



Ontario  
College of  
Teachers

Ordre des enseignantes  
et des enseignants  
de l'Ontario

## **Transition to Teaching 2021: 20th annual survey of Ontario's early-career elementary and secondary teachers**



## Transition to Teaching 2021

The Ontario teacher employment market is far more welcoming for early-career College members in 2021 than in years past. Very low unemployment among early-career teachers in 2021 confirms Ontario's decade-long teacher surplus is over, and a new teacher shortage is under way.

Ontario's teacher education graduates report four per cent unemployment in the first year after licensing, and those in years two to five just one per cent.

First-year French-language program graduates in Ontario report near zero unemployment for the fifth year in a row. French as a second language first-year teachers continue at or near zero unemployment for the fourth year running. First-year English-language teacher unemployment fell to five per cent in 2021, sharply below 34 per cent reported just five years ago.

Teacher shortages over the next few years will reach beyond the already challenging French-language shortages of the past several years. This situation warrants early action to increase the province's annual supply of new teachers to staff daily occasional rosters, long term occasional contracts, and permanent teaching positions in Ontario's French, French as a second language and English language elementary and secondary classrooms.

Frank McIntyre



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### **French as a Second Language and French-language programs explained:**

Students in English-language schools in Ontario are required to study French as a second language (FSL) from Grades 4 to 8 and earn at least one credit in FSL in secondary school.

At English-language schools, students may learn French as a subject (core), extended French (French for a minimum of 25 per cent of total instruction time at every grade level), or French immersion (with French as the language of instruction for a minimum of half of total instructional time at each grade level).

French-language education serves students whose parents are [“French-language rights-holders”](#) according to section 23 of the *Canadian Charter of Rights and Freedoms*. In these schools, the curriculum is taught exclusively in French, except for the teaching of English language courses. French-language schools in Ontario have a mandate to protect, enhance and transmit the French language and culture



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# 1. Executive summary

## Multi-year tracking of Ontario early-career<sup>1</sup> teacher experiences

2021 is the 20<sup>th</sup> year of the Ontario College of Teachers annual surveys of early-career teacher experiences.

*Transition to Teaching* surveys address several distinct sub-groups of individuals licensed to teach in elementary and secondary schools in the province of Ontario. Each year we select samples of early-career teachers from among those who complete 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 Training, Colleges and Universities, and
- teacher education programs in other Canadian provinces and other countries.

In May 2021, we sent web-based survey invitations to teachers first certified by the College in 2011 and in 2016 through 2020, and who continued as licensed Ontario teachers in good standing

at the time of the surveys. We also surveyed Ontario education candidates licensed through Temporary Certificates of Qualification and Certification<sup>2</sup> in 2021. We received responses from 3,013 teachers, a 21 per cent response rate from a sample of 15,861 College members. Return rates for the five survey versions range from 15 to 32 per cent. Margins of error for equivalent random sample surveys range from 2.6 to 4.5 per cent for the five different survey versions and 1.5 per cent overall, with 95 per cent confidence intervals.

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

2 Temporary Certificates of Qualification and Certification are one-time, emergency Ontario teacher licenses valid in 2021 only, and designed to address urgent teacher shortages in schools during the COVID-19 pandemic.

Teacher education group/ licensing year	Sample size	Responses*	Response rate	Margin of error <sup>3</sup>
All survey groups	15,861	3,313	21 %	1.5 %
Ontario graduates – 2020	4,392	1,081	25	2.6
Ontario graduates – 2019	2,261	391	17	4.5
Ontario graduates – 2011, 2016, 2017 and 2018	5,391	794	15	3.2
Out-of-province educated – 2019 and 2020	1,889	405	21	4.3
Temporary certificate members 2021	1,928	642	33	3.2

\* Ontario-resident respondents are as follows: 2020 licensing year (1,034), 2019 (366), 2011 - 2018 (756), out-of-province educated (361), 2021 Temporary certificate holders (630).

French-language member survey returns reflect lower populations and response rates, and higher equivalent margins of error.

### Ontario French-language programs

Licensing year	Sample	Responses*	Response rate	Margin of error
All years	1,963	238	12 %	6.0 %
2020	400	74	19	10.3
2019	319	26	8	18.5
2011, 2016, 2017 and 2018	1,122	102	9	9.3
2021 Temporary Certificate	122	36	30	13.8

\* Ontario-resident respondents are as follows: 2020 licensing year (62), 2019 (18), 2011 - 2018 (87), 2021 Temporary certificates (31).

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

<sup>3</sup> Margins of error for equivalent sized random survey results.

## Technological Education programs

Licensing year	Sample	Responses*	Response rate	Margin of error
All years	572	98	17 %	9.0 %
2020	142	39	27	13.4
2019	66	12	18	25.8
2011, 2016, 2017 and 2018	364	47	13	13.4

\* Ontario-resident respondents are as follows: 2020 licensing year (39), 2019 (12), 2011 - 2018 (46).

This 2021 report covers teachers who are resident in Ontario as well as those living in other provinces and internationally at the time of response collection. It addresses employment in Ontario publicly funded schools, in Ontario independent schools, and in schools in other provinces and abroad. It also includes career plans of those not engaged in teacher employment markets at the time of the survey.

To illustrate the nature of the presentations that follow, consider the following approach to results for graduates of Ontario teacher education programs licensed in 2020. We start with reports on unemployment and underemployment rates for the complete set of respondents who sought teaching employment in the 2020-21 school year. This high level data presentation addresses employment outcomes for those who say they sought teaching employment, regardless of whether they reside in Ontario or elsewhere, whether they sought teaching jobs solely in independent schools, in publicly funded schools or in both, and whether they sought teaching employment within the province, elsewhere or both.

Greater detail then follows for the subset of these graduates of Ontario-based teacher education programs who are resident in the province of Ontario at the time of the survey and actively teaching or seeking teaching jobs in Ontario. We then drill further to present data focused solely on those employed in Ontario district school boards and in subsets of different types of district school board.

Throughout the report, we identify in chart titles which population or respondent sub-group the data in charts and analyses describe.

### Recent history of new teacher supply and teacher retirements in Ontario

About a generation ago, Ontario district school boards experienced a short-term, retirement-driven elementary and secondary teacher shortage. The shortage began in 1998 and lasted for about five years. By 2005, however, it was evident that a teacher surplus started to emerge. With each year that followed more and more teachers gained Ontario teaching licences than the number of provincial teacher retirements that year. This created an Ontario teacher surplus that increased steadily year after year. Early-career teacher unemployment rose, with surplus-driven peak unemployment

among first-year teachers occurring in 2013.

Survey results in 2014 and 2015 show a reversal of the trend, with unemployment rates starting to decline. For graduates of Ontario’s French-language teacher education programs, as well as graduates of English-language programs with French as a second language (FSL) qualifications, the surplus had already clearly ended, and a new teacher shortage era appeared to be under way. The surplus continued for English-language teachers, but its size decreased each year thereafter.

Teacher retirements are the primary source of job vacancies in Ontario schools. To a lesser extent, pre-retirement teacher departures, changes in government education policies and district school board funding, and the rise and fall in elementary and secondary enrolment also contribute to the number of jobs available for early-career teachers.

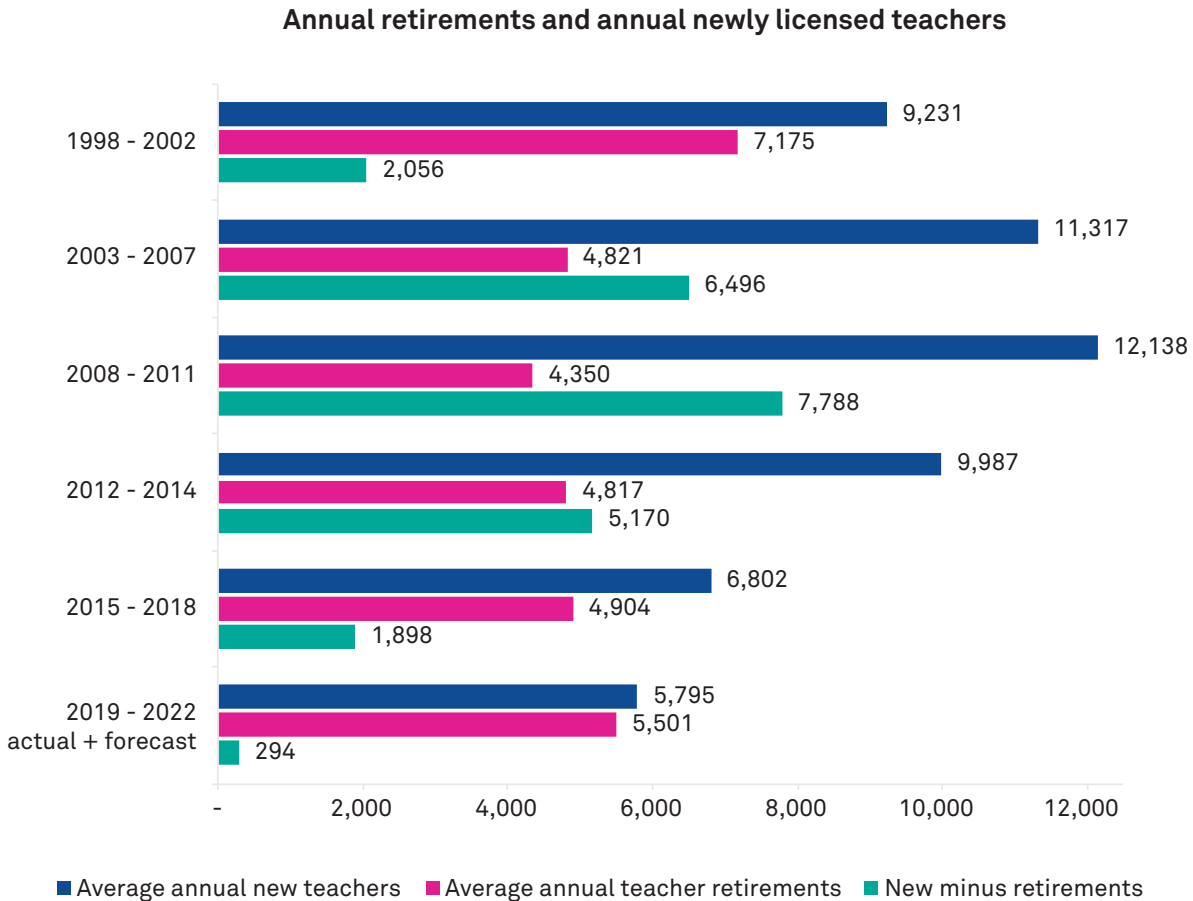
Policy, funding, and student demographic changes in recent years tended to moderate the individual contributions of these factors and their collective impact on the overall number of teaching jobs available across the province. Former teachers who return to active service in the province replace some of the workforce losses each year from pre-retirement departures. Elementary and secondary student demographics

change slowly over time. Accordingly, the main driver of annual demand for new teachers<sup>4</sup> is the number of teacher retirements.

The chart that follows describes the ebb and flow of teacher supply and retirement-driven replacement demand beginning in 1998 and forecast through 2022.<sup>5</sup> Each set of years presented, starting with 1998 through 2002 and ending with 2019 through 2022, presents the average annual number of newly certified Ontario teachers granted licenses during those years, followed by the average annual number of teacher retirements, and then the difference between these two averages. The four years from 2019 through 2022 includes actuals for 2019 and 2020 and forecasts for 2021 and 2022.

<sup>4</sup> “New teachers” in this context refers to newly certified members of the Ontario College of Teachers, including new Ontario graduates and teachers educated in other jurisdictions who subsequently gain Ontario certification and seek permanent, long term occasional or daily occasional roster employment in the province.

<sup>5</sup> Forecast methodology appears in appendix 2 of this report.



Sharply increased teacher retirements<sup>6</sup> between 1998 and 2002 resulted in a surge in Ontario permanent teaching job openings. Many Ontario district school boards, seeking to address the emerging teacher shortage relative to demand, vigorously recruited former teachers back into the profession. Most newly licensed Ontario teachers secured permanent teaching jobs<sup>7</sup> relatively

easily and early in their careers across all regions of the province.

Over this five-year period Ontario experienced record-high teacher retirements, on average about 7,200 individuals annually<sup>8</sup>. Teachers hired in historic high numbers in the 1960s and early 1970s reached retirement age. The result was a teacher retirement wave

6 “Teacher retirements” refers mainly to Ontario Teachers’ Pension Plan (OTPP) reports on Ontario teachers who are pension plan members and retired or forecast to retire annually. Some other teachers in independent schools who are not members of the OTPP also retire each year and are included in estimates of future retirement forecasts below and taken from *PRISM Economics and Analysis 2016 forecast report for the Higher Education Council of Ontario*.

7 “Permanent teaching job” refers to a regular teaching position, part-time or full-time, on a contract that does not have a defined end date.

8 The five year average of Ontario teacher retirements in 1998-2002 reached 7,175, up from an average annual rate of just 4,094 between 1993 and 1997.

that arose from the underlying teacher age demographics. The wave accelerated and was compressed into a five-year span because of an enhanced early retirement incentive provision first made available to Ontario Teachers' Pension Plan members in 1998. At that time, new teachers entered the profession each year in much lower numbers compared with the decade to follow.

Most French- and English-language Ontario district school boards, at both elementary and secondary levels and in every region of the province, experienced higher than usual numbers of retirement-driven teacher job vacancies. This wave of retirements created many job openings for the annual average of about 9,200 newly licensed Ontario teachers, about 2,000 more newly licensed teachers each year than the annual number of retirements. This difference was sufficient to enable school boards to fill vacancies. Throughout this period, early-career teacher unemployment rates were very low.

From 2003 on, however, annual retirements fell as the age bulge in Ontario teacher demographics had passed quickly with the new early retirement incentive. At the same time, supply of new teachers increased substantially. Every source of newly licensed Ontario teachers grew. With increased provincial funding of Ontario faculties of education, each year brought more new education graduates. More teachers graduated from Ontario education programs granted special ministerial consent to operate in the

province as well as from New York state "border college" programs marketed to Ontarians. More Ontarians also pursued teacher education in Australia, the United Kingdom and elsewhere abroad, and subsequently returned to gain Ontario licensing and pursue Ontario teaching careers. More teachers also moved to Ontario from other provinces and countries to resume or to start their teaching careers.

The Ontario English-language teacher job market became noticeably more competitive starting in 2005 and the competition increased with each new school year. Job openings for new teachers, especially those with primary-junior qualifications, were more and more limited relative to the steadily growing new teacher supply.

Every year more of the newly licensed teachers we surveyed reported they were unemployed. More of them took longer to move from daily occasional rosters to term contracts and permanent jobs and to progress from part-time to full teaching loads. As underemployed teachers from previous years continued to seek more daily occasional teaching days, long term occasional (LTO) and permanent teaching contracts, each successive cohort of Ontario education graduates and other newly licensed Ontario teachers faced an increasingly saturated job market.

Annual average retirements fell substantially during the years 2003 to 2007 and even further in years 2008 to 2011. Numbers of newly licensed teachers in Ontario rose steadily over the

same time periods. The average annual difference between new supply and retirements of about 2,000 more new teachers than retirees in 1998 through 2002 grew dramatically to about 6,500 through the middle of the decade and reached about 7,800 annually in 2008 through 2011, with the annual gap between new teachers and retirements reaching almost four times more than a decade previous.

As over-supply increased with each passing year, the teacher surplus and its early-career teacher employment impact moved beyond primary-junior English-language teachers to encompass secondary teachers, including sciences and mathematics and, but to a much lesser extent, French-language and French as a second language teachers.

Meanwhile, with heightened awareness of the more competitive Ontario teacher employment market, the number of applicants to Ontario's consecutive teacher education programs fell sharply. From a peak of about 16,500 applicants in 2007, annual applicant numbers fell to under 9,500 by 2013 and 2014.

Years 2012 through 2014 marked a change in direction for Ontario new teacher supply after a decade of steady growth. Newly licensed Ontario education graduates declined almost 10 per cent from the average of the preceding four years. Newly licensed teachers from US border-colleges plummeted more than 60 per cent. In addition, newly licensed teachers educated in other provinces and

elsewhere in other countries dropped by more than 40 per cent.

On average, about 2,150 fewer individuals gained Ontario teaching licences in the years 2012 to 2014 than the annual average in years 2008 through 2011, an overall decline of 18 per cent.

Teacher retirements, meantime, rose somewhat over those three years – an average of 450 more retirements than in the previous four-year period. Because of this decrease in new teacher supply and slight increase in retirement-driven demand, the average annual surplus of new teachers fell from almost 7,800 in the preceding period to under 5,200 in years 2012 through 2014.

Implementation of the Ontario enhanced teacher education program in 2015 and the associated reduction in government-funded places in initial teacher education programs had a very large impact on new teacher supply in the years that followed. Average numbers of newly licensed Ontario teachers dropped sharply from the much higher levels over the preceding 12 years. The difference between annual newly certified teachers and annual teacher retirements in 2015-2018 fell to below the difference in the 1998-2002 years, when a brief teacher shortage prevailed. District school boards needed to ramp up recruitment efforts to fill job vacancies.

The enhanced teacher education requirements in 2015 increased consecutive programs from two to four semesters. Annual Ontario faculty of education consecutive B.Ed. applicant



numbers fell sharply from about 9,500 in 2014 to 4,300 in 2015. With the strengthening Ontario teacher employment market, faculty applicant numbers rose again by 2019 and reached about 7,400 in 2021.

Ontario is now in a period with the number of newly licensed Ontario teachers each year about equal to annual teacher retirements. This is a radically different balance of new teacher supply and replacement demand from that experienced over the past 20 years. Because some newly licensed teachers each year defer teaching for further education or personal reasons, leave Ontario to teach elsewhere, or decide to pursue careers other than elementary/secondary teaching, the number of new teachers on the Ontario teacher labour market will be insufficient to meet school board recruitment requirements. Enrolment growth in elementary/secondary years will exacerbate these shortages in some regions of the province.

Our 2021 survey results suggest that the accumulated teacher surplus of the recent past is now almost fully depleted. Forecasts anticipate that retirements of active Ontario teachers who are members of the Ontario Teachers' Pension Plan will average at least 5,800

annually over the next several years<sup>9</sup>. Unless some increase occurs in one or more of the various sources of Ontario teacher supply, teacher shortages will be much broader in scope than the French-language and French as a second language teacher shortages experienced over the past several years.<sup>10</sup>

### 2021 survey highlights

Our latest survey findings confirm that falling unemployment rates and other Ontario teacher job outcome measures describe an employment market that is much more welcoming to early-career College members in 2021 than in years past.

The COVID-19 effect of increased underemployment for first-year teachers that we reported in 2020 has largely passed. District school boards this year continued to assign most daily occasional roster teachers when physical schools closed in April 2021, unlike the substantial employment disruption that hit roster teachers in the March 2020 school closing during the first pandemic year.

Among all Ontario graduates first licensed in 2020, unemployment<sup>11</sup> fell to four per cent in the 2020-21 school year, down from six per cent among first-year teachers in 2019-20. Average

9 PRISM Economics and Analysis 2016 report for the Higher Education Council of Ontario sets the number of retirements and deaths of Ontario Teachers' Pension Plan members at under 5,500 in 2020 and just 5,800 by 2025. Recent retirements from the Ontario Teachers' Pension Plan indicate that this is an underestimate.

10 Ontario faculty of education admissions to the main consecutive B.Ed. programs increased for the Fall 2021 intake by 19 per cent, an increase from an average of 3,458 over the preceding three years to 4,109. Most of these candidates will complete their programs in 2023, outside the forecast period above. Although this level remains well below the level in 2014 and previous years, this is a promising response to the teacher shortage challenge.

11 Unemployment" in this annual survey series refers to respondents who say they actively looked for teaching opportunities but were not employed at any time throughout the school year, not even through occasional roster daily assignments.

unemployment among Ontario graduates in career years two through five is now just one per cent, down from two last year. The Ontario teacher labour market has changed very quickly with unemployment sharply lower than the high rates of just five years ago. In 2016, first-year unemployment stood at 24 per cent and for career years two through five was 9 per cent.

Four in five (80 per cent) first-year Ontario education graduates report full employment<sup>12</sup> throughout the 2020-2021 school year, up sharply from 60 per cent the previous year.

Ontario-resident first-year teacher unemployment is four per cent in 2021. French-language program graduates in the province report near zero unemployment for the fifth year in a row. Ontario-resident FSL-qualified first-year teacher unemployment continues to hover at or near zero for the fourth year running.

First-year English-language program graduates who do not hold FSL qualifications report just five per cent unemployment in Ontario in 2021, down from eight per cent in 2020. This low unemployment rate is a major market change from the 19 per cent rate reported in 2017 and peak 45 per cent unemployment for these English language teachers back in 2013.

Turning to divisions of qualification among Ontario-resident first-year teachers, primary-junior teacher unemployment dropped sharply to just two per cent in 2021, down from six per cent in 2020. Intermediate-senior unemployment also receded, with a rate of four per cent in 2021 compared with seven in 2020.

With very low respondent numbers each year, we recommend caution in interpreting technological education teacher unemployment. In 2021, this group reports just three per cent unemployment, down from 13 in 2020. Ontario-resident junior-intermediate teacher unemployment rose this year to six per cent from four the previous year.

These 2021 rates of unemployment are all far below the very high 29 to 45 per cent levels reported across the divisions in 2014.

English-language first-year teacher<sup>13</sup> unemployment in Ontario is generally down sharply this year, with some variation across the divisions. Primary-junior unemployment for these English language teachers dropped to three per cent in 2021, from eight last year. The intermediate-senior qualified group also saw unemployment fall in 2021. Those with math and/or science as a teaching subject report four per cent unemployment in 2021 and those with

12 “Full employment” is a self-assessed status of those teachers who say they are employed as elementary or secondary teachers and that they secured as much teaching employment as they wanted throughout the school year. They may be full-time or part-time, may work for publicly funded or independent schools, and they may be in permanent, LTO or daily occasional teaching roles, in Ontario or elsewhere.

13 “English-language first-year teacher” refers to Ontario English language program graduates who do not hold FSL qualifications at the time of survey response.

other subject qualifications, just three per cent. These rates are down sharply from 10 per cent for each group in 2020. With the now very low unemployment rate for intermediate-senior teachers generally, the historic math/science advantage our surveys tracked for many years is no longer evident among Ontario intermediate-senior first-year teachers.

Unlike all other divisions, junior-intermediate English-language teachers report higher rates of unemployment this year. Those with math or science as a teaching subject report five per cent unemployment in 2021, and those with other subjects 11 per cent – up from three and 9 per cent respectively in 2020.

First-year teachers in every region of the province experienced lower rates of unemployment this year, with most regions reporting rates between one and five per cent. The one exception to these very low rates is Thunder Bay at 13 per cent.<sup>14</sup>

First-year Ontario teachers made significant progress toward less precarious teaching contracts in 2021. This is mainly because of an increase in long term occasional contracts and less reliance on daily roster teaching.

Daily occasional roster teaching toward the school year-end fell to just 16 per cent in 2021, down from 29 and 32 per cent in 2020 and 2019. At the same time, permanent contracts declined again this year, and now stands at just 17 per cent compared with 22 per cent in 2019.

Early-career permanent contract status varies markedly with language of instruction and district school board employer. French-language district school board teachers now report 53 per cent permanent contracts in their first year. English-language board FSL teachers report 27 per cent permanent contracts. Just six per cent of English-language board teachers without FSL qualifications gained permanent teaching contracts in their first year.

These career progress disparities are evident in our 2021 survey results throughout Ontario teacher early-career years. Permanent contracts in year three stand at 94 per cent for French district school board (DSB) teachers, 67 per cent for FSL teachers in English DSBs and just 27 per cent among English language teachers in English DSBs. By year five all French DSB teachers and 69 per cent of English DSB teachers with FSL qualifications report permanent contracts. Just 41 per cent of English DSB teachers without FSL qualifications say they gained permanent contracts in their first five years of employment.

First-year teachers say their highest priority in seeking teaching jobs is to secure permanent contract status as soon as possible. The next priority is securing a job in proximity to where they currently live. Their third and fourth priorities are to teach specific subjects or grade levels. With the improving job market, teaching “anywhere I can find a job” has fallen from third to sixth place priority.

<sup>14</sup> We recommend caution in interpreting the 13 per cent unemployment rate reported in the Thunder Bay region because of the very low population and response set. Just one of 9 respondents report unemployment in that region.

In recent years, as the Ontario job market improved, first-year teachers narrowed their job searches. More than one in three apply only to their single preferred school board. Many, however, still apply to multiple employers. Nonetheless, in this improved job market, more new teachers perceive that they have more opportunity to choose where and what subjects/grade levels they wish to apply for, and not have to move anywhere to take whatever job is available to them.

In the 2020-21 school year, most English language program graduates applied to Ontario English public (84 per cent) and/or English Catholic (42 per cent) DSBs. One in eight (12 per cent) applied to independent schools, although only two per cent applied solely to independent schools and not also to one or more publicly funded district school boards.

Most French language program graduates applied to Ontario French public (60 per cent) and/or French Catholic (77 per cent) DSBs. Just eight per cent applied to teaching jobs outside the province, down from 16 per cent the year before. None this year say they did not also apply to district school boards in Ontario.

Most employed first-year teachers in 2021 report Ontario English language DSB (81 per cent) or French language DSB (seven per cent) employers. One in 12 (eight per cent) teach in independent schools and just three per cent say they teach outside the province, down from eight per cent in 2020. The remaining one per cent teach in Ontario First Nations

schools, Section 38 programs or private family-arranged pods.

As in previous years, new-to-Canada first-year teachers report by far the highest unemployment rate (43 per cent) among the different sources of new Ontario teachers licensed in 2020. Ontario independent schools continue to play an outsized role in new-to-Canada teacher hiring at 29 per cent of all employment of this group in 2021, although this is down significantly from 50 per cent of employers in 2020. The Ontario district school board hiring share of new-to-Canada qualified Ontario first-year teachers increased to two in three (65 per cent) in 2021, up from just 31 per cent in 2020.

Early-career daily occasional roster teachers engage in much less professional development than those in permanent and long term occasional jobs. Most continue to miss out on the extensive formal and informal school-based professional development, orientation, mentoring and principal evaluations available to their colleagues who hold long term occasional and permanent contracts. They engage less with other educators in subject or specialist associations, in collaborative learning and in teacher enquiry. Many daily occasional roster teachers do complete Additional Qualification courses, however, on their own time and using their own financial resources.

### **Rapidly changing labour market for early-career Ontario licensed teachers**

The Ontario labour market in 2021 is far less competitive than in earlier years

with fewer early-career teachers seeking teaching jobs.

Several factors reduced the numbers of early-career graduates seeking Ontario teaching jobs over the past decade:

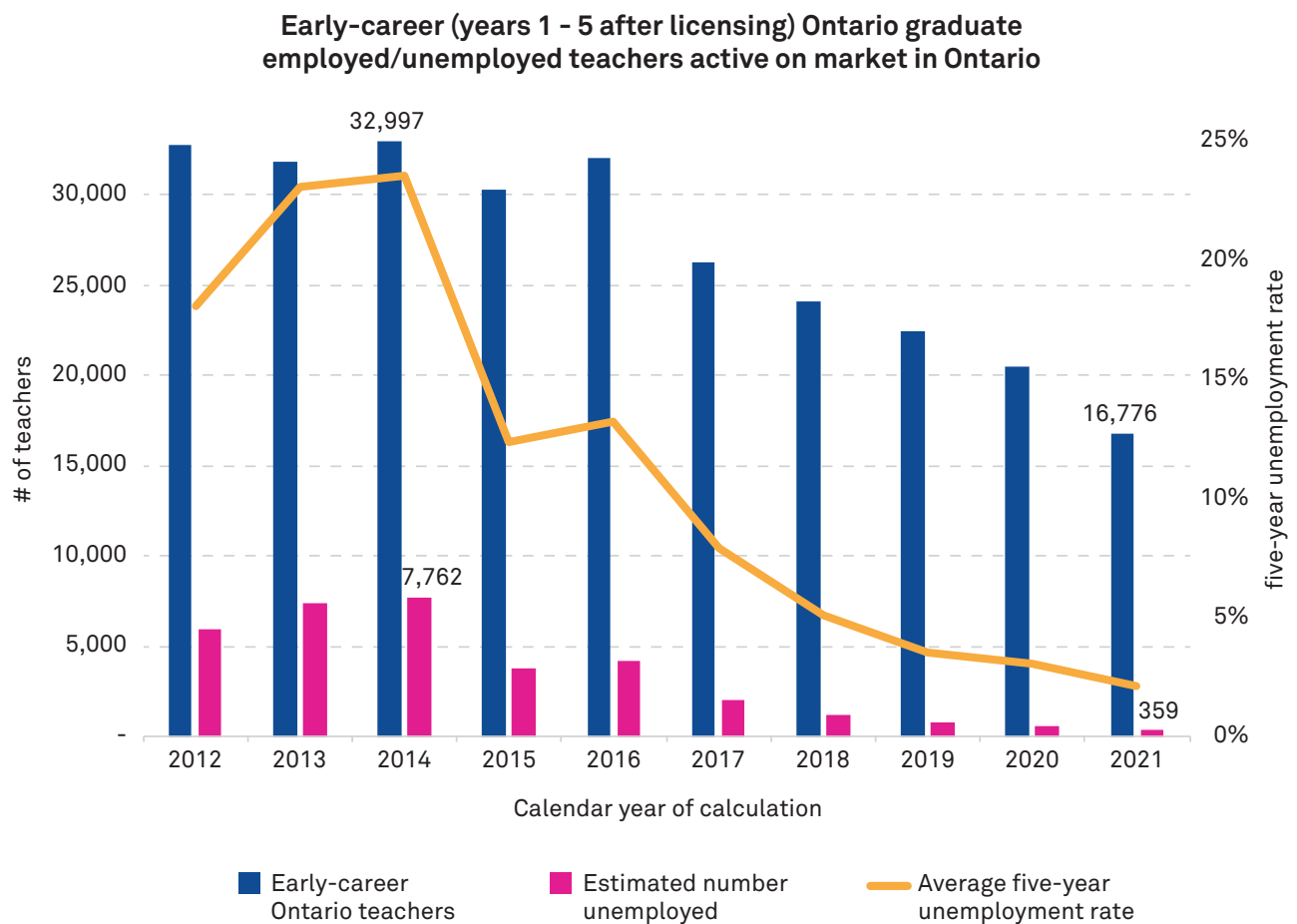
- fewer entrants to Ontario faculties since 2012, and especially since the introduction of four-semester teacher education programs in 2015,
- significantly decreased numbers of teachers educated out-of-province and then licensed as Ontario teachers since 2012,
- until very recent years, increased numbers of early-career teachers not renewing their Ontario teaching licences,
- also, until recently, higher numbers of graduates starting their teaching careers out-of-province,
- graduates teaching out-of-province who defer returning to Ontario,
- increased teacher retirements, and
- declining early-career unemployment.

Using 2012 through 2021 *Transition to Teaching* survey findings on Ontario teacher labour market participation<sup>15</sup> and unemployment rates for first-through fifth-year teachers, together with College registry data on the year of initial licensing and current residence of qualified teachers, we compiled the following summary of the rapidly changing early-career labour market.

Ontario teacher education graduates actively participating in the Ontario teaching market and in their first five years after first licensing, declined from about 33,000 in 2014 to fewer than 17,000 by 2021. Meanwhile, average unemployment among these early-career teachers fell from 24 to two per cent. Reduced numbers of early-career Ontario market participants, together with the falling unemployment rate, results in the estimated number of unemployed early-career graduates plummeting from a peak 7,762 in 2014 to just 359 in 2021.

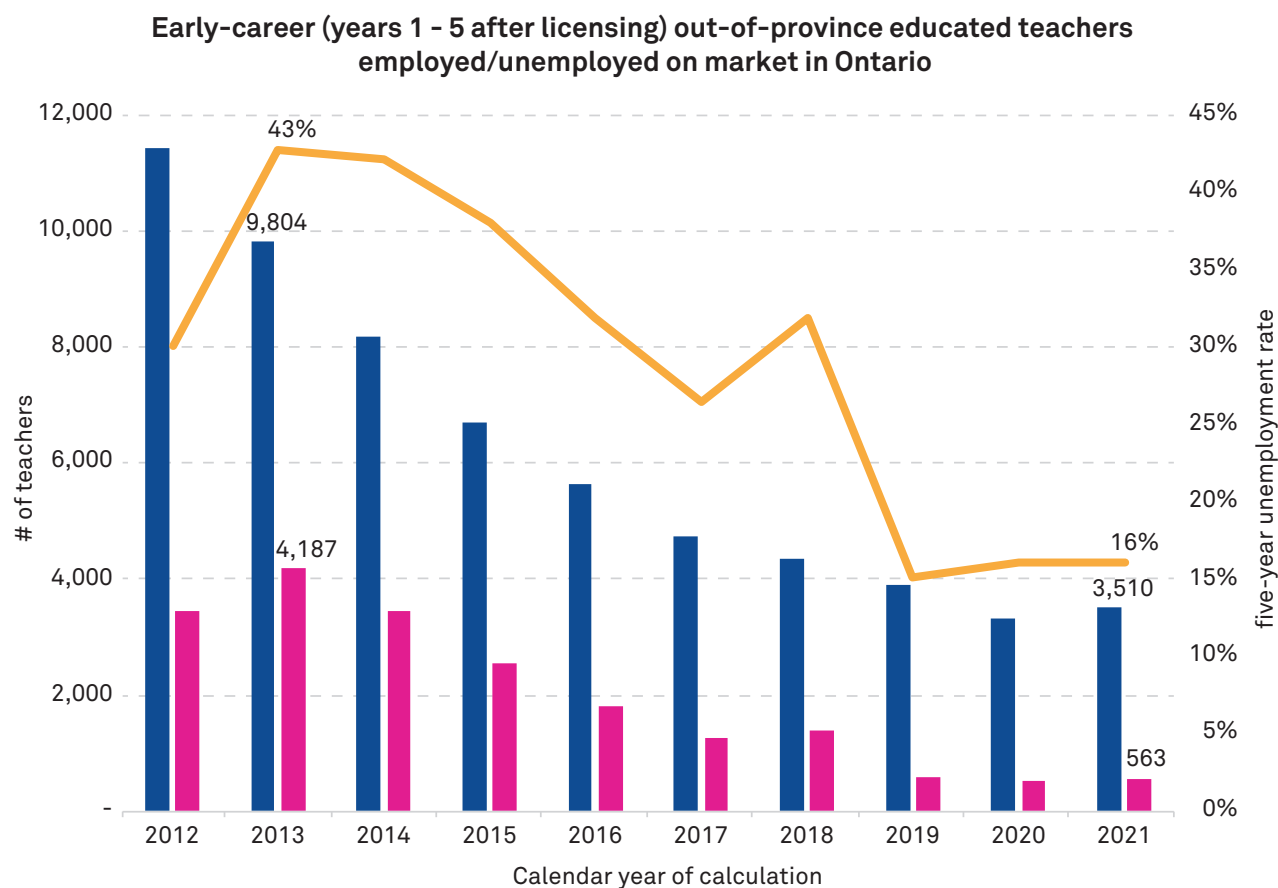
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<sup>15</sup> Ontario market participation includes teachers who report that they are employed as teachers or are seeking employment as teachers in Ontario or who say they did not seek teaching jobs because they were discouraged about the job market in Ontario.



