



Ontario
College of
Teachers

Ordre des enseignantes
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de l'Ontario

Transition to Teaching 2022





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Table of Contents

1 Executive Summary

- 1 Teacher shortage
- 4 Supply of new teachers
- 5 Regulatory changes
- 5 Temporary Certificates of Qualification and Registration (TCQR)
- 6 Hybrid and online teaching
- 6 Additional pandemic impacts
- 6 Persistent systemic challenges
- 6 Survey sample and demographics

7 Employment Outcomes

- 7 Teachers educated outside of Ontario
- 11 French-language program and French as a Second Language-qualified graduates
- 11 Out-of-province employment

13 Early Career Pathways

- 13 Types of teaching contracts held
- 16 Trends in early-career daily occasional teaching
- 18 First-year teaching assignments
- 18 Early-career mobility and attrition
- 20 Navigating a complex system
- 22 Precarious teacher employment
- 22 Obtaining a permanent position
- 23 Underemployment
- 23 Piecework

24	French-Language Initial Teacher Education Graduates
24	French-language teacher applications and employers
25	French-language teaching contracts
25	Supply of French-language teachers
26	Attrition of French-language teachers
28	Where do Ontario French-language teachers come from?
28	Summary
29	Online and Hybrid Teaching
30	Temporary Certificates of Qualification and Registration
30	Uptake of the Temporary Certificate licensing option in 2022
32	Conclusions
32	Teaching supply and demand
33	Annex: Methodology
33	Multi-year tracking of Ontario early-career teacher employment
34	Survey dissemination and response rates
34	French-language program graduate survey responses
34	Technological education programs
34	French-language teacher classification
35	Forecasting methodology
35	Teacher attrition
35	Newly certified members
36	Employment status
37	Annex: Tables and Figures

Executive Summary

The College's annual *Transition to Teaching* survey gathers information about employment patterns and experiences of early-career teachers in Ontario.¹ The 2022 findings highlight evidence of continued tight teacher supply. In addition, forecasting supply and demand is challenging amid ongoing disruptions and uncertainties related to the COVID-19 pandemic.

The pandemic also resulted in two key changes for Ontario's teacher workforce: a new cohort of teachers certified under the Temporary Certificate program, and the greater prominence of online learning. The impact of both may continue to resonate in the years ahead. To better understand these conditions, the *Transition to Teaching* survey focused on teachers with Temporary Certificates of Qualification and Registration (TCQRs) in 2021

and 2022. The 2022 survey also includes data about teachers' experiences with online and hybrid learning.

Teacher shortage

Figure 1 illustrates record-high unemployment among first-year teachers from 2012 - 2014,² prior to the provincial government's implementation of the current four-semester initial teacher education program in 2015. A slight increase in first-year teacher unemployment resulting from the COVID-19 pandemic has not disrupted the overall decline in teacher supply.

Teacher shortages are being observed nationally and internationally. For some lower-income countries, attracting and educating qualified teachers is a primary concern.³ High-income countries such as Canada do not have as much

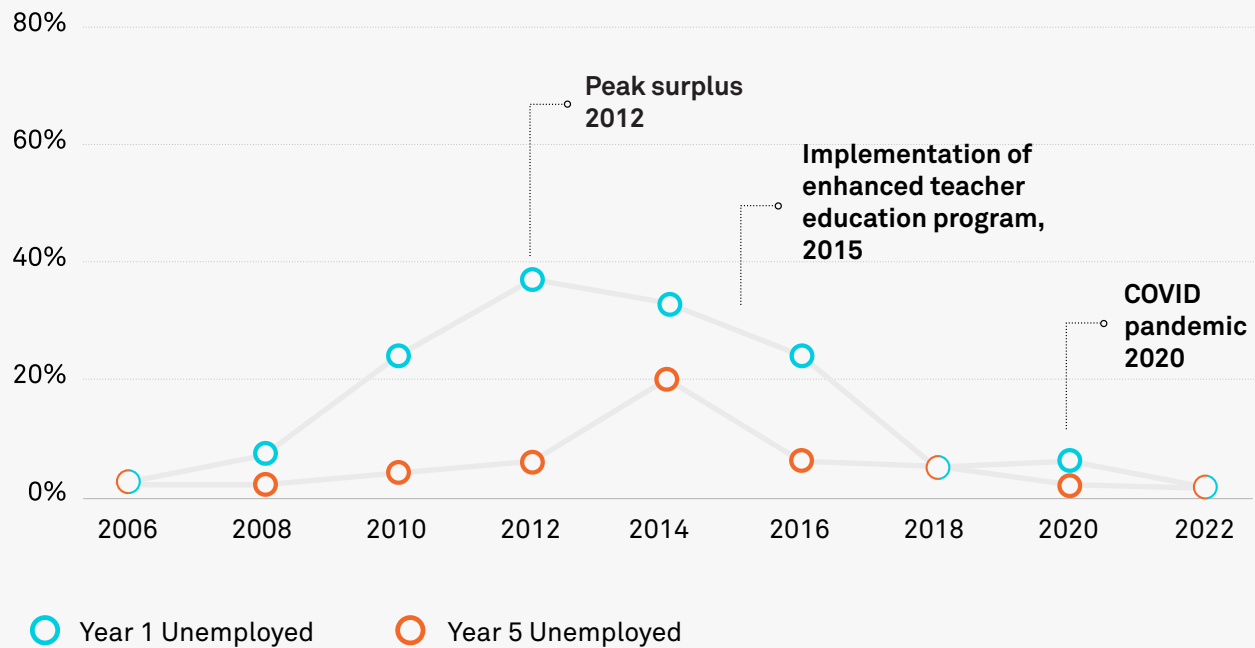
¹ "Early-career" in this report refers to the first five school years following initial licensing as an elementary/secondary Ontario teacher.

² Year 1 teachers are those who became Ontario College of Teachers members in the preceding calendar year. For example, in the 2022 *Transition to Teaching* survey, the Year 1 cohort obtained their licenses in 2021. The majority become College members in spring after completing their initial teacher education programs. Year 2 teachers are those who joined the College in 2020, and so on.

³ UNESCO (2022). Transforming education from within: current trends in the status and development of teachers; World Teachers' Day 2022.

Figure 1

Trend reported unemployment, teaching Years 1 and 5, 2006-2022



difficulty attracting people to the teaching profession, but policymakers are studying how working conditions, career development, and incompatibility of qualifications contribute to attrition once teachers have started their careers.^{4,5}

Teacher shortages are not uniform in either their causes or their effects. Findings from the 2022 survey show supply and demand vary by contract type. Some early-career teachers reported having been discouraged by long pathways to permanent positions. Over the past two years, occasional teacher supply has

reached problematic lows. During the 2021-22 school year, long-term contracts were widely available to novice teachers. Meanwhile, longer term contracts were widely available to novice teachers in the most recent school year as more teachers took health-related leaves amid the pandemic.

Supply and demand also vary for different types of divisional and subject-area qualifications. Low supply especially affects Ontario's French-language school boards, as well as technological education programs for both English- and French-language groups.

⁴ European Union (2020). [Supporting teacher and school leader careers: a policy guide](#).

⁵ Australian Institute for Teaching and School Leadership (2021). [Teaching futures background paper](#).



Supply and demand in the teaching profession varies by:



Contract types and
the availability of
permanent teaching
contracts



Geography and
population
density



Subject and
division area
qualifications

Ontario's current teacher shortage is linked to:

- fewer new Ontario teachers certified in the years since 2015
- increased annual teacher retirements
- pandemic disruptions that caused teachers to leave the profession temporarily or permanently
- elementary/secondary enrolment growth in some regions.

Finally, geography plays a significant role in teacher shortages. Small, rural, and remote school boards face extra challenges in recruiting and retaining teachers and support staff.

Supply of new teachers

Ontario teacher supply is not keeping pace with demand.

Admissions to Ontario teacher education programs were approximately 4,500 in 2021 and 2022, compared with more than 6,300 in 2014 and more than 7,600 in 2011. The number of new teachers from other provinces and countries has remained steady at approximately 1,000 per year since 2016, down from about 2,800 in 2011.

Ontario population growth, along with teacher retirements in the years ahead, may worsen shortages in many regions of the province. The Government of Canada plans to increase immigration from 2022-2025⁶ – a measure that will likely increase Ontario's population beyond the forecasts provided by Statistics Canada in 2021. However, this measure may also increase the supply of internationally educated teachers.

Our current modelling suggests that higher intakes to Ontario's teacher education programs in the years ahead would create more supply. However, supply also depends upon teacher retirements.

⁶ Lundy, M. (2022, November 26). [Canada wants to welcome 500,000 immigrants a year by 2025. Can our country keep up?](#) The Globe and Mail.
Government of Canada (2022, November 1). [An immigration plan to grow the economy.](#)

From 2000-2020, the Ontario Teachers' Pension (OTPP) plan reported an approximate average of 5,000 annual retirements. The OTPP's current median retirement age is 59.

As displayed in Figure 2 below, retirements will likely increase as the cohort currently in their 50s approaches the median retirement age.

Regulatory changes

Regulatory changes impact the ease with which new teachers can become certified and gain employment.

Regulation 274/12, which required hiring teachers based on seniority gained through occasional teaching was revoked in 2020. The impacts of this change are difficult to measure. Open response survey comments

provided anecdotal evidence that effective implementation of non-seniority-based hiring is not fully understood by all teachers.

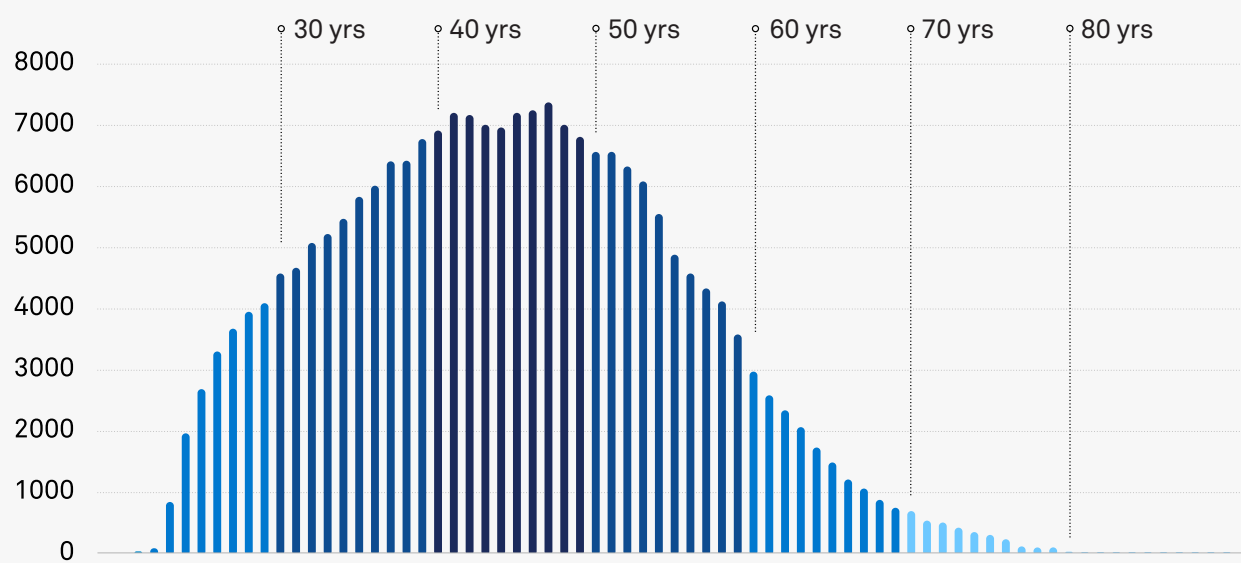
In January 2022, the Ontario Superior Court struck down the Mathematics Proficiency Test (MPT) requirement for Ontario teachers. Although the government is appealing the decision, the MPT is currently not a requirement for College certification. Because the MPT requirement was in place for a short time, there is insufficient data to measure its potential effects on teacher recruitment and early-career transitions.

