

Transition to Teaching 2016



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

Transition to Teaching 2016

Substantial, but temporary, increase in new teacher licences issued in 2015 slowed but did not reverse the overall trend of improved early-career employment outcomes for Ontario teachers.

French as a second language and French first language teachers are again in high demand. English-language education graduates also report improved job outcomes although higher than normal unemployment continues for many qualifications.

Annual supply of new Ontario teachers will fall sharply and teacher retirements will rise gradually over the remainder of this decade. This should lead to further strengthening of new teacher employment outcomes in the years ahead.

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1. Executive summary

Comprehensive study of Ontario's newly-licensed teachers

The *Transition to Teaching* surveys include samples of all individuals recently licensed to teach in the province of Ontario. This includes those who complete their teacher education through:

- Ontario's university faculties of education,
- Ontario-based teacher education programs specially permitted by the Ontario Ministry of Advanced Education and Skills Development, and
- teacher education programs in other provinces and other countries.

In May 2016, web-based surveys were distributed to large samples of teachers who the College certified in 2006 and in the years 2011 through 2015 and who maintained their licences in good standing at the time of the survey. 5,528 teachers responded. Response rates varied from 16 to 27 per cent of the samples, with an average 21 per cent return overall. The accuracy rate is 1.9 per cent overall and 1.8 to 4.7 per cent for the individual survey components, 19 times out of 20.

This report looks at teachers resident in Ontario as well as those living in other provinces and internationally. It looks at employment and related experiences in Ontario publicly funded schools, private schools and other school authorities. It also addresses the experiences and plans of those who say they are not participating in the

teacher employment market at the time of the survey.

For example, at the highest level of analysis of Ontario graduates licensed in 2015, outcomes are presented on unemployment and underemployment rates for the full group of respondents actively seeking teacher employment in the 2015-2016 school year, regardless of whether they reside in Ontario or elsewhere and whether they sought teaching employment in the province, elsewhere or both. Greater detail is then given for graduates of Ontario-based teacher education programs resident in the province at the time of the survey and actively teaching or looking for teaching jobs within the province.

Throughout the report care is taken to identify which population or respondent sub-group the data in charts and analyses describe.

Recent history of teacher supply and teacher demand in Ontario

Ontario school boards experienced a short-term, retirement-driven teacher shortage that started in 1998 and lasted for about five years. By 2005, however, an emerging teacher surplus became apparent as increasingly more teachers were certified each year than there were teaching jobs available. This surplus grew steadily with peak unemployment and underemployment of early-career teachers reached in 2013.

Surveys in 2014 and 2015 revealed a new trend with unemployment rates starting to

decline. For French-language teachers, it appeared that the surplus was over and a new shortage era could be emerging.

Teacher retirements are the source of most job openings in Ontario schools. To a lesser extent, pre-retirement teacher departures, changes in government policy and school board funding, and the rise and fall in elementary and secondary enrolment also affect the number of jobs available for early-career teachers.

Policy and student demographic changes in recent years have tended to balance and moderate their collective contributions to the overall number of teaching jobs available across the province. And former teachers who return to active service in the province replace some of the workforce losses each year from pre-retirement departures. Accordingly, the major driver of annual demand for new teachers¹ is the number of teacher retirements.

Sharply increased teacher retirements² from 1998 to 2002 generated a surge in Ontario teaching job openings. School boards, concerned about the teacher shortage relative to demand, vigorously recruited former teachers back to the profession. Most new teachers secured permanent teaching jobs³

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

Over the five year period 1998 through 2002 Ontario had record-high teacher retirements, on average about 7,200 annually. Teachers hired in historic high numbers through the 1960s and 1970s were approaching retirement age. This retirement wave, embedded in underlying teacher age demographics, got compressed into a five-year span because of enhanced early retirement provisions first made available to Ontario Teachers' Pension Plan members in 1998. At that time, comparatively low numbers of new teachers joined the profession each year.

Most French- and English-language school boards, at both elementary and secondary levels, and in every region of the province, had higher than normal numbers of retirement-driven teacher vacancies. This wave of retirements created many job openings for the then annual average of about 9,200 newly licensed Ontario teachers. This resulted in a relative balance of teacher demand and teacher supply across the province.

From 2003 onwards, retirement numbers fell as the age bulge in Ontario teacher demographics passed. At the same time, the supply of new teachers increased substantially – from Ontario faculties of

1 "New teachers" refers to newly certified members of the Ontario College of Teachers, including new Ontario graduates and teachers educated in other jurisdictions who gain Ontario certification.

2 "Teacher retirements" refers to Ontario Teachers' Pension Plan (OTPP) reports on Ontario teachers who are plan members and retire or are 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 future retirement forecasts below.

3 "Permanent teaching job" refers to a regular teaching position, part-time or full-time, on a contract that does not have a defined ending date.

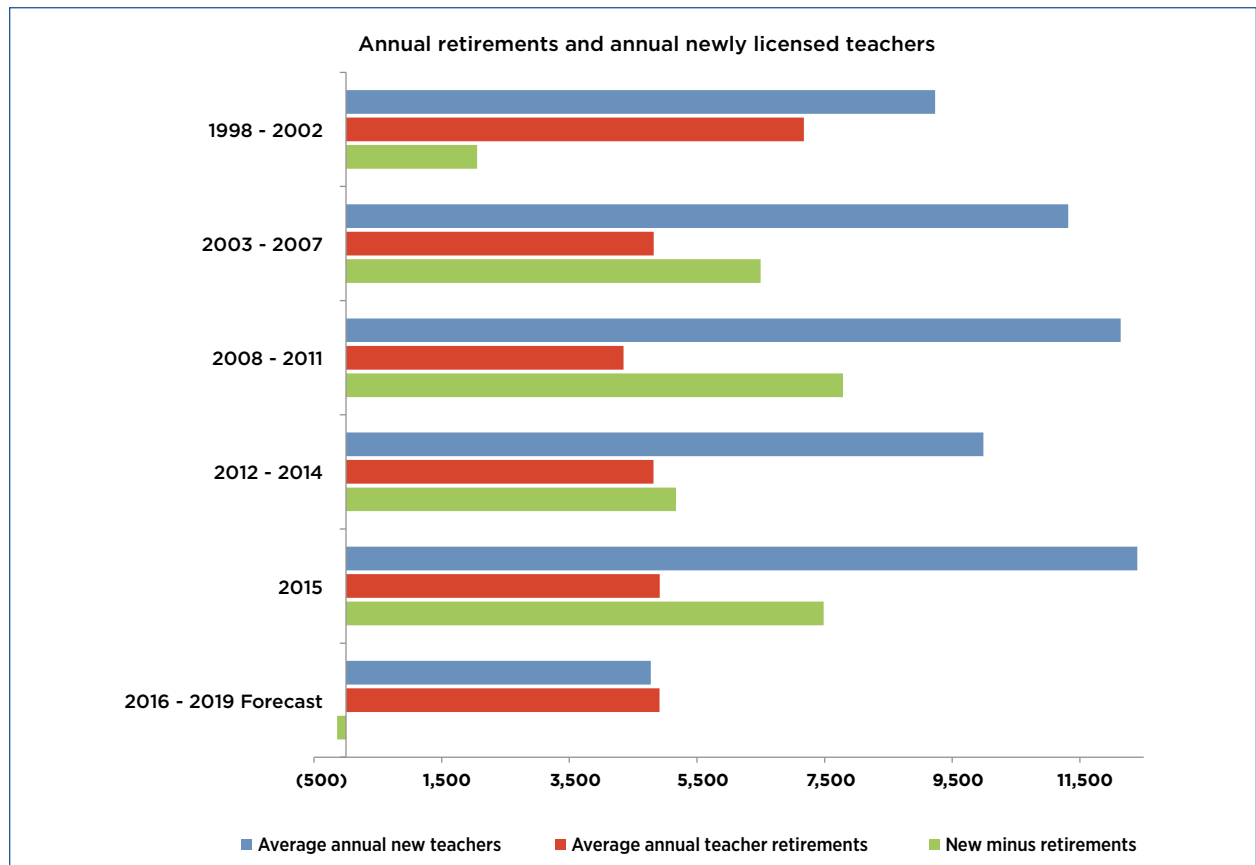
education, from teacher education programs with special ministerial consent to operate in Ontario, from US border colleges offering programs designed for and marketed to Ontarians, from Ontarians who pursued teacher education in Australia and elsewhere abroad, and also with more teachers migrating to Ontario from other provinces and countries.

The English-language teacher job market got increasingly competitive from about 2005 onwards as job openings for new teachers, especially those with Primary-Junior qualifications, were quite limited relative to the steadily growing new teacher supply each year.

Every year more new teachers were unemployed and more took longer to move

from daily supply assignments to term contracts and permanent jobs, as well as moving from partial to full-time contracts. As the underemployed teachers from earlier years continued to seek more daily supply teaching days, long-term occasional and permanent teaching contracts, each successive cohort of education graduates and other newly licensed Ontario teachers faced an increasingly saturated job market. The market became ever more competitive over time for a relative scarcity of jobs.

Annual average retirement numbers dropped substantially from 2003 through 2007 and even further in years 2008 to 2011. Numbers of newly licensed teachers in Ontario rose steadily over the same periods. The average supply and demand difference of just 2,000 more new teachers than retirees in 1998



through 2002 grew dramatically to 6,500 through the middle of the past decade and reached almost 7,800 annually in 2008 through 2011 – almost four times greater than a decade previous.

The teacher surplus and its early career teacher employment impact eventually moved beyond Primary-Junior English-language teachers to encompass secondary teachers, including sciences and mathematics, and also French first language and French as a second language teachers.

Meanwhile, with heightened awareness of the more competitive teacher employment market in Ontario, 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. And with the introduction of the enhanced requirements for teacher education, annual applicant numbers fell again by more than half to about 4,300 in 2015 and 2016.

New teacher supply declines, rises briefly again in 2015, then drops sharply in 2016 and to end of decade

Years 2012 through 2014 heralded a change in direction for Ontario annual new teacher supply after a decade of steady growth. Newly licensed Ontario education graduate numbers declined almost 10 per cent from the average of the preceding four years. Annual new teachers from US border-colleges plummeted more than 60 per cent. And newly licensed teachers educated elsewhere in other provinces and countries dropped by more than 40 per cent.

On average, about 2,150 fewer individuals gained Ontario teaching licences in each of the years 2012 to 2014 than the annual average in 2008 through 2011.

Teacher retirements, meantime, rose somewhat during those three years – an average of 450 more retirements than in the previous four year period. As a consequence of this decrease in new teacher supply and slight increase in retirement-driven demand, the annual surplus of new teachers fell from an average of almost 7,800 in the preceding period to about 5,170 on average in the years 2012 through 2014.

2015 was a transition year in Ontario's requirements for teacher education as the province moved from a two semester program to four semesters. The enhanced and extended teacher education program began in September 2015 for both consecutive and concurrent program candidates. Graduates who had completed their programs (or substantially so for those in multi-year program formats) and had applied for their Ontario certification by the end of August 2015 were grand parented under the previous two semester requirements.

Many education graduates from earlier years deferred teaching careers and had not applied for an Ontario teaching licence prior to 2015. Large numbers of this deferral group applied in 2015 under the pre-enhanced teacher education requirements and very few of the 2015 graduates failed to apply for licences that year. This resulted in a one-time sharp jump in newly licensed Ontario teachers in 2015 compared with the previous three years.

Newly licensed teachers (Ontario faculties and other)

Years	New teachers licensed annually
2008 to 2011	12,138 (actual)
2012 to 2014	9,987 (actual)
2015	12,399 (actual)
2016	3,600 (actual)
2017	5,390 (forecast)
2018	5,340 (forecast)
2019	4,790 (forecast)

Along with the new program requirements, Ontario faculty of education annual intake of education candidates fell by more than half compared with pre-2015 levels. The two-year rollout of the new program – with a first full graduating class in 2017 – means a transitional low number of Ontario teachers newly licensed in calendar 2016. This reduced new teacher supply sharply for 2016-2017 school board recruitment. And newly licensed Ontario teachers in subsequent years will settle at levels far below recent years.

Teacher retirements throughout the remainder of this decade are forecast at an average of about 5,000 annually. Accordingly, Ontario's annual new teacher supply and teacher demand will no longer be in surplus. Indeed, it appears that there will likely be fewer new teachers (both from Ontario faculties and from other sources) than teacher retirements in the four years 2016 to 2019. This will likely result in a seller's job market not seen since 1998-2002.

In focusing on this historic deficit of annual new teachers in relation to annual teacher retirements, it is important to recall, however, that there remains a substantial number of

unemployed and underemployed teachers from many years of annual surpluses, especially among English-language teachers. The sharp drop in the annual number of new teachers should provide opportunities for many of these still underemployed surplus teachers from prior years to finally gain full-time employment.

2016 study highlights

The positive trend of improved first-year teacher employment outcomes evident in our 2014 and 2015 surveys took a pause in 2016, very likely a one-year phenomenon rather than a trend reversal.

After many years of increases and resultant higher unemployment rates, lower new member numbers from 2012 through 2014 decreased somewhat the early-career competition for teaching jobs across the province. In 2015, however, there was a large increase in new members associated with current and former education graduates ensuring they obtained an Ontario teaching licence prior to expiry of the two-semester regulations replaced that year. Although some of these new members appear not to have immediately joined the teaching job market, enough did so that more first-year teachers crowded the job market in 2015-16 than had been the case for the previous couple of years.

The consequence of this temporary adjustment was somewhat mixed employment outcomes. After two years of significant decline in unemployment among first-year teachers from Ontario programs (from 38 per cent in 2013 to 22 per cent in 2015), the rate edged up somewhat to 24 per cent in 2016. On the other hand, reported underemployment fell for the third year in a row. The overall trend thus continued of

more teachers reporting they were as fully employed as they wanted in their first-year. From a low of 28 per cent of all first-year Ontario graduate new members in 2013, more than half (52 per cent) now report full employment.

These mixed findings for the full cohort of new first-year teachers are also evident when we drill down to the subset who were Ontario-resident at the time of the survey. And large differences continue in the outcomes for Ontario-resident French- versus English-language teachers.

Unemployment among first-year Ontario-resident French-language program graduates stands at 9 per cent and, for those qualified to teach French as a Second language, five per cent. These one in 10 and one in 20 unemployment rates are far below the one in three (34 per cent) reported unemployment among English-language first-year teachers.

Both French- and English-language first-year teachers in Ontario experienced increases in unemployment this year – likely an impact of the higher number of new members in 2015. The 2016 rates, however, continue to be well below unemployment levels back in 2012 and 2013. And each group reported lowered underemployment in 2016 such that the overall positive trend of increasing full employment continued for French-language program graduates, for FSL qualified teachers and for English language teachers resident in Ontario.

About half of first-year Ontario-resident members in each division report that they gained as much employment as they wanted in the 2015-16 school year. Unemployment rates are up somewhat among Primary-Junior and Junior-Intermediate qualified members. Unemployment is highest among Primary-Junior qualified teachers.

Underemployment declined across all four divisions this year.

Among the province's English-language first-year teachers, Intermediate-Senior outcomes are much stronger than Primary-Junior and Junior-Intermediate. Those with Intermediate-Senior math, science and/or computer studies qualifications report the best outcomes, with unemployment improving further this year to just one in six for these English-language Ontario teachers compared with more than one in four unemployed among those lacking these relatively higher demand teaching subjects.

Despite the improvements, many Ontario teacher education graduates still do not reach full employment quickly. In 2016 we see just over half report full employment in the first and second years. And one in three take four years to do so.

Many who gained some teaching employment in the 2015-16 school year were limited to piecework teaching⁴ and/or had precarious employment contracts.⁵ Only about one in five secured permanent teaching contracts by school year end. Some of this

⁴ Piecework teaching refers to daily supply, multiple schools and/or part-time teaching.

⁵ Precarious teaching contracts are arrangements that have definite end dates and/or do not specify number of teaching days from week to week.

employment landscape for first-year teachers is explained by the staged daily supply, LTO and permanent position entry process for Ontario's publicly funded school boards.

Many first-year teachers are willing to move to gain first teaching jobs. Two of the top three priorities identified with respect to job searching are to secure a permanent contract as soon as possible and to work anywhere a teaching job can be found. As the local employment market has improved somewhat over the past several years, however, fewer newly licensed Ontario graduates look beyond the province for teaching jobs.

Since our 2013 survey, new teacher education graduates applying for teaching jobs outside Ontario fell from one in four (24 per cent) to just one in six (16 per cent). Similarly, fewer now plan to teach outside the province in the second year following certification.

Those who do leave Ontario report better employment outcomes than Ontario-resident teachers, likely accounted for, in part at least, by the phenomenon of many leaving the province only in circumstances where they have an employment offer or good prospects of a job.

Despite improvements in publicly funded school board teaching job opportunities, Ontario independent schools continue to employ first-year teachers at rates disproportionate to their share of the province's education sector.

More than one in four graduates licensed in 2015 from English-language programs applied to Ontario independent schools. One in eight newly licensed graduates hired in Ontario for the 2015-16 school year taught at independent

schools. And the independent school share of permanent teaching jobs was even more disproportionate, with these schools providing almost one in four of the permanent teaching contracts province-wide.

The majority of first-year teachers work – mostly part-time – in occupations that do not require Ontario teacher certification. They say they do so because of financial necessity and either in place of or to supplement insufficient teaching income. Many pursue work with children and youth, tutoring, after school programming or other jobs related to education. About one in eight say they are pursuing this other work as a preferred career alternative to elementary or secondary teaching

The teaching job market varies across the province, with reported first-year unemployment highest in central Ontario and Toronto and lowest in the north.

The strengthening teacher employment market over the past several years resulted in some gains for newly Ontario-licensed teachers educated outside the province. Ontario university education graduates, however, continue to enjoy higher rates of full employment in the first-year as Ontario licensed teachers than newly licensed teachers from most other sources. Ontario licensed teachers who completed their teacher education in other provinces are an exception, with reported outcomes even stronger than those from Ontario university program graduates.

The majority of first-year teachers who are graduates of Ontario university teacher education programs rate their practice teaching and course work highly. They

identify a range of foundational professional knowledge and pedagogical skills for which they were not as well prepared and/or which are high on their priority lists for future professional development. These include special education, teaching students with special needs, supporting second language learners and mental health, addictions and well-being, among other areas addressed in the enhanced teacher education regulations introduced last year.

Most Ontario education graduates engage in significant and varied professional development in their early years of teaching. Those with permanent teaching contracts in Ontario publicly funded school boards, and almost half of those with long term occasional (LTO) contracts, participate in and value the supports available through the New Teacher Induction Program (NTIP).

Early-career teachers in daily supply roles engage in far less professional development than those in permanent and LTO jobs. Most miss out on the extensive formal and informal school-based professional development, orientation, mentoring and principal evaluations. And they engage far less with other educators in subject or specialist associations, in collaborative learning and in teacher enquiry. Many do pursue Additional Qualifications courses, however, on their own time and using their own financial resources.

The now receding Ontario teacher surplus left a legacy of continuing negative impacts

on career commitment. Early-career teachers allow their Ontario teaching licences to lapse in much greater numbers than before – and French-language program graduates to a much greater extent than English-language grads.

Hiring process context

Legislation first introduced in fall 2012 supports transparency in hiring by Ontario publicly funded school boards. Standardized procedures define a pathway to permanent employment that usually requires new teachers to start on daily supply rosters and short-term occasional teaching before gaining eligibility to apply for longer term occasional assignments and eventually to compete for permanent employment opportunities with a school board.

This context is important for understanding how an improving employment market is unfolding. As work opportunities increase for early-career teachers, the staged progress toward full employment continues for most new Ontario teachers. Most will still need to spend many months on daily supply rosters, although more of them will likely be able to do so on a near full-time basis as they work toward eligibility to move into LTO and permanent positions.

This hiring process legislation does not apply to Ontario independent school hiring. As of December 2015, the legislation also no longer applies to publicly funded French language school board hiring.

2. Employment outcomes

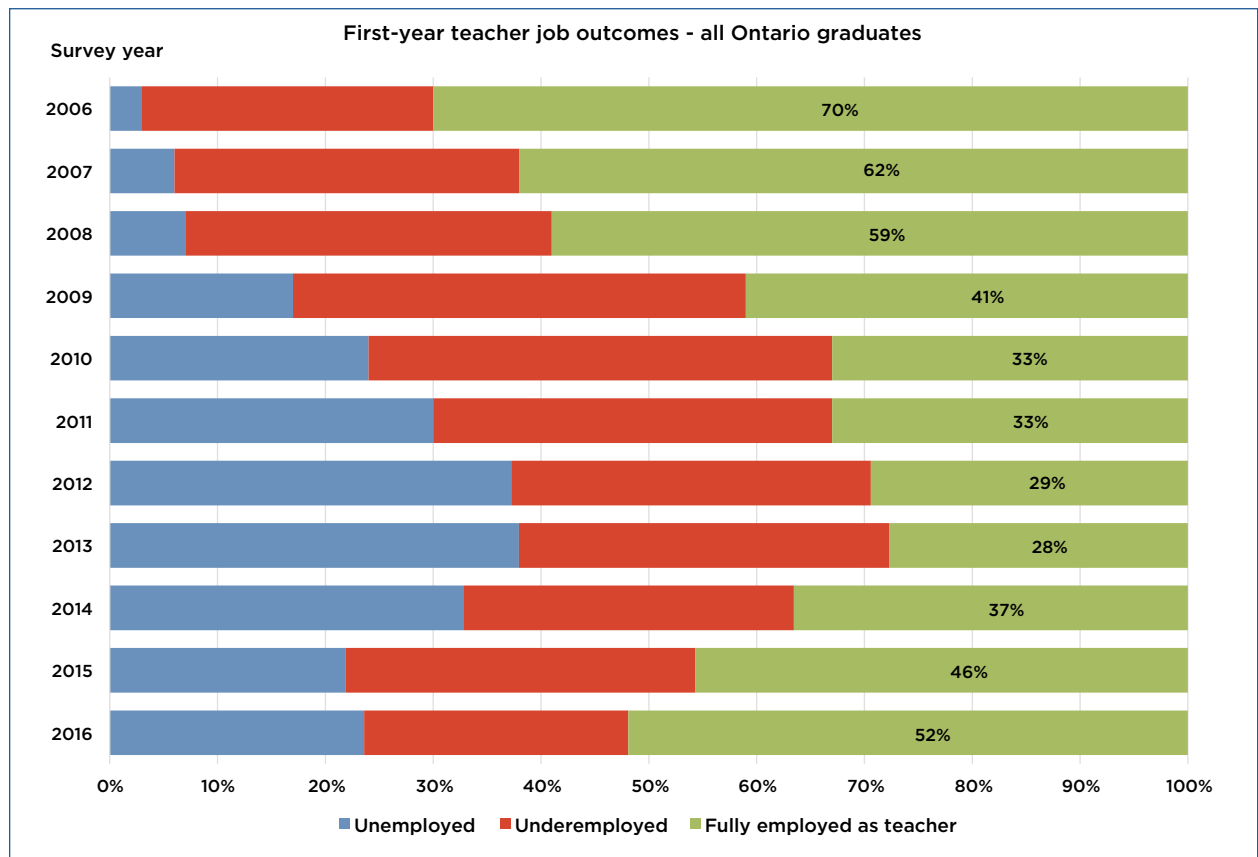
Full employment reports improve, even as unemployment edges up slightly

For the third year in a row, more teachers graduating from Ontario-based initial teacher education programs report they view themselves as fully employed⁶ in their first-year on the job market as Ontario licensed teachers. Although many do not yet have

permanent teaching jobs, they say they taught as much as they wanted in their first-year.

