhere.

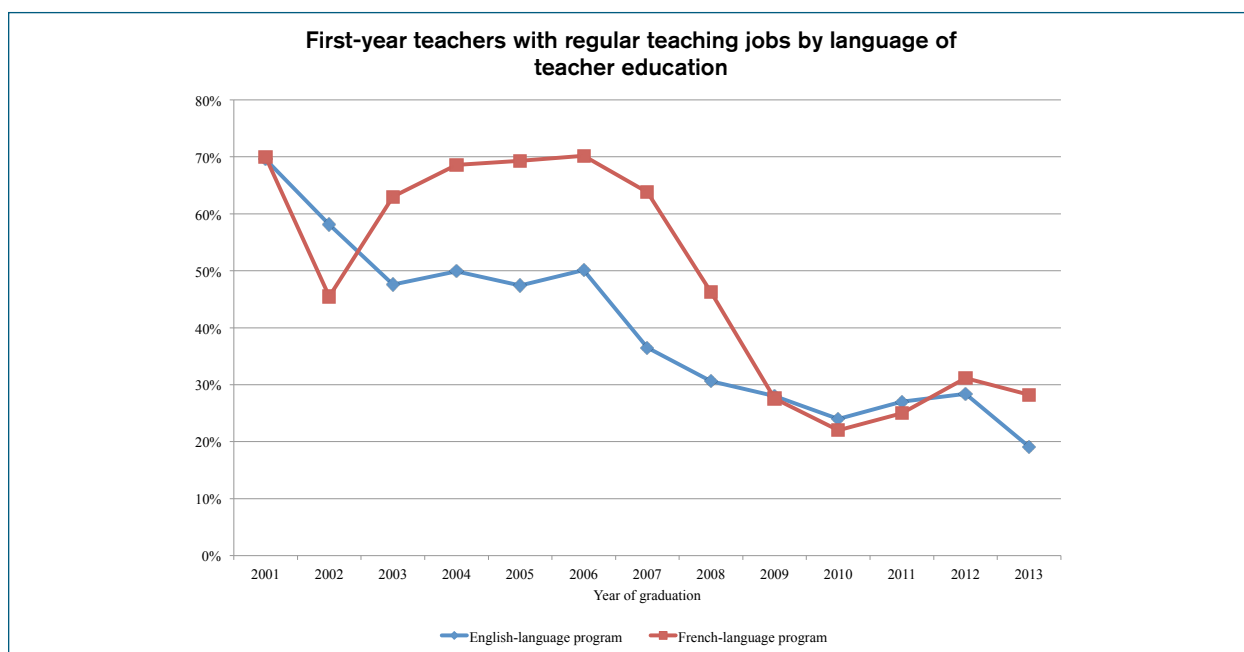
Much higher proportions of English-language program graduates are unemployed and underemployed than French-language program graduates in the first two years of their careers and also five years out. French-language graduates of three and four years ago, when the French-language markets were more challenging than now, report employment outcomes similar to the English language graduates of those years.



French-language program graduates also less frequently resort to part-time, multiple schools and daily supply teaching than their English-language program peers. And they do not need to fall back on non-teaching employment to supplement or instead of teaching income nearly as frequently as English-language graduates.



Fewer regular teaching positions are available in recent years for French-language teachers. They rely much more on long term occasional opportunities for the early years of their careers. Regular teaching contracts were fairly standard for first-year French-language program graduates until 2007. Since then, regular job reports dropped from 64 per cent to just 28 per cent for the 2013 graduates. Regular job rates for first-year French-language program graduates have been at low levels similar to English-language program graduates over the past four years, although 2013 shows signs of the two groups diverging again.



As noted earlier, job outcomes in 2014 for French-language programs are stronger among those who reside in Ontario in the school year after graduating than for those who reside elsewhere.

### More first teaching jobs found in Ontario in 2014

Most of the 86 per cent of French-language program graduates of 2013 who were employed as teachers in the 2013-2014 school year found work in Ontario. The decrease in jobs outside the province (down from 23 per cent to just 9 per cent) is a further indicator of improving Ontario French-language teaching job markets. Half of all teaching jobs and half of the regular teaching jobs this year were in eastern Ontario.

### Geographic distribution of employment and regular jobs – first-year teachers 2014 and 2013

Geographic Region	Share of total employed*	Share of regular teaching jobs*
Eastern Ontario	52 % (28 %)	50 % (24 %)
Outside Ontario	9 (23)	4 (12)
City of Toronto	8 (10)	8 (21)
Greater Toronto region	12 (10)	8 (18)
Northeastern Ontario	6 (9)	0 (6)
Southwestern Ontario	11 (9)	21 (15)
Central Ontario	2 (5)	8 (3)
Northwestern Ontario	0 (5)	0 (0)

\*Previous school year percentages in brackets for 2013 survey

Almost nine in 10 French-language program graduates of 2013 who found teaching jobs in the province are employed in French-language public (30 per cent) or French-language Catholic (58 per cent) school boards, with another two per cent holding jobs in both systems. Publicly funded English-language school boards provided 9 per cent of Ontario teaching jobs for French-language program graduates and independent schools just one per cent.

*Because I am bilingual I was able to apply to both French and English school boards. I did Additional Qualifications in French as a second language and special education as soon as I completed my B.Ed. I was prepared to relocate. I had two jobs offers right away.*

Intermediate-Senior chemistry and physics French-language program graduate  
teaching FSL on LTO appointment in English-language board in Toronto

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

Employer Type	Share of total employed	Share of total regular teaching jobs
French-language public	30 % (34 %)	30 % (21 %)
French-language Catholic	58 (51)	70 (59)
Independent schools	1 (1)	0 (3)
English-language public	4 (9)	0 (10)
English-language Catholic	5 (5)	0 (7)
Other**	2 (0)	0 (0)

\*Previous school year percentages in brackets from 2013 survey

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

All regular appointments were found in French-language school boards. French-language public school boards had disproportionately fewer regular teaching jobs relative to their share of employed first-year teachers.

