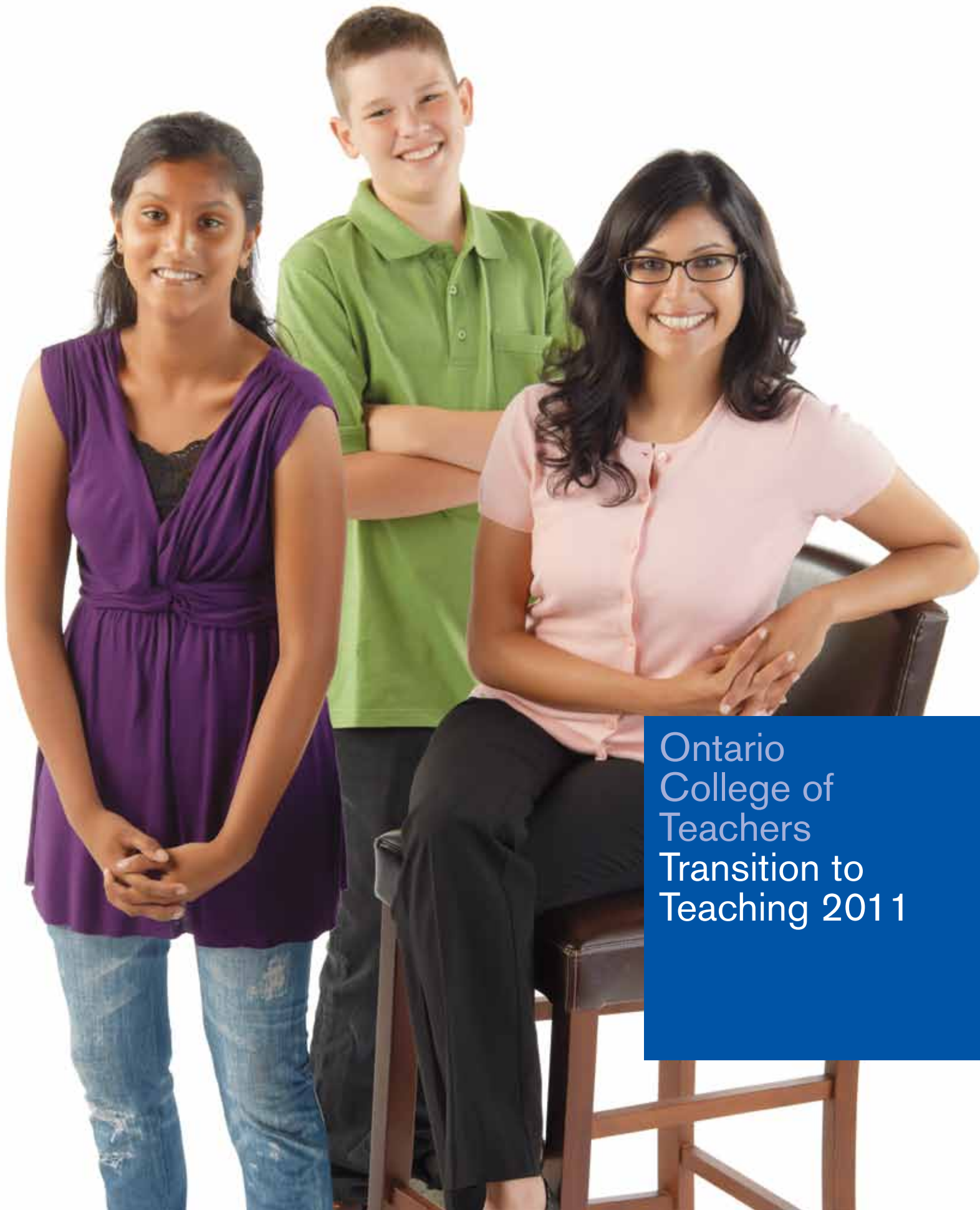


Early-Career Teachers in Ontario Schools
February 2012



Ontario
College of
Teachers
Transition to
Teaching 2011

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Executive summary

Ontario teacher supply and demand

The *Transition to Teaching* study reports on the early careers and professional development experiences of Ontario teachers. Since this study began in 2001 the elementary/secondary teacher employment market in Ontario moved from a short-term shortage that had started in 1998 to a growing surplus of available teachers relative to available jobs that was evident by the middle of the last decade.

The teaching job market at the beginning of the last decade was highly robust. New French- and English-language teachers, for the most part, were quickly absorbed into vacant regular positions in publicly funded and independent schools. Sharply increased teacher retirements in the years 1998 to 2002 meant regular job opportunities were plentiful early in the decade. Most new teachers found jobs relatively easily in every part of the province. School boards were concerned about a teacher shortage relative to demand and some boards vigorously recruited former teachers in their communities back into the profession.

Several years later it was evident that the shortage was no longer and an emerging surplus of teachers and growing underemployment was evident. How did this change come about?

Job openings for teachers arise primarily from school boards and independent schools having to replace teachers who retire. Job opportunities are also driven to a lesser extent by teachers leaving the active Ontario teacher workforce prior to retirement, because of policy and public funding changes, and in relation to the rise and fall in student enrolments and the associated opening and closing of classrooms and schools.

Some teachers leave teaching each year prior to retirement – either leaving the profession temporarily or permanently or moving elsewhere. Other former Ontario teachers return to active teaching in the province. Ontario policy initiatives – such as the funding of more teaching positions to reduce class sizes and extension of Kindergarten programs – add employment opportunities for new teachers. The current ongoing gradual decline in student enrolment reduces the demand for teachers.

Policy and student demographic changes have tended to balance one another in their combined impact on volume of teaching jobs in the province. Former teachers returning to active service moderate losses each year from pre-retirement departures. The largest driver of demand is the rate of retirement.

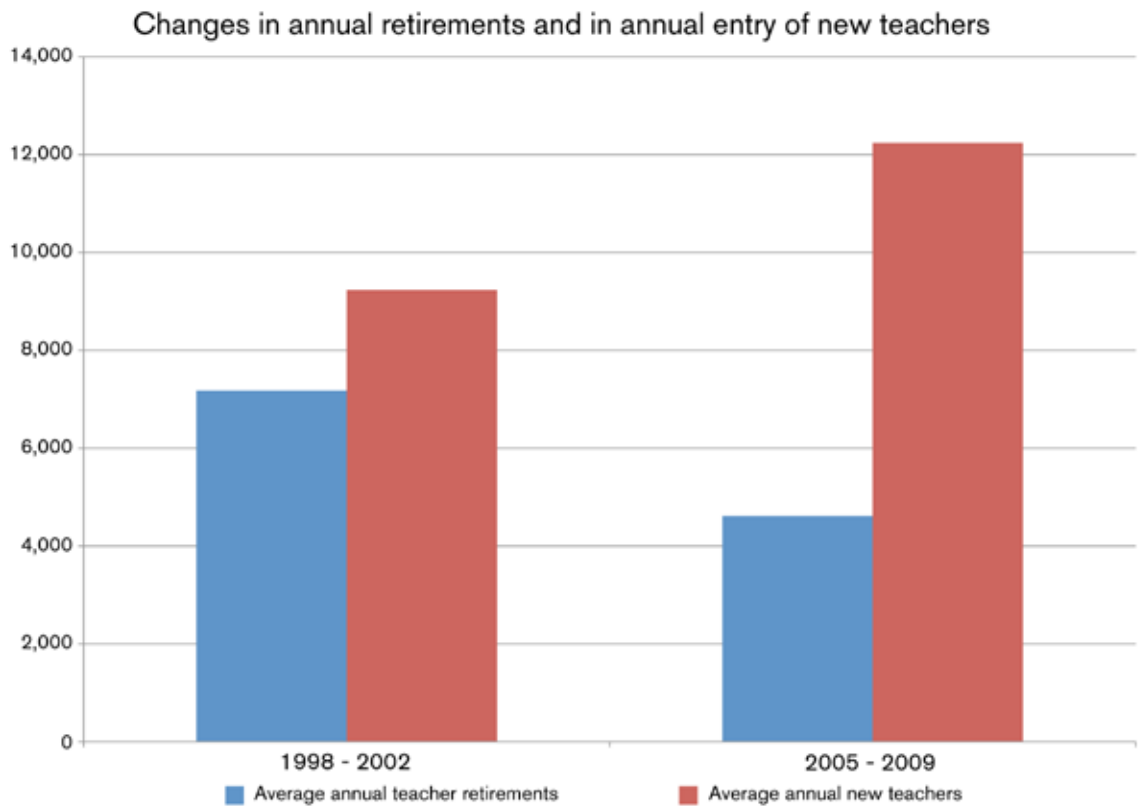
After unusually high teacher retirement levels in the late 1990s and the early part of the following decade, teacher retirements in Ontario fell substantially and continued at much lower numbers from 2003 to the end of the decade.¹ At the same time, the supply of new teachers from Ontario faculties of education and teachers moving to Ontario from other

¹ “Teacher retirements” throughout refers to Ontario Teachers’ Pension Plan reports on Ontario teachers who are plan members who retire or are forecast to retire annually.

provinces and countries grew steadily. The English-language teacher job market started to become more competitive in 2003 and job opportunities for these new teachers declined and became more and more limited relative to the growing supply each subsequent year.

In the five years 1998 through 2002 Ontario experienced record-high teacher retirements, an average of about 7,200 annually. At the same time there were comparatively low numbers of new teachers entering the profession each year.² French-language and English-language school boards, at both elementary and secondary levels and in every region of the province, experienced retirement-driven job openings that generated many opportunities for the average of 9,200 new Ontario teachers each year at that time. There was a near balance of employment demand and supply at that time across the province.

Teacher retirements then declined over the decade and the volume of new entrants to teaching increased. For the five years from 2005 to 2009, average retirements had fallen to 4,600 annually. The average annual number of new teachers in Ontario over the same period had increased to 12,200. A difference of just 2,000 (9,200 new teachers minus 7,200 retirements) more new teachers than retirees each year in the five years spanning the turn of the decade became a wide annual difference of 7,600 (12,200 new teachers minus 4,600 retirements) annually by the latter half of the decade.



² “New teachers” refers throughout to newly certified members of the Ontario College of Teachers.

Each year more teachers from earlier years are still active on the employment market trying to move up to full employment and generating more and more competition for the year's new supply of teachers for a relative scarcity of teaching jobs.

Meanwhile, with the more competitive employment market in Ontario, the number of applicants for Ontario's one-year teacher education programs declined in 2008 and 2009. From a peak of about 16,500 applicants in 2007 the annual volume fell to about 11,700 by 2009. Despite this lower applicant volume, Ontario faculty of education graduates joining the Ontario College of Teachers each year has remained relatively constant.

On the other hand, the number of US border-college graduates and teachers from other countries obtaining Ontario teacher certification each year fell by about 30 per cent between 2006 and 2010. From a high of about 12,750 new Ontario teachers from all sources in 2008, the total had receded somewhat to about 11,850 in 2010.

Teacher retirements are forecast to remain under 5,000 annually over the next 10 years.

In the past several years of this study, it was found that the years of oversupply of teachers in Ontario negatively affected new teacher job outcomes more and more each year. New teachers from previous years take longer to move on from daily supply assignments to term contract and regular jobs and from part-time to full-time contracts. As these underemployed teachers continue to seek more daily supply teaching days, improved long-term occasional and regular-teacher contracts, each new group of teachers has entered an increasingly competitive job market.

Summary of 2011 survey findings

Large-scale surveys of Ontario teachers in their early years in spring 2011 found that the unemployment rate rose again. Almost one in three of the teacher education graduates of 2010 who sought teaching jobs during the 2010-11 school year were unemployed, with no success in finding even daily supply teaching during the first school year of their teaching careers. Only one in eight of them secured regular teaching jobs. And just one in three of those who were on the job market secured as much teaching work as they wanted.

Regional, language and division differences in job outcome measures are evident. But the job market glut is now affecting all types of new teachers throughout the province.

One in five first-year teachers now look outside the province for their first teaching job. Of the one in ten who actually take up jobs elsewhere, 40 per cent of them say they are employed in regular contracts as compared with just 21 per cent of those who remain in Ontario. And more first-year teachers are now working in non-teaching occupations (22 per cent) as an alternative when faced with a failed teaching job search or as a supplement to part-time teaching income.

Ontario independent schools are now a very important source of teaching jobs for new

graduates. Almost one in ten of the graduates of 2010 who found work as a teacher in the province were hired by independent schools. Their share of regular teaching jobs was even more disproportionate, with one in four of the regular contracts in the province coming from independent schools.

Primary-Junior teachers, English-language teachers generally, and those in central, south-western and eastern Ontario report the least success in their job seeking.

Although Technological Education teachers continue to enjoy better job outcomes than others, underemployment and unemployment rates are also now substantial for this group and only two in five say they secured regular teaching jobs in their first year. Just one in four Intermediate-Senior teachers had regular appointments.

Graduates of French-language teacher education programs in 2010 report sharply higher unemployment and underemployment rates continuing what is now a three-year trend of weakening employment outcomes for this group. Less than one in four of them secured regular jobs in the 2010-11 school year. French as a second language teachers had much more success in finding some employment, but their underemployment rate also rose from previous years and just one in three of them found regular jobs.

Job outcomes also declined for early career teachers generally in the second through fifth years of their careers as the time required to gain full employment as a teacher lengthens further.

Despite the less favorable employment search outcomes, this new generation of Ontario teachers remains highly committed to pursuing long-term teaching careers. About nine in ten of them say they will be teaching in five years time, including the same proportion of those who report they were unemployed for the entire first year. They pursued teacher education because they wanted to make a difference in students' lives, and this motivates them not to give up on their teaching careers even in the face of the years of underemployment experienced by many.

New-Canadian teachers have very limited job outcome success in this employment market. Over the past four years, first-year unemployment more than doubled for this group of highly experienced teachers who are newly certified in Ontario. First-year new-Canadian teachers in 2011 report 75 per cent unemployment – three in four of them who were on the job market could not even get a foothold in daily supply teaching. And even into the second year as Ontario teachers, more than half of the new-Canadians certified in 2009 report they are still unemployed.

Job searching by new teachers includes much more than simply submitting the on-line applications that are the standard process for most Ontario school boards. Most see networking as key to successfully landing a teaching job and many of them actively pursue opportunities to get noticed through working their education contacts and by personal visits to schools. Almost half of them volunteer their time in school classrooms to increase their chances of being known and recommended for teaching jobs.

Most of them apply to multiple school boards and to multiple regions of the province. One in five also applies to schools in other provinces and abroad. And more than a third of them make applications to Ontario independent schools.

They give school board hiring practices mixed reviews. Most of them find the standard application process to be clear, although two in five say they could not easily find information about the availability of specific teaching jobs in individual school boards to which they might wish to apply.

Most also report that they don't understand how supply teaching relates to eligibility to be considered for long-term occasional and regular positions. And they say they are not well informed about the status of their applications.

They see success in getting a job as depending on multiple factors. The formalities of the on-line application, resume, portfolio and cover letter are essential. A good interview is essential. But getting to that interview is seen by many to depend on connections established through practicum, volunteering, networking, family, friends or otherwise.. They say that being known by school administrators, or simply being in the right place at the right time, are what often results in landing a job given the very crowded employment market today.

The 70 per cent of first-year teachers who found some employment in 2010-11 consider themselves to be well prepared, confident, supported by colleagues and professionally satisfied with assignments that are appropriate and challenging. And most of them consider their workloads to be satisfactory.

Not unexpectedly, concern about job security is the one significant negative report from many new teachers. And a similar level of concern about job security is evident among second-year teachers. One in five of the entire group of first- and second-year teachers reports that they are not optimistic about their professional future.

Recent graduates of Ontario teacher education programs recommend changes to further strengthen preparation for teaching in the future. They call for lengthening the teaching practicum. They suggest that teacher education candidates need more opportunities to engage in supervised teaching in the classroom, more coaching and feedback about their teaching, and they need more time to observe experienced teachers.

Confident in their current skills, they nevertheless place a very high priority on further support in hands-on teaching techniques in areas such as classroom management and student assessment.

They are, for the most part, engaged in significant and varied professional development. Most of the small minority of them who are in regular contracts in Ontario publicly funded school boards, and some of those in long-term occasional contracts, participate in and highly value the New Teacher Induction Program (NTIP).

There is a significant professional development gap, however, for the majority of new teachers – those who are unemployed or in daily supply teaching in the first year. This gap continues and worsens for the two in five new teachers who continue to be unemployed or in daily supply roles through the second year following teacher education.

Most of these teachers miss out on the formal and informal school-based professional development, orientation, mentoring and principal evaluations. They also take fewer in-service courses. And they engage far less with other educators through subject or specialist associations and through action research than their peers in regular positions or long-term occasional contracts.

The new generation of Ontario teachers consists of highly committed educators, motivated by a strong desire to make a positive difference for students and planning to be in the teaching profession over the long term. The highly challenging job market in the province does not deter most of them from staying with their career choice.

Although an increasing number look outside the province for teaching jobs, the majority of those who do also hope to return one day to teach in Ontario. The comparatively high membership retention rates at the Ontario College of Teachers confirm this long-term commitment to teaching.

