



Ontario  
College of  
Teachers  
Transition to  
Teaching 2011



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This report is a supplement to the Transition to Teaching study report for 2011 available on the Ontario College of Teachers web site.

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## Executive summary

Surveys of French-language teacher education program graduates in their early years in spring 2011 show that the unemployment rate rose further for those in the first and second years of their careers. More than one in five of these graduates in 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 seven of them secured regular teaching jobs. And one in three of those who were working did not get as much employed teaching time as they wanted.

Since 2008, the combined underemployment and unemployment rate for first-year French-language program graduates has increased threefold, from 15 to 45 per cent. And the unemployment rate rose from one to 22 per cent. Daily supply teaching by year end stands at one in four of those who found teaching jobs. More first-year teachers are turning to other occupations in place of or to supplement teaching income.

Just over one in five of those who were employed obtained regular teaching positions. This continues a three-year downward trend on first-year job success and is a job search outcome sharply different from the 65 to 70 per cent first-year regular jobs outcomes found in College surveys from 2002 through 2008.

Regional and division differences are evident among French-language program graduate job outcome measures. But the job market tightening is now affecting these new French-language teachers across all divisions and throughout the province.

One in five of these first-year teachers now look outside the province for their first teaching job and one in eight actually take up jobs elsewhere. One in ten teachers who join the Ontario College of Teachers following completion of a French-language teacher education program drop their membership after two years and one in five do so by the sixth year after graduation. These early career lapsed memberships are double the rates for English-language program graduates.

Half of the graduates of 2010 who found employment did so in eastern or northeastern Ontario. Southwestern Ontario produced one in four of all regular jobs secured by first-year teachers in the 2010-2011 school year.

Three in four who gained employment of any type did so in the province's French-language Catholic or French-language public schools. One in five was hired by English-language public school boards and the remainder teach in independent schools or outside the province.

Job outcomes have also declined since 2008 for early-career teachers in the second through fifth years of their careers as the time required to gain full employment as a French-language program graduate lengthens further.

On most measures, French-language program graduates continue to fare better in the Ontario teacher job market than their English-language program peers. Their unemployment and underemployment rates are well below those experienced by English-language teachers, although the regular job rate has dropped to the level for English-language teachers. And the French as a second language teacher job market outperforms the market generally for French-language program graduates.

Despite the less favorable employment search outcomes, this new generation of French-language 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. 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 underemployment experienced by many.

Job searching by these new teachers includes much more than simply submitting on-line applications that are the standard process for most Ontario school boards. Many see networking as key to successfully landing a teaching job. And many of them actively pursue opportunities to get noticed by working their education contacts and by personal visits to schools. In the first year following graduation, one in three 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. Most apply to French-language school boards and the majority to both the French-language public and Catholic systems. One in three applies to English-language school boards as well as French-language boards. One in five also applies to schools in other provinces.

They give school board hiring practices mixed reviews. The majority find the standard application process to be clear, although more than one in three 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. Many also report that they don't understand how supply teaching relates to eligibility to be considered for long term occasional and regular positions. And fewer than half say they are kept 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 required. But getting to that interview is seen by many to depend on connections through practicum, volunteering, networking, family or friends. They say that being known or simply being in the right place at the right time is what often results in landing a job given the increased competition for French-language teaching jobs today.

The majority of the 78 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.

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

Recent graduates of Ontario French-language teacher education programs recommend changes to further strengthen preparation for teaching in the future. They call for more emphasis on classroom management and on assessment, testing and evaluation. They suggest lengthening the teaching practicum, more opportunities to engage in supervised teaching in the classroom, more coaching and feedback about their teaching, and more time for teaching candidates to observe experienced teachers.

The majority of them are engaged in significant and varied professional development. All of those in regular contracts in Ontario publicly funded school boards, and some of those in long term occasional contracts, participate in and value the New Teacher Induction Program (NTIP).

There is a significant professional development gap, however, for the increasing number of new French-language graduates who are unemployed or in daily supply teaching in the first year. This gap continues and worsens for the 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 French-language 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 more challenging job market in the province in recent years 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 surveyed who do so also hope to return one day to teach in Ontario.

About one in five graduates of French-language programs drop their membership in the Ontario College of Teachers in the first six years following graduation and these are additional to the losses identified through the surveys.

# Employment outcomes

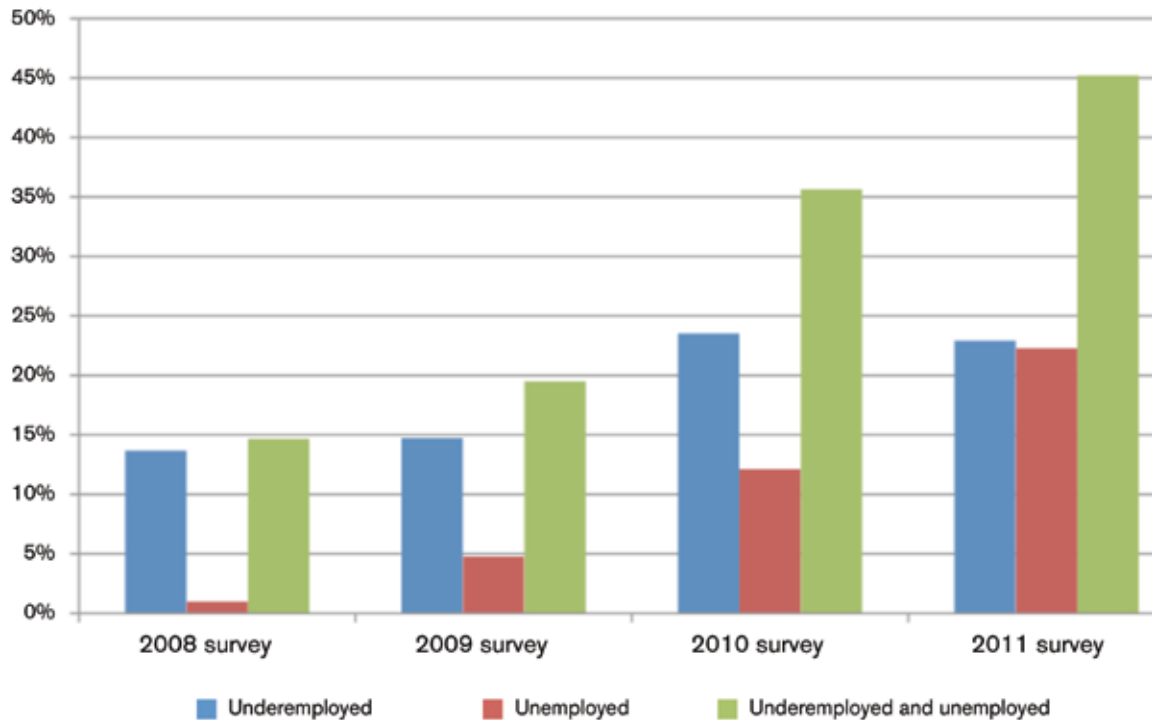
## More challenging job market for French-language program graduates of 2010

Employment outcomes for the graduates of Ontario’s French-language teacher education programs in 2010 reflect a third year of declining job success indicating a more challenging teacher job market than earlier. More first-year teachers who graduated from these programs in 2010 faced unemployment than in previous years and many who found teaching jobs say they were underemployed.

More than one in five (22 per cent) who say they looked for teaching jobs in the 2010-11 school year report they were completely unsuccessful – not even finding any daily supply teaching work. And 36 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.

These results continue a three-year trend with the general teacher employment market downturn in Ontario now clearly affecting substantial numbers of French-language program graduates.

Underemployment and unemployment  
French-language program graduates of 2010





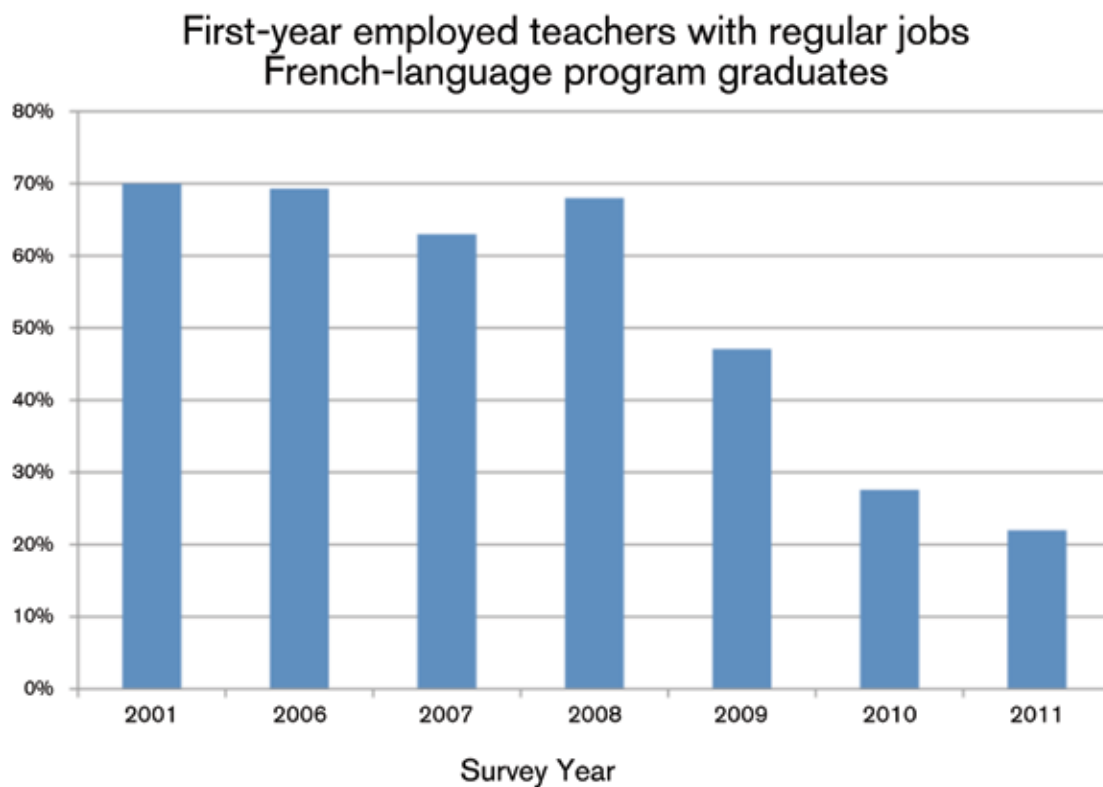
The combined unemployment and underemployment rate for new French-language program graduates in their first year in the job market as Ontario Certified Teachers has climbed from 15 per cent in 2007 to 45 per cent in 2011. And the unemployment rate has increased from just one per cent to 22 per cent.

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

Unemployed Primary-Junior French-language graduate of 2010, living in Ottawa

For many who had a 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 almost half of them was daily supply teaching (48 per cent) and, by year end, most of those who were teaching held term contracts (54 per cent) or were still on daily supply lists (24 per cent).

Just over one in five (22 per cent) who found some work as a teacher say they secured a regular teaching job. This is about one-third the 63 to 70 per cent rates for the French-language program first-year teachers reporting regular jobs throughout most of the last decade.



For the entire group of first-year French-language teachers who report they were in the job market in 2010-2011, including those reporting they were completely unemployed, only one in seven (14 per cent) say they are in regular teaching positions.

Some regional variations are evident in job outcome measures. More than half of the teaching jobs reported are in eastern Ontario (31 per cent) or northeastern Ontario (20 per cent). Within each of these regions, however, first year teachers report more daily supply teaching and greater underemployment than teachers working elsewhere in the province and those employed outside Ontario.