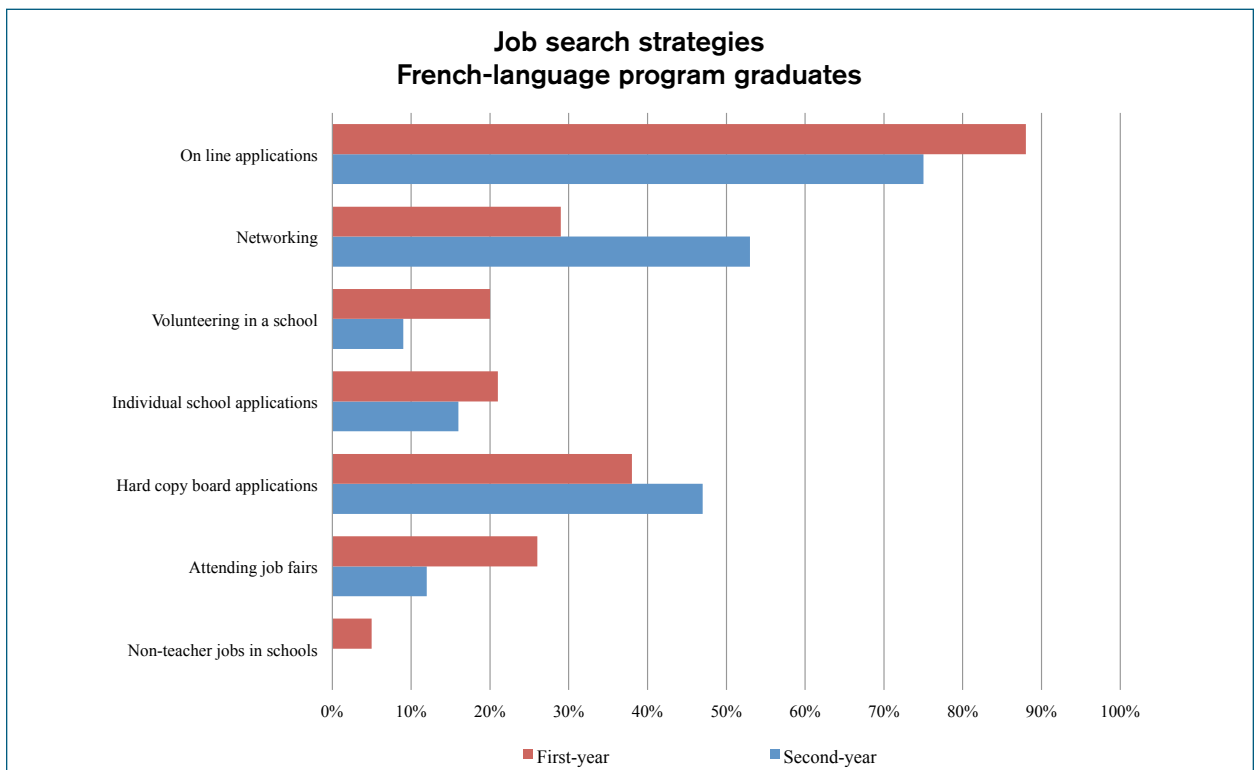
# Job searching and volunteering

## Proactive, multi-strategy job seekers

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

- Almost 9 in 10 first-year teachers follow the standard on-line application process in place for most publicly funded school boards in Ontario.
- Nearly one in three pursues active networking with teachers and school administrators.
- One in four attends job fairs.
- One in four looks for school volunteer opportunities or takes non-teaching jobs in schools.
- And, despite school board policies to direct all applicants to use the formal on-line application processes, about two in five of these new teachers also submit hard copy applications to school board offices and more than one in five to individual schools.

And this multi-strategy approach continues into the second year of job searching, with a significant increase in networking strategies reported.



Almost all (94 per cent) of the graduates of French-language teacher education programs in 2013 applied to Ontario French-language school boards for teaching positions. And more than half (59 per cent) made application to both French-language public and French-language Catholic school boards.

Many of these new teachers do not confine their job searches to Ontario’s French-language boards. More than one in four (27 per cent) apply to Ontario English-language school boards. Six per cent include Ontario independent schools and four per cent First Nations schools in their job searches.

The reach of job searches is wide-ranging for many new graduates. Only one in five (19 per cent) apply just to a single school board, half (52 per cent) apply to two or three school boards and one in four (25 per cent) to four or more boards.

And many appear prepared to relocate to where the jobs are. More than two in five (42 per cent) French-language program graduates apply to boards in more than one region of the province and, although lower than in the past, one in six (17 per cent) still apply to schools outside Ontario. Almost two thirds (63 per cent) include eastern Ontario schools in their search. The City of Toronto is next in popularity at 30 per cent.

### First-year applications by geographic region

Geographic Region	Applicants including region in search
Eastern Ontario	63 % (48 %)
City of Toronto	30 (32)
Greater Toronto region	28 (31)
Southwestern Ontario	22 (26)
Central Ontario	20 (25)
Northeastern Ontario	16 (23)
Northwestern Ontario	10 (15)
Outside Ontario	17 (30)

\*2013 survey percentages in brackets

### Mixed reviews of school board hiring practices

Just half (49 per cent) of the French-language program graduates of 2013 rate positively the clarity and ease of understanding of school board employment application procedures, with almost one in three (29 per cent) rating the application procedures negatively.

*It is like working through an obstacle course finding a teaching job in Ontario. Networking seemed the best route because there is little chance to find a job easily by applying online. I had to take a job far from my home.*

2013 Intermediate-Senior graduate with LTO position, First Nations school in northern Quebec

Many more gave a positive (62 per cent) than negative (24 per cent) rating of the ease of finding information on available jobs. Similar more positive (60 per cent) than negative (17 per cent) ratings were assigned to understanding how supply list status relates to eligibility for consideration in long term occasional and regular job competitions.

However, almost half (45 per cent) say they were not kept apprised of the status of their applications, and more than one in four (27 per cent) think their applications were treated unfairly by school boards.

### Connections and initiative thought to be keys to securing job interviews

Most teachers who succeed in finding some form of teaching job in their first year attribute this success to multiple factors. The majority affirm the importance of the formal elements in the application process – the on-line application, interview, references, portfolio and resume. And three in four cite the importance of being willing and able to relocate to where the jobs are.

Getting to the interview stage is usually seen to depend on making connections and standing out from the crowd. Being in the right place at the right time and connections made through practice teaching are viewed by two-thirds of successful applicants as important factors in landing a first teaching job. Connections made through networking, volunteering, previous employment with school or school board, and family or personal connections are all seen as important by more than a third of successful job applicants.

### Factors contributing to job search success

	% important or very important
Interview	93
References	78
Willing and able to relocate	77
Portfolio, resume	76
On-line applications	76
Right place at right time	68
Connection made through practicum	65
Networking	54
Persistent follow up	46
Previous employment with school or board	42
Volunteering in a school	36
Family or personal connection	36
Applications to individual schools	34
Attending job fair	31
Hard copy applications to school board	26

Other efforts such as persistent follow up, attending job fairs and delivering applications to individual schools are also cited as important by many who succeed in getting hired in the first year out of teacher education.

### Less volunteering in schools

Almost two in three French-language teacher education graduates who stay in Ontario for their first-year as a teacher report that they considered volunteering at a school as part of their job search strategy. The 2014 survey, however, found that fewer of those who considered volunteering actually did so – just 13 per cent compared with 23 per cent the year previous. It appears that the improving job market is a contributor to the decline in first-year volunteering as those citing that an early job offer precluded the need for volunteering rose from 29 to 37 per cent.

For those who do volunteer, the unpaid time commitment varies widely. Time commitments declined year over year, with fewer in 2014 volunteering in schools for four or more months and fewer reporting weekly time commitments above three and above ten hours. Again, this decreased time commitment from volunteers is likely a consequence of the improving job market leading to more graduates finding teaching jobs earlier in the first school year. Volunteering may assist in recognition of skills that may lead to an interview for daily occasional teaching. However, the new hiring procedures for Ontario publicly funded school boards likely minimize the value of volunteering in securing permanent employment

Volunteering among first-year teachers		
	2014 survey	2013 survey
Considered volunteering	62 %	64 %
Early job offer, no need	37	29
Personal/financial barriers	36	34
Volunteered	13	23
Four or more months	18	34
Three or more hours/week	45	54
Ten plus hours/week	0	25