Employment outcomes

More challenging job market for graduates of 2010

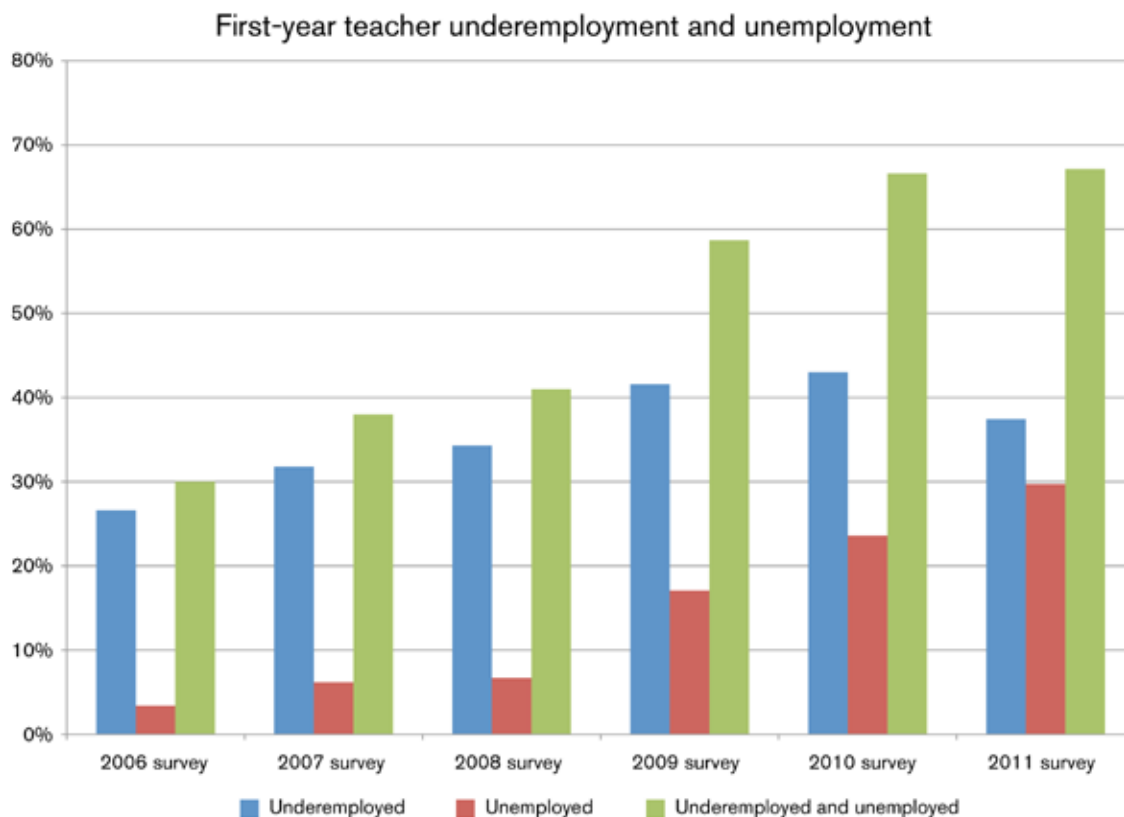
Employment outcomes for Ontario faculty of education and US border college graduates of 2010 reflect the highly challenging teacher job market in the province. Even more first-year teachers faced unemployment in their chosen profession than in previous years. And more of them are pursuing alternative jobs, mainly as stopgap measures, while they maintain their hope for and commitment to their education careers.

Almost one in three (30 per cent) of them say they looked for teaching jobs in the 2010-11 school year but were completely unsuccessful – not even finding any daily supply teaching work. Almost half (47 per cent) of those who did find some work as a teacher in the 2010-11 school year say that they were underemployed. They did not get as much teaching employment as they wanted.

I have been lucky. I was hired by two school boards at the beginning of the school year. However, due to over-hiring of supply teachers, I have only managed to supply two to three days a week between both boards.

Intermediate-Senior supply teacher, 2010 graduate, southwestern Ontario

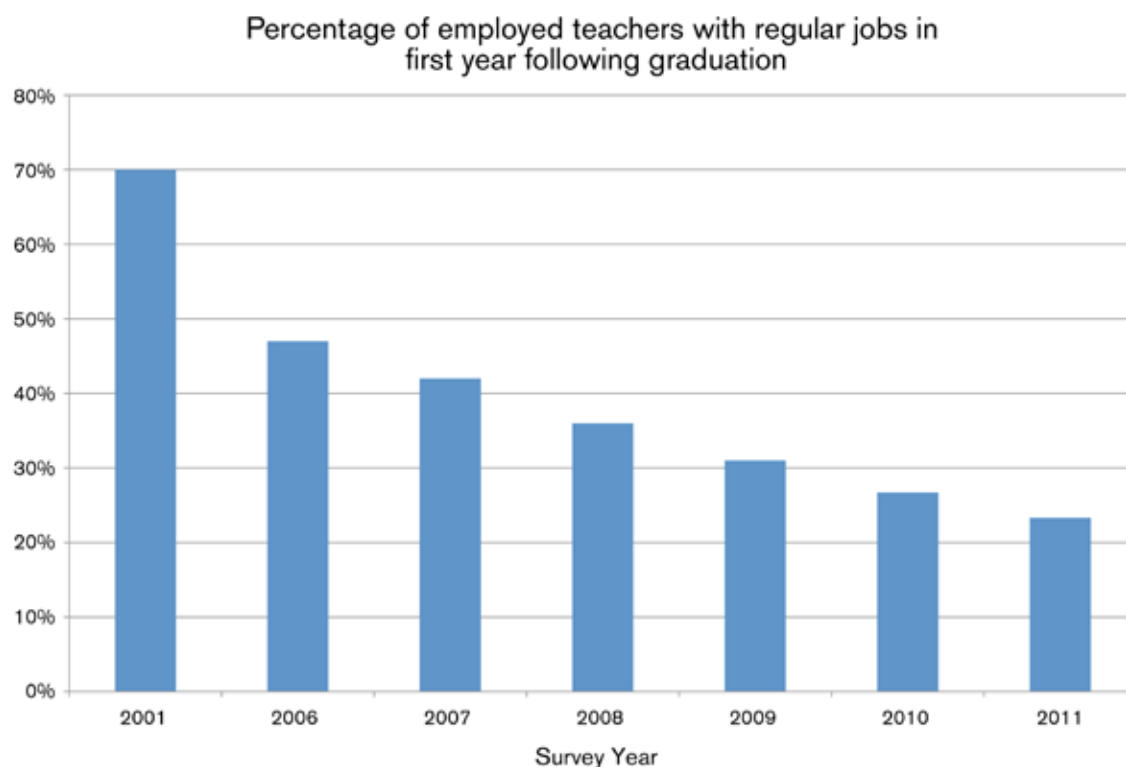
These results extend further the multi-year trend of diminishing first-year job success for teacher education graduates as the employment market glut in Ontario builds further each year.



The combined unemployment and underemployment rate for first-year teachers has climbed from 30 per cent for the 2006 graduates to 67 per cent for the graduates of 2010. And the unemployment rate increased tenfold from three to 30 per cent.

For most of those who had some measure of job success it came in the form of daily supply teaching and/or piecing together part-time and limited term contract jobs, often in more than one school. The entry job for the majority was daily supply teaching (58 per cent) and, by year end, most of those who were teaching held term contracts (39 per cent) or were still only on daily supply lists (38 per cent).

Less than one in four (23 per cent) who found some work as a teacher secured a regular teaching job. This is less than half the 47 per cent with regular jobs six years ago and well below the 70 per cent back in 2001 in the midst of the last teacher shortage.



For the whole group of first-year teachers who report they were on the job market in 2010-2011, including those who were completely unemployed, only one in eight (13 per cent) report they are in a regular teaching position.

Regional variations are evident in job outcome measures. City of Toronto and North-western Ontario lead the regions in regular jobs with much higher rates than all other regions of the province. They also reflect significantly lower rates of daily supply teaching at year end and lower rates of underemployment. New teachers who moved outside the province for employment have more successful job outcomes than those who stay in Ontario. More than two in five (41 per cent) of this group report they held regular teaching jobs elsewhere.

Job outcomes in 2010-11 by region of employment

Job Outcomes	Toronto	Northwest	Other Ontario	Total Ontario
Regular position	45%	34%	16%	21%
Daily supply teaching	20%	24%	42%	41%
Underemployed	36%	32%	54%	50%

With the market tightening further over the past year, teachers across all divisions are affected. Unemployment has increased and is now significant regardless of type of teacher certification. Primary-Junior certified teachers experience the highest rate of unemployment, with almost two in five of them not able to find teaching jobs of any type.

Job outcomes in 2010-11 by division

Job Outcomes	Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Education
Regular position	20%	24%	25%	40%
Daily supply teaching	42%	44%	27%	31%
Unemployed	39%	25%	30%	27%
Underemployed	46%	54%	45%	54%

Although the market tightened for Technological Education teachers this year, as evident in their 27 per cent unemployment rate, they continue to enjoy a somewhat higher rate of regular appointments (40 per cent) than those with other types of certification.

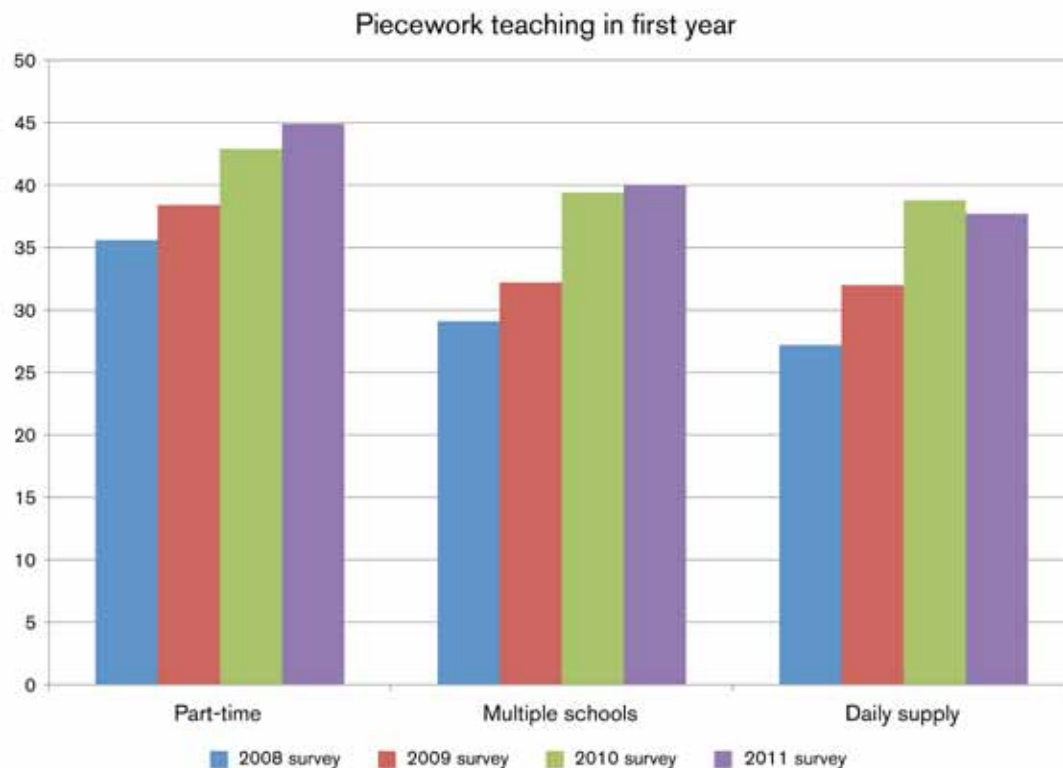
Intermediate-Senior teachers now have a low rate of success in gaining first-year regular teaching jobs, although fewer of them are in daily supply positions because of a greater relative availability of long-term occasional contracts in secondary schools.

The teaching climate is very competitive right now. New teachers are competing against very experienced teachers. I hate to say that “who you know” is more important than “what you know,” but sadly this seems to be true.

Unemployed Intermediate-Senior computer studies graduate in 2010, eastern Ontario

Piecework teaching is increasingly common among employed first-year teachers. In the 2010-11 school year, almost half (45 per cent) of those who did find some work by the end of the school year report it was part-time and two in five (40 per cent) say they were teaching in multiple schools.

The daily supply teaching employment rate for new teachers remains high at year end (38 per cent) even with the record high proportion unemployed in 2010-11.



About one in five first-year teachers (19 per cent) applied for teaching jobs in other provinces or abroad, although only one in ten reports teaching outside Ontario by year end. The majority of them teach in other Canadian provinces, mainly Quebec, Alberta and Manitoba.

I applied to teach overseas and secured a full-time teaching contract. I constantly watch for jobs I could apply for in eastern Ontario and am sadly feeling discouraged for the next school year when I will be looking for work in Ontario.

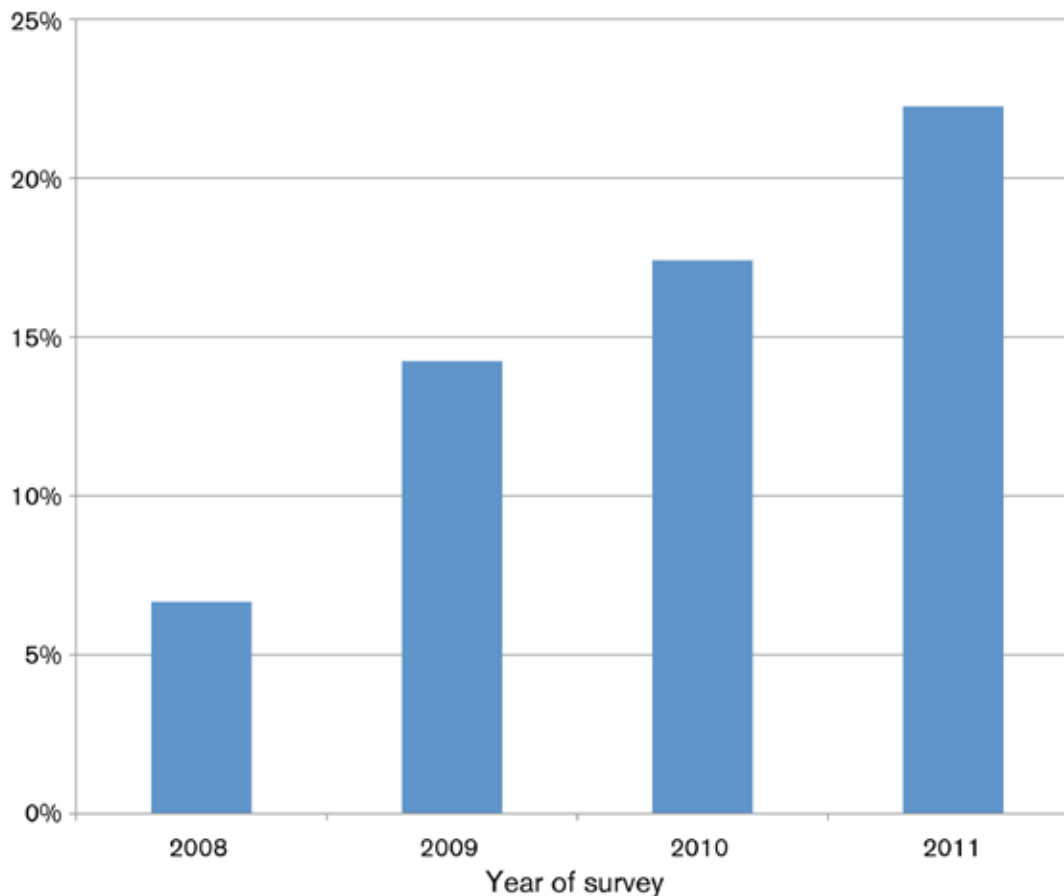
Intermediate-Senior English and math graduate of 2010 teaching in England

Over the past four years, a trend emerged of more first-year teachers working in non-teaching jobs, either as alternatives to teaching or as a supplement to part-time or occasional teaching. Over the past four years, new teachers working in other occupations grew sharply from just six per cent to 22 per cent.

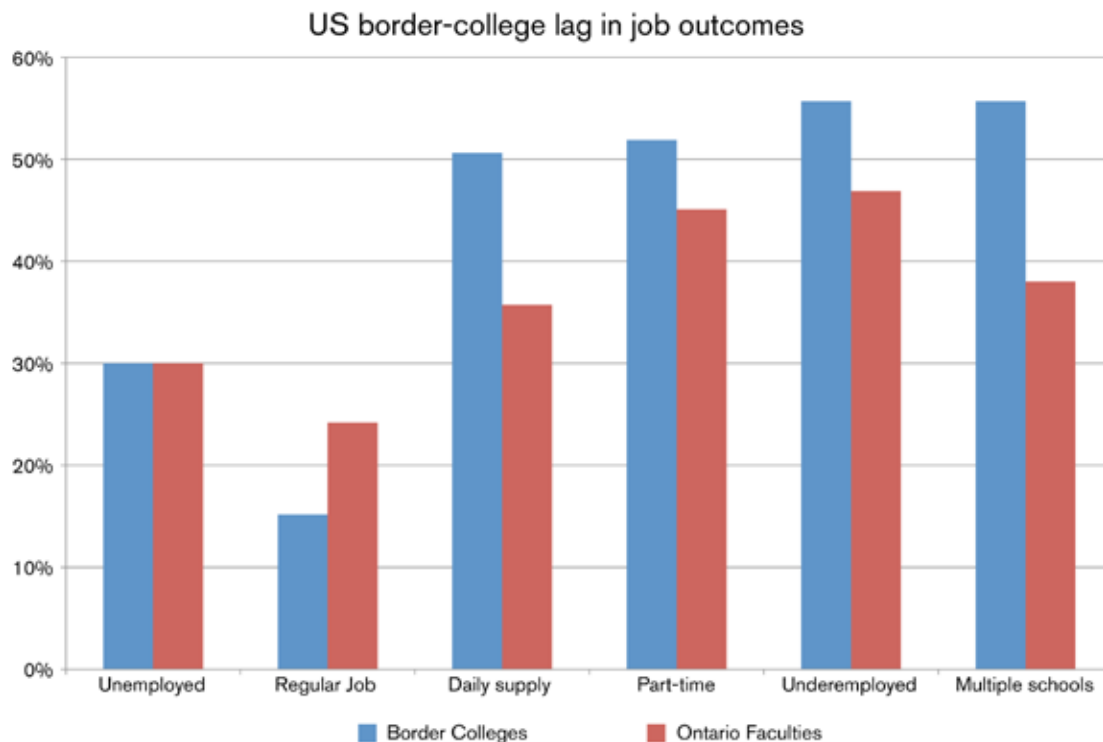
I had to move because I couldn't afford to pay rent and pay back my student loan from my earnings from my minimum wage paying job in Ontario. I am not the only one who feels this way. I know that most of my classmates in my graduating classes are in the same position with many in low paying retail and sales positions.

