



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

Transition to Teaching 2018



Transition to Teaching 2018

Sharply lower unemployment among early-career teachers in 2018 signals that Ontario's decade-long teacher surplus is at an end.

French first language teachers continue in high demand with shortages of teachers with these qualifications confirmed by the most recent employment data.

French as a Second Language (FSL) teachers also continue in high demand with shortages in many regions of the province.

First-year English-language teacher unemployment rates fell into single digits. Precarious contract terms persist for years, however, for many teachers working in English-language district school boards who do not hold FSL credentials.

Teacher shortages are expected over the next several years that will reach well beyond the already challenging French-language shortages of the past few years.

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

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

At English-language schools, students can learn French as a subject (core), or choose extended French or French immersion (where French is the language of instruction for a minimum of half of the total instructional time at each grade level).

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

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1. Executive summary

Comprehensive study of Ontario's early-career¹ teachers

Annual *Transition to Teaching* surveys include samples of individuals licensed to teach in the province of Ontario. Each year, we select samples of early-career teachers from among those who complete their teacher education through:

- Ontario's university faculties of education,
- Ontario-based teacher education programs specially permitted by the Ontario Ministry of Training, Colleges and Universities, and

- teacher education programs in other provinces and other countries.

In May 2018, we distributed web-based surveys to teachers certified by the College in 2008 and in the years 2013 through 2017 all of whom continued as licensed Ontario teachers in good standing at the time of the survey. We received responses from 3,155 teachers. Response rates varied from 14 to 24 per cent of the samples, with an average 18 per cent return overall. The accuracy rate is 1.7 per cent overall and 2.6 to 5.4 per cent for the individual surveys, 19 times out of 20.

Summary of all populations and responses

Licensing year/group	Sample	Responses	Response rate	Margin of error*
All survey groups	17,927	3,155	18%	1.7%
2017 Ontario graduates	4,087	974	24	3.1
2016 Ontario graduates	2,293	469	20	4.5
2008, 2013, 2014 and 2015 Ontario graduates	9,746	1,379	14	2.6
2017 and 2016 other new members	1,801	333	18	5.4

* Survey result accuracy range, 19 times out of 20

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

Ontario French-language program graduates

Licensing year	Sample	Responses*	Response rate	Margin of error*
All years	2,610	348	13%	5.3%
2017	289	55	19	13.2
2016	58	6	10	40.0
2008, 2013, 2014 and 2015	2,263	287	13	5.8

* Ontario-resident respondents are as follows: 2017 licensing year (46), 2016 (4), 2008—2015 (221)

Technological Education graduates

Licensing year	Sample	Responses*	Response rate	Margin of error*
All years	746	88	12%	10.5%
2017	33	9	27	32.7
2016	54	13	24	27.2
2008, 2013, 2014 and 2015	659	66	10	12.1

* Ontario-resident respondents are as follows: 2017 licensing year (9), 2016 (12), 2008—2015 (64)

French-language program graduates reflect lower populations and response rates, and higher margins of error for this sub-group. See “*Ontario French-language program graduates*” table, above.

Technological Education graduates also reflect lower populations and higher margins of error. See “*Technological Education graduates*” table, above.

This report on the 2018 survey findings looks at teachers resident in Ontario as well as those living in other provinces and internationally. It addresses employment and related experiences in Ontario publicly funded schools, independent schools and schools in other provinces and abroad. It also tracks the plans of those who are not participating in any teacher employment market at the time of the survey.

To illustrate the nature of the presentations that follow, consider the following approach to the results available for graduates of Ontario teacher education programs licensed in 2017. At the highest level of analysis, we report outcomes on unemployment and underemployment rates for the full group of respondents actively seeking teacher employment in the 2017-18 school year. This level of presentation shows the employment findings regardless of whether the teachers reside in Ontario or elsewhere, whether they sought teaching jobs solely in independent schools, in publicly funded schools or in both, and whether they sought teaching employment in the province, elsewhere or both. Greater detail follows for a subset of these 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, we identify which population or respondent sub-group the data in charts and analyses describe.

History of new teacher supply and teacher retirements in Ontario

A generation ago, Ontario district school boards experienced a short-term, retirement-driven teacher shortage that started in 1998 and lasted for about five years. By 2005, however, it was becoming evident that a surplus of teachers was emerging as increasingly a greater number of teachers gained Ontario teaching licences each year than the number of teacher retirements throughout the province. This surplus grew steadily with peak unemployment among early-career teachers occurring in 2013.

Surveys in 2014 and 2015 revealed a new trend as unemployment rates started to decline. For graduates of Ontario's French-language teacher education programs, as well as graduates of English-language programs with French as a second language (FSL) qualifications, the surplus was clearly over and a new teacher shortage era appeared to be under way.

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

Policy, funding 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. Former teachers who return to active service in the province replace some of the workforce losses each year from pre-retirement departures. Accordingly, the main driver of annual demand for new teachers² is the number of teacher retirements.

Sharply increased teacher retirements³ between 1998 and 2002 resulted in a surge in Ontario teaching job openings. School boards, concerned about the emerging teacher shortage relative to demand, vigorously recruited former teachers back into the profession. Most new teachers secured permanent teaching jobs⁴ relatively easily and early in their careers across all regions of the province.

² "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.

³ "Teacher retirements" refers mainly 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 estimates of future retirement forecasts below and taken from PRISM Economics and Analysis 2016 forecast report for the Higher Education Council of Ontario.

⁴ "Permanent teaching job" refers to a regular teaching position, part-time or full-time, on a contract that does not have a defined end date.

Over the five-year period 1998 through 2002 Ontario experienced 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, accelerated and compressed into a five-year span because of the enhanced early retirement provisions first made available to Ontario Teachers' Pension Plan members in 1998. At that time, new teachers joined the profession each year in lower numbers compared to the decade that followed.

Most French- and English-language district 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. The excess each year of about 2,000 newly-licensed teachers beyond retirements enabled school boards to fill vacancies while early-career teacher unemployment rates were low.

From 2003 onwards, however, 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 education, from teacher education programs with special ministerial consent to operate in Ontario, from United States border colleges offering programs designed for and marketed to Ontarians, from Ontarians who pursued teacher education in Australia, the United Kingdom and elsewhere abroad, and also with more teachers migrating to Ontario from other provinces and countries.

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



Every year more new teachers reported they were unemployed and more took longer to move from daily occasional assignments to term contracts and permanent jobs, as well as to progress from partial to full-time contracts. As underemployed teachers from previous years continued to seek more daily occasional teaching days, long term occasional (LTO) and permanent teaching contracts, each successive cohort of 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 fell 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 annual supply and demand difference of about 2,000 more new teachers than retirees in 1998 through 2002 grew dramatically to about 6,500 through the middle of the past decade and reached about 7,800 annually in 2008 through 2011—almost four times larger than a decade previous.

Throughout this time period, the teacher surplus and its early-career teacher employment impact moved beyond Primary-Junior English-language teachers to encompass secondary teachers, including sciences and mathematics, and also, to a lesser extent, French-language and FSL 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. With the introduction of the enhanced requirements for teacher education, annual applicant numbers fell sharply to 4,300 in 2015, little more than one quarter the number back in 2007.

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

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

Teacher retirements, meantime, rose somewhat during those three years—an average of 450 more retirements than in the previous four-year period. Because of this decrease in new teacher supply and slight increase in retirement-driven demand, the annual surplus of new teachers fell from the average of almost

7,800 in the preceding period to 5,170 on average in the years 2012 through 2014.

It is important to note the considerable volatility in the annual number of new teachers in 2015 through 2017 associated with implementation of the enhanced teacher education program) and simultaneous reduction in the number of government-funded seats in initial teacher education programs. The average number of newly-licensed Ontario teachers in these three years dropped sharply from the much higher levels over the preceding 12 years.

The gap between annual newly certified teachers and annual teacher retirements in 2015-2017 was very similar to the 1998-2002 years when a brief teacher shortage prevailed and district school boards ramped up recruitment efforts to fill retirement-driven vacancies.

Ontario is now entering several years when the number of newly-licensed Ontario teachers each year will be much nearer the forecast annual teacher retirement numbers. This is a radically different balance of new teacher supply and replacement demand from that experienced over the past 20 years. As some newly-licensed teachers each year defer teaching for further education or personal reasons, leave Ontario to teach elsewhere or decide to pursue careers other than elementary/secondary teaching, the forecast number of new teachers is insufficient to meet retirement vacancies and recruitment needs that will arise from enrolment growth in some regions of the province.

The 2018 survey results suggest that the accumulated teacher surplus of the recent past is nearing depletion. Retirements of Ontario teachers who are members of the Ontario Teachers' Pension Plan are forecast to average about 4,900 annually through 2025⁵. Unless some increase occurs in one or more of the various sources of Ontario teacher supply, teacher shortages can be expected to reach well beyond the French-language and French as a second language teacher shortages recognized over the past few years.

2018 survey highlights

The positive trends in the Ontario early-career teacher job markets accelerated in the 2017-18 school year based on our 2018 survey findings. These trends are evident in significantly lower rates of unemployment among Ontario education graduates reported in each of the first-through fifth-years of their careers. First-year teacher unemployment dropped sharply from 14 per cent in 2017 to just six per cent in 2018. The average unemployment rate for Ontario graduates in years two through five fell from seven to five per cent.

Three in four first-year Ontario graduate teachers now consider themselves to be fully employed⁶, a higher rate than our surveys recorded back in 2006.

Both French-language and English-language markets are experiencing

a resurgence in job opportunities for early-career teachers. French-language program graduates and FSL-qualified graduates of English-language programs both report negligible first-year unemployment in 2018, down from peaks of 18 per cent unemployment for French-language program graduates in 2012 and 17 per cent for FSL-qualified graduates in 2013.

English-language program graduates who do not hold FSL qualifications report 9 per cent unemployment in 2018, down from 19 per cent in 2017 and 45 per cent back in 2013.

Ontario unemployment rates have fallen sharply across all divisions. Primary-Junior, Junior-Intermediate and Intermediate-Senior graduates now report unemployment in the five to seven per cent range. These rates are down from 29 to 34 per cent as recently as 2014. With a caveat because of the low population and response set of Technological Education program graduates, this group also reports a sharp drop in unemployment over the past five years to a negligible rate in 2018.

Among English-language program graduates with Intermediate-Senior qualifications, those with math or sciences as one or both of their teaching subjects continue to enjoy a market advantage. The math/science graduates

5 PRISM Economics and Analysis 2016 report for the Higher Education Council of Ontario.

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

report a six per cent unemployment rate in 2018, down from 11 per cent in 2017. Those without these comparatively higher demand qualifications report eight per cent unemployment in 2018, down sharply from 23 per cent in 2017.

Marked differences are evident in 2018 in the types of first-year teacher contracts based on language of instruction. Just seven per cent of English-language program graduates without FSL qualifications gain permanent teaching contracts in their first year. This compares with 31 per cent of FSL teachers and 64 per cent of the graduates of French-language teacher education programs. Contract differences are even sharper comparing English-language teachers employed by Ontario district school boards (just two per cent permanent contracts) with Ontario French-language district board employees (52 per cent), Ontario English-language district board FSL teachers (29 per cent), and Ontario independent school boards (39 per cent).

Despite several years of improved job opportunities in the Ontario publicly funded school system, some early-career teachers are slow to progress from daily occasional teaching rosters to permanent teaching contracts. This is especially so for English-language program graduates who do not hold FSL qualifications. In 2018, we found that only 30 per cent of these non-FSL teachers in English-language district school boards held permanent contracts five years after initial licensing. This compares with 86 per cent of those in French-language district school boards

and 83 per cent of FSL teachers in English-language boards.

The top priorities identified in searching for teaching jobs are to secure a permanent contract as soon as possible and to find a job near where one currently lives. First-year teachers now appear somewhat less willing to relocate to secure their first teaching jobs. The priority choice “to work anywhere I can find a job” dropped out of the top three job search priorities in 2018, replaced by an emphasis on teaching specific subjects.

Similarly, with the rapidly strengthening Ontario market, fewer Ontario graduates seek teaching jobs outside Ontario. Just seven per cent of first-year teachers reported out-of-province jobs in 2018, down from 19 per cent back in 2016.

New teachers more frequently report first-year jobs in Ontario’s publicly funded school system. More Ontario-resident first-year Ontario teachers find jobs in district school boards—up from 71 per cent in 2017 to 83 per cent in 2018. Those teaching in independent schools fell from 15 to just eight per cent.

Teaching job markets strengthened in 2018 across all regions of the province. Regional unemployment rates for first-year teachers range between four and eight per cent. When we consider first-year underemployment as well as unemployment, some regional variations are evident. Sudbury-North Bay region teachers report the highest rate of underemployment.

The strengthening teacher employment market has resulted in strong gains for newly Ontario-licensed teachers educated outside the province over the past two years. Ontarians educated while living abroad, those who completed their teacher education at US border colleges, new- Canadian teachers and teachers who migrated to Ontario following teacher education in other Canadian provinces all reported much higher rates of first-year full employment in 2018 than in 2016.

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

Rapidly changing labour market for early-career⁷ Ontario education graduates

The Ontario teacher labour market in 2018 is much less crowded with early-

career teachers competing for jobs than it has been in recent years.

Several factors reduced the numbers of these early-career graduates competing with one another for Ontario teaching jobs over the past few years:

- fewer entrants to Ontario faculties since 2012, and especially since the introduction of the four-semester teacher education program
- increased numbers of early-career teachers not renewing their Ontario teaching licences
- until recently, higher numbers of graduates starting their teaching careers out-of-province
- graduates teaching out-of-province who defer returning to Ontario, and
- declining unemployment rates.

Using the 2012 through 2018 *Transition to Teaching* survey findings on Ontario labour market participation⁸ and unemployment rates for first- through fifth-year teachers, together with College registry data, we find a rapidly improving early-career labour market.

The number of Ontario faculty graduates resident in the province, actively participating in the Ontario teaching market and in their first five years after first licensing, declined from about 33,000 in 2014 to 24,100 in 2017. Over the same period, the average

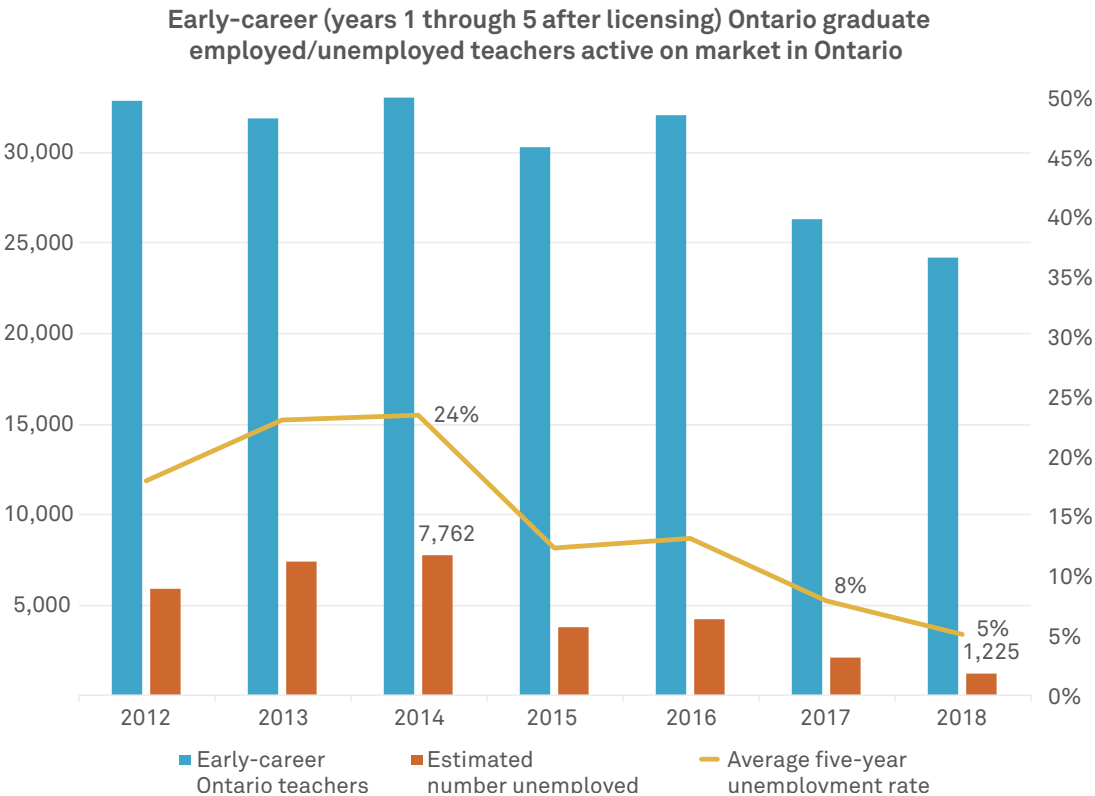
⁷ In this analysis, “early-career” refers to the first five years after licensure.

⁸ Ontario market participation includes teachers who report that they are employed as teachers or sought employment as teachers in Ontario or who say they did not seek teaching jobs because they were discouraged about the job market in Ontario.

unemployment rate for these early-career teachers fell from 24 to five per cent. The reduced number of early-career market participants, together with the falling unemployment rate, results in the estimated number of unemployed early-career graduates dropping more than five-fold from about a peak of 7,700 in 2014 to about 1,200 in 2017. See *chart below*.

This much-diminished residual from the teacher surplus years of unemployed Ontario-resident early-career Ontario education graduates is not the only pool of Ontario-licensed teachers not yet employed as teachers in publicly funded and independent schools in the province. Two other groups of currently licensed Ontario teachers are potential sources for the supply of future Ontario teachers.

- An analysis of *Transition to Teaching* survey findings in 2018, together with data available from the College Registry of qualified teachers in good standing, indicates that there may be as many as 800 additional unemployed early-career teachers actively seeking employment in Ontario. These are individuals, licensed in Ontario since 2013, who completed their teacher education in other provinces or countries and are resident in Ontario.
- Ontario teacher education graduates left the province in greater than usual numbers during the province’s teacher surplus years. An analysis of the College teacher Registry indicates there are 2,841 Ontario education



graduates licensed since 2006 who reside out-of-province in 2018 and continue to maintain their membership in good standing. We know from our annual survey data that the majority of these teachers hope to return to teach in Ontario in the future.

In addition to these sources of future teacher recruitment, there are likely others among the 5,011 Ontario graduates licensed since 2006 who have a status “Suspended non-payment of fees” and a last known address in another province or country. Some of these Ontario graduates may be teaching elsewhere and could reinstate their Ontario teaching licences and return to Ontario.

Given the forecast continued low numbers of new Ontario faculty graduates over the next several years and overall intake of new Ontario teachers in numbers barely equal to forecast teacher retirements, the trend of lowered early-career competition in the Ontario labour market will continue in the years ahead.

Hiring process context

Legislation first introduced in fall 2012 normally requires a graduated entry pathway to permanent employment as a teacher in Ontario district school boards. New teachers start their Ontario teaching careers on daily occasional rosters with a board before gaining eligibility to apply for that district board’s long term occasional postings and eventual eligibility to compete for permanent employment opportunities

with the board. The daily occasional roster service is not transferable to another district school board’s competitions.

With the French-language teacher shortage that emerged a few years ago, this requirement was dropped for French district school board hiring. The requirement continues, however, to apply to most English-language district school board hiring.

This context is important for understanding how the improving employment market is unfolding for English-language program graduates. As work opportunities increase for early-career teachers, graduated entry to full employment continues for most of these new Ontario teachers. Most still need to spend many months or even years on daily occasional rosters with a specific district school board before gaining eligibility to apply to long term occasional or permanent contracts with that specific board.

In 2018, however, our research shows that more of these daily occasional roster teachers in English-language boards get near full-time assignments as they wait for eligibility to apply to less precarious contracts.

2. Employment outcomes

Early-career teachers report significant gains in job outcomes

First-year teacher unemployment⁹ among newly-licensed Ontario teacher education graduates¹⁰ fell markedly again this year, from 14 per cent in 2017 to just six per cent in 2018.¹¹

The average unemployment rate for second- through fifth-year teachers also continued to decline, down from seven per cent in 2017 to five per cent in 2018. Over the past five years, first-year reported unemployment dropped 32 points—from 38 to six per cent. Second-through fifth-year unemployment is down 16 points over the past four years—from 21 to five per cent.

First-year teacher unemployment is now back to what it was in 2007 and second- through fifth-year teacher unemployment is about where it was in 2009-2010. *See chart on following page.*

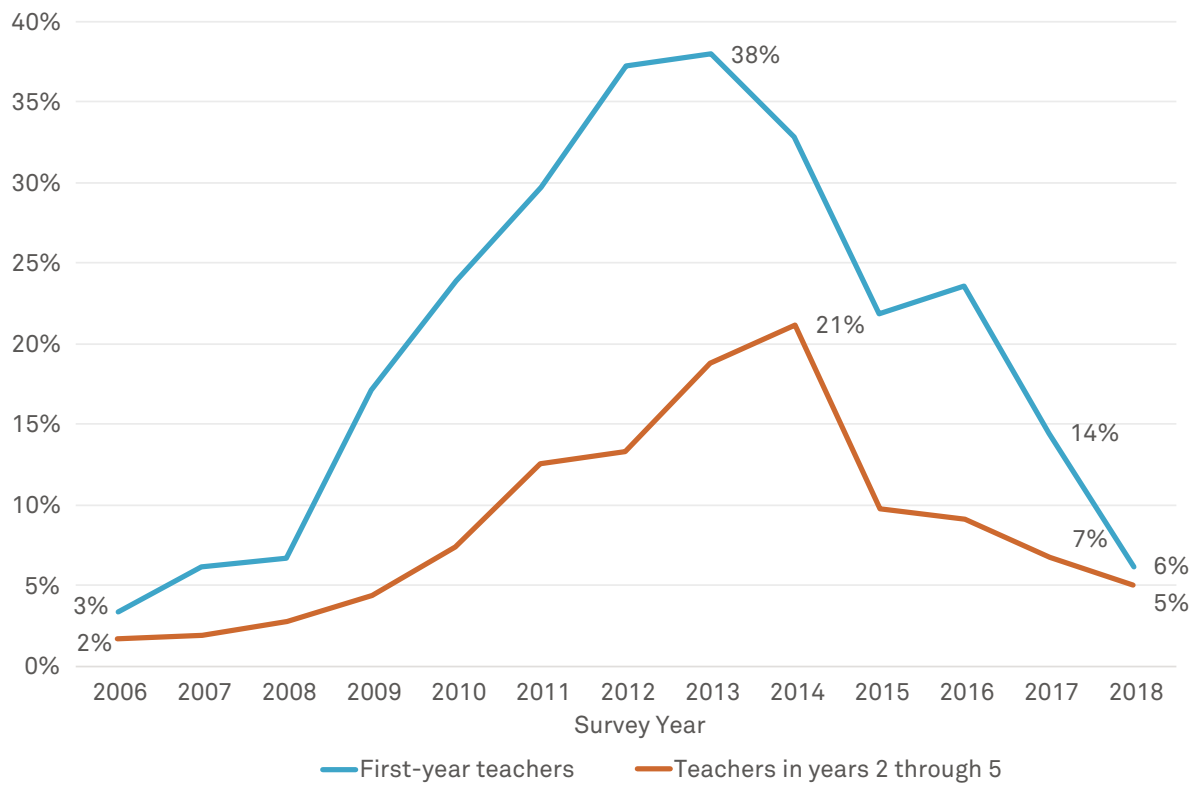
Drilling down to teachers in each of the second through fifth years after licensing, we see that for each career year the current rate of unemployment is lower than in 2017 and sharply lower than the peak unemployment year for that cohort (2013 or 2014). Some residual impact of the teacher surplus is still evident. The 2018 survey rates for these career years range from four to six per cent, compared with just one to three per cent rates back in 2006.

9 Unemployment rates include teachers who say they did not seek teaching employment because they were discouraged about the prospects of finding teaching jobs; rates exclude as not on the labour market licensed teachers who say they chose not to apply for other personal reasons.

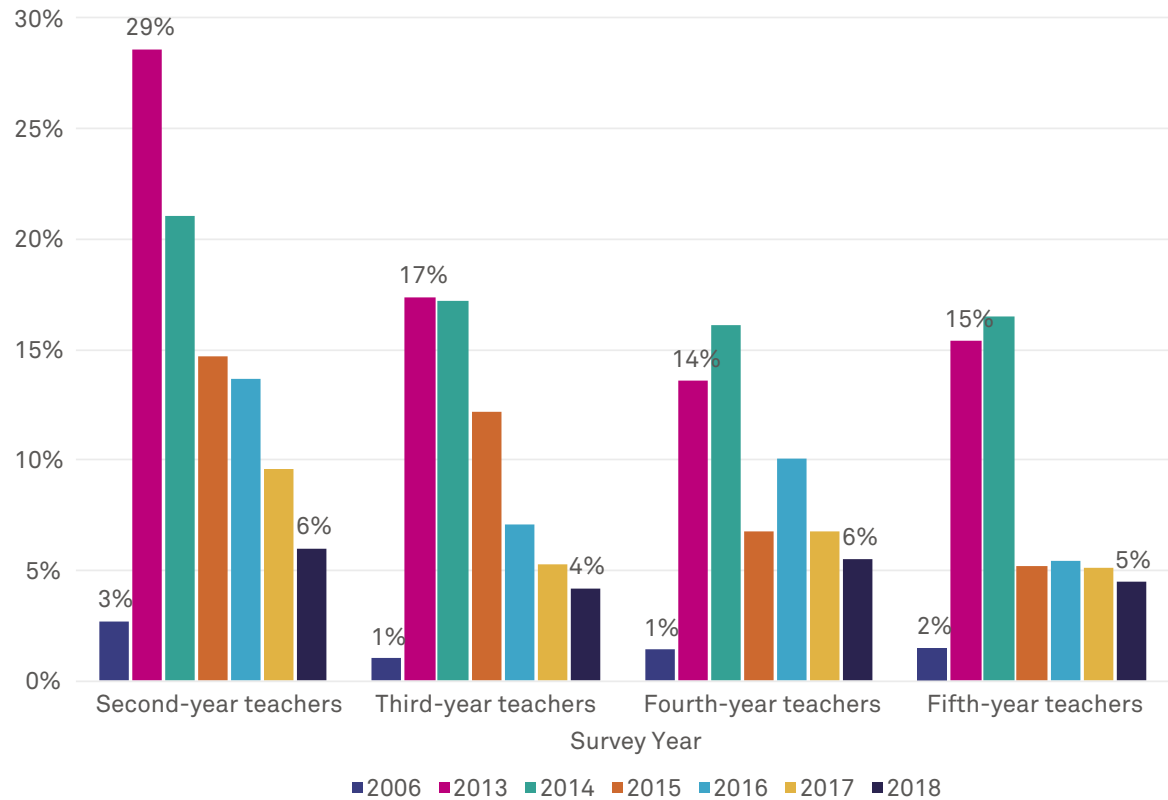
10 This and other charts throughout indicate whether data reflects all Ontario graduates or only those who are Ontario-resident.

11 Except where explicitly stated, data refer to newly-licensed teachers who graduate from Ontario-based teacher education programs, including permit programs.

**Early-career unemployment rates 2006 to 2018:
all Ontario education graduates**



Unemployment rates by survey year: 2nd through 5th year Ontario graduates



In addition to measuring early-career teacher unemployment, our annual survey questions enable us to identify teacher underemployment.