While eastern Ontario employed the greatest number of French-language program graduates, regular positions were reported by just one in six of them (16 per cent). Just one in five (19 per cent) of those employed in northeastern Ontario had regular teaching jobs, and half of them (52 per cent) report they were underemployed.

#### Job outcomes in 2010-11 by region of employment

Job Outcomes	Eastern Ontario	Northeastern Ontario	Other Ontario	Outside Ontario
Regular position	16%	19%	29%	25%
LTO/term contract	53%	43%	58%	58%
Daily supply teaching	31%	38%	13%	17%
Underemployed	34%	52%	29%	33%

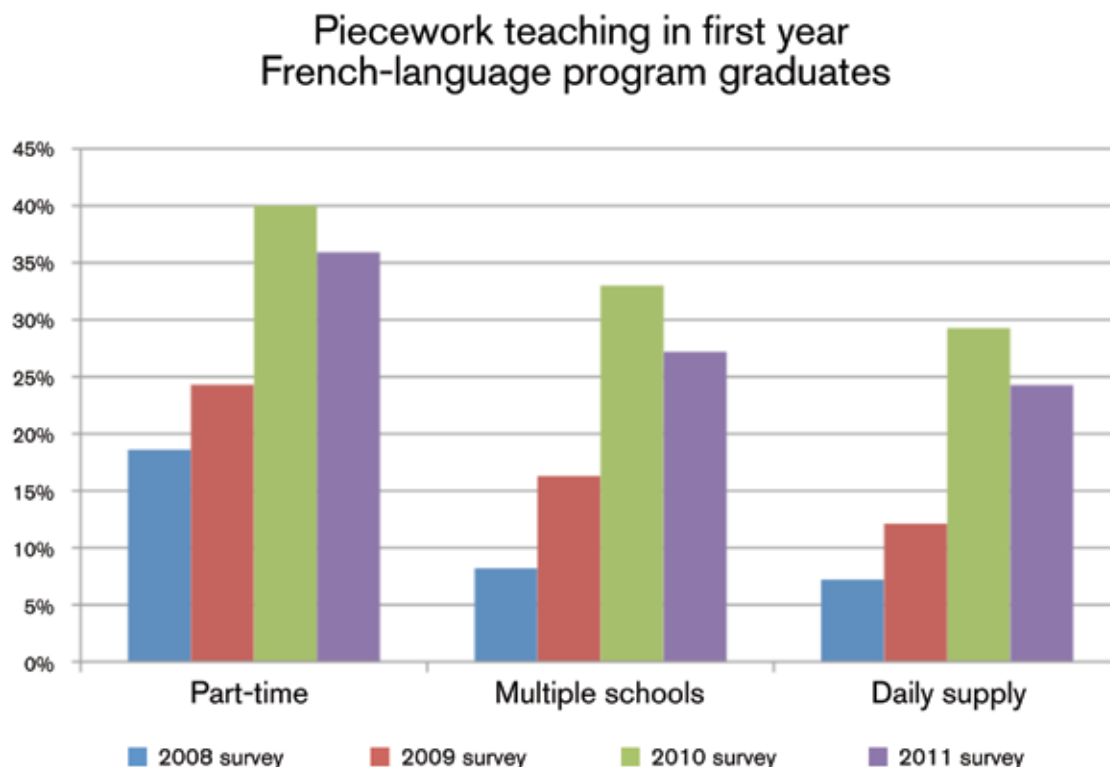
With the market tightening further over the past year, graduates of French-language programs across the divisions are affected. Unemployment has increased and is now significant regardless of type of teacher certification. About one in three employed teachers in each of the divisions is underemployed. Primary-Junior certified teachers experience the lowest rate of regular positions and the highest rate of daily supply teaching at year end.

#### Job outcomes in 2010-11 by division

Job Outcomes	Primary-Junior	Junior-Intermediate	Intermediate-Senior
Regular position	18%	27%	27%
LTO/term contract	55%	54%	50%
Daily supply teaching	27%	18%	23%
Unemployed	21%	24%	18%
Underemployed	33%	32%	38%

Piecowork teaching is increasingly common among employed French-language graduates in the first year. For the past two years, more than a third of those who did find some work by the end of the school year report it was part-time and more than one in four say they were teaching in multiple schools. These measures are significantly higher than reported two and three years ago.

The daily supply teaching employment rate for these new teachers remains high at year end at about one in four (24 per cent) even with the record high proportion unemployed in 2010-11.



One in five of these first-year teachers (20 per cent) applied for teaching jobs in other provinces or abroad, although only about one in eight (12 per cent) reports teaching outside Ontario by year end. Most of those outside the province are teaching in Quebec.

*After many online applications throughout the year, applying directly to school principals, arranging meetings and presenting my portfolio, I was forced to relocate to get a teaching job. So I applied outside the province and had multiple interviews. I chose one and recently left for Manitoba.*

Junior-Intermediate mathematics French-language program graduate of 2010

Over the past two years, a trend appears to be developing 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. From a low of about three per cent in 2008 and 2009, first-year French-language program graduates in alternative occupations grew to six per cent in 2010 and 13 per cent in 2011.

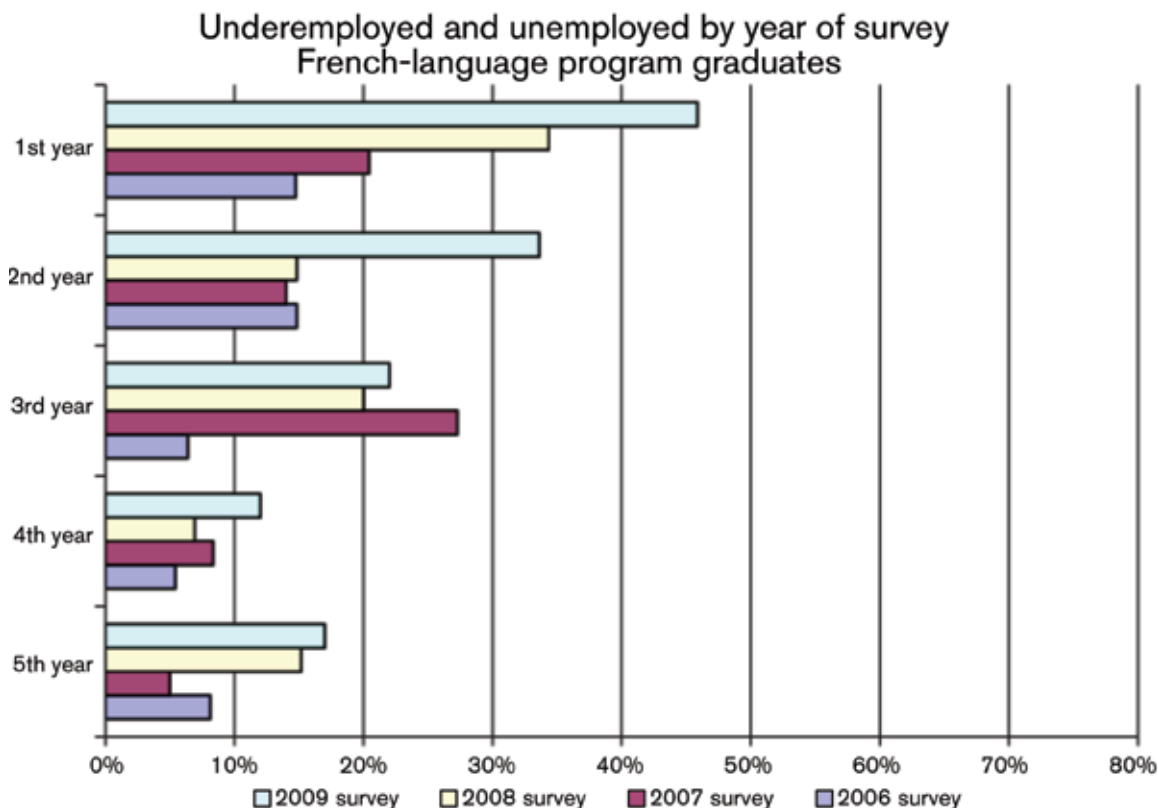


Two in five (40 per cent) of the first-year teachers who could not find any teaching jobs report that they are working at another occupation. For most of them, their strong commitment to teaching continues – almost all (94 per cent) say they will or probably will be in teaching careers five years in the future, and none say they definitely or probably will not be teachers by then. The remaining six per cent say they are unsure about their longer term future in teaching.

#### **Job market tightens somewhat for teachers in career years two to five**

Survey results for French-language program graduates in the second through fifth years following graduation – the graduates of 2006 through 2009 in the 2010-11 school year – also suggest some tightening of the job market.

Unemployment rates for these new teachers had generally been nil to under five per cent over the first five years of their careers in surveys through to 2008. And underemployment rates were also low. Combined unemployment and underemployment rates for French-language program graduates in 2011 are two to three times higher than in 2008 across the first five years of teaching careers.



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 on the market and unemployed or reporting less work as a teacher than wanted are not fully employed.

The wait time for full employment has grown considerably for French-language program graduates in recent years. Since 2008:

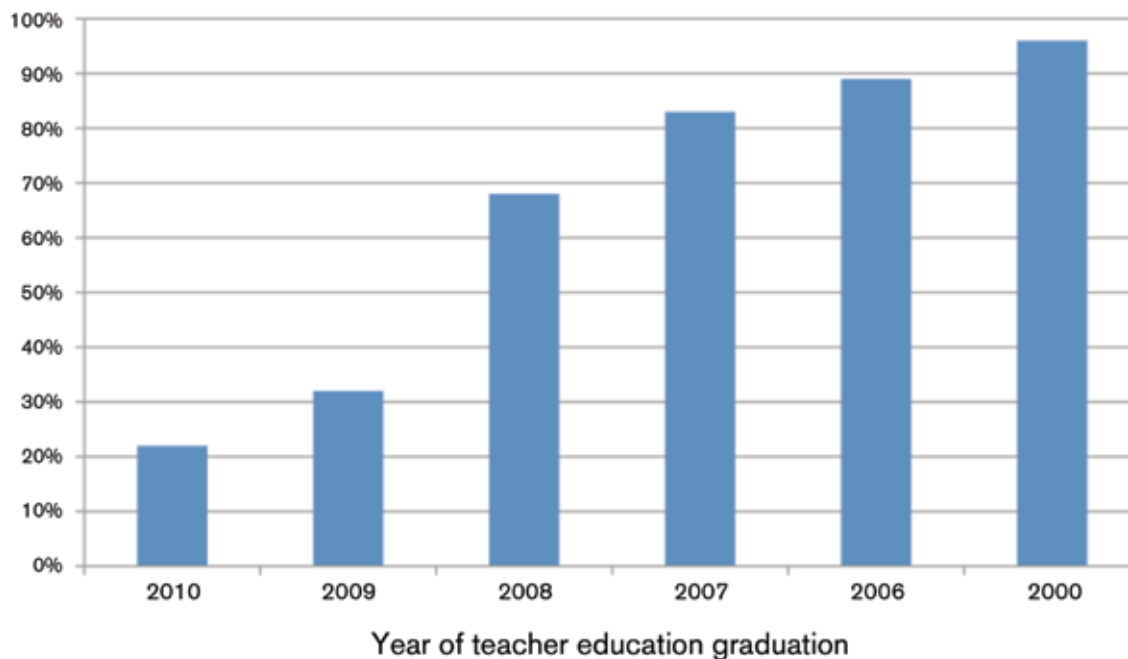
- first-year teachers not fully employed increased from 15 to 46 per cent
- second-year teachers from 15 to 34 per cent
- third-year teachers from six to 21 per cent
- fourth-year teachers from five to 12 per cent, and
- fifth-year teachers from eight to 17 per cent.