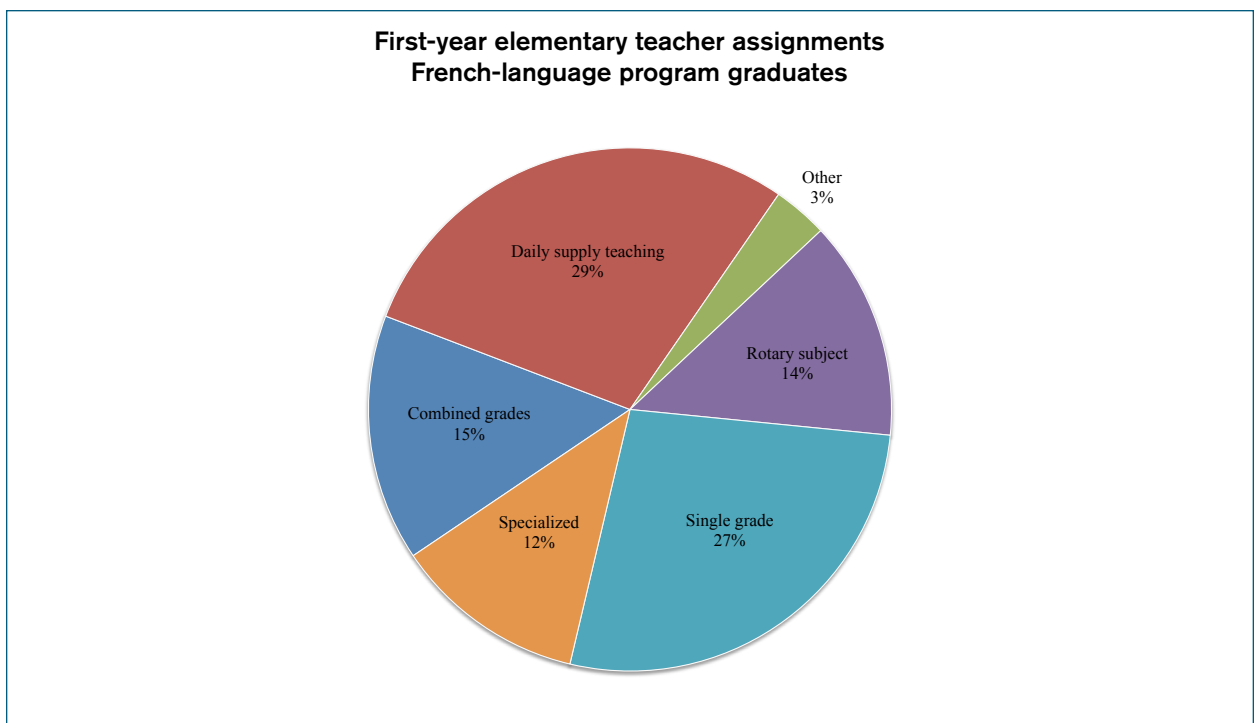


# Teaching experience in the early-career years

## Challenging first-year teaching assignments

Among first-year French-language program graduates who secure elementary teaching assignments in Ontario, more than half (53 per cent) say their first assignment was daily supply teaching. About three in 10 of them (29 per cent) continued with daily supply teaching at the end of the first school year.

More than one in four (27 per cent) first-year elementary teachers are regular or long term occasional teachers assigned to teach single homeroom grades. Fifteen per cent were assigned to combined grades, 14 per cent taught 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. One in three (36 per cent) first-year elementary teachers – daily supply, regular and limited term contract teachers – teach French as a second language or special education.

Among first-year teachers with secondary school teaching jobs, two in five (39 per cent) say they have four or more different course preparations and one in ten (11 per cent) report six or more course preparations.

### Improved matching of first-year assignments to teacher qualifications

Two in three French-language elementary teachers (68 per cent) consider their qualifications to be excellent or good matches to their teaching assignments. Just one in 10 (10 per cent) says the assignment is either not an adequate match or not a match at all to their qualifications.

Secondary teacher respondents present similar positive reports on the matching of their teacher qualifications and their assignments. Three in five (61 per cent) rate the match as excellent or good. And very few (six per cent) say the match of assignment and qualifications was not an adequate match or not a match at all.

Qualification and assignment mismatches are down for both elementary and secondary teachers, from 14 and 28 per cent respectively in surveys the previous year.

About two in five elementary and secondary teachers report that there is some component of their first-year teaching assignments for which they are not sufficiently prepared. Again, this is an improvement from the previous year survey which found half of elementary and secondary teachers reporting assignment components for which they were not adequately prepared.

One in four (25 per cent) employed teachers with Intermediate-Senior qualifications teaches in elementary schools toward the end of the first year following graduation, down from 37 per cent the previous year. No Primary-Junior certified teachers reported teaching at the secondary level, down from 10 per cent in the 2013 survey. Two in three (67 per cent) employed Junior-Intermediate certified teachers with first-year teaching jobs teach in elementary schools and 33 per cent in secondary schools.

### Still insecure in jobs, but increasingly optimistic and professionally satisfied

Among French-language program graduates of 2013 teaching in Ontario in the 2013-14 school year, seven in 10 rate their overall teaching career as excellent (31 per cent) or good (39 per cent). One in five (22 per cent) evaluates the experience as adequate and just seven per cent say their career start is unsatisfactory or very unsatisfactory.

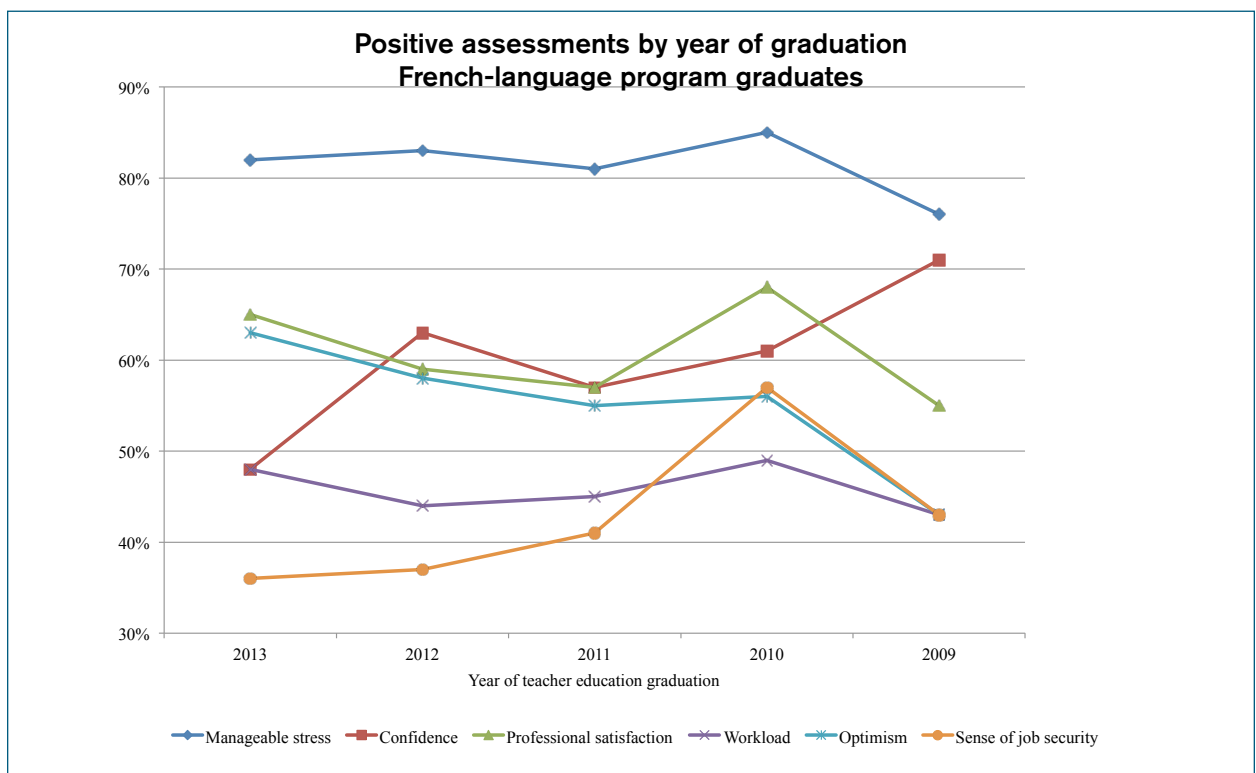
### First-year teaching experience

Assessment area	% excellent or good	% unsatisfactory or very unsatisfactory
Support from colleagues	70 %	7 %
Appropriateness of assignment	62	10
Optimism for professional future	60	18
Professional satisfaction	57	12
Confidence	52	13
Preparedness	46	16
Workload	45	18
Job security	39	34

A majority of these first-year teachers rate their collegial support, the appropriateness of their assignments, professional satisfaction and confidence positively. Nearly half of them rate their preparedness and workload positively, although about one in six assigns unsatisfactory ratings in these areas.