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 personal reasons. This study defines full employment for teachers as the status of those who say:

- they are active in the job market either working as or seeking work as elementary or secondary teachers;
- are employed to some extent as teachers during part or all of the school year, and

- that they secured as much teaching employment as they wanted throughout the school year.

Teachers who are in the market actively seeking teaching jobs (including those who want to teach but say they did 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 counted as 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

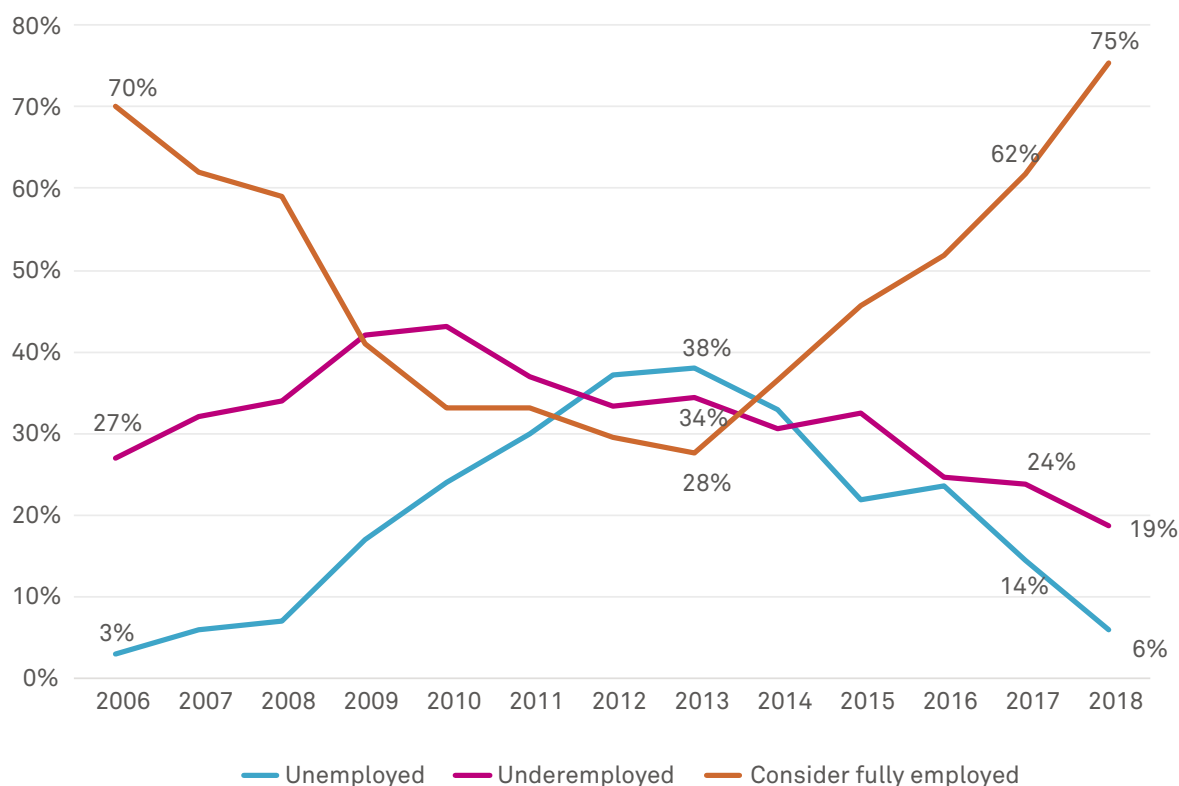
considered not on the job market and excluded from this analysis.

In addition to the continuing fall in unemployment rates, the proportion of first-year employed teachers reporting underemployment¹² was also lower in 2018.

Three in four (75 per cent) employed first-year teachers say they were

teaching in 2017-18 and had as much teaching employment as they wished throughout the school year. This rate exceeds the 70 per cent rate back in 2006, a year before early effects of a teacher surplus were evident in job outcomes. Findings discussed in the present report point to the fact that the teacher surplus has now receded.

First-year teacher job outcomes—all Ontario education graduates



¹² Underemployed teachers are those who say they are or have been employed as teachers to some extent during the school year, but also say they wanted to be more fully employed over the year. This group includes daily occasional roster teachers and some teachers on long term occasional or permanent contracts where they teach less than full-time and/or only taught full-time but only for part of the school year.

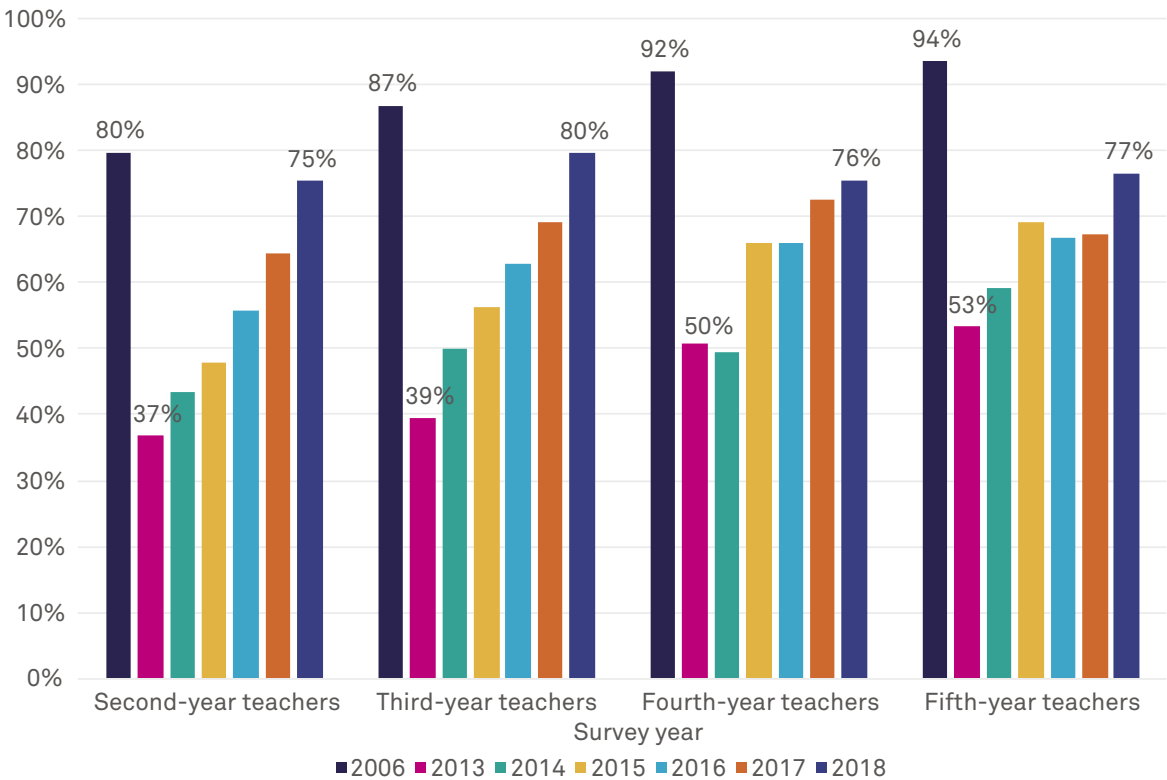
However, among those employed at the time of this year’s survey, just 63 per cent report they held full-time teaching jobs at the time, a rate similar to our 2017 survey findings. This year’s full-time job rate is well below the 74 per cent rate reported back in 2006. Some of this difference may reflect a change in expectations among early-career teachers with respect to the parameters of being “fully employed.”

This persistently high rate of part-time teaching is just one of a number of indicators that the precarious nature of job contracts is not improving as

quickly as might otherwise be expected in a labour market with unemployment almost back to pre-teacher surplus levels. Later sections of this report describe other early-career contract indicators that flag lingering effects of the teacher surplus.

More second- through fifth-year teachers today also now report they teach as much as they want throughout the school year, although these early-career teachers fall short of the full employment reports of their pre-teacher surplus predecessors back in 2006.

Consider fully employed by survey year: all Ontario graduates



In summary, the proportion of first-through fifth-year teachers reporting that they consider themselves fully employed dropped sharply from 2006 to 2013. Then, the trend line reversed direction and now much higher proportions report full-time employment in 2018 than in 2013.

Since 2006:

- the proportion of first-year teachers reporting that they consider themselves to be fully employed decreased from 70 per cent to just 28 per cent in 2013. In 2018, this rate reached 75 per cent—surpassing the 2006 rate
- second-year teacher full employment fell from 80 to 37 per cent in 2013, then recovering to 75 per cent by 2018
- third-year teachers dropped from 87 to 39 per cent by 2013, and moved back up to 80 per cent in 2018
- fourth-year teachers fell from 92 to 50 per cent in 2014, and is back up to 76 per cent in 2018, and
- fifth-year teachers from 94 to 53 per cent in 2013, and back to 77 per cent in 2018.

Second, third and fourth year teachers report somewhat fewer full-time teaching contracts near school-year end than say they are teaching as much

as they want throughout the school year. Among second-year teachers just 69 per cent say they were teaching full-time toward the end of the 2017-18 school year, as did 73 per cent of third-year teachers, 75 per cent of fourth-year teachers and 77 per cent of fifth-year teachers.

Improved employment reports across all divisions

The preceding commentary describes findings with respect to the entire response set of first-year Ontario graduates, whether living in Ontario at the time of the survey or resident elsewhere. We turn now to focus on findings for the sub-group of Ontario-resident graduates in their first year to assess more directly the Ontario teacher labour markets for early-career teachers.

Ontario-resident first-year teachers in every division report much lower rates of unemployment in 2018. Extending a multi-year improvement trend, unemployment rates for teachers with certification in each of the four divisional groups dropped from the 15 to 17 per cent range in 2017 to seven per cent or lower in 2018.

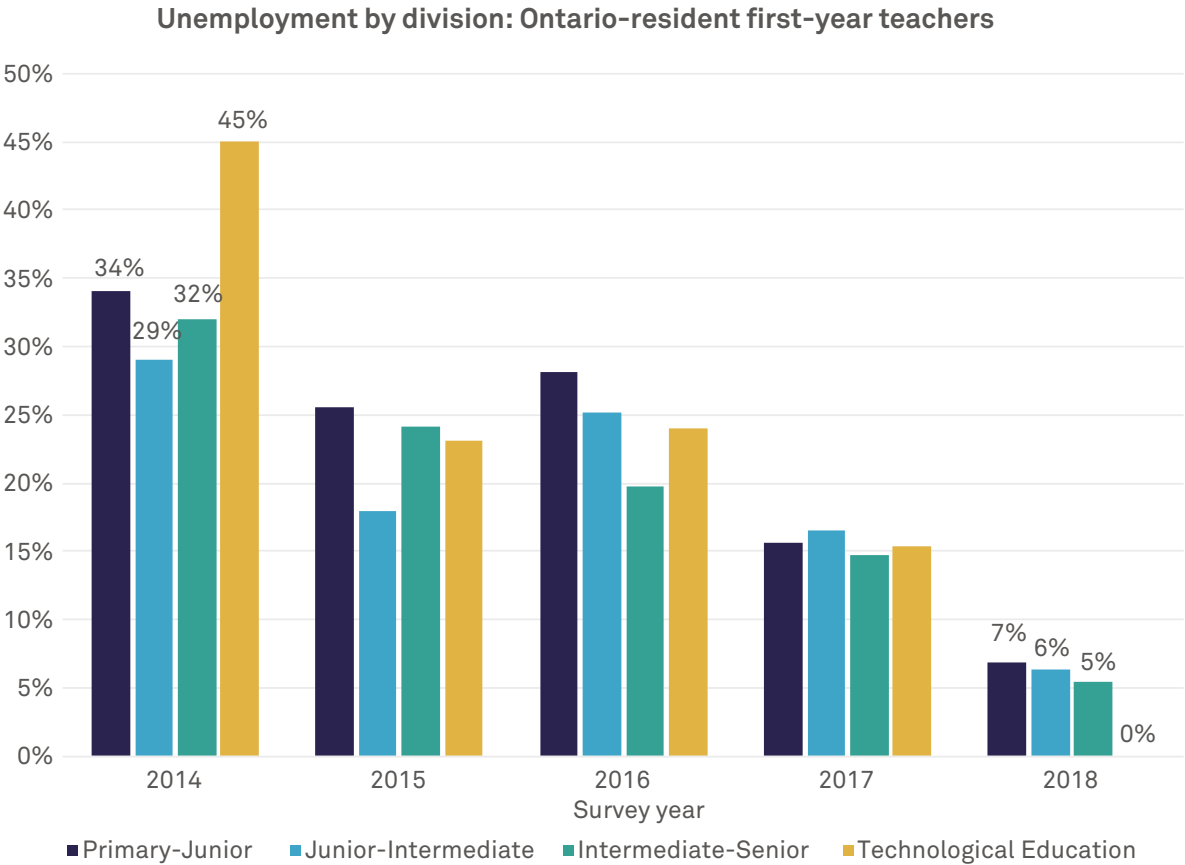
Unemployment among teachers in the Primary-Junior division is down from 34 per cent back in 2014 to just seven per cent in 2018. Similar substantial

improvements are evident among those with initial Junior-Intermediate qualifications (29 to six per cent) and Intermediate-Senior qualifications (32 to five per cent).

Some caution is warranted in interpreting Technological Education teacher unemployment reports because of the low number of graduates and survey respondents each year. Some Technological Education teachers indicate in survey responses that they

actively looked for teaching jobs but were unable to consider leaving full-time jobs for various partial teaching contracts they found available. These respondents are included as unemployed in the graph on divisional unemployment rates.

Nonetheless, the five-year improvement trend appears to apply to this group as well with the rate down from 45 per cent in 2014 to no unemployed respondents in 2018.



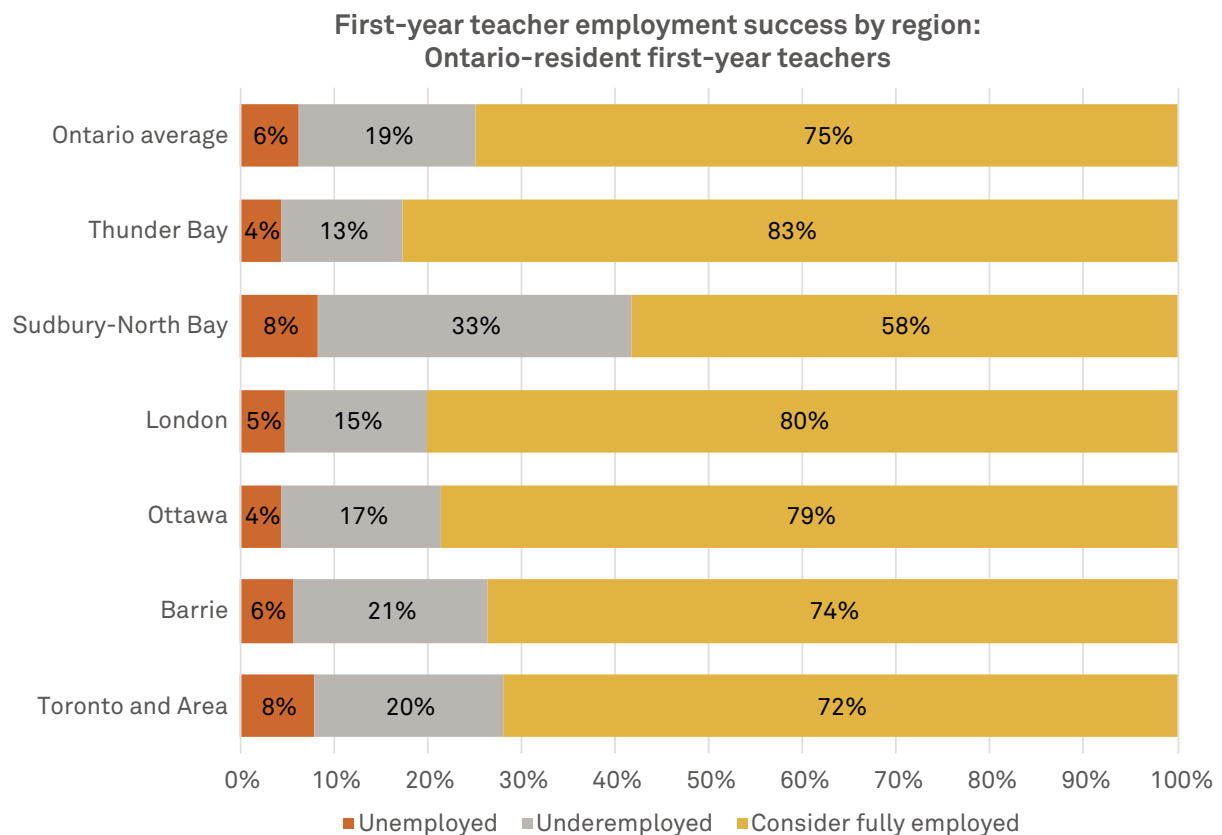
First-year teachers in every Ontario geographic region report low unemployment

Rates of unemployment in 2018 among Ontario graduate first-year teachers (from English and French-language programs combined) range between four and eight per cent across the six Ontario Ministry of Education geographic regions.

Sudbury-North Bay resident teachers report the lowest rate of full employment. Just 58 per cent in this region say they found as much teaching employment in the 2017-18 school year

as they wanted. About three in four, or more, in all of the other regions say they found as much teaching employment as they wished.

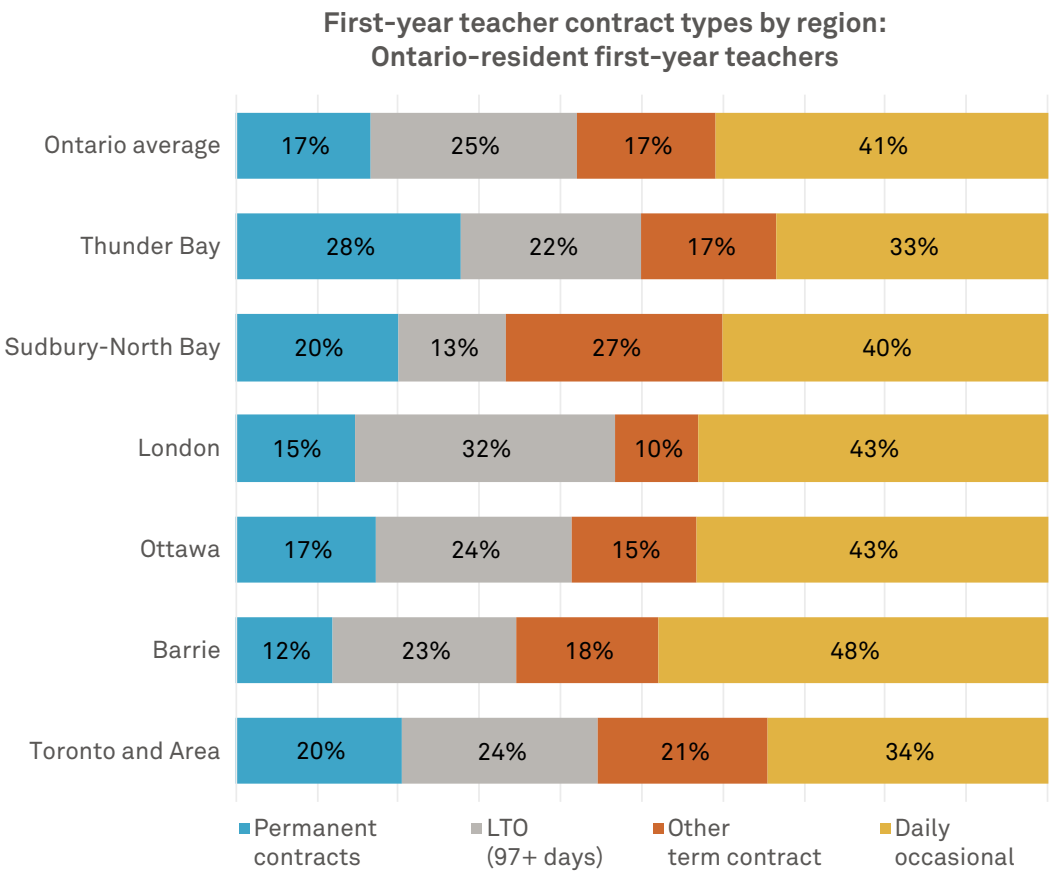
However, part-time teaching rates among employed teachers at the time of the survey are substantial and vary considerably across regions: Thunder Bay (33 per cent), Sudbury-North Bay (40 per cent), London (47 per cent), Ottawa (42 per cent), Barrie (43 per cent), Toronto and area (32 per cent), and all Ontario regions (39 per cent).



Among employed first-year Ontario teachers, Thunder Bay region teachers report the highest percentage of permanent contracts in 2018 and the lowest percentage of daily occasional roster teaching. Barrie region reports the lowest permanent contract rate and highest rate of daily occasional roster teaching at school year end.

Although it takes a while to get a permanent job unless you have French in my district, there are lots of opportunities for daily occasional teaching within the boards, and to get long term occasional contract jobs after 10 months.

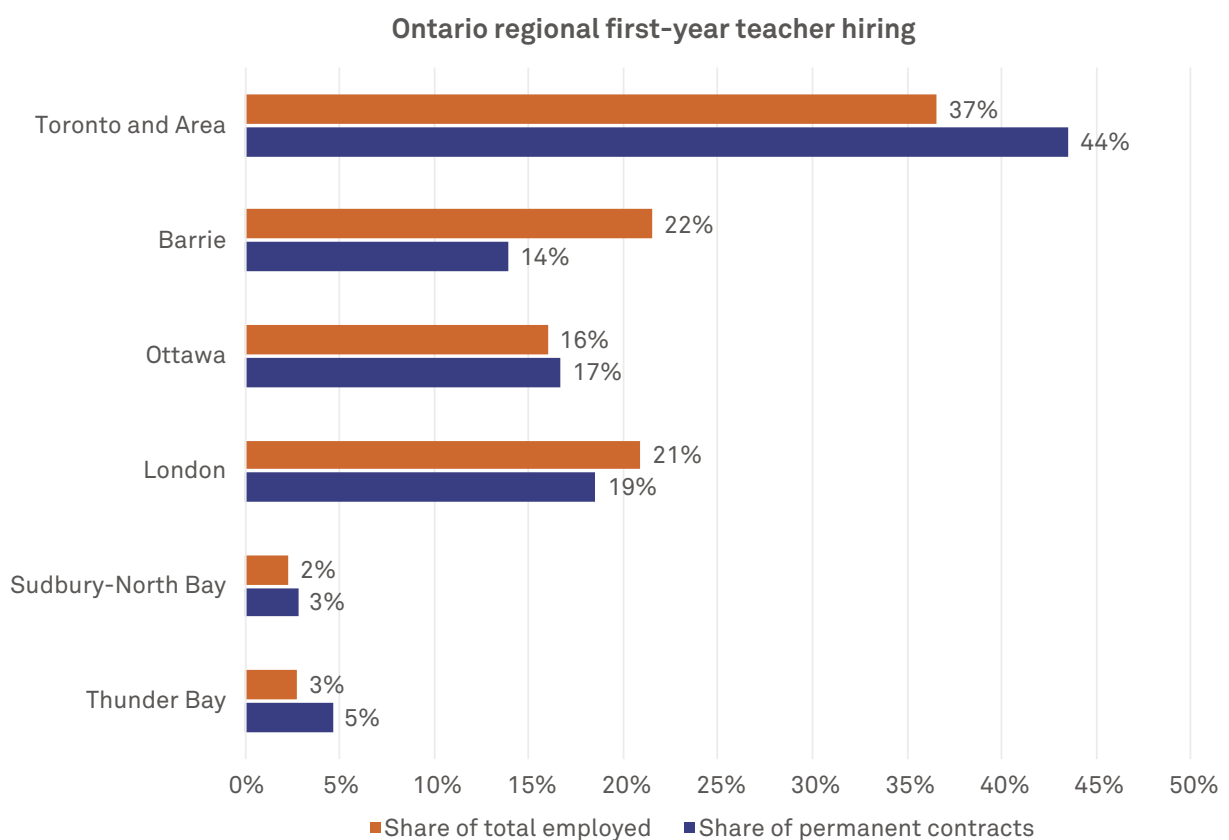
Primary-Junior 2017 non-FSL graduate on daily occasional roster in Thunder Bay



Teachers and teaching job numbers vary greatly by region, roughly tracking population variation across the province. In 2018, the Toronto and Area Ministry of Education region accounted for 37 per cent of all teaching jobs reported by first-year teachers and 44 per cent of permanent contracts, a proportionately significantly higher share of permanent contracts than teaching jobs overall¹³. Barrie region forms the next largest

group of first-year teacher hiring at 22 per cent, and this region accounts for a significantly lower share of the permanent contracts (14 per cent).

Other regions account for the remaining 42 per cent of all first-year teacher hiring and, in each instance, the shares of all hiring and shares of permanent contract hiring are closer for these other regions.



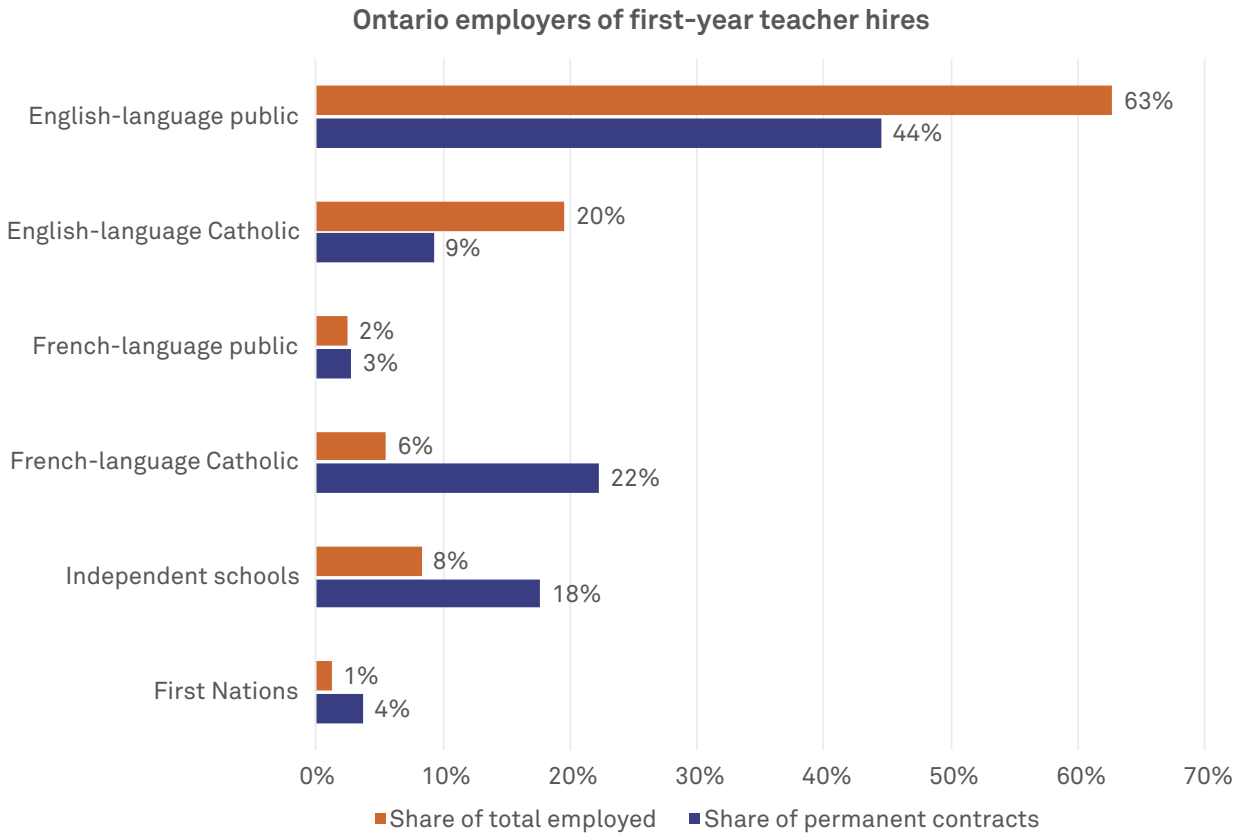
¹³ Ministry region in this analysis refers to teacher home residence. Some teachers reside in one region and teach in another adjacent region.