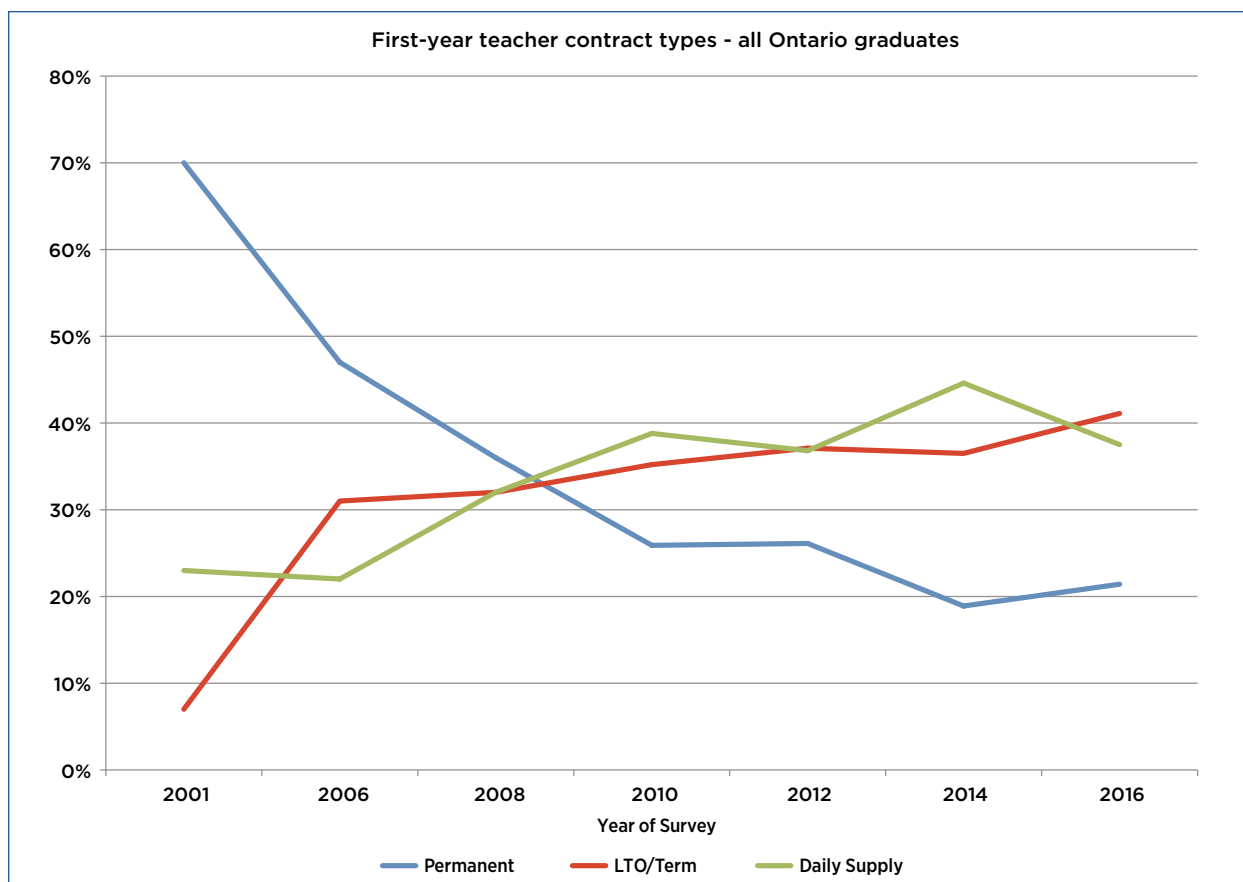
(See chart below)

From a low of just 28 per cent reporting full employment in 2013, full employment reports now stand at more than half of first-year teachers (52 per cent).⁷



⁶ "Full employment" is a self-assessed status of those teachers who report they are employed and secured as much teaching as they wanted throughout the school year. They may be full-time or part-time and may be in permanent, LTO or daily supply teaching roles, in Ontario or elsewhere.

⁷ This chart and others throughout identify whether the data reported is for all Ontario graduates in the years referred to or for only those who are Ontario-resident.



The two-year decline in reported unemployment, however, stalled this year. After falling from a peak 38 per cent in 2013 to just 22 per cent in 2015, the 2016 survey of first-year Ontario graduates found 24 per cent unemployed.

First-year teachers reporting they are underemployed⁸ fell in 2016 from 32 to 25 per cent, thus accounting for the overall gain in fully employed first-year teachers.

Precarious employment contract terms continue as the norm for first-year teachers. The underemployed group includes many

who are limited to daily supply rosters, part-time and/or limited term contract jobs. Many teach in more than one school. And the gold standard permanent teaching contract is one or more years away for most of them.

Despite employment market improvements over the past three years, permanent teaching jobs remain far less common for today's new teachers than for the generation who entered the profession at the beginning of the previous decade. Only one in five (21 per cent) of all employed Ontario graduates licensed in 2015 secured permanent teaching jobs by school year end – far below the 70 per cent

⁸ "Underemployed" refers to those who say they were employed as teachers to some extent, but wanted to be more fully employed during the school year.

first-year permanent contracts reported back in 2001 when the province was in the midst of its most recent teacher shortage. About two in five (41 per cent) report LTO or other term contracts and the remaining two in five (38 per cent) employed first-year teachers continued on daily supply rosters to the school year end.

I was accepted on an Occasional Teacher roster right away and on a second list a few months later. The next hurdle for me is getting on the LTO list which will then allow me to apply for contract positions. The process of getting a contract in southern Ontario can take years and can be extremely discouraging.

2015 Intermediate-Senior history and music graduate supply teaching full-time in central Ontario

The preceding commentary describes the findings with respect to the entire set of first-year respondents, whether living in Ontario

or elsewhere. We turn now to the findings for the sub-group of Ontario-resident graduates in their first-year.

First-year teachers resident in Ontario in 2016 report increased unemployment over last year. Unemployment for these teachers now stands at 27 per cent compared with 23 per cent reported in 2015. Although unemployment edged upward in 2016, the current rate is well below the 37 per cent unemployment reported by first-year Ontario-resident teachers back in 2014.

On the other hand, reported underemployment fell to 26 per cent in 2016 from 35 per cent the previous year. Despite this gain, about half of first-year teachers across all divisions are unemployed or underemployed in 2016. No divisional qualification sub-group reported permanent first-year teaching contracts for more than about one in six newly licensed teachers on the job market in 2015-2016.

First-year Ontario-resident job outcomes in 2015-16 by division

Job Outcomes	Primary-Junior	Junior-Intermediate	Intermediate-Senior	Technological Education
Unemployed	28 %	22 %	20 %	24 %
Underemployed	25	21	29	32
Fully employed	47	57	51	46
Permanent contract*	9	13	12	17

*Percentage of all teachers on job market, including those unemployed

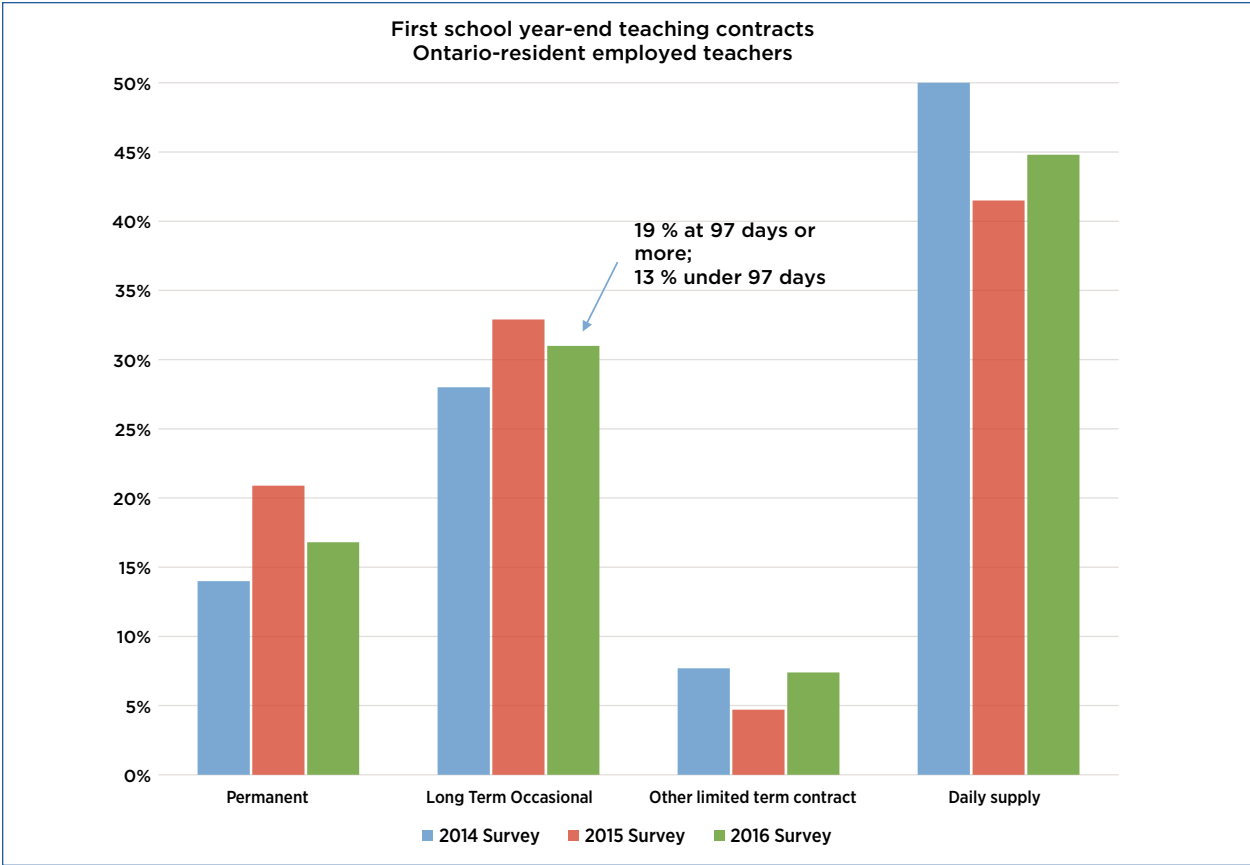
The stability of teaching contracts by school year end declined somewhat for first-year teachers in Ontario in 2016. Permanent positions overall fell from 21 per cent to 17 per cent and LTO contracts in excess of 97 days dipped slightly from 33 to 31 per cent. More relied on daily supply teaching.

Although the process of getting hired was easier than I expected, I still find the wait time between assignments daunting and may consider moving.

2015 Junior-Intermediate social sciences graduate part-time supply teaching in eastern Ontario

Three in five new teachers (59 per cent) employed in Ontario report piecework teaching contracts. Almost half (47 per cent) at year end still teach part-time and similar proportions say they teach in multiple schools (48 per cent) and teach daily supply (45 per cent). Just one in six (17 per cent) of the first-year teachers employed in Ontario publicly funded and independent schools say they secured a permanent teaching contract.

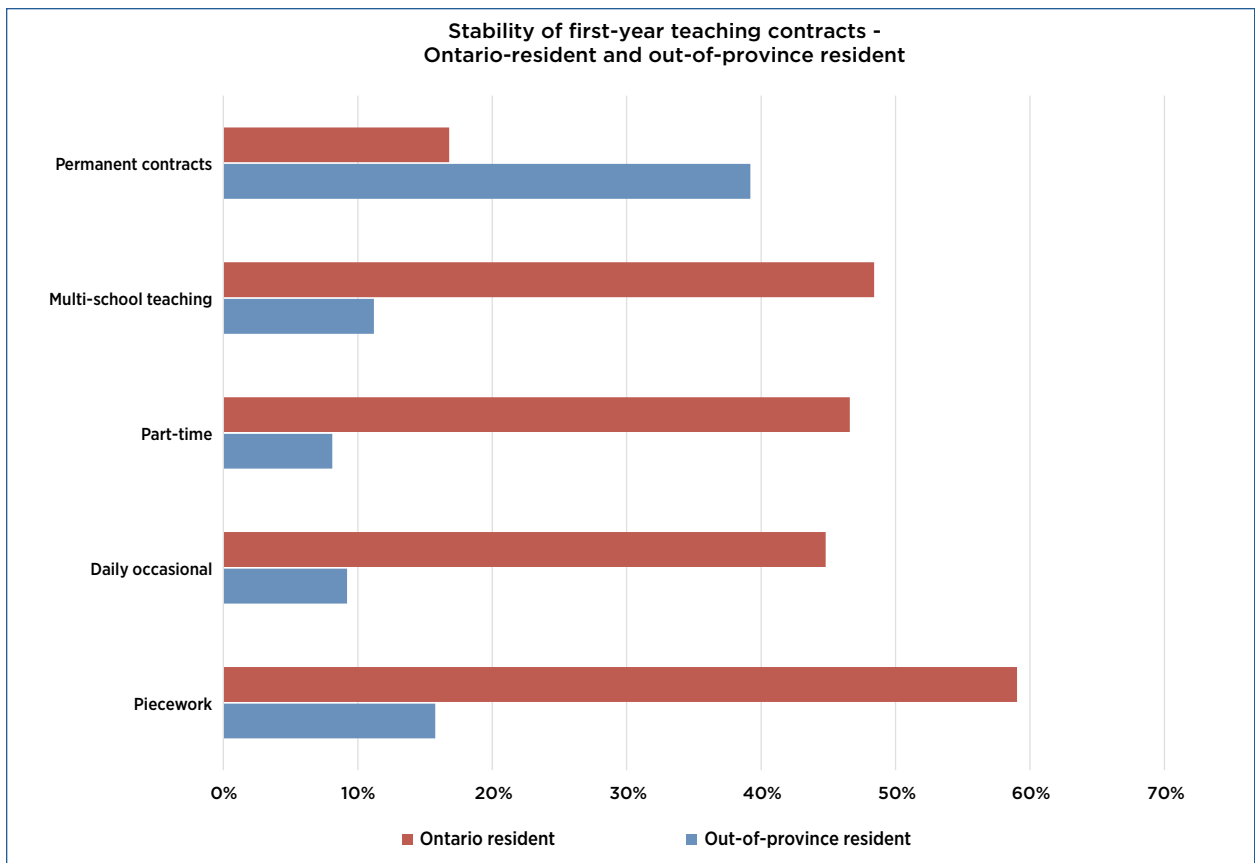
Employment contract quality indicators for new Ontario-licensed teachers who leave the province for jobs elsewhere are starkly different. They resort to daily supply, part-time and/or multiple school assignments much less frequently, with only 16 per cent of them limited to such piecework teaching. And two in five (39 per cent) find permanent teaching jobs.



I am moving to Alberta for a permanent elementary position in the 2016-2017 school year because I was unable to obtain even supply work in Ontario. I cannot put my life on hold for years to teach in Ontario. It is disheartening that motivated, young teachers cannot find work.

2015 Primary-Junior graduate unemployed as a teacher in Toronto

As noted elsewhere, some of this difference is explained by the staged hiring process for new teachers in Ontario publicly funded school boards. School board entry processes normally start with daily supply teaching and only over time allow new teachers to compete for LTO and permanent teaching positions. Many of those who leave Ontario do so because they are offered jobs elsewhere or have good prospects of stable teaching positions. This selection bias improves the out-of-province outcomes.



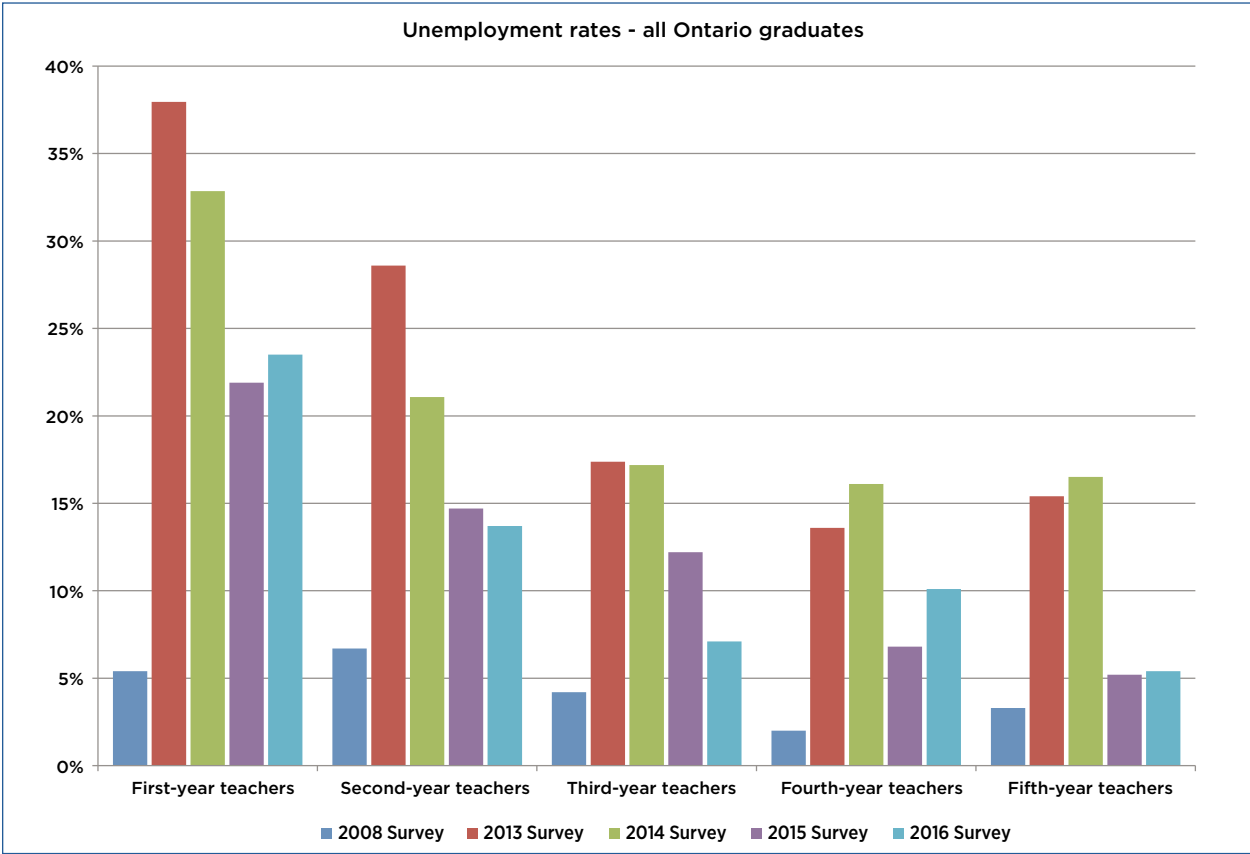
Early-career unemployment rates well below 2014 and earlier years

Despite the small rise in first-year unemployment in 2016, early-career unemployment continues well below 2013 and 2014 rates across the first five years as licensed teachers.

Many more early-career teachers today, however, are unemployed than back in 2008. The still quite high unemployment rates across the first two years (24 and 14 per cent in years one and two) discourage some of these early-career teachers.

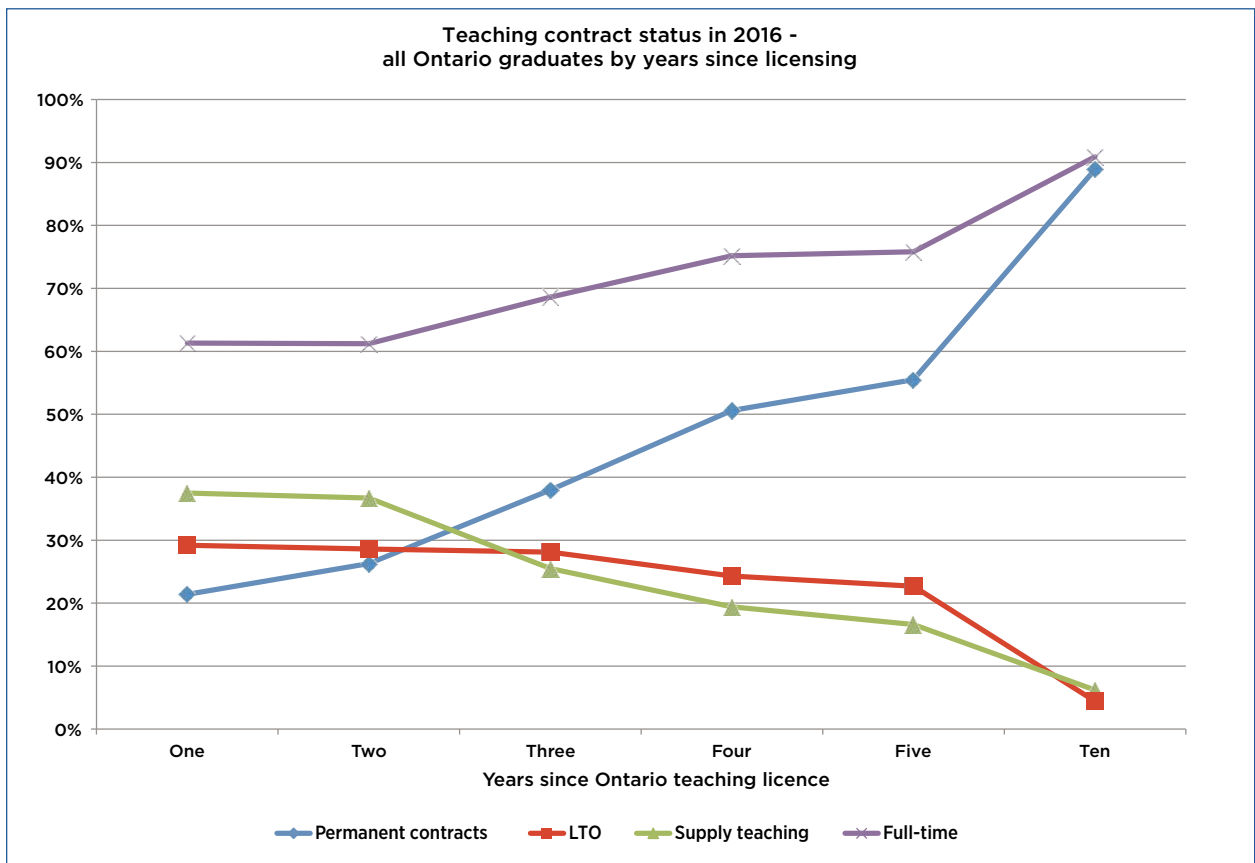
I find it very discouraging. I have not been contacted for an interview with any of the eight school boards I applied to. I have completed AQs and volunteer each week to keep up to date. I have references from many teachers I worked with. I work at three minimum wage jobs in the education field but I just cannot economically support this lifestyle for another year. I have such a strong passion for teaching and helping students learn and succeed, but I am losing hope and becoming discouraged.

2014 Intermediate-Senior history and social sciences graduate unemployed as a teacher in central Ontario



Our surveys in 2016 show that early career teachers who maintain their commitment to the profession improve their teaching contract status over time. Daily supply teaching rates fall with each additional year of teaching. Three in five (61 per cent) say they are employed full-time in years one and two, rising to three in four (75 per cent) by year four.

And with each additional year, more gain permanent teaching jobs. Four years in, half of Ontario graduates licensed in 2012 (51 per cent) report they have permanent teaching contracts. Among the ten-year veterans now, those first licensed in 2006, nine in 10 report permanent teaching jobs and just six per cent teach on a daily supply basis.



Time needed to achieve full employment shrinks again in 2016

Despite the small uptick in first-year unemployment in 2016 – likely an impact of the transitional bump in new members in 2015 – the decline in combined rate of unemployment and underemployment continued for a third year following the peak surplus years level reached in 2013. Today Ontario graduates are doing significantly better over their first five years after initial licensure than in the recent past.