Temporary Certificates of Qualification and Registration (TCQRs)

At the time of the survey in May 2022, a little more than 2,000 College members held TCQRs.

Figure 2

Ontario College of Teachers members in good standing by age in 2022



In the 2021/2022 survey, almost one quarter (23 per cent) of respondents held TCQRs. In 2021-2022, the number of College members with TCQRs who taught rose to 82 per cent from 61 per cent in 2020-2021.

Hybrid and online teaching

Approximately half of respondents taught online or in hybrid classrooms at some point during the 2021-2022 school year. When asked to comment, some respondents saw potential for online learning in certain situations, however most suggested that face-to-face classrooms were currently their preferred learning environment.

Additional pandemic impacts

Other pandemic-related factors that affected teacher supply and demand and short-term forecasting include:

- disruptions to post-secondary education that reduced the supply of new graduates
- the TCQR issued as an emergency measure to hire teacher candidates prior to them completing their initial teacher education program
- working conditions that contributed to attrition, despite strong demand.

Persistent systemic challenges

Although change has been a constant over the past two years, the 2022 survey illustrated perennial concerns:

- heightened teacher shortages in French-language education, technological education, and in rural and remote communities
- long pathways to permanent employment for 10-15 per cent of early-career teachers

- higher unemployment rates faced by internationally educated teachers
- insufficient data related to teacher attrition and retirements.

Overall, while the 2022 survey suggests a return to pre-pandemic indicators of teacher employment, considerable uncertainty about the future remains.

Survey sample and demographics

The data in this report includes teachers who are living in Ontario, as well as those who are working as teachers while living in other jurisdictions during the survey period. It also includes career plans among those not employed as teachers at the time of the survey.

We received 2,083 valid responses for a response rate of 13 per cent. As in previous years, response rates for French-language teachers and technological education teachers were low, despite targeting 100 per cent of these teachers in Years 1-5 and Year 10 of their College membership.

The median age range of respondents was 25-34 years, reflecting the larger number of responses we received from Year 1 teachers and those holding TCQRs. Seventy-six per cent of respondents identified as female, 18 per cent identified as male, and the remaining six per cent identified in another way or chose not to respond. Eight per cent of respondents were graduates of French-language teacher education programs (n=173). Seven per cent of respondents were immigrants to Canada.

Additional details about response rates and how the study was conducted are available in the Methodology Annex.

Employment Outcomes

Survey responses indicated very low levels of unemployment for early-career teachers, however many are not securing permanent positions as quickly as they would like. As in previous years, French-language teachers experience lower unemployment rates and a much higher likelihood of obtaining permanent positions early in their careers.

As illustrated in Figure 3, early-career unemployment fell once again and now stands at statistically negligible levels. Just one per cent of Year 1 Ontario graduates reported they could not find teaching employment in Ontario during the 2021-22 school year.

In Figure 4, similar patterns and figures are observed for respondents in Years 2 to 5 after initial certification. The average combined unemployment rate for these respondents was also one per cent for 2021-2022.

Teachers educated outside of Ontario

All teachers in Years 1, 2, 3, 4, 5 and 10 who attained their teacher education outside of Ontario were surveyed. Within this group are:

- Canadians who were educated in other provinces and certified under the *Ontario Labour Mobility Act*
- Ontarians who completed their teacher education internationally
- internationally educated teachers moving to Ontario from abroad.

Of the 2,083 respondents, 280 obtained their teacher education outside of Ontario. Half of these teachers were newcomers to Canada. Newcomer teachers reported many more years of teaching experience than other non-Ontario graduates. More than half (56 per cent) had six or more years of teaching experience in other jurisdictions, and 90 per cent had more than one year of teaching experience.

Figure 3

Early-career Ontario graduates: Average five-year unemployment rate

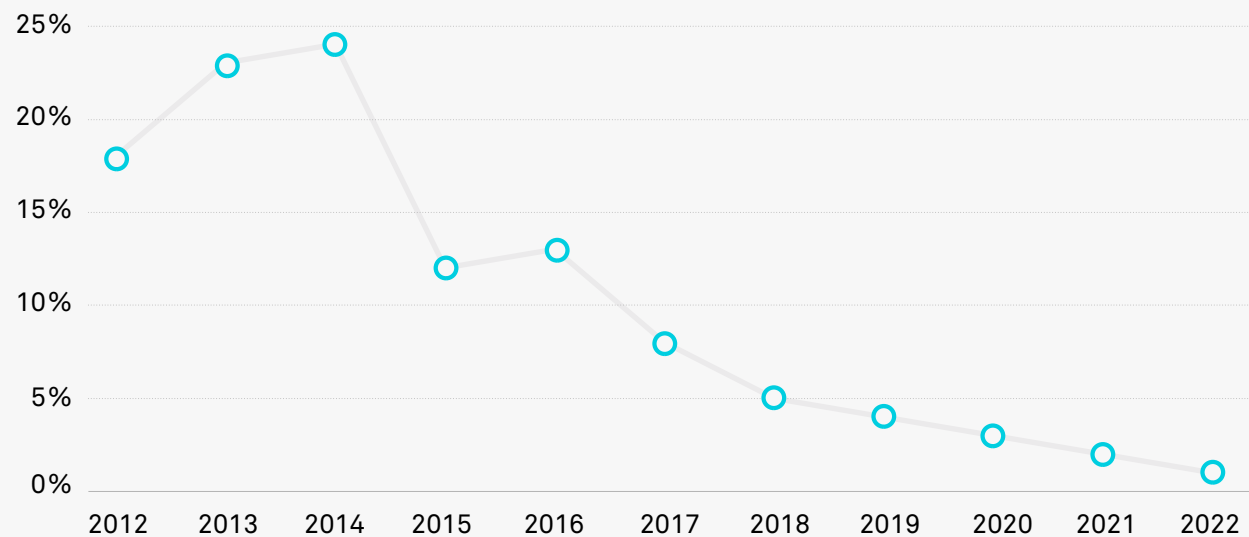
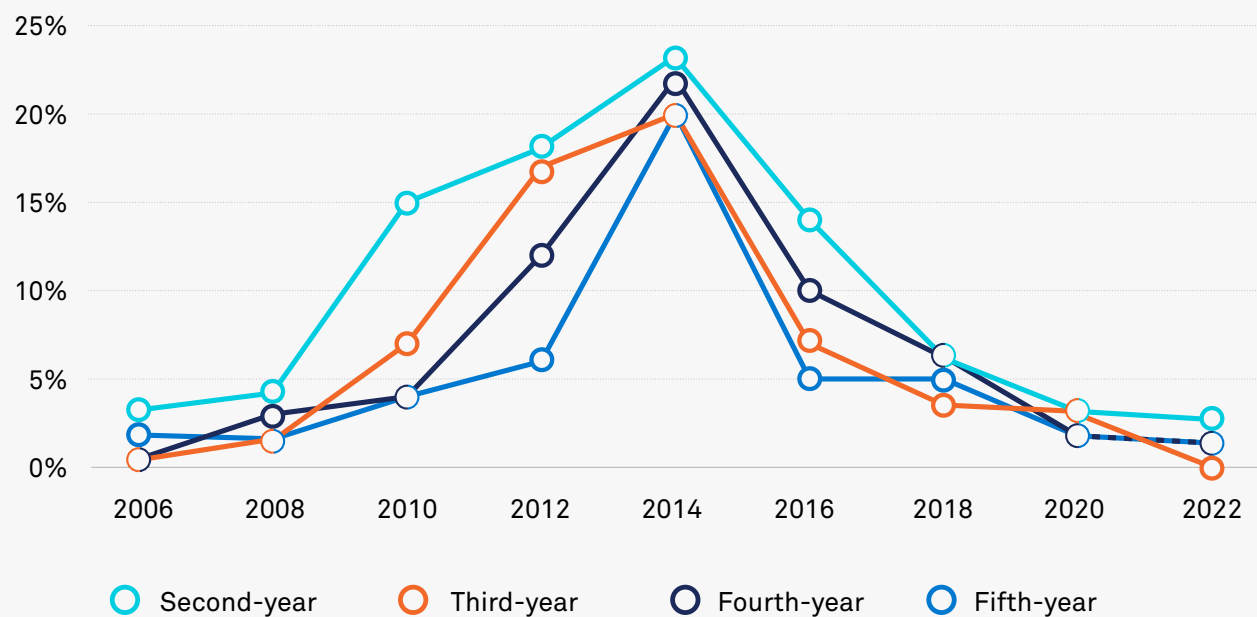


Figure 4

Unemployment in Years 2 to 5, 2006-2022



Employment outcomes for teachers who come to Ontario with international qualifications and experience continues to lag behind outcomes for Ontario residents who completed Ontario-based teacher education programs. As Figure 5 illustrates, internationally educated survey participants were especially affected by the pandemic. Unemployment fell for all Year 1 teachers but remained higher for internationally educated teachers.⁷

Historically, teachers who are new to Canada were also more likely to teach in independent schools. Table 1 shows that among teachers who were employed at the time of the survey, teachers educated outside of Ontario were disproportionately likely to teach in First Nations, private, or independent schools.

Overall, for respondents educated outside of Ontario (OOP or out-of-province), employment with public school boards in either English or French was more likely for teachers with three or more years of certified teaching in Ontario.

Figure 5

Year 1 unemployment by source of initial teacher education: 2021-2022

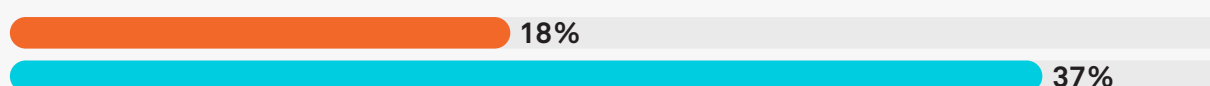
Ontarians educated abroad



Ontario graduates



New-to-Canada teachers



● 2022 ● 2021

⁷ As the number of new Canadian respondents is small, margins of error are large. The pattern of higher unemployment for new Canadian teachers has been consistent in previous Transition to Teaching surveys. However, exact figures should be interpreted with caution.