More than four in five first-year teachers with jobs in Ontario in 2018 teach in English-language public (63 per cent) or English-language Catholic (20 per cent) district school boards. Only about half (53 per cent) of the permanent contracts held in Ontario, however, were with these English-language boards.

French-language district school boards did just eight per cent of the reported hiring of first-year teachers surveyed in 2018 but account for 25 per cent of the permanent contracts, well beyond

the relative size of the French-language system enrolment and teaching population in the province. Independent schools are the employers for eight per cent of total jobs and represent 18 per cent of permanent hiring contracts. First Nations schools accounted for one per cent of hiring in general and four per cent of permanent contracts.

The graduated entry hiring process in English-language district school boards likely accounts for much of this significant variation.



Ontario-resident first-year unemployment rate lower for both French- and English-language teachers

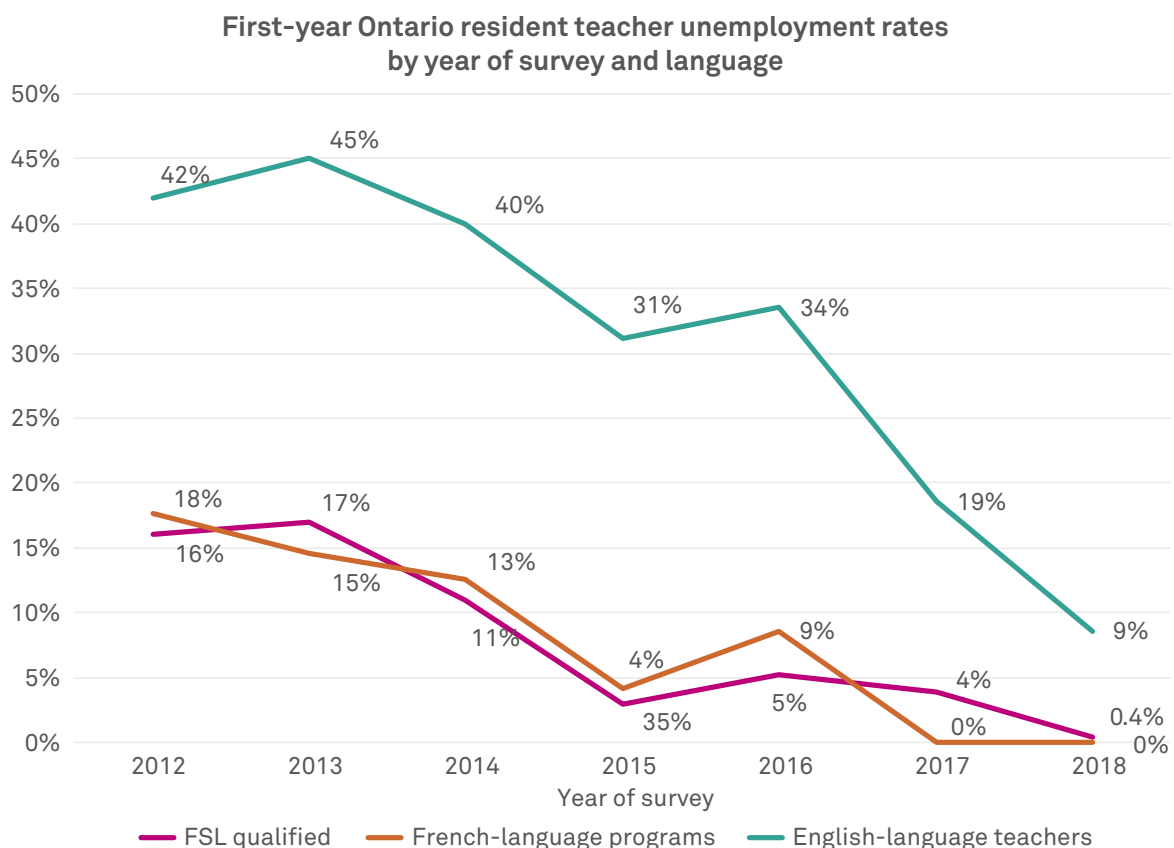
English-language teachers—those who complete Ontario English-language teacher education programs and do not hold FSL qualifications at the time of the survey—now report 9 per cent unemployment, down significantly from 19 per cent unemployment in 2017 and the peak 45 per cent rate back in 2013.

No graduates of Ontario's French-language teacher education programs

at Laurentian and Ottawa reported unemployment for the second year in a row¹⁴.

FSL-qualified teacher unemployment dropped from four per cent in 2017 to just 0.4 per cent in 2018.

As a teacher with the ability to teach both Core French and French Immersion, it was easy to get hired to the positions I wanted.
Junior-Intermediate English 2017 graduate, FSL qualifications hired directly to a long term occasional position in London region



¹⁴ In 2018, 44 Ontario-resident graduates of Laurentian and Ottawa programs responded to the first-year survey compared with just four in the exceptionally low new licensing year responding in 2017.

Employment outcomes improved markedly again this year across all divisions for Ontario-resident English-language teachers—the group of English-language program graduates who do not hold FSL qualifications.

Over the past two years, English-language teacher unemployment has declined substantially across all divisions.

Teaching subject qualifications continue to influence job outcomes of Intermediate-Senior qualified teachers. Unemployment among those with math and/or science qualifications is now in 2018 six per cent compared with eight per cent for those Intermediate-Senior qualified teachers without these subject qualifications. The rate of improvement in this measure for the non-math/science group is substantial—down from 28 per cent two years ago to just eight per cent this year.

Among Junior-Intermediate qualified teachers, math or science subject qualifications still influence job outcomes. In 2018, those with other subjects experienced 11 per cent unemployment. Those with math or science as a teaching subject reported no unemployment.

Primary-Junior English-language teacher unemployment has dropped from 37 per cent in 2016 to 10 per cent in 2018. Junior-Intermediate English-language teachers also report strong employment

gains with unemployment down from 34 per cent in 2016 to just six per cent in 2018.

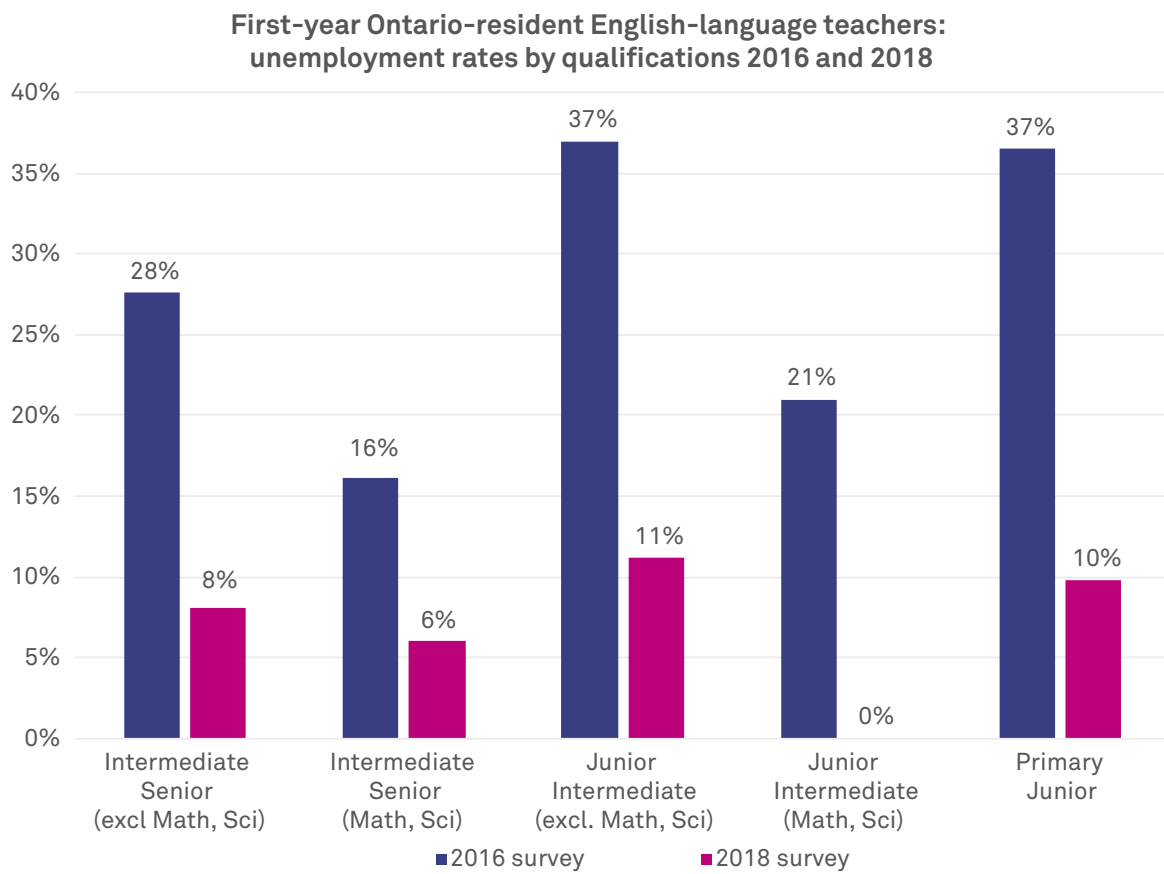
No Technological Education first-year teachers reported unemployment this year, down from 15 per cent in 2017.¹⁵ See *chart on following page*.

Despite employment gains, precarious job contracts persist throughout the early-career years

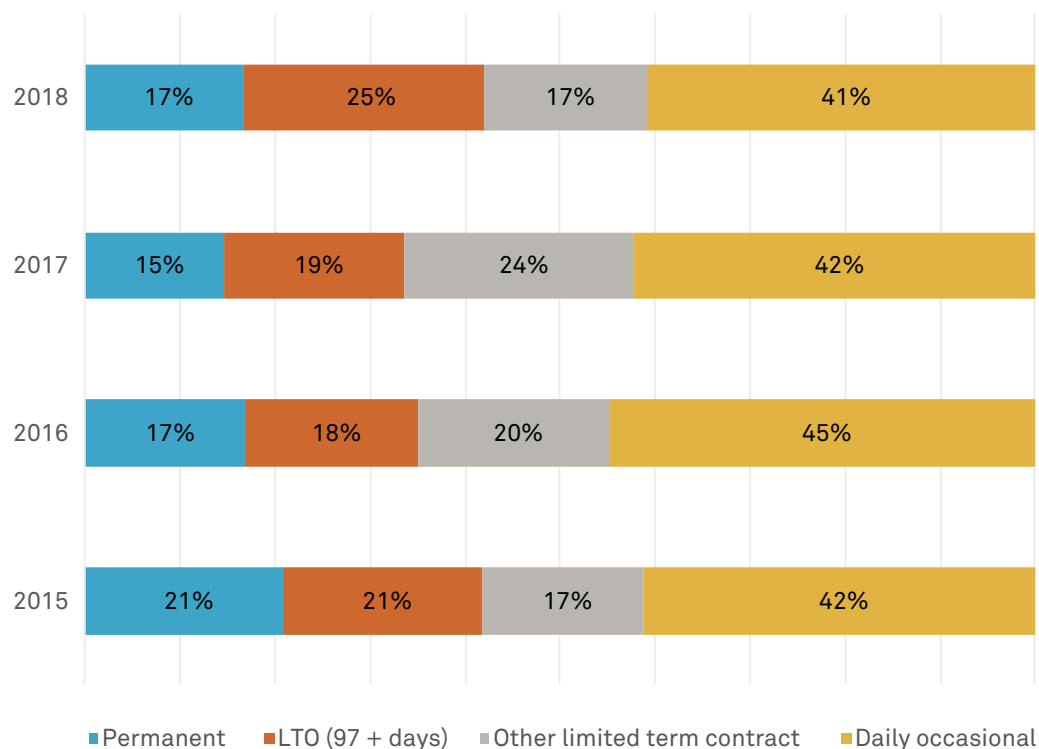
Although rates of unemployment and underemployment fell markedly over the past several years, permanent contracts continue to be elusive for many Ontario-resident early-career teachers.

Very few Ontario-resident graduates from the province's teacher education programs succeed in finding permanent teaching contracts by the end of the first year after licensure. Just one in six (17 per cent) of these first-year teachers in 2018 say they secured permanent contracts. Another one in four (25 per cent) report they taught on a long term occasional contract with an appointment of 97 or more day duration. This combined permanent contract/LTO (97+ days) rate of 42 per cent is essentially unchanged since 2015. Similarly, daily occasional roster teaching is still as common throughout the first school year in Ontario as it was back in 2015.

¹⁵ Given the unusually low number of Technological Education graduate respondents newly-licensed in 2016 (17 of a total population of 55) and 2017 (9 of a total population of 33), some caution is warranted in interpreting these unemployment rates.



**First school year-end teaching contract types:
Ontario-resident employed teachers**



Fully 83 per cent of employed teachers at the end of the first school year in 2018 report precarious teaching contracts, on either daily occasional rosters or term appointments with definite end dates. This is not significantly different from the 79 per cent precarious rate back in 2015. We discuss reasons for this lack of progress and variations in different Ontario labour market segments below.

Precarious employment remains well entrenched across the early-career years for many Ontario teachers.

Two in five (41 per cent) Ontario-resident teachers report they continue with daily occasional teaching through to the end of the first school year, one in four are still doing occasional teaching at the end of year three and one in five at the end of year five.

Not until the fifth year after licensing do half (53 per cent) say they secured permanent contracts.

First-year employment contracts differ significantly by language of instruction qualifications

By the end of the first school year after initial licensing, almost two in three (64 per cent) Ontario graduates of the province's two French-language teacher education programs report they have permanent teaching contracts and just three per cent continue on daily occasional teaching rosters. The remainder are on long term occasional or other limited term contracts. No French-language graduates reported they were unemployed.

Almost one in three (31 per cent) first-year teachers with FSL qualifications secure permanent contracts by school year end, 42 per cent are on long term occasional contracts and 27 per cent on daily occasional teaching rosters. Less than one per cent report unemployment.

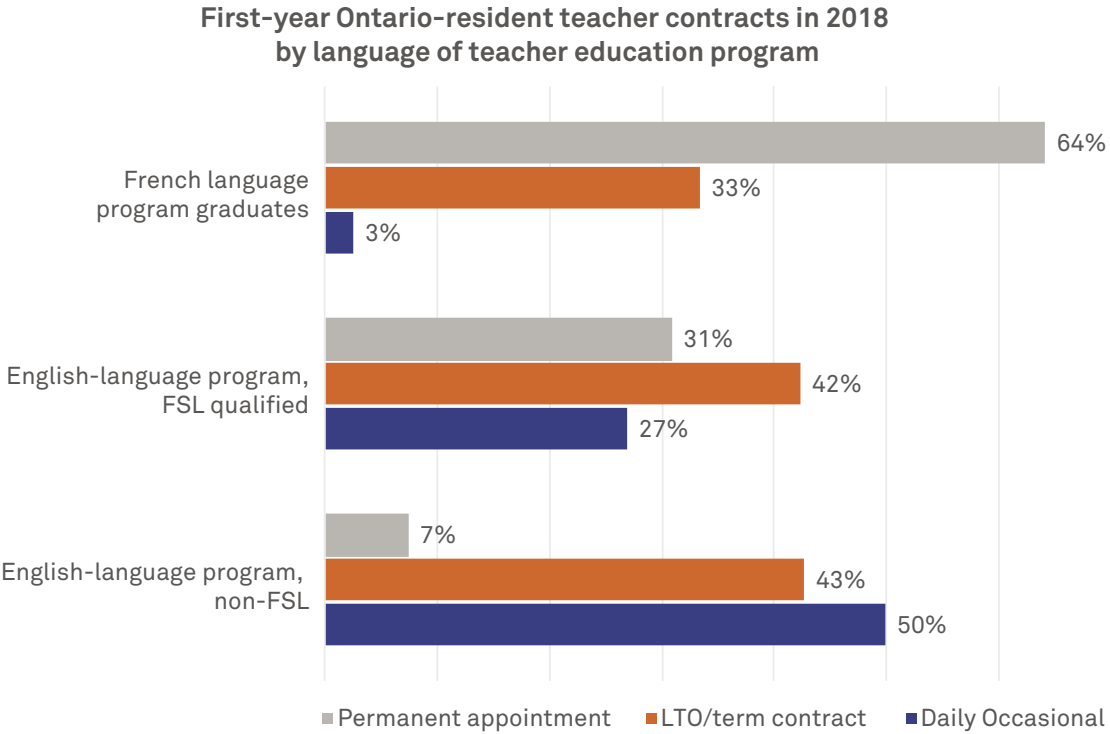
In sharp contrast, just seven per cent of graduates of Ontario English-language teacher education programs who do not hold FSL qualifications report permanent teaching contracts, and half are on daily occasional rosters at year-end. Nine per cent report unemployment.

The fact that these marked differences in first-year job outcomes persist even with much-improved overall employment rates is very likely associated with the graduated entry hiring process that continues to apply in English district boards. These boards are the employer destination for most English-language qualified Ontario graduates¹⁶. See *chart on following page*.

I never had to interview and was hired straightaway as a .5 permanent teacher. I have qualifications that others do not, but I still think it seems unfair that I skipped so many steps that others take years to complete.

Junior-Intermediate FSL graduate
teaching in a Toronto and area
district school board

¹⁶ In English-language district school boards, among first-year teachers who do not hold FSL qualifications, just two per cent report permanent contracts and 58 per cent daily occasional roster teaching at school year end.



Precarious employment is common and persistent for teachers employed by Ontario English-language district school boards. The majority of teachers in these boards take more than five years to move from precarious to permanent job contracts.

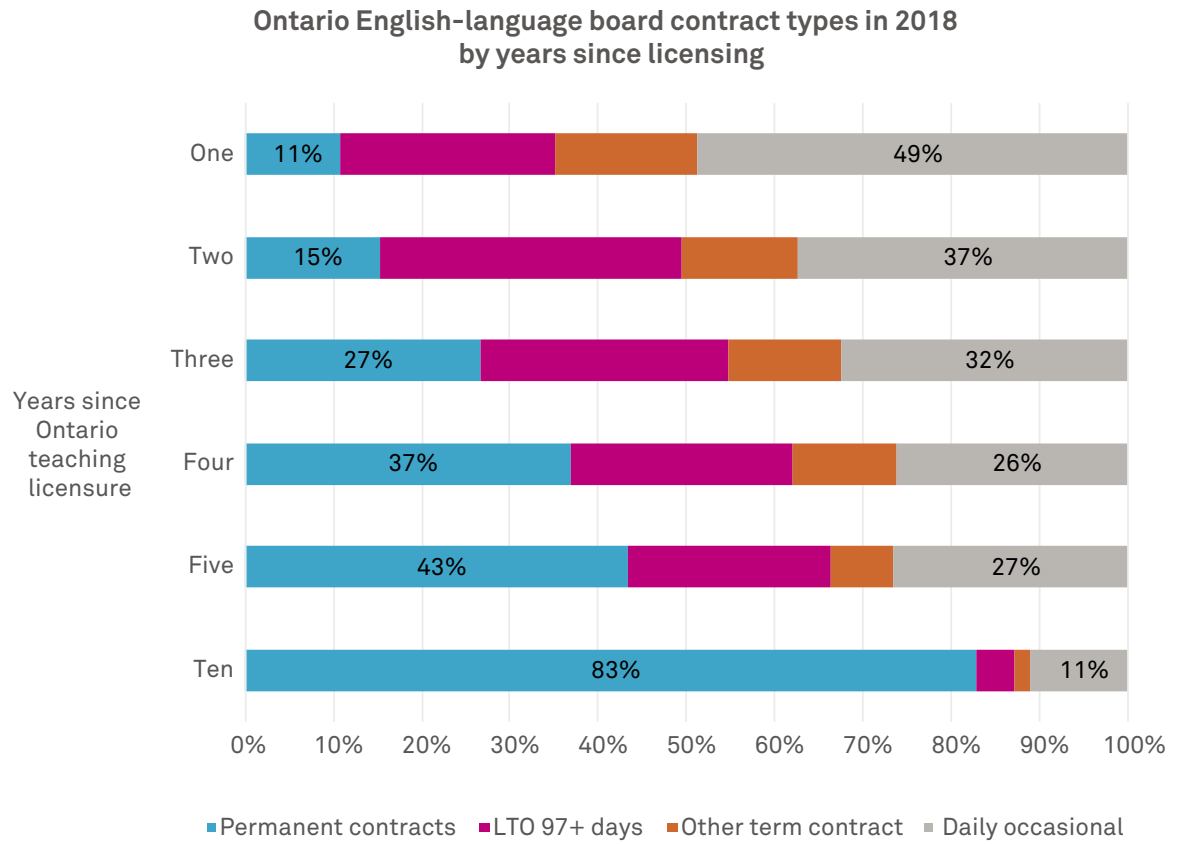
Just one in 10 (11 per cent) report permanent teaching contracts by the end of the first school year following licensure, and this rises slowly to slightly more than two in five (43 per cent) by the end of the fifth year of their teaching career.

While I understand the rules behind seniority in Ontario, it does frustrate me that service can't be carried over. For

example, what if I marry and have to move? I then lose all progress with my current board and have to start at the bottom again. Given that it currently takes 5-7 years to find anything permanent, this process can be very frustrating.

2015 Junior-Intermediate graduate full-time teaching on daily occasional roster in English-language board in Ottawa region

About half (49 per cent) of teachers employed in Ontario English-language district school boards continue with daily occasional teaching at the end of year one, one in three (32 per cent) by the end of year three, and more than one in four (27 per cent) fully five years after licensure.

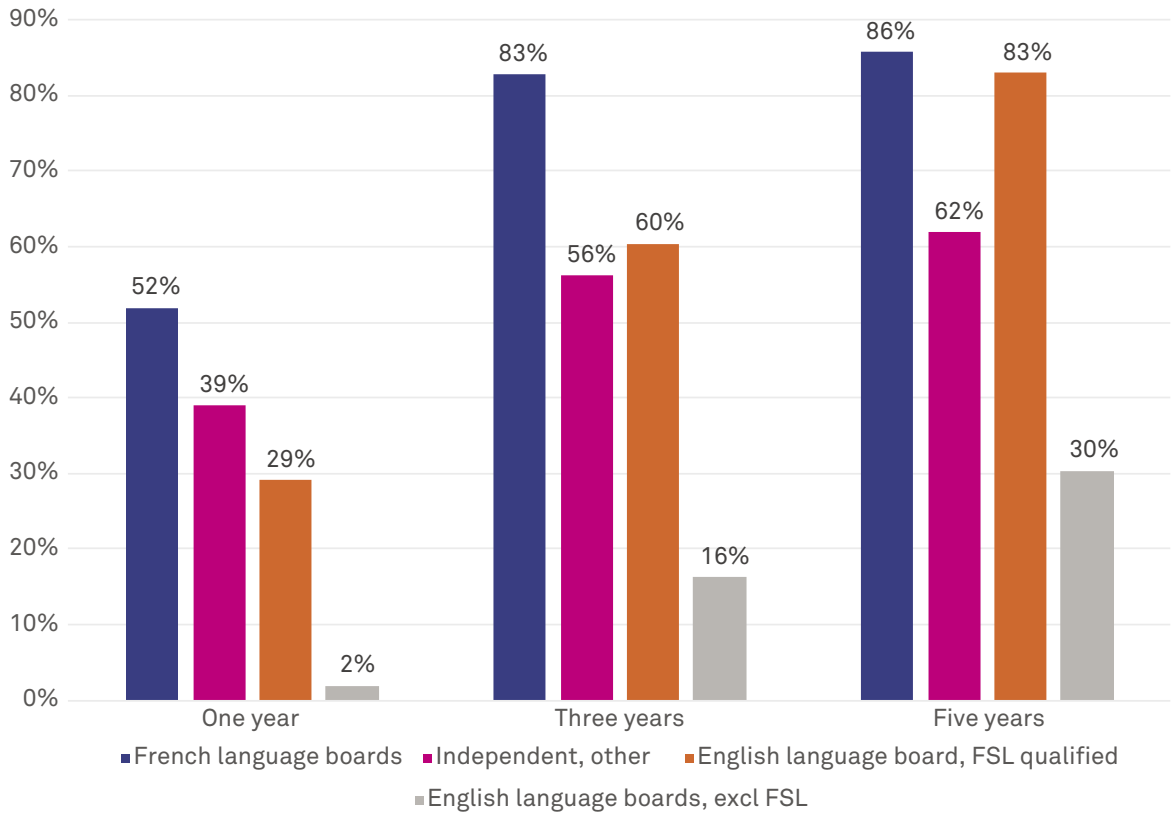


Slow career progress persists for English-language (non-FSL) teachers in English district school boards

English-language district school board teachers who do not hold FSL qualifications report an early-career pattern sharply different from the

experience of FSL-qualified teachers in English-language district school boards, teachers in French-language district school boards, and those employed by independent and other school employers.¹⁷

Proportion of permanent contracts in Ontario in 2018 by school employer type and years since licensure



17 For the purposes of this graph only, we group Ontario First Nations school employers with independent school employers.

Only two per cent of these non-FSL English district board teachers gain permanent contracts by first school year end, just 16 per cent by the end of the third year and rising very slowly to still under one in three (30 per cent) five years into their teaching careers.

I will plan to leave Ontario because it seems almost impossible to be hired on a permanent contract and to avoid being surplused every year.

Intermediate-Senior 2017 graduate teaching full-time on daily roster assignments in the Toronto and area region

French district school board and FSL-qualified teachers in English district school boards present career patterns that one expects in a labour market experiencing staffing shortages. The majority of these new teachers quickly progress from precarious to permanent appointments. By year three more than four in five French-language district board teachers have permanent jobs. English-language board FSL teachers almost reach this threshold by year five.