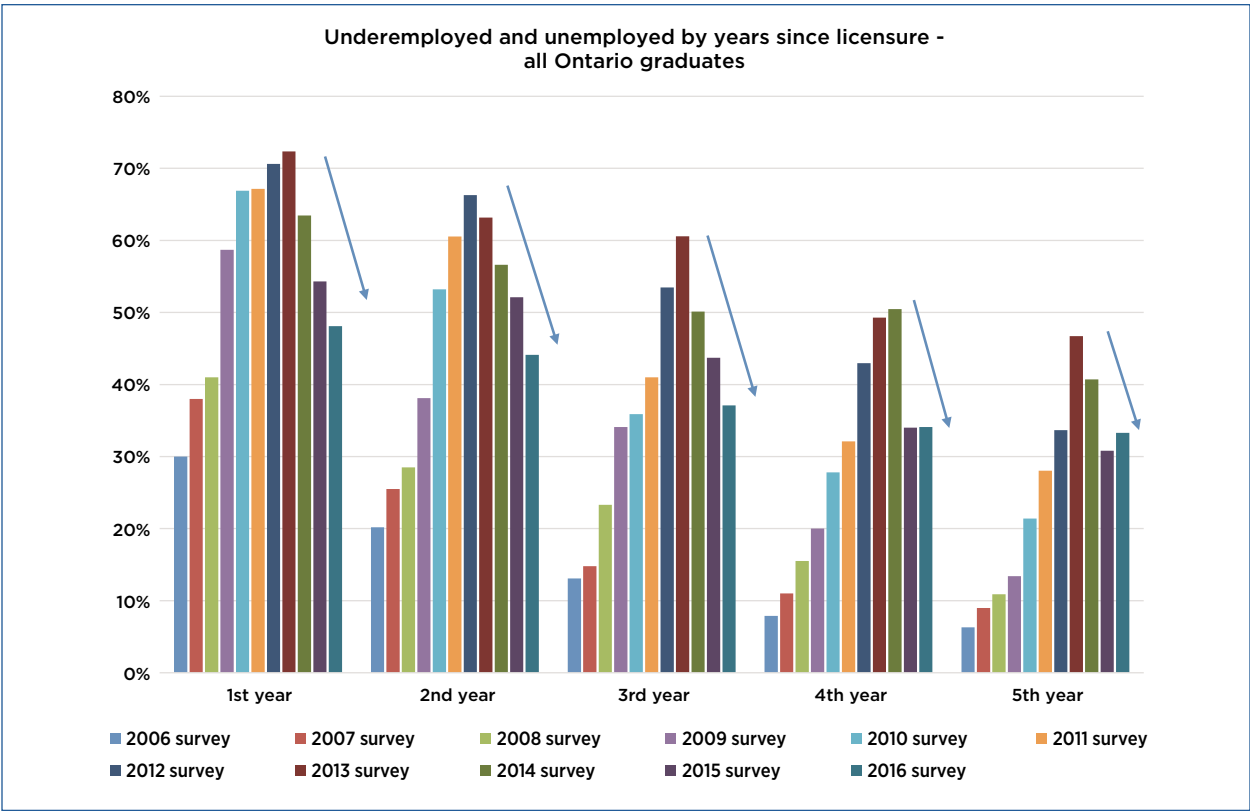
Despite marked improvements, however, more than two in five of this generation of teachers are not fully employed two years into their teaching careers and one in three have still not achieved this goal in five years.

Some teachers seek part-time or occasional teaching by choice as they start their careers.

Others take time out from teaching for further study, family or other reasons. This study defines full employment for teachers as the status of those who report:

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

Teachers who are in the market actively looking for work (including those who want to teach but say they do not apply for jobs because they are discouraged about teaching prospects) and are either unemployed for the whole school year or report finding less teaching work than they want in a particular



school year, are not fully employed. Those who say they voluntarily took the year off to do something else and did not seek employment as elementary or secondary teachers in Ontario or elsewhere are excluded from this analysis.

Using these definitions, time to full employment lengthened steadily and dramatically in Ontario 2006 to 2013. Then, the trend line reversed – and wait times are now much shorter than three years ago in each of the first five years of Ontario graduates' teaching careers.

Since 2006:

- the proportion of first-year teachers active on the job market but not fully employed increased from 30 to 72 per cent in 2013, and has now fallen back to 48 per cent
- second-year teachers grew from 20 to 66 per cent by 2012, falling back to 44 per cent in 2016
- third-year teachers from 13 to 61 per cent by 2013, down to 37 per cent in 2016
- fourth-year teachers from eight to 51 per cent in 2014, down to 34 per cent 2016, and
- fifth-year teachers from six to 47 per cent in 2013, down to 33 per cent in 2016.

The substantial reduction in number of new teachers anticipated for the remainder of this decade very likely means that the worst

job outcome effects of the teacher surplus peaked in 2013 and that better job outcomes lie ahead.

Many supplement income in other occupations, some as preferred alternative career path

With the still challenging teacher employment market for Ontario graduates, two in three (65 per cent) Ontario graduate first-year licensed teachers work in non-teaching jobs. They do this either as a preferred alternative to teaching or, more typically, as a fallback in the face of a failed teaching job search or to supplement part-time and/or occasional teaching. The majority of them (71 per cent) pursue this alternative work on a part-time basis.

Most first-year teachers who take on jobs for which they do not need an Ontario teaching licence work at teaching-related occupations. Two in three of all who report alternate work say they are engaged in something that uses their teaching skills. Most frequently they cite work as a tutor, either on a private basis or for a tutoring company. Many also report early childhood education jobs, child care, or after school program work. Others have post-secondary teaching jobs, or teach in museums or in other settings not requiring an Ontario Certified Teacher designation. Adult education, corporate training, coaching, recreation, and child and youth special service roles are other teaching related jobs reported.

First-year Ontario-resident teacher alternate jobs	% reporting type of job
Tutoring	17 %
Hospitality, service or retail roles	13
Teaching in another role or setting not requiring OCT designation	9
After school programing	9
ECE, childcare	8
Administrative, financial services or clerical	7
Post-secondary instruction	7
Recreation, coaching or personal training	6
Education assistant	4
Adult education or corporate training	4
Child and youth or special needs work	3
Managerial or non-teacher professional	3
Creative or performing arts	3
Trades, manufacturing or construction	2
Other	7

Many work in unrelated jobs in hospitality, service or retail, administrative, financial services or clerical roles, or work in creative or performing arts, trades, manufacturing or construction or non-education professions. Some respondents say they juggle more than one type of alternative work while continuing to look for teaching jobs.

About three in four consider non-teacher employment to be a temporary expedient to full-time teaching. Almost two in three say they need to take on this work to supplement teaching income. About half are continuing alternative work that supported them during their university studies. One in three 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 future prospects for securing a teaching job. But one in four reports this employment as an obstacle to seeking and being available for teaching opportunities.

I chose to work in Arts Education rather than in a school, not for lack of job availability but because that is where I would like to be at this stage in my career.

2015 Primary-Junior graduate
working in Manitoba

About one in eight of these first-year teachers in alternate occupations say they are actually pursuing this work as a preferred alternative to a career in elementary or secondary teaching.

First-year teacher perspectives on their work in non-teacher occupations	% agree or strongly agree
This alternative work is just a temporary arrangement until I am employed as a teacher	73 %
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	54
I am pursuing this other work to increase my chances of getting a teaching job	43
Some or all of this other work is a return to a career I pursued before I enrolled in teacher education	30
This work is an obstacle to searching for or being available for teaching opportunities	26
I am pursuing this other work as a preferred career alternative to elementary or secondary teaching	13

Surpluses are over for French-language program graduates and for FSL teachers

Following a brief four years of substandard job outcomes for both French-language program graduates and French as a second language qualified teachers in the first school year after teacher licensing, the 2014, 2015 and now 2016 survey results confirm a return to early full employment as the norm for most Ontario graduates with these qualifications.

Over the past three years newly licensed French-language program graduates and FSL qualified teachers reporting full employment improved from just half of first-year teachers back in 2010 through 2013 to about seven in 10 by 2015 and 2016.

And only eight per cent of these teachers now report first-year unemployment – down from 18 per cent in our surveys in 2012 and 2013.

I did not do any supply days because I went straight into an LTO position. It is very easy to get employed as a French second language teacher right now in Ontario. I graduated last year and I already have a permanent full-time position.

2015 Primary-Junior graduate
full-time FSL teacher in eastern Ontario

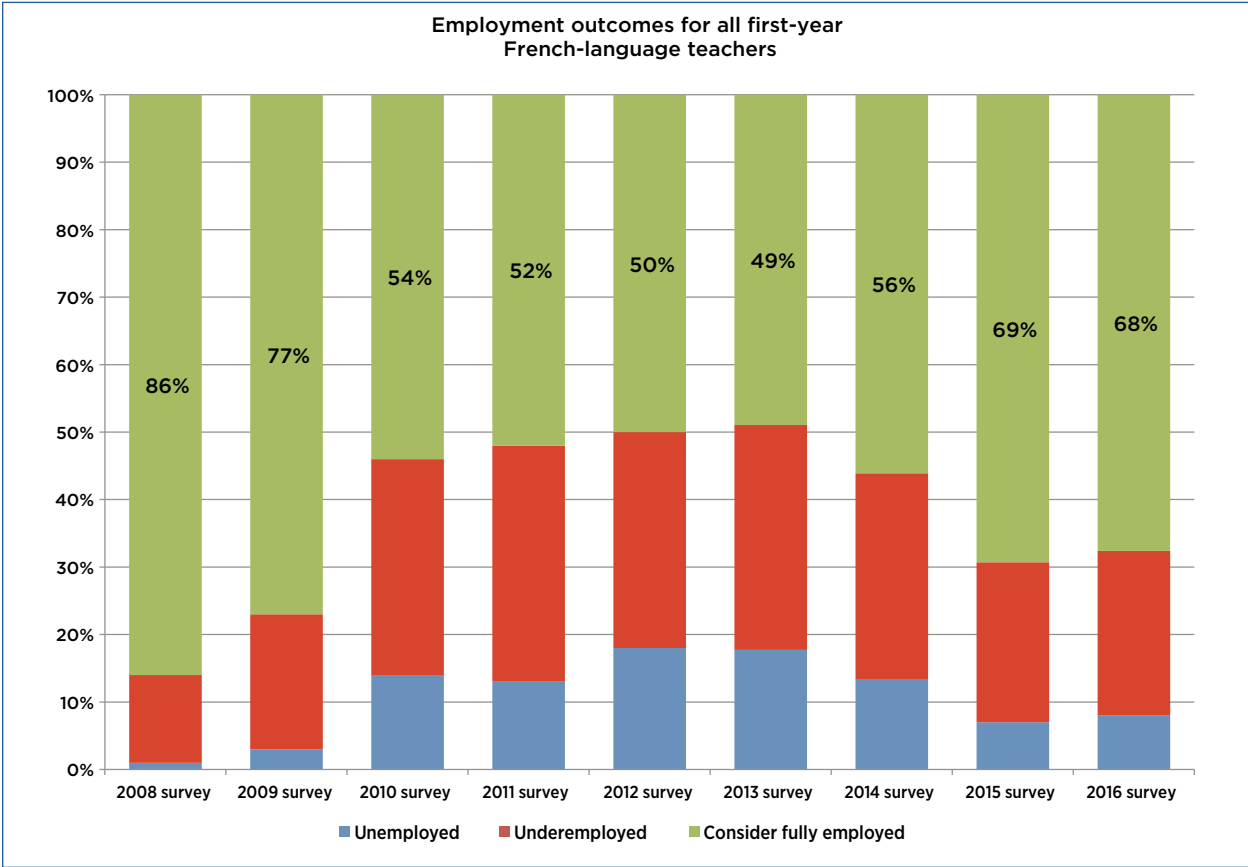
With reduced numbers of new teachers in 2016 and future years, most French-language qualified new teachers should expect early job success and Ontario school boards will likely need to plan for increased FSL and French first language teacher recruitment challenges.

Among all French-language teachers employed in the 2015-2016 school year, just one in four (26 per cent) say they secured permanent teaching contracts by school year end. This is down from 32 per cent in 2015, and still far below the 73 per cent rate at the beginning of the last decade. The continuing low rate of permanent first-year hires reflects in part the legislated changes to publicly funded school board hiring procedures.

French-language teachers include two distinct groups – graduates of French-language teacher education programs and teacher education graduates qualified to teach French as a second language. Both French-language teacher groups in Ontario reported low unemployment rates in 2015 and 2016.

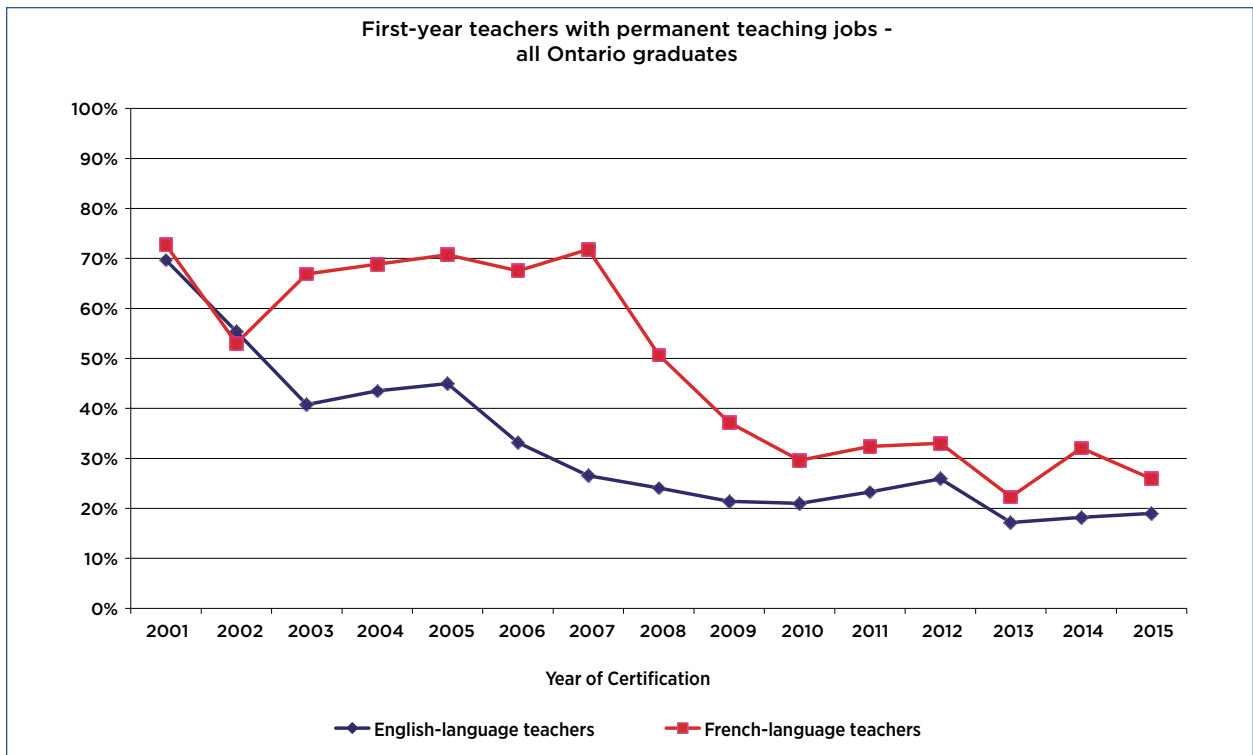
Ontario French-language program graduates include significant numbers who seek employment outside Ontario, mainly in Québec. When we drill down to those French-language teachers resident in Ontario, the improvements to the Ontario job market are also evident, although the one time jump in new College members in 2015 generated an uptick in unemployment among this sub-group this year.

I supply taught immediately after graduating and by June had a permanent teaching contract for the 2015-16 school year in the French public board.
2015 Intermediate-Senior math and French graduate of French-language program teaching in Ottawa



FSL-qualified teacher unemployment fell to three and five per cent in 2015 and 2016 respectively, down sharply from a high of 17 per cent in 2013. And the rate for Ontario-resident graduates of French-language programs is now nine per cent – up from four per cent in 2015, but still significantly below the high of 18 per cent back in 2012.

Both French-language program graduates and FSL qualified teachers maintain their strong competitive advantages over English-language teachers, despite the improvement in the English-language market since 2013.



Job outcomes vary widely across language and qualification types

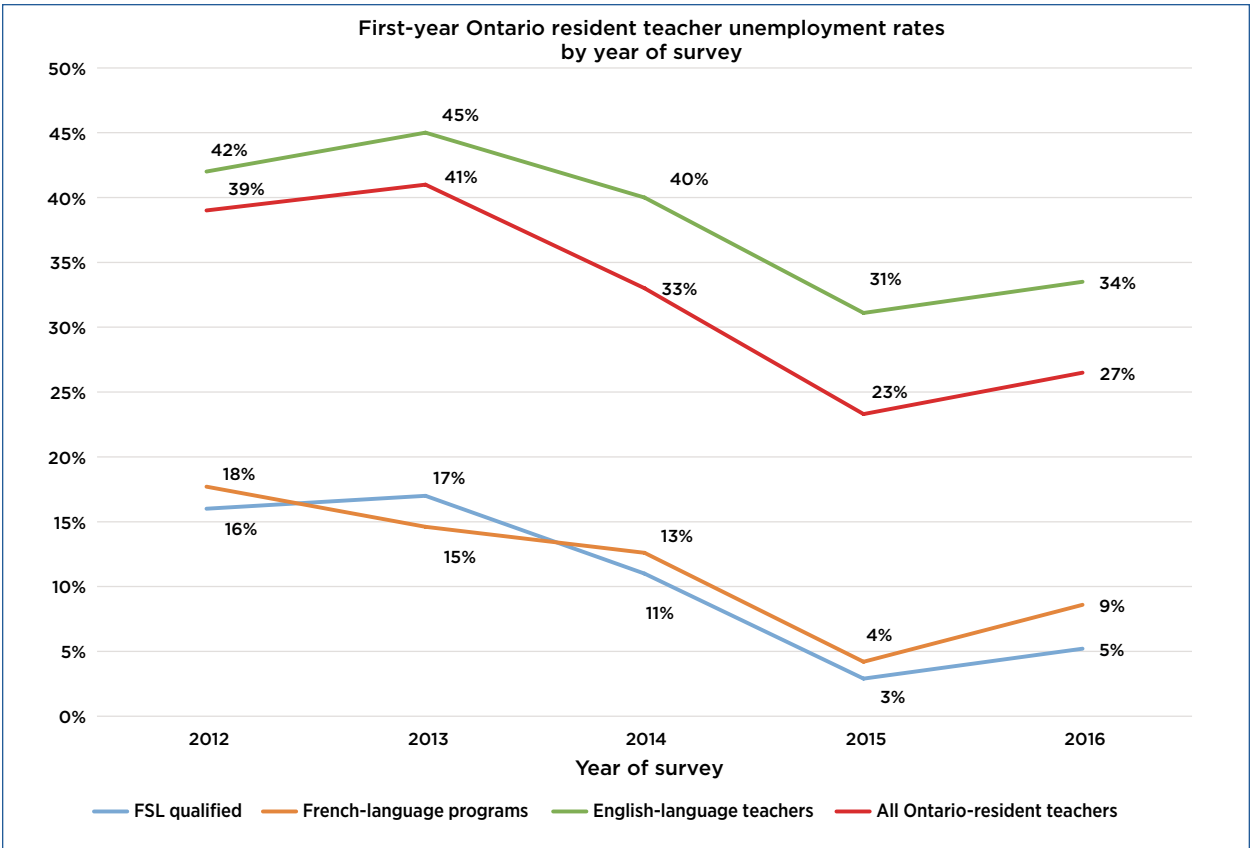
The chart below most clearly presents the striking differences between the English- and French-language teaching job markets in Ontario. Unemployment peaked in 2013 at 45 per cent among English-language teachers, two and a half times greater than the peak unemployment rates of 18 and 17 per cent for French-language program graduates and FSL-qualified teachers.

The French- and English-language job markets both improved greatly since 2012 and 2013. The English-language teacher⁹ group

continues to lag far behind French-language groups in the 2016 unemployment rates.

As noted in an earlier section of this report, about 2,400 more teachers gained Ontario teaching licences in 2015 than had been granted on average over the preceding three years. This bump was associated with the 2015 deadline to apply for an Ontario teaching licence under the regulations that preceded the enhanced teacher education program introduced that year.

Although some of these new teachers appear to have been hedging their bets for a possible future teaching career, did not renew their



⁹ English-language teachers are graduates of English-language teacher education programs not employed or qualified to teach French as a second language or in French-language school programs.

licences in 2016 and were not active in the Ontario teaching job market, enough did so to temporarily increase the number of first-year teachers looking for jobs in the 2015-16 school year. The chart above records the impact of the increased competition across all three sub-groups of teachers.

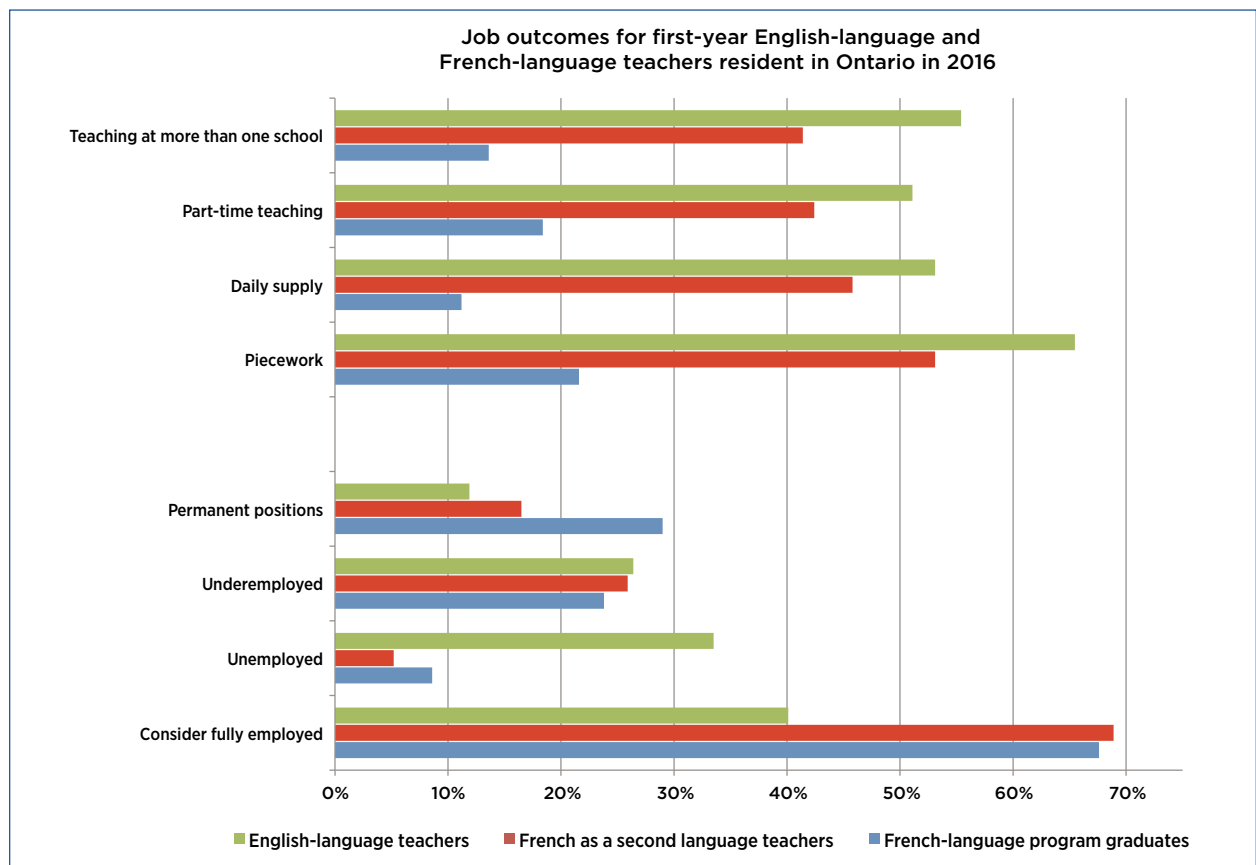
With the substantial reduction in new teacher licences in 2016 and future years, it is expected that the uptick in unemployment rates for these several employment markets will revert to the downward trend of recent years.