*I have been supply teaching for two years now and I find it extremely frustrating not being able to obtain a contract. I take different courses in order to compete more effectively, but someone else always gets the job. I work at two schools and still do not get enough days. A permanent position would be ideal, but I would also be happy to have a long term contract. It's very frustrating not being able to do what I love so much.*

2009 French-language program Junior-Intermediate graduate in northwestern Ontario

Despite the less robust market for French-language program graduates, early career teachers do continue to improve their employment status over time. This year's surveys show a sharp rise in regular teaching positions from just three in ten for second-year teachers to almost seven in ten for those in the third year of their careers. And most teachers by year four and beyond have regular teaching jobs.

**Regular teaching jobs in 2010-11 by year of graduation  
French-language program graduates**



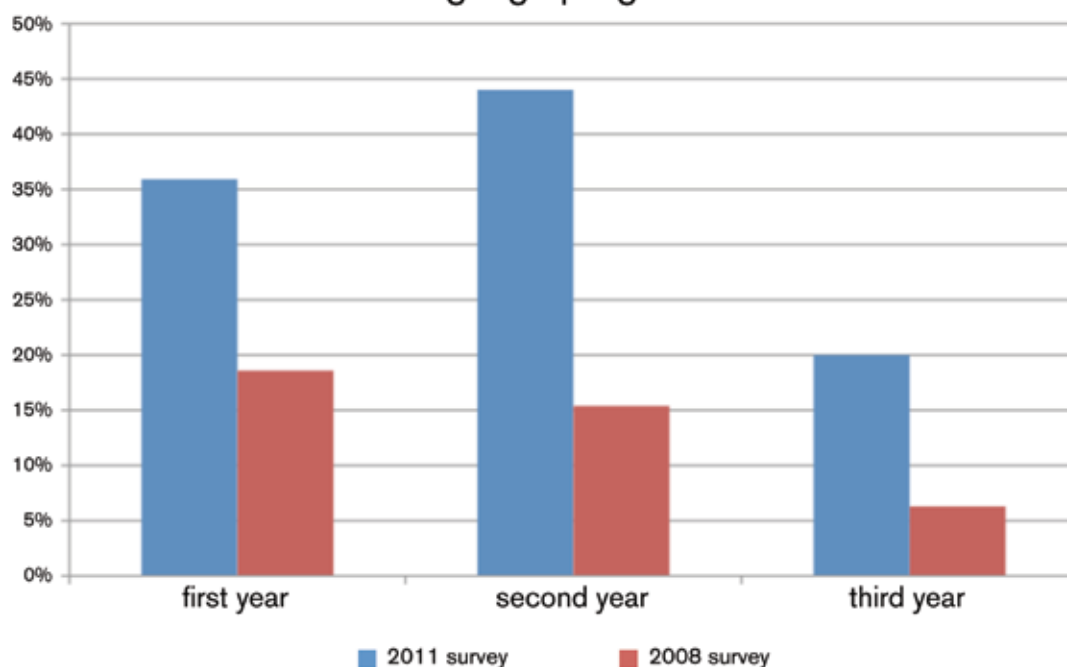
Job change is now very common in the early years of French-language graduate teaching careers in Ontario. Almost two in three of the employed first-year teachers (64 per cent) and more than half of the second-year teachers (54 per cent) expect to be in different teaching jobs the following school year. 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 expecting to be laid off.

More than two in five of those teaching in their third (45 per cent) and fourth (44 per cent) years in the profession expect to have a different job the following school year. The teachers in their fifth year anticipate less change. Just 30 per cent of them say they anticipate a different job in the following school year, and for most of these it is because they are seeking a change of school or grade level.

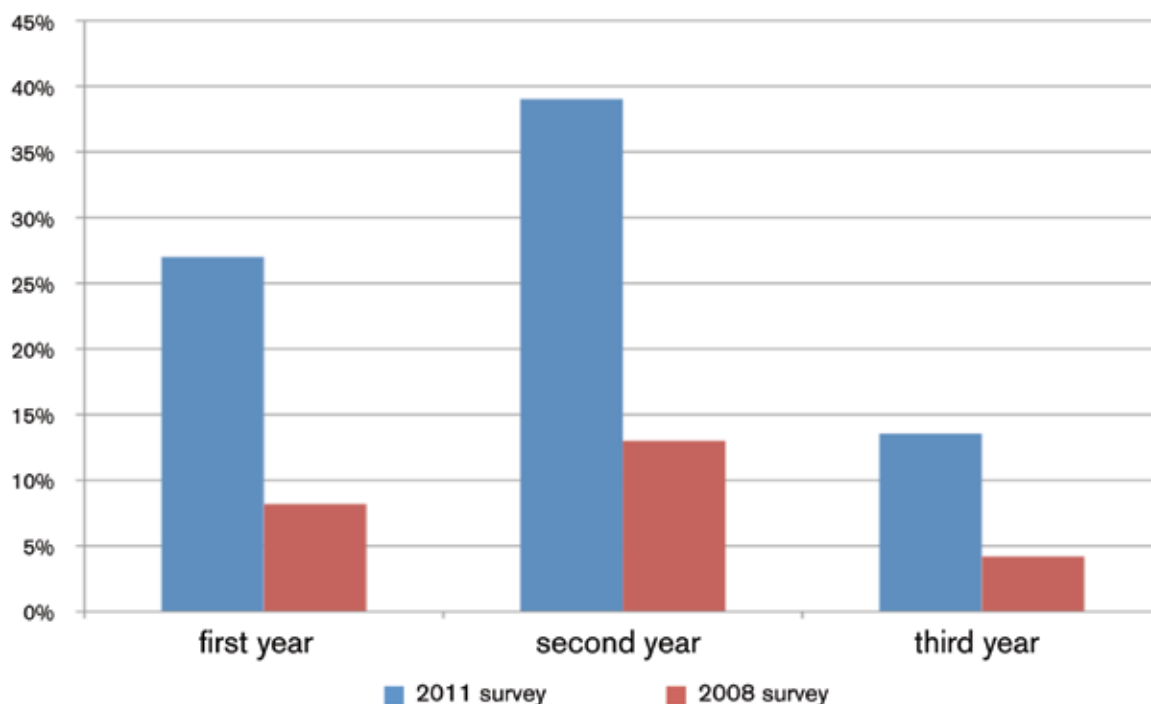
Part-time teaching throughout the first three years in the profession is more common than in earlier years. More than one in three French-language program graduates is teaching on a part-time basis in the first two years. This falls to one in five in year three.

Piecing together teaching jobs by taking multiple assignments in more than one school is also a more common experience. One quarter to more than a third of these teachers are now teaching in multiple schools in their first and second years and one in seven teachers still do so in their third year in the profession.

**Increased part-time teaching for early career teachers  
French-language program teachers**



**Increased teaching in more than one school  
French-language program graduates**

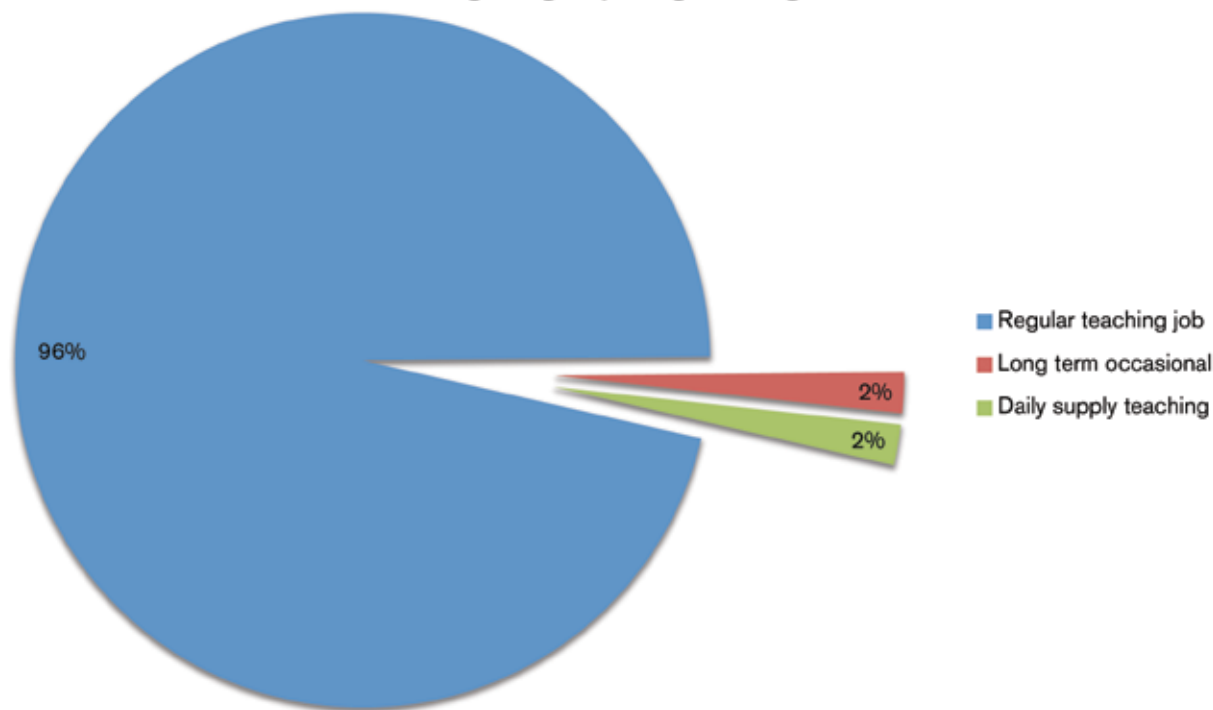


Some of this part-time teaching, and perhaps some of the multiple school teaching, is by choice. The increase in the rate of this piecework employment over the past three years is very likely not because of changes in teacher choice, however, but rather a result of the decline in the job market which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

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

Most of the graduates of French-language teacher education programs in 2000 are well established in their teaching careers ten years later. Almost all of them (96 per cent) have regular teaching contracts. Just four per cent say they were underemployed and only another four per cent of them report they are involuntarily not employed as teachers and in the 2010-11 school year. Most are highly positive about their career choice and how it has unfolded for them.