Intermediate-Senior geography and English graduate of 2010

First-year teachers working in other occupations by year



Two-thirds (68 per cent) of first-year teachers who could not find any teaching jobs report that they are working at another occupation. For most of them, their strong commitment to teaching continues – nine in ten say they will or probably will be in teaching careers five years in the future, and only two per cent say they definitely or probably will not be teachers by then.



The 2010 graduates from Ontario faculties and from US border colleges experienced similar high levels of teacher unemployment in the 2010-11 school year. For those who did find some teaching work, however, fewer of the US border college graduates (15 per cent) secured regular teaching jobs than the Ontario faculty graduates (24 per cent). The lag in outcomes was also evident in the greater proportion of them who relied on piecework teaching. They had higher rates of daily supply appointments by year end, more part-time teaching, more teaching in multiple schools, and more of them report that they were underemployed during the school year.

Job market tightens further for teachers in career years two to five

Survey results for teachers in the second through fifth years following graduation – the graduates of 2006 through 2009 in the 2010-11 school year – also reveal the impact of further tightening of the job market.

Unemployment rates moved up from previous years for graduates of Ontario faculties and border colleges in their second through fifth years in the teaching profession. One in four (24 per cent) of the graduates of 2009 who were on the job market in the 2010-11 school year – the second school year after their graduation – say that they still could not find any teaching work at all, not even through daily supply lists. This is up sharply from the unemployment rate of 15 per cent identified through the 2010 survey of second-year teachers. And the rate of reported underemployment among those who had secured some teaching work inched up from 39 to 42 per cent.

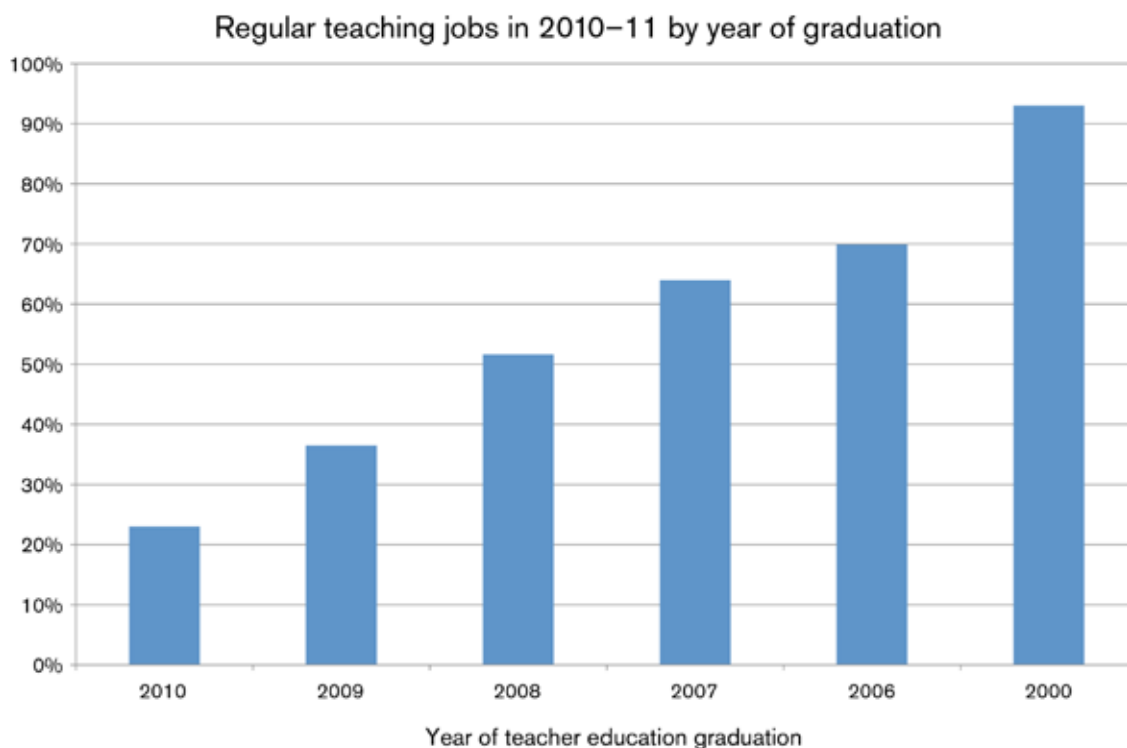
Similar increases in unemployment and underemployment are evident in the responses in 2011 from the graduates of 2006, 2007 and 2008.

I am very discouraged. All I hear about is declining enrolment, cuts next year and teachers receiving pink slips. I have been a supply teacher for two years now. I feel that I will continue supply teaching for many years to come. I need to gain experience teaching my own classes.

Intermediate-Senior English and social science graduate of 2008

Despite the deteriorating market, early career teachers do improve their standing in the job market over time, even if that progress toward full employment gets slower each year. Regular teaching positions increase and daily supply teaching declines each year as an individual teacher spends more time on the job market.

In the 2010-11 school year less than a quarter of employed first-year teachers and slightly more than a third of employed second-year teachers report regular teaching contracts. This rises to about half for third-year teachers, two thirds for fourth-year teachers, 70 per cent for teachers at the end of five years and 93 per cent after ten years.

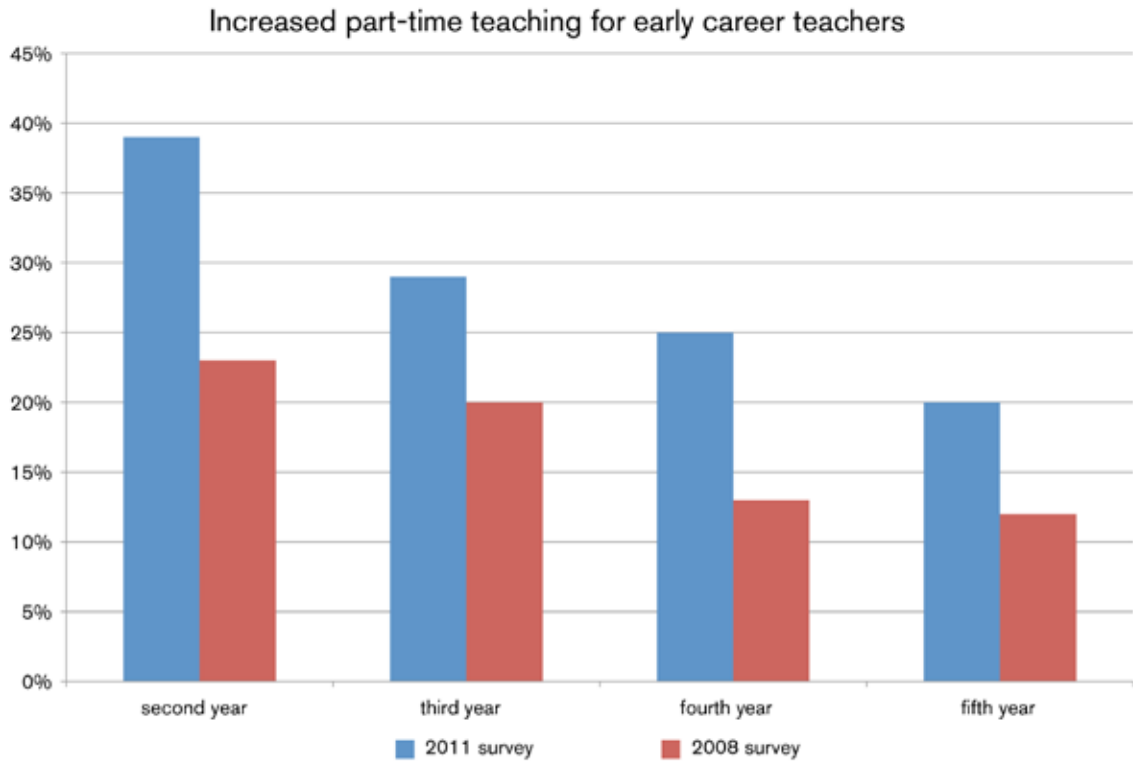


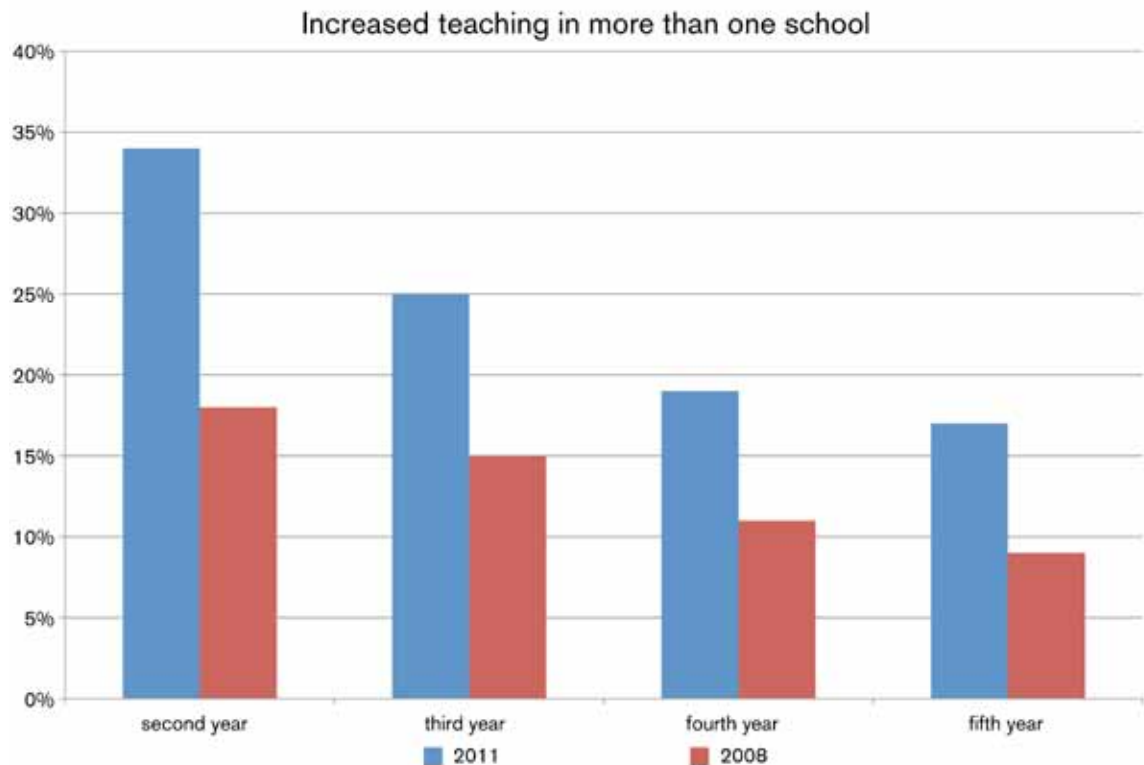
Job change is now very common in the early years of teaching careers in Ontario. About half of those teaching in their third, fourth and fifth years in the profession expect to have a different job the following school year. Some of this change is teacher-driven and focused on seeking another school, grade level or assignment. For the majority, however, the

change is anticipated because a term contract is ending, they are hoping to move up from occasional teaching to a regular contract or they have been declared surplus or are otherwise expecting to be laid off.

Part-time teaching throughout the first five years in the profession is much more common than just three years ago. About two in five teachers are now part-time in the second year of their teaching careers. And one in five is a part-time teacher even in the fifth year in the profession.

Piecing together teaching jobs by taking multiple assignments in more than one school is also an increasingly common experience. About one-third of teachers are now teaching in multiple schools in their second year and one in six teachers still do so in their fifth year in the profession.





Some of this part-time teaching, and perhaps some of the multiple school teaching, is by choice. The substantial increase in the rate of this piecework employment over the past three years is very likely not because of changes in teacher choice, however, but rather a result of the decline in the job market which also drives the higher unemployment and underemployment in recent years.

My inability to find permanent work has been disheartening. I am substitute teaching with two boards, and have applied to a third. Supply work is not consistent and there have been long stretches without opportunities available. There appears to be a lot of competition for a scarcity of jobs, and internal applicants get preferential treatment.

Intermediate-Senior drama and English graduate of 2008 in Greater Toronto

Longer wait times to full employment

With the employment market tightening since the middle of the last decade, each year new teachers face longer wait times for full employment. Some teachers take part-time or occasional teaching by choice and are not in the market for a full-time teaching job. This adds complexity to measuring how long it takes teachers to achieve the level of employment they want in a given year.

This study defines full employment for a teacher as:

- on the job market,
- reporting employment as a teacher during the school year, and
- having as much teaching work as wanted over the course of the school year.

Those who are in the market and unemployed or reporting less work as a teacher than wanted are not fully employed. Using this definition, the wait times to full employment lengthened dramatically in Ontario since 2006, with further lengthening in the past year.

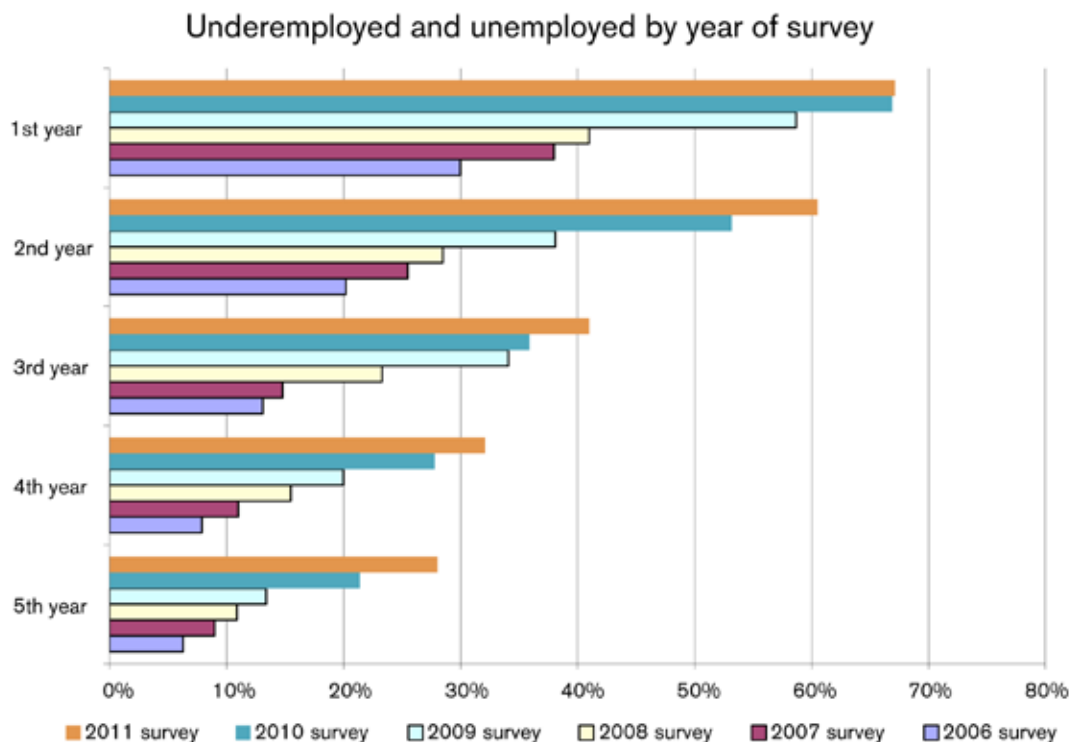
I expected to be a supply teacher for several years, but I did not anticipate not being able to get on a supply list at all. There are far too many graduates and not enough positions.

Unemployed second career graduate of 2009, eastern Ontario

The 2011 surveys of Ontario faculty and US border college graduates of the years 2006 through 2010 show more teachers unemployed or underemployed in the 2010-11 school year than in previous surveys in each of the first five years of their careers.

In the years since 2006:

- first-year teachers not fully employed increased from 30 to 67 per cent
- second-year teachers from 20 to 61 per cent
- third-year teachers from 13 to 43 per cent
- fourth-year teachers from eight to 32 per cent, and
- fifth-year teachers from six to 28 per cent.