We apply the same methodology to estimate changes in numbers of unemployed but labour market active teachers among the various groups who complete teacher education in other provinces and countries and subsequently gain their Ontario teaching licenses.<sup>16</sup>

<sup>16</sup> These out-of-province educated teachers include Ontarians who completed their teacher education in US border colleges, in other provinces and in other countries, as well as teachers from other Canadian provinces and teachers from other countries who obtain Ontario certification usually to be able to teach in the province.



The number of early-career<sup>17</sup> out-of-province educated teachers active on the Ontario teacher labour market dropped significantly from an estimated high of 11,438 in 2012 to 3,510 in 2021. Average unemployment also fell significantly, from 43 per cent in 2013 to 16 per cent in 2021. The estimated number of unemployed out-of-province educated teachers fell from 4,187 in 2013 to 563 in 2021.<sup>18</sup>

Given forecast continued new Ontario licensed teachers about equal to forecast teacher retirements over the next few years, low early-career competition in the Ontario labour market will continue in the years ahead.

Although there is no longer a significant surplus of teachers in Ontario in recent years, another group of licensed Ontario teachers is a potential source to fill district school board job vacancies in the province over the next several years.

<sup>17</sup> “Early-career” in this instance refers to the first five years following Ontario licensure. Many of these teachers began careers previously in other jurisdictions.

<sup>18</sup> Because annual surveys of out-of-province teachers only include years one and two after licensing, we estimate the arc of improving employment outcomes in years three through five assuming improvements proportionate to survey findings among Ontario education graduates at that stage of their careers.



Ontario teacher education graduates left the province in greater than usual numbers during the province's teacher surplus years. An analysis of the College teacher Registry indicates there are more than 2,000 Ontario education graduates licensed over the past ten years who reside out-of-province and continue to maintain their Ontario teaching certification in good standing. We know from our annual survey data that many of these teachers hope to return to teach in Ontario in the future.

The extent to which Ontario district school boards could draw on this additional source of teacher supply, however, has been somewhat limited in the past by the staged process in place for the hiring of teachers by English language district school boards. The recent changes to the teacher hiring regulation described below should enable district school boards to hire more of these qualified teachers in years ahead.

### **Changes to hiring process in English-language district school boards**

Beginning in 2012, an Ontario regulation required a graduated entry pathway to permanent employment as a teacher in publicly funded district school boards. New teachers were generally required to begin employment with a board on daily occasional rosters before gaining eligibility to apply for that board's long term occasional jobs and for subsequent eligibility to compete for permanent teaching jobs. Daily occasional roster service was not transferable for eligibility in another district school board's job competitions.

Ontario removed this requirement for French district school board hiring after the teacher shortage of French language teachers emerged about seven years ago. In October 2020, the Minister of Education revoked the regulation and established a new school board hiring policy that established merit, diversity and the unique needs of schools and communities, rather than seniority, as the focus in hiring to long term occasional and permanent teaching positions.

This context is important to understand how the improving employment market unfolded for English-language program graduates. As work opportunities increased for early-career teachers, graduated entry to full employment continued for most of these new Ontario teachers. Most needed to spend many months or even years on daily occasional rosters with a district school board before gaining eligibility to apply to long term occasional or permanent contracts with that board. They were restricted from using this seniority to apply to LTO and permanent job opportunities in other district school boards.

It is anticipated that the new teacher hiring policies will significantly enhance career progress for English language teachers in Ontario. These changes may also allow some out-of-province teachers to return to the province in the years ahead and assist school boards in filling job vacancies in this new Ontario teacher shortage era.

## 2. Employment outcomes

### Early-career teachers report further employment gains in 2021

Early-career unemployment<sup>19</sup> fell in 2021, with first-year Ontario graduates reporting just four per cent unemployment and those in their second through fifth years following initial certification just one per cent.

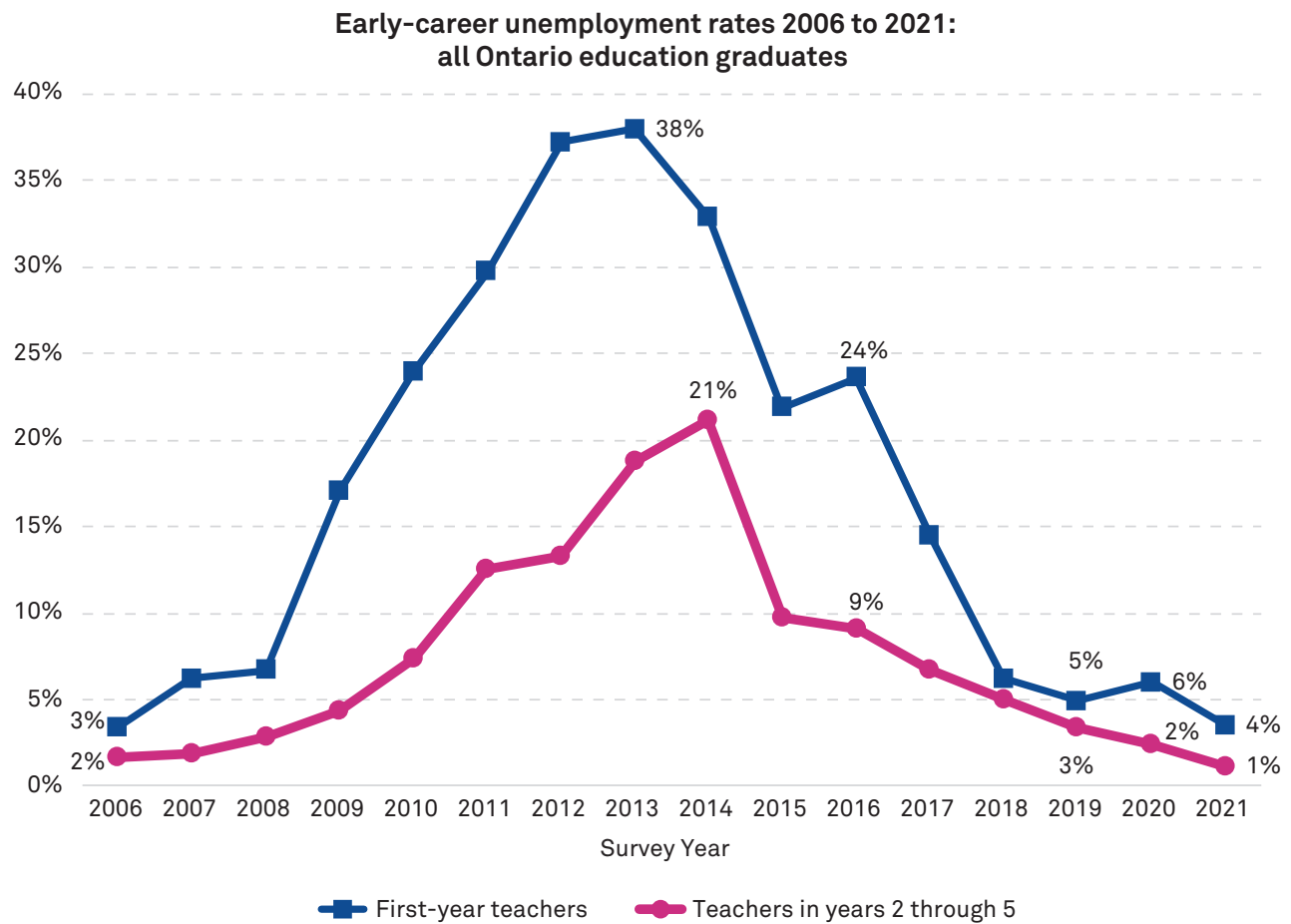
The first-year unemployment decline is down from the 38 per cent peak rate in 2013. Second through fifth year teacher unemployment peaked at 21 per cent in 2014.

Early-career unemployment rates are now at 2006 levels prior to the start of a decade long Ontario teacher surplus. The steep declines that brought rates down from the height of the Ontario teacher surplus underscore that a new teacher shortage era is well established.

*I was hired into an LTO right away. I supplied for a few days when the LTO ended and then applied to an LTO in my desired school board and got it.*

First year primary-junior teacher,  
London region

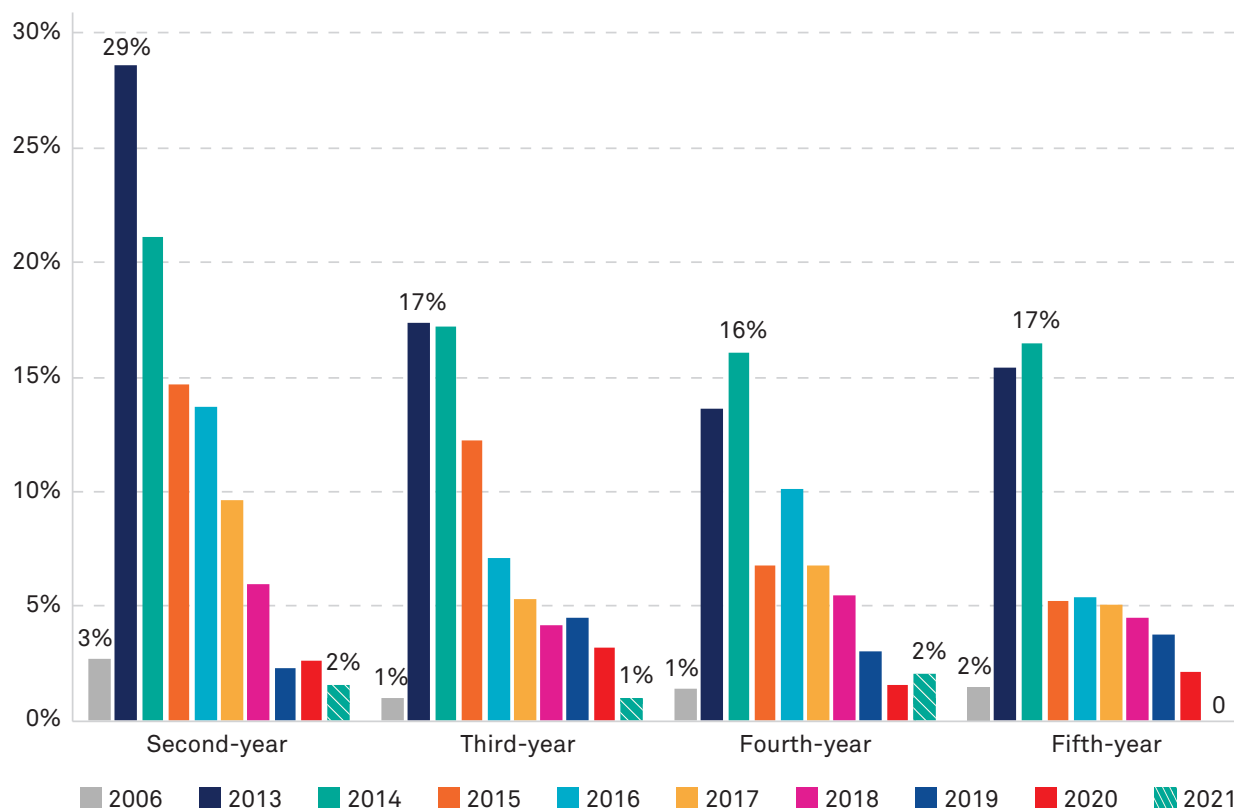
<sup>19</sup> Unemployment rates include teachers who say they did not seek teaching jobs because they were discouraged about the prospects; rates exclude as not on the labour market licensed teachers who say they chose for other personal reasons not to apply for teaching jobs in the 2020-21 school year.



Drilling further into second- through fifth-year teacher survey results, we see that 2021 unemployment for each year following initial licensure is sharply lower than peak unemployment in 2013 or 2014 for each career stage.

Each career year two through five rates now stand at or near nil unemployment similar to levels in 2006.

Second- through fifth career year unemployment 2013 - 2021: all Ontario graduates



In addition to measuring early-career teacher unemployment, annual surveys identify teachers who say they are teaching as much as they want throughout the school year (full employment), and those who report some teaching employment but consider themselves underemployed.<sup>20</sup>

Some teachers choose part-time or occasional teaching as they start their careers. Others take time out from

teaching for further study, family, or other personal reasons.

Teachers active in the job market seeking teaching jobs and not employed as elementary/secondary teachers count as unemployed. This unemployment count includes those who say they wanted to teach but did not apply for jobs because they were discouraged about teaching prospects. Those reporting less teaching

<sup>20</sup> This study defines “full employment” as the status of those who say:

- they are active in the job market either working as or seeking work as elementary or secondary teachers,
- are employed as teachers during part or all the school year, and
- secured as much teaching employment as they wanted throughout the school year.

Those who report some employment and who say they did not find as much teaching as they wanted throughout the school year are classified as “underemployed.”

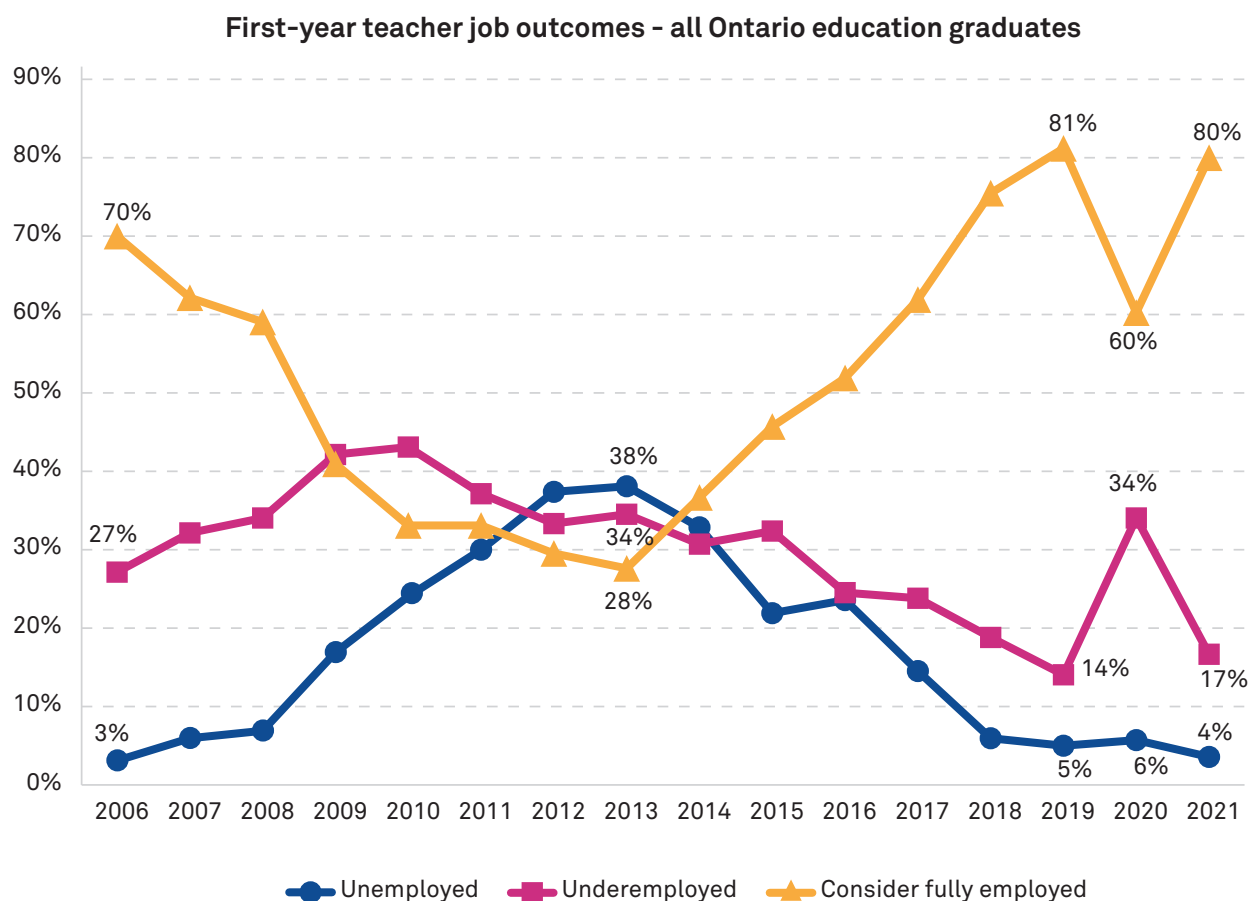
than they want in a particular school year are counted as underemployed.

Those who say they voluntarily took the 2020-21 school year off for other reasons and did not seek employment as teachers in Ontario or elsewhere are classified as not on the job market and excluded from employment rate analyses.

In the past two years, this includes those who say they did not teach for health concerns related to COVID-19.

*I did not teach in the 2020-21 school year because of health concerns related to COVID-19. I applied for next school year and was hired in March.*

Primary-junior graduate, first year Toronto region



After years of declining underemployment,<sup>21</sup> first-year teachers last year reported a 20-point jump in first-year underemployment from the

preceding year. As described in our 2020 survey report, this was an outcome associated mainly with daily occasional roster teachers experiencing reduced

<sup>21</sup> "Underemployed teachers" includes daily occasional roster teachers, short term contract teachers, and some teachers on long term occasional or permanent contracts where they teach less than full-time and/or full-time but only for part of a school year.

or no further employment after physical schools closed in March 2020.

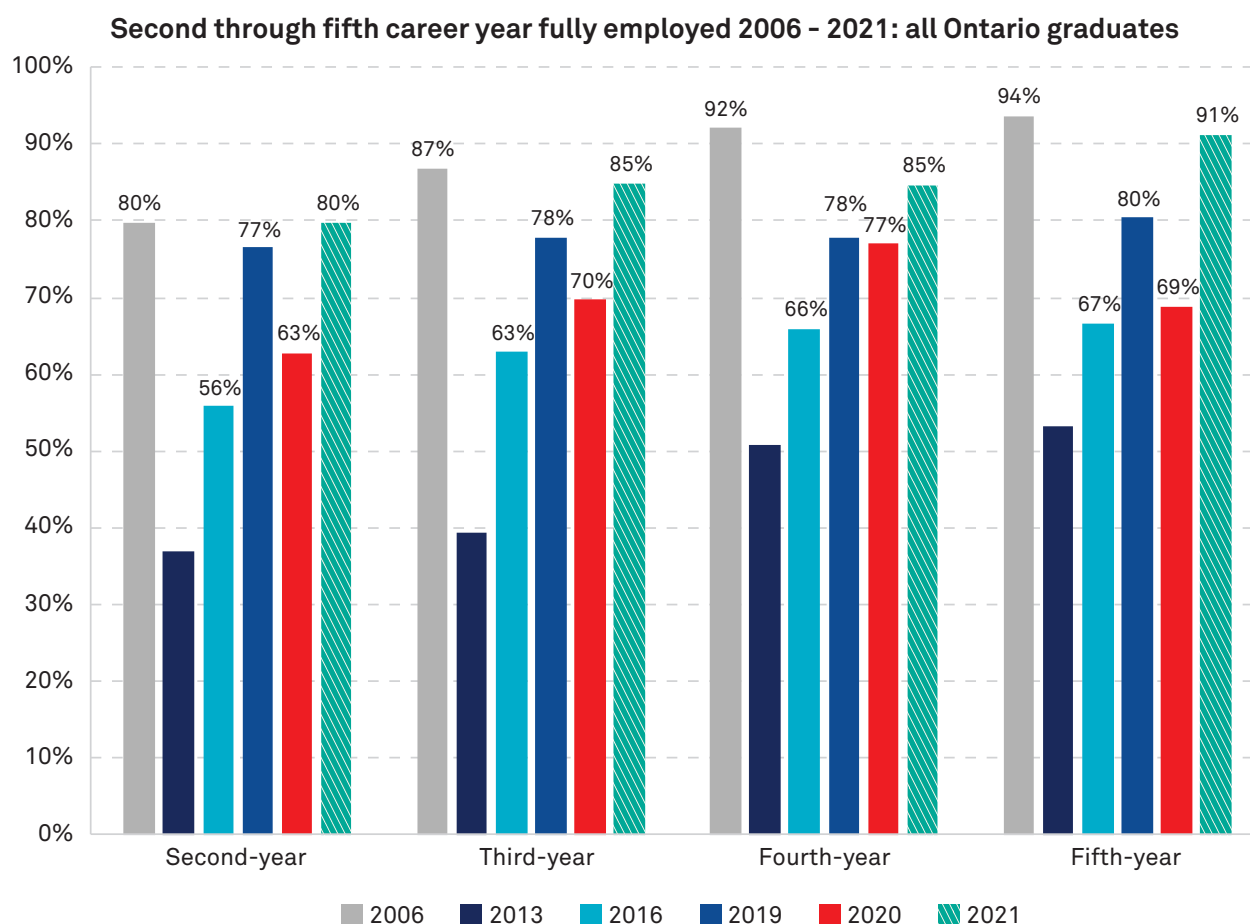
Despite schools closing again in April 2021, fewer first-year teachers this year experienced associated job loss. For the most part, first-year teachers continued their employment as they switched from in-person to virtual teaching. In 2021, underemployment fell to 17 per cent from the 34 per cent rate in 2020. Although some displacement effect is evident this year, underemployment is almost back to the low rate in 2019.

*I was hired quickly. I am also thankful for so many opportunities every day in schools physically and virtually.*

Junior-intermediate math graduate,  
first year roster teacher,  
Toronto region

This underemployment recovery, along with the 15-year record low unemployment, resulted in four of five first-year teachers considering themselves fully employed in the 2020-21 school year. Full employment in 2021 surpasses the rate recorded in 2006, prior to the now-ended Ontario teacher surplus.

Second- through fifth-year teachers also report decreases in underemployment in our 2021 survey, with more in each career year saying they taught as much as they wanted throughout the 2020-21 school year. Second-year teachers report the same full employment rate surveys reported in 2006. Third- through fifth-year teachers are once again near the 2006 survey rates of full employment.



The preceding charts and analyses describe findings for the entire response set of Ontario graduates, whether resident in Ontario at the time of the survey or elsewhere. We turn now to focus directly on the Ontario teacher job market.

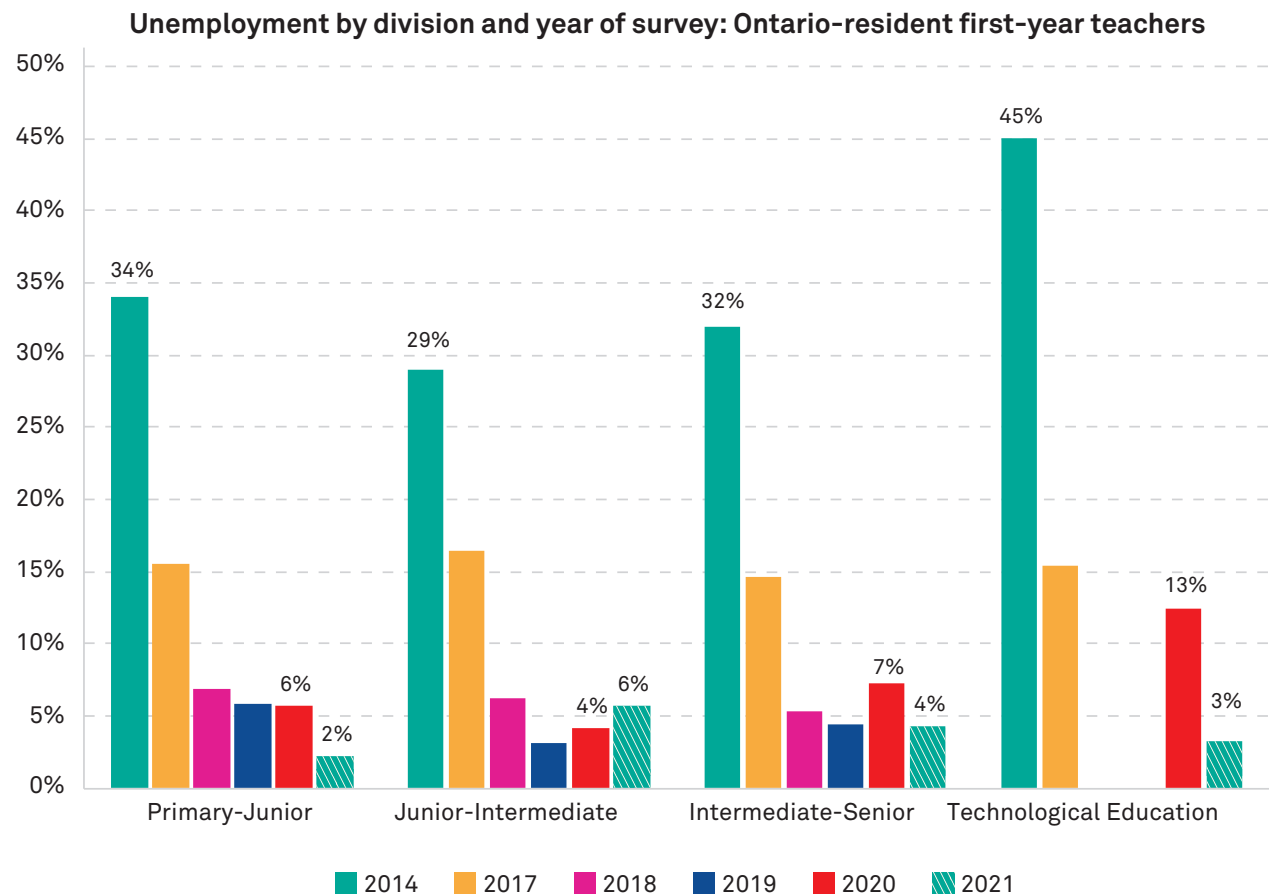
Charts that follow describe the sub-group of Ontario-resident graduates in their first and subsequent years after licensing to assess more directly the Ontario labour markets for early-career teachers.

### Low rates of unemployment across all divisions

Just two per cent of primary-junior qualified first-year teachers living in the province report they were unemployed in the 2020-21 school year, down from six per cent last year and the high of 34 per cent in the 2013-2014 school year.

Junior-intermediate qualified first-year teachers saw unemployment at six per cent this year. Although this is up from four per cent in our 2020 survey, it continues well below the 29 per cent rate reported in 2014.





First-year teachers with intermediate-senior division qualifications report an unemployment decline from seven to four per cent, and technological studies from 13 to three per cent. Again, both groups now experience much less first-year unemployment than in 2014.

*The current need for teachers worked in my favour. I was able select the jobs that suited my needs the best.*

Intermediate-senior music and social science teacher, long term occasional job in independent school, Toronto region

Caution is needed in interpreting yearly results for technological education qualified teachers because of the small population and number of survey respondents.<sup>22</sup> In past surveys, some Technological Education teachers indicated that they saw part-time teaching jobs posted, but they were unable to leave their full-time industry jobs for daily occasional or partial teaching contracts. These respondents are included as unemployed in the graph on divisional unemployment rates.

<sup>22</sup> Ontario-resident first-year Technological Education respondents each year are as follows: 2014 (51), 2017 (16), 2018 (9), 2019 (16), 2020 (24) and 2021 (39).

*I had a very pleasant hiring experience and received immense support from tech department and administrative colleagues.*

Transportation technology teacher,  
permanent position,  
Barrie region

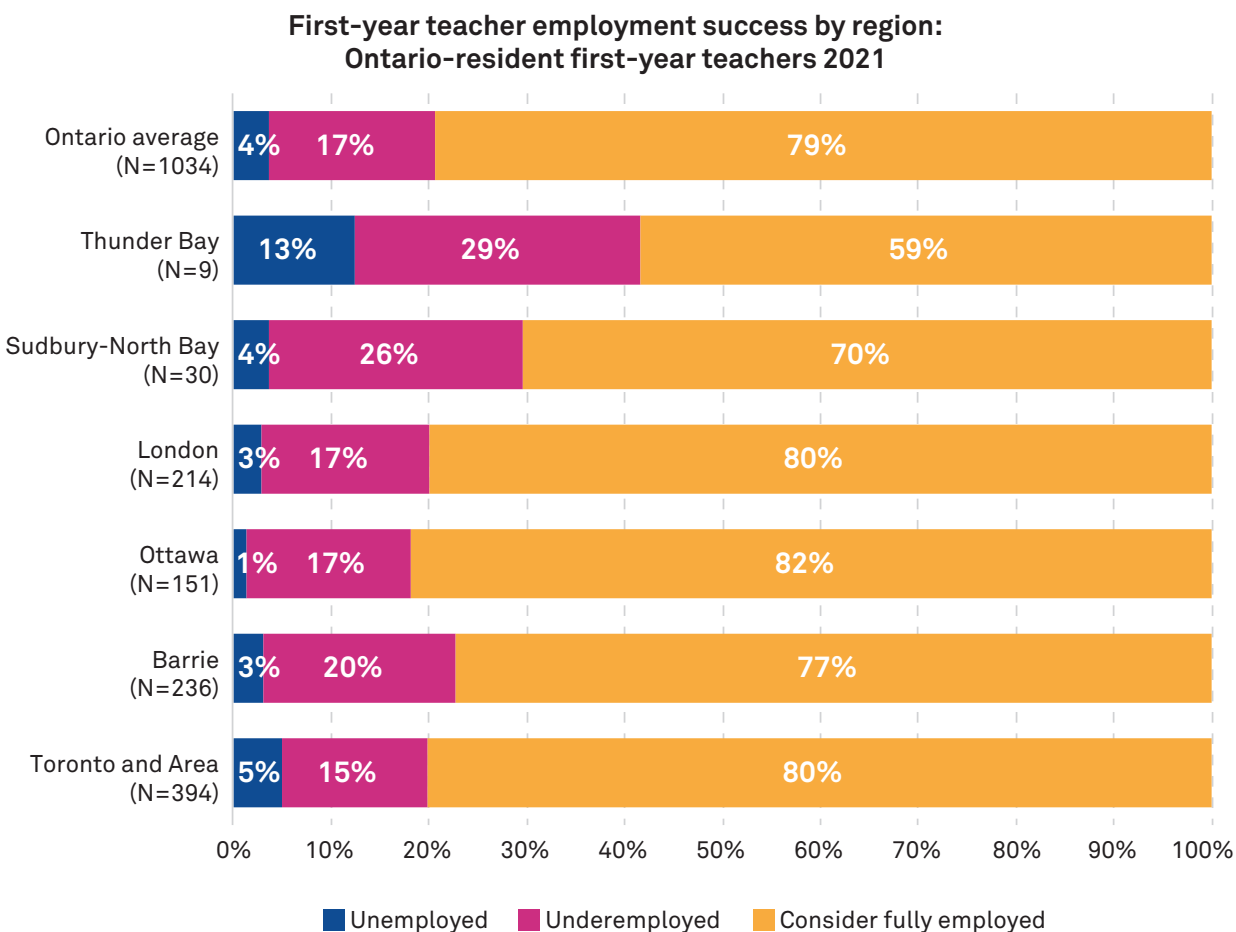
### **Most Ontario regions experience low unemployment among first-year teachers**

First-year teacher unemployment in five of the six Ontario Ministry of Education regions<sup>23</sup> ranges between one and four per cent. Thunder Bay region is the single exception, with a rate of 13 per cent.

Relatively low underemployment in southern Ontario regions results in full employment reports for about four in five first-year teachers (77 to 82 per cent). Thunder Bay (59 per cent) and Sudbury-North Bay (70 per cent) report less full employment.<sup>24</sup>

<sup>23</sup> The Ontario Ministry of Education made some recent changes to school board regional office assignments. These changes were not available to the researchers at the time this report was completed. The regions reported are as they were defined in 2019.

<sup>24</sup> The low number of respondents in these northern regions warrant caution in interpretation of these results.



*I wish it could have been sooner in the school year, but I am now on the supply list and getting some calls as a supply teacher. It seems like there is so much going on this year that people are falling through the cracks.*

Primary-junior first year teacher,  
Sudbury-North Bay region

Unemployment fell in every region of the province in 2021 from the previous year. Apart from Thunder Bay,<sup>25</sup> underemployment reports dropped

substantially from 2020 when there was the one-year bump associated with daily roster teachers losing some or all future assignments once schools switched fully to virtual teaching for the remainder of that school year.