Table 1

All participants' employment by employer type, 2022

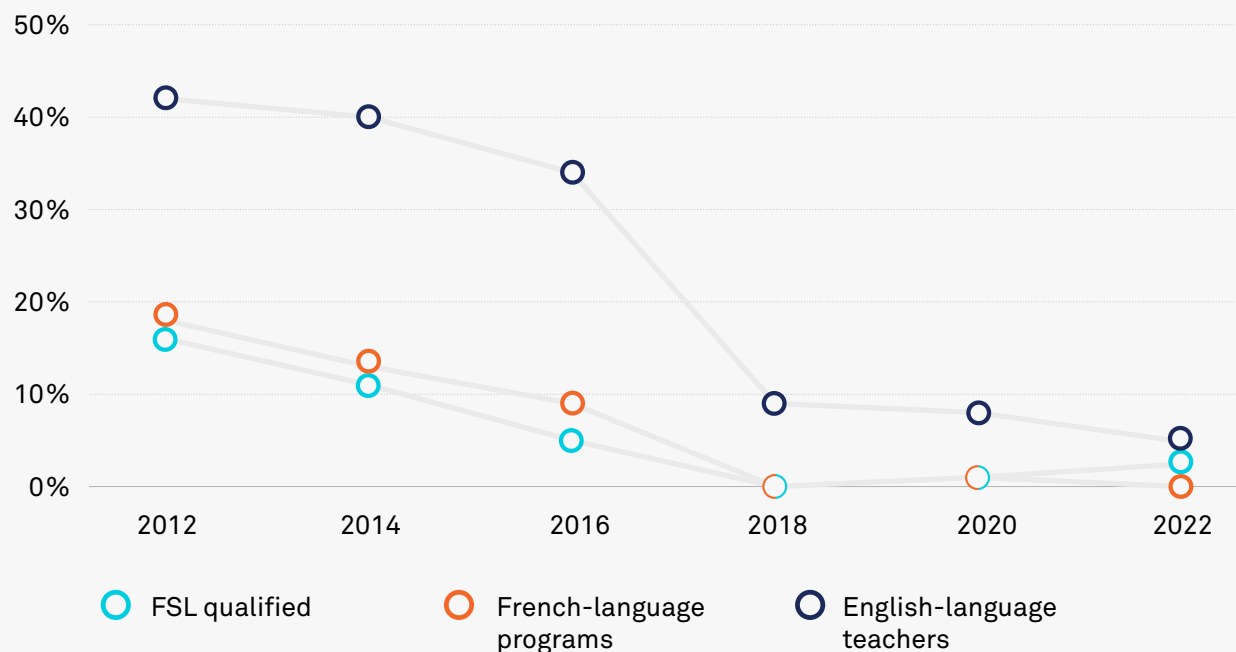
	OOP ⁸	TCQR ⁹	Y1	Y2	Y3+
Proportion of survey respondents	11%	18%	35%	12%	24%
English Catholic school boards	9%	22%	35%	12%	22%
English public school boards	9%	20%	38%	10%	22%
First Nations schools in Ontario	63%	0%	25%	6%	6%
First Nations schools outside of Ontario	20%	0%	20%	40%	20%
French Catholic school boards	5%	7%	24%	19%	45%
French public school boards	14%	6%	20%	20%	40%
Independent and private schools	28%	9%	29%	15%	19%
Other non-Ontario school or school board	34%	0%	26%	17%	23%
Provincial Section 68	63%	0%	13%	25%	0%

⁸ Out-of-province; educated in another province in Canada

⁹ Temporary Certificates of Qualification and Registration

Figure 6

Year 1 Ontario resident teachers: Unemployment by language qualifications, 2012-2022



French-language program and French as a Second Language-qualified graduates

French-language program graduates and new teachers with French as a Second Language (FSL) qualifications have consistently experienced much higher initial employment rates. As illustrated in Figure 6, this advantage has narrowed as the overall supply of teachers diminished over the past five years.

All 33 first-year French-language graduate respondents reported being employed as teachers during the 2021-22 school year. This is the sixth consecutive year that our survey indicated zero or near-zero unemployment among first-year teachers who are French-language program graduates.

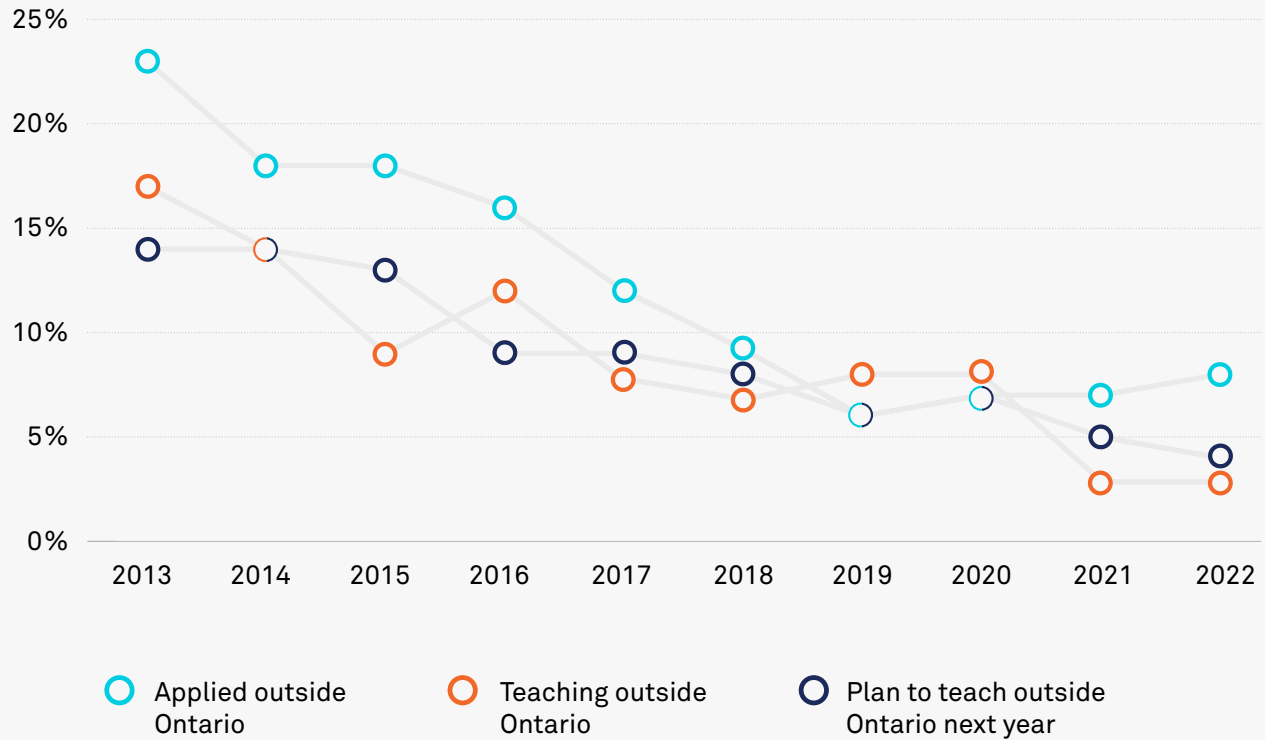
Similarly, all 130 Year 1 FSL-qualified teachers reported they were employed as teachers in 2020-2021.

Out-of-province employment

The improving Ontario job market has allowed more graduates to begin their teaching careers in the province. At the peak of the Ontario teacher surplus in 2012-2013, many new teachers were leaving or planning to leave the province to find employment. Figure 7 illustrates that since then, more teachers are staying in Ontario after graduating from their teacher education programs.

Figure 7

Year 1 teaching jobs outside of Ontario, 2013-2022



Since 2013, first-year teacher education program graduates applying to jobs outside the province have decreased to eight per cent from 24 per cent. Over the same years, those accepting job offers and teaching outside of Ontario in their first year after licensure fell to three per cent from 17 per cent. Further, those planning to teach outside the province in their second career year dropped to four per cent from 14 per cent.

Early Career Pathways

A perennial challenge to gathering reliable data and addressing known concerns is the variety and complexity of early-career paths.

However, job search patterns and career experience reported by early-career teachers provide indications of supply, demand, and mobility in the labour force. They also reveal challenges and inequities in labour markets. Examples, not limited to Ontario, include:

- longer pathways to full secure employment for internationally educated teachers
- teacher shortages in secondary specialization areas
- French-language teacher shortages
- staffing challenges for rural and remote school boards
- variances between qualifications and teaching assignments.

Types of teaching contracts held

Table 2 displays the types of teaching contracts held by survey respondents, as well as their overall participation in the labour market. As might be expected, the largest groups no longer working by May of 2022 were teachers with TCQRs and Year 1 teachers. Overall, a larger proportion of contracts are permanent as teachers gain experience.

However, it should be noted that this year's results may be atypical due to changed hiring patterns during the pandemic, including the availability of teachers with TCQRs to fill short-term and occasional positions.

Survey results over the past four years suggest that school board disruptions associated with the pandemic may have slowed permanent hiring processes. Despite the improving job market, permanent hires decreased to 16 per cent from 22 per cent of all hiring reported by survey respondents.

Table 2

All respondents: Employment contracts in 2021-2022

Cohort	Occasional	LTO > 97 days	LTO < 97 days	Other	Permanent	Total ¹⁰
Out of province	35	62	19	24	56	196
TCQR	180	5	104	4	7	300
Year 1	140	243	86	18	94	581
Year 2	27	65	15	7	88	202
Years 3-5	38	76	14	5	254	387
Total	420	451	238	58	499	1666
% Total	25%	27%	14%	3%	30%	100%

Current disparities in timelines for obtaining permanent contracts by language of instruction are clear across the first five early-career years, as displayed in Table 3.

French-language district school boards offered disproportionately more permanent contracts, representing 24 per cent of all Year 1 permanent contracts but only six per cent of all Year 1 hiring.

Figure 8 displays the array of contract types obtained by Year 1 teachers by Ontario postal region.¹¹ The fewest permanent contracts were offered in the Toronto postal region.

¹⁰ Slight discrepancies in totals resulted from non-responses in the surveys, which are not included in the display. Some additional discrepancies are introduced because of teachers who were on leaves of absence, or who had just obtained their first contract but had not yet taught during the school year.

¹¹ Regional residences are grouped by the first letter of the Ontario postal Forward Sortation Areas. Earlier reports were based on Ontario Ministry of Education regional office school board administration reporting.

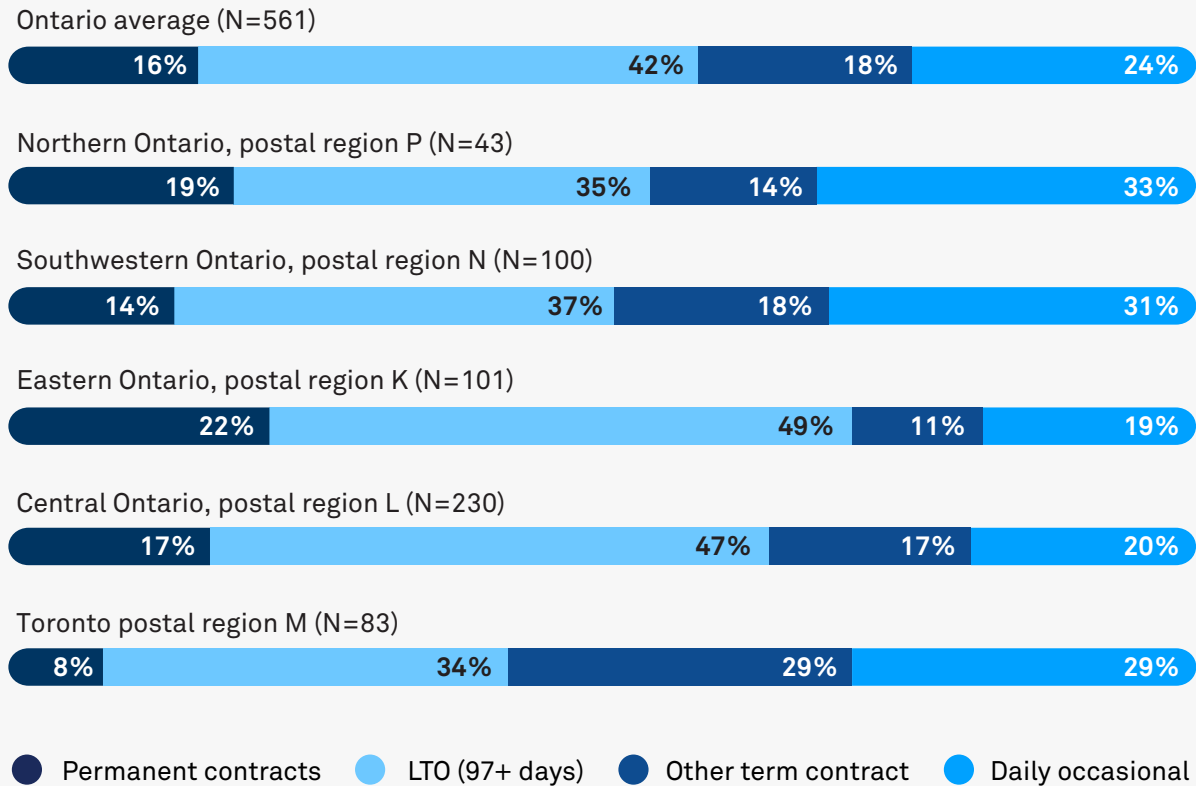
Table 3

Permanent contracts: FSL, French-language and English-language teachers

	Year 3 reported primary contract type permanent	Year 5 reported primary contract type permanent
French-language District School Boards	83%	89%
FSL teachers in English-language District School Boards	77%	90%
English-language teachers in English-language District School Boards	28%	43%