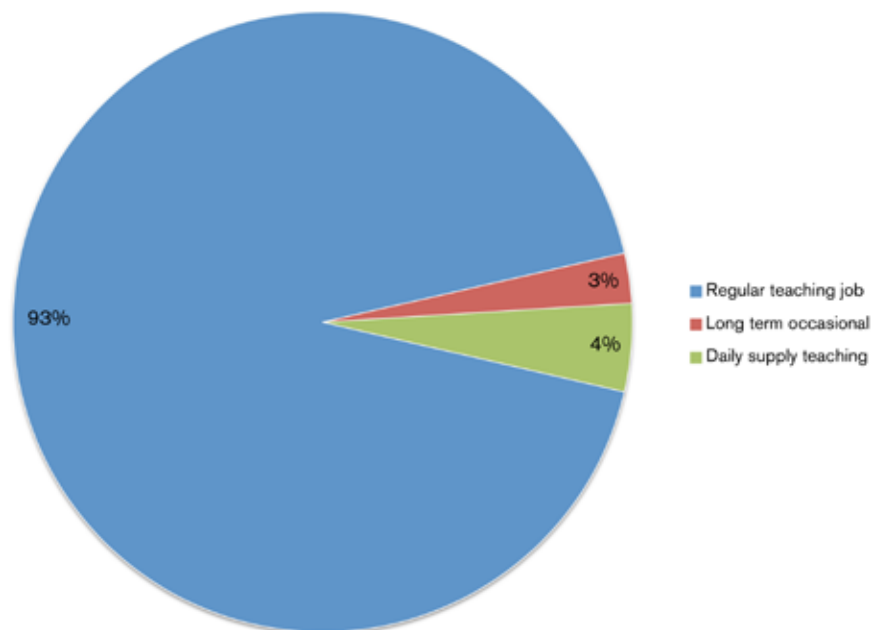
Ten years out, graduates of 2000 well established in teaching careers

Most of the graduates of teacher education programs in 2000 are well established in their teaching careers ten years later. Only two per cent of them report they are involuntarily not employed as teachers and just five per cent say they were underemployed in the 2010-11 school year. Most hold regular teaching contracts and are highly positive about their career choice and how it has unfolded for them.

I love my job and can't imagine doing anything else that would give me the same satisfaction, challenge, security and lifestyle.

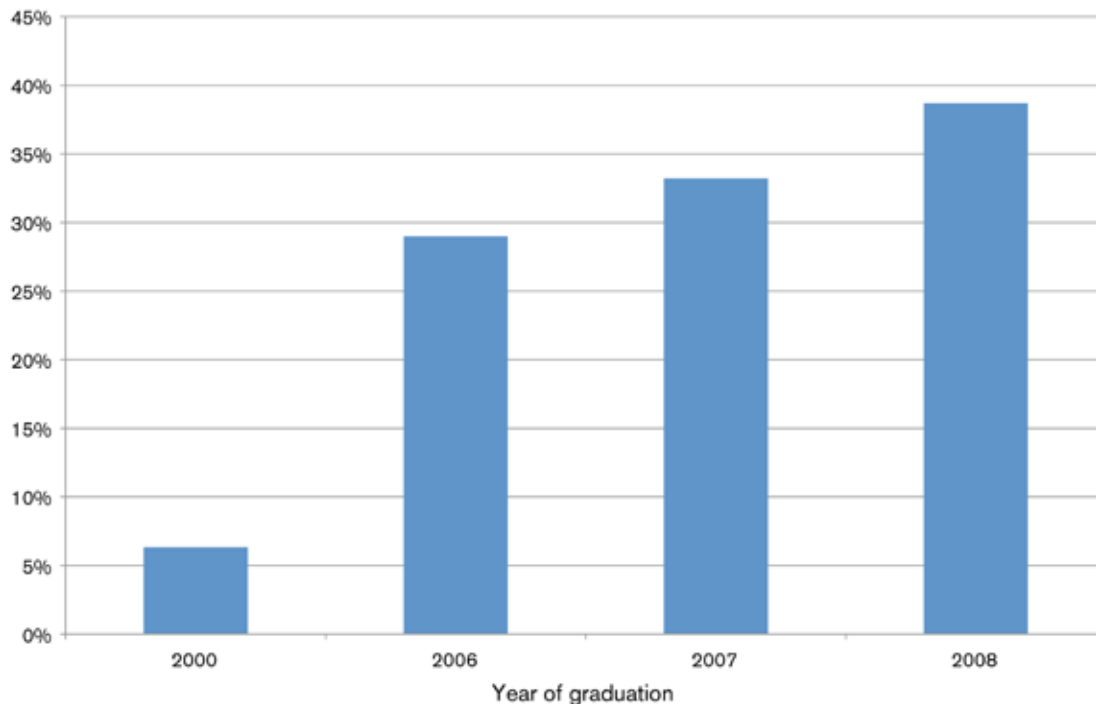
Intermediate-Senior environmental science teacher in Greater Toronto region

Teaching contract type ten years into teaching career



These teachers began their careers in the 2000-2001 school year when there was a shortage of teachers in Ontario. Their career experience stands in stark contrast to teacher education graduates five to ten years later. Only six per cent of them report that there was any time in their teaching career when they were unemployed because they could not find a teaching job.

Experienced some involuntary unemployment by year of graduation



The rate at which graduates of 2006, 2007 and 2008 experienced unemployment in their early careers is five to six times greater than those who graduated in 2000 into the robust employment market early in the last decade.

French-language teacher market sluggish – still ahead of English market

About one in eight (13 per cent) teachers able to teach in French say they were on the job market but could find no work as a teacher, not even daily supply teaching. Of the French-language teachers with some employment in the 2010-11 school year, more than one in three (35 per cent) say they were underemployed. These rates are similar to the 14 and 32 per cent rates in the previous school year.

Fewer regular teaching positions are now available for these teachers who are now relying more on long-term occasional opportunities. Regular teaching contracts were fairly standard for Ontario teachers who graduated from French-language programs or who could teach French as a second language until the 2008-09 school year when the graduates of 2008 were first on the job market. Since then, regular job reports dropped steadily from 70 per cent to just 30 per cent in 2010-11.

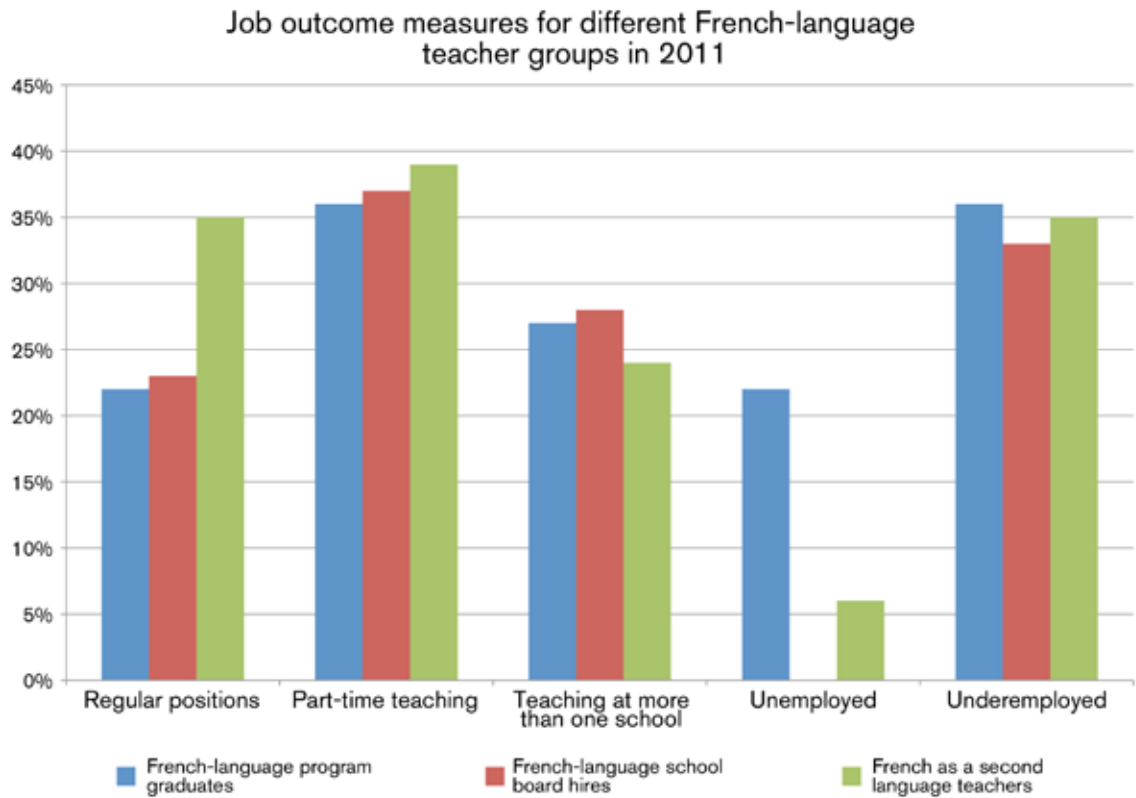
It took me three years of long-term occasional jobs to find a permanent position in a private school. I have French qualifications and still found it very difficult to find jobs. There are far too many graduates from teacher's college and not enough jobs.

Junior-Intermediate graduate of 2008 teaching French as a second language



The weakening employment market affects all groups of French-language teachers, some more than others. French as second language teachers have a high degree of success in finding some employment as teachers. They also have a somewhat higher rate of securing regular positions than do French-language teacher education program graduates and teachers hired by French-language school boards. Their rates of part-time, multi-school teaching and underemployment are substantial and similar to those of French-language program graduates and first-year teachers hired by French-language school boards.

The rate of unemployment for French-language program graduates grew from 14 per cent for in 2010 to 22 per cent in 2011. For those who are employed, underemployment grew from 28 per cent in 2010 to 36 per cent in 2011.



I responded to job offers posted online, got as far as the hiring-interview stage but was unsuccessful. I use on-line information and am gradually expanding my networking.

Unemployed Primary-Junior French-language program graduate of 2010

French-language teachers continue to outperform English-language teachers in the job market. Despite the significant decline in job outcomes for French-language teachers over the past three years, they continue to report lower unemployment and lower underemployment than English-language teachers. However, their rate of regular teaching job contracts has fallen to about the same level as English-language teachers.

2011 job outcomes for French- and English-language teachers

	French-language program graduates	French as second language teachers	English-language teachers
Unemployed	22 %	6 %	33 %
Underemployed	36	35	51
Regular contracts	22	35	21

Where are new teachers finding teaching jobs?

The 70 per cent of teacher education graduates of 2010 who achieved some form of employment in the 2010-11 school year found their opportunities across the province and beyond. Half of them report their jobs are in the Greater Toronto region outside the City of Toronto or in southwestern Ontario. One in ten teaches outside the province. The City of Toronto, eastern, central and northern Ontario also provided job opportunities ranging from four to 13 per cent of employed first-year teachers.

Regular teaching job opportunities present a significantly different distribution. More than one in four regular jobs reported are in the City of Toronto and almost one in five (18 per cent) are outside Ontario. Southwestern Ontario produced just 14 per cent of the regular teaching jobs despite its 25 per cent share of overall employment. And eastern and central Ontario report much lower regular job shares than shares of total employment.

Geographic distribution of employment and regular jobs

Geographic Region	Share of total Employed	Share of total regular teaching jobs
Greater Toronto region	25%	23%
Southwestern Ontario	25	14
City of Toronto	13	26
Eastern Ontario	11	7
Central Ontario	6	2
Northeastern Ontario	5	4
Northwestern Ontario	4	5
Outside Ontario	10	18

Three in four of the graduates of 2010 who found teaching jobs in the province are employed in Ontario English-language public (55%) or English-language Catholic (21%) school boards. Publicly funded French-language school boards provided 12 per cent of teaching jobs, well beyond the relative size of the French-language school system enrolment and teaching population in the province. Similarly, at 9 per cent of total jobs, the province's independent schools are hiring teachers at a rate beyond their provincial student enrolment share.

Reports of regular teaching jobs show a much higher share of hiring at independent schools. One in four (25 per cent) of the regular jobs reported are in independent schools. The share of French-language school board regular jobs hiring stands at 13 per cent. And at just 58 per cent, Ontario English-language publicly funded school boards are providing first-year teachers with a disproportionately low proportion of regular teaching jobs.

Employer distribution of employment and regular jobs

Employer Type	Share of total employed	Share of total regular teaching jobs
English-language public	55 %	47 %
English-language Catholic	21	11
French-language public	5	4
French-language Catholic	7	9
Independent schools	9	25
Other	3	4

Most teachers reporting “other” refer to First Nations schools as their employers.

New-Canadian teacher job opportunities limited in Ontario job market glut

Teachers who immigrate to Canada and gain teacher certification in Ontario have experienced significant challenges in entering the teacher job market throughout the past ten years. Their job outcomes worsened as the teacher oversupply emerged in the middle of the last decade.

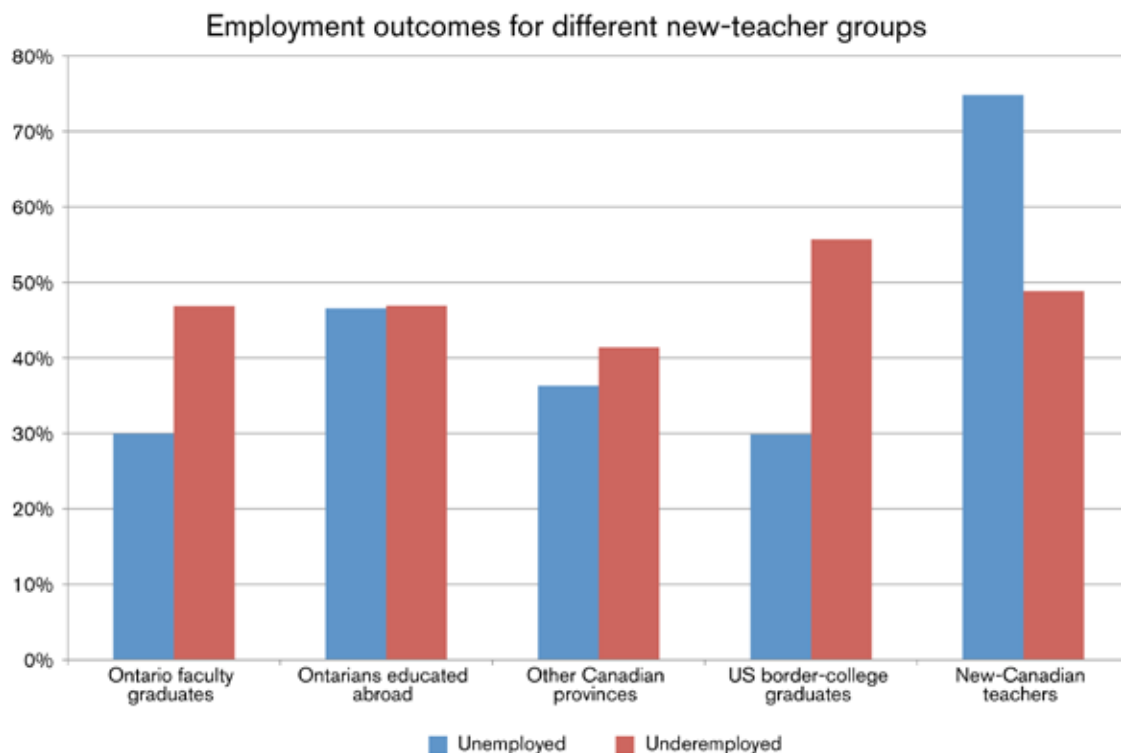
In the 2010-11 school year when Ontario first-year teacher unemployment spiked significantly, most new-Canadians in their first year following receipt of Ontario certification were unemployed. Three in four of them report that they were on the job market and could find no teaching employment at all, not even any daily supply teaching. This rate is up from 68 per cent unemployment for this group in the 2009-10 school year and is more than double the 36 per cent unemployment rate they reported in 2006-07.

All other groups of teachers newly certified in Ontario in 2010 faced high rates of unemployment in 2010-11, ranging from 30 per cent for Ontario faculty and border college grads to 36 per cent for those who migrated from other provinces, and 47 per cent for Ontarians who completed their teacher education abroad and returned to the province to teach.

The 75 per cent unemployment rate for new-Canadians is striking even in this context of very high unemployment rates for all first-year teachers. And, for the one in four new-Canadians who did find some work as a teacher, almost half of them (49 per cent) say they were underemployed.

Considering the education and experience that I have, and also taking into account my teaching subjects, I thought that it would be much easier to find at least a supply teaching position.

Southwestern Ontario teacher with more than five years of experience teaching science and math in Macedonia

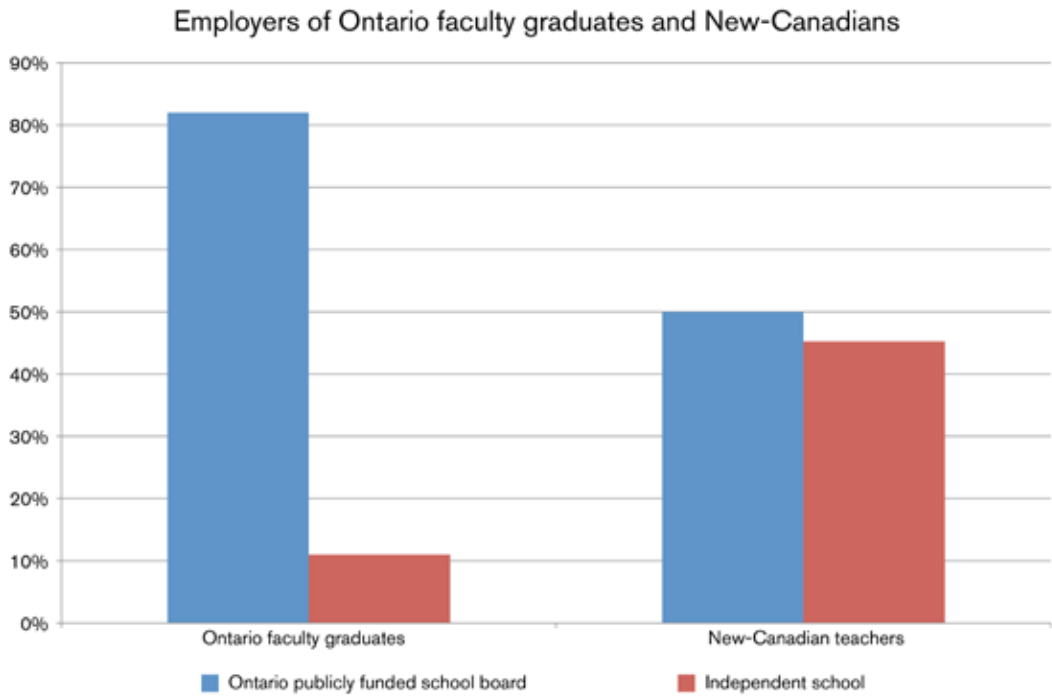


Independent schools are a very important source of employment for the one in four new-Canadian teachers who found teaching jobs in their first year of certification in Ontario. They provided 45 per cent of the jobs for new-Canadians compared with only 11 per cent of the jobs secured by Ontario faculty graduates in their first year.