Even ten years into their careers in 2018, mid-career English-language non-FSL teachers who entered the profession in the height of the teacher surplus years are still lagging behind their French-language colleagues on the road to secure permanent employment. At year ten, 79 per cent of these English

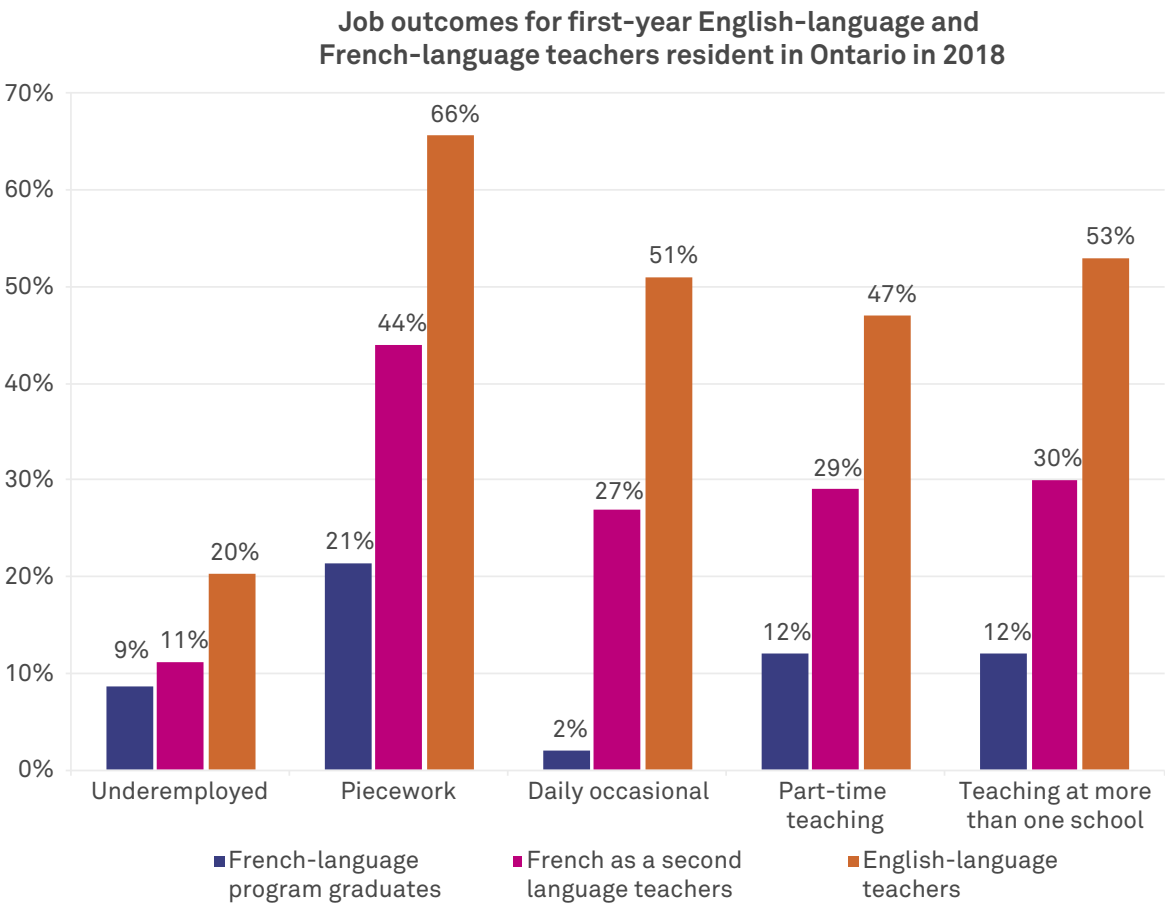
district school board non-FSL teachers report permanent teaching contracts compared with 98 per cent of teachers in French-language district boards and 95 per cent of FSL teachers in English-language boards.

The lengthy persistence of precarious employment for most non-FSL English-language teachers in Ontario may be a consequence not only of some residual effect of the past supply/demand imbalance for this group, but also because of labour market friction associated with the graduated entry recruitment regulations that remain in place for this group.

Ontario regulations normally restrict English-language district school boards to hiring from a pool of teachers who have been on the daily occasional of the hiring board for a minimum of 10 months and who also have held limited term occasional appointments with that specific district school board for another four months.

In addition to significant differences in rates of unemployment and permanent first-year contracts, first-year English-language teachers in Ontario report higher rates of piecework¹⁸ teaching than the two French-language groups—more part-time employment, more daily occasional teaching, more multi-school teaching and higher proportions reporting underemployment.

¹⁸ “Piecework teaching” refers to daily occasional roster, multiple school and/or part-time teaching arrangements



Permanent job opportunities attract some Ontario graduates to start their careers outside Ontario’s publicly funded school systems

Reports from new teachers show a significant increase once again in 2018 in the proportion getting their first-year jobs in Ontario and a drop in recent graduates leaving the province to start their careers. Nonetheless, the early opportunity of a permanent teaching contract draws some newly-licensed Ontario teachers to begin teaching outside the Ontario publicly funded school systems.

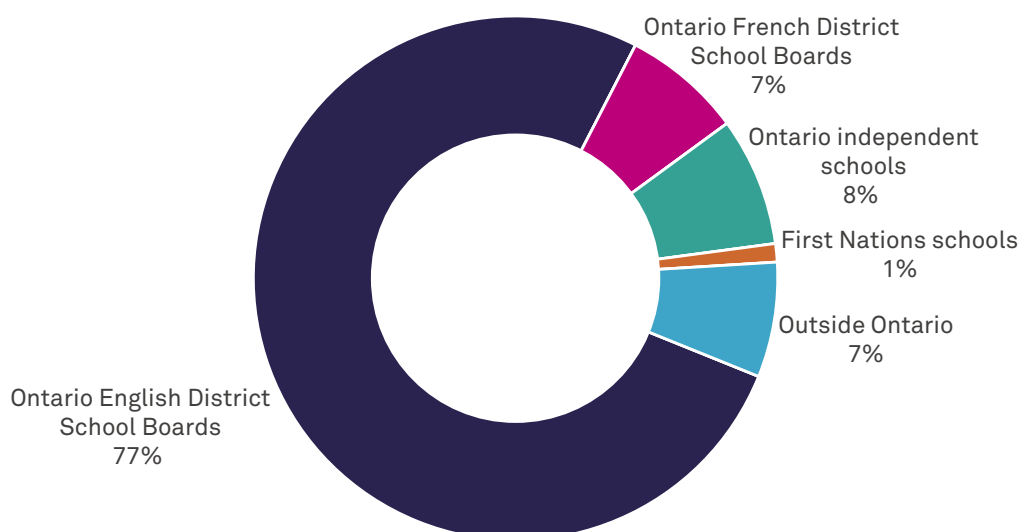
First-year out-of-province job reports continue their downward trend—from

19 per cent in our 2016 survey, to 12 per cent in 2017 and just seven per cent in 2018.

I do intend to return to Ontario one day, but I wanted to begin my career as a full-time teacher to apply the skills learned in my B.Ed. to the profession, and I felt fairly confident that this would not happen in Ontario. I felt substitute teaching would not provide me the structure needed to become a teacher, so I set my sights abroad. I will probably substitute teach upon my return in a few years’ time.

2017 Intermediate-Senior English and history graduate teaching on full-time contract position in Belgium

**Employers of first-year Ontario graduates in 2018:
all employment, including daily occasional teaching**



Ontario independent schools also played a lesser role in the hiring of new Ontario graduates in 2017-18, dropping from 15 per cent in 2017 to just eight per cent in 2018, while the Ontario district school board share rose from 71 to 83 per cent.

Just two per cent accepted first-year jobs in First Nations schools (counting both those teaching in Ontario and other provinces), the same rate as in 2017.¹⁹ *Please see chart, above.*

Permanent job opportunities for first-year Ontario graduates vary between French-language and English-language district school boards. *See chart on the following page.*

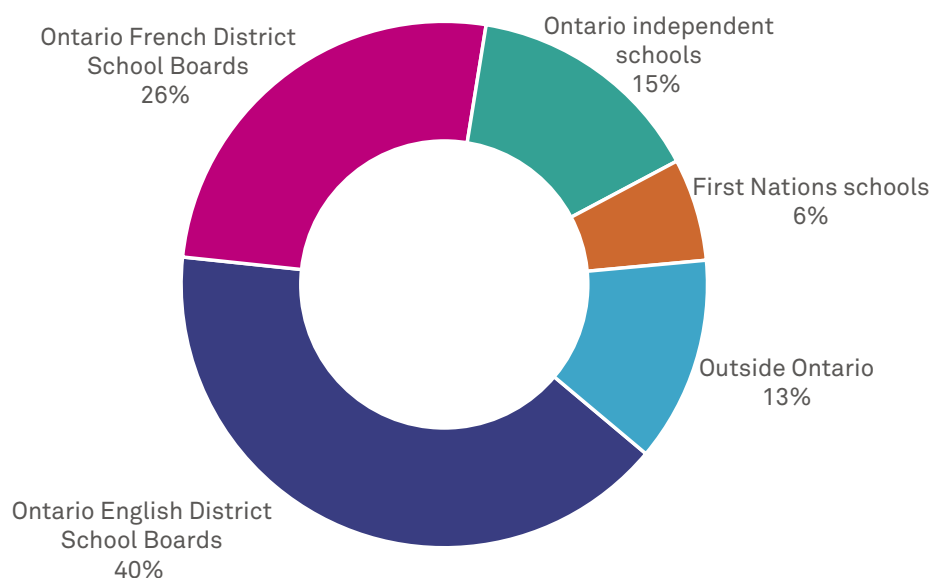
French-language boards hired seven per cent of all new teachers. At the same time, these boards provided 26 per cent of all permanent contracts.

In contrast, English district school boards hired 77 per cent of all new teachers, but offered only 40 per cent of all permanent contracts. The vast majority of first-year teacher hiring in Ontario English district school boards is for non-permanent positions.

Ontario independent schools, First Nations schools and out-of-province school hiring represent much larger percentage shares of the permanent job hiring than of total hiring in 2018.

¹⁹ In both 2017 and 2018 surveys, about half of the First Nations jobs were in Ontario and half in other provinces/territories; they are reported together for the purposes of this and the next chart.

**Employers of first-year Ontario grads in 2018:
permanent contracts only**



As a new and keen teacher, it is tempting to leave the public board for the independent school system because of the precarious nature of opportunities for full-time teaching for someone who has no seniority.

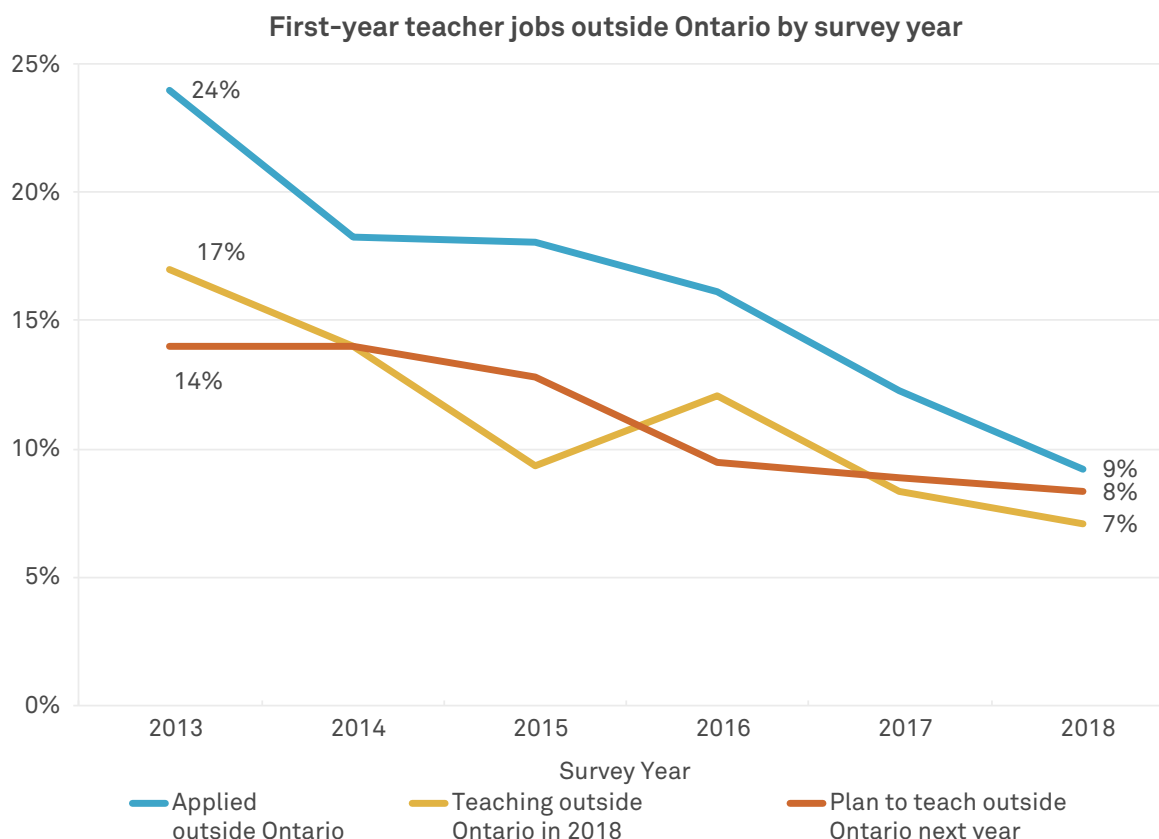
2017 Intermediate-Senior English and music graduate long term occasional teacher in a Toronto area English district board.

Fewer teachers seek jobs in other provinces and internationally

The strengthening Ontario teaching job market continues to reduce early-career teacher interest in out-of-province jobs. Since 2013, the proportion of new teacher education graduates applying to teach outside the province decreased from 24 to nine per cent. In the 2018 survey, just seven per cent of first-year licensed teachers actually held teaching jobs in other provinces or abroad, down

from 17 per cent in 2013. Similarly, only eight per cent plan to teach outside the province in second-year compared with 14 per cent back in 2013. See *chart on following page*.

Sixty per cent of the first-year group teaching outside Ontario in 2018 say they plan to return to Ontario to teach at some time in the future, given the right conditions. One in six of them (17 per cent) say they likely or definitely have closed the door on a return. About one in four (23 per cent) are uncertain whether or not they will return.



My ideal situation would be teaching full-time in an Ontario public school, but I am not willing at this stage in my life to wait years before securing a position. I need some consistency in my life right now and occasional teaching is not a good option for me.

2017 Intermediate-Senior business and mathematics graduate teaching in China in 2018

Job outcomes improve for all newly-licensed Ontario teacher groups

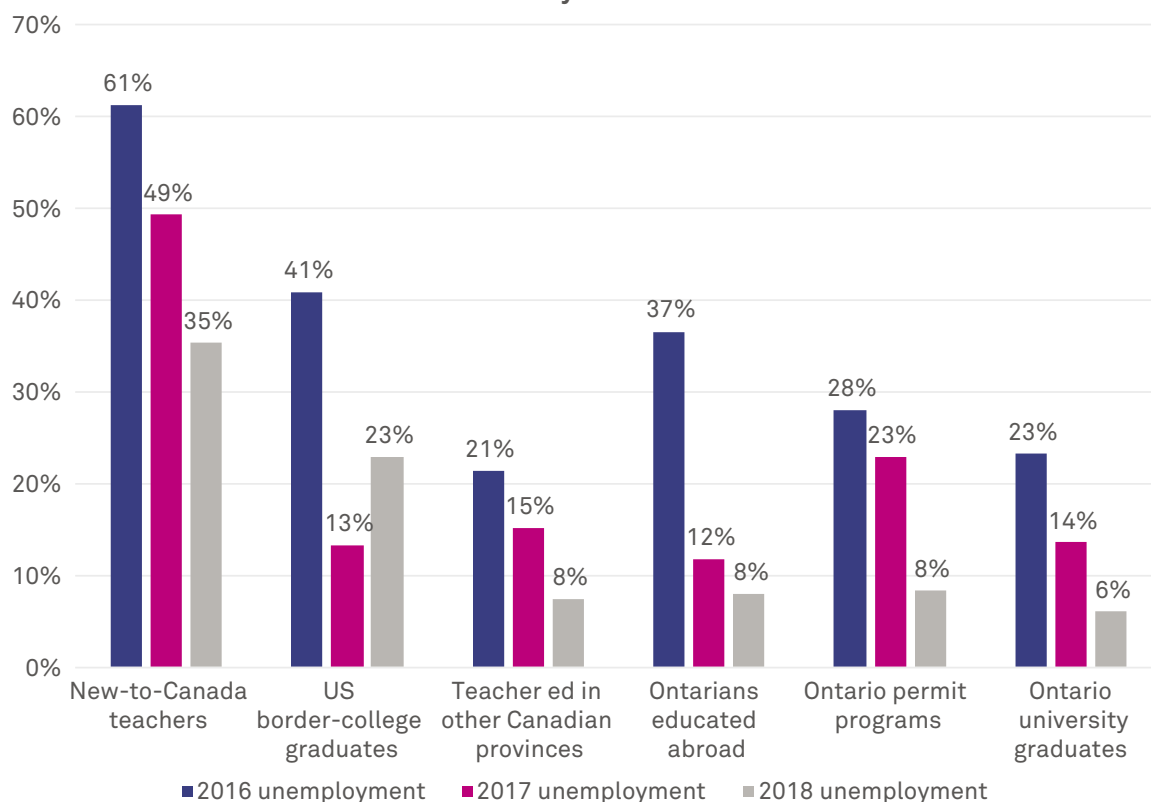
Unemployment rates have fallen sharply since 2016 for first-year teachers in each of the different certification groups surveyed annually. Gains are evident

regardless of teacher geographic origin and the jurisdiction of their initial teacher education.

In addition to improved job rates among graduates of Ontario university teacher education programs, this year's survey finds lower unemployment among graduates of Ontario permit programs, Ontarians who did their teacher education at US border colleges and elsewhere abroad, teachers who completed their programs in other Canadian provinces, and among new-to-Canada teachers²⁰. See chart on following page.

²⁰ "New-to-Canada" in this report refers to those who complete teacher education in other countries and subsequently migrate to Canada and obtain Ontario teaching licences.

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



Several of these groups report unemployment rates in 2018 approaching the low rate among Ontario university graduates.

US border college graduate unemployment and new-to-Canada teachers, however, report much higher rates of unemployment in 2018 than the other groups.

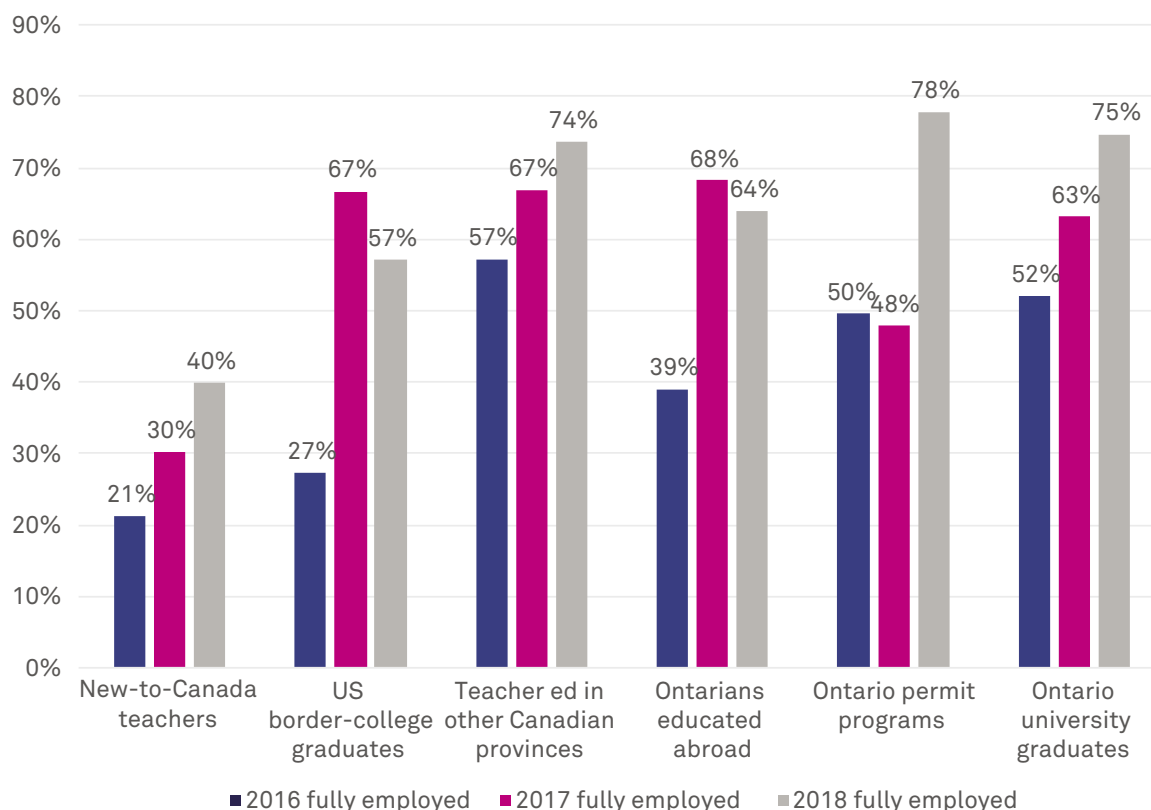
The improving job market has led to a drop in the new-to-Canada teacher unemployment rate from 61 to 35 per cent over two years. Nonetheless, a significant job outcome gap persists for this group.

A similar improvement trend is evident in reports for the different groups on the proportion who consider themselves

fully employed during the first year of teaching. Three in four Ontario university education graduates now tell us they are fully employed during their first year, a similar proportion to graduates of Ontario permit programs and teachers who migrated to Ontario from other Canadian provinces.

These full employment rates are stronger than this year's rates for Ontarians educated at US border colleges (57 per cent) and elsewhere abroad (64 per cent) and much stronger than the 40 per cent full employment reported by new-to-Canada teachers. These three groups, however, report significantly higher rates of full employment than they did back in 2016.

**Certification groups reporting they are fully employed:
Ontario-resident newly licensed teachers 2016 - 2018**



Ontario's independent schools continue as a major source of teaching employment for new-to-Canada teachers, especially in their first year after Ontario licensing. In 2018, these schools account for more than one in three (37 per cent) of the jobs secured by new-to-Canada teachers in their first year following Ontario licensing. This compares with just eight per cent of the jobs of Ontario university graduates in their first year.

More than one in three of Ontario's first-year new-to-Canada teachers (also 37 per cent) found teaching jobs in Ontario district school boards. Others report teaching in First Nations schools or out of province.

I am currently considering not renewing my College membership. I have no desire to go through an interview process again. I know I am a good teacher with tons of experience.

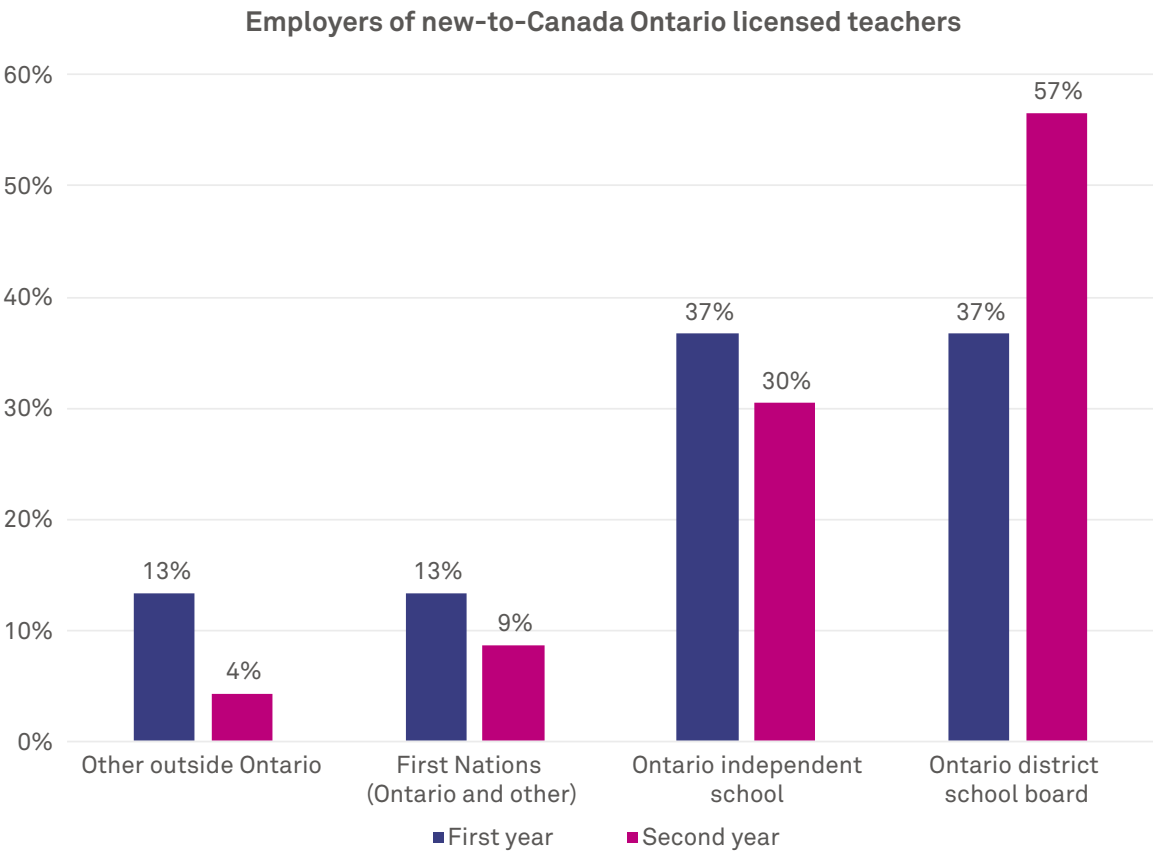
Junior-Intermediate FSL teacher, licensed in Ontario in 2017 with 10 years of teaching experience in Saudi Arabia

New-to-Canada teachers in their second year in 2018 report increased employment in Ontario district school boards—57 per cent compared with the 37 per cent rate among first-year new-to-Canada teachers. By the second year after licensing in Ontario, smaller proportions teach in independent

schools (30 per cent), First Nations schools (9 per cent) or out of province (four per cent). *Please see chart below.*

As in previous years, we examined gender differences in employment outcomes. Although gender differences in employment outcomes at times are apparent in a single cohort of first-year teachers, or differences at some

early-career stages that reverse at other stages, there continue to be no consistent significant patterns in gender differences this year. For example, among Ontario teacher education graduates in 2018, unemployment is slightly higher among female first-year teachers while reports of full employment are slightly lower among male first-year teachers. Neither difference is significant.



