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Ontario's Teaching Regulator  
L'organisme de réglementation  
de l'enseignement en Ontario

## Focus on Teaching 2024 – Executive Summary

The 2024 Focus on Teaching survey was voluntary and open to all Ontario Certified Teachers (OCTs) in good standing. The survey questions were carefully designed to gather data about the teaching profession, as well as employment, demographics, equity, diversity and inclusion, career progression and labour mobility. The survey results provide the College with an extensive understanding of the profession it regulates and can also help education system decision makers in their respective roles.

While the executive summary provides a high-level overview of the results, the report contains data related to the following eight categories:

- Response rate
- Entry to the profession
- Career choice and motivation
- Employment
- Demographics
- Sense of belonging
- Aspirations and experiences
- Future planning and outlook

### Response Rate

There were 37,991 respondents in 2024, which is nearly 17 per cent of the College's overall membership. The response rate has increased by approximately 140 per cent compared to 2023, when the College received 15,765 responses representing seven per cent of the College's overall membership.

### Entry to the Profession

Respondents who indicated they started teaching in or after 2009 were asked to share their perspective on the nature of preparation and support they received on transitioning into the teaching profession. Sixty-seven per cent of respondents believe their initial teacher education program prepared them adequately, somewhat well or extremely well for the teaching profession. Forty-four per cent of respondents felt the New Teacher Induction Program (NTIP) prepared them adequately, somewhat well or extremely well for their teaching career.

### Career Choice and Motivation

Sixty-seven per cent of respondents shared that being a certified teacher was their first career.

Seventy-four per cent of respondents indicated they work in the teaching profession because they love supporting the success of students. This reason was identified by respondents by a margin of more than 25 per cent over any other reason given.

### **Experience and Employment**

Forty per cent of respondents stated they started teaching more than 20 years ago, while 13 per cent of respondents stated they started in the last five years.

Eighty-seven per cent of respondents held a position in the 2023-2024 school year that required them to be licensed and in good standing as an OCT.

Seventy per cent of respondents indicated they were employed full-time in a job in education in the 2023-2024 school year. Nine per cent of respondents indicated they were employed part-time and not retired. Another nine per cent are retired and doing occasional work in education.

Seventy per cent of respondents primarily held a permanent position in the 2023-2024 school year that required membership as an OCT, while 13 per cent of respondents primarily held a daily occasional or supply position.

Within publicly funded school boards, a larger proportion of survey respondents who work in French-language boards indicated they were employed full-time in a job in education (80%) compared to respondents who work in English-language boards (76%). A larger proportion of survey respondents who work in French-language boards indicated they were in a permanent position that requires membership as an OCT (80%) compared to respondents who work in English-language boards (74%).

### *Amount of work*

Of the respondents who indicated their primary position as long-term occasional, daily occasional or supply, or other limited term contract position that requires OCT certification:

For the 2023-2024 school year:

- Sixty-three per cent had about as much work as they wanted.
- Seven per cent had more work than they wanted.
- Twenty-eight per cent did not work as much as they would have liked. Forty-three per cent of these respondents applied to a school board in Ontario within the last two years.

## Demographics and Sense of Belonging

The demographic questions of the survey gathered data about the ways in which respondents self-identify, including whether they live with visible or non-visible disabilities, their gender, sexual orientation, race and ethnicity. In addition, the survey also asked respondents about their experiences with discrimination and racism in various aspects of their work environment. The results provide insight into the diversity of the teaching profession in Ontario and the lived experience of College members.

The results for the survey item regarding respondents' sense of belonging in various workspaces are reported below for the responses of never, rarely, sometimes, often, always and not sure. The reported percentages were calculated using the sum of these responses.<sup>1</sup>

In general, approximately two-thirds of respondents reported rarely or never feeling a diminished sense of belonging due to discrimination or racism: in the classroom (72%), with colleagues (68%) and in the broader school community (67%). There are some noticeable differences when comparing reported experiences of those who self-identified as belonging to equity-deserving groups within certain workspaces.

A larger proportion of respondents from equity-deserving groups shared that they experienced a diminished sense of belonging due to discrimination or racism (sometimes, often or always). Within these groups, when compared to other workspaces, a larger proportion consistently indicated that they experienced discrimination and racism in their school environment and with school leadership. The three workspaces with the highest percentages of respondents from equity-deserving groups are outlined below.

### *Persons with Disabilities*

Among respondents who identified that they have a disability<sup>2</sup>, larger proportions indicated experiencing discrimination or racism in these workspaces:

- with school leadership (44%),
- in the school environment (43%), and
- with board administration (41%)

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<sup>1</sup> A complete view of all responses, that is, including prefer not to answer and not applicable, will be provided in the appendix to the report when it is published.