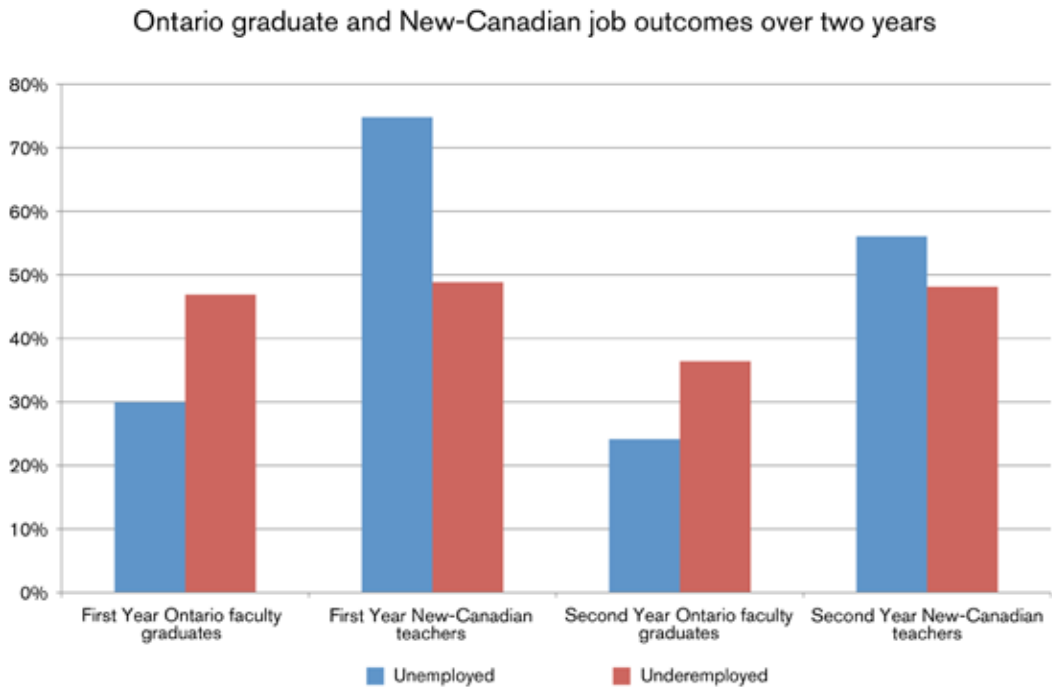
And for the small number of new-Canadians teaching with regular contracts by year end, nine in ten found these regular jobs in independent schools rather than in the Ontario publicly funded school systems. This compares with three in ten of the Ontario faculty graduates reporting regular teaching positions in independent rather than publicly funded schools.

I was not given much encouragement that a public school system job would be forthcoming and was told that being “foreign-trained and having no Canadian teaching experience” would be a real hindrance. This seems a short-sighted attitude as my experience and passion for teaching should surely be considered an asset.

New-Canadian Primary-Junior independent school teacher with 10 years
teaching experience in Scotland and England



The substantial gap in job outcomes between Ontario graduates and new-Canadians continues into the second year. Although there is some improvement in the unemployment rate for new-Canadian teachers by the second year on the Ontario job market, more than half (55 per cent) report they had still not been able to find even any daily supply teaching. And half of the new-Canadians who are employed by the second year continue to report that they are underemployed.

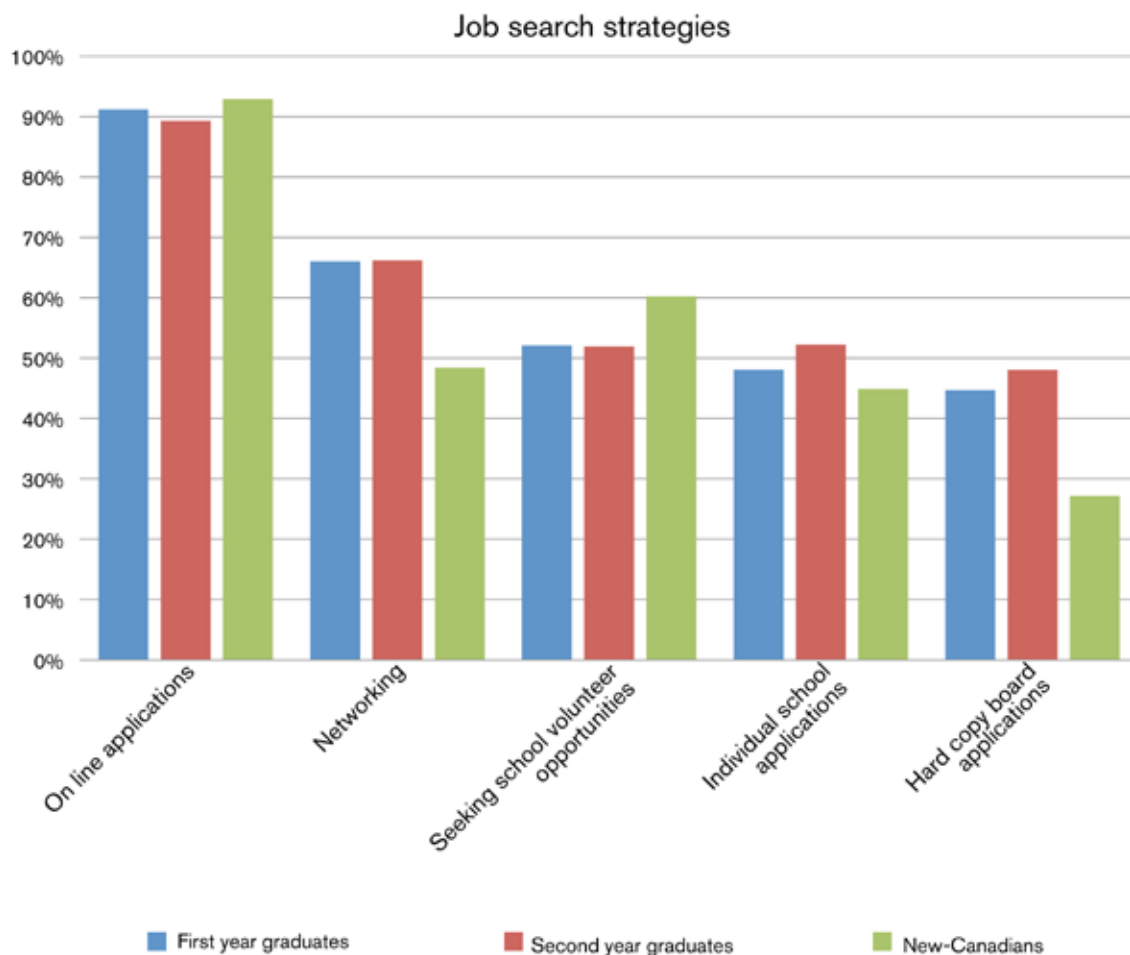


Job search experience and volunteering

Multiple job search strategies the norm

New teachers in Ontario use multiple job search strategies in their efforts to secure teaching employment.

- Nine in ten new teachers use the standard on-line application process in place for most publicly funded school boards in the province
- Two-thirds of Ontarians who graduate from Ontario faculties and US border colleges supplement this process with active networking with teachers and school administrators. Networking is also used by about half of new-Canadian teachers.
- Volunteering in a school has grown over the past several years and looking for volunteer opportunities is now part of the job search approach used by more than half of all new teachers.
- Despite many boards' policies to direct all applicants to use the formal on-line application process, about half of new teachers also submit hard copy applications to school board offices and to individual schools.



One in five first-year teachers (19 per cent) say they confined their job search to just one publicly funded school board. Another two in five (38 per cent) applied to two or three school boards and a similar proportion (38 per cent) applied to four or more boards. Almost all graduates apply to Ontario publicly funded school boards. Just two per cent applied only to independent schools or outside the province and did not include Ontario publicly funded schools in their searches.

It is a long row to hoe, but volunteering and networking with the right people should make a difference.

Unemployed Primary-Junior graduate of 2010 in southwestern Ontario

Four in five (82 per cent) include Ontario English-language public schools in their search, one in three (33 per cent) include English-language Catholic schools and about one in ten include French-language public (11 per cent) and/or French-language Catholic schools (nine per cent). And more than one in three (36 per cent) of the Ontario and US border college graduates of 2010 included independent schools in their job search.

About one in three graduates of French-language teacher education programs applied to English-language school boards as well as French-language boards. Just three per cent of English-language program graduates applied to French-language boards.

Broad geographic reach for many job searches

Almost one in five (18 per cent) English-language program graduates include out-of-province schools in their job search as do one in five (20 per cent) of the French-language program graduates.

Many first-year teachers apply to more than one region of the province for teaching jobs. In the 2010-11 school year more than half (52 per cent) included the Greater Toronto region (outside the City of Toronto) in their search. The City of Toronto and southwestern Ontario follow as popular regions at 40 per cent of all first-year teachers applying to each. Central Ontario and eastern Ontario followed at one in four (25 per cent), with northeastern and northwestern Ontario receiving the lowest volumes of applications at 14 and 10 per cent respectively. And one in five (19 per cent) included applications outside the province as part of their job search.

I accepted a job in a rough part of England, where the kids have real problems, and qualified teachers are in high demand. I have found that Ontario teachers are among the best trained teachers in the world. The Canadians working at my school are contributing to the success of the school. This year has been one of the best years of my life. The experiences I am having in this school are preparing me for my career in Ontario, and make my chances of getting a job in Ontario much higher. I love it here, but I miss my home.

Technological Education teacher at private school in England, 2010 graduate

Mixed reviews of school board hiring practices

Most of the 2010 graduates (79 per cent) report that they found school board employment application procedures to be generally clear and understandable. However, three in five (59 per cent) say they were not well informed about how to get on supply teaching lists and on how being on supply lists relates to competitions for long-term occasional and regular teaching positions.

Two in five (41 per cent) report they could not easily find information about the availability of teaching jobs. And the majority of applicants (60 per cent) say they were not kept aware of the stage and status of their applications.

It was a stressful and difficult process. The boards and schools I applied to with the huge numbers of applications were unable to keep me apprised or even inform me if my application had any merit. I was constantly left wondering whether my application made it beyond an initial screening process or not. Relocation was the only option and it strained my finances to the breaking point.

Junior-Intermediate 2010 graduate from southwestern Ontario teaching in
First Nations School in northwestern Ontario

Reports from the graduates of 2009 and new-Canadian teachers in their first and second years following certification were similar but tilt somewhat more toward reports of lack of information and communication about job availability, about the place of supply lists in eligibility to apply for other jobs and about the status of their applications.

Making connections and positive impressions key to successful job search

Most teachers who have success in finding some form of teaching job in their first year following teacher education attribute the success to multiple factors. The majority of them affirm the importance of the formal elements in the application process – the on-line application form, the portfolio, resume and application letter and the interview, with the interview identified by the greatest number as important in securing a job.

Factors contributing to job search success	% important or very important
Interview	85 %
References	76
Right place at right time	70
Portfolio, resume	70
Networking	65
On-line applications	57
Volunteering in a school	51
Connection made through practicum	51
Able to relocate	42
Applications to individual schools	41
Persistent follow up	41
Previous employment with school or board	41
Hard copy applications to school board	29
Family connection	25

Getting to the interview stage depends on making connections. References, networking, volunteering, connections made during the teacher education practicum experience and being in the right place at the right time are all seen as important by the majority of successful job applicants. And fully one in four identify family connections as important in getting a teaching job.

Many new teachers now volunteer in schools

Volunteering in classrooms is a practice referred to by many teachers each year over the past several years. To better understand this phenomenon, a volunteer section was added to the annual surveys in 2011.

Most Ontario faculty and border college graduates of 2010 (82 per cent) report that they considered volunteering at a school as part of their job search strategy. Those not giving consideration to volunteering report that they did not because they had already found some form of teaching employment without resorting to prior volunteer roles.

About one in three of those considering it did not pursue volunteering, mainly because their financial circumstances did not permit them to do so. Of those who did look for volunteer opportunities, almost all of them (95 per cent) were successful in getting a volunteer role. Almost half (46 per cent) did volunteer in a classroom during the first year following their teacher education.

Volunteer time commitments vary widely, with many reporting substantial weekly commitments and for many months throughout the school year. Half of those who volunteer (49 per cent) do so for four or more months and fully one in five for the entire school year.

Three in four volunteer for three or more hours each week and almost one in three for more than ten hours per week.

Volunteering is common at both the elementary and secondary levels. More Primary-Junior certified teachers (56 per cent) volunteer than Junior-Intermediate (37 per cent), Intermediate-Senior (36 per cent) and Technological Education (36 per cent) teachers.

Teacher education graduates of 2009 report volunteer participation rates similar to the 2010 graduates. Perhaps because some of them have been on the job market for up to two years, the extent of their volunteer experience is somewhat higher. Almost three in five (58 per cent) report volunteering for four or more months and 28 per cent for a full school year.

New-Canadian teachers also seek volunteer opportunities as part of their job search strategy and to an even greater extent than Ontario graduates. Three in five new-Canadian teachers certified in 2009 and 2010 (60 per cent) sought volunteer teaching opportunities. More new-Canadians were unsuccessful in finding volunteer roles than Ontario graduates. Nevertheless, 46 per cent of first-year and 53 per cent of second-year new-Canadians did volunteer in schools.

They tended to volunteer for a similar number of hours per week as Ontarians but for a longer duration. About two in three of them volunteered for four or more months per year and fully 38 per cent of new-Canadians certified in 2010 report volunteering for the full school year.

Does volunteering improve job outcomes for new teachers?

Successful job seekers certainly consider the volunteer experiences to be important contributors to their job success. More than half of the employed Ontario faculty and US border college graduates of 2009 and 2010 view their school volunteer roles as very important or important contributors to securing teaching jobs.

Having two principal recommendations helped me to gain employment in the school board of my choice. I volunteered for two months every single day prior to Summer 2010, dividing my time between two different schools, from both of which I received a recommendation. I then volunteered one day per week at one of those schools and was hired two months later. Volunteering and networking was definitely the most important thing I could have done to obtain a reference and interview for a teaching position.

Part-time daily supply teacher, southwestern Ontario

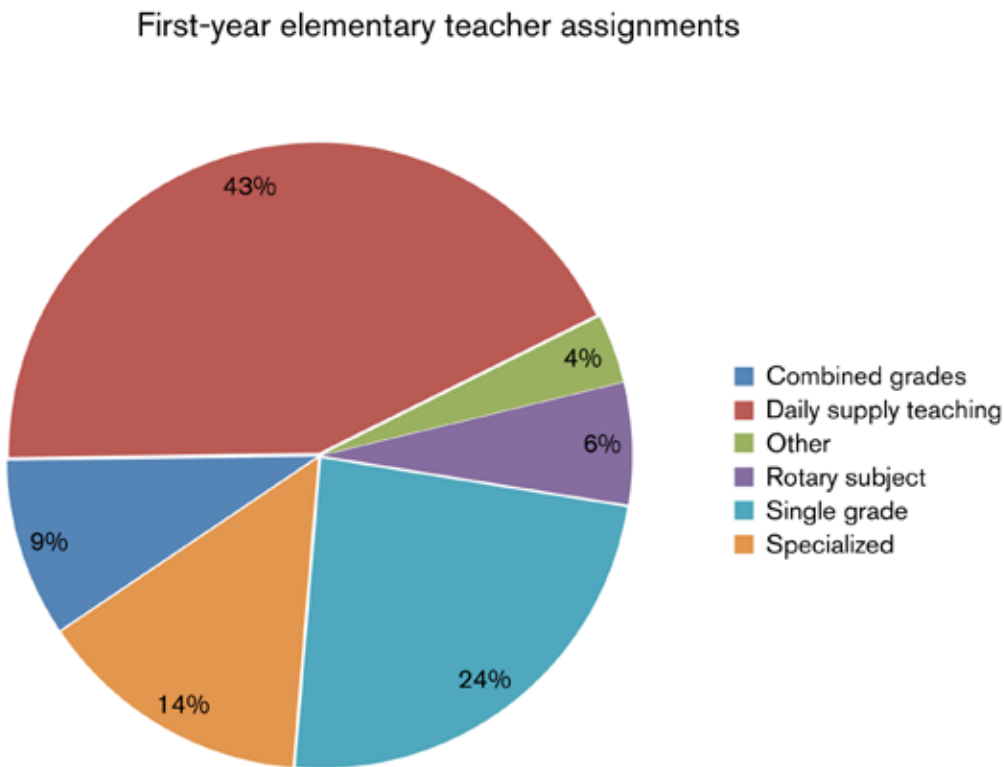
There is also some evidence in job outcome data about the value of volunteer roles. By the end of the second year following graduation, the unemployment rate for those who volunteered after completing their teacher education programs in 2009 was just 17 per cent, whereas those who had not volunteered have a 27 per cent unemployment rate. And 31 per cent of the volunteer group report they are in regular positions compared with 26 per cent for the non-volunteers.

Teaching experience in the early career years

Challenging teaching assignments for some first-year teachers

Among first-year teachers who secure elementary teaching assignments, almost three in five (57 per cent) say their first assignment was daily supply teaching. And more than two in five of them (43 per cent) continued with daily supply teaching at the end of the first school year.

