



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario



Focus on
Teaching

2024 Focus on Teaching: A Survey of Ontario Teachers





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Message from the Registrar

It is my pleasure to present the *2024 Focus on Teaching* report on behalf of the Ontario College of Teachers, available in both English and French.

As the Registrar for Ontario's teaching regulator, I want to thank the 37,991 Ontario Certified Teachers (OCTs) who participated in the survey, demonstrating their commitment to shaping the future of our profession. We are thrilled with this response rate of 17 per cent, which is considered excellent by industry standards and successfully meets our participation goal.

Engaging OCTs to share their voices through the *Focus on Teaching* survey enables the College to maintain Ontario's only long-term record of the dynamics of the teaching profession. The survey results provide the College with an extensive understanding of the profession it regulates and can also help education system decision makers in their respective roles.

OCTs play such an integral role in supporting the success and well-being of the more than two million students in Ontario's school system.

Providing safe, supportive and inclusive learning spaces for them depends on the combined efforts of the many individuals and organizations who work within or in proximity to the system. The College is uniquely positioned to provide a data-rich picture of all OCTs in good standing and their professional experiences.

The survey's questions were carefully designed to gather data about the teaching workforce, the profession, as well as employment, demographics, equity, diversity and inclusion, career progression and labour mobility.

The survey was developed in partnership with Forum Research Inc. and TCI Management Consultants following initial consultations with 17 education system leaders including federations, school board associations, and the Ministry of Education. There were also contributions from OCTs who participated in 22 focus groups.

The College also partnered with Amorell & Co. Inc. and D&D Inclusion Consulting to help ensure that the questionnaire adheres to principles of equity, diversity

and inclusion. Additionally, the survey was reviewed externally by Veritas IRB to ensure alignment with best practices in ethical survey research. Analysis of aggregated and anonymized data was conducted by Forum Research Inc., Gray and Associates, and College staff.

We are thankful to OCTs, federations, school board associations, the Ministry of Education, and other interested groups in the education system who participated in College consultation sessions. Your participation in *Focus on Teaching* has allowed us to produce an extensive report to help the College and all education system decision makers in their respective roles.

By working together, we can make informed decisions that benefit the profession – and, in turn, the success and well-being of students across the province. We remain committed to continuous improvement and collaboration to attain a collective goal of having qualified, certified teachers working in every classroom in the province.

Sincerely,

Linda Lacroix, OCT/EAO
Registrar & CEO

Survey Methodology

The *2024 Focus on Teaching* survey was voluntary and open to all Ontario Certified Teachers in good standing. Members were invited to take part in the online survey via the email address they had on file with the College. They were invited to request accommodation if needed. The survey results will provide the College with an extensive understanding of the profession it regulates and can also help inform education system leaders' decisions to:

- address the teacher shortage in Ontario's French-language and English-language school boards;
- support equity, diversity, and inclusion in the profession;
- support career progression opportunities for OCTs; and
- continue to track the professional experiences of OCTs.

Respondents were asked up to 28 questions, with some being asked fewer based upon their responses to certain questions. As survey completion was voluntary, the number

of responses varied by question. Survey results have been anonymized and combined with selected extracts of existing College registration data to:

- increase the breadth of analysis;
- provide opportunities for expanded analysis;
- allow for increased application of findings.

Results of this integrated analysis were aggregated and analyzed by Forum Research Inc. prior to being anonymized and then shared with the College. The College is not able to identify individual survey respondents. To maintain anonymity of respondents, data was suppressed throughout the report for data points of 10 respondents or fewer.

The appendix provides additional information and findings that include aggregate anonymized registration data to help provide a more fulsome picture of the current state of the teaching profession.

Reporting Considerations

Sample Size

The minimum sample size for analysis in this report is $n=10$. However, if analysis with a small sample size is included, an asterisk * is used to identify it. The asterisk is accompanied with the following.

*Note: interpret with caution as sample size <10 .

Rounding

Due to rounding, numbers presented throughout this document may not add up to the totals provided. For example, in some cases, the sum of all question values may add up to 101 per cent instead of 100 per cent.

Multi Mentions

In some cases, more than one answer option was applicable to a respondent. Multiple mention questions allow respondents to select more than one answer category for a question. For questions that ask for multiple mentions (e.g., “Over the next five years, do you hope to move into any of the following roles in education?”), it is important to note that the percentages typically add to over 100 per cent. This is because the total number of answer categories selected for a question can be greater than the number of respondents who answered the question. For example, respondents were able to select “Principal/Vice-Principal” and “Seek a secondment to another position” as their answer.

Coding

In some cases, respondents were able to provide an open-ended response outside of the provided answer categories via an “Other: please specify” option. These open-ended responses were coded into a new answer category or a provided answer category, if applicable. Similarly, there were two questions that did not provide answer categories, but rather an open-text field. These open-ended responses were coded into new answer categories.

Executive Summary

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

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

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

Response Rate

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

Entry to the Profession

Respondents who indicated they started teaching in or after 2009 were asked to share their perspectives on the nature of preparation and support they received on transitioning into the teaching profession.

Sixty-seven per cent of respondents believe their initial teacher education program prepared them adequately, somewhat well or extremely well for the teaching profession.

Forty-four per cent of respondents felt the New Teacher Induction Program (NTIP) prepared them adequately, somewhat well or extremely well for their teaching career.

Career Choice and Motivation

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

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

Experience and Employment

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

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

Seventy per cent of respondents indicated they were employed full-time in a job in education in the 2023-2024 school year.

Nine per cent of respondents indicated they were employed part-time and not retired. Another nine per cent are retired and doing occasional work in education.

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

Within publicly funded school boards, a larger proportion of survey respondents who work in French-language boards indicated they were employed full-time in a job in education (80%) compared to respondents who work in English-language boards (76%).

A larger proportion of survey respondents who work in French-language boards indicated they were in a permanent position that requires membership as an OCT (80%) compared to respondents who work in English-language boards (74%).

Amount of Work

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

For the 2023-2024 school year:

- sixty-three per cent had about as much work as they wanted;

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

Demographics and Sense of Belonging

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

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

In general, approximately two-thirds of respondents reported rarely or never feeling a diminished sense of belonging due to discrimination or racism: in the classroom (72%), with colleagues (68%) and in the broader school community (67%). There are some noticeable differences when

¹ A complete view of all responses, that is, including prefer not to answer and not applicable, is provided in the appendix.

comparing reported experiences of those who self-identified as belonging to equity-deserving groups within certain workspaces.

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

Persons with Disabilities

Among respondents who identified that they have a disability², larger proportions indicated experiencing discrimination or racism in these workspaces:

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

Gender

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

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

Sexual Orientation

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

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

Race

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

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

Aspirations and Experiences

Roles

Nine per cent of respondents expressed interest in becoming a principal or vice-principal. Twelve per cent of respondents are interested in becoming an “Other school leader”, such as a Department Head or School-based Curriculum Leader. More than half of respondents (53%) wish to stay in their current position.

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

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

Barriers to Changing Location

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

Barriers to Alternative Paths

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

Future Plans and Outlook

Leaving the Teaching Profession

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

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

Discontinuing Renewal of College Membership

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

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

Reasons for Leaving the Profession

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

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

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

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

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

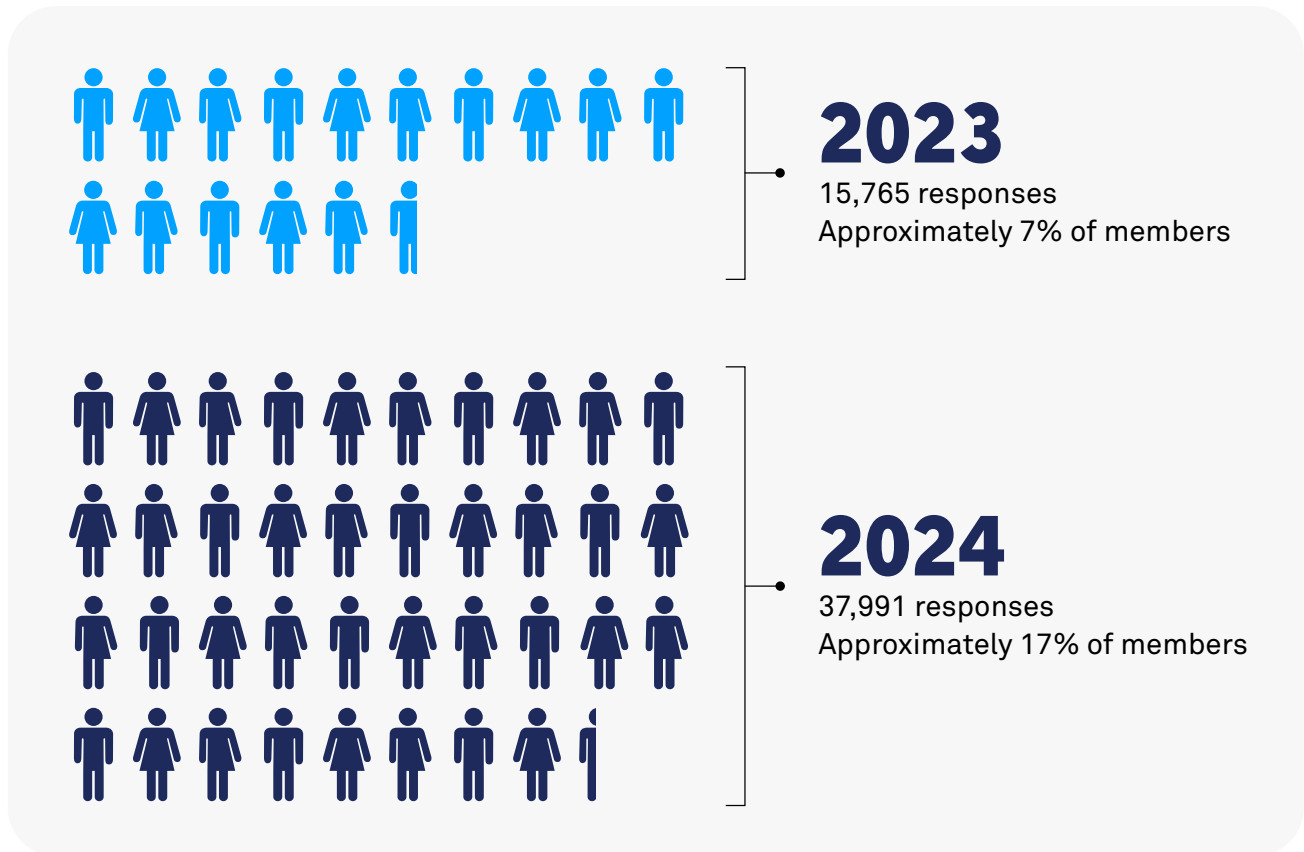
Newly certified teachers who did not have enough work may leave the profession due to lack of longer-term job stability.

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

Response rate

In 2024, one in six OCTs participated in the College's *Focus on Teaching* survey. There were 37,991 OCT respondents who participated in the survey, which is nearly 17 per cent of the College's overall membership. The response rate has increased by approximately 140 per cent compared to 2023, when the College received 15,765 responses representing seven per cent of the College's overall membership.

Of the 72 publicly funded school boards in Ontario, 10 boards had response rates between 28 and 60 per cent from their OCTs. Preliminary indications are that these boards created time and space for OCTs to complete the survey, with reminders being sent from the board office to the schools prior to Professional Development/ Professional Activity days that fell within the survey window.



Entry to the Profession

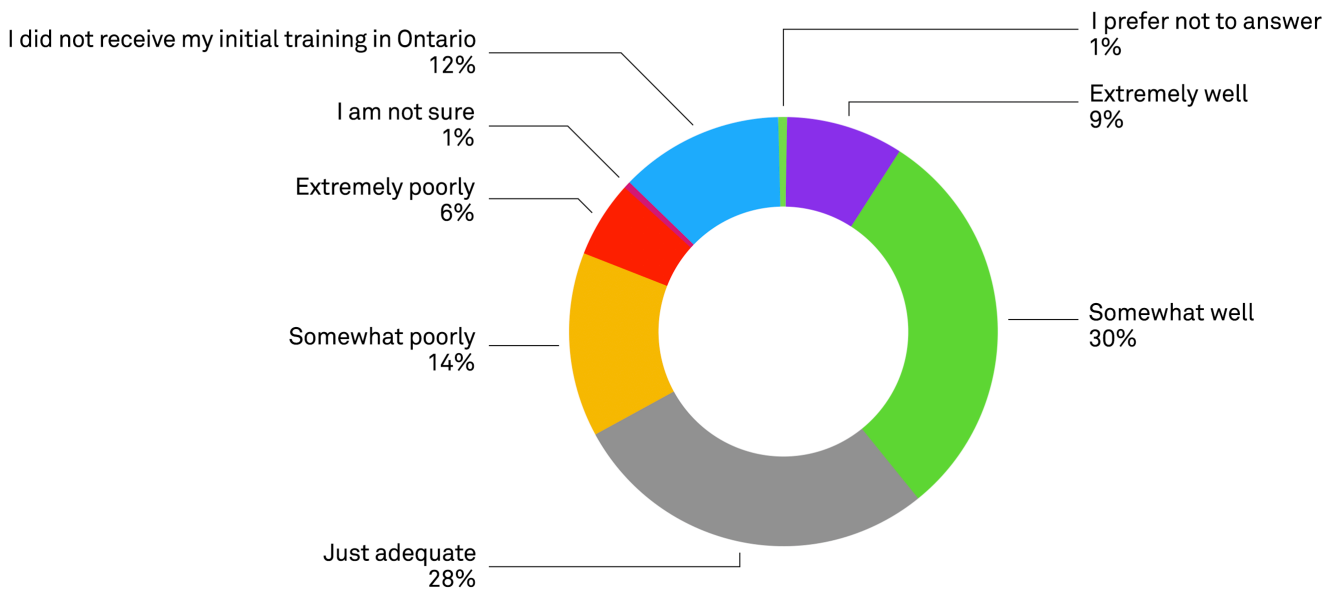
Initial Teacher Education Program

The College does not offer teacher education programs. Instead, we [accredit initial and ongoing teacher education programs](#) offered in Ontario and review existing programs to ensure accreditation requirements are maintained. All programs must include ethical and professional standards, required content, and quality assurance mechanisms.

Ontario’s initial teacher education programs are offered by [faculties of education](#) across the province.

Sixty-seven per cent of respondents believe their initial teacher education program prepared them adequately, somewhat well or extremely well for the teaching profession.

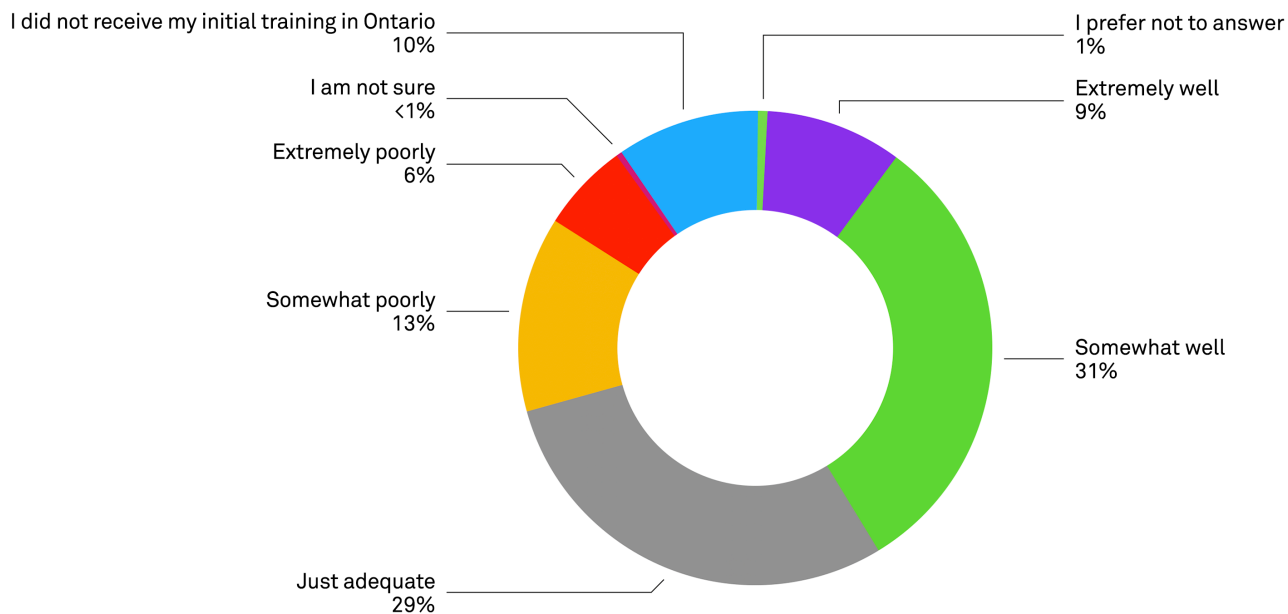
Question: “Respondents who indicated they first started teaching from 2009 and on were asked: How well do you believe that your initial teacher education program in Ontario prepared you for working in the teaching profession?” Respondent count n=13,951.



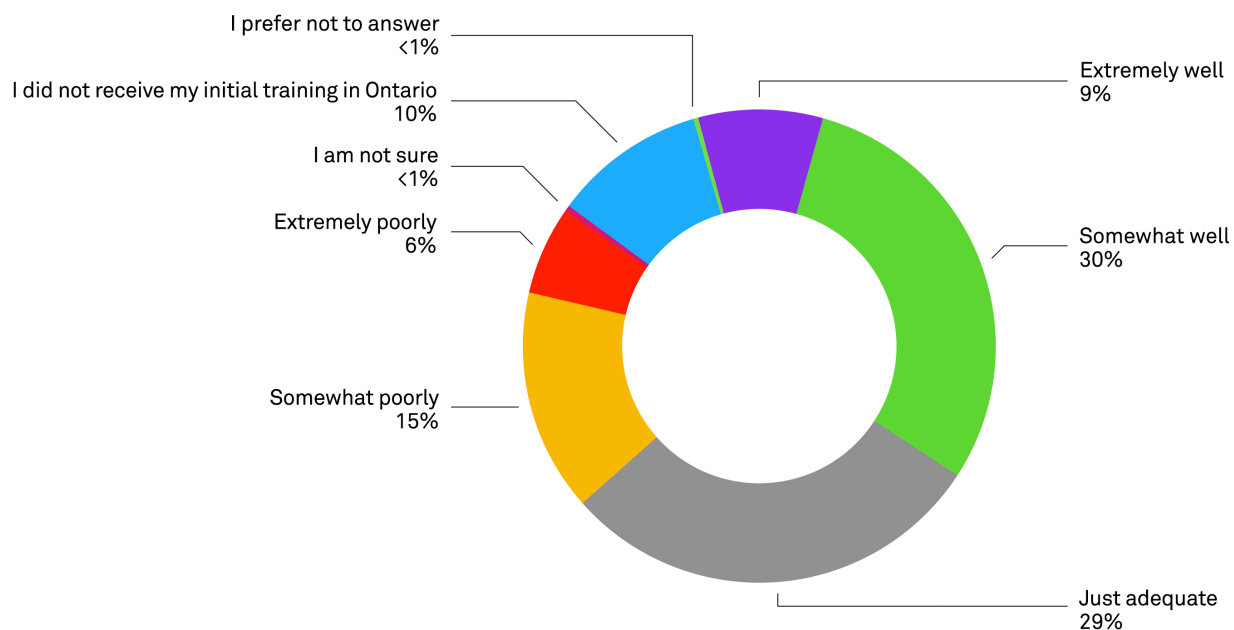
Comparison by Year of Certification

Respondents certified since 2010 expressed consistent levels of satisfaction with their initial teacher education program.