Almost as many of them have concerns about job security (34 per cent) as view job security positively (39 per cent). However, three in five (60 per cent) are optimistic about their futures in teaching.

The 2014 surveys of graduates from earlier years show that the majority also report positively on dimensions of professional satisfaction, confidence in their teaching and ability to manage the stresses of a challenging profession. Optimism is somewhat lower with more years in the profession, perhaps reflecting the somewhat more challenging job market in the years in which earlier graduates joined the workforce. These more experienced teachers have not yet, for the most part, achieved a high sense of job security and workload continues to be an issue for many of them.



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

## Recent graduates endorse more practice teaching

Graduates of French-language teacher education programs highly value the practice teaching component of their initial teacher education programs as a positive foundation for teaching. And they recommend that future teacher candidates have even more supervised time in the classroom.

## 2014 first-year teacher survey ratings of French-language teacher education programs

Rating	Practice teaching	Education courses
Excellent	47 % (38 %*)	10 % (10 %)
Good	39 (43)	28 (31)
Adequate	9 (13)	27 (29)
Less than adequate	4 (8)	25 (18)
Unsatisfactory	1 (1)	9 (12)

\*2013 survey ratings in brackets

Most (86 per cent) of the new graduates surveyed in 2014 rate very highly their practice teaching as excellent or good preparation for teaching. Initial teacher education courses are not viewed nearly so positively. Fewer than two in five (38 per cent) assign excellent or good grades to their courses and almost as many (34 per cent) say their courses were less than adequate or unsatisfactory.

Not only do these new teachers value the practice teaching they experience. They also point to more practice teaching time and more hands-on experience as high priorities to focus on to strengthen teacher education in the future.

By far the highest priority for further emphasis in initial teacher education is classroom management. Almost three in four (72 per cent) cite this as their highest priority, far outstripping all other priorities.

Three of the highest priorities identified relate to an extended practicum – more practicum placement time, more time for the candidates to teach during the practicum and more time to observe experienced teachers. Other high priorities are also directed to practical hands-on teaching experience – classroom management, assessment, testing and evaluation, differentiated instruction, pedagogical practices and special education.

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

Content area	highest priority	high priority
Classroom management	72 %	22 %
Assessment, testing, evaluation	39	34
Report card preparation	34	38
Practicum placement time	34	32
Differentiated instruction	33	42
Teaching time in the practicum	33	36
Pedagogical practices	30	42
Special education content	30	39
Observing experienced teaching	28	41
Use of technology as a pedagogical tool	28	37
Program planning	28	36
Reading and literacy content	25	34
Creating a safe, healthy and inclusive environment	25	24
Teaching subject methodology and content	22	34
Parent-teacher communications	22	34
Coaching and feedback during practicum	18	37
Professional conduct and ethics	17	28
Combined grades practicum	14	34
Mathematics curriculum	13	36
Daily supply teaching	13	31
Covering breadth of curriculum	12	36
French as second language	5	22
Administrative routines	4	28
Foundations of education courses	4	21
English as second language	2	17

Two in three (64 per cent) first-year graduates with elementary appointments and more than half (57 per cent) with secondary appointments say they are very well or well prepared for their first-year assignments. One in seven (14 per cent) new elementary teachers report they are not sufficiently prepared for their teaching assignments. Among secondary teachers, fewer than one in 10 (eight per cent) say they were insufficiently prepared for most of their secondary assignments.

First-year elementary teachers identify teaching students at risk and those with diverse needs as areas in which they are least well prepared. And very few consider themselves well prepared to integrate

First Nations, Metis and Inuit (FNMI) history, perspectives and world views into their teaching. Less than half say they are well prepared in assessment and evaluation, in adapting their pedagogy to different levels of student preparedness and in communicating with parents. Similarly, less than half of those teaching French as a second language consider themselves well prepared for this assignment. And less than half with combined grades assignments say they are well prepared for this teaching.

### First-year assessments of own competence

Competence area	Elementary - excellently or well prepared	Secondary - excellently or well prepared
Teaching outside my teaching subjects	-	23 %
Teaching applied secondary classes	-	43
Teaching academic secondary classes	-	81
Integrating FNMI history, perspectives and views	10 %	23
Handling administrative routines	16	27
Teaching students at risk	22	39
Teaching students with diverse needs	38	43
Communicating with parents	39	50
Assessment and evaluation	41	53
Adapting to diff. levels of student preparedness	42	58
Teaching combined grades*	44	-
French as a second language*	45	-
Time management skills	49	61
Finding classroom resources	51	50
Adapting teaching styles to diverse learners	53	58
Pedagogical skills	55	61
Classroom management	57	34
Professional boundaries with students and parents	57	65
Covering breadth of curriculum	58	65
Organization skills	61	50
Motivating students	63	39
Instructional strategies	64	61
Curriculum or subject knowledge	64	65
Creating a safe, accepting and positive climate	70	77
Using technology for instruction	73	65
Lesson planning	75	77

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

The self-assessed competence deficits of first-year teachers with jobs in secondary schools are similar in some respects to those in elementary schools. Secondary teachers also report being least well prepared for teaching students at risk and those with diverse needs. They also say they are not well prepared to integrate FNMI content in their teaching. And secondary teachers describe themselves as much better prepared to teach academic than applied secondary classes. And few consider themselves well prepared to teach subjects other than their one or two initial teacher education teaching subjects.

Fewer secondary than elementary teachers say they are well prepared to handle classroom management. And just two in five secondary teachers are excellently or well prepared to motivate their students.

Most first-year teachers – elementary and secondary – describe themselves as well prepared in key teaching areas such as subject and curriculum knowledge, lesson planning, instructional strategies and using technology for instruction. Most are confident that they are able to create safe, accepting and positive learning environments and that they understand professional boundaries with parents and students.

### **New Teacher Induction Program highly valued<sup>4</sup>**

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

All first-year French-language program graduates with regular teaching positions in Ontario publicly funded school boards say they are in the NTIP. Most of these NTIP participants report they experienced a school board orientation (91 per cent), mentoring by an experienced teacher (96 per cent) and a formal evaluation by their school principal (91 per cent). And about one in three (30 per cent) had an orientation to their individual schools.

Almost two in five (38 per cent) first-year teachers in long term occasional positions are also in the program.

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<sup>4</sup> Publicly funded school boards in Ontario are required to provide NTIP support to first-year teachers with regular or long-term occasional appointments and they may offer the support to second-year teachers with such contracts. The commentary in this section is based on responses of teachers who said that they met the definitions of eligibility for the NTIP program as one of the following:

- 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 x 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.

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

Second-year NTIP participants in regular positions also report high rates of engagement in the various components of the program, with about three in four having an orientation to their school board, an experienced teacher mentor and reporting a formal evaluation by their school principal. Two in five report orientations to their individual schools.