3. Job seeking and alternative employment

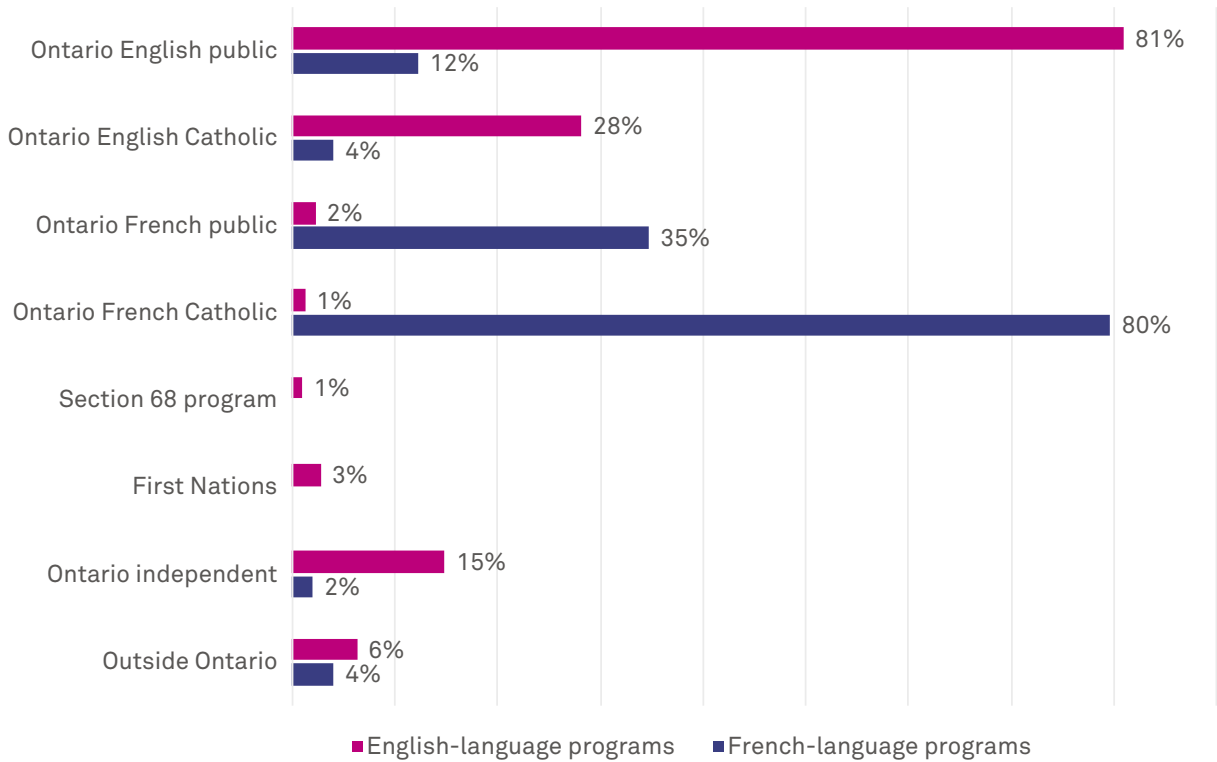
Many newly-licensed teachers still willing to relocate, but more look to their local district boards

Among first-year Ontario graduates actively on the teacher job market in the 2017-18 school year, one in three (32 per cent) restricted their job search to just one school board. This is up from about one in five limiting their search to just one district board in the previous year. Two in five (44 per cent) applied to two or three school boards and 18 per cent applied to four or more boards. Five per cent applied exclusively to teaching positions in other provinces and/or other countries. A few indicated that they found an Ontario teaching job without formally applying.

Four in five (81 per cent) new English-language program graduates apply to Ontario English public district school boards. More than one in four of them (28 per cent) apply to Ontario English Catholic district school boards. Slightly more than one in seven (15 per cent) seek jobs in Ontario independent schools. Just six per cent now include teaching jobs outside Ontario in their first-year job search. Three per cent apply to First Nations schools. A few (one per cent)

include Section 68 special schools in their job searches. Some also try French public (two per cent) or French Catholic (one per cent) district school boards. *See chart on following page.*

Where Ontario education graduates apply for teaching jobs by language of teacher education



I had no trouble securing full time work as a teacher in my city. I have worked every school day since September as a daily occasional or Long Term Occasional teacher.

2017 Primary-Junior graduate on long term occasional contract in London region

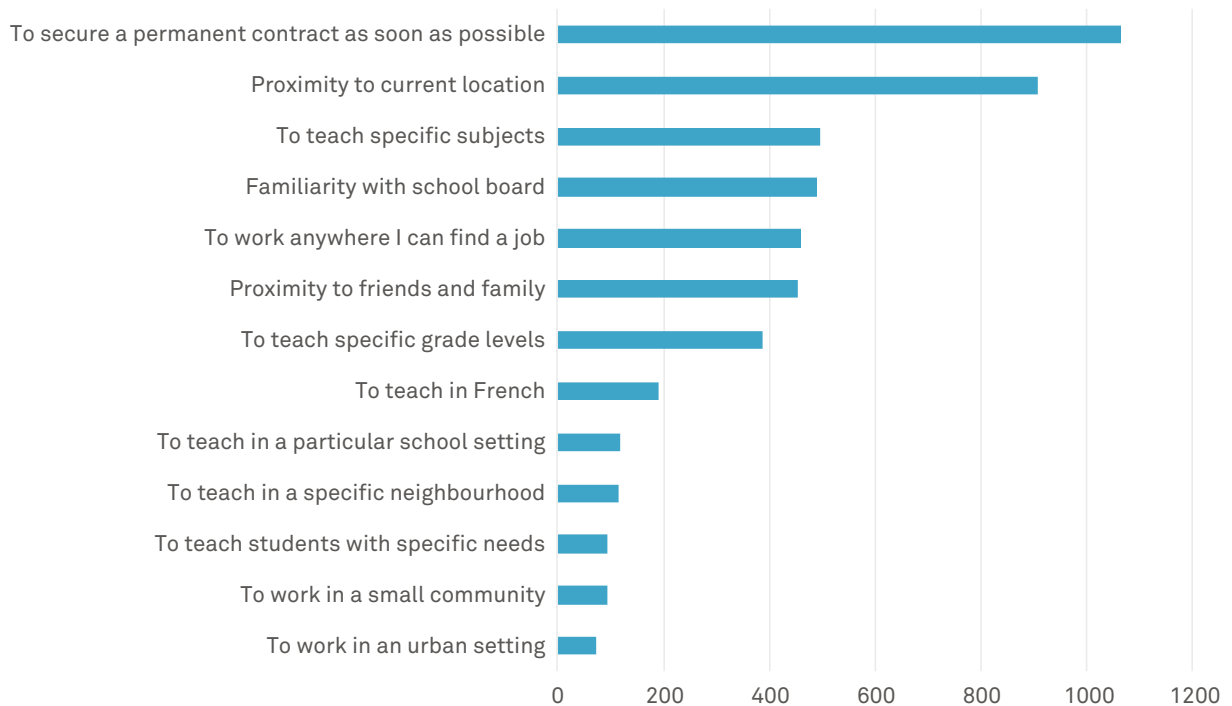
French-language program graduates focused their job searches primarily on Ontario French public (35 per cent) and Ontario French Catholic (80 per cent) school boards.²¹ About one in six also seek positions in Ontario English public (12 per cent) and/or Catholic (four per

cent) district school boards. Just two per cent include Ontario independent schools in their job search and four per cent applied to schools beyond Ontario's borders. None applied to Section 68 special programs or to First Nations schools in the 2018 survey.

First-year teachers reported on three ranked priorities they used in seeking a first teaching job. Weighted analysis of these responses in 2018, as in recent years, clearly identifies the highest priority as getting a permanent teaching contract as soon as possible. Proximity to current location is a second level

21 This pattern is consistent with the Ontario French-language system in which 75 per cent of the French district school boards are Catholic (8 of 12 boards).

Priorities in job search among first-year teachers:
(top three, weighted 3, 2, 1)



driver. Teaching specific subjects and familiarity with district school board follow as third and fourth level drivers. “Working anywhere I can find a job” fell from third priority in 2017 job searches to fifth in 2018. Proximity to family and friends and teaching specific grade levels round out the top seven motivators. *Please see chart above.*

Graduates of French-language programs say the opportunity to secure a permanent contract as soon as possible is their highest priority. Proximity to current location and teaching in French follow as their second and third priorities. FSL-qualified graduates identify the same top three priorities as French-language program graduates.

Despite improving teacher job market, many still supplement income in other occupations, some as alternative career paths

More than half (58 per cent) first-year licensed teachers work in non-teaching jobs—despite the increasing success for many in finding teaching jobs. This is down only slightly from 62 per cent who reported alternative work in our 2017 survey. They do this alternate work either as a preferred alternative to teaching or, more typically, to supplement part-time and/or occasional teaching or because they were not able to find work as a teacher for part or all of the 2017-18 school year. The majority of them (82 per cent) pursue this alternative work on a part-time basis.

Two-thirds (67 per cent) of first-year teachers who take on jobs for which they do not need an Ontario teaching licence work at teaching-related occupations. Most frequently, they work as tutors, either on a private basis or for a tutoring company. Many also report after school program, early childhood education, childcare, or education assistant jobs. 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.

The remainder work in unrelated jobs in hospitality, service or retail, administrative, financial services or clerical roles, or 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.

Most (79 per cent) consider non-teacher employment a temporary expedient while waiting for full-time teaching jobs. Almost three in four (71 per cent) say they need to take on this work to supplement teaching income. Three in four (72 per cent) are continuing alternative work that supported them during their university studies. One in four (25 per cent) report the alternative as a return to a career that preceded teacher education.

Two in five (41 per cent) say they hope the alternative work will advance their future prospects in securing a teaching job. However, about one in five (22 per cent) report this employment as an obstacle to seeking and being available for teaching opportunities.

About one in ten (11 per cent) of these first-year teachers in alternate occupations say they are 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	79%
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	72
I need to do this other work to supplement my teaching income	71
I am pursuing this other work to increase my chances of getting a teaching job	41
Some or all of this other work is a return to a career I pursued before I enrolled in teacher education	25
This work is an obstacle to searching for or being available for teaching opportunities	22
I am pursuing this other work as a preferred career alternative to elementary or secondary teaching	11

4. Teaching experience in the early-career years

Varied first-year teaching assignments; daily occasional roster start typical

More than half (55 per cent) of all first-year Ontario graduate teachers in 2018 report that they began their teaching career in daily occasional teaching roles.²²

Among first-year teachers with elementary teaching assignments toward school year end, almost two in five (39 per cent) continued with daily occasional teaching.

Elementary teachers with permanent, long term occasional or other term contract assignments more frequently teach single grade homerooms (25 per cent of all first-year elementary teachers) than combined grades (15 per cent) or specialized classes (seven per cent). About one in eight report rotary subject (11 per cent) or itinerant (one per cent) assignments. *Please see chart on following page.*

One in five (21 per cent) of those teaching in elementary schools, including the daily occasional roster teachers, report

assignments that include special education. One in three (32 per cent) teach French as a second language and/or French immersion.

Among first-year teachers with secondary panel teaching jobs, two in five (39 per cent) continued in daily occasional rosters toward the end of the school year. Excluding those with varied daily occasional roles, about one in four (28 per cent) secondary panel first-year teachers report they have four or more different course preparations each week.

First-year assignments considered appropriate

More than four in five (84 per cent) consider their qualifications to be excellent or good matches to their teaching assignments. Only four per cent say the assignment is not an adequate match or not a match at all to their teaching qualifications. Most (80 per cent) describe themselves as very well or well prepared for their teaching assignments. Only four per cent say they are not well prepared.

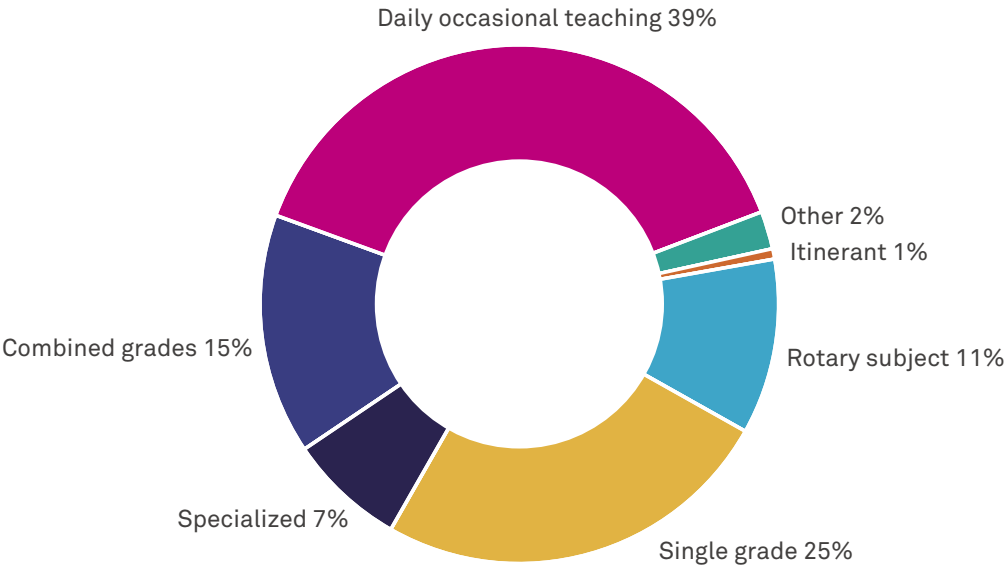
²² Among those resident in Ontario, 59 per cent started as daily occasional teachers.

Most secondary teachers are also positive about the match of their teacher qualifications to their assignments. The majority of them (76 per cent) rate the match as excellent or good. Seven per cent say their assignments are not an adequate match or not a match at all to their teaching qualifications. A similar majority (76 per cent) also say they are well prepared for their assignments, with four per cent describing themselves as not well prepared.

One in five employed teachers with Intermediate-Senior qualifications teach

wholly (14 per cent) or partly (six per cent) in elementary schools toward the end of the first year following graduation. Just two per cent of Primary-Junior certified teachers in their first year teach wholly at the secondary level, and four per cent teach at the secondary level for part of their assignments. The majority (77 per cent) of Junior-Intermediate certified teachers with first-year teaching jobs teach in elementary schools, 12 per cent in secondary, and 11 per cent have assignments in both.

First-year elementary year-end teaching assignments



Many early-career teachers still experience employment insecurity; most are positive about teaching career

About four in five employed first-year (82 per cent) and second-year (78 per cent) teachers rate their overall teaching experience as excellent or very good. More than three in five also rate positively their confidence, preparedness, professional satisfaction, the appropriateness of their assignments and the support they receive from colleagues. Very few say their experience

is unsatisfactory regarding any of the foregoing.

More than one in three respond positively with respect to their sense of job security but another roughly one in three identify job security as an issue for them. Nonetheless, the majority (63 per cent of first-year and 54 per cent of second-year teachers) are optimistic about their professional future, with 12 and 17 per cent respectively saying they consider their future professional outlook unsatisfactory.

First- and second-year teaching experience, all graduates

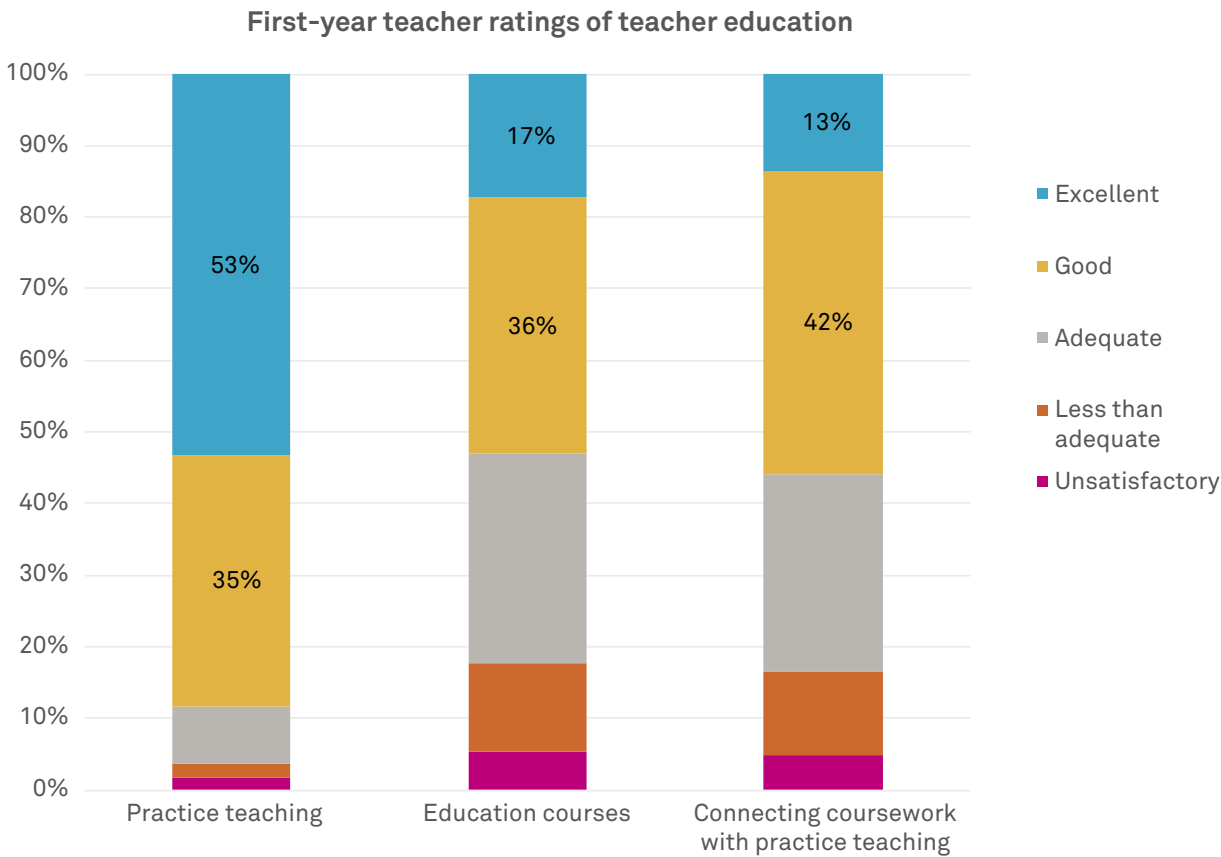
Assessment area	% excellent or very good		% unsatisfactory or very unsatisfactory	
	1 st year	2 nd year	1 st year	2 nd year
Overall teaching experience	82%	78%	5%	6%
Confidence	66	68	5	5
Preparedness	68	72	5	5
Professional satisfaction	65	58	8	8
Appropriateness of assignment	64	65	7	8
Support from colleagues	71	64	7	8
Optimism for professional future	63	54	12	17
Job security	38	36	34	34

5. Initial teacher education, induction and professional development

Recent graduates positive about teacher education

First-year teachers who completed Ontario teacher education programs highly value their practice teaching as

a positive foundation for teaching. The majority (53 per cent) say their practice teaching was excellent preparation for teaching with a further 35 per cent rating it as good.



Although the majority of these first-year teachers also rate their education coursework as excellent or good, their assessments of their courses falls well below that given to their practice teaching. Just 17 per cent rated their courses as excellent and another 35 per cent as good. Ratings on connecting their courses and practice teaching such that they mutually inform one another show a distribution similar to the course work ratings. Only 13 per cent described this integration in their teacher education as excellent, with another 42 per cent rating it as good.

Very few (four per cent) of these Ontario education graduates consider their practice teaching experience less than adequate or unsatisfactory. One in six (17 per cent) say their courses and the connecting of coursework with practice teaching was less than adequate or unsatisfactory.

Content and skill areas in focus

In our survey, first-year teachers were presented with a comprehensive set of foundational professional knowledge content and pedagogical skills, and they indicated the level of their agreement with statements that:

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

These knowledge and skill competencies were identified through the Ontario College of Teachers research and consultations as central to support the province's enhanced teacher education program introduced in 2015. Additional areas of current interest were also included for response.

Ratings were selected on five-point scales from strongly agree to strongly disagree and the detailed results are presented in an appendix to this report. Results are presented separately for first-year teachers with primarily elementary or primarily secondary school teaching jobs.

Teacher education ratings reflect very positive (4.0 and above), positive (averaging 3.5 – 3.9) or neutral (3.0 – 3.4) for most areas of foundational knowledge and pedagogical skills. Some areas resulted in less than positive ratings (2.9 and lower).

As in previous years, elementary and secondary teachers identified teaching combined grades, report card preparation, preparation for daily occasional or supply teaching, and supporting French-language learners in the less positive grouping (2.9 and below). Secondary teachers also assigned less than positive ratings to parent engagement and communication, and mathematics curriculum and pedagogy.

Overlaying responses to questions about areas in the teacher education program, professional preparedness, and priority on future professional development, some specific content or skill areas stand out. An analysis *below* highlights:

- areas for which the average rating for initial teacher education was neutral or lower (3.4 and below), and

- where the area also scored either comparatively low in the respondent ratings of their own preparation in the area (3.0 and below) and/or very high in ongoing professional development priorities (4.0 or above).

ELEMENTARY TEACHERS

Teacher education area rated 3.4 or below	Low rating for own preparation	High PD priority
Classroom management and organization		X
Mental health, addictions and well-being		X
Politique d'aménagement linguistique (PAL) de l'Ontario		X
Child and adolescent development and student transitions		X
Parent engagement and communication		X
Supporting English-language learners **	X	X
Teaching combined grades	X	X
Supporting French-language learners *	X	
Report card preparation	X	X

* "Supporting English-language learners" is based on English-language program graduate responses only.

**"Supporting French-language learners" reflects the ratings of FSL-qualified and French first language program graduates only.

SECONDARY TEACHERS

Teacher education area rated 3.4 or below	Low rating for own preparation	High PD priority
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing		X
Special education		X
Connection of theory and practice in the practicum/classroom		X
Professional relationships with colleagues		X
Mental health, addictions and well-being		X
Teaching students with special needs		X
Child and adolescent development and student transitions		X
Classroom management and organization		X
Reading and literacy pedagogy		X
Supporting English-language learners*		X
Parent engagement and communication		X
Mathematics curriculum and pedagogy	X	
Supporting French-language learners**	X	
Teaching combined grades	X	
Report card preparation		X

*“Supporting English-language learners” is based on English-language program graduate responses only.

**“Supporting French-language learners” reflects the ratings of FSL-qualified and French first language program graduates only.

The foregoing areas can be considered as areas the respondents flagged they consider in need of further strengthening in teacher education and that either resulted in an assessment that their own current preparedness is insufficient and/or where they place a high priority for further professional development.

In addition to these areas, the detailed appendix identifies additional areas of continuing high priority for further professional development for which these teachers also rated their teacher education more highly. Simply put, the teacher education program did comparatively well in covering these

areas, but ongoing professional development is important to further build on these strengths. For example, elementary teachers say their teacher education did well with respect to preparation on engaging students, but this competency continues high in their PD priorities.

Similarly, there are some areas rated neutral or less than positive in teacher education that they neither identify as areas of low personal preparedness for teaching nor continuing high professional priorities.

2018 survey provides early, initial data on effects of enhanced teacher education program

Responses from first-year teachers included the first large set of graduates from the enhanced teacher education program first introduced in 2015. Ratings that these teachers assign to their teacher education program is valuable as it highlights (1) impressions of the overall experience following the increase in

program duration and (2) impressions of specific content and skill areas that were newly introduced with the program.

Generally, graduates of these programs report positive ratings for most areas, with many rated as excellent. Responses do reveal less positive responses across some areas, however, as discussed earlier.

Teacher Education Area	Elementary Teachers Rating*	Secondary Teachers Rating*
Observing experienced teachers	4.2	4.1
Lesson planning	4.2	4.2
Professional conduct and ethics, professional boundaries with students and parents	4.1	4.1
Theories of learning and teaching and differentiated instruction	4.1	4.1
Education law and standards of practice	4.1	3.8
Safe and accepting schools / creating of a positive school climate	3.9	4.0
Adapting teaching to diverse learners	3.9	3.8
Knowledge of the Ontario context	3.9	3.5
Coaching and feedback on my teaching	3.9	3.7
Instructional strategies	3.9	3.8
Engaging students	3.8	3.5
Reading and literacy pedagogy	3.8	3.1
Mathematics curriculum and pedagogy	3.8	2.5
Use of technology as a teaching and learning tool	3.8	3.6
Inquiry-based instruction	3.8	3.4
Special education	3.7	3.6
Depth and breadth of Ontario curriculum	3.7	3.5
Inquiry-based research, data and assessment	3.7	3.5
Connection of theory and practice in the practicum/classroom	3.6	3.4
Pedagogy, assessment and evaluation for your specific curriculum areas	3.6	3.8
Addressing equity of access and outcomes for all students	3.6	3.7
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing	3.6	3.6

Teacher Education Area	Elementary Teachers Rating*	Secondary Teachers Rating*
Professional relationships with colleagues	3.6	3.4
Foundations of education courses	3.6	3.5
Teaching students with special needs	3.6	3.5
Student observation, assessment and evaluation	3.5	3.6
Use of educational research and data analysis	3.5	3.3
Program planning	3.5	3.6
Mental health, addictions and well-being	3.3	3.4
Classroom management and organization	3.2	3.2
Parent engagement and communication	3.2	2.8
Supporting English language learners	3.2	3.0
Politique d'aménagement linguistique (PAL) de l'Ontario	3.1	3.1
Child and adolescent development and student transitions	3.0	3.2
Daily occasional or supply teaching	2.7	2.1
Teaching combined grades	2.5	1.9
Supporting French language learners	2.4	2.1
Report card preparation	1.9	1.6

**Results reflect responses from first-year teachers with primarily elementary or primarily secondary school teaching jobs.*

Induction program highly valued

The New Teacher Induction Program (NTIP)²³ provides professional learning support for many teachers in permanent and long-term occasional positions in Ontario district school boards during their first two years of teaching. The NTIP assists with professional growth and development for entry to a challenging profession.

Most first-year teachers (88 per cent) with permanent teaching jobs in Ontario district school boards in 2018 say they participate in the NTIP, as do more than one in three (38 per cent) of those with long term occasional appointments (97 or more teaching days). Four per cent of other first-year teachers in Ontario district school boards report they also participate in NTIP. Among second-year

²³ 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.

teachers, 71 per cent with permanent appointments and 37 per cent with long term occasional appointments (97 or more teaching days) participated in the NTIP.

The majority of first-year NTIP participants in permanent teaching jobs say they were oriented to their school boards (66 per cent), mentored by experienced teachers (84 per cent) and formally evaluated by their school principals (66 per cent). Further, 43 per cent report having received an orientation to their individual school.

NTIP participating second-year teachers in permanent jobs report lower participation than first-year permanent contract teachers in mentoring (56 per cent), but support on the other three elements of the NTIP is similar to the first-year group.

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 long term occasional contracts say they were mentored by experienced teachers (78 per cent) and had a formal evaluation by their school principal (63 per cent). One in three had an orientation to their school board (34 per cent) and to their individual

school (31 per cent). Mid-school year timing of some long term occasional appointments may explain in part their lower levels of participation in some of these program elements.

Professional development in many content areas identified as NTIP elements is common among first-year program participants. Use of technology, planning, assessment and evaluation, literacy, student success, and equity and diversity are the most frequent professional development areas cited in 2018. Only seven per cent of NTIP participants with permanent appointments and 12 per cent of the long term occasional (97+ days) respondents say they had no professional development in any of the NTIP professional development priority areas. *Please see table, on next page.*

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 as very helpful or helpful across a wide range of practical day-to-day teaching areas. Few give negative ratings (somewhat unhelpful or not helpful at all) to support they receive (from 11 to 15 per cent).

First-year NTIP participant professional development

PD area	Permanent appointments	LTO Appointments (97 days+)
Use of technology	49%	21%
Planning, assessment and evaluation	43	44
Literacy	40	32
Student success	38	26
Equity and diversity	37	37
Teaching students with diverse needs	35	25
Classroom management	34	26
Numeracy	32	33
Mental health awareness	32	33
Inclusive education	26	33
Safe schools	25	33
Effective parent communication	15	4
Early learning	9	7
None of the above	7	12

Ratings of first-year assistance to NTIP participants

Type of assistance	Positive rating	Negative rating
Help with report card preparation	75%	11%
Feedback from mentor on my teaching	74	11
Curriculum planning with my mentor(s)	73	12
Finding effective teaching resources	67	14
Advice on supporting individual students	67	11
Mentoring on classroom management	66	11
Observation of my mentor's teaching	64	12
Personal well-being supported	64	13
Mentoring on instructional methods	63	14
Observation of other teachers' practices	61	14
Preparing for parent communication	59	12
Mentoring on student evaluation	57	13
Information on administrative matters	56	15

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

- most (85 per cent) first-year NTIP participants say they met monthly with their mentor(s)—41 per cent say this was less than one hour per month, 23 per cent report such meetings for one to three hours per month and 21 per cent for more than three hours per month
- however, most say no experienced teacher (mentor or other teacher) observed them in their classrooms (64 per cent) or that this happened less than one hour per month (24 per cent), and
- similarly, most say they had no opportunity (56 per cent) to observe another teacher's teaching practice (mentor or other teacher) or that such opportunities were less than one hour per month (26 per cent).