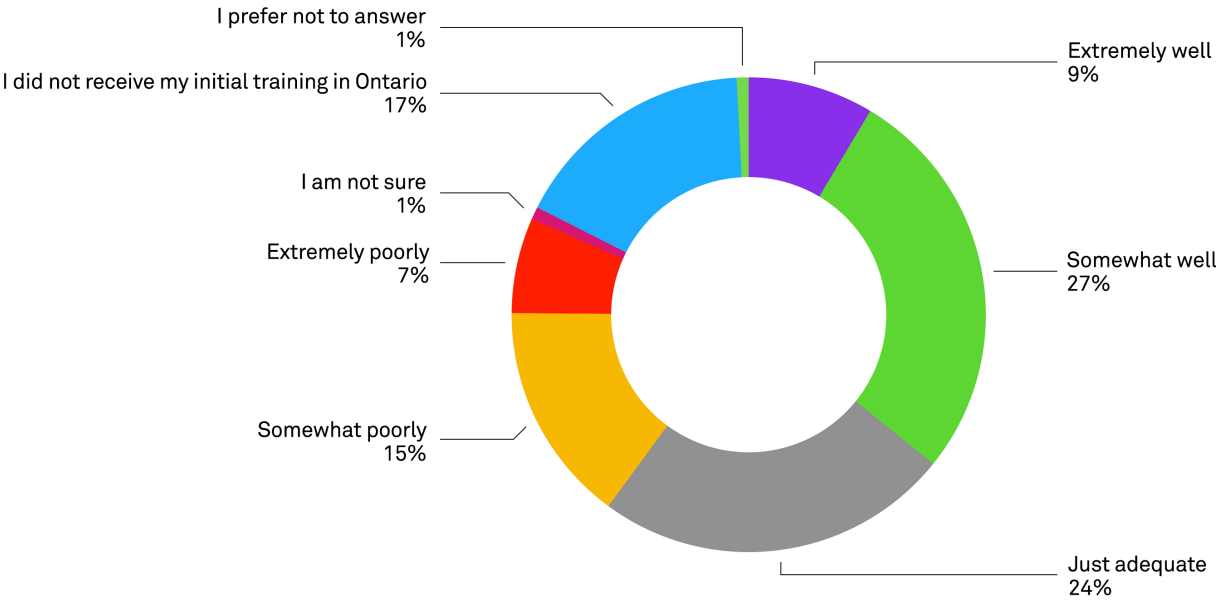
Respondents Certified Between 2010-2014



Respondents Certified Between 2015-2019



Respondents Certified Between 2020-2024



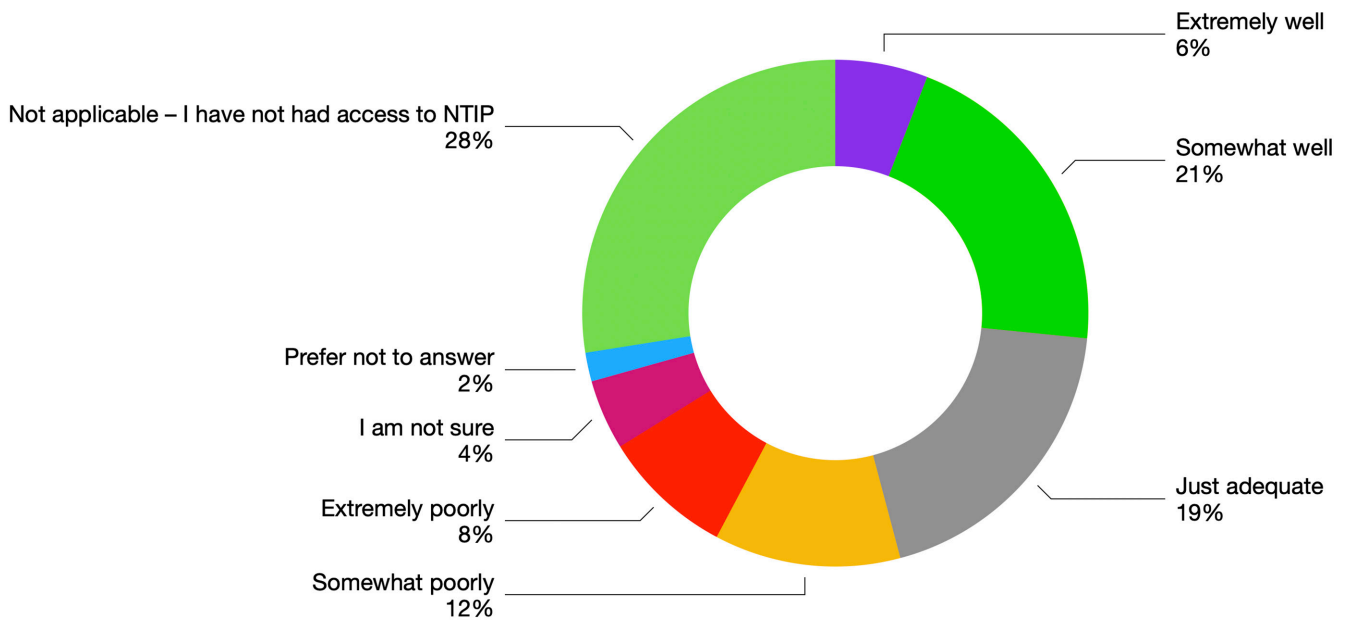
New Teacher Induction Program

The New Teacher Induction Program is a government-mandated program for new Ontario teachers. It is administered by district school boards and provincial school authorities. While other new teachers may participate in NTIP, it must be provided to first and second year permanent teachers who are hired to Ontario publicly funded school boards. Boards are encouraged to provide NTIP to long term occasional teachers who work more than 97 consecutive school days. Successful completion of the

NTIP requires two satisfactory ratings on teacher performance appraisals for new teachers conducted at the school level.

Forty-four per cent of respondents felt the New Teacher Induction Program (NTIP) prepared them adequately, somewhat well or extremely well for their teaching career. Twenty per cent of respondents indicated NTIP was somewhat or extremely poor in supporting their transition. Twenty-eight per cent of respondents shared they have not had access to NTIP.

Question: “Respondents who indicated they started teaching from 2009 and on were asked: How well do you believe the New Teacher Induction Program (NTIP) supported you in your transition into the teaching profession in Ontario?” Respondent count n=13,799.

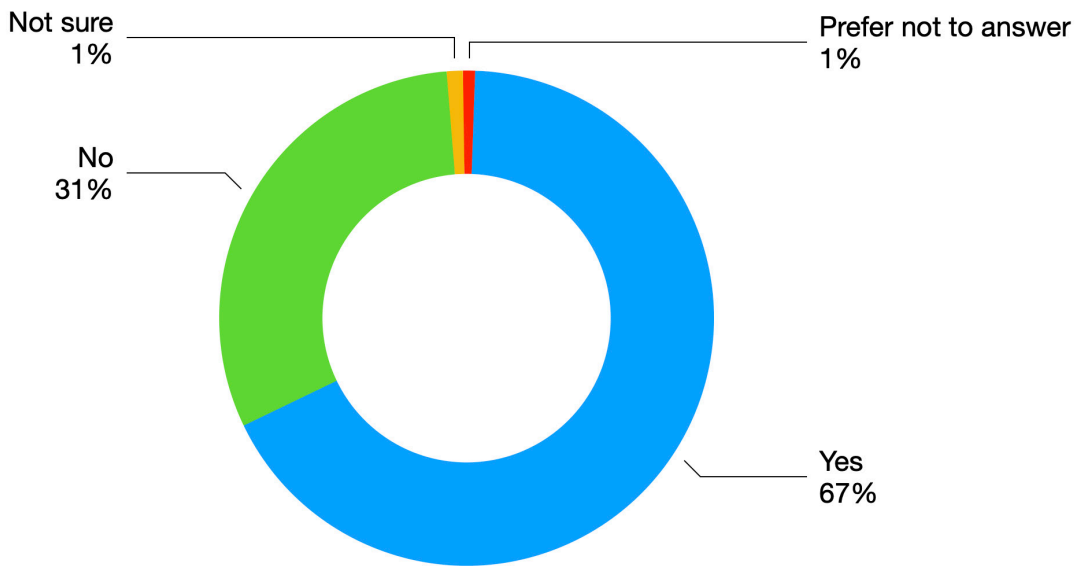


Career Choice and Motivation

Sixty-seven per cent of respondents shared that being a certified teacher was their first career, while 31 per cent indicated it was not their first career. This result is similar to

the findings of the 2023 *Focus on Teaching* report, where 72 per cent of respondents said the teaching profession was their first career.

Question: “Would you say that a job as a certified teacher was your first career?”
Respondent count (n=36,581).



Motivation

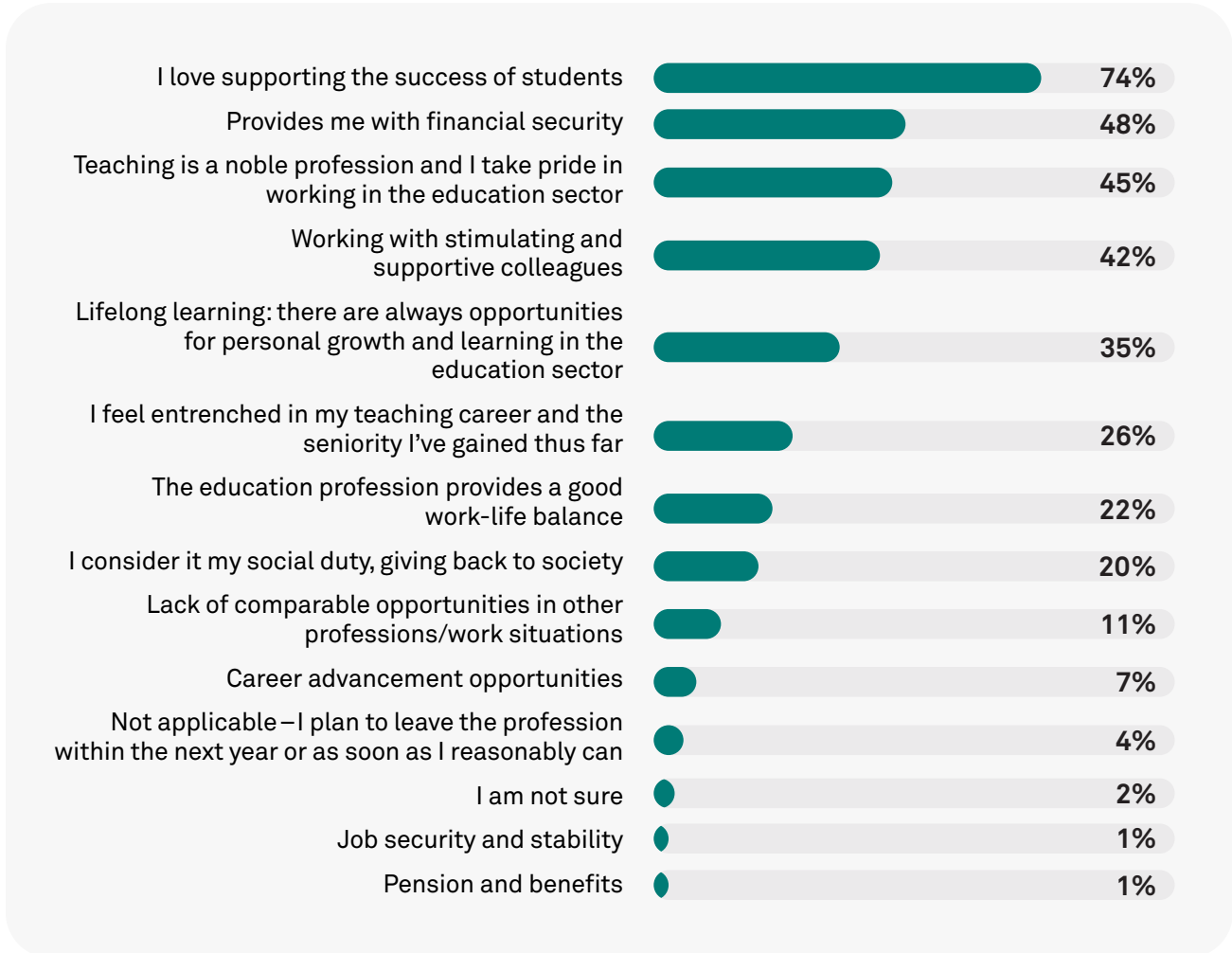
74%

of respondents indicated they worked in the teaching profession because they love supporting the success of students.

Forty-eight per cent of respondents are motivated by the financial security of the teaching profession, while 45 per cent take pride in working in the education sector and 42 per cent are motivated by working with stimulating and supportive colleagues. Results were similar for respondents educated in Ontario or elsewhere.

This reason was identified by respondents by a margin of more than 25 percent over any other reason given.

Question: “Respondents who indicated they held a permanent, long term occasional, daily occasional/supply, or other limited term contract position that required membership as an OCT were asked: What motivates you to continue in the teaching profession, or rejoin the profession if you are currently not teaching?” Respondent count n=30,438.



Respondents were given the option to select more than one response to this question and specify other motivations through a voluntary open-text response. Answer options with less than one per cent of respondents who selected it are not shown in the visual.

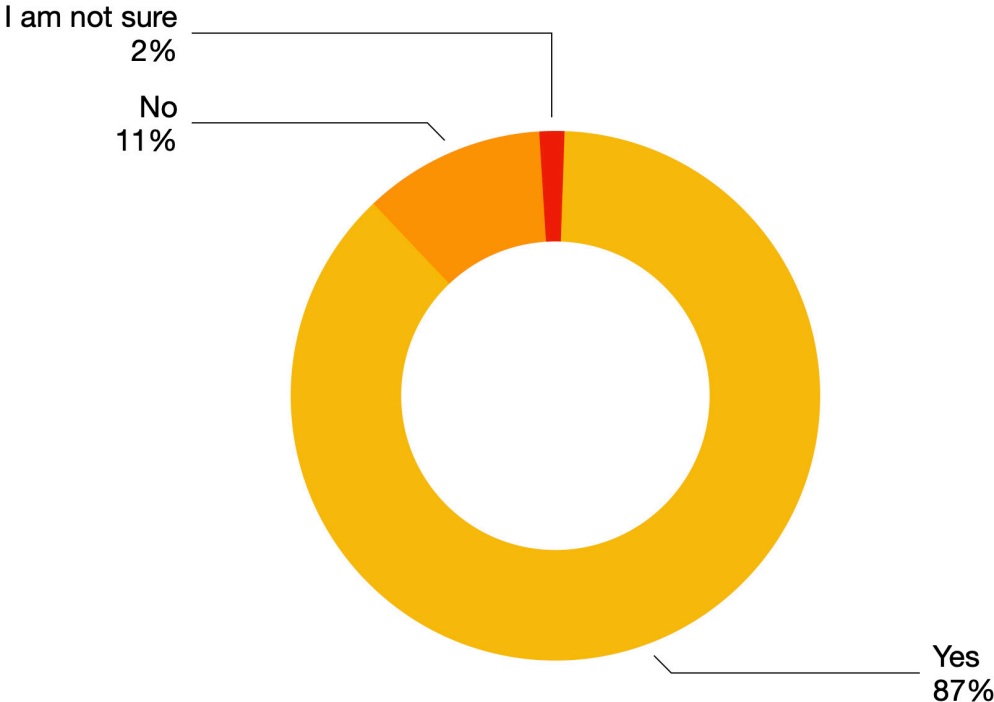
Employment

To teach in Ontario’s publicly funded schools, a teacher must be certified by the Ontario College of Teachers and be in good standing. Certified teachers remain in good standing by paying an annual membership fee.

Positions Requiring Certification

Eighty-seven per cent of respondents held a position in the 2023-2024 school year that required them to be licensed and in good standing as an Ontario Certified Teacher. These results are similar to the 2023 *Focus on Teaching* report where 86 per cent of respondents said their employment required them to be an OCT in good standing.

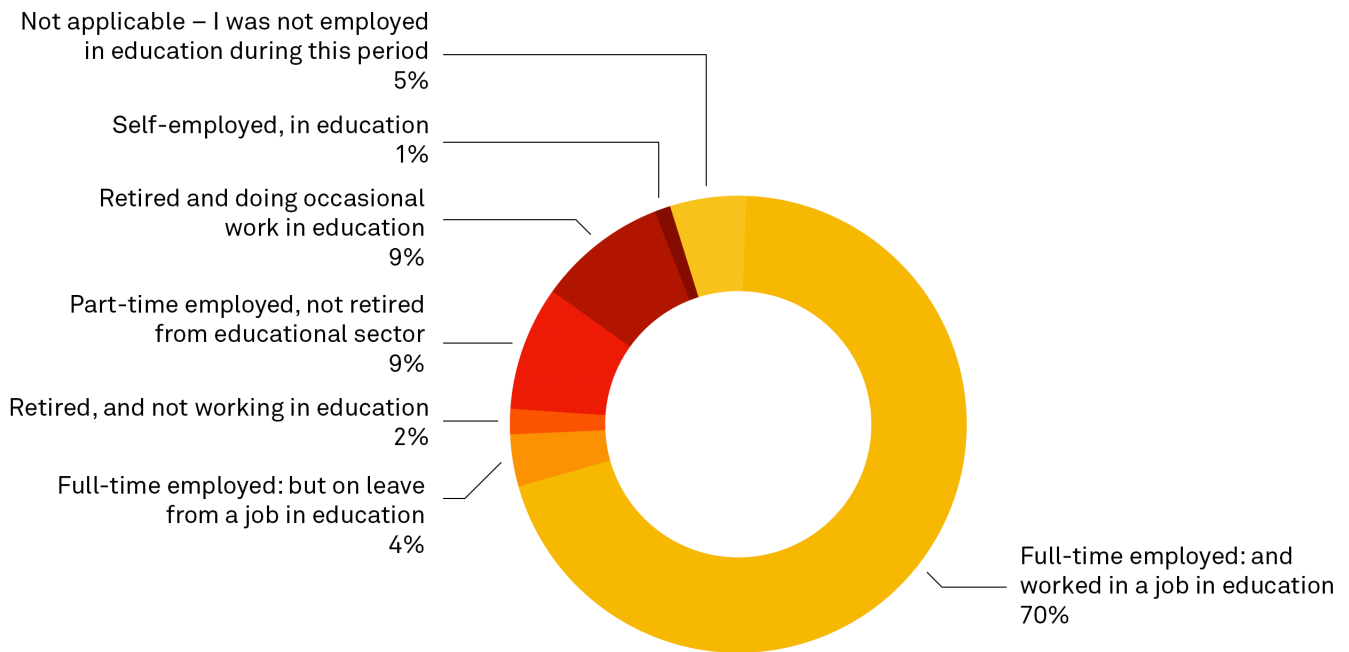
Question: “Did you hold a position that required you to be licensed as an Ontario Certified Teacher (OCT) from September 1, 2023 to June 28, 2024?” Respondent count n=37,486.



Employment Status

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

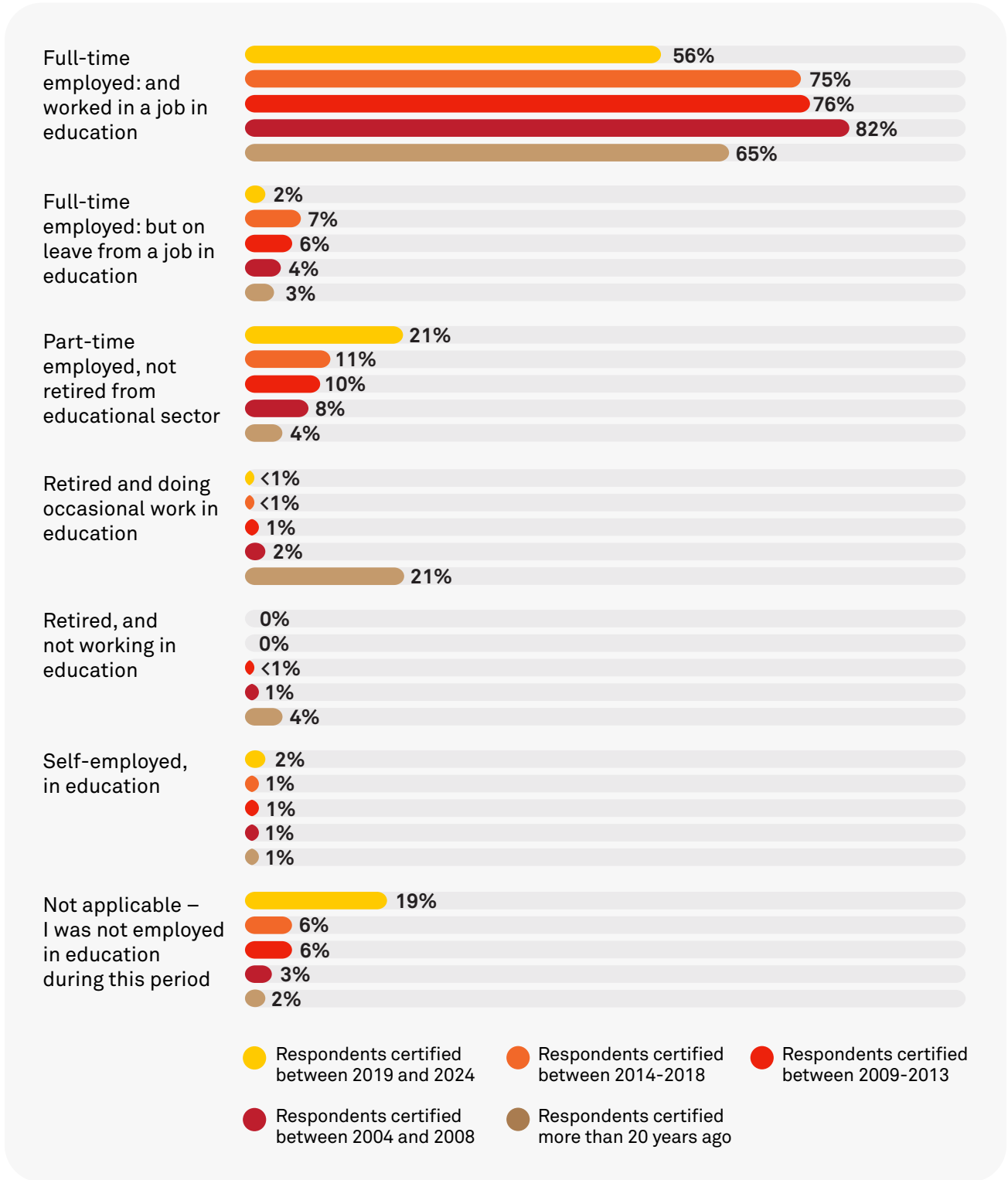
Question: “Which of the following best describes your employment status from September 1, 2023 to June 28, 2024 (i.e., the 2023-2024 school year)?” Respondent count n=37,126.



Employment by Year of Certification

Fifty-six per cent of respondents who were certified in the last five years were employed

in full-time positions in education during the 2023-2024 school year, compared to 72 per cent for respondents who were certified in 2018 or earlier.