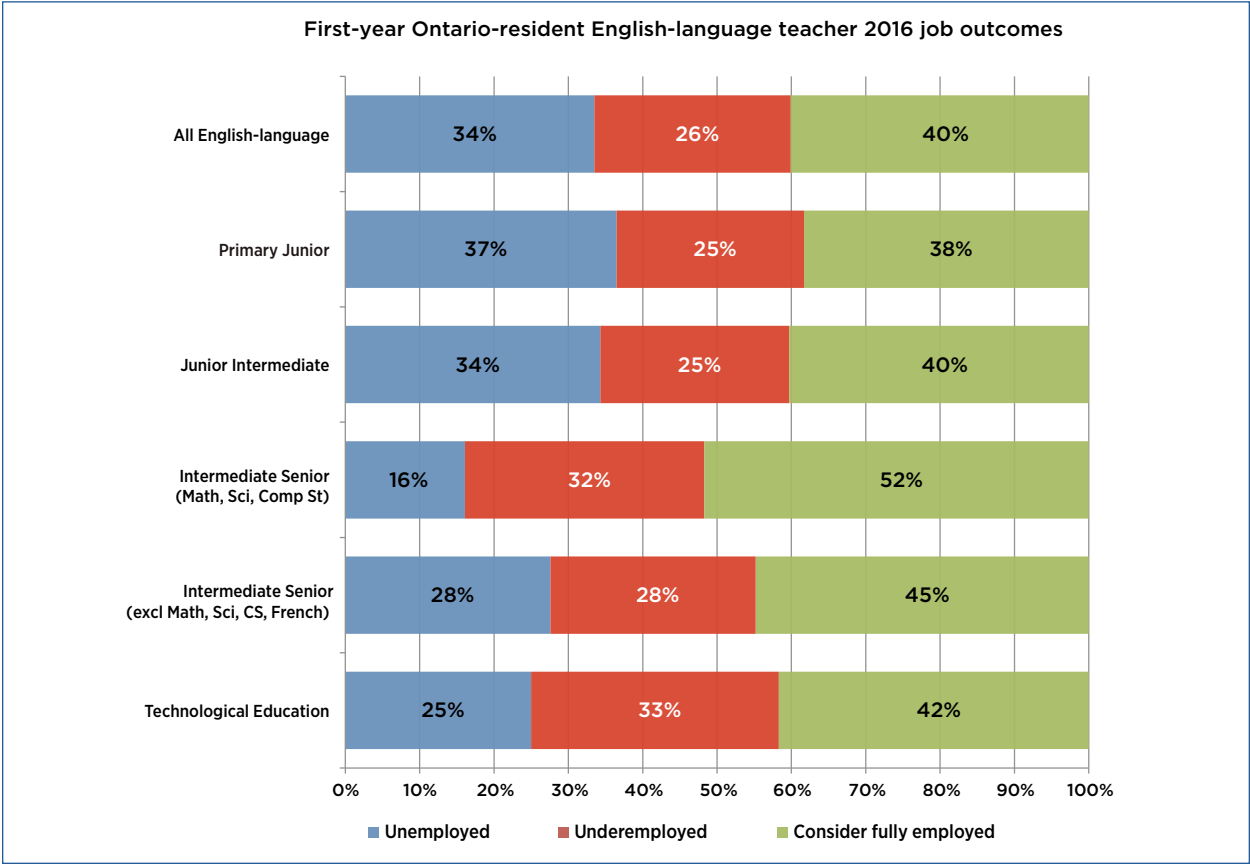
English-language teachers continue to report much weaker job outcomes in Ontario than the two French-language groups across a

variety of other measures – lower rates of full employment, fewer permanent positions, and a higher proportion of piecework teaching contracts.

Among French-language teachers, the FSL-qualified report lower unemployment but also higher underemployment and piecework teaching contracts than French-language program graduates. French-language program graduates report much higher rates of permanent first-year teaching contracts than the FSL-qualified group.

English-language teachers resident in Ontario report varied job outcomes in the first-year following licensure.





More than one in three Ontario-resident English-language Primary-Junior and Junior-Intermediate qualified teachers say they were unemployed throughout the first school year after licensing. And only about two in five say they considered themselves fully employed as teachers in that first-year.

English-language Intermediate-Senior employment reports are considerably stronger but also vary greatly based on teaching subject qualifications. Those with math, science and/or computer studies qualifications report more success, with unemployment at just 16 per cent and more than half fully employed. Although this is not the success level of a decade ago, the outcomes are considerably better than the 34 per cent unemployment rate reported by this qualification sub-group just three years ago.

After a few months on the occasional teacher list, I obtained a 67 per cent LTO contract to teach general science and physics. It was extended to full-time LTO for the second semester. I attribute this success to my physics teachable.

2014 Intermediate-Senior math and physics graduate licensed in 2015 and teaching in central Ontario

Intermediate-Senior teachers lacking these relatively higher demand teaching subjects or French as a teaching subject continue to report higher unemployment (28 per cent) and just 45 per cent consider themselves fully employed teachers.

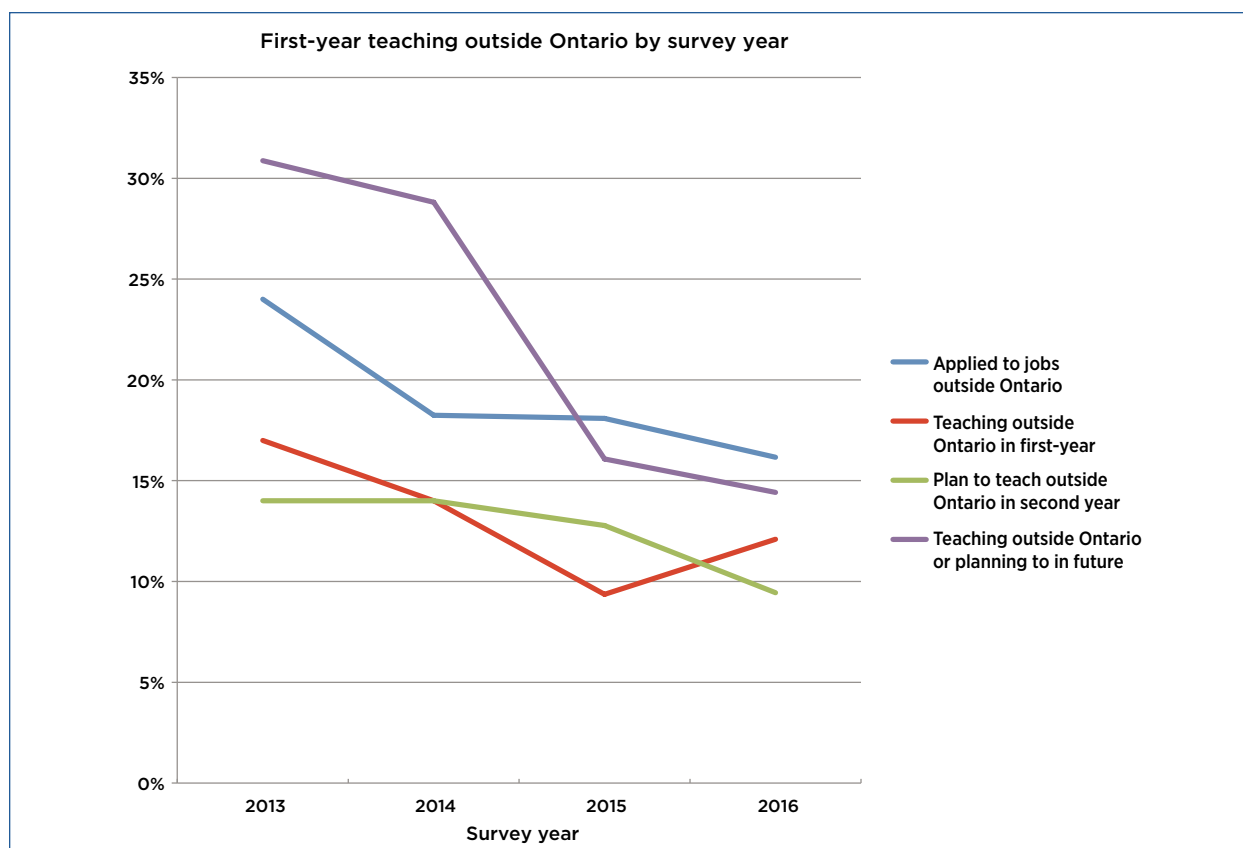
One in four first-year Technological Education qualified teachers report they are unemployed and just 42 per cent fully employed. Caution is urged in interpreting these findings because of the very low return rate (and population) of this sub-group.

These still comparatively high unemployment rates and low rates of full employment suggest that the improving employment situation for English-language teachers in Ontario continues to reflect an overall substantial cumulative teacher surplus. However, as job outcomes continue to improve for some Intermediate-Senior teaching subjects, the adequacy of supply of these qualifications warrants monitoring as the number of new teachers drops substantially in 2016 and the years ahead.

Fewer teachers seek jobs in other provinces and internationally

The strengthening Ontario teaching job market appears to reduce the level of interest in out-of-province job hunting among early-career teachers. Since 2013, new teacher education graduates who apply to teaching jobs outside the province decreased from 24 per cent to 16 per cent. And our 2016 survey also found 12 per cent of them actually held teaching jobs elsewhere in their first-year, down from 17 per cent in 2013. Similarly, fewer now plan to teach outside the province in the second year following Ontario licensing.

The combined group of first-year teachers either teaching outside Ontario in the first-year or planning to do so in their second year has fallen by more than half in the past three years – from 31 per cent in 2013 to just 14 per cent in 2016.



More than three in five (63 per cent) of the first-year group surveyed in 2016 who either teach elsewhere or plan to do so expect they will eventually return to Ontario to teach at some time in the future. One in six of them (17 per cent) say they likely or definitely have closed the door on a return. One in five are uncertain whether or not they will return.

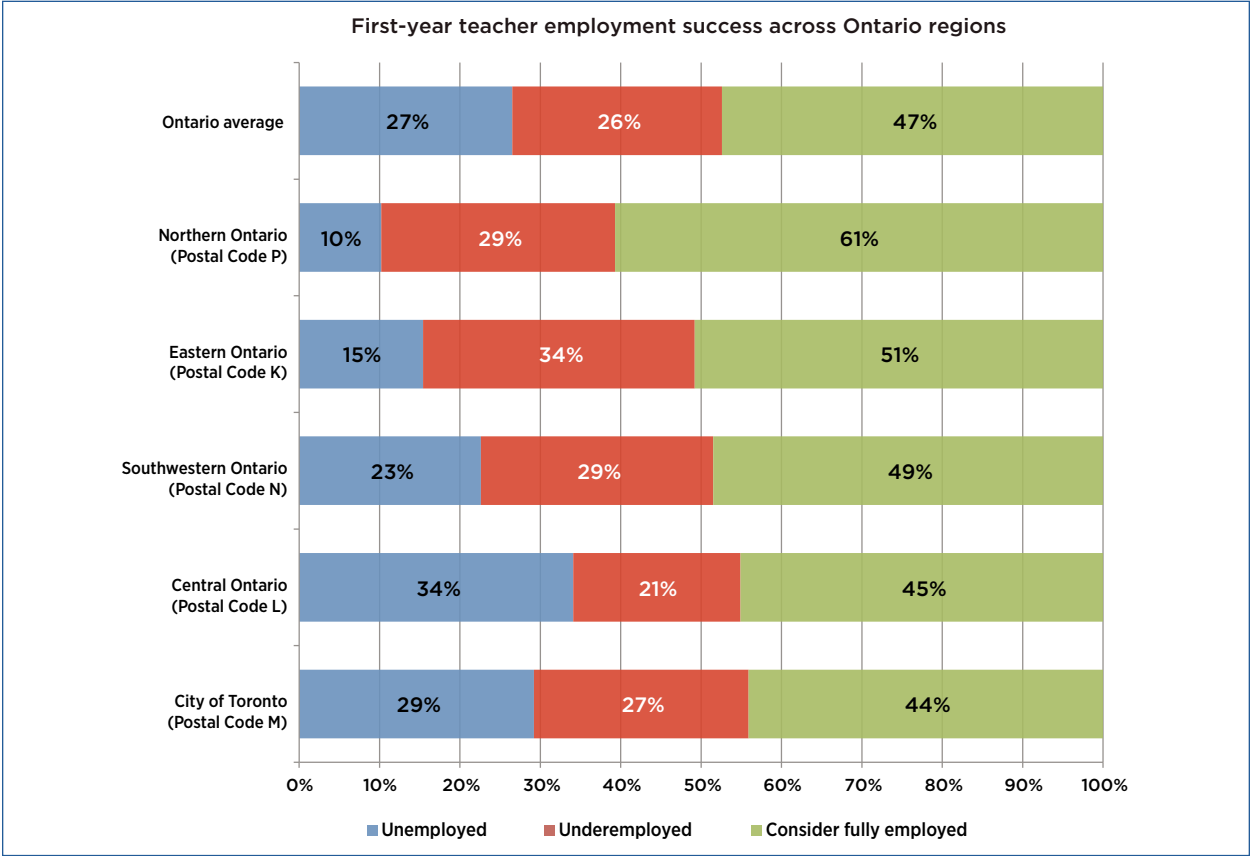
I chose to teach overseas in Australia as I am a passionate teacher and wanted to teach, rather than wade my way through the Ontario hiring process. The prospect of coming back is very daunting as I have three years of experience as a full-time high school mathematics and computer studies teacher and will likely return to working as an Occasional Teacher at best. Regardless of seniority, the best candidate should be able to apply.

2013 Intermediate-Senior math and computer studies graduate teaching full-time on contract in Australia

Northern and eastern Ontario job outcomes stronger than other regions

The proportion of first-year teachers in Ontario saying they are fully employed has grown from just one in four (24 per cent) in 2013 to almost half (47 per cent) in 2016. Nonetheless, unemployment and underemployment are common across all regions of the province. Only in northern and eastern Ontario do more than half of the survey respondents report full employment.

Unemployment among first-year teachers is highest in central Ontario and Toronto (34 and 29 per cent respectively). Northern Ontario enjoys the lowest rate of unemployment (10 per cent).



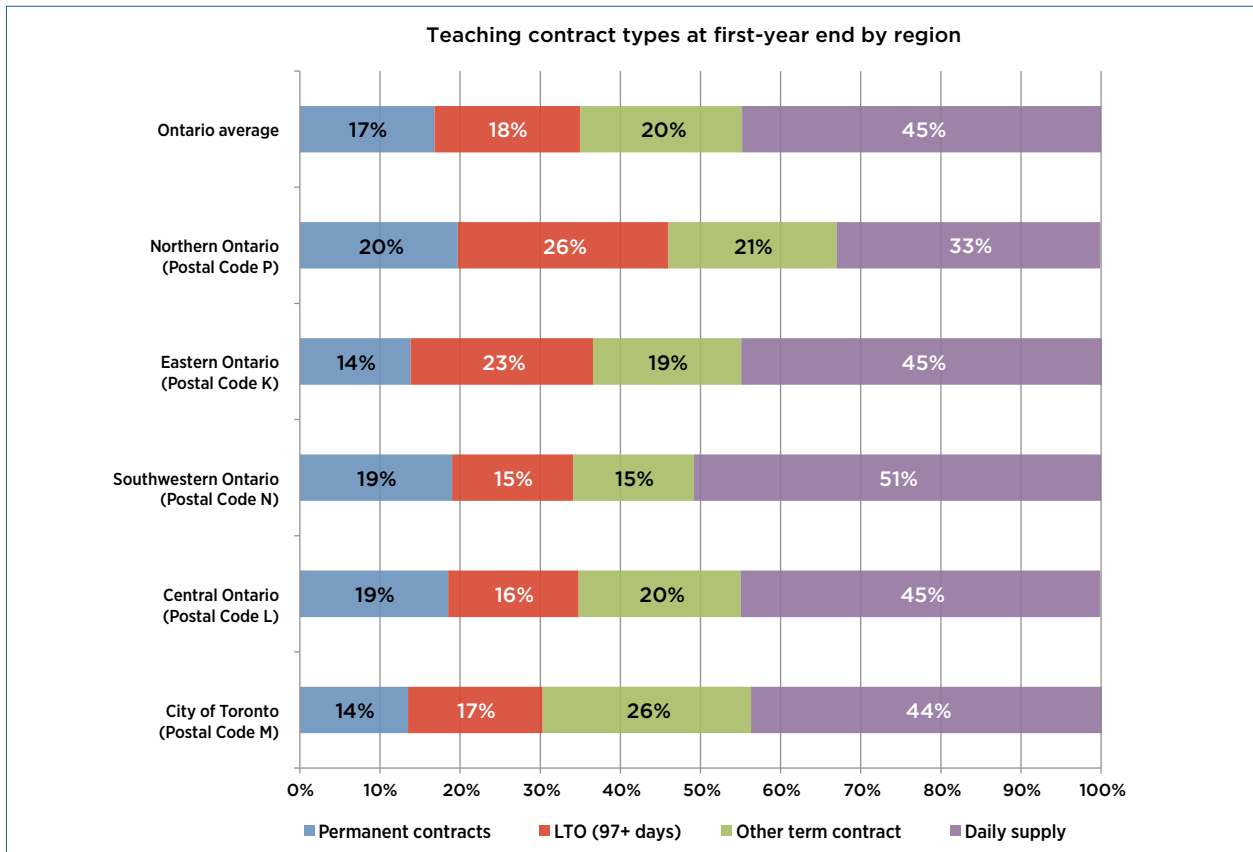
It was discouraging hearing the job market was going to be very tough. However, the work I put into my post-secondary education and my passion for education has paid off as I now have a contract with the school board I was hoping for.

2015 Primary-Junior graduate supply teaching in northwestern Ontario

Among employed teachers, northern Ontario residents report the highest rates of permanent and LTO (97+ days) teaching contracts and lowest rates of daily supply teaching by first school year end. Eastern Ontario and Toronto teachers have the lowest rate of permanent contracts.¹⁰

The only reason I have a teaching job this year is because I moved to an isolated northern community.

2015 Primary-Junior graduate permanent elementary teacher in First Nation school



¹⁰ The foregoing charts refer to all Ontario-resident teachers, including those employed in independent schools.

Number of teachers and teaching jobs varies greatly by region, tracking population distribution in the province. Central Ontario accounts for 35 per cent of all teaching jobs reported by first-year teachers and 39 per

cent of permanent contracts. Toronto and eastern Ontario experienced somewhat disproportionately lower rates of permanent contracts.

Ontario regions of employment and permanent contracts

Region	Share of total employed	Share of permanent contracts
Toronto (postal Code M)	21 %	17 %
Central Ontario (postal Code L)	35	39
Southwestern Ontario (postal Code N)	18	20
Eastern Ontario (postal Code K)	19	15
Northern Ontario (postal Code P)	7	9

Almost three in four first-year teachers in 2016 with jobs in Ontario are in English-language public (52 per cent) or English-language Catholic (20 per cent) school boards. But only one in three (34 per cent) of the permanent contracts in Ontario were in these English-language school boards.

Publicly funded French-language school boards did just 11 per cent of the reported hiring of first-year teachers but account for 22 per cent of the permanent contracts – far beyond the relative size of the French-language system enrolment and teaching population in the province. Similarly, at 14 per cent of total jobs and 39 per cent of permanent contracts, the province’s independent schools are hiring first-year teachers and hiring them to permanent contracts at rates well beyond their proportionate share of the Ontario school population. First Nations schools accounted for just one per cent of hiring but five percent of permanent contracts.

I feel I had no choice but to work in a private school since the chances are slim for a full-time position with a board. I could not afford to go on the supply list since I have a family to take care of.
2013 Primary-Junior graduate with permanent contract in Toronto independent school

Much of this variance, of course, is accounted for by the staged hiring required in publicly funded schools and exceptions to this policy given the comparative shortage of qualified teachers for permanent positions in the French-language systems.

Ontario employer distribution of all hires and permanent contracts

Employer Type	Share of all hires	Share of permanent contracts
English-language public	52 %	26 %
English-language Catholic	20	8
French-language public	4	10
French-language Catholic	7	12
Independent schools	14	39
Section 68 programs	<1	-
First Nations	1	5

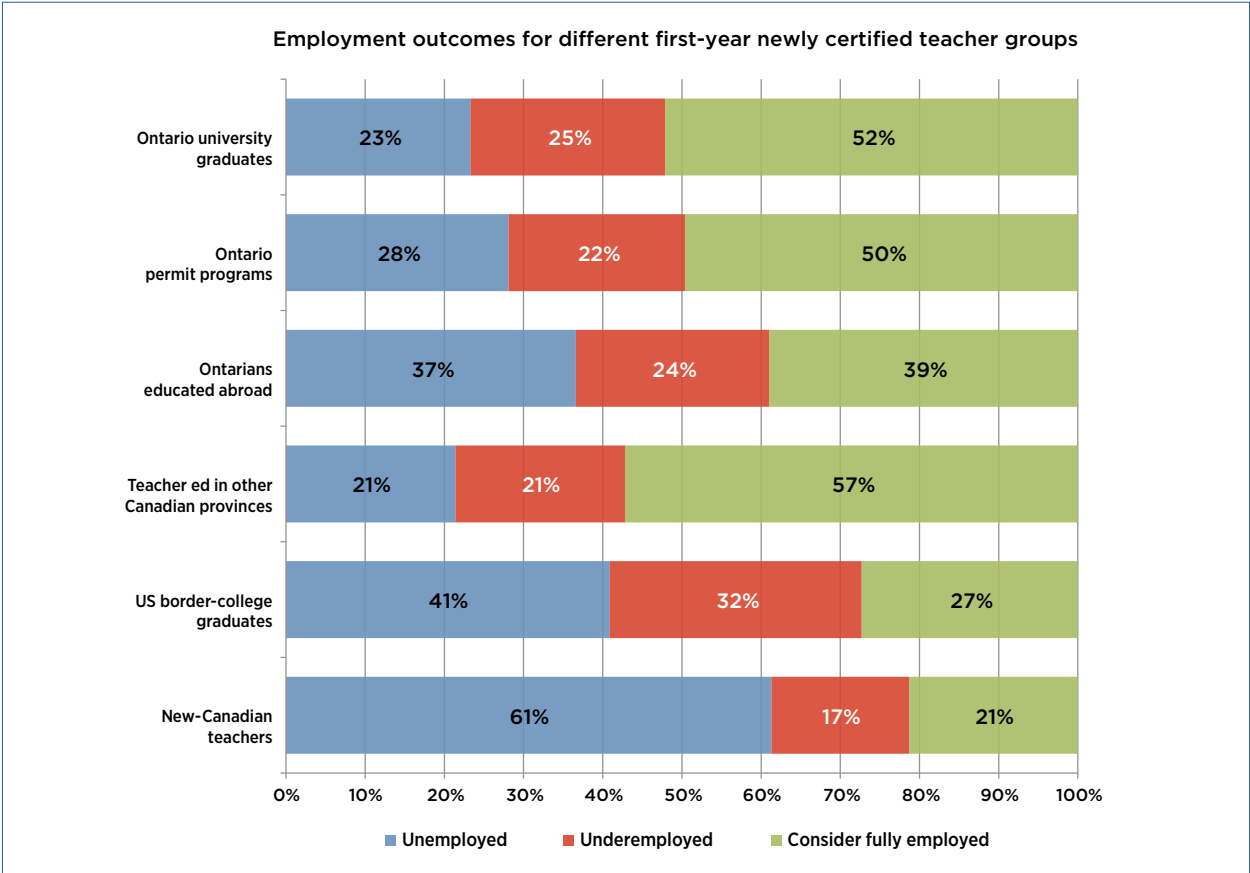
New-Canadian job outcomes still far behind other newly licensed teachers

New-Canadians licensed as Ontario teachers based on their teacher education abroad continue to report by far the weakest job success in their first-year following Ontario teacher licensing. Nevertheless, the improving job market appears to have helped some of them get established as Ontario teachers as evident in a small decline in first-year after licensing unemployment – down from 76 per cent in the 2014 survey to 61 per cent in 2016.