New teachers highly engaged in professional development

Most Ontario graduates employed as first- and second-year teachers in Ontario engaged in professional development at a moderate to high level in the 2017-18 school year.

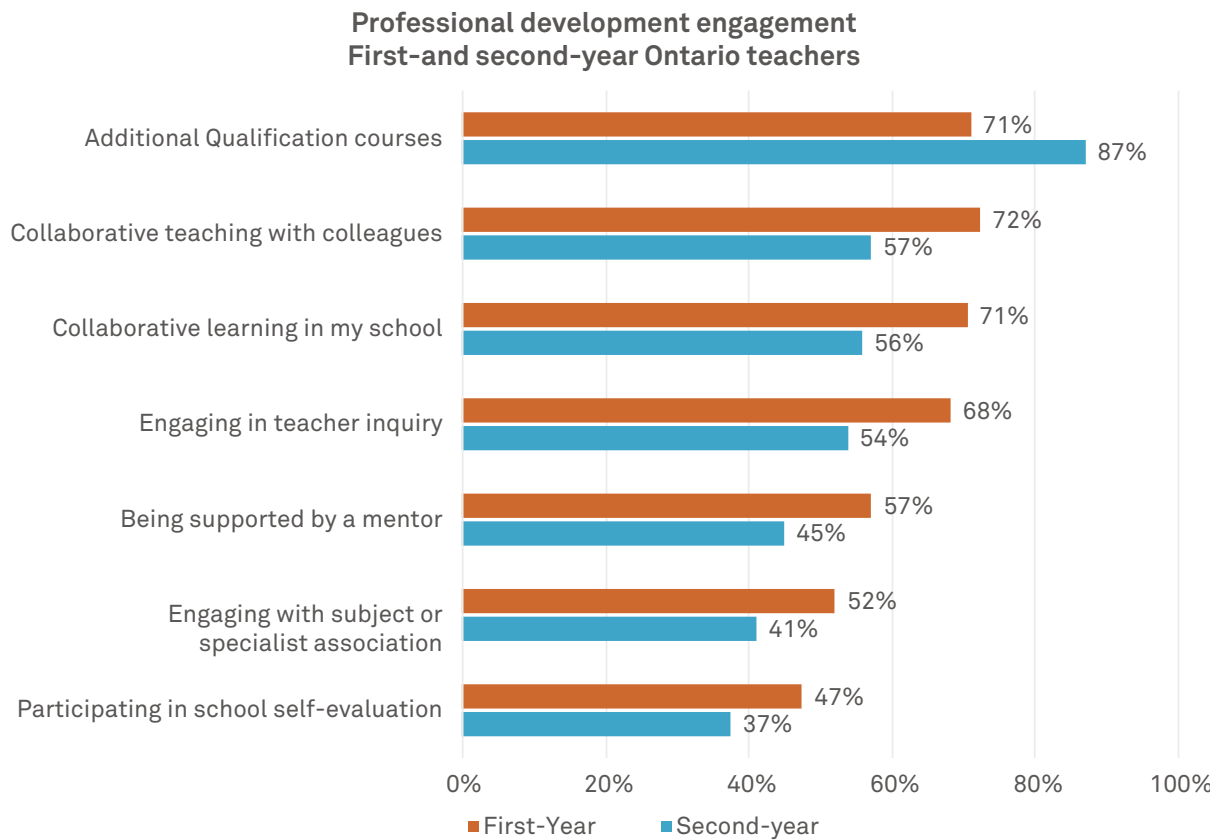
Most first-year education program graduates (71 per cent) teaching in Ontario in 2018 report they completed one or more Additional Qualifications and/or Additional Basic Qualifications courses. Two in five (39 per cent) had already completed two or more courses. Among second-year graduates teaching in Ontario in 2018, 87 per cent had completed AQs or ABQs, with 66 per

cent reporting two or more additional qualifications.

One in four (23 per cent) first-year teachers in Ontario this year report they completed a mathematics Additional Qualification, including 32 per cent of those with Primary-Junior basic qualifications. One in four (24 per cent) say they hold FSL qualifications.

Among second-year teachers in 2018, almost one in three (30 per cent) report they have completed a mathematics Additional Qualification, including 43 per cent of those with Primary-Junior basic qualifications. One in four (24 per cent) of this group say they hold FSL qualifications, the same percentage as first-year teachers in 2018.

More than two in three first-year teachers engage at a moderate to high level in collaborative teaching with colleagues, in collaborative learning in their schools and through engaging in teacher enquiry. More than half report working with a mentor and/or engaging with subject or specialist associations. In addition, almost half of them participate at a moderate or greater level in school self-evaluations. Second-year teachers in 2018 also report substantial but somewhat lesser levels of engagement in these areas.



Elementary and secondary teachers in their first year after licensing place high priority on a broad range of foundational professional knowledge and pedagogical skills. The list, which is lengthy for both elementary and secondary teachers, highlights the importance placed on continuing professional development following the early teaching experiences of new teachers.

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

- Engaging students
- Classroom management and organization
- Instructional strategies
- Adapting teaching to diverse learners
- Student observation, assessment and evaluation
- Program planning
- Teaching students with special needs
- Coaching and feedback on my teaching
- Special education
- Mental health, addictions and well-being
- Reading and literacy pedagogy
- Safe and accepting schools / creating of a positive school climate

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

- Engaging students
- Mental health, addictions and well-being
- Classroom management and organization
- Adapting teaching to diverse learners
- Pedagogy, assessment and evaluation for your specific curriculum areas
- Instructional strategies
- Program planning
- Safe and accepting schools / creating of a positive school climate
- Student observation, assessment and evaluation

6. Daily occasional teaching

Majority of Ontario-resident first-year teachers start careers on daily occasional rosters and many continue for two or more years

Early-career daily occasional roster teaching is much more common for teachers employed in Ontario publicly funded school boards than for those employed in independent schools and outside the province. The following chart describes early-career daily occasional teaching by teachers employed in Ontario district schools reported in our 2018 survey.²⁴

Some gains are evident in the experience of teachers employed in the Ontario publicly funded school systems over the past three years. Initial teaching in district school boards continues to be the route in for about two-thirds (67 per cent in 2016 and 63 per cent in 2018). At the end of their first, second and third years in 2018, however, they report significantly lower rates of occasional teaching. First-year teachers report 45 per cent daily occasional contracts in 2018 compared with 52 per cent back in 2016. Similarly, daily occasional teaching dropped over the past two years from 47 to 36 per cent in year two and from 47 to

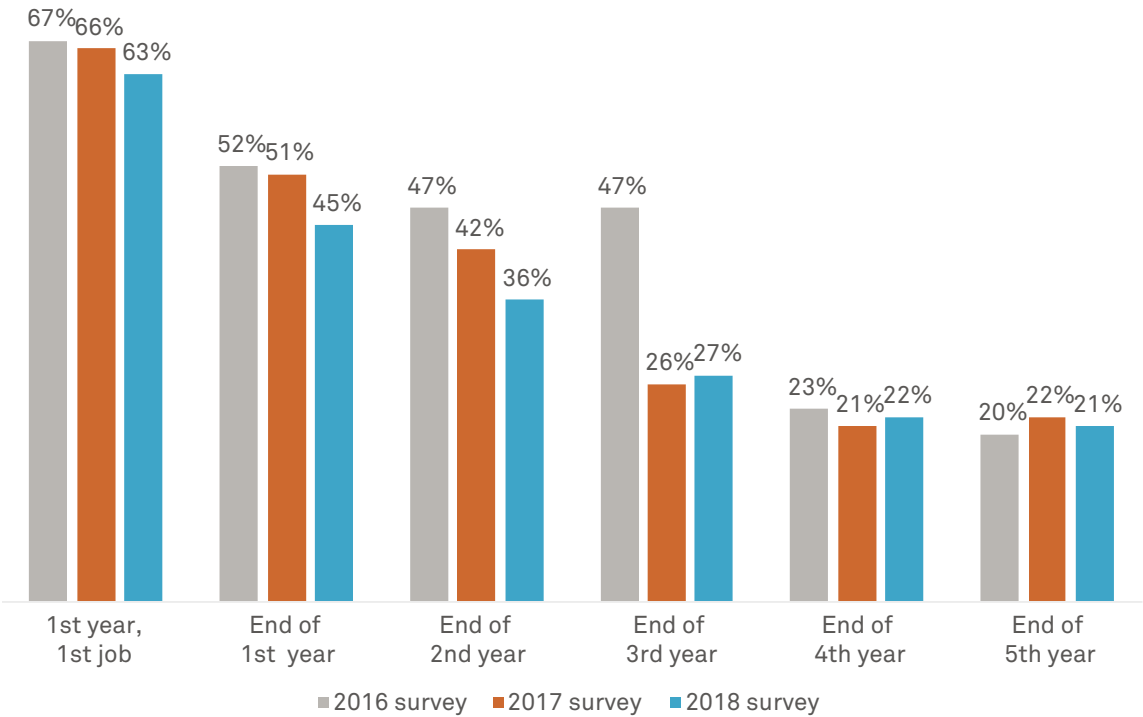
27 per cent in year three. In 2018, fourth and fifth year teachers report similar rates of daily occasional teaching as we found for the equivalent years back in 2016. See *chart on next page*.

First-year Ontario occasional roster teachers are now assigned more teaching days and more consider themselves fully employed

In 2018, three in five (62 per cent) of Ontario-resident daily occasional teachers who continued on rosters through to the end of the school year report they were assigned four to five days per week. This daily assignment rate is up sharply from just 32 per cent in 2016. See *chart on page 59*.

²⁴ In 2018, Ontario graduates employed in Ontario independent schools and out of province in their first year report just 12 per cent daily occasional teaching as the entry-teaching job and seven per cent toward the first-year end.

Daily occasional teaching by years since initial licensing:
Ontario resident district school board teachers



I find that the market for daily occasional teachers has really opened up. There is a shortage of occasional teachers and I am hoping that this will also make it easier to gain a permanent position.

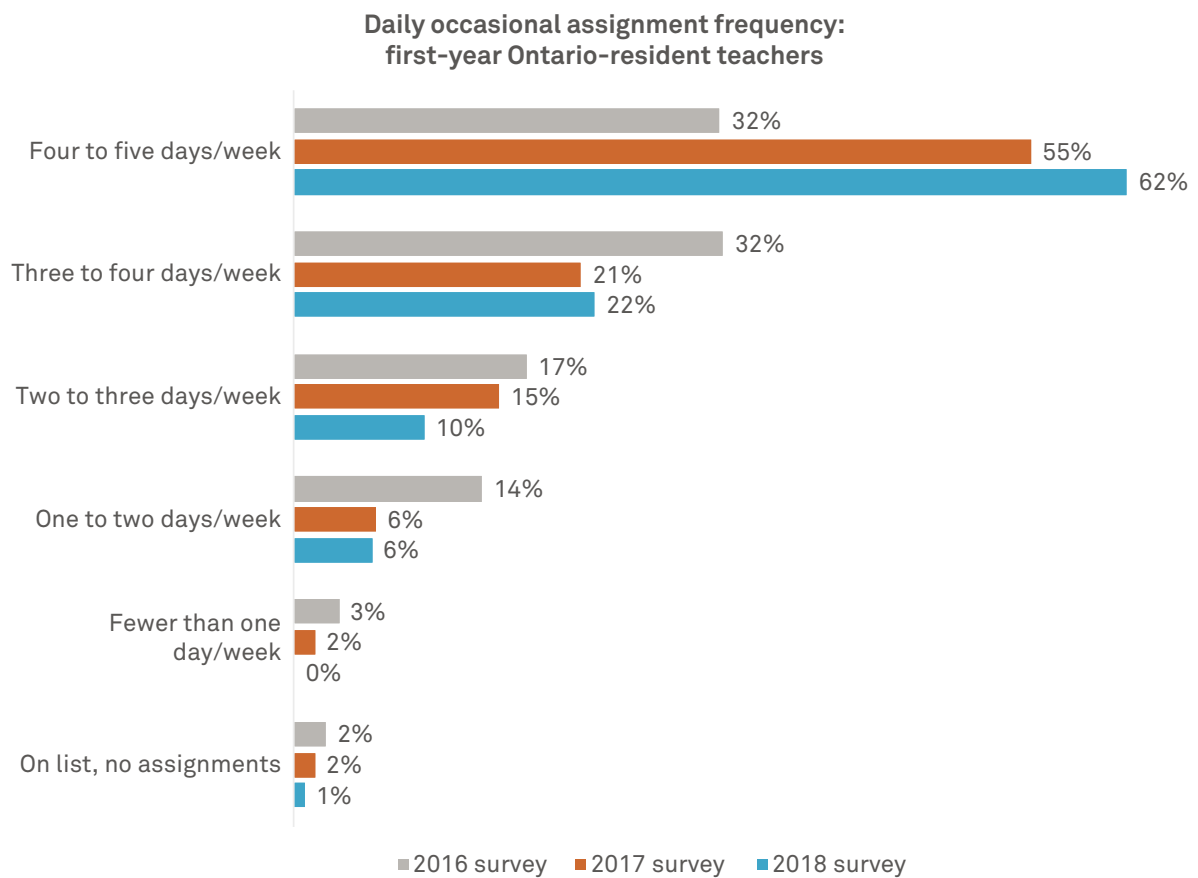
2017 Primary-Junior graduate teaching four to five days/week on daily occasional roster, Ottawa region English district school board

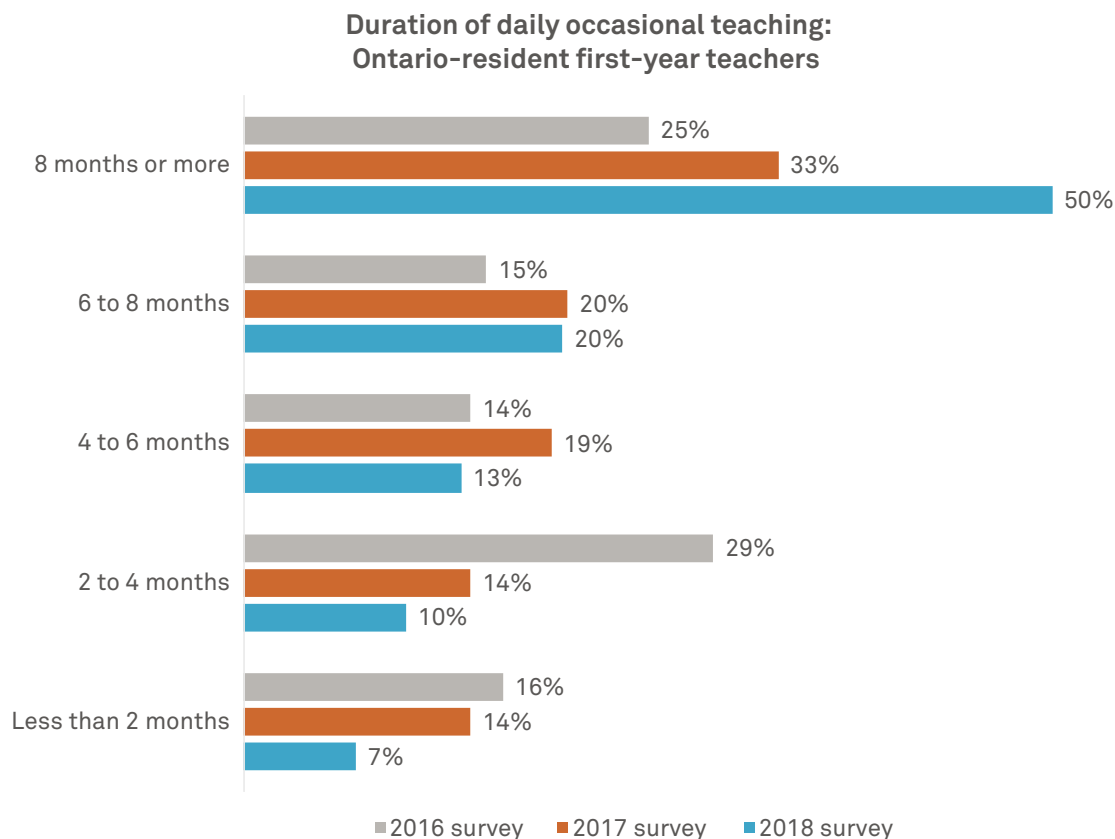
The 2018 survey also shows a significant increase in the duration of first-year teacher daily occasional teaching over the past three years. In other words, greater proportions join daily occasional rosters earlier in the school. In 2018, fully half (50 per cent) of them were on daily rosters for eight or more months. This compares with just 25 per cent back in 2016. At the shorter duration end, just 17

per cent were on rosters for four or fewer months in 2018 compared with 45 per cent in 2016. See chart on following page.

In 2018, more than four in five (83 per cent) first-year teachers who taught on daily occasional rosters say they taught as much as they wanted throughout the school year. This is up from 65 per cent in our 2017 survey and 51 per cent in 2016.

By year-end, most (94 per cent) who continued on daily occasional lists say they completed 20 or more days of teaching.





Daily occasional teaching experience is improving for English-language teachers in district school boards as job market over-crowding recedes

As we review earlier in this report, English-language teachers in Ontario have a high rate of first-year daily occasional teaching (50 per cent in such assignments near the school year-end). This compares with 31 per cent among FSL-qualified teachers and just three per cent among French-language program graduates. For this reason, we look more closely at recent improvements in the experience of the group of English-language district school board teachers.

With fewer early-career teachers competing for available opportunities in English-language district school boards over the past few years, there are discernable improvements since 2016 in the daily occasional teaching experience of these first-year English-language program graduates who do not hold FSL qualifications.

Fewer teachers of this sub-set of Ontario first-year English-language teachers are still on daily occasional rosters at school year end, down from 67 per cent in 2016 to 58 per cent in 2018.

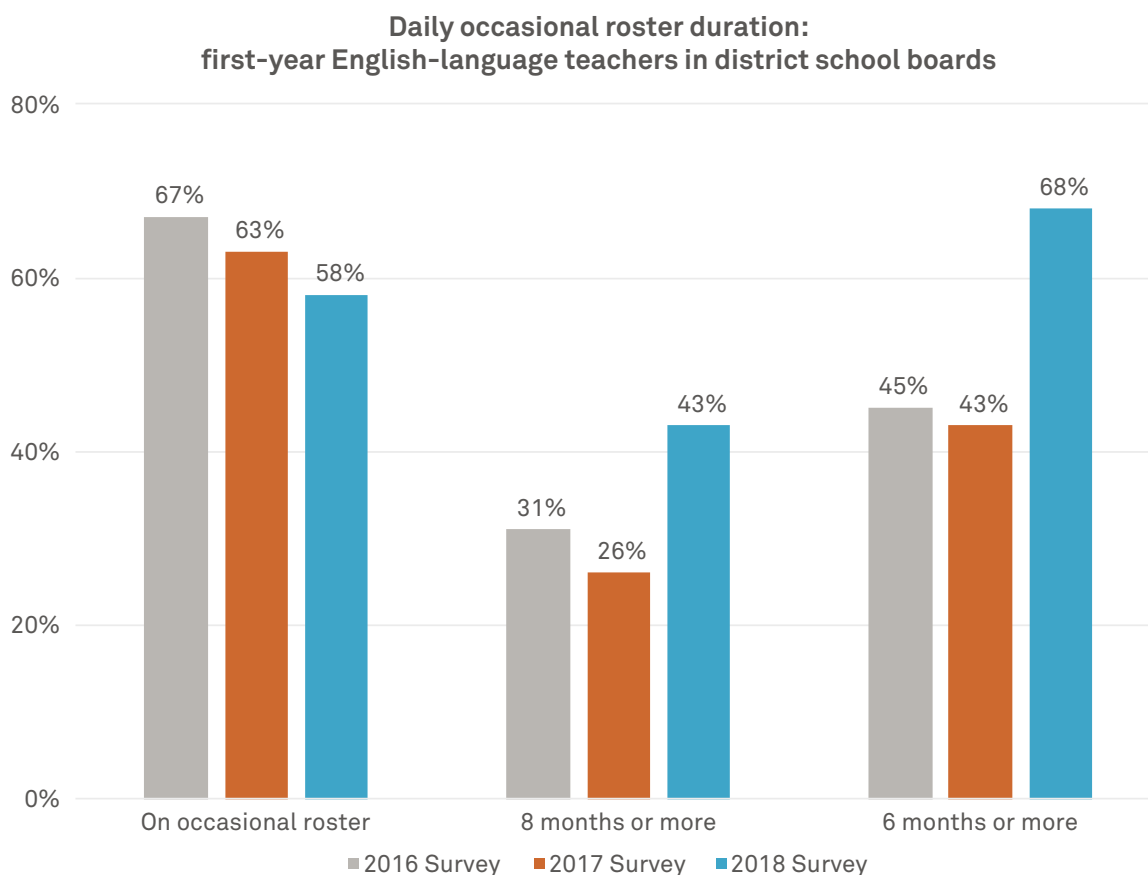
Among those who are on rosters, they also start earlier in the school year with those on rosters for eight or more months rising from 31 to 43 per cent and those on rosters for six or more months rising from 45 to 68 per cent. See chart below.

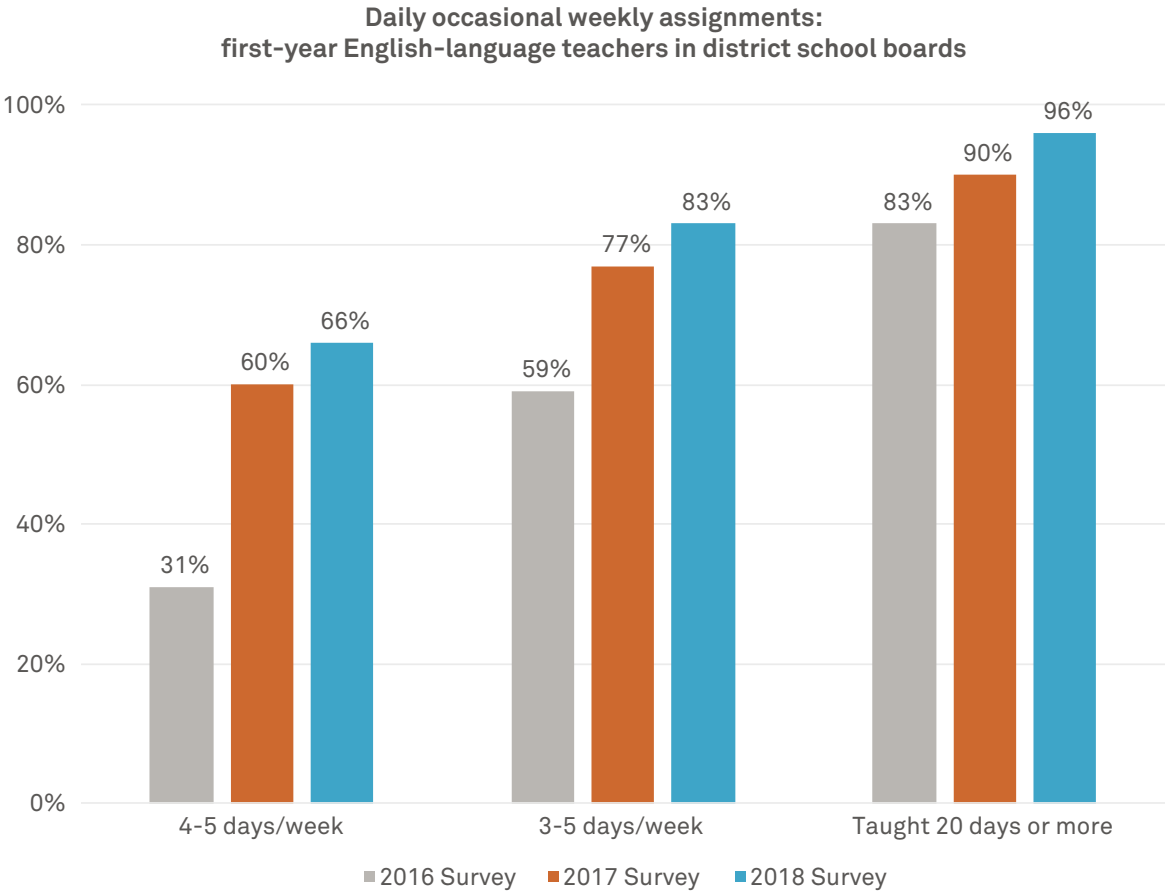
These daily occasional teachers are also getting increased weekly teaching assignments—those reporting four to five days/week up from 31 to 66 per cent and those with three to five days up from 59 to 83 per cent.

In addition, reports on completing at least 20 days in a single board rose from 83 per cent in 2016 to 96 percent in 2018. See chart on following page.

Less professional development support for daily occasional teachers

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





This gap is evident across a wide range of in-school and out-of-school professional development activities. Daily occasional teachers report less involvement in school self-evaluation projects, support from mentors, collaborative learning projects and collaborative teaching. Fewer of them connect with subject or specialist associations and fewer engage in teacher enquiry.

Professional development gap for daily occasional teachers in Ontario

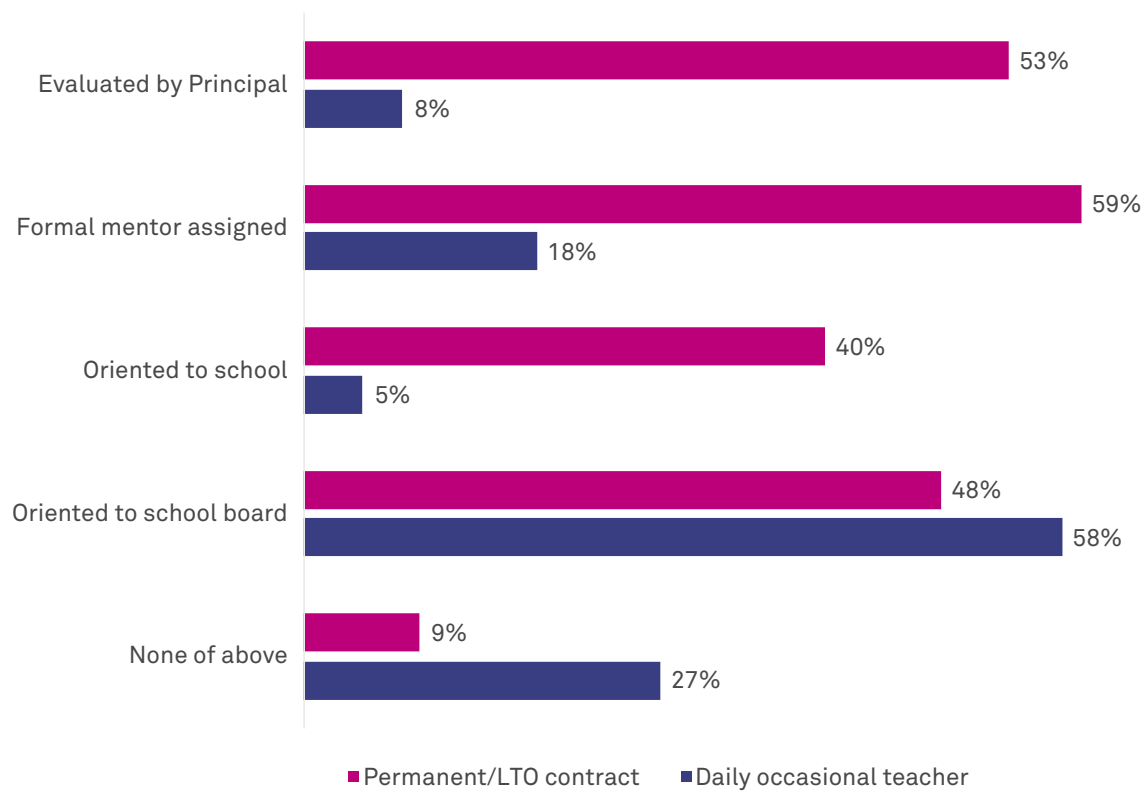
Nature of professional development	Licensed in 2017		Licensed in 2016	
	Daily occasional	Permanent and LTO	Daily occasional	Permanent and LTO
Participating in school self-evaluation	21%*	57%	15%	56%
Being supported by a mentor	25	59	27	59
Engaging with subject or specialist associations	31	55	29	55
Collaborative learning in my school	32	77	31	75
Collaborative teaching with colleagues	39	69	33	75
Engaging in teacher enquiry	40	61	42	64
Participating in Additional Qualification courses	75	67	86	88

**% reporting moderate to very high engagement in types of professional development and % reporting completion of one or more AQs or ABQs*

The one exception to this pattern of more limited professional development is enrolment in Additional Qualification courses. Three in four first-year Ontario daily occasional roster teachers completed one or more Additional Qualification courses, an even greater participation rate than among their colleagues with permanent and long term occasional teaching jobs (67 per cent). By the end of the second year, the rates of Additional Qualification course completion are equivalent (86 and 88 per cent).