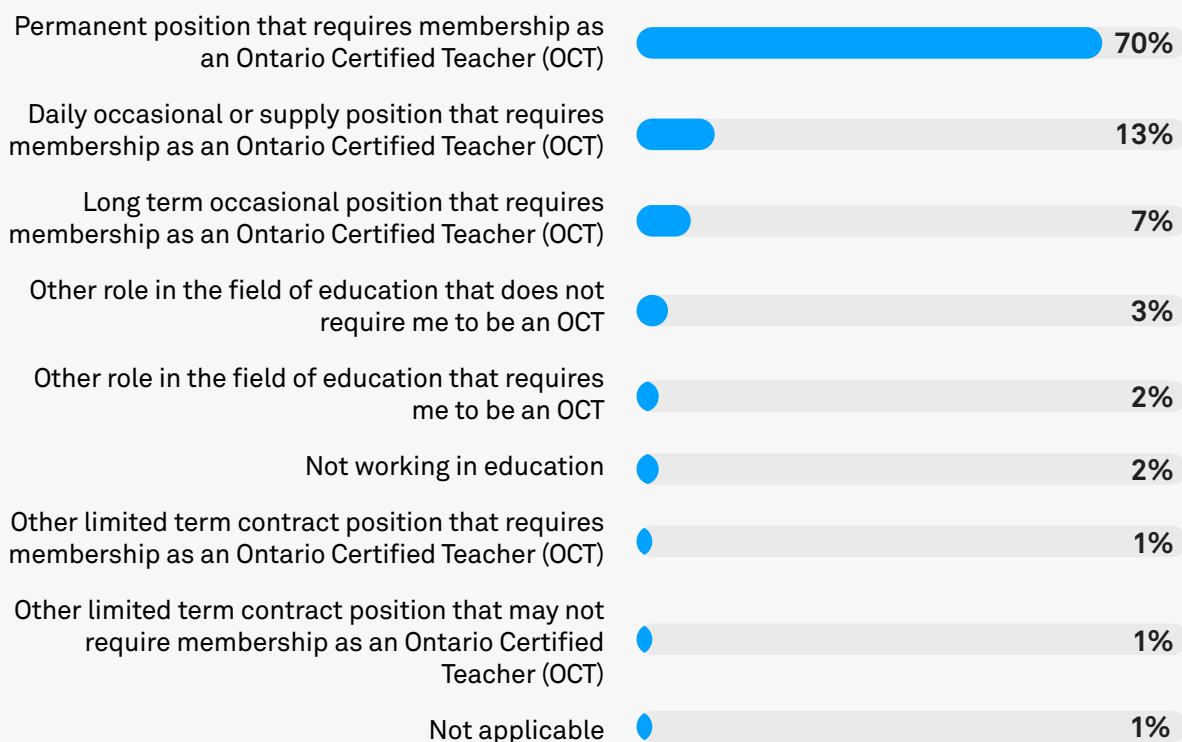


Type of Position

Seventy per cent of respondents primarily held a permanent position in the 2023-2024 school year that required membership as an OCT, compared to 68 per cent in the 2023 survey.

Thirteen per cent of respondents primarily held a daily occasional or supply position in the 2023-2024 school year that required membership as an OCT, which is a decrease from the 19 per cent of respondents from the 2023 report.

Question: “Respondents who indicated their employment status as one of the positions listed in parenthesis (Full-time employed: and worked in a job in education, Full-time employed: but on leave from a job in education, Part-time employed, not retired from educational sector, Retired and doing occasional work in education, Retired, and not working in education, Not applicable – I was not employed in education during this period) were asked: What type of position did you primarily hold in the education system over the period from September 1, 2023 to June 28, 2024?” Respondent count n=34,816.

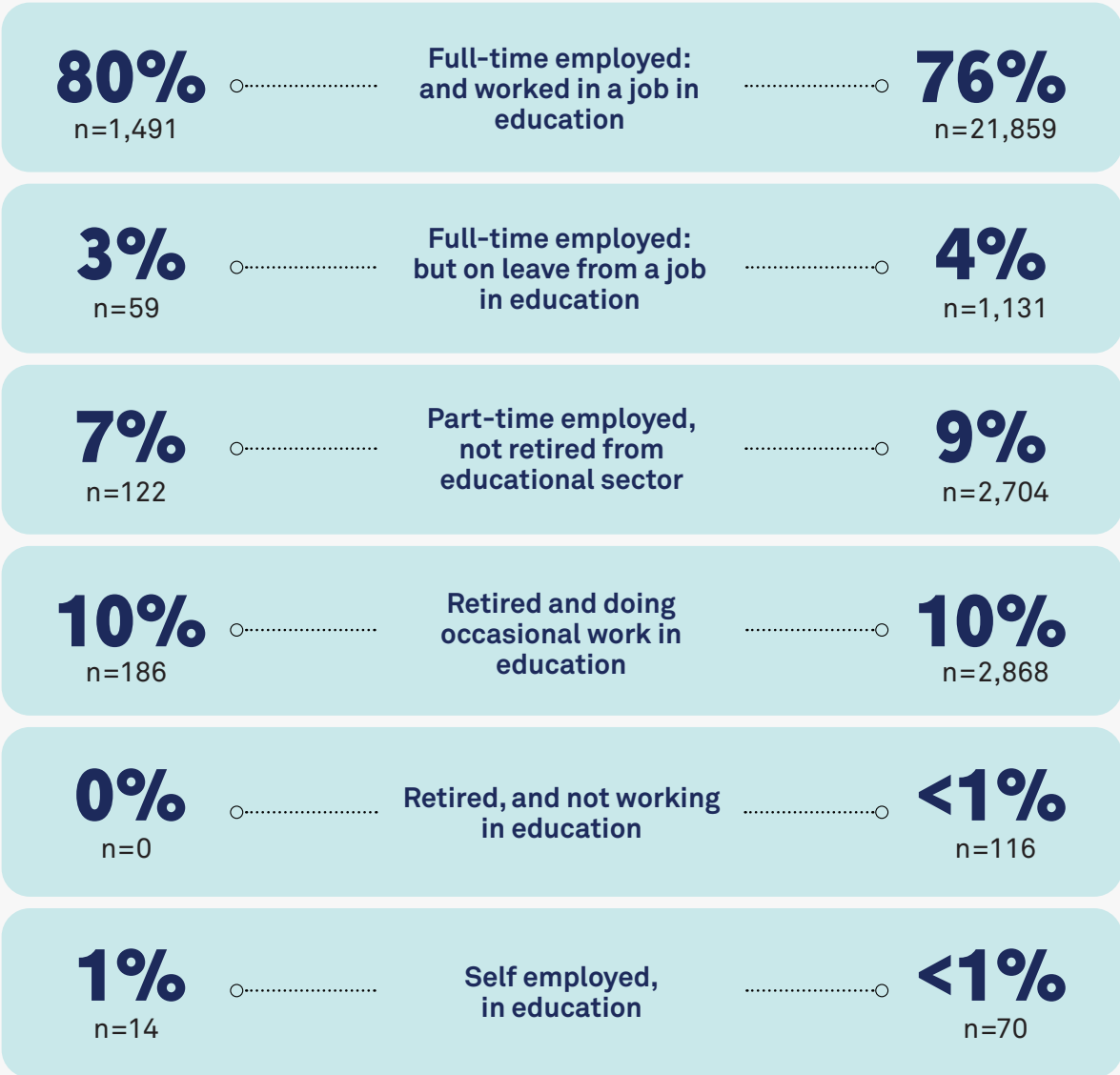


Respondents Who Worked in French-Language Boards: Employment Status of Position

Within publicly funded boards, a slightly larger proportion of survey respondents who worked in French-language boards during the 2023-2024 school year indicated they were employed full-time in a job (80%) compared to respondents who worked in English-language boards (76%).


Employment status for respondents employed in French-language boards
Respondent Count (n=1,877)

Employment status for respondents employed in English-language boards
Respondent Count (n=28,747)



Within publicly funded boards, a larger proportion of survey respondents who worked in French-language boards indicated they were in a permanent position that

requires membership as an Ontario Certified Teacher (80%) compared to respondents who worked in English-language boards.

	Types of positions for respondents employed in French-language boards	Types of positions for respondents employed in English-language boards
 Permanent position that requires membership as an Ontario Certified Teacher (OCT)	80%	74%
 Daily occasional or supply position that requires membership as an Ontario Certified Teacher	10%	15%
 Long term occasional position that requires membership as an Ontario Certified Teacher	7%	8%
 Other limited term contract position that requires membership as an Ontario Certified Teacher	2%	1%
 Other role in the field of education that requires me to be an OCT	1%	1%
 Other role in the field of education that does not require me to be an OCT	0%	1%
 Other limited term contract position that may not require membership as an Ontario Certified Teacher	0%	<1%
Not applicable	1%	<1%
Not working in education	<1%	<1%



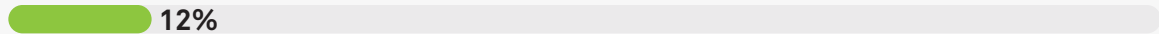
Respondents who identified they hold qualifications to teach Technological Education courses held similar types of employment status compared to respondents overall.

Respondents who identified they hold qualifications to teach Technological Education courses

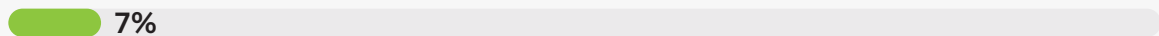
Permanent position that requires membership as an Ontario Certified Teacher



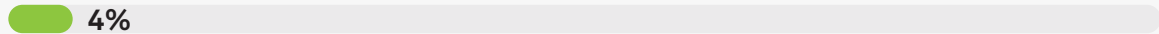
Daily occasional or supply position that requires membership as an Ontario Certified Teacher



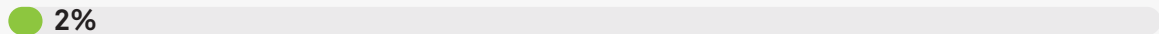
Long term occasional position that requires membership as an Ontario Certified Teacher



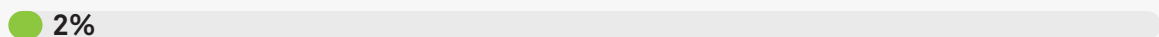
Other role in the field of education that does not require me to be an OCT



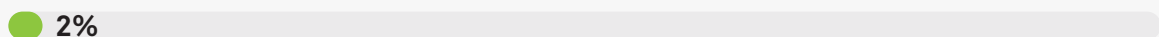
Not working in education



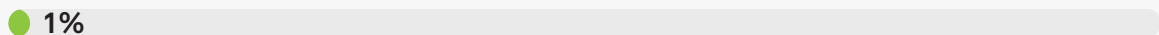
Other limited term contract position that requires membership as an Ontario Certified Teacher



Other role in the field of education that requires me to be an OCT



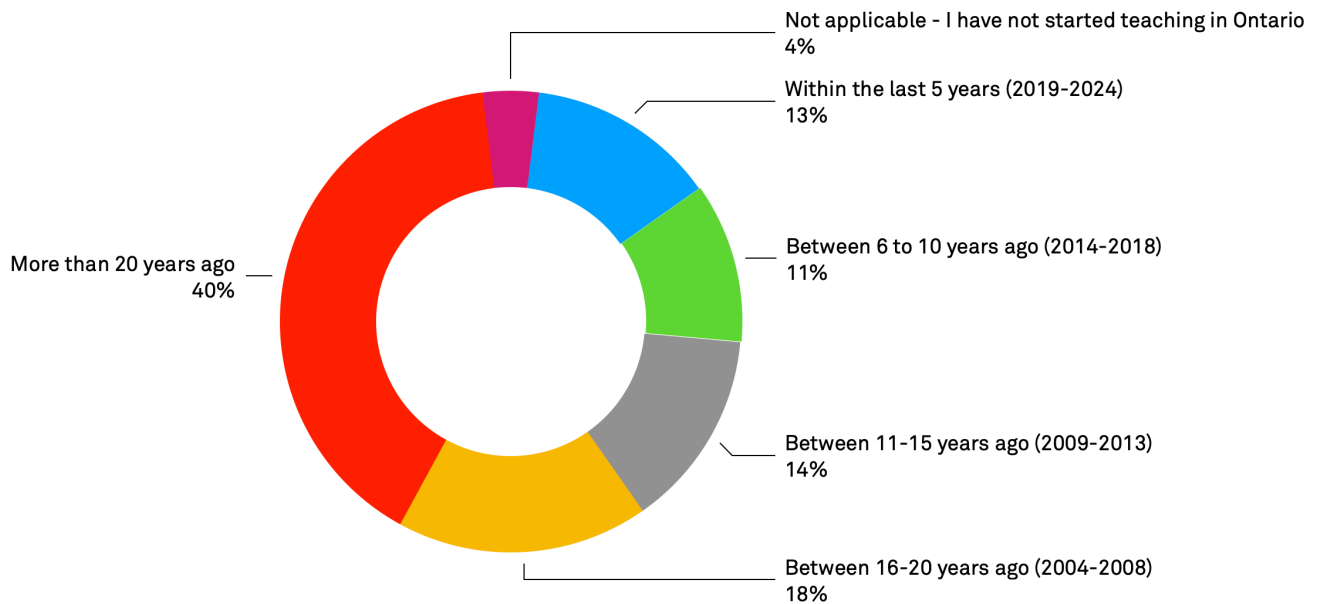
Not applicable



Teaching Experience

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

Question: “When did you first start teaching in Ontario?” Respondent count (n=36,636).



Amount of work

Enough Work

63%

of respondents who indicated their primary position as long-term occasional, daily occasional or supply, or other limited term contract position that requires certification stated they had about as much work as they wanted in the 2023-2024 school year, up from 58% in the 2023 survey.

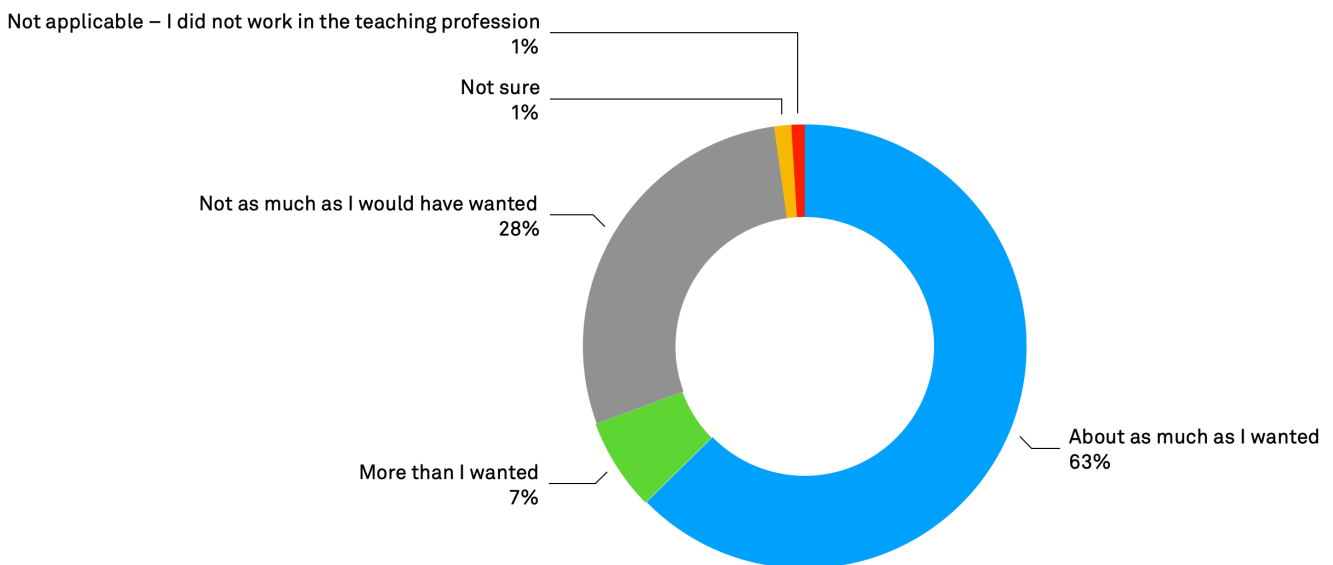
Too Much Work

Seven per cent of respondents who indicated their primary position as long-term occasional, daily occasional or supply, or other limited term contract position that requires certification said they had more work than they wanted in 2023-2024, up from two per cent in 2022-23.

Not Enough Work

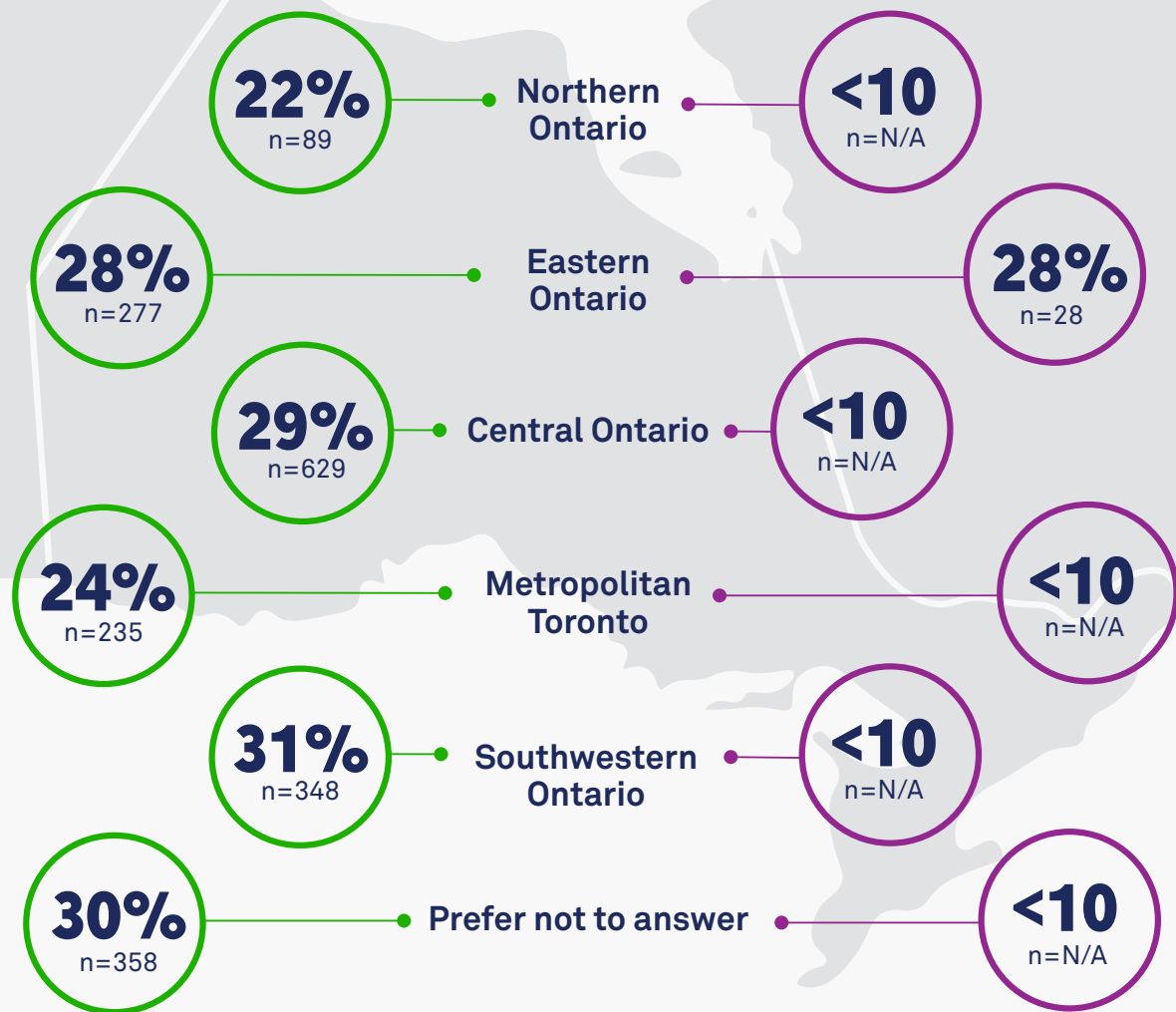
Twenty-eight per cent of respondents who indicated their primary position as long-term occasional, daily occasional or supply, or other limited term contract position that requires certification shared they did not work as much as they would have liked in 2023-2024, which was similar to 27 per cent in the 2023 report.

Question: “Survey respondents who indicated their primary position as long-term occasional, daily occasional or supply, or other limited term contract position that requires OCT certification were asked: During the 2023-2024 school year, did you work in the teaching profession as much as you wanted?” Respondent count n=7,625.



Geographic locations of members who self-identified as holding non-permanent positions, who indicated their primary position as long term occasional, daily occasional or supply, or other limited term contract position that requires certification who did not work as much as they would have liked.

Geographic locations of respondents from French-language school boards by answers mentioned, who indicated their primary position as long term occasional, daily occasional or supply, or other limited term contract position that requires certification who did not work as much as they would have liked.



Applications to Ontario School Boards

Forty-three per cent of these respondents shared they applied to a school board in Ontario within the last two years. These respondents indicated their primary position as long term occasional, daily occasional or supply, or other limited term contract position that requires certification.

Question: “Respondents who indicated they did not work as much as they would have liked in the 2023-2024 school year were asked: Have you applied to any school boards in Ontario in the last two years?” Respondent count n=2,044.



Teaching Qualifications

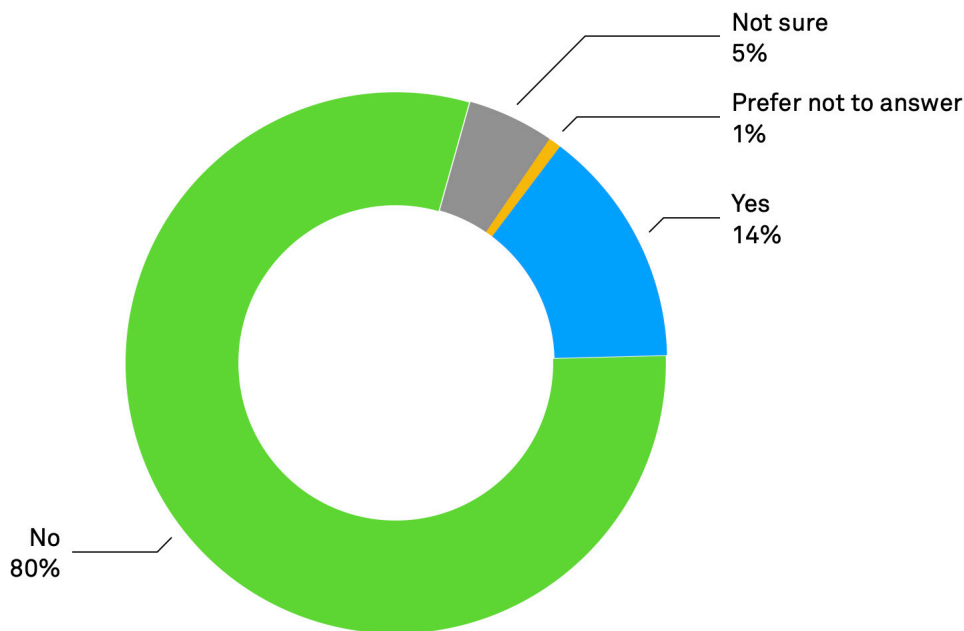
These are the areas of study that OCTs are qualified to teach based on their program of teacher education. These qualifications were granted at the time of certification.