Independent schools are a major source of teaching employment for the fewer than two in five new-Canadian teachers who do find some form of teaching job in their first-year following certification. These schools provide more than half (54 per cent) of the jobs secured by new-Canadians in their first-year following Ontario licensing. This compares with only 12 per cent of the jobs of Ontario faculty graduates in their first-year.

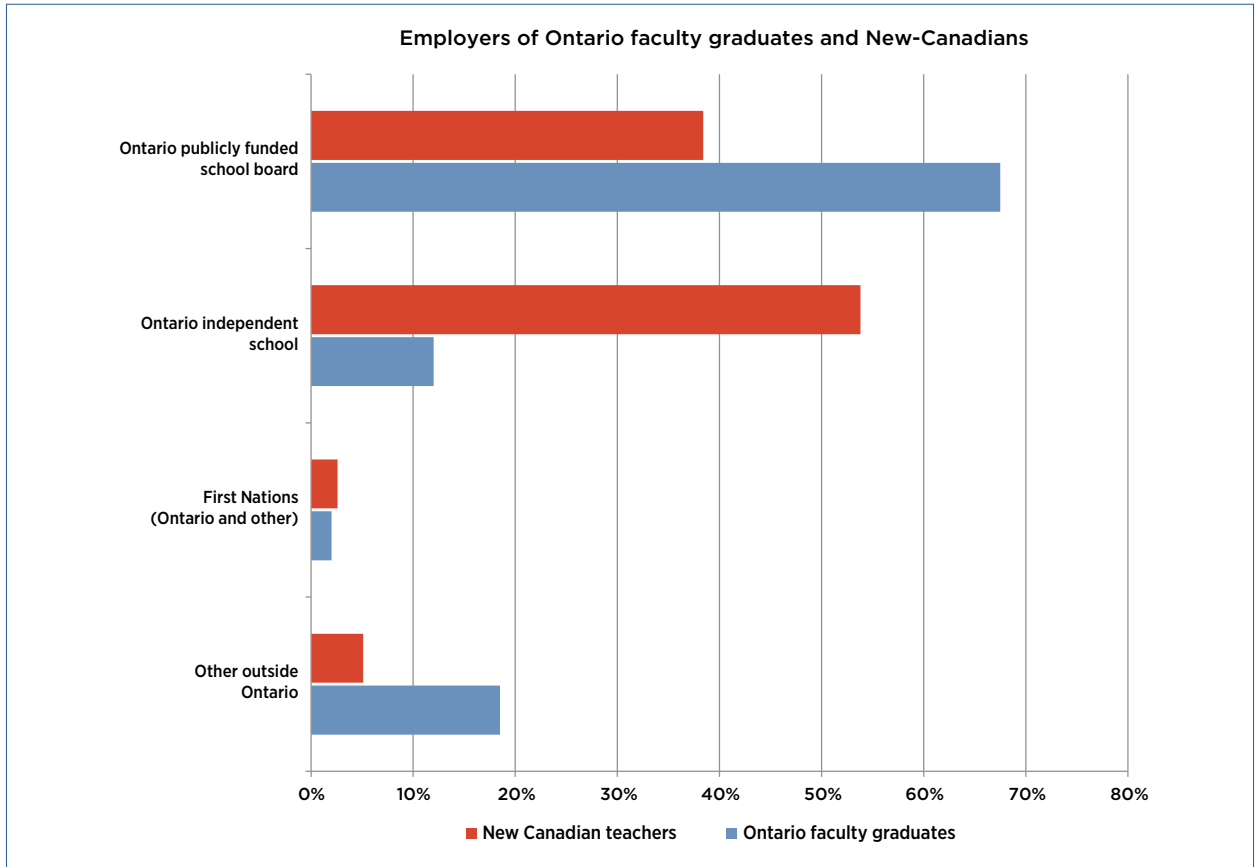
This continuing extremely high rate of unemployment for this group, along with a very low (21 per cent) full employment rate, compares poorly with all other new teacher groups in the 2016 surveys. By the second year

after certification, the 2016 surveys indicate some improvement in job outcomes for new Canadian teachers. More than half of the second-year New Canadian teachers, however, remained unemployed.



Ontario university faculty graduates and those who complete teaching degrees in other provinces report the most positive job outcomes, with 23 and 21 per cent unemployment respectively. Ontario-based special permit program graduates trail other

Ontario graduates with 28 per cent unemployment. Ontarians educated at US border colleges and elsewhere abroad did not do nearly as well with unemployment rates of 41 and 37 per cent respectively.

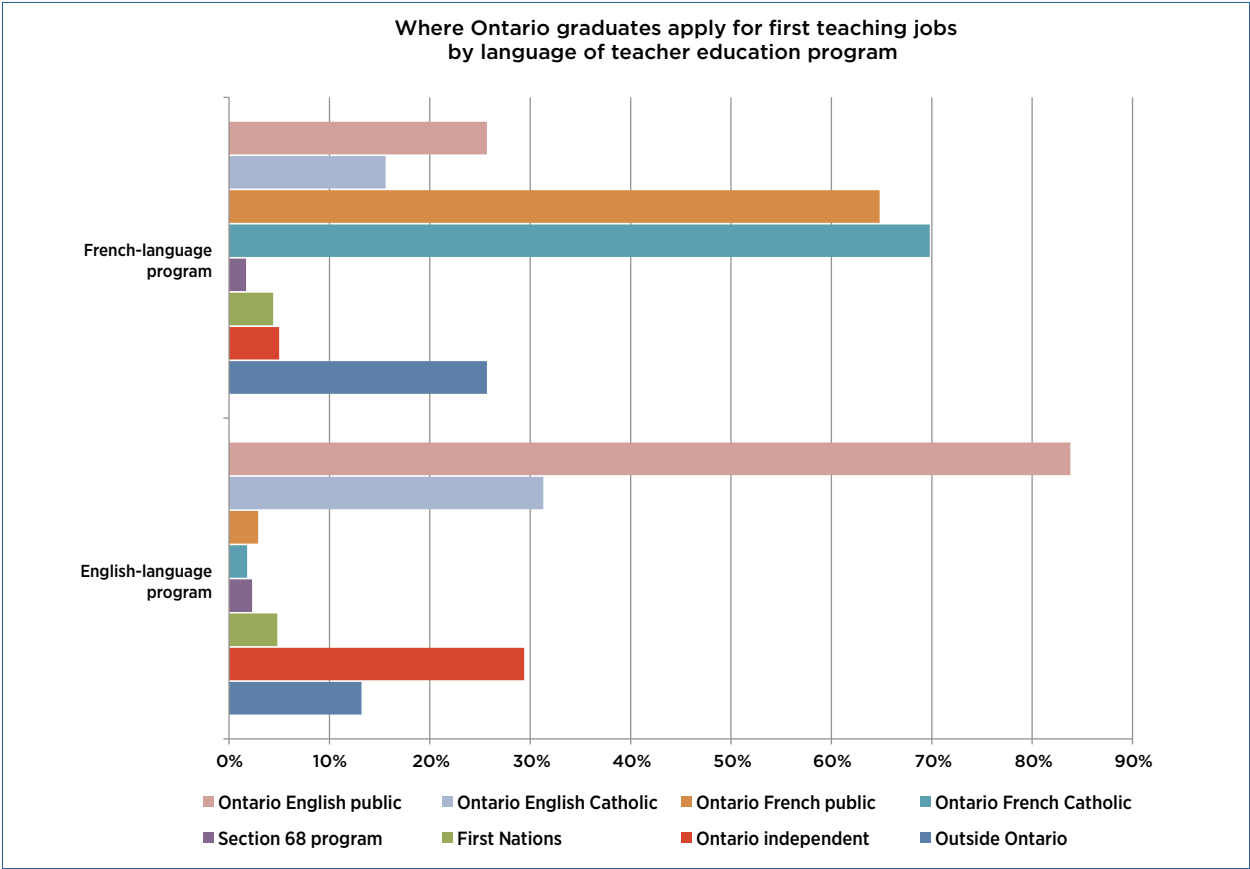


3. Job seeking and competition

Many newly licensed teachers open to relocate and to varied employers

Fewer than half (48 per cent) of Ontario graduates restrict their job search to just one type of school board employer. And more than two in five (42 per cent) applied to more than one geographic region in Ontario and/or out of province. Two-thirds of Ontario graduates applied to more than one publicly funded school boards. Almost one in four of them (24 per cent) applied to four or more school boards.

Most new English-language program graduates (84 per cent) apply to Ontario English public school boards. Almost one in three (31 per cent) apply to Ontario English Catholic school boards. More than one in four (29 per cent) seek jobs in Ontario independent schools. Just one in eight (13 per cent) now look outside Ontario and only five per cent of them exclusively so. Five per cent apply to First Nations schools. Two per cent include Section 68 special schools in their job searches. Some also try French public (three per cent) or French Catholic (two per cent) school boards.



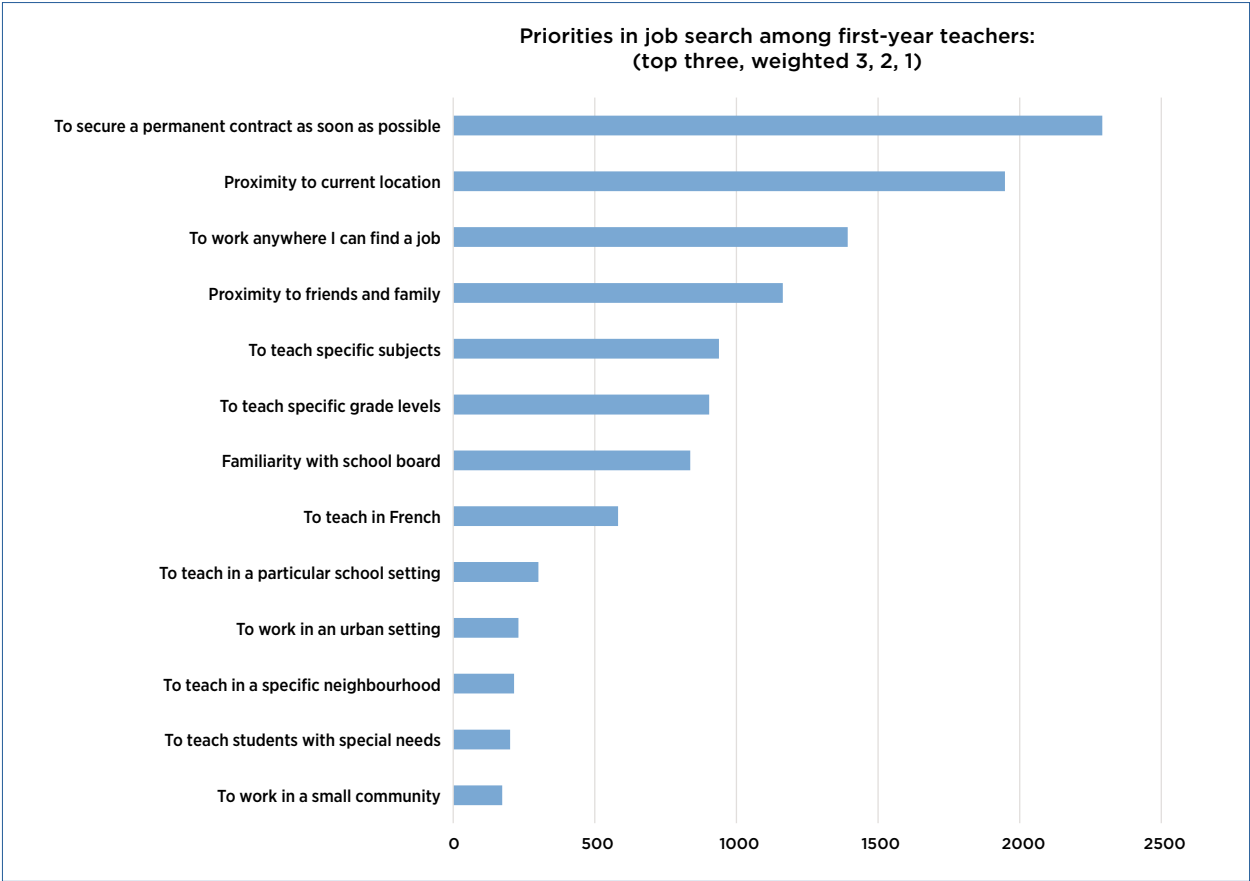
French-language program graduates focus their job searches primarily on Ontario French public (65 per cent) and Ontario French Catholic (70 per cent) school boards. Many also seek positions in Ontario English public (26 per cent) or Catholic (16 per cent) school boards. Some (five per cent) include Ontario independent schools in their job search. More than one in four (29 per cent) apply to schools beyond Ontario's borders, although very few (two per cent) apply exclusively out of province. Four per cent say they tried First Nations schools and two per cent Section 68 special programs.

As noted above, many Ontario graduates apply to more than one geographic region for first teaching positions. Schools and boards in central Ontario (postal code L) receive applications from half (50 per cent) of all

graduates seeking teaching jobs. Toronto is the next most popular region at 40 per cent of applicants. Eastern (postal code K) and southwestern Ontario (postal code N) regions follow at 26 and 27 per cent respectively. Northern Ontario (postal code N) receives applications from one in eight (13 per cent) of all graduates.

First-year teachers reported on three ranked priorities in seeking a teaching job. Weighted analysis of these responses clearly identifies the highest priority as getting a permanent teaching contract as soon as possible. Working anywhere a job can be found is also near the top of the list. Proximity to current location and to family and friends appears as a next level driver, followed by opportunity to teach specific subjects and grade levels.

Among French language teachers – both graduates of French-language programs and those qualified to teach FSL – the opportunity to teach in French is the highest priority, even higher than securing a permanent contract as soon as possible.



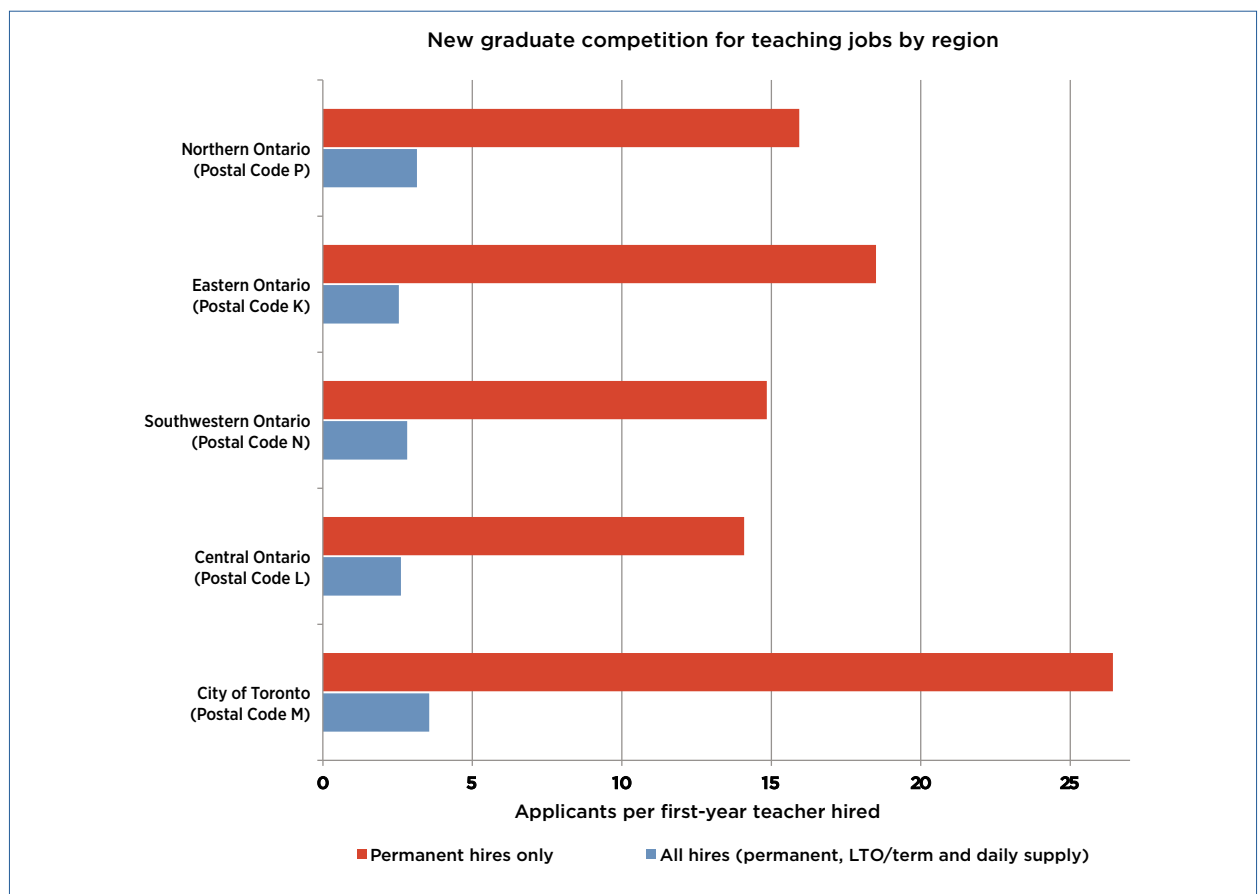
First-year teacher job competition vigorous across province

To determine the relative newly licensed graduate competition for teaching jobs by Ontario region, this study uses two indices:

- first-year applicant numbers in a region divided by first-year teachers hired to permanent jobs in the region (in both publicly funded and independent schools) by year end, and

- first-year applicant number in a region divided by first-year teachers hired to any type of teaching job (all hires – permanent, LTO or daily supply) in the region by year end.

The higher the index number is for a region, the greater the competition among first-year teachers in that region.¹¹



¹¹ These indexes are based on head counts of first-year applicants only, not the number of applications to each position from all applicants unrestricted with respect to year of licensing which would generate different indices with far higher numeric values.

Using these measures, survey results show that competition continues to be vigorous across the province. There are three or more active first-year applicants in every region for every first-year teacher hired to any type of teaching role, including to daily supply rosters. And there are 14 or more active first-year applicants in every region for every first-year teacher hired to permanent jobs by school year end. Competition among first-year teachers is highest in Toronto and lowest in central Ontario.

4. Teaching experience in the early-career years

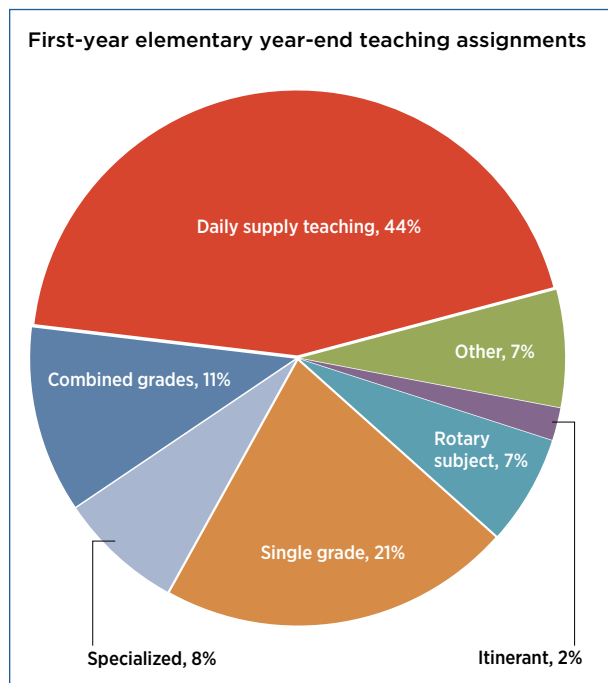
Varied first-year teaching assignments, daily supply roster typical

Among first-year teachers with elementary teaching assignments, more than half (55 per cent) say their initial appointment was daily supply teaching. And more than two in five (44 per cent) continue with daily supply teaching through to the school year end.

Elementary teachers with permanent, LTO or other term contract assignments more frequently teach single grade homerooms (21 per cent of all first-year elementary teachers) than combined grades (11 per cent) or specialized classes (eight per cent). Almost one in 10 report rotary subject (seven per cent) or itinerant (two per cent) assignments.

One in five (19 per cent) of those teaching in elementary school, including the daily supply teachers, have assignments that include special education. One in five (20 per cent) teach French as a second language or French immersion and another two per cent teach English as a second language.

Among first-year teachers with secondary panel teaching jobs, two in five (39 per cent) say they started with daily supply teaching and 26 per cent are still on daily supply rosters toward the end of the school year. Excluding those with varied daily supply roles, almost two in five (38 per cent) secondary panel first-year teachers report they have four or more different course preparations each week.



Generally appropriate first-year assignments

Despite the challenging and often specialized teaching roles for first-year elementary teachers in Ontario, four in five (79 per cent) consider their qualifications excellent or good matches to their teaching assignments. Only six per cent say the assignment is not an adequate match or not a match at all to their teaching qualifications. Most (78 per cent) describe themselves as very well or well prepared for their teaching assignments, with only seven per cent indicating they are not well prepared.

Most secondary teachers are also positive about the match of their teacher qualifications to their assignments. Most (75 per cent) rate the match as excellent or good. Eight per cent

say their assignments are not an adequate match or not a match at all to their teaching qualifications. Two-thirds (69 per cent) say they are well prepared for their assignments, with just six per cent describing themselves as not well prepared.

Almost one in three (29 per cent) employed teachers with Intermediate-Senior qualifications teach in elementary schools toward the end of the first-year following graduation. Just four per cent of Primary-Junior certified teachers in their first-year teach at the secondary level. Most (83 per cent) Junior-Intermediate certified teachers with first-year teaching jobs are in elementary schools, 17 per cent in secondary.

Early-career teachers insecure in jobs, positive about teaching

More than four in five (86 per cent) employed first-year teachers rate their teaching experience as excellent or very good. Just three per cent say it is unsatisfactory.

About two in three rate their confidence, support from colleagues, professional satisfaction, preparedness and appropriateness of assignments positively. Three in five are optimistic about their future in the profession and half are satisfied with their teaching workload.