Figure 8

Year 1 Ontario teacher contracts by region



Trends in early-career daily occasional teaching

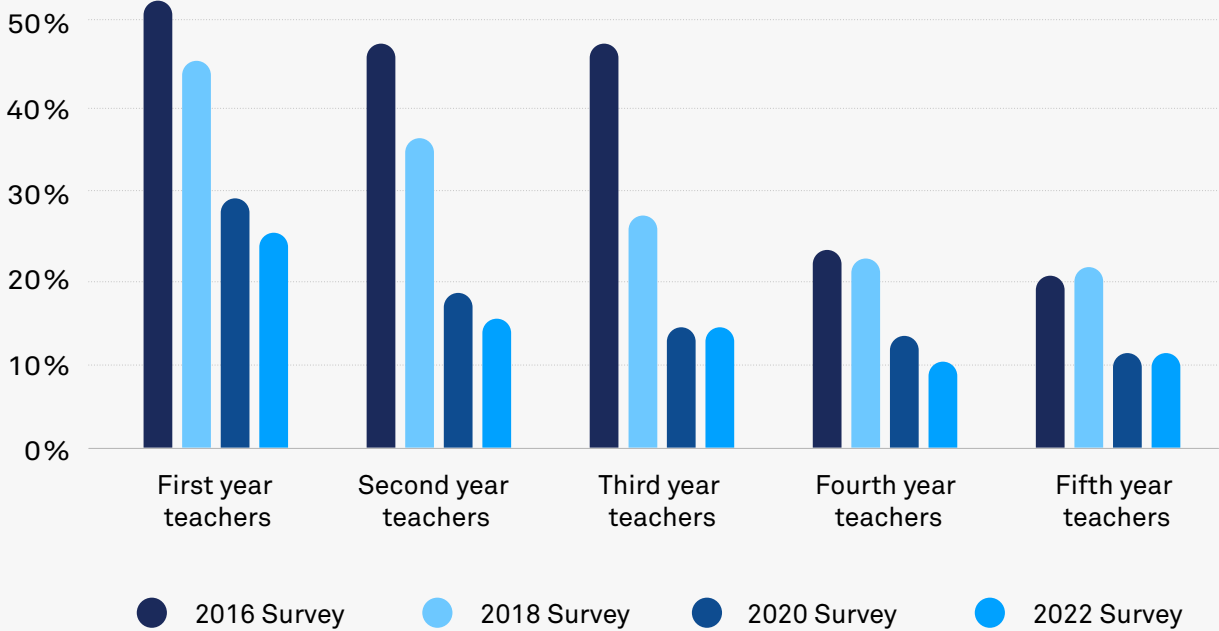
A sufficient supply of daily occasional teachers is essential to the smooth operation of Ontario school boards. Over the past six years, fewer early-career teachers have served that role.

Figure 9 illustrates a decline of teachers serving on occasional teaching rosters from 2016 to 2022. This decline, coupled with pandemic disruptions to the teaching supply, led to a shortage of qualified supply teachers

in 2020-21. Survey results suggest slight further declines in daily roster teaching for 2021-2022.

This trend helps explain why district school boards in recent years, especially 2020-21, faced serious challenges finding qualified daily occasional teachers across most of the province. Media reports in the spring of 2022 suggest that supply teacher shortages have persisted and are likely to continue in the near term.¹²

Figure 9
Occasional teaching by years of service, 2016-2022



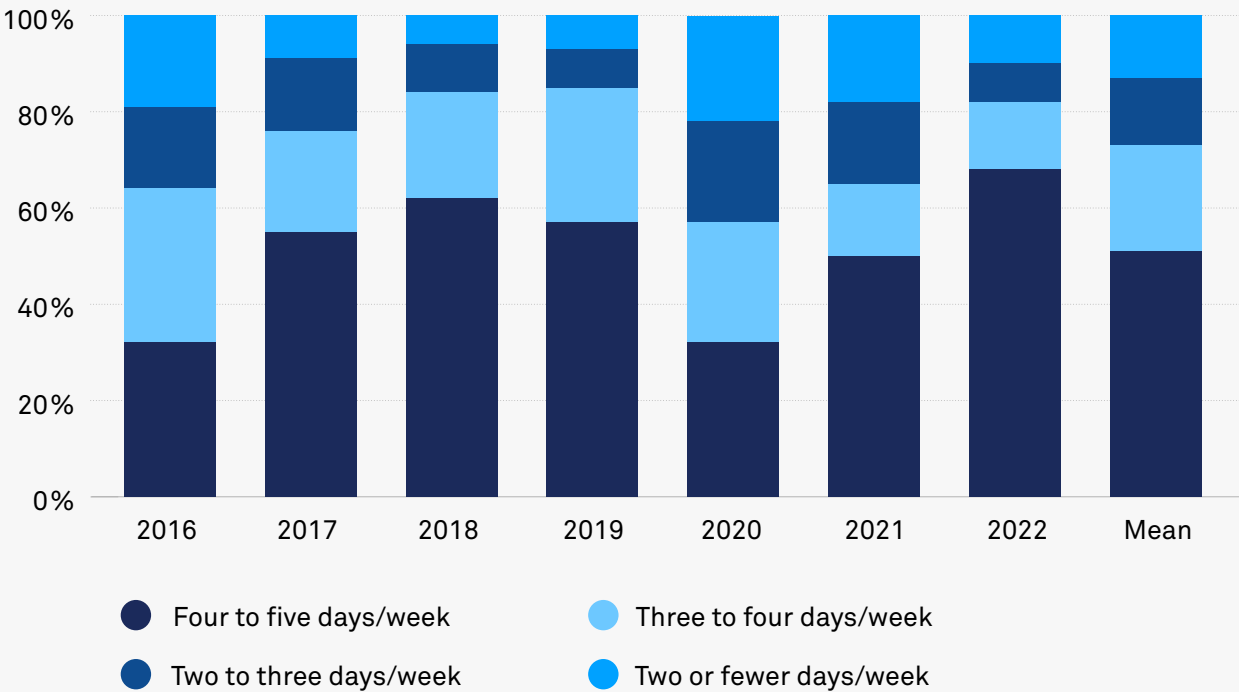
¹² Wong, J. (2022, April 12). Staff shortages, rising absences in pandemic's 6th wave take a toll on classrooms. [CBC News](#).

Demand for occasional teachers may also be measured by how active teachers are once they are on an occasional roster. Figure 10 illustrates:

- declines in occasional teaching days per week in 2020-2021
- in 2022, the resumption of increased occasional teaching days per week observed in 2017-2019.

Some respondents commented on difficult working conditions for occasional teachers, wishing for better pay, benefits, sick leave, and more recognition and support from their school boards.

Figure 10
**Occasional teaching typical days per week:
Year 1 teachers, 2016-2022**



First-year teaching assignments

New teachers' assessments of the appropriateness of their qualifications can provide an indication of alignment between available positions and teacher qualifications. Across divisions, 70-80 per cent of Year 1 respondents reported that their qualifications were an "excellent" or "good" match for their positions, and fewer than five per cent stated that the match between their qualifications and job requirements was poor.

Fifty-five per cent of first-year teachers agreed that they were well or very well prepared for their teaching assignments, and 36 per cent characterized their preparedness as adequate. Comments suggested some teachers believe they need more support to be successful.

In 2021-2022, 63 per cent of new Ontario teachers rated their overall experience in the first year of teaching as excellent or good. As in previous years, satisfaction with job security was lower than other items, with almost 30 per cent of Year 1 respondents ranking it as less than adequate or unsatisfactory. Job security is further discussed at the end of this section.

Early-career mobility and attrition

Teachers who allow their College membership to lapse in the early years of their careers have typically either:

- left Ontario to teach in another Canadian province or territory
- left Ontario to teach in another country
- left the teaching profession or obtained education-adjacent employment that does not require College certification.

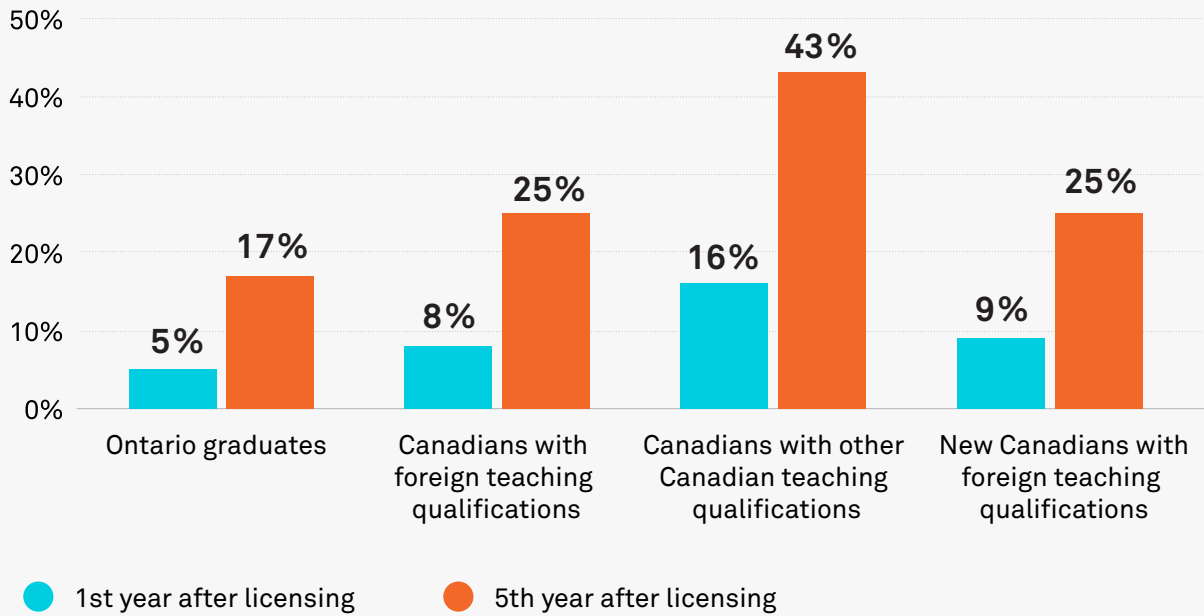
High early-career attrition of College membership can be an indication of overall attractiveness availability of teaching careers in Ontario. Given the shortage, stronger teacher retention will likely continue in the years ahead.

Historically, attrition within the first five years has been more likely among French-language program graduates. Our 2022 analysis of membership records shows that 30 per cent of French-speaking members drop their Ontario teaching license within five years of their initial certification.¹³ This compares with just 17 per cent of English-speaking members.¹⁴

Higher rates of attrition have also been consistently observed among new members

who completed their teacher education in other provinces or countries (Figure 12). Some of this attrition can be attributed to expected migration as teachers move to preferred locations, explore new career paths, or gain international teaching experience. However, persistent higher rates of attrition among members who are new to Canada may be an indication of the greater difficulty these professionals face when establishing their teaching careers.