Please note that the 2024 survey focused specifically on reported areas of need in Ontario’s education system, including French-language and Technological Education qualifications.

Qualifications to Teach in a French-Language School Board

Fourteen per cent of respondents indicated they completed their initial teacher education in a program in Ontario that qualified them to teach in a French-language school board.

Question: “Did you complete your initial teacher education in a program that qualified you to teach in a French-language school board in Ontario?³” Respondent count n=36,269.



³ The College received feedback that the placement of the clause “in Ontario” in the question confused respondents. As a result, the College used employer data provided by respondents to analyze the survey results for respondents who work in French-language boards.

Comparing Employers for OCTs with Qualifications for French-Language and English-Language Schools

The College's 2025 registration data⁴ shows that of the over 15,000 OCTs with qualifications to teach in French-language schools, approximately 15 per cent are employed in English-language school boards. There are over 215,000 OCTs with qualifications to teach in English-language schools, of these, less than one per cent are employed in French-language school boards.

OCTs with qualifications to teach in English-language schools by employer

Employer	Number of OCTs	%
English Catholic school board	42,334	20%
English Public school board	102,497	47%
French Catholic school board	679	<1%
French Public school board	295	<1%
Independent schools	3,408	2%
No known employer	66,537	31%
Other ⁵	179	<1%

OCTs with qualifications to teach in French-language schools by employer

Employer	Number of OCTs	%
English Catholic school board	949	6%
English Public school board	1,451	9%
French Catholic school board	6,160	39%
French Public school board	2,873	18%
Independent schools	84	1%
No known employer	4,218	27%
Other ⁶	7	<1%

⁴ This data was pulled from the College's registration data on February 25, 2025. There were 231,735 OCTs in good standing at that date, 99.97 per cent of whom have information regarding language qualifications.

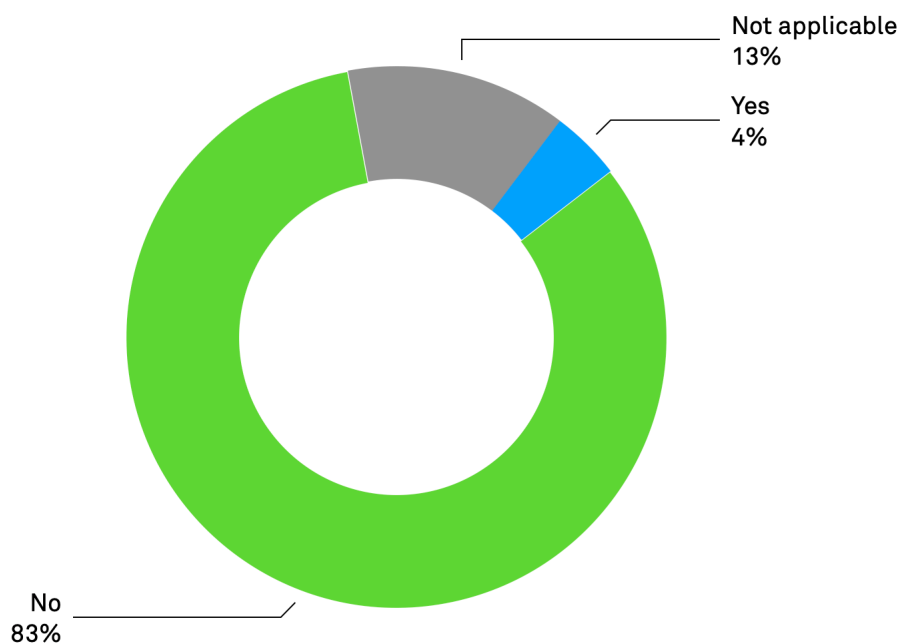
⁵ Includes Provincial and Demonstration Schools, etc.

⁶ Includes Provincial and Demonstration Schools, etc.

Technological Education

Four per cent of respondents (1,529) indicated they hold qualifications to teach Technological Education courses. Five per cent of respondents who work in French-language boards (92) indicated they hold qualifications to teach Technological Education courses.

Question: “Do you hold qualifications to teach technological education courses, i.e. secondary school courses for which the 6-character code begins with a “T” (examples include: Construction Technology, Green Industries, Computer Technology, Transportation Technology, Hospitality and Tourism, Hairstyling and Aesthetics)?” Respondent count n=36,266.



Demographics

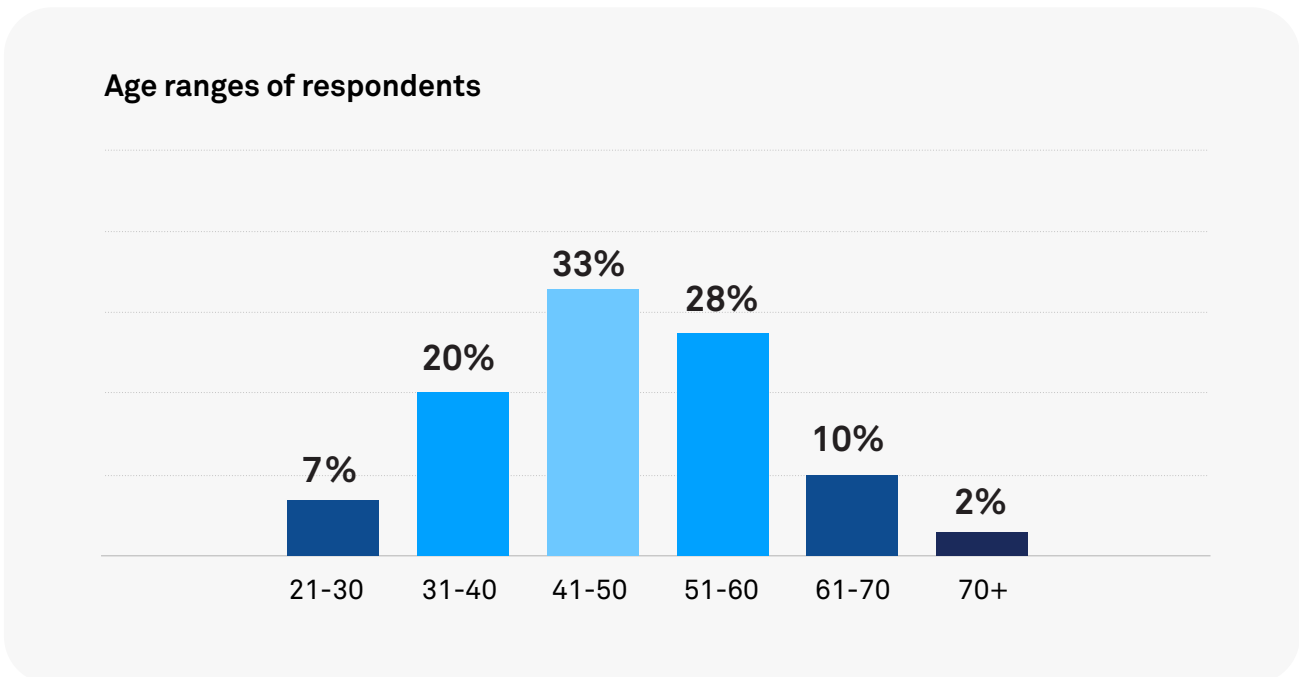
The demographic section of the survey provides an overview of the diversity of OCTs.

The questions asked members about ways in which they self-identify, including whether they live with visible or non-visible disabilities, their gender, sexual orientation, race and ethnicity. The survey results provide insight into the diversity of the teaching profession in Ontario and the lived experience of College members.

Age

Thirty-three per cent of respondents are between 41-50 years old. Twenty-eight per cent of respondents are between 51-60 years old.

2024 College registration data was used for age. Respondent count n=37,990.



Disability

A disability includes any functional limitation that can be persistent or episodic, visible or hidden, permanent or temporary. Disabilities may include: impaired vision, hearing loss, mobility impairment, chronic pain, neuro-divergence, dyslexia, speech impairment, emotional or mental health condition.

Eighteen per cent of respondents identified having a disability.

Question: “Do you consider yourself a person with a disability?” Respondent count n=33,573.

Disability n=33,573	Respondents by answers mentioned	%
No	26,066	78%
Yes	6,070	18%
Visible disability	339	1%
Non-visible disability	5,096	15%
Both visible apparent and non-visible disabilities	636	2%
Prefer not to answer	1,437	4%

Respondents who self-identified as having a disability were given the option to further specify their responses.

84%

non-visible

5,096 respondents

11%

both visible and non-visible

636 respondents

6%

visible

339 respondents

Gender

Seventy-four per cent of respondents identified their gender as Woman – Cisgender woman. Twenty per cent of respondents identified their gender as Man – Cisgender man. Other genders respondents identified with include genderfluid, intersex, non-binary, transgender woman/man, two-spirit, questioning and other.

Question: “Which of the choices below best describes your gender? Please select all that apply.” Respondent count n=34,147.

Gender n=34,147	Respondents by answers mentioned	%
Woman - Cisgender woman	25,357	74%
Man - Cisgender man	6,953	20%
Prefer not to answer	1,616	5%
Non-Binary	144	<1%
Genderfluid	92	<1%
Questioning	60	<1%
Other	43	<1%
Woman - Transgender woman	36	<1%
Two-Spirit	34	<1%
Man - Transgender man	20	<1%
Intersex	18	<1%

Respondents were given the option to select more than one response to this question as well as specify their gender(s) through a voluntary open-text response.

Sexual Orientation

Eighty-five per cent of respondents describe their sexual orientation as heterosexual. Survey respondents also self-identified as gay, lesbian, bisexual, two-spirit, questioning and other, as well as the most commonly listed open-text entries: asexual, pansexual, queer, demisexual and don't know/nothing.

Question: “Please select the response(s) that best describes your sexual orientation.” Respondent count n=33,957.

Sexual orientation (n=33,957)	Respondents by answers mentioned	%
Heterosexual	28,970	85%
Prefer not to answer	2,877	8%
Bisexual	1,028	3%
Gay	485	1%
Lesbian	315	1%
Questioning	139	<1%
Asexual (Open-text entry)	85	<1%
Don't know/ Nothing (Open-text entry)	75	<1%
Pansexual (Open-text entry)	72	<1%
Queer (Open-text entry)	71	<1%
Other	45	<1%
Two-Spirit	39	<1%
Demisexual (Open-text entry)	12	<1%

Respondents were given the option to select more than one response to this question as well as the option to specify their sexual orientation(s) through a voluntary open-text response.

Race

We understand that race is a social construct/idea that does not have a biological or genetic basis; however, the experience of racism is a reality and systemic racism does exist in our society.

Seventy-seven per cent of respondents describe their race as White. Survey respondents also self-identified as Black, Central Asian, East Asian, Indigenous to North America, Latin American, Middle Eastern or West Asian and South Asian and Southeast Asian, as well as the most commonly listed open-text entries: Jewish, Mediterranean, Mixed Race, and North African.

Question: “Which race category(ies) best describes you? Please select all that apply.”
Respondent count n=33,944.

- Middle Eastern or West Asian (examples: Afghan, Armenian, Lebanese, Saudi-Arabian, Syrian)
- Black (examples: African, African-Canadian, Afro-Caribbean, Afro-Latino)
- Central Asian (examples: Kazakh, Tajik, Uzbek)
- East Asian (examples: Chinese, Japanese, Korean)
- Latin American (examples: Brazilian, Colombian, Cuban, Mexican, Peruvian)
- Indigenous to North America
 - First Nations (status, non-status, treaty or non-treaty)
 - Inuk, Inuit
 - Métis
- South Asian (examples: Bangladeshi, Indian, Indo-Caribbean, Pakistani)

- Southeast Asian (examples: Filipino, Malaysian, Singaporean, Thai, Vietnamese)
- White (examples: English, French, Greek, Portuguese, Ukrainian)
- Additional identity not described here (please describe): [Open text]
- Prefer not to answer

Race (n=33,944)	Respondents by answers mentioned	%
White	26,101	77%
Prefer not to answer	1,958	6%
South Asian	2,014	6%
Black	1,510	4%
East Asian	1,029	3%
Middle Eastern or West Asian	683	2%
Indigenous to North America	683	2%
Southeast Asian	477	1%
Latin American	365	1%
Jewish (open-text entry)	275	1%
Mixed Race (open-text entry)	171	1%
Other	112	<1%
North African (open-text entry)	74	<1%
Central Asian	35	<1%
Mediterranean (open-text entry)	33	<1%

Respondents were given the option to select more than one response to this question as well as the option to specify the race(s) with which they self-identify through a voluntary open-text response.

Indigenous to North America

Two per cent of respondents describe their race as Indigenous to North America. Of these respondents:

- 65 per cent identified as First Nations;
- 34 per cent identified as Métis;
- <1 per cent identified as Inuk, Inuit.

Question: “Which race category(ies) best describes you? – selected Indigenous to North America.” Respondent count n=591 excluding Inuk/Inuit due to sample size below threshold of 10.

Respondents who identified as Indigenous to North America ⁷ (n=591)	Respondents by answers mentioned	%
First Nations (status, non-status, treaty or non-treaty)	386	65%
Métis	205	35%

Ethnicity

Ethnicity tends to be referred to as a shared tradition, customs, culture and their origin. (Examples include but are not limited to: French-Canadian, LatinX, Punjabi, Italian, Somali, Irish-Canadian).

Question: “What is/are your ethnicity(ies)?” Respondent count n=31,942.

Thirty-six per cent of respondents identified their ethnicity as Canadian. Below are the 10 most frequently noted ethnicities provided by respondents:

10 most frequently noted ethnicities (open-text entries) (n=31,942)	Respondents by answers mentioned	%
Canadian	11,347	36%
British	2,960	9%
Irish	2,923	9%
French-Canadian	2,808	9%
Italian	2,569	8%
Scottish	2,181	7%
European (Other)	1,981	6%
Other	1,927	6%
Indian	1,086	3%
German	1,016	3%

Respondents were asked to provide their ethnicity(ies) through a voluntary open-text response.

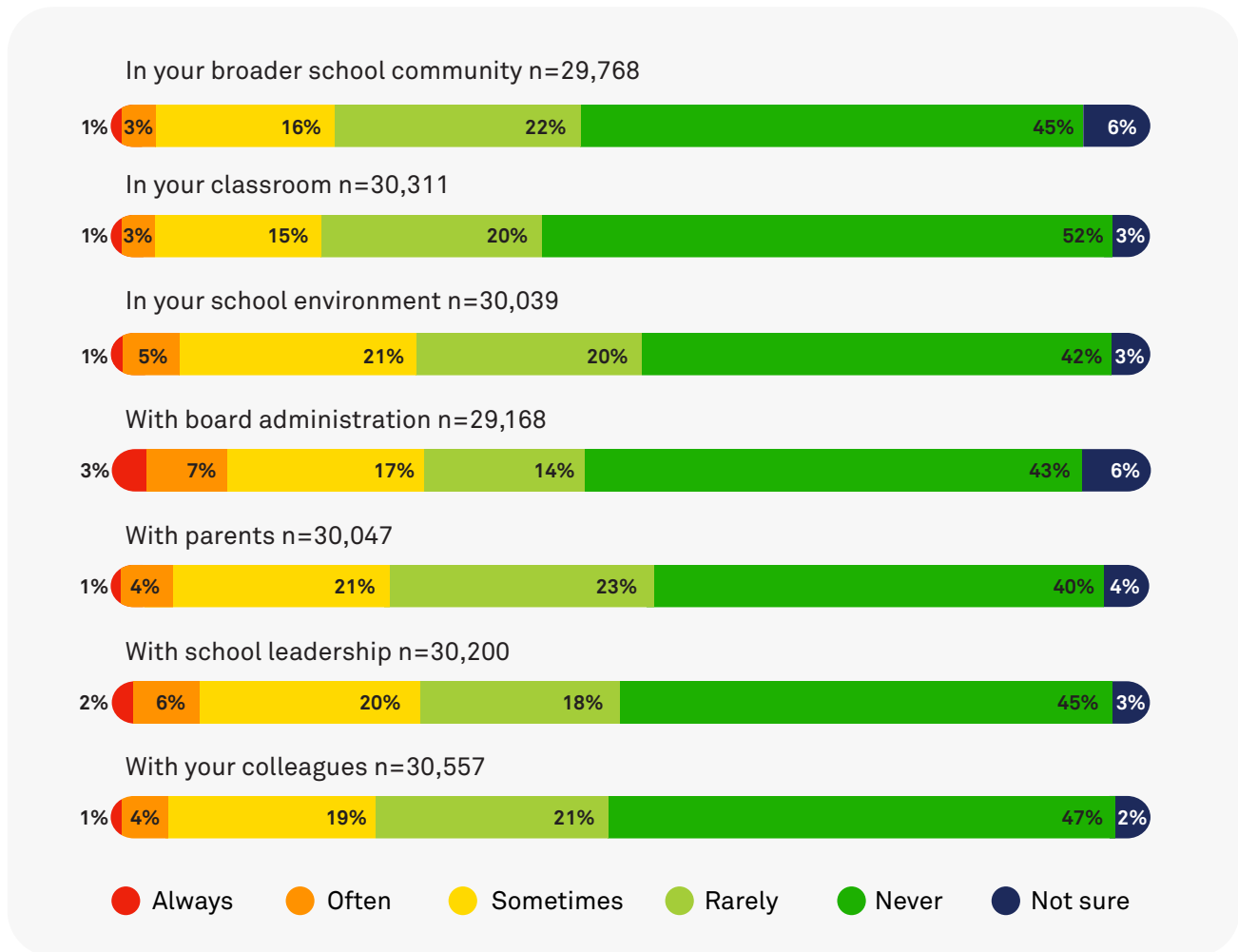
⁷ Inuit/Inuk was not included due to n<10.

Sense of Belonging

‘Sense of belonging’ was defined as feelings of safety, value, respect, inclusion, ability to bring their authentic self to their environment, and sense of acceptance. ‘Discrimination’ was defined as any aspect of their identity, e.g. age, gender, ethnicity, religion, race, sexual orientation, disability, language, job status etc.

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

Question: “Has your sense of belonging ever been diminished by any form of discrimination or racism – whether directly, personally or systemically?” Respondent count n=32,132⁸.



Respondents were asked to select one option for each aspect of the school environment.

⁸ The data in this table represents the valid responses received for question 20. Responses of “Prefer not to answer” and “Not Applicable” have been excluded from this chart and analysis. For the chart which displays total responses, please see the appendix.

Disproportionality Index

Responses to this question were also analyzed using disproportionality indices, with scores, greater than, equal to or less than 1.0.

A score below 1.0 indicates that the group is under-represented while a score greater than 1.0 indicates that the group is over-represented. Proportionate representation is indicated by a score of 1.0.

For example, of the 30,311 respondents who provided an answer regarding their sense of belonging in their classroom, 18% self-identify as having a disability. When reviewing the responses of “Always” and “Often” having experienced a diminished sense of belonging in the classroom, 31.4% of these responses were from people who self-identify as having a disability.

When comparing respondents with a disability who always or often feel a diminished sense of belonging (31.4%), with all respondents who self-identified with a disability (18%), the resulting disproportionality index score is 1.74 ($0.314/0.18 = 1.74$).

When reviewing the survey question which asked respondents to indicate whether their sense of belonging had ever been diminished by any form of discrimination or racism – whether directly, personally or systematically, answer options were grouped as follows: Top 2: “Rarely” or “Never”; Bottom 2: “Often” or “Always” and “Sometimes”, to enable easier analysis.

Responses of “Always” and “Often” represent “Bottom 2” as these options indicate the respondent has had their sense of belonging diminished by harassment and/or discrimination.

Disproportionality index scores have been included for all workspaces identified in the sense of belonging question and all self-identified demographic groups where respondents equaled or exceeded 100.

To present extensive data, while preserving anonymity, scores are displayed when the total valid response count is greater than or equal to 100.

Disproportionality Index Score For Bottom 2 (“Always” and “Often”)

Over-Represented Groups ⁹	In the Classroom	With Your Colleagues	With School Leadership	With Board Administration	With Parents	In Your Broader School Community	In Your School Environment
Persons with Disabilities¹⁰							
Yes	1.7	1.8	1.9	1.7	1.6	1.6	1.8
Visible disability	2.0	1.3	1.5	1.4	1.2	1.2	1.8
Non-visible disability	1.6	1.7	1.8	1.7	1.6	1.5	1.8
Both visible apparent and non-visible disabilities	2.4	2.3	2.7	2.2	2.2	2.3	2.6
Prefer not to answer	1.6	1.7	1.6	1.5	1.4	1.5	1.7
Gender¹¹							
Non-Binary	3.9	3.7	3.3	2.5	3.9	4.0	4.4
Prefer not to answer	1.9	1.9	1.8	1.8	1.5	1.9	1.8
Sexual Orientation¹²							
Gay	2.5	1.6	1.4	1.5	2.2	2.5	1.8
Lesbian	2.5	1.7	1.7	1.7	2.7	3.3	2.6
Bisexual	1.6	1.4	1.3	1.2	1.8	1.7	1.5
Questioning	2.1	1.2	2.4	1.9	1.7	1.5	1.5
Prefer not to answer	1.7	1.7	1.7	1.6	1.4	1.8	1.6

⁹ A group of people who, because of systemic discrimination, face barriers that prevent them from having the same access to the resources and opportunities that are available to other members of society, and that are necessary for them to attain just outcomes. Source: www.canada.ca/en/canadian-heritage/services/funding/young-canada-works/glossary.html

¹⁰ Respondents in this group include those who self-identified as having a disability, whether: visible, non-visible or both visible/ apparent and non-visible.

¹¹ This group includes respondents who self-identified as non-binary. There were fewer than 100 respondents who self-identified as: genderfluid, intersex, transgender woman, transgender man, Two-Spirit, questioning and/or other.

¹² This group includes respondents who self-identified as: gay, lesbian, bisexual, and questioning. There were fewer than 100 respondents who self-identified as Two-Spirit, asexual, pansexual, queer, demisexual and/or other.