Long term occasional teachers in the NTIP report less engagement in various aspects of the program. Performance appraisals are not required of long term occasional teachers with assignments of less than 80 days duration. Timing and duration of long term occasional appointments may also explain some of the lower intensity of program participation as many of the LTO teachers are appointed for shorter durations and at later stages of the school year.

Professional development in some key areas identified as NTIP elements is also common for many NTIP participants. Most teachers with regular (67 per cent) and with long term occasional (83 per cent) appointments participated in one or more designated professional development content areas. NTIP professional development activity declined somewhat from 2013 to 2014.

### First-year NTIP-participant professional development, 2014 and 2013

PD area	Regular appointments	LTO appointments
Literacy and numeracy strategies	48 % (56 %)	8 % (50 %)
Use of technology	39 (37)	25 (30)
Planning, assessment and evaluation	26 (63)	8 (20)
Classroom management	22 (44)	17 (20)
Student success	22 (26)	8 (10)
Safe schools	22 (15)	42 (0)
Teaching students with special needs	13 (41)	0 (20)
Effective parent communication	13 (22)	8 (0)
None of the above	33 (11)	17 (40)

\* 2013 survey results in brackets

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:

- most NTIP participants in regular positions report that no experienced teacher (neither their mentor or another teacher) observed them in their classrooms (61 per cent) or that this happened less than one hour per month (33 per cent) and
- most also say they had no opportunity (48 per cent) to observe another teacher’s teaching practice (neither mentor or 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. Generally 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 - NTIP participants in regular positions

Type of assistance	Positive rating	Negative rating	Not applicable
Finding effective teaching resources	83 %	4 %	9 %
Help with report card preparation	78	13	4
Advice on helping individual students	61	17	13
Information on administrative matters	56	13	13
Curriculum planning with my mentor	56	8	22
Mentoring on student evaluation	52	18	22
Observation of other teachers' practices	52	13	22
Mentoring on classroom management	48	22	30
Preparing for parent communication	48	17	17
Mentoring on instructional methods	48	13	26
Feedback from mentor on my teaching	44	17	35
Observation of my mentor's teaching	43	17	22

### Many early-career teachers engage in some professional development

The majority of French-language program graduates of 2013 (81 per cent) and 2012 (69 per cent) teaching in Ontario in the 2013-14 school year engaged in some form of professional development.

### New teacher engagement in professional development\*

Nature of professional development	2013 graduates	2012 graduates
Collaborative learning in my school	53 %	64 %
Participating in Additional Qualification courses	49	41
Collaborative teaching with colleagues	44	61
Being supported by a mentor	42	41
Participating in school self-evaluation	35	54
Engaging in teacher enquiry	32	14
Collaborative learning beyond my school	28	41
Engaging with subject or specialist associations	17	28

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

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

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

**High priority areas for further professional development\***

Professional development area	2013 graduates	2012 graduates
Classroom management	89 %	77 %
Differentiated instruction	80	91
Instructional strategies	80	80
Evaluation and assessment	74	80
Lesson planning	67	80
Broad curriculum planning	66	65
Communicating with parents	63	62
Integration of technology	61	63
Mentoring and coaching	60	48
Observation and feedback on my teaching practice	59	65
Further teaching subject knowledge	57	68
Reflective practice	54	49
More knowledge of school procedures and expectations	52	52

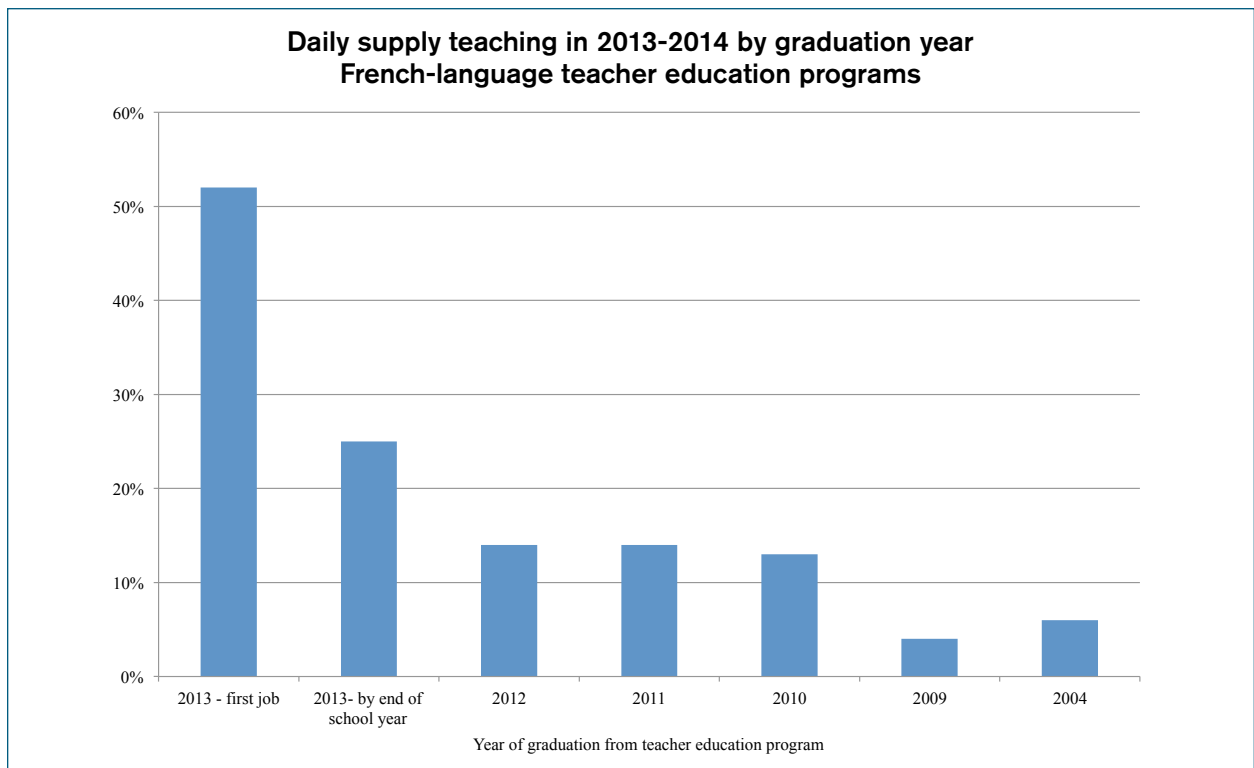
\*% rating area as highest priority or high priority

And half or more identify 9 other key knowledge and skill areas as also of high priority for their further development.

# Daily supply teaching

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

One in four French-language program graduates spends the first year of teaching on daily supply lists. This drops to about one in seven or fewer for years two through four and is minimal thereafter.



While some choose daily supply teaching and value it as an entry position, more common are negative reports on the insecurity and insufficiency of these teaching jobs. Most (95 per cent) who supply in the first year teach in more than one school. And two in three of them describe themselves as underemployed. By second-year, three in four teach in multiple schools and half still describe themselves as underemployed.