Figure 12
Early-career lapsed members by origin of teacher education



¹³ The 30 per cent figure comes from the latest 5-year period for which we have complete data: 2013-2017. From 2017 forward, French language qualified teachers have left the College at approximately twice the rate of their English-language colleagues. For additional information about how attrition rates are calculated, please see the Methodology Appendix.

¹⁴ The College uses members' preferred language of communication with the College as a proxy for qualification to teach in French.

Navigating a complex system

Early-career teachers may experience complex pathways as they transition to full-time roles, an experience characterized by a Year 2 respondent:

“Hired to OT roster in March 2020; accepted first LTO in September 2020; got 0.833 FTE contract in June 2021 split between two schools; topped up contract to 1.0 FTE in January 2022; became full time employed by a single school in May 2022.”

Many respondents emphasized the challenges of understanding hiring practices under such conditions. Further, as another teacher noted, “some boards have better orientation and communication with new staff than others.”

Some respondents indicated a need for reliable information sources. One teacher commented “you have to learn everything from colleagues.”

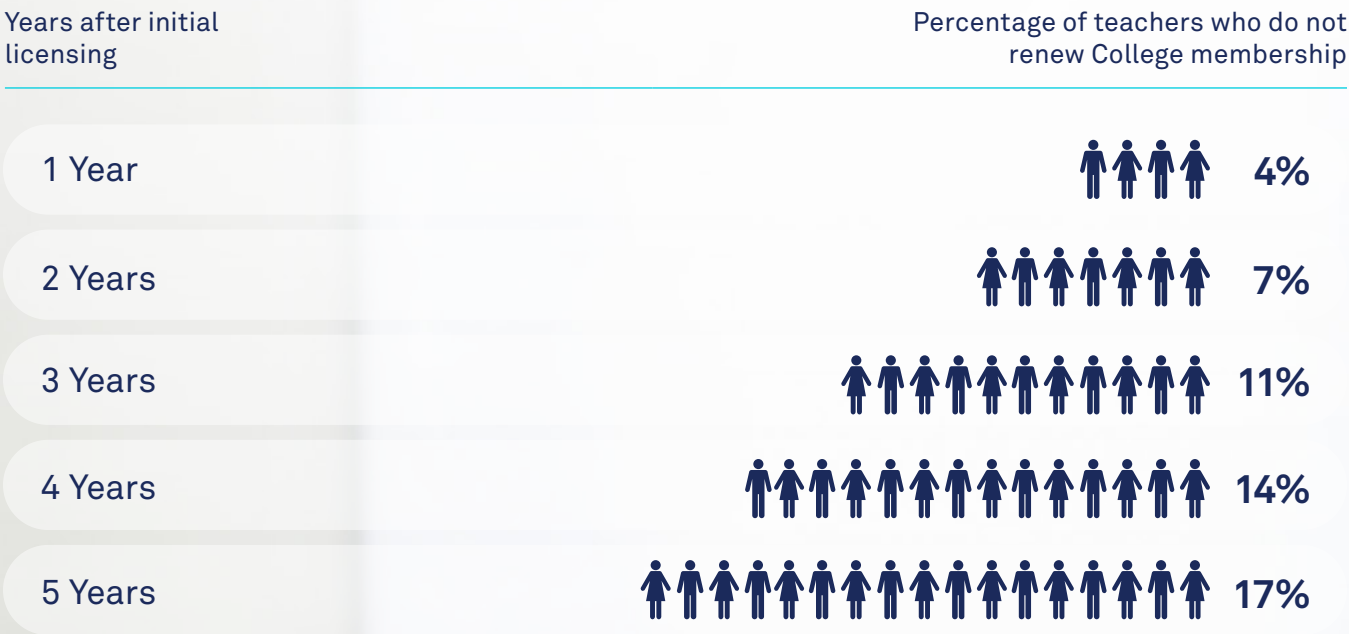
Many Year 1 teachers and teachers with TCQRs indicated they depended on informal channels to navigate hiring systems.

Seeking centralized and standardized information sources was a recurring theme. For example, some comments appealed to faculties of education or the College to provide more support for new teachers as they transition to a full-time career.

Career navigation challenges were summarized by a teacher:

“I wish there was more information available for new teachers on where and how to apply for work, especially for internationally educated teachers who have no idea how the Ontario education system works.”

A degree of teacher attrition is expected. Ontario Certified Teachers may leave the province to teach elsewhere or leave the profession. On average:



Precarious teacher employment

While descriptive statistics from *Transition to Teaching* can provide an indication of overall labour market trends, they do not capture the significant minority of Ontario teachers who experience extended periods of precarious work. Measurements of precarity assume that most early-career teachers have the goal of obtaining a full-time permanent position.

Obtaining a permanent position

The survey found a lack of consensus about what teachers believe to be a fair and reasonable period of uncertainty on the path to a stable career.

When respondents were invited to comment on their employment experiences, there were 185 references to permanent positions, and 108 of those expressed frustration or concern about obtaining a permanent position. Most new teachers were confident they would obtain long-term occasional positions and observed increased demand for teachers as they entered the workforce.

However, they were much less confident that their experience would lead to a permanent position. As one respondent summarized:

“There is a lot of uncertainty about the demand, turnover, and length of time it takes to secure a permanent teaching position. There has been such a dramatic fluctuation in recent years it’s hard to tell what employment prospects are.”

A further complication in measuring the impact of non-permanent status on teacher retention is that individual expectations vary. Some teachers feel “grateful” or “lucky” to have ample supply work and contracts. Others question whether they can manage the uncertainty long enough to obtain a permanent position.

Underemployment

The survey collects data on underemployment by asking respondents if they worked as much as they wanted to in the past school year. Figure 13 illustrates a more complete measurement of the pandemic’s impact on teacher supply and demand by plotting relatively consistent unemployment alongside a significant spike in underemployment between 2019 and 2021.

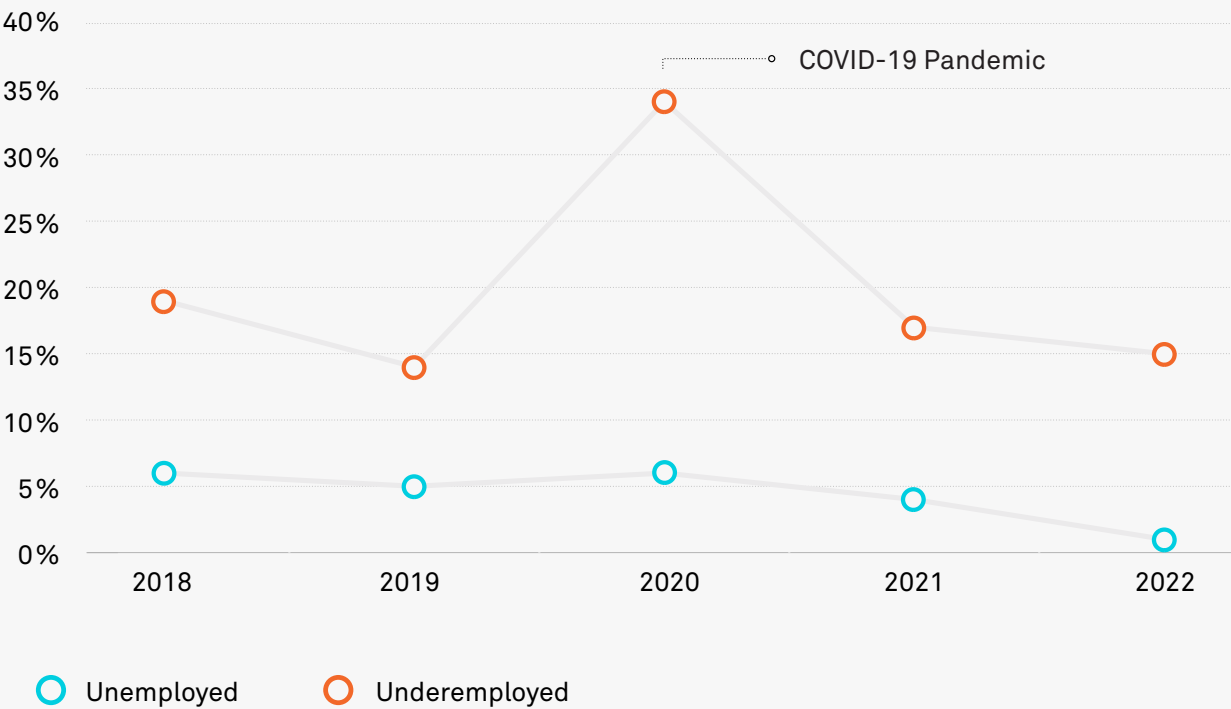
In addition, the self-reported data suggests that teachers educated outside of Ontario experience higher rates of underemployment.

Piecework

Occasional teaching, part-time positions and working in multiple schools, often referred to as piecework, indicate that a teacher has been unable to find a permanent position.

In 2021-2022, 18 per cent of respondents across all years were working in part-time positions, and 17 per cent were working in more than one school. For both indicators, Year 1 teachers and those with TCQRs were most affected.

Figure 13
**Year 1 Ontario graduates:
Unemployment and underemployment, 2018-2022**



French-Language Initial Teacher Education Graduates

Survey response rates for French-language teachers are small and create large margins of error. It is thus preferable to look at patterns over time rather than focus on specific figures in a given survey year. 2022 findings are consistent with findings over recent years and may be treated as generally representative of the labour market for these Ontario graduates.

Details about this year's French-language teacher responses can be found in the Methodology Annex.

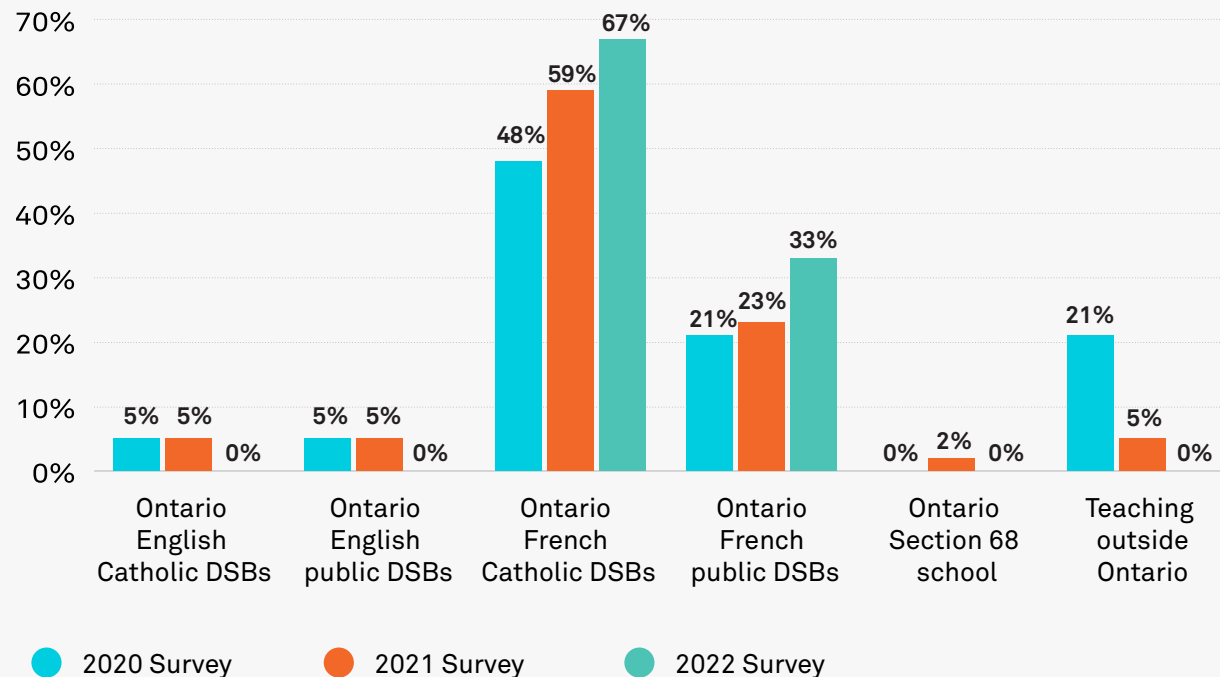
French-language teacher applications and employers

As has been the case in past years, graduates of French-language teacher education programs are most likely to apply to the province's eight French Catholic school boards (67 per cent) or the four French public boards (33 per cent). As illustrated in Figure 16, all French program respondents in 2022 accepted employment in Ontario French-language school boards.