Over-Represented Groups ⁹	In the Classroom	With Your Colleagues	With School Leadership	With Board Administration	With Parents	In Your Broader School Community	In Your School Environment
Racial Categories¹³							
Black	3.2	3.2	1.9	1.4	2.6	2.7	2.7
East Asian	1.1	1.2	1.2	1.1	1.3	1.2	1.1
Indigenous to North America	1.6	2.1	1.6	1.6	1.3	1.7	1.9
Jewish	1.9	1.8	1.7	3.0	0.8	5.0	1.8
Latin American	1.4	1.5	1.3	1.1	1.3	1.5	1.5
Middle Eastern or West Asian	1.8	2.5	1.9	1.9	1.3	2.1	2.0
Mixed Race	2.0	2.2	1.9	1.8	1.4	1.5	2.4
Prefer not to answer	1.7	1.7	1.8	1.9	1.4	1.8	1.6
South Asian	2.0	2.2	1.6	1.3	1.4	1.8	1.9
Southeast Asian	1.7	1.8	1.3	1.2	2.0	1.8	1.4

In general, there was an over-representation of equity-deserving groups who responded in the Bottom 2 across the work environments presented in the survey question.

There was one exception to over-representation among equity-deserving groups in the Bottom 2. With parents, respondents who self-identified as Jewish¹⁴ were over-represented in responses of “Always”, “Sometimes” and “Rarely”.

¹³ This group includes respondents who self-identified as: Black, East Asian, Indigenous to North America, Jewish, Latin American, Middle Eastern or West Asian, Mixed Race, Prefer Not to Answer, South Asian, and/or Southeast Asian. There were fewer than 100 respondents who self-identified as Central Asian, Mediterranean, North African and/or Other.

¹⁴ Individuals who self-identified as Jewish did so through the open-text option of the racial category question.

Aspirations and Experiences

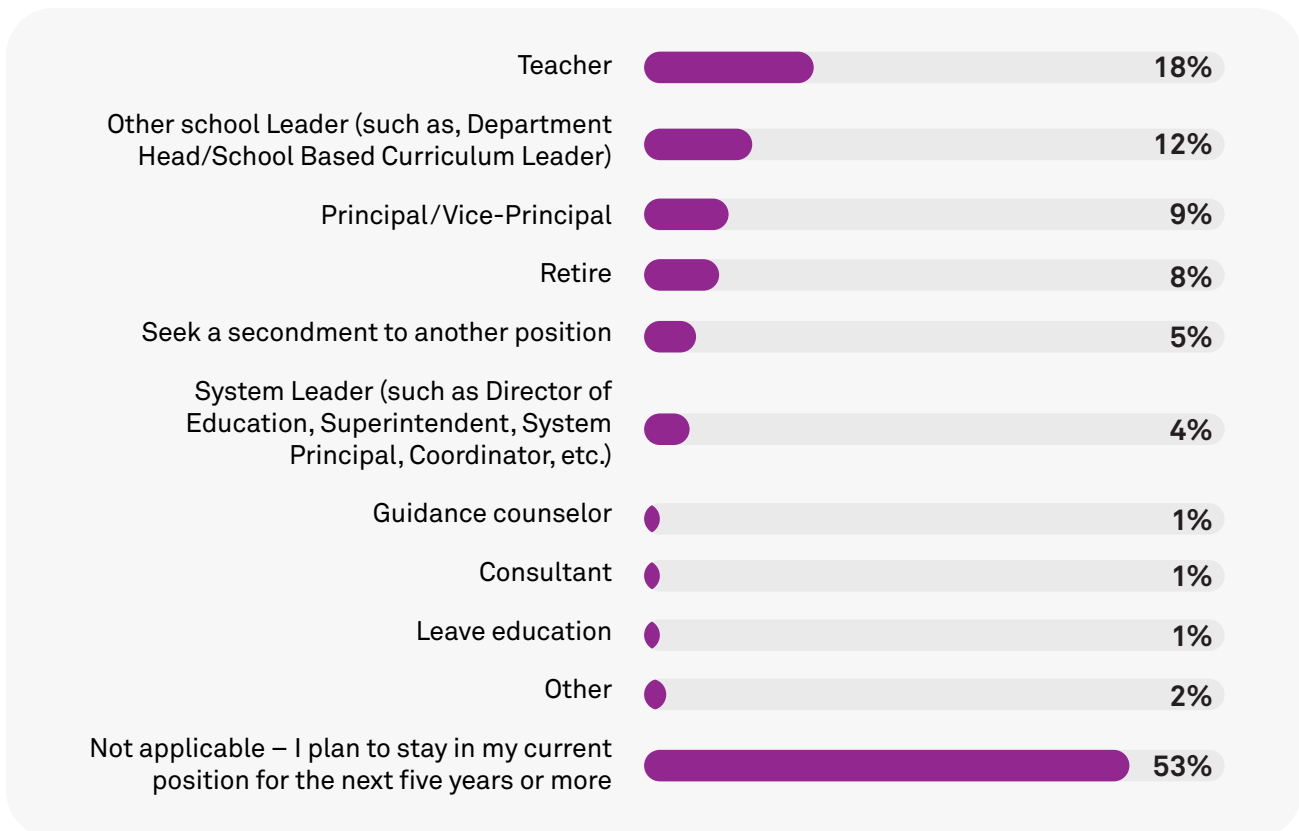
The survey asked OCTs about their career paths, including interest to pursue alternative paths or new opportunities and experiences.

Roles

More than half of respondents (53%) wish to stay in their current position. Eighteen per cent of respondents are interested in

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

Question: “Over the next five years, do you hope to move into any of the following roles in the education sector?” Respondent count n=35,526.



Respondents were given the option to select more than one response to this question and specify other roles through a voluntary open-text response. Answer options with less than one per cent of respondents who selected it are not shown in the visual.

Top Interests for Future Roles in Education by the Year Respondents Started Teaching

When analyzing the data by the year respondents indicated they started teaching, the top interests for future roles varied, as shown below (excluding Not applicable – I plan to stay in my current position for the next five years or more).

Respondents who indicated they have not started teaching

1. Teacher (62%)
2. Other school leader (15%)
3. Principal/Vice-Principal (11%)

Respondents who indicated they started teaching within the last 5 years (2019-2024)

1. Teacher (47%)
2. Other school leader (19%)
3. Principal/Vice-Principal (9%)

Respondents who indicated they started teaching between 6 to 10 years ago (2014-2018)

1. Teacher (22%)
2. Other school leader (19%)
3. Principal/Vice-Principal (10%)

Respondents who indicated they started teaching between 11-15 years ago (2009-2013)

1. Other school leader (16%)
2. Teacher (14%)
3. Principal/Vice-Principal (12%)

Respondents who indicated they started teaching between 16-20 years ago (2004-2008)

1. Other school leader (12%)
2. Teacher (11%)
3. Principal/Vice-Principal (11%)

Respondents who indicated they started teaching more than 20 years ago

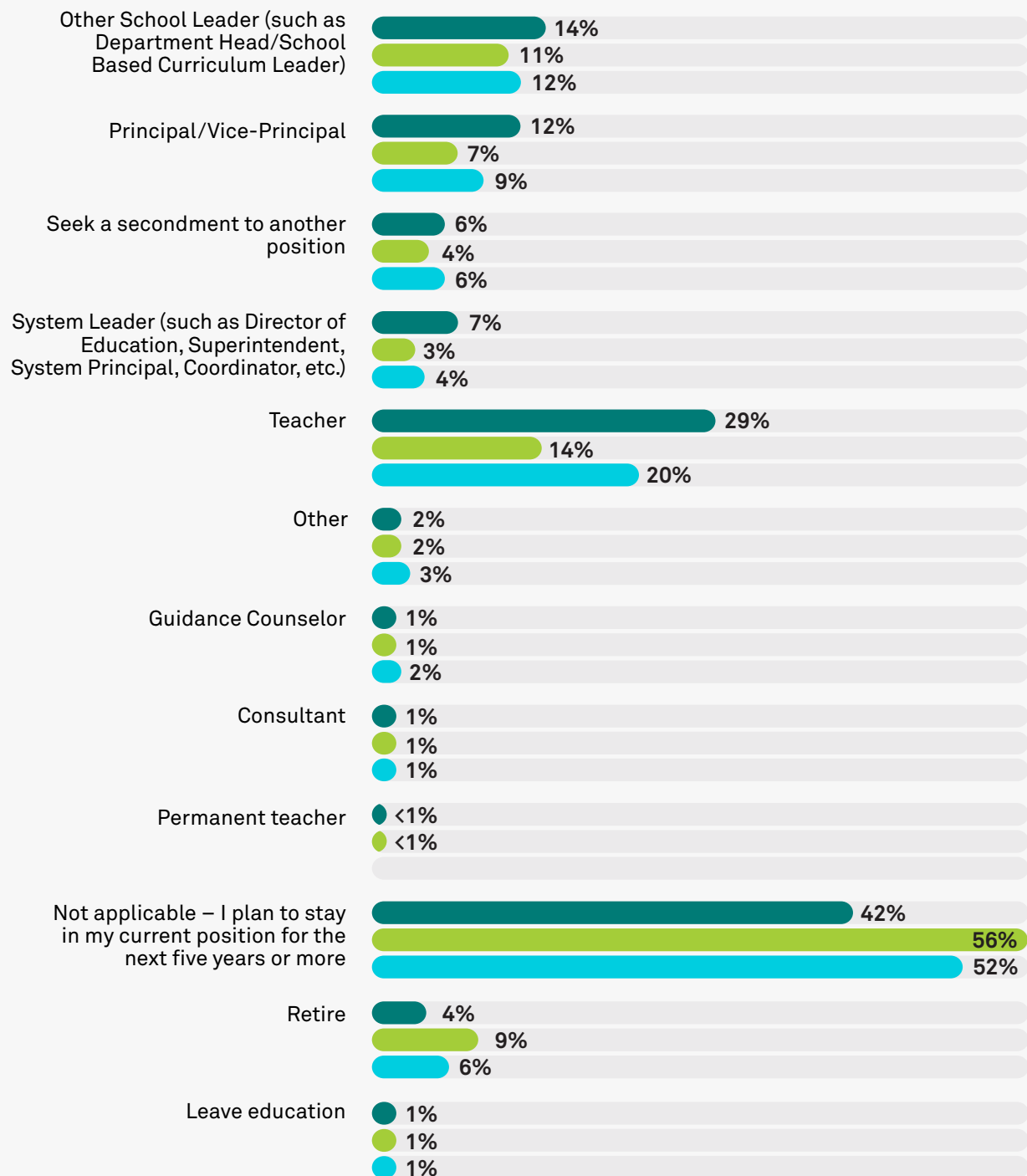
1. Retire (17%)
2. Teacher (8%)
3. Principal/Vice-Principal (5%)

Hopes to Move Into New Roles

Responses from those who identify as being a member of one or more of the groups listed in parenthesis (Black, Central Asian, East Asian, Indigenous to North America, Jewish, Latin American, Mediterranean, Middle Eastern or West Asian, Mixed Race North African, South Asian and Southeast Asian):

33% of their responses indicated that they hope to move into principal or vice-principal, system leader or other school leader roles over the next five years.

Top interests for future roles in education – comparison by race



● Racialized (Black, Central Asian, East Asian, Indigenous to North America, Jewish, Latin American, Mediterranean, Middle Eastern or West Asian, Mixed Race, North African, South Asian, Southeast Asian, and/or Other)(n=8,011)

● White (n=25,611)

● Prefer not to answer (n=1,913)

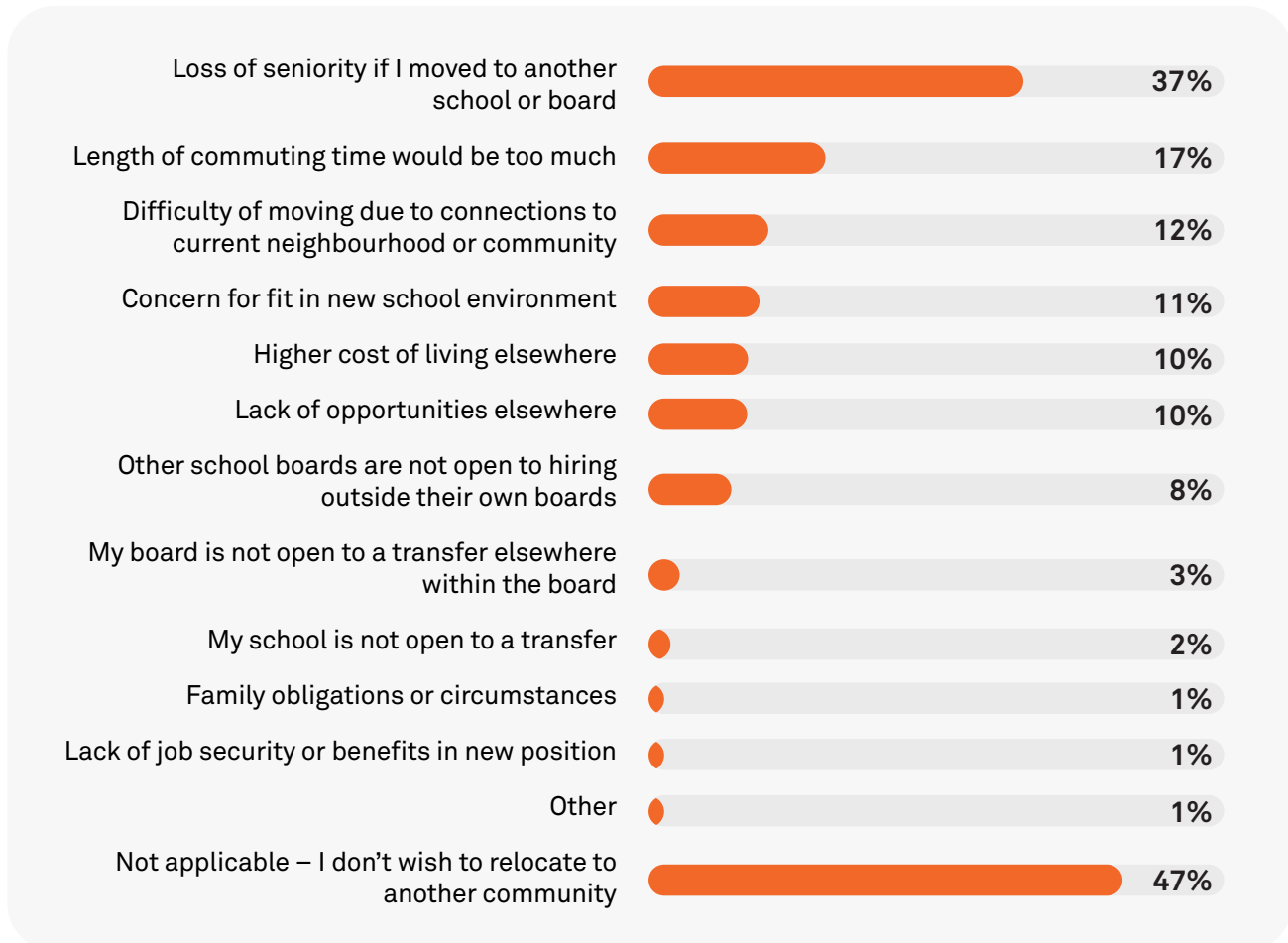
Barriers to Changing Location

Thirty-seven per cent of respondents said the top barrier for changing their current location is the loss of seniority if they moved to another school or board.

The next most identified barriers to changing location include length of commuting time (17%) and difficulty of moving due to connections to current neighbourhood or community (12%).

Nearly half (47%) of respondents do not wish to relocate to another community.

Question: “Respondents who indicated they were employed full-time and worked in a job in education, or employed full-time but on leave from a job in education, or retired and not working in education, or not employed in education, were asked: If you were interested in changing your current location and still remain in the teaching profession, are there barriers preventing you from being able to do so?” Respondent count n=28,790.



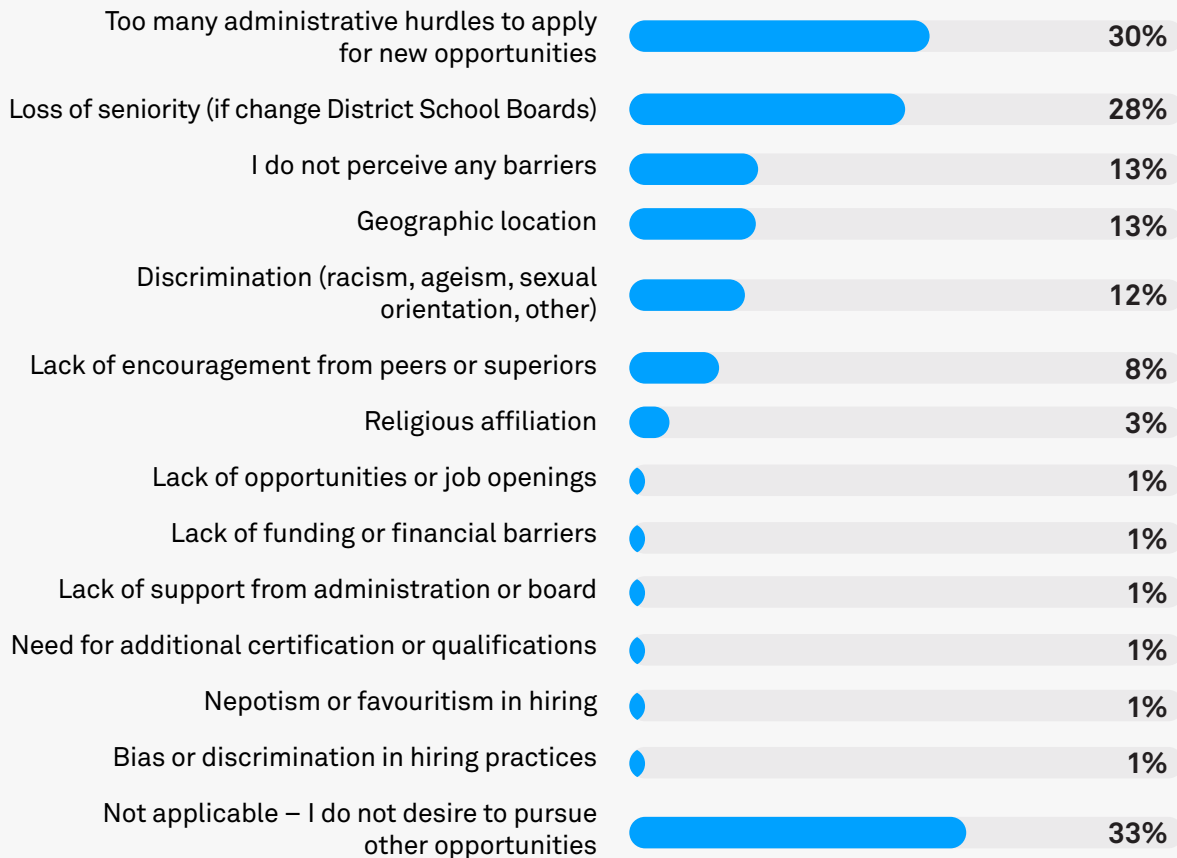
Respondents were given the option to select more than one response to this question and specify other barriers through a voluntary open-text response.

Barriers to Alternative Paths

Thirty per cent of respondents indicated that they would like to pursue alternative paths in their teaching career or new opportunities within the education profession, but perceive too many administrative hurdles to apply for new opportunities as a barrier. This is

followed by 28 per cent perceiving loss of seniority as a barrier. It should be noted that 33 per cent of respondents indicated that they do not desire to pursue other opportunities, and this group was not asked to identify perceived barriers associated with new opportunities.

Question: “Respondents who indicated they were employed full-time and worked in a job in education, or employed full-time but on leave from a job in education, or retired and not working in education, or not employed in education, were asked: If you desire to pursue alternative paths in your teaching career or new opportunities within the education profession, are there barriers that you perceive in being able to do so?” Respondent count n=28,685.



Respondents were given the option to select more than one response to this question and specify other barriers through a voluntary open-text response.

Discrimination as a Barrier to Pursuing Alternative Paths by Demographics

Persons with Disabilities

Respondents who indicated that they have a disability are more likely to have also

selected discrimination as a reason for not having pursued alternative paths in their teaching career (20%), compared to those who self-identified as having no disability (17%).

Respondents by answers mentioned, who selected discrimination as a perceived barrier to pursuing alternative paths – Persons with Disabilities ¹⁵	Number of Respondents who indicated barriers to alternative paths	Number of respondents who indicated Discrimination and Racism as a barrier	%
Yes	5,188	1,032	20%
Visible disability	256	48	19%
Non-visible disability	4,418	825	19%
Both visible apparent and non-visible disabilities	514	158	31%
No	21,078	1,984	17%
Prefer not to answer	1,179	203	17%

Gender

Those who belong to an equity-deserving gender group* are more likely to have also selected discrimination as a reason for not

having pursued alternative paths in their teaching career (>/=25%), compared to those who self-identified as cisgender woman (11%) or cisgender man (13%).

Respondents by answers mentioned, who selected discrimination as a perceived barrier to pursuing alternative paths – Gender ¹⁶	Number of Respondents who indicated barriers to alternative paths	Number of respondents who indicated Discrimination and Racism as a barrier	%
Man - Cisgender man	5,595	755	13%
Woman - Cisgender woman	20,809	2,203	11%
Non-Binary	124	44	35%
Prefer not to answer	1,310	228	17%

* This group includes respondents who self-identified as non-binary.

¹⁵ There were groups with less than 100 respondents to the question of perceived barriers to pursuing alternative paths.

¹⁶ Groups with less than 100 respondents to the question of perceived barriers to pursuing alternative paths, have been omitted from this table.

Sexual Orientation

Respondents who self-identified as members of an equity-deserving sexual orientation group* are more likely to have also selected discrimination as a reason for not having pursued alternative paths in their teaching career (>15%), versus respondents who self-identified as heterosexual (11%).

Respondents by answers mentioned, who selected discrimination as a perceived barrier to pursuing alternative paths – Sexual Orientation ¹⁷	Number of Respondents who indicated barriers to alternative paths	Number of respondents who indicated Discrimination and Racism as a barrier	%
Bisexual	913	146	16%
Gay	400	96	24%
Heterosexual	23,628	2,503	11%
Lesbian	259	54	21%
Questioning	117	19	16%
Prefer not to answer	2,348	390	17%

**This group includes respondents who self-identified as: bisexual, gay, lesbian and/or questioning.*

¹⁷ Groups with less than 100 respondents to the question of perceived barriers to pursuing alternative paths, have been omitted from this table.