Because underemployment reflects not just full- versus part-time teaching at the time of the survey, but also how much of the year respondents sought and were not able to find teaching employment, part-time teaching reports vary from the underemployment rates.

<sup>25</sup> We recommend caution in interpreting the 13 per cent unemployment rate reported by Thunder Bay region first-year teachers because of the very low population and response set. Just one of 9 respondents report unemployment in that region.

Part-time teaching among employed teachers at the time of the 2021 survey vary from region to region: Ottawa (27%), London (26%), Barrie (20%), Toronto (18%), Sudbury 15%), Thunder Bay (nil), and all Ontario (21%). These part-time teaching rates are lower for every region than reported in last year's survey.

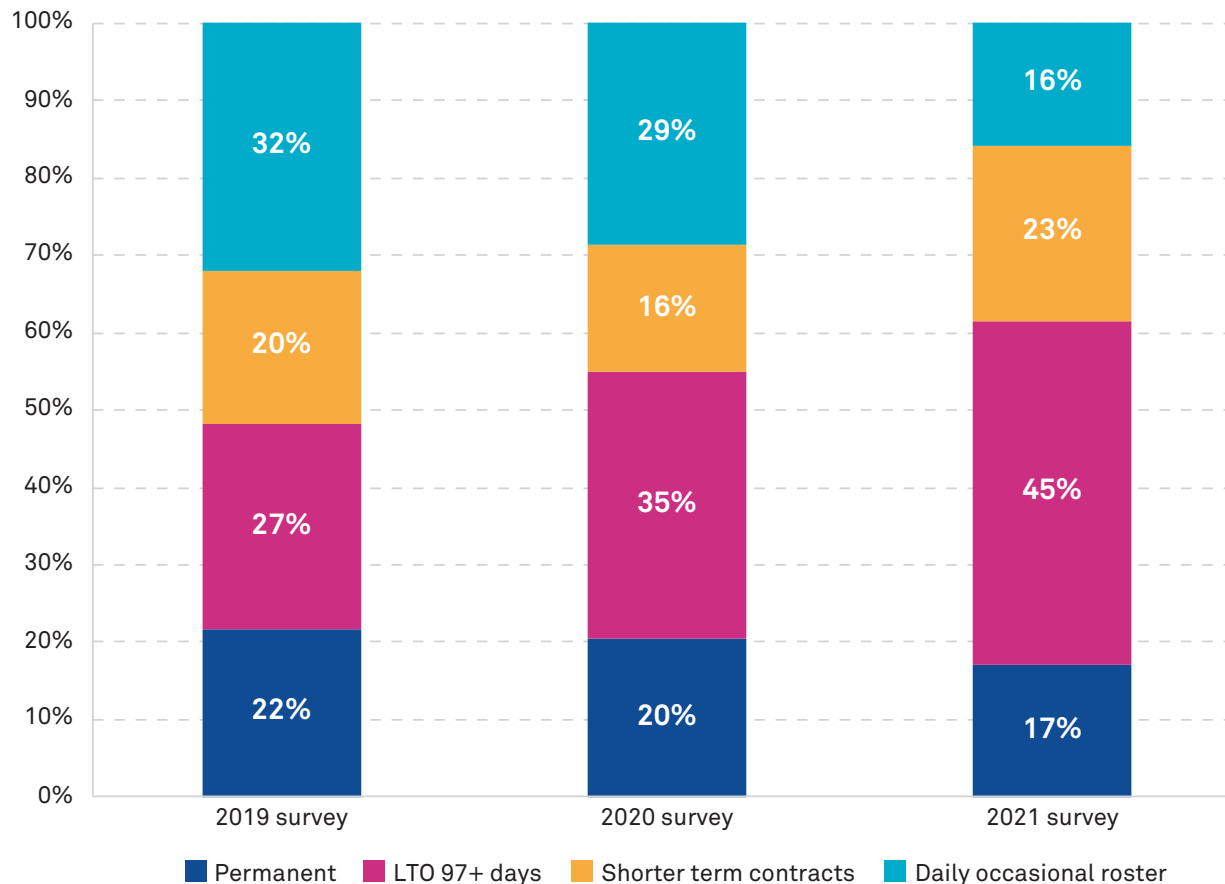
### **First-year teachers in 2021 report less precarious employment contracts**

First-year Ontario-resident teachers made significant progress in achieving less precarious teaching arrangements during the 2020-21 school year. Daily roster status reports dropped sharply. At just 16 per cent still on daily occasional rosters at the time of the 2021 survey, this most precarious teaching arrangement is just half the 32 per cent reported in 2019.

Long term occasional and other term contract teaching reports rose significantly, with 45 per cent in 2021 on LTO appointments of 97+ teaching days and another 23 per cent on shorter term contracts. At more than two in three of all respondents in these definite term contracts, this significantly surpasses the fewer than half (27 plus 20 per cent) in these more secure contracts than in 2019.

*I did not have any issues getting an LTO at the beginning of the school year. I didn't even have to supply this year which I was expecting to have to do. When my first LTO (0.7) ended in March, I started a new one (1.0) the next week at the same school.*

First-year primary-junior graduate,  
Ottawa region English public DSB

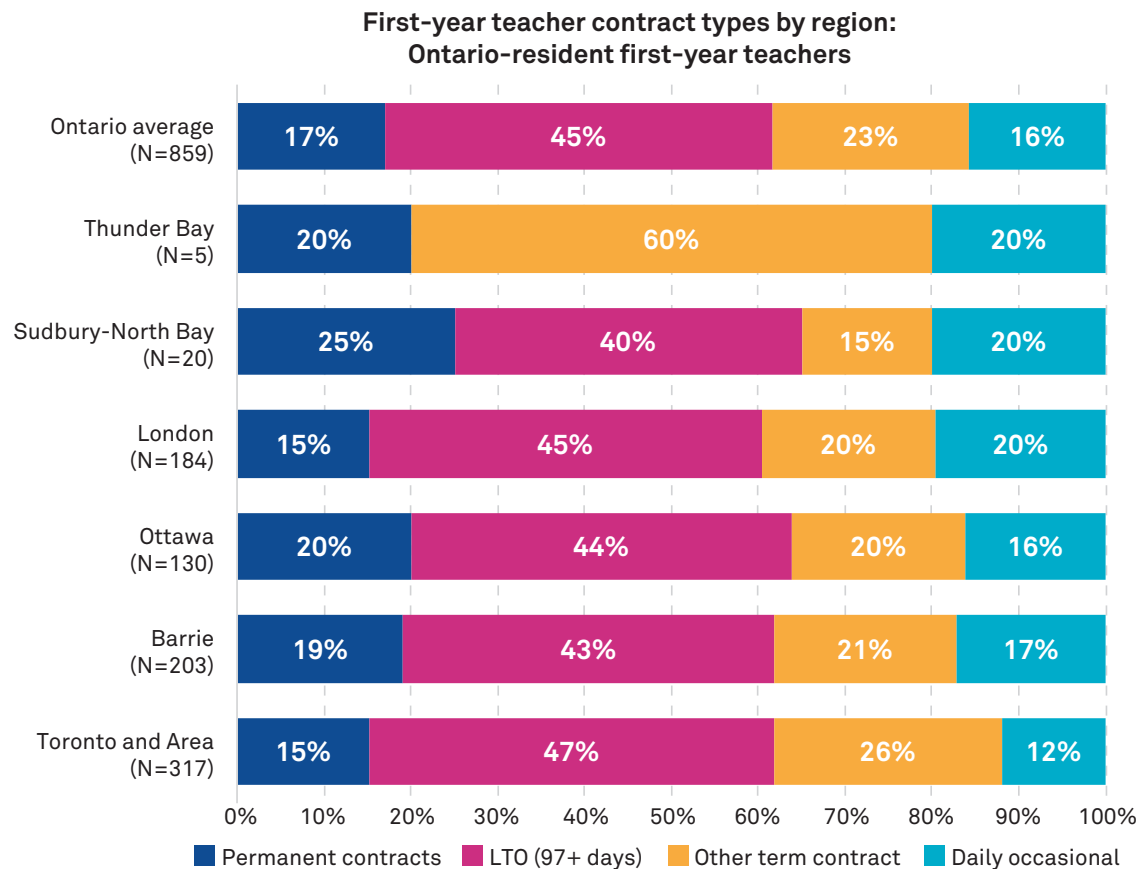
**First-year Ontario-resident contract status, 2019 through 2021 surveys**

At the same time, permanent contract reports dipped from 22 to 17 per cent of first-year teachers over these years. Uncertainties in district school board teacher requirements associated with changing balances of in-person, virtual and hybrid staffing arrangements over the past two years may account for this decline.

This compares with 17 to 50 per cent the previous year. LTO contracts of 97+ days duration rose in all regions except Thunder Bay.<sup>26</sup>

All regions across the province shared in the move to less precarious teaching in 2020-21. Daily roster teaching toward the end of the school year ranges from 12 to 20 per cent across the province.

<sup>26</sup> Thunder Bay and Sudbury-North Bay region respondent numbers are very low each year resulting in wide variations year to year in new teacher contract types. Caution is warranted in interpreting the results for these two regions.

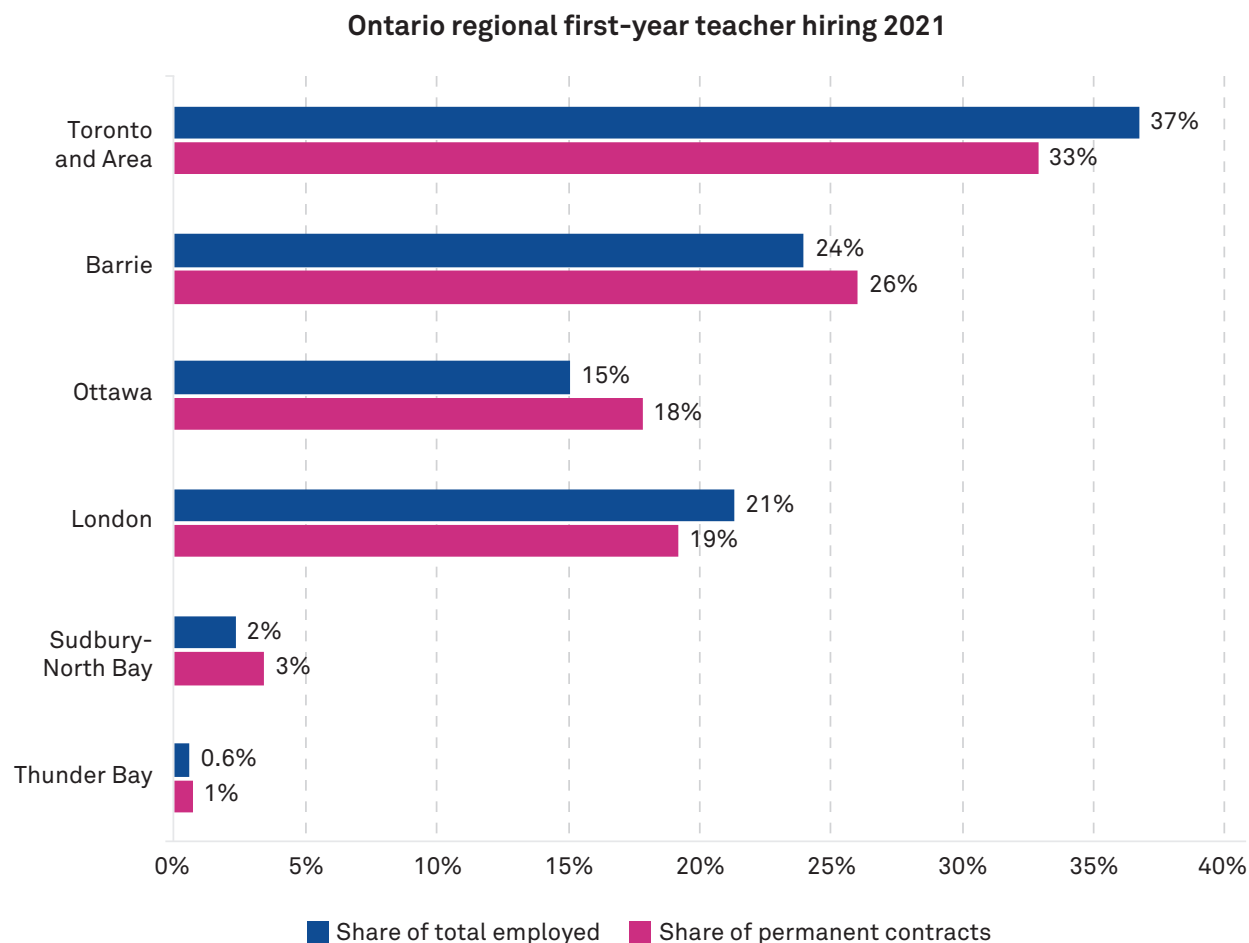


The Toronto area Ministry of Education region accounted for 37 per cent of all Ontario teacher hiring reported by first-year teachers and 33 per cent of hiring to permanent contracts.<sup>27</sup> Barrie region accounts for the next largest group with first-year teacher hiring at 24 per cent and a 26 per cent share of the permanent contracts.

London and Ottawa regions follow at 21 and 15 per cent of hiring, and account for 19 and 18 per cent of permanent contracts, respectively.

Northern regions combined hired under three per cent of teachers accounting for four per cent of permanent contracts.

<sup>27</sup> Ministry region in this analysis refers to teacher home residence. Some teachers reside in one region and teach in another adjacent region.



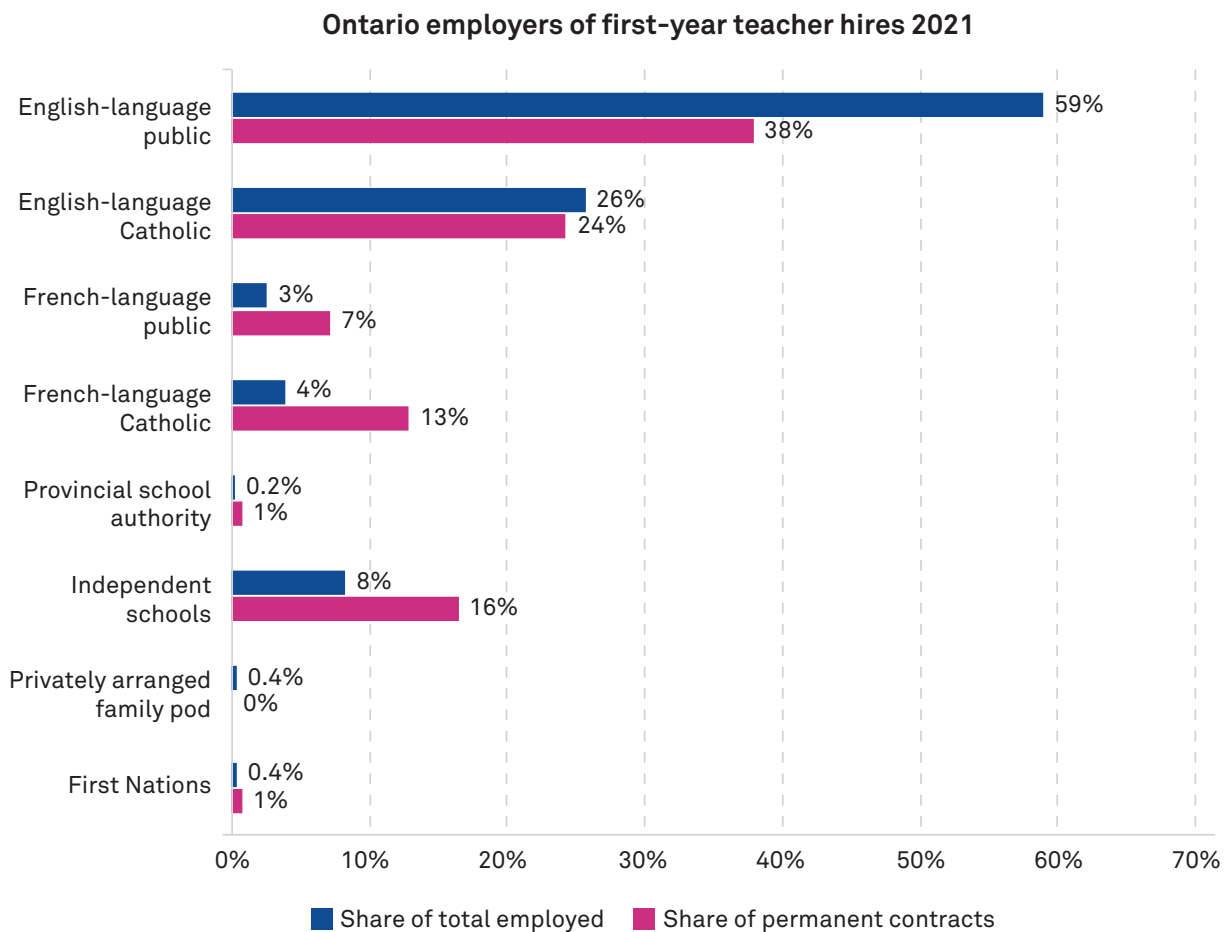
More than five in six first-year teachers with jobs in Ontario in 2021 teach in English-language public (59 per cent) or English-language Catholic (26 per cent) district school boards. However, they account for lower shares of permanent hires (38 and 24 per cent). The English public DSB total hire/permanent hire difference is substantial.

French-language district school boards did just seven per cent of hiring of first-year teachers surveyed in 2021, but account for 20 per cent of permanent contracts, well beyond the relative size of the French-language system enrolment and teaching populations in the province.

Independent schools are employers of eight per cent of total first-year Ontario teachers and 16 per cent of permanent contract hires. Both total hires and permanent hires are significantly lower than the 11 and 26 per cent results reported in 2020.

First Nations schools account for under one per cent of hiring in general and just one per cent of permanent contracts in 2021, down from one and five per cent in 2020.





### Near zero unemployment for new French program graduates and FSL-qualified teachers; English-language teacher unemployment falls to just five per cent

First-year teacher unemployment in Ontario in the 2020-21 school year was very low among both French- and English-language teachers.

French program graduates report just two per cent unemployment,<sup>28</sup> the fifth year in a row of at or near zero

unemployment for this group of new teachers.

*There is a shortage of Francophone teachers in Ontario.*

*First-year primary-junior French program graduate, permanent contract, French public DSB, Toronto region*

Similarly, Ontario first-year teachers with French as a second language qualifications report just one per cent unemployment, the fourth year in a

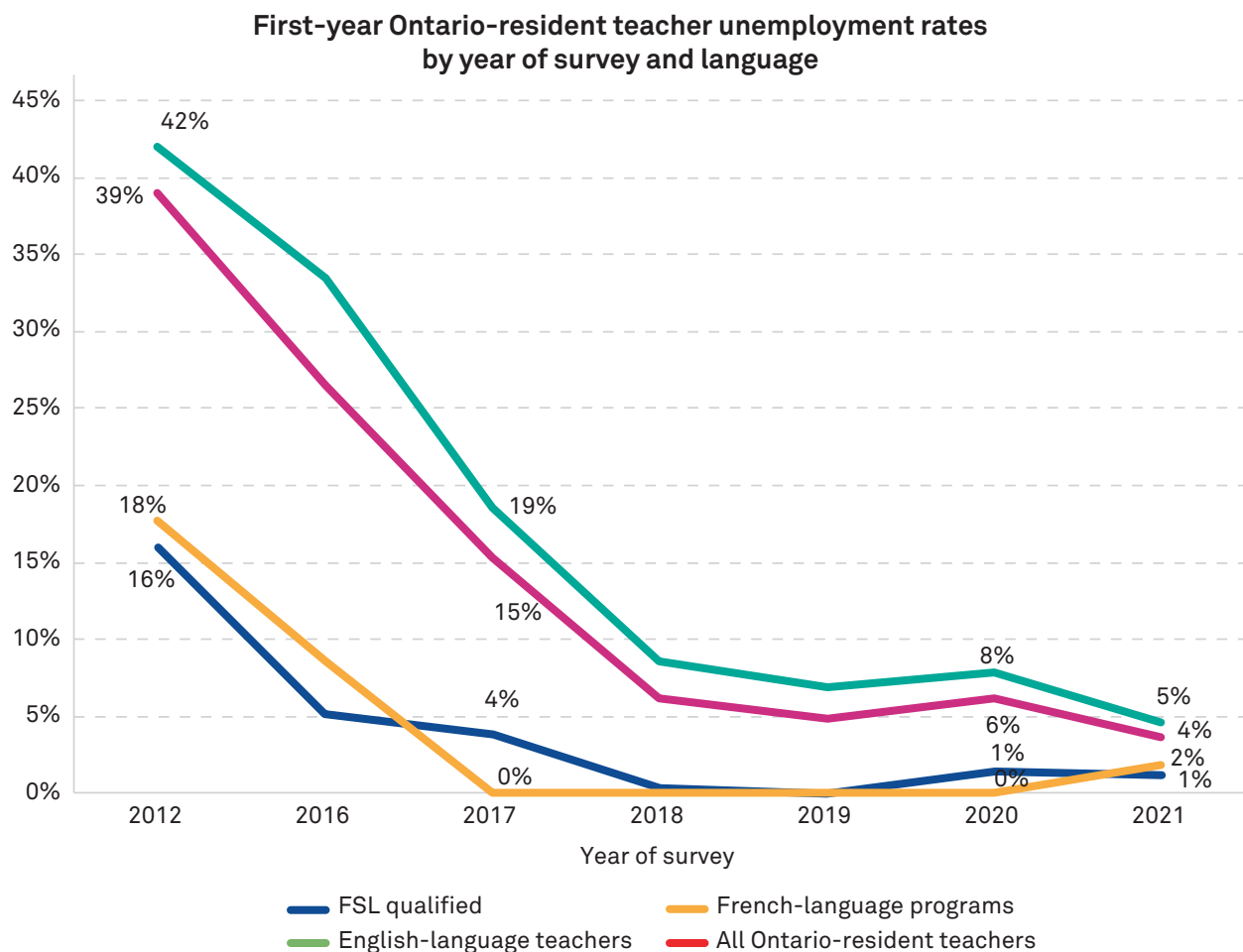
<sup>28</sup> French program graduates licensed in 2020 and teaching in Ontario are relatively few. The two per cent unemployment rate is based on just one reported case of unemployment among 57 respondents on the job market in Ontario in the 2020-21 school year.

row our survey found at or near zero unemployment.<sup>29</sup>

*At job fairs all the boards seemed eager to speak with me as I had FSL qualifications. My first job has been a full year LTO, I was also offered a part time contract right away.*

Primary-junior first-year teacher,  
London region English DSB

English-language first-year Ontario resident teachers – those who complete Ontario English-language teacher education programs and do not hold FSL qualifications at the time of the survey – now report just five per cent unemployment, down from eight in 2020. This English-language unemployment rate is now far below the peak 42 per cent back in 2012.



<sup>29</sup> FSL first-year unemployment is based on three of 261 FSL-qualified respondents on the job market in the province in the 2020-21 school year.

## Ontario-resident English-language teacher employment varies across divisions

Primary-junior English-language teachers in Ontario continue their multi-year improvement trend with unemployment dropping sharply from eight per cent in 2020 to just three per cent this year.

Intermediate-senior English-language teachers also report strong employment gains. In this much-improved job market, math and/or science teaching subject qualifications seem no longer to bring improved job outcomes. The math/science qualified IS teachers report four per cent unemployment in 2021 and those without these previously advantaged teaching subjects three per cent. Unemployment for both groups is down significantly from 2020 reports of 10 per cent.

English-language junior-intermediate teachers with math or science as the teaching subject report five per cent unemployment this year. Those with other subject qualifications report much higher unemployment at 11 per cent. Both rates are up somewhat, from three and 9 per cent respectively last year.

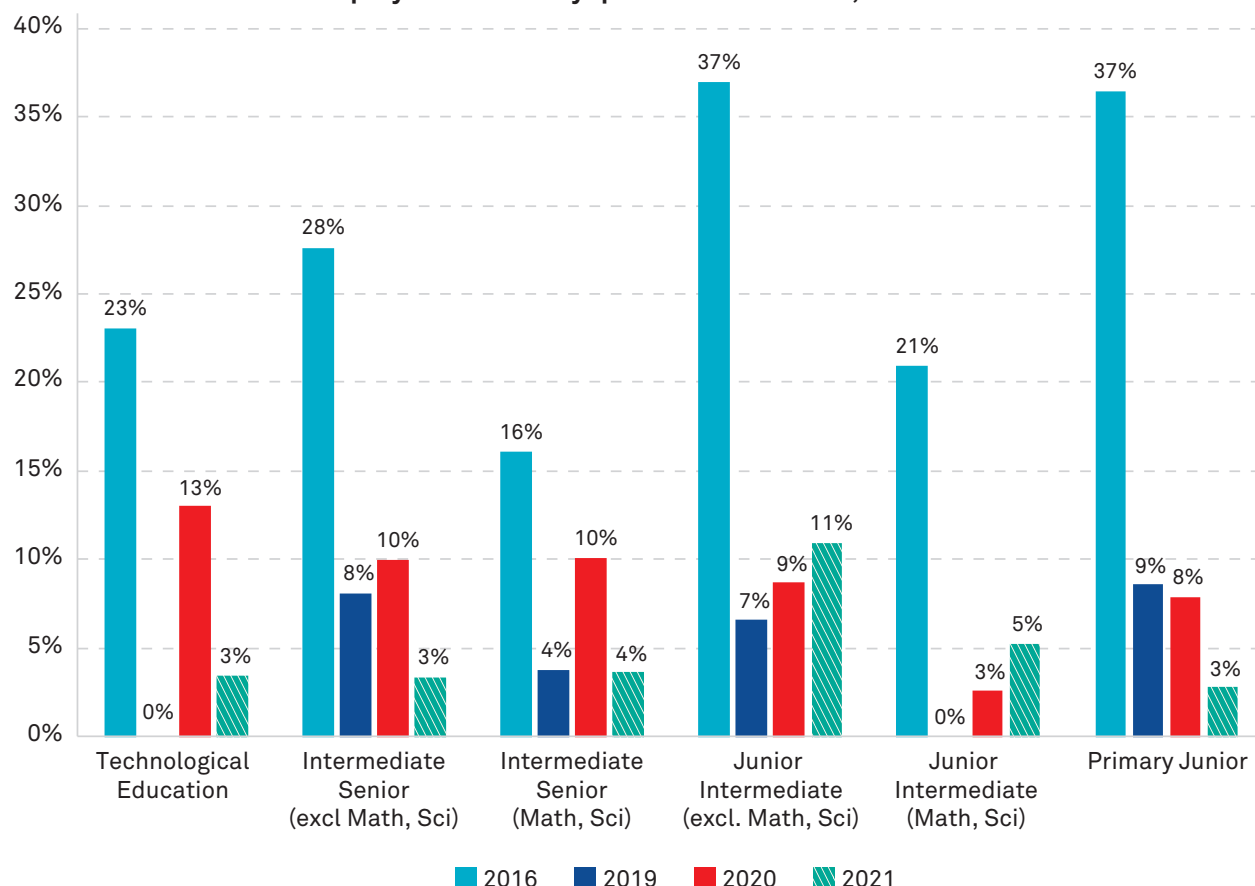
*There are more jobs than there are teachers, so it was easy to get a full-time job. I accepted a job within a month of graduating.*

Junior-intermediate science qualified first-year teacher, permanent contract in independent school, London region

Technological education qualified English-language teachers in Ontario report three per cent unemployment in 2021, down from 13 per cent in 2020. As noted earlier, these findings warrant caution because the numbers are very low.<sup>30</sup> The three per cent unemployment rate in 2021 reflects just one of 30 who says they were on the job market in Ontario and failed to secure teaching employment.

<sup>30</sup> English-language Ontario-resident first-year Technological Education respondents each year are as follows: 2016 (25), 2019 (16), 2020 (23) and 2021 (30).

**First-year Ontario-resident English-language teachers:  
unemployment rates by qualifications: 2016, 2019 – 2021**



Another seven respondents completed English-language technological education programs, also hold FSL qualifications, and they report some or all their teaching assignments in secondary school core or extended French or French immersion.

*Teacher education needs to focus more on how to get a job after graduating and the hoops that must be jumped through.*

*First-year transportation graduate occasional secondary core French teacher, Ottawa region*

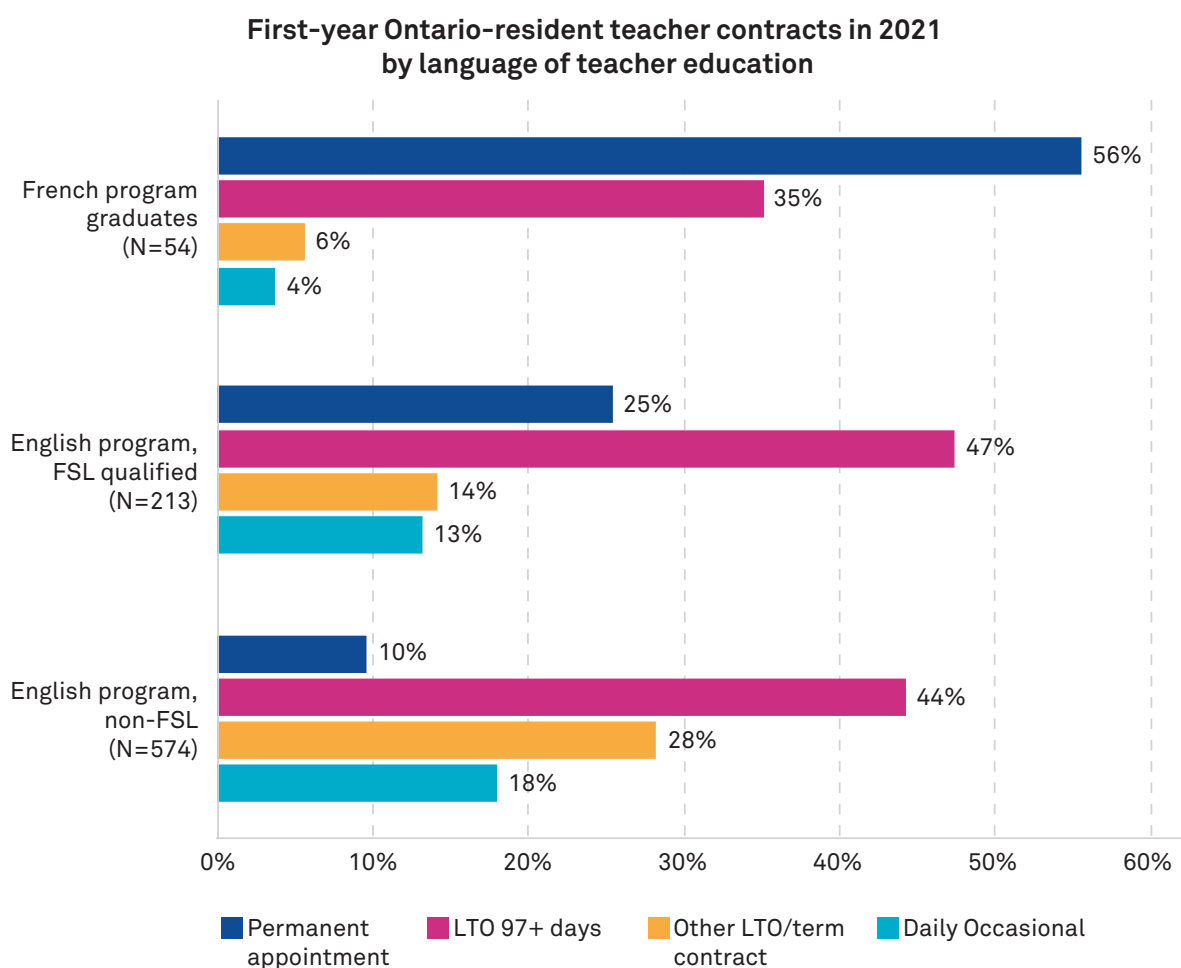
### **Slow early-career progress for many English program graduates**

More than half (56 per cent) of Ontario teachers who graduated from the province's two French-language teacher education programs report permanent teaching contracts in their first year after licensing. Another third (35 per cent) report long term occasional contracts of more than 97 teaching days. Just four per cent are still on daily occasional rosters toward the end of the school year. The remaining six per cent hold shorter limited term contracts.

One in four (25 per cent) English program graduates with FSL qualifications secure permanent contracts in their first year, 47 per cent report long term occasional positions of more than 97 teaching days, and 13 per cent daily occasional roster teaching. The remaining 14 per cent hold shorter limited term contracts.

In sharp contrast to those with French and FSL qualifications, just 10 per cent

of Ontario-resident English-language program graduates who do not hold FSL qualifications report first-year permanent teaching contracts, 44 per cent achieve long term occasional positions of more than 97 teaching days, and 18 per cent are on daily occasional rosters at year-end. The remaining 28 per cent are on shorter limited term contracts.