A recent shift illustrated in Figure 16 is the increased number of French-language teachers working in Ontario French-language school boards.

Figure 16

Employers of first-year French-language program graduates: 2020 – 2022



French-language teaching contracts

All first-year French-language qualified teachers in the 2022 survey reported that they were employed. Most Ontario-resident French-language graduates beginning their teaching careers in the 2021-22 school year found permanent contracts (65 per cent) or long-term occasional contracts with appointments of 97 days or more (31 per cent).

For those who started the school year on daily occasional roster lists (15 per cent), this role was just a brief stage of their entry into teaching. By the end of the first school year, no 2022 respondents continued to teach through daily occasional roster assignments.

Supply of French-language teachers

Two routes are sources for the French-language teacher workforce in Ontario:

- Ontario teacher education graduates of Laurentian University and University of Ottawa French-language programs
- teachers who completed teacher education outside of Ontario prior to obtaining a College certificate with Ontario French-language basic qualifications in some combination of primaire, moyen, intermédiaire and/or supérieur.

Figure 17 displays supply of teachers from both sources over time. Between 2010 and 2022, a relatively constant supply of newly certified Ontario teachers arrived from teacher education programs in other provinces and countries.

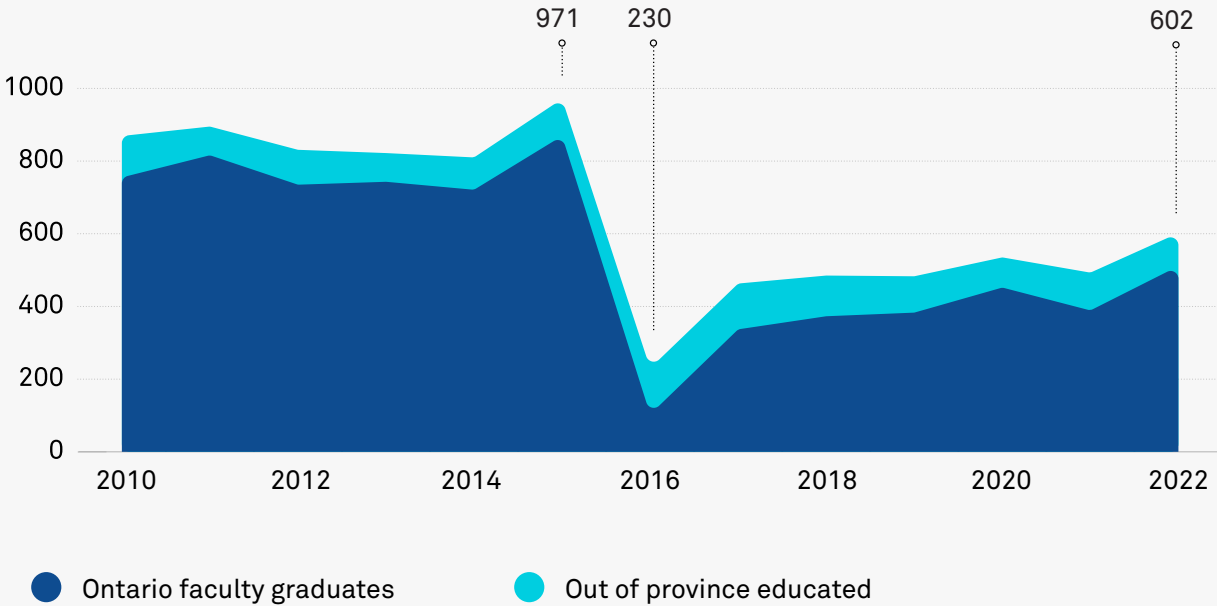
French teacher education program admissions in 2021 and 2022 (the primary source) increased to 435 and 410 respectively. These intakes are higher than the post-2014 average of 363 admissions, but not enough to address supply of the past seven years.

Attrition of French-language teachers¹⁵

The available teacher workforce staffing Ontario French-language district school boards has historically experienced significant attrition.

The following data is drawn from the total French-language qualified teachers who joined the College between 2010 and 2022. Of the 8,592 teachers who became members over this period, 6,470 (75 per cent) are still members in good standing.

Figure 17
Newly certified French-language qualified teachers: 2010-2022



¹⁵ Figures for French language teachers drawn from the College membership data base are determined by sorting members according to division qualifications. See the Methodology Annex for further information.

Table 4

First school-year-end teaching contracts: Ontario-resident French-language program graduates

	2016	2018	2020	2022
Permanent	29%	64%	55%	65%
Long term occasional (97+ days)	40%	31%	30%	31%
Long term occasional (fewer than 97 days)	15%	3%	12%	4%
Other limited term contract	4%	0%	0%	0%
Daily occasional roster	12%	3%	3%	0%

Figure 18

Average French-language program admissions before and after Enhanced Teacher Education Program implementation

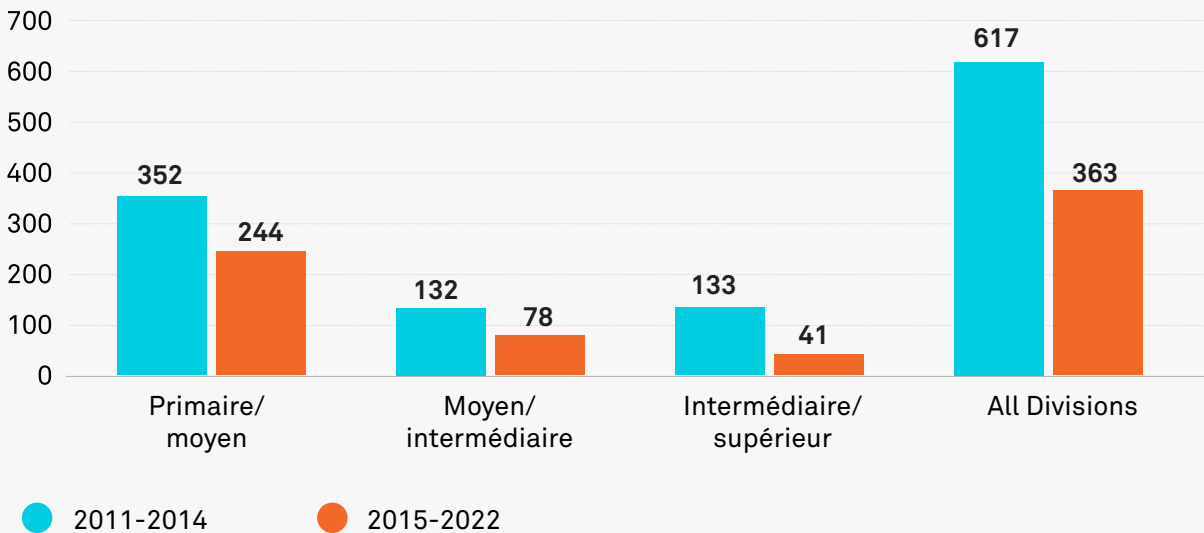


Figure 19

French-language qualified teacher attrition, 2010-2022

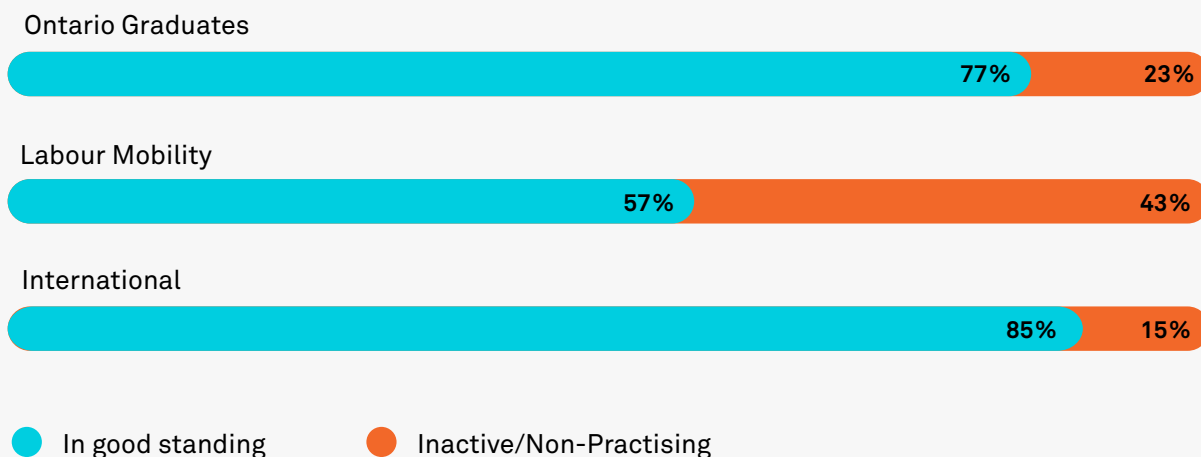


Figure 19 shows that of the 75 per cent of College members in good standing in 2022, the highest retention rates are among members who came to Canada from other countries. The lowest retention was among members who came from other Canadian provinces. Fifty-seven per cent of this group remains in good standing in 2022.

Among French-language teachers currently in good standing, 83 per cent report Ontario residency. Teachers who were educated in other Canadian provinces were less likely to reside in Ontario (74 per cent).

Where do Ontario French-language teachers come from?

Although attrition is higher among teachers educated in other Canadian provinces, this group makes up a small overall proportion of the teachers who have joined the College since 2010.

Of the 7,153 Ontario graduates certified since 2010, 5,462 retain their licenses in good standing in 2022. Further, 4,616 of this active good standing group are resident in Ontario, a 35 per cent loss.

The loss rate for out-of-province educated teachers is even greater. Of 1,287 such French division certified teachers since 2010, just 645 are in good standing and resident in Ontario as of 2022. This represents a 50 per cent loss among this segment of Ontario French-language teacher workforce licensed since 2010.

Summary

The number of teachers educated outside of Ontario who are certified to teach in Ontario's French-language schools has not increased over the years. The rate of attrition over time for this source of French-language teachers is substantial. We expect the French-language teacher shortage in Ontario to continue, most acutely in the intermediate-senior divisions.

Online and Hybrid Teaching

An important impact of the pandemic was a series of pivots from in-person classes to online learning and hybrid learning. These approaches varied by school boards, especially during the 2022 school year.

Survey respondents who taught in 2021-2022 were asked how much of their teaching over the school year fell into the following categories: fully online, fully in-person, and hybrid teaching.

Most teachers reported teaching all or most of their classes in-person (69 per cent). Fully online teaching made up the majority of teaching assignments for less than 10 per cent of the respondents. In total, almost half of teachers taught a portion of their school year in a hybrid environment. Eighty per cent of those who taught had experience with more than one mode of delivery.¹⁶

Survey respondents were invited to comment on their experiences teaching remotely or in hybrid settings. A sentiment analysis of these comments showed that the majority of teachers who experience online or remote learning found the experience challenging.