Race Categories

Within the demographic of race categories, respondents who self-identified as members of an equity-deserving group* are more likely to have also selected discrimination as a reason for not having pursued alternative paths in their teaching career (>14%), compared to those who self-identified as White (8%).

Respondents by answers mentioned, who selected discrimination as a perceived barrier to pursuing alternative paths – Race Categories ¹⁸	Number of Respondents who indicated barriers to alternative paths	Number of respondents who indicated Discrimination and Racism as a barrier	%
Black	1,168	428	37%
East Asian	896	167	19%
Indigenous to North America	574	88	15%
Jewish	235	65	28%
Latin American	306	56	18%
Middle Eastern or West Asian	569	136	24%
Mixed Race	139	33	24%
South Asian	1,510	378	25%
Southeast Asian	377	78	21%
White	21,416	1,732	8%
Other	100	33	33%
Prefer not to answer	1,958	286	15%

*This group includes respondents who self-identified as: Black, East Asian, Indigenous to North America, Jewish, Latin American, Middle Eastern or West Asian, Mixed Race, South Asian, Southeast Asian and/or Other and Prefer not to answer.

¹⁸ Race categories with less than 100 respondents to the question of perceived barriers to pursuing alternative paths, have been omitted from this table.

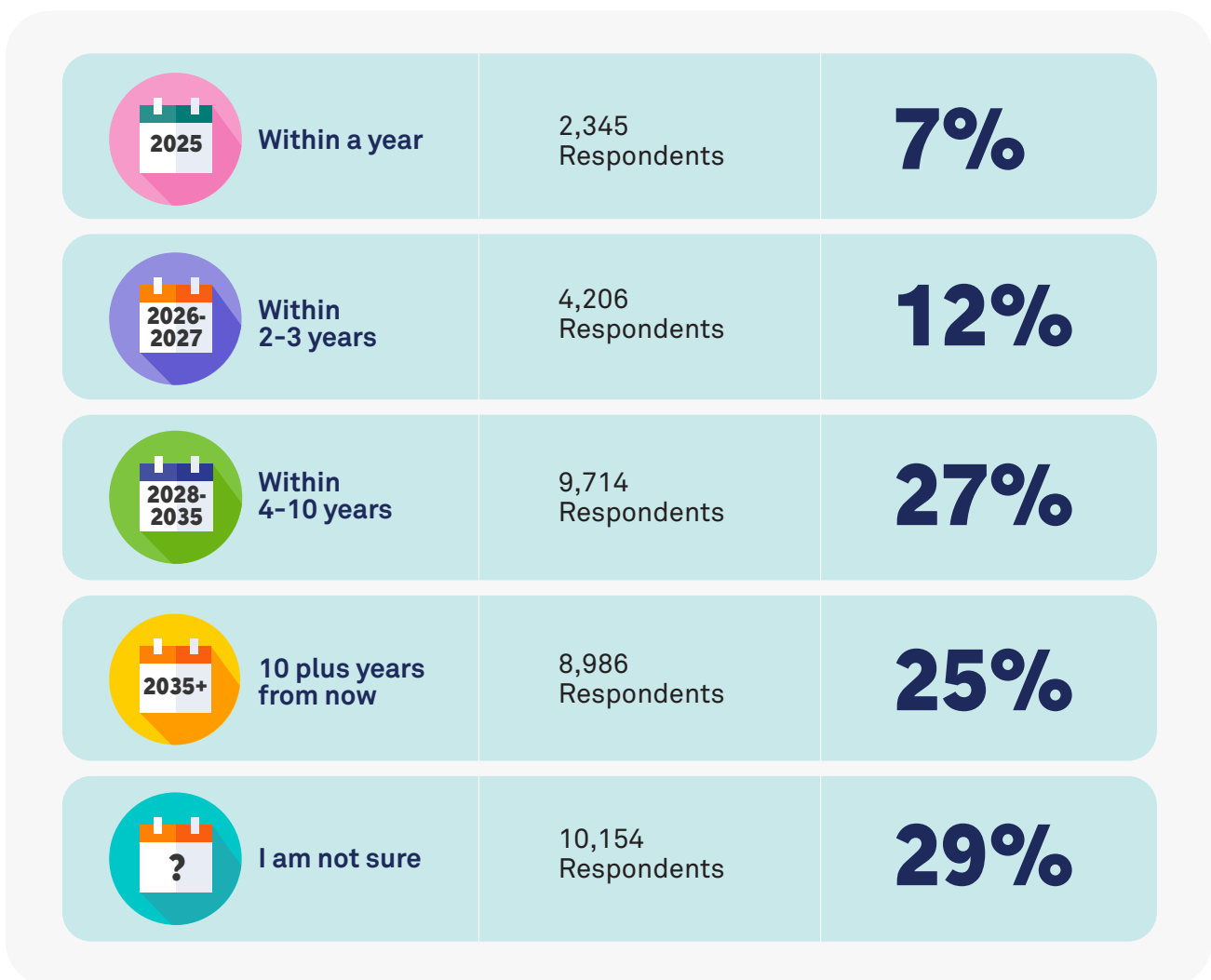
Future Planning and Outlook

The survey asked respondents what their future plans for remaining in the teaching profession were, including how long they plan to maintain their OCT membership. Forecasting teacher supply partially depends on predicting when teachers leave the profession.

Leaving the Teaching Profession

Forty-six per cent of respondents said they intend to leave the teaching profession in 10 years or less, while 19 per cent shared they plan to leave within three years or less. As stated earlier in the report, 40 per cent of respondents stated they started teaching more than 20 years ago.

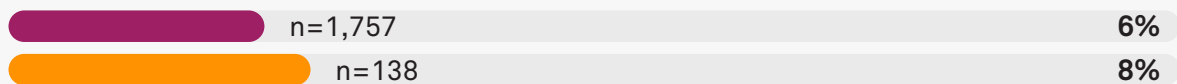
Question: “Do you plan to leave the teaching profession entirely in Ontario (e.g., by retiring, moving to another profession, teaching outside of Ontario, etc.) in the following periods?”
 Respondent count n=35,405.



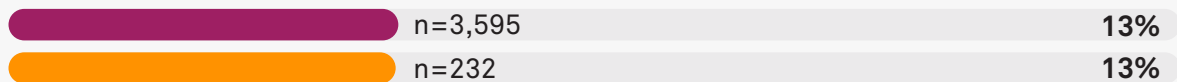
Leaving the Teaching Profession – Comparison Between English-Language and French-Language School Board Respondents

Results were very similar between OCTs in English-language and French-language school boards. This is consistent with the overall responses in the 2023 report.

Within a year



Within 2-3 years



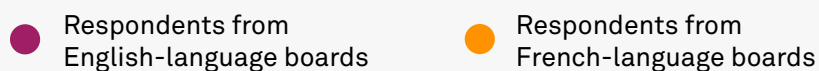
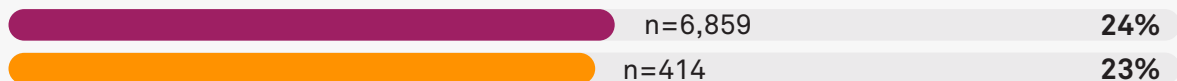
Within 4-10 years



10 plus years from now



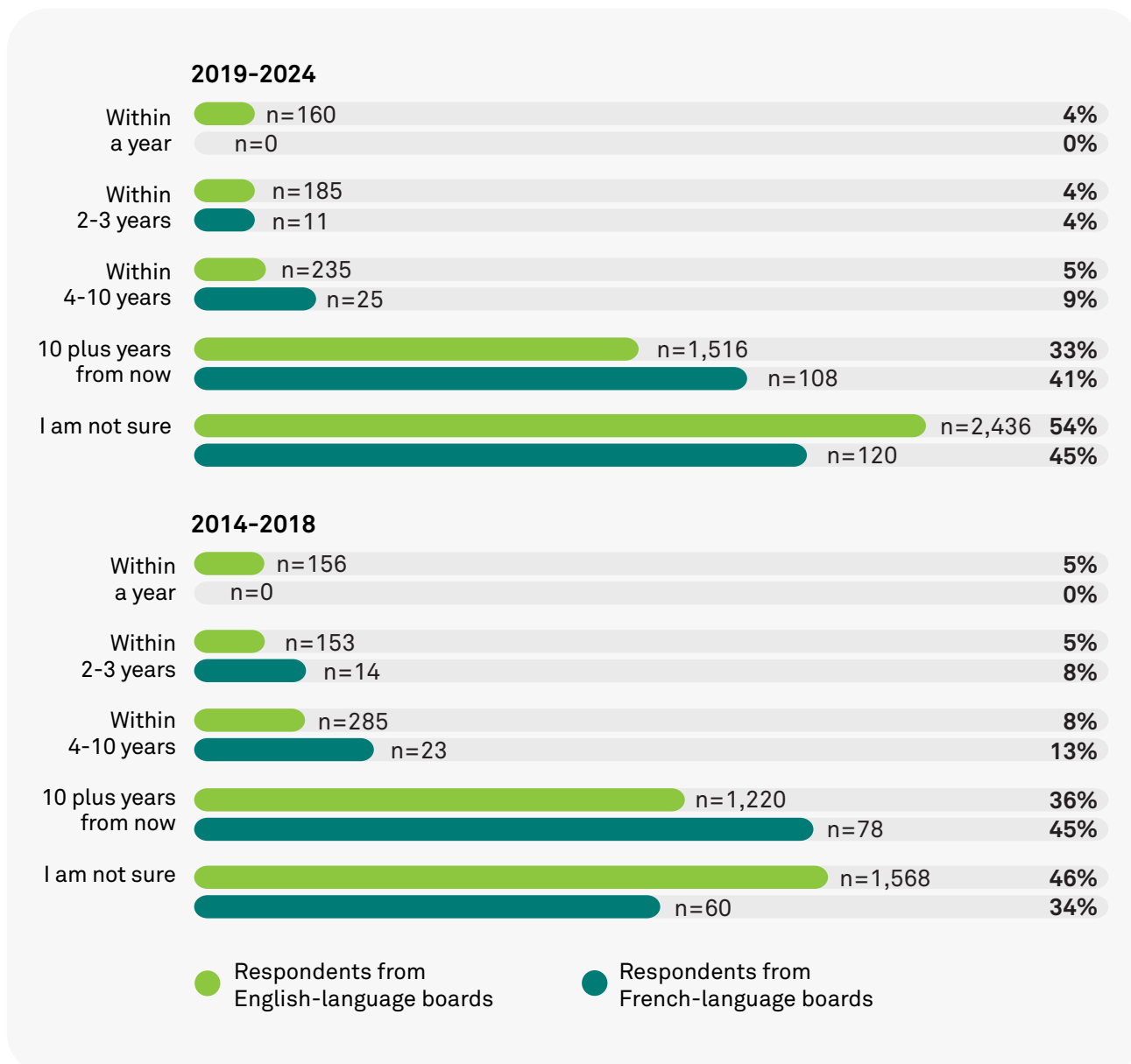
I am not sure



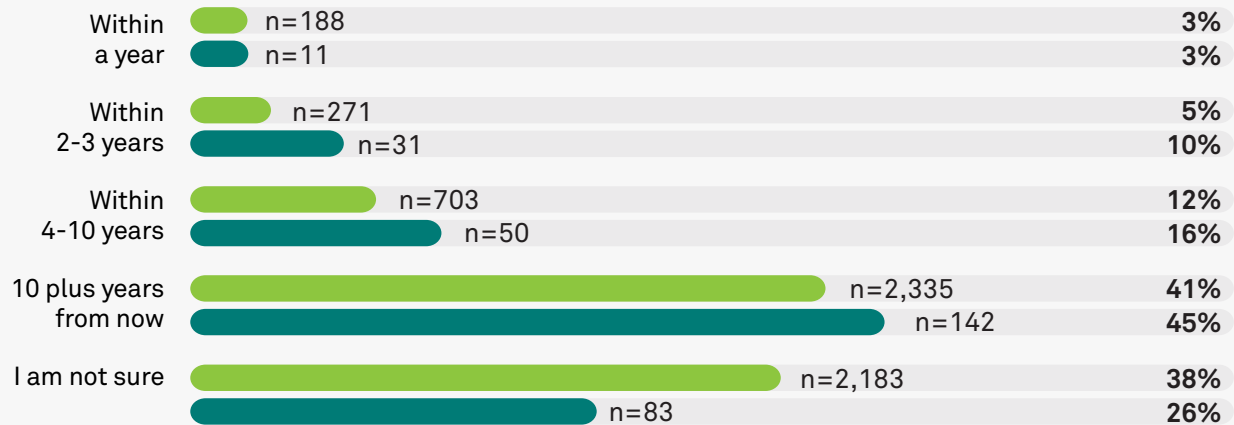
Leaving the Teaching Profession – Comparison by Year Started Teaching and English and French-Language Boards

Unsure of When They'll Leave

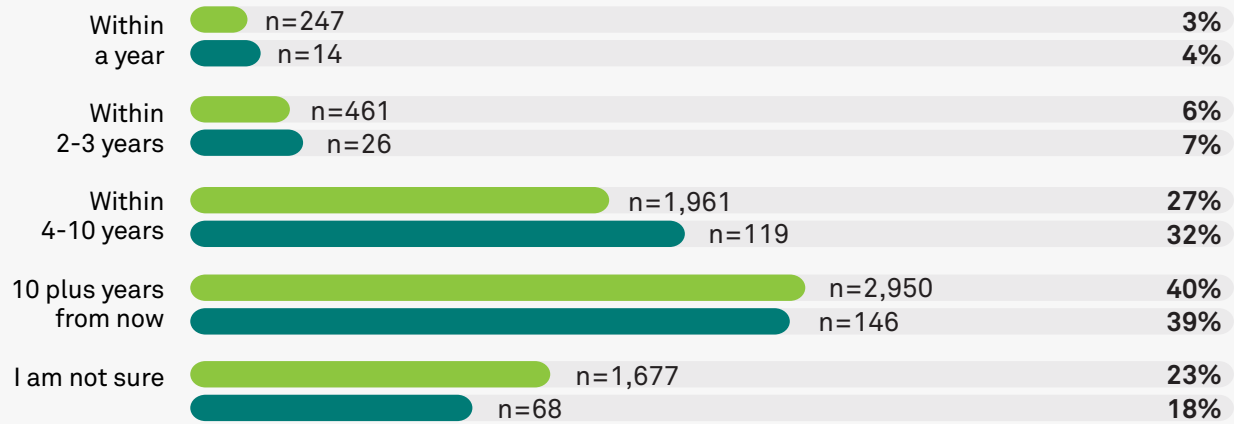
When looking at differences in when teachers started working, a larger percentage of respondents from English-language boards are unsure about their plans to leave compared to respondents from French-language boards.



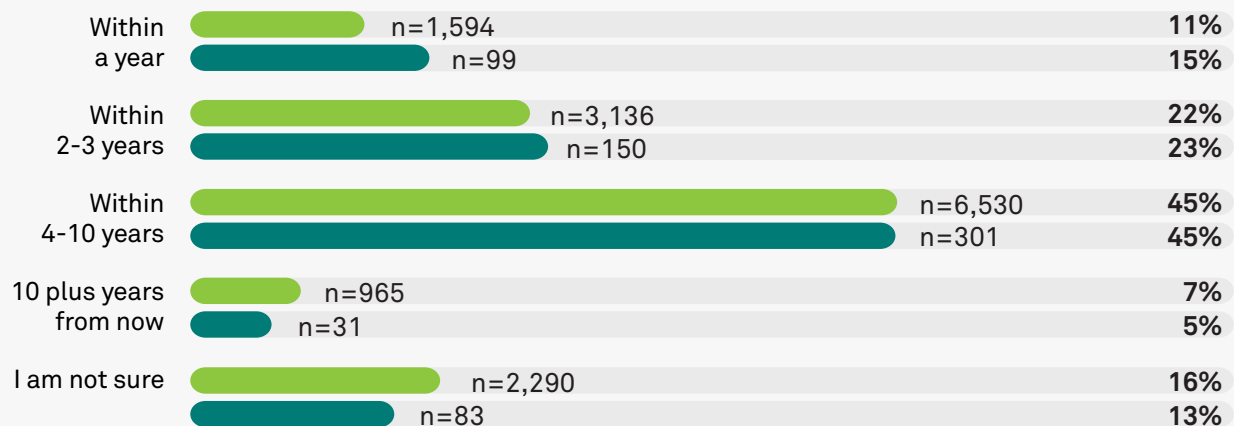
2009-2013



2004-2008



More than 20 years ago



● Respondents from English-language boards
 ● Respondents from French-language boards

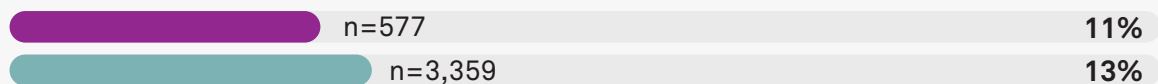
Leaving the Teaching Profession – Comparison Between Ontario Educated and Internationally Educated Teachers

More internationally educated respondents are unsure about their plans to leave (28%) compared to Ontario educated respondents (24%).

Within a year



Within 2-3 years



Within 4-10 years



10 plus years from now



I am not sure



● Internationally educated ● Ontario educated

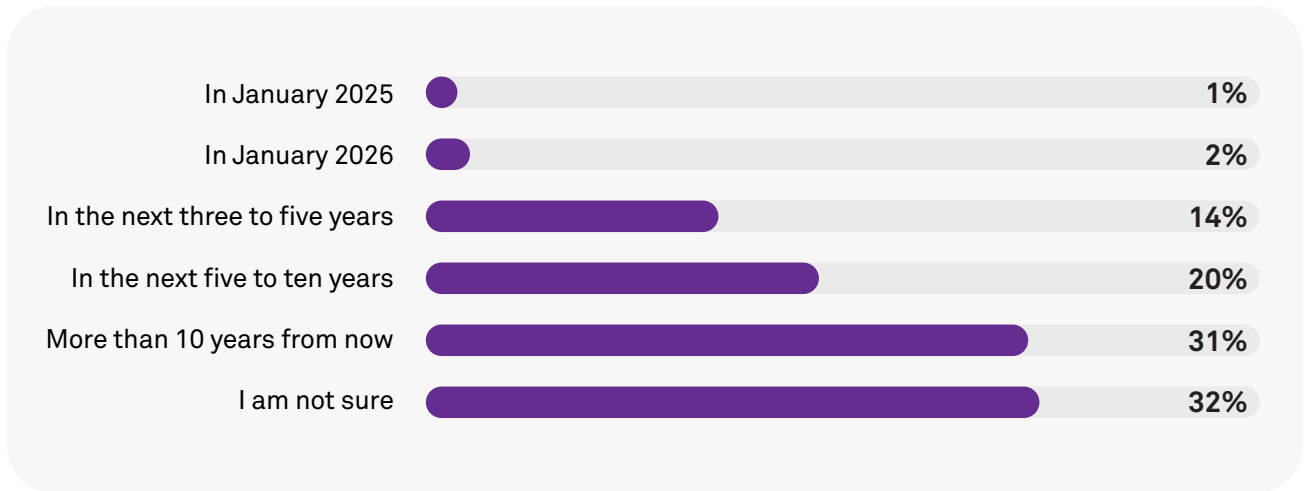
Discontinuing College Membership

Thirty-one per cent of respondents plan to discontinue their membership in more than 10 years, similar to the 27 per cent of respondents who shared they plan to leave the teaching profession in more than 10 years.

Twenty per cent of respondents plan to discontinue their membership in the next five to ten years, while 32 per cent are not sure.

Seventeen per cent of respondents indicated they plan to discontinue their membership in the next five years.

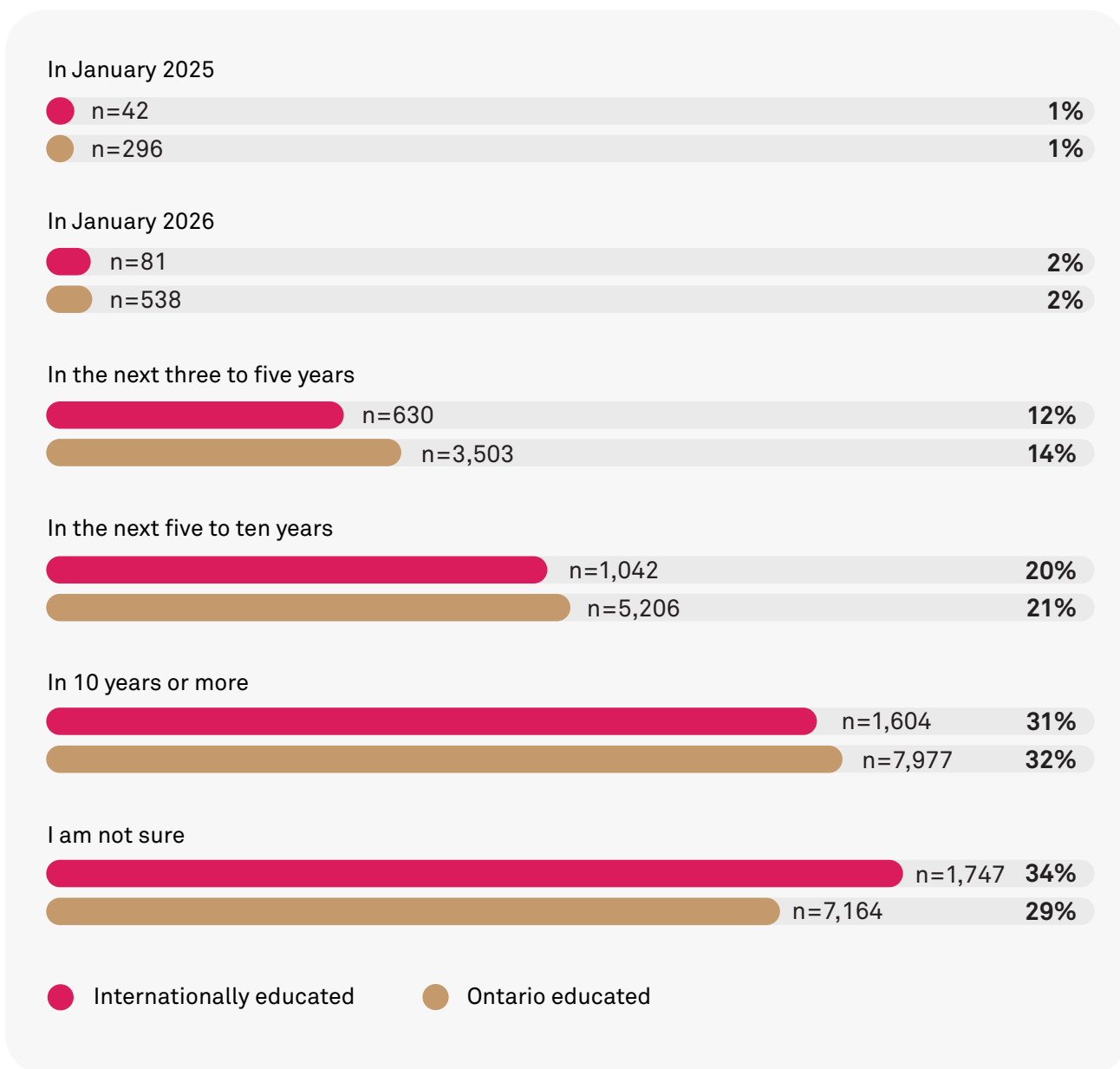
Question: “When do you plan to (or think you might) discontinue your membership with the College, i.e. discontinue annual renewal of your membership?” Respondent count n=35,611.