## Little professional development support for daily supply teachers

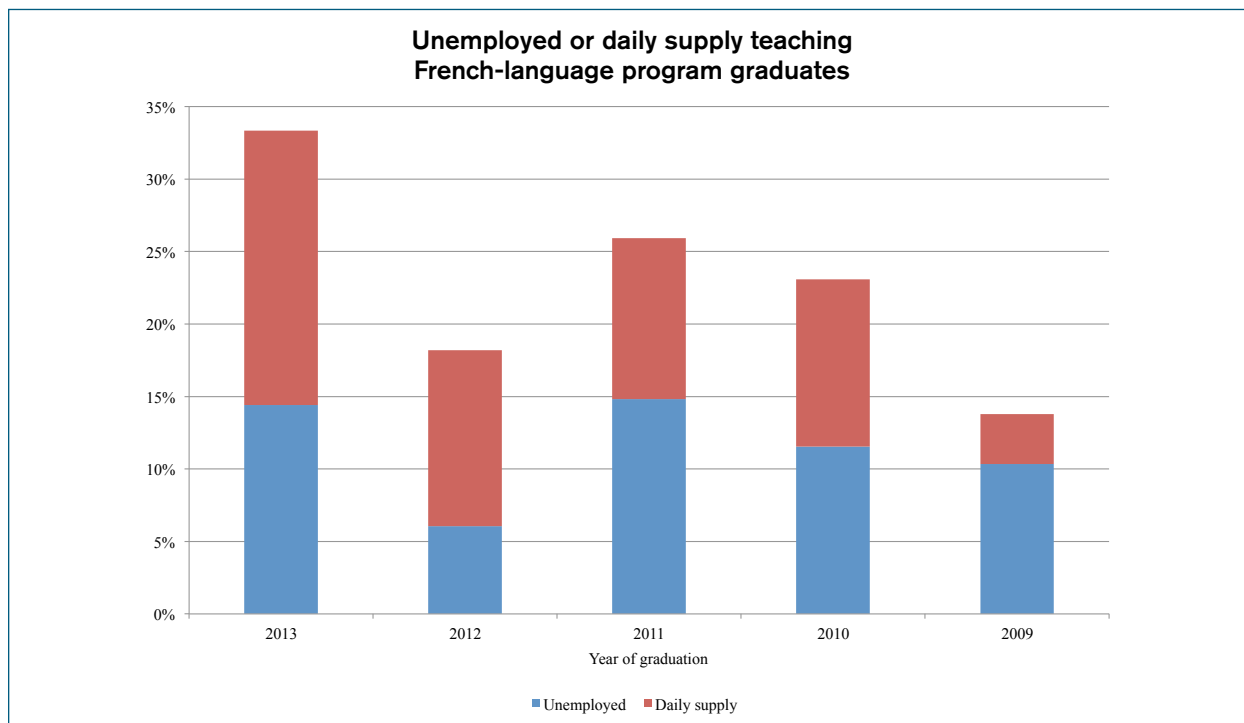
In addition to the financial hardship experienced by many daily supply teachers, a substantial gap is evident between the professional development engagement and support available to them and that provided to more fortunate colleagues hired to regular or long term occasional positions earlier in their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

This gap is evident across a range of important in-school and out-of-school development opportunities. Very few daily supply teachers engage in collaborative teaching or other forms of learning with colleagues. Few have an experienced teacher mentor. Most don't have the chance to engage in teacher enquiry or to participate in school self-evaluation projects.

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

Nature of professional development	2013 graduates	
	Daily supply	Regular/LTO
Collaborative learning in my school	10 %	65 %
Collaborative teaching with colleagues	15	56
Being supported by a mentor	10	52
Participating in school self-evaluation	15	42
Engaging in teacher enquiry	10	40
Participating in Additional Qualification courses	29	53
Collaborative learning beyond my school	15	34
Engaging with subject or specialist associations	10	18

Daily supply teachers also report less engagement in professional learning beyond the schools in which they teach. Fewer enroll in Additional Qualification courses, engage with subject or specialist associations or undertake other forms of collaborative learning outside of school.

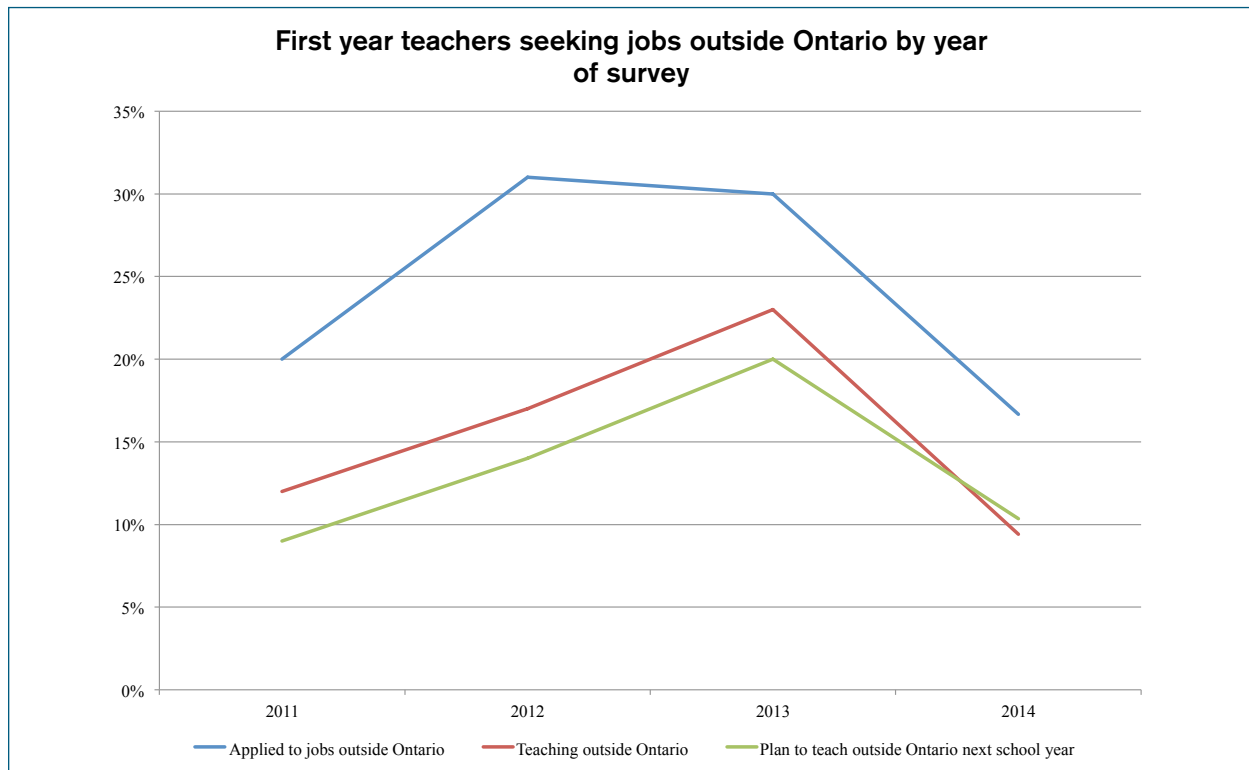


Unemployed teachers, of course, do not even have access to the limited in-school supports available to those on daily supply lists. Although unemployment numbers receded over the past two years, more than one in 10 of the graduates of 2010 and 2011 were unemployed in the 2013-2014 school year. Adding unemployed teachers to the daily supply teaching group, about one in four French-language graduates have had up to four years of limited access to professional development following their initial teacher education.

# Career plans and attachment to the profession

## Fewer now leave Ontario for first teaching job

The earlier reported trend for more graduates to look outside Ontario for first teaching jobs reversed itself in the 2014 survey results. Applications to schools and boards in other provinces dropped from near one in three first-year French-language graduates surveyed in 2012 and 2013 to just one in six this year. The proportion of graduates teaching in the first year outside the province also fell – from near one in four in 2013 to fewer than one in ten in 2014. And first-year teachers planning to teach out of province in the next school year also dropped sharply.