English-language district school board teachers without FSL qualifications made some career gains in recent

years with respect to lower rates of unemployment, more long term occasional appointments and decreased

occasional roster teaching by the end of the first school year after licensing. However, they continue to report career employment patterns over their first five years that are sharply different from the experiences of FSL-qualified teachers in English-language district school boards, of teachers in French-language district school boards, and of those employed by independent and other school employers.<sup>31</sup>

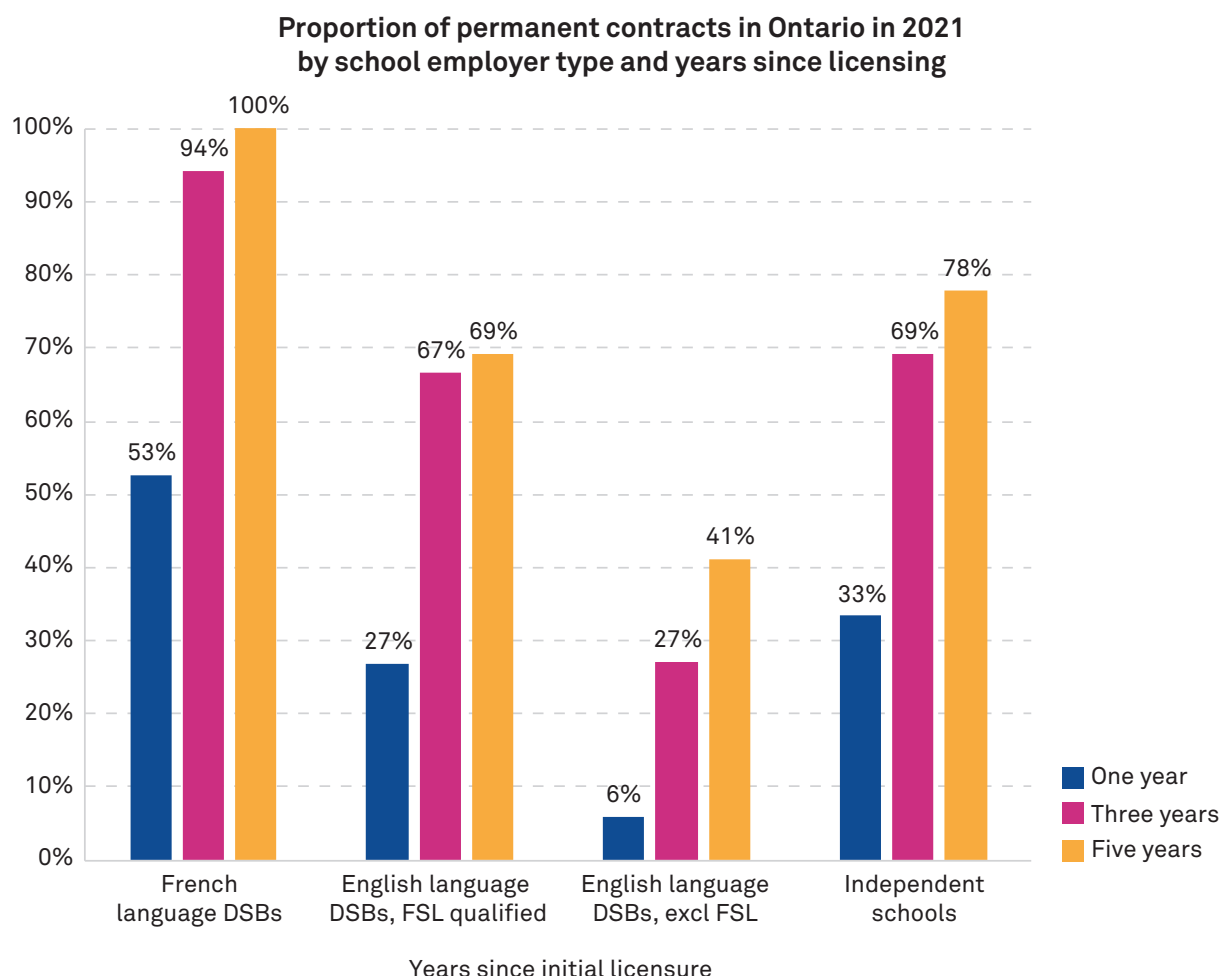
The non-FSL teachers in English language DSBs report little improvement in rates of permanent contract acquisition in recent years.

*I got very lucky with LTOs this year but getting a permanent contract will be much more difficult. I am anxious about how long it will take to achieve that security.*

Intermediate-senior  
English/music graduate,  
second year teaching,  
English public DSB, Toronto region

Our 2021 survey finds just six per cent of non-FSL English district board teachers hold permanent contracts by first school year end, 27 per cent by the end of the third year, and only about two in five (41 per cent) fully five years into their teaching careers. FSL qualified teachers in the same English language boards report much faster career progress with 27, 67 and 69 per cent permanent contracts at years one, three and five. The most rapid progress is among French language district school board teachers in 2021 with 53, 94 and 100 per cent permanent contracts in years one, three and five.

<sup>31</sup> For the purposes of this graph, we group Ontario First Nations school employers with independent school employers.



Teachers who begin their careers in Ontario independent or First Nations schools also achieve permanent teaching contracts at much greater rates in the first three career years than do teachers in English language district school boards who do not have FSL qualifications.

The lengthy persistence of precarious employment for most non-FSL English-language teachers in Ontario district school boards is a consequence not only of residual effects of past supply/demand imbalances that hit this group particularly hard. It is also evidence

of labour market inefficiencies arising from the graduated entry recruitment regulations that restricted English language district school board hiring prior to the change in hiring policy announced in October 2020.

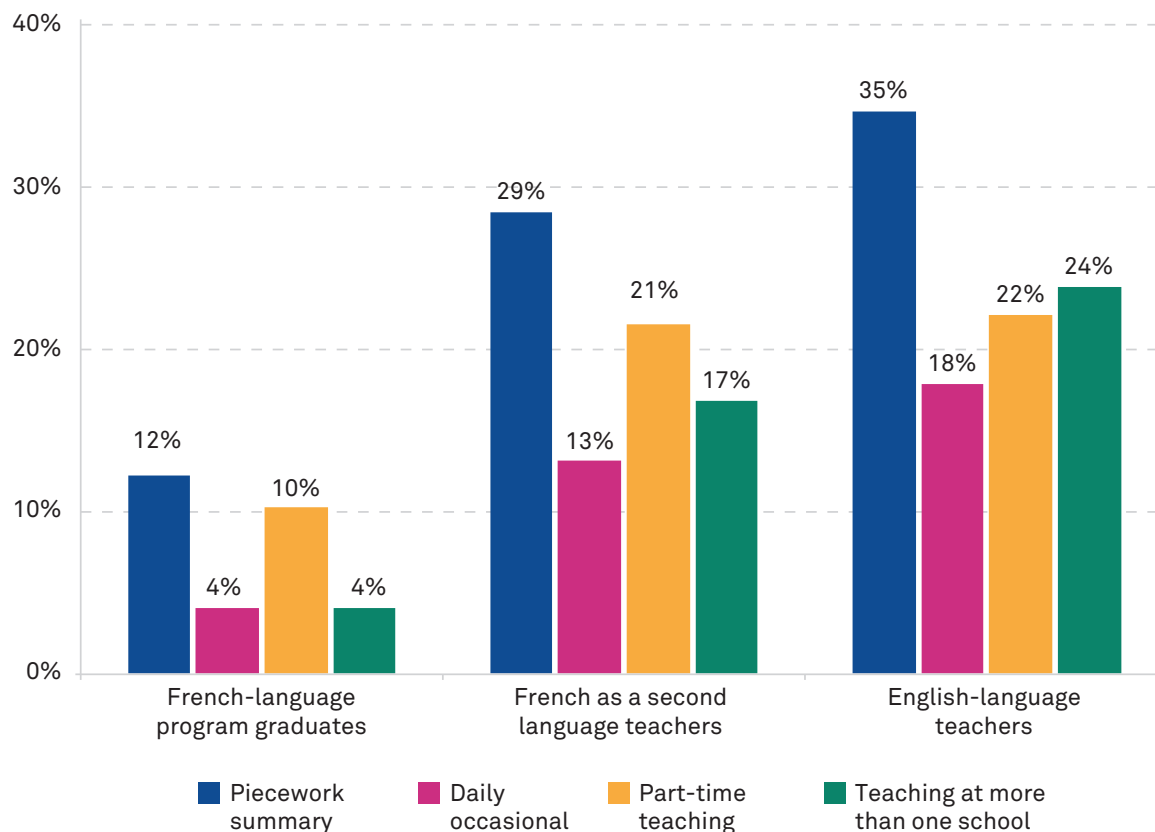
Ontario regulations restricted English-language district school boards to hiring from a pool of teachers with status on their own daily occasional rosters for a minimum of 10 months and who held limited term occasional appointments with that specific district school board for another four months.



First-year English-language teachers in Ontario continue to report higher rates of piecework<sup>32</sup> teaching than the two

French-language groups, including more daily occasional, part-time employment and multi-school teaching.

**First-year teachers resident in Ontario in 2021:  
piecework measures by language groups**



### Ontario publicly funded school board hiring of first-year teachers increases as independent school and out-of-province hiring declines

Increased first-year teacher hiring at English language district school boards, decreased independent school hiring and low out-of-province teaching raised the Ontario DSB share of hiring to almost nine in 10 first-year teachers (88 per cent

in 2021 compared with 80 per cent in 2020).

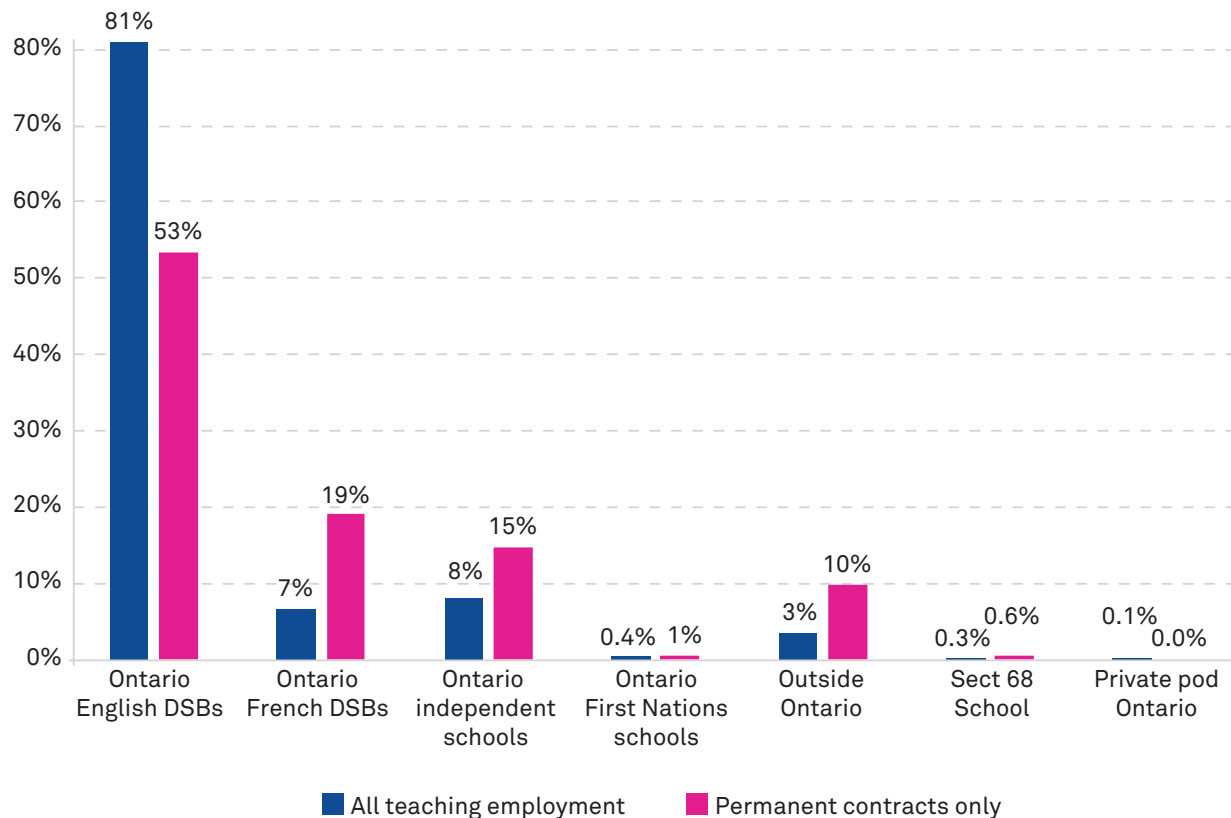
English language DSBs hired 81 per cent of Ontario graduates licensed by the College in 2020, compared with 73 per cent of 2019 new teachers the previous year. French language DSB share is seven per cent, the same as last year.

<sup>32</sup> "Piecework teaching" refers to any combination of daily occasional roster, multiple school and/or part-time teaching toward the end of the first year after licensing.

Ontario's independent schools hired just eight per cent of first-year teachers, down from 11 per cent in 2020. Out-of-

province first-year teacher hiring fell to just three per cent, down from eight per cent in 2020.

**Employers of first-year Ontario graduates in 2021:  
all employment (incl daily occasional) and permanent jobs only**



Although 2021 saw a small decline in the overall rate of first-year permanent teacher contracts, English and French district school boards increased their share of such hires. English language board shares increased from just 40 per cent in 2020 to 51 per cent in 2021 and French language boards from 16 to 19 per cent.

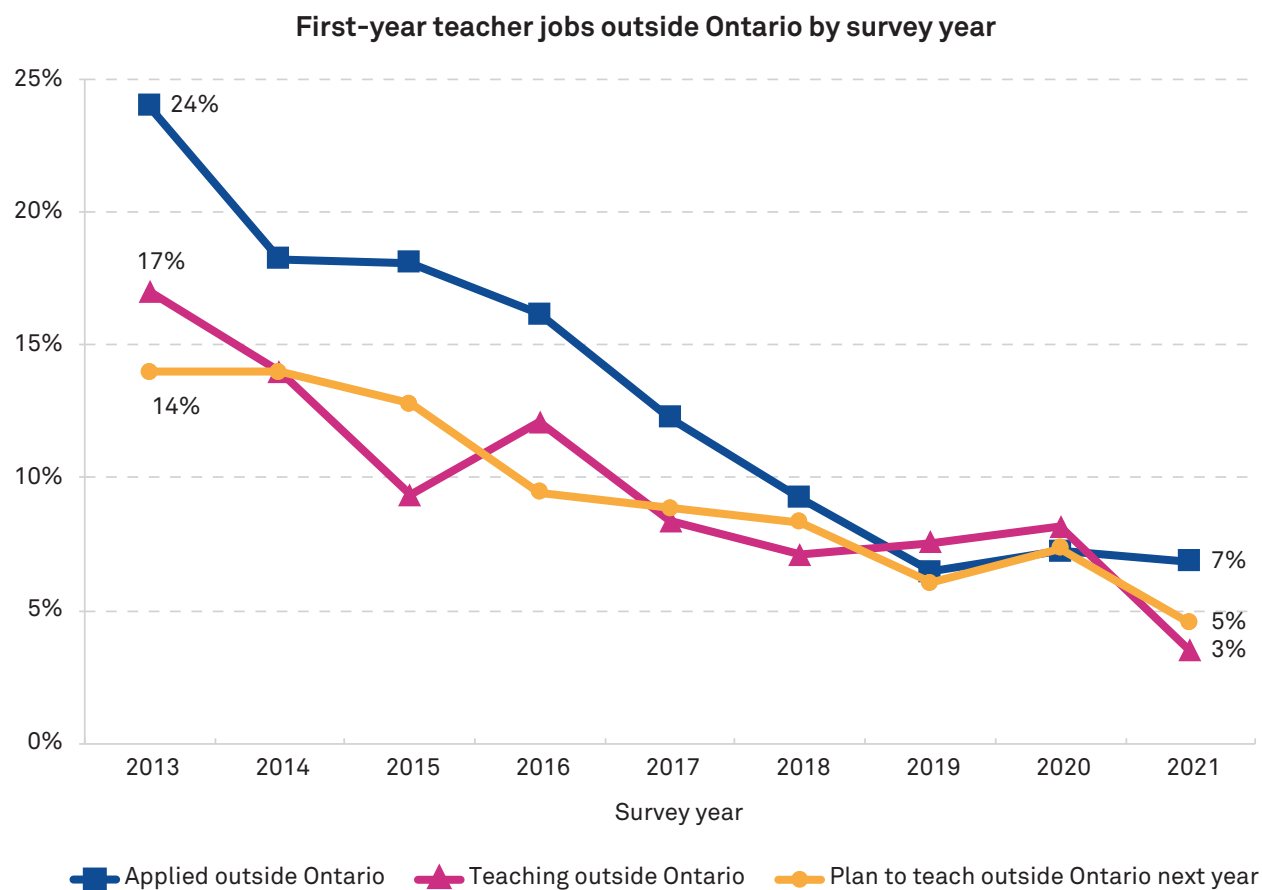
Nonetheless, English language school boards continue to offer disproportionately fewer first-year

teacher permanent contracts (53 per cent of such contracts) compared with their overall hiring (81 per cent of all hiring). French language school boards, independent and other schools in Ontario, and out-of-province hires all reflect greater shares of permanent contracts than of all hires.

The strengthening Ontario teaching job market in recent years significantly reduced interest in out-of-province jobs among early-career teachers. The chart

below presents survey findings from first-year Ontario education graduates on three measures reflecting these changes – annual rates of applications for out-of-province teaching jobs, of each year’s cohort teaching outside the province, and of those who plan to teach elsewhere in the second year after licensing.

Since 2013, first-year education graduates applying to jobs outside the province decreased from 24 to seven per cent. Over the same years, those accepting job offers and teaching beyond Ontario’s borders in their first year after licensing fell from 17 to just under three per cent. Further, those planning to teach outside the province in their second career year dropped from 14 to five per cent.



## Pandemic-affected school year stressed Ontario's early-career teachers

Many recent Ontario education graduates commented on stress and challenges they experienced as school boards pivoted back and forth among physical, virtual, and hybrid models of elementary/secondary school curriculum delivery. Some note significant hiring process delays.

*In March and April 2020, I applied to multiple school boards and private schools. Except for one board, I did not hear back for interviews until early September, when I heard from most at the same time. I secured an LTO at the end of September at the virtual school, which was very important to me for health reasons.*

Intermediate-senior  
math/physics first year teacher,  
Ottawa region DSB

Others express concerns on whether they will be able to obtain teaching contracts again in the 2021-22 school year when schools may return to more normal operations and teachers who took leaves during the pandemic resume their teaching careers.

*I was very fortunate to be offered LTOs right after getting hired and I think much of that has to do with COVID-19 and other teachers taking time off. I'm hopeful I'll be able to get LTOs in 2021-2022, but I'm worried newer teachers who held the fort during these challenging times will be kicked to the curb as teachers return after the chaos of last year has settled.*

Intermediate-senior  
first-year teacher,  
Barrie region

Modified secondary curriculum organization added further stressful complications for some teachers holding precarious job contracts, even among those several years into the Ontario teacher work force.

*Applying for jobs every six months (or in quadesters, every three months) is incredibly stressful. The fact that LTOs aren't released until August means that most of July is spent staring down the barrel of potential underemployment. The hiring cycle is awful, and the impact on teacher mental health is significant. Some boards don't hire LTOs until after the semester has started, creating uncertainty for staff and students alike. It's very precarious work, and we are under-supported.*

Third-year intermediate-senior  
music/FSL teacher,  
Ottawa region English public DSB

Despite these many challenges, some resilient teachers find silver linings navigating multiple first-year assignments in varied physical and virtual settings.

*The COVID-19 pandemic helped me gain experience with varied LTO and supply teaching assignments in my first year as a teacher. Teaching virtually allowed me to gain confidence as a teacher, network with other teachers and build on my lesson, classroom management, and assessment strategies.*

Intermediate-senior  
English/history first-year teacher,  
Barrie region

### **Varied job outcomes for Canadian and internationally educated Ontario teachers**

Unemployment fell in 2021 for first-year teacher graduates of Ontario's publicly funded universities, graduates of Ontario's permit teacher education programs, and new Ontario teachers who completed programs at border colleges in New York State. At four, three and four per cent unemployment respectively, these rates are far below 2016 levels and set record low rates not seen since prior to the teacher surplus days that first emerged in 2007.

Reports of unemployment increased this year for first-year Ontarians educated abroad and teachers who completed teacher education in other Canadian provinces. At seven and 15 per cent, these rates are significantly higher than others, but remain substantially below

2016 rates for these new out-of-province educated Ontario teachers.

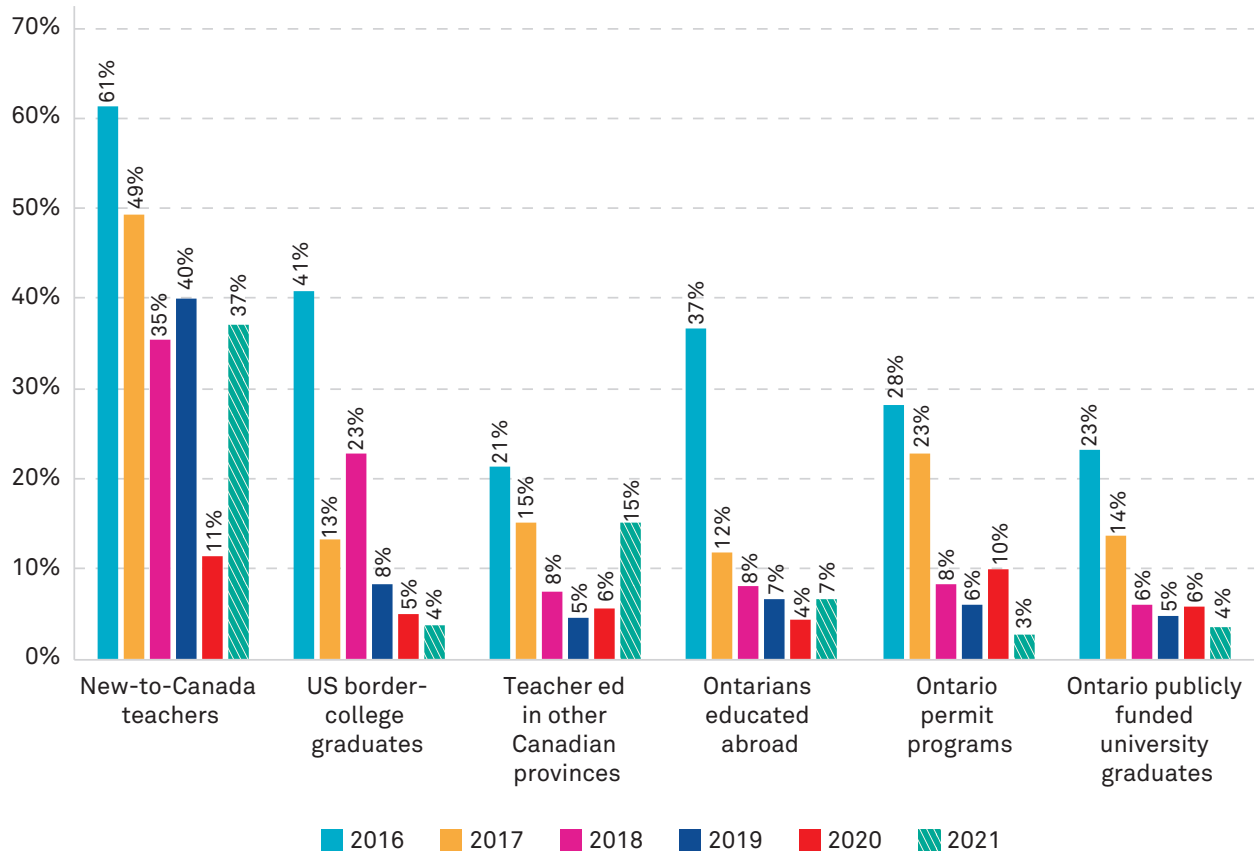
New-to-Canada teachers educated elsewhere and then licensed in Ontario report by far the highest rate of unemployment at 37 per cent. Again, this is much lower than this group experienced in 2016, but their experience of unemployment has returned to a very high rate following a one-year dip in 2020.

*I am a teacher with many years of experience. It's very challenging for new teachers from other countries. We bring a lot of international experience that can help contribute to diversity. I feel let down by the Permanent Resident immigration process as I still find myself two years later in non-teaching, survival jobs.*

Unemployed intermediate-senior English/  
history qualified in 2020, more than  
six years teaching experience in India  
prior to immigrating to Canada

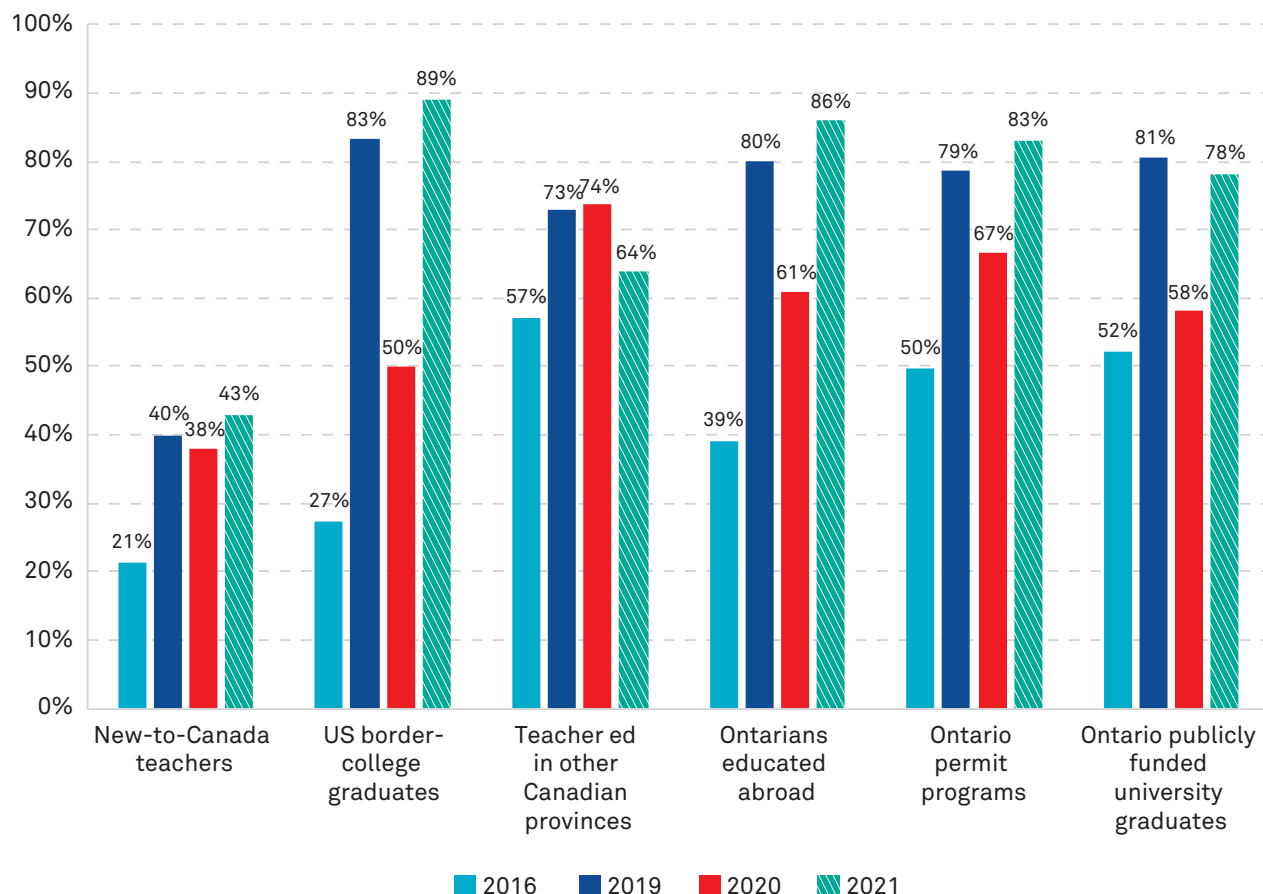
Most new-to-Canada teachers report they completed their initial teacher education in English (93 per cent) or French (five per cent). Most are also highly experienced teachers. More than half (59 per cent) report six or more years of teaching experience in other jurisdictions and 95 per cent have more than one year of teaching experience elsewhere.

**Certification groups first-year unemployment rates:  
Ontario-resident newly licensed Ontario teachers**



Most new Ontario teacher sources experienced significant gains in the proportion who report they achieved as much teaching in the 2020-21 school year as they wanted. Full employment reports generally returned to about or higher than levels reported in 2019. In every instance, full first-year employment is substantially above 2016 reports.

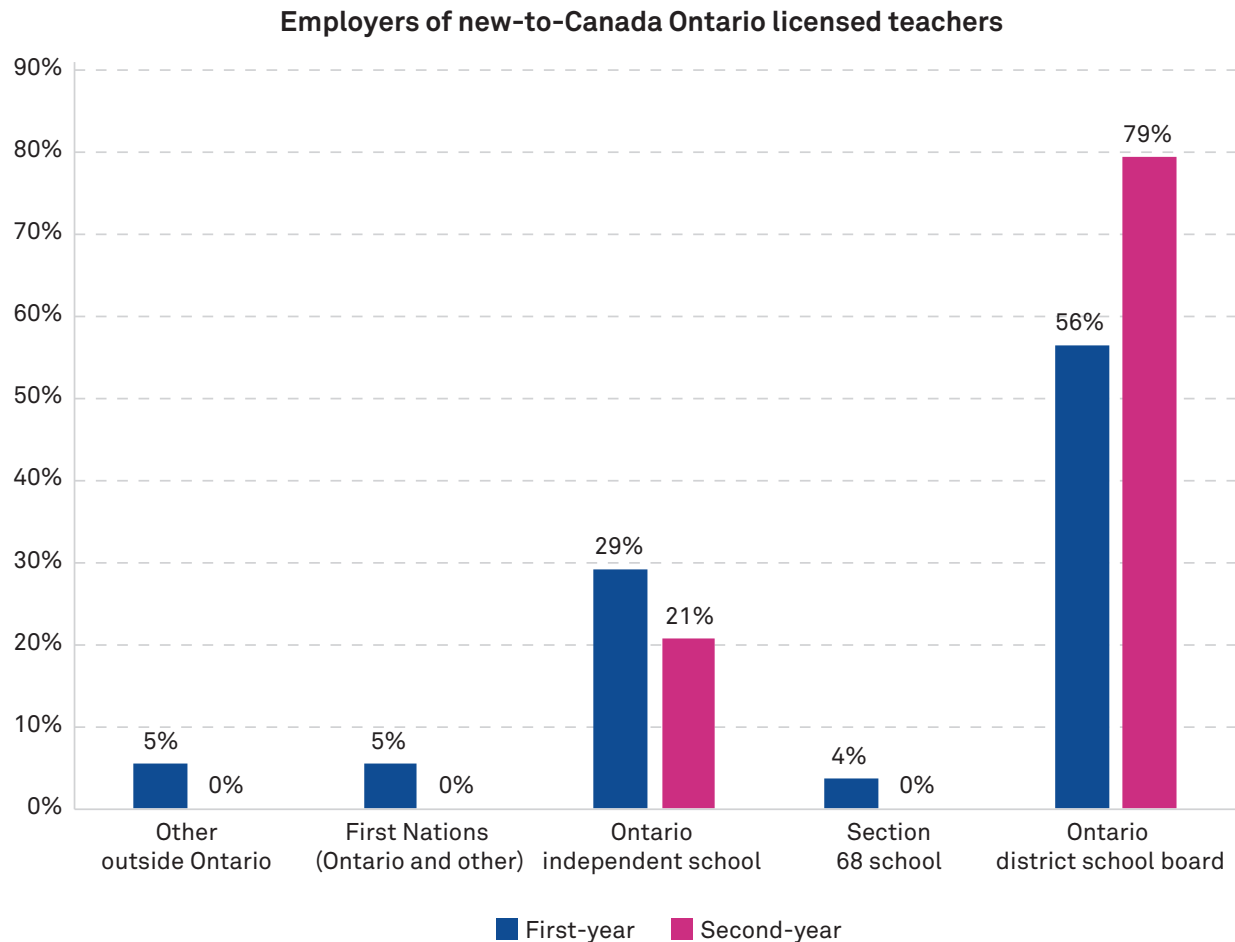
**Certification groups reporting they are fully employed:  
Ontario-resident newly licensed teachers 2016 – 2021 surveys**



Ontario's independent schools continue to play an outsized role as employers of the province's new-to-Canada teachers. In 2021, these schools account for 29 per cent of new-to-Canada teacher employers in their first year following Ontario licensing, 21 per cent among those in the second year after Ontario licensing.

These independent school shares are lower than in previous year surveys but remain much higher than independent school hiring of Ontario graduates.





### Significant response by education candidates to the opportunity of Temporary Certificates to assist with teacher shortage in 2021

At the urgent request of the Ministry of Education, the Ontario College of Teachers created a time limited temporary certificate to enable advanced provincial teacher education candidates to obtain temporary Ontario licenses to join the Ontario teacher workforce in the second half of the 2020-21 school year while they complete the last components of their programs. The purpose was to assist with the qualified teacher shortage that was exacerbated by the COVID-19 pandemic.

These licenses are valid until June 30, 2022 only. Temporary certificate holders must successfully complete all requirements of their education degrees to continue as licensed teachers with regular Certificates of Qualification.

Response to this opportunity was substantial. Some 1,928 Ontario faculty of education candidates obtained Temporary Certificates by the time survey invitations were distributed in May 2021. All were surveyed, and a 33 per cent return yielded 642 responses.

A small number of respondents (4.2 per cent) reported they decided not to pursue teaching jobs for the 2020-21 school year.