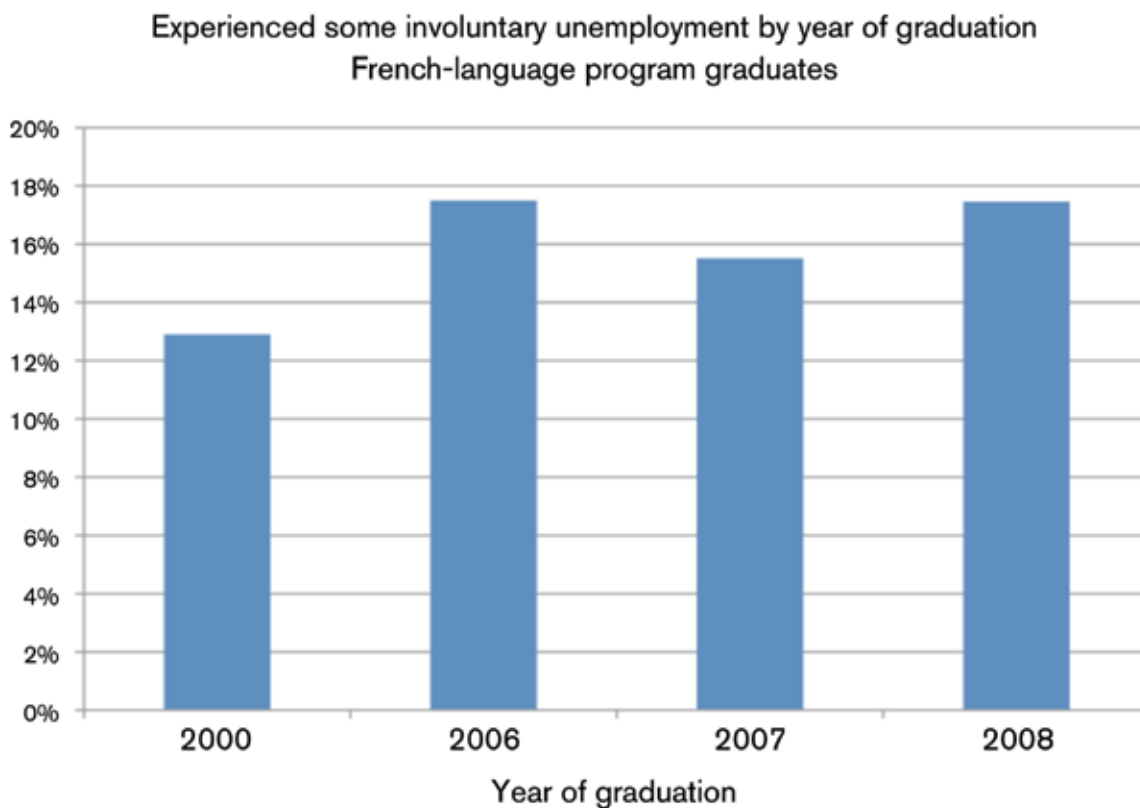
**Teaching contract type ten years into teaching career  
French-language program graduates**





About one in eight (13 per cent) of them report that there was some time in their teaching career when they were unemployed because they could not find a teaching job.

The rate at which graduates of 2006, 2007 and 2008 experienced unemployment in their early careers is just three to five per cent greater than those who graduated in 2000.



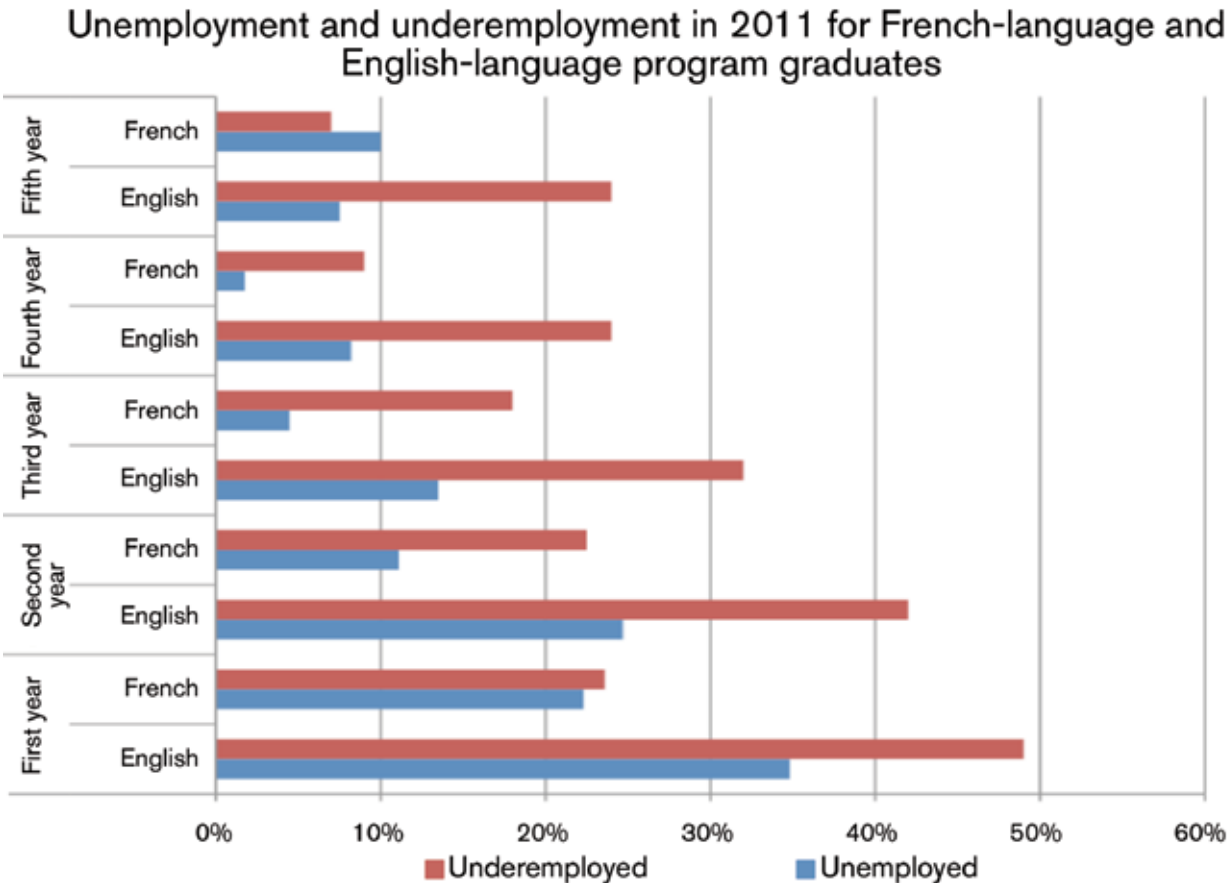
**French-language grad market still outperforms English-language market**

Despite the decline in job outcomes for French-language graduates over the past three years, these new Ontario teachers 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. French as a second language teachers report significantly less unemployment and more regular teaching jobs than graduates of French-language teaching programs.

**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

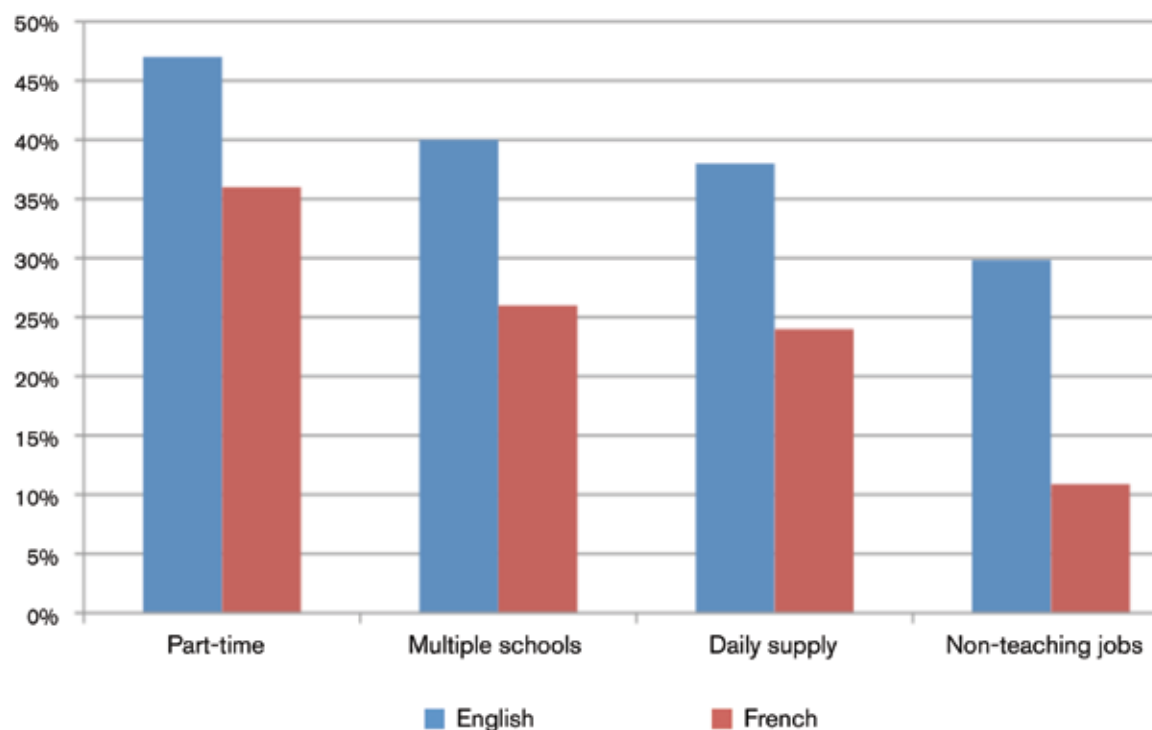
And higher proportions of the English-language program graduates are unemployed and underemployed than French-language program graduates over most of the first five years of their careers.



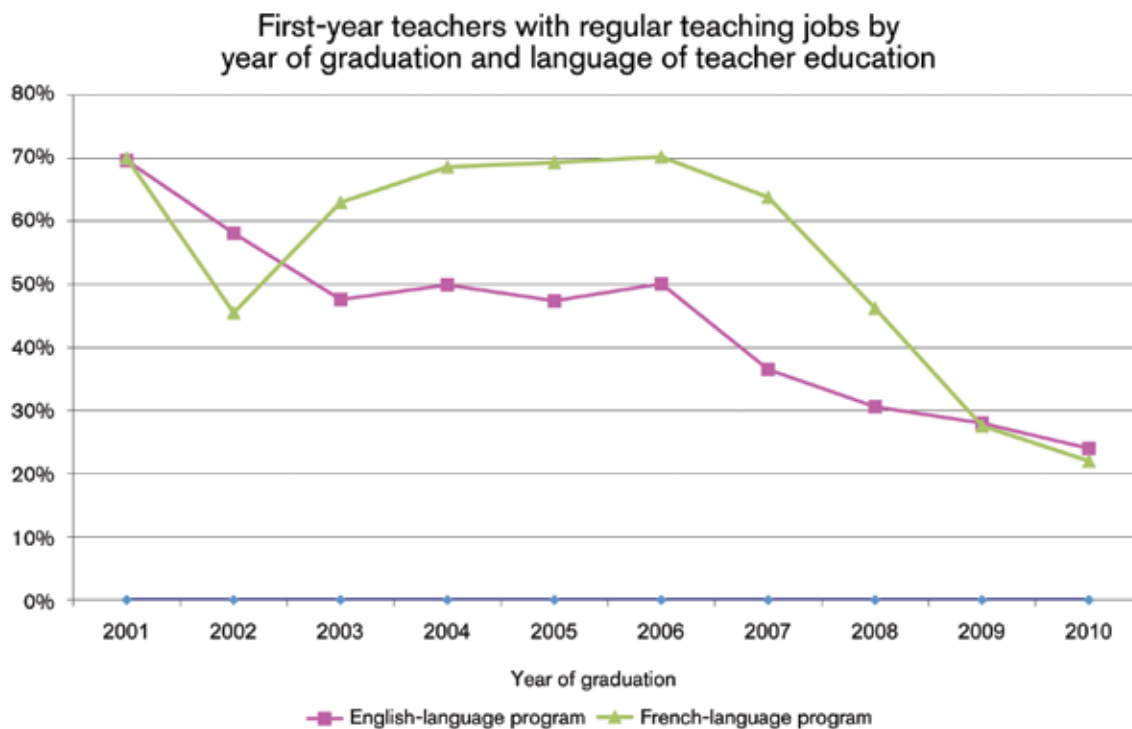
French-language program graduates also less frequently resort to part-time, multiple school and daily supply than their English-language program peers. And they do not take up as much non-teaching employment.

Fewer regular teaching positions are now available for these teachers who are increasingly relying more on long term occasional opportunities for the early years of their careers.

**Piecework measures for first year English-language and French-language program graduates**



Regular teaching contracts were fairly standard for first-year French-language program graduates until the 2007-2008 school year. Since then, regular job reports dropped steadily from 65 per cent to just 22 per cent in 2010-11 and have been at about the same level as English-language program graduates for the past two years.