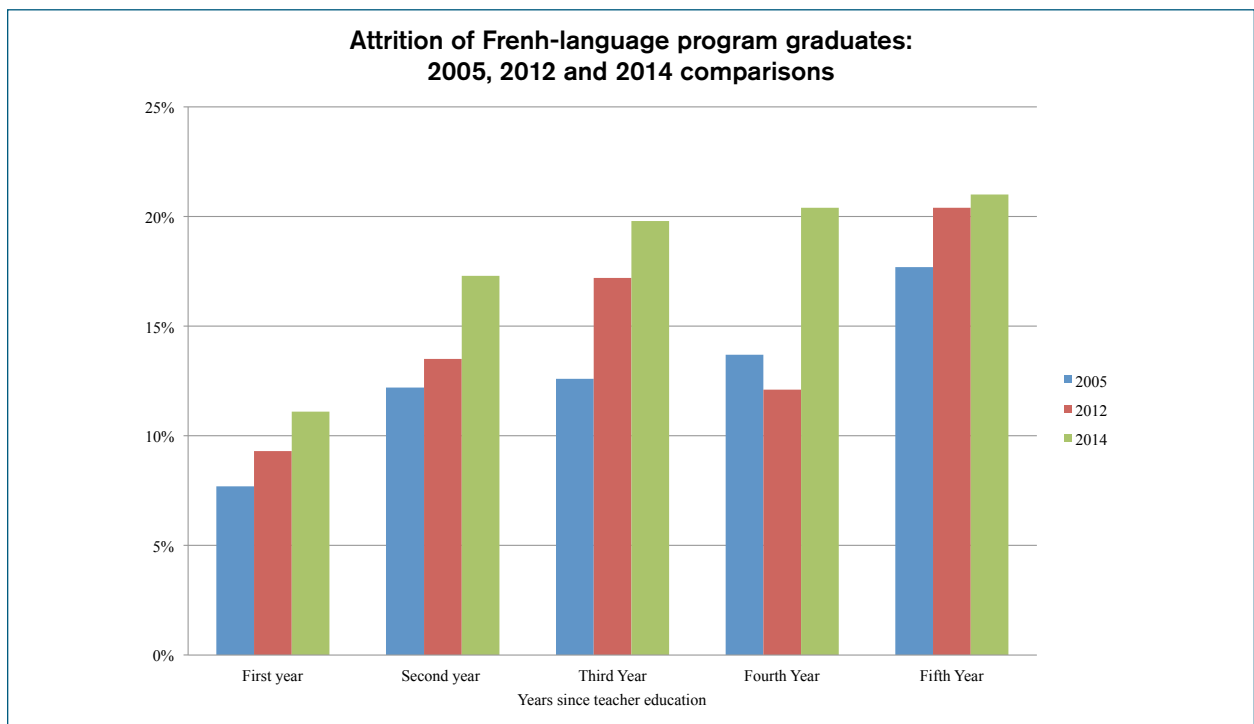
This year’s surveys suggest that significant numbers of graduates over the past several years are uncertain about their long term commitment to teaching. Asked whether they expect to be teaching five years in the future, the proportion who indicate they definitely expect to be teaching then declines steadily from three in four (74 per cent) of the 2013 graduates to just half (50 per cent) of the graduates of 2009.

And among those who are teaching out-of-province or expect to do so in the future, those who are uncertain whether they will return or have decided not to return rises from one in three (31 per cent) 2013 graduates to half (50 per cent) of the graduates of 2010, declining again to one in three (33 per cent) graduates of 2009.

**More French-language program graduates drop College membership**

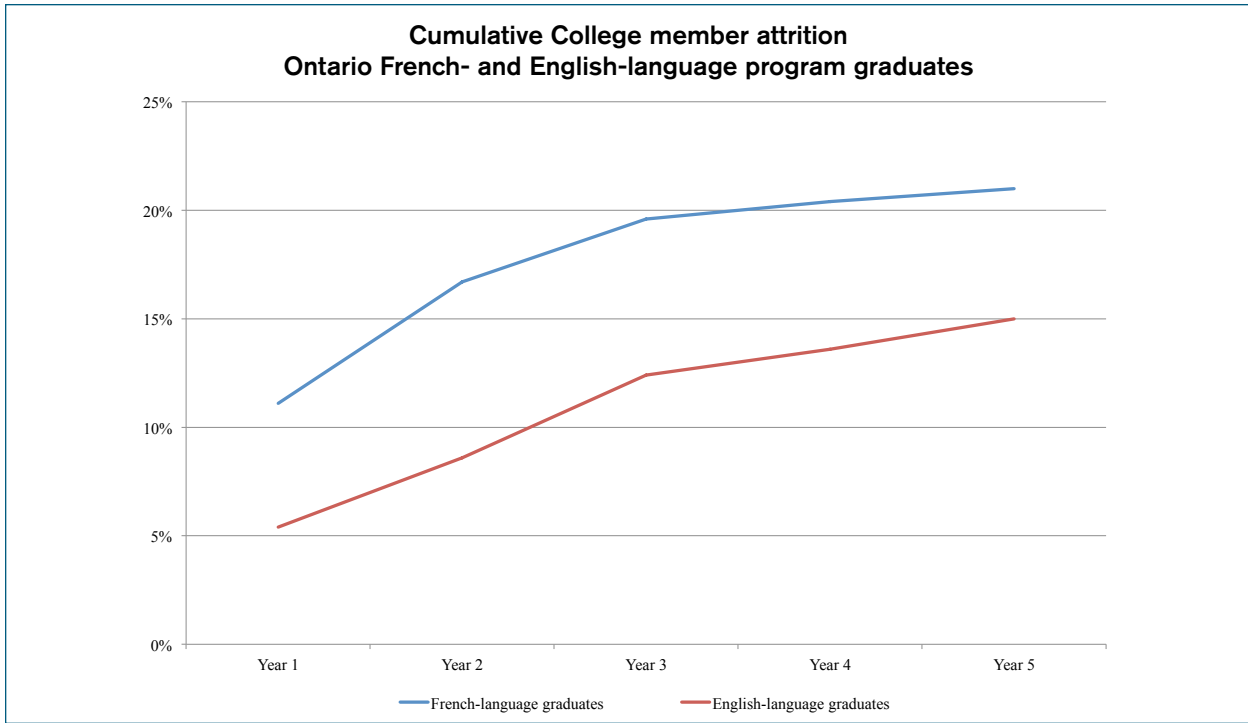
One in 9 (11.1 per cent) French-language education graduates of 2013 who received their Ontario Teaching Certificate that year failed to renew the teaching licence in 2014. And more than one in five (21 per cent) who first got their OTC in 2009 were no longer members of the College five years later in 2014.

Rates of non-renewal for graduates of both the English- and French-language teacher education programs in Ontario accelerated significantly in recent years. Since 2005 the five-year loss rate for new French-language education graduates increased from 17.7 per cent in 2005 to 21 per cent in 2014. And this rate appears to be accelerating further as indicated by the even greater proportionate losses in years one through four.



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

Attrition is much higher among French-language teacher education program graduates than for graduates of the province’s English-language programs.





## Conclusion

The supply of new French-language elementary and secondary teachers generally exceeded provincial demand from about 2008 onwards. Unemployment and underemployment grew for early-career teachers in College surveys in 2009 through 2012. The legacy of this short-term oversupply continues to depress job outcomes for many early-career French-language teachers in Ontario today.