First-year teaching experience, all graduates

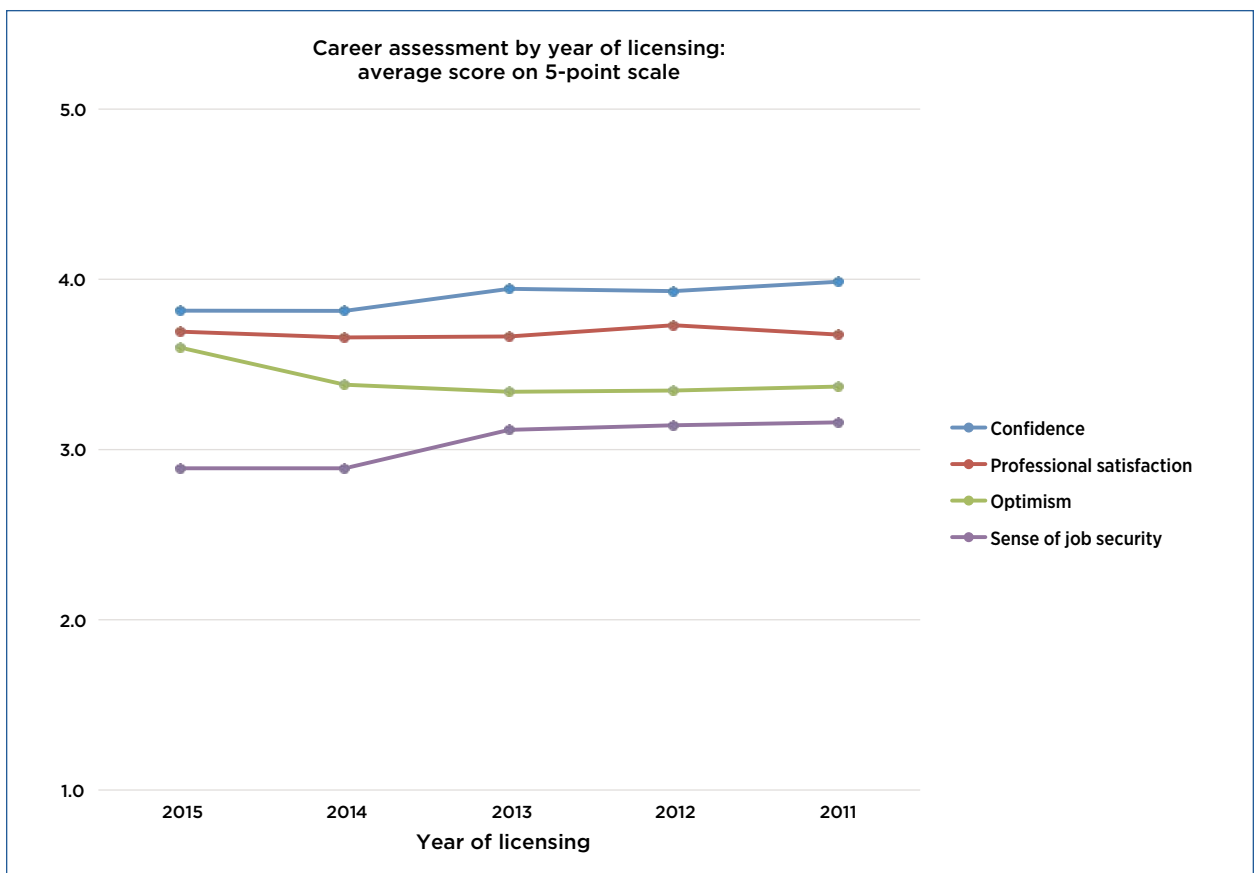
Assessment area	% excellent or very good	% unsatisfactory or very unsatisfactory
Overall teaching experience	86 %	3 %
Support from colleagues	70	7
Confidence	68	5
Professional satisfaction	67	7
Preparedness	67	5
Appropriateness of assignment	65	6
Optimism for professional future	60	13
Workload	53	14
Job security	31	39

More than one in eight, however, are not optimistic about their future and have workload concerns. More have concerns about job security (39 per cent) than view their job security positively (31 per cent).

The 2016 surveys of teachers licensed in earlier years show that the majority also

report positively (“excellent” or “very good” on five point scales) on dimensions of professional satisfaction, confidence in their teaching and optimism for the future.

Job security rises above the mid-point in the scale by year three.



5. Initial teacher education, induction and professional development

Recent graduates generally positive about teacher education, some key knowledge and pedagogical skills flagged for enhancement

First-year teachers who graduated from Ontario teacher education programs highly

value their practice teaching as a positive foundation for teaching. Most (88 per cent) rate practice teaching as excellent or good preparation for teaching, with half saying that the practice teaching they experienced was excellent.

2015 licensed graduate ratings of Ontario teacher education

Rating	Practice teaching	Education courses	Connecting
Excellent	50 %	21 %	18 %
Good	38	40	45
Adequate	9	26	25
Less than adequate	3	9	10
Unsatisfactory	<1	3	2

Three in five (61 per cent) also assign positive grades to teacher education course work, although these generally positive ratings fall substantially below practice teaching assessments. Only 21 per cent give an excellent rating to education courses. These are ratings of the two semester program as all respondents to the 2016 surveys completed programs under regulations that preceded the four semester enhanced program introduced in 2015.

More than three in five (63 per cent) rate their program positively with respect to connecting the education courses and the practice teaching such that these components mutually informed one another

First-year teachers were asked to rate:

- their teacher education program,
- their own professional preparedness, and
- their professional development priorities

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 consultation as central to support the province’s enhanced teacher education program.

Ratings were done on five-point scales and the detailed results are presented in an appendix to this report. Rating averages are presented separately for first-year teachers with primarily elementary or primarily secondary school teaching jobs.

Teacher education ratings reflect moderately positive (averaging 3.0 – 3.4), positive (averaging 3.5 – 3.9) or very positive (4.0 and above) assessments for most areas of foundational knowledge and pedagogical skills.

Only two areas are flagged by both elementary and secondary teachers with average ratings below the mid-point – teaching combined grades and report card preparation. Preparation for daily occasional teaching assignments is also below average for

secondary teachers and received the lowest moderate rating for elementary teachers.

Some additional areas with only moderately positive teacher education ratings are highlighted below because they not only receive somewhat lower scores on quality of teacher education, but are also scored comparatively low in the respondent ratings of their own preparation in the area and/or are very high ongoing professional development priorities.

Elementary Teachers

Teacher education area moderately rated	Low rating for own preparation	High PD priority
Supporting French language learners*		X
Mental health, addictions and well-being	X	X
Politique d'aménagement linguistique (PAL) de l'Ontario*	X	
Supporting English language learners*	X	
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing		X
Child and adolescent development and student transitions	X	
Use of educational research and data analysis	X	
Classroom management and organization		X
Teaching students with special needs		X
Inquiry-based research, data and assessment	X	
Special education		X
Use of technology as a teaching and learning tool		X

* “Supporting French language learners” reflects the ratings of FSL qualified and French first language program graduates only. “Politique d'aménagement linguistique (PAL) de l'Ontario” is based on French first language program responses only. “Supporting English language learners” is based on English language program graduate responses only.

Secondary Teachers

Teacher education area moderately rated	Low rating for own preparation	High PD priority
Mathematics curriculum and pedagogy	X	
Parent engagement and communication	X	
Supporting English language learners*	X	
Politique d'aménagement linguistique (PAL) de l'Ontario*	X	
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	X	
Mental health, addictions and well-being		X
Special education	X	X
Classroom management and organization		X
Use of educational research and data analysis	X	
Teaching students with special needs		X
Supporting French language learners*		X

* "Supporting French language learners" reflects the ratings of FSL qualified and French first language program graduates only. "Politique d'aménagement linguistique (PAL) de l'Ontario" is based on French first language program responses only. "Supporting English language learners" is based on English language program graduate responses only.

Induction program highly valued

The New Teacher Induction Program (NTIP)¹² supports many teachers in permanent and long term occasional positions in Ontario's publicly funded schools in their first two years of teaching. The NTIP provides support for early professional growth and development for entry to a challenging profession.

Most first-year teachers (92 per cent) with permanent teaching jobs in Ontario publicly funded school boards say they participate in the NTIP, as do half (49 per cent) of those with long term occasional appointments (97 or more teaching days). Three per cent of supply teachers report they also participate in NTIP. Among second-year teachers, 70 per cent with permanent appointments and 46 per cent with long term occasional appointments (97 or more teaching days) are engaged in the NTIP.

The majority of first-year NTIP participants in permanent teaching jobs say they were

oriented to their school boards (75 per cent), mentored by experienced teachers (92 per cent) and formally evaluated by their school principals (88 per cent). And 50 per cent report having orientations to their individual schools. NTIP participating second-year teachers in permanent jobs report similarly high program element participation rates.

Long term occasional teachers (97 or more teaching days) in the NTIP report somewhat less engagement in the various elements of the program. The majority of first-year NTIP-participating teachers with LTO contracts say they are mentored by experienced teachers (87 per cent), had a formal evaluation by their school principal (61 per cent), and received orientations to their school boards (74 per cent). Two in five (43 per cent) had an orientation to their own school. Mid-school year timing of some LTO appointments may explain in part the lower levels of program participation for these participants.

12 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 said that they met the definitions of eligibility for the NTIP program as one of the following:

New Teacher - a teacher certified by the Ontario College of Teachers hired into a permanent position, full-time or part-time, by a publicly funded school board to begin teaching for the first time in Ontario. A teacher is considered "new" until 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.

Professional development in many content areas identified as NTIP elements is commonly reported by most first-year participants. Use of technology, literacy and numeracy strategies, planning, assessment and evaluation, and classroom management are the most frequent PD areas cited. Fewer than one in ten participants say they had no professional development in any of the NTIP PD elements. (*see chart below*)

NTIP participants are generally positive about the assistance they receive from mentors and other experienced teachers in their first-year of teaching. The majority of first-year teachers view the assistance they receive as very helpful or helpful across a wide range of practical day-to-day tasks. And very few give negative ratings to support they receive.

First year NTIP participant professional development

PD area	Permanent appointments	LTO Appointments (97 days+)
Use of technology	56 %	44 %
Literacy and numeracy strategies	52	41
Planning, assessment and evaluation	51	51
Classroom management	45	47
Teaching students with diverse needs	40	36
Mental health awareness	37	39
Student success	27	28
Safe schools	24	34
Inclusive education	21	25
Effective parent communication	16	5
Early learning	10	5
None of the above	8	8

Ratings of first-year assistance to NTIP participants

Type of assistance	Positive rating	Negative rating	Not applicable
Help with report card preparation	73 %	3 %	21 %
Mentoring on classroom management	79	3	15
Finding effective teaching resources	70	3	6
Observation of other teachers' practices	70	0	27
Mentoring on instructional methods	67	9	21
Feedback from mentor on my teaching	67	6	21
Curriculum planning with my mentor(s)	64	9	15
Mentoring on student evaluation	61	9	21
Information on administrative matters	58	18	15
Advice on helping individual students	55	3	24
Observation of my mentor's teaching	49	0	39
Preparing for parent communication	33	9	36

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

- most (79 per cent) NTIP participants say they met monthly with their mentor(s) – 23 per cent say this was less than one hour per month, 32 per cent report such meetings for one to three hours per month and 24 per cent for more than three hours per month
- however, most say no experienced teacher (mentor or other teacher) observed them in their classrooms (48 per cent) or that this happened less than one hour per month (40 per cent), and

- similarly, most say they had no opportunity (38 per cent) to observe another teacher's teaching practise (mentor or other teacher) or that such opportunities were less than one hour per month (39 per cent).

New teachers highly engaged in professional development

Most Ontario graduates licensed in 2015 (87 per cent) and 2014 (85 per cent) who teach in Ontario engage in professional development at a moderate, high or very high level.

New teacher engagement in professional development

Nature of professional development	Licensed 2015	Licensed 2014
Participating in Additional Qualification courses	67 %*	52 %
Collaborative teaching with colleagues	51	52
Collaborative learning in my school	47	50
Engaging in teacher enquiry	44	45
Being supported by a mentor	39	37
Collaborative learning beyond my school	38	43
Engaging with subject or specialist associations	35	36
Participating in school self-evaluation	29	35

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

Two in three complete Additional Qualifications courses in their first-year and half do so in their second year after obtaining teacher certification. About half engage with colleagues in collaborative teaching and in school collaborative learning projects. Almost as many participate in teacher enquiry projects. Almost two in five have teacher mentors and about one in three participate in school self-evaluation activities and engage with subject or specialist associations.

As described in an appendix to this report, elementary and secondary teachers in their first-year after licensing place high priority on a broad range of foundational professional knowledge and pedagogical skills.

Elementary teachers say their highest priorities are in the following areas:

- adapting their teaching to diverse learning, teaching students with special needs and special education
- engaging students, classroom management and organization
- student observation, assessment and evaluation, and
- reading and literacy pedagogy.

For secondary teachers, many of the highest priorities are similar:

- adapting their teaching to diverse learning, teaching students with special needs and special education
- engaging students, classroom management and organization
- mental health, addictions and well-being, and
- instructional strategies.

6. Daily supply teaching

Majority start careers on daily supply rosters and many continue so for one, two or more years

Despite the notable improvements evident in Ontario teacher employment markets over the past three years, entry to the profession continues with daily supply teaching for more than half of new teachers. And many are still confined to supply teaching rosters for two or more years.

The following describes the supply teaching experience identified in our 2016 surveys:

- more than half (52 per cent) of all new Ontario graduates licensed in 2015 start with daily supply as the first teaching job, and two-thirds of those who are employed in Ontario publicly funded schools begin on supply rosters

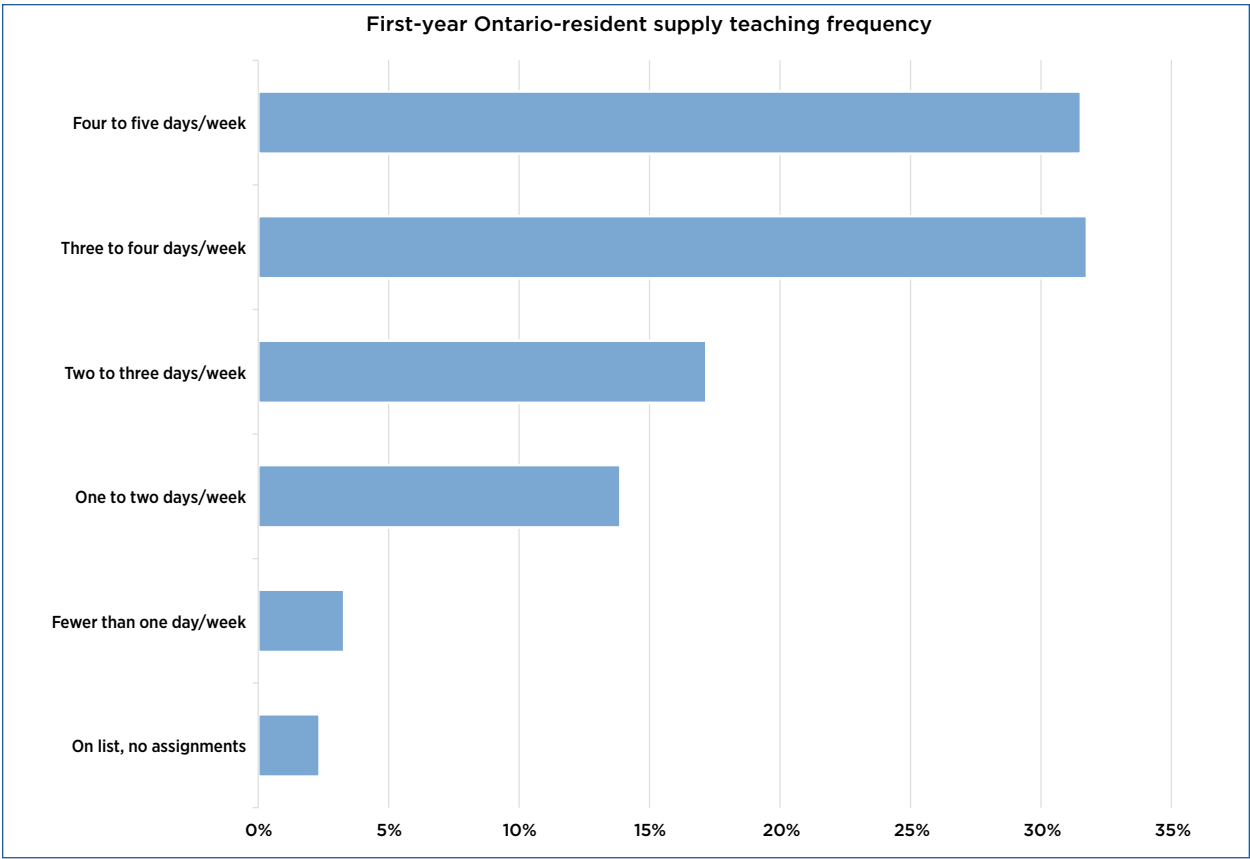
- almost two in five (38 per cent) employed teachers continue in daily supply through the end of the first-year of teaching, including more than half (51 per cent) of those employed in Ontario publicly funded schools
- more than one in three are still supplying by the end of the second year,
- about one in four in years three and four, and
- still one in seven employed teachers by year five.

By contrast, our surveys back in 2006 found just one in five in daily supply roles at the first-year end and this dropped to one in ten by the second year.

Many who gain access to supply rosters are satisfied with number of teaching days assigned

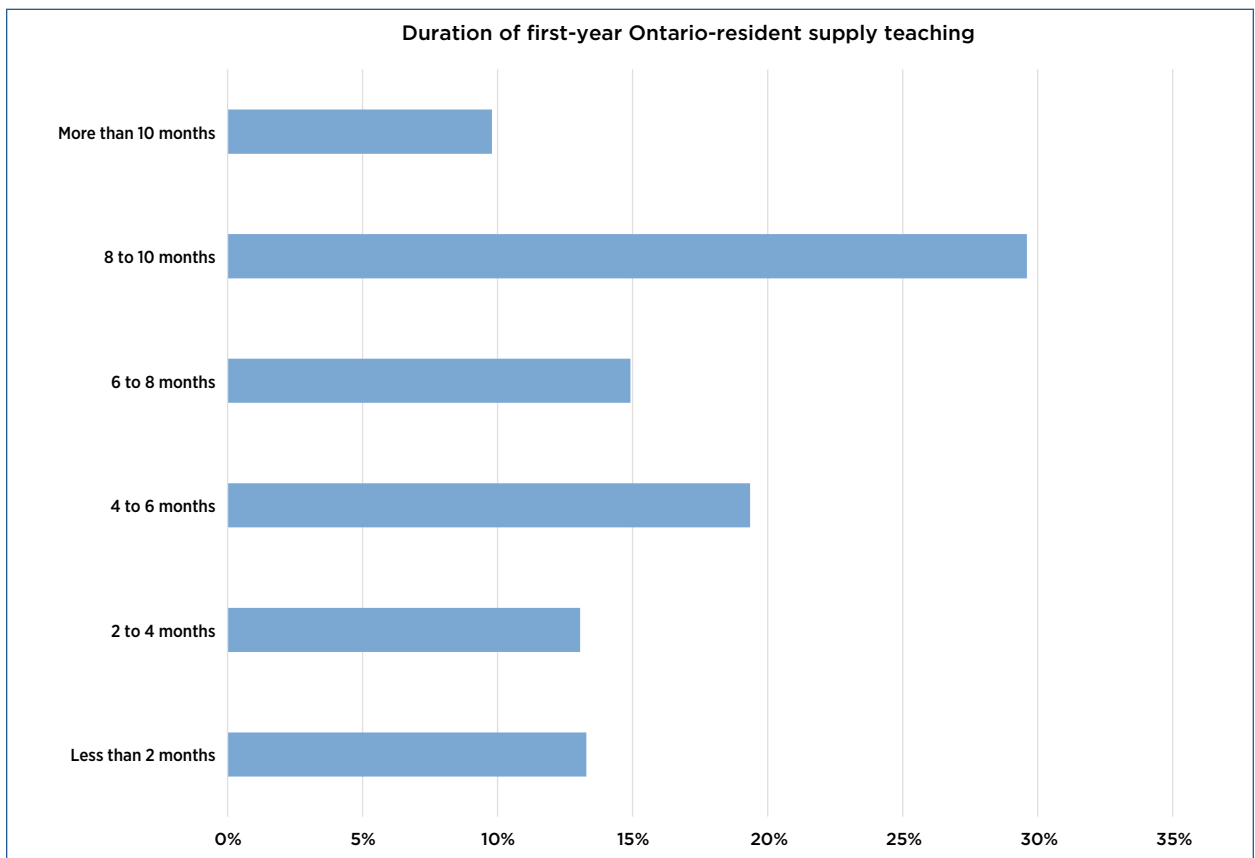
Most who successfully made it onto supply rosters in Ontario were assigned either three to four (32 per cent) or four to five (also 32 per cent) days per week. Five per cent of those on supply lists were assigned less than one day per week or no days at all during the school year.

Among those who continued on rosters through the school year end, half (51 per cent) say they taught as much as they wanted throughout the school year.



By year end, most (84 per cent) who remained on supply lists had completed 20 or more days of teaching. Two in five of them (40 per cent) report that they were on a supply list for eight months or more, one in three (34 per cent) between four and eight months, and one in four (26 per cent) say they had the status for less than four months. Most (84 per cent) did supply teaching for a single school board.

Many newly licensed teachers still find it difficult to gain access to publicly funded school board occasional teacher rosters. Almost one in three (31 per cent) of 2015 licensed Ontario graduates who applied to school board daily supply rosters were not successful in joining any board's list.



Meager professional development support available to supply teachers

In addition to the financial challenges facing many daily supply teachers in Ontario in their early career years, a substantial gap persists

between their limited access to in-school professional development and the support available to their more fortunate colleagues in permanent and long term occasional jobs.

Professional development gap for daily supply teachers in Ontario

Nature of professional development	Licensed in 2015		Licensed in 2014	
	Daily supply	Permanent and LTO	Daily supply	Permanent and LTO
Participating in school self-evaluation	15 %*	44 %	14 %	55 %
Engaging with subject or specialist associations	22	51	17	51
Engaging in teacher enquiry	31	58	27	63
Collaborative learning in my school	25	71	28	73
Being supported by a mentor	22	64	21	59
Collaborative learning beyond my school	27	50	28	57
Collaborative teaching with colleagues	28	72	30	74
Participating in Additional Qualification courses	70	64	65	61

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

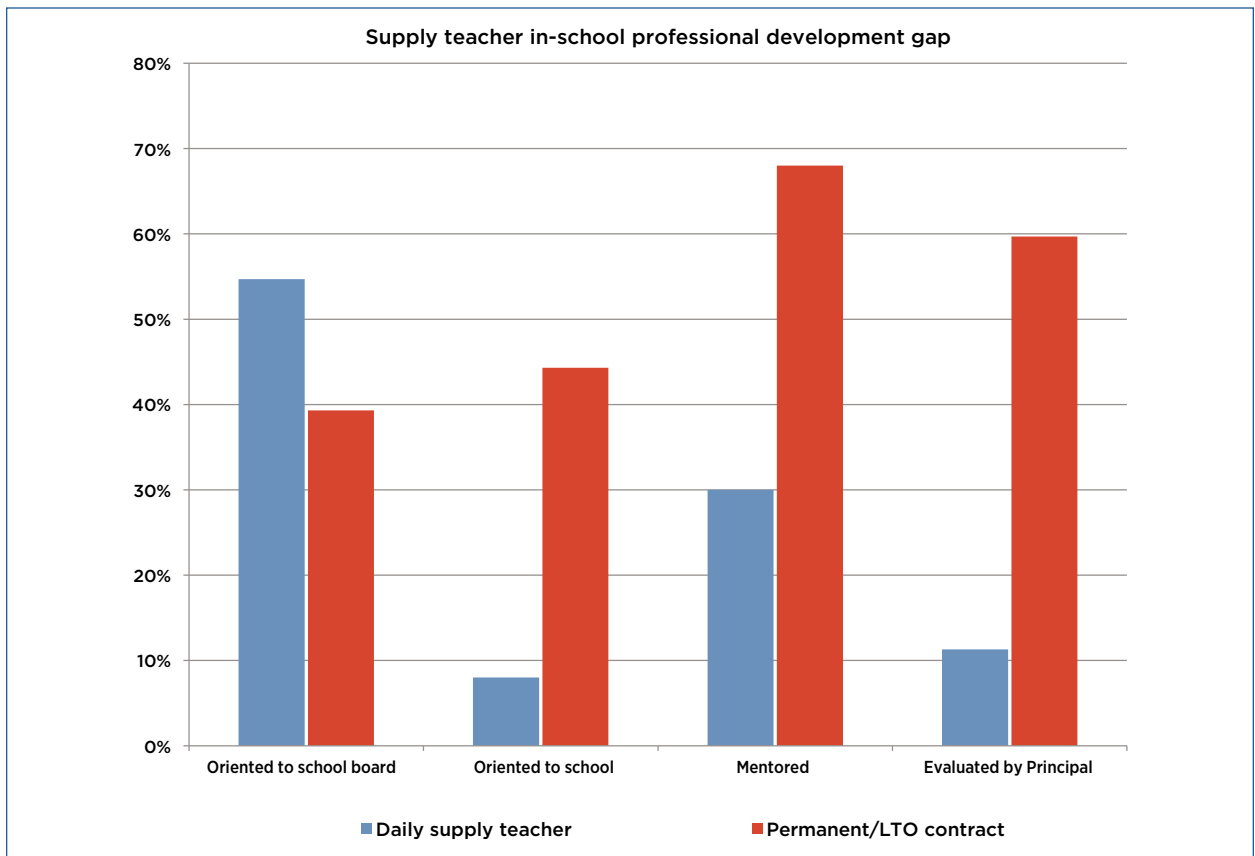
This gap is evident across a wide range of in-school and out of school professional development activities. Daily supply teachers report much less involvement in collaborative teaching, collaborative learning projects and in school self-evaluation activities. Fewer connect to subject or specialist associations or participate in collaborative learning outside of schools. And fewer engage in teacher enquiry.