### Where are French-language program graduates finding teaching jobs?

The three in four (78 per cent) French-language program 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 eastern or northeastern Ontario. One in six teaches in southwestern Ontario and one in eight of them in other provinces, mainly Quebec. The City of Toronto, greater Toronto region, central and northwestern Ontario provided job opportunities ranging from three to seven per cent.

Regular teaching job opportunities present a somewhat different distribution. Southwestern Ontario provided the greatest share of regular jobs, followed by eastern and northeastern Ontario.

**Geographic distribution of employment and regular jobs**

<b>Geographic Region</b>	<b>Share of total Employed</b>	<b>Share of total regular teaching jobs</b>
Eastern Ontario	31%	22%
Northeastern Ontario	20	17
Southwestern Ontario	16	26
Outside Ontario	12	13
City of Toronto	7	9
Greater Toronto region	6	13
Central Ontario	6	0
Northwestern Ontario	3	0

Almost four in five of the French-language program graduates of 2010 who found teaching jobs in the province are employed in French-language public (27 per cent) or French-language Catholic (47 per cent) school boards or in both (four per cent). Publicly funded English-language school boards provided 19 per cent of teaching jobs and independent schools just two per cent.

**Employer distribution of employment and regular jobs**

<b>Employer Type</b>	<b>Share of total employed</b>	<b>Share of total regular teaching jobs</b>
English-language public	11%	15%
English-language Catholic	8	15
French-language public	27	15
French-language Catholic	47	50
Independent schools	2	5
Other*	4	0

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

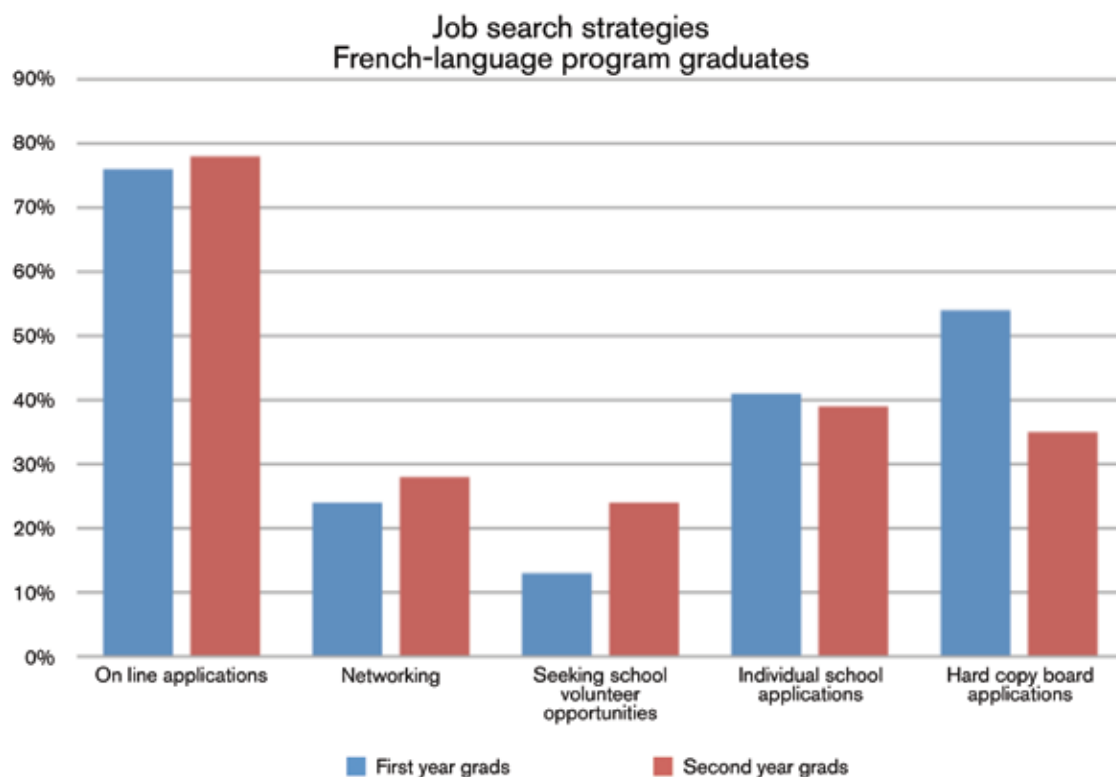
## Job search experience and volunteering

### Multiple job search strategies the norm

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

- Three in four new teachers use the standard on-line application process in place for most publicly funded school boards in the province.
- One in four supplements this process with active networking with teachers and school administrators.
- About one in eight look for school volunteer opportunities as an additional job strategy.
- And, despite many boards' policies to direct all applicants to use the formal on-line application process, about half of these new teachers also submit hard copy applications to school board offices and/or to individual schools.

Teachers who graduated in 2009 described a similar range of strategies.



Most graduates of French-language teacher education programs (90 per cent) apply to French-language school boards for teaching positions. And most of them (65 per cent) send applications to both French-language public and French-language Catholic school boards.

Many of these new teachers do not restrict their job searches only to French-language boards, however. About one in three (32 per cent) apply to English-language school boards as well. And four per cent apply only to independent schools or to schools outside the province.

*I am bilingual so finding a job was easy. I received a call from all boards I applied to, although most were for long term occasional positions.*

French-language Primary-Junior graduate of 2010, teaching FSL in English-language board in greater Toronto region

The geographic reach of job searches is broad for most of these new graduates. Only one in five confines their search to a single school board, half apply to two or three school boards and the remaining 30 per cent apply to four or more boards.

Half of them apply to school boards in more than one region of the province and one in five (19 per cent) applies to schools in other provinces. The highest volume (49 per cent) of teachers applies to eastern Ontario followed by 37 per cent to the northeast. Southwestern Ontario receives applications from one-third of the French-language program graduates, with the greater Toronto region (28 per cent), central Ontario (27 per cent) and the city of Toronto (24 per cent) each getting applications from about one in four. Northwestern Ontario receives applications from about one in six (16 per cent).

### **Mixed reviews of school board hiring practices**

A small majority of French-language program graduates of 2010 (57 per cent) report that they found school board employment application procedures to be generally clear and understandable.

About half of them (48 per cent) say they were not kept aware of the stage and status of their applications. One in three (35 per cent) say they could not easily find information on the availability of teaching jobs and somewhat more (39 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.

*It's very hard to find out when teachers can apply to get on the occasional teaching lists and the eligibility lists. I kept handing out résumés for seven months before landing my first contract. Now I have to get back on the merry-go-round and I am still not on the eligibility list.*

Intermediate-Senior science French-language graduate of 2010  
supply teaching in northeastern Ontario

Reports from the graduates of 2009 were similar to the graduates of 2010.

## 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, application letter and interview.

Getting to the interview stage is usually seen to depend on making connections and standing out from others. Being in the right place at the right time is ranked as the most important factor in job success. References, connections made through the practicum, networking and previous employment with the school or school board are all seen as important by the majority of successful job applicants.

Factors contributing to job search success	% important or very important
Right place at right time	83%
Interview	80
References	73
Portfolio, resume	71
Connection made through practicum	69
On-line applications	55
Networking	53
Previous employment with school or board	52
Persistent follow up	50
Hard copy applications to school board	50
Volunteering in a school	48
Applications to individual schools	48
Able to relocate	47
Family connection	31

Almost half identify volunteering as an important strategy. And almost one in three identify family connections as important in getting a teaching job.

*I sincerely believe that the most important factor in my recruitment was in my contacts that I created during my practicum.*

Primary-Junior 2010 graduate with regular teaching job in  
French-language board, eastern Ontario



## Many graduates consider volunteering in schools

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

Many French-language program graduates of 2009 (48 per cent) and 2010 (55 per cent) report that they considered volunteering at a school as part of their job search strategy. About one in three (35 per cent) of the 2009 graduates and one in five (18 per cent) of the graduates in 2010 followed through with volunteering in a classroom. Those who did not volunteer, for the most part, say that they found employment without needing to volunteer or that they could not afford to spend the time volunteering and not working. A small number were not able to find a school in which they would be permitted to volunteer.

Volunteer time commitments vary widely, with many reporting substantial weekly commitments and for many months throughout the school year. Among the volunteers who graduated in 2010 half did so for more than one month and one in four for more than three months. Three in four of these volunteers contributed three or more hours each week and almost one in three gave more than ten hours per week.

More first-year Primary-Junior-certified teachers (22 per cent) volunteered than Junior-Intermediate (six per cent) and Intermediate-Senior (15 per cent) teachers.

The French-language program graduates of 2009 report more extended volunteer commitments than the graduates of 2010. Half of them report volunteering for four or more months and 38 per cent for a full school year.

Does volunteering improve job outcomes for new teachers?

Many successful job seekers certainly consider the volunteer experiences to be important contributors to their job success. Half of the graduates of 2010 and one-third of those from 2009 view school volunteer roles as very important or important contributors to securing teaching jobs.

*I volunteered at a school where I also worked some days as a substitute teacher during the year. Being well known in the school, I was offered a position as soon as an opening presented itself.*

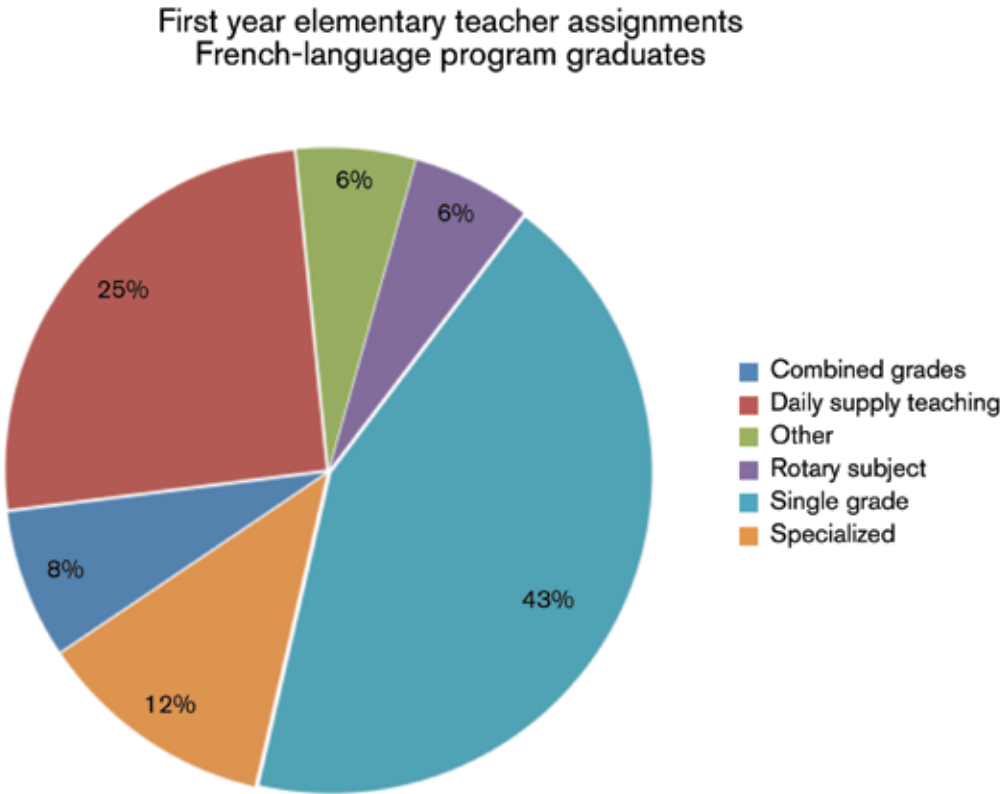
Primary-Junior French-language graduate hired by French-language board late in school year in southwestern Ontario

# Teaching experience in the early career years

## Challenging teaching assignments for some first-year teachers

Among first-year French-language program graduates who secure elementary teaching assignments, more than two in five (44 per cent) say their first assignment was daily supply teaching. And one in five of them (25 per cent) continued with daily supply teaching at the end of the first school year.