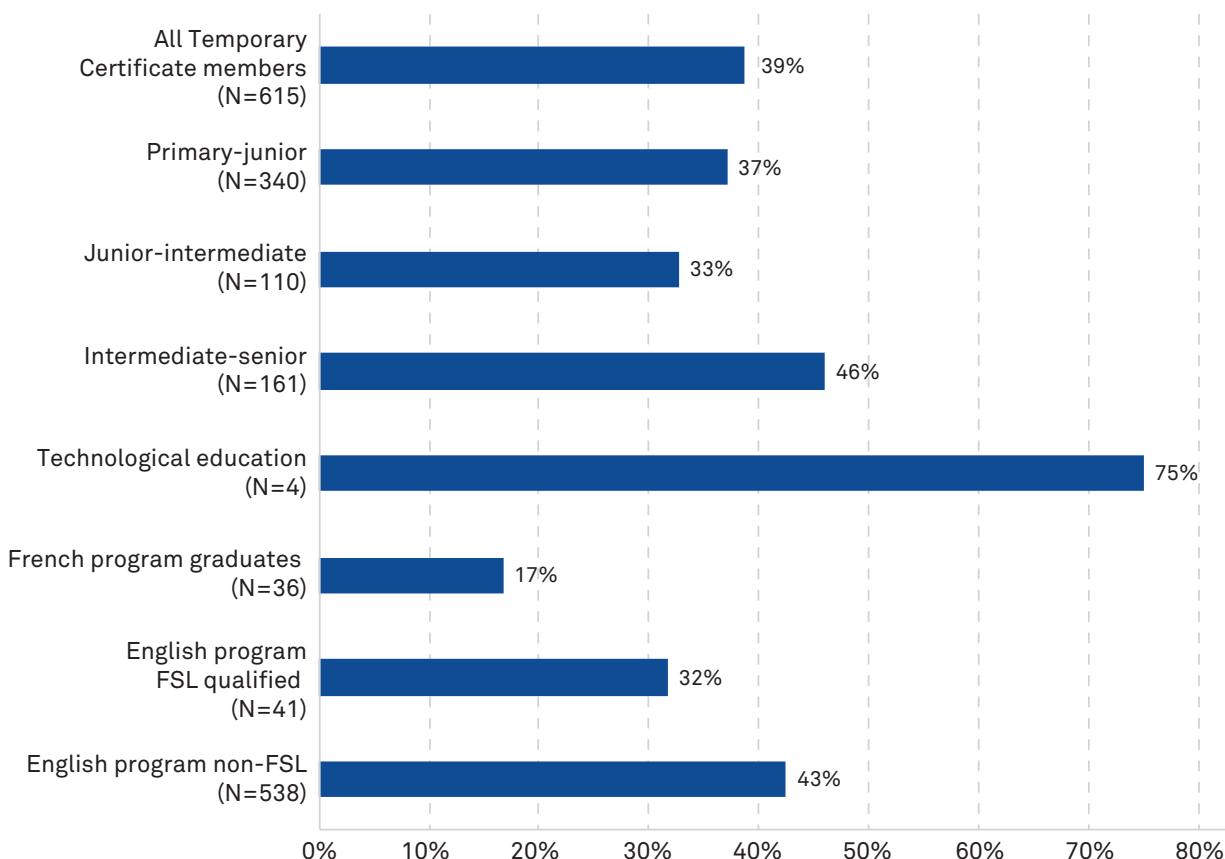
Unemployment was considerably higher for this group of new Ontario teachers than among first-year teachers who completed their education programs and had received regular certification in 2020.

Caution is recommended in comparing Temporary Certificate member job outcomes with first-year teacher unemployment in the 2020-21 school year. First-year teachers in our survey completed their teacher education

degrees and received Ontario teacher certification in 2020 with most of them able to seek teaching jobs prior to or early in the 2020-21 school year. Temporary Certificate members obtained their teacher certification in calendar 2021, during the second half of the 2020-21 school year. This provided a much more limited opportunity to compete for teaching employment.

The chart below describes unemployment rates for the 615 Temporary Certificate holders who reported that they had sought employment as teachers in 2021.

**Temporary certificate member unemployment by program and language of qualification**



Overall, almost two in five (39 per cent) of temporary certificate job seekers report they applied for employment as teachers in 2021 but obtained no teaching employment. Unemployment varied across various qualification sub-groups. All divisions experienced substantial rates of unemployment, varying from 33 to 46 per cent for PJ, JI and IS qualified teachers.<sup>33</sup>

Language variations are more significant. French program members report 17 per cent unemployment, FSL-qualified English program members 32 per cent and non-FSL English program graduates 43 per cent.

Many unemployed Temporary Certificate respondents provided comments on circumstances that they perceive led to their not obtaining paid teaching days. Most common among these comments are the following:

- insufficient time after obtaining Temporary Certificate license to apply and successfully obtain status on daily occasional rosters;
- advised by some district school boards that they were not eligible for roster hiring until they complete their education degrees or that they had lower priority than regular certificate holders; and
- lack information on how to apply for roster teaching or non-response to applications.

Despite the frustrations of some Temporary Certificate members and the relatively high rates of reported unemployment, our findings document that significant numbers<sup>34</sup> of Temporary Certificate members taught in the second half of the 2020-21 school year assisting district school boards with the severe shortage of daily roster teachers.

### **Gender and indigenous ancestry employment outcomes**

As in previous years, we examined gender differences in employment outcomes. Although gender differences appear at times in a single cohort of first-year teachers, or we find differences at some early-career stages that reverse at other stages, there are no significant gender trends over time and no significant differences this year. Among first-year teachers living in Ontario in 2021, unemployment is less than one per cent higher among males than females. Reports of underemployment also show no gender difference.

Survey respondents can self-identify with Indigenous ancestry. In total, 91 Ontario education graduates identified as Indigenous, 2.6 per cent of first-through tenth-year respondents. Among Ontario-resident first-year teachers, 21 identify as Indigenous, 1.9 per cent of this respondent group. The 20 Ontario-resident Indigenous first-year teachers on the job market in 2020-2021 all say

<sup>33</sup> Just four Technological Education responded from this low enrolment qualification.

<sup>34</sup> Almost three in five (59 per cent) of the 642 respondents to our survey of 1,928 report they did seek employment as teachers in the second half of the 2020-21 school year and succeeded in gaining work as teachers. Based on this finding, we estimate that more than 1,000 qualified teachers joined the Ontario teacher workforce to assist district school boards and independent schools meet short-term staffing needs during a teacher shortage made more severe by pandemic effects. Without the Temporary Certificate program, these qualified teachers would not have been available.

they found teaching jobs in the province. Second- through 10<sup>th</sup>-year Indigenous teachers in Ontario report 3.2 per cent unemployment, compared with 2.4 per cent unemployment for the full population of Ontario-resident teachers at the same stages of their careers.

### 3. Job seeking and alternative employment

#### **Most Ontario education graduates apply to Ontario's publicly funded school boards**

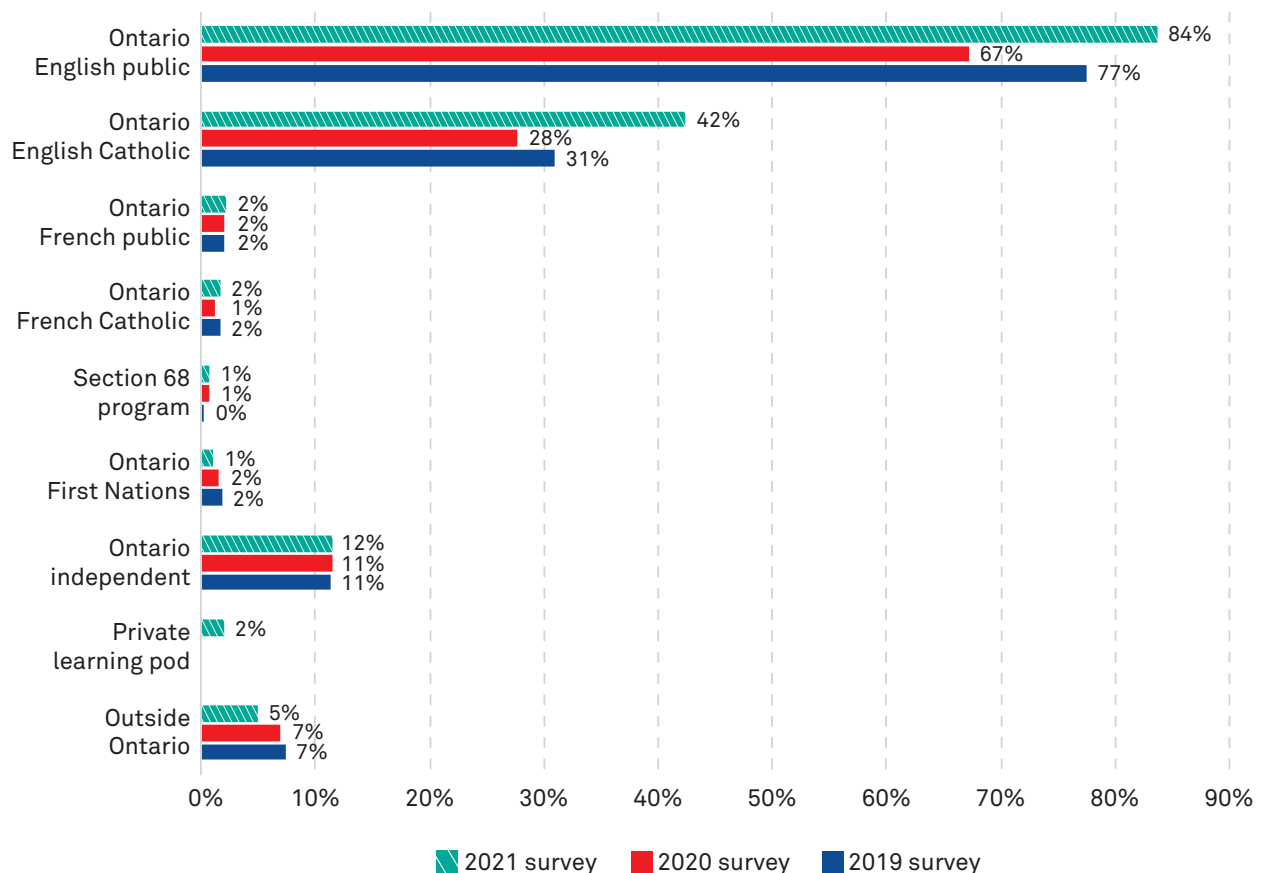
Among first-year Ontario graduates actively on the teacher job market in the 2020-21 school year, more than one in three (34 per cent) restricted their job search to just one district school board. Another 46 per cent applied to two or three school boards and 16 per cent applied to four or more boards. Just four per cent of teaching job applicants did not apply to any Ontario district school boards.

The following chart describes the percentages of first-year applicants to each type of employer over the past three years of English-language program graduates in the first year after licensing.<sup>35</sup>

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<sup>35</sup> Each respondent counts for each different employer type to which they applied.

### Where English-language program graduates apply for first teaching jobs by employer type



More than four in five (84 per cent) new English-language program graduates applied to Ontario English public district school boards, up sharply from just 67 per cent in our 2020 survey. More than two in five (42 per cent) applied to Ontario English Catholic district school boards, also a substantial increase from only 28 per cent last year. One in eight (12 per cent) include Ontario independent schools in their first-year job search, although only two per cent do so to the exclusion of applications to publicly funded district school boards.

Just five per cent of these English program graduates included teaching

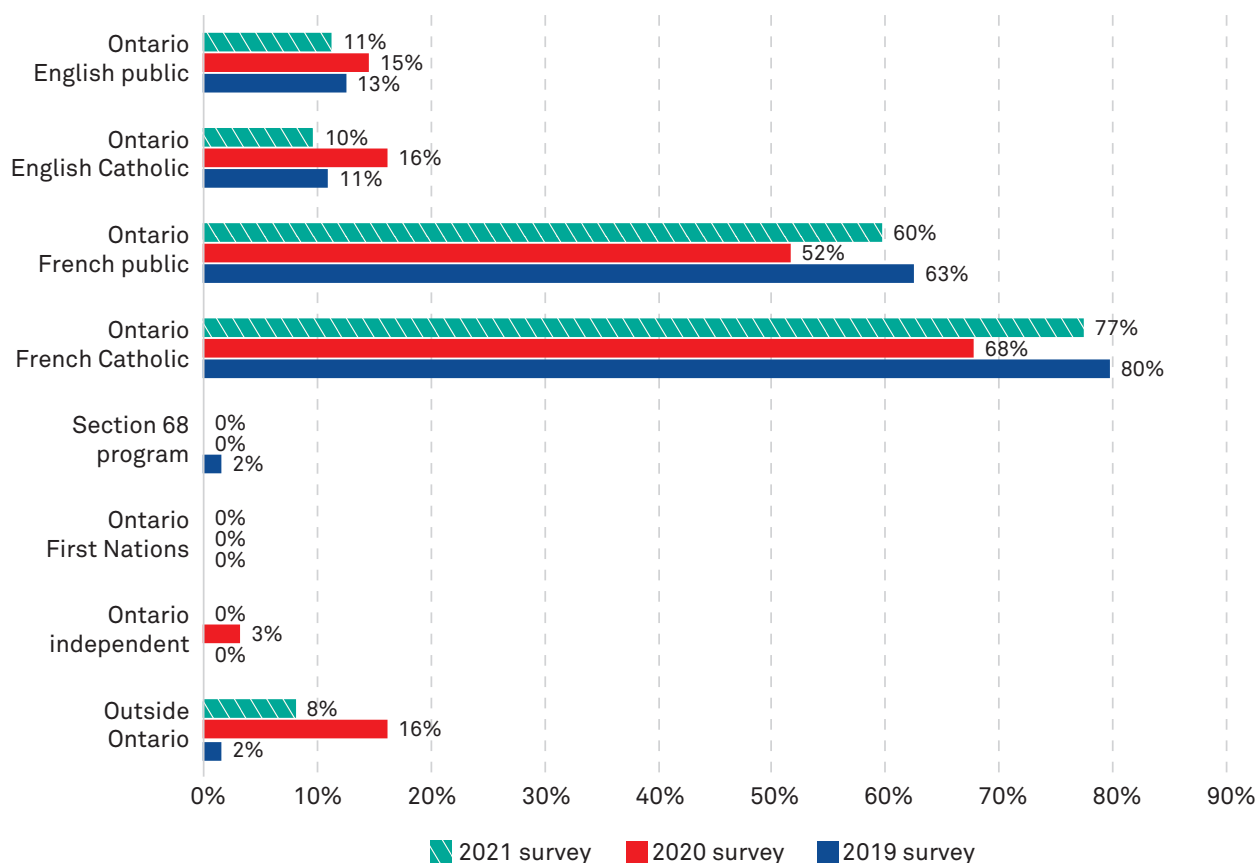
jobs outside Ontario in their first-year job search, down from seven the previous year. Only two per cent of job applicants applied exclusively to teaching jobs outside the province, down sharply from six per cent of first-year teachers in 2020.

Applicants to Ontario First Nations schools dropped from two to one per cent. Some English program graduates applied to French public (two per cent) or French Catholic (also two per cent) district school boards. Two per cent also explored teaching in privately arranged learning pods that were set up by some families during the pandemic school year. Three per cent of English program

graduates say they obtained an Ontario teaching job without doing formal applications.

The next chart describes job applications by employer type for French-language education program graduates in the first year after licensing.<sup>36</sup>

**Where French-language program graduates apply for first teaching jobs by employer type**



French-language program graduates focused their job searches primarily on Ontario French public (60 per cent) and Ontario French Catholic (77 per cent) school boards. Some also apply to Ontario English public (11 per cent) and/or Catholic (10 per cent) district school boards.

No French program graduates report applying to Ontario independent schools, First Nations schools or section 68 programs this year. Out-of-province applications dropped substantially to eight per cent, down from 16 per cent in 2020 but continuing well above two per cent recorded in 2019. None report they applied exclusively outside the province. Almost one in ten (9 per cent) say they

<sup>36</sup> Each respondent counts for each different employer type to which they applied.

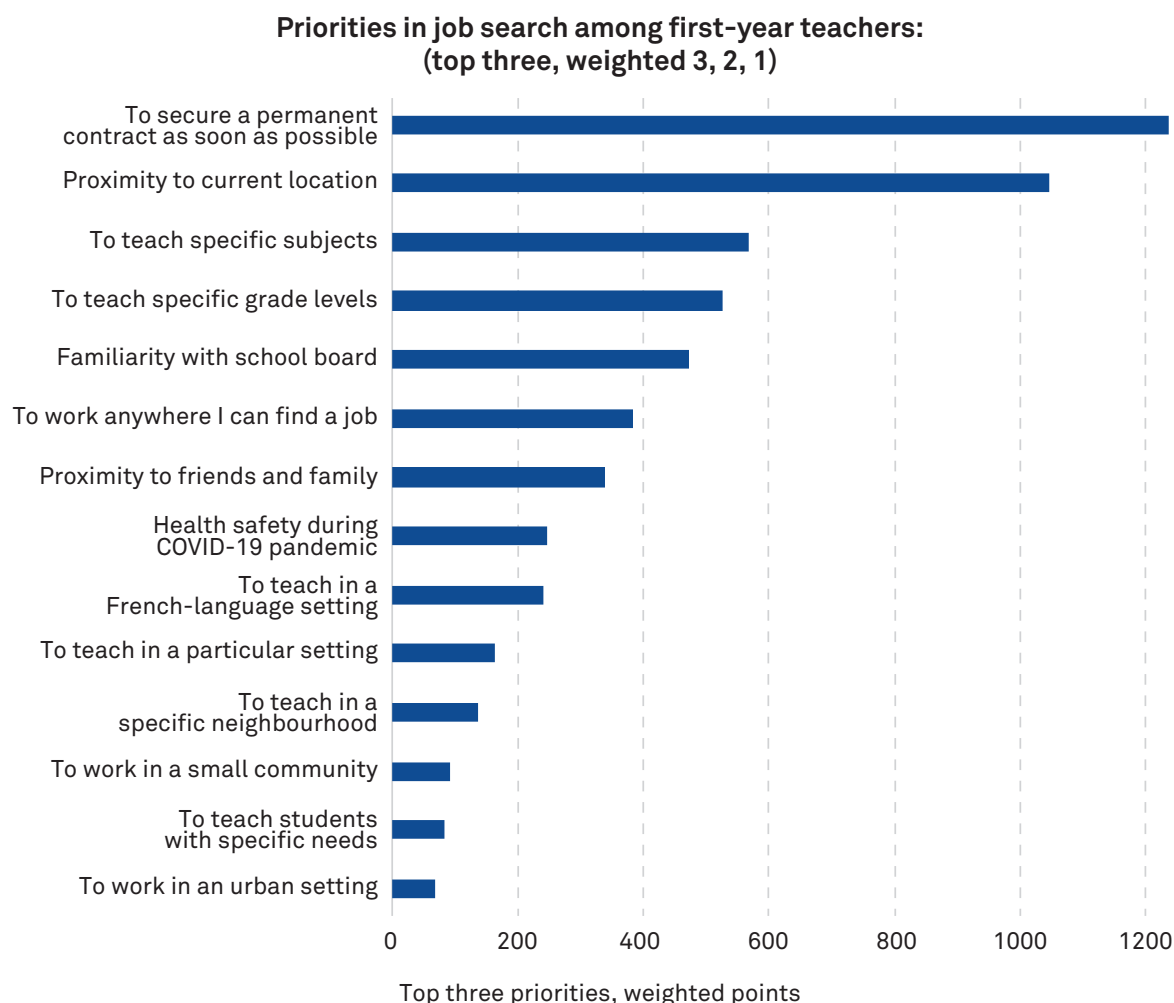
found an Ontario teaching job without doing formal job applications.

Our survey asks first-year teachers to rank the top three priorities they used in seeking a teaching job. Weighted analyses of survey responses in 2021, as in earlier years, identify the highest ranked priority to be securing a permanent teaching contract as soon as possible. Teaching in proximity to current location is the second highest priority.

Teaching specific subjects and specific grade levels follow closely as third and fourth priorities.

Perhaps an indication of the improving job market, working anywhere I can find a teaching job fell to sixth place after years as the third-ranked motivator.

Health safety during the COVID-19 pandemic was a lower mid-level consideration in job seeking in 2020-21.





Graduates of French-language programs say the opportunity to secure a permanent contract as soon as possible is their highest priority. Teaching in a French language setting and proximity to current location follow as their second and third priorities. FSL-qualified graduates identify teaching in French language setting as their third level priority trailing significantly behind securing a permanent contract as soon as possible and proximity to current location.

### **Fewer supplement income in other occupations**

Less than two in five first-year teachers report some non-teaching employment during the 2020-21 school year, including both 39 per cent of first-year teachers overall, and 37 per cent of those who obtained employment as teachers. This is a significant drop from about half of all first-year teachers in our 2020 survey and about 60 per cent in the two previous years.

They typically take on this alternate work to supplement part-time and/or occasional teaching or because they were not at the time able to find work as a certified Ontario teacher, and not to explore an alternative career path. Most (78 per cent) pursue this alternative work on a part-time basis.

Most alternative jobs (71 per cent) are in teaching-related occupations – tutors, after school programs, early childhood education, childcare, education assistant, post-secondary teaching, teaching in museums, adult education, corporate training, coaching, recreation, and child and youth special service roles.

The remaining jobs are in unrelated fields such as hospitality, service or retail, administrative, financial services, or clerical roles, or in creative or performing arts, trades, manufacturing or construction or other non-education professions. Some respondents juggle more than one type of alternative work while continuing to look for some or more teaching employment.

<b>First-year teacher perspectives on their work in non-teacher occupations</b>	<b>% agree or strongly agree</b>
This alternative work is just a temporary arrangement until I am employed as a teacher	71 %
I need to do this other work to supplement my teaching income	64
Some or all of this other work is a continuation of part-time and/or summer employment I had to support myself during my university years	48
I am pursuing this other work to increase my chances of getting a teaching job	40
Some or all of this other work is a return to a career I pursued before I enrolled in teacher education	25
This work is an obstacle to searching for or being available for teaching opportunities	17
I am pursuing this other work as a preferred career alternative to elementary or secondary teaching	10

Most (71 per cent) consider non-teacher employment a temporary expedient while waiting for full-time teaching jobs. Substantial numbers of them say they need this work to supplement first year teaching income (64 per cent) and say they are continuing with a type of work that supported them during their university studies (48 per cent). One in four report the alternative as a return to a career that preceded teacher education.

Two in five say they hope the alternative work will advance their prospects in securing a teaching job. However, about one in six (17 per cent) report this employment to be an obstacle to seeking or being available for teaching opportunities. Ten per cent say they are pursuing this work as a preferred alternative to a career in elementary or secondary teaching.

## 4. Teaching experience in the early-career years

### **More first-year teachers assigned their own classrooms**

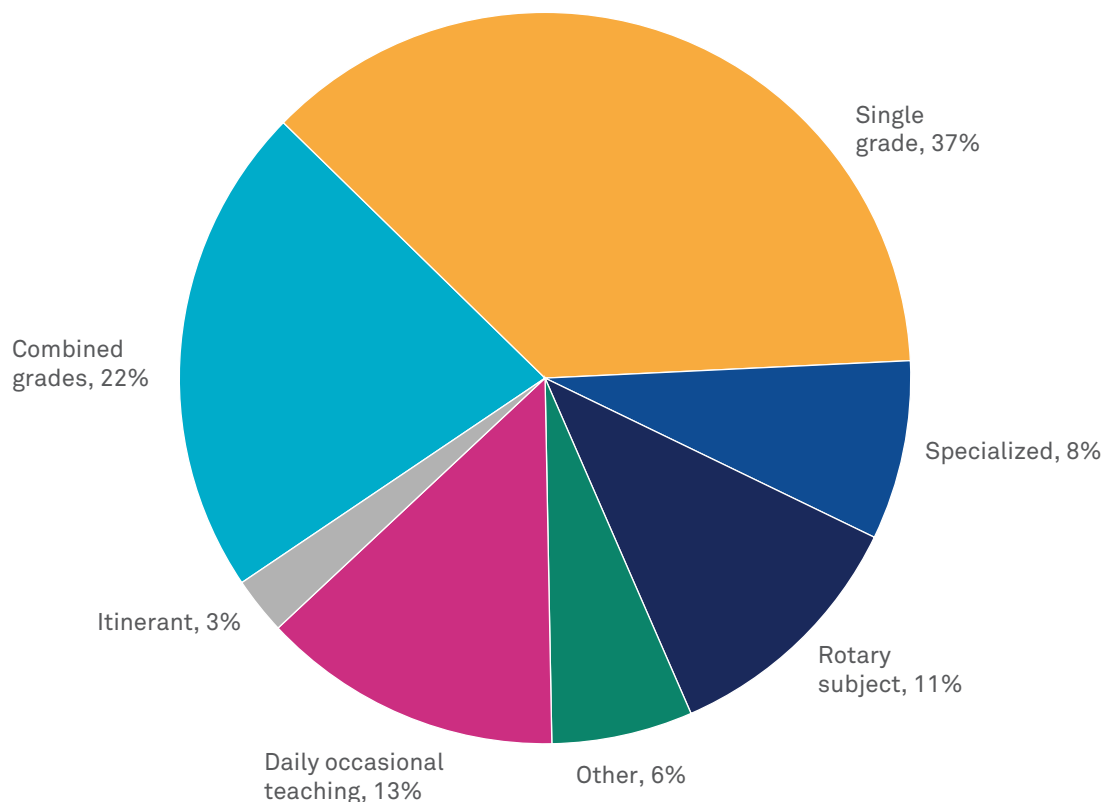
One in three (34 per cent) Ontario teacher education graduates in 2021 report they began the first year in daily occasional roster teaching roles.<sup>37</sup> This is down significantly from 54 per cent daily roster first assignments reported in our 2020 survey.

Among first-year teachers with primarily elementary assignments toward school year end, three in five are assigned their own single grade or multi-grade classrooms, as daily roster assignments dropped to just 13 per cent.

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<sup>37</sup> Among Ontario-resident first-year teachers in 2021, 35 per cent began their careers on daily rosters, compared with 56 per cent in 2020.

**First-year elementary year-end teaching assignments**



Elementary teachers in permanent, long term occasional or other term contract assignments more frequently teach single grade homerooms (37 per cent of all first-year elementary teachers) than combined grades (22 per cent) or specialized classes (eight per cent). About one in seven report rotary (11 per cent) or itinerant (three per cent) assignments.

More than one in six (18 per cent) of these Ontario-resident teachers working primarily in elementary schools, including the daily occasional roster teachers, have special education

assignments. More than one in four (28 per cent) teach French as a second language in a core or extended French program and/or teach French immersion.

Among Ontario-resident first-year teachers with primarily secondary panel teaching assignments, just 13 per cent continued daily roster teaching in May/June when they completed their surveys, down from 30 per cent in 2020.

Excluding those with varied daily occasional roles, about one in five (22 per cent) secondary panel first-year

teachers report four or more different course preparations each week.

### **First-year teacher assignments viewed as appropriate to qualifications**

Four in five elementary first-year teachers (80 per cent) consider their qualifications to be excellent or good matches to their teaching assignments. Only two per cent say the assignments are not an adequate match or not a match at all to their teaching qualifications. Three in four (76 per cent) describe themselves as very well or well prepared for their teaching assignments. Just four per cent say they are less than adequately prepared for their teaching assignments.

Most secondary teachers also view favourably the match of their teacher qualifications to their assignments. Four in five (81 per cent) rate the match as excellent or good. Just seven per cent say their assignments are not an adequate match or not a match at all to their teaching qualifications. Four in five (79 per cent) also say they are very well or well prepared for their assignments. Only five per cent are less than adequately prepared for their teaching assignments.

More than one in four (29 per cent) Ontario employed teachers with intermediate-senior qualifications report teaching primarily in elementary schools toward the end of the first year following graduation. This is similar to our 2020 survey finding and an increase from just 16 per cent in 2019. Three per cent of primary-junior certified teachers in their first year teach primarily at the

secondary level. Most (85 per cent) junior-intermediate first-year teachers teach primarily in elementary schools.

### **Job security ratings edge upward as majority of first-year teachers give positive grades to their first teaching year**

Three in four (77 per cent) Ontario graduates rate their overall experience in the first year as excellent or very good. About one in ten (9 per cent) give the year an overall negative rating. More than three in five also highly rate support of colleagues (65 per cent) and their professional satisfaction (61 per cent), with about one in ten (9 per cent) reporting a negative assessment to these experiences.

Three in five first-year teachers describe as excellent or very good their confidence (60 per cent) and professional optimism for the future (62 per cent). Negative optimism ratings continue in the double digits with one in eight (12 per cent) reporting they are concerned about their future in the teaching profession.

# First-year teaching experience, all Ontario graduates

Assessment area	% excellent or very good		% less than adequate or unsatisfactory	
	2020 survey	2021 survey	2020 survey	2021 survey
Overall teaching experience	78 %	77 %	6 %	9 %
Support from colleagues	68	65	8	9
Professional satisfaction	67	61	8	9
Confidence	59	60	6	6
Optimism for professional future	59	62	15	12
Job security	27	30	43	39

Job security reports improved somewhat again in 2021, with more positives and fewer negatives than in the 2020 survey. Nonetheless, two in five (39 per cent) first-year teachers expressed job security concerns this year.

With the significantly strengthened Ontario teacher employment market in 2020-21, more gains were anticipated in new teacher professional optimism and job security than are described above. Similarly, the dip in the professional satisfaction measure was also unexpected.

Responses to an open-ended question inviting comments on the employment market or the hiring experience provide some possible explanations. Concerns regarding the requirement that new teachers successfully complete a math proficiency test were far and away the most frequent topic mentioned by first-year teachers this year.

*Many of us hold LTO positions now and risk losing them for a test that is not even in our subject area.*

First-year intermediate-senior history/music LTO teacher, London region DSB

The impact of the COVID-19 pandemic on teacher hiring and assignments is another topic that respondents often mentioned as a significant challenge in their first year of teaching.

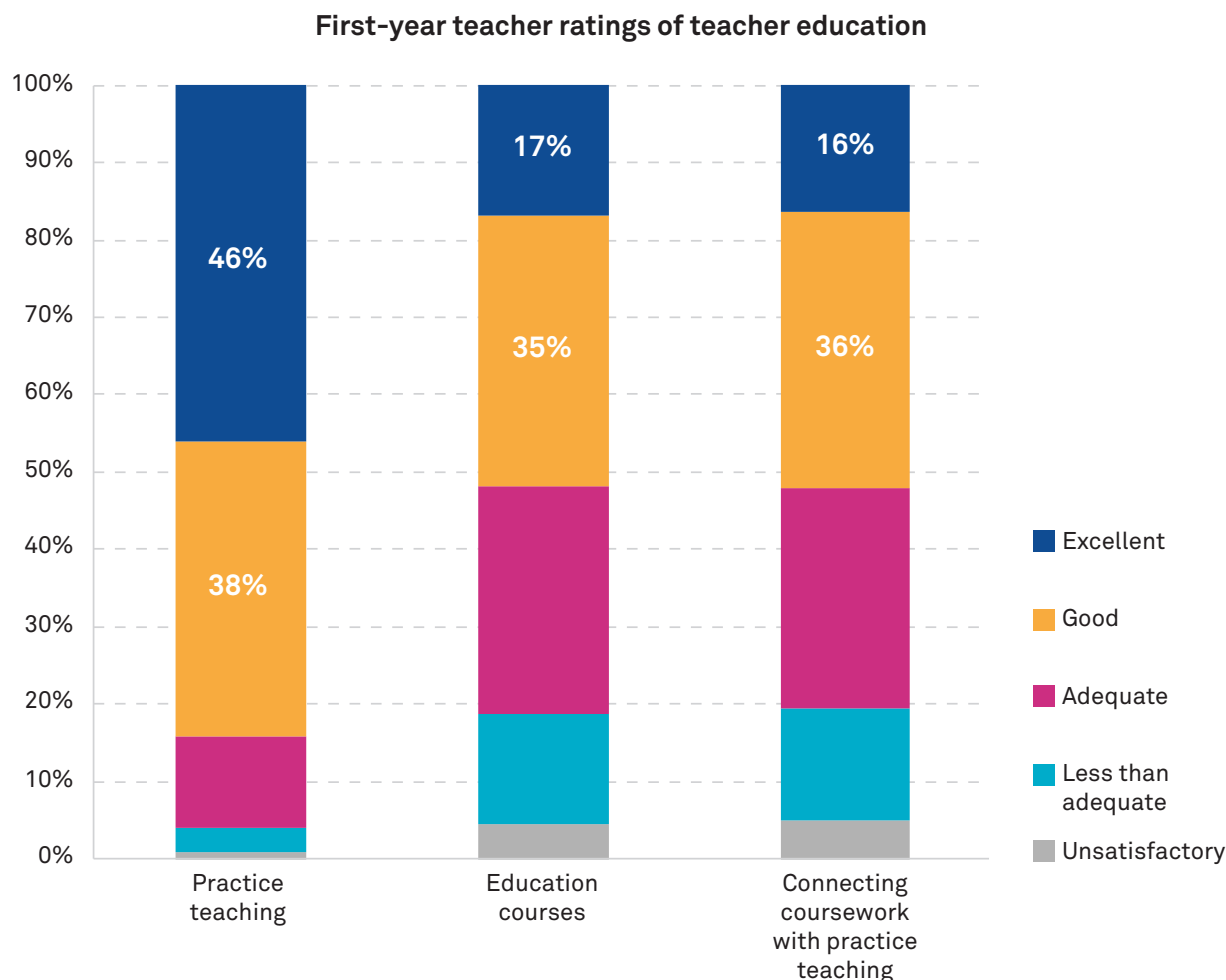
*I have enjoyed being a French immersion teacher, although I think teaching during Covid was overall an extremely negative and challenging experience.*

First-year primary-junior LTO teacher, Toronto region DSB

## 5. Initial teacher education, induction, and professional development

### **Recent graduates positive about teacher education**

First-year teachers who graduate from Ontario teacher education programs continue to highly rate the education practice teaching as a positive foundation for teaching. In 2021, nearly half of them (46 per cent) say their practice teaching was excellent preparation for teaching and a further 38 per cent give a good rating to this part of their programs.



The majority also rate positively the education courses in their programs. The assessment of course components, however, falls significantly below that given to practice teaching. Just 17 per cent rate their courses as excellent and another 35 per cent as good. One in five (19 per cent) describe their education courses as less than adequate or unsatisfactory.