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

Daily occasional teacher in-school support gap



7. Attachment to profession

Current rate of early-career non-renewal of College membership much higher in 2018 than in pre-surplus year 2005

Seven per cent of Ontario faculty of education graduates licensed in 2017 failed to renew their College membership in 2018. Among those who first got their OCT licences in 2013, 17 per cent are no longer members in good standing five years later in 2018.²⁵

Much of this increased pace at which early-career members drop their College membership may be job market related. Although further research would be required to confirm this, it is reasonable to assume that attrition is greatest among those who failed to gain substantial teaching employment in Ontario during the teacher surplus years. *See chart on next page.*

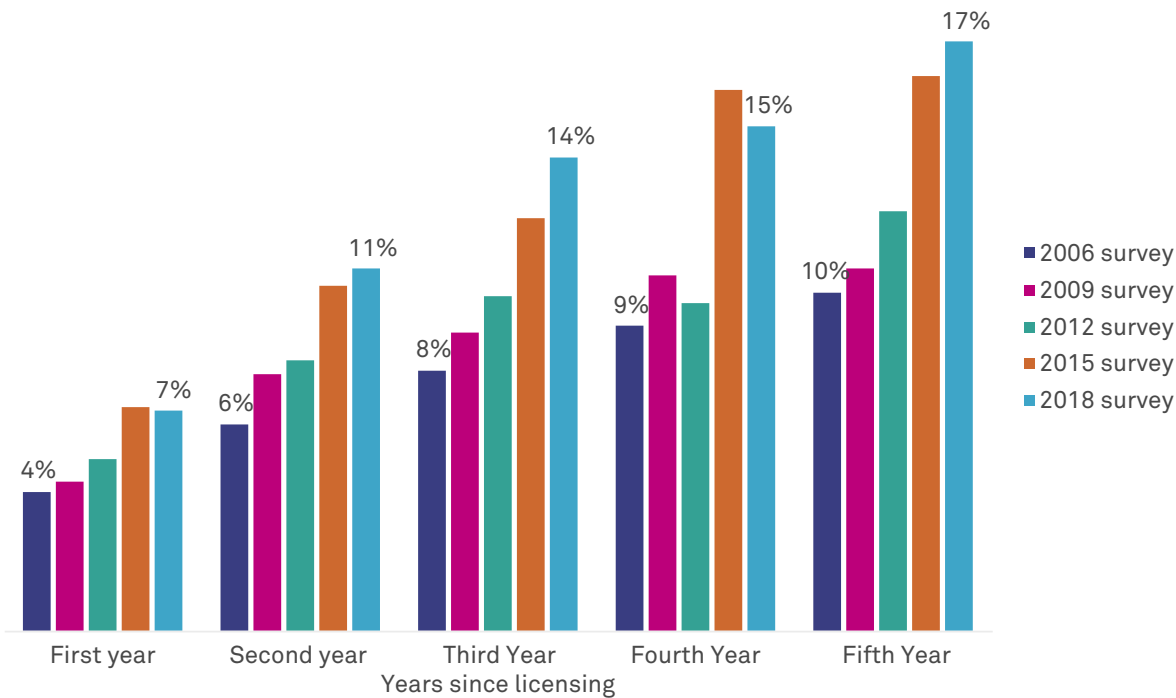
Ontario faculties of education are the source of most newly-licensed teachers each year, on average about 85 per cent of new Ontario teachers in recent years. Attrition rates for newly-licensed Ontario teachers from other institutions and

geographic origins also increased in the past few years. Rates of loss from most of these groups are greater over five years than the losses from Ontario teacher education graduates.

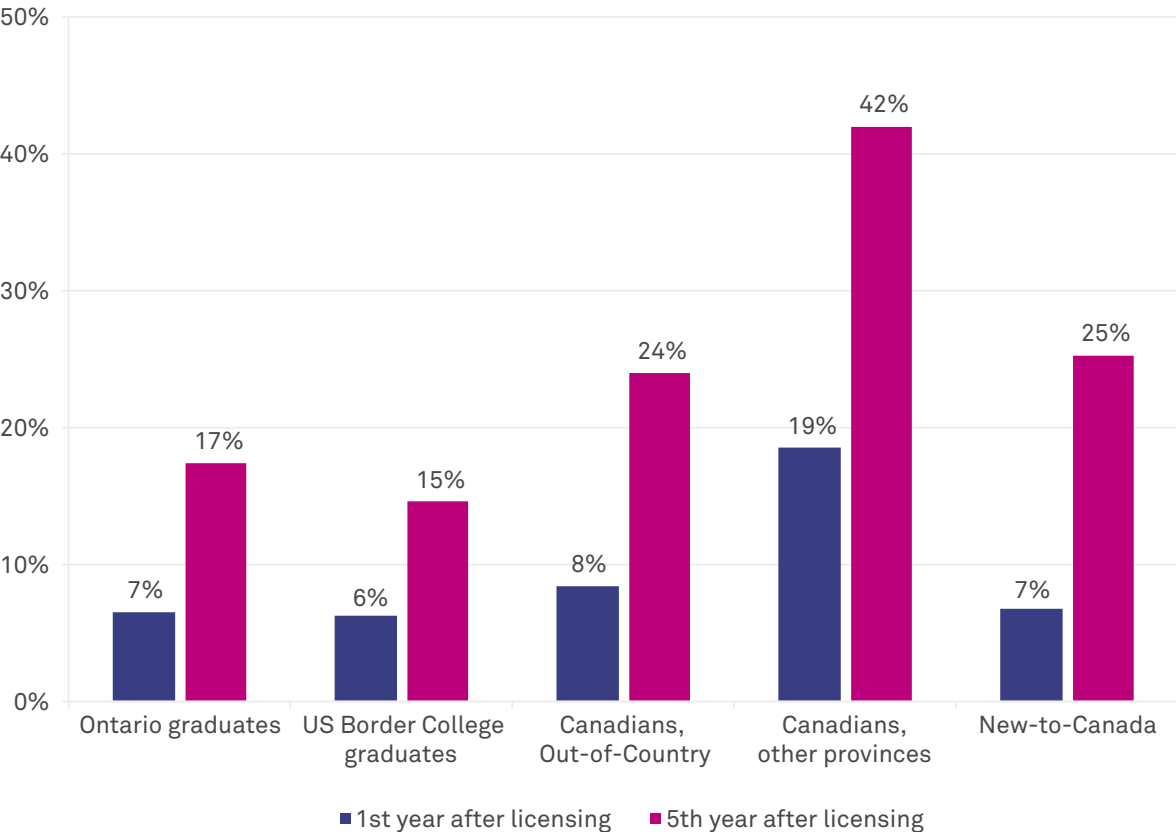
Canadians who complete teacher education in other provinces and subsequently migrate to Ontario have the highest rate of attrition. More than two in five of them drop their Ontario teaching license within five years of initial membership in the College. New-to-Canada teachers and Canadians (mainly Ontarians) who complete their teacher education in another country prior to obtaining their Ontario teaching license have about a one in four rate of attrition over five years. The loss rate among Ontarians who complete teacher education in US border colleges is similar to Ontario faculty graduates.

²⁵ The high level of second-year teacher attrition in 2017 is an anomaly associated with the volume of Ontario graduates from previous years who applied for College membership in 2015. Many appeared to do so to keep open the possibility of entering teaching careers at some time in the future without the requirement of additional course work required with the introduction of the enhanced teacher education program in Ontario.

Ontario graduate lapsed College memberships over first five years after initial licensing:
2006 to 2018 survey years

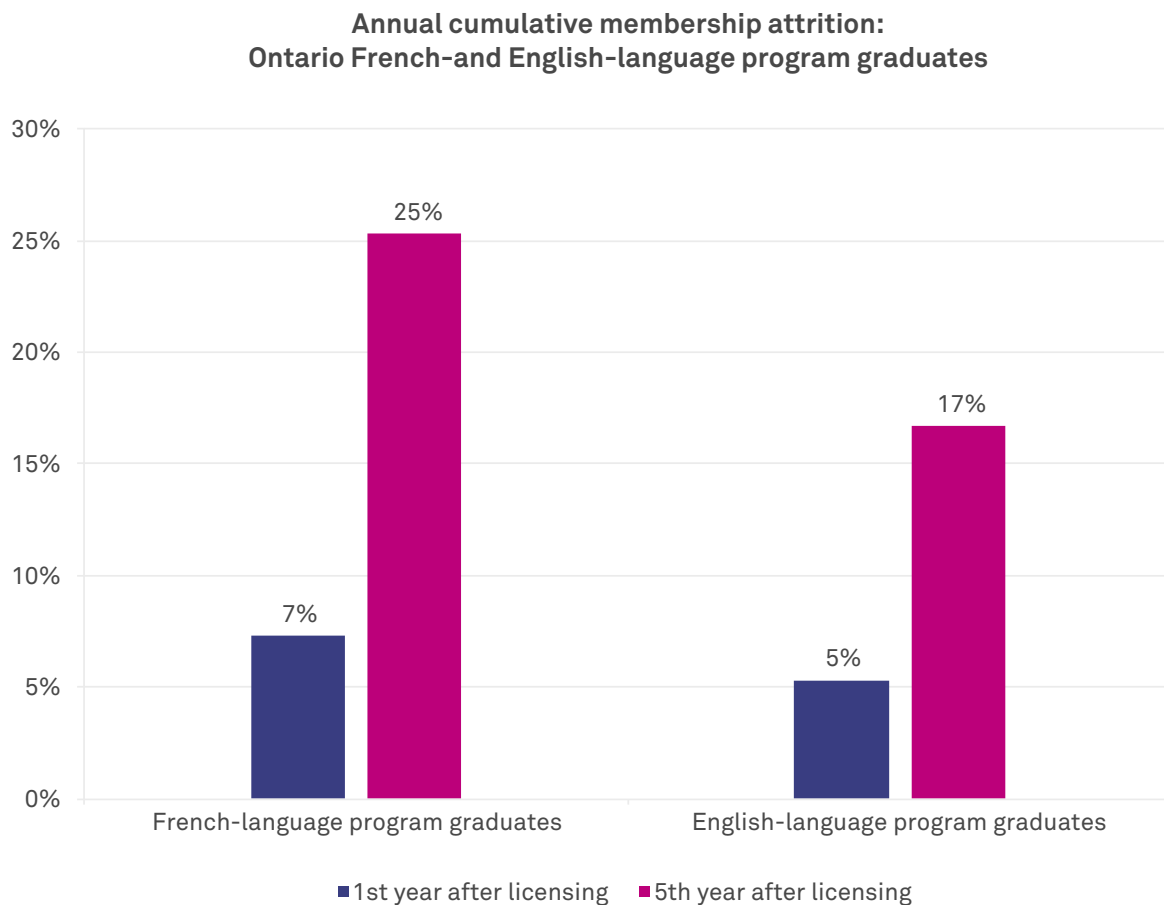


Early-career new member losses by source and teacher education origin



Attrition rates are different for French- and English-language program graduates in Ontario. About one in four French-language program graduates drop their Ontario teaching licence over the five years following certification.²⁶ Both English- and French-language program graduate membership losses accelerated in the past decade. See *chart below*.

Some of this historic difference is likely associated with French-language program education candidates who are from Québec and return to Québec to teach in the early years following graduation, allowing their Ontario teacher certification to lapse sometime after they do so.



²⁶ We recommend some caution in interpreting the high second-year loss rate among French-language program graduates. The 2016 licensure cohort was exceptionally small owing to the transition to the four-semester program begun in 2015.

8. French-language initial teacher education program graduates

Annual French-language initial teacher education supply context

The chart below summarizes the annual number of newly-licensed teachers with French-language basic qualifications over the past four years and forecast through 2020. In addition to graduates of French-language programs at Laurentian and Ottawa universities, there are on average about 100 newly-licensed teachers who complete their teacher education programs in other provinces and countries prior to obtaining an Ontario Teaching Certificate with French-language basic qualifications in some combination of primaire, moyen, intermédiaire and/or supérieur. See table below.

French-language program graduate response rate lower than English-language graduates

French-language program graduate *Transition to Teaching* survey response rates are usually lower than English-language graduate rates. In 2018, the overall response rate for the three surveys directed to Ontario education graduates is 13 per cent for French program graduates, compared with 18 per cent for English program graduates. Similarly, the first-year survey response rate is 19 per cent for French program graduates, 24 per cent for English program graduates.

Newly-licensed teachers with French-language qualifications (Ontario faculties and other)			
	New teachers licensed annually		
Year	Laurentian and Ottawa graduates	Out-of-province educated	Total
2013	732	73	805
2014	693	84	777
2015	835	97	932
2016	87	122	209
2017	316	104	420
2018	354	87	441
2019 (forecast)	310 (forecast)	100 (forecast)	410
2020 (forecast)	390 (forecast)	100 (forecast)	490

In 2018, we invited 2,610 Ontario French-language program graduates to participate in the three surveys directed to Ontario education graduates. Total responses from these graduates stand at 348 individuals. Results as a whole for these French-language teachers are accurate within 5.3 per cent, 19 times out of 20. Margins of error for the individual surveys are high, especially so for the second-year group given the very low population and responses from teachers licensed in the enhanced program transitional year 2016.

Despite the somewhat lower return rates and higher margins of error than for the larger English program graduate group, findings this year for French-language program graduates are consistent with trends found in surveys of the comparable groups over the past five years and should be treated as generally representative of the labour market for this group. See *table below*.

French-language graduates report no unemployment for the second year in a row

The College's spring 2018 survey found no unemployed French-language program graduate first-year teachers, down sharply from the high of 22 per cent back in 2012.²⁷ The 2012 peak unemployment rate for Ontario-resident French program graduates was 18 per cent.

Underemployment fell sharply to just 13 per cent, below the peak 35 per cent rate in 2013.²⁸ Full employment reports now stand at 87 per cent of first-year French-language graduates compared with a low of 45 per cent full employment reported back in 2012.

2017 and 2018 survey unemployment rates are similar to the one per cent rate found in 2008 prior to the brief and comparatively small over supply that started in 2010, peaked in 2012 and is now gone. Underemployment reports in 2018 are similar to the pre-surplus underemployment rate back in 2008.

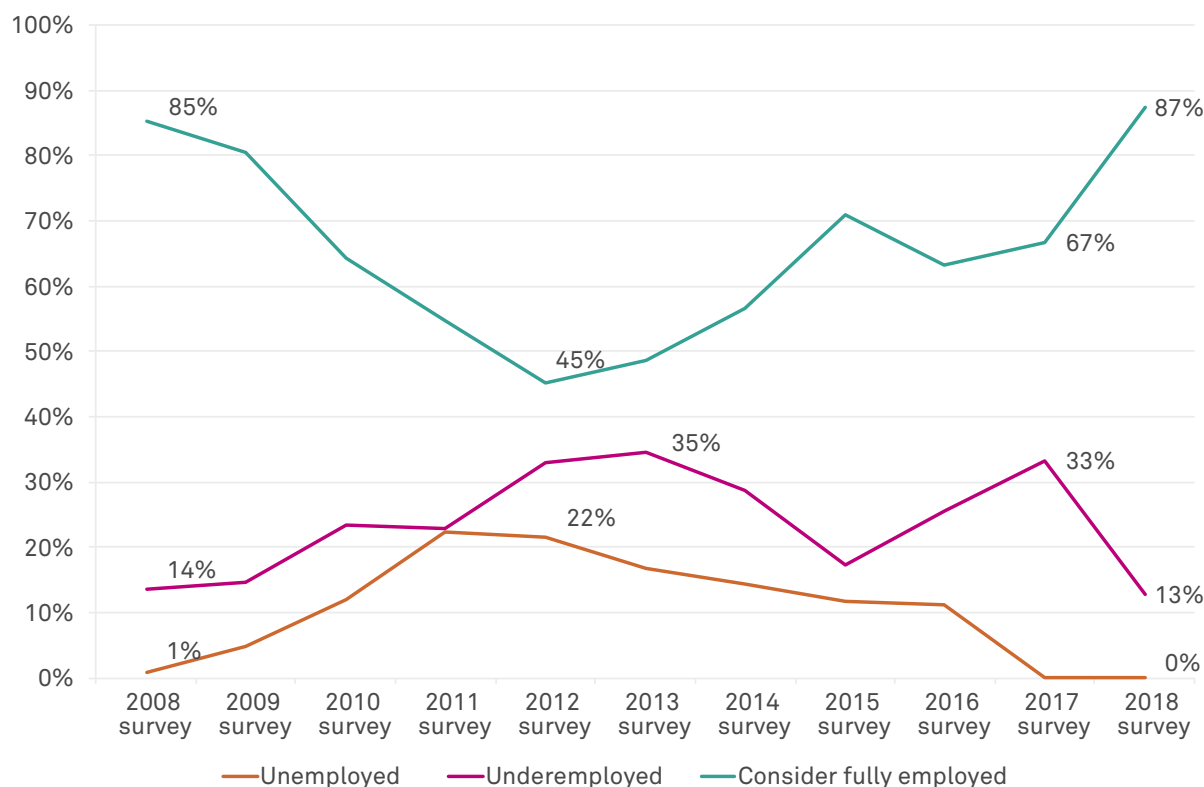
Licensing year	Sample	Responses	Response rate	Margin of error*
All years	2,610	348	13%	5.3%
2017	289	55	19	13.2
2016	58	6	10	40.0
2008, 2013, 2014 and 2015	2,263	287	13	5.8

* Survey result accuracy ranges, 19 times out of 20

²⁷ Unemployed graduates are those who look for teaching jobs but are unsuccessful finding any work as teachers, including no daily occasional teaching.

²⁸ Underemployed teachers are those who say they found some teaching employment, but not as much as they wanted throughout the first school year.

First-year teacher job search outcomes: all French-language program graduates



In 2018, 55 graduates of Laurentian and Ottawa French-language programs responded to the survey and, in 2017, just six responded.

There is a high demand and shortage of francophone teachers in the south central region.

2017 Primary-Junior French-language program graduate teaching full-time on long term occasional contract with French-language district board in Barrie region

that employment prospects for new teachers graduating from the French-language teacher education programs at Ottawa and Laurentian are excellent regardless of whether they seek jobs in Ontario or elsewhere. French district school boards should expect the current teacher shortage to continue as a significant challenge in recruiting to future teacher vacancies.

These findings, together with the forecast continuation of much lower than previous French –language graduation licensing numbers through 2020 confirm

Permanent teaching contracts come early in the careers of French-language program graduates teaching in Ontario

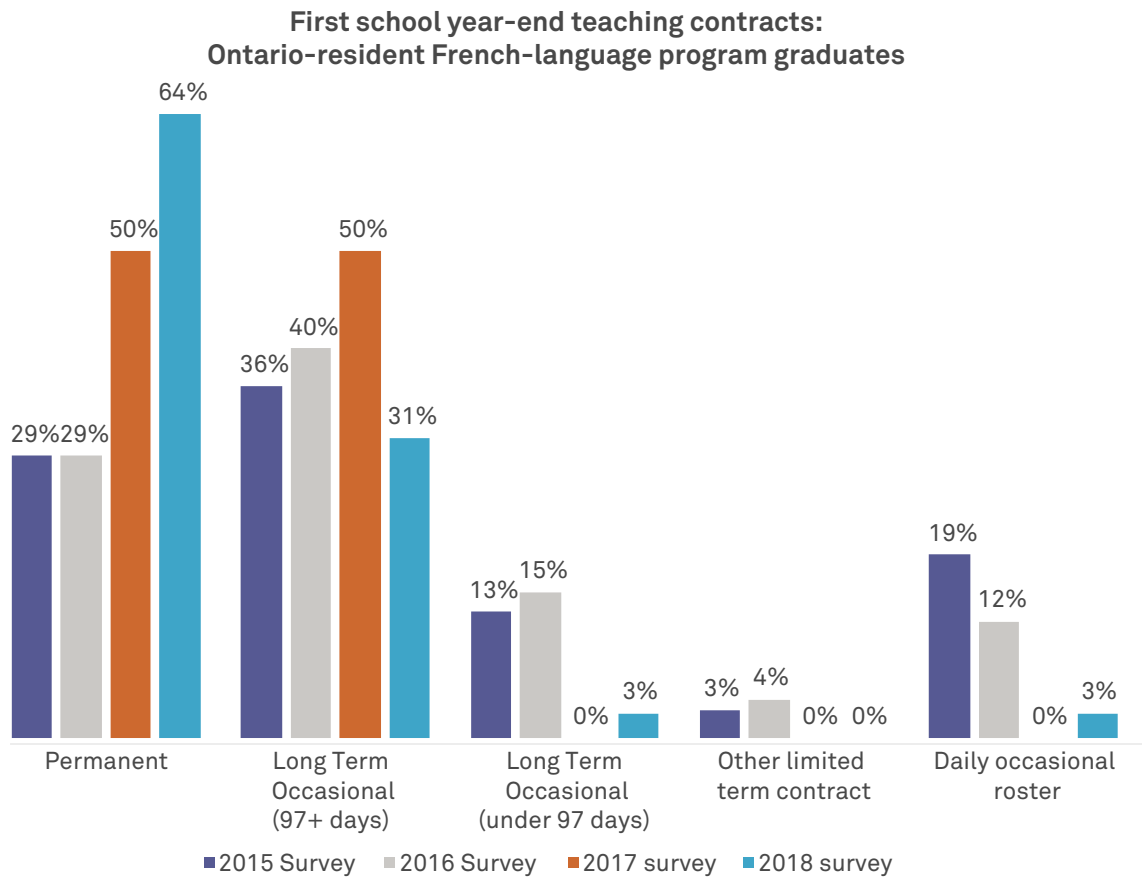
The majority of Ontario-resident French-language graduates start their teaching careers in permanent jobs (28 per cent) or as long term occasional teachers (24 per cent) with appointments of 97 or more day duration. Just one in three (35 per cent) start out on daily occasional rosters.

For most who are not offered a permanent or substantial long term occasional contract immediately, their precarious status is just a brief entrée to the field. By the first school year-end almost all of them have permanent (64 per cent) or long term occasional appointments of 97 days or greater duration (31 per cent).

There are many job opportunities for first-year teachers in Ontario.

2017 Primary-Junior French-language program graduate hired directly to a permanent contract, French-language board in Toronto and area region

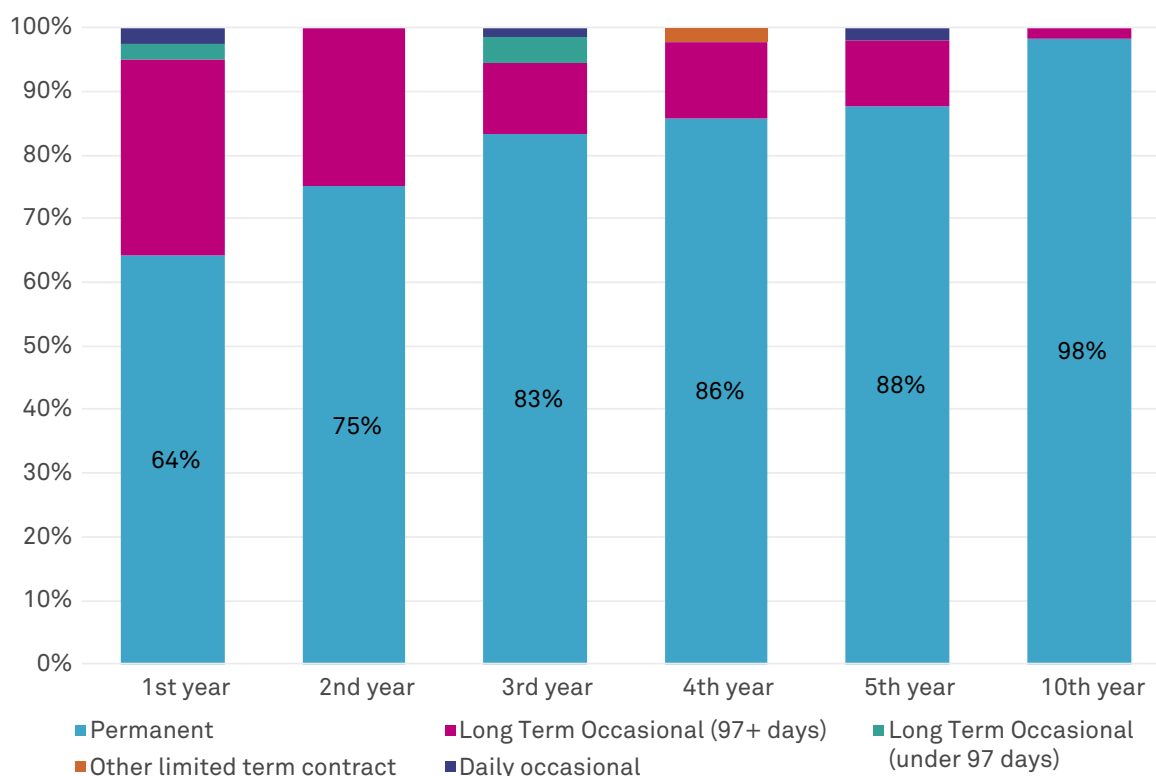
The substantial improvement in first-year job types secured by Ontario-resident French-language graduates licensed in 2017 is further suggestive of a continuing improved market. The two in three first-year permanent contract rate found in our 2018 survey is up sharply from the lower than one in three rate (29 per cent) reported in both our 2015 and 2016 surveys. See *chart on following page*.



The percentage of French-language program graduates with permanent jobs rises steadily to more than four in five (83 per cent) by year three and to about 9 in 10 (88 per cent) by year five.