Elementary teachers with regular or longer term contract assignments most frequently (43 per cent) teach single homeroom grades. The remaining one-third teaches combined grades (8 per cent), rotary classes (six per cent), specialized classes (12 per cent) or a mix of assignments (six per cent).



Many daily supply teachers report that they are engaged in specialized teaching as part or all of their assignments. One in four (24 per cent) first-year elementary teachers – including daily supply, regular and limited term contract teachers – teach French as a second language or special education.

Among first-year teachers with secondary school teaching jobs, more than one in four (26 per cent) have four or more different course preparations and one in ten (9 per cent) say they have six or more course preparations.

### Good match of teacher qualifications and first-year assignments

Three in five of these French-language elementary teachers (59 per cent) consider their qualifications to be an excellent or good match to the assignments. One in five (22 per cent) of them report that the assignment is either not an adequate match or not a match at all to their qualifications.

The majority of secondary teachers also present a positive view of the match of their teacher qualifications and their assignments. More than half (57 per cent) rate the match as excellent or good. One in five (20 per cent) of them report that the assignment is either not an adequate match or not a match at all to their qualifications.

About one in six (15 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. Two in three (59 per cent) Junior-Intermediate certified teachers with first-year teaching jobs are in elementary schools 41 per cent are in secondary schools.

### Many view careers positively despite emerging job market challenges

Among the French-language program graduates of 2010 who obtained some teacher employment in the 2010-11 school year, three in five rate their overall teaching experience as excellent (17 per cent) or good (43%). One-third (34 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	60%	6%
Confidence	57	8
Support from colleagues	57	9
Professional satisfaction	56	11
Preparedness	54	11
Optimism for professional future	47	23
Workload	46	13
Appropriateness of assignment	42	8
Challenge of assignment	34	18
Job security	32	37

The majority also rate their sense of preparedness, confidence and professional satisfaction highly positively. They enjoy good or excellent support from their teacher colleagues. Many find their assignments to be appropriate and challenging, and only one in eight (13 per cent) find their workload unsatisfactory.

More of them have concerns about job security (37 per cent) than view their job security positively (32 per cent). And almost one in four (23 per cent) of them are not optimistic about their professional futures.

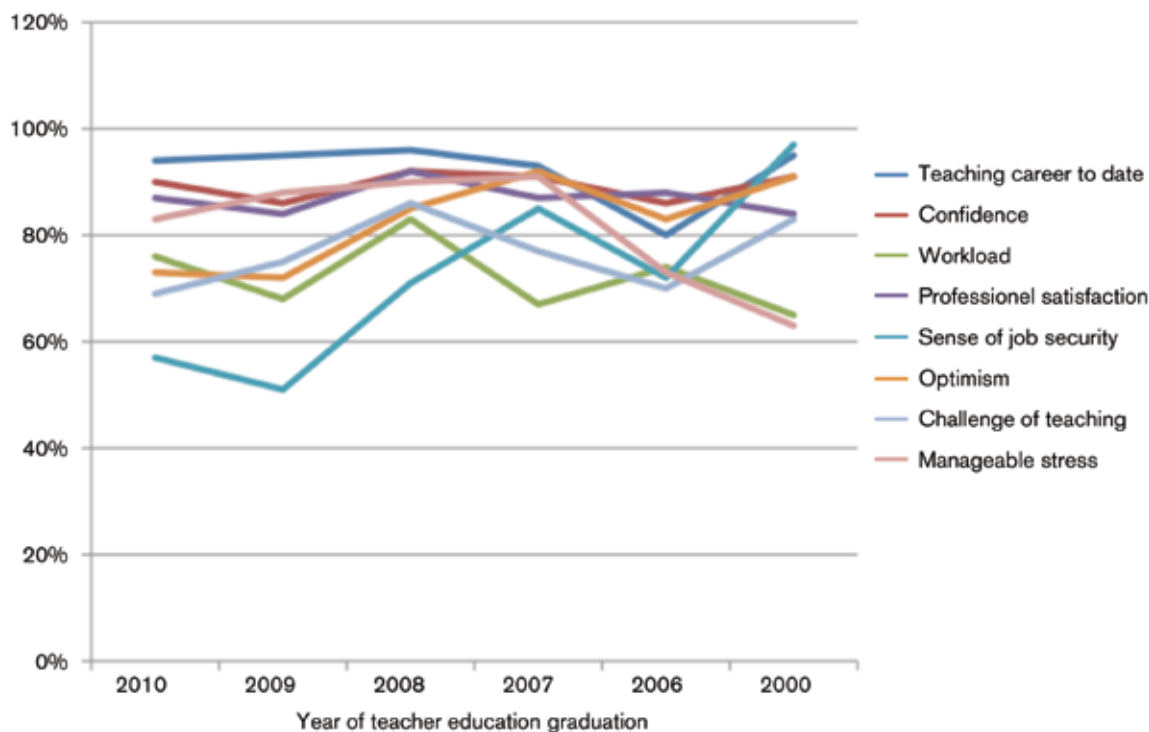
Graduates of 2009 in their second year of teaching report highly similar assessments of their experience. Many of them say they are prepared, confident, supported by colleagues, professionally satisfied with assignments that are appropriate and challenging, but not excessive, workloads. However, even more have a lowered sense of job security than first-year teachers with more than two in five saying job security is very unsatisfactory (33 per cent) or unsatisfactory (9 per cent).

The 2010-11 school year responses from French-language program graduates in their first through tenth years in teaching provide a view of a generally very positive career experience for new teachers over the past decade. In every year surveyed approximately 80 to 95 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 and their professional satisfaction.

Despite the job market challenges that emerged in the past couple of years, more than 70 per cent of the graduates of 2006 through 2010 report optimism about their professional futures.

Many of the teachers who graduated in 2009 and 2010, however, have a less than positive sense of their job security. Workload, stress and challenge in teaching, however, are generally positive for these teachers and others who graduated earlier.

Positive assessments by year of graduation  
French-language program graduates



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

### More teacher education practicum high priority for change

Graduates of French-language teacher education programs 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 French-language graduate ratings of their teacher education

Rating	Practice teaching	Education courses
Excellent	43% (36%*)	18% (7%)
Good	39 (35)	21 (16)
Adequate	15 (22)	31 (40)
Less than adequate	3 (6)	23 (28)
Unsatisfactory	0 (1)	7 (9)

\*2009 graduate ratings in brackets

More than four in five graduates of 2010 (82 per cent) rate their practice teaching experience as excellent or good preparation for their teaching career. Just two in five (39 per cent) give a positive evaluation of their teacher education course work with ratings well below those for the practicum. And this difference in ratings does not change substantially by the second year of the teaching career.

Not only do new teachers value the practice teaching they experience. They also identify more practice teaching time and more hands-on experience as high priority areas to focus on for further strengthening of French-language teacher education. Three of the six highest priorities for more focus identified by the graduates of 2010 point to enhanced practicum – more practicum time, more time for the candidates to teach during the practicum and more opportunity to observe experienced teachers.

And the two highest priorities are also 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	67%	23%
Assessment, testing, evaluation	42	35
Teaching time in the practicum	39	34
Practicum placement time	38	27
Special education content	37	34
Observing experienced teaching	32	32
Teaching subject methodology and content	30	31
Reading and literacy content	29	41
Coaching and feedback during practicum	29	33
Use of technology with students	28	38
Report card preparation	26	33
Parent-teacher communications	25	39
Combined grades practicum	23	35
Professional conduct and ethics	18	32
Daily supply teaching	12	32
French as second language	10	29
Foundations of education courses	9	19
Administrative routines	7	20
English as second language	3	15

Four in five elementary teachers (81 per cent) and two-thirds of secondary teachers (66 per cent) say they are very well or well prepared for their assignments. The others consider themselves adequately prepared. Very few (seven per cent) new elementary teachers report that they are not sufficiently prepared for their teaching assignments. Among secondary teachers, almost one in four (23 per cent) say they were insufficiently prepared for most of their secondary assignments.

Despite this generally positive assessment of their overall preparedness, about half of elementary (51 per cent) and secondary (54 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 students with special needs 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, the majority of 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 in assessment and evaluation and in 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 outside my teaching subjects	-	23%
Handling administrative routines	24%	37
Teaching combined grades*	28	-
Teaching students at risk	28	26
Teaching students with special needs	34	23
Finding classroom resources	41	48
Communicating with parents	43	38
Teaching applied secondary classes	-	45
Assessment and evaluation	44	49
Time management skills	49	68
Classroom management	50	37
Covering breadth of curriculum	56	63
Adapting to different learning styles	58	48
Teaching academic secondary classes	-	60
Instructional strategies	59	63
Curriculum knowledge	59	66
Motivating students	60	48
Boundaries with students and parents	61	60
French as a second language*	67	-
Organization skills	67	69
Subject knowledge	67	71
Lesson planning	71	72

\*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. Secondary teachers also report being least well prepared for teaching students at risk and those with special needs. And like their elementary counterparts, they also view themselves as less 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. Most of these secondary teachers also view themselves as less well prepared in classroom management.

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 years<sup>1</sup>**

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's publicly funded school boards. Established in 2006, the NTIP provides support for the early professional growth and development of entrants to a challenging profession.

All French-language 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 three (35 per cent) of those in long term occasional positions. Among second year teachers, all who have regular appointments and 50 per cent of those with long term occasional appointments report they are in the NTIP.

The majority of first-year teachers in regular positions receive a school board orientation (74 per cent), mentoring by an experienced teacher (74 per cent) and a formal evaluation by their school principal (63 per cent). And about two in five (39 per cent) had an orientation to their individual schools.

Second-year teachers in regular positions report high participation rates with 79 per cent having an orientation to their school board, all of them having an experienced teacher mentor and 74 per cent a formal evaluation by their school principal. Only one in four (26 per cent) were oriented to their individual schools.

Long term occasional teachers in the NTIP report less engagement in the different aspects of the program. Two in five (42 per cent) first-year NTIP-participating teachers with LTO contracts are mentored by an experienced teacher and fewer than one in four received a formal orientation to their school board (22 per cent). Fewer of them also receive an orientation to their school (10 per cent) and are formally evaluated by their school principal (28 per cent).

Performance appraisals are not required of long term occasional teachers. 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.

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<sup>1</sup> Publicly funded school boards in Ontario are required to provide NTIP support to first year teachers with regular or long-term occasional appointments and they may offer the support to second year teachers with such contracts. The commentary in this section is based on responses of teachers who said that they met the definitions of eligibility for the NTIP program as one of the following:

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.



Professional development in some key areas identified as NTIP elements is also common for most NTIP participants. All teachers with regular appointments participated in one or more designated areas and 13 per cent of those with long term occasional appointments received no professional development in the recommended areas.