Ratings of how well education programs connect course content and practice teaching are very similar to the education course ratings. Overall, the majority view this linkage as excellent (16 per cent)

or good (36 per cent). One in five (20 per cent), however, give this aspect of their programs a less than adequate or unsatisfactory rating.

First-year ratings of teacher education in 2021 are close but somewhat lower than first-year teacher ratings in 2020 and earlier. This small dip in ratings may be associated with challenges associated with adjusting to the pandemic in the final year of their education programs.

### **Content and Skill Areas in Focus**

Our annual surveys present first-year teachers with a list of foundational



professional knowledge areas and pedagogical skills in several broad categories:

- Ontario curriculum and evidence-based pedagogy
- Meeting diverse cultural and learning needs
- Planning and assessment
- Specific curricular content
- Special needs, well-being, access and outcomes, and
- Professional relationships and community support

Within these categories 38 more specific knowledge and skills areas are identified and respondents are asked to indicate with respect to each their agreement/disagreement with a statement that:

- their teacher education program was excellent,
- their current level of professional preparedness is excellent, and
- they place a high priority on future professional development in this knowledge/skill.

These knowledge and skill competencies were identified through the Ontario College of Teachers research and consultations as important to support the objectives of the province's enhanced teacher education program first introduced in 2015. Some additional areas of current priority are also included.

Ratings use five-point scales from strongly agree (5) to strongly disagree (1).

Detailed results are found in Appendix 1 of this report. Results are presented there separately for first-year teachers with primarily elementary and primarily secondary panel teaching jobs.

Teacher education ratings are generally very positive from both elementary and secondary teachers. First-year elementary teachers agree or strongly agree that their education program was excellent in 65 per cent of all responses across the 38 different competency objectives. First year secondary teachers agreed or strongly agreed in 64 per cent of all responses.

The following analysis identifies a few areas graduates identify as opportunities to further strengthen Ontario's teacher education programs.

Those who teach primarily elementary assignments provide lower ratings (average of 3.4 or lower) on these teacher education competency objectives:

- supporting English language learners,<sup>38</sup>
- child and adolescent development and student transitions,
- supporting French language learners,<sup>39</sup>
- politique d'aménagement linguistique (PAL) de l'Ontario,<sup>40</sup>
- parent engagement and communication,
- teaching combined grades, and
- report card preparation.

<sup>38</sup> Average of English language teacher education program graduates only.

<sup>39</sup> Average of FSL qualified and French language teacher education program graduates only.

<sup>40</sup> Average of graduates of French language teacher education program graduates only.

Those teaching primarily secondary assignments give average ratings of 3.4 or lower on these teacher education competency objectives:

- child and adolescent development and student transitions
- supporting English language learners<sup>41</sup>
- teaching students with special needs
- well-being and mental health
- professional relationships with colleagues
- supporting French language learners<sup>42</sup>
- promoting personal and professional well being
- mathematics curriculum and pedagogy
- parent engagement and communication

- teaching combined grades, and
- report card preparation.

Overlaying responses on knowledge and skill areas covered in initial teacher education, self-assessed professional preparedness, and priorities for future professional development, certain areas emerge for further attention.

The charts below highlight content for which:

- average ratings for initial teacher education are neutral or lower (3.5 and below), and
- content areas scored either comparatively low in respondent ratings of their preparedness (3.5 and below) or very high as priorities for ongoing professional development (4.4 or above).

<b>ELEMENTARY TEACHERS</b> <b>Teacher education content rated 3.5 or below</b>	<b>Low rating on current preparedness</b>	<b>High PD priority</b>
Program planning		X
Teaching students with special needs		X
Classroom management and organization		X
Well-being and mental health		X
Child and adolescent development and student transitions	X	
Politique d'aménagement linguistique (PAL) de l'Ontario	X	
Teaching combined grades	X	
Report card preparation	X	

<sup>41</sup> Average of English language teacher education program graduates only.

<sup>42</sup> Average of FSL qualified and French language teacher education program graduates only.

SECONDARY TEACHERS Teacher education area rated 3.5 or below	Low rating on current preparedness	High PD priority
Use of technology as a teaching and learning tool		X
Well-being and mental health		X
Mathematics curriculum and pedagogy	X	
Teaching combined grades	X	
Report card preparation	X	

### Induction program highly valued

The New Teacher Induction Program (NTIP)<sup>43</sup> provides professional learning support for many teachers during the first two years of teaching in permanent and long term occasional jobs in Ontario district school boards. The NTIP assists with professional growth and development for entry to a challenging profession.

Most (91 per cent) first-year teachers with permanent teaching jobs in Ontario district school boards in 2021 say they participate in the NTIP. About one in three (36 per cent) of those with long term occasional appointments (97 or more teaching days) say they are in the program. Eight per cent of other first-year teachers in Ontario district school boards (for whom this program is neither designed nor funded) report NTIP participation.

Among second-year teachers in Ontario DSBs, 82 per cent of permanent contract teachers and 31 per cent of long term occasional teachers (with 97 or more contracted teaching days) participate in the NTIP.

The majority of first-year NTIP participants in Ontario district school board permanent teaching jobs say they were oriented to their board (57 per cent), mentored by experienced teachers (73 per cent), and formally evaluated by their school principals (75 per cent). Fewer than half (37 per cent) report orientation to their assigned schools. Except for formal principal evaluations, these participation rates are down from levels in previous years.

NTIP-participating second-year teachers in permanent teaching jobs report much lower rates of orientation to their district school board (20 per cent), mentoring (23

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

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

per cent), evaluation by their principals (36 percent), and orientation to assigned school (18 per cent). Rates are down for second-year NTIP participants teachers across all these elements.

Professional development in many content areas identified as NTIP elements is common among first-year program participants. Our 2021 survey finds somewhat increased volume and breadth of activity than in previous years. Among the areas that reflect significantly higher participation rates

this year are equity and diversity, mental health awareness, inclusive education, teaching students with diverse needs, and classroom management. Planning, assessment and evaluation is an area that reflects a very high participation rate each year as it does in 2021.

Just six per cent of permanent NTIP participants with permanent and seven per cent in long term occasional (97+ days) roles say they had no professional development in any of these areas.

### First-year NTIP professional development areas

Professional Development content	Permanent appointments	LTO Appointments (97 days+)
Equity and diversity	59 %	56 %
Planning, assessment and evaluation	48	34
Mental health awareness	47	42
Inclusive education	46	41
Teaching students with diverse needs	39	30
Use of technology	38	32
Classroom management	38	26
Safe schools	33	32
Numeracy	26	32
Literacy	25	21
Student success	25	21
Effective parent communication	13	8
Early learning	6	7
None of the above	6	7

NTIP participants are generally very positive about the support they receive from mentors and other experienced teachers in their first year of teaching. Most first-year teachers view this support as very helpful or helpful across

a wide range of practical day-to-day teaching areas. Few give negative ratings (somewhat unhelpful or not helpful at all) to such support, just two to 10 per cent in most areas. The exception is negative reporting on personal well-being support

which increased substantially in this challenging pandemic year.

### Ratings of first-year assistance to NTIP participants

Type of assistance	Positive rating	Negative rating
Curriculum planning with my mentor(s)	78	8
Feedback from mentor on my teaching	77	8
Observation of my mentor's teaching	75	7
Mentoring on classroom management	75	9
Advice on supporting individual students	74	5
Observation of other teachers' practices	74	3
Finding effective teaching resources	74	8
Help with report card preparation	72	10
Mentoring on student evaluation	71	7
Mentoring on instructional methods	70	7
Preparing for parent communication	67	10
Information on administrative matters	64	8
Personal well-being supported	63	19

Many first-year NTIP participants meet more or less frequently with their formally assigned mentors. Meetings occur for less than one hour per month per cent for 25 per cent of participants, one to three hours per month for 23 per cent of them, and three or more hours per month for 17 per cent. More than one in three NTIP participants say they do not meet with their mentor (20 per cent) or they have no mentor assigned (15 percent).

Most mentoring of new teachers in the NTIP takes place outside the classroom setting. This finding is not unique, however, to the 2020-21 school year and the pandemic restrictions that may have limited classroom observing and coaching opportunities.

Seventy per cent of NTIP participants say that their teaching was not observed at any time during the school year, either by their designated mentor or any other experienced teacher. One in five (20 per cent) were observed for less than one hour per month. The remaining one in ten report having their first-year teaching practices observed for more than one hour per month.

Similar results are reported with respect to limited opportunities for first-year NTIP participants to observe experienced teacher classroom practices. Three in four (76 per cent) say they had no opportunity during the year to observe their mentor or any other teacher in a classroom during the school year. Thirteen per cent say they observed

another teacher for less than one hour per month, seven per cent did so for one to three hours per month and four per cent for more three or more hours per month.

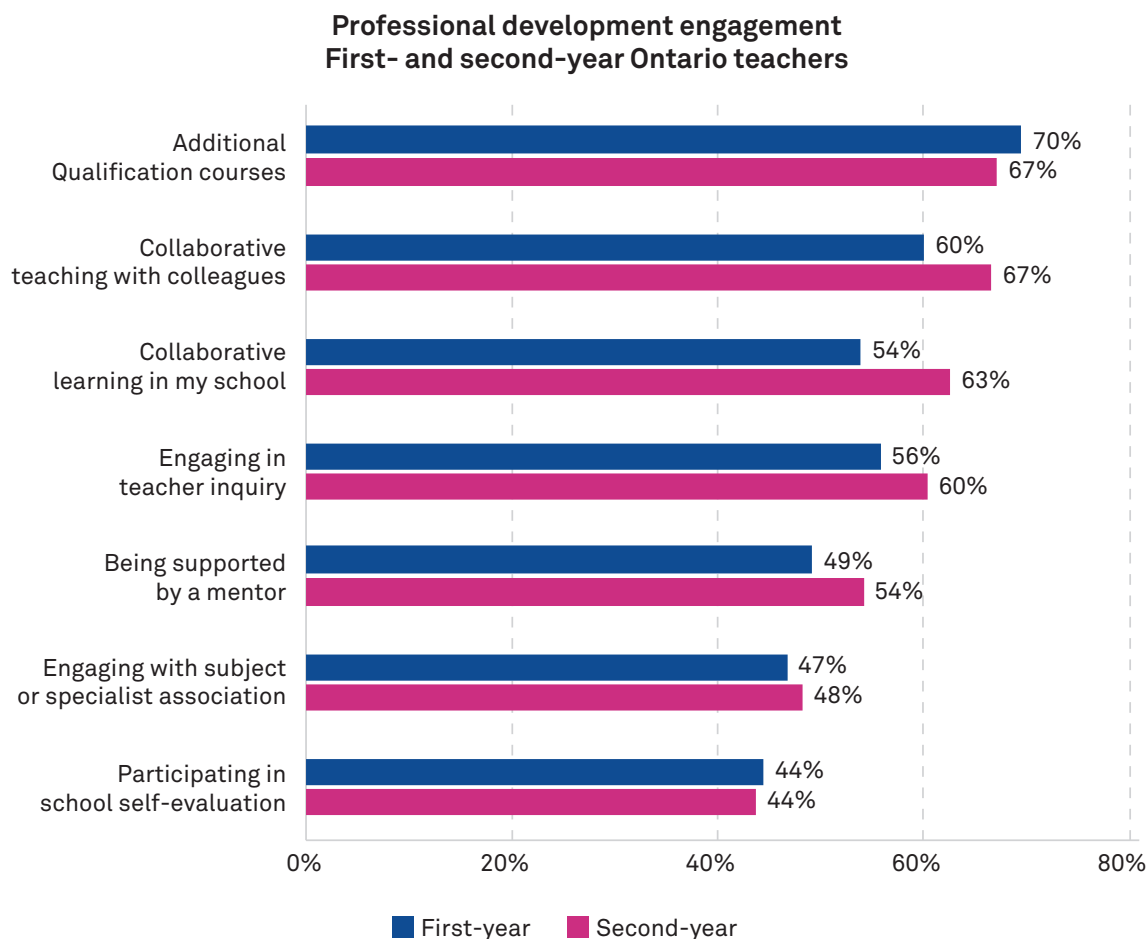
### **New teachers highly engaged in professional development**

Most Ontario graduates in their first or second year of teaching in Ontario engage in professional development at a moderate to high level.

Our 2021 survey finds that most Ontario first-year teachers (72 per cent) report they completed one or more Additional Qualification (AQ) and/or Additional Basic Qualification (ABQ) courses. Almost half of them (46 per cent) completed two or more courses. Among second-year graduates teaching in Ontario, 84 per cent completed AQs or ABQs, and 64 per cent report two or more such courses.

Three in 10 (29 per cent) first-year teachers in Ontario this year report completing a mathematics Additional Qualification, including more than one in three (35 per cent) primary-junior qualified graduates. Second-year teachers also report almost two in five (38 per cent) completed a mathematics Additional Qualification, including more than half (53 per cent) of those with primary-junior qualifications.

Almost one in five of these first-year Ontario teachers (18 per cent) hold French as a second language qualifications, as do 18 per cent of second-year teachers. These reports show a decline from 31 and 25 per cent respectively in our 2020 survey.



The pandemic's school disruptions appear to have affected professional development participation in 2020-21. Early-career teachers report less professional development this year in collaborative learning in schools, collaborative teaching, school self-evaluation activity and teacher enquiry.

Despite this decline in Professional development activity, two-thirds or more first-year (70 per cent) and second-year (67 per cent) teachers report moderate to high level engagement in Additional Qualification courses. Similarly, half to two-thirds report moderate to high engagement in collaborative teaching

with colleagues, collaborative learning in their schools, engaging in teacher enquiry and working with an experienced mentor (whether formally through the NTIP or informally). Almost half engage with subject or specialist associations and participate in school evaluations.

First-year elementary and secondary teachers express interest in a broad range of foundational professional knowledge and pedagogical skills.

Elementary teachers say their 10 highest professional development priorities are:

- Adapting teaching to diverse learners

- Inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources
- Engaging students
- Classroom management and organization
- Instructional strategies
- Student observation, assessment and evaluation
- Well-being and mental health
- Program planning
- Safe and accepting schools / creating a positive school climate
- Addressing equity of access and outcomes for all students

Among secondary teachers, the top 10 priorities are:

- Engaging students
- Adapting teaching to diverse learners
- Inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources
- Instructional strategies
- Student observation, assessment and evaluation
- Well-being and mental health
- Safe and accepting schools / creating a positive school climate
- Classroom management and organization
- Pedagogy, assessment and evaluation for your specific curriculum areas
- Use of technology as a teaching and learning tool

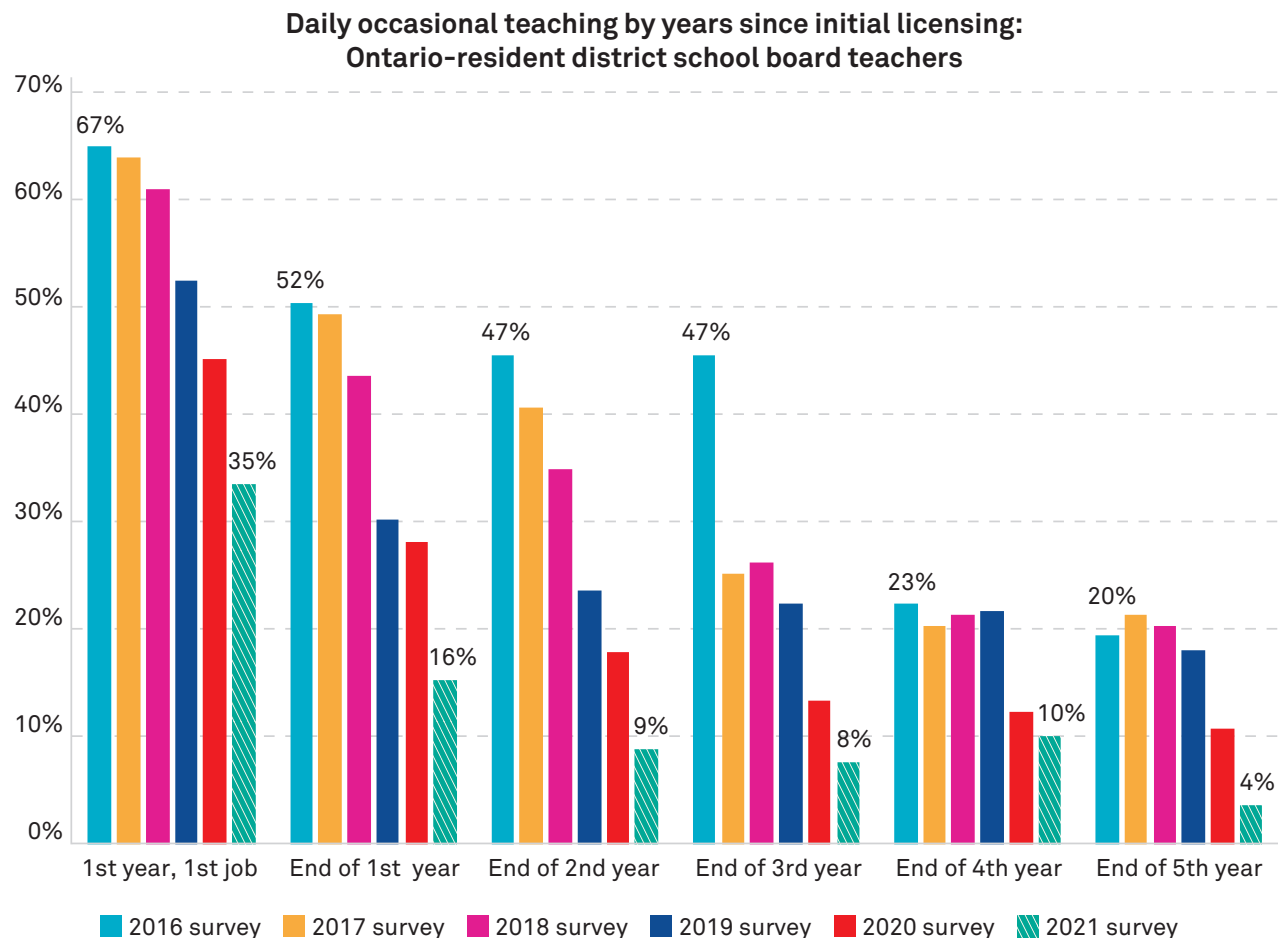


## 6. Daily occasional teaching

### **Fewer new teachers start careers on daily occasional rosters, and few continue roster teaching throughout the first year and beyond**

For many years, Ontario district school boards experienced an abundance of early-career teachers available for daily roster teaching. Back in 2016, about half of all Ontario education graduates continued roster teaching through the first three years of their careers, and more than one in five continued through to the end of year five.

Over the five years since then, daily roster teaching declined steadily in each of the first five career years. The drop in roster teaching in 2021 was especially steep. Just one in three (35 per cent) first-year teachers started on daily occasional rosters, down from two in three (67 per cent) back in 2016. By the end of the first year, just 16 per cent continue with roster teaching, compared with more than half (52 per cent) in 2016.



By year two, fewer than one in 10 are on daily roster teaching, compared with 47 per cent in 2016. Similar sharp drops are evident in years three, four and five.

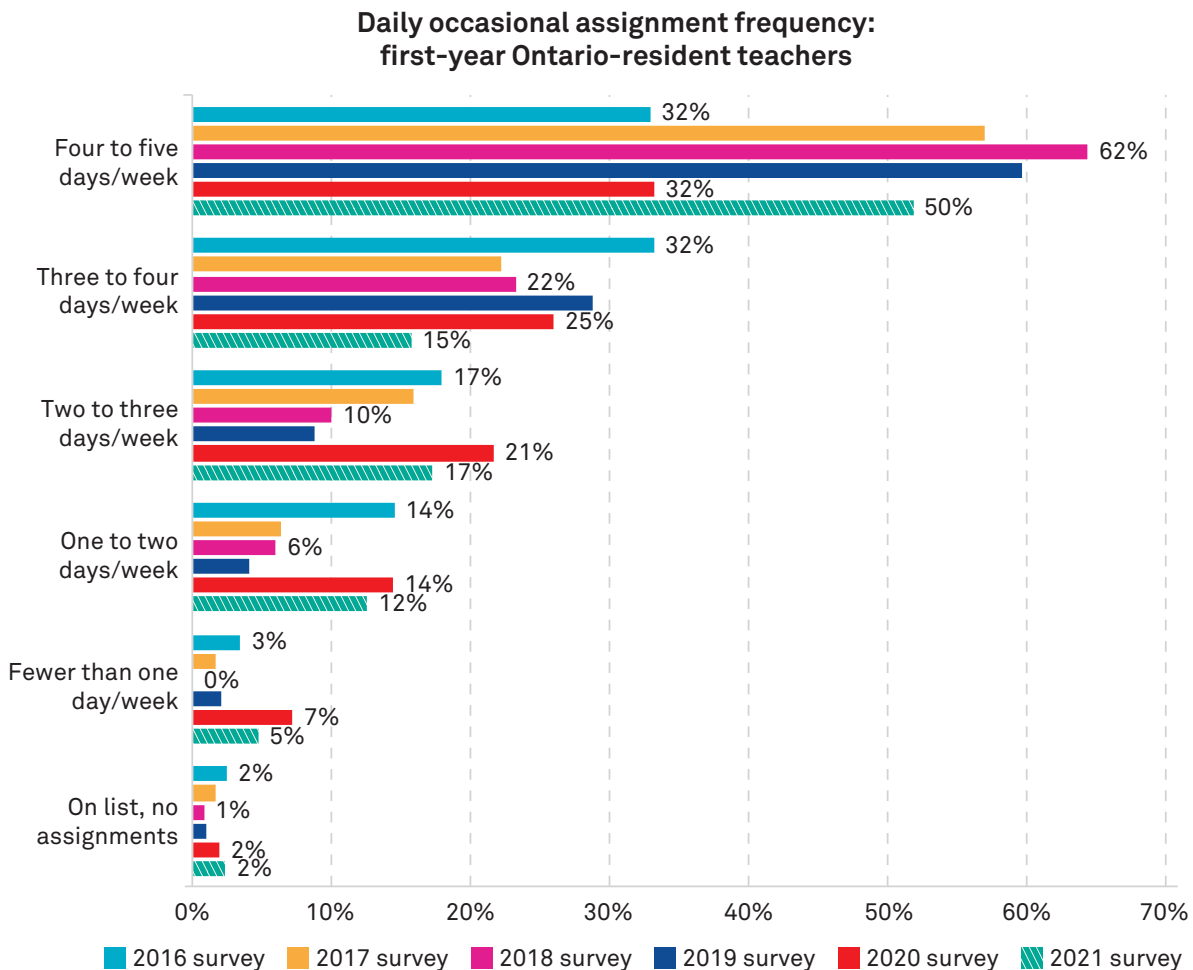
This early-career daily roster trend explains why district school boards in recent years, and especially in 2020-21, faced serious challenges finding qualified daily occasional teachers across most of the province. Without significantly increased supply of new teachers, this daily occasional roster shortage will worsen in the years ahead.

### **Average frequency of daily roster teaching weekly assignments increased in 2021 after the pandemic-related dip recorded in 2020**

In last year's survey, we saw average weekly roster assignments drop sharply because most first-year occasional teachers lost some or all further assignments once physical schooling ended in March 2020. More daily roster teachers this year retained weekly teaching schedules when in-school teaching ended again in April 2021, with virtual assignments available for the remainder of the year.

The inclusion of more daily roster teachers in district school board altered teaching models this year meant

first-year teachers had more weekly assignments on average throughout the school year.



### Ontario English-language teacher daily occasional roster experience improves as job market competition eases

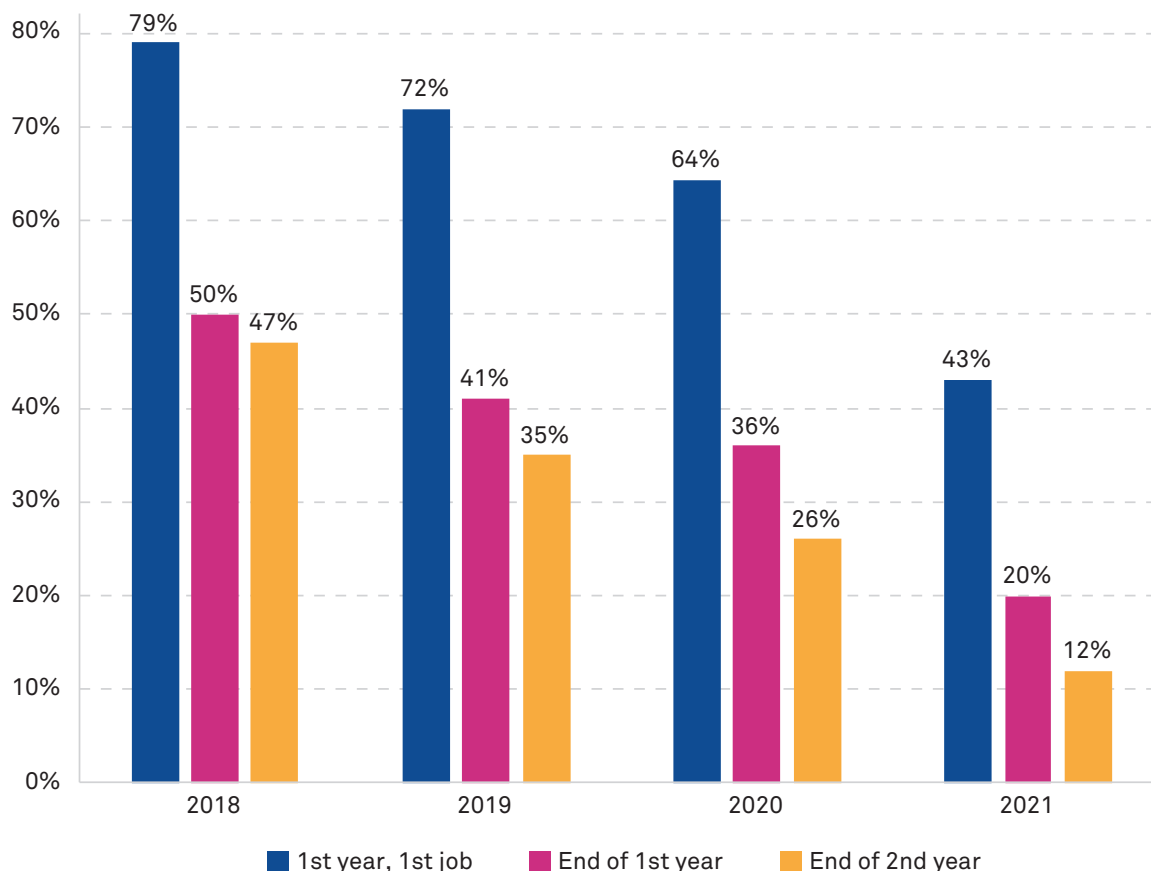
English-language teachers in Ontario district school boards experienced high rates of daily occasional roster teaching for many years in Ontario. The proportions of these teachers who begin their careers on daily rosters and who continue in this most precarious employment status through the first two

years of teaching have been far greater than FSL teachers in English language DSBs and teachers in French language DSBs.

More recently, daily roster first teaching jobs for these English language teachers fell steadily, from 79 per cent in 2018 to 43 per cent in 2021. Over the same four years, roster teaching at the end of the first school year dropped from 50 to just

20 per cent. By the end of the second year, the improvement moved from 47 per cent still on precarious daily roster lists to just 12 per cent in 2021.

**English language daily occasional roster teachers in Ontario DSBs: 2018 - 2021**



Nonetheless, the reduced precarious roster teaching in 2021 still compares unfavourably with FSL-qualified teachers in English language DSBs and teachers in French-language DSBs. At the end of the first-year in 2021, the 20 per cent rate for English-language teachers compares with 12 per cent among FSL teachers and just seven per cent among French-language DSB teachers.

### **Less professional development support for daily roster teachers**

In addition to the financial challenges that face many daily occasional roster teachers in Ontario in their early-career years, a gap persists between their limited access to in-school professional development and the support available to their colleagues with permanent jobs or long-term occasional contracts of 97 days or more duration.

This gap is evident across a wide range of in-school and out-of-school professional

development activities. Daily occasional teachers report less involvement in school self-evaluation projects, engaging with subject or specialist associations, collaborative in-school learning projects, collaborative teaching and engaging in teacher enquiry.

These gaps are evident for daily roster teachers in both first- and second-years

of their careers. The one exception to the pattern of more limited professional development is enrolment in Additional Qualification courses. About two in three daily roster teachers report significant Additional Qualification course participation, a high rate similar to permanent and long term occasional teachers,

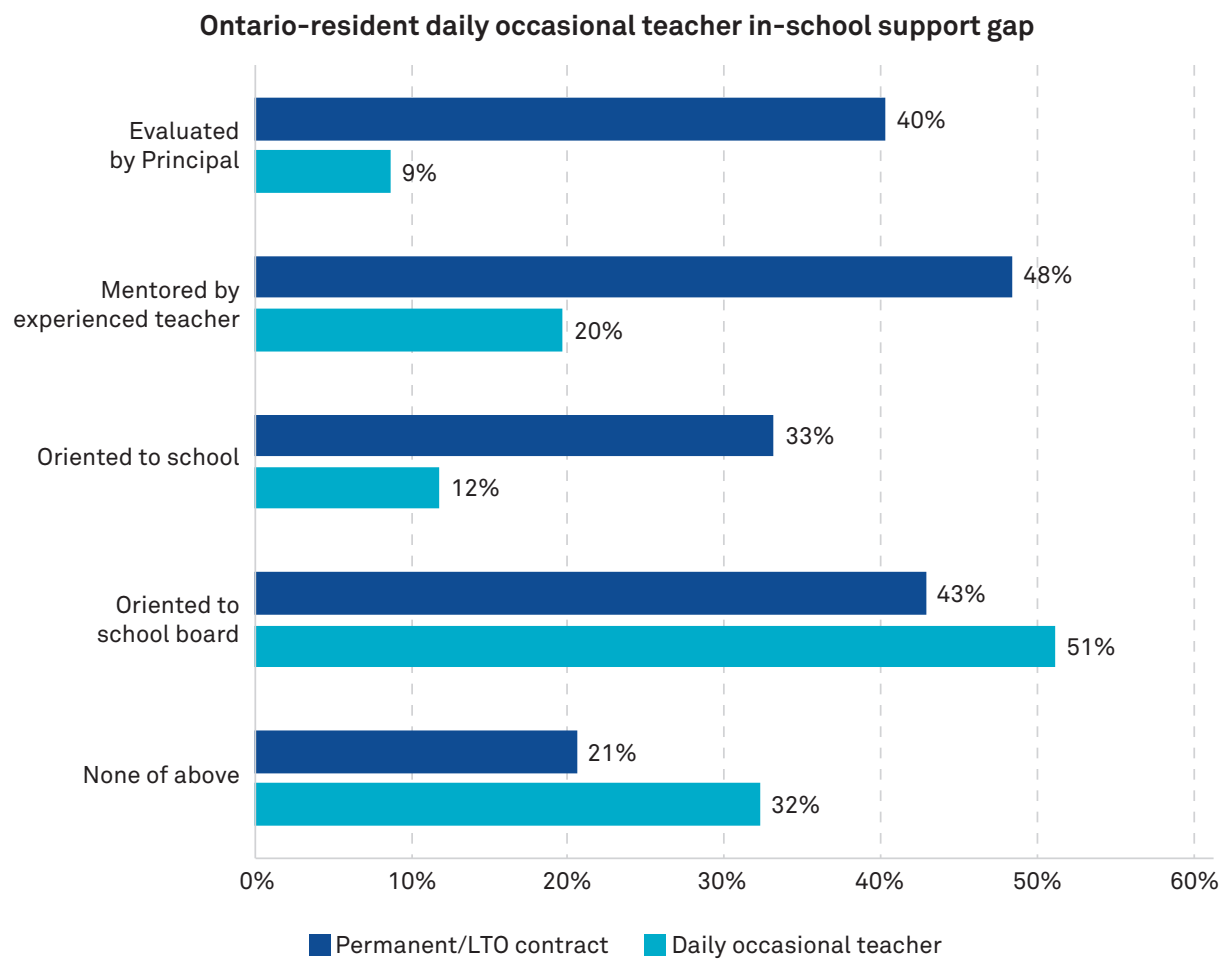
### Professional development gap for daily occasional teachers in Ontario

Nature of professional development	First-year teachers		Second-year teachers	
	Daily occasional	Permanent and LTO	Daily occasional	Permanent and LTO
Participating in school self-evaluation	26 %	46 %	22 %	43 %
Engaging with subject or specialist associations	29	53	33	55
Collaborative learning in my school	34	60	44	62
Collaborative teaching with colleagues	44	66	48	67
Engaging in teacher enquiry	46	60	41	58
Participating in Additional Qualification courses	65	70	67	70

*\*Percentages reporting moderate to very high engagement in types of professional development and percentages completing of one or more AQs or ABQs*

Daily occasional roster teachers experience a further disadvantage of limited access to in-school orientation, mentoring and principal evaluations. These key professional supports are common among teachers with permanent or long term occasional (97+ days) teaching jobs in the first two years of their careers, but rare for daily occasional roster teachers. An exception to this pattern is that more daily occasional teachers than permanent

and LTO contract teachers report school board wide orientation.