Comparison Between Ontario Educated and Internationally Educated

Overall, Ontario educated and internationally educated respondents shared similar responses as to when they plan to discontinue their College membership.

More internationally educated respondents are not sure about their plans (34%) compared to Ontario educated respondents (29%).



Reasons for Leaving the Profession

The top five reasons shared include:

1. Retirement (40%)
2. Feelings of lack of safety and/or security in the school or system (22%)
3. Overall lack of job satisfaction (19%)

4. Challenges facing instruction that resulted from the pandemic (14%)
5. Desire for change: do something different (12%)

Thirty-one per cent of respondents shared they do not plan to leave the profession within the next five years.

Question: “Respondents who indicated they held a permanent, long term occasional, daily occasional/supply, or other limited term contract position that required membership as an OCT were asked: If you are thinking that you will or may permanently leave the profession some time within the next five (5) years, what would your reasons likely be?” Respondent count n=30,759.

Reasons for leaving profession (n=30,759)	Respondents by answers mentioned	%
Retirement	12,382	40%
Feelings of lack of safety and/or security in the school or system	6,632	22%
Overall lack of job satisfaction	5,980	19%
Challenges facing instruction that resulted from the pandemic	4,338	14%
Desire for change/do something different	3,552	12%
Lack of career growth opportunities	2,073	7%
Feelings of discrimination from students and/or colleagues	1,849	6%
Factors outside the classroom	1,684	5%
Lack of longer-term stability in job (e.g. going from LTO to LTO)	1,469	5%
Change in family situation	1,394	5%
Burnout and exhaustion (Open-text entry)	1,232	4%
Lack of support and resources (Open-text entry)	1,170	4%
Increased workload and demands (Open-text entry)	699	2%
Student behaviour and discipline issues (Open-text entry)	497	2%
Lack of administrative support (Open-text entry)	376	1%
Other	279	1%
Toxic work environment (Open-text entry)	246	1%
Low salary and financial concerns (Open-text entry)	219	1%
Lack of respect and appreciation (Open-text entry)	166	1%
Political and systemic issues (Open-text entry)	158	1%
Not applicable – I do not plan to leave the profession in the next five years	9,660	31%

Respondents were given the option to select more than one response to this question and specify other reasons through a voluntary open-text response.

Top reasons for leaving for respondents who started teaching in the last 10 years and indicated they plan to leave the profession within the next three years:



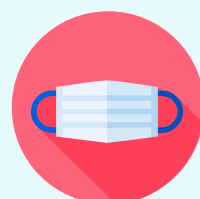
56%

Overall lack of job satisfaction.



51%

Feelings of lack of safety and/or security in the school or system.



36%

Challenges facing instruction that resulted from the pandemic.

Reasons for leaving profession for respondents who started teaching in last 10 years and plan to leave profession within three years (n=536)	Respondents by answers mentioned	%
Overall lack of job satisfaction	300	56%
Feelings of lack of safety and/or security in the school or system	270	51%
Challenges facing instruction that resulted from the pandemic	193	36%
Desire for change/do something different	176	33%
Lack of career growth opportunities	162	30%
Lack of longer-term stability in job (e.g. going from LTO to LTO)	153	29%
Feelings of discrimination from students and/or colleagues	106	20%
Factors outside the classroom	103	19%
Burnout and exhaustion (Open-text entry)	54	10%
Lack of support and resources (Open-text entry)	54	10%
Change in family situation	51	10%
Retirement	50	9%
Increased workload and demands (Open-text entry)	33	6%
Not applicable – I do not plan to leave the profession in the next five years	31	6%
Low salary and financial concerns (Open-text entry)	31	6%
Student behaviour and discipline issues (Open-text entry)	21	4%
Lack of administrative support (Open-text entry)	17	3%

Newly certified teachers who did not have enough work may leave the profession due to lack of longer-term job stability.

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

Certified since 2019 and not as much work as I would have liked (n=578)	Respondents by answers mentioned	%
Lack of longer-term stability in job (e.g. going from LTO to LTO)	253	44%
Feelings of lack of safety and/or security in the school or system	142	25%
Lack of career growth opportunities	134	23%
Overall lack of job satisfaction	113	20%
Feelings of discrimination from students and/or colleagues	85	15%
Desire for change/do something different	60	10%
Change in family situation	34	6%
Factors outside the classroom	30	5%
Retirement	27	5%
Burnout and exhaustion (Open-text entry)	17	3%
Not applicable – I do not plan to leave the profession in the next five years	233	40%

Appendix

Glossary

Equity deserving groups¹

A group of people who, because of systemic discrimination, face barriers that prevent them from having the same access to the resources and opportunities that are available to other members of society, and that are necessary for them to attain just outcomes.

Gender and Sexual Orientation²

Cisgender

A person who identifies with the sex they were assigned at birth.

Genderfluid

Referring to a person whose gender or gender expression changes or shifts along the gender spectrum.

Intersex

This term is used to describe a person whose anatomical and physiological characteristics do not meet the medical criteria of the female or male sex.

Non-Binary

Referring to a person whose gender does not align with the binary gender model of man or woman.

Transgender

Referring to a person whose gender does not align with the sex they were assigned at birth.

Two-Spirit

Referring to an Indigenous person in North America who embodies both female and male spirits or whose gender identity, sexual orientation or spiritual identity is not limited by the male/female dichotomy.

Questioning

Referring to a person who is uncertain of their gender or sexual orientation.

¹ <https://www.canada.ca/en/canadian-heritage/services/funding/young-canada-works/glossary.html>

² <https://www.btb.termiumplus.gc.ca/publications/diversite-diversity-eng.html>

Heterosexual

Referring to a person who is sexually and/or romantically attracted to people of a gender or sex other than their own.

Gay

Referring to a person who is sexually and/or romantically attracted to people of their gender or sex. The term “gay” is commonly used to refer specifically to gay men, but may also be used to refer to people of other genders.

Lesbian

Referring to a woman who is sexually and/or romantically attracted to women.

Bisexual

Referring to a person who is sexually and/or romantically attracted to people of their gender or sex and people of a different gender or sex.

2024 Focus on Teaching survey questions and frequencies

Q1. Did you hold a position that required you to be licensed as an Ontario Certified Teacher (OCT) from September 1, 2023 to June 28, 2024?

	Count (n=37,486)	%
Yes	32,752	87%
No	4,159	11%
I am not sure	575	2%

Q2. Which of the following best describes your employment status from September 1, 2023 to June 28, 2024 (i.e., the 2023/2024 school year)?

	Count (n=37,126)	%
Full-time employed: and worked in a job in education	26,009	70%
Full-time employed: but on leave from a job in education	1,367	4%
Part-time employed, not retired from educational sector	3,269	9%
Retired and doing occasional work in education	3,401	9%
Retired, and not working in education	665	2%
Self employed, in education	417	1%
Not applicable – I was not employed in education during this period	1,998	5%

Q3. What type of position did you primarily hold in the education system over the period from September 1, 2023 to June 28, 2024?

Framework: Respondents employed September 1, 2023 to June 28, 2024.

	Count (n=34,816)	%
Daily occasional or supply position that requires membership as an Ontario Certified Teacher (OCT)	4,589	13%
Long term occasional position that requires membership as an Ontario Certified Teacher (OCT)	2,590	7%
Not working in education	527	2%
Other limited term contract position that may not require membership as an Ontario Certified Teacher (OCT)	232	1%
Other limited term contract position that requires membership as an Ontario Certified Teacher (OCT)	512	1%
Other role in the field of education that does not require me to be an OCT	1,172	3%
Other role in the field of education that requires me to be an OCT	541	2%
Permanent position that requires membership as an Ontario Certified Teacher (OCT)	24,231	70%
Not applicable	422	1%

Q4. During the 2023/2024 school year, did you work in the teaching profession as much as you wanted?

Framework: Respondents who have a non-permanent position that requires membership as an Ontario Certified Teacher.

	Count (n=7,625)	%
About as much as I wanted	4,776	63%
More than I wanted	512	7%
Not as much as I would have liked	2,168	28%
Not sure	95	1%
Not applicable – I did not work in the teaching profession	74	1%

Q5. Which of the following best describes who you consider to be your predominant employer during the 2023/2024 school year?

Framework: Respondents employed September 1, 2023 to June 28, 2024.

	Count (n=34,208)	%
English Language Boards	28,748	84%
French Language Boards	1,877	5%
A position outside of Ontario	745	2%
A private school offering instruction for elementary and/or secondary grades in Ontario	1,262	4%
A school operated by a First Nation community or school authority providing K-12 education in Ontario	191	1%
Other employer in the field of education in Ontario	479	1%
Other employer outside the field of education in Ontario	414	1%
Not applicable – I did not work during the 2023-2024 school year	492	1%

Q6. When did you first start teaching in Ontario?

	Count (n=36,636)	%
Within the last 5 years (2019-2024)	4,851	13%
Between 6 to 10 years ago (2014-2018)	4,108	11%
Between 11-15 years ago (2009-2013)	5,075	14%
Between 16-20 years ago (2004-2008)	6,469	18%
More than 20 years ago	14,698	40%
Not applicable - I have not started teaching in Ontario	1,435	3.92%

Q7. Would you say that a job as a certified teacher was your first career?

	Count (n=36,581)	%
Yes	24,620	67%
No	11,286	31%
Not sure	386	1%
Prefer not to answer	289	1%

Q8. How well do you believe that your initial teacher education program in Ontario prepared you for working in the teaching profession?

Framework: Respondents who started teaching in Ontario within the last 15 years.

	Count (n=13,951)	%
Extremely well	1,233	9%
Somewhat well	4,194	30%
Just adequate	3,886	28%
Somewhat poorly	1,941	14%
Extremely poorly	806	6%
I am not sure	73	1%
I did not receive my initial training in Ontario	1,725	12%
I prefer not to answer	93	0.67%

Q9. How well do you believe the New Teacher Induction Program (NTIP) supported you in your transition into the teaching profession in Ontario?

Framework: Respondents who started teaching in Ontario within the last 15 years.

	Count (n=13,799)	%
Extremely well	816	5.91%
Somewhat well	2,853	20.68%
Just adequate	2,659	19.27%
Somewhat poorly	1,643	11.91%
Extremely poorly	1,161	8.41%
I am not sure	618	4.48%
Prefer not to answer	254	1.84%
Not applicable – I have not had access to NTIP	3,795	27.50%

Q10. Did you complete your initial teacher education in a program that qualified you to teach in a French-language school board in Ontario?

	Count (n=36,269)	%
Yes	5,179	14.28%
No	28,939	79.79%
Not sure	1,874	5.17%
Prefer not to answer	277	0.76%

Q11. Do you hold qualifications to teach technological education courses, i.e. secondary school courses for which the 6-character code begins with a “T” (examples include: Construction Technology, Green Industries, Computer Technology, Transportation Technology, Hospitality and Tourism, Hairstyling and Aesthetics)?

	Count (n=36,266)	%
Yes	1,529	4.22%
No	29,939	82.55%
Not applicable – I am not a secondary education teacher	4,798	13.23%

Q12. Over the next five years, do you hope to move into any of the following roles in the education sector? [MULTI-SELECT]

	Count (n=35,526)	%
Other School Leader (such as, Department Head/School Based Curriculum Leader	4,133	11.63%
Principal/Vice-Principal	3,027	8.52%
Seek a secondment to another position	1,731	4.87%
System Leader (such as Director of Education, Superintendent, System Principal, Coordinator, etc.	1,324	3.73%
Teacher	6,415	18.06%
Other	858	2.42%
Not applicable – I plan to stay in my current position for the next five years or more	18,788	52.89%
Retire	2,779	7.82%
Guidance Counselor	487	1.37%
Consultant	427	1.20%
Leave education	191	0.54%
Permanent teacher	136	0.38%

Q13. Do you plan to leave the teaching profession entirely in Ontario (e.g., by retiring, moving to another profession, teaching outside of Ontario, etc.) in the following periods?

	Count (n=35,405)	%
Within a year	2,345	6.62%
Within 2-3 years	4,206	11.88%
Within 4-10 years	9,714	27.44%
10 plus years from now	8,986	25.38%
I am not sure	10,154	28.68%

Q14. Given your response to the previous question, when do you plan to (or think you might) discontinue your membership with the College, i.e. discontinue annual renewal of your membership?

	Count (n=35,611)	%
In January 2025	498	1.40%
In January 2026	777	2.18%
In the next three to five years	4,901	13.76%
In the next five to ten years	7,037	19.76%
In 10 years or more	10,874	30.54%
I am not sure	11,524	32.36%

Q15. If you are thinking that you will or may permanently leave the profession some time within the next five (5) years, what would your reasons likely be? (Check as many as apply) [MULTI-SELECT]

Framework: Respondents who have a position that requires membership as an Ontario Certified Teacher.

	Count (n=30,759)	%
Challenges facing instruction that resulted from the pandemic	4,338	14.10%
Change in family situation	1,394	4.53%
Desire for change: do something different	3,552	11.55%
Factors outside the classroom	1,684	5.47%
Feelings of discrimination from students and/or colleagues	1,849	6.01%
Feelings of lack of safety and/or security in the school or system	6,632	21.56%
Lack of career growth opportunities	2,073	6.74%
Lack of longer-term stability in job (e.g. going from LTO to LTO)	1,469	4.78%
Overall lack of job satisfaction	5,980	19.44%
Retirement	12,382	40.25%
Other	279	0.91%
Not applicable – I do not plan to leave the profession in the next five (5) years	9,660	31.41%
Burnout and exhaustion	1,232	4.01%
Lack of support and resources	1,170	3.80%
Increased workload and demands	699	2.27%
Student behaviour and discipline issues	497	1.62%
Lack of respect and appreciation	166	0.54%

	Count (n=30,759)	%
Low salary and financial concerns	219	0.71%
Toxic work environment	246	0.80%
Lack of administrative support	376	1.22%
Political and systemic issues	158	0.51%

Q16. What motivates you to continue in the teaching profession, or rejoin the profession if you are currently not teaching? (Check as many as apply) [MULTI-SELECT]

Framework: Respondents who have a position that requires membership as an Ontario Certified Teacher.

	Count (n=30,438)	%
Career advancement opportunities	2,053	6.75%
I consider it my social duty, giving back to society	5,980	19.65%
I feel entrenched in my teaching career and the seniority I've gained thus far	8,003	26.30%
I love supporting the success of students	22,628	74.37%
Lack of comparable opportunities in other professions / work situations	3,332	10.95%
Lifelong learning: there are always opportunities for personal growth and learning in the education sector	10,514	34.55%
Provides me with financial security	14,620	48.05%
Teaching is a noble profession and I take pride in working in the education sector	13,823	45.43%
The education profession provides a good work-life balance	6,658	21.88%
Working with stimulating and supportive colleagues	12,654	41.59%
Other	87	0.29%
I am not sure	548	1.80%
Not applicable – I plan to leave the profession within the next year or as soon as I reasonably can	1,198	3.94%
Pension and benefits	160	0.53%
Passion for teaching and subject matter	72	0.24%
Desire to influence and inspire future generations	82	0.27%
Enjoyment of teaching and working with students	114	0.37%
Commitment to social justice and equity in education	67	0.22%
Flexibility and autonomy in the teaching profession	39	0.13%
Job security and stability	202	0.66%

Q17. Have you applied to any school boards in Ontario in the last two years? n= 2044

Framework: Respondents who indicated that they had not worked as much as they would have liked during the 2023/2024 school year.

General Analysis	Count	%
Yes, please specify up to 5 school boards that you applied to	877	43%
No, I have not applied to any Ontario school boards	1,167	57%

Respondents who indicated that they did not have enough work were given the ability to specify which school board(s) they had applied to in the last 2 years. Aggregated data of the board categories to which respondents indicated they had applied is presented in the table below.

Column A indicates the first boards to which respondents applied. If a respondent applied to additional boards over the 2 year span, these were indicated in the subsequent columns B through D.

For example, there were 100 respondents who indicated that they did not have enough work, whose fourth application were to school boards within the English language K to 12 education system. Respondents specified that each instance of application came within the two years prior to the survey period of September 23, 2024 to November 4, 2024.

Detailed Analysis*	A n=867	B n=453	C n=209	D n=117
English language Boards	809	411	193	100
French language Boards	52	32	8	7
A private school offering instruction for elementary and/or secondary grades in Ontario	2	8	6	9
A school operated by a First Nation community or school authority providing K-12 education in Ontario	4	2	2	1

* Where values are <10, values are available only at the level of specificity presented here

Q18. If you were interested in changing your current location and still remain in the teaching profession, are there barriers preventing you from being able to do so? [MULTI-SELECT]

Framework: Respondents employed September 1, 2023 to June 28, 2024.

	Count (n=28,790)	%
Concern for fit in new school environment	3,146	10.93%
Difficulty of moving due to connections to current neighbourhood or community	3,561	12.37%
Higher cost of living elsewhere	2,943	10.22%
Lack of opportunities elsewhere	2,838	9.86%
Length of commuting time would be too much	4,794	16.65%
Loss of seniority if I moved to another school or board	10,716	37.22%
My board is not open to a transfer elsewhere within the board	959	3.33%
My school is not open to a transfer	533	1.85%
Other school boards are not open to hiring outside their own boards	2,351	8.17%
Other	184	0.64%
Not applicable – I don't wish to relocate to another community	13,592	47.21%
Family obligations or circumstances	188	0.65%
Health issues or disability	42	0.15%
Discrimination or bias in hiring practices	124	0.43%
Lack of job security or benefits in new position	146	0.51%
Difficulty with interview or hiring process	121	0.42%
Lack of support or resources in new location	58	0.20%
Visa or work permit issues	26	0.09%
Retirement or nearing retirement	69	0.24%

Q19. If you desire to pursue alternative paths in your teaching career or new opportunities within the education profession, are there barriers that you perceive in being able to do so? [MULTI-SELECT]

Framework: Respondents employed September 1, 2023 to June 28, 2024.

	Count (n=28,685)	%
Discrimination (racism, ageism, sexual orientation, other)	3,343	11.65%
Geographic location	3,805	13.26%
I do not perceive any barriers	3,846	13.41%
Lack of encouragement from peers or superiors	2,429	8.47%
Loss of seniority (if change District School Boards)	8,058	28.09%
Religious affiliation	925	3.22%
Too many administrative hurdles to apply for new opportunities	8,658	30.18%
Other	108	0.38%
Not applicable – I do not desire to pursue other opportunities	9,446	32.93%
Lack of respect or recognition as a professional	72	0.25%
Need for additional certification or qualifications	217	0.76%
Lack of funding or financial barriers	271	0.94%
Family or personal obligations	77	0.27%
Lack of opportunities or job openings	417	1.45%
Nepotism or favouritism in hiring	207	0.72%
Health issues or disabilities	70	0.24%
Work-life balance issues	137	0.48%
Lack of support from administration or	218	0.76%
Bias or discrimination in hiring practices	147	0.51%
Other	13	0.05%
Don't know/Nothing	50	0.17%

Q20. Has your sense of belonging ever been diminished by any form of discrimination or racism – whether directly, personally or systemically? (Please check one box in each row)

Count n=34,259		%	Respondent count
In your broader school community n=32,911	Always	1%	252
	Often	3%	1,065
	Sometimes	16%	5,155
	Rarely	21%	7,020
	Never	43%	14,306
	Not sure	6%	1,970
	Not applicable	7%	2,399
	Prefer not to answer	2%	744
In your classroom n=34,001	Always	1%	360
	Often	3%	941
	Sometimes	14%	4,830
	Rarely	19%	6,494
	Never	49%	16,695
	Not sure	3%	991
	Not applicable	8%	2,857
	Prefer not to answer	2%	833
In your School environment n=32,938	Always	1%	439
	Often	5%	1,693
	Sometimes	21%	6,878
	Rarely	20%	6,579
	Never	41%	13,589
	Not sure	3%	861
	Not applicable	6%	2,091
	Prefer not to answer	2%	808

Count n=34,259		%	Respondent count
With Board Administration n=33,059	Always	3%	973
	Often	7%	2,332
	Sometimes	17%	5,602
	Rarely	14%	4,542
	Never	42%	13,873
	Not sure	6%	1,846
	Not applicable	9%	3,052
	Prefer not to answer	3%	839
With Parents n=32,963	Always	1%	281
	Often	4%	1,350
	Sometimes	21%	6,904
	Rarely	22%	7,404
	Never	39%	12,956
	Not sure	3%	1,152
	Not applicable	7%	2,209
	Prefer not to answer	2%	707
With School Leadership n=33,025	Always	2%	635
	Often	6%	1,989
	Sometimes	20%	6,559
	Rarely	17%	5,775
	Never	43%	14,318
	Not sure	3%	924
	Not applicable	6%	2,047
	Prefer not to answer	2%	778
With your Colleagues n=33,149	Always	1%	335
	Often	4%	1,286
	Sometimes	19%	6,150
	Rarely	20%	6,791
	Never	46%	15,240
	Not sure	2%	755
	Not applicable	6%	1,854
	Prefer not to answer	2%	738

A disability includes any functional limitation that can be persistent or episodic, visible or hidden, permanent or temporary. Disabilities may include: impaired vision, hearing loss, mobility impairment, chronic pain, neuro-divergence, dyslexia, speech impairment, emotional or mental health condition.