### First-year NTIP-participant professional development

PD area	Regular appointments	LTO appointments
Planning, assessment and evaluation	60%	47%
Safe schools	60	30
Literacy and numeracy strategies	45	33
Classroom management	40	40
Teaching students with special needs	40	20
Use of technology	40	7
Student success	30	33
Effective parent communication	20	20
None of the above	0	13

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 assistance they received with a wide range of practical day-to-day teaching responsibilities. One in ten or fewer give a negative rating (“somewhat unhelpful” or “not at all helpful”) to these types of assistance. Another five to 40 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 made available. NTIP participants with LTO contracts give similarly positive ratings to these areas of assistance, although much greater proportions of them (33 to 63 per cent) 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
Help with report card preparation	80%	5%	10%
Mentoring on instructional methods	80	5	15
Finding good teaching resources	75	5	0
Mentoring on classroom management	75	0	5
Preparing for parent communication	65	10	10
Mentoring on student evaluation	65	2	20
Observation of other teachers' practices	60	0	40
Feedback from mentor on my teaching	60	0	35
Observation of my mentor's teaching	55	0	35
Advice on helping individual students	55	0	25
Curriculum planning with my mentor	55	5	20
Information on administrative matters	40	10	15

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

- Almost all NTIP participants in regular positions report that no experienced teacher (mentor or other teacher) observe them in their classrooms (40 per cent) or that this happened less than one hour per month (55 per cent)
- four in five report that they had no opportunity (30 per cent) to observe another teacher's teaching practice (mentor or other teacher) or that such opportunities were less than one hour per month (50 per cent), and
- long term occasional teachers in the NTIP report similar very limited opportunity to observe or be observed in the classroom.

### Majority highly engaged in professional development

The majority of French-language program graduates of 2010 (65 per cent) and 2009 (77 per cent) teaching in Ontario in the 2010-11 school year are engaged in some form of professional development.

Collaborative learning is the most common form of professional development for these first- and second-year teachers with more than two in five of these engaging in collaborative learning in their schools. About one in four participate in formal courses and in collaborative learning beyond their schools. About one in three first year teachers are supported by a mentor and this rises to almost half of them (45 per cent) in the second year.

### New teacher engagement in professional development\*

Nature of professional development	2010 graduates	2009 graduates
Collaborative learning in my school	42%	47%
Being supported by a mentor	35	45
Participating in formal courses	32	21
Collaborative learning beyond my school	26	26
Participating in school self-evaluation	24	26
Undertaking action research	23	21
Engaging with subject or specialist associations	18	18

\*% 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 classroom management, evaluation and assessment and instructional strategies.

### High priority areas for further professional development

Professional development area	2010 graduates	2009 graduates
Classroom management	78%	82%
Evaluation and assessment	78	77
Instructional strategies	75	82
Broad curriculum planning	69	63
Lesson planning	68	66
Further teaching subject knowledge	64	51
More knowledge of school procedures and expectations	62	53
Communicating with parents	60	49
Integration of technology	59	52
Observation and feedback on my teaching practice	59	49

\*% rating area as highest priority or high priority

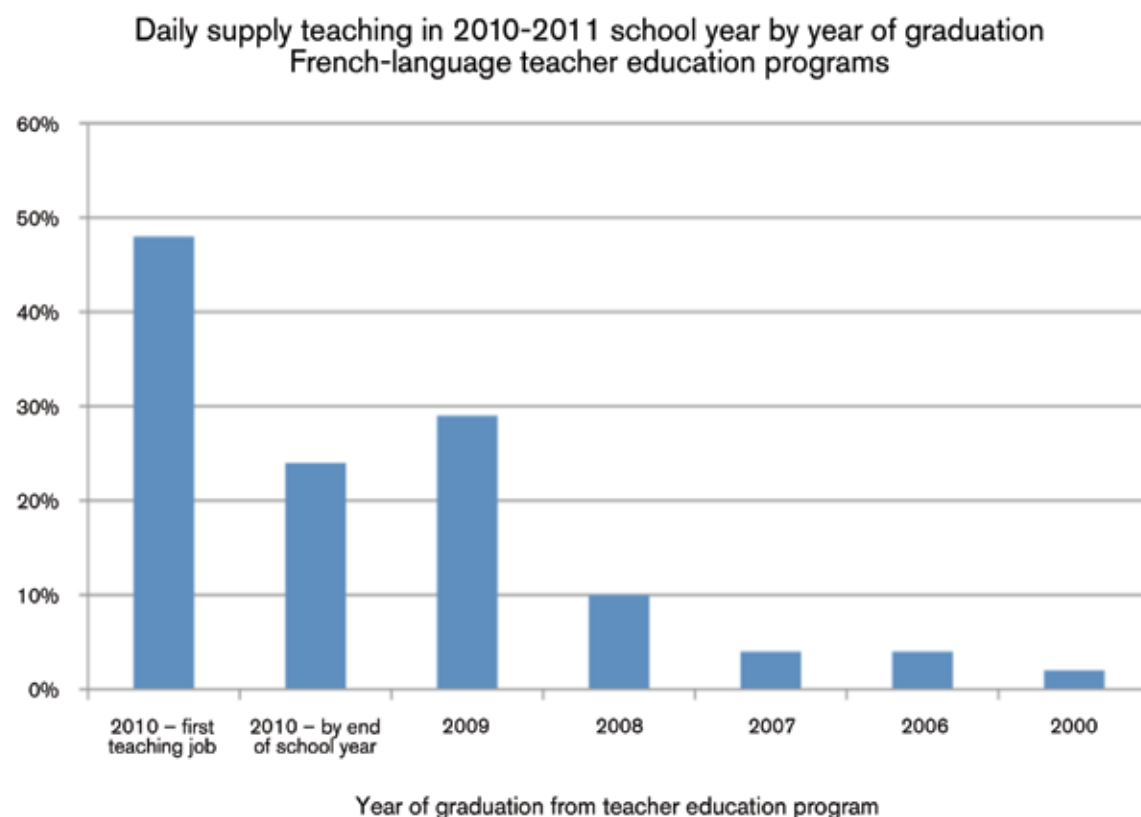
These priorities correspond to some of their recommendations on further emphasis needed in teacher education programs.

## Daily supply teaching

### More new teachers confined to daily supply roles for longer time

Daily supply teaching now is a significant part of the first two years of teaching careers for many French-language program graduates. Almost half of them are in daily supply roles as their first teaching job and about one in four continue with this role throughout the first and second years of their careers. Just one in ten third-year teachers are continuing in daily supply roles and very few beyond the third year.

Only two per cent of the teachers who began their careers in 2000 are in daily supply roles.



Some teachers report that daily supply roles help them ease into teaching roles. 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 (88 per cent first-year, 100 per cent second-year) of these French-language program graduates who are supplying in the first two years of their teaching careers teach in more than one school. The majority (68 to 83 per cent) also describe themselves as underemployed. Whether in their first or fifth year of teaching, these supply teachers want to teach more than they were assigned through supply lists. More than half of them report that they volunteer in schools as well as supply teach.

### School-based professional development gap for daily supply teachers

In addition to the financial hardship experienced by many daily supply teachers in the first two 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 earlier in their careers. This appears to result from a combination of lack of opportunity and resources available to them.

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.

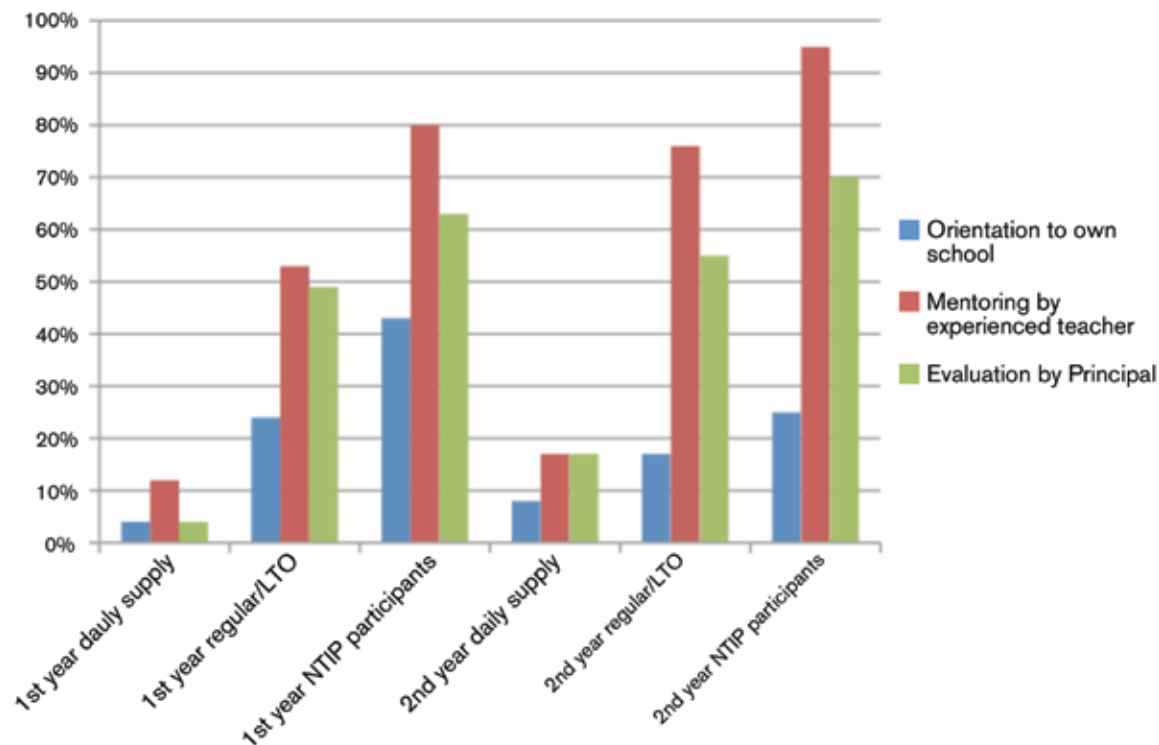
### Professional development gap for daily supply teachers in Ontario

Nature of professional development	2010 graduates		2009 graduates	
	Daily supply	Other*	Daily supply	Other*
Participating in formal courses	28%	51%	24%	30%
Collaborative learning in my school	24	62	25	68
Collaborative learning beyond my school	20	48	33	35
Being supported by a mentor	16	56	24	69
Engaging with subject or specialist associations	12	35	34	31
Participating in school self-evaluation	16	41	25	38
Undertaking action research	24	28	16	31

\*Regular or long-term occasional positions

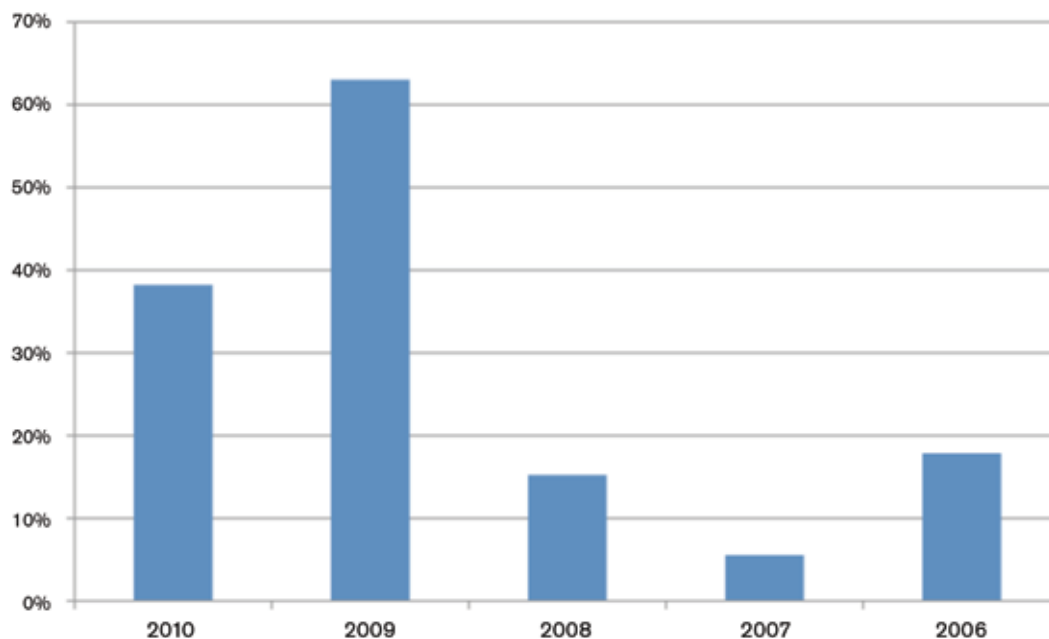
The gaps are also substantial in access to school orientation, principal evaluations and mentoring by experienced teachers in their schools. For these types of professional learning and support, teachers with long term occasional or regular appointments are two to ten times more likely to be supported 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



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

Unemployed or daily supply teaching by year of graduation  
French-language program graduates



Almost two in five French-language teacher education graduates of 2010 who were in the job market were either unemployed or in daily supply teaching in the 2010-11 school year, as were about three in five of the graduates of 2009 in the second year of their careers. Far fewer French-language program graduates of 2006 through 2008 are unemployed or in daily supply roles in 2010. And 13 to 16 per cent of French-language graduates of 2006, 2007 and 2008 report having been unemployed at some earlier stage in their careers.