Elementary teachers with regular or longer term contract assignments more frequently teach either combined grades (9 per cent), specialized classes (14 per cent) or a mix of assignments (four per cent) than teach in single grade homerooms (24 per cent).



Many daily supply teachers report that they are engaged in specialized teaching as part or all of their assignments. Three in ten (29 per cent) of first-year elementary teachers – including daily supply, regular and limited term contract teachers – teach French as a second language, special education and/or English as a second language.

Among first-year teachers with secondary school teaching jobs, more than one in four (27 per cent) have four or more different course preparations and one in ten (11 per cent) have six or more course preparations.

Good match of teacher qualifications and first-year assignments

Despite the challenging and often specialized assignments given to first-year elementary teachers in the 2010-11 school year, more than four in five of them (79 per cent) consider their qualifications to be an excellent or good match to the assignments. Only six per cent report that the assignment is either not an adequate match or not a match at all to their qualifications.

Most secondary teachers also present a positive view of the match of their teacher qualifications and their assignments. Two in three (68 per cent) rate the match as excellent or good. The rate at which secondary teachers find the match of their qualifications and assignments to be inadequate or not a match at all (13 per cent) is double that found among elementary teachers.

One in five (20 per cent) employed teachers with Intermediate-Senior qualifications are teaching in elementary schools toward the end of the first year following graduation. Just two per cent of Primary-Junior certified teachers in their first year are teaching at the secondary level. Four in five (78 per cent) Junior-Intermediate certified teachers with first-year teaching jobs are in elementary schools and the other 22 per cent in secondary schools.

Teaching careers viewed positively despite job market challenges

Among the graduates of 2010 who obtained some teacher employment in the 2010-11 school year, four in five rate their overall teaching experience as excellent (37 per cent) or good (44%). Fourteen per cent evaluate the experience as adequate and only six per cent rate the experience as unsatisfactory or very unsatisfactory.

First-year teaching experience

Assessment area	% excellent or good	% unsatisfactory or very unsatisfactory
Overall teaching experience	81 %	6 %
Preparedness	72	5
Confidence	73	6
Support from colleagues	69	7
Appropriateness of assignment	68	7
Challenge of assignment	69	7
Professional satisfaction	69	9
Workload	58	12
Optimism for professional future	68	21
Job security	33	41

Most also rate their sense of preparedness, confidence and professional satisfaction highly positively. They enjoy good or excellent support from their teacher colleagues. They find their assignments to be appropriate and challenging, and only slightly more than about one in ten (12 per cent) find their workload unsatisfactory.

More of them have concerns about job security (41 per cent) than view their security in a positive light (33 per cent). About one in five of them are not optimistic about their professional futures.

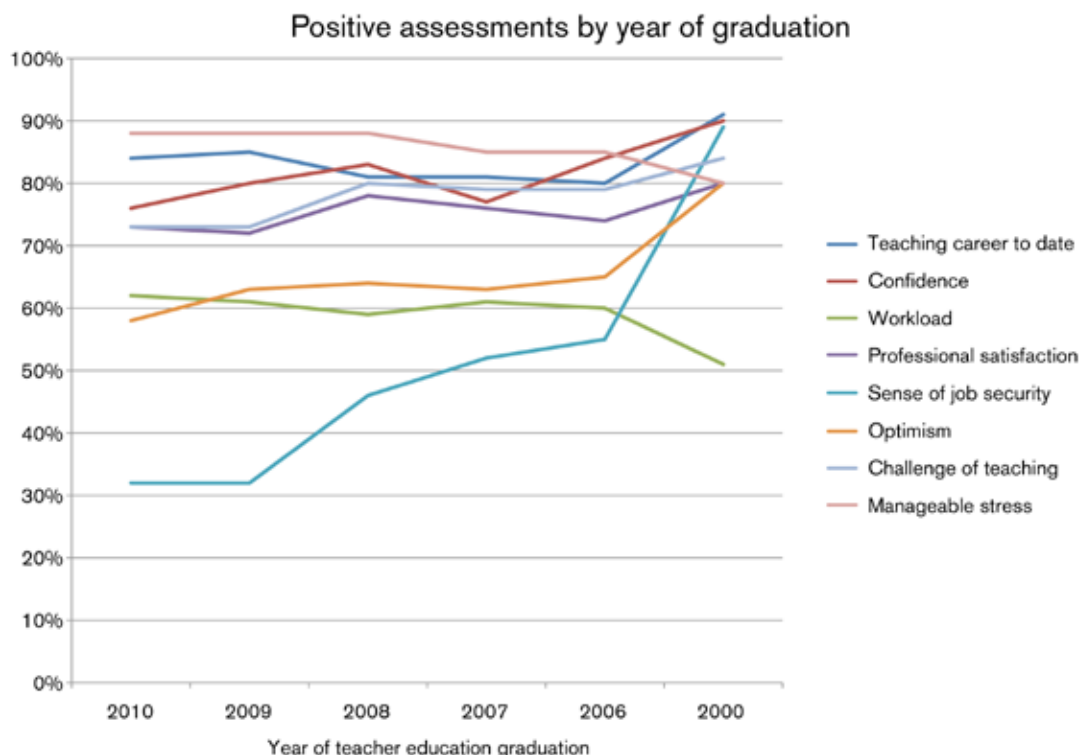
Graduates of 2009 in their second year of teaching report highly similar assessments of their experience. They are prepared, confident, supported by colleagues, professionally satisfied with assignments that are appropriate and challenging, but not excessive workloads. However, their sense of job security is no better than first-year teachers and the same proportion of one in five are not optimistic about their professional futures.

The 2010-11 school year responses from teachers in their first through tenth year in teaching provide a view of a generally very positive career experience for new teachers over the past decade. In every year approximately 75 to 90 per cent of teachers report positive assessments (“excellent” or “good” on a five point scale from “excellent” to “very unsatisfactory”) of their teaching career to date, confidence in their teaching abilities, professional satisfaction and challenge in their teaching assignments.

Despite the job market challenges that have accelerated through the second half of the last decade, about three in five or more of the graduates of 2006 through 2010 report that they have optimism with respect to their professional futures.

“Education is very rewarding and I look forward to being fully employed as a teacher in the very near future. I look forward to the challenges and rewards that are yet to come as I prepare for my future as an educator.”

Most teachers who graduated between 2008 and 2010, however, have a less than positive sense of their job security, a little more than half of those who graduated in 2006 and 2007 are positive about their job security and almost all (90 per cent) of the graduates of 2000 are secure in their jobs.



A small majority of teachers in all years give a positive assessment of their workload. Negative assessments of workload (“unsatisfactory or “very unsatisfactory”) range from 13 per cent (graduates of 2008 to 2010) to 21 per cent (graduates of 2000). The lower percentages experiencing unsatisfactory workload among recent graduates may be accounted for by the high incidence of less than full-time teaching for teachers in their first three years.

Even those who are not yet employed often speak positively about their passion to continue in their chosen career path.

“Finding a teaching job has been the most challenging undertaking that I have gone through. I am passionate about teaching and yet have been unable to obtain a position. It is discouraging, to say the least. Teaching was not my backup career, it has always been my number one goal in life and I hope that 2011 will be the year I get to live out my dream.”

Reflections on teacher education, New Teacher Induction Program (NTIP) and professional development

More teacher education practicum highest priority for change

Graduates of Ontario teacher education faculties in 2009 and 2010 value most highly their practice teaching experience as a positive foundation for teaching. And they recommend that future teacher candidates should have more supervised time in the classroom.

2010 and 2009 graduate ratings of their teacher education

Rating	Practice teaching	Education courses
Excellent	56 % (52%*)	17 % (15%)
Good	31 (35)	39 (38)
Adequate	9 (10)	29 (31)
Less than adequate	2 (3)	11 (12)
Unsatisfactory	1 (1)	4 (4)

*2009 graduate ratings in brackets

Almost nine in ten of the graduates of 2010 (87 per cent) rate their practice teaching experience as excellent or good as preparation for their teaching career, with more than half giving it an excellent review.

The majority also give a positive evaluation of their teacher education course work although the ratings fall well below those for the practicum. And these ratings do not change by the second year of the teaching career as evident in the similar rating spread for the 2009 graduates.

Not only do new teachers value the practice teaching they experience. They also clearly identify more practice teaching time and more hands-on experience as the areas to focus on for further strengthening teacher education. Four of the six highest priorities for more focus identified by the graduates of 2010 point to the practicum – more practicum time, more time for the candidates to teach during the practicum, more opportunity to be observed by experienced teachers in their practice teaching and more coaching and feedback during the practicum.

And the other two highest priorities are directed to practical hands-on teaching experience – classroom management and assessment, testing and evaluation.

First-year teacher priorities for further emphasis in teacher education

Content area	highest priority	high priority
Classroom management	52 %	34 %
Practicum placement time	46	30
Teaching time in the practicum	45	34
Assessment, testing, evaluation	35	43
Observing experienced teaching	32	39
Coaching and feedback during practicum	31	39
Reading and literacy content	26	43
Special education content	23	44
Report card preparation	22	37
Use of technology with students	21	41
Daily supply teaching	17	35
Teaching subject methodology and content	17	34
Parent-teacher communications	13	38
Combined grades practicum	13	34
Professional conduct and ethics	11	30
Administrative routines	9	36
English as second language	6	25
Foundations of education courses	5	18
French as second language	5	16

Very few new elementary (four per cent) and secondary (six per cent) teachers report that they are not sufficiently prepared for their teaching assignments. Three in four elementary teachers (75 per cent) and almost as many secondary teachers (70 per cent) say they are well prepared or very well prepared for their assignments. The others consider themselves adequately prepared.

Despite this assessment of their general preparedness, many elementary (45 per cent) and secondary (40 per cent) teachers say there is at least one area of their teaching in which they consider themselves not adequately prepared.

When asked about specific teaching competencies, first-year elementary teachers identify teaching children at risk and those with special needs as well as assessment and evaluation as the roles for which they are least well prepared. And elementary teachers with combined grade assignments add this as another role for which they are less well prepared. Looking beyond their direct teaching roles, most elementary teachers say they are less well prepared for handling the school administrative routines and for communicating with parents.

More than half of first-year elementary teachers also say they are less well prepared to cover the full breadth of the curriculum and for finding appropriate classroom resources.

First-year elementary and secondary teachers assessments of own competence

Competence area	Elementary - excellently or well prepared	Secondary - excellently or well prepared
Teaching students at risk	26 %	29 %
Teaching outside my teaching subjects	-	26
Handling administrative routines	31	33
Teaching combined grades*	32	-
Teaching students with special needs	32	30
Communicating with parents	38	37
Teaching applied secondary classes	-	44
Assessment and evaluation	38	49
Finding classroom resources	41	48
Covering breadth of curriculum	44	50
Classroom management	56	53
Adapting to different learning styles	59	57
Time management skills	60	60
Motivating students	61	56
Curriculum knowledge	61	66
Subject knowledge	61	76
Instructional strategies	63	62
Boundaries with students and parents	65	72
Organization skills	68	68
Teaching academic secondary classes	-	71
French as a second language*	68	-
Lesson planning	72	73

*Assessment of competence in teaching combined grades and in French as a second language is 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. The secondary school teachers also report being least prepared for teaching students at risk and those with special needs. And like their elementary counterparts, they also view themselves as generally not as well prepared for handling school administrative routines and for communicating with parents.

They report that they are less well prepared to teach classes in subject areas other than the one or two teaching subjects they completed in their teacher education programs. And they see themselves as less well prepared to teach applied than academic classes.

A majority of elementary and secondary teachers consider themselves to be well prepared in classroom management while they also identify this as the highest priority for further emphasis in teacher education programs. Most first-year teachers describe themselves as well prepared in key teaching areas such as instructional strategies, lesson planning, subject and curriculum knowledge, motivating students and adapting to different learning styles.

New Teacher Induction Program valued support to teachers in early years³

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

More than nine in ten (92 per cent) first-year teachers who report that they are in regular teaching positions in Ontario publicly funded school boards say they are in the NTIP as do one in four (25 per cent) of those in long-term occasional positions. Among second-year teachers, 81 per cent of those with regular appointments and 37 per cent of those with long-term occasional appointments report they are in the NTIP.

First-year teachers in the program, for the most part, receive a school board orientation (92 per cent), mentoring by an experienced teacher (92 per cent) and a formal evaluation by their school principal (92 per cent). And about two-thirds (65 per cent) have an orientation to their individual schools. Second-year teachers in regular positions report similar participation rates.

³ 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:

1. 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.
2. 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.
3. 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.
4. Second Year Teacher - a certified teacher who has successfully completed NTIP and is still accessing NTIP supports.

Long-term occasional teachers in the NTIP report less engagement in the different aspects of the program. The majority of first-year NTIP-participating teachers with LTO contracts are mentored by an experienced teacher (78 per cent) and receive a formal orientation to their school board (58 per cent). Fewer of them receive an orientation to their school (43 per cent) and are formally evaluated by their school principal (27 per cent).

Performance appraisals are not required for long-term occasional teachers in the NTIP. 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 most NTIP participants. Only four per cent of those in regular positions and seven per cent of those with long-term occasional appointments received no professional development in the recommended areas.

First-year teacher NTIP participant professional development

PD area	Regular appointments	LTO appointments
Planning, assessment and evaluation	70 %	54 %
Literacy and numeracy strategies	53	55
Teaching students with special needs	52	28
Student success	46	49
Classroom management	45	37
Safe schools	42	31
Use of technology	32	25
Effective parent communication	26	22
None of the above	4	7

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

The majority of first-year teachers with regular appointments give a positive rating (“very helpful” or “helpful”) to help they received with a wide range of practical day-to-day teaching responsibilities. About one in ten or fewer give a negative rating (“somewhat unhelpful” or “not at all helpful”) to these types of assistance. Another six to 33 per cent of these NTIP participants report that they did not receive the type of assistance that is rated highly by others for whom it was available. NTIP participants with LTO contracts give similarly positive ratings to these areas of assistance, although greater proportions of them report they did not have the assistance available.

Ratings of first-year assistance - NTIP participants in regular positions

Type of assistance	Positive rating	Negative rating	Not applicable
Advice on helping individual students	74 %	6 %	7 %
Help with report card preparation	65	8	7
Mentoring on instructional methods	64	5	10
Finding good teaching resources	64	10	6
Observation of other teachers' practices	63	3	20
Curriculum planning with my mentor	62	6	19
Mentoring on student evaluation	59	9	10
Mentoring on classroom management	59	8	7
Preparing for parent communication	57	11	6
Information on administrative matters	57	9	9
Feedback from mentor on my teaching	56	9	20
Observation of my mentor's teaching	46	5	33

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

- five in six NTIP participants in regular positions report that no experienced teacher (mentor or other teacher) observed them in their classrooms (49 per cent) or that this happened less than one hour per month (35 per cent)
- seven in ten report that they had no opportunity (31 per cent) to observe another teacher's teaching practice (mentor or other teacher) or that such opportunities were less than one hour per month (39 per cent), and
- even fewer NTIP participants in LTO positions report significant time observing or being observed in the classroom.

"NTIP was very valuable to me in my first year as a teacher. My mentor and I are a perfect match. More mentor days would be great to provide time for the mentor to observe the new teacher and vice versa."

Most early career teachers highly engaged in professional development

Most graduates of 2010 (78 per cent) and 2009 (82 per cent) teaching in Ontario in the 2010-11 school year are engaged in some form of professional development. And they generally report their engagement as at a moderate, high or very high level – 73 per cent of the 2010 graduates and 79 per cent of the 2009 graduates.

Half or more of these new teachers participate in formal courses and many of them engage in collaborative learning inside and beyond their schools. About one in three are supported by a mentor and engage with subject or specialist associations. Engaging in school self-evaluation and other forms of action research are also forms of professional development for about one in four new teachers.

Graduates teaching in Ontario in the second year into their careers are even more engaged in all forms of professional development than first-year teachers.

New teacher engagement in professional development

Nature of professional development	2010 graduates	2009 graduates
Participating in formal courses	50 %*	56 %
Collaborative learning in my school	46	57
Collaborative learning beyond my school	40	46
Being supported by a mentor	35	40
Engaging with subject or specialist associations	35	40
Participating in school self-evaluation	31	37
Undertaking action research	24	30

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

First- and second-year teachers place a high priority on their own future professional development across a wide range of practical hands-on teaching skills. One and two years into their teaching careers they identify their greatest professional development needs to be in evaluation and assessment, instructional strategies, classroom management and observation and feedback on their teaching practice.

High priority areas for further professional development

Professional development area	2010 graduates	2009 graduates
Evaluation and assessment	84 %*	80 %
Instructional strategies	79	77
Classroom management	79	76
Observation and feedback on my teaching practice	69	60
Further teaching subject knowledge	69	59
Integration of technology	67	64
Lesson planning	62	60
Broad curriculum planning	61	54
Communicating with parents	61	56
More knowledge of school procedures and expectations	50	47

*% rating area as highest priority or high priority

These priorities correspond very closely to their recommendations on further emphasis needed in teacher education programs.