Some caution is warranted in interpreting the 2nd year responses given the very small population and the fact that only four of the respondents for this cohort are resident in Ontario. Nonetheless, the 75 per cent permanent job report is consistent with the trend across the early-career years. See *chart on following page*.

Contract types by years since first licensing:
2018 Ontario-resident French-language program graduates



Newly-licensed teachers with French-language out-of-province teacher education credentials also find Ontario teaching jobs and permanent contracts quickly

Newly-licensed Ontario teachers who completed their teacher education programs in French in other jurisdictions readily find teaching jobs in the welcoming Ontario labour market. Our 2018 survey found 85 per cent of them with teaching jobs in their first year and 92 per cent in the second year.

Two in three of these teachers who moved to Ontario after completing their French-language education degrees started in permanent (31 per cent)

or long term occasional (37 per cent) contracts of 97 or more days duration. In 2018, 40 per cent of those licensed in 2017 reported permanent teaching contracts by the school year end. Half (50 per cent) of the 2016 licensed teachers held permanent contracts by the end of their second school year teaching in Ontario.

Most of these first- and second-year French-language teachers teach in Ontario publicly funded school systems—50 per cent of them in French-language district boards and 33 per cent in English-language district boards.

9. Conclusions

Annual newly-licensed Ontario teachers significantly exceeded annual provincial demand for new teachers every year from 2005 through 2014. This labour imbalance resulted in saturated Ontario teacher employment markets with a teacher surplus that grew increasingly each year.

Unemployment and years of underemployment faced many new English-language and, somewhat later, French-language and FSL teachers. Throughout this period, many Ontario teachers pursued teaching careers in other provinces and in other countries. The rate of early-career lapsed Ontario teaching licences increased.

Now, with fewer newly-licensed teachers over the past several years, Ontario teacher job markets are quickly becoming much less crowded today than in the recent past. Fewer unemployed early-career teachers compete with one another for daily occasional, long term occasional and permanent job vacancies throughout the province and more newly-licensed Ontario teachers are finding initial employment within the province and in the Ontario publicly funded school systems.

The next several years will bring about the same number of annual newly-licensed Ontario teachers as expected annual retirements, a situation not seen during the 20 years since we began tracking provincial teacher supply and demand. This will very likely lead to labour shortages that reach well beyond the French-language and FSL Ontario teacher markets, both of which have already experienced shortages over the past few years.

The 2018 *Transition to Teaching* survey found significant further improvements in job outcomes beyond those reported over the previous few years. Ontario education graduate unemployment is now at a low rate not seen since 2007. The unemployment rate drop from 14 per cent in 2017 to just six per cent in 2018 is substantial. Ontario graduates in years two through five after initial licensure also report employment gains from previous year surveys.

More first-year teachers say they find as much opportunity to teach in Ontario in their first year as they want.

First-year teachers now gain access to occasional teaching rosters earlier in

the school year and teach more days each week.

Job outcomes improved for Ontario-resident first-year teachers regardless of language of instruction.

French-language program graduates are in very high demand as are French as second language teachers, with both of these groups reporting unemployment at or near zero, a finding that is consistent with widespread reports of shortages for teachers with these language qualifications.

Graduates of English-language programs who do not hold FSL qualifications also report much lower rates of unemployment than in the past—down from 19 per cent in 2017 to 9 per cent in 2018. This continues the steady and rapid improvement from 45 per cent unemployment back in 2013, the peak unemployment rate reached during the Ontario teacher surplus years. Improvements in employment reports are evident across all divisions and all regions of the province.

The strengthening Ontario job market is also evident in falling unemployment rates for newly-licensed teachers who complete their teacher education in other provinces and other countries and then obtain their Ontario teaching licences and seek work in this province. Every group of new teachers reports improved success in securing teaching jobs in Ontario in 2018.

District school boards should expect challenges over the next several years recruiting not only to French-language teaching vacancies but also for English-language teacher vacancies and daily occasional rosters across all divisions. The once substantial teacher surplus and pool of Ontario resident unemployed early-career teachers has diminished very quickly.

Although more Ontario graduates now find daily occasional, long term occasional and permanent teaching opportunities within the province these past few years, there are significant numbers of early-career Ontario graduates teaching in other provinces and abroad, many of whom say they wish to return to teach in Ontario in the future.

Precarious teaching contracts and long delayed progression to permanent teaching jobs persist for many Ontario education graduates over the first five years of their careers. This is especially so for English-language teachers in Ontario's publicly funded school system.

While there is early progression to permanent teaching jobs in French-language boards, for FSL-qualified teachers in English-language boards and for teachers in independent schools, fewer than one in three non-FSL teachers in English-language district boards gain permanent contracts five years into their careers.

10. Methodology

Purposes and sponsorship of study

The Transition to Teaching study comprises annual surveys of Ontario teacher education graduates throughout the first five years and at year ten after they first obtain their teaching certification. We also survey Ontarians licensed after gaining teaching degrees in other provinces or countries, as well as out-of-province and new-to-Canada teachers educated elsewhere.

The study provides provincial education stakeholders information on new Ontario teacher transition into the profession. Surveys measure early-career employment rates over time, gauging unemployment and underemployment by qualifications, language and geographic region. Questions also cover teacher induction, evaluation of teacher education programs and ongoing professional development activities and needs.

Survey questions include the extent of, timing and reasons some individuals pursue alternate forms of employment and leave the profession. They track career progression from occasional to permanent employment 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 17 years since our surveys began in 2001. Reports provide analysis of the changing balance of demand for new teachers and the available new teacher recruitment pool.

From the mid-2000s onwards, we documented an increasing comparative shortage of employment opportunities for the steadily increasing number of annual newly-licensed Ontario teachers, with a peak unemployment rate in 2013. This teacher supply/demand trend changed then and job outcomes for newly-licensed teachers have improved considerably for teachers licensed over the past five 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 Ontario College of Teachers carries out the surveys each year.

Survey design and delivery

Surveys of Ontario teacher education graduates in the first year following Ontario licensure include questions on teaching employment, job search, teaching assignments, teaching experience, alternate employment, career plans, as well as views on their teacher education, self-assessment of professional knowledge and teaching skills, priorities for professional development and demographics.

Surveys of Ontario graduates beyond the first year of their careers and of those educated out-of-province are somewhat narrower in scope. They focus mainly on employment, teaching experience, career plans and demographics.

Teachers received survey invitations in May 2018. The survey groups included Ontario faculty graduates licensed in 2017, 2016, 2015, 2014, 2013 and 2008 as well as to teachers newly certified in Ontario in 2016 and 2017 who had obtained education degrees and initial licensing in another Canadian province or abroad.

Surveys included 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 the survey software platform Qualtrics.

Sampling and survey administration

Samples of members in good standing with currently valid Ontario teaching licences are drawn from the College registry of Ontario teachers for each of the four 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. Teachers received e-mailed survey invitations with the URL address for the survey version appropriate to their group. We assured respondents of confidentiality and that the data submitted will not be linked with their official College membership and registry information. An incentive was offered of 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 and out-of-province/country educated teachers licensed in 2017 and 2016, we included the entire population of College members in Good Standing. For Ontario graduates licensed in earlier years, 25 per cent random samples were drawn and surveyed.

Given the smaller population size, we surveyed 100 per cent of French-language educated teachers. Again, to ensure adequate samples, we surveyed all Technological Education qualified teachers.

Response rates and margins of error

Some responses were incomplete. Responses that did not include completed sections on employment status were excluded from the analysis. This procedure ensures that we minimize bias that might be associated with differential time available to complete the entire survey.

The 2018 survey gathered 3,155 teacher responses across four survey version groups, an approximate 18 per cent response rate from a sample size of 17,927 College members. Return rates for the survey versions range from 14 to 24 per cent. Margins of error for the four survey versions range from 2.6 to 5.4 per cent, and is 1.7 per cent overall. See *table below*.

Survey rates of return declined over the years from an average of 37 per cent in 2011 to about 18 per cent in each the past two years. This decline affected all survey groups. We made no changes 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.

The drop in response rates is very likely a result of general online survey fatigue. When online surveys replaced the earlier 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 what was once new methodology appears to be wearing off and may account for the drop in response rates.

Despite the overall drop in response rate, the first-year Ontario graduate 24 per cent rate of return is considered a good rate of return for online surveys. In addition to the personal importance of the topic of this survey to the respondents, the draw incentive and two reminder e-mails that provide easy access to the survey web site support the strong return rates.

Licensing year/group	Sample	Responses	Response rate	Margin of error*
All survey groups	17,927	3,155	18%	1.7%
2017 Ontario graduates	4,087	974	24	3.1
2016 Ontario graduates	2,293	469	20	4.5
2008, 2013, 2014 and 2015 Ontario graduates	9,746	1,379	14	2.6
2017 and 2016 other new members	1,801	333	18	5.4

* Survey result accuracy range, 19 times out of 20

11. Demographics

Recency of teacher education degree by year of licensure

	2017	2016	2015	2014	2013
Current year degree	93%	86%	89%	90%	86%
One year previous	6	8	6	6	11
Two years previous	< 1	3	2	3	1
More than two years	1	3	3	1	2

Program regime for respondents licensed in 2017

	# of respondents	% of respondents
2015 enhanced program	596	61%
Pre-2015 program	378	39

Ontario Graduates

Three surveys sample Ontarians who graduated from Ontario faculties of education and other teacher education programs operating in Ontario by ministerial consent or special Act of the legislature. We select survey groups by the year the graduate obtains their Ontario teaching licence in order to assess years on the teaching employment market.

Some graduates defer licensure after graduating. The table above identifies the percentages licensed each year by

recency of teacher education. See *table “Recency of teacher education degree by year of licensure”, above.*

Respondents licensed in 2017 include graduates of the four semester enhanced program that started in 2015 as well as concurrent program graduates and deferred licensure graduates who completed the two semester program that was available prior to 2015 program entry. See *table “Program regime for respondents licensed in 2017”, above.*

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

and Technological Education program graduates which result from design over-sampling of these smaller population groups in the pre-2017 samples.

Teacher qualifications by year of licensure

	2017	2016	2015	2014	2013	2008
Primary-Junior	44%	48%	46%	41%	40%	44%
Junior-Intermediate	20	20	20	16	20	22
Intermediate-Senior	35	29	30	39	34	27
Technological Education	1	3	4	4	5	7

Teacher education sources by year of licensure

	2017	2016	2015	2014	2013	2008
Ontario faculties of education	96%	90%	98%	96%	97%	96%
Ministerial consent programs*	4	10	2	4	3	4

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

Language of teacher education by year of licensure

	2017	2016	2015	2014	2013	2008
English-language	94%	99%	77%	84%	80%	86%
French-language	6	1	23	16	20	24

Respondents reporting Additional qualifications

		2017	2016	2015	2014	2013
Completed one or more AQs		64%	76%	78%	83%	82%
Completed two or more AQs		14	55	57	66	67
	Division	2017	2016	2015	2014	2013
Completed FSL AQ or equivalent	PJ	25%	18%	22%	20%	25%
	JI	29	20	21	21	25
	IS	21	20	18	29	22
Completed Math AQ or ABQ	PJ	30	45	30	30	35
	JI	22	24	28	26	43
	IS	12	15	8	22	16

Gender identification by year of licensure

	2017	2016	2015	2014	2013	2008
Female	80%	84%	76%	76%	75%	73%
Male	19	16	24	23	25	25
Other	1	< 1	< 1	< 1	0	1

Teaching as first or subsequent career by year of licensure

	2017	2016	2015	2014	2013	2008
First career	86%	85%	73%	71%	70%	66%
Second or subsequent career	14	15	27	29	30	34

Age range by year of licensure*

	2017	2016	2015	2014	2013	2008
18-24	41%	24%	< 1%	0	0	0
25-34	52	65	78	76%	72%	44%
35-44	4	6	14	17	19	32
45-54	3	4	7	5	9	17
55-64	< 1	0	< 1	1	3	6
65 +	0	0	0	0	0	0

* Residual declined to answer

New-to-Canada teachers

The new-to-Canada respondents certified in Ontario in 2016 and 2017 have the following demographic profiles.

Divisions of Ontario Teacher Licensure	
Primary-Junior	24%
Junior-Intermediate	22
Intermediate-Senior	48
Technological Education	1
Other combination	5

Language of Initial Teacher Education	
English	76%
French	9
Other	15

Gender identification	
Female	28%
Male	71
Other	1

Teaching as first or subsequent career	
First career	88%
Second or subsequent career	12

Age range*	
18-24	< 1%
25-34	18
35-44	45
45-54	27
55-64	6
65 +	> 1

* Residual declined to answer

Years of teaching experience prior to Ontario certification	
None	1%
Less than one year	1
1-2 years	9
3-5 years	20
6-10 years	26
More than 10 years	43

Where new-to-Canada teachers taught before Ontario licensure	
India	23%
United States	10
Philippines	7
Jamaica	7
United Kingdom	5
Ivory Coast	4
Pakistan	3
Australia	3
Albania	3
39 other countries/provinces with 2 per cent or fewer	

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

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

Divisions of Initial Teacher Certification	
Primary-Junior	50%
Junior-Intermediate	4
Intermediate-Senior	46
Technological Education	0

Language of Initial Teacher Education	
English	92%
French	2
Other	6

Gender identification	
Female	77%
Male	22
Other	1

Age range	
18-24	21%
25-34	55
35-44	20
45-54	4

Teaching as first or subsequent career	
First career	79%
Second or subsequent career	21

Years of teaching experience prior to Ontario certification	
None	38%
Less than one year	15
1-2 years	10
3-5 years	13
6-10 years	13
More than 10 years	10

Countries and provinces in which respondents taught	
British Columbia	18%
United Kingdom	15
United States	10
Québec	8
Nova Scotia	8
Japan	5
Mexico	5
13 others with three per cent or fewer	

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

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

Divisions of Initial Teacher Certification	
Primary-Junior	79%
Junior-Intermediate	5
Intermediate-Senior	17
Technological Education	0

Language of Initial Teacher Education	
English	100%
French	0
Other	0

Gender	
Female	79%
Male	21

Age range	
18-24	5%
25-34	48
35-44	31
45-54	16

Teaching as first or subsequent career	
First career	26%
Second or subsequent career	74

Years of teaching experience prior to Ontario certification	
None	81%
Less than one year	5
1-2 years	5
3-5 years	7
6-10 years	2

Teachers from other provinces who migrated to Ontario

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

Divisions of Ontario Teacher Qualifications	
Primary-Junior	27%
Junior-Intermediate	5
Intermediate-Senior	61
Technological Education	0
Other combination	7

Language of Initial Teacher Education	
English	61%
French	38
French and English	1

Gender identification	
Female	78%
Male	18
Other	3

Age range*	
18-24	8%
25-34	40
35-44	29
45-54	14
55-64	8

* Residual declined to answer

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

Years of teaching experience prior to Ontario certification	
None	21%
Less than one year	9
1-2 years	16
3-5 years	9
6-10 years	22
More than 10 years	22

Provinces and countries in which respondents taught	
Québec	21%
Alberta	17
British Columbia	12
Manitoba	7
New Brunswick	5
Hong Kong	4
United Kingdom	4
18 others with 2 per cent or fewer	

Voluntary racial self-identification

The 2018 surveys provided an optional opportunity for teachers to report racial identity, including identifying as Indigenous (First Nations, Métis or Inuk/Inuit). Some did not complete the demographics section of the survey that included these identity questions and some chose to select “prefer not to answer.” The table of percentages

below exclude the non-responses (15 per cent overall) and “prefer not to answer” responses (six per cent overall). Identity questions allowed for selection of multiple racial categories and four per cent reported more than one identity. For this reason, each column adds to more than 100 per cent.

Categories selected	1 st year Ont. graduates	2 nd year Ont. graduates	3 rd - 10 th year Ont. graduates	1 st and 2 nd year new-to-Canada	1 st and 2 nd year Other*	All surveys
White	79%	76%	78%	32%	82%	76%
East Asian	7	6	4	3	3	5
Black	5	5	7	19	8	7
South Asian	5	5	3	34	4	5
Indigenous	3	5	3	0	2	2
Middle Eastern	3	3	2	6	2	3
Southeast Asian	2	2	1	6	2	2
Latino	1	2	1	1	1	1
Other	1	1	1	1	0	1
Not sure	1	1	3	1	1	2

**Other newly-licensed includes teachers educated in other Canadian provinces and Ontarians educated at US border colleges and elsewhere abroad.*

12. Glossary of terms

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

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

English-language program graduates—English-language teacher education program graduates of Brock University, Lakehead University, Laurentian University, Nipissing University, OISE—University of Toronto, Queen’s University, Trent University, 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 program graduates—graduates of Laurentian University or University of Ottawa French-language teacher education programs

Full employment—status of a teacher active in the teaching job market during the school year, reporting some teaching employment, may be full-time or part-time employed, and reporting that they found as much teaching employment throughout the school year as they wanted; may be in permanent, LTO or daily occasional teaching job at time of the survey

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

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

Ministerial consent teacher education programs—teacher education programs offered by Charles Sturt University, Niagara University in Ontario, Tyndale University College and State University of New York at Potsdam (Ontario) each of which operates or formerly operated in Ontario under special ministerial permit

(Redeemer University College, which offers teacher education programs in Ontario under a Redeemer specific Act of the Ontario legislature is grouped with these programs for analysis purposes)

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

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 or ministerial consent teacher education programs in Ontario (including Redeemer University College)

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

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

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

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

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

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

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

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

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

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

13. Appendix

Ratings on foundational professional knowledge and pedagogical skills

First-year teachers were asked to indicate their agreement with statements that:

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

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

Ratings were completed on five-point scales from strongly agree to strongly disagree and the detailed results are presented an appendix to this report. Results are presented separately for first-year teachers with primarily elementary or primarily secondary school teaching jobs.

Teacher education ratings reflect very positive (4.0 and above), positive (averaging 3.5-3.9) or neutral (3.0-3.4) for most areas of foundational knowledge and pedagogical skills. Some areas resulted in less positive ratings (2.9 and below).

Elementary teachers—Teacher education excellence ratings

Statement: Initial teacher education coverage was excellent.

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

4.0 - 4.2

Lesson planning

Observing experienced teachers

Theories of learning and teaching and differentiated instruction

Professional conduct and ethics, professional boundaries with students and parents

Education law and standards of practice

3.5 - 3.9

Instructional strategies*

Coaching and feedback on my teaching*

Knowledge of the Ontario context

Engaging students*

Adapting teaching to diverse learners*

Safe and accepting schools / creating of a positive school climate*

Use of technology as a teaching and learning tool

Reading and literacy pedagogy*

Mathematics curriculum and pedagogy

Inquiry-based instruction

Depth and breadth of Ontario curriculum

Pedagogy, assessment and evaluation for your specific curriculum areas

Inquiry-based research, data and assessment

Connection of theory and practice in the practicum/classroom

Student observation, assessment and evaluation*

Program planning*

Special education*

Addressing equity of access and outcomes for all students

Professional relationships with colleagues

Foundations of education courses**

First Nation, Métis and Inuit

perspectives, cultures, histories and ways of knowing

Teaching students with special needs*

Use of educational research and data analysis**

3.0 - 3.4

Classroom management and organization*

Mental health, addictions and well-being*

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

Child and adolescent development and student transitions

Parent engagement and communication

Supporting English-language learners

1.8 - 2.9

Daily occasional or supply teaching**

Teaching combined grades

Supporting French-language learners**

Report card preparation

*Among highest professional development priorities for elementary teachers (4.5 or above)

**Among lowest professional development priorities for elementary teachers (3.9 or below)

Secondary teachers—Teacher education excellence ratings

Statement: Initial teacher education coverage was excellent.

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

4.0 - 4.2

Lesson planning

Theories of learning and teaching and differentiated instruction

Professional conduct and ethics, professional boundaries with students and parents

Observing experienced teachers

3.5 - 3.9

Safe and accepting schools / creating of a positive school climate*

Education law and standards of practice

Instructional strategies*

Pedagogy, assessment and evaluation for your specific curriculum areas*

Coaching and feedback on my teaching

Adapting teaching to diverse learners*

Student observation, assessment and evaluation*

Use of technology as a teaching and learning tool

Program planning*

Addressing equity of access and outcomes for all students

Engaging students*

Knowledge of the Ontario context**

Depth and breadth of Ontario curriculum

Inquiry-based research, data and assessment

Inquiry-based instruction

3.0 - 3.4

Foundations of education courses**

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

Use of educational research and data analysis**

Special education

Connection of theory and practice in the practicum/classroom

Professional relationships with colleagues

Mental health, addictions and well-being*

Teaching students with special needs

Child and adolescent development and student transitions

Classroom management and organization*

Reading and literacy pedagogy

Supporting English-language learners

1.7 - 2.9

Parent engagement and communication

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

Mathematics curriculum and pedagogy**

Daily occasional or supply teaching**

Supporting French-language learners**

Teaching combined grades**

Report card preparation

*Among highest professional development priorities for secondary teachers (4.5 or above)

**Among lowest professional development priorities for secondary teachers (3.9 or below)

Elementary teachers—Preparedness excellence ratings

Statement: My current level of preparedness is excellent.

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

4.0 - 4.3

Use of technology as a teaching and learning tool
Professional conduct and ethics, professional boundaries with students and parents
Lesson planning
Professional relationships with colleagues
Engaging students
Safe and accepting schools / creating of a positive school climate
Instructional strategies
Theories of learning and teaching and differentiated instruction
Daily occasional or supply teaching*
Adapting teaching to diverse learners
Education law and standards of practice
Classroom management and organization

3.8 - 3.9

Knowledge of the Ontario context
Depth and breadth of Ontario curriculum
Reading and literacy pedagogy
Mathematics curriculum and pedagogy
Student observation, assessment and evaluation
Inquiry-based instruction
Addressing equity of access and outcomes for all students

Connection of theory and practice in the practicum/classroom
Program planning
Pedagogy, assessment and evaluation for your specific curriculum areas
Mental health, addictions and well-being
Special education
Foundations of education courses
Teaching students with special needs

3.5 - 3.7

Inquiry-based research, data and assessment
Politique d'aménagement linguistique (PAL) de l'Ontario
Use of educational research and data analysis
Parent engagement and communication*
Child and adolescent development and student transitions

2.8 - 3.4

Supporting English-language learners*
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing
Teaching combined grades*
Supporting French-language learners*
Report card preparation*

*Among lower than positive ratings for teacher education among elementary teachers (3.0 or below)

Secondary teachers—Preparedness excellence ratings

Statement: My current level of preparedness is excellent.

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

4.0 - 4.2

Lesson planning
Professional conduct and ethics, professional boundaries with students and parents
Safe and accepting schools / creating of a positive school climate
Professional relationships with colleagues
Pedagogy, assessment and evaluation for your specific curriculum areas
Instructional strategies
Use of technology as a teaching and learning tool
Engaging students
Theories of learning and teaching and differentiated instruction
Program planning
Student observation, assessment and evaluation
Depth and breadth of Ontario curriculum

3.8 - 3.9

Education law and standards of practice
Classroom management and organization
Adapting teaching to diverse learners
Connection of theory and practice in the practicum/classroom
Knowledge of the Ontario context
Mental health, addictions and well-being
Daily occasional or supply teaching*

3.5 - 3.7

Addressing equity of access and outcomes for all students
Inquiry-based research, data and assessment
Foundations of education courses
Inquiry-based instruction
Reading and literacy pedagogy
Use of educational research and data analysis
Child and adolescent development and student transitions

2.4 - 3.4

Supporting English-language learners*
Parent engagement and communication*
Teaching students with special needs
Special education
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing
Report card preparation*
Politique d'aménagement linguistique (PAL) de l'Ontario*
Mathematics curriculum and pedagogy*
Supporting French-language learners*
Teaching combined grades*

*Among lower than positive ratings for teacher education among secondary teachers (3.0 or below)

Elementary teachers—Professional development priority ratings

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

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

4.0 - 4.7

Engaging students
Classroom management and organization
Instructional strategies
Adapting teaching to diverse learners
Student observation, assessment and evaluation
Program planning
Teaching students with special needs
Coaching and feedback on my teaching
Special education
Mental health, addictions and well-being
Reading and literacy pedagogy
Safe and accepting schools / creating of a positive school climate
Theories of learning and teaching and differentiated instruction
Use of technology as a teaching and learning tool
Mathematics curriculum and pedagogy
Observing experienced teachers
Report card preparation*
Parent engagement and communication*
Inquiry-based instruction
Addressing equity of access and outcomes for all students
Depth and breadth of Ontario curriculum
Lesson planning

Professional conduct and ethics, professional boundaries with students and parents
Pedagogy, assessment and evaluation for your specific curriculum areas
Supporting English-language learners*
Inquiry-based research, data and assessment
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing
Professional relationships with colleagues
Child and adolescent development and student transitions
Connection of theory and practice in the practicum/classroom
Teaching combined grades*
Knowledge of the Ontario context
Politique d'aménagement linguistique (PAL) de l'Ontario
Education law and standards of practice

3.4 - 3.9

Daily occasional or supply teaching*
Foundations of education courses
Use of educational research and data analysis
Supporting French-language learners*

*Among lower than positive ratings for teacher education among elementary teachers (3.0 or below)

Secondary teachers—Professional development priority ratings

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

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

4.0 - 4.6

Engaging students
Mental health, addictions and well-being
Classroom management and organization
Adapting teaching to diverse learners
Pedagogy, assessment and evaluation for your specific curriculum areas
Instructional strategies
Program planning
Safe and accepting schools / creating of a positive school climate
Student observation, assessment and evaluation
Coaching and feedback on my teaching
Theories of learning and teaching and differentiated instruction
Professional conduct and ethics, professional boundaries with students and parents
Parent engagement and communication*
Observing experienced teachers
Use of technology as a teaching and learning tool
Inquiry-based instruction
Addressing equity of access and outcomes for all students
Professional relationships with colleagues
Special education

Lesson planning
Teaching students with special needs
Depth and breadth of Ontario curriculum
Report card preparation*
Supporting English-language learners*
Connection of theory and practice in the practicum/classroom
Inquiry-based research, data and assessment
First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing
Reading and literacy pedagogy
Child and adolescent development and student transitions
Education law and standards of practice

3.0 - 3.9

Knowledge of the Ontario context
Use of educational research and data analysis
Daily occasional or supply teaching*
Politique d'aménagement linguistique (PAL) de l'Ontario*
Foundations of education courses
Teaching combined grades*
Mathematics curriculum and pedagogy*
Supporting French-language learners*

*Among lower than positive ratings for teacher education among secondary teachers (3.0 or below)

Transition to Teaching 2018 surveys confirm a much improved job market for early-career teachers in Ontario.

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

English-language teacher education graduates also report much improved job outcomes in the early-career years as the pool of unemployed teachers from earlier surplus years quickly recedes.

With forecast annual newly-licensed teachers in Ontario barely keeping up with teacher retirements over the next several years, English-language teacher shortages are expected. More Ontario teachers are needed to fill classroom vacancies in the years ahead.

Although much diminished in number from previous years, unemployed Ontario graduates from earlier years and Ontario-licensed teachers educated in other jurisdictions may help district school boards with the challenging recruitment years ahead.

Ontario education graduates who moved out-of-province in the teacher surplus years are another potential source of replacement teachers given conditions conducive to their return.

Growth in applications to Ontario faculties of education in the past year is a promising indicator that a larger new generation of teachers could be prepared and recruited to meet the needs.



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