## Career plans and attachment to the profession

### French-language graduates are highly committed to teaching profession

New teachers in Ontario who joined the profession during this more difficult employment market are highly committed to their careers despite the challenges some of them experience in achieving full employment. Looking ahead five years, about nine in ten (85 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 in each year say they definitely or probably will not be teaching.

Even among the teachers who report that they are completely unemployed, commitment to the profession is very high. Among this subset, 94 per cent of first-year unemployed teachers say they definitely or probably will be teachers five years in the future. And none of them say they will not or probably will not be teaching by then. The rest say they do not know whether they will be teaching then.

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.

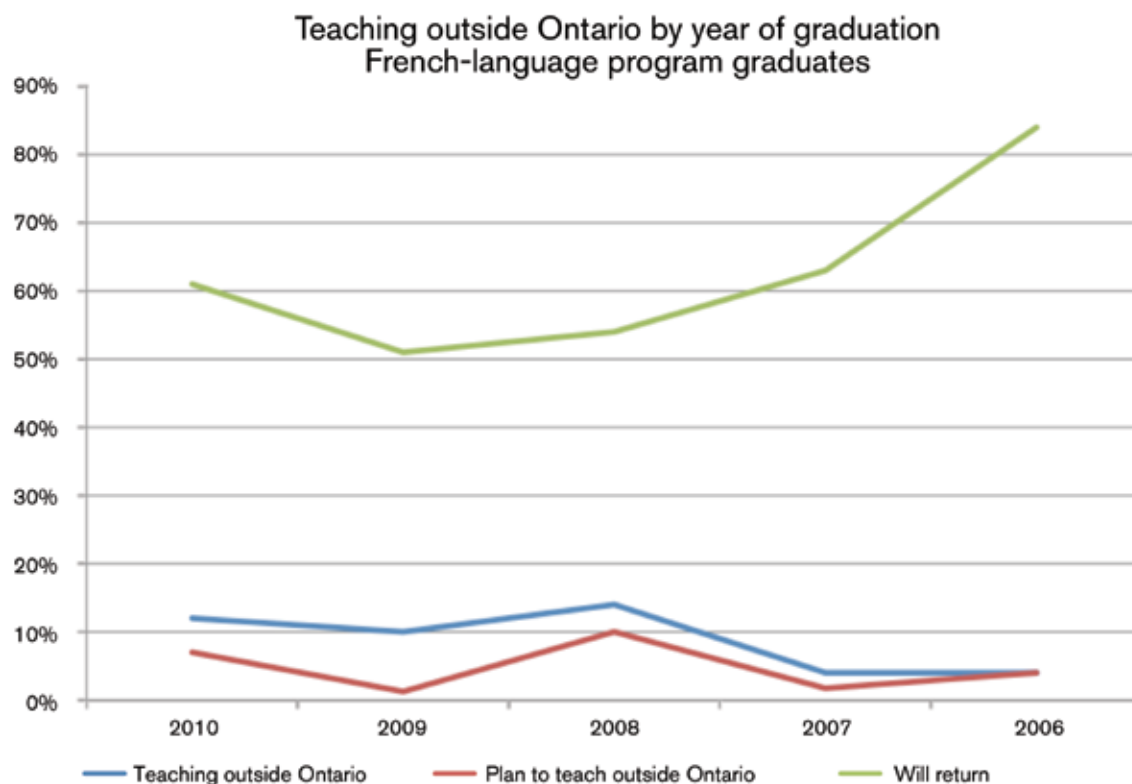
All three types of motivation are evident in responses of each group of teachers in their first through tenth years in the profession. Material rewards rise in importance to approach, but not exceed, the other motivators over time in the profession. The satisfaction gained in teaching appears to sustain a long term commitment for most of this new generation of Ontario teachers. The graduates of 2000 almost all (90 per cent) say they will still be members of the profession five years in the future.

This new generation of teachers includes members committed to leadership in the profession. Almost one in three (31 per cent) first-year teachers surveyed in 2011 say they aspire to mentoring, coaching or some other form of leadership during their teaching careers. Other French-language program graduation years surveyed in 2011 ranged from 25 to 49 per cent commitment to mentoring. From 11 to 28 per cent of the each survey group also say they hope to take on a role of vice-principal or other administrative position some time.

### 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 six to 24 per cent of French language graduates over the past five years. The majority 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 six to 25 per cent of them in each year indicate they have likely or definitely closed the door on a return to Ontario.



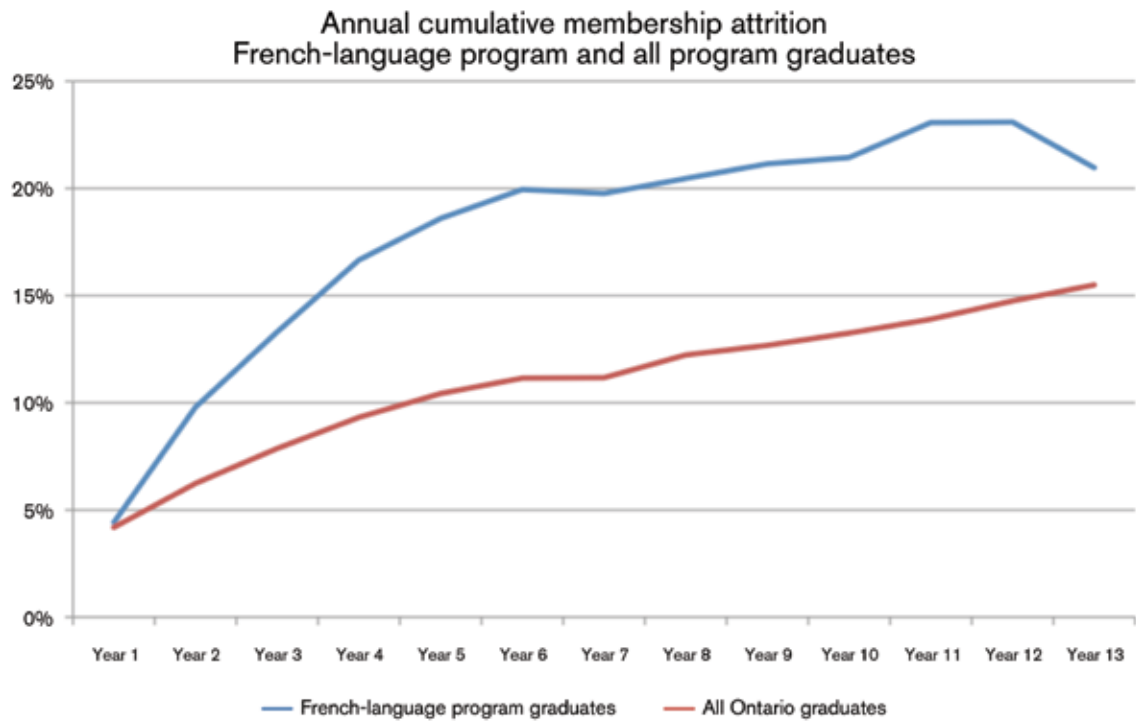


### Higher membership attrition rate for French-language graduates

Data on overall 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. However, these individuals who drop their membership in the Ontario College of Teachers are not surveyed. Accordingly, they are French-language graduates who leave the province in addition to the numbers identified through the surveys.

Fewer than one in 20 (4.4 per cent) of the French-language program graduates fail to renew their College membership in the first year. This rises to about one in 10 (9.8 per cent) by year two and to one in five (19.9 per cent) by year six with little further net attrition in the years thereafter. This rate of early career attrition for French-language program graduates is considerably higher than attrition among English-language graduates as evident in the much lower attrition rate for all graduates in the chart below.



## Conclusion

Trends are now fairly well established of increasingly challenging teacher employment markets for French-language program graduates in Ontario over the past three years. Each year newly licensed French-language program graduates have less success with job searches than those of the preceding year.

The long established teacher surplus in the English-language teaching market has now broadened to include French-language program graduates.

Despite the increased unemployment and underemployment facing some French-language program graduates, most of them are determined to continue their teaching careers. Although some look 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 an opportunity for full employment in teaching.

The higher rate of lapsed Ontario College of Teachers membership among French-language graduates ameliorates the overcrowding of the French-language teaching market in Ontario.

## 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. This double sampling ensures sufficient responses from the graduates of Ontario's French-language teacher education programs to draw conclusions with generally reasonable confidence levels.

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 French-language program graduate sample invited to participate in the survey included 1,578 individuals across the six surveys. Completed returns totaled 513 surveys for an average return rate of 33 per cent. Return rates for the six individual surveys were 26 to 44 per cent. The survey margins of error ranged from 5.7 to 14.9 per cent.

Survey group	Responses	Response rate	Margin of error*
2010 graduates	203	39%	5.7%
2009 graduates	81	35	10.1
2008 graduates	69	26	11.2
2007 graduates	58	27	12.2
2006 graduates	40	20	14.9
2000 graduates	62	44	6.4

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

## Demographics

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

The survey respondents have the following demographic profiles:

Ontario Teaching Qualifications	
Primary-Junior	52 %
Junior-Intermediate	20
Intermediate-Senior	25
Technological Education	2

Gender	
Female	64 %
Male	36

Teaching career	
First career	54 %
Second career	46

Internationally educated	
Obtained teaching degree in another country prior to Ontario B.Ed. degree	9 %

Age range by year of teacher education graduation						
	2010	2009	2008	2007	2006	2000
18 – 24	26 %	14 %	3 %	0 %	0 %	0 %
25 – 34	24	40	43	60	45	28
35 – 44	32	30	28	21	22	44
45 – 54	14	12	21	12	28	23
55 – 64	4	2	1	5	2	2

## Glossary of terms

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

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

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

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

**Full employment** – status of a teacher 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 operated elementary and/or secondary school that operates independently in Ontario as a business or non-profit organization.

**Long term occasional position** – full-time or part-time position that replaces a regular teaching position and has a definite end date and is called “long-term occasional” (LTO)

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

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

**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

**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









The weakening Ontario teaching employment market is now affecting significant numbers of the province's French-language teacher education graduates.

Newly licensed French-language graduates had less success with their job searches in Ontario schools in 2010-2011 than did the graduates of previous years. With job queues lengthening for the third year in a row, more than one in five of these graduates of 2010 who sought teaching jobs report they could not even find daily supply teaching jobs.

One in three of these new graduates who found some teaching employment say they are underemployed.

On most measures, however, French-language program graduates continue to fare better than English-language program graduates.

New French-language graduates recommend more practice teaching time and hands-on supervision as further reform of teacher education. They highly value the induction support available to some of them in Ontario publicly funded schools.

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