Daily supply teaching

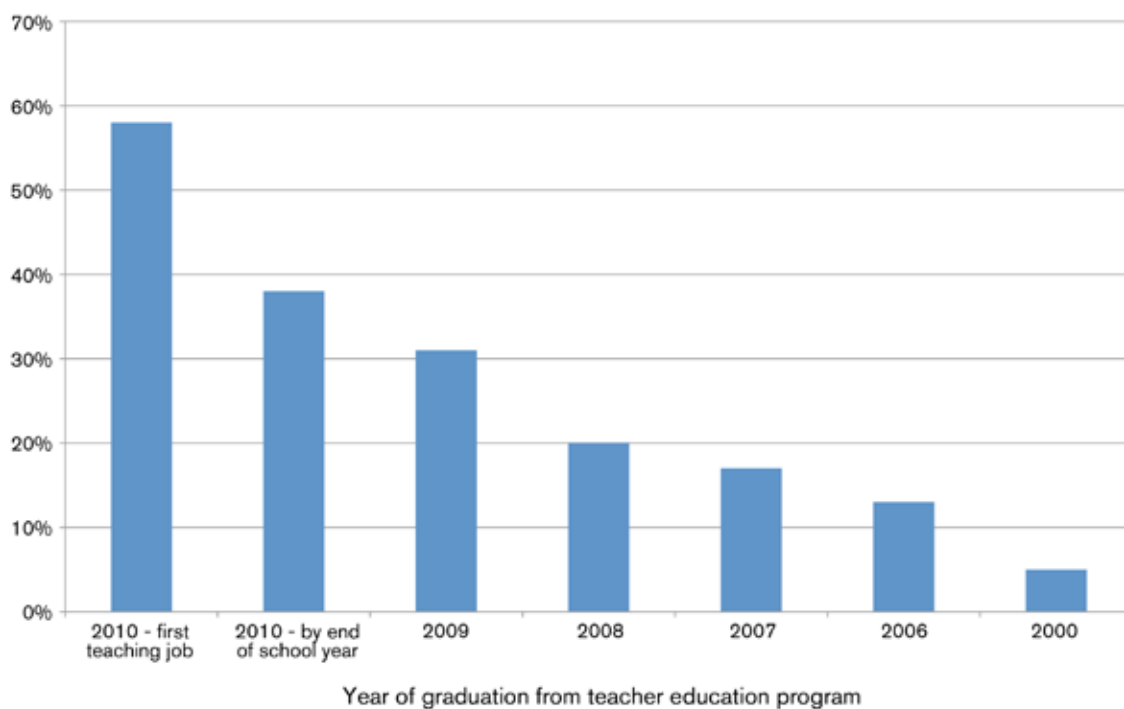
More new teachers confined to daily supply roles for longer time

Daily supply teaching now comprises some of the early years of teaching careers for most new Ontario teachers:

- almost three in five do daily supply as their first teaching job
- almost two in five employed teachers are continuing with daily supply by the end of their first year of teaching
- three in ten are still supplying by the end of the second year
- one in five at the end of the third year
- one in six by year four, and
- one in eight by year five

Just one in 20 of the teachers who began their careers in 2000 during the last teacher shortage are continuing with daily supply roles.

Daily supply teaching in 2010-2011 school year by year of graduation



It is extremely difficult to obtain even daily supply work and permanent jobs are either completely out of reach for new teachers or take many years to attain. I was constantly told that with my French as a second language qualification I would not have difficulty obtaining work, but that has not been my experience. It seems that demand for French teachers in Ontario has plummeted recently. I love teaching but the market is incredibly discouraging.

Graduate of 2009 teaching FSL on daily supply basis, southwestern Ontario

By contrast, the Transition to Teaching surveys back in 2006 found just one in five first-year teachers in daily supply roles and this dropped to one in ten among second-year teachers.

Some teachers report that daily supply roles help them to ease into the teaching role. They learn from the organization, lesson-planning and varying styles of the experienced teachers they replace. And they are not immediately faced with the full responsibility for a classroom on their own with all that is entailed in terms of establishing climate, covering the full breadth of the curriculum, adapting teaching to varying learning styles, assessment and evaluation, report cards, communicating with parents and so on.

Far more common, however, are negative reports about the experience of daily supply teaching. Almost all (93 to 97 per cent) of those who are supplying in the first five years of their teaching careers teach in more than one school and many supply in multiple school boards. Most (76 to 84 per cent) also describe themselves as underemployed. Three in five of first-year supply teachers report that they volunteer in schools as well.

Many complain that they are excluded from the better supply placements that entail more extended time in one school or even one classroom. Whether in their first or fifth year of teaching, these supply teachers want to teach more than they were assigned through supply lists.

Several hundred daily supply teachers in my board are applying for only 50 to 60 long-term occasional positions and of those, only about 15 are for the full year and full-time. Retired teachers should not be allowed to supply teach, as there are many surplus new teachers waiting at home for a call. The wait to get a permanent full-time teaching position is now approaching six years for me, and the outlook is not a positive one.

Graduate of 2006 on term contract, central Ontario

School-based professional development gap for daily supply teachers

In addition to the financial hardship experienced by many daily supply teachers in the early years of their careers, there is a significant gap between their in-school professional development and support and what is available to their more fortunate colleagues who secure regular or long-term occasional positions.

This appears to be a result of a combination of the lack of opportunity and resources available to them. And the professional development gap worsens by the second year of teaching as those with regular and term contracts become more engaged with professional development while many of those still confined to daily supply teaching continue at the lower levels of engagement found among first-year daily supply teachers.

The gap is evident across the full range of in-school and outside of school professional development. They report much lower levels of involvement in school-based professional development such as in-school collaborative learning and school self-evaluations. Fewer of them take formal courses, engage with subject or specialist associations and participate in collaborative learning outside of the schools in which they teach. And fewer of them report that they have a mentor or engage in action research.

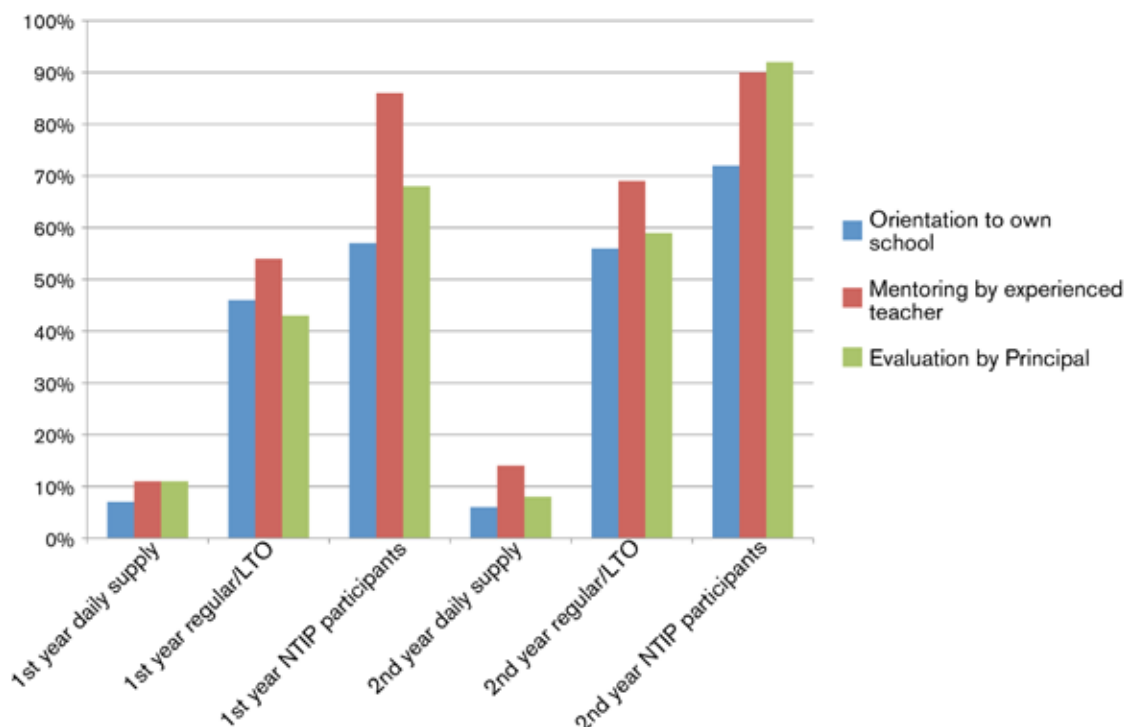
Professional development gap for daily supply teachers in Ontario

Nature of professional development	2010 graduates		2009 graduates	
	Daily supply	Other*	Daily supply	Other*
Participating in formal courses	44 %	53 %	42 %	64 %
Collaborative learning in my school	20	64	22	75
Collaborative learning beyond my school	25	50	26	56
Being supported by a mentor	17	48	17	51
Engaging with subject or specialist associations	14	46	19	50
Participating in school self-evaluation	19	43	17	49
Undertaking action research	15	31	16	38

*Regular or long-term occasional positions

The gaps are also substantial in access to school orientation, principal evaluations and mentoring by experienced teachers in their schools. For these types of professional learning and support, teachers with long-term occasional or regular appointments are four to five times more likely to be supported in these ways than are daily supply teachers. The gap with those who are NTIP participants is even greater.

Daily supply teacher in-school professional development gap



There is not enough professional support for those who are forced to be supply teachers year after year due to lack of permanent work. I would appreciate the opportunity to attend professional development workshops and to be evaluated by a principal.

Intermediate-Senior graduate of 2006 supplying in multiple schools

In addition to this gap for daily supply teachers, the growing numbers of teachers who are completely unemployed in the early years face an even greater deficit – they are not in teaching positions and generally do not have access to even the supports available to the daily supply teachers.

The numbers among this new generation of teachers whose access to professional development is limited are substantial. More than half of the teacher education graduates of 2010 who were on the job market were either unemployed or in daily supply teaching in the 2010-11 school year, as were two in five of the graduates of 2009 in the second year of their careers, one in four of the graduates of 2008 in the third year and, even by the fifth year, almost one in five are still unemployed or in daily supply roles.



“As a supply teacher, I feel very much invisible within the system. No one comes in to observe your abilities. It is difficult to judge on your own if you are improving your skills.”

Career plans and attachment to the profession

New Ontario teachers are highly committed to teaching profession

New teachers in Ontario who join the profession during this difficult employment market remain highly committed to their careers despite the challenges they experience in achieving full employment. Looking ahead five years, about nine in ten (88 to 92 per cent) of the graduates of 2006 through 2010 say they definitely or probably will still be in the teaching profession then. And only two to five per cent say they definitely or probably will not be teaching.

Even among the first- and second-year teachers who report that they are completely unemployed, the commitment to the profession is very high. Among this subset, 87 per cent of first-year unemployed teachers and 76 per cent of those in the same circumstance in their second year say they definitely or probably will be teachers five years in the future. And only five to eight per cent of them say they will not or probably will not be teaching by then.

But some who say they will likely continue also convey that it is a struggle for them to continue.

“While I persist in the field and try to gain a position, it is disappointing and possibly dream crushing to worry that at some point we may have to face reality. I do not want to have to turn elsewhere for my career and meeting my financial needs rather than what I’ve sought to be my entire life and have a natural ability to do.”

The motivation to enter and to continue with the profession is both broad and deep. The top driver is the opportunity to make a positive difference for the lives of their students. Most of them are also motivated by a desire to share with others subject matter that they enjoy. A third tier purpose is focused on the material rewards of the profession (salary, benefits and pension) and work-life balance available in a teaching career.

All three types of motivation are evident in responses of each group of teachers in their first through tenth years in the profession. Material rewards rise in importance to approach, but not exceed, the other motivators over time in the profession. The satisfaction gained in teaching appears to sustain a long-term commitment for most of this new generation of Ontario teachers. The graduates of 2000 almost all (92 per cent) say they will still be members of the profession five years in the future.

New-Canadian teachers reflect the same motivational profile as these new teachers originally from Ontario. And most of them say they will be teachers five years in the future despite their even more delayed and challenging entry into the Ontario teacher employment market.

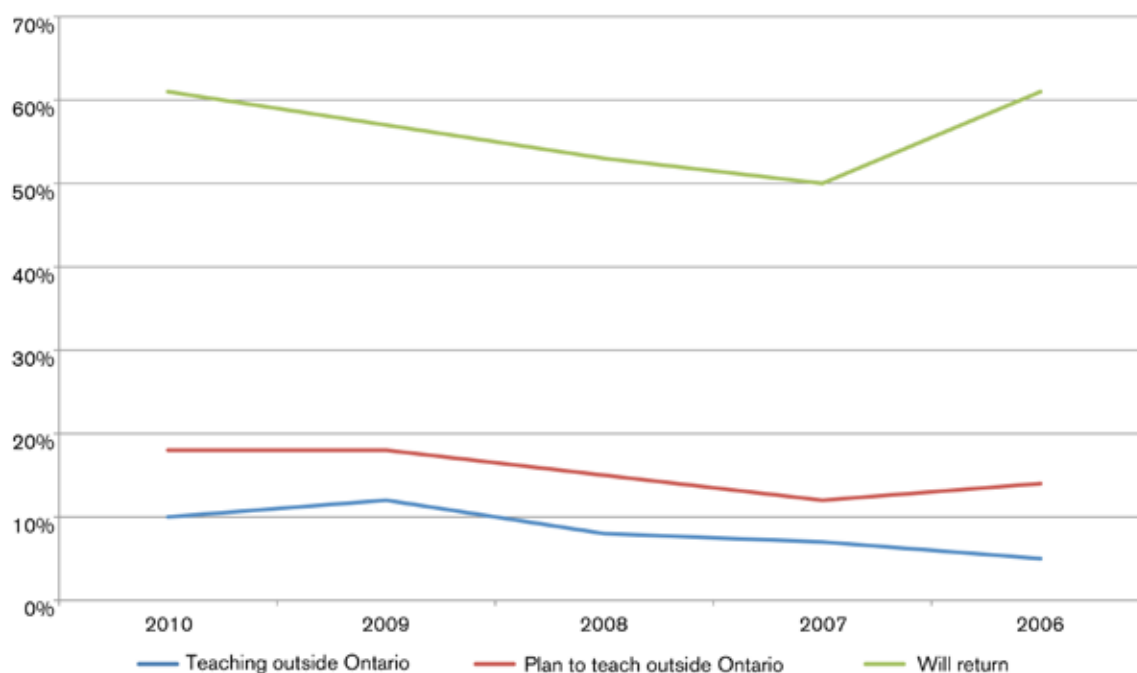
This new generation of teachers also has considerable depth of commitment to leadership in the profession. More than half of the teachers surveyed this year say they aspire to mentoring, coaching or some other form of leadership during their teaching careers. And

about one in five (18 to 23 per cent of each survey group) say they hope to take on a role of vice-principal or other administrative position some time. New-Canadian teachers report similar levels of commitment to leadership during their careers.

Majority who are teaching elsewhere plan to return to Ontario

Moving out of the province to teach is either a reality or a future plan for about 20 to 30 per cent of Ontario teachers over the past five years. Most of those who are teaching elsewhere or plan to do so expect that they will return to Ontario again to teach. Those who do not say they will return to the province, for the most, report they are uncertain about their future. Only 10 to 20 per cent of them in each year indicate they have likely or definitely closed the door on a return to Ontario.

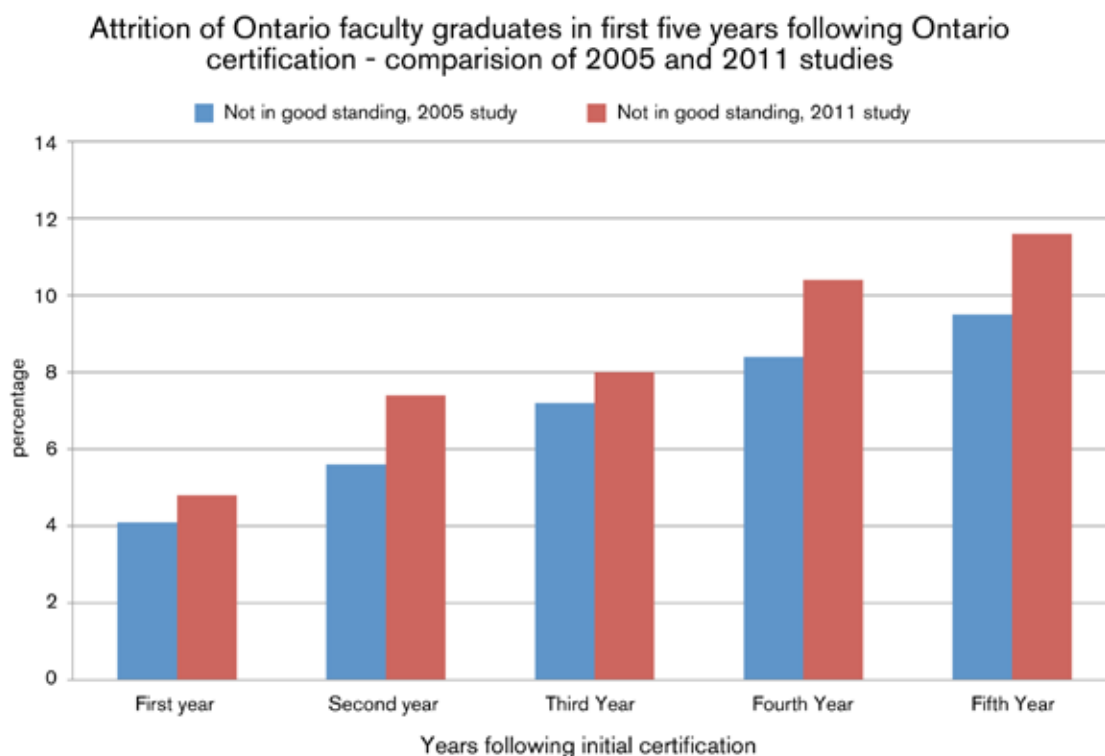
Teaching outside Ontario by year of graduation



High retention rate for Ontario College of Teachers members

Data on membership renewals at the Ontario College of Teachers shows that, although there has been some increase in early-career teachers leaving the profession in the province since the start of the current oversupply of the education job market in the middle of the last decade, teacher retention remains relatively high in Ontario. Teachers who move elsewhere may well continue to teach in another jurisdiction while not renewing their teaching licenses in Ontario. For this reason, the rate at which Ontario teachers leave the teaching profession entirely in the early years of their career is likely lower than the numbers that follow.