When asked to comment, some respondents saw potential for online learning in certain situations, however most suggested that face-to-face classrooms were currently their preferred learning environment.

¹⁶ It is important to note that results were not disaggregated by type of teaching contract, so all reported figures include all assignment types, from occasional teaching through to full-time continuing contracts.

Temporary Certificates of Qualification and Registration

In January 2021 the Ministry of Education directed the College to issue TCQRs in response to teacher shortages experienced during the pandemic. Requirements included satisfactory progress in the applicant's initial teacher education program, successful completion of a portion of the practicum requirement, and being endorsed by one's faculty of education.¹⁷

TCQRs can be converted to general CQRs provided these College members successfully complete their initial teacher education program in 2022 or 2023.¹⁸

College members with TCQRs readily found employment. Open-response comments suggest that these teachers valued both the income and the professional experience they gained through this employment.

The Temporary Certificate program will expire on December 31, 2023, with no further extensions of existing TCQRs.

Uptake of the Temporary Certificate licensing option in 2022

Response to this opportunity was substantial in 2021 and again in 2022. A total of 2,067 Ontario faculty of education candidates obtained TCQRs by the time of the survey in May 2022. All were surveyed, and a 23 per cent return yielded 481 responses.

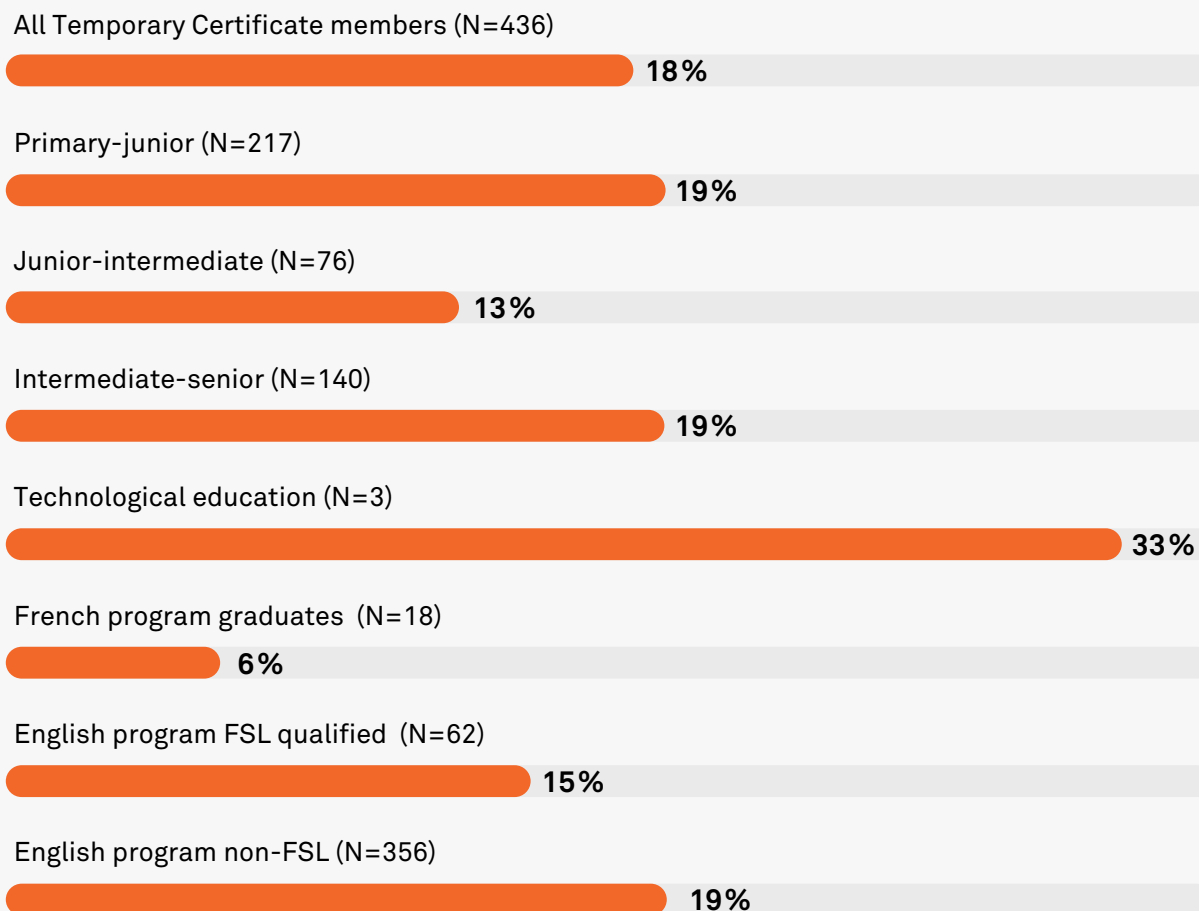
Ninety per cent of our sample applied to teach with their TCQR. Of this group, 82 per cent gained some paid teaching experience. This is higher than the 61 per cent who reported paid teaching experience in the 2021 survey. However, comparisons should be treated with caution, as the 2021-2022 had more time to prepare and apply for paid employment than the inaugural TCQR cohort.

¹⁷ Ontario Regulation 176/10 Teachers' qualifications. <https://www.ontario.ca/laws/regulation/100176#BK3>

¹⁸ TCQRs are conditional on endorsement by the applicant's faculty of education that they have made satisfactory progress to date in their teaching practicum and in their overall teacher education program.

Figure 22

Temporary Certificate member unemployment by program and language of qualification



As has been the case with all Ontario teachers qualified to teach in French-language school boards, teachers who hold TCQRs and are qualified to teach in French-language school boards had lower unemployment rates. Only six per cent of these teachers did not obtain work with their TCQR.

Figure 22 illustrates unemployment rates for the 436 TCQR holders who reported they sought employment as teachers in 2022.

When invited to comment on their employment experiences in an open response question, members with TCQRs focused on the challenges of obtaining their temporary qualifications, and on considerable confusion about their uses and potential limitations. Overall, our findings suggest that significant numbers of members with TCQRs taught in the second half of the 2021-2022 school year and contributed substantially to easing the shortage of daily roster teachers.

Conclusions

Teaching supply and demand

According to our survey results and analyses of the Ontario College of Teachers member database, Ontario new teacher demand has outpaced annual teacher recruitment supply for several years. Reserves of qualified and unemployed teachers from earlier teacher surplus years are no longer available to staff Ontario's schools.

Current retirement trends and rates of teacher attrition point to the need for an increased supply of qualified French- and English-language teachers.

In some instances, French-language district school boards have resorted to hiring with letters of permission because they cannot find enough certified teachers with French qualifications.¹⁹

Despite high demand, FSL programs are also constrained by the shortage of teachers with FSL qualifications.

Intermediate-senior science, math and technology education teachers have been in very short supply for several years, and these shortages are even more deeply pronounced.

The temporary certificate that was made available as an emergency measure in 2021 and 2022 enabled thousands of Ontario's teacher candidates to be hired early on daily occasional rosters and for short-term teaching contracts. This measure provided short-term help to address the critical new teacher supply shortage in the 2020-21 and 2021-22 school years and will continue through the 2022-2023 school year.

Increased out-of-province educated teacher certification does not appear to be on the near horizon. Ontario's annual licensing trends from these sources are relatively flat and well below numbers a decade previous. New teacher candidate admissions to Ontario's faculties annually through 2022 stand about 1,400 below the annual requirements based on our early-career teacher supply/demand analyses. Ontario teacher retirement and elementary-secondary enrolment forecasts indicate need for an additional 1,500 more new teachers annually by 2030.

¹⁹ Ontario Ministry of Education (2021). Working group [Report on the shortage of teachers in Ontario's French-language education system](#).

Annex: Methodology

Multi-year tracking of Ontario early-career teacher employment

2022 is the 21st year of the Ontario College of Teachers annual survey of Ontario early-career teacher employment. Each year, the College invites responses from early-career teachers who completed their teacher education through:

- Ontario's publicly funded university faculties of education
- other Ontario-based teacher education programs permitted to operate in the province by the Ontario Ministry of Colleges and Universities
- teacher education programs in other Canadian provinces and territories, as well as other countries.

As in previous years, the *Transition to Teaching* survey for 2021-2022 invited responses from the following groups:

- year 1 cohort: all members who graduated in Ontario and joined the College in 2021
- year 2 sample: random selection of 50 per cent of members who graduated in Ontario and joined the College in 2020
- year 3 – Year 10 sample: 25 per cent random selection of members who graduated in Ontario and joined the College between 2012 and 2019.
- members with Temporary Certificates of Qualification (TCQRs): all members who became members through the TCQR program before May 13, 2021.²⁰
- out-of-province cohort: 100 per cent of members educated in another province or country who joined the College within the past two years (2020-2022).

²⁰ Temporary Certificates of Qualification and Certification are time-limited, emergency Ontario teacher licenses valid in 2022 and 2023 only. The program is designed to temporarily address urgent teacher shortages in schools.

Dovetailing these cohort populations or samples, the College annually invites responses from:

- all members who are qualified to teach in French (Years 1-5; Year 10)
- all members who hold Technological Education qualifications (Years 1-5; Year 10)

Survey dissemination and response rates

Links to web-based surveys were emailed to College members in May 2022. Return rates for the five survey groups ranged from eight to 23 per cent. Margins of error for the groups ranged from 3.5 to 6.2 per cent for the survey versions and two per cent overall, with 95 per cent confidence intervals.

Although all French-language and technological education teachers certified within the past five years are invited to participate, response rates for these groups have historically been low.

French-language program graduate survey responses

Among Ontario Certified Teachers in Years 1, 2, 3-5 and Year 10, 100 per cent of French-language program graduates are invited to participate. There were 173 responses from these graduates in 2021/2022 for an overall response rate of eight per cent. The margin of error is 7.2 per cent at a 95 per cent confidence interval.

French-language program graduate survey returns reflect small populations and response rates and provide much higher equivalent margins of error than apply to the total

populations of French- and English-language teachers. Nonetheless, 2022 findings are consistent with findings over recent years and should be treated as generally representative of the labour market for these Ontario graduates.

Technological education programs

Technological education member survey returns also reflect much lower populations and higher equivalent margins of error.

French-language teacher classification

When drawing membership data from College records, the member's preferred language of communication with the College is used as a proxy for preferred first language, and by inference the likelihood of teaching in a French-language school system. This is a conservative estimate. When using French-language division qualifications, a larger number of teachers – approximately 110 per cent of the preceding value, may be classified as French language teachers. Regardless of the measurement used, French-language teachers have consistently shown higher attrition rates than English-language teachers in Transition to Teaching studies and analyses of College membership records.

Two factors make it challenging to reliably classify members as either French or English-language teachers. The first is the potential movement of teachers qualified to teach in French to English-language school boards. The second factor is employment and residence patterns of French-language teachers who live near the Ontario/Quebec border. For all members, early career mobility and employment in independent schools make attrition more difficult to monitor.

Forecasting methodology

The College uses *Transition to Teaching* data, its own membership data, and other sources of data and insights to inform forecasting of teacher supply and demand in Ontario.

The demand for teachers is driven by two key factors:

- population growth
- policies pertaining to classroom sizes and student-teacher ratios

Growth in the supply of teachers is determined by:

- new graduates of Ontario's teacher education programs
- arrival of teachers from other countries and Canadian provinces and territories
- a small number of experienced teachers who return to the profession after leaving

Attrition in the teaching supply is determined by:

- teachers who leave Ontario to work in other countries or provinces
- teachers who leave the profession for other careers or for personal reasons

Teacher attrition

Volume and rate of teacher attrition provides an indication of whether Ontario teachers are committing to the teaching profession in the long term.