## 7. Attachment to teaching profession

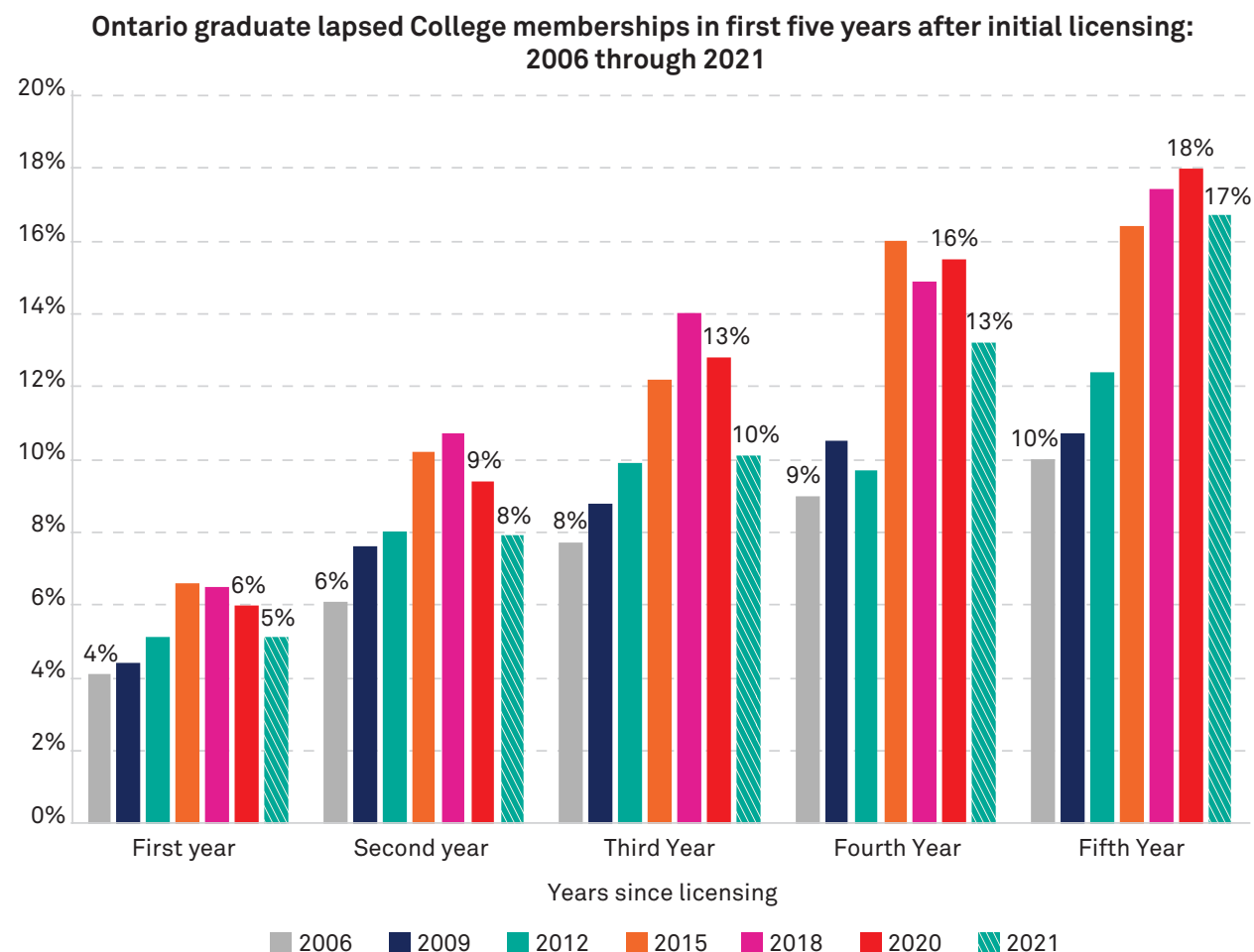
### **Early-career non-renewals of Ontario teaching licenses decline as market demand for teachers outpaces recent new teacher supply**

Teaching license non-renewals grew substantially in the years 2006 - 2015 when many early-career teachers struggled to find substantial teaching employment in Ontario. Ontario early-career teacher retention has improved since then as the provincial teacher job market improved.

By 2021, five per cent of recent Ontario education graduates did not renew their College membership after the first year of licensing. Five years following initial licensing, 17 per cent are no longer members in good standing. Early-career non-renewals peaked several years ago. Recent first- and second-year non-renewals are approaching the very low rates last reported in 2006 through 2009, prior to the recent Ontario teacher surplus years.<sup>44</sup> Years three through five non-renewals also dipped in recent years, although they continue substantially above the loss rates recorded back in 2006.

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<sup>44</sup> To minimize year-to-year variability and focus on longer-term trends, this analysis describes first- through fifth-year Ontario teacher retention by calculating non-renewal loss rates for each career year by averaging losses over the most recent five years preceding the calculation years 2006 through 2021. This smoothing method is used for all charts in this report section.



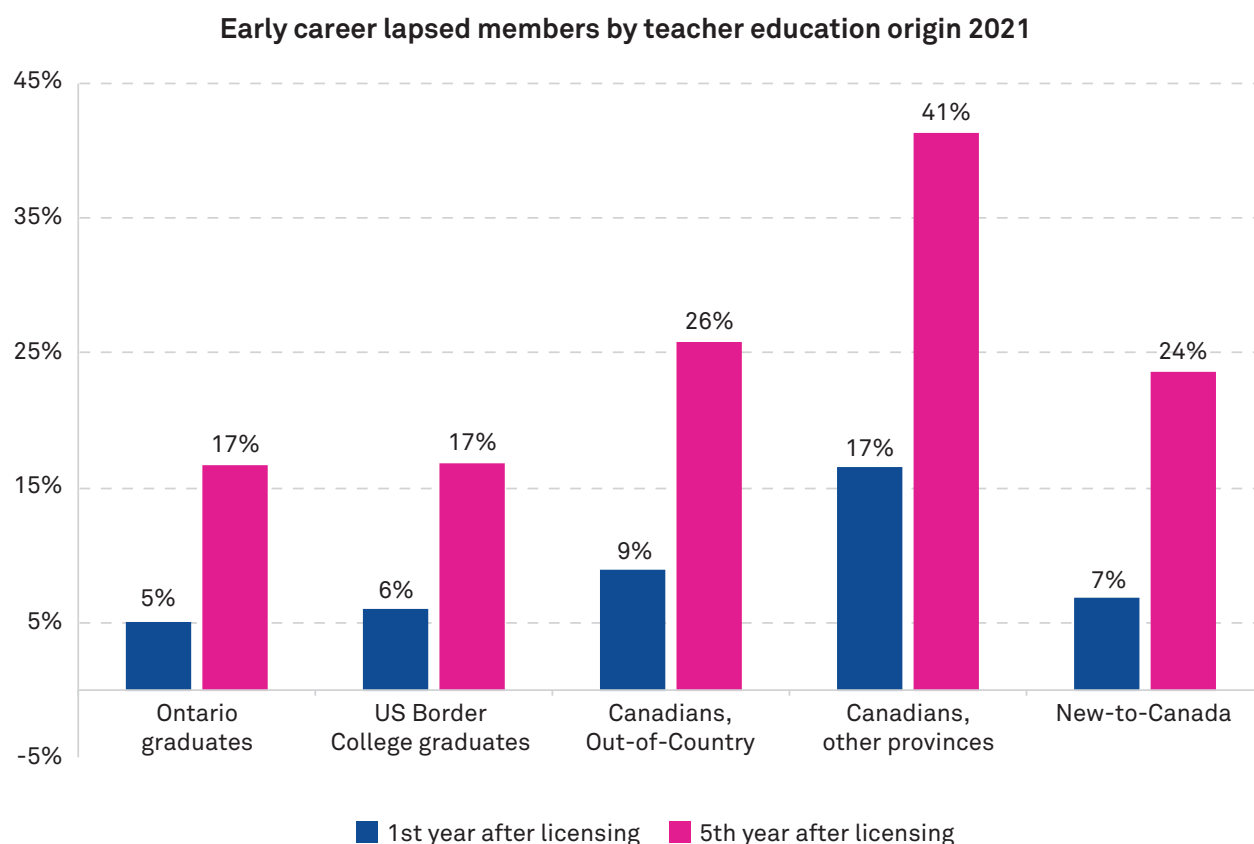
Although some of the improved retention recorded in 2020 and 2021 may be accounted for by COVID-19-driven mobility restrictions, the losses began to trend downwards prior to pandemic mandates of the past two years. With the new teacher shortage era, stronger Ontario teacher retention will likely continue in the years ahead.

Losses of early-career Ontario teachers who complete their teacher education outside Ontario are generally greater than for those educated within the province.

Canadians who complete teacher education in other provinces and subsequently move to Ontario have the highest rate of attrition, with the loss of about two in five (41 per cent) within five years of initial licensing by the College. New-to-Canada teachers and Canadians (mainly Ontarians) who complete teacher education in another country prior to obtaining Ontario teaching licenses have about a one in four rate of attrition over five years (24 and 26 per cent respectively). The loss rate among Ontarians who complete teacher education through US border colleges is

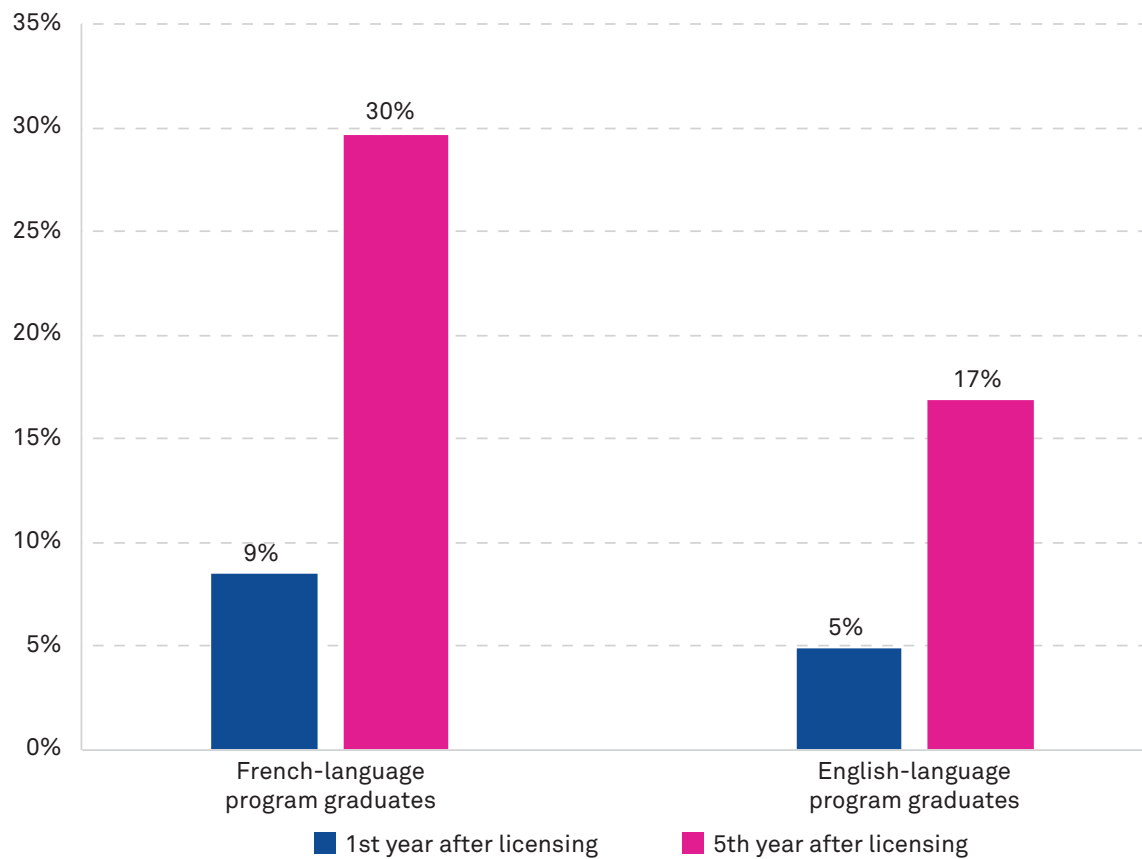


like that of Ontario education graduates (17 per cent).



Non-renewals of Ontario teacher licences are more common among Ontario education graduates who communicate with the College in French (mainly French-language program graduates) than among those who choose English as the language of communication with the College (mainly English-language program graduates). Almost one in three (30 per cent) French communicating members drop their Ontario teaching licence within five years after initial certification. This compares with just 17 per cent of English communicating members.

**Lapsed member rates:  
Ontario French- and English-language Ontario graduates 2021**



Some of this historic difference is likely associated with French-language program education candidates originating from Québec who begin their careers or make an early-career move to teach in their home province and allow their Ontario teacher certification to lapse.

## 8. French-language initial teacher education graduates

### French-language initial teacher education supply and demand context

The chart below summarizes annual newly licensed teachers with French-language basic qualifications over the past eight years and forecast through 2023. In addition to graduates of Laurentian and Ottawa French-language

programs, other teachers are licensed every year in Ontario who completed teacher education in other provinces and countries prior to obtaining an Ontario Teaching Certificate and gained Ontario French-language basic qualifications in some combination of primaire, moyen, intermédiaire and/or supérieur.

Newly licensed teachers with French-language qualifications (Ontario faculties and other)			
Year	New teachers licensed annually		
	Laurentian and Ottawa graduates	Out-of-province educated	Total
2013	747	80	827
2014	719	90	809
2015	866	103	969
2016	104	125	229
2017	332	125	457
2018	371	110	481
2019	381	98	479
2020	438	74	512
2021 (forecast)	390	80	470
2022 (forecast)	370	80	450
2023 (forecast)	400	80	480

Ontario's two universities with French language teacher education (Laurentian and Ottawa) experienced substantial

reductions in annual teacher education spaces when the enhanced teacher education requirements were introduced

in 2015. Following a year of adjustment to the four-semester teacher education, annual new French language teachers qualified to teach in the French public and Catholic DSBs settled in the 450 to 500 range annually, compared to 800 to 900 in preceding years.

Meantime, in the six years through 2018-19, elementary/secondary enrolment in Ontario's public and Catholic French district school boards grew by more than 12 per cent and their teacher labour force by about 15 per cent.

The province's French language teacher shortage over the past five years resulted in a growing need for school boards to staff teacher vacancies through more and more Letters of Permission enabling unqualified individuals to teach in French language district school boards. The number of such permissions rose to more than 500 unqualified teachers in the 2020-21 school year.<sup>45</sup>

### **French-language program graduate survey response rate declines**

We invited 1,963 Ontario French-language program graduates to participate in the four surveys directed to Ontario education graduates. Total responses from these graduates reached 238, for an overall response rate of 12 per cent, results that can be viewed as accurate within six per cent, 19 times out of 20. This is the same rate of return as in 2019, but significantly below the 18 per cent rate achieved in 2020. First-year member returns this year reached 19 per cent.

Response rates and accuracy ranges vary across the early-career years. Margins of error for French-language program graduates at each career year and overall are considerably higher than for all survey respondents in 2021. Nonetheless, the 2021 findings are generally consistent with trends found over the past five years and should be treated as generally representative of the labour market for these Ontario graduates.

### **Ontario French-language program member returns**

Licensing year	Sample	Responses <sup>46</sup>	Response rate	Margin of error
All years	1,963	238	12 %	6.0 %
2020	400	74	19	10.3
2019	319	26	8	18.5
2011, 2016, 2017 and 2018	1,122	102	9	9.3
2021 Temporary Certificate	122	36	30	13.8

<sup>45</sup> Report of the Working Group on the Shortage of Teachers in Ontario's French Language Education System, January 2021.

<sup>46</sup> Ontario-resident respondents are as follows: 2020 licensing year (62), 2019 (18), 2011– 2018 (87), 2021 Temporary Certificate members (31).

### **Negligible unemployment among first-year French-language graduates**

Just one of 68 respondents (1.5 per cent) this year reported being on the teacher job market and unsuccessful in obtaining any employment during the 2020-21 school year. 2021 is the fifth year in a row our surveys find no or near zero unemployment among French-language program graduate first-year teachers, down from the high of 22 per cent back in 2012.<sup>47</sup>

These findings, together with the forecast French-language annual licensed teachers through 2023 in numbers that continue well below pre-2016 levels, confirm that the very high demand (relative to supply) for new teachers graduating from the French-language teacher education programs at Ottawa and Laurentian will continue.

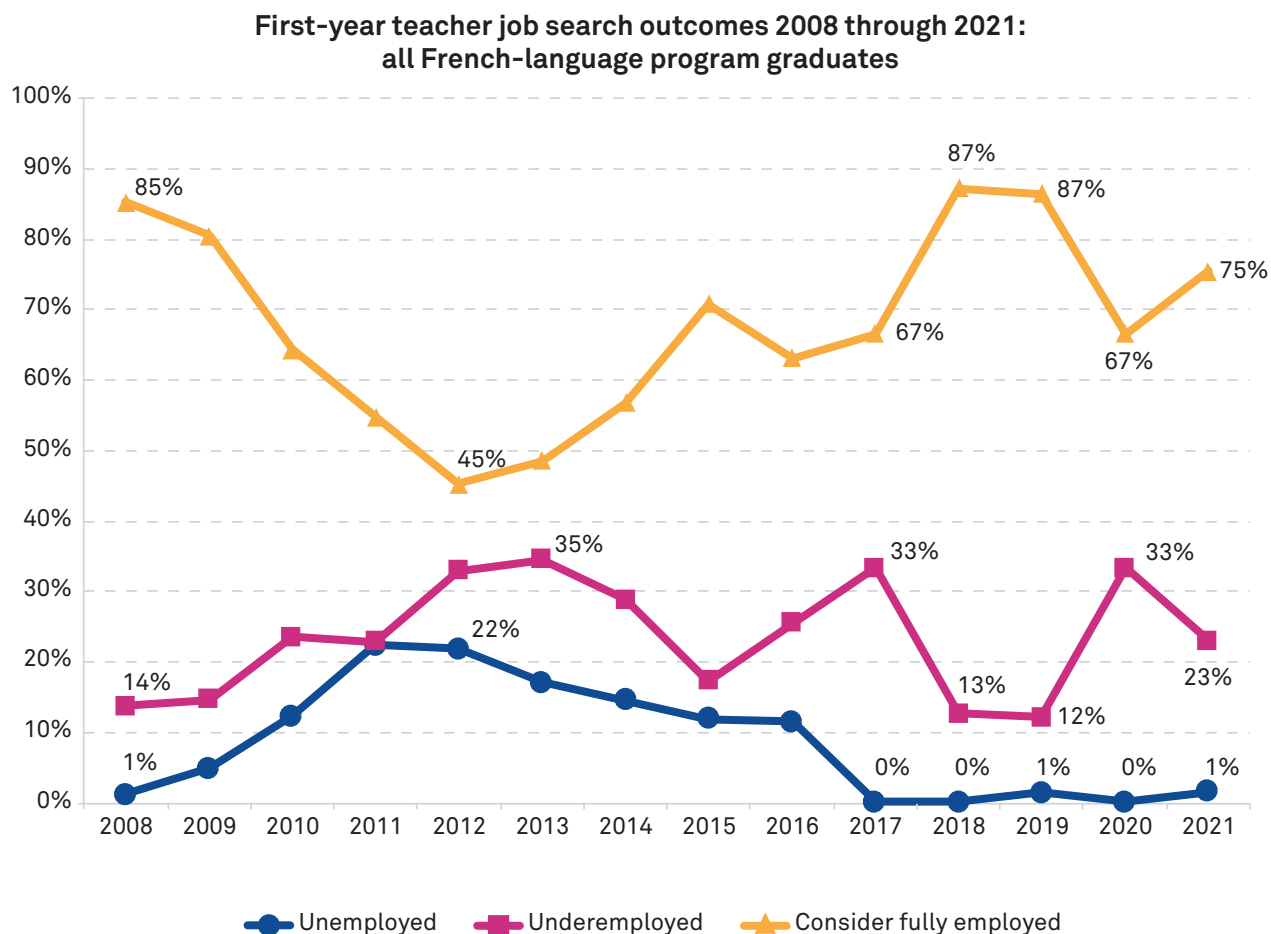
*There is a shortage of Francophone teachers in Ontario.*

First year primary-junior teacher, permanent teaching contract, French language district school board, Toronto

Unemployment rates over the past five years are similar to the one per cent rate reported back in 2008, prior to the brief and comparatively minor Ontario French-language qualified teacher over-supply that started in 2010, peaked in 2012, and ended by 2017.

Last year's jump in reported underemployment receded somewhat in 2021 as school boards retained more first-year teachers when physical classes once again ended in April 2021. The 23 per cent underemployment rate this year continues significantly above the 12 per cent low reached in 2019. Nonetheless, it is back to the level reported in 2010 and will likely drop further, assuming continuous physical schooling without disruption throughout the 2021-22 school year and beyond.

<sup>47</sup> Ontario-resident French-language first-year unemployment in 2021 is 1.8 per cent (one of 57 respondents active on the Ontario job market; this compares with 18 per cent in 2012).

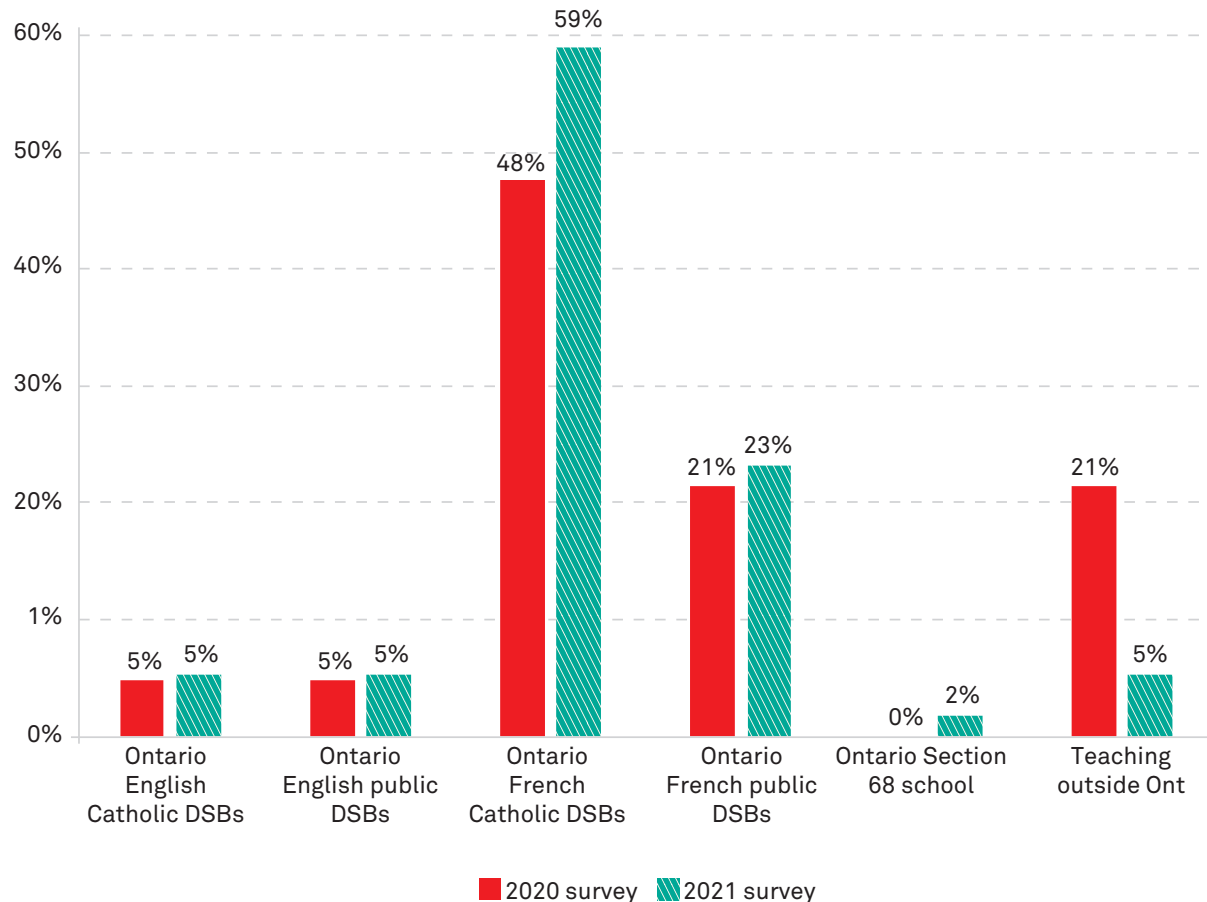


French district school boards should expect the acute teacher shortage of the past few years to continue with more serious recruitment challenges each year as they look to fill occasional roster, LTO and permanent vacancies.

in our 2020 survey. French Catholic and French public district school boards each report higher shares of first-year hires in 2021. English-language district school boards continue as employers of one in ten first-year French program graduates.

### More Ontario French-language program graduates stayed in Ontario in 2021

The most noteworthy finding in 2021 was a sharp drop in French program graduates teaching out-of-province in the first year after Ontario licensing. Just five per cent of this year's new teacher cohort report working for an employer outside Ontario, down from 21 per cent

**Employers of first year French language program graduates: 2020 and 2021**

### Early permanent teaching contracts for French-language program graduates

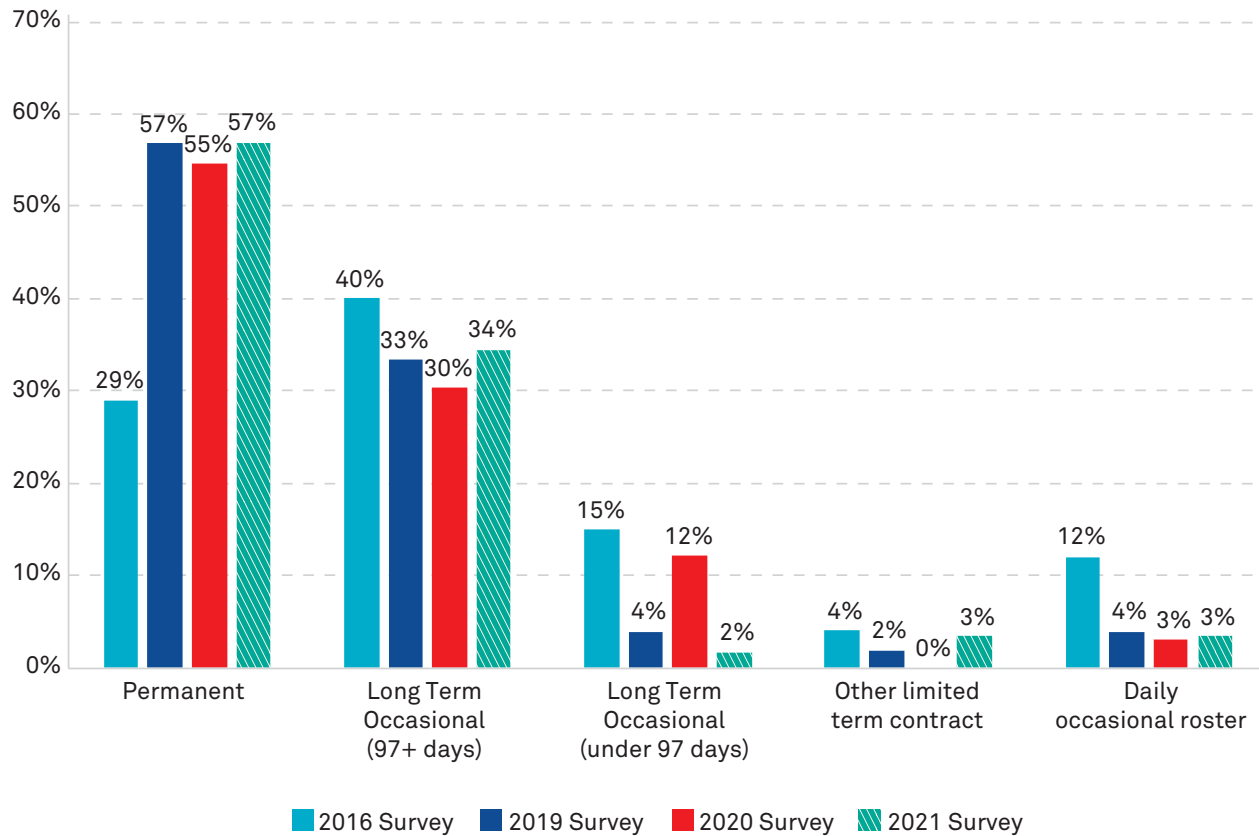
Eight in ten Ontario-resident French-language graduates began their teaching careers in the 2020-21 school year in permanent (40 per cent) or long term occasional contracts with appointments of 97 or more days' duration (another 40 per cent). Nine per cent report other shorter-term contracts. And just 11 per cent started on daily occasional rosters.

For most who started their careers on daily roster lists, this role is just a brief entrée to the field. By the end of the first school year, our 2021 survey finds just

three per cent still on daily rosters. Most report permanent teaching contracts (57 per cent). Another 34 per cent are on LTO contracts longer than 97 days duration and the remaining five per cent are on shorter term contracts.

Year-end contract status back in 2016 was quite different from the pattern of the past three years. In 2016, just 29 per cent held permanent contracts by the end of the first year with 12 per cent on daily rosters.

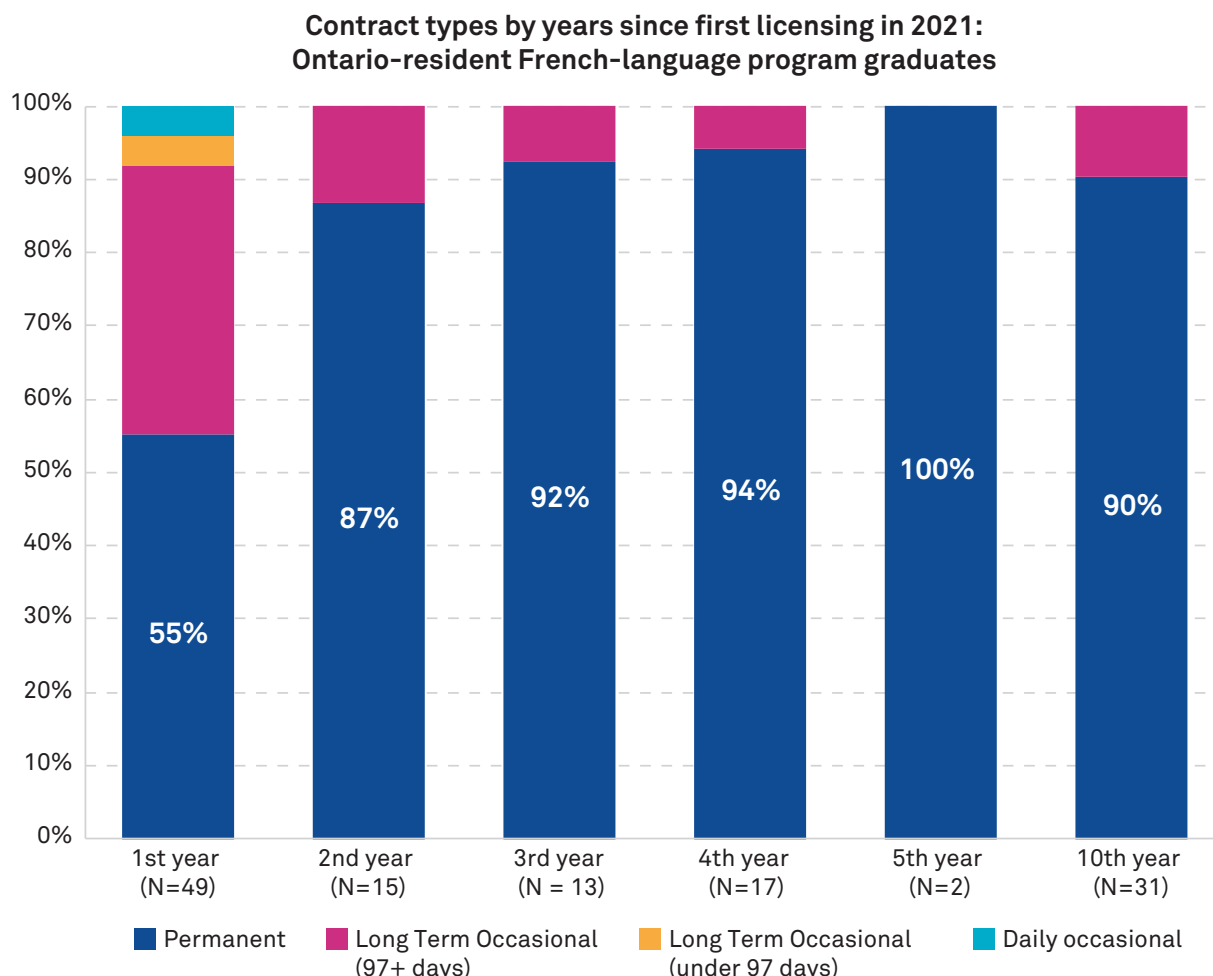
### First school year-end teaching contracts: Ontario-resident French-language program graduates



The substantial improvement in first-year teaching contracts secured by Ontario-resident French-language graduates licensed over the past five years is further indication of the French teacher labour shortage.

Early-career permanent teaching contracts for French language Ontario-resident teachers in 2021 rise consistently from 55 per cent in year one, to 92 per cent in year three and 100 per cent by year five.





### Most out-of-province educated teachers licensed with French-language credentials find teaching jobs and permanent contracts quickly

French language qualified out-of-province respondents are relatively few in this year's survey. Two of seven (29 per cent) first-year new members on the job market in Ontario in the 2020-21 school year report no teaching employment. Just one reported daily occasional roster status toward year end, with the others in long term occasional positions of more

than 97 days duration or permanent teaching contracts.

All seven second year out-of-province educated members report they are employed in permanent teaching contracts.<sup>48</sup>

Half of these employed first- and second-year French-language teachers teach in Ontario French district school boards, 42 per cent in English district school boards and the remaining eight per cent in Ontario independent schools.

<sup>48</sup> In our 2020 survey, all 33 French qualified out-of-province educated teachers reported they were employed and two in three of them held permanent teaching contracts.

These French language qualified teachers came varied routes to their status as Ontario teachers. Two in five (41 per cent) are immigrants to Canada, one in four (25 per cent) are from other Canadian provinces, and the remaining one in three (35 per cent) are Ontarians who completed their teacher education in another province before returning and obtaining Ontario teaching certification.