About one in 20 (4.8 per cent) of the Ontario faculty of education graduates in 2010 who received an Ontario Teaching Certificate that year did not renew their membership in the College in 2011. About one in nine (11.6 per cent) of those who gained their certificates in 2005 were no longer members in 2011. These rates compare with 4.1 and 9.5 per cent attrition for first- and fifth-year teachers seven years earlier, prior to the change in the Ontario teaching market. The chart below presents the findings in 2005 and in 2011 on attrition rates for Ontario graduates in the first through fifth years following certification.

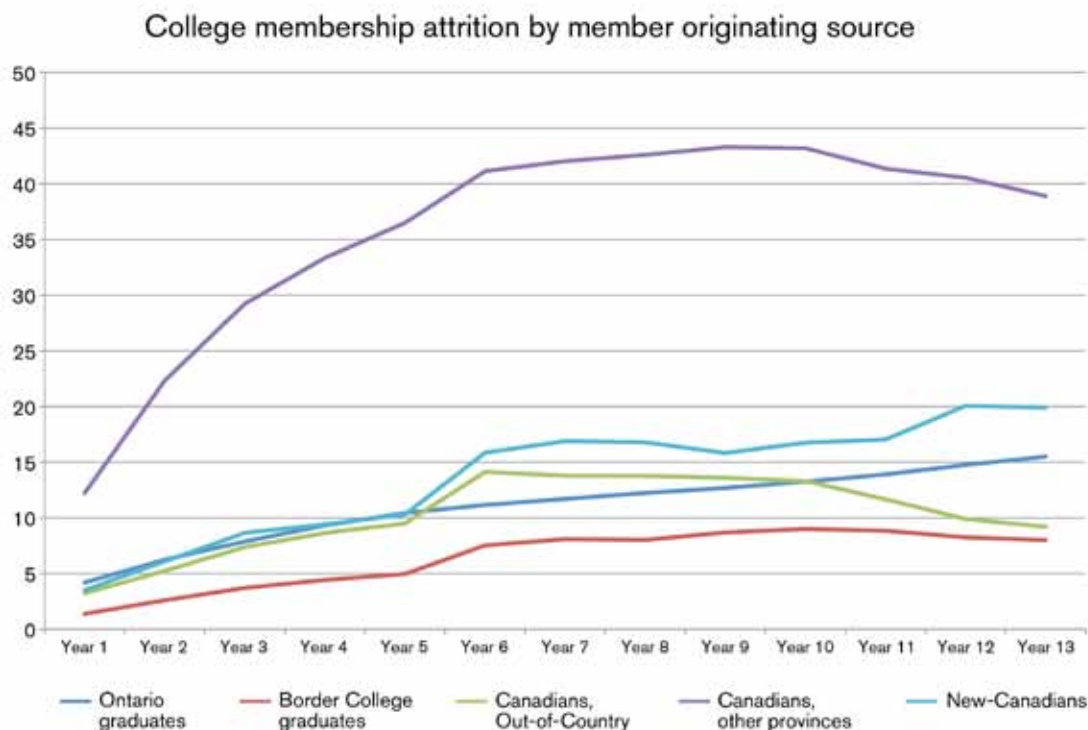


Despite this increase in attrition rates, the current rates of less than five per cent in the first year and about 11 per cent by the fifth year continues the comparatively high rate of early career teacher retention in Ontario.

Ontario faculty graduates comprise the majority of new teachers each year in this province, about three in four newly certified teachers in 2010. Attrition rates for new Ontario teachers from some other sources are substantially different.

A declining percentage of new Ontario teachers each year are Ontarians who graduate from US border colleges. Fewer of these teachers fail to maintain their College membership. The average attrition rate for this group is about half that of those who graduate from Ontario faculties of education – one per cent after the first year, five per cent after five years and 9 per cent after ten years compared with four, 10 and 14 for Ontario graduates at the same intervals.

Canadians (mainly Ontarians) educated elsewhere abroad also have comparatively low attrition rates. At three per cent attrition after one year, 9 per cent after five years and 13 per cent after ten years, their attrition rates are similar to Ontario faculty graduates.



Ontario certified teachers who migrate here from other provinces have much higher rates of attrition than is evident for all other sources of new Ontario teachers – 12 per cent after one year, 37 per cent at five years, and 43 per cent at 10 years. The higher attrition rate for this group may be accounted for by teachers moving back to their home provinces or elsewhere to continue with their teaching careers outside Ontario. Although this group has high attrition, they comprised just two per cent of new Ontario teachers in 2010.

New-Canadian teachers who complete their teacher education in another country prior to immigrating to Canada and obtaining Ontario certification have attrition rates that are not dissimilar from Ontario faculty graduates in the first five years – four per cent in the first year, 10 per cent after five years and 17 per cent after ten years.

Conclusion

Trends are now well-established of increasingly challenging teacher employment markets for both English-language and French-language teachers in Ontario. Each year newly licensed teachers have less success with their job searches than those of the preceding year. And each year the job outcomes are weaker across the first five years of teaching.

Most new teachers are determined to continue their teaching careers no matter how long they remain unemployed or underemployed. Although more are now looking outside the province for teaching jobs, the majority of those who do so see this as an interim measure. They plan to return to the province to teach here when they can. Others sustain themselves in alternative employment waiting for full employment in teaching.

Although there has been some decline in the annual intake of new teachers from outside Ontario over the past four years, the gap between newly certified teachers and teacher retirements in 2010 was about 7,500 (11,800 entrants and 4,300 retirements).

As the teacher employment market tightens, there is a decline in applicants to Ontario faculties of education and to the US border colleges that have provided teacher education to many Ontarians over the past decade. New members from US border colleges dropped again in 2011. And there is a gradual decline each year in new-Canadian teachers and in Ontarians who pursue teacher education elsewhere abroad, especially Australia, and then return to teach in Ontario.

A phased three-year reduction in Ontario teacher education funding will be fully in place by the 2012-2013 academic year likely reducing faculty of education enrolments by about 850 from the peak in 2009-2010. There has been some growth in enrolments in recent years in teacher education programs sponsored by other institutions operating in Ontario by ministerial consent permits.

Taking all of these changes in the sources of supply of new teachers into account, it is likely that the annual number will decline over the next few years from the 11,800 level of 2010, perhaps to as low as 10,000 by 2013 when the reductions in Ontario faculties are fully implemented and teachers arriving from programs outside Ontario decline further.

Meanwhile, the Ontario Teachers' Pension Plan Board forecasts that on average teacher retirements will remain at about 4,500 each year for the next ten years.

If the foregoing trends unfold as described above, and no other major changes are introduced on the teacher demand or supply side, the gap between annual new supply of teachers and teacher retirements may narrow from about 7,500 in 2010 to about 5,500 by 2013. Although this will moderate the annual over-supply of new teachers, given the large numbers of Ontario teachers licensed over the past five years who are underemployed and unemployed, or employed outside the province and planning to return, it is unlikely that the employment outcomes for new Ontario teachers will improve over the next several years.

Methodology

Purposes and sponsorship of study

The *Transition to Teaching* study began a decade ago with surveys of the Ontario teacher education graduates of 2001. The survey focused on job search outcomes and professional experiences in the first school year following licensing as Ontario teachers.

This annual study broadened in scope over the years to include surveys of early-career teachers throughout the first five years and at year ten following graduation. Samples were added of Ontarians who pursue their teaching degrees at US border colleges and elsewhere and also out-of-province and new-Canadian teachers educated elsewhere and certified in Ontario.

The study provides education stakeholders in the province with information on teacher transition into active membership in the profession in Ontario. It focuses on their induction and support as they enter the profession, their evaluation of their teacher education programs and their assessment of their ongoing professional development experience and needs, the extent, timing and reasons for some of them leaving the profession, and career progression patterns through 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) introduced in Ontario in 2006.

The study tracks employment over time, measuring unemployment and underemployment by program, region and language. Ontario teacher demographics and the balance of provincial teacher demand and supply changed significantly over the past decade. The analysis of annual surveys under the auspices of this study provides regular updates for Ontario education stakeholders about the changing balance of teaching jobs and available teachers and the impact of the increasing shortage on new members of the profession.

The *Transition to Teaching* study is made possible by a grant from the Ontario Ministry of Education. This report does not necessarily reflect the policies, views and requirements of the Ministry. The study is conducted 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 – employment update, job search, teaching assignments, views on teacher education, teaching experience, professional development, career plans, reflections on teaching and demographics.

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

Eight separate surveys were directed in May 2011 to Ontario faculty and US border college graduates of 2010, 2009, 2008, 2007, 2006 and 2000 and to newly certified teachers in 2009 and 2010 who obtained their teacher education degrees and initial licensing in another Canadian province or elsewhere abroad.

Each of the eight surveys was presented in English and in French, with College members receiving the survey in the language of their choice for communicating with the Ontario College of Teachers.

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

The surveys are web-based using a platform, Fluid Surveys, available through the Canadian survey software company Chide.it. Web-based surveys on professionally relevant survey questions are highly appropriate for this population. Most teachers have access to computers and they routinely maintain the currency of their e-mail addresses with the College. Many initially applied on-line to become members. The majority of them receive electronic newsletters from the College and many communicate electronically with the College on routine matters relating to their membership.

Sample design and survey administration

Random samples were drawn for each of the eight surveys based on the College registry of currently licensed Ontario teachers. E-mail addresses are for the most part available and current as verified through College member annual registration process and other updating processes.

E-mailed invitations providing the appropriate URL address for the survey were preceded by an e-mail introduction and participation encouragement from the College Registrar. Respondents were assured of confidentiality and that the data would not be linked in any way with their official College membership and registry information. An incentive of eligibility for a draw for one of five prizes equal to the current annual College membership fee (\$120) was used to boost the response rate.

Very large sample sizes were used to support analysis of sub-groups of teachers by region, qualifications and language of teacher education program. For Ontario faculty graduates and US border college graduates of 2010, random samples were selected of 40 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 20 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, double sample sizes were selected – 80 per cent (2010 graduates) and 40 per cent (graduates of other years) of those populations.

The entire populations of out-of-province and out-of-country educated teachers certified in 2009 and 2010 were invited to complete the surveys.

Response rates and margins of error

Some responses were incomplete. Those responses that did not include a completed 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 basic employment outcome findings was minimized.

The overall sample invited to participate in the survey was 17,590 individuals. Returns completed totaled 6,566 for an overall return rate of 37 per cent. Return rates for the eight individual surveys ranged from 23 to 48 per cent. The survey margins of error are between 2.2 and 4.3 per cent.

Survey group	Responses	Response rate	Margin of error*
2010 graduates	2,005	48%	2.2 %
2009 graduates	809	40	3.5
2008 graduates	660	32	3.8
2007 graduates	626	38	3.9
2006 graduates	518	27	4.3
2000 graduates	544	23	4.2
Other 2010 certified	843	48	3.4
Other 2009 certified	561	33	4.1

* Survey result accuracy range, 19 times out of 20

Demographics

Ontario and US border College graduates

Six of the 2011 surveys sample Ontarians who graduate from Ontario faculties of education or who have attended US border colleges and subsequently obtained their certification as an Ontario teacher.

The survey returns are representative of the populations of early career teachers from which the samples were drawn. On average for the six Ontario and border college surveys (graduates of 2010, 2009, 2008, 2007, 2006 and 2000) they have the following demographic profiles.

Ontario Teaching Qualifications	
Primary-Junior	47.9 %
Junior-Intermediate	18.3
Intermediate-Senior	30.8
Technological Education	3.0

Teacher education sources	
Ontario faculties of education	85.8 %
Ministerial consent-holding programs	3.6 (5.4 % of graduates of 2010)
US border colleges	10.6

Language of teacher education	
English-language programs	88.3 %
French-language programs*	11.7 (13.7 % of Ontario faculties only)

*French-language program graduates are 6.6 per cent of Ontario graduates

Gender	
Female	77.9 %
Male	23.1

Teaching career	
First career	63.4 %
Second career	36.6

Age range by year of teacher education graduation						
	2010	2009	2008	2007	2006	2000
18 – 24	28 %	11 %	1 %	0 %	0 %	0 %
25 – 34	47	64	70	69	61	21
35 – 44	16	18	18	18	23	59
45 – 54	7	7	9	10	13	14
55 – 64	1	0	1	2	1	6

New-Canadian teachers

The new-Canadian respondents certified in 2009 and 2010 have the following demographic profiles.

Ontario Teaching Qualifications	
Primary-Junior	30.8 %
Junior-Intermediate	24.9
Intermediate-Senior	43.7
Technological Education	0.6

Teacher education sources (top 10 sources, largest to smallest)
India
United States
United Kingdom
Jamaica
Philippines
Pakistan
Australia
Ukraine
Romania
Albania

Language of teacher education	
English	78.1 %
French	5.3
Other	16.6

Gender	
Female	80.0 %
Male	20.0

Age range by year of Ontario certification		
	2010	2009
18 – 24	1 %	0 %
25 – 34	15	30
35 – 44	53	55
45 – 54	26	41
55 – 64	4	6

Years of teaching experience prior to Ontario certification		
	2010	2009
None	2 %	1 %
Less than one year	3	3
1 – 2 years	7	9
3 – 5 years	16	27
6 – 10 years	25	22
More than 10 years	48	37

Ontarians certified after teacher education in another province or abroad

The respondents who are originally Ontarians and completed their teacher education in another Canadian province or country prior to returning to Ontario have the following demographic profiles.

Ontario Teaching Qualifications	
Primary-Junior	55.6 %
Junior-Intermediate	5.4
Intermediate-Senior	38.5
Technological Education	0.5

Teacher education sources (top 10 sources, largest to smallest)
Australia
United States
United Kingdom
New Zealand
Quebec
Nova Scotia
Alberta
New Brunswick
British Columbia
Manitoba

Language of teacher education	
English	98.6 %
French	1.4

Gender	
Female	74.8 %
Male	25.2

Age range by year of Ontario certification		
	2010	2009
18 – 24	8 %	2 %
25 – 34	79	86
35 – 44	9	10
45 – 54	3	1
55 – 64	2	0

Years of teaching experience prior to Ontario certification		
	2010	2009
None	49 %	55 %
Less than one year	17	23
1 – 2 years	13	12
3 – 5 years	12	6
6 – 10 years	5	3
More than 10 years	3	0

Canadian teachers from other provinces who migrated to Ontario

Canadians from other provinces who completed their teacher education in another province, migrated to Ontario and obtained their teacher certification in Ontario have the following demographic profiles.

Ontario Teaching Qualifications	
Primary-Junior	53.7 %
Junior-Intermediate	5.5
Intermediate-Senior	40.1
Technological Education	0.7

Teacher education sources (top 10 sources, largest to smallest)
Quebec
Alberta
British Columbia
Manitoba
New Brunswick
Nova Scotia
Saskatchewan
Prince Edward Island

Language of teacher education	
English	78.4 %
French	21.6

Gender	
Female	81.3 %
Male	18.7

Age range by year of Ontario certification		
	2010	2009
18 – 24	6 %	0 %
25 – 34	46	50
35 – 44	29	26
45 – 54	15	11
55 – 64	4	11

Years of teaching experience prior to Ontario certification		
	2010	2009
None	9 %	13 %
Less than one year	12	20
1 – 2 years	19	13
3 – 5 years	25	24
6 – 10 years	17	17
More than 10 years	17	13

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

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

French-language teachers – graduates of Laurentian University or University of Ottawa French-language teacher education programs, employed in an Ontario publicly funded French-language school board, and/or qualified as or employed 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 not reporting unemployment and 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)

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

Ontario faculties of education – faculties of education at Brock University, Lakehead University, Laurentian University, Nipissing University, OISE-University of Toronto, Queen’s University, Trent University, University of Ontario Institute of Technology, University of Ottawa, University of Western Ontario, University of Windsor, Wilfrid Laurier University and York University

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

Ontario teacher education graduates – Graduates of Ontario faculties of education or ministerial consent teacher education programs 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

Ministerial consent teacher education programs – Charles Sturt University, Niagara Uni-

versity in Ontario, Redeemer University College and Tyndale University College, each of which operate teacher education programs under special ministerial consent

Regular teaching position – full-time or part-time position that does not have a definite end date

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

Teacher employment market – employment market for elementary and secondary teacher jobs in publicly funded and independent schools in the province of Ontario

Teacher retirements – Ontario Certified Teachers who partially or wholly retire from active teaching and become retired members of the Ontario Teachers' Pension Plan

Term contract – Long-term occasional or other limited term contract position

Underemployed – wanted to be more fully employed as a teacher during the school year

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

US border colleges – New York State colleges including Canisius College, Daemen College, D'Youville College, Medaille College, Niagara University - New York and State University of New York

Newly licensed education graduates who looked for jobs in Ontario schools in 2010-2011 joined already long queues of earlier licensed teachers not yet fully settled in their careers.

One in three English-language graduates and more than one in four French-language graduates could not even find daily supply teaching jobs.

Many of the new teachers who found jobs are underemployed. And just one in eight graduates on the job market found a regular teaching job in the first year of their new career.

More new teachers are looking outside Ontario for a first teaching job. With only one-third fully employed in teaching in the first year, increasing numbers are turning to non-teaching work to meet their financial obligations.

New-Canadian teachers experience the greatest challenge breaking into this glutted employment market. Three in four of them who became Ontario Certified Teachers in 2010 and tried to get a teaching job in 2010-2011 report they are unemployed.

New teachers recommend more practice teaching time and hands-on supervision as future reforms of teacher education. They highly value the induction support available to some of them in Ontario publicly funded schools.

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