French-language program graduate job outcomes improved in 2013 and again in 2014. More than one in three Junior-Intermediate and Intermediate-Senior qualified first-year teachers in 2014 report regular teaching positions and their rates of unemployment are back down to single digits. Primary-Junior first-year teachers are not doing as well, but they are also experiencing less unemployment now than two years ago.

The availability of jobs in Ontario is now sufficient relative to supply of new graduates that fewer teachers leave the province to find their first teaching jobs.

These improvements are in part the result of reduced numbers of newly certified French-language teachers in each of the past two years and accelerated losses of early-career certified teachers who drop their Ontario teaching licences.

An extended two-year program of teacher education is being introduced in the province starting in 2015. Ontario's faculty of education overall annual intake will fall to half its current level. Implementation of this reform will mean comparatively few new graduates in 2016 and annual graduating classes in 2017 and future years at about half the current numbers overall.

If the reduction in teacher education capacity were to apply proportionately to low enrolment French-language teacher education programs, the cumulative surplus of French-language teachers would recede very quickly for several reasons:

- the imbalance in French-language teacher supply and demand emerged later, lasted for a shorter period, and the cumulative surplus pool of unemployed and underemployed teachers is not nearly as substantial as the English-language surplus pool;
- higher proportions of French-language College members drop their Ontario teaching licences in the early years, either leaving Ontario to pursue teaching elsewhere or leaving the profession altogether; and
- the sharp improvement in Ontario job outcomes for Junior-Intermediate and Intermediate-Senior French-language graduates in 2014 indicates that the surplus pool of secondary teachers is already depleting rapidly.

Close monitoring of the impact of the upcoming initial teacher education changes on French-language school boards is warranted given that the supply and demand balance for this segment of the Ontario employment market can change quickly, especially with respect to specialized and low population teacher qualifications.

# Methodology

## **Purposes and sponsorship of study**

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

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

This study gives education stakeholders information on teacher transition into active membership in the profession in Ontario. It focuses on teacher induction and support as they join the profession, the graduates' evaluation of their teacher education programs and their assessment of ongoing professional development activities and further needs.

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

Changing Ontario teacher demographics and the ebb and flow of provincial teacher demand and supply have been substantial over the 13 years of this study. The study provides regular updates on the changing balance of demand for new teachers and the available teacher recruitment pool. Since the mid-2000s this study highlighted the impact of an increasing relative shortage of employment opportunities on the job outcomes for new members of the profession.

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, volunteering, alternate employment, teaching assignments, teaching experience, views on teacher education, professional development, career plans, reflections on teaching and demographics.

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

Eight different surveys were conducted in May and June 2014 with samples of Ontario faculty and US border college graduates of 2013, 2012, 2011, 2010, 2009 and 2004 and also samples of teachers newly certified in Ontario in 2013 and 2012 who had obtained their teacher education degrees and initial licensing in another Canadian province or elsewhere abroad.

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

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

The surveys are web-based using a platform, Fluid Surveys, developed and based in Ottawa, and recently acquired by the international online survey platform company SurveyMonkey.

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 on-line to become members. They receive electronic newsletters from the College and communicate electronically with the College on routine matters relating to their membership and College services.

### **Sampling and survey administration**

Random samples from the College registry of currently licensed Ontario teachers were drawn for each of the eight surveys. E-mail addresses are for the most part available and 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 were used to support analysis of sub-groups of teachers by region, qualifications and language of teacher education. For Ontario faculty graduates and US border college graduates of 2013, random samples were selected of 50 per cent of the members in good standing with current e-mail addresses who communicate with the College in English. For the graduates of other years, the random samples included 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 2013 graduates and 50 per cent of the French-language graduates of other years were invited to complete the survey. Again to ensure adequate returns from the low population group of Technological Studies teachers, all teachers who graduated in 2013 with these qualifications were invited to participate.

The entire populations of out-of-province and out-of-country educated teachers certified in 2013 and 2012 were invited to complete the surveys.

### Response rates and margins of error

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

The Ontario French-language program graduates invited to participate in the survey included 1,896 individuals across the six surveys directed to them. Completed returns from these graduates stand at 275 surveys for an average return rate of 15 per cent. Return rates for the six individual surveys ranged 10 to 19 per cent.

The results for the surveys as a whole are considered accurate within 5.9 per cent, and the survey of first-year graduates within 9.1 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 and range from 16 to 18 per cent.

Despite the low returns and high margins of error, the findings are consistent with trends found in surveys of the parallel groups over the past four 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 2014 and from the trends found in earlier years.

Survey group	Responses	Response rate	Margin of error*
All groups	275	15 %	5.9 %
2012 graduates	116	19	9.1
2011 graduates	36	13	16.3
2010 graduates	28	10	18.5
2009 graduates	28	11	18.5
2008 graduates	32	13	17.3
2002 graduates	35	16	16.6

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

French-language program graduate survey rates of return have fallen over the past four years – from an average of 33 per cent in 2011, to 19 per cent in 2012 and 2013 and 15 per cent in 2014. The decline affected survey populations across all years. Return rates have also fallen substantially for the English-language populations over the past several years. No changes were made to the survey methodology over these three years. Nor does analysis of the demographics in the returns suggest particular sub-groups that might support an explanation for the decline.

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

# Demographics

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

The survey respondents have the following demographic profiles:

## Teacher qualifications by year of teacher education graduation

	2013	2012	2011	2010	2009	2004
Primary-Junior	54 %	49 %	50 %	46 %	40 %	54 %
Junior-Intermediate	24	19	35	36	28	17
Intermediate-Senior	19	31	11	18	31	29
Technological Education	2	-	4	-	-	-

## Gender by year of graduation

	2013	2012	2011	2010	2009	2004
Female	65 %	75 %	70 %	70 %	75 %	79 %
Male	35	25	30	30	25	21

## First and subsequent career by year of graduation

	2013	2012	2011	2010	2009	2004
First career	66 %	58 %	46 %	64 %	59%	71 %
Second or subsequent career	34	42	54	36	41	29

## Age range by year of teacher education graduation\*

	2013	2012	2011	2010	2009	2004
18 – 24	30 %	14 %	- %	- %	- %	- %
25 – 34	32	39	33	52	59	36
35 – 44	23	31	33	22	25	45
45 – 54	13	10	29	15	9	12
55 – 64	-	6	4	7	6	6

\* Residual declined to answer

### **Internationally educated by year of Ontario teacher education\***

2013	2012	2011	2010	2009
7 %	8 %	7 %	11 %	6%

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

# Glossary of terms

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

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

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

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

**Full employment** – status of a teacher active in the teaching job market during the school year, not reporting unemployment, may be part-time or full-time employment but not reporting wanted more employment as a teacher this year; may be part-time or full-time employed

**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 regular teaching position and has a definite end date and is called “long-term occasional” (LTO)

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

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

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

**Regular teaching position** – full-time or part-time position that does not have a definite end date; sometimes referred to as a permanent position.

**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







For the second year in a row, graduates of Laurentian University and the University of Ottawa French-language initial teacher education programs report improved job outcomes.

Secondary teachers are experiencing the most significant turnaround from earlier employment market challenges, with first-year unemployment rates plummeting to single digits.

Employment success has not yet returned to the pre-teacher surplus levels of 2008 and earlier years. Primary-Junior graduates show improvements, but still report high rates of unemployment in the first year.

The legacy of the short-term oversupply of French-language teachers persists. Many elementary and secondary French-language program graduates continue to experience underemployment up to four years after entering the profession.



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