<sup>2</sup> This includes respondents who reported having a visible disability, a non-visible disability or both visible and non-visible.

### *Gender*

When survey results were analyzed, in total, for respondents who self-identified as genderfluid, intersex, non-binary, transgendered woman/man, Two-Spirit, questioning and/or other, a larger proportion indicated experiencing discrimination or racism in these workspaces:

- in the school environment (39%),
- with school leadership (37%), and
- with board administration (35%)

### *Sexual Orientation*

When survey results were analyzed, in total, for respondents who self-identified as gay, lesbian, bisexual, Two-Spirit, questioning, asexual, pansexual, queer, demisexual and/or other, a larger proportion indicated experiencing discrimination or racism in these workspaces:

- in the school environment (41%),
- with parents (36%), and
- with school leadership (36%)

### *Race*

When survey results were analyzed, in total, for respondents who self-identified as Middle Eastern or West Asian, Black, Central Asian, East Asian, Latin American, Indigenous to North America, South Asian, Southeast Asian, Jewish, Mediterranean, North African and/or Mixed Race, a larger proportion indicated experiencing discrimination or racism in these workspaces:

- in the school environment (41%),
- with colleagues (40%), and
- with school leadership (37%)

## **Aspirations and Experiences**

### *Switching Roles*

Nine per cent of respondents expressed interest in becoming a principal or vice-principal. Twelve per cent of respondents are interested in becoming an “Other school leader”, such as

a Department Head or School-based Curriculum Leader. More than half of respondents (53%) wish to stay in their current position.

According to the responses regarding hopes to move into new roles from those who identify as being a member of one or more of the groups listed in parenthesis (Middle Eastern or West Asian, Black, Central Asian, East Asian, Latin American, Indigenous to North America, South Asian, Southeast Asian, Jewish, Mediterranean, North African and Mixed Race), 33 per cent of their responses indicated that they hope to move into principal or vice-principal, system leader or other school leader roles over the next five years.

#### *Barriers to changing location*

Nearly half (47%) of respondents do not wish to relocate to another community. Thirty-seven per cent of respondents said the top barrier for changing their current location is the loss of seniority if they moved to another school or board.

#### *Barriers to alternative paths*

Thirty per cent of respondents who indicated a desire to pursue an alternative path or new opportunities within education felt there are too many administrative hurdles to apply for new opportunities. Twenty-eight per cent of respondents identified loss of seniority if changing school board as a barrier. Thirty-three per cent of respondents shared they do not wish to pursue other opportunities.

### **Future plans and outlook**

#### *Leaving the Teaching Profession*

Forecasting teacher supply partially depends on predicting when teachers leave the profession. Forty-six per cent of respondents said they intend to leave the teaching profession in 10 years or less, while 19 per cent shared they plan to leave within three years or less. As previously noted, 40 per cent of respondents stated they started teaching more than 20 years ago.

A greater proportion of internationally educated respondents are unsure about their plans regarding when they will leave the profession (28%), compared to Ontario educated respondents (24%).

#### *Discontinuing Renewal of College Membership*

Thirty-one per cent of respondents shared they will discontinue renewal of their College membership in more than 10 years. Twenty per cent of respondents plan to discontinue renewal of their membership in the next five to 10 years, while 32 per cent are not sure. Seventeen per cent of respondents indicated they plan to discontinue renewal of their membership in the next five years.

A higher percentage of internationally educated respondents are not sure about their plans (34%) compared to Ontario educated respondents (29%).

### *Reasons for leaving the profession*

Respondents who indicated they held a permanent, long term occasional, daily occasional/supply, or other limited term contract position that required membership as an OCT were asked what their reasons would likely be if they plan to leave the profession sometime within the next five years. The top five reasons shared by respondents to this question include:

1. Retirement – 40%
2. Feelings of lack of safety and/or security in the school or system – 22%
3. Overall lack of job satisfaction – 19%
4. Challenges facing instruction that resulted from the pandemic – 14%
5. Desire for change: do something different – 12%

Forty-five per cent of respondents who indicated they are qualified to teach Technological Education plan to leave the profession within five years to retire, compared to 40 per cent for all respondents.

For respondents who started teaching in the last 10 years, the top reasons for wanting to leave the profession within the next three years include:

1. Overall lack of job satisfaction – 56%
2. Feelings of lack of safety and/or security in the school or system – 51%
3. Challenges facing instruction that resulted from the pandemic – 36%

Newly certified teachers who did not have enough work may leave the profession due to lack of longer-term job stability. Sixty per cent of respondents who were certified between 2019 and 2024, who also indicated they were in non-permanent positions, and did not have enough work in the 2023-2024 school year indicated they may leave the profession in the next five years. Furthermore, seventy-three per cent of those who indicated reasons they might leave the profession indicated lack of longer-term job stability as one such reason.