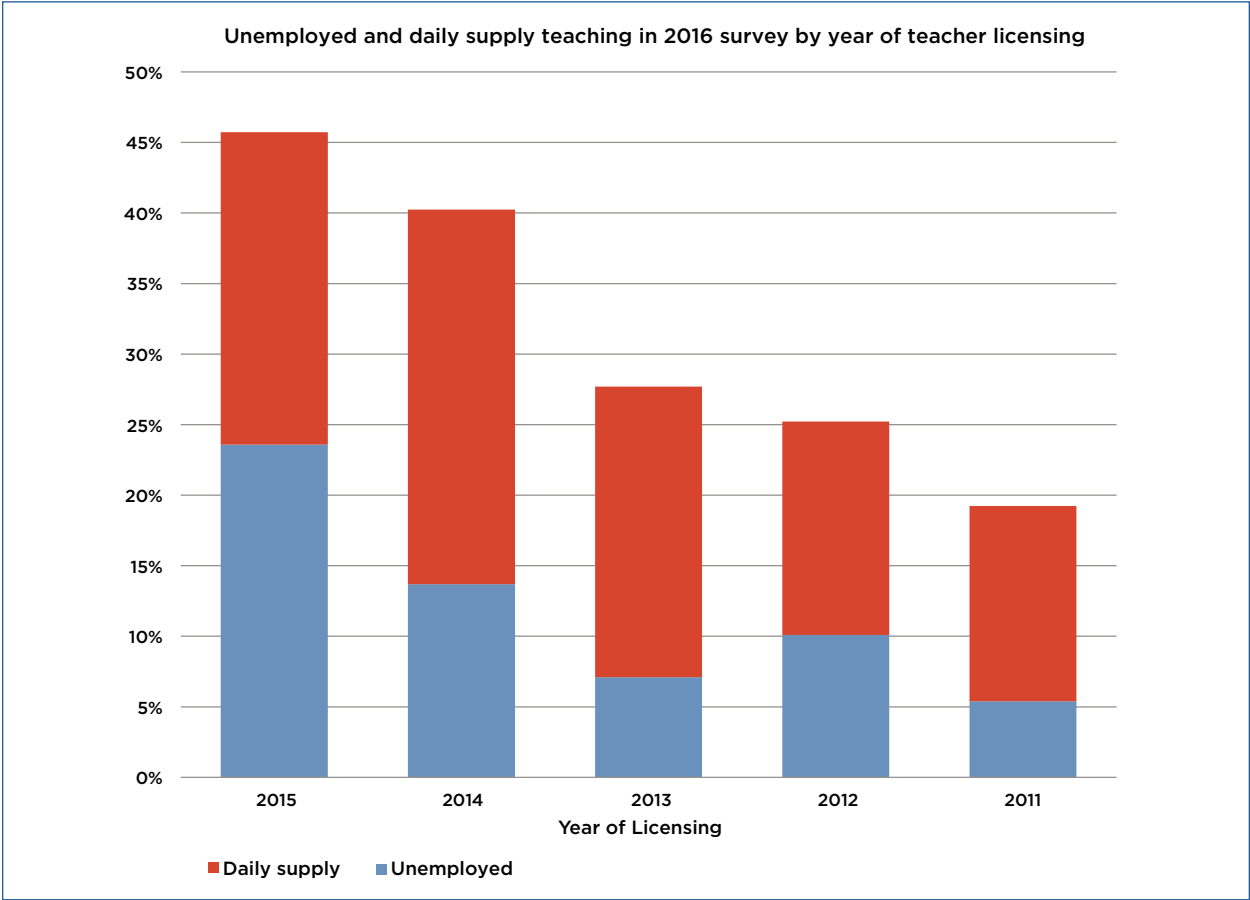
The one exception to this pattern is enrolment in Additional Qualification courses. More than two in three Ontario teachers who are limited to daily supply teaching rosters in their first two years after licensing enroll in AQ courses, an even greater participation rate than among their colleagues with permanent and LTO teaching jobs.

Daily supply teachers experience a further professional disadvantage in their highly limited access to school orientations, principal evaluations and mentoring by experienced teachers. These important professional supports are common for teachers with permanent or LTO teaching jobs in the first two years of their careers, but rare for daily supply teachers. One exception to this pattern is that more daily supply teachers report school board wide orientation than do teachers with permanent and LTO contracts.

Unemployed teachers in the early-career years face a still greater professional deficit. They cannot access even the minimal school-based professional development and support available to some daily supply teachers.

Almost half (46 per cent) of Ontario education graduates licensed in 2015 were either unemployed or employed as daily supply teachers throughout the school year. Two in five licensed the previous year were still unemployed or daily supply teaching through the second year of their careers. This rate drops to near one in four by years three and four and to about one in five by year five.





7. Attachment to profession

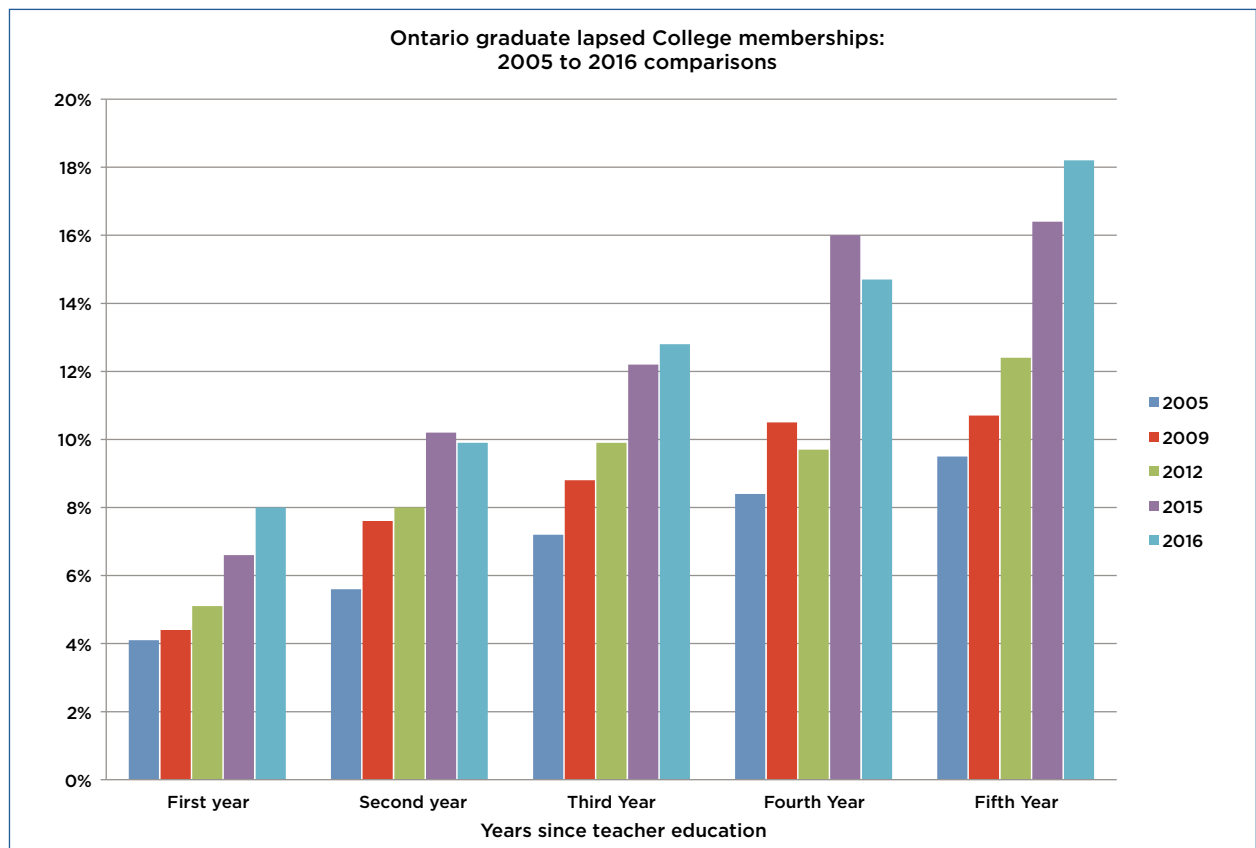
Rate of non-renewal of College membership continues to rise

One in 12 (8 per cent) Ontario faculty of education graduates certified in 2015 failed to renew their teaching licences in 2016. And almost one in five (18.2 per cent) who first got OTCs in 2011 were no longer members of the College five years later in 2016.

These rates of early-career losses to Ontario's licensed teacher workforce accelerated in recent years. Since 2005 the loss of new education graduates in the first five years has almost doubled – from 9.5 to 18.2 per cent. Much of this increased pace at which early-career members drop their College

membership may be employment market related – although further research would be required to confirm this, it is reasonable to assume that the attrition is greatest among those who have failed to gain substantial teaching employment after initial licensing.

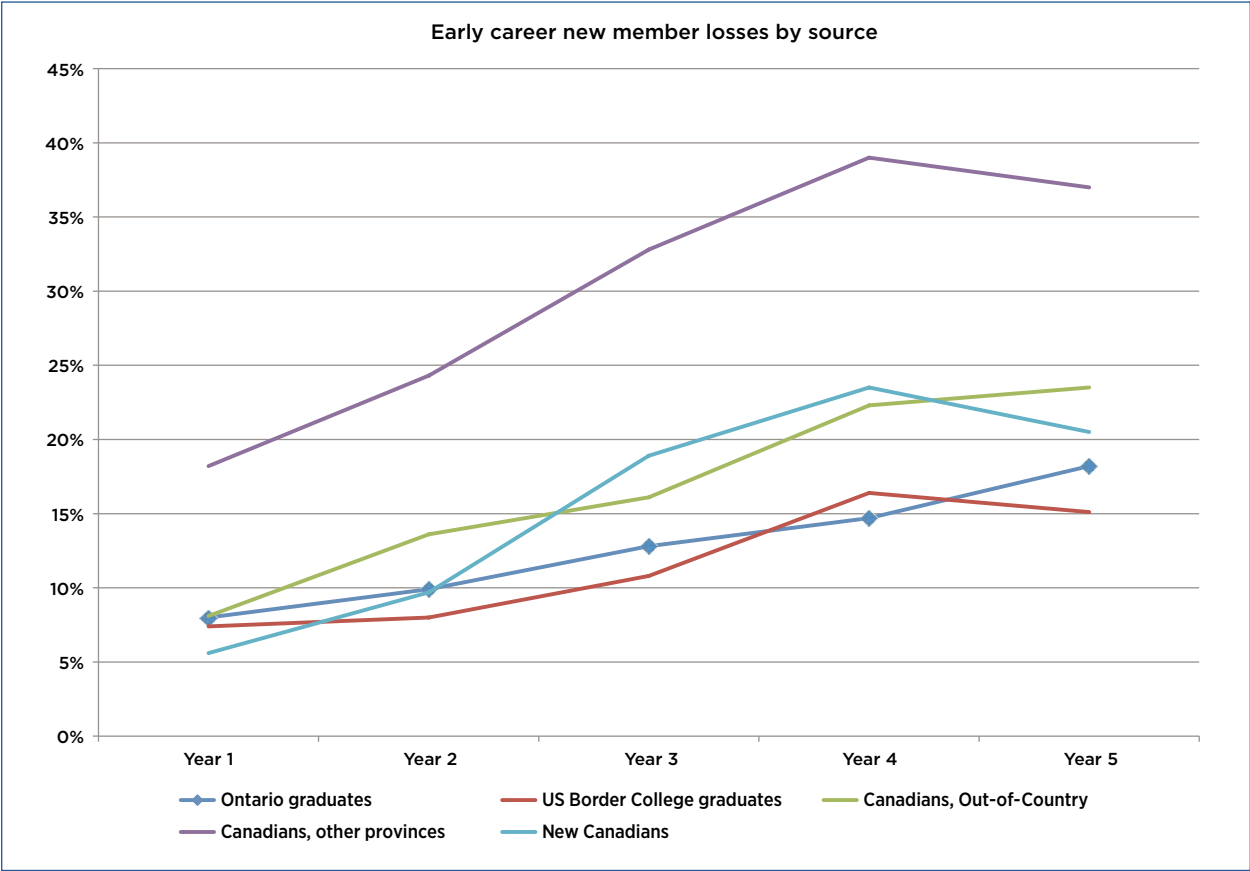
Ontario faculties of education are the source of most newly licensed teachers each year – 86 per cent of all Ontario teachers licensed in 2015. This is up from just 69 per cent as recently as 2006. Out-of-province educated teachers seeking Ontario certification dropped substantially over the period 2007 through 2013 as the job market worsened.



Attrition rates for new Ontario teachers from some other sources differ from Ontario graduates, but early-career losses from these alternative sources also generally increased in the past few years.

Canadians (mainly Ontarians) educated elsewhere abroad left the Ontario teaching profession in greater numbers in the past couple of years and they now exceed Ontario faculty graduate attrition. New-Canadians also have higher loss rates with more than one in five dropping their OCT membership within five years of initial licensing. US border college graduate attrition rates are similar to the rates for Ontario faculty grads.

Ontario-certified teachers who migrate here from other provinces have much higher rates of attrition than is evident for all other sources of new Ontario teachers – 18 per cent after one year and 37 per cent by year five. The higher loss rate for this group may be accounted for by teachers moving back to their home provinces or elsewhere to continue teaching careers outside Ontario.

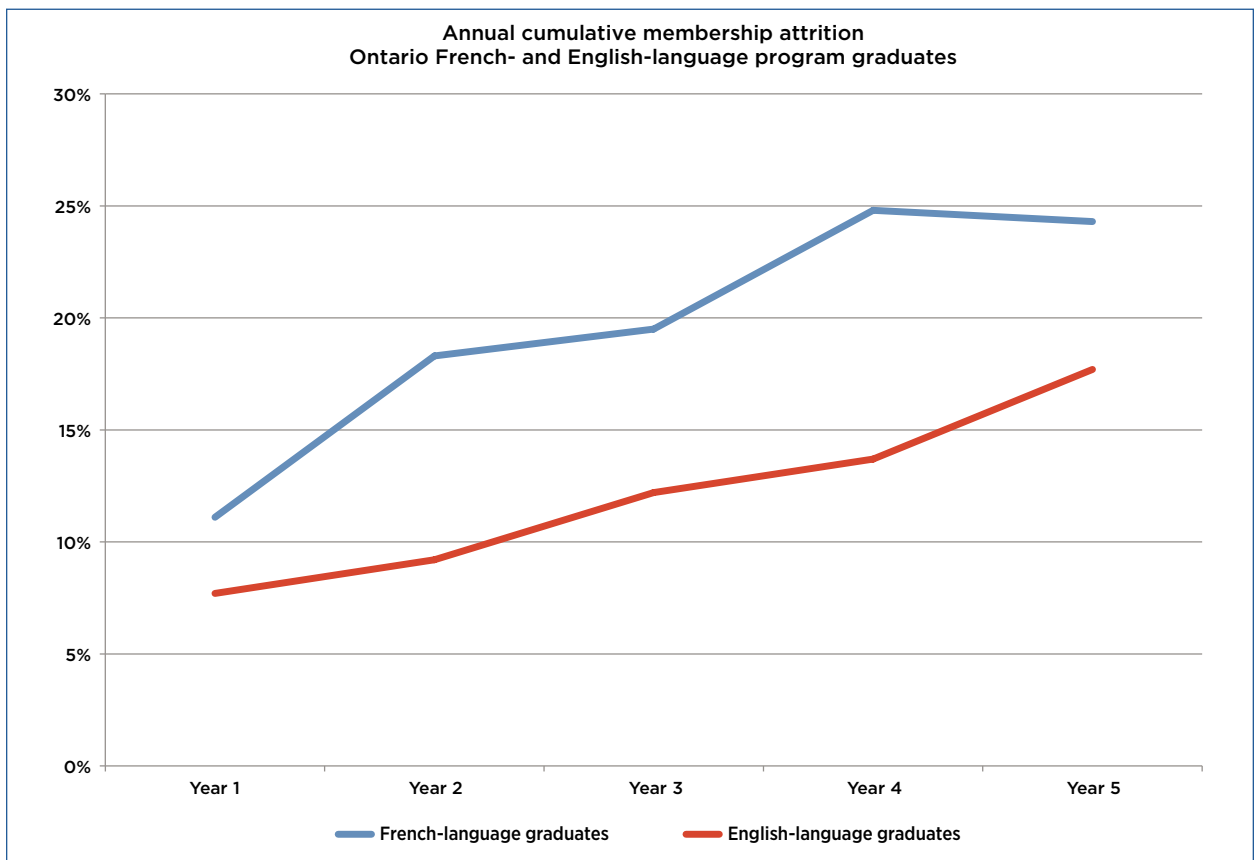


Attrition rates remain sharply different for French- and English-language program graduates in Ontario. One in eight French-language program graduates fail to renew their College membership in the very first-year after licensing. This rises to one in five by year three and almost one in four by years four and five. Both English- and French-language program graduate membership losses accelerated in the past few years, with the French-language rates continuing at 50 per cent or more beyond English-language loss rates.

Some of this historic difference may be accounted for in the numbers of Ontario

French-language program teacher education candidates who are originally from Québec and who return to Québec to teach in the early years after graduating, dropping their Ontario teacher certification sometime after they do so.

This year's survey of members who have retained their College membership suggest possible future stabilization in attrition rates. Approximately three in four early-career teachers who were licensed in 2011 through 2015 indicated that they will definitely continue as teachers five years down the road – somewhat stronger commitment than found with this measure in previous surveys.



8. Conclusion

Annual supply of new Ontario elementary and secondary teachers significantly exceeded annual provincial demand for new teachers every year from 2005 through 2012. This imbalance resulted in increasingly saturated Ontario teacher employment markets. Unemployment and years of underemployment faced many new English-language and, somewhat later in the decade, French-language teachers. Some legacy challenges from this over-supply continue with high unemployment and underemployment for early-career Ontario teachers in 2016.

Reduced newly licensed Ontario teacher numbers in 2012 through 2014, slightly increased numbers of teacher retirements, and accelerated losses of early-career teachers not renewing their Ontario teaching licences reduced the annual oversupply of new teachers in these years. This resulted in a new early-career trend of falling unemployment / underemployment rates, and higher rates of full employment.

In 2016 our surveys indicate that the transitional year jump in new licences in 2015 created a pause in the unemployment trend, but also that the improving full employment trend continued. Employment outcomes are markedly better for early-career Ontario teachers in 2016 compared with the 2013 peak year for unemployment and underemployment rates.

With the substantial drop in newly licensed teacher numbers in 2016 and future years, and the forecast slowly increasing Ontario

teacher retirement rates through 2020, Ontario will return to a near balance in the annual supply of newly licensed teachers and annual teacher demand. This will eventually mean a seller's market for job seekers not seen since 1998 through 2002. The reduced intake of new teacher candidates will also mean job opportunities for many of the still underemployed surplus teachers who gained their licences in prior years to finally secure full-time teaching jobs.

Despite the sharply decreased supply of new teachers in the years ahead, Ontario school boards should have some confidence that they can meet most future English-language teacher staffing requirements. Many Ontario-certified teachers can likely be recruited from the pool of still unemployed and underemployed English-language teachers from the surpluses that arose in years past.

Much more vigorous recruitment will be required, however, for French as a second language and French first language job vacancies. Survey findings over the past few years indicate that the teacher surpluses for these jobs that emerged in 2009 are now gone. With unemployment rates in the single digit range for first-year Ontario-resident French language teachers in 2015 and again in 2016 (despite the transitional year jump in new teacher numbers in 2015), and reduced numbers of new teachers in the years ahead, we may be quickly approaching teacher shortage territory for these employment markets.

English-language teacher unemployment rates are improving as well, but they remain high for Primary-Junior and Junior-Intermediate teachers generally and improved, but still somewhat high, for Intermediate-Senior teachers who do not have math, sciences, computer studies or French among their teaching subject qualifications.

English-language teachers with Intermediate-Senior math, sciences and/or computer studies qualifications are doing markedly better than other secondary level qualified teachers. First-year unemployment rates for these qualifications are still higher than the negligible unemployment rates back in the years 1998 to 2002. But with the much reduced annual new supply forecast in the years ahead, some English-language school boards may begin to experience challenges in future recruiting to job openings for these subjects.

Many teachers in the surplus pool that developed over the past decade have little or no Ontario teaching experience. These include Ontario graduates who left the province to teach elsewhere, as well as those who remained in Ontario and have experienced multiple years of unemployment or underemployment, but have not yet given up on their teaching careers. And many Ontarians educated in other jurisdictions and new-Canadian teachers have also not yet gained a real foothold in teaching jobs in this province and remain available to fill staffing needs.

School boards that recruit vigorously to their occasional teacher rosters from among these underemployed and unemployed Ontario-qualified teacher groups will be better able to ease their transition to an environment of substantially lower numbers of newly licensed teachers in the years ahead. And many unemployed and underemployed teachers should have more opportunities to finally get established in the profession in Ontario.

9. Methodology

Purposes and sponsorship of study

The *Transition to Teaching* study is based mainly on annual surveys of Ontario teacher education graduates throughout the first five years and at year ten after first obtaining their teaching certification. Ontarians licensed after gaining teaching degrees at US border colleges and elsewhere, as well as other out-of-province and new-Canadian teachers educated elsewhere are also surveyed.

The study provides provincial education stakeholders with information on the transition into active membership in the profession in Ontario. Surveys measure early-career employment over time, gauging unemployment and underemployment by program, region and language. Questions are included on teacher induction, evaluations of teacher education programs and ongoing professional development activities and needs.

Surveys also touch on the extent, timing and reasons some individuals pursue alternate forms of employment and leave the profession. They track career progression in the early years of teaching.

Changing Ontario teacher demographics and the ebb and flow of provincial teacher demand and supply have been substantial over the 15 years of this study since inception in 2001. Reports provide annual updates on the changing balance of demand for new teachers and the available new teacher recruitment pool.

From the mid-2000s onwards, our study highlighted the impact of an increasing relative shortage of employment

opportunities on the job outcomes for new members of the profession – a situation that has improved for teachers licensed over the past three years.

The *Transition to Teaching* study is made possible by grants from the Ontario Ministry of Education. This report does not necessarily reflect the policies, views and requirements of the Ministry. The study is conducted each year by the Ontario College of Teachers.