Attrition is measured by periodic reporting of membership renewals by year of initial teacher certification. Every year after a new cohort of teachers joins the College, a certain percentage of these members do not renew their memberships.

Transition to Teaching reports present trend data for teacher attrition, showing the percentage of attrition for a given new member cohort each year. Attrition after five years is the standard measure reported.

Newly certified members

The College draws on membership databases to monitor the inflow of newly certified teachers. Most of these newly certified teachers – approximately 90 per cent – are new graduates of Ontario's teacher education programs.

Forecasting of new members is derived from historic and ongoing analyses of the College membership database, and from admissions data obtained from the Ontario Universities' Application Centre.

Employment status

Employment, unemployment and underemployment figures are derived from *Transition to Teaching* survey responses. Respondents who report any paid teaching employment in the school year are classified as employed. Teachers who sought work as a teacher but did not get any are classified as involuntarily unemployed. A small number of survey respondents hold membership in good standing but choose not to work during the school year for personal or professional reasons.

Teachers may not have worked as much as they would have liked during the school year, despite being classified as employed. These survey respondents have the opportunity to classify themselves as underemployed.

Annex: Tables and Figures

Table 1: All participants' employment by employer type, 2022	10
Table 2: All respondents: Employment contracts in 2021-2022	14
Table 3: Permanent contracts: FSL, French-language and English-language teachers	15
Table 4: First school-year-end teaching contracts: Ontario resident French-language program graduates	27
Table 6: 2022 survey: Sample size and response rates	42
Table 7: French-language survey responses, 2021-2022	42
Table 8: Technological education responses, 2021-2022	43

Figure 1: Trend Reported unemployment, Teaching Years 1 and 5, 2006-2022	2
Figure 2: Ontario College of Teachers members in good standing by current age	5
Figure 3: Early-career Ontario graduates: Average five-year unemployment rate	8
Figure 4: Unemployment in Years 2-5, 2006-2022	8
Figure 5: Year 1 unemployment by source of initial teacher education: 2020-2022	9
Figure 6: Year 1 Ontario resident teachers: Unemployment by language qualifications, 2012-2022	11
Figure 7: Year 1 teaching jobs outside of Ontario, 2013-2022	12
Figure 8: Year 1 Ontario teacher contracts by region	15

Figure 9: Occasional teaching by years of service, 2016-2022	16
Figure 10: Occasional teaching typical days per week: Year 1 teachers, 2016-2022	17
Figure 11: Year 1 Ontario teachers: Perceptions of teaching experience	39
Figure 12: Early-career lapsed members by origin of teacher education	19
Figure 13: Year 1 Ontario graduates: Unemployment and underemployment, 2017-2022	23
Figure 14: All respondents: Considers self underemployed	40
Figure 15: Year 1 piecework by language group	40
Figure 16: Employers of first-year French-language program graduates: 2020 - 2022	25
Figure 17: Newly certified French-language qualified teachers: 2010-2022	26
Figure 18: Average French-language program admissions before and after Enhanced Teacher Program implementation	27
Figure 19: French-language qualified teacher attrition, 2010-2022	28
Figure 20: Origins of Ontario College of Teachers French-language qualified members, 2010-2022	41
Figure 21: Sentiments toward online and hybrid teaching experiences	41
Figure 22: Temporary Certificate member unemployment by program and language of qualification	31

Figure 11

Year 1 teachers: Perceptions of teaching experience

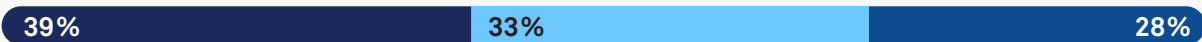
Optimism for your professional future



Appropriateness of your assignment



Your sense of job security



Support from your colleagues



Your professional satisfaction



Your preparedness



Your confidence

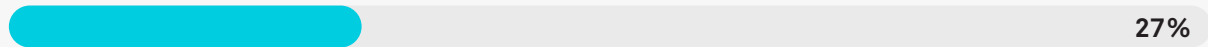


● Excellent or very good ● Adequate ● Unsatisfactory or very unsatisfactory

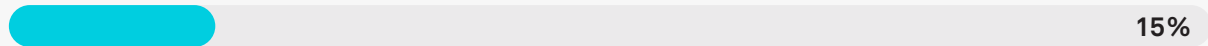
Figure 14

All respondents: Considers self underemployed

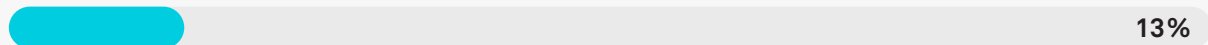
Out-of-province educated



Year 1



Year 2



Year 3+

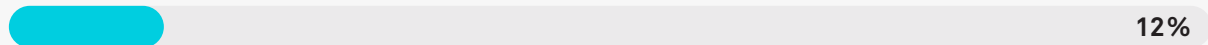


Figure 15

Year 1 piecework by language group

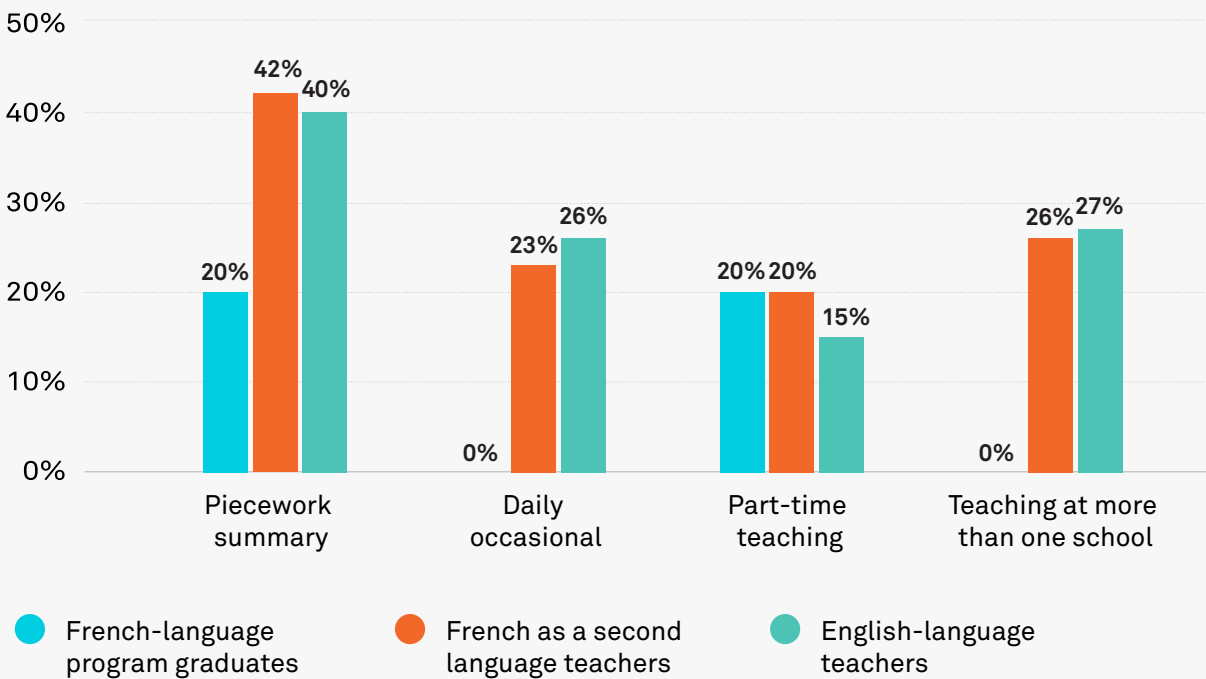


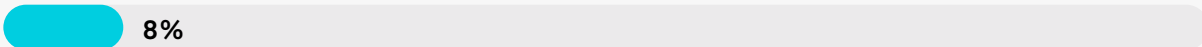
Figure 20

Origins of Ontario College of Teachers French-language qualified members, 2010-2022

Ontario Graduates



Labour Mobility



International

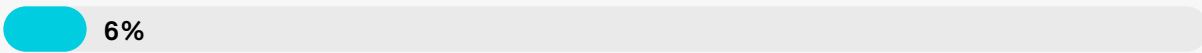


Figure 21

Sentiments toward online and hybrid teaching experiences (n=324)

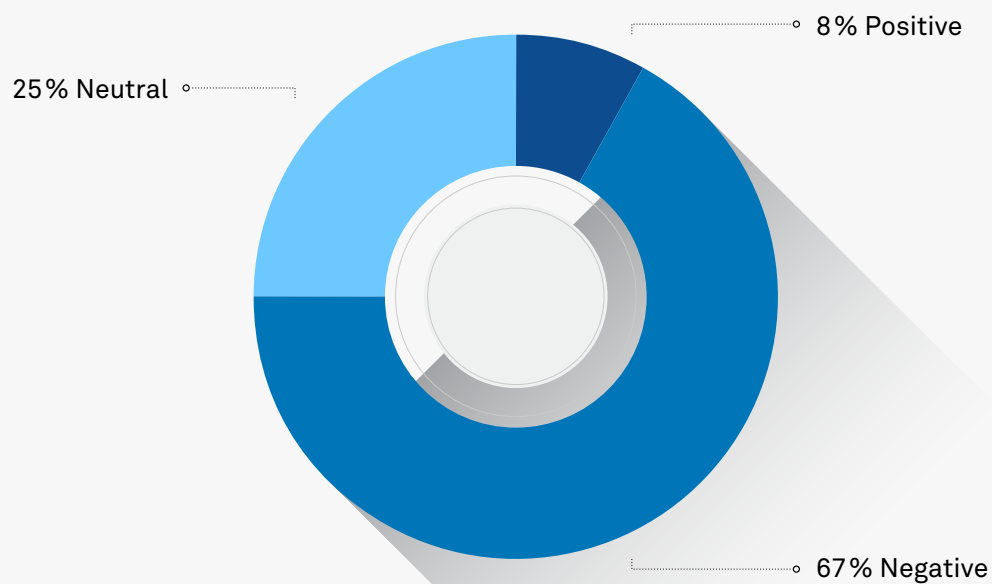


Table 6

2022 survey: Sample size and response rates

Cohort/Certification Year	Sample Size	Responses	Response Rate	Margin of Error
All survey groups	15,817	2,083	13%	2.0%
Ontario graduates 2021	4,161	645	16%	3.5%
Ontario graduates 2020	2,273	228	10%	6.2%
Ontario graduates - 2012, 2017, 2018 and 2019	5,534	449	8%	4.4%
Educated out-of-province (2020 and 2021)	1,782	280	16%	5.4%
Members with Temporary Certificates of Qualification (2022)	2,067	481	23%	3.9%

Table 7

French-language survey responses, 2021-2022

Certification Year	Sample Sizes	Responses	Response Rates	Margins of Error
All years	2,313	173	8%	7.2%
Ontario graduates 2021	383	33	9%	16.3%
Ontario graduates 2020	415	228	8%	16.1%
Ontario graduates 2012, 2017, 2018 and 2019	1,405	449	6%	10.1%
Temporary Certificate	110	18	16%	21.2%

Table 8

Technological education responses, 2012-2021

Certification Year	Sample Sizes	Responses*	Response Rates	Margins of Error
All years	628	64	10%	11.6%
Ontario graduates 2021	149	33	22%	15.1%
Ontario graduates 2020	139	12	9%	27.1%
Ontario graduates 2012, 2017, 2018 and 2019	340	19	6%	21.9%

* Numbers of Ontario-resident respondents are as follows: 2021 licensing year (33), 2020 (11), 2012 - 2019 (17).



**Ontario
College of
Teachers**

Ontario's Teaching Regulator

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