## 9. Conclusions

With substantially fewer new Ontario teachers licensed each year since 2015, increased annual teacher retirements, and elementary/secondary enrolment growth in some regions, Ontario teacher job markets are far less competitive for new teachers today than in years past. Fewer unemployed early-career teachers compete these days for daily occasional rosters, long term occasional and permanent job vacancies throughout the province. More newly licensed Ontario teachers find initial employment within the province and especially in Ontario district school boards.

Analyses of survey returns from early-career teachers in 2021 confirm that the Ontario elementary/secondary teacher shortage is growing, and it is increasingly widespread. Unemployment is now at levels not seen in 15 years. Province-wide unemployment among Ontario education graduates in their first five years after licensing is now just two per cent. There is no longer any reserve pool of unemployed early-career teachers available to staff daily occasional rosters and future LTO and permanent job vacancies.

French language district school boards already resort to hiring hundreds of unqualified individuals because they cannot find enough licensed teachers with French qualifications. Despite continuing high demand, French as a second language programs are increasingly constrained by the shortage of teachers with FSL qualifications. Intermediate-senior science and math teachers are in short supply. Nor is there any longer a surplus of English language primary-junior teachers, as evident in unemployment dropping to just three per cent for first-year teachers with these qualifications in 2021.

The next few years are on track for annual newly licensed teacher numbers only equal to forecast teacher retirements, a situation not seen over two decades of our tracking provincial teacher supply and demand. Early teacher education policy changes with faculty of education funding increases are needed to boost the annual supply of new teachers for French, French as a second language and English language classrooms across all divisions of qualification over the next few years.

District school board daily occasional staffing in the second half of school year

2020-21 was helped by the Temporary Certificate of Qualification and Certification program that added more than a thousand education candidates to the workforce. This one-time addition of qualified teachers drew from the 2021 graduating class. As such, that class is already accounted for in the 2020-21 teacher workforce and reduces net new additions for 2021-22. Accordingly, 2021-22 is expected to produce further teacher recruitment challenges than boards have experienced over recent years.

New Ontario teachers made some gains in 2021 as evident in reduced employment precarity among first-year teachers. Fewer first-year teachers had to continue in daily roster teaching through to the school year end. More were hired with long term occasional contracts. The other side of this coin, however, is that district school boards depleted their daily rosters to fill term contract jobs and, without the infusion of additional Temporary Certificate education candidates available in 2021-22, roster staffing difficulties are expected to increase.

Despite more first-year teachers securing long term occasional jobs in 2021, early permanent contracts remain elusive, especially for English-language teachers in Ontario's publicly funded school system. The recent change to Ontario hiring regulations should further improve new teacher career progress by enabling more of them to secure earlier permanent jobs in the years ahead.

# 10. Methodology

## Purposes and sponsorship of study

The *Transition to Teaching* study is informed by annual surveys of Ontario teacher education graduates in the early-career years after they obtain Ontario teacher certification. We also survey new College members who are Ontarians who obtain Ontario certification after completing teaching degrees in other provinces or countries, as well as out-of-province and new-to-Canada teachers educated elsewhere who are subsequently certified to teach in Ontario.

The study gives education stakeholders year-over-year data on new Ontario teacher transition into the profession. Surveys cover early-career employment, unemployment and underemployment rates by qualifications, language and geographic region. We track teacher career progression from daily occasional roster to permanent employment through the early years of teaching. Questions also cover teacher induction, assessments of teacher education programs, and their ongoing professional development activities and needs. In addition, the surveys address the extent, timing and reasons some individuals pursue alternate forms of employment

and if they decide to leave the Ontario teaching profession.

Ontario teacher demographics and the ebb and flow of provincial teacher demand and supply of newly licensed teachers have changed substantially over the past two decades. Reports provide analyses of the changing balance of demand for new teachers and the available new teacher recruitment pool from year to year.

From the mid-2000s onwards, our reports document an increasing comparative shortage of employment opportunities for a steadily increasing number of annual newly-licensed Ontario teachers, with peak unemployment occurring in 2013. This teacher supply/demand trend began to change in 2014. Job outcomes for newly licensed teachers have improved considerably for teachers licensed since then.

These surveys and reports are sponsored by the Ontario College of Teachers. The annual surveys were funded by the Ontario Ministry of Education from 2001 through 2018. Additional College resources were made available to continue the study since then.

### **Survey design and delivery**

We survey Ontario teacher education graduates in the first year following Ontario licensure with a focus on teaching employment, job search, teaching assignments, teaching experience, alternate employment, career plans, as well as their assessments of their teacher education, professional knowledge and teaching skills, their priorities for professional development, and demographics.

Surveys of Ontario graduates in subsequent career years and surveys of individuals educated out-of-province are somewhat narrower in scope, focusing mainly on employment, teaching experience, career plans and demographics.

We sent survey invitations to College members in May 2021. Survey groups this year included Ontario education graduates licensed in 2020, 2019, 2018, 2017, 2016 and 2011, as well as teachers newly certified in Ontario in 2020 and 2019 who had previously completed education degrees and gained initial licensing in another Canadian province or abroad. In addition, all members issued Temporary Certificates of Qualification by May 14, 2021 received short surveys with questions on their employment circumstances following this temporary form of licensing established to assist with teacher shortages during the pandemic.

The surveys are web-based using the survey software platform Qualtrics. College members receive either French or English versions of the surveys

based on their language of choice for communicating with the College. Opportunity to toggle between languages is available.

### **Sampling and survey administration**

We draw survey samples from the College Registry of members in good standing with current valid Ontario teaching licences. Email addresses are up to date as verified through the College member annual registration process and regular member updates.

An introductory e-mail from the College Registrar encourages participation in the survey. Teachers receive e-mailed survey invitations with the URL address for the survey version appropriate to their cohort and language of communication with the College. We assure respondents of confidentiality and that the data they provide in the survey will not link with their official College membership and registry information. We offer a participation incentive of eligibility in a draw for one of five prizes of \$150.00.

Large sample sizes support analysis of sub-groups of teachers by region, qualifications and language of teacher education. For Ontario faculty of education graduates licensed in 2020 those with Temporary Certificates issued in 2021, and out of province educated teachers, we surveyed the entire populations of College members in good standing in 2021. For Ontario graduates licensed in 2019 a 50 per cent random sample was surveyed and, for earlier years, 25 per cent random samples.

Given small population sizes, we survey all French-language educated teachers throughout the early-career years.

Again, to ensure adequate samples, we also survey all Technological Education qualified teachers.

### Response rates and margins of error

Some responses were incomplete.

Responses that do not include completed sections on employment status are excluded from the analysis.

Where the employment section and demographics are complete but not all the remaining sections, the response is included in the analysis. This procedure

ensures that we minimize bias that might be associated with differential time available to complete the entire survey.

The 2021 survey received 3,313 responses across five survey version groups, an approximate overall 21 per cent response rate from a sample size of 15,861 College members. Return rates for the five survey versions range from 15 to 33 per cent. Margins of error for equivalent random surveys range from 2.6 to 4.5 per cent for the individual versions of the survey and 1.5 per cent overall, with 95 per cent confidence intervals.

Teacher education group/ licensing year	Sample size	Responses	Response rate	Margin of error*
All survey groups	15,861	3,313	21 %	1.5 %
Ontario graduates – 2020	4,392	1,081	25	2.6
Ontario graduates – 2011	2,261	391	17	4.5
Ontario graduates - 2011, 2016, 2017 and 2018	5,391	794	15	3.2
Out-of-province educated - 2019 and 2020	1,889	405	21	4.3
Temporary certificate members 2021	1,928	642	33	3.2

\* Margins of error for equivalent sized random survey results.

Survey rates of return declined over the years from an average of 37 per cent in 2011 to 15 per cent in 2019 and rebounded to 22 and 21 per cent in 2020 and 2021. The earlier decline affected all survey groups. We made no changes to the general survey methodology over these years. Nor does analysis of demographics in the returns suggest sub-groups differently affected to support explanations for the decline.

The drop in response rates was likely a result of general online survey fatigue. When online surveys replaced the mail survey methodology used for this study in earlier years, a large increase in return rates ensued. This may have been because of enhanced interest in the then novelty of responding to online surveys. Given the increase in online surveys throughout the Ontario population in general, the advantage of what was once new methodology appears to have

worn off and may account for the drop in response rates.

The higher 2020 and 2021 response rates are likely associated with the fact physical schooling had ended in each of these two school years in Ontario and many other jurisdictions where early-career Ontario licensed teachers were resident. This gave teachers surveyed in May each year more opportunity to respond as most of the populations sampled were teaching online with computers readily available to them throughout the workday.

The first-year Ontario graduate 25 per cent rate of return, and the 21 per cent return overall, are good rates of return for online surveys. In addition to the personal importance of the topic of this survey to the survey population, the draw incentive and two reminder e-mails support these comparatively strong return rates.



# 11. Demographics

## Ontario Graduates (N = 2,232)

Three survey versions sample graduates from Ontario faculties of education and other institutions that offer teacher education programs in Ontario by ministerial consent or special Act of the provincial legislature. We select survey populations by the year the graduate obtains their Ontario teaching licence to

assess job outcomes based on years in the teaching employment market. Some graduates defer licensure for one or more years after graduation.

The table below identifies the percentages licensed each year by recency of teacher education degree. (N = 2,232)

### Teacher education degree by year of licensure

	2020	2019	2018	2017	2016
Current year degree	91 %	88 %	98 %	100 %	99 %
One year previous	5	9	2	0	0
Two years previous	2	2	0	0	0
More than two years	2	1	0	0	1

Survey returns are representative of the populations of early-career teachers from which the samples were drawn. Exceptions to this are the relatively high percentages of French-language

program and Technological Education program graduates which result from design over-sampling of these smaller population groups in the pre-2020 samples.

### Teacher qualifications by year of licensure

	2020	2019	2018	2017	2016	2011
Primary-Junior	46 %	45 %	48 %	53 %	48 %	45 %
Junior-Intermediate	16	18	10	16	18	20
Intermediate-Senior	34	34	32	30	24	30
Technological Education	4	3	10	1	10	5

## Teacher education sources by year of licensure

	2020	2019	2018	2017	2016	2011
Ontario faculties of education	93 %	93%	94 %	92 %	97 %	95 %
Ministerial consent programs*	7	7	6	8	3	5

\*Includes Redeemer University that operates under a special Act of Ontario legislature

## Language of teacher education by year of licensure

	2020	2019	2018	2017	2016	2011
English-language	93 %	93 %	90 %	89 %	97 %	80%
French-language	7	7	10	11	3	20

## Respondents reporting Additional Qualifications

		2020	2019	2018	2017	2016
Completed one or more AQs		71 %	82 %	88 %	89 %	91 %
Completed two or more AQs		46	62	75	77	76
	Division	2020	2019	2018	2017	2016
Completed FSL AQ or equivalent	PJ	19 %	20 %	27 %	24 %	12 %
	JI	29	25	15	42	40
	IS	11	10	18	16	5
Completed Math AQ or ABQ	PJ	35	51	53	45	49
	JI	25	41	40	8	20
	IS	22	17	25	20	18

## Gender identification by year of licensure

	2020	2019	2018	2017	2016	2011
Female	76	79 %	73 %	80 %	87 %	57%
Male	23	20	26	19	13	43
Other	1	1	1	1	0	0

## Teaching as first or subsequent career by year of licensure

	2020	2019	2018	2017	2016	2011
First career	81 %	81 %	81 %	89 %	76 %	63 %
Second or subsequent career	19	19	19	11	24	37

## Age range by year of licensure

	2020	2019	2018	2017	2016	2011
18 – 24	23 %	13 %	< 1 %	0 %	0 %	0 %
25 – 34	62	76	85	90	88	42
35 – 44	11	8	10	5	8	36
45 – 54	4	3	4	5	4	16
55 – 64	0	0	1	0	0	6
65 +	0	< 1	0	0	0	0

## Temporary Certificate of Qualification members (N = 642)

A survey was sent to new members of the College who obtained their Temporary Certificates of Qualification in 2021. The respondents have the following demographic profiles. (N=642)

Divisions of Qualification	
Primary-Junior	55 %
Junior-Intermediate	17
Intermediate-Senior	26
Technological Education	1
Language of teacher education	
English-language	94 %
French-language	6
Teacher education faculty	
Ontario faculties of education	94 %
Ministerial consent programs*	6

*\*Includes Redeemer University that operates under a special Act of Ontario legislature*

Teaching as first or subsequent career	
First career	72 %
Second or subsequent career	28

Program includes FSL qualification	
Division	Percentage FSL qualification
PJ	12 %
JI	24
IS	22
Gender	
Female	86 %
Male	13
Other	1
Age range	
18 – 24	46 %
25 – 34	44
35 – 44	7
45 – 54	3
55 – 64	0
65 +	0

## New-to-Canada teachers (N = 221)

The new-to-Canada respondents certified in Ontario in 2019 and 2020 have the following demographic profiles. (N = 221)

Divisions of Ontario Teacher Licensure	
Primary-Junior	18 %
Junior-Intermediate	31
Intermediate-Senior	44
Technological Education	1
Other combination of divisions	6

Language of Initial Teacher Education	
English	93 %
French	5
Other	2

Gender identification	
Female	88 %
Male	11
Other	1

Teaching as first or subsequent career	
First career	82 %
Second or subsequent career	18

Age range	
18 – 24	0 %
25 – 34	29
35 – 44	52
45 – 54	14
55 – 64	5
65 +	0

Years of teaching experience prior to Ontario certification	
None	2 %
Less than one year	3
1 – 2 years	11
3 – 5 years	24
6 – 10 years	33
More than 10 years	27

Where new-to-Canada teachers taught before Ontario licensure	
India	39 %
United States	7
Jamaica	5
United Kingdom	4
Other Canadian provinces	4
Pakistan	3
South Africa	3
42 other countries with two per cent or fewer	

## Ontarians certified after initial teacher education in another province or abroad (excluding New York state border colleges) (N = 71)

Respondents who are from Ontario and completed their teacher education in another Canadian province or country prior to returning to Ontario have the following demographic profiles. This group excludes Ontarians who complete teacher education in New York State colleges bordering on Canada.

Divisions of Initial Teacher Certification	
Primary-Junior	68 %
Junior-Intermediate	3
Intermediate-Senior	28
Technological Education	0
Other combination	1

Language of Initial Teacher Education		
English		90 %
French		10

Gender identification		
Female		83 %
Male		16
Other		1

Age range		
18 – 24		13 %
25 – 34		73
35 – 44		7
45 – 54		6
55 – 64		0
65 or older		1

Teaching as first or subsequent career		
First career		80 %
Second or subsequent career		20

Years of teaching experience prior to Ontario certification*		
None		42 %
Less than one year		16
1 – 2 years		24
3 – 5 years		7
6 – 10 years		7
More than 10 years		4

\*United Kingdom, Québec, New Zealand, Alberta, British Columbia and China are most frequent jurisdictions of prior teaching experience.

### Ontarians certified after initial teacher education at a New York State college near the Ontario border (N = 43)

Respondents who completed teacher education at institutions such as Canisius College, Daeman College, D'Youville College, Medaille College and Niagara University in New York State have the following demographics.

Divisions of Initial Teacher Certification		
Primary-Junior		63 %
Junior-Intermediate		2
Intermediate-Senior		28
Technological Education		0
Other combination of divisions		7

Language of Initial Teacher Education		
English		100 %

Gender		
Female		86 %
Male		12
Other		2

Age range		
18 – 24		2 %
25 – 34		57
35 – 44		36
45 – 54		5

Teaching as first or subsequent career		
First career		35 %
Second or subsequent career		65

Years of teaching experience prior to Ontario certification	
None	89 %
Less than one year	2
1 – 2 years	2
3 – 5 years	2
6 – 10 years	5

### Teachers from other provinces who migrated to Ontario (N = 36)

Canadians who completed their teacher education in another province and subsequently obtained their teacher certification in Ontario have the following demographic profiles.

Divisions of Ontario Teacher Qualifications	
Primary-Junior	45 %
Junior-Intermediate	8
Intermediate-Senior	39
Technological Education	0
Other combination	8

Language of Initial Teacher Education	
English	86 %
French	11
French and English	3

Gender identification	
Female	84 %
Male	16
Other	0

Age range	
18 – 24	3 %
25 – 34	41
35 – 44	28
45 – 54	17
55 – 64	11

Teaching as first or subsequent career	
First career	78 %
Second or subsequent career	22

Years of teaching experience prior to Ontario certification*	
None	6 %
Less than one year	11
1 – 2 years	19
3 – 5 years	19
6 – 10 years	14
More than 10 years	31

\* Québec, Alberta and British Columbia are the most frequently represented provinces.

## 12. Glossary of terms

**Daily occasional teaching** – on roster(s) for daily on-call teaching assignments for one or more schools or district school boards

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

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

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

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

**Full employment** – status of a teacher active in the teaching job market during

the school year, reporting some teaching employment, may be full-time or part-time employed, and reporting that they gained as much teaching employment throughout the school year as they wanted; may be in permanent, LTO or daily occasional teaching job at time of the survey

**Independent school** – privately run elementary and/or secondary school that operates independently in Ontario as a business or non-profit organization; sometimes referred to as private school

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

**Ministerial consent teacher education programs** – teacher education programs offered by Charles Sturt University, Niagara University in Ontario and Tyndale University College, each of which operates or formerly operated in Ontario under special ministerial permit (Redeemer University, which offers teacher education programs in Ontario under a Redeemer specific Act of the

Ontario legislature is grouped with these programs for analysis purposes)

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

**Ontario publicly funded university faculties of education** – faculties of education at Brock University, Lakehead University, Laurentian University, Nipissing University, OISE-University of Toronto, Queen’s University, Trent University, Ontario Tech University, University of Ottawa, Western University, University of Windsor, Wilfrid Laurier University and York University

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

**Ontario teacher education graduates** – Graduates of Ontario faculties of education or ministerial consent teacher education programs in Ontario (including Redeemer University)

**Ontario teacher employment market** – employment market for elementary and secondary teaching jobs in publicly funded district school boards, provincial school authorities, First Nation schools and independent schools located in the province of Ontario

**Other limited term contract** – full-time or part-time position that has a definite end date, not formally referred to as long term occasional or LTO contract

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

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

**Precarious teaching** – teaching contracts or arrangements that have definite end dates and/or do not specify number of teaching days from week to week

**Teacher retirements** – Ontario Certified Teachers who partially or wholly retire from active teaching and become retired members of the Ontario Teachers’ Pension Plan if they have been members of the Plan

**Temporary Certificate of Qualification and Registration** – one-time, emergency Ontario teacher license valid in 2021 only and designed to address teacher shortages in schools during the COVID-19 pandemic.

**Term contract** – Long term occasional (LTO) or other limited term contract position

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



**Unemployed teacher** – actively looking for a teaching job during the school year and not able to find any teaching employment, including not able to find daily occasional teaching work

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

# 13. Appendix 1

## **Ratings on foundational professional knowledge and pedagogical skills**

Surveys of first-year teachers ask respondents for their agreement or disagreement that:

- their teacher education program was excellent,
- their current level of professional preparedness is excellent, and
- they place a high priority on future professional development

These statements are asked in relation to a comprehensive set of areas of foundational professional knowledge and pedagogical skills. These areas were identified through Ontario College of Teachers research and consultations as important to support the province's enhanced teacher education program.

Ratings were completed on five-point scales from strongly agree (5) to strongly disagree (1) and the detailed results are presented below. Results are listed separately for first-year teachers with primarily elementary or primarily secondary school teaching jobs.

## Elementary Teachers – Teacher education excellence ratings

Statement: Initial teacher education coverage was excellent.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Knowledge and skill content area	Average rating	Knowledge and skill content area	Average rating
Professional conduct and ethics, professional boundaries with students and parents	4.2	Reading and literacy pedagogy	3.7
Observing experienced teachers	4.1	Foundations of education courses	3.7
Lesson planning	4.1	Student observation, assessment and evaluation	3.7
Inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources	4.1	Depth and breadth of Ontario curriculum	3.6
Theories of learning and teaching and differentiated instruction	4.1	Connection of theory and practice	3.6
Adapting teaching to diverse learners	4.0	Professional relationships with colleagues	3.6
Safe and accepting schools / creating of a positive school climate	4.0	Use of educational research and data analysis	3.6
Instructional strategies	3.9	Use of technology as a teaching and learning tool	3.6
Education law and standards of practice	3.9	Program planning	3.5
Engaging students	3.9	Teaching students with special needs	3.5
Inquiry-based instruction	3.9	Classroom management and organization	3.5
Addressing equity of access and outcomes for all students	3.8	Promoting my personal and professional well-being	3.4
Coaching and feedback on my teaching	3.8	Well-being and mental health	3.4
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	3.8	Supporting English language learners*	3.3
Knowledge of the Ontario context	3.8	Child and adolescent development and student transitions	3.3
Pedagogy, assessment and evaluation for your specific curriculum areas	3.7	Supporting French language learners**	3.1
Inquiry-based research, data and assessment	3.7	Politique d'aménagement linguistique (PAL) de l'Ontario***	3.1
Mathematics curriculum and pedagogy	3.7	Parent engagement and communication	3.0
		Teaching combined grades	2.4
		Report card preparation	2.0

\*Supporting English language learners - only English language program graduate responses included

\*\*Supporting French language learners - only FSL qualified and French program graduate responses included

\*\*\*Politique d'aménagement linguistique (PAL) de l'Ontario - only French program graduate responses included

## Secondary Teachers – Teacher education excellence ratings

Statement: Initial teacher education coverage was excellent.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Knowledge and skill content area	Average rating	Knowledge and skill content area	Average rating
Professional conduct and ethics, professional boundaries with students and parents	4.2	Program planning	3.7
Theories of learning and teaching and differentiated instruction	4.2	Depth and breadth of Ontario curriculum	3.6
Observing experienced teachers	4.1	Inquiry-based research, data and assessment	3.6
Lesson planning	4.1	Classroom management and organization	3.6
Education law and standards of practice	4.1	Foundations of education courses	3.6
Pedagogy, assessment and evaluation for your specific curriculum areas	4.0	Use of technology as a teaching and learning tool	3.5
Adapting teaching to diverse learners	4.0	Connection of theory and practice	3.5
Instructional strategies	3.9	Use of educational research and data analysis	3.5
Inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources	3.9	Reading and literacy pedagogy	3.4
Coaching and feedback on my teaching	3.9	Child and adolescent development and student transitions	3.4
Safe and accepting schools / creating of a positive school climate	3.9	Supporting English language learners*	3.4
Addressing equity of access and outcomes for all students	3.8	Teaching students with special needs	3.4
Knowledge of the Ontario context	3.8	Well-being and mental health	3.4
Engaging students	3.8	Professional relationships with colleagues	3.3
Inquiry-based instruction	3.8	Supporting French language learners**	3.3
Student observation, assessment and evaluation	3.7	Promoting my personal and professional well-being	3.1
Politique d'aménagement linguistique (PAL) de l'Ontario***	3.7	Mathematics curriculum and pedagogy	3.0
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	3.7	Parent engagement and communication	2.8
		Teaching combined grades	2.3
		Report card preparation	2.1

\*Supporting English language learners - only English language program graduate responses included

\*\*Supporting French language learners - only FSL qualified and French program graduate responses included

\*\*\*Politique d'aménagement linguistique (PAL) de l'Ontario - only French program graduate responses included

## Elementary Teachers – Preparedness excellence ratings

Statement: My current level of preparedness is excellent.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Knowledge and skill content areas	Average rating	Knowledge and skill content areas	Average rating
Professional conduct and ethics, professional boundaries with students and parents	4.4	Mathematics curriculum and pedagogy	3.8
Safe and accepting schools / creating of a positive school climate	4.3	Knowledge of the Ontario context	3.8
Lesson planning	4.3	Student observation, assessment and evaluation	3.8
Professional relationships with colleagues	4.2	Well-being and mental health	3.8
Engaging students	4.2	Supporting French language learners**	3.8
Use of technology as a teaching and learning tool	4.1	Program planning	3.8
Inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources	4.1	Inquiry-based research, data and assessment	3.8
Instructional strategies	4.1	Foundations of education courses	3.8
Adapting teaching to diverse learners	4.0	Parent engagement and communication	3.7
Theories of learning and teaching and differentiated instruction	4.0	Use of educational research and data analysis	3.7
Classroom management and organization	4.0	Promoting my personal and professional well-being	3.7
Addressing equity of access and outcomes for all students	4.0	Teaching students with special needs	3.6
Education law and standards of practice	3.9	First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	3.6
Inquiry-based instruction	3.9	Supporting English language learners*	3.5
Pedagogy, assessment and evaluation for your specific curriculum areas	3.9	Politique d'aménagement linguistique (PAL) de l'Ontario***	3.3
Depth and breadth of Ontario curriculum	3.9	Teaching combined grades	3.0
Reading and literacy pedagogy	3.9	Report card preparation	3.0
Connection of theory and practice	3.8	Child and adolescent development and student transitions	2.7

\*Supporting English language learners - only English language program graduate responses included

\*\*Supporting French language learners - only FSL qualified and French program graduate responses included

\*\*\*Politique d'aménagement linguistique (PAL) de l'Ontario - only French program graduate responses included

## Secondary Teachers – Preparedness excellence ratings

Statement: My current level of preparedness is excellent.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Knowledge and skill content areas	Average rating	Knowledge and skill content areas	Average rating
Professional conduct and ethics, professional boundaries with students and parents	4.4	Depth and breadth of Ontario curriculum	4.0
Lesson planning	4.3	Well-being and mental health	4.0
Politique d'aménagement linguistique (PAL) de l'Ontario***	4.3	Addressing equity of access and outcomes for all students	3.9
Use of technology as a teaching and learning tool	4.3	Inquiry-based instruction	3.9
Instructional strategies	4.2	Connection of theory and practice	3.9
Safe and accepting schools / creating of a positive school climate	4.2	Inquiry-based research, data and assessment	3.8
Engaging students	4.2	Supporting French language learners**	3.8
Pedagogy, assessment and evaluation for your specific curriculum areas	4.2	Foundations of education courses	3.8
Theories of learning and teaching and differentiated instruction	4.1	Reading and literacy pedagogy	3.7
Adapting teaching to diverse learners	4.1	Use of educational research and data analysis	3.7
Student observation, assessment and evaluation	4.1	Promoting my personal and professional well-being	3.6
Inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources	4.0	Supporting English language learners*	3.6
Education law and standards of practice	4.0	Parent engagement and communication	3.6
Professional relationships with colleagues	4.0	Child and adolescent development and student transitions	3.6
Classroom management and organization	4.0	First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	3.6
Knowledge of the Ontario context	4.0	Teaching students with special needs	3.6
Program planning	4.0	Mathematics curriculum and pedagogy	3.5
		Report card preparation	3.4
		Teaching combined grades	2.8

\*Supporting English language learners - only English language program graduate responses included

\*\*Supporting French language learners - only FSL qualified and French program graduate responses included

\*\*\*Politique d'aménagement linguistique (PAL) de l'Ontario - only French program graduate responses included

## Elementary Teachers – Professional development priority ratings

Statement: This is a high professional development priority for me.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Knowledge and skill content areas	Average rating	Knowledge and skill content areas	Average rating
Adapting teaching to diverse learners	4.7	Depth and breadth of Ontario curriculum	4.4
Inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources	4.6	Supporting French language learners**	4.4
Engaging students	4.6	Inquiry-based instruction	4.3
Classroom management and organization	4.6	Supporting English language learners*	4.3
Instructional strategies	4.6	Pedagogy, assessment and evaluation for your specific curriculum areas	4.3
Student observation, assessment and evaluation	4.6	Parent engagement and communication	4.3
Well-being and mental health	4.5	Professional conduct and ethics, professional boundaries with students and parents	4.3
Program planning	4.5	Mathematics curriculum and pedagogy	4.3
Safe and accepting schools / creating of a positive school climate	4.5	Promoting my personal and professional well-being	4.3
Addressing equity of access and outcomes for all students	4.5	Professional relationships with colleagues	4.2
Reading and literacy pedagogy	4.5	Inquiry-based research, data and assessment	4.1
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	4.5	Child and adolescent development and student transitions	4.1
Teaching students with special needs	4.5	Connection of theory and practice	4.1
Observing experienced teachers	4.5	Knowledge of the Ontario context	4.0
Coaching and feedback on my teaching	4.5	Teaching combined grades	4.0
Theories of learning and teaching and differentiated instruction	4.5	Education law and standards of practice	4.0
Use of technology as a teaching and learning tool	4.4	Use of educational research and data analysis	3.9
Lesson planning	4.4	Foundations of education courses	3.8
Report card preparation	4.4	Politique d'aménagement linguistique (PAL) de l'Ontario***	3.6

\*Supporting English language learners - only English language program graduate responses included

\*\*Supporting French language learners - only FSL qualified and French program graduate responses included

\*\*\*Politique d'aménagement linguistique (PAL) de l'Ontario - only French program graduate responses included



## Secondary Teachers – Professional development priority ratings

Statement: This is a high professional development priority for me.

Responses: Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Somewhat disagree = 2, Strongly disagree = 1

Knowledge and skill content areas	Average rating	Knowledge and skill content areas	Average rating
Engaging students	4.6	First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	4.2
Adapting teaching to diverse learners	4.6	Lesson planning	4.2
Inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources	4.5	Parent engagement and communication	4.2
Instructional strategies	4.5	Professional conduct and ethics, professional boundaries with students and parents	4.2
Student observation, assessment and evaluation	4.5	Supporting English language learners*	4.2
Well-being and mental health	4.4	Depth and breadth of Ontario curriculum	4.1
Safe and accepting schools / creating of a positive school climate	4.4	Inquiry-based research, data and assessment	4.1
Classroom management and organization	4.4	Report card preparation	4.1
Pedagogy, assessment and evaluation for your specific curriculum areas	4.4	Connection of theory and practice	4.1
Use of technology as a teaching and learning tool	4.4	Politique d'aménagement linguistique (PAL) de l'Ontario***	4.0
Addressing equity of access and outcomes for all students	4.4	Professional relationships with colleagues	4.0
Program planning	4.4	Supporting French language learners**	4.0
Coaching and feedback on my teaching	4.3	Child and adolescent development and student transitions	3.9
Theories of learning and teaching and differentiated instruction	4.3	Reading and literacy pedagogy	3.9
Inquiry-based instruction	4.3	Education law and standards of practice	3.9
Observing experienced teachers	4.3	Knowledge of the Ontario context	3.9
Teaching students with special needs	4.3	Use of educational research and data analysis	3.7
Promoting my personal and professional well-being	4.2	Foundations of education courses	3.6
		Teaching combined grades	3.5
		Mathematics curriculum and pedagogy	3.3

\*Supporting English language learners - only English language program graduate responses included

\*\*Supporting French language learners - only FSL qualified and French program graduate responses included

\*\*\*Politique d'aménagement linguistique (PAL) de l'Ontario - only French program graduate responses included



# 14. Appendix 2

## Annual teacher retirement and new teacher forecast methodology

### Teacher retirements

Teacher retirements are forecast for the years 2021 and 2022 based on:

- trends in Ontario Teacher Pension Plan reports up to 2020, and
- teacher retirement forecasts by *PRISM Economics and Analysis 2016 forecast report for the Higher Education Council of Ontario*.

The PRISM report includes forecasts sourced from the Ontario Teacher Pension Plan Board as well as

demographic forecasts of deaths of active teachers. We have adjusted the PRISM retirement forecasts upward using the pre-2020 level of retirements as a base and deploying the upward trend described by PRISM. Forecasts of losses through death and other pre-retirement factors are not included. In addition, our methodology does not include forecasts of retirements of teachers in Ontario independent schools.

### New teachers

New teacher forecasts for 2021 and 2022 are based on:

- Ontario University Application Centre (OUAC) reports on Ontario faculty of education consecutive program confirmations of admission in 2017 through 2020,
- University of Toronto teacher education master's degree programs admissions in 2017 through 2020,
- trends in Ministry of Training, Colleges and University funding

- of concurrent teacher education enrolments at Ontario universities,
- Ontario College of Teacher reports on trends in numbers of current year and previous year Ontario education graduations in each year of new licenses issued to such graduates, which allows forecasting of future year licensing based on consecutive confirmations two years previous as well as numbers of delayed entry graduates from previous years, and

- trends in licensing of out-of-province teachers including from other provinces, US border colleges and other countries (including both individuals new-to-Canada and Ontarians studying abroad),
- announcement or non-announcement of commitments from the Ministry of Training, Colleges and Universities of funding changes for spaces in education faculties, and
- enrolment ceilings announced for special permit colleges and Redeemer University operating in Ontario.







*Transition to Teaching* 2021 surveys confirm the Ontario teacher surplus is at an end. Early action is needed to ensure enough qualified teachers are available for Ontario's classrooms in the years ahead.

French as a second language and French first language teachers are in very high demand relative to annual supply. Our survey findings confirm the widely recognized shortages of these qualifications across the province continue.

English-language teacher education graduates report significantly improved job outcomes in recent years. The pool of unemployed teachers from earlier surplus years is depleted as a source for future school board hiring.

District school board stresses are evident in the emergency measure of Temporary Certificates for education graduates to fill English and French district school board daily roster vacancies in 2021, and in the high numbers of unqualified individuals hired through Letters of Permission to fill French language district school board vacancies.

Forecast annual newly licensed teachers in the years ahead fall well short of provincial needs to staff teacher retirement replacements and enrolment growth over the next several years.

The province urgently requires more new teachers than currently in the pipeline to fill classroom vacancies and daily occasional rosters in the years ahead.



Ontario  
College of  
Teachers

Ontario's Teaching Regulator

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