Survey design and delivery

Surveys of teachers in their first two years following Ontario licensure include questions under the following headings – teaching employment, job search, alternate employment, teaching assignments, teaching experience, views on teacher education, professional development, career plans, reflections on teaching and demographics.

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

Seven different surveys were conducted in May and June 2016 with samples of Ontario faculty graduates licensed in 2015, 2014, 2013, 2012, 2011 and 2006 and also teachers newly certified in Ontario in 2014 and 2015 who obtained education degrees and initial licensing in another Canadian province or abroad.

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

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

The surveys are web-based using a platform, Fluid Surveys, developed and based in Ottawa. Web-based surveys on professionally relevant questions are highly appropriate for this population. Most teachers routinely maintain current e-mail addresses with the College. Most initially applied online to be licensed as teachers. They receive electronic newsletters from the College and communicate electronically with the College on routine matters relating to their membership and College services.

Sampling and survey administration

Samples were drawn from the College registry of licensed Ontario teachers for each of the surveys. E-mail addresses are current as verified through the College member annual registration process and regular member updates.

An introductory e-mail from the College Registrar encouraged participation in the survey. This was followed by e-mailed survey invitations with the URL address for the appropriate survey. Respondents were assured of confidentiality and that the data would not be linked with their official College membership and registry information. An incentive was used to boost response rates – eligibility for a draw for one of five prizes of \$150.00.

Large sample sizes support analysis of sub-groups of teachers by region, qualifications and language of teacher education. For Ontario faculty graduates licensed in 2015, the entire population was surveyed. Random samples were selected of 50 per cent of the 2014 licensed group still in good standing

with current e-mail addresses. For the graduates of other years, the random samples included 25 per cent of each population.

Given the smaller population of members who communicate with the College in French and the distinctiveness of this employment market, all French-language graduates licensed in the pre-2015 survey years were invited to complete the survey. Again, to ensure adequate returns from the low population group of Technological Education teachers, all licensed teachers with these qualifications in each survey population were invited to participate.

The entire populations of out-of-province and out-of-country educated teachers certified in 2014 and 2015 were also invited to complete an appropriately modified version of the core survey.

Response rates and margins of error

Some responses were incomplete. Responses that did not include a completed first section on employment status were not included in the analysis. This procedure ensures that bias that might be associated with differential time available to complete the survey was minimized.

The overall sample invited to participate in the survey was 25,659 individuals. Returns were completed by 5,528 respondents for an overall return rate of 21 per cent and overall margin of error of 1.9 per cent. Return rates for the seven individual survey groups range from 16 to 27 per cent. Individual survey margins of error range between 1.8 and 4.7 per cent.

Licensing year/group	Responses	Response rate	Margin of error*
All survey groups	5,528	21 %	1.9 %
2015 Ontario graduates	2,360	24	1.8
2014 Ontario graduates	865	21	3.0
2013 Ontario graduates	460	19	4.1
2012 Ontario graduates	362	16	4.7
2011 Ontario graduates	418	17	4.4
2006 Ontario graduates	385	17	4.6
2015 and 2014 other new members	678	27	3.2

* Survey result accuracy range, 19 times out of 20 at a 95 per cent confidence level

Survey rates of return declined over the four years 2011 to 2015 – from an average of 37 per cent in 2011 to 19 per cent in 2015. The decline affected all survey groups. No changes were made to the general survey methodology over these years. Nor does analysis of the demographics in the returns suggest particular sub-groups to support an explanation for the decline. There was a small improvement in response rate in 2016 bringing it back up to 21 per cent.

The drop in response rates was very likely a result of general online survey fatigue. When online surveys replaced the previous

hard copy 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 over the past few years, the advantage of a new methodology appears to be wearing off and may account for the drop in response rates.

The somewhat improved 2016 response rate, although still significantly lower than in 2011, is generally above the rates in years when mail surveys were used.

10. Demographics

Ontario Graduates

Six surveys sample Ontarians who graduated from Ontario faculties of education or other teacher education programs operating in Ontario by ministerial consent or special Act of the legislature. Each survey group is selected by year the licence is granted in order to assess years on the teaching employment market.

Some graduates defer licensure after graduating. The table below identifies the percentages licensed each year by recency of completing teacher education.

Recency of teacher education degree by year of licensure*

	2015	2014	2013	2012	2011
Current year degree	82 %	80 %	84 %	88 %	86 %
One year previous	10	15	12	9	11
Two years previous	4	3	2	1	1
More than two years	4	2	2	2	2

*Question was not asked of teachers licensed in 2006

Survey returns are generally 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-2015 samples.

Teacher qualifications by year of licensure

	2015	2014	2013	2012	2011	2006
Primary-Junior	46 %	44 %	40 %	36 %	38 %	38 %
Junior-Intermediate	20	17	20	21	19	23
Intermediate-Senior	32	35	32	39	36	31
Technological Education	2	4	8	4	7	8

Teacher education sources by year of licensure

	2015	2014	2013	2012	2011	2006
Ontario faculties of education	95%	94 %	97 %	95 %	96 %	98 %
Ministerial consent programs*	5	6	3	5	4	2

*Includes Redeemer College which has a special Act of Ontario legislature

Language of teacher education by year of licensure

	2015	2014	2013	2012	2011	2006
English-language	90 %	87 %	81 %	81 %	82 %	76 %
French-language	10	13	19	19	18	24

Gender identification by year of licensure

	2015	2014	2013	2012	2011	2006
Female	78 %	75 %	76 %	76 %	74 %	73 %
Male	22	25	24	24	26	27
Other	< 1	< 1	0	< 1	0	0

Teaching as first or subsequent career by year of licensure

	2015	2014	2013	2012	2011	2006
First career	75 %	74 %	69 %	71 %	63%	55 %
Second or subsequent career	25	26	31	29	37	45

Age range by year of licensure*

	2015	2014	2013	2012	2011	2006
18 - 24	38 %	14 %	< 1 %	0 %	0 %	0 %
25 - 34	45	67	75	71	65	31
35 - 44	11	12	15	17	20	39
45 - 54	5	6	8	11	12	25
55 - 64	< 1	< 1	1	2	3	5
65 +	0	< 1	0	0	0	0

* Residual declined to answer

Internationally educated by year of Ontario licensure*

2015	2014	2013	2012	2011
2 %	2 %	< 1%	2 %	2 %

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

New-Canadian teachers

The new-Canadian respondents certified in Ontario in 2014 and 2015 have the following demographic profiles.

Divisions of Initial Teacher Certification

Primary-Junior	19 %
Junior-Intermediate	26
Intermediate-Senior	45
Technological Education	2
Other combination	8

Country of Initial Teacher Education

India	32 %
Jamaica	8
United States	7
Pakistan	7
Philippines	4
United Kingdom	4
Nigeria	3
48 other countries with 2 per cent or fewer	36

Language of Initial Teacher Education

English	78 %
French	10
Other	12

Gender identification

Female	79 %
Male	21

Teaching as first or subsequent career

First career	92 %
Second or subsequent career	8

Age range*

18 - 24	0 %
25 - 34	21
35 - 44	47
45 - 54	26
55 - 64	4
65 +	>1

* Residual declined to answer

Years of teaching experience prior to Ontario certification

None	1 %
Less than one year	5
1 - 2 years	11
3 - 5 years	21
6 - 10 years	22
More than 10 years	40

Ontarians certified after initial teacher education in another province or abroad (excluding New York State border colleges)

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

Divisions of Initial Teacher Certification

Primary-Junior	41 %
Junior-Intermediate	7
Intermediate-Senior	43
Technological Education	>1
Other combination	8

Country/Province of Initial Teacher Education

Australia	33 %
United States	17
United Kingdom	14
Québec	11
British Columbia	5
New Brunswick	4
Alberta	3
India	2
New Zealand	2
Other provinces and countries	9

Language of Initial Teacher Education

English	98 %
French	1
Other	<1

Gender identification

Female	82 %
Male	18

Age range*

18 – 24	10 %
25 – 34	70
35 – 44	11
45 – 54	5
55 – 64	3

* Residual declined to answer

Teaching as first or subsequent career

First career	83 %
Second or subsequent career	17

Years of teaching experience prior to Ontario certification

None	46 %
Less than one year	9
1 – 2 years	16
3 – 5 years	14
6 – 10 years	7
More than 10 years	9

Ontarians certified after initial teacher education at a New York State college near the Ontario border

Respondents who completed teacher education at Canisius College, Daemen College, D'Youville College, Medaille College and Niagara University, New York have the following demographics.

Divisions of Initial Teacher Certification

Primary-Junior	49 %
Junior-Intermediate	4
Intermediate-Senior	41
Technological Education	0
Other combination	6

Language of Initial Teacher Education

English	100 %
French	0
Other	0

Gender

Female	77 %
Male	23

Age range

18 - 24	4 %
25 - 34	55
35 - 44	35
45 - 54	6
55 - 64	0

Teaching as first or subsequent career

First career	61 %
Second or subsequent career	40

Years of teaching experience prior to Ontario certification

None	70 %
Less than one year	4
1 - 2 years	12
3 - 5 years	7
6 - 10 years	6
More than 10 years	1

Teachers from other provinces who migrated to Ontario

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

Divisions of Ontario Teacher Qualifications

Primary-Junior	35 %
Junior-Intermediate	6
Intermediate-Senior	50
Technological Education	2
Other combination	7

Province of Initial Teacher Education

Québec	38 %
Alberta	15
British Columbia	16
Nova Scotia	9
Saskatchewan	7
New Brunswick	5
Newfoundland and Labrador	5
Manitoba	4

Language of Initial Teacher Education

English	73 %
French	27

Gender identification

Female	87 %
Male	13

Age range

18 - 24	5 %
25 - 34	48
35 - 44	30
45 - 54	8
55 - 64	8

Teaching as first or subsequent career

First career	93 %
Second or subsequent career	7

Years of teaching experience prior to Ontario certification

None	17 %
Less than one year	5
1 - 2 years	12
3 - 5 years	30
6 - 10 years	15
More than 10 years	22

Indigenous teachers

Survey respondents choosing to self-identify as indigenous make up 2.9 per cent of the Ontario graduates certified in 2015 and also 2.9 per cent overall of Ontarian respondents to all seven surveys combined.

Survey group	Total Responses	Indigenous self-identified	% Indigenous
Ontario grads certified 2015	2360	69	2.9%
Ontario grads certified 2014	865	29	3.4
Ontario grads certified 2013	460	10	2.2
Ontario grads certified 2012	362	13	3.6
Ontario grads certified 2011	418	10	2.4
Ontario grads certified 2006	385	9	2.3
Ontarians educated elsewhere, certified in 2014 and 2015	376	10	2.7
Total	5226	150	2.9

More than half of the indigenous self-identifying group from Ontario teacher education programs are graduates of Lakehead, Laurentian, Ottawa and Nipissing universities.

Ontario University	2006 - 2015 % share	2015 % share
Lakehead	15 %	18 %
Laurentian	15	7
Ottawa	15	13
Nipissing	14	13
Other Ontario universities	41	49

2015 certified Ontario graduate indigenous teacher survey group highlights

- 83 per cent reside in Ontario, 17 per cent out-of-province at the time of the survey administration
- 15 per cent unemployed, 27 per cent underemployed, 58 per cent fully employed*
- 15 per cent teach in First Nation schools
- 50 per cent PJ qualified, 19 per cent JI, 31 per cent IS
- 15 per cent completed Native Teacher Education program, six per cent Teacher of Native Languages, 19 per cent one or both of these specializations
- 93 per cent English-language program grads, seven per cent French-language

** Among Ontario certified between 2011 and 2014, just three per cent say they are unemployed and 23 per cent underemployed.*

11. Glossary of terms

English-language teachers – graduates of English-language teacher education programs not employed or qualified as French as a second language teachers or as teachers in French-language 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, University of Ontario Institute of Technology, 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 teachers – French-language teacher education program graduates of Laurentian University and University of Ottawa, employed in an Ontario publicly funded French-language school board, and/or qualified as, or employed as, French as a second language teachers

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

Full employment – status of a teacher active in the teaching job market during the school year, not reporting unemployment, may be full-time or part-time employed, reporting that they had as much teaching employment as they wanted during the school year and may be in permanent, LTO or daily supply teaching job

Independent school – privately run elementary and/or secondary school that operates independently in Ontario as a business or non-profit organization

Long term occasional position – full-time or part-time position that replaces a 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, Tyndale University College and State University of New York at Potsdam (Ontario) each of which operates in Ontario under special ministerial permit (Redeemer University College, which operates under a separate Act of the Ontario legislature is grouped with these programs for analysis purposes)

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

a teaching career, and obtain certification to teach in Ontario

Ontario faculties of education – faculties of education at Brock University, Lakehead University, Laurentian University, Nipissing University, OISE-University of Toronto, Queen’s University, Trent University, University of Ontario Institute of Technology, University of Ottawa, 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 and ministerial consent teacher education programs in Ontario

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

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

Piecework teaching – daily supply, 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

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

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

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

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

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

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

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

12. Appendix 1

Ratings on foundational professional knowledge and pedagogical skills

First-year teachers were asked to rate:

- their teacher education program,
- their own professional preparedness, and
- their professional development priorities

each in relation to a comprehensive array of foundational professional knowledge and pedagogical skills identified through Ontario College of Teachers research and consultation as central to support the province's enhanced teacher education program.

Ratings were done on five-point scales and the results are presented in the pages that follow in order from most to least positive and, in the case of professional development priorities, from highest to lowest priority.

Rating averages are presented separately for first-year teachers with primarily elementary and primarily secondary level teaching jobs.

Teacher education ratings reflect moderately positive (averaging 3.0 – 3.4), positive (averaging 3.5 – 3.9) or very positive (4.0 and above) assessments for most areas of foundational knowledge and pedagogical skills.

Teacher education moderately positive or lower rated areas are asterisked below because they not only receive lower scores on quality of teacher education, but are also scored comparatively low in the respondent ratings of their own preparation in the area and/or are very high ongoing professional development priorities.

Teacher education ratings on 5-point scale – Elementary teachers

Excellent = 5, Good = 4, Adequate = 3, Insufficient = 2, Inadequate = 1

4.0 – 4.1

Lesson planning

Professional conduct and ethics, professional boundaries with students and parents

Safe and accepting schools / creating of a positive school climate

Theories of learning and teaching and differentiated instruction

Engaging students

Education law and standards of practise

Coaching and feedback on my teaching

3.5 – 3.9

Observing experienced teachers

Instructional strategies

Depth and breadth of Ontario curriculum

Addressing equity of access and outcomes for all students

Knowledge of the Ontario context

Adapting teaching to diverse learners

Student observation, assessment and evaluation

Reading and literacy pedagogy

Pedagogy, assessment and evaluation for your specific curriculum areas

Connection of theory and practise in the practice teaching/classroom

Foundations of education courses

Mathematics curriculum and pedagogy

Inquiry-based instruction

3.0 – 3.4

Program planning

Use of technology as a teaching and learning tool*

Professional relationships with colleagues

Special education*

Inquiry-based research, data and assessment**

Teaching students with special needs*

Classroom management and organization*

Use of educational research and data analysis**

Child and adolescent development and student transitions**

First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing**

Supporting English language learners**

Parent engagement and communication

Politique d'aménagement linguistique (PAL) de l'Ontario**

Mental health, addictions and well-being* **

Supporting French language learners*

Daily occasional or supply teaching

2.1 – 2.9

Teaching combined grades**

Report card preparation* **

**Among highest professional development priorities for elementary teachers*

***Among lowest own preparation ratings among elementary teachers*

Teacher education ratings on 5-point scale – Secondary teachers

Excellent = 5, Good = 4, Adequate = 3, Insufficient = 2, Inadequate = 1

4.0 – 4.1

Professional conduct and ethics, professional boundaries with students and parents

Lesson planning

Safe and accepting schools / creating of a positive school climate

Education law and standards of practise

3.5 – 3.9

Theories of learning and teaching and differentiated instruction

Engaging students

Addressing equity of access and outcomes for all students

Instructional strategies

Pedagogy, assessment and evaluation for your specific curriculum areas

Coaching and feedback on my teaching

Student observation, assessment and evaluation

Adapting teaching to diverse learners

Depth and breadth of Ontario curriculum

Knowledge of the Ontario context

Observing experienced teachers

Use of technology as a teaching and learning tool

Connection of theory and practise in the practice teaching/classroom

Foundations of education courses

Inquiry-based instruction

Reading and literacy pedagogy

3.0 – 3.4

Inquiry-based research, data and assessment

Professional relationships with colleagues

Supporting French language learners*

Program planning

Teaching students with special needs*

Use of educational research and data analysis**

Classroom management and organization*

Child and adolescent development and student transitions

Special education* **

Mental health, addictions and well-being*

First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing**

Politique d'aménagement linguistique (PAL) de l'Ontario**

Supporting English language learners**

Parent engagement and communication**

Mathematics curriculum and pedagogy**

2.1 – 2.9

Daily occasional or supply teaching**

Teaching combined grades**

Report card preparation**

**Among highest professional development priorities for secondary teachers*

***Among lowest own preparation ratings for secondary teachers*

Own preparation ratings on 5-point scale – Elementary teachers

Excellent = 5, Good = 4, Adequate = 3, Insufficient = 2, Inadequate = 1

4.2 – 4.3

Lesson planning
Professional conduct and ethics, professional boundaries with students and parents
Engaging students
Safe and accepting schools / creating of a positive school climate
Professional relationships with colleagues*
Observing experienced teachers
Instructional strategies
Coaching and feedback on my teaching

4.0 – 4.1

Use of technology as a teaching and learning tool*
Adapting teaching to diverse learners
Classroom management and organization*
Theories of learning and teaching and differentiated instruction
Depth and breadth of Ontario curriculum
Addressing equity of access and outcomes for all students
Connection of theory and practise in the practise teaching/classroom
Student observation, assessment and evaluation

3.8 – 3.9

Education law and standards of practise
Supporting French language learners*
Pedagogy, assessment and evaluation for your specific curriculum areas
Program planning*
Reading and literacy pedagogy
Knowledge of the Ontario context
Inquiry-based instruction
Mathematics curriculum and pedagogy
Special education*
Foundations of education courses
Teaching students with special needs*
Parent engagement and communication*
Daily occasional or supply teaching*

3.0 – 3.7

Mental health, addictions and well-being*
Child and adolescent development and student transitions*
Supporting English language learners*
Inquiry-based research, data and assessment*
Use of educational research and data analysis*
Politique d'aménagement linguistique (PAL) de l'Ontario*
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing*
Teaching combined grades*
Report card preparation*

**Among lower ratings for teacher education among elementary teachers*

Own preparation ratings on 5-point scale – Secondary teachers

Excellent = 5, Good = 4, Adequate = 3, Insufficient = 2, Inadequate = 1

4.2 – 4.4

Professional conduct and ethics, professional boundaries with students and parents

Professional relationships with colleagues*

Lesson planning

Engaging students

Safe and accepting schools / creating of a positive school climate

4.0 – 4.1

Instructional strategies

Pedagogy, assessment and evaluation for your specific curriculum areas

Use of technology as a teaching and learning tool

Observing experienced teachers

Classroom management and organization*

Theories of learning and teaching and differentiated instruction

Adapting teaching to diverse learners

Coaching and feedback on my teaching

Student observation, assessment and evaluation

Depth and breadth of Ontario curriculum

Connection of theory and practise in the practice teaching/classroom

Addressing equity of access and outcomes for all students

Supporting French language learners*

Education law and standards of practise

3.8 – 3.9

Knowledge of the Ontario context

Program planning*

Inquiry-based instruction

Reading and literacy pedagogy

Mental health, addictions and well-being*

Teaching students with special needs*

Inquiry-based research, data and assessment*

Child and adolescent development and student transitions*

3.0 – 3.7

Foundations of education courses

Supporting English language learners*

Parent engagement and communication*

Special education*

Daily occasional or supply teaching*

Use of educational research and data analysis*

Politique d'aménagement linguistique (PAL) de l'Ontario*

Mathematics curriculum and pedagogy*

Report card preparation*

First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing*

Teaching combined grades*

**Among lower ratings for teacher education among secondary teachers*

Professional development priorities on 5-point scale – Elementary teachers

Very important = 5, Important = 4, Some importance = 3, Little importance = 2,
Not applicable = 1

4.2 – 4.4

Adapting teaching to diverse learners
Teaching students with special needs*
Engaging students
Classroom management and organization*
Special education*
Student observation, assessment and evaluation
Reading and literacy pedagogy
Supporting French language learners*
Safe and accepting schools / creating of a positive school climate
Instructional strategies
Report card preparation*
Use of technology as a teaching and learning tool*
Mental health, addictions and well-being*
Pedagogy, assessment and evaluation for your specific curriculum areas

4.0 – 4.1

Inquiry-based instruction*
Theories of learning and teaching and differentiated instruction
Addressing equity of access and outcomes for all students
Supporting English language learners*
Mathematics curriculum and pedagogy
Program planning*
Coaching and feedback on my teaching
Observing experienced teachers
Parent engagement and communication*
Inquiry-based research, data and assessment

3.8 – 3.9

Depth and breadth of Ontario curriculum
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing*
Teaching combined grades*
Connection of theory and practise in the practice teaching/classroom
Lesson planning
Child and adolescent development and student transitions*

3.4 – 3.7

Professional conduct and ethics, professional boundaries with students and parents*
Knowledge of the Ontario context
Politique d'aménagement linguistique (PAL) de l'Ontario*
Education law and standards of practise
Use of educational research and data analysis*
Professional relationships with colleagues
Daily occasional or supply teaching*
Foundations of education courses

** Among lower ratings for teacher education among elementary teachers*

Professional development priorities on 5-point scale – Secondary teachers

Very important = 5, Important = 4, Some importance = 3, Little importance = 2,
Not applicable = 1

4.2 – 4.3

Adapting teaching to diverse learners
Engaging students
Mental health, addictions and well-being*
Teaching students with special needs*
Classroom management and organization*
Special education*
Instructional strategies
Coaching and feedback on my teaching
Supporting French language learners*

4.0 – 4.1

Pedagogy, assessment and evaluation for your specific curriculum areas
Safe and accepting schools / creating of a positive school climate
Student observation, assessment and evaluation
Supporting English language learners*
Addressing equity of access and outcomes for all students
Theories of learning and teaching and differentiated instruction
Use of technology as a teaching and learning tool
Program planning*
Inquiry-based instruction

3.8 – 3.9

Observing experienced teachers
Reading and literacy pedagogy
Parent engagement and communication*
Connection of theory and practise in the practice teaching/classroom
Child and adolescent development and student transitions*
Inquiry-based research, data and assessment*
Professional conduct and ethics, professional boundaries with students and parents

3.3 – 3.7

Report card preparation*
Lesson planning
Depth and breadth of Ontario curriculum
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing
Professional relationships with colleagues*
Education law and standards of practise
Use of educational research and data analysis*
Knowledge of the Ontario context
Teaching combined grades*
Daily occasional or supply teaching*
Politique d'aménagement linguistique (PAL) de l'Ontario*
Mathematics curriculum and pedagogy*
Foundations of education courses

** Among lower ratings for teacher education among secondary teacher*

A one-time increase in the number of new Ontario teacher licences in 2015 slowed but did not reverse the now three-year trend of improved early-career employment outcomes.

French as a second language and French first language teachers are once again in high demand. First-year unemployment is minimal for these two groups.

English-language education graduates also report much improved job outcomes in the early career years, especially Intermediate-Senior math, science and computer studies qualified teachers.

Annual supply of new Ontario teachers will be much lower and teacher retirements are expected to rise gradually over the remainder of this decade.

This annual rebalancing of supply and demand in the Ontario teacher employment markets in the years ahead means much improved job outcomes for future education graduates, opportunities for underemployed teachers licensed in earlier years, and more vigorous recruitment by Ontario's schools and school boards.



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