Q21. Based on the definition above, do you consider yourself a person with a disability?

	Count (n=33,573)	%
Yes	6,070	18.08%
Visible disability	339	1.01%
Non-visible disability	5,096	15.18%
Both visible apparent and non-visible disabilities	636	1.89%
No	26,066	77.63%
Prefer not to answer	1,437	4.28%

Q22. Which of the choices below best describes your gender? Please select all that apply.
[MULTI-SELECT]

	Count (n=34,147)	%
Man - Cisgender man	6,953	20.36%
Woman - Cisgender woman	25,357	74.26%
Genderfluid	92	0.27%
Intersex	18	0.05%
Non-Binary	144	0.42%
Woman - Transgender woman	36	0.11%
Man - Transgender man	20	0.06%
Two-Spirit	34	0.10%
Questioning	60	0.18%
Other	43	0.13%
Prefer not to answer	1,616	4.73%

Q23. Please select the response(s) that best describes your sexual orientation. [MULTISELECT]

	Count (n=33,957)	%
Heterosexual	28,970	85.31%
Gay	485	1.43%
Lesbian	315	0.93%
Bisexual	1,028	3.03%
Two-Spirit	39	0.11%
Questioning	139	0.41%
Other	45	0.13%
Prefer not to answer	2,877	8.47%
Asexual	85	0.25%
Pansexual	72	0.21%
Queer	71	0.21%
Demisexual	12	0.04%
Don't know/ Nothing	75	0.22%

Q24. Which race category(ies) best describes you? Please select all that apply. [MULTISELECT]

	Count (n=33,944)	%
Middle Eastern or West Asian	683	2.01%
Black	1,510	4.45%
Central Asian	35	0.10%
East Asian	1,029	3.03%
Latin American	365	1.08%
Indigenous to North America	683	2.01%
South Asian	2,014	5.93%
Southeast Asian	477	1.41%
White	26,101	76.89%
Other	112	0.33%
Prefer not to answer	1,958	5.77%
Jewish	275	0.81%
Mediterranean	33	0.10%
North African	74	0.22%
Mixed Race	171	0.50%

Q25. What is/are your ethnicity(ies)?

Framework: Responses to this question were open text.

	Count (n=31,942)	%
Other	1,927	6.03%
Prefer not to answer	8,242	25.80%
Canadian	11,347	35.52%
French-Canadian	2,808	8.79%
British	2,960	9.27%
Irish	2,923	9.15%
Scottish	2,181	6.83%
Italian	2,569	8.04%
German	1,016	3.18%
Chinese	582	1.82%
Indian	1,086	3.40%
Jewish	599	1.88%
Dutch	770	2.41%
Portuguese	410	1.28%
Polish	540	1.69%
Ukrainian	535	1.67%
Greek	358	1.12%
North African	48	0.15%
Latin American	291	0.91%
Middle Eastern	165	0.52%
Eastern European	766	2.40%
Persian/Iranian	90	0.28%
Egyptian	66	0.21%
Lebanese	114	0.36%
Caribbean	743	2.33%
Indigenous to North America	499	1.56%
French	147	0.46%
Central African	275	0.86%
Southern African	71	0.22%
European (Other)	1,981	6.20%
Nothing/Refused	51	0.16%

Q26. What are the first 3 characters of your residential postal code?

	Count (n=33,289)	%
B	14	0.04%
E	11	0.03%
G	13	0.04%
H	26	0.08%
J	212	0.64%
K	5,140	15.45%
L	9,849	29.61%
M	4,511	13.56%
N	5,125	15.41%
P	2,281	6.86%
R	19	0.06%
S	16	0.05%
T	52	0.16%
V	64	0.19%
X	16	0.05%
Prefer not to answer	5,919	17.79%

Each letter corresponds to the first letter within residential postal regions to provide information that represents regions of residency of respondents.

Trend Data

Employment as an Ontario Certified Teacher (OCT)

Source: 2023 Focus on Teaching Report

Question: In 2022-2023, were you employed in a position that required you to be licensed as an Ontario Certified Teacher (OCT)?

n=15,765	Count	%
Yes	13619	86.39%
No	1998	12.67%
Not sure/No response	148	0.94%

Source: 2024 Focus on Teaching Report

Question: Did you hold a position that required you to be licensed as an Ontario Certified Teacher (OCT) from September 1, 2023 to June 28, 2024?

n=37,486	Count	%
Yes	32,752	87.37%
No	4,159	11.09%
I am not sure	575	1.53%
No response	505	1.35%

Type of position

Source: 2023 Focus on Teaching Report

Question: What type of position do you currently hold?

n=12,837	Count	%
Permanent	8,726	68.0%
Occasional	2,448	19.1%
LTO 97+	908	7.1%
LTO <97	439	3.4%
Other/no response	316	2.5%

Source: 2024 Focus on Teaching Report

Question: What type of position did you primarily hold in the education system over the period from September 1, 2023 to June 28, 2024?

Framework: Respondents employed September 1, 2023 to June 28, 2024.

n=34,816	Count	%
Daily occasional or supply position that requires membership as an Ontario Certified Teacher (OCT)	4,589	13.18%
Long term occasional position that requires membership as an Ontario Certified Teacher (OCT)	2,590	7.44%
Not working in education	527	1.51%
Other limited term contract position that may not require membership as an Ontario Certified Teacher (OCT)	232	0.67%
Other limited term contract position that requires membership as an Ontario Certified Teacher (OCT)	512	1.47%
Other role in the field of education that does not require me to be an OCT	1,172	3.37%
Other role in the field of education that requires me to be an OCT	541	1.55%

n=34,816	Count	%
Permanent position that requires membership as an Ontario Certified Teacher (OCT)	24,231	69.60%
Not applicable	422	1.21%
No response	3,175	

Employer

Source: 2023 *Focus on Teaching Report*

Question: Which of the following describes your school board?

n=15,765	Count	%
No response	2939	18.6%
English	11751	74.5%
French	1075	6.8%

Source: 2024 *Focus on Teaching Report*

Question: Which of the following best describes who you consider to be your predominant employer during the 2023/2024 school year?

Framework: Respondents employed September 1, 2023 to June 28, 2024.

n=34,191	Count	%
English boards (including A school operated by a First Nation community...)	28,922	84.59%
French-language boards	1,877	5.49%
A private school offering instruction for elementary and/or secondary grades in Ontario	1,262	3.69%
Other employer in the field of education in Ontario (please specify)	479	1.40%
Other employer outside the field of education in Ontario	414	1.21%
A position outside of Ontario	745	2.18%
Not applicable – I did not work during the 2023-2024 school year	492	1.44%

Role/position

Source: 2023 Focus on Teaching Report

Question: Which of the following best describes your main role as an educator during the 2022-2023 school year?

n=15,765	Count	%
No response	601	3.8%
School board administrator	95	0.6%
Board specialist or consultant	219	1.4%
Adult education	249	1.6%
School administrator	710	4.5%
Other	1,277	8.1%
Teacher	12,614	80.0%

Source: 2024 Focus on Teaching Report

Question: What type of position did you primarily hold in the education system over the period from September 1, 2023 to June 28, 2024?

Framework: Respondents employed September 1, 2023 to June 28, 2024.

n=34,816	Count	%
Daily occasional or supply position that requires membership as an Ontario Certified Teacher (OCT)	4,589	13.18%
Long term occasional position that requires membership as an Ontario Certified Teacher (OCT)	2,590	7.44%
Not working in education	527	1.51%
Other limited term contract position that may not require membership as an Ontario Certified Teacher (OCT)	232	0.67%
Other limited term contract position that requires membership as an Ontario Certified Teacher (OCT)	512	1.47%
Other role in the field of education that does not require me to be an OCT	1,172	3.37%
Other role in the field of education that requires me to be an OCT	541	1.55%
Permanent position that requires membership as an Ontario Certified Teacher (OCT)	24,231	69.60%
Not applicable	422	1.21%

Types of positions

Source: 2023 Focus on Teaching Report

Question: Types of positions held by Members employed by publicly funded school boards.

	Proportion of English- language (n=11,962)	Proportion of French-language teachers (n= 795)
Permanent	68%	69%
Occasional	20%	17%
LTO 97+	7%	8%
LTO <97	3%	3%
Other/no response	2%	2%

Source: 2024 Focus on Teaching Report

Question: What type of position did you primarily hold in the education system over the period from September 1, 2023 to June 28, 2024?

Framework: Respondents employed September 1, 2023 to June 28, 2024.

All respondents

n=34,816	Count	%
Daily occasional or supply position that requires membership as an Ontario Certified Teacher (OCT)	4,589	13.18%
Long term occasional position that requires membership as an Ontario Certified Teacher (OCT)	2,590	7.44%
Not working in education	527	1.51%
Other limited term contract position that may not require membership as an Ontario Certified Teacher (OCT)	232	0.67%
Other limited term contract position that requires membership as an Ontario Certified Teacher (OCT)	512	1.47%
Other role in the field of education that does not require me to be an OCT	1,172	3.37%
Other role in the field of education that requires me to be an OCT	541	1.55%
Permanent position that requires membership as an Ontario Certified Teacher (OCT)	24,231	69.60%
Not applicable	422	1.21%

English-language Boards – Public (including A school operated by a First Nation community or school authority)

n=28,881	Count	%
Daily occasional or supply position that requires membership as an Ontario Certified Teacher (OCT)	4,185	14.49%
Long term occasional position that requires membership as an Ontario Certified Teacher (OCT)	2,357	8.16%
Not working in education	87	0.30%
Other limited term contract position that may not require membership as an Ontario Certified Teacher (OCT)	60	0.21%
Other limited term contract position that requires membership as an Ontario Certified Teacher (OCT)	273	0.95%
Other role in the field of education that does not require me to be an OCT	228	0.79%
Other role in the field of education that requires me to be an OCT	229	0.79%
Permanent position that requires membership as an Ontario Certified Teacher (OCT)	21,375	74.01%
Not applicable	87	0.30%

French-language Boards – Public

n=1,870	Count	%
Daily occasional or supply position that requires membership as an Ontario Certified Teacher (OCT)	179	9.64%
Long term occasional position that requires membership as an Ontario Certified Teacher (OCT)	132	7.11%
Other limited term contract position that requires membership as an Ontario Certified Teacher (OCT)	38	2.05%
Other role in the field of education that requires me to be an OCT	14	0.75%
Permanent position that requires membership as an Ontario Certified Teacher (OCT)	1,483	79.90%
Not applicable	10	0.54%

Amount of work

Source: 2023 Focus on Teaching Report

Question: During the 2022/2023 school year did you have as much employment as a teacher as you would have liked?

n=4111	Count	%
Too much work	95	2.3%
No response	502	12.2%
Not enough work	1,130	27.5%
As much work as I wanted	2,384	58.0%

Source: 2024 Focus on Teaching Report

Question: During the 2023/2024 school year, did you work in the teaching profession as much as you wanted?

Framework: Respondents who have a non-permanent position that requires membership as an Ontario Certified Teacher.

n=7,625	Count	%
About as much as I wanted	4,776	62.64%
More than I wanted	512	6.71%
Not as much as I would have liked	2,168	28.43%
Not sure	95	1.25%
Not applicable – I did not work in the teaching profession	74	0.97%

Career choice

Source: 2023 Focus on Teaching Report

Question: The teaching profession is my:

n=15,765	Count	%
No response	86	0.5%
Second career	4,381	27.8%
First career	11,298	71.7%

Source: 2024 Focus on Teaching Report

Question: Would you say that a job as a certified teacher was your first career?

n=36,581	Count	%
Yes	24,620	67.30%
No	11,286	30.85%
Not sure	386	1.06%
Prefer not to answer	289	0.79%

Remain in teaching profession

Source: 2023 Focus on Teaching Report

Question: How long do you anticipate remaining in the teaching profession? (Does not contemplate teaching outside of Ontario.)

n=15,765	Count	%
No response	1,755	11.1%
1 year	555	3.5%
2-5 years	3,538	22.4%
6-9 years	2,464	15.6%
10 years or more	7,453	47.3%

Source: 2024 Focus on Teaching Report

Question: Do you plan to leave the teaching profession entirely in Ontario (e.g., by retiring, moving to another profession, teaching outside of Ontario, etc.) in the following periods?

n=35,405	Count	%
Within a year	2,345	6.62%
Within 2-3 years	4,206	11.88%
Within 4-10 years	9,714	27.44%
10 plus years from now	8,986	25.38%
I am not sure	10,154	28.68%

Remain in teaching profession – French-language boards

Source: 2023 Focus on Teaching Report

Question: How long do you anticipate remaining in the teaching profession?

French-language boards

n= 919	%
No response	19%
1 year	2%
2-5 years	17%
6-9 years	13%
10 years or more	48%

Source: 2024 Focus on Teaching Report

Question: Do you plan to leave the teaching profession entirely in Ontario (e.g., by retiring, moving to another profession, teaching outside of Ontario, etc.) in the following periods?

n=1,807	Count	%
Within a year	138	7.64%
Within 2-3 years	232	12.84%
Within 4-10 years	518	28.67%
10 plus years from now	505	27.95%
I am not sure	414	22.91%

Employment

Source: 2023 Focus on Teaching Report

Question: Have you had paid employment as a teacher after obtaining your Temporary Certificate of Qualification (CQR)?

n=15,765	Count	%
No response	9,856	62.5%
Temporary CQR not employed	2,051	13.0%
Temporary CQR employed	3,858	24.5%

Source: 2024 Focus on Teaching Report

Question: Did you hold a position that required you to be licensed as an Ontario Certified Teacher (OCT) from September 1, 2023 to June 28, 2024?

Filtered to include all temporary and transitional certificate holders.

n=253	Count	%
Yes	81.0	32%
No	161.0	64%
I am not sure	11.0	4%

College Registration Data

Member Registration Data – extracted January 9, 2025

Number of Ontario Certified Teachers (OCTs) in good standing by employer

Employer	OCTs in good standing
English-language and School Authority Boards	138,357
French-language and School Authority Boards	9,439
Total District School Boards and School Authority boards	147,796
Schools operated by a First Nation community	209
Private/Independent Schools	3,036
Other employer in education	33
No employer information	77,065
Total	228,139

Certificate type

Current Certification Type	Frequency	%
Certificate of Qualification and Registration	225,695	98.9%
Multi-session Transitional CQR 6 years	428	.2%
Transitional Certificate of Qualification and Registration	196	.1%
Total	226,319	99.2%

Age bands

Age band	Frequency	%
21-25 years	6,072	2.7%
26-30 years	18,816	8.2%
31-35 years	24,757	10.9%
36-40 years	31,119	13.6%
41-45 years	36,045	15.8%
46-50 years	36,636	16.1%
51-55 years	32,623	14.3%
56-60 years	21,794	9.6%
61-65 years	11,801	5.2%
66-70 years	5,050	2.2%
71+ years	3,426	1.5%
Total	228,139	100.0%

Note: Age was calculated from Birth Date to Jan. 9, 2025

Preferred Language

Preferred Language	Frequency	%
English	213,883	93.8%
French	14,256	6.2%
Total	228,139	100.0%

The College operates in English and French and this table shows members' preferred language.

Member Registration Data for Attrition Statistics – extracted January 15, 2025

Member status – Number of members in good standing, certified between 2014-2024, at the end of 2024 and number of members who became inactive by year.

	Year of certification										
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Total number of members certified	7,203	8,731	2,569	4,308	4,625	4,530	4,981	5,025	7,291	6,789	8,139
Became inactive in 2015	570										
Became inactive in 2016	406	907									
Became inactive in 2017	319	688	304								
Became inactive in 2018	275	544	191	384							
Became inactive in 2019	153	273	77	158	259						
Became inactive in 2020	183	301	131	184	194	296					
Became inactive in 2021	113	187	73	118	133	155	225				
Became inactive in 2022	200	315	101	167	208	250	247	338			
Became inactive in 2023	168	240	78	131	147	180	206	214	367		
Became inactive in 2024	153	212	75	102	91	115	165	172	301	382	
Attrition: Total number of members that became inactive at end of 2024	2,540	3,667	1,030	1,244	1,032	996	843	724	668	382	0
Grand total number of members certified	9,743	12,398	3,599	5,552	5,657	5,526	5,824	5,749	7,959	7,171	8,139

- Became inactive within the first five years of certification
- Became inactive after more than five years of certification

Member status among those educated in Ontario French-language universities – Number of good standing members at end of 2024 and number of members who became inactive by year.

	Year of certification										
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Total number of members certified	453	522	37	234	283	294	370	314	535	409	441
Became inactive in 2015	74										
Became inactive in 2016	43	93									
Became inactive in 2017	28	59	17								
Became inactive in 2018	17	46	12	28							
Became inactive in 2019	12	24	3	8	20						
Became inactive in 2020	16	19	2	18	8	18					
Became inactive in 2021	9	13	5	9	13	13	25				
Became inactive in 2022	15	20	4	6	12	16	18	25			
Became inactive in 2023	8	14	1	7	12	15	19	28	40		
Became inactive in 2024	12	15	3	6	6	10	8	16	34	33	
Attrition: Total number of members who became inactive at end of 2024	234	303	47	82	71	72	70	69	74	33	0
Grand total number of members certified	687	825	84	316	354	366	440	383	609	442	441

- Became inactive within the first five years of certification
- Became inactive after more than five years of certification

Requests from education partners

This section of the appendix includes survey information requested by various education partners who participated in College consultation sessions.

Reasons for leaving the teaching profession for respondents who indicated they plan to leave within the next year or as soon as they can.

All respondents

n=1,196	Count	%
Challenges facing instruction that resulted from the pandemic	263	21.99%
Change in family situation	39	3.26%
Desire for change: do something different	204	17.06%
Factors outside the classroom	108	9.03%
Feelings of discrimination from students and/or colleagues	143	11.96%
Feelings of lack of safety and/or security in the school or system	402	33.61%
Lack of career growth opportunities	119	9.95%
Lack of longer-term stability in job (e.g. going from LTO to LTO)	54	4.52%
Overall lack of job satisfaction	456	38.13%
Retirement	741	61.96%
Other	16	1.34%
Not applicable – I do not plan to leave the profession in the next five (5) years	81	6.77%
Burnout and exhaustion (Open-text entry)	84	7.02%
Lack of support and resources (Open-text entry)	92	7.69%
Increased workload and demands (Open-text entry)	49	4.10%
Student behaviour and discipline issues (Open-text entry)	42	3.51%
Lack of respect and appreciation (Open-text entry)	14	1.17%
Low salary and financial concerns (Open-text entry)	14	1.17%
Toxic work environment (Open-text entry)	27	2.26%
Lack of administrative support (Open-text entry)	42	3.51%
Political and systemic issues (Open-text entry)	13	1.09%

Respondents who work in a French-language board

n=82	Count	%
Challenges facing instruction that resulted from the pandemic	21	27.63%
Desire for change: do something different	15	19.74%
Feelings of lack of safety and/or security in the school or system	23	30.26%
Overall lack of job satisfaction	30	39.47%
Retirement	41	53.95%
Burnout and exhaustion (Open-text entry)	12	15.79%
Lack of support and resources (Open-text entry)	18	23.68%

Satisfaction with New Teacher Induction Program (NTIP) for respondents certified between 2010-2024.

Respondents certified between 2010-2014

n=5,041	Count	%
Extremely well	330	7%
Somewhat well	1,203	24%
Just adequate	1,075	21%
Somewhat poorly	693	14%
Extremely poorly	507	10%
I am not sure	162	3%
Prefer not to answer	83	2%
Not applicable – I have not had access to NTIP	988	20%

Respondents certified between 2015-2019

n=2,847	Count	%
Extremely well	139	5%
Somewhat well	538	19%
Just adequate	615	22%
Somewhat poorly	379	13%
Extremely poorly	278	10%
I am not sure	121	4%
Prefer not to answer	45	2%
Not applicable – I have not had access to NTIP	732	26%

Respondents certified between 2020-2024

n=3,273	Count	%
Extremely well	173	5%
Somewhat well	444	14%
Just adequate	378	12%
Somewhat poorly	247	8%
Extremely poorly	161	5%
I am not sure	248	8%
Prefer not to answer	72	2%
Not applicable – I have not had access to NTIP	1,550	47%

Type of position for respondents who indicated they hold qualifications to teach Technological Education courses.

Respondents who indicated they worked as much as they would have liked

n=85	Count	%
Daily occasional or supply position that requires membership as an Ontario Certified Teacher (OCT)	58	74%
Long term occasional position that requires membership as an Ontario Certified Teacher (OCT)	20	26%

Respondents who indicated they worked about as much as they wanted

n=174	Count	%
Daily occasional or supply position that requires membership as an Ontario Certified Teacher (OCT)	101	58%
Long term occasional position that requires membership as an Ontario Certified Teacher (OCT)	57	33%
Other limited term contract position that requires membership as an Ontario Certified Teacher (OCT)	16	9%

Respondents who indicated they worked more than they wanted

n=25	Count	%
Daily occasional or supply position that requires membership as an Ontario Certified Teacher (OCT)	10	43%
Long term occasional position that requires membership as an Ontario Certified Teacher (OCT)	13	57%



**Ontario
College of
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Ontario's Teaching Regulator

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